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| **Languages Glossary** |
| A |
| **accent** A distinctive way of pronouncing a language which 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. |
| acknowledge To show or express recognition of, appreciation for. |
|  **Acknowledgement of Country**A protocol showing respect for and recognition of the continuing connection of the Aboriginal or Torres Strait Islander traditional owners to the Country/Place upon which a meeting or event is held. |
| address To focus or concentrate on specifics; deal with; communicate a matter or issue. |
| adjective A word class that describes, identifies or quantifies a noun or a pronoun, e.g. two (number or quantity), my (possessive), ancient (descriptive), shorter (comparative), wooden (classifying). |
| 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. |
| affixA 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 prefixes and suffixes. |
| agglutinative Language made up of welding or uniting of units or morphemes that are easily distinguishable, each unit contributing to grammatical meaning. |
| alliterationA 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 of. |
| approximate To simulate, approach or come close to a state, condition, goal or standards. |
| artefactSomething made or shaped by humans for their use, such as inscriptions, jewellery, pottery, tools, weapons or works of art, usually of archaeological and historical interest. |
| article A word that indicates specificity of nouns and may also indicate gender and number (e.g. le, la, les; un, une). |
| **Asia/Asian** Geographically, the largest continent, bounded by Europe and the Pacific, Arctic and Indian oceans. It can be described in cultural, religious, historical and language boundaries or commonalities. |
| ASLAmerican Sign Language |
| attitudeThe manner, disposition, position or way in which one behaves towards, feels or thinks about someone or something |
| audience An intended or assumed group of readers, listeners or viewers that a writer, designer, filmmaker or speaker is addressing. |
| authentic Texts or materials produced for real-life purposes and contexts 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 |
| backchannellingA sound, sign or gesture during an interaction showing attention, understanding, sympathy or agreement without interrupting the signer/speaker, e.g. ‘uh-huh’, ‘mm-hmm', a thumbs up, okay sign or nod. |
| 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, react are all from the base word ‘act’). |
| *Batchim*  A final consonant at the end of a syllable block. |
| 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. |
| blend (verb) To run the individual sounds in a word together to make a word (e.g. sounding out /b/-/i/-/g/ to make ‘big’). |
| blended Combined parts of a word in English and another language (e.g. cyberbullismo). |
| blends (noun)The running together of individual sounds in a word to make a word (e.g. sounding out /b/-/i/-/g/ to make ‘big’). |
| body-anchored signA sign that makes contact with a location on the body or uses the whole body and therefore cannot easily be moved around in space. |
| body language Purposeful movements or positions of a body, which represent actions, thoughts or feelings, including gestures and facial expressions. |
| BSLBritish Sign Language |
| buoyA sign produced with the non-dominant hand held in place to represent something while the dominant hand continues to sign something else. |
| C |
| CAConstructed action |
| case The inflection of adjectives, articles, nouns, and pronouns according to their grammatical function and relationship to other words in a clause or sentence. |
| character1 An assumed role in a dramatic performance.2 Graphic symbol used in a system of writing in some languages. |
| character component Individual element of a written character which has a separate linguistic identity. |
| citation formThe basic form of a sign, without modifications, as found in a dictionary. |
| clause A grammatical unit referring to a happening or state e.g. ‘the team won’ (happening), ‘the dog is red’ (state), usually containing a subject and a verb group/phrase. |
| cochlear implantA small electronic device that can be surgically inserted into the inner ear to provide sound signals to the brain. |
| CODAChild of Deaf adults |
| cognate Similar or identical words which have shared origins, e.g. father (English), Vater (German) and pater (Latin); gratitude (English) and gratitud (Spanish) are derived from gratitudo (Latin). |
| cohesion Grammatical or lexical relationships that bind different parts of a text together and give it unity. It 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.  |
| complex sentence A sentence with one or more subordinate clauses. In the following example, the subordinate clause is shown in brackets: I took my umbrella [because it was raining]. |
| composing A process of producing spoken, written or multimodal texts. It includes selecting textual elements; planning, drafting, appraising and refining; applying knowledge; and controlling language. |
| comprehension An active process of making/constructing meaning of language through listening, reading, signing, viewing, touching (as in braille) and combinations of these modes. |
| conjugate To inflect a verb according to person, number, tense, voice, mood. |
| conjunction In a sentence, a word that joins other words, groups/phrases or clauses together in a logical relationship such as addition, time, cause or comparison. |
| connective 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 All letters of the alphabet that are not vowels. |
| 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’). |
| consonant cluster A group of consonants that do not have an intervening vowel and are pronounced in immediate succession, e.g. strong, split. |
| constructed actionA strategy commonly used in Auslan to recount events, thoughts or feelings that have previously happened, or that are imagined or will occur in the future. (CA) |
| context 1 An environment or situation (social, cultural or historical) in which a text is responded to or created. 2 Wording surrounding an unfamiliar word, which a reader or listener uses to understand its meaning. |
| contract verbA verb with a stem ending in a short vowel e.g. *α, ε, ο*. |
| 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). |
| convey To make known information, ideas, opinions, feelings. |
| Country/PlaceThe land, waters and sky to which Aboriginal and Torres Strait Islander Peoples, their language(s) and cultures belong. Aboriginal and Torres Strait Islander Peoples’ sense of identity and spirituality is connected to Country/Place. |
| create To develop and/or produce spoken, written or multimodal texts in print or digital forms. |
| Creation, Dreamtime, DreamingThe ancient time when the Ancestral Spirits/Sacred Ancestors created all the land, life and physical geographic formations and sites. The foundation of Aboriginal and Torres Strait Islander art, beliefs, ceremonies, culture, kinship responsibilities, Lore, obligations to Country/Place, religion and spirituality, which are ongoing and passed down through each generation. |
| crasisA contraction in which 2 vowels merge into one, making one word out of 2 (Classical Greek). |
| cue A source of information used to facilitate comprehension of language, which may be contextual, gestural, grammatical or visual. |
| culture A body of attitudes, beliefs, customs, knowledge, language(s), laws, skills and tools by which communities structure and organise their lives and interactions. |
| CustodiansThe People who own or take care of Aboriginal and Torres Strait Islander languages and cultures, and who have rights and responsibilities to maintain, strengthen or reclaim and revitalise them.  |
| D |
| Deaf communityA local, national or international network of people who share the language and culture of Deaf people and a history of common experiences. |
| Deaf cultureThe beliefs, history, social norms, traditions, values, art and literary traditions shared by deaf people who belong to the Deaf community. |
| Deaf gainA phrase coined in opposition to the term 'hearing loss' to reframe 'Deaf' as a positive form of sensory and cognitive diversity. |
| declensionA group of adjectives, nouns or pronouns that share a variation of form by which their number and case can be identified. |
| depicting sign A sign that describes/provides information about the details of the characteristics of an object/person such as its category size, shape, emotions, actions. (DS) |
| derivativeDeveloped from something else, such as a word that has come from another word or language, e.g. words that have their origins in Classical Greek or Latin. |
| determinerA word that comes before a noun or noun phrase, e.g. a, the, this. |
| DevanāgarīA script used to write Hindi language and other languages such as Sanskrit. |
| diacritic mark 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 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’), 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, right to left). |
| discourse markerA word used to manage, organise and direct the flow of a signed text. These words connect sentences and indicate links to something mentioned earlier or how a signer feels about what they are signing. |
| diversityThe 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. |
| DSDepicting sign |
| E |
| ElderA leader and/or community member in an Aboriginal or Torres Strait Islander community who holds authority by reason of their age, their experience and/or deep cultural knowledge. |
| elisionThe suppression of a vowel (and the letter m in Latin) at the end of a word when the following word begins with a vowel. |
| engage To take part, participate, become involved in. |
| entity DSA depicting sign that represents the location and movement of people, animals and objects. |
| *Eszett* A grapheme (ß) representing an ‘s’ and used in German spelling when followed by a long vowel or diphthong. Also known as a *scharfes* ‘s’. |
| 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. |
| exchange To give and receive information and ideas reciprocally. |
| extend To increase the duration or length of, draw out or prolong |
| F |
| facilitate To make easier, less difficult; to assist the progress of. |
| filler A gesture, sign, sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution, e.g. *...er..., …um…*  |
| fingerspellingThe manual representation of the letters of the alphabet of a spoken language. In Auslan a 2-handed fingerspelling system is used to fingerspell English letters. |
| fluency Ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves smooth flow, lack of hesitation or undue pausing, largely accurate and spontaneous language use. |
| formulaic 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; G’day, how's it going? |
| G |
| genres Categories of texts based on their subject matter or their form and structure. Texts using a particular genre share typical organisation (structure) and features (e.g. language, visual features). |
| gestureA way of communicating with the hands, body, head or face to express an idea, opinion or emotion. |
| glossingA form of annotating signed languages. |
| 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 |
| hand signA way to communicate using hands and gestures. |
| hand talkA way to communicate using hands and gestures. |
| handling DSA depicting sign that indicates how a person interacts with and/or moves an object. |
| *Hangeul*  The alphabetic system of writing used to write Korean. |
| headstrokeA horizontal line that runs along the top of Devanāgarī script to connect letters to make words |
| HOLMHandshape, Orientation, Location, Movement |
| homonym A word identical in spelling and pronunciation to another but different in meaning, e.g. bear (to hold or support) and bear (animal); lie (a false statement) and lie (to be in a horizontal position). |
| homophoneA word identical in pronunciation to another (whether spelt the same way or not) but different in meaning, e.g. to, too, two; bear and bare; 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. |
| hybrid of Greek and LatinA word or expression in English that combines elements of Classical Greek and Latin, e.g. television. |
| hyperboleExtravagant exaggeration or statement, not intended to be taken literally |
| I |
| ICIPIndigenous Cultural and Intellectual Property |
| iconic signA sign that resembles its meaning. |
| iconicityResemblance between the form and meaning of a sign; a sign that represents an object, characteristics or likeness.  |
| identity A person’s conception and expression of individuality or group affiliation, self-concept and self-representation. It is closely connected to culture and language. |
| 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 acts, signs or speaks.  |
| IndigenousA community or nation of people originating from a certain geographical area, region or country with unique languages, knowledge systems and cultures. |
| Indigenous Cultural and Intellectual PropertyThe rights of Aboriginal and Torres Strait Islander Peoples to own and control all aspects of their cultural heritage. (ICIP) |
| infinitive The unconjugated form of the verb. |
| inflectionA change that expresses one or more grammatical meanings through a prefix, suffix or infix, or some other internal variation, e.g. a vowel change. |
| initiate To cause a process or an action to begin. |
| interact To connect with or socialise with others e.g. to share information. |
| intercultural Relating to moving between 2 or more language and culture systems to develop communicative competence. |
| interpreting 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.  |
| J |
|  |
| K |
| **kinship**A social organisation based on family relationship and interlocking with other organisational structures in Aboriginal societies and Torres Strait Islander societies, such as moiety and skin. |
| L |
| language Cognitive and communicative capability which makes it possible to create and comprehend meaning; build and sustain relationships; represent and shape knowledge; imagine, analyse, express and evaluate. |
| language buildingTo restore or develop a language’s internal resources, such as morphology, vocabulary and domains of use. Language building supports language revival and language development. |
| language features Elements of language that support meaning, e.g. phrase, clause and sentence structure, vocabulary, punctuation, figurative language. |
| language functions Varied ways in which language is used to achieve particular purposes such as to, apologise, argue, compliment, entertain, evaluate, persuade, reflect. |
| language maintenanceThe continuing use of a language by a community in the face of competition from a regionally and socially or globally more dominant language. |
| language revivalReclamation and revitalisation of language through community initiatives, school programs and linguistic research. |
| 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. |
| lexical signsSigns with forms that are fully specified, i.e. the handshape, movement and location are conventional, and usage to represent a particular meaning is widespread. |
| lingua francaAny language that is widely used as a common language by speakers of other languages. |
| list buoyA sign where the fingers on the non-dominant hand are used to represent the items in a list while the dominant hand signs something about those items. |
| listeningUsing the sense of hearing as well as a range of active behaviours to comprehend information. |
| literary featuresThe ways in which writers express their ideas to create an impact on their audiences, e.g. to persuade or to entertain. |
| loan word A practice of incorporating words from one language into another e.g. the use of Italian words such as pianissimo and cannelloni in English and the use of English ICT terms in many languages. |
| locativesWords or phrases that indicate places or locations. |
| long vowel A vowel that is pronounced the same as the name of the letter e.g. be, go. |
| LoreThe body of knowledge, conventional practices and ways of doing that is an integral part of the cultures of Aboriginal and Torres Strait Islander communities. |
| M |
| macro skills Various modes of communication: listening, speaking, reading, viewing and writing. |
| mediating Negotiating meaning between different linguistic and cultural systems, referencing first language and culture while negotiating meaning of the language and culture of the target language. |
| 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'. |
| metaphorical iconicityThe use of iconic signs to represent abstract concepts. |
| modal verb A verb that expresses a degree of probability attached by a speaker or writer to a statement e.g. I ‘might’ come home, a degree of obligation e.g. You ‘must’ give it to me or ability e.g. I can speak French. |
| modelledA pattern of structure or form serving as an example or model for imitation and use. |
| modified textText in Classical Greek or Latin written in ancient times, with omissions or parts rewritten to cater for the diversity of learners (i.e. abridged or adapted text). |
| moietyOne of 2 parts into which society is divided based on descent from the mother or father. In Aboriginal societies and Torres Strait Islander societies, moieties may include parts of the natural world. |
| monophthong A single vowel sound. |
| mood1 The form of a verb that shows whether it is indicative, imperative, subjunctive or optative (Classical Greek).2 The emotional atmosphere or perspective created by a writer. |
| 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. |
| multi-channel signA small number of signs that often occur with a particular mouth movement. |
| multimodal A combination of 2 or more communication modes (e.g. print, image and spoken text, as in film or computer presentations). |
| N |
| narrative The selection and sequencing of events or experiences, real or imagined, to tell a story to entertain, engage, inform.  |
| negotiate To arrange for or bring about by discussion. |
| nested clauseA clause that is embedded in another clause. |
| NMFNon-manual feature |
| non-body-anchored signSign that is made in neutral space and does not make contact with a location on the body. |
| non-lexical signSign that is created on the spot in a particular context, particularly in constructed action but also gesturing. |
| non-manual features Elements of a signed message involving any part of the body other than the hands. (NMF) |
| non-verbal cues Behaviours, other than words, that transmit meaning e.g. body language, eye contact, gestures, inflection, posture. |
| noun A word class that includes all words denoting person, place, object or thing, idea or emotion. Nouns may be common, proper, collective, abstract and compound. |
| nunation The addition of one of 3 vowels to a noun or adjective. |
| NRSNational Relay Service |
| NWDPNational Week of Deaf People |
| NZSLNew Zealand Sign Language |
| O |
| onomatopoeia A word that imitates a sound. Onomatopoeic words are used as a stylistic device to enhance description e.g. moan, thump, meow. |
| orientationThe direction in which the palm or fingers of a handshape point in a given sign. |
| P |
| pace The rate of speech used or varied for purpose and audience. |
| palatalise The articulation of a consonant involving more contact of the tongue with the palate. |
| parametersThe 5 physical features that describe how a single sign is produced: handshape, movement and location (main parameters), and orientation of handshape and non-manual features (minor parameters). |
| partly-lexical signsSigns with forms that are not fully specified, i.e. the handshape, movement and/or location can change and can be created on the spot. |
| performance A use of the language in real situations, i.e. putting language knowledge into practice. It involves accuracy, fluency and complexity. |
| periodic sentenceA long sentence with several clauses designed to arouse interest or suspense by keeping the meaning unclear until its end, especially by postponing the main verb. |
| perspective Way a reader or viewer is positioned to see situations, facts and texts by an author, including understanding, appreciating and valuing cultural perspectives. |
| phonemeThe smallest unit of sound in a word e.g. the word ‘is’ has 2 phonemes: /i/ and /s/; the word ‘ship’ has 3 phonemes: /sh/, /i/, /p/. |
| phrase A group of words often beginning with a preposition but without a subject and verb combination e.g. ‘on the river’; ‘with brown eyes’. |
| 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’. |
| predict An informed presumption about something that might happen next in a text. |
| prefix A meaningful element (morpheme) added before the main part of a word to change its meaning e.g. happy-unhappy. |
| preposition A word class that usually describes the relationship between words in a sentence. Prepositions can indicate: direction (‘to’), space ('on'), time ('after') and other relationships ('of', 'except'). |
| process To prepare by a series of actions. |
| 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. |
| proxemicsThe use of space, posture and touch as elements of communication. |
| 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 character under which the character is listed in a dictionary. |
| reading Decoding and processing words, symbols, actions and gestures to derive or construct meaning. It includes interpreting, analysing and reflecting on the meaning of signed, visual and written texts. |
| realia Objects, such as artefacts and costumes, which are used as concrete examples of daily life. |
| referentThe person or thing being talked about with a sign or phrase, which can be the signer at a different time, or a different character or person. |
| 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 word, a phrase or a full sentence or a poetical line repeated to emphasise its significance. Repetition is a language feature and a cohesive device. |
| restored pronunciationReconstruction, based on research, of the way in which Classical Greek or Latin is believed to have been spoken in ancient times. |
| 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.  |
| rhetorical question A question that is asked to provoke thought rather than require an answer. |
| rhetorical strategyUse 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. |
| 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. |
| Roman alphabet The letters used in: Latin script, European languages including English, some languages with modifications e.g Turkish and Vietnamese, and to transcribe scripts e.g. Chinese Pinyin, Japanese rōmaji. |
| rootA word or word element that cannot be reduced to a smaller unit, and from which other words are formed, e.g. duc in reducere |
| S |
| SASSSize and shape specifier |
| scaffolding Support given to help the learning process or to complete a learning task  |
| scansionThe analysis of the metre in lines of poetry. |
| script A writing system in which characters or symbols represent components of language (letters, syllables, words). |
| 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.’). |
| shadowingThe simultaneous watching and copying of a signed text. |
| SignbankAn online language resource for Auslan, including a dictionary of signs organised according to the structure of Auslan, and links to video clips and signed examples in Auslan. |
| signing spaceThe area around a signer in which signs are articulated and can be modified. |
| silenceThe use of silence is an accepted part of many Aboriginal and Torres Strait Islander speech and communication styles. |
| size and shape specifierA depicting sign used to show the size or shape of an object. (SASS) |
| speaking Conveying meaning and communicating 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 conduct the 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’). |
| 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 word, or part of a word, pronounced as a unit. |
| syllable blockKorean letters/syllables grouped in a block consisting of a beginning consonant, a middle vowel and an optional final vowel; composed of a minimum of 2 letters of at least one consonant and one vowel |
| 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. |
| tone1 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.2 The mood created by the choice of words or language features used by an author and the way the text makes the reader feel, for example, solemn, playful or sinister. |
| tone markerA symbol used to indicate how a syllable is pronounced/spoken, e.g. level pitch, rising pitch, falling rising pitch, falling pitch. |
| topicalisationMoving a sign or group of signs to the beginning of a clause to make it more prominent. |
| transition To move from one position, state or stage to another (e.g. transition from spoken to written language and apply knowledge of alphabets or scripts). |
| translateTo 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. |
| transliterationThe conversion of a text from one script to another. |
| triphthong A sound consisting of 3 vowels. |
| U |
| UmlautA mark used over a vowel to indicate a modification of the sound different from that of the letter without the mark (e.g. ä, ö, ü).  |
| V |
| values Ideas and beliefs specific to individuals and groups.   |
| VarnamalaName for alphabet(s) used in languages such as Hindi, Sanskrit |
| 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. |
| visual-gesturalA description given to signed languages. |
| visual vernacularA visual form of performance primarily performed by Deaf artists that uses features of mime, gesture, NMFs, and specific theatre and cinematic techniques in the production of signs. (VV) |
| voiceThe form of a verb that shows its relation to the subject, i.e. active or passive voice. |
| voice-offTo use Auslan without speech or voice. |
| vowel A letter of the alphabet (a, e, i, o, u and sometimes y) that represents a speech sound created by the relatively free passage of breath through the larynx and oral cavity. |
| VRSVideo Relay Service |
| VVVisual vernacular |
| W |
| WASLIWorld Association of Sign Language Interpreters |
| Welcome to CountryA ceremony performed, at the start of a meeting or event, by Aboriginal or Torres Strait Islander Elders or Custodians who have been given permission to welcome visitors onto their traditional land. |
| WFDWorld Federation of the Deaf |
| 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. |
| writing Planning, composing, editing and publishing texts in print or digital forms using pencils, pens, digital tools and/or technologies, and/or using a scribe.  |
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