

بسم الله الرحمن الرحيم

المحاضرة الاولى - اللغويات - التطبيقية - د احمد السقوفي

[اسئلة مراجعة - اللغويات - التطبيقية - د احمد السقوفي]

1) Is the **academic** discipline concerned with the relation of knowledge about language to decision-making in the **real world**. It is mean .....

- **Applied linguistics** اللغويات التطبيقية

هو الانضباط الأكاديمي المعنية مع العلاقة من المعرفة حول اللغة لصنع القرار في العالم الحقيقي. فمن يعني ....

- Language applied

2) Language is at the..... of **human life**. اللغة هي في ..... الحياة البشرية

- **heart** قلب

- hand

3) Language use is in many ways a natural phenomenon..... conscious control.

- **beyond** بدون

استخدام اللغة هو في نواح كثيرة ظاهرة طبيعية ..... سيطرة واعية.

- with

4) First language education, when a child studies their..... language or languages

- school

تعليم اللغة الأولى، عندما يدرس لأبنائهم ..... لغة أو لغات

- **home** منزل

5) additional language education, often divided into.... language education, when someone studies their society's majority or official language their home language, and foreign language education when someone studies the language of another country.

- First

التعليم الإضافي اللغة، مقسمة في كثير من الأحيان إلى .... تعليم اللغة، عندما يدرس شخص الأغلبية أو اللغة الرسمية لغة وطنهم مجتمعهم، وتعليم اللغة الأجنبية عندما يدرس شخص اللغة بلد آخر.

- **second** في المرتبة الثانية

6) ..... Is the study and treatment of speech and communication impairments , Whether hereditary, developmental, **or** acquired (through injury, stroke, illness, or age

- **clinical linguistics.**

هي دراسة وعلاج ضعف التعبير والتواصل، سواء وراثي، تنموي، أو المكتسب (بسبب الإصابة، والسكتة الدماغية، والأمراض، أو العمر

- communication form

7) ..... is the assessment and evaluation of language achievements and proficiency, Both in first and additional languages, and for both General and specific purposes

- **language testing**

هو تقدير وتقييم الإنجازات اللغة والكفاءة، سواء في اللغات الأولى والإضافية، ولكل من العامة وأغراض محددة

- language testing

ويستخدم دراسة كيفية اللغة في مكان العمل، وكيف أنه يساهم في

8) ..... is 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.

- worker mind

العلاقات طبيعية وقوة أنواع مختلفة من العمل.

- **workplace communication.** الاتصالات في أماكن العمل

9) **language planning** is ... التخطيط اللغوي هو...

- the **making of decisions**, often supported by legislation, about the official status of languages and their institutional use, including their use in education

- ..... the assessment and evaluation of language achievements

انه يجعل من القرارات، التي غالبا ما تدعمها تشريعات، عن حالة الرسمي للغات واستخدام المؤسسي، بما في ذلك استخدامها في التعليم

10) .....the deployment of linguistic evidence in criminal and other legal investigations, for example to establish the authorship of the document, or profile of a speaker from a tape-recording

نشر الأدلة اللغوية في التحقيقات القانونية الجنائية وغيرها، على سبيل المثال لإنشاء تأليف المستند أو الملف الشخصي للمتكلم من تسجيل الشريط

- **forensic linguistics.** اللغويات الطب الشرعي

- applied linguistics

11) the study of the relationship between linguistic choices and effects on **literature.**

- modern stylistics

(11) دراسة العلاقة بين الخيارات اللغوية وتأثيرها على الأدب ..

- **literary stylistics** الأسلوبية الأدبية

12) Critical discourse analysis -CDA- is ... تنتقد الخطاب تحليل -CDA- هو ...

- the study of the relationship between linguistic choices and effects in persuasive use of language

دراسة العلاقة بين الخيارات اللغوية والآثار في استخدام مقنعة اللغة

- the study of the relationship between linguistic choices and effects on literature..

13) Translation and interpretation is ..... الترجمة التحريرية والفورية هي .....

- the formulation of principles underlying the perceived equivalence between a stretch of language and its translation, and the practice of translating written texts and interpreting spoken language

- صياغة المبادئ التي يقوم عليها تصور التكافؤ بين امتداد اللغة وترجمتها، وممارسة ترجمة النصوص المكتوبة وتفسير اللغة المنطوقة

- the making of decisions, often supported by legislation, about the official status of languages and their institutional use, including their use in education

14) The arrangements and presentation of written language, including issue relating to typography and to layout, choices of medium, and effective combination of language with other means of communication such as pictures and diagrams

- interpretation

الترتيبات وعرض اللغة المكتوبة، بما في ذلك مسألة تتعلق الطباعة وتخطيط، والخيارات من المتوسط، والجمع الفعال للغة مع وسائل الاتصال الأخرى مثل الصور والرسوم

- **Information design** البيانية

تصميم المعلومات

15) lexicography is .....

المعاجم  
هو ...

- the planning and compiling of both monolingual and bilingual dictionary and other

**language reference works such as thesaur**

- language with other means of communication .

تخطيط وتجميع كل من قاموس أحادي اللغة وثنائية اللغة وغيرها

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(1) اللغويات.....

1) linguistics.....

- is the academic discipline concerned with the study of language in general it is bound to represent an abstract idealization of language rather than the way it is experienced in the real world

هو الانضباط الأكاديمي المعنية مع دراسة اللغة بشكل عام لا بد أن تمثل بالتمجيد مجردة من اللغة بدلا من الطريقة هو من ذوي الخبرة في العالم الحقيقي

- real world with one language

(2) وعرض من قبل ..... في رأيه. يجب أن يكون الموضوع المناسبة اللغويات تمثيل اللغة في العقل (الكفاءة). بدلا من الطريقة التي الناس فعلا استخدام اللغة في الحياة اليومية

2) Introduced by ..... in his view , the proper subject matter of linguistics should be the representation of language in the mind (competence) ,rather than the way in which people actually use language in everyday lif

- Dimond rose 1980s onward نعوم تشومسكي فصاعدا 1950s

- Noam Chomsky 1950s onward.

3) sociolinguistics... (3) علم اللغة الاجتماعي

يتم التركيز كثيرا على العلاقة بين اللغة والمجتمع

- the focus is very much upon the relation between language and society

- the representation of language in the in mind

(4) إن الفارق هو مع اللغة بوصفها وسيلة للاتصال. والغرض من الالتزام. وكيف يمكن للناس فعلا استخدام لغتهم

4) The concern is with language as a means of communication , the purpose it fulfils, and how people actually use their language

- sociolinguistics

- functional linguistics اللغويات الوظيفية

(5) بنوك واسعة تحتوي على الملايين من الكلمات من اللغة الفعلية للاستخدام في غضون نوان لإعطاء معلومات واسعة حول الترددات كلمة وتوليفات الذي لم يتم الكشف عن طريق الحس

5) 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

- corpus linguistics. لغويات الاحضار

- functional linguistics.

(6) هذه المناهج لدراسة لغوية يبدو أقرب بكثير من واقع تجرية من تشومسكي. وبالتالي أكثر ذات الصلة لشواغل اللغويات التطبيقية. ومع ذلك، فهي ..... أنهم فصل اللغة من خبرة في استخدام ..... اللغويات الاجتماعية واللسانيات الوظيفية والإحصار linguistc

6) these approaches to linguistic study seem much closer of the reality of experience than Chomsky's , and therefore more relevant to the concerns of applied linguistics .yet, they are ..... that they detach language from the experience of its use

.....sociolinguistics & functional linguistics & corpus linguistc

- Mind maps

- abstract in the sense. مجردة بمعنى.

(7) اللغويات القلق هو ..... كغاية في حد ذاته بدلا من العمل على أساس أن المعرفة

7) linguistics concern is..... as an end in itself rather than with action based upon that

knowledge

- **knowledge.** المعرفة

- test knowledge

8) Prescriptio.... (B) الوصفات ....

- an action and more

- **a social phenomenon.** ظاهرة اجتماعية

(9) 400 مليون أو نحو ذلك مكبرات الصوت اللغة الأولى وأكثر من مليار حيث هو ..... (..... الأعمال)

9) 400 million or so first-language speakers and over a billion where it is .....(..... business)


- **the official language .....education** اللغة الرسمية ..... التعليم


- No longer internationally.....games

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- 1) Native speakers and are considered to be people who acquired the language.....
  - **naturally and effortlessly in childhood.**
  - by school nationality
- 2) Native speakers are seen as people who use the language, or variety of it, correctly, and have.....
  - Do not have correctly.
  - **Insight into what is or is not acceptable**
- 3) Being a native speaker, it is assumed, entails knowledge of, and loyalty to, a community that uses the language. However, there are some aspects of language proficiency that this traditional definition of the native speaker does not include
  - **proficiency.**
  - acquired by hard way.
- 4) It says nothing about proficient see in writing , but only about proficiency in....
  - Writing
  - **Speech**
- 5) the native speakers knowledge of the language is..... rather than explicit . (using the rules correctly without being able to explain them
  - **implicit.**
  - using the rules by explain only
- 6) Traditional native speakerness implies nothing about size of vocabulary, range of style, or ability to communicate across diverse communities..
  - not implies nothing about size of vocabulary
  - **implies nothing about size of vocabulary.**
- 7) Speaking and new variety of English which depends neither on childhood acquisition nor on cultural Identity and is often used in communication in which No native speaker is involved
  - **often used.**

- never used

8) The spread of English has generated intense interest in the study of language pedagogy and of ... 


- First -language FLA 

- **Second-language acquisition (SLA)**

9) the most active of applied linguistics enquiry has been in these areas Indeed, in the early days of the discipline, applied linguistics and the study of Teaching English as a foreign language (TEFL) 

- **historically.** 

- The modern time

10) Grammar translation language teaching In the schoolrooms of Europe in the..... century, the teaching of modern foreign languages was influenced by the dead classical languages, Latin and ancient Greek. 

- **20th.**

- 19th.

11) The way into the new languages was always through the student's own.... language 

- **first.** 

- third

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المحاضرة الرابعة - اللغويات - التطبيقية - د احمد السقوفي

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1) new types of students-immigrants , business people , and tourists-created a new kind of....  
أنواع جديدة من طلاب المهاجرين، ورجال الأعمال، والسياح، خلق نوع جديد من

- **classroom population.** .....  
السكان الفصول الدراسية.
- classroom popcornion

2) Students did not necessarily share the same first language, so , first language explanation and translation were....

- possible. ... (كانت) الطلاب لم تشارك بالضرورة نفس اللغة الأولى، لذلك، شرح اللغة الأولى والترجمة ...
- **not possible.** ليس ممكن

3) The was advocated in which the student's own languages were banished and everything was to be done through the language under instruction

- Indirectly الطريقة المباشرة ( وكان ينادى في التي تم نفي اللغات الطالب الخاصة، وكان كل شيء ينبغي القيام به من خلال لغة بموجب تعليمات
- **direct method.**

4) An approach in which an adult learner can ..... to proficiency of the native speaking child .  
هذا النهج الذي المتعلم الكبار يمكن ..... لإتقان الطفل الناطقة الأصلي.

- **repeat the route.** تكرار الطريق.
- not repeat the route. أن تعلم أن تتم دون تفسير من الدرجات، ودون تصحيح الأخطاء، ولكن ببساطة عن طريق ...

5) learning would take place without explanation or grading , and without correction of errors, but simply by...  
التعرض للمساهمة ذات مفزى.

- **exposure to meaningful input.**
- mainstream linguistics. تم اشتقاق وجهة نظرها من جيش تحرير السودان مباشرة من البحوث اللغوية السائدة في اكتساب اللغة الأولى الطفل

6) Its view os SLA was derived directly from mainstream linguistics research into child firstlanguage acquisition

- child second language - الطفل اللغة الأولى ( وكان التركيز على الأنشطة التي تركز على معنى وكان التركيز في المقام الأول وبالضرورة الاجتماعي لل...)
- **child first language.**

7) The emphasis was on meaning-focused activities and the focus was primarily and necessarily social for the.....  
والغرض من تحقيق التواصل الناجح.

- **The purpose of achieving a successful communication.**
- The purpose of loost a successful communication.



8) There was a shift of attention from..... as an end in itself to the successful use of that system in context (from form to communication )

( كان هناك تحول الانتباه عن ..... كفاية في حد ذاته لنجاح استخدام هذا النظام في سياق (من شكل إلى التواصل)

- The language style

نظام اللغة.

- **The language system.**

9) language learning success is to be assessed neither in terms of accurate grammar and pronunciation for their own sake, nor in terms of explicit knowledge of the rules, but by the..... , appropriately ,fluently ,and effectively

نجاح تعلم اللغة هو على أن يقسم لا من حيث قواعد اللغة والنطق دقيقة لذاتها، ولا من حيث المعرفة الصريحة للقواعد، ولكن عن طريق .....، على نحو ملائم، بطلاقة، وعلى نحو فعال

- ability to do things without the language

- **ability to do things with the language.**

القدرة على فعل الأشياء مع اللغة.

10) teachers and materials designers were urged to identify things learners need to do with language (I.e. conduct a needs analysis)and.....

المعلمين والمواد وحث المصممين على تحديد الأشياء المتعلمين بحاجة إلى القيام به مع اللغة (أي إجراء تحليل الاحتياجات) و.....

- **Simulate these in the classroom.**

- System in context Only: محاكاة هذه في الفصول الدراسية:

11) This shift of emphasis had Consequences both. at the ..... and curriculum design and at the micro level of a classroom activity

( وهذا التحول من التركيز له عواقب على حد سواء. في ..... وتصميم المناهج وعلى المستوى الجزئي لنشاط الفصول الدراسية

- **macro level of syllabus** المستوى الكلي للمنهج

- macro level of letters

12) At -----1, there has been the development of English for specific purposes (ESP) which tries to develop the language and discourse skills which will be needed for practical jobs (English for occupational purposes (EOP)) or for practical fields of study (English for academic purpose (EAP))

- the micro level. في ----- لتر، كان هناك تطوير للغة الإنجليزية لأغراض معينة (ESP) الذي يحاول تطوير

- **the macro level.** اللغة ومهارات الخطاب والتي سوف تكون هناك حاجة لعمل العملية (اللغة الإنجليزية لأغراض مهنية (EOP)) أو لعملي مجالات الدراسة (اللغة الإنجليزية للأغراض الأكاديمية (EAP))

على المستوى الكلي.


13) At----- there has been the development of task-based instruction (TBI) in which learning is organized around task related to real-world activities, focusing on the student's attention upon meaning and upon successful task completion

- **the micro level.**

- the macro level.. المستوى الجزئي.


في ----- كان هناك تطوير التعليم القائم على مهمة (TBI) التي يتم فيها تنظيم التعلم حول المهمة المتعلقة بالأنشطة في العالم الحقيقي، مع التركيز على انتباه الطالب على معنى وعند الانتهاء مهمة ناجحة

بسم الله الرحمن الرحيم  
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1) Isolating the formal system of language (I.e. its pronunciation, grammar, and vocabulary) either for learning or for analysis, is a useful first step. 


- **Linguistic competence** 

- Linguistic grammatical system

2) According to Noam Chomsky. His idea is that the human capacity for language, as illustrated by a child's acquisition of the language around them, is not-----, but an innate genetically determined feature of the human species 


- not possible. and ability is not able to do that lonely.

- **not the product of general intelligence or learning ability.** 

3) In Chomsky's view, the ----- brain already contains a universal grammar (UG) which forms the basis of competence in the particular language of the child goes on to speak 


- **newborn infant.** 


- adult

4) If we except Chomsky's view, language, as -----enquiry, becomes something more biological than social, the similarities between languages outweigh differences 


- function businesses field 

- **an object of academic.**

5) ----- offered communicative competence in the late 1960s 

- **Hymes.** 

- Chomsky.

6) As Hymes observed, a person who had only linguistic competence would be quite---- to communicate 


- able

- **unable.** 

7) we need for successful communication, Hymes suggested, it's----- types of knowledge 


- **four** 


- fife

8) the knowledge is : possibility , -----, appropriateness , and attestedness. 


- physcall

- **feasibility** . 

9) A communicatively competent speaker knows what is formally possible in a language, I.e, whether an instance conforms to the rules of grammar and pronunciation. They know, for example, that “me go sleep now “ transgresses these rules while “I'm going to go to sleep now” does not.knowledge of possibility is not sufficient in itself for communication. it is a -- 

- **possibility** . 

- attestedness .

10) A communicatively competent person knows what is feasible.this is a psychological concept concerned with limitation to what can be processed by the mind 

- **feasibility**

- possibility . 

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(1) العلاقة بين اللغة أو السلوك إلى السياق. هو -

1) The relationship of language or behavior to context. is a ---

- **Appropriateness.** ملاءمة.

- apporpriteness

(2) Attestedness is --- التوثيق هو.....

- **something is done.** شيء ما تم..

- something is not clear

(3) من أجل إعطاء وصف منظم من السياق. وضعت ----- عليها. وضعت أيضا.

3) In order to give a systematic description of context, ----- has drawn upon, and also developed.

- **Applied linguistics.** اللغويات التطبيقية

- applied comptence

(4) دراسة الكيفية التي ينظر تمتد من اللغة في السياق كما مغزى وموحد من قبل مستخدميها.

4) The study of how stretches of language in context are perceived as meaningful and unified by their users.

- Description of context by voice

- **Discourse analysis.** تحليل الخطاب

(5) ثلاثة مجالات الدراسة التي تساهم في هذا المجال هي جنائب الكلام. البراغماتية. و.

5) Three areas of study which contribute to this field are paralanguage, pragmatics, and.

- **genre studies.** دراسات النوع.

- human studies

(6) عندما نتكلم نحن لا يمكنهم التواصل فقط من خلال الكلمات. ونقلت وهناك قدر كبير من نبرة الصوت. سواء كنا يصرخون أو همس على سبيل المثال. واستخدام لدينا هيئات سواء كنا تتنسم. موجة أيدينا. المس الناس. وجعل العين الاتصال. وهلم جرا. إنها ....

6) When we speak we do not only communicate through words. A good deal is conveyed by tone of voice-whether we shout or whisper for example, and by the use of our bodies-whether we smile, wave our hands, touch people, make eye contact, and so on. ti is a

- **Paralanguage.** جنائب الكلام.

- Pragmatics.

(7) هو الانضباط الذي يدرس المعرفة والإجراءات التي تمكن الناس من فهم الكلمات بعضها البعض. فلقها الرئيسي هو ليس المعنى الحرفي. ولكن ما المتحدثين تنوي القيام به مع أقوالهم وما هو عليه مما يجعل هذه النية واضحة. كيف حالك؟ (يسأل عن صحة شخص ما أو تحية

7) Is the discipline which studies the knowledge and procedures which enable people to understand each other's words. Its main concern is not the literal meaning, but what speakers intend to do with their words and what it is which makes this intention clear. How are you? (asking about someone's health or a greeting

- Paralanguage.

- **Pragmatics..**

(8) مصطلح يحددها غوي جون سويلز تطبيقها كطبقة من الأحداث التواصلية التي تشترك في بعض مجموعة من الأغراض التواصلية. وتشمل الأمثلة المحتملة الأخرى من الأنواع المحادثات والمشاورات، والدروس ورسائل البريد الإلكتروني، وصفحات الويب، والكتيبات، والصلاة، نشرات الأخبار، والقصص، والنكات.

8) A term defined by the applied linguist John Swales as a class of communicative events which share some set of communicative purposes. Other Possible examples of genres include conversations, consultations, lessons, emails, Web pages, brochures, prayers, news bulletins, stories, and jokes.

- **Genre.** النوع.


- workplace.

(9) مصطلح يحددها مطبق اللغة ----- كطبقة من الأحداث التواصلية التي تشترك في بعض مجموعة من الأغراض التواصلية.

9) A term defined by the applied linguist ----- as a class of communicative events which share some set of communicative purposes.


- Naomy.

- **John Swales.** جون سويلز


1) Language-- ----- is the practice and study of evaluating the proficiency of an individual in using a particular language effectively 

- **Testing.** 


- teaching

2) There are many kinds of tests; each test has specific purpose and a particular criterion to be measured 

- 1-proficiency test,2- diagnostic test,.


- 3- placement test,4 -achievement test,5- language aptitude test 

- **all above**

3) The purpose of ----- is to test global competence in a language. It tests overall ability regardless of any training they previously had in the language. 


- **Proficiency Test.** 

- writing test

4) The purpose is to diagnose specific aspects of a language. These tests offer a checklist of features for the teacher to use in discovering difficulties. 


- Proficiency Test..

- **Diagnostic Test.** 

5) In Diagnostic Test the purpose is to diagnose----- of a language 


- **specific aspects.** 

- unspecific aspects

6) The purpose of placement test is to ----- curriculum or school. 


- to test and place a student in any level

- **place a student into a particular level or section of a language.** 

7) Placement tests come in many varieties: assessing comprehension and production, responding through -----, multiple choice, and gap filling formats. 


- **Written and oral performance.** 

- Listening test

8) The purpose of -----is to determine whether course objectives have been met with skills acquired by the end of a period of instruction 


- **achievement tests** 

- test reading

9) Achievement test should be----- in a curriculum within a particular time frame 


- **limited to particular material addressed** . 

- Unlimited to particular material addressed

10) Achievement tests belong to----- because they are administered at the end on a unit/term of study. It analyzes the extent to which students have acquired language that have already been taught 


- extenden

- **summative** 

11) One of the examples of Placement tests is the English as a Second Language Placement Test(\*\*\*\*\* ) at San Francisco State University. 


- **ESLPT**

- ESPLT

12) The purpose of language aptitude test is to predict a person's success to exposure to the foreign language. 

- **Language Aptitude test.** 

- placement test

13) According to----- and Stanley Sapon (the authors of MLAT), language aptitude tests does not refer to whether or not an individual can learn a foreign language; but it refers to how well an individual can learn a foreign language in a given amount of time and under given conditions 

- **John Carrol** 

- john steven

14) The Modern Language Aptitude Test called a 

- MTAL

- **MLAT**

15) The Pimsleur Language Aptitude Battery called a 

- **PLAB.**

- PABL



بسم الله الرحمن الرحيم  
المحاضرة الثامنة اللغوية - التطبيقية - احمد السقوفي  
[اسئلة مراجعة - اللغوية - التطبيقية - د احمد السقوفي]

(1) هناك أنواع \_\_\_\_\_ من الاختبارات على أساس الاستجابة

1) There are \_\_\_\_\_ kinds of tests based on response

- **two** اثنان
- three
- five

(2) هناك نوعان من الاختبارات على أساس الاستجابة. هم \_\_\_\_\_

2) There are two kinds of tests based on response. They are \_\_\_\_\_

- **subjective test and objective test** اختبار ذاتي واختبار موضوعي
- **competence direct**

(3) اختبار ذاتي هو اختبار الذي المتعلمين يتم الحكم \_\_\_\_\_ الرأي الممتحنين والحكم. مثال اختبار ذاتي يستخدم مقال والجواب القصير

3) Subjective test is a test in which the learners \_\_\_\_\_ are judged by examiners' opinion and judgment. The example of subjective test is using essay and short answer

- **proficiency** القدرة أو الأداء.
- **ability or performance.**

(4) \_\_\_\_\_ هو اختبار الذي المتعلمين القدرة أو الأداء يتم قياسها باستخدام مجموعة محددة من الجواب. يعني أن هناك اثنين فقط من إجابة ممكنة. والحق والباطل. في عبارة أخرى. والنتيجة هي وفقا للإجابات الصحيحة. نوع الاختبار موضوعي يشمل اختبارات متعددة الاختيار. واختبار صحيحة أو خاطئة. والمطابقة والأسئلة مشكلة مقرها.

4) \_\_\_\_\_ is a test in which learners ability or performance are measured using specific set of answer, means there are only two possible answer, right and wrong. In other word, the score is according to right answers. Type of objective test includes multiple choice tests, true or false test, matching and problem based questions.

- **Objective test.** الاختبار الموضوعي.
- subjective test.

- سبحان الله وبحمده

(5) يمكن أن تدار مزايا العديد من العناصر في وقت قصير نسبيا. من السهل معتدلة لكتابة وسجل بسهولة

5) Advantages Many items can be administered in a relatively short time. Moderately easy to write and easily scored

- Advantages of Multiple Choice
- **Advantages of True or False** مزايا صحيح أو خطأ

(6) المحدودة في المقام الأول لاختبار المعرفة من المعلومات. من السهل تخمين بشكل صحيح على العديد من البنود. حتى لو لم يتقن المواد. هذا هو عيوب في ....

6) Limited primarily to testing knowledge of information. Easy to guess correctly on many items, even if material has not been mastered. There is a Disadvantages a

- **disadvantages of True or false** عيوب صحيحة أو خاطئة
- disadvantages of Multiple Choice.

(7) يمكن أن تستخدم لتقييم مجموعة واسعة من المحتوى في فترة وجيزة. بمهارة البنود مكتوبة يمكن قياس أعلى ترتيب المهارات المعرفية. يمكن سجل بسرعة.

7) Can be used to assess a broad range of content in a brief period. Skillfully written items can be measure higher order cognitive skills. Can be scored quickly.

- **Advantages of multiple choice** مزايا الاختيار من متعدد

- disadvantages of multiple choice

- all of them

(8) صعبة وتستغرق وقتا طويلا لكتابة عناصر جيدة. ممكن لتقييم أعلى من أجل المهارات المعرفية. ولكن معظم البنود تقييم المعرفة فقط. يمكن لبعض الإجابات الصحيحة تكون التخمينات..  
8) Difficult and time consuming to write good items. Possible to assess higher order cognitive skills, but most items assess only knowledge. Some correct answers can be guesses..

- true and false

- Advantages of multiple choice.

- **disadvantages of multiple choice.** عيوب الاختيار من متعدد.

(9) يمكن كتابة عناصر بسرعة. وهناك مجموعة واسعة من المحتوى يمكن تقييم. التهديد يمكن القيام به بكفاءة..

9) Items can be written quickly. A broad range of content can be assessed. Scoring can be done efficiently..

- disadvantages of Matching

- **Advantages of Matching** مزايا المطابقة

- Advantages of multiple choice.

(10) أعلى ترتيب المهارات المعرفية الصعب تقييم.

10) Higher order cognitive skills difficult to assess.

- Advantages of multiple choice..

- Advantages of Matching.

- **disadvantages of Matching** عيوب المطابقة

(11) وكثير يمكن أن تدار في كمية وجيزة من الزمن. كفاءة نسبيًا للتسجيل. من السهل معتدلة لكتابة البنود.

11) Many can be administered in a brief amount of time. Relatively efficient to score. Moderately easy to write items.

- disadvantages of Matching.test

- Advantages of Matching test

- **Advantages of Short Answer test** مزايا اختبار الإجابة القصيرة

(12) من الصعب تحديد معايير الدفاع عن الإجابات الصحيحة. تقتصر على الأسئلة التي يمكن الإجابة أو الانتهاء منها في بضع كلمات.

12) Difficult to identify defensible criteria for correct answers. Limited to questions that can be answered or completed in a few words.

- **disadvantages of answer short test** عيوب اختبار الإجابة القصيرة

- disadvantages of multiple choice test

- disadvantages of Matching.,test

(13) يمكن أن تستخدم لقياس أعلى ترتيب المهارات المعرفية. من السهل أن يكتب الأسئلة. من الصعب على المدعى عليه للحصول على الإجابة الصحيحة عن طريق التخمين.

13) Can be used to measure higher order cognitive skills. Easy to write questions. Difficult for respondent to get correct answer by guessing.

- Advantages of Matching test

- Advantages Short Answer test.

- **Advantages of Essay test** مزايا اختبار المقال

(14) تستغرق وقتاً طويلاً لإدارة والنتيجة. من الصعب تحديد معايير موثوقة للتهديف. فقط مجموعة محدودة من المحتوى يمكن أخذ عينات خلال أي فترة اختبار واحد.

14) Time consuming to administer and score. Difficult to identify reliable criteria for scoring. Only a limited range of content can be sampled during any one testing period.


- disadvantages of multiple choice test.

- disadvantages of Matching test


- **disadvantages of Essay test** عيوب اختبار المقال


- not here


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[اسئلة مراجعة - اللغوية - التطبيقية - د احمد السقوفي]


1) Language testing is divided into \_\_\_\_\_ types based on the orientation. 


- **Two**
- three
- four


2) They are 1 \_\_\_\_\_ test and 2 \_\_\_\_\_ - test types based on the orientation 


- performance language. 
- language competence.
- **all them**

3) Language \_\_\_\_\_ test is a test that involves components of language such as vocabulary, grammar, and pronunciation 


- **competence.**
- performance. 
- all theme


4) \_\_\_\_\_ test is a test that involve the basic skills in English that are writing, speaking, listening and reading 


- competence.and performance
- competence..
- **performance.** 

5) testing is also divided into \_\_\_\_\_ types based on the way to test They are 1 direct testing and 2 indirect testing 

- **two.**
- four
- six

6) \_\_\_\_\_ is a test that the process to elicit students competences uses basic skill, like speaking, writing, listening, or reading while indirect language testing is a test that the process to elicit students competences does not use basic skills. 

- indirect testing
- **Direct testing.** 
- all

7) \_\_\_\_\_ language testing is a test that the process to elicit students competences does not use basic skills. 

- **Indirect testing** 

- Direct testing


- competences only in one skill

8) language testing can be divided into \_\_\_\_\_ types based on orientation and the way to test. 

- Three

- **four**


- ten

9) The direct competence test is a test that measure the students knowledge about language component, like grammar or vocabulary, which the elicitation \_\_\_\_\_ of the basic skills, speaking, listening, reading, or writing. For example, a teacher wants to know about students grammar knowledge. The teacher asks the students to write a letter to elicit students knowledge in grammar. 

- **uses one of the basic skills.** 

- uses tow of the basic skills



- not uses all of the basic skills

10) \_\_\_\_\_ is a test that measure the students knowledge about language component, like grammar or vocabulary, which the elicitation does not use one of the basic skills, speaking, listening, reading, or writing. The elicitation in this test uses other ways, such as multiple choice. 

- The direct competence test.

- **The indirect competence test.** 

- Indirect testing.


11) Direct performance test is a test that the students skill in reading, writing, speaking, and listening that the elicitation is through \_\_\_\_\_. For example, the teacher want to know the students skill in writing, the teacher ask the students to write a letter, or to write a short story  

- **direct communication.**

- indirct communication

- all

12) Indirect performance test is a test that measure the students skill in reading, writing,

speaking, and listening that the elicitation \_\_\_\_\_ the basic skill. For example, the teacher wants to measure the students skill in listening. The teacher gives some picture and asks the students to arrange the students the pictures into correct order based on the story that they listen to. 

- **Does not use.** 


- by use

13) There are \_\_\_\_\_ kinds of tests based on score interpretation. 

- three


- six

- **two.**

14) \_\_\_\_\_ are designed to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers 

- **Norm-referenced tests.** 


- criterion-referenced tests.

15) \_\_\_\_\_ systems might want to classify students in this way so that they can be properly placed in remedial or gifted programs. The content of norm-referenced tests is selected according to how well it ranks students from high achievers to low. In other words, the content selected in norm-referenced tests is chosen by how well it discriminates among students. 

- **School.** 


- universty

- institute

16) \_\_\_\_\_ tests determine what test takers can do and what they know, not how they compare to others (Anastasi, 1988). Criterion-referenced tests report how well students are doing relative to a pre-determined performance level on a specified set of  educational goals or outcomes included in the school, district, or state curriculum.


- Norm-referenced tests

- **Criterion-referenced tests** 

17) Educators may choose to use a criterion-referenced test when they wish to see how well students have learned \_\_\_\_\_ which they are expected to have mastered. This information may be used as one piece of information to determine how well the student is learning the desired curriculum and how well the school is teaching that curriculum. 

- **the knowledge and skills.** 

- Play football

18) Criterion-referenced tests give \_\_\_\_\_ about how well a student has performed on each of the educational goals or outcomes included in that test. 

- limited information

- **detailed information** 

بسم الله الرحمن الرحيم

المحاضرة العاشرة اللغوية - التطبيقية - احمد السقوفي

[اسئلة مراجعة مجهود شخصي - اللغوية - التطبيقية - د احمد السقوفي]

1) Validity and Reliability are صحة والموثوقية هي

- **Characteristics of a good test,** خصائص اختبارا جيدا،

- Characteristics of a bad test

2) A Validity is ... صحة هي ...

- A good test should give consistent results. اختبار صالحا إذا كان يختبر ما يفترض أن قسم التدريب والامتحانات عليه

- **a test is valid if it tests what it is supposed to test.**

- all them

3) Reliability is... (3) الموثوقية هي...

- **A good test should give consistent results.** اختبار جيدة يجب أن تعطي نتائج متسقة

- a test is valid if it tests what it is supposed to test..

4) In practice, 'reliability' is enhanced by making the -----, and making sure that test conditions remain constant.

- hard and not clear

- **the test instructions absolutely clear, restricting the scope for variety in the answers,**

5) Reliability also depends on the people who ----- the scorers يعتمد موثوقية أيضا على الأشخاص الذين ----- ترتيب الهدفين

- **mark the tests.** بمناسبة الاختبارات.

- not have mark in the test

6) before we start to write the test we need to remind ourselves of the context in which the test takes place. We have to decide how much time should be given to the test-taking, when and where, it will take place, and how much time there is for marking.

- implies nothing about size of vocabulary..

- **Assess the test situation.** تقييم الوضع الاختبار

- Decide what to test.

7) ...we have to list what we want to include in our test. This means taking a conscious decision to include or exclude skills such as reading comprehension or speaking (if speaking tests are impractical). It means knowing what syllabus items can be legitimately included (in an achievement test), and what kinds of topics and situations are appropriate for our students



- **Decide what to test..**

- تقرر ما هو لاختبار ..

- Assess the test situation..

8) If we are to include direct and indirect test items we have to make a decision about how many of each we should put in our test. A 200-item multiple choice test with a short real-life writing task tacked onto the end suggests that we think that MCQs are a better way of finding out about students than more integrative writing tasks would be.

- feasibility .

- **Balance the elements.** تحقيق التوازن بين العناصر

- Decide what to test.

9) we have balanced the elements in our test, our perception of our students' success or failure will depend upon ----- . If we give two marks for each of our ten MCQs, but only one mark for each of our ten transformation items,

- **how many marks are given to each section or sections of the test**

- important of test

مما يجعل عمل اختبار ومن الأهمية بمكان تماما أن نحاول الخروج الأصناف الفردية و / أو اختبارات كاملة على الزملاء والطلاب على حد سواء ----- إدارة لهم الحقيقي

10) Making the test work It is absolutely vital that we try out individual items and/or whole tests on colleagues and students alike----- administering them to real candidates.

- after

- **before.** قبل

أكثر من نطاق واحد تقييم اهداف-3-العالمية لمحات 4-تحليلية-2-Training

11) 1-Training2 -More than one scorer-3-Global assessment scale 4-Analytic profiles:

- **How to avoid subjectivity in scoring?.** كيفية تجنب الذاتية في تسجيل .؟

- How to avoid objective in scoring?.

12) Training If scorers have seen examples of scripts at various different levels and discussed what marks they should be given, then their marking is likely to be----- erratic than if they come to the task fresh.


- more

- **less** - أقل

13) Reliability can be greatly enhanced by----- . The more people who look at a script, the greater the chance that its true worth will be located somewhere between the various scores it is given

- **having more than one scorer** وجود اهداف اكثر من واحد

- not there any scorer

14) A way of specifying scores that can be given to productive skill work is to ----- . Such descriptions say what students need to be capable of in order to gain the required marks 

- a general assessment. خلق على وصف محددة مسبقا من الأداء
- **create 'pre-defined descriptions of performance'**



15) Marking gets more reliable when a student's performance is analyzed in ----- . Instead of just a general assessment, marks are awarded for different elements

- **much greater detail.** بقدر أكبر من التفاصيل
- a lot of detail



16) Scorer reliability in oral tests is helped not only by global assessment scores and analytic profiles but also by ----- the role of scorer (or examiner) from the role of interlocutor (the examiner who guides and provokes conversation).

- blend
- **separating.**

فصل

بسم الله الرحمن الرحيم  
المحاضرة الحادية عشر اللغوية - التطبيقية - احمد السقوفي  
[اسئلة مراجعة مجهود شخصي - اللغوية - التطبيقية - د احمد السقوفي]

1) Linguistic analysis, in other words, can describe and analyze the language of a literary text but is not of itself an applied linguistic activity. It begins to move in that direction, however, when linguistic choices are linked to their effects upon the reader and some attempt is made at an explanation. This is the endeavor of.



- **literary stylistics..**
- Applied linguistics.

2) It raises awareness, not only of the importance of exact wording but of how there is---- more at stake in the use of language than the literal meaning of the words

- **far.**
- not possible..



3) Stylistic analyses tend to highlight-----related aspects of literary language

- four
- **three**



4) Of more interest to applied linguists, and of more danger or being less transparent, is the presentation of the same facts in ways which, while not altering the truth of what is said, nevertheless influence, and are perhaps calculated to influence, the reader's attitude.,

- **Critical Discourse Analysis (CDA).**
- functional linguistics.



5) The analysis of such language and its effects is known as-----

- corpus linguistics
- **critical linguistics.**



6) when placed in a larger social context and seen as part of a process of social change, as -----

- **Critical Discourse Analysis.**
- critical linguistics..



7) The literal meaning is-----, but the effect is very different

- different



- **the same.**

8) A further area of interest, less evident without linguistic analysis, is-----.  
There are, for example, constructions which allow a speaker or writer not to mention the agent (i.e the person responsible for something)



- **persistent patterns of grammatical choice**

- The language system.

9) ----- strategies in particular allow this to happen. One is passivization, the favoring of passive constructions over active ones, for example,

- Three



- **Two.**

10) One is -----, the favoring of passive constructions over active ones, for example  
'Five children were killed in the air attack' not 'The pilots killed five children'.  
خمس قتل اطفال في الهجوم الجوي , "ليس" قتل الطيارو خمسة اطفال . (يعني اخفاء اسم الفاعل فهنا لم نقل الطيار او الجنرال او تسميته بعينه من قام بقتل الاطفال بينما تم ذكرهم بوصف

**passivization.** -

- nominalization.

11) The other is-----, when actions and processes are referred to by nouns as though they, rather than the people doing them, were the agent, for example, **الاسميه نذكر** , عند الاشارة الى عمليا او ا... حركة تعود الى الاسم اصاحبها, بدلا من الذين قامو بها ويكو... ينو... عنه مثال  
'Genetic modification is a powerful technique' rather than 'Researchers who modify genes have a great deal of power'.  
يعدلو... اللذين الباحثو... "من بدلا" جديده تقنيه الوراثةي التعديل . وصف ما قامو به, الجينا... الوراثةي تم تسمية الباحثو... . وصف ما قامو به,

- passivization.

**nominalization.** -

12) why the process of acquiring a second language, as opposed to acquiring a first language, is so often regarded as ---

- **incomplet.**


- complet



بسم الله الرحمن الرحيم


المحاضرة الثانية عشر - اللغويات - التطبيقية - احمد السقوفي

[اسئلة مراجعة مجهود شخصي - اللغويات - التطبيقية - د احمد السقوفي]

1) 1- Language is systematic .2- Language is a set of arbitrary symbols. 3- Those symbols are primarily vocal, but may also be visual. 4- The symbols have conventionalized meanings to which they refer 5- Language is used for communication. 6- Language operates in a speech community or culture. 7- Language is essentially human, although possibly not limited to humans. 8- Language is acquired by all people in much the same way; language and language learning both have universal characteristics. 


- **A number of definitions of language** 

- Language applied.

2) While the general definitions of language, learning, and teaching offered above might meet with the approval of -----, points of disagreement become apparent after a little probing of the components of each definition 


- most people

- **most linguists, psychologists, and educators.** 

3) For example, is language primarily a “system of formal units” or a “means for social interaction”? Or for better retention, should a teacher emerge from-----, usually over the extent to which one viewpoint or another should receive primacy. 


- **equally knowledgeable scholars.** 

- not equally knowledgeable scholars

4) all the possible disagreements among applied linguists and SLA researchers, some historical patterns emerge that highlight trends and fashions in the study of second language acquisition. These trends will be described here in the form of-----primarily in the fields of linguistics and psychology—that follow 


- tow different schools of thought

- **three different schools of thought.** 


5) Structural Linguistics and Behavioral Psychology In the 1940s and 1951s, the structural, or descriptive, school of linguistics, with its advocates—Leonard Bloomfield, Edward Sapir, Charles Hockett, Charles Fries, and others—prided itself in a rigorous application -----of human languages. 


- of scientific observations . 


- of psycholistic observations

6) Only “publicly observable responses” could be subject to investigation. The linguist’s task, according to-----, was to describe human languages .And to identify the  structural characteristics of those languages. An important axiom of structural linguistics was that languages can differ from each other without limit, and that no preconceptions could apply across languages

- the characteristics


- **the structuralist.** 

7) Of further importance to the structural or descriptive linguist was the notion that language could be dismantled into ----- and that these units could be described scientifically, contrasted, and added up again to form the whole. 

- **small pieces or units.** 


- large pieces or units

- not there

8) Among psychologists a behavioral paradigm. also focus on -----those that can be objectively perceived, recorded, and measured. The scientific method was rigorously adhered to, and therefore such concepts as consciousness and intuition were regarded as mentalistic, illegitimate domains of inquiry. 


- **publicly observable responses.** 

- a behavioral paradigm.

9) Typical----- models were classical and operant conditioning, rote verbal learning, instrumental learning, discrimination learning, and other empirical approaches to studying human behavior. 

- limited to particular material

- **behavioral.** 

10) You may be familiar with the classical experiments with -----; these too typify the position that organisms can be conditioned to respond in desired ways, given the correct degree and scheduling of reinforcement 

- jim dog and solviar’s boxes

- . **Pavlov’s dog and Skinner’s boxes** 

11) Generative Linguistics and Cognitive Psychology In the decade of the 1960s,

generative transformational linguistics emerged through the influence of -----and a number of his followers. Chomsky was trying to show that human language cannot be scrutinized simply in terms of observable stimuli and responses or the volumes of raw data gathered by field linguists

- **Noam Chomsky**

- Henry don

12) The generative linguist was interested not only in describing language (achieving the level of descriptive adequacy) but also in arriving at an explanatory level of adequacy in the study of language, that is, a “principled basis, independent of any particular language, for the selection of the descriptively adequate grammar of each language” (Chomsky


- across

- **arriving.**

13) Similarly, cognitive psychologists asserted that meaning, understanding and knowing were significant data for psychological study. Instead of focusing rather----- on stimulus-response connections, cognitivists tried to discover psychological principles of organization and functioning


- **mechanistically.**

- psychological.

1) Constructivism: A Multidisciplinary Approach Constructivism is hardly a new school of\*\*\*\*\*888888. Jean Piaget and Lev Vygotsky, names often associated with  constructivism, are not by any means new to the scene of language studies. Yet, in a variety of poststructuralist theoretical positions, Constructivism emerged as a prevailing paradigm only in the last part of the twentieth century, and is now almost an orthodoxy


- **thought** 

- Philosophy

2) A refreshing characteristic of constructivism is its-----of linguistic, psychological, and sociological paradigms, in contrast to the professional chasms that often divided those disciplines in the previous century. Now, with its emphasis on social interaction and the discovery, or construction, of meaning, the three disciplines have much more common ground. 


- **integration** 

- separation

3) What is Constructivism? First, it will be helpful to think of-----branches of constructivism: cognitive and social. In the cognitive version of constructivism, emphasis is placed on the importance of learners constructing their own representation of reality. “Learners must individually discover and transform complex information if they are to make it their own, [suggesting] a more active role for students in their own learning than is typical in many classrooms” (Slavin, 2113, p.257-258) 


- four

- **two** 

4) Social constructivism emphasizes the importance of social interaction and cooperative learning in constructing both ----- 

- sociolinguistics.


- **cognitive and emotional images of realit** 


5) The champion of social constructivism is----- (1978), who advocated the view that “children’s thinking and meaning-making is socially constructed and emerges out of their social interactions with their environment” (Kaufman, 2114, p.314). 

- **Vygotsky** 




- Slavin

6) One of the most popular concepts advanced by Vygotsky was the notion of a----- (ZPD) in every learner: the distance between learners' existing developmental state and their potential development. Put another way, the ZPD describes tasks that a learner has not yet learned but is capable of learning with appropriate stimuli. 


- cooperative learning 

- **zone of proximal development**

7) The ZPD is an----- because it describes tasks “that a child cannot yet do alone but could do with the assistance of more competent peers or adults” (Slavin 


- **important facet of social constructivism** 

- purpose of loost a successful communication.

8) Vygotsky's concept of the ZPD----- rather sharply with Piaget's theory of learning in that the former saw a unity of learning and development while the latter saw stages of development setting a precondition, or readiness, for learning (Dunn &  Lantolf, 1998


- agree

- **contrasted** 

9) Using the schools of thought referred to previously, an extreme behaviorist position would claim that children come into the world with a-----, a clean slate bearing no preconceived notions about the world or about language 


- **tabula rasa** 

- record

10) At the other constructivist extreme is the position that makes not only the cognitivist claim that children come into this world with very specific innate knowledge, pre dispositions, and biological timetables, but that children learn to function in a language chiefly ----- 

- only by interaction

- **through interaction and discourse.** 

11) refers to one's underlying knowledge of a system, event, or fact. It is the nonobservable ability to do something, to perform something 

- **Competence** 

- Performance

12) is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, speaking. In reference to language,



- Competence

- **Performance**



13) Comprehension and Production One of the myths that has crept into some foreign language teaching materials is that comprehension (listening, reading) can be equated with competence, while production (speaking, writing) is performance.



- **equated**



- different

14) It is important to recognize that this is not the case: production is of course more-----, but comprehension is as much performance—a “willful act” to use Saussure’s term—as production is



- indirectly observable

- **directly observable**



15) it will be helpful to think of two branches of constructivism: ----- and-----



- **cognitive and social**

- dispositions, and biological



بسم الله الرحمن الرحيم

المحاضرة الرابعة عشر اللغوية - التطبيقية - احمد السقوفي

[اسئلة مراجعة مجهود شخصي - اللغوية - التطبيقية - د احمد السقوفي]

1) Cross-Linguistic Influence and Learner Language The Contrastive Analysis Hypothesis (CAH) In the middle of the twentieth century, one of the most popular pursuits for applied linguists was the study of two languages in contrast. CAH claimed that the principal barrier to second language acquisition is the ----- of the first language system with the second language system, and that a scientific, structural analysis of the two languages in question would yield a taxonomy of linguistic contrasts between them which in turn would enable linguists and language teachers to predict the difficulties a learner would encounter.



- matching

- **interference** تدخل



2) and that a scientific, structural analysis of the two languages in question would yield a----- of linguistic contrasts between them which in turn would enable linguists and language teachers to predict the difficulties a learner would encounter.

- Do not have correctly.

- **taxonomy**, التصنيف



3) well known model was offered by Stockwell, Bowen, and Martin (1965), who posited what they called a----- by which a teacher or linguist could make a prediction of the relative difficulty of a given aspect of the target language

- **hierarchy of difficulty** التسلسل الهرمي من الصعوبة

- direct method.

(4) وقد أشار إدماج دائم نسبيا من أشكال لغوية غير صحيحة في لغة ثانية الشخص على النحو

4) The relatively permanent incorporation of incorrect linguistic forms into a person's second language has been referred to as ----- n

- Flexibility

- **fossilizatio**, fossilizatio نفس الكلمة مالها ترجمه؟؟؟



5) and---- (1976) provided a formal account of fossilization as a factor of positive and negative affective and cognitive feedback. They noted that there are two kinds of information transmitted between sources (learners) and audiences (in this case, native speakers); information about the affective relationship between source and audience, and cognitive information—facts, suppositions, beliefs. Affective information is primarily encoded in terms of kinesic

## - Vigil and Oller

- noila and toty

الوقفة الاحتجاجية وOller



6) Affective information is----- encoded in terms of kinesic mechanisms such as gestures, tone of voice, and facial expressions, while cognitive information is usually conveyed by means of linguistic devices (sounds, phrases, structures, discourse). The feedback learners get from their audience can be either positive, neutral, somewhere in between, or negative.

- secondly

- **primarily**

في المقام الأول

فئات أنواع العلاج خطأ من ملاحظات -----: وهو نوع ضمني من ردود الفعل التصحيحي أن إعادة صياغة أو توسع في الكلام السيئ أو غير كاملة شكلت بطريقة غير مزعجة. L: لقد فقدت الطريق بلدي.

7) Categories of Error Treatment Types of Feedback -----: An implicit type of corrective feedback that reformulates or expands an ill-formed or incomplete utterance in an unobtrusive way. L: I lost my road.

- **Recast** إعادة صياغة

- Clarification request

8) إن الاستنباط من إعادة صياغة أو التكرار من طالب. ----- L: أريد ممارسة اليوم، اليوم. (خطأ نحوي) T: أنا آسف؟ (طلب توضيح) ردود الفعل Metalinguistic: تقدم "

8) An elicitation of a reformulation or repetition from a student.----- L: I want practice today, today. (grammatical error) T: I'm sorry? (clarification request)

Metalinguistic feedback: provides “

- Recast

- **Clarification request**

طلب توضيح

9) تنص على "تعليقات أو معلومات أو أسئلة تتعلق formedness جيدا من الطالب - الكلام". L: أنا هنا منذ يناير كانون الثاني. T: حسنا، حسنا، ولكن تذكر نحن

9) provides “comments, information, or questions related to the well formedness of the student's - utterance”. L: I am here since January. T: Well, okay, but remember we talked about the present perfect tense

- **Metalinguistic feedback** ردود الفعل

- Elicitation

10) هو أسلوب التصحيحية التي يطالب المتعلم على تصحيح الذاتي. الاستنباط ومطالبات أخرى أكثر العلني في ردهم. ؟ L: (لطالب آخر) ما يعني هذه الكلمة T:؟ آه، لويس، كيف نقول أنه في اللغة الإنجليزية؟ ماذا فعلت ..... L: آه، ماذا تعني هذه الكلمة

10) A corrective technique that prompts the learner to self-correct. Elicitation and other prompts are more overt in their response. ?L: (to another student) What means this word ?T: Uh, Luis, how do we say that in English? What does ..... L: Ah, what does this word mean

- **Elicitation** استنباط

- Metalinguistic feedback

إشارة واضحة للطالب أن الشكل غير صحيح وتوفير شكل تصحيحها. L: عندما يكون لدي 12 سنة ... .. T: لا، لا يكون. تقصد، "عندما كان عمري 12 سنة .....

11) A clear indication to the student that the form is incorrect and provision of a corrected form. L: When I have 12 years old ..... T: No, not have. You mean, “when I was 12 years old .....

- Repetition.

- **Explicit correction** تصحيح صريح

12) The teacher **repeats** the ill-formed part of the student's utterance, usually with a change in intonation. L: When I have 12 years old ... T: When I was 12 years old...

- **Repetition**

المعلم يكرر جزء سوء شكلت من الكلام الطالب، وعادة مع تغيير في التجويد. L: عندما يكون لدي 12 عاما ... T: عندما كان عمري 12 عاما ...

- Explicit correction