

Glossary

Acquisition is the mental process by which knowledge and/or behaviour emerges naturally on the basis of innate predisposition and/or triggers from environmental input (e.g. walking on two feet). Contrasted with **LEARNING**.

Acquisition planning involves direct instruction, independent language study and other efforts to motivate people to acquire or learn a particular language or **VARIETY**.

Action research is a form of self-reflective enquiry (which may include discussion and reading) undertaken by participants in social contexts with the aim of improving their situation in some way. Action researchers often organize their activities in ongoing cycles of reflection and action.

Additive: see **SUBTRACTIVE**

People with one of the many kinds of **agnosia** are unable to recognize selective aspects of what they perceive. So, for example, someone with visual agnosia might see a familiar object but not be able to make sense of what it is. Someone with verbal agnosia might hear words spoken to them but not know which words they are, even though they can read, write and speak them.

An **alphabetic writing system** uses (ideally) single symbols for each phoneme (speech sound) in the language.

Acoustic energy (sound), including speech, comes at different levels of **amplitude** (loudness) or extent of vibration, and is measured in decibels (dB).

Anomia is a type of **APHASIA** in which word-finding is impaired. People with anomia might recognize objects but be unable to name them.

Aphasia is an impairment or loss of linguistic knowledge or ability. It may be due to congenital or acquired brain damage. It is sometimes called dysphasia when language loss is not total.

Apraxia is a motor planning disorder involving impairment or loss of the ability to make voluntary movements, such as the articulatory gestures involved in speech.

Artificial Intelligence (AI) is the interdisciplinary field which develops theory on, and designs and tests, machine-based intelligent systems, like those telephone helpline systems that (fail to) understand your spoken instructions.

The **audiolingual** method of teaching an additional language is characterized by

repeated oral grammar drills and the outlawing of the L1.

Audiovisual translation encompasses all translation involving multiple modalities (including multimedia), but typically involves subtitling or dubbing for screen-based language in film, TV and video games.

Augmentative and alternative communication (AAC) helps people with communication impairments to communicate more effectively, using alternative modalities (such as gesture), specially designed symbol systems (like Braille) and/or communication devices (e.g. speech synthesizers).

Autism is a complex developmental condition that typically appears during the first three years of life and is the result of a neurological disorder which affects the normal functioning of the brain, impacting development in the areas of social interaction and communication skills (e.g. THEORY OF MIND).

Autism spectrum disorder (ASD) refers to an array of related disabilities (such as Asperger's syndrome) that share many of the core characteristics of the classical form of AUTISM. The term is now used more frequently than autism alone, in order to emphasize the diverse nature and extent of individuals' symptoms and experiences.

Automatic translation (also known as machine translation, MT) is the study and practice of translation via computer software (now increasingly embedded in online applications on the internet).

According to Brian Street's **autonomous model**, literacy is a set of skills for encoding and decoding language in the written modality. According to his **ideological model**, it is viewed as competence in forms of social practice.

Back-translation is a way of assessing translation quality. You take a translation from Language A to Language B and obtain an independent translation back into Language A. The degree of discrepancy between the SOURCE LANGUAGE text of the first translation and the TARGET LANGUAGE text of the second allows you to assess the quality of the original target language text.

Someone is **bidialectal** if they are competent in two dialects. For example, most speakers of local dialects in the UK are bidialectal because if they're literate they also know the dialect in which English writing gets done ('standard English').

Biliteracy is literacy in two (or more) languages. The word is analogous to bilingual (in Latin bi- means 'having two', litteratus means 'lettered' and lingua means 'tongue').

Braille literacy is the ability to read and write using the tactile system of raised

dots that represent the Roman alphabet, as well as other alphabetic writing systems such as Korean.

Broca's area is a region of CEREBRAL CORTEX associated with language production, located above the SYLVIAN FISSURE.

Causality is the relationship between causes and effects. The causality of two events describes the extent to which one event happens as a result of the other.

The **cerebral cortex** is the 'grey matter', the 2–4 mm layer of neural tissue covering the two CEREBRAL HEMISPHERES of the human brain, containing the neural networks responsible for 'higher cognitive functions' like language and visual processing.

The **cerebral hemispheres** are the two halves of the cerebrum, the principal component of the human brain.

Child-directed speech is the linguist's term for the distinctive patterning of language used by some care-givers with babies. It is characterized by cooing intonation and short, simplified words.

A **citation** in a dictionary entry is an authentic example of the word's use in context, to provide meaning.

The **cochlea** is the hollow, spiral bone structure in the inner ear which transforms acoustic energy into auditory nerve impulses.

A **cochlear implant** is a tiny device embedded under the skin behind the ear, which is used to bypass the damage to the COCHLEA and transmit sound via an alternative route to the auditory nerve.

Code-switching is the ability to form utterances using elements of multiple languages in real-time discourse, and the practice of doing so.

A **codex** (plural **codices**) is an ancient manuscript in book form. The Mexican codices were painted on deerskin or bark paper.

Cognitive discourse analysis is an approach which takes into account the PROCESSING of discourse, including the role of socially shared knowledge stored in individuals' long-term memory and the capacity and limitations of their shortterm (working) memory.

Collocations are frequently occurring sequences of words.

The **communicative approach** in additional language teaching stresses that the aim of learning a language is COMMUNICATIVE COMPETENCE. Teachers who base their lessons on a communicative approach may follow a syllabus based on functions or topics, teaching the language needed to perform a variety of authentic

tasks and to communicate appropriately in different situations.

Communicative competence is not only the ability to form utterances using grammar, but also the knowledge of when, where and with whom it is appropriate to use these utterances in order to achieve a desired effect. Communicative competence includes the following knowledge: grammar and vocabulary; the rules of speaking (how to begin and end a conversation, how to interrupt, what topics are allowed, how to address people and so on); how to use and respond to different SPEECH ACTS; and what kind of utterances are considered appropriate.

Community interpreting is interpreting for residents of a multilingual community rather than between members of different language communities: in doctor–patient encounters, job interviews or court proceedings, as opposed to international conferences and diplomatic or commercial meetings.

Community language teaching is an approach to heritage language education adopted in the UK, Australia, the Netherlands and other countries in which the home languages of ethnic minorities are taught and used as languages of instruction in schools and community centres.

Speakers use **compensatory strategies** when linguistic interaction is compromised in some way, because one or more of the interlocutors lacks relevant linguistic knowledge or ability. For example, circumlocution can compensate for word-finding difficulties.

Conceptual blending theory looks at how the meaning of texts is comprehended in real time by a listener or reader prompted by linguistic cues to activate MENTAL MODELS. These models allow speaker-listeners to distinguish between different elements of a text and understand where there is a relationship ('blending') between these elements.

INTERPRETING is **consecutive** when the speaker/signer produces a stretch of discourse and then pauses while the interpreter translates it, and alternating phases of SOURCE LANGUAGE and TARGET LANGUAGE ensue until the whole message is interpreted.

Consonantal writing systems have symbols for the consonants but not for the vowels. Context supplies the words' identities. (For example, Cn y rd ths?)

A **construct** in testing is the ability, skill or knowledge that the test is (supposedly) testing.

Construct validity refers to how well some measurement system correlates with

the CONSTRUCT it is designed to measure.

Contrastive rhetoric compares the organization of texts written in different languages, based on the assumption that there are characteristic patterns of writing associated with culturally determined ways of thinking.

Convergence in talk is when a person changes the way they speak in order to sound more like the person they are talking to (or more like the way they think the other person speaks). For example, an additional language teacher may use less complex syntax when she is talking to a group of beginning learners. Contrasted with DIVERGENCE.

Conversation analysts are interested in the organizational structure of spoken interaction, including how speakers decide when to speak in a conversation (rules of turn-taking) and how the utterances of two or more speakers are related (adjacency pairs like A: 'How are you?' B: 'Fine thanks'). As well as describing structures and looking for patterns of interaction, some analysts are also interested in how these structures relate to the 'doing of' social and institutional roles, politeness, intimacy, etc.

A **corpus** (plural **corpora**) is a digital collection of authentic spoken or written language. Corpora are used for the analysis of grammatical patterns and estimations of the frequency of words, word combinations and grammatical structures. The results are useful in, for example, additional language education, translation, lexicography and forensic linguistics.

Corpus linguistics is the creation and analysis of (normally large, computerized) CORPORA of language composed of actual texts (speech and writing), and their application to problems in descriptive and applied linguistics.

Corpus planning refers to language planning that attempts to modify in some way the code of a given variety. Not to be confused with CORPUS as a digital collection of authentic language.

Covert prestige is a term describing instances in which language pride goes underground due to social pressures. For example, when schools and other institutions frown upon the use of a certain language or VARIETY, speakers often continue to use it as an expression of in-group solidarity and resistance to authority, and it often spreads widely as a result.

Creoles are complete languages that have evolved from more basic PIDGIN languages, in some cases in a matter of two or three generations.

Critical applied linguistics is the practice of applied linguistics grounded in a concern for addressing and resolving problems of inequality.

Critical discourse analysts study the ways in which social power, dominance and inequality are enacted, reproduced and resisted by text and talk in social and political contexts.

Critical language planning involves questioning the social causes and ramifications of language plans and policies and their implementation. In line with CRITICAL APPLIED LINGUISTICS generally, language planning from a critical perspective means asking why and in whose interests decisions about language(s) are made.

Critical pedagogy is an approach to teaching which encourages students to develop critical awareness of, and to challenge, explicit or implicit systems of social injustice and oppression. It is particularly associated with the work of Paulo Freire.

According to the **critical period hypothesis**, there is a limited window of opportunity for language ACQUISITION, during which input must be received and PROCESSED, before the innate cognitive mechanisms responsible for the process 'shut down'.

Cross-linguistic influence is when the knowledge or use of one language affects the learning or use of another (typically, L1 influencing L2). The traditional term for this phenomenon is transfer. Another term, interference, wrongly implies that all L1 influence on L2 learning has negative effects.

Children engage in **de facto bilingual education** when they and their teachers implicitly draw on subject knowledge acquired previously in a language which is different from the language of instruction. For example, a Hong Kong student who learned elementary mathematics through the medium of Cantonese will be familiar with mathematical concepts even when they're presented by a Mandarin Chinesespeaking teacher.

Decreolization occurs when a CREOLE begins to merge with varieties of the SUPERSTRATE language through (renewed) contact with it.

Descriptive linguistics documents and describes what people say, sign and write, and the grammatical, lexical and phonological systems they use to do so.

Diacritics are the 'extra' marks required in many orthographies, including the ALPHABETS of French, German, Spanish and the CONSONANTAL writing system of Arabic. Placed over, under, next to and even through individual letters or syllabic elements, diacritics change the phonetic value of what they mark.

A **dialect** is a VARIETY of a language determined normally by geographical and/or social factors. The term is normally used in the context of languages which have been extensively documented and have a recognized 'standard' dialect against which others are compared.

Diglossia is the (perhaps universal) use of (normally two) different languages, VARIETIES or registers of differing levels of prestige for different situations and/or purposes. So, for example, in a Welsh bank the cashiers might use Welsh with their customers but English when requesting approval for leave from the area manager.

A **directive** is a SPEECH ACT performed in order to make the addressee take some action. Examples include commands (Shut the door behind you!), requests (Could you shut the door when you leave?) and pieces of advice (You should shut the door, or the cat'll get out).

Discursive psychologists are interested in how (and which) ways of talking and behaving are understood by people to mean that a person is (being) friendly, aggressive, loving and so on: how we 'do' friendliness, for example, and what we recognize as friendliness when we see and hear it.

Divergence occurs when a person changes the way they speak to sound less like the person they are talking to, like the local who exaggerates his accent in order to differentiate himself from the incomer. Contrasted with CONVERGENCE.

Dominant language: see MINORITY LANGUAGE

Dysarthria is a speech articulation disorder caused by damage to the nerves that control muscles in the vocal tract and lungs.

Dyslexia is a heritable, neurodevelopmental condition involving impairment or loss of phonological awareness, which shows up as a range of difficulties in learning to read, write and spell, especially in languages which use LOGOGRAPHIC systems or have significant opacity in phonetic-based spelling (like English). These difficulties tend to persist despite the provision of appropriate learning opportunities. They do not reflect an individual's general cognitive abilities and may not be typical of performance in other areas.

Earwitness: see NAÏVE SPEAKER IDENTIFICATION

Elaborated code: see RESTRICTED CODE

Elite bilingualism is a term used by Suzanne Romaine to label the kind of bilingualism of those who seek to become bilingual out of choice, often for increased prestige. An example would be Polish children sent to English-medium schools in

Poland. Contrasted with FOLK BILINGUALISM.

The term **emergent literacy** refers to knowledge and behaviours involving reading and writing that children develop before formal schooling.

An **emoticon** is a representation of a facial expression using the punctuation marks and letters available on a keyboard. They range in complexity from the simple :) to the rather more elaborate Japanese d(*X,X*)b, both of which mean 'happy'.

Endangered languages are those which are at risk of being lost due to massive LANGUAGE SHIFT or the death of their remaining speakers.

Epigraphers study and interpret written inscriptions on hard surfaces, such as stone.

Epistemology is the study of forms of knowledge and how we come to know them.

Ethnographic enquiry seeks to understand cultural situations and activities from the richly contextualized perspectives of the participants themselves. Ethnographers record what they observe from a holistic perspective, with no preconceived expectations about what to look for and what to ignore.

Exclusion approaches: see INCLUSION APPROACHES

The **Expanding Circle** is Braj Kachru's (1985) term for the regions where English is used mainly as a FOREIGN LANGUAGE, and where most of its users may now be found. The **Outer Circle** is his term for where English is used mainly as a SECOND LANGUAGE, in former colonies of the UK and USA, where new norms may be developing. English is used mainly as a native language in the **Inner Circle**: the British Isles and the regions where English native speakers effectively displaced local populations.

Extrinsic motivation: see INTRINSIC MOTIVATION

Folk bilingualism is the term used by Suzanne Romaine to label the kind of bilingualism of those who seek to become bilingual out of necessity, often for survival. An example would be Polish immigrant children attending English-medium schools in the UK.

Foreign language: see SECOND LANGUAGE

Forensic stylistics (sometimes known as **stylometry**) is the measurement of linguistic style through the analysis of the frequency with which given linguistic variables occur in a sample of texts, normally in cases of unclear or disputed authorship.

The **frequency** of acoustic energy (sound) is its rate of vibration, measured in

cycles per second (Hz). Speech is a combination of many frequencies.

Funds of Knowledge is the term used by Luis Moll and colleagues to refer to the stock of knowledge, practices and skills that households develop over the generations, and which can provide rich resources for learning if tapped by schools.

Glottographic writing systems use symbols which represent sounds, either individual phonemes (as in ALPHABETIC codes like the one used for English) or syllables (as in the SYLLABARY used for Inuktitut in Canada or the Japanese hiragana and katakana scripts).

A **glyph** is a symbol or character used in a writing system, especially that of the ancient Mayan civilization in what is now Mexico. Ancient Egyptian hieroglyphics provide another example.

The **grammar translation** method of teaching an additional language focuses on memorization of L2 grammatical rules and translation of texts from the L2 into the L1. The method's origins lie in the European tradition of teaching schoolchildren the great works of ancient Greek and Latin.

Graphophonic relations hold between the symbols of GLOTTOGRAPHIC writing systems (the grapho- bit) and the sounds they represent (the -phonic bit).

Hapax legomena (from the Greek for 'said once'; also known simply as hapax) are words with a single occurrence in a CORPUS. In a large corpus, around 50 per cent of words are likely to be hapax legomena. For example, the word haptic is a hapax legomenon in the British National Corpus (whereas hapax itself occurs three times).

The **headword** is the form of the word which appears at the beginning of its dictionary entry. It is normally uninflected and often gives syllabic information. So, for example, the headword for the entry corresponding to the word is will be be and for corresponding will be cor•res•pond.

A **heritage language** is the language of a minority community viewed as a property of the group's cultural history, and is often in danger of loss as third generations grow up being un- or underexposed to the language. So heritage language bilingual education focuses on the uses of the MINORITY LANGUAGE as a tool to promote group identity, solidarity and LANGUAGE REVITALIZATION.

Bakhtin's theory of **heteroglossia** suggests that a text can't be reduced to a single, fixed, self-enclosed, 'true' meaning which is determined by the intention of its author. Instead, the meanings of the words in the text, and the ways in which these words

are combined, are linked to conditions of cultural production and reception. What texts mean, therefore, depends on the multitude of understandings, values, social discourses, cultural codes and so on of all their potential readers and hearers.

Homonyms are two or more words that are pronounced and/or written the same way (e.g. site, sight and cite; a sycophantic bow to the Queen vs a bow in your hair; case as 'baggage' and 'instance').

Ideological model: see AUTONOMOUS MODEL

Ideologies are shifting and sometimes contradictory sets of ideas about power and social structures that shape the way we view the world, including the ways we use and talk about language.

An **idiolect** is the unique form of a language represented in an individual user's mind and attested in their discourse.

Illocutionary: see LOCUTIONARY

In **immersion** bilingual education programmes, pioneered in Canada, learners are immersed in the second language. In **one-way immersion**, the pupils typically share an L1, whereas in **two-way immersion** (TWI) speakers of both languages study content together, and the language of instruction for a particular subject may be either language.

Inclusion approaches and **exclusion approaches** to working with children with special needs refer to the practices of integrating such learners into the regular classroom (e.g. with non-special needs learners) or segregating them in separate classes.

Individual differences between learners are those which potentially account for the wide variety of paths followed and ultimate outcomes achieved in additional language learning.

Inner Circle: see EXPANDING CIRCLE

Inner speech is spoken (or signed) language that doesn't get expressed.

Instrumental orientations: see INTEGRATIVE ORIENTATIONS

Integrative and **instrumental orientations** to additional language learning result in different types of motivation to learn. Learners may desire to learn the language to integrate into the community of L2 speakers or to use it as an instrument for some other benefit. An example of the former would be someone who learns Arabic after converting to Islam. An example of the latter would be someone who learns Arabic in order to win a contract to build a mosque.

The work of **interactional sociolinguists** focuses on the fleeting, unconscious,

and culturally variable conventions for signalling and interpreting meaning in social interaction. Using audio or video recordings, analysts pay attention to the words, prosody and REGISTER shifts in talk, and what speakers and listeners understand themselves to be doing with these structures and processes.

Interpreting is the process of translating from and into spoken or signed language. Additional language learners have **intrinsic motivation** when the process itself is perceived as rewarding (for example the intellectual satisfaction they may gain from fathoming a complex verb conjugation). They have **extrinsic motivation** when success provides external rewards or is coerced (for example when they need to learn the conjugation in order to pass a test).

Language death is the dramatic and unfortunate fate currently facing most of the world's smallest languages. Linguists sometimes view language death as a process (a language is said to be 'dying' when people stop using it) and sometimes as a final state of linguistic rest (i.e. the last living native speaker has died).

Language maintenance implies a focus on keeping a language vital within a given speech community or region. This term is sometimes used to describe bilingual education programmes that aim for learners to retain or further develop their home language while gaining an additional language.

Language of wider communication (LWC) refers to a language or VARIETY that is used across communities and regions. The term is completely relative and context dependent, of course; Kiswahili is an LWC in East Africa, but not in Asia or Europe. Similar to LINGUA FRANCA.

Language orientations refers to the idea that language planning efforts of all types can be characterized as approaching language from one or more of three primary stances: language as problem, language as right and language as resource.

Language revitalization is the name given to efforts to stop or slow down language loss and simultaneously increase the VITALITY of a language in a given community or region.

Language shift refers to the process in which speakers, individually or collectively, abandon one language in favour of another. 'Reversing language shift' entails efforts to change the conditions that contribute to language loss (in other words, LANGUAGE REVITALIZATION).

Language vitality is a construct used by language planners to gauge the longterm

health of a language or variety. Although there are many ways to operationalize this construct, the central feature concerns the transmission of a language from one generation to the next.

Language-in-education planning refers to instances of language planning that take place within the domain of education and schooling.

Learning styles are the different approaches people are believed to take to the acquisition of new information. The popular distinctions between 'visual' and 'tactile' learners, or between 'thinkers' and 'doers', illustrate the concept. Some scholars believe that if learners can identify their preferred style(s) they will be able to optimize their learning.

The mental process of **learning** requires conscious effort and leads to skills which cannot be part of our genetic make-up (e.g. walking on stilts). Contrasted with ACQUISITION.

Legitimate language is a term used by CRITICAL APPLIED LINGUISTS to describe the language or VARIETY that is sanctioned for use in a given sphere or domain.

Although it is not a term used in schools, pupils perceive very quickly which ways of speaking and writing are considered illegitimate.

Lexical gaps occur in a language when it lacks a word for a concept (which may be expressed lexically in another language).

Lexical phrases are chunks of language consisting of strings of words which are regularly spoken, signed and/or written together, like Take care! or To whom it may concern.

Lexicology is the academic study of words: their spoken and written forms, their syntactic and morphological properties, and their meanings; in a particular language or in human language in general; both at a fixed point in history and as they change through time.

A **lingua franca** is a language used as a medium of communication between speakers of different languages.

Linguistic deficit is a fictional creature that has, nonetheless, been the subject of much discussion and lament by non-linguists, particularly when applied to the language abilities of children from marginalized groups.

Linguistic landscapes are visual representations of language use in a community.

By mapping the presence of signs, posters and other publicly displayed texts, applied linguists form a picture of the relative VITALITY of languages at a particular

place and point in time.

In speech act theory, utterances involve two kinds of meaning: a **locutionary** meaning, which is the literal meaning of the words and structures being used; and an **illocutionary** meaning, which is the effect the utterance has on the listener. A **perlocutionary** act is the effect or result of the utterance.

Logographic writing systems use symbols which represent whole words or ideas. They normally encode no (or only limited) information about how the symbols are pronounced (compare the logographic symbol & with ALPHABETIC and) and no (or only limited) iconic information about what the symbol means (so 人 is not a logographic symbol, but 脸 – it's a word for 'face' in Chinese script).

Macrostructure: see MICROSTRUCTURE

Maintenance bilingual education is ADDITIVE, aiming to complement and strengthen, rather than replace, the (MINORITY) first language. Contrasted with TRANSITIONAL BILINGUAL EDUCATION.

Cross-referencing between dictionary entries is called **mediostructure**. In electronic dictionaries the mediostructure takes the form of (hyper)links.

The **mental lexicon** is the component of memory where we store the vocabulary we know and use. We access its entries at lightning speed every time we speak, listen, sign, read or write.

Mental models are representations of situations in the mind which are constructed on the basis of sensory and linguistic input, general knowledge, beliefs, attitudes and intentions. They are the starting point for writing and speaking and the endpoint for listening and reading. Mental models contain far more detailed information than can be mapped onto the linguistic expressions we use to produce (encode) and comprehend (decode) them.

Mentalese is the abstract 'language of thought' in the mind: what we are consciously or unconsciously thinking, independent of whether it is expressible or expressed using the 'linguistic language' of speech, writing and sign.

Metalinguistic skills are those things that learners and other language users can do with language that are not strictly linguistic, for example knowing how to begin a speech or, in writing, when to capitalize certain letters or use end punctuation.

The internal organization of a dictionary's entries is called its **microstructure**. The way the whole dictionary is put together (with words listed in alphabetical order, for example) is called the macrostructure.

In bilingualism, a **minority language** is distinguished from a **dominant language** according to what it's used for (its functions) and where it's used (its contexts). For example, Urdu is a minority language in Leeds (in the UK) but a dominant language in Lahore (in Pakistan).

A **morphemic gloss** is an interlinear, morpheme-by-morpheme presentation in the reader's language of the grammatical information and lexical meaning expressed in lines of text from another language.

Morphology is the systematic patterning of meaningful word parts, including prefixes and suffixes.

Multi-grade classes (also known as multi-age classrooms) are groupings in which learners of multiple ages and grade levels are taught in the same classroom.

In addition to allowing pupils to work according to their ability levels in different subject areas, this arrangement has the further advantage of exposing younger children to the language and linguistic routines of more sophisticated speakers and writers, thereby using children's language as a resource for other learners.

Naïve speaker identification is when a lay witness (an EARWITNESS) identifies (or attempts to identify) a speaker by recognizing their voice from a single recording, a set of recordings or a voice 'line-up' of speakers.

Native-speakerism is the rarely challenged assumption that the desired outcome of additional language learning is, in all cases, 'native' competence in the 'standard' variety, and that native speakers have, therefore, an inbuilt advantage as teachers of the language. 'Nateness' is also often conflated with nationality (note the ambiguity of German, Chinese, etc.), but since national borders are not consistent with linguistic ones, the geography-based native/second/foreign typology is problematic as a system to classify language learners and teachers.

A **neologism** is a newly coined word which is intended to gain or appears to be gaining common currency in the language.

Nonce words are one-off coinages, created for a specific purpose and not likely to gain common currency. David Crystal (2000, p. 219) gives the example of chopaholic, which he overheard said of someone who likes lamb chops.

Nonwords are potential word forms of a language (like splord or flobage in English), normally devised by PSYCHOLINGUISTS and neurolinguists for use in lexical PROCESSING experiments and the assessment of language-related disabilities which affect the use of words.

One-way immersion: see IMMERSION

Oracy is COMMUNICATIVE COMPETENCE in spoken interaction. The word was coined by analogy with literacy in the 1960s.

Orthographies are symbolic systems for representing language in visual form (or tactile form, in the case of Braille). They can include ALPHABETIC and syllabic elements, and are the focus of applied linguists working with literacy development in written and previously unwritten languages.

Outer Circle: see EXPANDING CIRCLE

Perlocutionary: see LOCUTIONARY

Phatic communion is a term used by Malinowski to refer to communication which is not intended to convey information but which functions as a way of creating or maintaining social contact. In English 'How are you?', 'Have a nice day!' and 'Terrible weather!' are examples of phatic communion.

The **phonology** of a spoken language is the system of sounds that it uses, both individual units (consonants and vowels) and combinations of these units (stress and intonation). The phonology of a sign language is the system of manual and facial gestures that it employs.

Pidgins are very basic linguistic systems which sometimes emerge in situations in which speakers of different languages find themselves in frequent contact and need to communicate.

Polysemy refers to the very frequent situation in which a single word form does many semantic jobs, expressing a series of related meanings. There will be a core concept underlying the several meanings, but it's normally context which provides the specific sense (e.g. run in Tears ran down his face and A shuttle runs from the airport every hour).

People with **pragmatic language impairment** have a neurological disorder which affects their ability to use language for appropriate and meaningful communication in social contexts. It is associated with AUTISM SPECTRUM DISORDERS.

Pragmatics aims to understand what spoken (or signed) language means in specific contexts of use, through a description of the relationship between speaker, hearer, utterance and context.

Praxis is educational jargon for 'practice' or 'enaction', from the Greek verb prattein, 'to do'.

Probabilistic translation: see STATISTICAL TRANSLATION

Language **processing** research investigates how the linguistic knowledge that is stored in the mind/brain is used in real time (as the cognitive events unfold) to produce and understand utterances.

Psycholinguistics is the study of the psychology of language and the nexus of language and mind/brain.

QWERTY is the name of the standard keyboard layout devised by Christopher Sholes in Milwaukee, Wisconsin, in the USA in 1878, so called because of the order of the first six letters.

Received Pronunciation (RP) is a way of pronouncing English which emerged in the late nineteenth century as the accent of England's privileged classes. It is considered by many to have very high prestige and is still used as a target for teaching and a benchmark for phonetic description of other accents, despite its rarity.

A **register** is a way of using the language in certain contexts and situations, often varying according to formality of expression, choice of vocabulary and degree of explicitness. Register variation is intrapersonal because individual speakers normally control a repertoire of registers which they deploy according to circumstances.

In conversation analysis, **repair** refers to the ways in which speakers correct unintended forms and non-understandings, misunderstandings or errors (or what they perceive to be such) during a conversation. A self-initiated repair is when the speaker corrects themselves: 'You know Jim, erm, what's his name, John?' An example of an other-initiated repair is when the listener replies: 'Hmm?'

Restricted and **elaborated code** are terms Basil Bernstein developed to refer to two ways of using language: the former in situations in which interlocutors share knowledge, beliefs and assumptions, communicating much in few words (e.g. between farmers talking informally in a village pub); the latter in situations in which common ground is more limited and everything needs to be spelled out (e.g. between a farmer and bank manager discussing a loan in the bank manager's office).

A **rhyming dictionary** is a dictionary organized according to the end of the word rather than the beginning. Some use spelling as the organizing principle (so *sew* is near *dew*), but the best use sound (so *sew* is near *dough*).

Additional languages may be classified as **second languages** when they are routinely used in a country outside the context in which they are learned (for

example in bilingual countries) and as **foreign languages** when they are not so used. English is learned extensively as a second as well as a foreign language, whereas Icelandic is always learned as foreign language, unless the learner is in Iceland.

A **sheltered English** programme is one in which school pupils with limited proficiency in the target language get instruction in English as an additional language along with other subjects taught in English, until they can join students who have the proficiency required to engage in mainstream classrooms.

INTERPRETING is **simultaneous** when the speaker or signer doesn't pause for the interpreter to translate what they've expressed, for example when making an address at a conference.

Sociolinguistics is the study of language in social contexts.

Source language (SL) and **target language** (TL) are terms used in translation and INTERPRETING to refer to the 'translated-from' and 'translated-into' languages, respectively. They are appealing terms because they implicitly assume a focus on interlinguistic meaning, and the process of moving from one language to another.

Special needs education is the provision of dedicated arrangements for students with an enduring disability which prevents or restricts them participating fully in, and benefiting fully from, the educational process.

Specific Language Impairment (SLI) refers to problems in the acquisition and PROCESSING of language, typically in the situations where there are no other developmental disorders, hearing loss or acquired brain injury.

A **spectrogram** is a visual representation of speech (or other acoustic token) produced by an instrument called a spectrograph. It measure FREQUENCY and AMPLITUDE as they change through time.

Speech acts are utterances which operate as a functional unit in communication; for example: promises, requests, commands and complaints. In additional language education (especially lesson planning and syllabus design), speech acts are often referred to as functions.

Statistical translation (or **probabilistic translation**) is a procedure which identifies already-existing translations of chunks of texts, and yields the most likely match.

Status planning refers to efforts to increase or decrease the prestige of a particular language or VARIETY.

The **strong–weak dichotomy** in bilingual education refers to the balance in classroom usage between the two languages involved. Strong bilingual education involves balanced usage of both languages across all subject areas, in order to reinforce the MINORITY LANGUAGE in its role as a medium of instruction. In weaker forms, the minority language is used for less central curricular functions.

Stylometry: see FORENSIC STYLISTICS

Substrate: see SUPERSTRATE

Subtractive bilingual education leads to the loss of the first language (the second replaces the first), whereas **additive** bilingual education leads to competence in two languages (the second augments the first).

In a language contact situation, the **superstrate** language is the one spoken by the politically and socioeconomically dominant group. The **substrate** language is spoken by less powerful speakers, and influences the development of grammatical features in an emerging VARIETY based on superstrate vocabulary.

A **syllabary** is a writing system in which each symbol represents a syllable (in English we can simulate this by using Q for monosyllabic cue, I-V for bisyllabic i.vy, F-E-G for trisyllabic e ffi.gy, etc.

The **Sylvian Fissure** is the deep crevice in each CEREBRAL HEMISPHERE running backwards from above the ear.

Systemic functional linguistics (SFL) is interested in the social context of language. In SFL, language is analysed as a resource used in communication, as opposed to a decontextualized set of rules. It is an approach which focuses on functions (what language is being used to do), rather than on forms.

Target language: see SOURCE LANGUAGE

Teacher education is the teaching of teachers. It takes place pre-service, most often at the undergraduate level, and continues in professional development throughout a teacher's career.

Terminology banks provide searchable bilingual or multilingual glossaries of technical or specialist vocabulary for use by translators.

Theoretical linguistics builds theories about the nature and limits of grammatical, lexical and phonological systems.

Theory of mind refers to humans' (and perhaps other primates') innate knowledge that the minds of other members of the species have intentional states, including beliefs and desires. In other words: the mental faculty of empathy. People with

AUTISM might have impaired theory of mind.

Total Physical Response (TPR) is the compelling name given by James Asher to the additional language teaching method he developed. It attempts to recreate for learners the conditions of first language ACQUISITION by getting them to listen and respond with appropriate physical action to spoken instructions. They do this for an extensive period before attempting to speak themselves.

In **transactional** views of reading, the process involves not simply the passive extraction of meaning encoded in the text, but also the active contribution of the reader's own knowledge and beliefs in constructing meaning.

Transitional bilingual education is SUBTRACTIVE, using the first language as a temporary medium for gaining proficiency in the (DOMINANT) second language.

Contrasted with **maintenance bilingual education**.

A **translation corpus** is a computerized database of existing pairs of SOURCE LANGUAGE and TARGET LANGUAGE text fragments in phrase-, sentence- and paragraph-sized chunks, for use in translation software, also known as a **translation memory**.

Translation equivalents are (often ideal or illusive) pairs of terms across languages which have the same meaning, to a greater or lesser degree. They may perhaps best be thought of as cross-linguistic synonyms.

Translation memory: see TRANSLATION CORPUS

Translation Studies is the academic field concerned with the systematic study of the theory and practice of translation and INTERPRETING. Research and teaching in the area are interdisciplinary, and closely aligned with Intercultural Studies.

Two-way immersion (TWI): see IMMERSION

In linguistics, a **variety** refers to the systematic ways in which an identified group of speakers uses a language's sounds, structures and senses. The term allows linguists to recognize the distinctiveness of a group's shared linguistic system and usage, without making claims about its status as a 'full language' or 'just a dialect'.

In testing, **washback** refers to the positive and negative effects of testing on learning and teaching. So, for example, tests might boost self-confidence if they give learners the opportunity to show what they know (positive), or restrict what they learn if the CONSTRUCTS tested are known in advance and are allotted unbalanced study time (negative).

Wernicke's area is a region of CEREBRAL CORTEX below the inner end of the

SYLVIAN FISSURE, which plays a major role in language comprehension.

Whispered interpreting is simultaneous INTERPRETING sotto voce, often in a private meeting. Also known as chuchotage.

Word frequency is an estimation of the regularity with which a word occurs in speech and/or writing, normally calculated on the basis of large samples of language, such as those provided by CORPORA.

World Englishes refers to the phenomenon of English as an international language, spoken in different ways by perhaps one-third of the world's population spread across every continent. The term also indicates a view of English which embraces diversity and questions the assumption that contemporary native speakers have inherent stewardship of, or competence in, the language.