# Languages glossary

Note: The Languages glossary will be updated periodically, as more Version 2.0 Languages are published.

## A

abstract

Existing in thought or as an idea but not having a physical reality, for example language that refers to intangible qualities, ideas and concepts, such as ‘truth’, ‘honour’ and ‘kindness’.

accent

A distinctive way of pronouncing a language that marks speakers as belonging to identifiable categories such as geographical and ethnic origins.

accent marks

Marks placed on a letter to show pronunciation, stress or intonation, or to show a different meaning or different grammatical use for the word within which they appear (e.g. papà).

accuracy

The correctness of a single measurement; how close it is to the true or accepted value.

acknowledge

To show or express recognition of or appreciation for.

address

To focus or concentrate on specifics; to deal with; to communicate a matter of issue.

adjective

A word class that describes, identifies or quantifies a noun or a pronoun, for example ‘two’ (number or quantity), ‘my’ (possessive), ‘ancient’ (descriptive), ‘shorter’ (comparative), ‘wooden’ (classifying) and ‘biggest’ (superlative).

adjust

To change thinking, actions, processes, products or works as needed.

adverb

A word class that may modify a verb (e.g. ‘softly’ in ‘the boy sings softly’), an adjective (e.g. ‘really’ in ‘he is really strong’) or another adverb (e.g. ‘very’ in ‘the toddler walks very slowly’).

adverbial

A word (or group of words) that modifies or contributes extra information about a sentence or a verb.

agglutinative

Language made up of welding or uniting of units or morphemes that are easily distinguishable, with each unit contributing to grammatical meaning.

***aizuchi***

Interjections during a conversation in Japanese that indicate that the listener is paying attention or understands.

alliteration

A recurrence of the same consonant sounds at the beginning of words in close succession (e.g. ‘ripe, red raspberry’).

appreciation

Act of discerning quality and value.

article

A word that indicates specificity of nouns and may also indicate gender and number (e.g. *le*, *la*, *les*; *un*, *une*).

aspirated consonant

A consonant that is pronounced with an accompanying forceful expulsion of air (e.g. ‘p’ in ‘pat’, ‘t’ in ‘top’, ‘k’ in ‘kite’).

audience

An intended or assumed group of readers, listeners or viewers that a writer, designer, filmmaker or speaker is addressing.

authentic (objects, materials, texts)

Objects, materials or texts from the target language culture or community, often used to enrich the cultural element of the language learning, as opposed to being created specifically for learning tasks or language practice.

author

A composer or originator of a work (e.g. a novel, film, website, speech, essay, autobiography).

auxiliary verb

A verb that combines with another verb in a verb phrase to form tense, mood, voice or condition (e.g. ‘they will go’, ‘I did eat lunch’, ‘she might fail the exam’).

## B

base word

A form of a word that conveys the essential meaning. It is not derived from or made up of other words and has no prefixes or suffixes (e.g. ‘action’, ‘activate’ and ‘react’ are all from the base word ‘act’).

belief

Something that is accepted, considered to be true or held as an opinion.

bilingual

Ability to communicate in 2 languages using spoken or written forms or both.

biography

A detailed account of an individual’s life.

blend

To run the individual sounds in a word together to make a word (e.g. sounding out /b/-/l/-/e/-/n/-/d/ to make ‘blend’).

blended

Combined parts of a word in English and another language (e.g. *cyberbullismo*).

body language

Purposeful movements or positions of a body, which represent actions, thoughts or feelings, including gestures and facial expressions.

borrowed word

A word adopted from one language into another, often with a slight change in pronunciation (e.g. the use in English of ‘cannelloni’ from Italian, ‘sushi’ from Japanese or ‘kindergarten’ from German)

*See also:* loan word

## C

case

The inflection of articles, nouns, adjectives and pronouns according to their grammatical function and relationship to other words in a sentence.

character component

Individual element of a written character that has a separate linguistic identity.

characters

1. Graphic symbols used in writing in some languages.

2. Assumed roles in dramatic performance.

circumlocution

A strategy to make reference to an object, action or idea by describing, illustrating or exemplifying its properties when the specific word or expression is not known to the learner.

clause

A grammatical unit referring to a happening or state – for example ‘the team won’ (happening), ‘the dog is red’ (state) – usually containing a subject and a verb group/phrase.

cognate

Similar or identical words that have shared origins, for example ‘gratitude’ (English) and *gratitud* (Spanish), which are derived from *gratitudo* (Latin).

cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through devices such as connectives, ellipses and word associations.

communicate

To convey, receive and respond to specific information, knowledge, understanding, processes, skills, opinions, beliefs, perspectives, needs and emotions to and from others.

communication

Giving, receiving and responding to specific information, knowledge, understanding, processes, skills, opinions, beliefs, perspectives, needs and emotions.

communicative competence

An acquired capability to understand and interact in context using the target language. Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.

compose

A process of producing spoken, written or multimodal texts. It includes selecting textual elements; planning, drafting, appraising and refining; applying knowledge; and controlling language.

compound sentence

A sentence with 2 or more main clauses of equal grammatical status, usually marked by a conjunction such as ‘or’, ‘and’ or ‘but’.

compound word

A noun, an adjective or a verb made of 2 or more words or parts of words, written as one or more words or joined by a hyphen.

comprehension

An active process of making/constructing/deciphering meaning of language through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves decoding, working out meaning, evaluating and imagining and draws on the learner’s existing knowledge and understanding of text types and social and cultural resources.

comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning.

concrete

Language that references specific places, events and tangible topics rather than abstract concepts.

conjugate

To inflect a verb according to person, number, tense, voice or mood.

conjunction

A word that joins other words, groups/phrases or clauses together in a logical relationship such as addition, time, cause or comparison in a sentence.

connective

A word that links sentences and paragraphs in logical relationships of time, cause and effect, comparison or addition. It relates ideas to one another and helps to show the logic of the information.

consonant

A basic speech sound where the breath is partly or completely obstructed.

consonant blend

A group of 2 or 3 consonants that are all pronounced individually (e.g. /b/ and /l/ in the word ‘black’; /s/, /p/ and /r/ in the word ‘spring’).

content

A subject matter used as a vehicle for language learning.

context

1. An environment or situation (social, cultural or historical) in which a text is responded to or created.

2. The wording surrounding an unfamiliar word, which a reader or listener uses to understand its meaning.

contraction

An abbreviated version of a word or words, often formed by shortening a word or merging 2 words into one.

convention

An accepted language or communicative practice that has developed and become established over time (e.g. use of punctuation or directionality).

conventions of spoken language

Accepted aspects of spoken language such as pronunciation, intonation, tone, rhythm, pace, volume and register.

conventions of written language

Accepted aspects of written language such as spelling, grammar, punctuation, word order and text-type and/or genre-specific features.

convey

To make known information, ideas, opinions or feelings.

coordinating conjunctions

A conjunction placed between words, phrases, clauses or sentences of equal rank (e.g. ‘and’, ‘but’, ‘or’).

copula

A type of verb, of which the most common is ‘to be’, that joins the subject of the verb with the complement.

counter classifier

A small word or affix that does not have any meaning on its own, that quantifies an accompanying noun.

create

To develop and/or produce spoken and/or written texts in print or digital forms.

cue

A source of information used to facilitate comprehension of language, which may be visual, grammatical, gestural or contextual.

culture

A framework in which things come to be seen as having meaning. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the beliefs, attitudes, language(s), skills, knowledge, laws, customs and tools shared by members of a community or cultural group, and by which communities structure and organise their lives and interactions.

## D

***dakuten***

Colloquially known as *tenten*, a diacritic mark used in Japanese that denotes a voiced sound.

decode

A process of drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher the meaning of a text.

definite article

The definite article is ‘the’. It is used to refer to identified or specified people or things, both singular and plural, for example *le*, *la* and *les* in French or *der*, *die* and *das* in German

dependent clause

A group of words that is not a sentence but adds information to the main part of a sentence.

diacritic

A mark, point or sign added or attached to a letter or character to indicate a sound different from that of the same letter without the mark, point or sign or to indicate stress.

dialect

A variant of a language that is characteristic of a region or social group.

diaspora

The dispersion or spread of any people from their original homeland.

dieresis

A mark placed over the vowel to indicate that the vowel is pronounced in a separate syllable.

digital media

Various platforms via which people communicate electronically.

digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include websites and e-literature.

digital tools

Digital hardware, software, platforms and resources used to develop and communicate learning, ideas and information.

digraph

Two letters representing one sound. Vowel digraphs have 2 vowels (e.g. ‘oo’), consonant digraphs have 2 consonants (e.g. ‘sh’), and vowel–consonant digraphs have one vowel and one consonant (e.g. ‘er’).

diphthong

A sound formed by the combination of 2 vowels in a single syllable, in which the sound begins as one vowel and moves towards another.

directionality

A direction in which writing or script occurs (e.g. from left to right or from right to left).

diversity

The mix of people in a group or society (i.e. differences in factors such as age, abilities, culture and religion and/or in how people identify in relation to factors such as gender and sexuality).

## E

encode

A process of changing spoken language into symbols of written/digital language.

engage

To take part, participate or become involved in.

etymological knowledge

Knowledge of the origins and development of a form and meanings of words and how meanings and forms have changed over time.

evaluative language

Positive or negative language that judges the worth of something. It includes language to express feelings and opinions; make judgements; and assess quality of objects, ideas and features of texts.

evocative vocabulary

Vivid language that captures attention and imagination, conveying emotions and actions.

exchange

To give and receive information and ideas reciprocally.

extend

To express, draw out or increase the duration of.

## F

face

A ‘socio-dynamic’ term that relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

facilitate

To make easier, less difficult; to assist the progress of.

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 ...’

fluency

Ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves smooth flow, lack of hesitation or undue pausing, and largely accurate and automatic language use.

**foot**

A foot is a rhythmical unit of sound that contains 2 syllables, one weak and one strong. In Japanese, a foot contains 2 or more mora but not always an equal number of syllables.

formulaic language

Of or relating to an expression, phrase or language that follows a fixed pattern and is learned without grammatical analysis (e.g. ‘Once upon a time’ and ‘G’day, how’s it going?’).

***furigana***

Small *kana* characters in Japanese that are written above or to the side of Kanji and/or Katakana to indicate pronunciation; also known as ruby text or ruby characters.

## G

genre

A category used to classify style of language and/or text types; characterised by distinguishing features such as subject matter, form, function and intended audience.

gerund

A verb form that functions as a noun (e.g. an English verb ending in ‘ing’) or a noun phrase.

glottal stop

A consonantal sound produced by obstructing airflow in the vocal tract.

grammar

A description of a language as a system. In describing a language, attention is paid to structure (form) and meaning (function) at the level of a word, a sentence and a text.

## H

***Han-dakuten***

Colloquially known as *maru*, a diacritic mark used in Japanese that denotes a half-voiced sound.

**Hanzi**

Any of the set of symbols used to write Chinese, each of which represents a single, usually monosyllabic word or morpheme.

**Hiragana**

The phonetic syllabic writing system that represents the 46 primary sounds used in Japanese.

homonym

Words that have the same spelling and/or pronunciation but have different meanings, for example ‘wind’ (movement of the air) and ‘wind’ (twist around), ‘lie’ (tell an untruth) and ‘lie’ (assume a horizontal position).

homophone

A word identical in pronunciation with another but different in meaning (e.g. ‘bare’ and ‘bear’, ‘air’ and ‘heir’).

honorific

A grammatical form, typically a word or affix, that has at least part of its meaning relative to social status of speaker in relation to addressee, other participant or context (e.g. ‘Doctor Baume’).

## I

identity

A person’s conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners’ experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

idiom

An expression whose meaning does not relate to the literal meaning of its words (e.g. ‘They went out to paint the town red’).

imitate

To follow as a model or example; to copy the way someone speaks or acts.

indefinite article

The indefinite article is ‘a’. It identifies a single, but not specific, person or thing, such as *un*, *une* and *des* in French or *ein* and *eine* in German.

independent clause

A group of words that includes a subject and a verb and can form a sentence.

infinitive

The unconjugated or base form of a verb.

initiate

To begin a process or an action.

input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (e.g. ‘very interesting’, ‘awfully boring’).

interact

To connect with or socialise with others (e.g. to share information).

intercultural

Relating to or moving between 2 or more language and culture systems.

intercultural capability

An ability to understand and engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, flexible and curious, responsive and reflective; and being able to decentre, 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 intercultural capability 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 language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making and that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners’ own language(s) and cultural frame(s).

intercultural understanding

A way of thinking and being that involves learning to value, view critically and communicate with people who have different cultural perspectives, practices and histories.

interrogative

A word or sentence used to ask a question, for example ‘what’, ‘why’ and ‘Where is it?’.

interpret

The act of translating from one language to another and the process of understanding and explaining meaning.

intonation

Patterns of pitch and melody of spoken language that can be used like punctuation (e.g. to shade, accentuate or diminish emphasis or meaning). A key component of communication.

## K

***kana***

A system of syllabic Japanese writing that correspond to one sound or syllable in the language.

**Kanji**

A system of Japanese writing; ideographs that have been adapted from the Chinese language.

**Katakana**

A Japanese phonetic syllabic writing primarily used for words of foreign origin and onomatopoeia.

## L

language

Cognitive and communicative capability that makes it possible to create and comprehend meaning; build and sustain relationships; represent and shape knowledge; imagine, analyse, express and evaluate.

language features / features of language

Elements of language that support meaning (e.g. clause- and word-level grammar, vocabulary, figurative language, punctuation, images). Choices vary for context, purpose and audience.

language functions

Varied ways in which language is used to achieve particular purposes such as to persuade, entertain, apologise, argue, compliment, reflect or evaluate.

language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call-and-response pattern of some games or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

language structures

The pattern of organisation of linguistic units of a language as a whole.

language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use.

level of formality

A set of established conventions that relate to social rules or norms applied in either behaviour, speaking or writing.

liaison

A close bond or connection; interrelationship.

linguistic

Connected with language or the study of language.

linguistic repertoire

The set of skills and knowledge a person has in speaking or understanding one or more languages.

listening

Using the sense of hearing as well as a range of active behaviours to comprehend information.

loan word

A word adopted from one language into another, often with a slight change in pronunciation (e.g. the use in English of ‘cannelloni’ from Italian, ‘sushi’ from Japanese or ‘kindergarten’ from German).

*See also:* borrowed word

long vowel

A vowel that is pronounced the same as the name of the letter (e.g. ‘be’, ‘go’).

## M

macro skills

The major language skills: listening, speaking, reading, viewing and writing.

mediate

To move between different linguistic and cultural systems.

mediating meaning in and between languages

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

metalanguage

Vocabulary used to discuss language conventions and use (e.g. language used to talk about grammatical terms such as ‘sentence’ or about the social and cultural nature of language such as ‘register’).

mnemonic

A device such as a pattern of letters, ideas, associations, rhymes or visual images that assists in remembering language.

modal verb

A verb (attached to another verb) that expresses a degree of probability (e.g. ‘I might come home’), obligation (e.g. ‘You must give it to me’) or ability (e.g. ‘I can speak French’).

mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.

mora

A phonological unit of language that is represented by a single *kana* in Japanese. These are slightly different from syllables.

morpheme

The smallest meaningful or grammatical unit in a language. Morphemes are not necessarily the same as words (e.g. the word ‘cats’ has 2 morphemes: ‘cat’ for the animal and ‘s’ to show more than one).

multimodal

A combination of 2 or more communication modes (e.g. print, image and spoken text, as in film or computer presentations).

multilingual

Ability to speak or use several different languages, especially with equal fluency.

## N

narrative

The selection and sequencing of events or experiences, real or imagined, to tell a story to entertain, engage, inform and extend imagination, typically using an orientation, complication and resolution.

narrative device

A technique used to help in the narrating of a story or reported event, for example imagery, metaphor or allusion.

negotiate

To arrange for or bring about by compromise.

non-verbal communication

Conveying information without using words.

non-verbal cues

Behaviours, other than words, that transmit meaning (e.g. body language, inflection, eye contact, posture).

noun

A word class that includes all words denoting a person, place, object or thing, idea or emotion. Nouns may be common, proper, collective, abstract or compound.

## O

onomatopoeia

A word that imitates a sound. Onomatopoeic words are used as a stylistic device to enhance description (e.g. ‘moan’, ‘thump’, ‘meow’).

object

A noun, noun phrase or pronoun that is affected by the action of a verb.

orthography

Writing words with correct letters or characters according to common usage.

## P

pace

The rate of speech used or varied for purpose and audience.

performance

A use of the language in real situations (i.e. putting language knowledge into practice). It involves accuracy, fluency and complexity.

perspective

The way a reader or viewer is positioned to see situations, facts and texts by an author, including understanding, appreciating and valuing cultural perspectives.

phoneme

The smallest meaningful unit in the sound system of a language.

phonics

The relationship between letters or characters and the sounds they make when pronounced.

phonological awareness

Understanding that every spoken word is composed of small units of sound and identifying relationships between letters/characters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

phrase

Group of 2 or more words lacking a finite verb or subject and a verb.

**Pinyin**

A Romanisation system for writing the Modern Standard version of Chinese used as a tool for learning pronunciation.

pitch

The frequency (the highness or lowness of tone) of sound used or varied for purpose and audience.

plural

More than one. ‘Dog’ is singular (one dog). ‘Dogs’ is plural (more than one dog). ‘Loaves’ is the plural of ‘loaf’.

plurilingual

Able to use skills in a number of different languages for effective communication and switch between them depending on the situation for ease of communication.

predict

To work out what a text might contain based on previous knowledge of the type of text; or work out what might happen next in a narrative. At the sentence level it is identifying meaning based on context and content.

prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning (e.g. ‘unhappy’).

preposition

A part of speech that precedes a noun, noun group/phrase or pronoun, describing relationships about space or direction (e.g. ‘in’, ‘to’), time (e.g. ‘after’, ‘since’) and other concepts (e.g. ‘of’, ‘except’).

process

A series of actions or steps taken in order to achieve a particular end goal.

productive language

One of the 2 aspects of communication through language (*see also:* receptive language) involving the ability to express, articulate and produce utterances or texts in the target language.

pronoun

A word that takes the place of a noun (e.g. ‘I’, ‘me’, ‘he’, ‘she’, ‘herself’, ‘you’, ‘it’, ‘that’, ‘they’, ‘few’, ‘many’, ‘who’, ‘whoever’, ‘someone’, ‘everybody’ and many others).

pronunciation

The act of producing sounds of speech, including articulation, stress and intonation.

prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language, for example in poetry or public speaking.

purpose

An intended or assumed reason for a type of text.

## Q

question

A prompt to elicit language use.

## R

radical

A graphical component of a Chinese and/or Japanese character under which the character is listed in a dictionary. The radical often relates to the meaning of the word.

read

To decode and process words, symbols and actions to derive or construct meaning. It can include interpreting, critically analysing and reflecting on the meaning of written and visual texts.

receptive language

One of the 2 components of communication through language (*see also:* productive language): the ‘receiving’ aspect of language input, the gathering of information and making of meaning via listening, reading and viewing processes.

register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by use as well as user (e.g. informal register or academic register).

repetition

A sound, word, phrase or full sentence or a poetical line repeated to emphasise its significance. Repetition is a language feature and a cohesive device.

rhetorical device

Use of language that is intended to have an effect on an audience, such as evoking an emotion or persuading an audience by appealing to logos, ethos, pathos and kairos.

rhetorical question

A question that is asked to provoke thought rather than require an answer.

rhyme

Correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry.

rhythm

The pattern of recurrent accents in spoken text, marked by the stress and timing in the pronunciation of syllables.

Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

## S

scaffold

To give support to help the learning process or to complete a learning task (e.g. a story starter).

script

A writing system in which characters or symbols represent components of language (letters, syllables, words).

semantic knowledge

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

sentence

The largest grammatical construction; a complete expression of a statement, question, command or exclamation. A simple sentence has a form of a single clause (e.g. ‘Ariel walked to the shops.’).

speak

To convey meaning and communicate orally with purpose. Some students participate in speaking activities using communication systems and assistive technologies.

stereotype

When a person or thing is judged to be the same as all others of its type. Stereotypes are usually formulaic and oversimplified.

stress

An emphasis in pronunciation that is placed on a particular syllable of a word (e.g. ‘she will conductthe orchestra’; ‘her conduct is exemplary’).

subject

A word or group of words (usually a noun group/phrase) in a sentence or clause representing the person, thing or idea doing the action that follows (e.g. ‘The dog [subject] was barking’).

subordinating conjunctions

A word or phrase that links a dependent clause to an independent clause.

suffix

An element added after the root of a word to change its meaning (e.g. –ed in ‘passed’, to show its tense).

sustain

To maintain, keep up or keep going.

syllable

A unit of sound, or part of a word, pronounced as a unit.

syntax

An ordering of sentence elements such as words, group/phrases and clauses.

## T

tense

The form a verb takes to signal the location of a clause in time (e.g. present tense ‘has’ in ‘Jo has a cat’ locates the situation in the present; past tense ‘had’ in ‘Jo had a cat’ locates it in the past).

text

A meaningful stretch of language of varying length, form and mode. Its forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes.

text features

Use of devices such as bold, italics and indexes used by a reader to navigate a text.

text structure

A way in which information and ideas are organised according to the context, purpose and audience of a text.

text types

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ.

textual conventions

Structural components that combine to construct meaning and achieve purpose and are recognisable as characterising particular text types.

textual features

Devices used in communication that are unique to the text type, such as salutation, title and index.

tone

Use of pitch and contour in spoken language to nuance words or, in some languages, to distinguish lexical or grammatical meaning (e.g. in Chinese, tones are distinguished by their register and shape).

tone marks

A symbol used to indicate tones in a tonal language.

translate

To convey meaning of words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as transposing individual words.

translation

A process of translating words or text from one language into another, recognising that it involves movement of meanings and attention to cultural context as well as transposing individual words.

## U

unaspirated consonant

A voiceless consonant that occurs where the consonant is pronounced without the expulsion of air (e.g. ‘b’ in ‘bed’, ‘g’ in ‘gone’).

## V

values

Ideas and beliefs specific to individuals and groups.

verb

A word class that expresses processes that include doing, feeling, thinking, saying and relating (e.g. ‘I watch football’; ‘she is exhausted’; ‘the day finally came’).

view

To observe multimodal and visual texts with purpose, understanding and critical awareness.

viewed text

An image that provides information through a visual mode. Viewed texts may include photographs, graphs, pictures, picture books and illustrations.

vowel

The letters of an alphabet that represent a speech sound created by the relatively free passage of breath through the larynx and oral cavity (‘a’, ‘e’, ‘i’, ‘o’, ‘u’, and sometimes ‘w’ and ‘y’).

## W

word

A unit of meaning in writing and speech consisting of one or more morphemes. Words can be used in turn to form word groups/phrases.

write

To plan, compose, edit and publish texts in print or digital forms, usually using pencils, pens, word processors; and/or drawings, models, photos; and/or a scribe.

writing

Planning, composing, editing and publishing texts in print or digital forms. It usually involves activities using pencils, pens, word processors; and/or drawings, models, photos; and/or a scribe.

writing styles

Using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences.