

LASLLIAM Glossary

Alphabetical script: a script in which basically the letters (graphemes) represent sounds (phonemes) in spoken language.

Analyse: splitting up a spoken or written word into the successive sounds/phonemes or letters/graphemes.

Automatised reading: fluent and fast processing of grapheme-phoneme correspondences, without slow decoding letter by letter.

Body language: gestures and movements by which a person communicates non-verbally (e.g. waving the hand to greet someone).

Clause: a linguistic unit which contains a verb and a subject and is part of a sentence (e.g. 'Mary took the bus' and 'after she had finished her homework' are both clauses in the sentence 'Mary took the bus after she had finished her homework.').

Cohesive devices: function words that are used to relate different parts of a sentence or a text. Cohesion and coherence can be realised by using reference words like 'his' or 'they', or connectors like 'and', 'but' or 'because'.

Complex syllabic structure: a syllabic structure in which consonant clusters are used, or in which bound morphemes add to the basic content.

Connectors: lexical devices linking clauses and/or sentences (e.g. 'and', 'but' or 'because'). Connectors are a subgroup of cohesive devices.

Consonant cluster: a group of consonants without vowels between them ([str] in 'street' or [rk] in 'dark').

Contextual clues (see also visual clues and non-verbal clues): nonverbal signals like gestures, pictures or artefacts that add to interpreting utterances or texts.

Decoding: the process (in beginning reading) of analysing a written word letter by letter, replacing letters by sounds and synthesizing the sounds to pronounce the word and get access to the meaning.

Discourse: a functional unit of coherent utterances; the term is used in this reference guide as the equivalent of text in spoken language.

Distinguish: differentiate mainly by knowing what something is or is about, not necessarily by independent reading. For example, someone can distinguish his or her own address (e.g. 'this is for me') by recognizing some letters and the difference from other addresses.

Encoding: the process (in beginning writing) of replacing the successive sounds of a spoken word by graphemes.

Fluent/fluency: smooth reading or pronouncing written words without letter-by-letter decoding; in speaking it refers to smoothly pronouncing larger units without hesitating or long pauses.

Font: used for different forms and designs of letters, such as capital, italic, bold, but also Times Roman or Calibri.

Formulaic expression: several words acting as a unit to express a particular intention or social routine; therefore, often used and learned as a chunk.

Frequent morpheme: a meaningful unit of language, that is very often used in forming words, like the plural or third-person s (the chairs, he walks), the past tense -ed (she looked), or dis- or -er in *dislike*, or *farmer*.

Grapheme: the unit in writing that represents a phoneme in an alphabetic script. A grapheme can consist of one letter from the alphabet, like <m> or <a>, but also of two letters like the <oo> in *too* that represents the phoneme [u:] or a letter with a diacritic, like the <é> in French or the <ä> in German.

Letter-by-letter decoding: pronouncing the successive graphemes of a word in order to get the pronunciation and meaning of the word (c-a-t: cat).

Linguistic awareness: conscious knowledge of features of language, distinguished from the implicit knowledge that is used in understanding and speaking a familiar language.

(Linguistic/non-linguistic) sign: entity with a conventional (arbitrary) meaning (e.g. word, gesture, pictogram or logo).

Morpheme: the smallest meaningful unit of a language.

Multisyllabic words: words that consist of two or more syllables.

Non-verbal clues: perceptual signals that could be visual, like gestures or pictures.

Phoneme: the minimal sound unit in a word that distinguishes it from another word with another meaning; /p/ is a phoneme in English, because *pan* means something else than *can* or *fan*.

Phoneme-grapheme correspondence: the way in which graphemes in writing represent phonemes in spoken language. This correspondence can be one-to-one, but also more complex: one grapheme can represent two or more phonemes (the letter *c* can represent /k/ and /s/), and one phoneme can be represented by different graphemes (e.g. the sound [u:] in *you*, *too*, *who*).

Phonemic awareness: conscious knowledge of the phonemes of a word.

Phonological awareness: explicit knowledge of phonological features of words like phonemes and syllables.

Phrase: a group of words smaller than a clause or sentence (e.g. 'my sister Nora'; 'in the blue sky').

Practised (words): words that have been used in classroom exercises.

Rhyming words: words ending with similar sounding syllables (e.g. cat-hat; bike-like).

Scaffold: supportive element in teaching and communication. Conversation scaffolds are written formulations prepared in advance for actual use in oral interaction.

Script: the specific appearance of a written language. Where writing system refers to the basic principle which units of the language are represented in writing (alphabetic, syllabic, logographic), script refers to the visual shapes. The Roman alphabet, the Cyrillic and Greek are all alphabetic writing systems, but different scripts.

Sentence: a syntactic unit consisting of one or more clauses (e.g. 'Mary took the bus after she had finished her homework.').

Sight words: words that are learned by heart and recognized globally without decoding.

These include both simple keywords that are used to learn to decode afterwards and personally relevant words like name and address, days of the week or months of the year (e.g. 'Teheran', 'teacher').

Simple sentence: a main clause, usually short, with mostly a subject and a predicate, without any embedding, (e.g. 'The boy eats an apple'. 'The girl goes to school').

Simple syllabic structure: a syllable that consists of a vowel with maximally one consonant before and/or after the vowel (CV, VC or CVC like *be*, *at*, *moon*).

Social formula: fixed expression for use in a social ritual (e.g. 'How are you today?').

Speech: both a medium of language and a way of communicating through spoken language.

Simple speech: a well-articulated stretch of speech with frequent words and phrases as well as, possibly, simple sentences (e.g. 'I have to go now. I will be back tomorrow morning').

Spell out: orally mentioning the successive letters of a word.

Synthesise: blending the successive sounds/phonemes of a word into the whole word.

Technical literacy: the process of learning to decode written words to spoken words (in reading) or to encode spoken words to written words (in writing).

Text: most often used for a functional unit of coherent sentences; it also refers to functional units composed of only a few words (e.g. signs) or phrases (e.g. instructions). In this reference guide, the term *text* mainly refers to written language.

Text type: abstract category for classifying concrete texts according to their function and prototypical elements (e.g. weather report, film advertisement, restaurant bill).

Transparent (orthography): explicit, mostly, one-to-one relationship between spelling and pronunciation.

Typical (entries, features): representative of a particular type or aspect.

Utterance: a unit of oral language production to realize the speaker's intention.

Turn: the unit of speech in an interaction during which a speaker holds the floor until another person speaks; a turn can be composed of one or more utterances and may overlap with the subsequent turn.

Visual clue: a piece of pictorial or graphic information that supports verbal information (e.g. a picture in a story).

Word recognition: words can be recognized directly or indirectly. Direct recognition refers to global recognition of visual features (like the first letter or the length) without decoding, or to automatized decoding; indirect recognition refers to decoding letter-by letter, blending the sounds and pronouncing the word.