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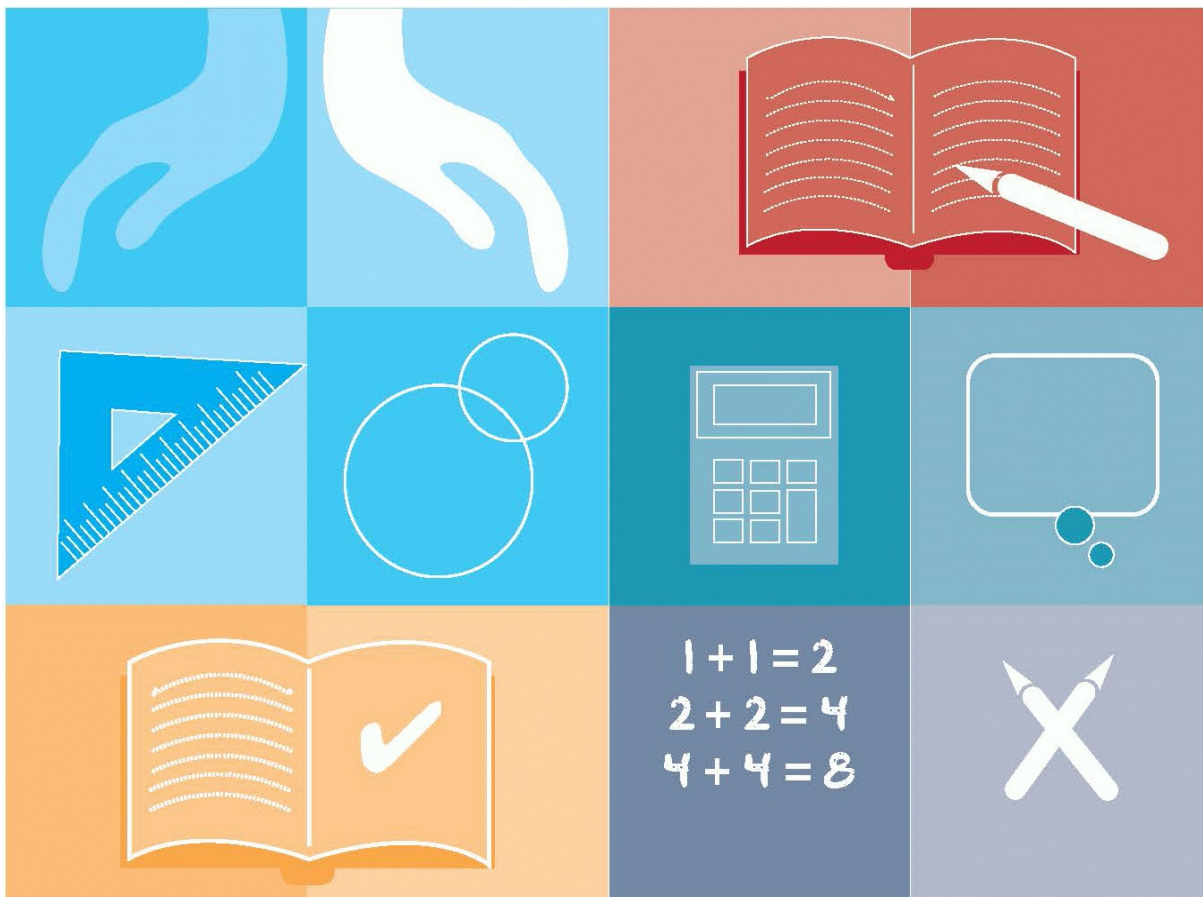
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A provisional glossary of language and literacy terms

Prepared by the PrimTEd Literacy Working Group



This glossary was compiled by members of the Consolidated Literacy Working Group as an aid in the course of their working on various projects of the group. It has no definitional authority but it may prove useful to academics working in the education of language and literacy teachers.

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Accent	<p>A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class</p> <p>or</p> <p>A distinct emphasis or stress given to a syllable or word in speech by stress or pitch</p>
Accuracy (of decoding)	Reading words in a text with no errors
Acquisition	<p>Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language and to use it for competent communication. Language acquisition involves language structures, rules and representation. Successful language use requires one to acquire a range of tools including phonology, morphology, syntax, semantics, and an extensive vocabulary.</p> <p>Language acquisition usually refers to first-language acquisition as a child.</p> <p>This is distinguished from second-language learning, which deals with the learning (in both children and adults) of additional languages.</p>
Additional language	<p>A recently introduced term for the use or study of a language as a second language by a non-native speaker in an environment in which the language is dominant in the environment. It is a language other than the mother tongue that a person or community uses for public communication, especially in trade, education, and administration.</p>
Affix	<p>This is a morpheme that is added to the base form or stem or root of a word and modifies its meaning. A prefix appears at the front of a word, an infix inside the word and a suffix at the end of a word.</p>
Agglutinative	<p>In agglutinative languages several morphemes are added to a noun or verb to denote case, number, gender, person, tense, etc. Usually, an agglutinative language starts with a word root, and creates new words by “gluing” small, meaningful parts – called prefixes (if you glue them to the front of the root) or suffixes (if you glue them to the back). Words may contain different morphemes to determine their meanings, but all of these morphemes (including stems and affixes) remain, in every aspect, unchanged after their joining.</p> <p>Agglutinative languages may be written either conjunctively or disjunctively.</p>
Alliteration	<p>The repetition of the same consonant sound at the beginning of several different words used in a sentence or paragraph, e.g. <i>Round the rocks the ragged rascal ran.</i></p>
Alphabetic principle	

Analytic language	Analytic languages show the relationship between words in a sentence with helper words (such as prepositions and articles) as opposed to using inflections (changing the form of a word to show its role in the sentence).
Analytic phonics	Analytic phonics (also called Implicit phonics or the whole word approach to phonics) works from known words to the sounding out of unknown words on the basis of analogy. Analytical phonics involves decoding words on the basis of already known words, such as sounding out the word <i>rat</i> , based on the letters used in already-known words like <i>run</i> and <i>cat</i> . This method has the learner 'analysing a word', taking clues from recognition of the whole word, the initial sound and the context. This analysis (breaking down) of the whole word to its parts is only necessary when a child cannot read it as a whole word. A learner will identify new words by its shape, beginning and ending letters, any context clues from the rest of the sentence or any accompanying picture.
Antonym	A word with an opposite meaning to another word, e.g. <i>good</i> and <i>evil</i>
Automaticity	The ability to recognise words instantly without having to sound them out or think about them
Basal reader	Basal readers are sets of short stories packaged in an anthology, "a reader", or in a graded set of individual reading books, used to teach reading and associated skills to schoolchildren. Stories or books are arranged in ascending difficulty and reading skills are gradually introduced.
Basic Interpersonal Communication skills (BICS)	Basic interpersonal communicative skills (BICS) are language skills needed to interact in everyday social situations, for example, talking to your neighbour, a friend on the telephone, a spouse, a child, a co-worker or to an employer. Social interactions are usually embedded in a meaningful social context. The vocabulary used is not specialized and some of the communication may not be very demanding cognitively. In the school context BICS is the language of the playground and the staff tea-room. Compare CALP .
Big Five	The five essential components to reading: <ol style="list-style-type: none"> 1. Explicit instruction in Phonemic Awareness. 2. Systematic Phonics instruction. 3. Techniques to improve Fluency. 4. Vocabulary Development. 5. Reading Comprehension. These were identified by the United States National Reading Panel of 1997.

Bigram	A sequence of two adjacent letters. Some bigrams are more frequent than others, e.g, the sequence <i>th</i> is the most common in English.
Bilingualism	Bilingualism (or more generally, multilingualism) is the ability to understand and speak two or more languages. It may be acquired informally early by children or learned through formal instruction, e.g. at school. Can also refer to the use of two languages in general teaching.
Bilingualism, Additive	An approach to additional language teaching in which the second language is seen as an addition to the learner's first language rather than as a replacement for it. In additive bilingualism, continuing educational support is given for the first language in tandem with second language instruction. The first language skills and culture remains valued. If a student develops their first language to the point of linguistic proficiency, then they are able to transfer much of that ability to their new language. This form of positive transfer, includes such major literacy skills as phonological awareness, reading decoding and comprehension, spelling, and writing.
Bilingualism, Dynamic	A pedagogical strategy also called translanguaging which uses and incorporates both languages in the same classroom or event in a dynamic and natural way.
Bilingualism, Subtractive	Second language teaching in which the second language replaces the first language.
Biliteracy	Biliteracy is the ability to read and write proficiently in two languages. Usually a biliterate has knowledge and skill to read and write in the home language and in a second language.
Blend (reading)	To look at a written word and each grapheme in it and work out which phoneme corresponds to each grapheme and merge (blend) these phonemes together to smoothly sound out the word.
Blend (oral)	To put together two or three phonemes (individual sounds) to say a word or part of a word (e.g. 's' + 'p' + 'r' = 'spr' in the English word 'spread'). Children need to develop this skill before they will be able to blend written words. For example, smooth blending is sounding out the word 'mast' as /mmaasst/ instead of a choppy or segmented /m/.../a/.../s/... /t/. In simple terms, blending is smoothly 'hooking the sounds together' when sounding out words. Blends, also known as consonant clusters, occur commonly in English and Afrikaans but not in African languages (because of the Consonant Vowel (CV) syllable structure of words in the latter). In consonant blends, the two consonants are clearly articulated in sequence - they don't form single sound.
Closed syllable	A syllable that ends with one or more consonants, e.g. <i>cat</i> , <i>dish</i> . Not common in Nguni languages.

Cloze procedure	A test which uses a piece of text with key words or phrases removed which then have to be filled in to demonstrate the ability to comprehend the text, its context and vocabulary.
Cluster	A cluster is two (or three) letters making two (or three) sounds, e.g. the first three letters of ' <i>straight</i> ' are a consonant cluster.
Code-mixing	Code-mixing refers to the use of various linguistic units – words, phrases, clauses, and sentences – from two different languages or language varieties within an utterance or sentence.
Code-switching	Code-switching happens when a speaker alternates between two or more languages in a single conversation. It can also refer to switching among dialects, styles or registers.
Cognate	A word related in form, meaning, and historical origin to a word in another language
Cognitive Academic Language Proficiency (CALP)	The language of formal academic learning in decontextualized academic situations. In the school context it is the formal academic language of the classroom that includes listening, speaking, reading and writing about subject area content material. It takes at least five years to develop even a minimum fluency and a whole lifetime to develop fully. Knowledge of CALP is essential for academic success. Compare BICS .
Comprehension	Comprehension is the understanding and interpretation of what is read. Reading comprehension is the ability to read text, process it, and understand its meaning. Therefore, to be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.
Conjunctive	Writing system where each written (orthographic) word corresponds to one spoken (linguistic) word (as in Nguni language texts).
Connotation	Overtone or suggestions of additional meaning that a word gains from the context in which it is used. It usually refers to implied or non-literal meaning.

Consonant	<p>A consonant is a speech sound in which the air is at least partly blocked by the position of the tongue, teeth or lips.</p> <p>Consonants interrupt the flow of air by blocking it (p, b, t, d, k, g), diverting it through the nose (n, m), or by obstructing it (f, v, s, z).</p> <p>Consonants may come singly (by themselves) or in clusters (two or more together), but must be connected to a vowel to form a syllable.</p> <p>The majority of letters in the alphabet represent consonants. Most consonant letters have only one sound and rarely sound like their name.</p>
Consonant blend	Two or more consecutive consonants which keep their individual sounds (for e.g., 'bl' in <i>block</i> ; 'str' in <i>'string'</i>)
Consonant digraph	Two consecutive consonants that represent only one sound, or phoneme (e.g. <i>ch</i> and <i>sh</i> in English)
Consonant Vowel abbreviations	<p>These are abbreviations of various vowel and consonant abbreviations for the order of letters in words in various languages:</p> <p>VC Vowel Consonant CVC Consonant Vowel Consonant CCVC Consonant Consonant Vowel Consonant</p>
Core Academic Language Skills (CALs)	A set of high-utility language skills that correspond to linguistic features prevalent in oral and written academic discourse across school content areas, yet rare in colloquial conversations (e.g., knowledge of logical markers that connect ideas, such as nevertheless, consequently; knowledge of structures that pack dense information, such as nominalizations or embedded clauses; knowledge of structures for organizing analytic texts).
Critical thinking	Reasoned analysis based on an examination of evidence or argument
Critical literacy	A way of analysing texts that seeks to uncover social, economic, political and other interests and messages (or silences) at work in a text. Critical analyses of this type are usually made using a Marxist or Post-modernist ideological worldview, though in principle any ideological viewpoint can be used. All critical literacy approaches share the basic premise that literacy requires the literate readers of texts to adopt a critical and questioning approach to the attitudes, values, and beliefs expressed in them.
Cue	A signal for someone to do something
Decoding	<p>Decoding is the application of a knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly sound-out and pronounce written words.</p> <p>Understanding these relationships gives a person the ability to read familiar words quickly and to figure out words they haven't seen before.</p>

Dialect	A particular form of a language, usually with differing sounds, grammar and vocabulary, which is peculiar to a specific geographical region or social, cultural or class of people.
Digital literacy	<p>Digital literacy refers to an individual's ability to find, evaluate, and compose clear information through writing and other mediums on various digital platforms such as the internet, social media and on mobile devices. Digital literacy does not replace traditional forms of literacy, instead building upon the skills that form the foundation of traditional forms of literacy.</p> <p>When communicating in virtual environments the ability to express ideas clearly, ask relevant questions, maintain respect and build trust is just as important as it is when communicating in person. Teachers and learners also need practical skills in using technology to access, manage and create information in an ethical and sustainable way.</p> <p>Digital literacy overlaps with computer literacy, as most digital media technologies require some level of computer competency.</p>
Diglossia	This is the use of two languages, one for formal use in writing and in restricted speech situations and one for colloquial or informal use. There is situational variation in all languages, as for example, the difference between home language and academic school language.
Digraph	A combination of two letters, representing two consonants or a vowel and consonant, pronounced as a single sound (a phoneme), e.g. in English <i>st, sh, ch, wh, gh</i> , etc.
Digraph, Split	<p>When a digraph is split by a consonant it becomes a split digraph. The two letters, which work as a pair, split, to represent one sound. For example:</p> <p><i>wrote</i> – the 'oe' here make one sound. The 'oe' digraph is split by the 't'.</p> <p><i>lake</i> – the 'ae' here make one sound. The 'ae' digraph is split by the 'k'.</p> <p><i>complete</i> – the 'ee' here make one sound. The 'ee' digraph is split by the 't' . The first 'e' becomes a long vowel as opposed to a short one.</p>
Diphthong	A diphthong, also known as a gliding vowel, is a sound formed by the combination of two adjacent vowels in a single syllable, in which the sound begins as one vowel and moves towards another (as in <i>ow, oil, coin, loud, and side</i>).
Disjunctive	Writing system where each written spoken (linguistic) word is broken up into component (orthographic) parts (as in Sotho language texts). For example, in Sesotho 'Ke a leboha' (thank you) is actually one word – 'ke' and 'a' possess no independent meaning.

Dual medium	This is the systematic use of two languages for teaching and assessment, both orally and in writing; learners thus experience the curriculum through the medium of two languages. The strong version of dual-medium education implies full equality of the two languages with regard to teaching time, availability of learning support materials, assessment, and administration.
Dyslexia	Dyslexia is a learning disorder involving difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words. Dyslexia is a neurological and often genetic condition, and not the result of poor teaching, instruction, or upbringing.
Early Grade Reading Assessment (EGRA)	The Early Grade Reading Assessment (EGRA) is an individually administered oral assessment of the most basic foundation skills for literacy acquisition in early grades. It focusses on emergent literacy (birth to grade 1), decoding (beginning grade 1) and checking for meaning and sense and fluency (end of grade 1 to end of grade 3).
Elaborated code	<p>The formal, explicit, carefully structured and complex form of language used by middle-class people and in the formal academic language of school. It is less dependent than everyday language (the restricted code) on the external context, uses uncommon words and thoughts, and does not making assumptions about common understandings or previous knowledge on the part of the listener (as all the details and description will be provided). The term was originally used by sociologist Basil Bernstein.</p> <p>Compare CALP.</p>
Emergent literacy	<p>A child's developing knowledge and practice of literacy skills and behaviours before they learn how to actually read and write words, including interacting with a book, noticing print, knowing how to handle a book, knowing how to follow words on a page, responding to stories read to them from texts, and pretending at reading or writing before being able to do so. It describes all the practices that children in literate environments are engaged in which support and develop their understanding of literacy before formal schooling. A child who has achieved emergent literacy has oral language skills, phonological awareness, print awareness and letter awareness.</p> <p>Emergent literacy can only happen in a literacy rich environment. In many contexts, children have not engaged in extensive emergent literacy practices, especially given the absence of quality Grade R in many schools. Thus grade 1 teachers need to create opportunities for children to engage in these practices, rather than expecting children to immediately engage with direct reading instruction.</p> <p>Emergent literacy is distinguished from reading readiness in being more of a broad developing continuum.</p>

Environmental print	Environmental print is the print of everyday life that appears on street signs, shop signs, advertisements, posters, labels, logos, sweet wrappers, etc. in any modern urban environment.
Epenthesis	The insertion of one or more sounds or letters within a word, usually a vowel, to break up a cluster of sounds to make pronunciation easier.
Etymology	The historical origins of a particular word
Family literacy	The term either means the home literacy activities of families or literacy education programmes that develop the literacy skills of parents and children simultaneously.
First language	A language that a person has been exposed to from birth or within the critical language learning period. Also called a native language, mother tongue, home language, arterial language or L1). (Some children may have more than one first language.) By contrast, a second language is any language that one speaks other than one's first language.
Fluency (reading)	Fluency is the ability to read a text accurately, quickly, and with meaningful expression. Fluency is the bridge between word recognition and comprehension (in which meaning is gained from what is read). Fluent readers can recognize a high percentage of words automatically and read in phrases.
Genre	A category of literature, music or art. The main genres in literature are Poetry, Drama, Fiction, Non-fiction and Media, all with many possible subdivisions (See Wikipedia entry for <i>List of writing genres</i>).
Grammar	The complete set of rules that will generate or produce all the acceptable sentences and will not produce unacceptable sentences.
Grapheme	A grapheme is a written symbol that represents a sound (phoneme). This can be a single letter, or could be a sequence of letters, such as <i>ai, sh, ow, igh, tch, ough</i> , etc. in English.
Grapheme Phoneme Correspondence (GPC)	Knowing how to match a phoneme to a grapheme and vice versa.
High frequency words	<p>These are words which occur most frequently in a large body of written material, for example in English, "<i>and</i>", "<i>the</i>", "<i>as</i>", "<i>it</i>", and "<i>said</i>". In some languages they may often be words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence.</p> <p>High frequency word lists related to school grades are usually based on the words used in contemporary reading texts used in schools.</p>

Higher order questions	Higher order questions refer to questions that require the use of cognitive behaviour in the categories of application, analysis, evaluation and creation, which require children to build on their factual knowledge and literal comprehension of the text.
Home language	Same meaning as first language .
Homonym	Two or more words which have the same spelling or pronunciation but with different meanings, e.g. <i>bark</i> (like a dog), <i>bark</i> (as of a tree)
Homophone	Two or more words which have the same pronunciation but with different meanings or spelling, e.g. <i>knew</i> and <i>new</i>
Inference	The making use of the information in a text to work out something that is not directly stated in that text.
Inflection	The change in the form of a word to express a grammatical function or attribute such as tense, mood, person, number, case, and gender.
Informal reading inventory	These are individually administered diagnostic assessments designed to evaluate a number of different aspects of students' reading performance. Typically, IRIs consist of graded word lists and passages ranging from preprimer level to middle or high school levels. After reading each leveled passage, a student responds orally to follow-up questions assessing comprehension and recall. Using comprehension and word recognition scores for students who read the passages orally, along with additional factors taken into consideration (e.g., prior knowledge, fluency, emotional status, among other possible factors), teachers or other education-related professionals determine students' reading levels.
Informational text	Informational text analyses or explains factual information about the natural or social world. They include expository writing, pieces that argue in favour of one position or another, as well as procedural texts and documents. Science and social studies textbooks, biographies and autobiographies are typical informational texts.
Interlanguage	A form of language spoken by learners of another language which borrows grammatical patterns from their home language or over-generalises grammatical patterns from the second language.
Interlocuter	A participant in a conversation

Intonation	<p>This is the pattern or melody in speech that helps indicate the attitudes and emotions of the speaker (e.g., surprise, anger, wariness). Intonation is primarily a matter of variation in the pitch level of the voice, but in languages such as English, stress and rhythm are also involved.</p> <p>Intonation needs to be distinguished from tone in tonal languages where the same word has a different meaning depending on the pitch with which it is spoken.</p>
Invented spelling	The practice of spelling unfamiliar words with an educated guess, based on phonetic knowledge, particularly in the case of languages with a deep orthography with many irregular spellings.
Isolating language	A language with a low number of morphemes per word ratio.
Language across the curriculum	This concept acknowledges the fact that language education does not only take place in specific subjects explicitly defined and reserved for it, such as mother tongue education, additional language education, etc. but also in each and every subject in school across the whole curriculum – whether we are conscious of it or not.
Language experience approach	The language experience approach integrates speaking and listening, reading and writing through the development of a written text based on first hand experiences. Through scaffolded talk, the teacher supports students to document experiences and ideas, using familiar and expanded vocabulary, modelling ways in which their thoughts and words can be written down and later read.
Language immersion	A technique used in bilingual language education in which two languages are used for instruction in a variety of topics, including math, science, or social studies
Language learning	The learning (in both children and adults) of additional languages This is distinguished from first-language acquisition in children.
Lexicon	All the words in a language
Linguistic repertoire	A linguistic repertoire is the set of linguistic varieties (such as registers, dialects, styles, accents, etc.) that exist in a particular speech community. In monolingual speech communities it is made up of varieties of one single language, in multilingual ones it may be comprised of several languages and may include linguistic varieties of all these languages.
Listening comprehension level	These are various tests used to determine the level of listening comprehension – that is, the understanding of spoken words and grammar and relate to them in some way.

Literacy	<p>Literacy is “the ability to read and write”.</p> <p><i>Literacy</i> is the ability to read and use written information and to write appropriately in a range of contexts. It also involves the integration of speaking, listening, viewing and critical thinking with reading and writing, and includes the cultural knowledge which enables a speaker, writer or reader to recognise and use language appropriate to different social situations.</p> <p>[Australian] Ministerial Council on Education, Employment, Training and Youth Affairs (1997, p.13]</p>
Lingua franca	<p>A language that is adopted as a common language between speakers whose native languages are different. English is the main lingua franca in South Africa today.</p>
Literacies	<p>Literacy has traditionally simply meant “the ability to read and write” but in recent decades the word has often been given an expanded meaning in the word “literacies” as referring to the various abilities to understand or use visual images, computers, the internet and other technology, and other basic means to understand, communicate, gain useful knowledge, and use the dominant symbol systems of a culture.</p> <p>“Literacies” itself can be used in a narrow or expanded way.</p> <p>In the narrower sense, it refers to modern communications where written forms combine with auditory, visual, spatial, oral and tactile representations. Information, especially in the media, appear in multi-modal formats, increasing the importance of understanding these representations as well as the reliance on this type of format. Typical of such “literacies” are the following:</p> <p><i>Visual literacy</i> Understanding visual communications, including the ability to process and represent knowledge through images.</p> <p><i>Digital literacy</i> Gathering and synthesizing information from digital mediums, including online sources or mediums.</p> <p><i>Technological literacy</i> Using technology responsibly to learn, communicate, distribute, and create.</p> <p>In the broader sense, there is a growing tendency to use the term “literacies” when referring (somewhat metaphorically) to “competence or knowledge in a specified area”. Thus one can be “literate” in the foundational or basic knowledge of the terms, discourses, jargon, symbols and basic principles of a range of disciplines and fields of knowledge or in a particular set of skills.</p>

Literacy as a social practice	A theory of literacy that stresses the links between the activities of reading and writing and the social structures in which they are embedded. This theory suggests that, within a given culture, there are different “literacies” associated with different domains of life, operating in multiple modes. Literacy practices are conceptualised as being patterned by social institutions and power relationships, always rooted in a particular ideological world view and a desire for that view to dominate and marginalise others.
Literal	The literal meaning of a text is exactly what is stated in the text. A ‘literal question’ is one which asks learners to get information directly stated in the text.
Locative	A morpheme or word that expresses location
LOLT	This acronym for “Language of Learning and Teaching” is a somewhat confusing equivalent of the term “medium of instruction”, misleading because whilst the language the teacher is using is observable, in what language the learner is thinking and learning in is not (and may well not be the language the teacher uses in instruction).
Metalanguage	The special language or symbols used for describing or discussing a language.
Medium of instruction	The language the teacher uses when teaching.
Microteaching	Micro-teaching is a teacher training technique whereby the teacher reviews a recording of a short teaching session, in order to get constructive feedback from peers and/or learners about what has worked and what improvements can be made to the teaching. By the help of this technique, teacher trainees can experiment and learn each of the teaching skills by breaking them into smaller parts and without encountering often chaotic environment of the crowded classes.
Modes of communication	These are all the different ways in which information can be communicated, including print, drawing, photography, and audio and video recording.
Monophthong	A pure, simple vowel sound in a syllable which contains only a single vowel sound, e.g. <i>ah</i>
Morpheme	The smallest meaningful grammatical unit of a language, that cannot be further divided (e.g. in the word <i>incoming</i> , <i>in</i> , <i>come</i> , and <i>ing</i> are morphemes. In the word <i>pins</i> , <i>pin</i> and the suffix <i>s</i> are morphemes. The word <i>pin</i> is a stand-alone morpheme, the <i>s</i> cannot stand alone.
Morpheme, Bound	A morpheme that never occurs alone such as <i>ed</i> or <i>ly</i> or <i>ing</i> in English

Morphology	The study of the structure of words as combinations of smaller units of meaning within words (morphemes), how they are formed, and their relationship to other words in the same language. Such study analyses the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. Morphology also looks at such things as intonation and stress, and the ways context can change a word's pronunciation and meaning.
Multi-modal [literacy]	Multi-modal literacy is the ability to make meaning from, interact with, and produce texts, including picture books, text books, graphic novels, comics, posters, and interactive computer displays where meaning is conveyed to the reader through varying combinations of written language, visuals, spatial situation and other means. In principle all forms of communication have some degree of multi-modality. Also see Literacies .
Narrative text	Narrative refers to oral or written text that relays a series of events, whether fictional or nonfictional. Novels, short stories, plays, and poems that tell a story are examples of narrative text.
Onset	The part of the syllable before the first vowel (e.g. cat in English)
Oracy	The ability to speak fluently and grammatically in a language
Orality	Orality refers to the use of speech, rather than writing, as a means of communication. Orality is thought and verbal expression in those societies or parts of societies where reading, writing and print are unfamiliar to or infrequently used by most of the population. Even in societies where literacy is widespread, there may be a residual orality among people who, though they may have been exposed to writing and print, but have not fully 'interiorized' literacy in their daily lives. Of course, orality is important in all societies even those that are highly literate as seen in meetings, popular singing, religious ceremonies, oral testimony in legal proceedings, etc. Modern electronic media – telephone, radio, television, cellphones, and other electronic devices – have enabled a resurgence of a secondary orality.
Oral Reading Fluency	Oral reading fluency refers to the ability to read unfamiliar text aloud with sufficient speed and accuracy and with proper expression. It is one of the critical components required for successful reading comprehension. Unless learners have ORF they are less able to be able to focus on the meaning of the text. ORF includes reading with automaticity and with appropriate speed, accuracy and proper expression.
Orthography	The conventional spelling system of a written language. It includes norms of spelling, hyphenation, capitalization, word breaks, emphasis, and punctuation.

Orthography, Deep	Writing systems that do not have a one-to-one correspondence between phonemes and the graphemes that represent them
Orthography, Shallow	Writing systems that have a one-to-one correspondence between phonemes and the graphemes that represent them and a very consistent spelling of words
Parallel medium	The use of two languages in a school in parallel streams of learners in the same school; that is to say, learners experience non-language areas of the curriculum through the medium of one language only.
Parse	To divide a sentence into grammatical parts such as subject, verb and object and identify the parts and their relations to each other or to describe a word grammatically by stating the part of speech and explaining the inflection and syntactical relationships.
Pedagogical Content Knowledge (PCK)	<p>Pedagogical Content Knowledge (PCK) is the integration of subject expertise and skilled teaching of that particular subject. It is the overlap of information about subject content knowledge being taught, and pedagogic knowledge required to teach that subject knowledge (i.e. planning instruction, assessment, etc).</p> <p>For language and literacy teachers PCK includes:</p> <ul style="list-style-type: none"> • a set of teaching approaches, strategies, methods and techniques for teaching languages to students with differing linguistic competencies and bilingualism • a repertoire of analogies, illustrations, examples, explanations and demonstrations that can be used in teaching language • knowledge of the curriculum and resources suitable for the learners • a basic understanding of practices of assessment and evaluation in language instruction • an appreciation of issues that face first and additional language and literacy teachers.
Phone	A speech sound
Phoneme	The smallest unit of a speech sound that makes a difference in communication
Phonology	The rules of how a language sounds, and how and when certain sounds can be combined.
Phonetic	Having to do with the study of the sounds of human speech. It is concerned with the actual properties of speech sounds (phones), and their production, audition and perception.

Phoneme	A phoneme is the smallest unit of a speech sound that makes a difference in communication. It is any of the perceptually distinct units of sound in a language that distinguish one word from another, for example the sounds <i>p</i> , <i>b</i> , <i>d</i> , and <i>t</i> in the English words <i>pad</i> , <i>pat</i> , <i>bad</i> , and <i>bat</i> . When phonemes are combined they make up words. A phoneme may be represented by one, two, three or four letters of the alphabet. Languages usually contain between 20 to 60 phonemes. There are approximately 44 phonemes in English (the number varies depending on the accent).
Phoneme addition	To identify the word that is created by adding a phoneme to the existing word
Phoneme categorization	A strategy to help students develop phonemic awareness and recognize individual phonemes in a word. The teacher produces a small sequence of similar words and asks students to identify the word that has a different or “odd” sound compared to the rest.
Phoneme blending	An activity to combine a sequence of separate phonemes to form a word
Phoneme deletion	To identify the word that remains when a phoneme has been deleted from the original word
Phoneme-grapheme correspondence	The sound-letter link between letters (or combinations of letters) (graphemes) and the speech sounds (phonemes) that they represent.
Phoneme identification	An activity to recognise the same sound in different words
Phoneme isolation	An activity to help recognise the individual sounds in a word
Phoneme segmentation	An activity to say separately each of the sounds in a word.
Phoneme substitution	To substitute a phoneme in a word to make a new word. Phoneme substitution tasks take place orally without the written word.
Phonemic awareness	The awareness that enables a listener to hear and identify the separate sounds in a stream of speech (e.g. in English to identify the same sound in ‘ <i>bad</i> ’, ‘ <i>sad</i> ’, ‘ <i>glad</i> ’ and ‘ <i>mad</i> ’, and to distinguish between the sounds in ‘ <i>bed</i> ’, ‘ <i>bad</i> ’, ‘ <i>bud</i> ’, and ‘ <i>bid</i> ’). These separate sounds are called phonemes. Phonemic awareness relates only to speech sounds, not to alphabet letters or sound-spellings. [But, because phonemes are the units of sound that are represented by the letters of an alphabet, an awareness of phonemes is key to understanding the logic of the alphabetic principle and thus to the learnability of phonics and spelling. Phonemic awareness is one component of a broader phonological awareness .

Phonics	The system of sound-letter relationships used in reading and writing. Phonics requires learners to know and match letters or letter combinations with word sounds, learn the rules of spelling, and use this information to decode (read) and encode (write) words.
Phonics-based instruction	This method involves explicit instruction in the sounds associated with the letters of the alphabet. It also includes instruction on how to manipulate, segment, and blend multiple sounds, or phonemes, into words.
Phonological awareness	Phonological awareness is an individual's awareness of the phonological structure, or sound structure, of words. Phonological awareness involves the detection and manipulation of sounds at various levels of sound structure: e.g in English (1) syllables, (2) onsets and rimes, and (3) phonemes. It is a metalinguistic skill, requiring conscious awareness and reflection on the structure of language. Phonological awareness is a broad term that includes Phonemic awareness .
Phraseology	The typical way in which words are organized into phrases and longer expressions in a particular language.
Pitch	Pitch is the rise and fall of our voice when we speak. So we can say words in a high or low pitched way. Pitch is directly related to word and syllable stress. We use pitch to give subtle meaning to sentences, to convey emphasis, contrast, and other such features in what is called intonation. The words "pitch" and "intonation" are often used interchangeably. Some languages, including most African languages, use pitch to distinguish or differentiate words. These languages are tonal languages.
Pragmatics	Pragmatics is a subfield of linguistics and semiotics that studies the ways in which context contributes to meaning.
Print awareness	Print awareness refers to a child's understanding of the nature and uses of print. A child's print awareness is closely associated with his or her word awareness or the ability to recognize letters and words as distinct elements of oral and written communication.
Pronunciation	Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation" in a standardised written language), or simply the way a particular individual speaks a word or language.

Prosody	The patterns of stress and intonation in a language (or more specifically, in poetry) that describes the rhythmic and tonal aspects of speech: the “music” of oral language. Prosodic features are variations in pitch (intonation), stress patterns (syllable prominence), and duration (length of time) that contribute to expressive reading of a text.
Readability	Readability is the ease with which a reader can understand a written text. The readability of text depends on its content (the complexity of its vocabulary and syntax) and its presentation (such as typographic aspects like font size, line height, and line length).
Readability tests and formulae	Readability tests and formulae are used to evaluate the readability of a text on some scale (such as grade level), usually by counting syllables, words, and sentences. There are a large number of such tests. Many word processors have simple built in readability tests.
Reading inventory	A checklist for surveying a person’s reading interests, habits and abilities
Reading readiness	Reading readiness refers to the enabling capacities a child needs to be ready to formally learn to read and write. These would usually include: age-appropriate oral language development and vocabulary; appreciation of stories and books; phonemic awareness (ability to distinguish and manipulate individual sounds of language); understanding of basic print concepts (for example, printed text represents spoken words, the text on pages is written from left to right starting at the top of the page, spaces between words are meaningful, books have a title and an author, and so on); understanding of the alphabetic principle (letters represent the sounds of language), ability to distinguish shapes (visual discrimination), and ability to identify at least some letters of the alphabet.
Reading wars	The “reading wars” was a debate that was at its most intense in the 1990s, mainly in the North American English speaking world, on the best way to teach literacy, between those who advocated phonics as a core component in initial reading and the, then popular, “whole language” approach, which did not. Subsequent scientific research has affirmed that phonics is an essential foundation at the start of learning to read.
Reading aloud	Reading aloud is seen as one of the most important things parents and teachers can do with children. Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about.

Register	<p>A register is a variety of language used for a particular purpose or in a particular communicative situation. For example, spoken language in a formal public setting will have a register that obeys the norms for formal language use including using words considered more formal and avoiding non-standard or slang. A casual register would not.</p> <p>Register may overlap with dialect, genre and text type.</p>
Restricted code	<p>The less formal language especially used by lower class people in everyday situations which assumes that the people you speak with share your assumptions and common understandings, and with much padding or fillers. A term first used by sociologist Basil Bernstein and contrasted with the elaborated code.</p> <p>Compare BICS.</p>
Rime	<p>In English a syllable can normally be divided into two parts: the onset, which consists of the initial consonant or consonant blend, and the rime which consists of the vowel and any consonant sounds that come after it. In the one-syllable English word <i>cat</i>, the nucleus is a (the sound that can be said or sung on its own), the onset c, the coda t, and the rime at.</p> <p>Pronounced the same way as rhyme.</p>
Rhyme	<p>A rhyme occurs in poetry when there are corresponding sounds at the ends of pairs of lines. Words that have the same rime will always rhyme but not all rhymes are rimes.</p>
Saccade	<p>The rapid, simultaneous movement of both eyes between two or more phases of fixation in the same direction (as in the discontinuous eye movements in reading)</p>

Scaffolding	<p>A variety of instructional techniques that provide strong temporary support to help move learners progressively toward stronger understanding and skill, and ultimately, greater independence in the learning process. Like physical scaffolding, the support given is incrementally removed when it is no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.</p> <p>For example, if learners are not at the reading level required to understand a text, the teacher might use instructional scaffolding to incrementally improve their reading ability until they can read the required text independently and without assistance.</p> <p>When teachers scaffold instruction, they typically break up a learning experience, concept, or skill into discrete parts, and then give students the assistance they need to learn each part. For example, teachers may give students an excerpt of a longer text to read, engage them in a discussion of the excerpt to improve their understanding of its purpose, and teach them the vocabulary they need to comprehend the text before assigning them the full reading.</p>
Schwa	<p>Schwa is the name for the most common sound in English. It is a weak, unstressed sound and it occurs in many words, e.g. in <i>the</i> and <i>can</i>. It can be represented by any vowel letter. It only occurs in unstressed syllables. It is often the sound in English grammar words such as articles and prepositions.</p>
Second language	<p>Any language that a person speaks other than the first language.</p>
Segmenting (oral)	<p>Hearing a word and then splitting it into the phonemes that make it up.</p>
Segmenting	<p>Hearing a word, splitting it into the phonemes that make it up, then using knowledge of grapheme phoneme correspondence to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.</p>
Semantics	<p>The combining of separate word meanings into a sensible, meaningful whole; more generally, the study of meaning in language</p>
Sentence	<p>A sentence is a set of words that follows the rules of syntactic formation that conveys a statement, question, exclamation, or command. Though a sentence is more easily identified in writing than in speech, most speakers of a language appear to know what a sentence is.</p>

Shared reading	Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression.
Sight words	Sight words is a term applied to early reading instruction in English that refers to the set of high frequency words that have irregular spelling patterns and that must be memorized by sight. Knowledge of these sight words should be reinforced by spelling them correctly.
Sight vocabulary	The vocabulary of words that the person can decode instantly – that is, can identify them and comprehend their meaning at first glance or sight
Socio-pragmatics	The aspect of language use that relates to everyday social practices
Speech community	A speech community is a group of people who share a set of linguistic norms and expectations regarding the use of language.
Standard	<p>A required or agreed on statement that describes the quality of attainment of specified outcomes. In education this usually refers to an agreed upon description of what students should know, can do, or are capable of performing at a certain point in their learning.</p> <p>The South African Qualifications Authority describes a standard as “the registered statements of desired education and training outcomes and their associated assessment criteria”.</p>
Standard and non-standard language varieties	<p>A standard language is an officially accepted variety of a written language that is used by governments, in the media, in schools, in business, and for international communication. For example, there are standard forms of English in England, North America and Australia. Although these standard English varieties differ in terms of their pronunciation, there are few differences in grammar between them.</p> <p>Non-standard varieties of a language include different regional dialects.</p> <p>Standard languages are politically and economically powerful and are often perceived as superior although they are not superior grammatically to non- standard languages.</p>

Stress	<p>Stress is the degree of emphasis given a sound or syllable in speech or to certain words in a phrase or sentence. Stress patterns can help distinguish the meanings of two words or phrases that otherwise appear to be the same.</p> <p>In English, stressed syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch. To communicate clearly when speaking in English, it is important to stress the correct syllables in each word.</p>
Suffix	<p>A suffix is a letter or group of letters added to the ending of a word to change its meaning or grammatical function.</p>
Syllable	<p>A speech sound having one vowel sound, with or without surrounding consonants, forming a part or the whole of a word. In English a syllable can normally be divided into two parts: the onset, which consists of the initial consonant or consonant blend, and the rime which consists of the vowel and any final consonants.</p>
Synonym	<p>A word or phrase that means exactly or nearly the same as another word or phrase in the same language, e.g. <i>close</i> is a synonym of <i>shut</i>.</p>
Syntax	<p>The rules concerning the arrangement and order of words and phrases to create well-formed sentences in a language.</p>
Synthetic	<p>The concept of 'synthesising', which means 'putting together' or 'blending' as a means of reading where the sounds prompted by the letters are synthesised (put together or blended) to pronounce the word.</p>

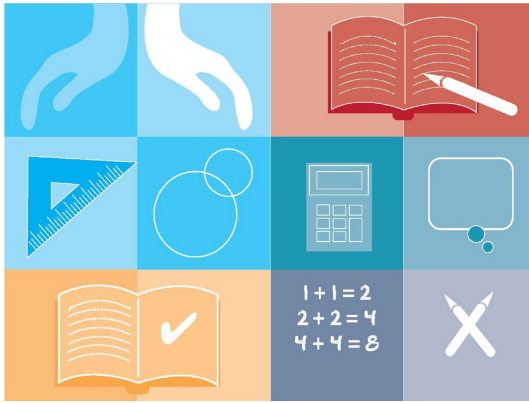
Synthetic phonics	<p>Synthetic phonics is a method of teaching reading which first teaches the letter sounds and then builds up to blending these sounds together to achieve full pronunciation of whole words. Students are taught explicitly to convert letters into sounds (phonemes) and then blend the sounds to form recognizable words.</p> <p>Synthetic phonics programmes teach learners:</p> <ul style="list-style-type: none"> • the correspondence between graphemes and phonemes. • to read words by blending: identifying the graphemes in the word, recalling the corresponding phonemes, and saying the phonemes together to form the sound of the whole word. • to write words by segmenting: identifying the phonemes of the word, recalling the corresponding graphemes, then writing the graphemes together to form the written word. • grapheme-phoneme correspondence out of alphabetic order, following an order determined by perceived complexity (going from easiest to hardest to learn) • the reading and writing of words in order of increasing irregularity, teaching words which follow typical grapheme-phoneme correspondence first, and teaching words with idiosyncratic or unusual grapheme-phoneme correspondence later. <p>Synthetic phonics is now the officially endorsed method used in the United Kingdom for teaching reading in English, as well as in Australia and the California and New York states in the United States of America.</p>
Systematic instruction	<p>Systematic instruction in reading is a plan of instruction (e.g., scope and sequence) that takes students through an explicit sequence of learning activities.</p>
Text structures	<p>Text structure refers to the way in which a text is organized to convey meaning to the reader. It encompasses the organization of ideas in the selection (e.g., sequence of events, comparison, cause and effect) and the vocabulary the author selects to convey meaning to the reader. In text structure instruction, students are taught to identify common text structures and use them to organize the information they are reading.</p>
Text type	<p>These are the different types of writing, broadly divided into factual and literary. Factual text types include factual description, account, or persuasive. Literary text types include poetry, narrative or personal response.</p>

Textual features	Distinctive features in an utterance, text or artwork. Textual features include all the components of a story or article that are not the main body of text. These include word choice, imagery, tone or style, setting, characterization, theme or topic, plot, voice or narration, genre, as well as text features such as table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labelled diagrams.
Think aloud	With this technique, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.
Three cueing system	Scientifically discredited system for in sequence looking at semantic, then syntactic, then orthographic-phonetic clues to read and understand the meaning of a text. Multiple cueing systems for word recognition are simply too cumbersome to assist fluent reading.
Tier 1, 2, 3 words	<p>Tier 1 words are the basic words that commonly appear in spoken language in numerous contexts and usually mixed with nonverbal communication. Most children will know these words., Tier 1 words rarely require explicit instruction. Examples of Tier 1 English words are clock, baby, happy and walk.</p> <p>Tier 2 includes the frequently used words used by mature language users across several content areas. They do not have many Tier 1 oral language equivalents. Children primarily meet them first in print. Examples of Tier 2 English words are obvious, complex, establish and verify.</p> <p>Tier 3 words are seldom used except in specific content areas or domains, notably the various academic domains and normally are taught together with instruction of content. Medical, legal, biological and mathematical terms are all examples of these words.</p>
Tone	The use of pitch in language to distinguish the meaning and grammatical place of words.
Tone language	A language that uses tone to make a distinction in meaning between words that otherwise are phonetically identical, that is, the same series of sounds can represent different meanings, depending on the pitch, high or low, with which they are spoken
Trigraph	A trigraph is a single sound that is represented by three letters, for example: In the English word <i>match</i> , the three letters <i>tch</i> at the end make only one sound. Other examples of trigraphs are: <i>igh</i> as in <i>sigh</i> .

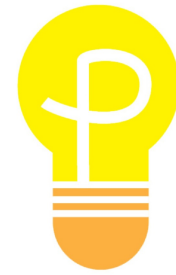
Visual literacy	The ability to construct meaning from symbols and images, and to communicate through such visual means
Vocabulary	These are the words known or used by a person or group or a set of words compiled from written or oral sources.
Vowel	A speech sound produced when the breath flows out through the open mouth without being blocked by the teeth, tongue, or lips. There are long and short vowels.
Whole language approach	A set of beliefs and associated practices about learning to read that assumes that (in a literacy-rich environment) it is a natural process like learning to speak. The whole-language approach strives to teach children to read words as whole pieces of language. They do not learn to break down sounds individually but take full words and associate them with prior knowledge. The focus is on making meaning in reading and expressing meaning in writing. Assumptions essential to it are that children learn to read from exposure to print, do not need drilling in phonics and other forms of direct reading instruction, and that readers can use context-clues and guess-work to decipher a word rather than phonemic decoding.

Pedagogic terminology

<p>These terms are customarily used in a loose and variable way, but generally teaching approaches and strategies refers to the broad way the instruction is conceptualised and delivered, and methods and techniques are the more specific ways of implementing the programme of instruction.</p> <p>The term methodologies is frequently misused nowadays as a synonym for any of the above. The term 'methodology', correctly used, refers to the systematic, theoretical study of methods applied to a field of study.</p>	
Instructional strategy	<p>This is the general viewpoint and line of action one accepts in order to choose the instructional methods. A strategy provides the overall design or blueprint and its function is to provide a model or paradigm around which an educational process can be built and implemented. It is influenced by one's educational philosophy and theories of learning and theories of instruction and the taking into account the aims and objectives of the programme or course and its target group of learners. The instructional strategy determines what kind of instructional approach the teacher will use.</p> <p>Thus the concept of an instructional strategy refers to the broad starting point for the structure, system, methods, techniques, procedures and processes that a teacher plans to use during instruction.</p> <p>Typical examples of strategies would be those based on discovery learning, direct instruction, experiential learning, whole language, synthetic phonics, problem-based learning, etc.</p>
Instructional method	<p>Based upon the objectives of the programme or course and its plan, at a tactical level, appropriate instructional methods are chosen. These could be individual, group or mass or distance education methods. The methods chosen will depend on whether the objectives are to communicate information or knowledge, develop skills or performance, or change attitudes or values (or all three), as well as the nature of the target learners, the time and resources available, as well as whether one or two-way communication is involved. There is a huge range of methods and even more specific techniques appropriate to various group sizes.</p>
Instructional techniques	<p>These are the specific forms of instruction.</p>



The Primary Teacher Education Project collaborates with all South African universities to improve initial teacher education for primary school teachers with a special focus on reading and mathematics.



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