# English as an Additional Language or Dialect: Teacher Resource
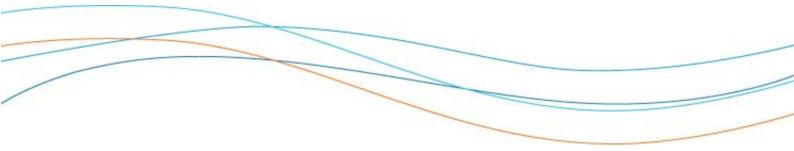
## Glossary

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This is an excerpt from ACARA's English as an Additional Language or Dialect: Teacher Resource. It contains the Glossary. The complete resource can be accessed from http://www.acara.edu.au/curriculum/eald_teacher_resource/eald_teacher_resource.html

# 5.  Glossary

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| **abstract language** | language that describes concepts rather than physical objects |
| **alphabetic language** | a language that uses symbols to represent sounds in words |
| **auxiliary verb** | a verb that works with other verbs (eg to indicate tense – *have eaten*, or to ask questions – *Can you help?*) |
| **biliterate / bidialectal** | able to read and write in two languages or dialects |
| **circumlocution** | using more words than necessary to express an idea or communicate information |
| **clause** | a grammatical unit of meaning that contains a verb. It may form all or part of a sentence |
| **code-mix** | a developmental stage in which multilingual children mix the elements of two or more languages to form a 'blend' |
| **code-switch** | the ability to change from one language/dialect to another to suit the context |
| **cohesive devices** | grammatical or lexical items that hold a text 'together' and create clear meaning. There are five commonly used cohesive devices: reference, ellipsis, lexical cohesion, substitution and conjunctions |
| **collocating words** | two or more words that commonly occur in close association with one another (eg *salt and pepper*, *black and white*) |
| **colloquialism** | an informal expression, often connected to the local culture |
| **communicative purpose** | the reason for communicating / why a text is constructed and used |
| **complex sentence** | a sentence that has an independent (or main) clause and one or more dependent (or subordinate) clauses |
| **compound sentence** | two simple sentences linked by a joining word |
| **concrete language** | language that describes physical objects |
| **conjugation of verbs** | unpacking a verb, describing each of its forms according to person and tense (eg *I **am**, you **are**, he **is**, I **was**, you **were**, he **was***) |
| **cultural content** | information shared by those with similar cultural backgrounds |
| **cultural experiences** | past experiences in any particular culture |
| **definite article** | the word *the*, usually used to describe something in particular or something that has been already been mentioned |
| **dialect** | a variety of a language. A dialect is distinguished by its vocabulary, grammar and pronunciation. Where a distinction can be made only in terms of pronunciation, the term 'accent' is more |

appropriate, not 'dialect'

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| **diphthong** | a combination of two distinct vowel sounds in a 'glide' (eg c **o**i n) |
| **directionality/left-to-right progression** | the direction that print takes (eg right to left, left to right, vertical, horizontal) |
| **discourse conventions** | the accepted way and manners of holding conversations, such as taking turns, greetings and so on |
| **discourse markers** | words and phrases used in speaking and writing to 'signpost' discourse by showing turns, joining ideas together, showing attitude, and generally controlling communication. Some people regard discourse markers as a feature of spoken language only (eg *actually, so, OK, right?, anyway*) |
| **EAL/D** | English as an additional language or dialect |
| **elective mute** | a person who is unwilling or unable to speak |
| **ellipsis** | the omission of words that repeat what has gone before – these words are simply understood |
| **environmental print** | writing found around the classroom and everyday environment |
| **final sounds** | the final sound–letter blend of a word |
| **formulaic utterances** | expressions that are commonly used and that maintain social interaction in expected ways (eg *How are you? Fine thanks, and you?*) |
| **gestural support** | the use of gesture to create meaning and assist comprehension |
| **grapheme** | the written representation of English sounds (eg *kn*, *nn* and *n* are all graphemes for the sound /n/) |
| **graphophonic** | the sound–symbol relationship in language |
| **home language** | the language predominantly spoken in the home |
| **images** | pictures |
| **imperative sentence** | a sentence that instructs, requests or commands. It begins with a verb (eg *Close the door*) |
| **indefinite article** | the words *a* and *an*, usually used to identify a general noun rather than a specific noun |
| **inferential** | a level of comprehension where information is implied in the text, and is combined with current and assumed information to understand that which is not explicitly stated in the text |
| **information retrieval chart** | a chart to show or compare information |
| **initial sounds** | the first sound–letter combination of a word |
| **interlocutor** | the person with whom one is speaking |

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| **intonation** | the rise and fall of the voice when speaking |
| **irregular verb** | a verb that does not have easily identifiable patterns when unpacked for person or tense (eg the verb *to be* has the following conjugations: *was*, *is*, *am*, *are*, *were*, *been*) |
| **lexical cohesion** | the use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related by theme (eg words about medieval times in a story about knights) |
| **lexis** | content words. Words are divided in to two groups: lexis words (words that carry meaning, eg *chair*) and grammatical words (words that explain tense or mood, eg *might*, *be*, *have*) |
| **linguistic experiences** | past experience with any language |
| **linguistic elements** | <ul><li>text and discourse (communicating): the way sentences are structured, grouped and sequenced for achieving a particular purpose in a context</li><li>pragmatics (social usages): the factors governing language choices in social interaction</li><li>semantics (meanings): the way meanings are represented and conveyed</li><li>syntax (structures): the way words are arranged to show relationships of meaning within phrases/groups and clauses</li><li>lexis (vocabulary): the way content is mapped onto words</li><li>morphology (word formation): the way words can be built up of meaningful parts</li><li>phonology (sounds): the way sounds are organised in a language.</li></ul> |
| **literal** | stated explicitly in the text that is being read |
| **logographic language** | a language that uses symbols to represent entire words |
| **macroskills** | the modes of communication – listening, speaking, reading/viewing, writing |
| **medial sounds** | the middle sounds of a word |
| **monolingual** | speaking only one language |
| **morpheme** | the smallest unit of meaning in language. Morphemes are not exactly the same as words. The word *cat* has one morpheme, while the word *cats* has two morphemes: *cat* for the animal, and *-s* to indicate that there is more than one |
| **multimodal** | a text that incorporates different types of texts (eg exposition, listing, image, graph) |
| **native speaker** | a speaker using their first language |
| **naive letter formation** | the formation of letters as pictures rather than as graphic representation of sounds |

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| **nonverbally/nonverbal communication** | body language, eye contact, personal space, gesture, stance, posture |
| **noun group** | a group of words building on a noun. Noun groups usually consist of an article (*the*, *a*, *an*) plus one or more adjectives |
| **paragraphing** | the way paragraphs are formed. Typically, students move from the graphic phase – an awareness of the need for paragraphs but no understanding of where, how or why this should occur; to the topical stage – an awareness that each paragraph is a distinct entity that should have its own 'topic' or subject matter; to the textual phase – an awareness of how cohesive devices can be used appropriately to achieve whole-text coherence |
| **paraphrase** | repeat the same information in a more condensed and original form |
| **phoneme** | the smallest unit of sound in a word. The word *is* has two phonemes: /i/ and /s/. The word *ship* has three phonemes: /sh/, /i/, /p/ |
| **phonetic spelling** | spelling words using the most common grapheme for each sound (phoneme) – eg *skool* |
| **phonically decodable** | that which can be pronounced using basic letter–sound correspondence (eg *dog* – *'d', 'o', 'g'*) |
| **prefix** | a meaningful element (morpheme) added to the beginning of a word to change its meaning |
| **print literacy** | ability to read and write written text in any form, including multimodal and digital. |
| **QWERTY** | the keyboard used in English-speaking countries. It has QWERTY as the first six letters from the top left-hand side. Other languages use different keyboards (eg the French – AWERTY) |
| **reference** | the use of pronouns or other words to refer to something in a sentence (eg *The prince was pleased. At last he had his princess.* 'He' refers to 'the prince') |
| **register** | the degree of familiarity or formality adopted in language. This is seen through linguistic choices, grammar and tone, and it generally indicates the relationship (or balance of power) between communicators |
| **regular verb** | a verb that has easily identifiable patterns when unpacked for person or tense (eg the verb *to walk* adds *-s* to the third person *he walk**s*** and *-ed* to the past tense *walk**ed***) |
| **return sweep** | (in English) how the eyes are trained to return to the right-hand side of the page at each new line or paragraph |
| **Standard Australian English** | the variety of spoken and written English language in Australia used in more formal settings, such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians. |

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| **salient politeness conventions** | language that is polite and indicates accepted 'good' manners in a particular culture |
| **semantic** | information related to meanings used when reading |
| **sight words** | words recognisable instantly (without decoding what sound each letter represents) |
| **stress** | the emphasis placed on certain syllables in certain words (eg **Eng**lish, not Eng**lish**) |
| **substitution** | a word such as 'one' is substituted for a noun or noun group (eg *There are lots of apples in the bowl and I want one [of them]*) |
| **suffix** | a meaningful element added to the end of a word to change its meaning |
| **syntax** | the ways words, phrases and clauses are structured in sentence |
| **tenor** | the overall mood or nature of the language in a conversation that reflects the relationship between the people involved in the dialogue (eg an informal tenor would exist between friends and a formal tenor between a principal and a school inspector) |
| **tone language** | a language in which different tones distinguish different meanings |
| **visual cues** | images that give clues about the written text |