Applied Linguistics

Introduction

Course content

"Applied Linguistics" covers the main areas of applying linguistic knowledge in specific professions, particularly teaching English and translation. The course surveys areas such as error analysis and interlanguage, language testing and evaluation, learning and teaching, syllabus and curriculum design, and communication skills. In addition, it discusses approaches to first and second language acquisition and language planning.

Course rationale

The course has been suggested because:

1) It satisfies the need of knowing the possible applications of language studies.
2) It prepares students for further study in one of the fields of language teaching and language planning OR OTHER AL FIELDS
3) It enables students to develop different aspects of Applied Linguistics.

Course objectives

By the end of the course, students should be able to :

1- Demonstrate knowledge of the main areas of Applied Linguistics.
2- Show understanding of language learning and teaching.
3- Be able to analyze and use specific language applications in areas such as, teaching methodology, lesson planning, curriculum and syllabus design, and language evaluation.
4- Demonstrate practical skills in applying certain methodology in applied linguistics.

Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.
2- Teacher-prepared notes and handouts.
3- Live sessions.
4- students' feedback (ongoing development.)
5- Group discussion.
6- Class Quizzes and assignments.

Course evaluation

Attendance: 10%, Participation: 10%, Assignments: 10%, Final exam: 70%

References

Main Textbook:

1- Cook, Guy (2003).Applied Linguistics. Oxford, Oxford University Press.
2- Davies, D. Royy (2007). An Introduction to Applied Linguistics. Edinburgh , Edinburgh University Press .
3- Difference book chapters as will be listed in the lectures.

Reference(s:)

1- Brown , Douglas (2006). The Principles of Language Learning and Teaching. New York, Pearson ESL.

Websites:

1- www.barnesandnoble.corn
2- KFU Webcity material
3- Saudi Universities Online materials (Internet sites)

Lecture 1

The need for applied linguistics

-Language is at the heart of human life.
-Without it, many of our most important activities are inconceivable .
-Examples include practicing religions, parenting, education....etc.

For these reasons, there are several linguistic decisions that we can make. E.g.
-What language skills should children attain beyond basic literacy ?
-Should children speaking a dialect be encouraged to maintain it or steered towards the standard form of a language?
-In multi-lingual communities, which language should be used in schools?
-Should everyone learn a foreign language? and which one?
-To name but a few.

IS AL confined to education? NO

E.g. - Language change. Should it be accepted as an inevitable fact or should change be controlled in some way?
- Some languages are dying out. Should that be prevented? and, if so, how?
- Should the growth of English as the international lingua franca be welcomed or deplored?
- Is language being used for political oppression? if so, should something be done about it? CDA!

-To name but a few!

Definition of AL (applied linguistic)

The questions show a relationship between linguistics and decision making in the real world.
AL is the academic discipline that is concerned with the relation of knowledge about language to decision making in the real world .

- What is AL?
- Why do we need it?

Lecture 2
The scope of applied linguistics

Class-1 Definition of AL

The questions show a relationship between linguistics and decision making in the real world.

AL is the academic discipline that is concerned with the relation of knowledge about language to decision making in the real world .

Examples!

1- Language and education

a- First language education: when a child studies their home language or languages.
b- Additional-language education: (second language education and foreign language education).
c- Clinical linguistics: the study and treatment of speech and communication impairments.
d- Language testing: the assessment and evaluation of language achievement and proficiency ،both in first and additional languages, and for both general and specific purposes.

2- Language and work

a- Workplace communication: the study of how language is used in the workplace, and how it contributes to the nature and power relations of different types of work. (e.g .pilot-operator language/politeness).
b- Language planning: the making of decisions, often supported by legislation, about the official status of languages and their institutional use, including their use in education .
c- Forensic linguistics: the deployment of linguistic evidence in criminal and other legal investigations. (e.g. plagiarism).

3- Language, information, and effect

a- Critical discourse analysis (CDA): the study of the relationship between linguistic choices and effects in persuasive uses of language and the counteracting of this through analysis. (news agencies).
b- Translation and interpretation:
the formulation of principles underlying the perceived equivalence between a stretch of language and its translation, and the practices of translating written text and interpreting spoken language.
c- Lexicography :
The planning and compiling of both monolingual and bilingual dictionaries, and other language reference works such as thesauri .

Other areas?

Conversation analysis
Corpus linguistics
Psycholinguistics

We will look at these areas in more detail in the coming lectures.

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Lecture 3

Linguistics & applied linguistics: a difficult relationship

Are they the same ؟
First what is LINGUISTICS?
The academic discipline concerned with the study of language in general. (generalities)

-Abstract idealization vs. The way language is experienced?

One idealization is that used in 'generative linguistics' introduced by Noam Chomsky.

Competence vs Performance ?

Competence: the representation of language in the mind.
Performance: the way in which people actually use language in everyday life .

Which one is more important according to Chomsky?
-Competence

Chomsky also proposed that internal language is biological rather than social .

Chomsky vs .Sociolinguistics

Sociolinguistics :the focus of this field is very much upon the relationship between language and society.
Similar to Chomsky's ideas about language?

Functional linguistics: the concern is with language as a means of communication, the purpose it fulfils, and how people actually use their language .

-Here comes Corpus linguistics in which vast databanks containing millions of words of actual language in use can be searched within seconds to yield extensive information about word frequencies and combinations which is not revealed by intuition .

Sociolinguistics, functional linguistics, corpus linguistics vs. generative linguistics

Which ones are closer to applied linguistics?
Hint: AL is the academic discipline that is concerned with the relation of knowledge about language to decision making in the real world.

Conclusion :linguistics and AL

AL must refer to the findings and theories of linguistics, choosing among the different schools and approaches, and making these theories relevant to the problem in hand (the problem being solved).
-The lectures that follow will focus on this relation between linguistic theories and decision making in the real world.

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Lecture 4

Prescribing and describing: popular and academic views of 'correctness'

AL links knowledge and decision making (Choosing the correct decision)
Correctness: expert views vs. everyone's experience.
E.g. language education of children - Dialects - Don't say that, say this!

Children's language at home and school

Children speak idiosyncratically (e.g. I brang it / I brought it)
-Parents and errors
-Teachers and errors (correctness / spoken-written)

British child in an American school
- 'I've gotten it' vs. I've got it'
- Color vs. Colour !
Peer pressure!

------ (Standard vs. Dialect)

The standard: is generally used in written communication, taught in schools and codified in dictionaries and grammar books.
Dialects are regional and social-class varieties of the language which differ from the standard in pronunciation, grammar, and vocabulary, and are seldom written down at all.

Should dialects be welcomed in schools?
A heated debate

Description vs. prescription

Description :Saying what does happen
Prescription :saying what ought to happen
Science & Botany: describe or prescribe?
Linguistics ? (It's I vs. It's me – two water/s…etc)

Questions?

Lecture 5

Last week: Description vs. prescription
Description: Saying what does happen
Prescription: saying what ought to happen
Science & Botany: describe or prescribe?
Linguistics? (It's I vs. It's me - two water/s...etc)

Description or prescription?

Some linguists tend to favour description and argue that:

1- If there was never any deviation from the norm, then languages would never change. We would still be saying 'wherefore art thou?' instead of 'why are you' (Shakespeare)

2- If a single standard was absolute and unassailable then regional standards would never gain independence. American vs. British dictionaries and spelling.

3- The standard form of a language is often very similar to the usage of the most economically and politically powerful class or region, for example southern England in Britain and Castile in Spain. It can be regarded as a dominant dialect which, for political rather than linguistic reasons, has been elevated and codified. Consequently, when the balance of power changes, so does the notion of the standard .

4- Some supposedly correct forms, in the standard variety, have been invented and imposed by grammarians through analogy with another language. Probably the best known example in English is the claim, based on a rule imported from Latin, that one should say 'This is I' instead of 'This is me.'

On the other hand, in many practical activities it is impossible to proceed without some notion of correct language use. In areas such as speech therapy, foreign language teaching, and language testing, for example, it is hard to see how the activity could exist at all if there were not some yardstick to measure success.

-Criteria of correctness may change and they are more often implicit than explicit but they must nevertheless exist.

-A major task for applied linguists is to bring out what these criteria are and how they are decided. For decision making, AL must first investigate what it means to know a language and to use it well, presenting its findings in ways which are relevant and useful to professionals such as teachers and speech therapists.

Lecture 6
The acquisition of language.

Language acquisition is fascinating.
(e.g. first language (1_1) acquisition is effortless).
Language acquisition is not possible without:

1- a biologically based predisposition (readiness) to acquire language. In other words, people need to be biologically ready to acquire language.
2- experience with language in the environment.

A biological predisposition for language

This is called the 'nativist model of language acquisition.'
All biologically based systems require 'environmental input' to stimulate development. (e.g. eyes, muscles)
In language acquisition, brains provide this predisposition.

Experience with language in the environment

-No input ? no acquisition

But input without 'something' to process it is not sufficient for acquisition.

-Here came the idea of the 'Language acquisition device' LAD (Chomsky, 1965)
- It includes: 1- Universal Grammar.
2- Acquisition strategies.

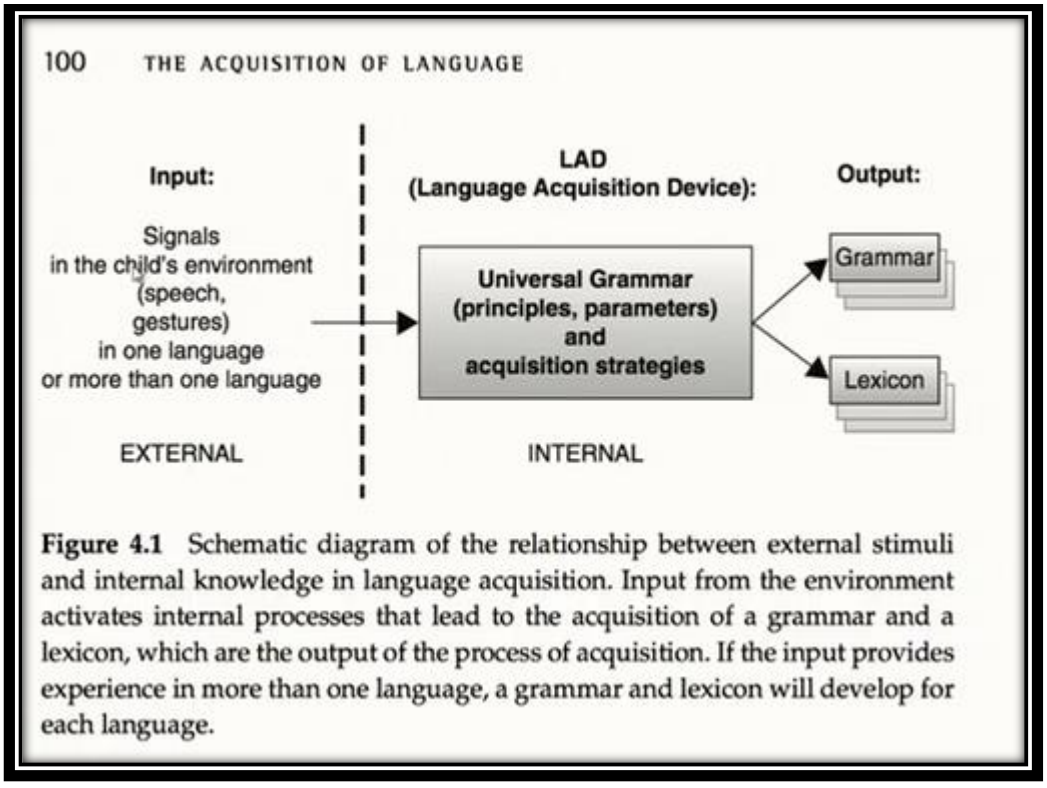


Figure 4.1 Schematic diagram of the relationship between external stimuli and internal knowledge in language acquisition. Input from the environment activates internal processes that lead to the acquisition of a grammar and a lexicon, which are the output of the process of acquisition. If the input provides experience in more than one language, a grammar and lexicon will develop for each language.

Acquisition strategies determine what will be the most salient and easily acquired aspects of language (e.g. sensitivity to regularities such as prefixes, infixes, and suffixes) For instance, past tense -ed is regular

1- Walk + ed = walked
2- Go + ed = goed* (temporary)

Characteristics of the language in the environment

The primary purpose of the child's linguistic environment is to provide information about the language the child is acquiring (i.e. positive evidence).

Who are the providers of positive evidence?
Parents, care-takers, siblings, and other people who interact with the child.

Should we 'teach' children language?

USA vs. some Brazilian tribes (linguistic exogamy)
-unlike endogamy
-Some children are rarely talked to.
Children end up acquiring language

1-We don't need to "teach" children language.
2-Care givers need to provide linguistic input to their children.
3-Information must be conveyed in an interactive setting.

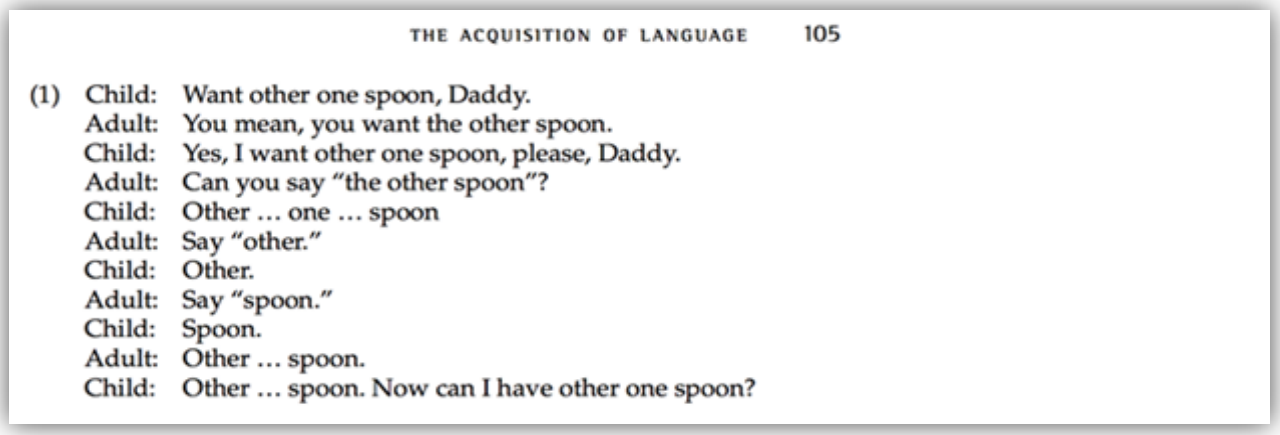
Rewarding for imitation, altering the way of speaking & error correction are not necessary to guarantee successful language acquisition.

To be continued

Lecture 7

Let's look at the language production of a child.

Braine (1971)



THE ACQUISITION OF LANGUAGE 105

(1) Child: Want other one spoon, Daddy.
Adult: You mean, you want the other spoon.
Child: Yes, I want other one spoon, please, Daddy.
Adult: Can you say "the other spoon"?
Child: Other … one … spoon
Adult: Say "other."
Child: Other.
Adult: Say "spoon."
Child: Spoon.
Adult: Other … spoon.
Child: Other … spoon. Now can I have other one spoon?

Children mostly hear 'positive evidence' or input and rarely hear 'negative evidence' or ungrammatical language.
E.g. word order is acquired at 14 months (before 2-word sentences = before receiving any feedback on it)

Developmental stages

There are universal milestones or steps (i.e. all children acquire languages at similar rates.)

What is the first stage?

Pre-birth to 12 months

Pre-birth sensitivity to language.
Hearing begins to develop around 18 weeks of gestation. (4 months)
By the third trimester, the fetus responds to auditory stimulation.
38 weeks old fetuses have a preference for their own mothers' voice over that of a stranger. (8.8 months)

After birth, children recognise their mother language as distinct from other languages.

1st six months

Coos, gurgles.

2nd six months

Babbling (e.g. single syllables –CV).
The consonant is usually a stop sound. Vowel is /a/
The vocalizations have sentence-like intonation.

12-24 months

First word -12-18 months (one-word-stage).

This is also called a 'holophrastic period'

(e.g. milk - I want milk - the cat is drinking milk..etc.).

Under extension vs. overextension.

(e.g. flower X rose vs. dog= cat).

Underextension is a case in which the child will acquire a word for a particular thing and fail to extend it to other subjects in the same category (e.g. the child knows that a rose is flower but can't use it with other flowers).

Overextension is when the child will extend a word incorrectly to other similar things (e.g. the child knows the word dog but s/he uses it to describe other animals such as cats or horses)

When the child's vocabulary reaches about 50 words, the child starts putting words together and s/he starts learning new words quickly.

-6 year old children roughly know 8000-14000 words.

Average of 4-8 new words everyday.

Preschool years

-Children show knowledge of L1 word-order .

-Sentences start to lengthen.

-Mean length of utterances (MLU). (free & bound morphemes in a language sample/ the number of utterances .

There is high correlation between MLU and age.

Hanna (23 month old girl)

(3) No Hannah mess.
No Daddy mess.
Where go, Mom?
Mom, talk phone.
Mommy like it.
Want juice.
More cracker.
Daddy push in swing.
Go subby [subway].

What can you notice؟

1- No bound morphemes or tense markers on verbs or plural markers.
2- No subjects

Third year

Sentences gradually lengthen, bound morphemes and function word emerge .

Morphemes emerge gradually in a similar order (e.g. -ing present progressive - Kitty sleeping)

Past tense mistakes (e.g. 'goed' indicate overgeneralization)

At age 3

Complex sentences are produced (with variation.)

-I want Mommy do it.

-I see you sit down.

-Watch me draw circles

Children begin producing relative clauses spontaneously around the age of 3-4

Age 5-6

In general, there is a considerable period between the time a child first uses a form and consistent use of it (e.g. past tense).

At around 5-6, language become more systematic

7,8 & 9 year olds start to use derivational morphemes (e.g. -ness, -ful and –ment).

Discourse ability & metalinguistic awareness develop as children grow older.

Lecture 8

Media & communication

Media is at the heart of human life .

We are bombarded with information every single day.

Critical Discourse Analysis (CDA)

-There is of course, in any communication an inevitable selection and omission of information.

-media editors must choose which events to cover, how much space to devote to each, and which facts to emphasize or omit .

-This in itself not wrong.

-But the selection and omission reflect the values of the writer and the view of the world he or she wishes to encourage in their reader.

-What is interesting to ALs is the presentation of the same facts in ways which, while not altering the truth of what is said, influence the reader's attitudes about something.

The classic example of the glass (half full / half empty) will give you different impressions. Another example is when food is described as "90% fat-free or 10% fat". Both are equally true but someone on diet might find '90% fat-free' more attractive .

For this reason ,AL attempts to analyse language and raise people's awareness about these manipulations .

-The analysis of such language and its effects is known as critical linguistics.

-If it is placed in larger social context and seen in part of a process of social change ,it is known as **Critical Discourse Analysis (CDA).**

CDA

Definition: Functional description of the linguistic choices that a person / organisation makes to construct a text.

It is also interested in discovering how X is represented in Y source.

What do we mean by choices?

1 -Vocabulary of judgment:

' -regime' for 'government' or 'murder' for' killing.'

2 -Referring to a country by name or by its inhabitants.

-Spain complained to Russia/ the Russians

-People of X country/ we OR our.

3- Grammatical choices

(e.g. passivisation and nominalisation) are less apparent without linguistic analysis.

a- Passivisation: the favoring of passive sentences over active ones .(e.g. Five children were killed in the air attack vs. the pilot killed five children).

b- Nominalisation :when actions are referred to by nouns as if they, rather than the people doing them, were the doers (subjects) .

For example, saying 'Genetic modification is a powerful/ dangerous technique' instead of 'Researchers who modify genes have a great deal of power .'

Is CDA confined to politics? No

-It affects many aspects of our lives .

-There is a pressing need to develop awareness of how language is used in the presentation of technical information. This is an applied linguistic issue in which CDA has a particularly important role to play.

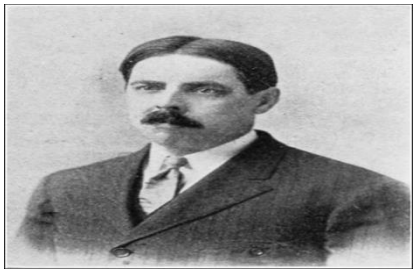
Problems?

There is a risk of attributing too much intentionality to the writer and too much passivity to the reader.

Lecture 9

Sometimes you may wish to do a detailed analysis of a huge language sample.
For instance, to find out the most frequent words in a language sample.

Pre/post computer era
Edward Thorndike 1921
4.5 million words corpus
most frequent 30000 words



Corpus linguistics

Definition?
CL is "the study of language based on examples of 'real life' language use"
McEnry & Wilson (2001)
1 Corpus, 2 corpora

Corpora

The British national corpus (BNC)
The Corpus of Contemporary American English (COCA)
The Longman learners' corpus (learner language)

Categories

Criteria	Type
User	Native vs. learner
Content	monitor vs. sample
Language	mono vs. mulitlingual
Source	original vs. translation
Time	synchronic vs. diachronic
Remark	plain vs. annotated

Uses & functions

1- Computing :e.g. natural language processing
2- Linguistics :e.g. the study of linguistic competence or performance as revealed in naturally occurring data (descriptive grammar or Critical Discourse Analysis.)
3- Language teaching: e.g. ESP.

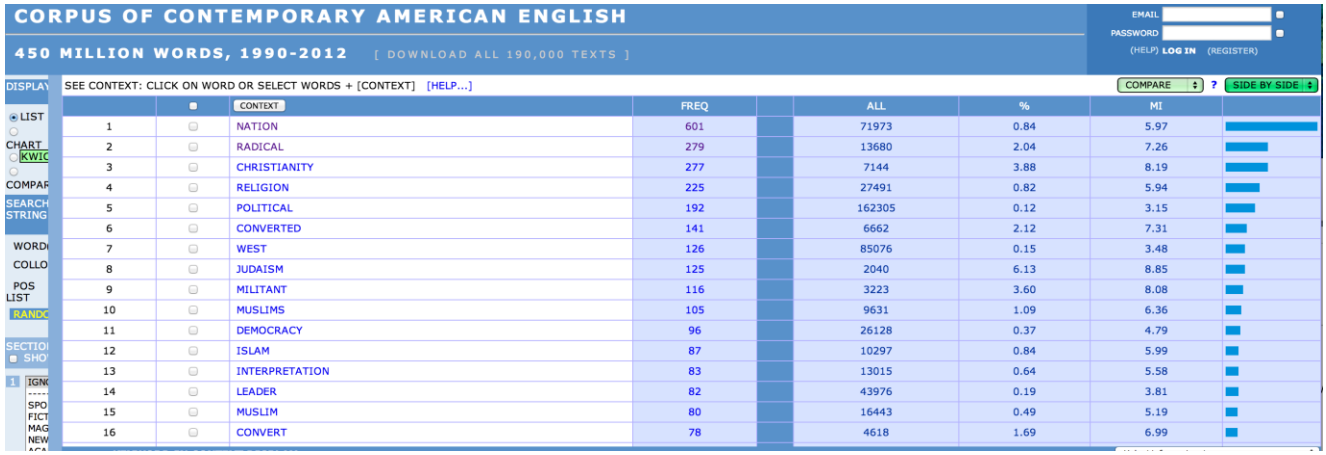
CL and CDA

CDA = How is X represented in Y source?
(e.g. Saudi Women in Fox news) Agent vs. theme

Uses of CL in CDA?

1- **Collocations** (e.g. look for collocations of Saudi/Muslim/women…etc.)
2- **Concordance patterns**: a list of all of the occurrences of a particular search term in a corpus, presented within the context that they occur in.
3- **Keywords patterns**: lexical items that show marked frequency in one text compared to another.

Collocations of 'ISLAM' in COCA



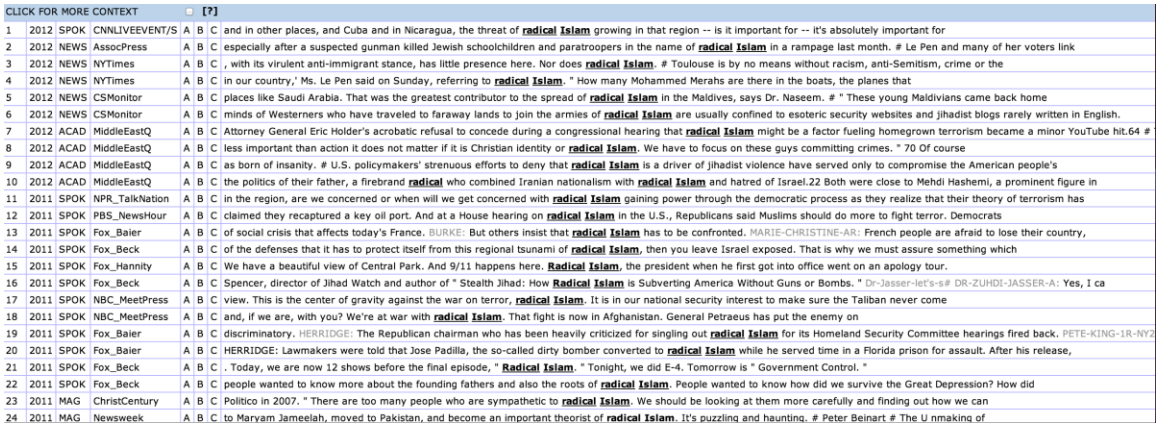
CORPUS OF CONTEMPORARY AMERICAN ENGLISH

450 MILLION WORDS, 1990-2012 [DOWNLOAD ALL 190,000 TEXTS]

SEE CONTEXT: CLICK ON WORD OR SELECT WORDS + [CONTEXT] [HELP...]

	CONTEXT	FREQ	ALL	%	MI
1	NATION	601	71973	0.84	5.97
2	RADICAL	279	13680	2.04	7.26
3	CHRISTIANITY	277	7144	3.88	8.19
4	RELIGION	225	27491	0.82	5.94
5	POLITICAL	192	162305	0.12	3.15
6	CONVERTED	141	6662	2.12	7.31
7	WEST	126	85076	0.15	3.48
8	JUDAISM	125	2040	6.13	8.85
9	MILITANT	116	3223	3.60	8.08
10	MUSLIMS	105	9631	1.09	6.36
11	DEMOCRACY	96	26128	0.37	4.79
12	ISLAM	87	10297	0.84	5.99
13	INTERPRETATION	83	13015	0.64	5.58
14	LEADER	82	43976	0.19	3.81
15	MUSLIM	80	16443	0.49	5.19
16	CONVERT	78	4618	1.69	6.99

Concordance lines of 'Radical Islam'



	CLICK FOR MORE CONTEXT [?]						
1	2012	SPOK	CNNLIVEEVENT/S	A	B	C	and in other places, and Cuba and in Nicaragua, the threat of **radical Islam** growing in that region -- is it important for -- it's absolutely important for
2	2012	NEWS	AssocPress	A	B	C	especially after a suspected gunman killed Jewish schoolchildren and paratroopers in the name of **radical Islam** in a rampage last month. # Le Pen and many of her voters link
3	2012	NEWS	NYTimes	A	B	C	, with its virulent anti-immigrant stance, has little presence here. Nor does **radical Islam**. # Toulouse is by no means without racism, anti-Semitism, crime or the
4	2012	NEWS	NYTimes	A	B	C	in our country,' Ms. Le Pen said on Sunday, referring to **radical Islam**. " How many Mohammed Merahs are there in the boats, the planes that
5	2012	NEWS	CSMonitor	A	B	C	places like Saudi Arabia. That was the greatest contributor to the spread of **radical Islam** in the Maldives, says Dr. Naseem. # " These young Maldivians came back home
6	2012	NEWS	CSMonitor	A	B	C	minds of Westerners who have traveled to faraway lands to join the armies of **radical Islam** are usually confined to esoteric security websites and jihadist blogs rarely written in English.
7	2012	ACAD	MiddleEastQ	A	B	C	Attorney General Eric Holder's acrobatic refusal to concede during a congressional hearing that **radical Islam** might be a factor fueling homegrown terrorism became a minor YouTube hit.64 #
8	2012	ACAD	MiddleEastQ	A	B	C	less important than action it does not matter if it is Christian identity or **radical Islam**. We have to focus on these guys committing crimes. " 70 Of course
9	2012	ACAD	MiddleEastQ	A	B	C	as born of insanity. # U.S. policymakers' strenuous efforts to deny that **radical Islam** is a driver of jihadist violence have served only to compromise the American people's
10	2012	ACAD	MiddleEastQ	A	B	C	the politics of their father, a firebrand **radical** who combined Iranian nationalism with **radical Islam** and hatred of Israel.22 Both were close to Mehdi Hashemi, a prominent figure in
11	2011	SPOK	NPR_TalkNation	A	B	C	in the region, are we concerned or when will we get concerned with **radical Islam** gaining power through the democratic process as they realize that their theory of terrorism has
12	2011	SPOK	PBS_NewsHour	A	B	C	claimed they recaptured a key oil port. And at a House hearing on **radical Islam** in the U.S., Republicans said Muslims should do more to fight terror. Democrats
13	2011	SPOK	Fox_Baier	A	B	C	of social crisis that affects today's France. BURKE: But others insist that **radical Islam** has to be confronted. MARIE-CHRISTINE-AR: French people are afraid to lose their country,
14	2011	SPOK	Fox_Beck	A	B	C	of the defenses that it has to protect itself from this regional tsunami of **radical Islam**, then you leave Israel exposed. That is why we must assure something which
15	2011	SPOK	Fox_Hannity	A	B	C	We have a beautiful view of Central Park. And 9/11 happens here. **Radical Islam**, the president when he first got into office went on an apology tour.
16	2011	SPOK	Fox_Beck	A	B	C	Spencer, director of Jihad Watch and author of " Stealth Jihad: How **Radical Islam** is Subverting America Without Guns or Bombs. " Dr-Jasser-let's-s# DR-ZUHDI-JASSER-A: Yes, I ca
17	2011	SPOK	NBC_MeetPress	A	B	C	view. This is the center of gravity against the war on terror, **radical Islam**. It is in our national security interest to make sure the Taliban never come
18	2011	SPOK	NBC_MeetPress	A	B	C	and, if we are, with you? We're at war with **radical Islam**. That fight is now in Afghanistan. General Petraeus has put the enemy on
19	2011	SPOK	Fox_Baier	A	B	C	discriminatory. HERRIDGE: The Republican chairman who has been heavily criticized for singling out **radical Islam** for its Homeland Security Committee hearings fired back. PETE-KING-1R-NY2
20	2011	SPOK	Fox_Baier	A	B	C	HERRIDGE: Lawmakers were told that Jose Padilla, the so-called dirty bomber converted to **radical Islam** while he served time in a Florida prison for assault. After his release,
21	2011	SPOK	Fox_Beck	A	B	C	. Today, we are now 12 shows before the final episode, " **Radical Islam**. " Tonight, we did E-4. Tomorrow is " Government Control. "
22	2011	SPOK	Fox_Beck	A	B	C	people wanted to know more about the founding fathers and also the roots of **radical Islam**. People wanted to know how did we survive the Great Depression? How did
23	2011	MAG	ChristCentury	A	B	C	Politico in 2007. " There are too many people who are sympathetic to **radical Islam**. We should be looking at them more carefully and finding out how we can
24	2011	MAG	Newsweek	A	B	C	to Maryam Jameelah, moved to Pakistan, and become an important theorist of **radical Islam**. It's puzzling and haunting. # Peter Beinart # The U nmaking of

Keywords of 'Saudi women'

		CONTEXT	FREQ		ALL
1		WOMEN	41		236962
2		ALLOWED	3		45430
3		YOUNG	3		160331
4		THESE	3		585906
5		WEAR	2		27748
6		CARS	2		37928
7		THEMSELVES	2		95798
8		LIFE	2		318899
9		MANY	2		436855
10		MUNIF	1		8
11		SEPTUAGENARIANS	1		20
12		FRAGGING	1		23
13		CHADORS	1		51
14		FRATERNIZATION	1		91
15		ULTRACONSERVATIVE	1		128
16		CHAUFFEURED	1		158

CLICK FOR MORE CONTEXT							[?]
1	2007	NEWS	CSMonitor	A	B	C	Saudi capital, they talked about the issues of the day: the plight of **Saudi women**, elections, civil society, and domestic violence. # But now the
2	2007	NEWS	CSMonitor	A	B	C	a minor teen rebellion. The Sultanah abaya shop in downtown Riyadh caters to young **Saudi women** with elaborate bead work on the shapeless black robes that most wear when outside
3	2005	SPOK	CBS_Sixty	A	B	C	keeping a tight grip on political power. Loosening that grip means more freedom for **Saudi women**, against whom there is widespread social, economic and political discrimination. Womens
4	2005	SPOK	CBS_Sixty	A	B	C	heads the pediatric infections unit at a hospital in Riyadh. Like millions of other **Saudi women**, Dr. Munif hoped she would be allowed to vote, since nothing in
5	2005	SPOK	CBS_Sixty	A	B	C	is hardly a feminist or a reformer. ! RANIA-AL-BAZ-TELE: I think **Saudi women** live a life of luxury. Would you prefer to drive a car yourself
6	2005	SPOK	CNN_Insight	A	B	C	It's ironic that young Saudi men feel so liberated by their cars. Some **Saudi women** see cars as a symbol of liberation of another kind. In many different
7	2005	SPOK	CNN_Insight	A	B	C	it was only maybe three or four **women**. You see now how many? **Saudi women** themselves, they don't want to get into this now because they do
8	2005	SPOK	CNN_OnStory	A	B	C	case some of you didn't hear it there were about 500, 600 young **Saudi women**, in fact, the age of many of you in this audience.
9	2005	MAG	Newsweek	A	B	C	anonymity because he was discussing intelligence matters, says that until authorities begin to see **Saudi women** sacrificing themselves in attacks, they will remain skeptical about the extent to w
10	2005	NEWS	SanFranChron	A	B	C	Arabia treats its **women** one barely noticeable notch above that of the brutal Taliban? **Saudi women** can not vote. They are not allowed to drive. They can not
11	2005	NEWS	SanFranChron	A	B	C	resurgence of the Taliban. This administration couldn't give a thin dime for beaten **Saudi women** or oppressed Chinese dissidents or North Korean freedom fighters or the slaughtered masses in
12	2004	SPOK	NPR_Daybreak	A	B	C	veiled? Were you allowed to see their faces? Mr-WRIGHT: Well, all **Saudi women** wear what you call an abaya, which is a black robe, and
13	2004	NEWS	CSMonitor	A	B	C	create jobs for **women**, including the setting up of women-only factories. # Many **Saudi women** consider these major steps in a country where **women** are not allowed to drive
14	2004	NEWS	CSMonitor	A	B	C	, some **women** didn't read them - they folded them into fans. " **Saudi women** have been passive for decades. It's difficult getting them interested in public
15	2004	ACAD	WorldAffairs	A	B	C	Muslim Kingdom of Saudi Arabia highlights the nation's refusal to issue identification cards to **Saudi women** and laws that deny **women** the right to drive a car. When Saudi
16	2004	ACAD	WorldAffairs	A	B	C	making it clear that **women** would not receive representation in the government. (n21) **Saudi women** need permission from a husband, father, or brother to apply for a
17	2003	ACAD	ArabStudies	A	B	C	remains problematic. # Let us also recall that on 6 November 1990, forty-seven **Saudi women** drove their own cars -- an action that was merely forbidden by custom,
18	2003	ACAD	ArabStudies	A	B	C	driving, but that the incident came at an unpropitious moment. # Oddly, **Saudi women** are chauffeured by male, unrelated, usually foreign men. Since the fatwa
19	2001	NEWS	Atlanta	A	B	C	the status of **women** in a few of those countries. # Saudi Arabia # **Saudi women** lead restrictive lives. Amnesty International, the human rights group, describes the
20	2001	NEWS	Atlanta	A	B	C	lives. Amnesty International, the human rights group, describes the limitations imposed on **Saudi women** as " effective imprisonment within the home. " # **Women** are not permitted
21	2000	MAG	Bazaar	A	B	C	scent. " The Beverly Hills Barneys couldn't keep Luce in stock because these **Saudi women** were buying 60 bottles at a time, " explains Terry. " They
22	1999	MAG	Fortune	A	B	C	's not just a family lunch: The prince typically invites small groups of poor **Saudi women** (below, foreground) to be his guests. Photograph // Let's
23	1995	ACAD	AcademicQs	A	B	C	. Aljouhharah Almayman, a Saudi panelist, said the U.S. government instigated the now-famous **Saudi women**'s motorcade in 1990, then abandoned the **women** to the retribution of Saudi
24	1994	ACAD	ArabStudies	A	B	C	perspective are proving powerful forces in shaping the next generation of Arab leaders. 16 Young **Saudi women** rejecting arranged marriages 17 and the thoughtful eloquence of young Arab sch

CL & ELT

Barlow (2002) says there are many uses of CL in in ELT:

-Syllabus design

-Materials development

-Classroom activities

Uses of CL in language learning

L2 learners and central/typical uses of a word.

CL & grammar/spelling checkers

Collocation checking

phrase finding - writing classes

Covers different topics

Dictionaries vs .Corpora

Thank you!

Lecture 10

Second language acquisition (SLA)

-Bilingualism /multilingualism is the norm ،monolingualism is the exception .

-There are millions of second language L2 learners worldwide.

Definition :

Second language acquisition or SLA is the process of learning other languages once the first language is established.

Since language learning is at the heart of human life, there are many questions that can be asked about SLA .

Here we look at some of these questions divided into some topical categories:

1- Learner characteristics

Here we can ask questions about the learners themselves. For example, who are language learners? we can ask questions about their ethnicity, native language, level of education, abilities, strengths/ weaknesses, and personality.

-These variables can affect learners' success in SLA.

2- Linguistic factors

What is language? what are the similarities/ differences between learners' first language and the second language being learned? What properties of the L2 might be difficult for a learner to master?

-These are important questions to language teachers. They need to understand how these linguistic factors affect language learning.

3- learning processes

What cognitive processes are used in second language learning? what strategies are available to L2 learners? how important are factors like frequency, attention to form/meaning, and memory?

-These variables describe the processes of SLA.

4- Age and acquisition

When should we start L2 teaching? what is age effect ? are children better than adults in SLA ? How can we account for age effects?

-Research shows contrasting results but in general, children are better in the long run.

5- Purpose

Why are L2 learners attempting to acquire a second language? What are their purposes? (e.g. getting a job, school requirement, or wishing to identify closely to the culture and people of the L2)

-There is an influence of the purpose/motivation on the success of acquisition.

6- Instructional variables

Is 'natural' L2 acquisition more effective than learning an L2 in schools? Is there any role of instruction (i.e. teaching)? What are the effects of teaching methods ،textbooks, and teacher styles? What is the role of teachers?

-Answering these questions help language teachers choose the right teaching method, the right materials, and the right activities.

We will focus on the role of instruction in lecture 11.

Lecture 11

English Language Teaching (ELT):

First teaching methods:

1- The direct method:

- In this method the teaching is done entirely in the target language.
- The learner is not allowed to use his or her mother tongue.
- Grammar rules are avoided and there is emphasis on good pronunciation.

2-Grammar Translation method:

There is a focus on grammatical rules ،memorization of vocabulary, translation of texts ،and doing written exercises .

- Here, grammatical rules are the basis for translating from/to the second language.

Characteristics:

1- Classes are taught in the mother tongue; little use of the L2.
2- Much vocabulary taught in the form of lists of isolated words.
3- Reading of difficult classical texts.
4- Occasional drills and exercises in translating sentences from L1 to L2.
5- Little or no attention to pronunciation.

Criticism:

It does virtually nothing to enhance a student's communicative ability in the language .

3- Audiolingual method (ALM):

There is an overemphasis on oral production drills. Advocates of this method rejected the principles of Grammar Translation method and particularly the importance of grammar knowledge in language acquisition .

- There is much practice of dialogues of many situations.

4- Communicative language teaching (CLT):

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations s/he would be likely to find himself/herself in. The content of CLT courses are functions such as inviting ،suggesting, complaining or notions such as the expression of time, quantity, or location.

Characteristics:

1- Communication is central.
2-Teachers help learners in any way that motivates them to work with the language.
3- Fluency and acceptable language is the primary goal .
4- Students are expected to interact with other people.

An important note

Is there one single method that is effective for all situations/contexts? No .

-Language teachers may wish to use different teaching methods to achieve the educational objectives they have in mind.

Task-based language teaching (TBLT)

-TBLT is currently popular.

-Recently ،there has been a shift of focus from 'teaching' methods to 'tasks' that learners engage in while learning a second language.

-Language teachers design tasks and ask students to perform those tasks (e.g. order food from a restaurant, write the laws of a dream country, write a formal letter..etc.).

Why TBLT?

1- It is relevant to learners' real-life language needs.
2- Tasks are motivating.
3- Tasks allow focus on 'language forms' and 'meaning.'
4- L2 production is less stressful.
5- It is learner-centered.

Teachers can also employ some of the current teaching methods such as cooperative language learning (e.g. groups ،cooperating/competing to accomplish language tasks).

Thank you!

Lecture 12

Syllabuses and coursebooks

There are many issues course designers have to consider. These include:
-The theoretical framework of the book.
-The activities in the coursebook (what does research suggest about their effectiveness).
- What topics to include.
- The culture of students/materials.
- Learners' characteristics.

Once these issues have been considered, course designers can then work on the organisation of the materials, namely the syllabus.

What is it ?

Syllabus design concerns the selection of items to be learnt and the grading of those items into an appropriate sequence.

Syllabus design is different from curriculum design in that the latter is also concerned with planning, implementation, evaluation, and the management of education programs.

Criteria

When designers put syllabuses together they have to consider each item for inclusion on the basis of a number of criteria.
This will help them decide on
1) what items to include and 2) where to include them.

-Some of these criteria are:

1 - Learnability

Some grammatical/lexical items are easier for students than other. Thus we teach easier items first then increase the level of difficulty as the students' language level rises. For example, it is easier to teach uses of 'was' and 'were' immediately after teaching the uses of 'is' and 'are .'

2 – Frequency

-It would make sense, especially at beginning levels, to include items which are more frequent in the language, than ones that are only used occasionally by native speakers .
-For example, the word 'knife' is more frequent than the word 'dagger'. This means we should teach 'knife' first .
-Corpora can help!

3 -Coverage

Some words/grammatical structures have greater coverage (scope for use) than others. Thus we might decide to introduce 'going to' future before 'the present continuous with future reference- I'm playing football tomorrow' if we could show that 'going to' could be used in more situations than present continuous .

4 – Usefulness

The reason that words like 'book' and 'pen' are used highly in classrooms is that they are useful in that context/situation. In the same way, words for family members occur early on in a student's learning life because they are useful in that context.

To be continued.....
Thank you!

Lecture 13

Different syllabuses/syllabi

There are various ways to organise/design a syllabus.

1- The grammar syllabus

This is the commonest type of syllabus. The items are sequenced/organised in such a way that the students gradually acquire knowledge of grammar.
Here, we have units devoted to verb 'to be ،'the present simple, present continuous, countable and uncountable nouns, the present perfect, etc .

2- The lexical syllabus

It is possible to organise a syllabus on the basis of vocabulary and lexis to create a lexical syllabus .

-This can be more difficult than what people think because there are issues to consider here such as:

a- vocabulary of different topics (e.g. art, clothes, etc.).
b- word-formation (suffixes, prefixes ،etc.).
c- words and grammar. For example, should we teach phrasal verbs (e.g. live up to, walk down, etc.) be taught as simple multi-word lexical items or as a grammatical class؟
To mention but a few .

3- The functional syllabus

Syllabi can also be 22organized on the basis of 'communicative function'. These language functions are events which 'do things' such as inviting, promising, and agreeing or disagreeing.

4- The situational syllabus

Here ،the syllabus is organised on the basis of 'different real-life situations' rather than grammar, lexical items, or functions. A situational syllabus might look something like this:
A - At the bank
B - At the supermarket
C- At the restaurant

5- The topic-based syllabus

Units are organised on the basis of different topics .It might look something like this:

1- Weather
2- Sports
3- Literature

6- The task-based syllabus

A task-based syllabus lists a series of tasks, and may later list some, or all ،of the language to be used in those tasks.

- Task types are 1) listing, 2) ordering, 3) comparing, 4) problem solving, 5 (sharing personal experiences, and 6) creative tasks.

- Tasks can also be divided into different topics.

For example:

1- Clockface
   a -telling the time from a clockface ،positioning the hands of a clock to show a given time.
   b -telling the time from a twelve hour clock and a twenty-four hour clock.
2- Geography
   a- describing weather in tropical countries.
   b- comparing weather in different parts of the world.
   …etc .

Thank you!

Lecture 14

Language testing

Why do we have tests؟

There are four main reasons for testing which give rise to four test categories:

1- Placement tests

placing new students in the right class in a school is facilitated with the use of placement tests. Usually this is based on the syllabuses students are going to follow once their level has been decided on .

2- Diagnostic tests

Those are used to expose learner difficulties, gaps in their knowledge, and skill deficiencies during a course (not before the course). Then, teachers can identify those areas and do something about them.

3-Progress / achievement tests

These are designed to measure learners' language and skill progress in relation to the syllabus they have been following.

-Achievement tests only work if it contains items that students are familiar with (e.g . similar- not identical- reading texts and vocabulary items).

- Progress tests can be taken at the end of each unit whereas achievement tests are taken at the end of a term.

4- Proficiency tests

Proficiency tests give a general picture of students' knowledge and ability. These are used as stages people have to reach if they want to be admitted to a foreign university, get a job, or obtain some kind of certificate .

Characteristics of a good test

How can we judge the effectiveness of any test?

1- Validity

A test is valid if it tests what it is supposed to test. Thus, it is not valid to test writing ability with a multiple-choice question .

2- Reliability

A reliable test should give consistent results. For example, if the same group of students took the same test twice within two days- without reflecting of the first test -they should get the same results on each session. Or, if they took another similar test, the results should be consistent .

-One way to ensure reliability is to make sure that test instructions are clear.

Thank you!

Done by : trook