



KINDERGARTEN TO GRADE 6
HEBREW LANGUAGE ARTS

Glossary

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Authentic Situations

These refer to everyday situations one would encounter in a Hebrew-speaking country, e.g., in a bakery, train station, etc.

Authentic Texts

These refer to texts that were designed for and used by native speakers rather than for the purpose of second-language instruction.

Content-based Language Learning

In content-based language learning, students learn a second language while they are learning content from another subject area. This is the approach taken in immersion and bilingual programming.

Culture

The members of the culture task force of the National Core French Study (LeBlanc, 1990) have defined culture as “the general context and way of life. It is the behaviours and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups” (p. 44).

Historical and contemporary elements of the culture may include historical and contemporary events, significant individuals, emblems or markers of national identity (myths, cultural products, significant sites, events in the collective memory), public institutions, geographical space (regions, landmarks, borders, frontiers), social distinctions, conventions of behaviour, beliefs, taboos, perceptions, and perspectives. Choices about which elements to include should reflect the importance of the element within the culture, and the interests and developmental level of the students.

Discourse Features

The term “discourse” refers to the organization of language in units greater than the sentence. Although this is a complex topic involving many aspects of language, teachers need be concerned for the most part about only three kinds of discourse features: **rhetorical organization**, **discourse markers**, and **theme-rheme structure**.

Rhetorical organization refers to the way stretches of text larger than the sentence are constructed. The classic example is paragraph structure, often recommended to be: topic sentence → supporting details → concluding sentence. Other examples are textbook organization, the structure of friendly letters and business letters, the format of science experiment reports, and the organization of essays (descriptive, expository, etc.) and narratives.

Discourse markers are used to achieve textual cohesion.

Terms like nevertheless – בכל זאת, in spite of – למרות ש ..., consequently – אם-כן, therefore – לכן, in contrast to בהשוואה ל ..., in comparison to – בנגוד, and on the other hand – מצד שני are infrequent in everyday communication, so students need to be taught their meanings and the proper grammatical usage.

Theme-rheme structure refers to the organization of information within sentences. From the point of view of information organization, most sentences consist of two distinct parts:

- the topic, or what is being talked about. Some linguists call this the **theme** of the sentence.
- The theme is followed by the comment, or what is said about the theme. This is often called the **rheme** of the sentence.

For example, consider the following discourse. Mary: “Where’s your brother?” Bill: “He’s in the shower.” In Bill’s response, *he* is the theme (what is being talked about), while *is (’s) in the shower* is the rheme (what is said about “he”). Notice that in normal discourse the theme typically consists of “given” information, whereas the rheme is usually “new” information. In students’ answers to written questions like: “What is a meteorologist?” The response would be: *A meteorologist* (theme – given information – comes first) *is a person who studies the weather* (rheme – new information – follows theme).

Diversity

Within most cultures, there are groups of people who have cultural beliefs, values, and practices that are different from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race, colour, gender, etc.

Idiomatic Expression

An idiom or an idiomatic expression is a word or group of words that has a commonly accepted meaning that is not the literal meaning. Some examples are: *happy as a lark* (very happy), *I’m fed up* (I’ve had enough, I’m disgusted, bored).

Independent Situations

This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

Intercultural Skills

Intercultural competence is a combination of knowledge, skills, and attitudes which enable individuals to communicate and interact across cultural boundaries. Skills include finding information about a culture, interpreting it in order to understand the beliefs, meanings, and behaviours of members of that culture, relating one’s own culture to the target culture, and interacting with members of that culture. In the process of developing these skills, language learners will acquire knowledge of the other culture, a heightened awareness of their own, as well as knowledge of the processes of interaction between two cultures. A pre-condition for successful intercultural interaction is an attitude of openness and curiosity as well as a willingness to look at the world from the point of view of the other culture. Intercultural competence is developed in the Global Citizenship component of the *Curriculum Framework*.

Language Exposure

This term is used to describe situations the students encounter in daily routines, written text, and speech. For example, the use of the definite article “הַ”.

Language Learning Strategies

These are actions taken by learners to enhance their learning.

Cognitive strategies operate directly on the language and include such things as using different techniques for remembering new words and phrases, deducing grammar rules or applying rules already learned, guessing at the meaning of unknown words, or using different ways to organize new information and link it to previously learned language.

Language Learning Strategies (*continued*)

Metacognitive strategies are higher order skills that students use to manage their own learning. They include planning for, monitoring, and evaluating the success of language learning.

Social strategies are actions learners take to interact with other learners or with speakers of the target language.

Affective strategies are what learners do to manage their emotions, motivation, and attitudes, thereby optimizing their ability to learn.

Language Use Strategies

These are actions taken by learners to enhance communication and avoid communication breakdown. Language use strategies can be used with no intention of improving one's facility with the language.

Mechanical Features

These are the conventions used to make written text easier to read. They include such things as capitalization, punctuation, paragraphs, titles, or headings.

Modelled Situations

This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Non-Verbal Communication

A large part of what we communicate is done without the use of words. Meaning can be communicated by gestures, eye contact, facial expressions, body language, physical distance, and touching, as well as sounds, noises, and silence.

Representing

Representing enables students to communicate information and ideas through a variety of media, such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime, and models.

Social Conventions

These are the customs that accompany speech in social situations. They include actions such as bowing, shaking hands, or kissing; topics that are taboo in conversation; conventions for turn-taking and interrupting or refusing politely; appropriate periods of silence before responding.

Sound-Symbol System

The sound-symbol describes the writing system of the language, the correlation between the sounds and the spelling (where the writing system is alphabetic), the rules of spelling, as well as mechanical conventions such as capitalization and punctuation. The sound system includes the pronunciation of vowels and consonants, intonation, rhythm, and stress.

Structured Situations

This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements, and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Text Forms

Different kinds of texts have typical structures. A letter, for example, has a different form or structure than a report or a poem. An oral interview is different from an announcement or an oral presentation. See the Sample List of Text Forms in this Appendix.

Viewing

To derive meaning from visual media and other forms of non-verbal communication, e.g., action, dances.

Vocabulary

Vocabulary covers all kinds of words and idioms. It also includes groups of words that function like a single word (e.g., *all of a sudden*). There is a difference in the range of a learner's active and passive vocabulary at any given time. "Active" vocabulary entails independent production of learned words; "passive" vocabulary comprises the words which students can recognize and understand without being able to produce them. The passive vocabulary will also be significantly larger than the active.