

**AUSTRALIAN CURRICULUM: LANGUAGES  
FRAMEWORK FOR ABORIGINAL LANGUAGES AND TORRES STRAIT ISLANDER LANGUAGES  
FOUNDATION TO YEAR 10 SEQUENCE**

Accuracy	Production of structurally correct forms of the target language.
Acknowledgement of Country	A protocol for showing awareness of and respect for the traditional Aboriginal or Torres Strait Islander owners of the <b>Country/Place</b> on which a meeting or event is being held, and of recognising the continuing connection that the owners have to their Country/Place. It is performed by individuals who are not <b>owners/custodians</b> of the Country/Place and may involve the use of the associated Aboriginal or Torres Strait Islander language(s).
Adjective	A part of speech that modifies or describes a noun or pronoun, for example, 'astonishing' in an 'astonishing discovery.' In Aboriginal languages and Torres Strait Islander languages, adjectives can commonly be used in place of the nouns they qualify (for example, 'the big [person] saw it'), and can take the same set of suffixes as nouns. For this reason, adjectives and nouns in these languages are often grouped together.
Adverb	A word class that may modify or qualify a <i>verb</i> , an <i>adjective</i> or another <i>adverb</i> , for example, 'beautifully' in 'she sings beautifully'; 'really' in 'he is really interesting'; 'very' and 'slowly' in 'she walks very slowly.'
Adverbial	A word or group of words that functions as an <i>adverb</i> .
Affix	A morpheme attached to a word stem to form a new word, extending or altering meaning. In Aboriginal languages and Torres Strait Islander languages these are usually suffixes and prefixes.
Affixation	The use of affixes to extend or alter the meaning of words. Aboriginal languages and Torres Strait Islander languages make extensive use of affixation.
Alliteration	A recurrence of the same consonant sounds at the beginning of words in close succession, for example, 'ripe, red raspberry'.
Alphabet	A set of symbols for representing the separate phonemes of a language in written form. An alphabet can be devised for any language, but not all languages have writing systems and not all writing systems are alphabetic. From contact history, Aboriginal languages and Torres Strait Islander languages have adopted the English alphabet in writing.
Alphabetic/text conventions	Alphabetic and broader text conventions have been established through community decisions or by default use over time, for example in relation to letter choices for particular sounds, the use of diacritics and digraphs, and points at which commas, full stops, quoted speech and paragraph breaks might be used in written versions of oral texts.
Apical	Consonants involving the tip of the tongue (as distinct from the blade) in places of articulation.
Aspect	Forms of a verb that indicate the duration or type of activity denoted by the verb, such as to signal continuity or completion of an event.
Audience	Intended readers, listeners or viewers.

Authentic (texts/materials)	<i>Texts</i> or materials produced for ‘real-life’ purposes and contexts as opposed to being created specifically for learning tasks or <i>language practice</i> .
Author	A composer or originator of a work, for example, a novel, film, website, speech, essay, autobiography.
Bilingualism	An ability to use two or more <i>languages</i> .
Bilingual programs	Programs that involve the use of more than one language as formal languages of instruction. In Australia these are typically English and a First Language Learner Pathway (L1) language. Bilingual programs might adhere to transitional, parallel or other bilingual organisational models.
Biography	A detailed account of an individual’s life; a text <i>genre</i> that lends itself to different modes of expression and construction. In the context of <i>intercultural language learning</i> , the concept of <i>biography</i> can be considered in relation to <i>identity</i> , to the formation of <i>identity</i> over time, and to the understanding that <i>language</i> is involved in the shaping and expressing of <i>identity</i> .
Birth order names	Names used in some Aboriginal societies to indicate birth order of children born to the same mother, for example, first-born or second-born. There is a female and male form of the name for each sequenced birth of the one mother.
Case	The role of a noun, adjective or pronoun with respect to other words within an expression. In Aboriginal languages and Torres Strait Islander languages case is most commonly indicated by suffixes.
Characters	Portrayal of a person or narrative role in an oral or written text
Causative form	A common process in Aboriginal languages and Torres Strait languages whereby a transitive verb is derived from a noun through affixation with the resultant meaning of ‘to make/cause ...’.
Clause	A grammatical unit that contains a subject and a predicate ( <i>verb</i> ) and expresses the complete proposition.
Code-switching	A use of more than one <i>language</i> in a single utterance, for example, ‘Papa, can you buy me some panini, please?’ A common feature of <i>bilingual</i> and multilingual <i>language use</i> .
Cognates	Similar or identical words which have shared origins. For example, father (English), Vater (German) and pater (Latin) have a shared origin. Gratitude (English) and gratitud (Spanish) are both derived from gratitudo (Latin). English ‘ship’ and ‘skiff’ share the same Germanic origin.
Cohesion	Grammatical or lexical relationships that bind different parts of a <i>text</i> together and give it unity. <i>Cohesion</i> is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, study/laze about, ugly/beautiful), repetition (for example, work, work, work – that’s all we do!) and <i>collocation</i> (for example, ‘friend’ and ‘pal’ in, ‘My friend did me a big favour last week. She’s been a real pal.’)

Communication	A mutual and reciprocal exchange of meaning.
Comparative linguistics:	The study of the interrelationships between different languages, especially those assumed to have a common ancestor.
Complexity	<p>A degree to which <i>language</i> structure or use is complex as opposed to simple, including the relative difficulty in learning or using the structures. Elements of language <i>complexity</i> include:</p> <ul style="list-style-type: none"> <li>• range, quality and specificity of vocabulary used</li> <li>• move from simple to more complex sentence construction</li> <li>• degree of elaboration and subtlety of expression</li> <li>• extent of demonstrated intercultural capability</li> <li>• cognitive density of the content</li> <li>• control of abstract as well as concrete concepts and expression.</li> </ul>
Composing	<p>A process of producing written, spoken, graphic, visual or <i>multimodal texts</i>. It includes:</p> <ul style="list-style-type: none"> <li>• selection and arrangement of textual elements</li> <li>• processes of planning, drafting, appraising and refining.</li> </ul> <p>It also includes applying knowledge and control of <i>language</i> forms, features and structures required to complete the task.</p>
Comprehension/ comprehending	An active process of making/constructing/deciphering meaning of <i>language</i> input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, <i>text processing strategies</i> and capabilities, for example, inferencing or applying knowledge of <i>text types</i> and social and cultural resources.
Compound noun	A noun comprising elements that can stand independently, for example 'honeyeater'.
Concepts	Concepts underpin languages learning by seeking to capture key elements of facts, features, situations and events associated with learning principles and to enable intercultural comparison and deep personal reflection. Key concepts in Aboriginal language and Torres Strait Islander language programs include: Country/Place and links to land, water, sea and sky; identity and its individual, social and cultural components; relationships and their expression through family and kinship, skin, totem, moiety and sections; and the cultural protocols of values, respect and reciprocity.
Connectives	Grammatical devices including words, morphemes and the use of intonation and pauses that link chunks of language.
Consonant clusters	A group of adjoining consonants in the same word; different languages are characterized by the use of different consonant clusters.
Consultation	The process of consulting owners and custodians when developing curricula and providing programs in Aboriginal languages and Torres Strait Islander languages.
Content	Subject matter used as a vehicle for <i>language</i> learning.

Content-based programs	Programs that teach specific learning area content in the Aboriginal language or Torres Strait Islander language, most typically in the First Language Learner Pathway (L1).
Context	An environment and circumstances in which a <i>text</i> is created or interpreted. <i>Context</i> can include the general social, historical and cultural conditions in which a <i>text</i> exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.
Continuous	A verb aspect depicting duration or incompleteness of action.
Convention	An accepted <i>language</i> or communicative practice that has developed and become established over time, for example, use of punctuation or writing directionality
Coordination	The linking of clauses and sentences in such a way that each is equivalent, for example 'he is tall and I am short'.
Country/Place	Portions or tracts of land, waters or night-sky identifiable with specific Aboriginal and Torres Strait Islander peoples, their languages and cultures. People's sense of identity is fundamentally associated with particular Country/Place. The capital 'C' and 'P' indicate the special meaning of the words in this context.
Create	Develop and/or produce spoken, written or <i>multimodal texts</i> in print or digital forms.
Creole	A socially and linguistically expanded and stabilised pidgin that has become the first language of its speakers. Australian creoles are based on elements of English and an Aboriginal language or Torres Strait Islander language.
Cues	Sources of information used to facilitate <i>comprehension of language</i> that may be visual, grammatical, gestural or contextual.
Cultural safety (principles and protocols of)	Measures taken to ensure respect and comfort in cross-cultural interactions.
Culture	<p>In earlier models of <i>language</i> teaching and learning, <i>culture</i> was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of <i>culture</i> are parts of cultural experience and organisation, current orientations to <i>language</i> teaching and learning employ a less static model of <i>culture</i>. <i>Culture</i> is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:</p> <ul style="list-style-type: none"> <li>• people see, think, interpret the world and experience</li> <li>• make assumptions about self and others</li> <li>• understand and represent individual and community <i>identity</i>.</li> </ul> <p><i>Culture</i> involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as the sum of tangible and intangible human knowledge, held and passed on by families, communities and nations, social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural</p>

	<p>group. <i>Language, culture and identity</i> are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to <i>language</i> teaching and learning is informed by this understanding.</p> <p>Aboriginal and Torres Islander people regard their culture(s) as fundamental to their individual and group identity and their languages as living expressions of this.</p>
Custodians	See owners/custodians.
Demonstratives	Words like ‘this’ and ‘that’, which specify whether the people or things referred to are near, distant, visible or have/have not been previously referred to.
Derivation processes	The processes of building a word by changing its category, such as deriving a noun from a verb or vice versa. In Aboriginal languages and Torres Strait Islander languages, derivational processes entail the use of affixes.
Descriptive sentence	A type of verbless sentence, for example ‘the horse [is] cranky’.
Development	The process whereby languages with large numbers of speakers in changing social and environmental circumstances, adapt and develop of their own accord. Aboriginal languages and Torres Strait Islander languages needing to be revived as a result of contact history development often rely on programs of planned intervention.
Diacritic	A mark used with a letter to indicate modification of its sound. Like digraphs, diacritics are used to adapt the Roman alphabet to particular sounds found in Aboriginal languages and Torres Strait Islander languages.
Dialect	A variant of a <i>language</i> that is characteristic of a region or social group.
Digital media	Various platforms via which people communicate electronically.
Digital texts	Audio, visual or <i>multimodal texts</i> produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of <i>digital texts</i> include DVDs, websites and e-literature.
Digraph	Two letters that represent a single sound: <ul style="list-style-type: none"> <li>vowel <i>digraphs</i> have two vowels (for example, ‘oo’, ‘ea’)</li> <li>consonant <i>digraphs</i> have two consonants (for example, ‘sh’, ‘th’).</li> </ul>
Domains of use	Subject areas and social functions for which a language is or can be used.
Dreaming	The time beyond living memory when worlds were created by ancestral beings during Journey through Aboriginal and Torres Strait Islander Country/Place.
Dual	A form of number in some languages, indicating two. Pronoun systems of Aboriginal languages and Torres Strait Islander language usually include dual forms.
Elders	Persons and leaders in Aboriginal and Torres Strait Islander communities and nations who hold authority by reason not only of their age and seniority but also of their wide experience and deep cultural knowledge. The use of capital ‘E’ indicates the special meaning of the word in this context.

Ellipsis	The omission of a word or words from an utterance without loss of overall understanding.
Embedding	A form of subordination in which one clause is inserted into another. In Aboriginal languages and Torres Strait Islander languages the verb of the embedded clause usually takes a special affix.
Encode	A process of changing spoken <i>language</i> into symbols of written/digital <i>language</i> .
Equative sentence	A type of verbless sentence, for example 'Jim [is] a teacher'.
Existential expression	Sentences of the type such as 'there stand two trees', in Aboriginal languages and Torres Strait Islander languages that are formed using verbs of stance.
Filler	A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution, for example, 'I went to the station...er... then I caught a train...' Frequent use of <i>fillers</i> characterises early stages of second <i>language</i> (L2) development, but proficient speakers and first <i>language</i> (L1) speakers also use them as an opportunity to reflect or recast.
Fluency	An ability to produce spoken or written <i>language</i> with appropriate phrasing, rhythm and pace. It involves the smooth flow of <i>language</i> , lack of hesitation or undue pausing and characterises the largely accurate use and automatised of the target <i>language</i> .
Formulaic language	Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, for example, 'Once upon a time' (story-starter); 'G'day, how are you going?' (greeting in Australian English).
Full linguistic code	Situations where a language is known and used comprehensively in the full range of communicative functions, or has the linguistic resources internally available needed for such a range, thus allowing speakers to use it ' <u>right through</u> '.
Genre	A category used to classify <i>text types</i> and <i>language</i> use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of <i>genres</i> typically used in early <i>language</i> learning include greetings, classroom instructions and apologies. More advanced <i>language</i> proficiency includes the ability to use <i>genres</i> such as narrative or persuasive <i>text</i> , creative performance and debates.
Grammar	The structure as opposed to the content with respect to <i>language</i> in general or to particular languages. Grammatical knowledge takes on a variety of roles in language learning and language revival.
Habitual/characteristic	A verb form that indicates that someone or something does the action habitually or routinely, though it may not be happening at that time. Also known as the 'characteristic' form.
Hand talk	Use of hand signs as an aid to or substitute for spoken language. An element of sign language.
Historical linguistics	<i>Historical linguistics</i> : the study of the development of languages over time.

History/Story	The record of world-shaping events ( <i>Dreaming</i> ) maintained by particular Aboriginal and Torres Strait Islander societies as the authoritative explanation for today's realities. The capital 'H' and 'S' indicate the special meaning of the words in this context.
Identity	A person or group's conception and expression of individuality, affiliation, self-concept and self-representation. Identity is closely connected to both culture and language and in the case of Aboriginal people and Torres Strait Islander people to Country/Place. Thinking and talking about the self is influenced by the cultural frames offered by different languages and cultural systems.
Ideograph(ic)	A graphic character that indicates meanings without reference to the sounds used to pronounce the word.
Imperfective	A verb aspect conveying incompleteness of action, for example 'I was living there'.
Inchoative	A grammatical form common in Aboriginal languages and Torres Strait languages by which an intransitive verb is derived from a noun by means of affixation with the resultant meaning of 'to become ...'.
Indigenous	The characterisation of a community or nation regarded as originating from a certain geographical area and as descending from its first occupants. Aboriginal and Torres Strait Islander people identify specific instances of Country/Place as their place of origin.
Indigenous knowledge	Knowledge emanating from particular Aboriginal and Torres Strait Islander societies and their relationship to their Country/Place, passed on as culture and Law and mediated by language and performance. It includes practical rules for living based on events in the <i>Dreaming</i> .
Indigenous taxonomies	Different ways Aboriginal and Torres Strait Islander societies classify people and things, for example the division of society and the natural world into two halves ( <i>moieties</i> ).
Inflectional process	The process of building a word without changing its category, for example, an inflected noun, marked for case, may take on different roles but is still a noun. In Aboriginal languages and Torres Strait Islander languages, inflectional processes entail the use of affixes.
Input	Direct contact with and experience of the target <i>language</i> ; the stimulus required for <i>language</i> acquisition and learning. <i>Input</i> can take multiple forms and be received through different <i>modes</i> .
Intercultural capability	An ability to understand and to engage in the relationship between <i>language</i> , <i>culture</i> and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both <i>language</i> and <i>culture</i> , that communicating and interacting in different <i>languages</i> involves interacting with values, beliefs and experiences as well as with words and grammars. An <i>intercultural capability</i> involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an <i>intercultural capability</i> include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning	An orientation to <i>language</i> teaching and learning that informs current curriculum design; framed by the understanding that <i>language</i> and <i>culture</i> are dynamic, interconnected systems of meaning-making; that proficiency in an additional <i>language</i> involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between <i>language-culture</i> systems. It includes the reflexive and reciprocal dimension of attention to learners' own <i>language(s)</i> and cultural frame(s).
Interjection	A part of speech that has the sole function of conveying emotion, for example 'wow!', 'yuk!'
Interpret	A process of understanding and explaining; an ability to conceive significance, to construct meaning and to explain to self and others.
Interpreting	Orally changing a text spoken in one language into another in a situation where groups have a shared, immediate communicative need but a language difference. Many issues impact on interpreting, including the need for language and cultural training in relation to both 'own' and 'other' language/culture, interpreting for literal versus 'free' meaning, ethical dimensions, specialisation, personal confidence and kinship relations. These elements and considerations have particular relevance in First Language Learner Pathway (L1) programs.
Interrogative	A word used to ask questions, for example the interrogative pronoun 'who?'
Intonation	A key component of communication, involving patterns of pitch and melody of spoken <i>language</i> that can be used like punctuation, for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.
Intransitive	Verbs that involve only one core participant, the noun, adjective or pronoun, which in Aboriginal languages and Torres Strait Islander languages is usually left unmarked by affixation.
Journey	Episodes of History/Story involving formative travels undertaken by totemic ancestors or Dreaming beings across Country/Place. The capital 'J' indicates the special meaning of the word in this context.
Kin	Social groupings based on family relationships and in the case of Aboriginal societies and Torres Strait Islander societies a systematic application of these groupings across whole communities which provides comprehensive guidance for interpersonal behaviour. One systematising principle common in these societies is the structural equivalence of siblings of the same sex so that, for example, a mother's sisters are also termed 'mother', whereas the mother's brothers are 'uncles'. Another principle is that all people who interact on an extended basis must be classified as kin.
Kinship	Kin-based social organisation considered as a structure and interlocking with other organisational structures common in Aboriginal societies and Torres Strait Islander societies, such as <i>moiety</i> , skin, sections.
Laminal	Consonants involving the blade of the tongue as distinct from the tip in places of articulation.



Language	<p>A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.</p> <p><i>Language</i> is described and employed:</p> <ul style="list-style-type: none"> <li>• as code – comprising systems, rules, a fixed body of knowledge, for example, grammar and vocabulary, sound and writing systems</li> <li>• as social practice – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways</li> <li>• as cultural and intercultural practice – means by which communities construct and express their experience, values, beliefs and aspirations</li> <li>• as cognitive process – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured</li> </ul>
Language-as-subject programs	Programs where the Aboriginal language or Torres Strait Islander language is taught and learned as a subject in the school curriculum.
Language building	Planned intervention to restore or develop a language's internal resources, such as morphology, vocabulary or domains of use. Language building supports language revival and language development.
Language change	The natural and constant change that occurs in all languages, in varying speeds depending on local language ecologies.
Language ecology	A view of languages as living entities that require enabling environments and relationships with other languages to thrive and to be passed on between generations. Elements of the ecology of Aboriginal languages and Torres Strait Islander languages include access to Country/Place, the profile and acceptance of the language in the wider community, and education systems that align with the values of particular groups of language speakers.
Language engineering	An element of language building with a focus on developing the grammar and vocabulary of a language undergoing revival.
Language features	Features of <i>language</i> that support meaning, for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative <i>language</i> . Choices in <i>language features</i> and <i>text structures</i> together define a type of <i>text</i> and shape its meaning. These choices vary according to the purpose of a <i>text</i> , its subject matter, audience and mode or medium of production.
Language functions	Varied ways in which <i>language</i> is used to achieve particular purposes, for example, to persuade, to entertain, to apologise, to argue and/or to compliment.
Language rights	The individual or collective right to choose one's own language as a medium of communication, including in contexts such as educational, judicial and administrative processes. Language rights are particularly pertinent for the world's indigenous languages, including Aboriginal languages and Torres Strait Islander languages.
Language shift	The process whereby an individual or community begins to move away from the first language as the main medium of communication due to the influence of another language. It may begin with the displacement of a few

	vocabulary items but result ultimately in the complete substitution of the new language for the old.
Language-specific curricula	State or local language-specific curricula developed from the generalised content and achievement standards of the national Framework. The process involves adaptation and modification to reflect the specific nature of the language, the learners and the learning contexts. These adaptations address the band descriptions, the content descriptions, content elaborations and achievement standards. They localise and particularise the Framework.
Law	The body of rules for living derived from and sanctioned by the Dreaming or History/Story. The capital 'L' indicates the special meaning of the word in this context.
Lexical biases	Language interests, intentions and conceptions or misconceptions among some (particularly early) researchers of Aboriginal and Torres Strait Islander languages that resulted in uneven treatment of their vocabularies. For example, the languages are highly developed in the areas of family terms, <b>totemic</b> relationships and Australian flora and fauna, but these areas were often inadequately recorded because little was known at the time about them.
Loan word	See word borrowing.
Locational cases	Cases applicable to nouns, pronouns and adjectives that indicate location and direction in space and time.
Lore	The body of conventional practices and ways of doing that are an integral part of the culture of Aboriginal and Torres Strait Islander communities.
Macro skills	Four major <i>language</i> skills of listening, speaking, reading and writing.
Maintenance	The intentional effort to keep using a particular language in changing circumstances, for example in the context of schooling that does not otherwise use the child's first language. It often involves the development of the <i>language</i> itself, its domains of use and an appropriate curriculum.
Manner of articulation	The manner in which different speech organs move and combine with airflow to produce sounds, for example whether the outward airflow is momentarily blocked or diverted around the tongue or through the nose.
Media texts	Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. <i>Media texts</i> studied in different <i>languages</i> can be found in newspapers, magazines and on television, film, radio, computer software and the internet.
Mediate	To use a functionally distinct dimension of communication such as language, dance or art for individual or group conceptualisation, expression or interaction.
Medium	The means provided by a particular <i>language</i> to engage in an activity or achieve a desired result.
Metalanguage	A vocabulary used to discuss <i>language</i> conventions and use, for example, <i>language</i> used to talk about grammatical terms such as sentence, clause, conjunction, or about the social and cultural nature of <i>language</i> , such as face, reciprocating, register.

Mode	Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. <i>Modes</i> are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, for example, sound, print, image and gesture.
Moiety	One of two parts into which society is divided based on descent from the mother or father. In Aboriginal societies and Torres Strait Islander societies <i>moieties</i> may include parts of the natural world.
Mood	The form of a verb that indicates the attitude of the speaker to the content of the utterance, for example, whether what is said is plain description, statement of a possibility, wish, or command. In Aboriginal languages and Torres Strait Islander languages mood is signaled by affixation on the verb.
Morpheme	The smallest meaningful unit in the <i>grammar</i> of a <i>language</i> . <i>Morphemes</i> are not necessarily the same as either words or syllables. The word 'cat' has one <i>morpheme</i> while the word 'cats' has two <i>morphemes</i> : 'cat' for the animal and 's' to indicate that there is more than one. Similarly, 'like' has one <i>morpheme</i> while 'dislike' has two: 'like' to describe appreciation and 'dis' to indicate the opposite. The process of identifying <i>morphemes</i> assists comprehension, vocabulary building and spelling.
Morphology	Principles of word formation and inflection, especially with respect to constituent <i>morphemes</i> .
Mother-in-law talk/language	A <i>register</i> or style in Aboriginal languages and Torres Strait Islander languages used in the presence of, or in reference to, a relative with whom the speaker has an avoidance relationship and therefore entailing high degrees of circumspection and restriction.
Multiple literacies	Competence in a range of <i>text-types</i> and <i>language functions</i>
Multimodal text	A <i>text</i> which involves two or more communication <i>modes</i> , for example, the combining of print, image and spoken <i>text</i> in film or computer presentations.
Narrative	A story of events or experiences, real or imagined.
New media	Media that allow on-demand access to content, interactivity and creative participation, usually based on digital technology.
Nominalisation	The formation of <i>nouns</i> from other types of words, including <i>verbs</i> . In Aboriginal languages and Torres Strait Islander languages the process typically involves adding a <i>morpheme</i> to the word that is to be changed.
Noun	A part of speech that includes all words denoting physical objects such as man, woman, boy, girl, car, window. These are concrete <i>nouns</i> . Abstract <i>nouns</i> express intangibles, such as democracy, courage, success, idea.
Number	Part of the <i>grammar</i> of a language that indicates how many participants or elements are involved, for example one, two, three or more.
Onomatopoeic sounds	Sounds introduced in written/performed texts that imitate sounds typically made by a character or inanimate object.
Oracy	An ability to express oneself in and to understand spoken <i>language</i> ; it includes oral and aural proficiency.

Orthography	A system of spelling for a language or group of languages that is generally accepted by users of the language(s).
Owners/custodians	The recognised groups of people who own or take care of Aboriginal languages and Torres Strait Islander languages, and who have responsibilities, interests and rights in relation to them, even though a particular language may not be currently used to the same level as in the past.
Particles	Words or <i>morphemes</i> commonly used in Aboriginal languages and Torres Strait Islander languages that usually convey shades of meaning related to speakers' attitudes, feelings or intentions about what is being said. Particles do not change in form and include words and terms such as, 'maybe', 'ought to', 'but of course', 'not really', 'let's just ...'.
Perfective	A verb aspect depicting completeness of action, for example 'I lived there'.
Peripheral	Consonants involving either the very front of the vocal tract in places of articulation, for example lips, or the very back of the tongue. In Aboriginal languages and Torres Strait Islander languages several consonant types can be conveniently grouped together as peripheral.
Person	Part of the <i>grammar</i> of a language enabling each interaction to be described in terms of the speaker or writer, the person addressed, or any involvement of others. Aboriginal languages and Torres Strait Islander languages usually mark these three persons (first, second, third) in the <i>pronouns</i> rather than in the <i>verbs</i> ; for example 'I', 'you', 'she'.
Personal pronoun	See person.
Phoneme	The smallest meaningful unit in the sound system of a <i>language</i> , for example, the word 'is' has two <i>phonemes</i> : /i/ and /s/; 'ship' has three <i>phonemes</i> : /sh/, /i/, /p/. A <i>phoneme</i> usually has several manifestations dependent on varying phonological contexts, for example, the 'p' in 'pin' and 'spin' differs slightly in pronunciation but is regarded as being the same <i>phoneme</i> ; that is, as having the same functional meaning within each word.
Phonemic awareness	An understanding of the relationship between the phonology of a language and its alphabetic writing system.
Phonology	The speech sounds of a language considered as a system, especially with respect to the description of its individual phonemes.
Pidgin	A linguistically and socially restricted contact language that serves as a means of communication between speakers of different languages. A pidgin is no-one's first language.
Place of articulation	Location in the vocal tract where the main restriction to airflow occurs in order to produce a speech sound, usually a consonant. For example, in producing a particular sound the tongue tip may touch the hard ridge behind the teeth to either block the air-flow or force it round the tongue or through the nose. The three major place-of-articulation categories for consonants in Aboriginal languages and Torres Strait Islander languages are <i>peripheral</i> , <i>laminal</i> and <i>apical</i> .
Plural	A form of number in some languages indicating two or more, or three or more in languages that have the dual number, such as Aboriginal languages and Torres Strait Islander languages.

Poison cousins	A type of avoidance relationship in Aboriginal societies and Torres Strait Islander societies, often comprising a cross-cousin of the opposite sex.
Possessive sentence	A type of verbless sentence, for example ‘the car [is] mine’.
Prediction	An informed presumption about something that might happen. Predicting at <i>text</i> level can include working out what a <i>text</i> might contain by looking at the cover, or working out what might happen next in a <i>narrative</i> . Predicting at sentence level includes identifying what word is likely to come next in a sentence.
Prefix	A meaningful element ( <i>morpheme</i> ) added before the main part of a word to change its meaning, for example, unhappy.
Preposition	<p>A part of speech that precedes a <i>noun</i>, noun phrase or <i>pronoun</i>, thereby describing relationships in a sentence in respect to:</p> <ul style="list-style-type: none"> <li>• space/direction (below, in, on, to, under – for example, she sat on the table).</li> <li>• time (after, before, since – for example, I will go to the beach after lunch).</li> <li>• those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)</li> </ul> <p><i>Prepositions</i> usually combine with a <i>noun</i> group or phrase to form a prepositional phrase, for example, in the office, besides these two articles.</p> <p>Some languages, such as Aboriginal languages and Torres Strait Islander languages, use affixes to convey meanings that other languages express through prepositions’</p>
Principles and protocols	Processes, issues and attitudes integral to the development and provision of curriculum and programs in Aboriginal languages and Torres Strait Islander languages. <i>Principles</i> affirm the authority of language owners and custodians and link with time frames, language choice for the program and resources. <i>Protocols</i> relate to processes including negotiations between different groups, language surveys, identification of human resources, language and land associations and levels of language documentation.
Productive language use	One of the two aspects of communication through <i>language</i> involving the ability to express, articulate and produce utterances or <i>texts</i> in the target language. Also see <i>receptive language</i> .
Pronoun	Pronouns are a closed group of words that refer to or substitute for nouns and noun phrases. They can take case like <i>nouns</i> , as well as <i>person</i> and <i>number</i> . Demonstratives, such as <i>this</i> , <i>that</i> , <i>near</i> or <i>distant</i> and interrogatives, such as <i>who</i> , <i>what</i> , <i>which</i> , are regarded as pronouns that designate or point out. In Aboriginal languages and Torres Strait Islander languages pronouns can be bound to other words as well as stand alone and can have dual forms in addition to singular and plural.
Pronunciation	The manner in which a word or part of a word is pronounced
Purposeful (learning/language experience)	Learning which results from authentic <i>language</i> experiences that involve real purpose and achievable outcomes.

Read	Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print <i>texts</i> .
Re-awaken	See <i>reclaim, revive</i> . In situations of language loss, Aboriginal and Torres Strait Islander people often refer to languages as sleeping and as a consequence needing to be re-awakened.
Receptive language	One of the two components of communication through <i>language</i> : the 'receiving' aspect of <i>language</i> input, the gathering of information and making of meaning via listening, reading, viewing processes. Also see <i>productive language</i> .
Reciprocal	A language form that denotes action mutually transferred between two participants, for example 'they are watching each other'. In Aboriginal languages and Torres Strait Islander languages this is usually conveyed by voice in verbs.
Reclaim, revive, renew, rebuild, reconstruct, construct, develop languages	Terms used generally and interchangeably with respect to Aboriginal languages and Torres Strait Islander languages to refer to language processes and language programs developed in contexts of historical language loss, and located mainly in the Language Revival Learner Pathway (LR). In the Framework, <i>revive, revitalise, renew</i> and <i>reclaim</i> take on particular language and program activity meanings.
Reduplication	Internal repetition of some sort in a word which usually modifies its meaning. In Aboriginal languages and Torres Strait Islander languages this modification can range from indication of the plural number to weakening the intensity of the original word.
Reflexive	A language form that shows action carried out by the participant on itself, for example 'the dog is licking itself'. In Aboriginal languages and Torres Strait Islander languages this is usually conveyed by voice in verbs.
Register	A variety of <i>language</i> used for a particular purpose or in a particular situation, the variation being defined by use as well as user, for example, informal <i>register</i> or academic <i>register</i> .
Relational and holistic approach	Approaches to languages education relying on establishing interpersonal relationships between participants and integrating language learning into the learner's identity and place in the world.
Repetition	Repetition and parallelism (restating/stating differently) are strategies used within primarily oral societies to aid memory, through which all knowledge is traditionally transmitted.
Respect	Reference to ways in which individuals treat each other in Aboriginal and Torres Strait Islander contexts. Respect is shown in many ways, including waiting to speak, listening and demonstrating understanding, not asking too many direct questions, and generally showing regard for others' ideas, beliefs, practices and culture.
Revival	A planned response designed to counter histories of language loss. Aboriginal languages and Torres Strait Islander languages are being revived through community initiatives, school programs and linguistic research.
'Right through'	Situations in which a speaker or the community knows and uses comprehensively the full range of communicative functions of a language, due to the <i>full linguistic code</i> being available.

Scaffolding	Support provided to assist the learning process or to complete a learning task. Scaffolded <i>language</i> support involves using the target <i>language</i> at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. <i>Task</i> support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. <i>Scaffolding</i> includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.
Scanning	A <i>text processing strategy</i> adopted to search for specific words, ideas or information in a <i>text</i> without reading every word, for example, looking for a word in the dictionary or a name in a phone directory. <i>Scanning</i> involves moving the eyes quickly down the <i>text</i> looking for specific words and phrases to gain a quick overall impression/to get the gist.
Sections	A form of social organisation common in Aboriginal societies that divides the social world into four named parts, whereby each individual is placed in a section different to that of his or her mother, father and spouse. Also known as <i>skin</i> or <i>skin groups</i> .
Serialisation	A feature found in some groups of Aboriginal languages whereby verbs with the same participant are linked using special affixes.
Shame/shyness/ respect	Socio-dynamic terms that concern the display of appropriate behaviours resulting from knowing one's relationship to others. They relate to concepts such as respect/deference and eye contact in personal and social worlds organised through <i>kinship</i> , key elements of social relations in all Aboriginal and Torres Strait Islander societies.
Sign language	Use of <i>hand talk</i> , facial expressions and other signs as substitutes for or adjuncts to spoken language. In areas of central Australia, signing performs functions similar to full, speech-concurrent systems such as Auslan.
Silence	The use of silence is an accepted part of many Aboriginal and Torres Strait Islander speech styles.
Skin, skin groups	See <i>sections</i> .
Sleeping	A descriptor applied to Aboriginal languages and Torres Strait Islander languages that are no longer used for everyday communication purposes but exist in community memory. Such languages are rich candidates for re-awakening through Language Revival Learner Pathway (LR) programs.
Standard and non-standard varieties	Standard varieties of a <i>language</i> have general acceptance across a speech community; departures from standard varieties are termed 'non-standard'.
Sorry business	A term often used in Aboriginal and Torres Strait Islander families and communities referring to sets of behaviours and expectations usual during bereavement and funerals.
Speak	Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs and to comment about the world.
Speech prohibitions	Cultural constraints on the use of spoken language in certain circumstances.

Speech styles	<i>Registers</i> of spoken language shaped by social situations and cultural norms.
Storytelling	An engaging and flexible medium for delivering and receiving multiple messages that is well suited to language teaching and learning. Storytelling has particular importance in Aboriginal societies and Torres Strait Islander societies in passing on Law and Lore.
Stress	An emphasis in pronunciation that is placed on a particular syllable of a word, for example, 'she will <i>conduct</i> the orchestra'; her ' <i>conduct</i> is exemplary'.
Style	Systematic variation in <i>language</i> use that characterises individuals, groups or situations.
Styles of address	<i>Language</i> varieties and communicative ways used in social interaction that are determined by social categories. In Aboriginal and Torres Strait Islander societies these are usually associated with <i>kin</i> and <i>Dreaming</i> affiliations.
Subordination	Linking one clause to another within one sentence in a dependent relationship, for example 'If it rains we won't go.' In Aboriginal languages and Torres Strait Islander languages the verb of the subordinate clause usually takes a special affix.
Suffix	A meaningful element added after the root of a word to change its meaning, for example, to show its tense : '-ed' in 'passed'. Common <i>suffixes</i> in English include '-ing'; '-ed'; '-ness'; '-ess'; '-able'.
Syllabic (writing system)	A system of writing that uses a single symbol for each <i>syllable</i> in the language.
Syllable	An element of a spoken or written word, minimally comprising a vowel with or without associated consonants.
Synonym	A word that has the same or similar meaning as another.
Taboo	A cultural prohibition on uttering the name of a recently deceased person or on saying words that sound like the name.
Task	An integrated experience and use of <i>language</i> , set in a context, accomplishing a purpose, focused on meaning. A <i>task</i> provides an organising structure and context for meaning-focused <i>language</i> learning. Unlike form-focused <i>language</i> activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing <i>language</i> resources and seek out unfamiliar resources as needed to complete the task. <i>Scaffolding</i> is provided by the teacher via the <i>task</i> cycle, which includes form-focused teaching. Examples of <i>tasks</i> : researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.
Taxonomy systems	See Indigenous taxonomies.
Teaching team	The group responsible for planning and presenting school-based Aboriginal language or Torres Strait Islander language programs in the context of negotiated principles and protocols relevant to the language learner pathway and the formal requirements of schooling.
Tense	Forms of verbs that deal mainly but not only with the time at which an action takes place relative to the utterance that contains it.



Text	An identified stretch of <i>language</i> , used as a means for communication or the focus of learning and investigation. <i>Text</i> forms and conventions have developed to support communication with a variety of <i>audiences</i> for a range of purposes. <i>Texts</i> can be written, spoken or multimodal and in print or digital/online forms. <i>Multimodal texts</i> combine <i>language</i> with other systems for communication, such as print <i>text</i> , visual images, soundtrack and spoken word, as in film or computer presentation media.
Text structure	Ways in which information is organised in different types of <i>texts</i> , for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect. Choices in <i>text structures</i> and <i>language features</i> together define a <i>text type</i> and shape its meaning. Different <i>languages/cultures</i> structure <i>texts</i> differently in many instances.
Text-types ( <i>genres</i> )	Categories of <i>text</i> , classified according to the particular purposes they are designed to achieve, which influence the features the <i>texts</i> employ, for example, <i>texts</i> may be imaginative, informative or persuasive, or can belong to more than one category. <i>Text types</i> vary significantly in terms of structure and <i>language features</i> across different <i>languages</i> and cultural contexts, for example, a business letter in French will be more elaborated than a similar <i>text</i> in English; a request or an offer of hospitality will be differently expressed in Japanese or German.  Text-types in Aboriginal language and Torres Strait Islander language programs draw systematically on local community experience, knowledge and expertise, on linguistic and cultural identity, on historical and ecological voices and incorporate elements such as Country/Place, artistic expression, performance and the natural environment.
Textual features/ conventions	Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular <i>text types</i> . Also see <i>language features</i> .
Totem	A conventional index or emblem of an individual or group. In Aboriginal societies and Torres Strait Islander societies <i>totems</i> are usually drawn from the natural world and enter into the <i>kinship</i> system and other social organisational structures of those societies, thus formalising personal relationships between individuals and the non-human world.
Transcribing	The transformation of spoken (recorded) <i>texts</i> into their linguistically and culturally equivalent meaning in written formats.
Transitive	Transitive verbs can involve more than one core participant, one of which performs the action of the verb directly onto another participant. In Aboriginal languages and Torres Strait Islander languages the <i>noun</i> , <i>adjective</i> and sometimes <i>pronoun</i> representing the actor is usually marked with a <i>suffix</i> , as may the recipient if it is represented by a <i>pronoun</i> .
Transitivity	Whether or not a particular <i>verb</i> is transitive is an important grammatical consideration in the using, teaching and learning of Aboriginal languages and Torres Strait Islander languages because it determines the use of <i>affixation</i> .
Transitory	A verb aspect depicting limited duration of action.
Translating/translation	The transformation of a written <i>text</i> from one <i>language</i> into another for either immediate or deferred use. Many issues impact on translating including the need for language and cultural training in relation to both 'own' and 'other'

	language/culture, literal versus free translation, 'interlinear glossing', accuracy and checking through back-translating, cultural aspects of/in meaning-making, ethical dimensions, specialisation, and literacy levels. Such dimensions and elements of translating have particular relevance in First Language Learner Pathway (L1) programs, both in terms of <i>task</i> and vocational training contexts.
Verb	A part of speech which expresses existence, action, state or occurrence, for example, 'they <i>watch</i> football'; 'she <i>is</i> exhausted'; 'the day finally <i>came</i> '. <ul style="list-style-type: none"> <li>• auxiliary <i>verb</i> – a <i>verb</i> that combines with another <i>verb</i> in a <i>verb</i> phrase to form tense, mood, voice or condition, for example, 'they <i>will</i> go', 'I <i>did</i> eat lunch', 'she <i>might</i> fail the exam'.</li> </ul>
Verbless sentences	Sentence forms common in Aboriginal languages and Torres Strait Islander languages that express the equivalent of English expressions such as, 'my father <i>is</i> tall' without a verb, i.e. 'my father tall'. Verbless sentences may be <i>equative</i> , as in 'I [am] a child', <i>possessive</i> , as in 'this bicycle [is] yours', or <i>descriptive</i> , as in 'the fruit [is] ripe'. Verbless sentences do not contain other elements such as location or time.
Verb of stance	A <i>verb</i> such as 'sitting', 'lying', 'standing', 'crouching' commonly used in Aboriginal languages and Torres Strait Islander languages to indicate the existence of a person or object, for example 'a lake lies there'. They serve the same purpose as 'to be' verbs in other languages (such as 'is' in English).
Verb stem	The form of a <i>verb</i> in Aboriginal languages and Torres Strait Islander languages to <i>which affixes are attached, thus forming its various tenses, aspects and moods</i> .
Visual design	The interconnected totality of visual effects in Aboriginal and Torres Strait Islander art, technology and performance, including the use of light, shade, gesture and other transitory elements.
Welcome to Country	A protocol used at the opening of conferences, meetings, launches, special events that is performed only by <i>owners/custodians</i> of the particular <i>Country/Place</i> . It may involve the use of the associated Aboriginal or Torres Strait Islander <i>language(s)</i> .
Word-building	Constructing words and their meanings by means of <i>morphology</i> .
Word order	The usual sequencing of words in a phrase or <i>clause</i> adopted in a particular <i>language</i> , for example Aboriginal languages and Torres Strait Islander languages tend to place the <i>verb</i> towards the end of a sentence, as in 'she water saw', and <i>adjectives</i> after the <i>noun</i> they describe, as in 'water deep'.