

Appendix B: Glossary of Terms

Some term definitions adapted from the EAL/D Teacher Resource (Australian Curriculum, Assessment and Reporting Authority, 2014).

Academic language: Language used to express ideas and thought across content areas; it can be oral and/or written language, and it is of a more succinct and formal register. Orally, students need to learn when it is appropriate to say “Hiya” to a friend as opposed to greeting someone in a more formal context by saying, “Hello”. Choosing which greeting is appropriate depends on various factors that may include age and social standing relative to the person being addressed, how well you know that person and where the communication is happening. This variation is equally reflected in the written word. Telling the class that blood moves around the body is socially acceptable in a conversation. Describing how the circulatory system functions within the context of the other body systems demonstrates a mature and more academic approach and understanding and uses more academic language. Related terms – Functions of language, Register.

Active voice: One of two “voices” of verbs (passive voice, active voice). When the verb of a sentence is in the active voice, the subject is doing the acting. (e.g. in the sentence “Peter hit the ball.” Peter (the subject of the sentence) acts in relation to the ball.) Most writing occurs in the active writing voice, as it is generally clearer and more concise. Related term – Passive voice.

Articles: Refer to Definite article, Indefinite article.

Auxiliary verbs: Refer to Modals.

Beginning sounds: The first sound–letter combination of a word (e.g. “sh” in “shower”, “p” in “path”) Related terms – Ending sounds, Sound-symbol relationships.

BICS [Basic Interpersonal Communication Skills]: Language skills needed in everyday social situations. They are usually context embedded. These language skills usually take approximately 6 months to 2 years to acquire. (e.g. talking on the phone, playing on the playground, shopping in a mall, ordering food in a restaurant.) Related terms – Functions of language, CALP.

Bilingual: Able to speak two languages. Related terms – Literacy, Monolingual.

CALP [Cognitive Academic Language Proficiency]: Language skills needed in the academic classroom. They are usually context-reduced and abstract. These language skills usually take approximately five to seven years to acquire. (e.g. listening, speaking, reading, writing about subject-specific content, etc.) Related terms – Functions of language, BICS.

Circumlocution: Using more words than necessary to express an idea or communicate information.

Clause: A group of related words that has a subject with a verb that is directly connected to the subject. Related terms – Independent clause, Dependent clause.

Code-mixing: Refer to Interlanguage.

Codeswitching: The ability to change from one language/dialect to another to suit the context.

Cognates: Words that have common linguistic derivation, the same etymological origin. They share similar pronunciation, meaning and spelling in two languages. Cognates can be a useful tool when learning a new language. (e.g. dentist [English] – dentiste [French], dictionary [English] – dictionnaire [French], coast [English] – costa [Spanish], elephant [English] – elefante [Spanish]) Related term – False friends.

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. Related terms – Ellipses, Conjunctions, Paragraphing.

Collocations: Two or more words that commonly occur in close association with one another. (e.g. salt and pepper, black and white) Related term – Phrasal verbs.

Colloquialisms: Informal expressions, often connected to the local culture. Related term – Idiomatic expression.

Common words: Refer to High-frequency words.

Complex letter combinations: Combinations of letters including “-tch”, “-dge”, “spl”, “spr”, “str”, “scr”, “shr”, and “squ”. Related terms – Consonant blend, Diagraph.

Complex sentence: A sentence that has an independent (or main) clause and one or more dependent (or subordinate) clauses. Related term – Clause.

Compound sentence: Two simple sentences linked by a joining word (conjunction). Related term – Conjunctions.

Conditional clause: A type of subordinate clause, most commonly introduced by the conjunction *if* or *unless*. The conditional clause can either go *before* the main clause, or after it. (e.g. “*If the man walks to the park every day, he will be in good health.*”) Related terms – Clause, Subordinate clause.

Conjugations of verbs: Unpacking a verb, describing each of its forms according to person and tense. (e.g. I am, you are, he is, I was, you were, he was) Related terms – Regular verb, Irregular verb.

Conjunctions: A conjunction is a word used to connect words, phrases, clauses, or sentences. There are three types of conjunctions: coordinate conjunctions (e.g. *The comment was effective but blunt*), correlative conjunctions (e.g. *I could neither forgive nor forget*), and subordinate conjunctions (e.g. We’ll stay at home until it stops snowing).

Consonant blend: A group of 2 or 3 consonants in a word that make a distinct sound. (e.g. “bl”, “spl”, “ng”, “fl”, “gr”, “pl”, “thr”, “sl”, “rl”) Related terms – Diagraph, Complex letter combinations.

Content-area vocabulary: Words or phrases specific to a particular subject area and required to understand the information or concepts associated with that subject area.

Coordinate conjunctions: Refer to Conjunctions.

Correlative conjunctions: Refer to Conjunctions.

Decoding: The ability to apply knowledge of sound-symbol relationships and letter patterns to correctly pronounce written words. Decoding is also the process of translating a printed word into a sound. Related terms – Sound-symbol relationship, Word analysis, Phonics.

Definite article: The word the, usually used to describe something in particular or something that has been already been mentioned. Related term – Indefinite article.

Dependent clause: A clause that cannot stand alone, forming an incomplete sentence. (e.g. “When the man walks to the park,” “As she laughs at the funny scene in the movie”) Related terms – Clause, Independent clause, Subordinate clause.

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’.

Diagraph: A combination of two letters representing one sound. (e.g. “ph”, “ey”, “ee”, “or”) Related terms – Consonant blend, Complex letter combinations.

Discourse conventions: The accepted way and manners of holding conversations, such as taking turns, greetings and so on. Related term – Functions of language.

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. (e.g. actually, so, okay, right?, anyway, eh)

Echo chant: Refer to Echo reading.

Echo reading: A technique in which learners repeat a line or phrase after the teacher or another learner has said/read it aloud first; in repeating, the student attempts to mimic the pronunciation, phrasing, tone, etc. This technique supports not only careful listening but offers an indirect focus on intonation, inflection and pronunciation. In addition, students not yet able to articulate much English on their own have the opportunity to hear multiple versions and ‘mumble along’ until they progress in both confidence and comprehension.

Ellipses: The omission of words that repeat what has gone before – these words are simply understood.

Embedded clause: A clause that is within a main/independent clause. (e.g. “My car, *which is fairly new*, is very comfortable and reliable.”) Related term – Clause.

Ending sounds: The final sound–letter blend of a word. (e.g. “er” in “shower”, “th” in “path”) Related terms – Beginning sounds, Sound-symbol relationships.

Environmental print: Writing found around the classroom and everyday environment. Related term – Sight words.

Explanation: A type of text that tells how and/or why something happens. A sequential explanation explains how something works (e.g. how a kettle boils water, how avalanches occur) and a causal explanation explains why things happen (e.g. why objects expand and contract). Related term – Text genre.

Expressive language: Refer to Figurative language.

False friends: A word or expression that has a similar form to one in a person’s native language, but a different meaning. (e.g. magazine [English] and magasin [French for ‘shop’]) Related term – Cognates.

Figurative language: Language that cannot be taken literally since it was written to create a special effect or feeling. Related term – Imagery.

Figurative meaning: The metaphorical, idiomatic, or ironic sense of a word or expression, in contrast to its literal meaning. Related term – Literal.

Fluency [in oral reading]: When an individual is able to read accurately, at a good speed and with expression and intonation that is appropriate. Refer to Echo reading for one way to help learners practice toward becoming fluent readers.

Formulaic structures: Refer to Patterned sentences.

Functions of language: The use of language for specific purposes within a context, whether the context is social (as in face-to-face, with peers, with those in authority, etc.) or more academic (as in written reports, academic debates, etc.) Related terms – Register, Academic language.

Genre: Refer to Literary genre, Text genre.

High-frequency words: Words that appear often in written or spoken text. This can be a relative term, but there are standard word lists available that reflect the level of frequency of the words contained within. Related term – Sight words,

Home language: the language predominantly spoken in the home. Sometimes but not always synonymous with ‘native language’ and/or ‘first language’. Related term – Native speaker.

Idiom: A phrase whose meaning does not lie in the literal meaning of the words, but derives from a figurative understanding (e.g., “with strings attached,” “the ball is in your court,” “blessing in disguise,” “that is the last straw”). Related terms – Idiomatic expression, Metaphor.

Idiomatic expression: language, dialect, jargon, or a style of speaking representative of a group of people and specific to a particular language; it cannot be literally translated into another language. Related terms – Idiom, Colloquialisms.

Imagery: Imagery in text is the use of sensory detail to evoke a mental picture. Related term – Figurative language.

Imperative sentence: A sentence that instructs, requests or commands. It begins with a verb. (e.g. Close the door)

Indefinite article: The words *a* and *an*, usually used to identify a general noun rather than a specific noun. Related term – Definite article.

Independent clause: A clause that can stand alone, forming a complete sentence. (e.g. “The man walks to the park.” “She laughs at the funny scene in the movie.”) Related terms – Clause, Dependent clause.

Inference: Refer to Inferential.

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.

Inseparable phrasal verbs: Phrasal verbs where the object must come after the particle. (e.g. They are looking after their children.) Related term – Phrasal verbs.

Interlanguage: frequently evident in learners while they are in the process of acquiring English language skills; an internal language system that consists of combinations of English rules, the students' native language rules, and ad hoc rules adapted from either or both languages; this hybrid language system is transitional and constantly changing. (e.g. "Thank you for *your* coming.", "I *no* can run.")

Intonation: The rise and fall of the voice when speaking.

Intransitive phrasal verbs: Phrasal verbs that do not take an object (e.g. It was snowing this morning, but the sun's out now.") Related term – Phrasal verbs.

Irregular verb: A verb that does not have easily identifiable patterns when unpacked for person or tense. (e.g. the verb to be has the following conjugations: was, is, am, are, were, been) Related terms – Regular verb, Conjugation of verbs.

Language mixing: Refer to Interlanguage.

Later to literacy: Having limited ability to read or write in any language (including first language) and often having little awareness of the conventions of reading and writing. (e.g., in English, text is read from right to left, letters indicate a sound, letters are combined to create words) Related term – Literacy.

Lexis: Content words. Words are divided in to two groups: lexis words (words that carry meaning, e.g. chair) and grammatical words (words that explain tense or mood, e.g. might, be, have).

Linguistic features:

- text and discourse (communicating): the way sentences are structured, grouped and sequenced for achieving a particular purpose in a context.
- pragmatics (social usages): the factors governing language choices in social interaction
- semantics (meanings): the way meanings are represented and conveyed
- syntax (structures): the way words are arranged to show relationships of meaning within phrases/groups and clauses
- lexis (vocabulary): the way content is mapped onto words
- morphology (word formation): the way words can be built up of meaningful parts
- phonology (sounds): the way sounds are organised in a language

Related term – Structural features.

Literacy: The ability to read, write, listen, and speak in at least once language. Related term – Later to literacy.

Literal: Stated explicitly in the text that is being read. Related term – Figurative meaning.

Literary genre: Categories of literature and art. This includes such as action/adventure, comedy, fantasy, horror, science fiction, poetry, drama, satire and more.

Long vowel: A vowel or vowel combination that sounds like the name of a vowel and is usually pronounced longer. There is a long /a/ in basic, grade, day, train, vein, and they. There is a long /e/ in he, bee, peak, ceiling, chief, and key. There is a long /i/ in mime, high, height, final, sky, and pie. There is a long /o/ in go, rose, local, boat, low, and foe. There is a long /u/ in tune, cube, sue, hue, stew, few, student, future. Related term – Short vowel.

Metaphor: An implied comparison between two things that are only alike in the way they are being compared. (e.g., She has a heart of gold.)

Related term – Idiom.

Minimal pairs: Words that vary by only a single sound, be it a vowel or consonant sound. Minimal pairs often represent two sounds that are easily or frequently mixed up. (e.g. desk – disk; ship – sheep; yam – jam; hurry – hairy; buy – pie; hissed – hit; mess – mesh; cat – cart; mate – maid)

Modality: A speaker or writer uses modality to express how they feel. This could be ability, possibility, certainty, obligation, or necessity and is expressed using modal words and expressions such as can, could, may, might, will, shall, should, ought to, and must. Related term – Modals.

Modals: Auxiliary verbs such as can, could, may, might, must, should, will, and would. Modals modify the meaning of a main verb by expressing ability, authority, formality, politeness, or various degrees of certainty. (e.g. You should take something for your headache. Applicants must have a high school diploma.) Related term – Modality.

Monolingual: Speaking only one language. Related terms – Literacy, Bilingual.

Native speaker: A speaker using their first language.

Non-verbal strategies: Body language, eye contact, personal space, gesture, stance, posture.

Onset rimes: Refer to Word families.

Oral dictation: An activity that focuses on listening for words or sentences. Oral dictation activities can take many forms which may include dictations of instructional language, using pictures or diagrams given as barrier exercises or running dictations.

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.

Related term – Cohesive devices.

Paraphrase: Repeat the same information in a more condensed and original form.

Passive voice: One of two “voices” of verbs (passive voice, active voice). One can change the normal word order of many active sentences (active voice) to those with a direct object so that the subject is no longer *active*, but is, instead, being *acted upon* by the verb - or *passive*. (e.g. note how the subject-verb relationship has changed in these sentences - The sandwiches must have been eaten by John. Sandwiches (*subject*) are being eaten (*verb*). The ball was thrown by John. The ball (*subject*) was being thrown (*verb*.) Because the subject is being “acted upon” (or is *passive*), such sentences are said to be in the passive voice. Related term – Active voice.

Patterned phrases: Refer to Patterned sentences.

Patterned sentences: Sentences or phrases that provide a framework of repeated words and parts (e.g. “Brown bear, brown bear, what do you see?” “Brown bear, brown bear, what do you hear?” and “I like pizza.” “I like cookies.” “I like _____.”)

Phoneme: the smallest unit of sound in a word. (e.g. The word is has two phonemes: /i/ and /z/. The word ship has three phonemes: /sh/, /i/, /p/)

Phonics: A method of teaching people to read by correlating sounds with letters or groups of letters in an alphabetic writing system.

Related term – Sound-symbol relationships.

Phonological awareness: An individual’s awareness of the phonological (sound) structure of words

Phrasal verbs: Consists of a verb and a preposition or adverb that modifies or changes the meaning in a sentence. (e.g. ‘give up’ is a phrasal verb that means ‘stop doing’ something, which is very different from the literal ‘give’ [versus ‘receive’] ‘up’ [versus ‘down’].) There are several different types of phrasal verbs. Related terms – Intransitive phrasal verbs, Inseparable phrasal verbs, Separable phrasal verbs.

Prefix: A meaningful element (morpheme) added to the beginning of a word to change its meaning. (e.g. “re” in “recalculate”) Related term – Suffix.

R-coloured Vowel: When a vowel is followed by an r, the vowel sounds is ‘coloured’ and becomes a special sound. (e.g. butter, dinner, guitar, cat – cart, head – herd, stat – start, tote – torte)

Recount: A type of text that tells of events that have happened in the past. (e.g. personal: retelling an activity the writer has experienced; factual: recording a historical or sporting event, writing about a science experiment; imaginative: “A day in the life of a butterfly”) Related term: Text genre.

Reduced forms of speech: Words or syllables that run together in natural speech and are difficult for non-native speakers to hear. (e.g. “I’m gonna go [I am going to go]”; “on t’t’h’road [on to the road]”; “where y’off to [where are you off to]”; “d’you wanna [do you want to]”; “I dunno [I don’t know]”; “he woulda [he would have]”; “whaddaya think [what do you think]”). Related term – Vowel reduction.

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. Related term – Functions of language.

Regular verb: a verb that has easily identifiable patterns when unpacked for person or tense. (e.g. the verb to walk adds -s to the third person he walks and -ed to the past tense walked) Related terms – Irregular verb, Conjugation of verbs.

Rehearsed activities: Learners practice and rehearse words, short phrases or a series sentences repeatedly for fluency. Rehearsed activities can provide learners who have limited English skills with some memorized language to manage their immediate needs. Related term – Roleplay.

Relative clause: A clause that begins with *who, whom, whose, that* or *which* or *when, where, or why* and acts like an adjective. It needs an independent clause to complete the sentence as it does not express a complete thought on its own. (e.g. “*who walked to the park each day* [relative clause on its own],” “The children waved to the man, *who walked to the park each day.*”) Related term – Clause.

Rhythm: The arrangement of spoken words alternating stressed and unstressed elements, reflecting the musicality and flow of English speech. Related term – Stress.

Roleplay: An activity similar to a rehearsed activity but generally involves turn taking or negotiation. Typical examples of roleplays could be: practicing common greetings or other turn taking scenarios such as making a request, a telephone conversation, or ordering at a restaurant. Related term – Rehearsed activities.

Separable phrasal verbs: Phrasal verbs where the object must come between the verb and the particle (e.g. The quality of their work sets them apart from their rivals.), or where the object can be before or after the particle; though when a pronoun is used it always comes before the particle (e.g. Turn the TV off. Turn off the TV. Turn it off.) Related term – Phrasal verbs.

Sequence markers: A certain group of items, mainly adverbs and preposition phrases that link sentences together into a larger unit. These linguistic items go by various names such as conjuncts, sentence adverbials, connectives, and linking devices. Sequence markers can signal how to interpret the relationship between sentences in a number of different ways:

1. They can indicate chronological order, or order of importance (*first, secondly, thirdly; to begin with, next*)
 2. They can add to or reinforce what has already been said (*furthermore; moreover, in addition*).
 3. They can indicate that two propositions have equal status (*likewise; similarly*).
 4. They can indicate cause-result relationships (*consequently; so; as a result*).
 5. They can indicate that a given proposition contradicts an earlier one (*conversely; on the contrary; in contrast*).
 6. They can indicate concession (*nevertheless; in any case; for all that; all the same*).
- Related term – Time markers.

Short vowel: A vowel or vowel combination that is usually pronounced short. When reading a word that uses a short vowel sound, the sound that the letter makes is not same as the name of the letter. (e.g. short /a/ in tap [long /a/ in tape]; short /e/ in met [long /e/ in meet]; short /i/ lit [long /i/ in light]; short /o/ in hop [long /o/ in hope]; short /u/ in cut [long /u/ in cute])
Related term – Long vowel.

Sight words: Words recognisable instantly (without decoding what sound each letter represents). Related term – High-frequency words.

Sound-symbol relationships: The relationships between a sound (phoneme) and a symbol (a letter or letter combination). (e.g. “sh” represents the /sh/ sound.) Related term – Phonics.

Stress: The emphasis placed on certain syllables in certain words. (e.g. English, not English) Related term – Rhythm.

Structural features:

- in English grammar: morphology/at the word or phrase level (e.g. noun, adjective, verb, adverb, conjunctions, etc.; simile, metaphor, idiom, etc.); syntax/ how phrases, clauses and sentences are constructed to make meaning (e.g. “Piano for sale by elderly lady with ornamental legs.” versus “Piano with ornamental legs for sale by elderly lady.”); discourse/ a longer stretch of language from a paragraph to a story or information text (e.g. writers create meaning and shades of meaning, show interest or express point of view by strategic use of language at the word or sentence level, etc.)
- in essay writing: introduction, body, conclusion
- in literature: plot, setting, and theme
- in texts: table of contents, glossary, headings and sub-headings, chapters or topic headers, index, etc.

Related term – Linguistic features.

Subordinate clause: A clause that begins with a subordinate conjunction or a relative pronoun and will contain both a subject and a verb. It requires additional information to be a complete sentence. (e.g. “Until the man gets his new shoes,” “After the man walked in the park”) Related terms – Clause, Conditional clause, Conjunctions, Dependent clause.

Subordinate conjunction: Refer to Conjunctions.

Suffix: A meaningful element added to the end of a word to change its meaning. (e.g. “ly” in “suddenly”, “ology” in “biology”) Related term – Prefix.

Survival language: Consists of everyday words and phrases encountered in daily situations, and often includes phrases that help with language learning. (e.g. “How do you spell...?”; “What does ___ mean?”; “I don’t understand.”; “Could you repeat that?”; and classroom phrases relating to school rules, phrases used for playing games, phrases to give or follow instructions, phrases for talking on the phone, etc.)

Survival words: Refer to Survival language.

Symbol: Different from a sign that holds only one meaning, a symbol is more complex and can mean more than one thing. Symbols stand for something other than their literal selves, but can mean different things depending on the context. Symbols can carry a universal or cultural meaning (e.g., a flag, a trickster), but symbols can also be created in a text by a writer who wants a certain object, or symbol, to mean something more than it is. Related term – Figurative language.

Symbolism: Refer to Symbol.

Syntax: The ways words, phrases and clauses are structured in sentence.

Synthesizing: A process where a student merges new information with prior knowledge to form a new idea or perspective which provides an evolving understanding of text.

Technical language: Terms and phrases that are typically best understood by people who specialize in a particular field or area. (e.g. pixel, splice, blog, font)

Text connections: Refer to Text-to-text, Text-to-self, Text-to-world.

Text genre: How reading and writing is processed. Introducing learners to how texts are constructed helps them ‘unpack’ meaning. Typical text genres include narration, description, definition, classification, comparison and contrast, cause and effect, opinion and persuasion.

Related terms – Recount, Explanation.

Text-to-text [connection]: A connection between a particular text and another story or text that a reader has previously been exposed to.

Related terms – Text-to-self, Text-to-world.

Text-to-self [connection]: A highly personal connection that a reader makes between a piece of reading material and the reader’s own experiences or life.

An example of a text-to-self connection might be, “This story reminds me of a visit to my grandmother’s house.” Related terms – Text-to-text, Text-to-world

Text-to-world [connection]: A larger connection that a reader brings to a reading situation. We all have ideas about how the world works that go far beyond our own personal experiences. Text-to-world is a connection between the text and something that is occurring or has occurred in the world. An example of a text-to-world connection would be when a reader says, “I saw a program on TV that talked about things described in this book.”

Related terms – Text-to-text, Text-to-self.

Time markers: Words or phrases that mark or indicate the passage of time.

(e.g. in 10 years, two weeks from now, these days, since 1990, in the 12th century, at that time, nowadays, currently, at the moment, for many years, eventually, over 3 months ago) Related term – Sequence markers.

Visual cues: Images that give clues about the written text.

Voice: Refer to Passive voice, Active voice.

Vowel reduction: Any of various changes in the acoustic quality of vowels, which are related to changes in stress, duration, loudness, articulation, or position in the word. Vowel reduction is usually perceived as a ‘weakening’ of the vowel sound. Related terms – Reduced forms of speech, Rhythm.

Vowels: Refer to Long vowel, Short vowel.

Word analysis: The process of using the relationships between spelling and pronunciation at the letter, syllable, and word levels to figure out unfamiliar words. Students engage in “word analysis” to break words down into their smallest units to make meaning. Related terms – Sound-symbol relationships, Phonics, Decoding.

Word boundaries: The beginning and ending of a word; in writing represented by a space between words, in speech by pauses or phonetic boundaries.

Word families: Groups of words that have a common feature or pattern. (e.g. at, cat, hat, and fat are a family of words with the “at” sound and letter combination in common)

Word forms: The different forms of a word (noun, verb, adjective, adverb, etc.) with the various prefixes, suffixes, plurals, etc. that could be added or removed. (e.g. read, reader, reading, pre-read, re-read, reads; beauty, beautiful, beautify, beautifully)