



Targamh
Art Of Translation

English ↔ Arabic ↔ French

Linguistic glossary

معتم الحارث الضوي

additive bilingualism: L2 learning that adds to the learner's capabilities (Lambert). See [subtractive](#)

adjacency pair: a pair of discourse moves that often go together, e.g. question and answer

agreement: Agreement consists of a change of form in one element of a [sentence](#) caused by a second element, to show their common [number](#), [gender](#) etc, for example Subject Verb Agreement of number in English *One swallow DOESN'T make a summer/Two swallows DON'T make a summer.*

allophone: Allophones are alternative pronunciations of [phonemes](#) in a particular language that never affect the meaning. For example RP English has clear /l/ at the beginning of words such as *lick*, dark /l/ at the end of words such as *kill*, but these do not change the words if the wrong one is used; in Polish the two /l/s are different phonemes.

alphabetic principle: the writing system in which written symbols correspond to spoken sounds, contrasted with the [LOGOGRAPHIC](#) and [ORTHOGRAPHIC](#) principles

aphasia: aphasia is in general the impairment of the ability to use language, particularly [grammar](#) and vocabulary, usually caused by some form of damage to the brain, sometimes accompanied by other forms of impairment, consisting of types such as [Broca's](#) and [Wernicke's aphasias](#)

articulatory loop: in [Working Memory](#) theory the means by which information is kept in working memory by being audibly or silently articulated

assimilationist teaching: teaching that expects people to give up their native languages and to become speakers of the majority language of the country. See [transitional teaching](#), [submersion teaching](#)

authentic speech: 'an authentic text is a text that was created to fulfil some social purpose in the language community in which it was produced' (Little et al., 1988)

bilingualism: see [second language](#), [additive/subtractive](#), [elite bilingualism](#)

binding: The relationship between a [pronoun](#) such as *she* and its antecedent [noun](#) such as *Jane* as in *Jane helped herself*, *Helen said Jane helped her*, etc, is called binding—a complex area of the [Universal Grammar](#) theory

Broca's aphasia: A type of [aphasia](#) characterised by loss of ability to produce but not to comprehend speech, associated with injury to Broca's area in the front left hemisphere of the brain (left frontal lobe)

canonical order: The canonical order of the [sentence](#) is the most usual order of the main sentence elements, [Subject](#) (S), [Verb](#) (V) and [Object](#) (O), in a language, for example VSO in Arabic or SVO in English. See also [Word Order](#)

case: Case is variation in the form of [Nouns](#) and [Pronouns](#) to show their role in the structure of the [Sentence](#), in English limited visibly to pronouns, [Subject](#) case *he*, [Object](#) case *him*, Possessive case *his*, in Latin extending to nouns with six cases, in Finnish to fifteen, used nowadays for a more powerful abstract relationship not necessarily visible in the sentence itself.

clause: A clause has the attributes of a [sentence](#) but may occur within a sentence, for example a relative clause *who played the alto* within the sentence *The man who played the alto was Charlie Parker*.

cognitive deficit: the limitations on processing information in a second language compared to in a first language

cognitive strategies: these involve specific conscious ways of tackling L2 learning. See [learning strategies](#)

cognitive style: a person's typical ways of thinking, seen as a continuum between field-dependent (FD) cognitive style, in which thinking relates to context, and field-independent (FI) style, in which it is independent of context

communication strategies in SLA can be:

- individual solutions to psychological problems of L2 processing (Faerch and Kasper 1984)

- mutual attempts to solve L2 communication problems by participants (Tarone 1980)
- ways of filling vocabulary gaps in L1 or L2 (Kellerman 1990, Poulisse 1990)

communicative competence: the speaker's ability to put language to communicative use, usually traced back to Hymes. See [pragmatic competence](#)

components of meaning: one way of describing the meaning of words is to split it up into separate components so that for example the noun *boy* can be seen as having the components [non-adult] [male], *girl* the components [adult] [female], *woman*, the components [adult] [female], and so on.

consciousness-raising: helping the student by drawing attention to features of the second language

consonant: Typically, in terms of sound production, a consonant is a sound which is obstructed in some way by tongue or lip contact as in /k/ *keep* or /b/ *beep*, as opposed to the unobstructed sound of a [vowel](#). In terms of the sound system, a consonant is a sound that typically occurs at the beginning or end of the [syllable](#) rather than the middle, thus contrasting with vowel.

content words: Content words such as *table* or *truth* are best explained in the dictionary (lexicon). Content words form four types of [lexical phrase](#) around lexical [heads](#): [Nouns](#) *drum*, [Verbs](#) *play*, adjectives *pretty*, and [Prepositions](#) *to*. They contrast with [grammatical words](#).

creole: A creole language is a new language created when children acquire their parents' [pidgin](#) language as their first language, for example Hawaiian creole and Guyanese creole.

critical period hypothesis (CPH): the claim that human beings are only capable of learning language between the age of 2 years and the early teens

decoding versus codebreaking: processing language to get the 'message' versus processing language to get the 'rules'

derivation: Derivation is how new words are created by processes such as [inflections](#), *trumpet* + *er* = *trumpeter*, or compounding *wind* + *mill* = *windmill*. It contrasts with [grammatical inflections](#)

dialect: A dialect is a particular variety of a language spoken by a group united by region, class etc. It is usually seen nowadays as a matter of different vocabulary or grammar rather than of accent.

diglossia: Diglossia is a situation where there are two versions of a language with very different uses, a High form for official occasions and a Low form for everyday life, as in the difference between High German and Swiss German in German-speaking areas of Switzerland

diphthong: A diphthong is a type of [vowel](#) produced by moving the tongue as it is produced from one position towards another, for example in English / iə / *fear* and / ləʊ / *low*. It may correspond to one or two written letters.

discourse move: the speaker's choice of what to do in the conversation, e.g. opening moves such as 'greeting'

distinctive feature: Distinctive features are a way of analysing speech sounds in terms of a certain number of on/off elements. So the /b/ in English *bass* has the feature +voice, the /p/ of *piano* has the feature -voice, and so on.

dyslexia: Children with developmental dyslexia have problems with reading but not usually with other areas of development. See [SLI](#).

élite bilingualism: either the choice by parents of bringing up children through two languages, or societies in which members of a ruling group speak a second language

epenthesis: Epenthesis is the process of adding [vowels](#) to make possible [syllables](#) out of impossible consonant sequences, for example *Rawanda* for *Ruanda*

Estuary English: This is some people's name for a recent accent of British English allegedly originating from the Thames estuary, known for its use of the [glottal stop](#) [ʔ] / beʔ / for *bet* /bet/ and of /w/ for /l/ as in /fuw/ for *full* /full/.

focus on form (FonF): incidental discussion of grammar arising from meaningful language in the classroom

focus on formS: deliberate discussion of grammar in the classroom without reference to meaning

frequency: either how many times a word occurs in speech or how often it is practised by a student

fricatives: A type of [consonant](#) in which the air escapes through a narrow gap created between lips, teeth and tongue, as in English /f/ *fine*, /s/ *sign*, /v/ *vine*, etc.

front/back: In [phonetics](#) the dimension in the position of the tongue for [vowels](#) from the front to the back of the mouth is called front/back

functional phrases: In current syntactic theory, a functional phrase is built round a [HEAD](#) consisting of a [GRAMMATICAL WORD](#) such as the (Determiner Phrase), for example *the book*, or a grammatical [INFLECTION](#) such as present tense '-s', as in *lives*. According to some theories, these are not available to young children.

gender: Gender is a system for allocating different elements in the [sentence](#) to the categories of masculine, feminine and neuter. In English gender is seen only in the link between [Pronouns](#) such as *she* and [Nouns](#) such as *Susan*, in other languages it affects [Agreement](#) of adjectives and [Verbs](#) with nouns. Gender is called 'natural' when it correlates with sex, 'arbitrary' when it does not, as in French *la table* (feminine, 'table') and German *das Madchen* (neuter, 'girl').

glottal stop: A speech sound made by closing the [vocal cords](#) and then releasing them, as in a cough, symbolised by / ʔ /.

good language learner (GLL) strategies: the strategies employed by people known to be good at L2 learning

grammar: Grammar is the system of relationships between elements of the [sentence](#) that links the 'sounds' to the 'meanings'. It is used to refer both to the knowledge of language in the speaker's mind, and to the system as written down in rules, grammar-books and other descriptions. The type of grammar derived from classical languages that is often taught in schools is called [traditional](#) grammar and is more concerned with prescribing how native speakers should use language than with describing it. Main areas of grammar are [WORD ORDER](#), [GRAMMATICAL MORPHEMES](#), [GRAMMATICAL INFLECTIONS](#) and [PHRASE STRUCTURE](#). See also [prescriptive grammar](#), [traditional grammar](#).

grammatical (linguistic) competence: the native speaker's knowledge of language

grammatical inflections: Grammatical inflections are a system of showing meaning by changing word endings, as in the English '-ed' inflection meaning past tense, *I looked*, absent from some languages like Vietnamese

grammatical morphemes: Grammatical morphemes is a collective term for [morphemes](#) that primarily play a role in the grammar of the sentence, consisting in English of either [grammatical words](#) such as the articles *the/a* or [Prepositions](#) *to/in* or [grammatical inflections](#) such as the past tense '-ed', *liked*, or the possessive "'s' *Albert's*. In recent UG these are the heads of [functional phrases](#).

grammatical words: Grammatical words (also known as 'function' or 'structure' words such as [preposition](#) *by/for* or determiners *a/an* express the grammatical relationships in the sentence rather than meanings that can be captured in the lexicon.

head: The head of a [lexical phrase](#) is a lexical head around which the phrase is built, i.e. Noun Phrases like *a good CD* have a head [Noun](#) such as *CD*. The head of a [functional phrase](#) may be an inflection such as '-s' or a [grammatical word](#) such as *the*.

head parameter: The head parameter captures the difference between languages in which the [head](#) of the phrase comes first, i.e. the [preposition](#) head comes before its 'complement' in English *on Tuesday*, and those in which it comes last, as the Postposition head comes last in Japanese *Nihon ni* (in Japan).

h-dropping: H-dropping refers to the presence or absence of /h/ in the pronunciation of certain words where the letter "h" is present in the spelling, as in *Harry* versus '*Arry*. In French h-dropping is part of the standard language; in English English, but not American, h-dropping is a strong social marker of low status in words like *high hat* or *hit*.

hyper-correction: Hyper-correction is the phenomenon whereby a speaker exaggerates the prestige pronunciation beyond that used by high status speakers, for example /h

ɒ n ɪ st/ for *honest*.

immersion teaching: teaching the whole curriculum through the second language, best known from experiments in Canada

independent language assumption: the language of the L2 learner considered as a system of language in its own right rather than as a defective version of the target language (sometimes called 'interlanguage'. See [multi-competence](#)

infix: An infix is a [morpheme](#) that is added inside a word to get a new meaning, often by changing the [vowel](#), as in *blow* versus *blew*. Infixes are rare in English but common in Arabic.

instrumental motivation: learning the language for a career goal or other practical reason

integrative motivation: learning the language in order to take part in the culture of its people

intonation: Intonation is the change of pitch used in the sound system of language, i.e. *John?* versus *John!* Sometimes intonation refers specifically to the use of change of pitch to show attitude or [grammar](#) in a language rather than vocabulary differences, in which case it is opposed to [tone](#).

IPA (International Phonetic Alphabet): Internationally agreed phonetic alphabet for writing down the sounds of languages in a consistent fashion.

laterals: Laterals are speech sounds produced asymmetrically in the mouth, typically // in which one side of the tongue makes contact with the roof of the mouth but not the other.

language awareness: helping the student by raising awareness of language itself

language function: the reason why someone says something, e.g. apologizing, arguing, greeting, etc

language maintenance and bilingual language teaching: these teach or maintain the minority language within its group. See [assimilationist teaching](#)

learning strategy: a choice that the learner makes while learning or using the second language that affects learning, whether [cognitive](#), or [metacognitive](#). See [GLL](#)

length: Length usually distinguishes pairs of [vowels](#) in a language, such as short / ɪ / in / pɪt / *pit* versus long /i:/ in /pi:t/ *Pete*.

lexical entry: A word has a lexical entry in the mind that gives all the information about it such as its pronunciation, meaning, and how it may be used in the structure of the [sentence](#)

lexical phrase: A lexical phrase is built around a lexical [head](#) such as a [Noun](#) *the house on the hill*, a [Verb](#) *cross the road*, an [Adjective](#) *quick to anger*, or a [Preposition](#) *in the spring*. It contrasts with a [functional phrase](#).

linguistic imperialism: means by which a 'Centre' country dominates 'Periphery' countries by making them use its language

linguistics: The academic discipline that focuses on language is called linguistics and is carried out by [linguists](#).

linguist: In the study of language, a linguist is usually someone who studies [linguistics](#) rather than someone who speaks several languages.

logographic principle: The writing system in which written symbols correspond to meanings, as in Chinese characters. See [alphabetic principle](#)

metacognitive strategies: [learning strategies](#) that involve planning and directing learning at a general level

Minimalist Program(me): The Minimalist Programme is the current version of Chomsky's [Universal Grammar](#) theory, as yet only partially developed, which tries to reduce grammar to the minimum possible [principles](#).

MLU (Mean Length of Utterance): MLU measures the complexity of a child's speech by averaging the number of [morphemes](#) or words per utterance, useful as an L1 measure up to about the age of 4 years.

morpheme: A morpheme is the smallest unit in the [grammar](#) that is either a word in its own right (free morpheme) *cook* or part of a word *cooks* (bound morpheme '-s'). [Grammatical morphemes](#) that form part of the grammar, such as the plural [inflection](#) '-s' in *books* are one type. Morphemes that change one word to another, for example *cooker*, *cookery*, *cookbook*, are part of [derivation](#). See [infix](#), [suffix](#)

movement: Movement is a way of describing the structure of the [sentence](#) as if elements in it moved around,

typically in English in questions and passive constructions. Thus the question *Will John go?* comes from a similar structure to that underlying the statement *John will come* by movement of *will*. See [subjacency](#) and [structure-dependency](#).

multi-competence: the knowledge of more than one language in the same mind

multilingualism: countries where more than one language is used for everyday purposes

nasals: Nasals are [consonants](#) created by blocking the mouth with the tongue or lips, lowering the soft palate (velum), and allowing the air to come out through the nose, as in English /m/ *mouse* and /n/ *nous*. [Vowels](#) may be nasalised by allowing some air to come out through the nose and mouth at the same time, as in French / s[̃] / *son* (sound).

native speaker; a person, usually monolingual, speaking the first language they learnt as a child

noun: The lexical category of Noun (N) consists of words such as *John*, *truth* and *electron*. In [Universal Grammar](#) theory, a noun is the [head](#) of a lexical phrase, the Noun Phrase. It can also be thought of as a potential [Subject](#) of the sentence, *The truth hurts*.

number: Number is a way of signalling how many entities are involved, for example through the forms of [Nouns](#), [Pronouns](#) and [Verbs](#). English, French, and German have two numbers, singular (*he*) and plural (*they*). Tok Pisin and Old English, etc add dual number; Fijian trial. Number is often used to signal other things than sheer quantity, for instance social relationship through pronouns.

Object: The object of the [sentence](#) is usually a Noun Phrase in a particular relationship to the [Verb](#) of the sentence acting as 'receiver of the action'; for instance the verb *see* requires an object *see something*; the verb *give* two objects *give someone* (indirect) *something* (direct)

official language: language(s) recognized by a country for official purposes

open/close: In [phonetics](#) the dimension in which the tongue position of [vowels](#) varies from the top to the bottom of the mouth is called open/close

orthographic principle: A writing system in which written symbols have a system of their own, corresponding neither to sounds nor to meanings. Cf. [alphabetic principle](#)

parameter: In [Universal Grammar](#) theory the variation between languages is seen as a question of setting values for a small number of parameters, for example Italian sets the [pro-drop parameter](#) to have a value of pro-drop and thus allows sentences without [subjects](#), *vende* (he sells), while German sets the value to non-pro-drop and thus has subjects in all sentences *Er spricht* (he speaks). Cf [head parameter](#)

parsing: the process through which the mind works out the grammatical structure and meaning of the sentence. whether [top-down or bottom-up](#)

person: Person is a way of linking the [sentence](#) to the speech situation through the choice of [Pronoun](#) or [Verb](#) form, often in terms of the person speaking (first person, *I/je/ich*, etc), the person(s) spoken to (second person, *you/tu/vous/du/Sie*, etc), and other people involved (third person), *he/she/it/they il/elle/ils/elles er/sie/es/Sie* etc). Sometimes person is extended to people not previously mentioned (fourth person), as in Navaho, and to listener-included 'we' versus listener-excluded 'we', as in Melanesian Pidgin English *yumi* and *mipela*. Often linked to [number](#).

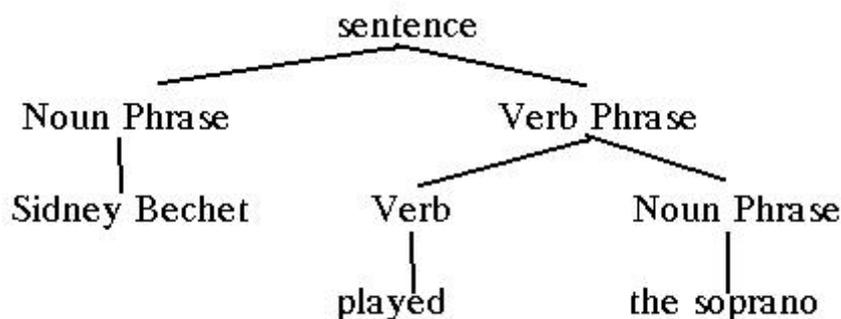
phoneme: The distinctive sounds of a particular language system are its phonemes, studied in [phonology](#). Thus in English the sounds /p/ and /b/ are different phonemes because they distinguish /pi:k/ *peak* from /bi:k/ *beak*; the sounds [p] and [ph] are different phonemes in Hindi because they distinguish two words, but do not in English as they simply form two variant [allophones](#) of the same phoneme without ever distinguishing two words.

phonetics: The sub-discipline of [linguistics](#) that studies the production and perception of the speech sounds themselves is called phonetics and contrasts with [phonology](#).

phonology: The area of [linguistics](#) that studies the sound systems of particular languages is phonology, and is contrasted with [phonetics](#)

phrase structure: The phrase structure of the sentence links all the parts together in a structure like that of a family tree. So the Noun Phrase *the soprano* combines

with a [Verb](#) to get the Verb Phrase *played the soprano*, which in turn combines with the Noun Phrase *Sidney Bechet* to get the [sentence](#) *Sidney Bechet played the soprano*



pidgin: A pidgin language is created by speakers of two different languages for communicating with each other. Pidgins share similar characteristics wherever they arise such as CV [syllable](#) structure. Examples are: Tok Pisin (Papua New Guinea), Cameroon Pidgin English, Ivory Coast Pidgin, etc. See also [creole](#).

plosive: A speech sound made by blocking the air-stream completely with the tongue or lips, allowing the air to burst out after a brief moment, as in English /t/ *tea* or /b/ *bee*. See [VOICE ONSET TIME](#).

pragmatic competence: Chomsky's term for the speaker's ability to use language for a range of public and private functions, including communication. See [grammatical competence](#)

prefix: A prefix is a [morpheme](#) that is added to the beginning of a word to create another word by [derivation](#) as "Brit" is added to "pop" to get *Britpop*.

preposition: The category of grammar called preposition (P) consists of words like *to*, *by* and *with*. In [UNIVERSAL GRAMMAR](#) theory the Preposition is the [HEAD](#) of a [LEXICAL PHRASE](#), the Preposition Phrase. When coming before a [NOUN](#), the category is called 'preposition' as in *Basin Street*, when after a Noun a 'postposition' *Nippon ni* (Japan in)

prescriptive grammar: grammar that 'prescribes' what people should say rather than 'describes' what they do say

principle: In the Universal Grammar theory, principles of language are built-in to the human mind and are thus

never broken in human languages. Examples are [STRUCTURE-DEPENDENCY](#) and [SUBJACENCY](#).

pro-drop: The pro-drop [parameter](#) (null subject parameter) divides languages into pro-drop languages in which the [Subject](#) of the [sentence](#) may be left out, as in Italian *Sono di Torino* (am from Turin) and Chinese *Shuo* (speak), and non-pro-drop languages in which the subject must be present in the actual sentence as in English, German, and French.

pronoun: Pronouns such as *he* and *them* differ from [Nouns](#) in that they refer to different things on different occasions: *She likes it* can refer to any female being liking anything; *Helen likes Coltrane* only to a specific person liking a specific object. English pronouns have [Case](#) (*she* versus *her*) and [number](#) (*she* versus *they*).

prototype theory: in Rosch's theory, words have whole meanings divided into basic level ('table'), superordinate ('furniture'), and subordinate ('coffee table')

r-dropping: Some standard accents of English such as American are 'rhotic' in that they have /r/ before

[consonants](#) *bard* is /ba:rd/ or before silence *fur* / fə:r / . Other accents of English such as British RP are 'non-rhotic', in that they do not have /r/ in these two positions, i.e. *bard* /ba:d/, *fur* / fə / . R-dropping is a marker of low status in the USA and lack of r-dropping is a marker of rural accents in England.

RP: The prestige accent of British English is known by the two letters RP, originally standing for 'Received Pronunciation'. It is spoken in all regions of the UK, even if by a small minority of speakers.

schema (pl. schemas or schemata): the background knowledge on which the interpretation of a text depends

script: 'a predetermined stereotyped sequence of actions that defines a well-known situation' (Schank and Abelson, 1977)

second language: 'A language acquired by a person in addition to his mother tongue' UNESCO. See [Bilingualism](#)

sentence: A sentence is the largest independent unit in the [grammar](#) of the language. It may include other [clauses](#) within it.

short-term memory (STM): the memory used for keeping information for periods of time up to a few seconds. See [working memory](#)

sign language: A sign language differs from other human languages only in using a gesture system rather than a sound system.

Specific Language Impairment (SLI): Specific Language Impairment (SLI) is one term for difficulties with language development in children unaccompanied by non-linguistic disabilities, possibly genetic in origin and characterised inter alia by missing [grammatical morphemes](#).

structural grammar: teaching term for [grammar](#) concerned with how words go into [phrases](#), phrases into sentences

structure-dependency: Structure-dependency is a restriction on [movement](#) in human languages that makes it depend on the structure of the [sentence](#), rather than on its linear order. A [principle](#) of [Universal Grammar](#).

style: Style is used by Labov and others to refer to the dimension of formal to informal in language use.

subjacency: Subjacency is a restriction on grammatical [movement](#) in the [sentence](#) that prevents elements moving over more than one boundary, the definition of boundary varying as a [parameter](#) from one language to another.

subject: The Subject (S) is the [Noun](#) Phrase of the [sentence](#) alongside the Verb Phrase in its structure, *John likes biscuits*, compulsory in non-pro-drop languages in the actual sentence but may be omitted in [pro-drop](#) languages; it often acts as the 'agent of the action'.

submersion teaching: extreme sink-or-swim form of [assimilationist](#) teaching in which minority language children are simply put in majority language classes

subtractive bilingualism: L2 learning that takes away from the learner's capabilities. (Lambert). See [additive bilingualism](#)

suffix: A suffix is a [morpheme](#) that is added to a word to create another word by [derivation](#). *Felon* thus becomes a second noun by adding "-y" *felony*, and an adjective by adding "-ous" *felonious*.

syllable: A sound structure usually consisting of a central vowel (V) such as /a:/, with one or more consonant (C) preceding or following it, such as /b/ or /k/ CV /ba:/ *bar* and VC /a:k/ *ark*. Languages vary in whether they permit only CV syllables or allow CVC syllables as well and in the combinations of C that may be used. See epenthesis

teachability hypothesis: 'an L2 structure can be learnt from instruction only if the learner's interlanguage is close to the point when this structure is acquired in the natural setting' (Pienemann)

tone: Usually tone means a unit of pitch change for a given language, English having about seven tones. Sometimes tone is used to contrast a tone language where tones are used to show vocabulary differences such as Chinese and an intonation language where tones show attitudes, grammar etc, such as English.

top-down and bottom-up: starting from the sentence as a whole and working down to the smallest parts of it, versus starting from the smallest parts and working up

traditional grammar: 'school' grammar concerned with labelling sentences with parts of speech

transitional teaching: teaching that allows people to function in a majority language, without necessarily losing or devaluing the first language. See assimilationist teaching

Universal Grammar: Sometimes Universal Grammar refers simply to the aspects of language that all languages have in common. In the Chomskyan sense Universal Grammar refers to the language faculty built in to the human mind, seen as consisting of principles such as structure-dependency and parameters such as pro-drop.

uvular /r/: An /r/ pronounced with tongue contact at the uvula at the back of the mouth—the usual French /r/

verb: A Verb (V) is a lexical category in the grammar made up of words such as *like* and *listen*. In UG theory it is the head of the lexical Verb Phrase (VP). Different types of verbs specify whether there is a need for: no Object *Eric fainted*, one object *Billie sang the blues* two objects *Mary gave the money to her brother*, an animate Subject *the man fainted* not *the rock fainted*, and so on.

vocal cords: 'Vocal cords' are flaps in the larynx which may open and close rapidly during speech to let out puffs of air, producing a basic vibrating noise called [voice](#)

voice: Voice in [phonetics](#) is technically the vibration contributed to speech by allowing flaps in the larynx known as [vocal cords](#) to rapidly open and shut as air passes through them. Presence or absence of voice is then a [distinctive feature](#) that separates voiced sounds like the /d/ of *dime* from unvoiced sounds like the /t/ of *time*.

Voice Onset Time (VOT): When a [plosive](#) sound is created by blocking the airway through the mouth, the moment when [voice](#) starts is called the Voice Onset Time. Voicing may start before release (minus VOT) or after release (plus VOT). For example English /p/ is distinguished from /b/ by its longer VOT inter alia. VOTs vary from one language to another.

vowel: In terms of sound production, a vowel is a single speech sound produced by vibrating the [vocal cords](#) and not obstructing the mouth in any way, as in the /æ/ of *bank*, shaped by the position of the lips into rounded and unrounded sounds as in English /i:/ *bee* and /u:/ *boo*, and by the position of the tongue into [open/close](#) as in English /u:/ *loot* vs /ʊ/ *lot* and [front/back](#) as in English /e/ *bet* versus /u/ *foot*. In terms of sound structure, a vowel typically occurs as the core of the [syllable](#) rather than at the beginning or the end, thus contrasting with [consonant](#).

Wernicke's aphasia: Wernicke's aphasia is the name of a type of [aphasia](#) involving difficulty with comprehension rather than speaking, associated with injury to Wernicke's area in the back left area of the brain (posterior upper temporal lobe).

word order: A crucial aspect of the grammar of many languages is the order of the elements in the [sentence](#), called word order in general. One variation is the order of [Subject](#), [Verb](#) and [Object](#), whether SVO, SOV, or whatever, the main order for a language sometimes being called its [canonical order](#). Another word order variation is whether the language has [Prepositions](#) before [Nouns](#) in *New Orleans* or postpositions after Nouns *Nippon ni* (Japan in). See [head parameter](#)

working memory: the memory system used for holding and manipulating information while various mental tasks are carried out. See [articulatory loop](#)