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اللغويات التطبيقية

تبسيط لمقرر (اللغويات التطبيقية)

- تبسيط المحتوى من حيث تنظيم المعلومات كلاً حسب نوعه -

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ملاحظات:

- هذا التبسيط <u>لا يحوي</u> المحاضرات التالية (١١، ١٢، ١٣، ١٤)، لضيق الوقت "المعذرة".
- يسهل <u>**عملية المراجعة**</u> لتثبيت المعلومة، لذا فهو <u>لا يغني</u> عن المحتوى أو المحاضرات كفهم.

►Definitions:

No.		
01.	**Applied** linguistics	is the academic discipline concerned with the **relation** of knowledge about language to decision-making in the real world
02.	the **need** for applied linguistics	• Language is at the **heart** of human life. Without it, many of our most important activities are inconceivable. • Language use is in many ways a natural phenomenon beyond conscious control.
03.	The **scope** of applied linguistics	Since language is implicated in so much of our **daily lives**, there is clearly a large and open-ended number of quite disparate activities to which applied linguistics is relevant.
04.	**first**-language education	**child** studies their home language or languages

05.	**additional**-language education	**second** language education:
		  ▪ studies their **society's** majority
		  ▪ official language which is **not** their **home** language
		foreign language education:
		  ▪ studies the language of **another** country

06.	**clinical** linguistics	is the study and **treatment** of speech and communication impairments, whether
		  ▪ hereditary,
		  ▪ developmental,
		  ▪ or acquired (through injury, stroke, illness, or age).

07.	language **testing**	• is the assessment and evaluation of language **achievement** and **proficiency**
		  ○ both in first and additional languages
		  ○ and for both general and specific purposes.
		• is the practice and study of evaluating the **proficiency** of an individual in using a particular language effectively.

08.	**workplace** communication	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.
09.	language **planning**	is the making of **decisions**, often supported by legislation, about the official status of languages and their institutional use, including their use in education.

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

11.	**literary** stylistics	is the study of the relationship between linguistic choices and effects on **literature**.
12.	**Critical** Discourse Analysis (CDA)	is the study of the relationship between linguistic choices and effects in **persuasive** uses of language.

13.	**translation and interpretation**	is the formulation of principles underlying the perceived equivalence between a stretch of language and its **translation**, and the practices of translating written texts and **interpreting** spoken language.
14.	**information design**	is the arrangement and presentation of written language, including issues relating to typography and **layout**, choices of medium, and effective combinations of language with other means of communication such as <u>pictures</u> and diagrams.
15.	**lexicography**	is the planning and compiling of both **monolingual** and **bilingual** dictionaries, and other language reference works such as thesauri.
16.	**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.
17.	**Sociolinguistics**	the focus is very much upon the relation between language and **society**.
18.	**Functional Linguistics**	the concern is with language as a **means of communication**, the purpose it fulfils, and how people actually use their language.
19.	**Corpus Linguistics**	**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.
20.	**Linguists' concern**	is knowledge as an **end in itself** **rather** than with action based upon that knowledge
21.	**English as a Lingua Franca (ELF)**	Speaking a new variety of English which depends **neither** **on childhood acquisition** nor **on cultural identity**, and is often **used** **in communication** in which <u>no native speaker is involved</u>.
22.	**Universal Grammar (UG)**	which forms the **basis of competence** in the particular language the child goes on to speak.
23.	**Possibility**	• A <u>communicatively</u> competent speaker knows what is formally **possible** in a language, i.e, whether an instance conforms to the rules of grammar and pronunciation. • In addition, a communicatively competent speaker <u>may know the rules</u>, <u>be capable of following them</u>, but nevertheless **break them deliberately**.
24.	**Feasibility**	A communicatively competent person knows what is **feasible**. This is a **psychological** concept concerned with **limitations** to what can be processed by the mind, and is best illustrated by an example.
25.	**Appropriateness**	This concerns the relationship of language or behavior to **context**.
26.	**Attestedness**	i.e. 'whether something is **done**'.
27.	**Paralanguage**	When we speak we **do not only** communicate through <u>words</u>.
28.	**Pragmatics**	• 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**.
29.	**Genre**	a class of communicative events which **share some set of communicative purposes**.

30.	**Subjective** Test	is a test in which the learners ability or performance are **judged by examiners' opinion and judgment**.
31.	**Objective** Test	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.
32.	**Language competence test**	is a test that involves **components of language** such as vocabulary, grammar, and pronunciation
33.	**performance test**	is a test that involve the **basic skills in English** that are <u>writing</u>, <u>speaking</u>, <u>listening</u> and <u>reading</u>.
34.	**Validity**	a test is valid if it tests what it is supposed to test.
35.	**face validity**	This means that the test should look, on the **'face' of it**, as if it is valid
36.	**Reliability**	A good test should give **consistent** results.

►In-General:

01. These approaches (Sociolinguistics, Functional Linguistics, and Corpus Linguistics) to linguistic study seem **much closer to the reality of experience** than Chomsky's, and therefore **more relevant to the concerns of applied linguistics**. Yet, they are abstract in the sense that they detach language from the experience of its use.
This is because <u>their purpose</u> is to describe and explain and **not**, as in applied linguistics, to engage with decision making.

02. The spread of English has generated intense interest in <u>the study of language pedagogy</u> and of <u>Second-Language Acquisition (SLA)</u>.
Historically, the most active of applied linguistics enquiry has been in these areas.

03. <u>applied linguistics</u> and <u>the study of Teaching English as a Foreign Language (TEFL)</u> were considered to be **one and the same**.

04. **Modern** Language Learning
   - it was assumed, brought students into contact with great national civilizations and their literatures
   - <u>Grammar</u> rules were explained to the students in their **own** language
   - <u>vocabulary</u> lists were learned with translation **equivalents**.
   - The <u>way into the new language</u> was always through **the student's own first language**.
   - <u>Success</u> was measured in terms of the accurate use of **grammar and vocabulary** rather than **effective communication**.
   - <u>Using</u> the language meant **written** translation.
   - There was **no** emphasis on the development of **fluent speech**.

05. The **Direct** Method
   - New types of <u>students-immigrants</u>, <u>business people</u>, and <u>tourists</u>-**created** a new kind of classroom population.
   - Students <u>did **not** necessarily share the same first language</u>. So, <u>first-language explanation and translation were **not** possible</u>.
   - was <u>advocated</u> in which <u>the students' own languages</u> were **banished** and everything was to be done through the **language under instruction**.
   - <u>Success</u> was to be measured instead by the **degree** to which **the learner's language proficiency approximated to that of the native speaker**.

06. **Natural** Language Learning
   - An <u>approach</u> in which an **adult learner** can repeat the <u>route to proficiency</u> of the native speaking **child**.

- Learning would take place **without explanation or grading** and **without correction of errors**, but simply by **exposure to meaningful input**.
- It was <u>believed</u> that **neither explicit instruction** nor **conscious learning** had **any effect**.
- Its <u>view of SLA</u> was derived **directly** from <u>mainstream linguistics research</u> into <u>child first-language acquisition</u>.
- This approach <u>suggested</u> that learning need **not involve hard work**.

07.   The **communicative** approach
- The <u>emphasis</u> was on **meaning-focused activities** and **the focus was primarily and necessarily social** for the purpose of achieving a successful **communication**.
- There was a <u>shift of attention</u> from **the language system as an end in itself** to **the successful use of that system in context**.
    - (from **form** to **communication**)

08.   Language learning **success**
- is to be assessed
    - **neither** in terms of accurate <u>grammar</u> and <u>pronunciation</u> for their own sake,
    - **nor** in terms of <u>explicit knowledge of the rules</u>,
    - **but** by the <u>ability to do things with the language</u>,
        1. appropriately,
        2. fluently,
        3. and effectively.

09.   <u>Teachers</u> and <u>materials designers</u> were **urged** to **identify** things <u>learners need to do with the language</u> (i.e. conduct a **needs analysis**) and simulate these in the classroom.

10.   In order to give a systematic description of **context**, Applied linguistics has drawn upon, and also developed, **discourse analysis**.

11.   **Characteristics** of good test:
- **Validity**
    - A particular kind of 'validity' that concerns most test designers is <u>face validity</u>.
- **Reliability**
    - In practice, reliability' is enhanced by making the test
        - instructions absolutely <u>clear</u>,
        - restricting the scope for variety in the answers,
        - and making sure that test conditions <u>remain constant</u>.
    - **Reliability** also <u>depends on the people who mark the tests</u> — <u>the scorers</u>.
    - **Clearly** a test is <u>unreliable if the result depends to any large extent on who is marking it</u>.
    - Much thought has gone into making the scoring of tests as <u>reliable as possible</u>.

►Tables+MindMap:

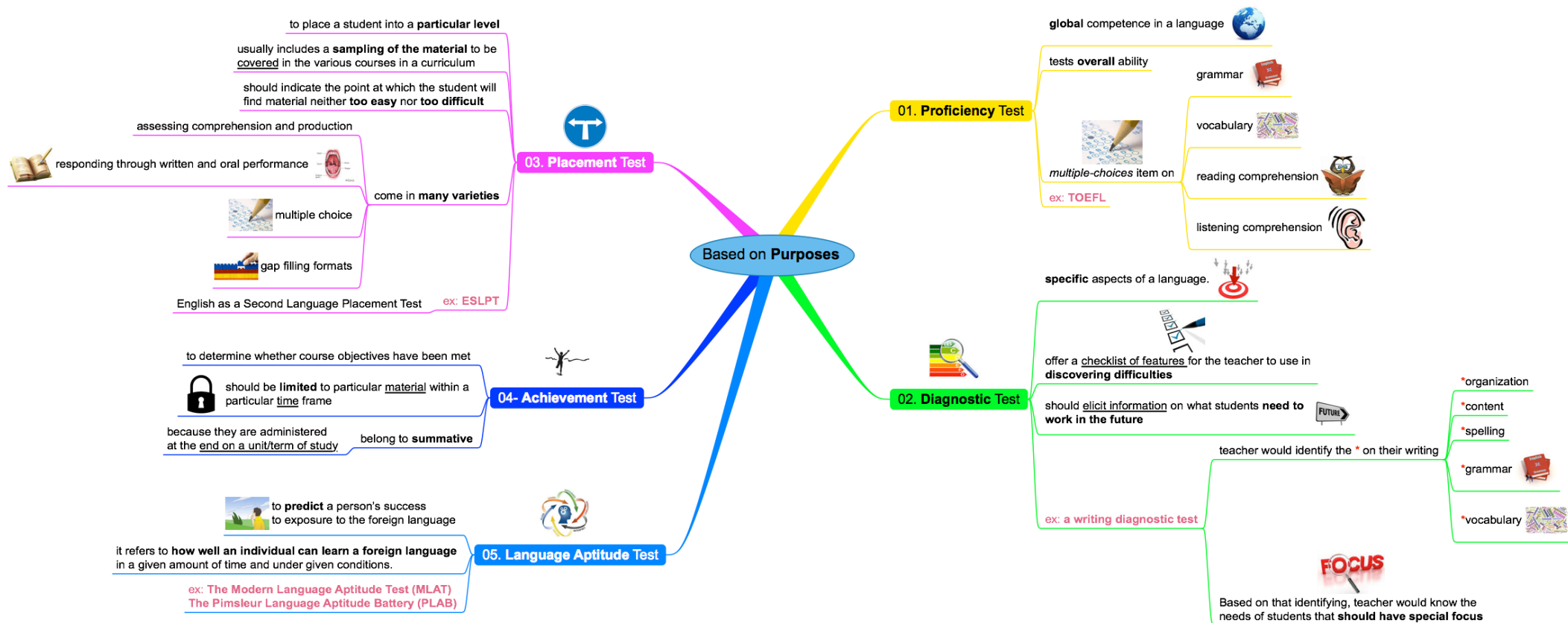| Description	Prescription		
Linguists <u>favor</u> description (saying what does happen)	• **over** prescription (saying what ought to happen) • Prescription is a social phenomenon		
The growth of **English**	**French**	**Russian**	**German**
• 400 million or so <u>first-language speakers</u> and over a billion where it is the official language (education, business) • Actually, the **influence** of English can be seen in <u>Films</u>, <u>television programs</u>, <u>advertisements</u>, and <u>The Internet</u>. • The **teaching** and **learning** of English has generated tremendous <u>personal</u>, <u>political</u>, <u>academic</u>, and <u>commercial interest</u>.	The <u>role</u> of other international languages such as **French** or **Russian** has *diminished drastically*		
	French is **no** longer the international language of *air traffic control, or dominant in diplomacy*	**German** and **Russian** are **no** longer internationally necessary for *scientific study*.	

What it means to be a **native speaker**?		
there is the **question** of		However, there are some aspects of language **proficiency** that <u>this traditional definition of the native speaker does not include.</u>
personal history	who acquired the language **naturally** and **effortlessly** in <u>childhood</u>	it says **nothing** about **proficiency in writing**, but only about **proficiency in speech**.
expertise	who use the language, or a variety of it, **correctly**, and have <u>insight</u> into what is or is **not acceptable**.	the native speaker's knowledge of the language is **implicit** rather than **explicit**.
knowledge and loyalty	<u>entails</u> knowledge of, and <u>loyalty</u> to, a community which uses the language.	traditional native speakerness implies **nothing** about size of **vocabulary**, **range of style**, or **ability to communicate across diverse communities**.

	Macro Level	**Micro Level**
there has been the **development** of	**E**nglish for **S**pecific **P**urposes (**ESP**)	**T**ask-**B**ased **I**nstruction (**TBI**)

which	• tries to develop the **language** and **discourse skills** which will be needed for <u>particular jobs</u>
	  ▪ **E**nglish for **O**ccupational **P**urposes (**EOP**)
	• for <u>particular fields of study</u>
	  ▪ **E**nglish for **A**cademic **P**urposes (**EAP**)
		• **learning** is organized around <u>tasks related to real-world activities</u>
		  o focusing on the student's **attention** upon meaning and upon **successful task completion**.

Linguistic Competence	Communicative Competence
Isolating the formal systems of language o (i.e. its pronunciation, grammar, and vocabulary) either **for learning** or **for analysis** is a useful first step.	As Hymes observes, a person who had **only linguistic competence** would be quite **unable to communicate**.

the adoption of traditional language-teaching methods
    o need **not imply that this is all that learning a language involves**,
    o but **only that a sound knowledge of the rules and an accurate**,
    o if slow, deployment of them is the basis for further development.
	They would be a kind of social monster producing grammatical sentences unconnected to the situation in which they occur.

work of **Noam Chomsky**	**Dell Hymes**

• We are born with considerable <u>pre-programmed knowledge</u> of how language works,
• and <u>require only minimal exposure</u> to activate our connection to the particular language around us.
	What is needed for successful communication, Hymes suggested, is four types of knowledge:
	    01. possibility
	    02. feasibility
	    03. appropriateness
	    04. attestedness.

• In Chomsky's view,
    o the <u>newborn</u> infant brain already contains a **U**niversal **G**rammar (**UG**)
• If we accept Chomsky's view, language, as an object of academic enquiry,
    o <u>becomes something more biological than social</u>, and similarities between languages outweigh differences.	

Based on **Purposes**

01. Proficiency Test
- **global** competence in a language
- tests **overall** ability
  - grammar
  - vocabulary
  - reading comprehension
  - listening comprehension
- *multiple-choices* item on
- ex: TOEFL

02. Diagnostic Test
- **specific** aspects of a language.
- offer a checklist of features for the teacher to use in **discovering difficulties**
- should elicit information on what students **need to work in the future**
- ex: a writing diagnostic test
  - teacher would identify the * on their writing
    - *organization
    - *content
    - *spelling
    - *grammar
    - *vocabulary
  - FOCUS
  - Based on that identifying, teacher would know the needs of students that **should have special focus**

03. Placement Test
- to place a student into a **particular level**
- usually includes a **sampling of the material** to be covered in the various courses in a curriculum
- should indicate the point at which the student will find material neither **too easy** nor **too difficult**
- assessing comprehension and production
- responding through written and oral performance
- come in **many varieties**
  - multiple choice
  - gap filling formats
- English as a Second Language Placement Test — ex: ESLPT

04- Achievement Test
- to determine whether course objectives have been met
- should be **limited** to particular material within a particular time frame
- because they are administered at the end on a unit/term of study — belong to **summative**

05. Language Aptitude Test
- to **predict** a person's success to exposure to the foreign language
- it refers to **how well an individual can learn a foreign language** in a given amount of time and under given conditions.
- ex: The Modern Language Aptitude Test (MLAT)
  The Pimsleur Language Aptitude Battery (PLAB)

Colors mean:	Based on **Response**				
Advantage Disadvantage	**Objective** Test			**Subjective** Test	
	True of False	**Multiple Choice**	**Matching**	**Short Answer**	**Essay**
administered	Many items, in short time			Many, in a brief amount of time	
write	easy	Difficult and time consuming	quickly	Moderately easy	easy
scored	easy	quickly	done efficiently	Relatively efficient	• Time consuming • Difficult to identify reliable criteria for scoring.
Limited	to testing knowledge of information	most items assess only knowledge		to questions that can be answered or completed in a few words.	
guess?	easy	some			difficult
assess a board range of content		in a brief period			Only a limited range of content can be sampled during any one testing period.
measure higher order cognitive skills		Possible	difficult to assess		
correct answer				Difficult to identify defensible criteria for correct answers	

	Based on **Orientation** and **The Way to Test**			
	Direct Competence Tests	**Indirect Competence** Test	**Direct Performance** Test	**Indirect Performance** Test
measures the students	knowledge about language **component**, like grammar or vocabulary		**skill** in reading, writing, speaking, and listening	
elicitation	uses **one of the basic skills**, speaking, listening, reading, or writing.	• **does not use** one of the basic skills • test uses other ways, such as **multiple choice**.	through **direct communication**	**does not use** the basic skill
Example	a teacher wants to know about students **grammar knowledge**. The teacher ask the students to write a letter to elicit students knowledge in grammar.	the teacher want to know about students **grammar knowledge** The teacher gives a multiple choice test for the students to measure students knowledge in grammar.	the teacher wants to know the students **skill in writing**, the teacher asks the students to write a letter, or to write a short story.	the teacher wants to measure the students **skill in listening**. The teacher gives some picture and asks the students to arrange the pictures into correct order based on the story that they listen to.

	Based on **Score Interpretation**	
	Norm-Referenced Test	**Criterion**-Referenced Test
	designed to **highlight achievement** differences between and among students to produce a dependable rank order of students across a continuum of achievement o from **high** achievers to **low** achievers	determine what test takers **can do** and **what they know**, **not how they compare to others**
	School systems might want to classify students in this way so that they can be properly placed in **remedial** or **gifted** programs	Educators may choose to use a criterion-referenced test when they wish to see **how well** students have learned the **knowledge** and **skills** which they are expected to have **mastered**.
The content	• selected according to how well it ranks students from **high** achievers to **low** • chosen by how well it discriminates among students	• determined by how well it matches the learning outcomes deemed most important. • selected on the basis of its significance in the curriculum.
	This type of information can useful for deciding whether or not students need **remedial assistance** or is a **candidate for a gifted program**.	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.
Score	gives **little** information about what the student actually knows or can do.	give **detailed** information about how well a student has performed on each of the educational goals or outcomes included in that test.

►1, 2, 3, …:

- **Applied Linguistic:**
    1. **Language and Education**
        A. first-language education
        B. additional-language education
            - second language education
            - foreign language education
        C. clinical linguistics
        D. language testing
    2. **Language, work, and law**
        A. workplace communication
        B. language planning
        C. forensic linguistics
    3. **Language, information, and effect**
        A. literary stylistics
        B. **C**ritical **D**iscourse **A**nalysis (**CDA**)
        C. translation and interpretation
        D. information design
        E. lexicography
- **Three areas of study which contribute to (The study of how stretches of language in context):**
    1. **paralanguage**
        - tone of voice-whether we shout or whisper for example
        - by the use of our bodies-whether we smile
        - wave our hands
        - touch people
        - make eye contact
    2. **pragmatics**
        - How are you? (asking about someone's health or a greeting)
    3. **Genre studies**
        - conversations
        - consultations
        - lessons

- emails
- Web pages
- brochures
- prayers
- news bulletins
- stories
- jokes

- **Types of Tests:**
  - **Based on Purposes**
    1. Proficiency Test
    2. Diagnostic Test
    3. Placement Test
    4. Achievement Test
    5. Language Aptitude Test
  - **Based on Response**
    1. Subjective Test
       - Short Answer
       - Essay
    2. Objective Test
       - True or False
       - Multiple choice
       - Matching
  - **Based on Orientation and The Way to Test**
    1. Direct Competence Tests
    2. Indirect Competence Test
    3. Direct Performance Test
    4. Indirect Performance Test
  - **Based on Score Interpretation**
    1. Norm-Referenced Test
    2. Criterion-Referenced Test
- **Characteristics of a good test**
  1. Validity
  2. Reliability

- **Writing Tests**
    1. **Assess the test situation**
        - We have to decide <u>how much time</u> should be given to the test-taking,
        - <u>when</u> and <u>where</u>, it will take place,
        - and how much time there is <u>for marking</u>.
    2. **Decide what to test**
        - We have to list <u>what we want to include</u> in our test.
        - and what kinds of <u>topics</u> and <u>situations</u> are appropriate for our students.
    3. **Balance the elements**
        - If we are to include **direct** and **indirect** test items we have to make a decision about <u>how many of each</u> we should put in our test.
    4. **Weight the scores**
        - **our perception** of our students' <u>success</u> or <u>failure</u> will depend upon <u>how many marks are given to each section or sections</u> of the test.
    5. **Making the test work**
        - It is absolutely vital that we try out individual items and/or whole <u>tests on colleagues and students alike</u> before administering them to real candidates.
- **Marking the test (How to avoid subjectivity in scoring?)**
    1. **Training**
        - If scorers have seen examples of scripts at various different levels and discussed <u>what marks they should be given</u> then their marking is likely to be less erratic than if they come to the task fresh.
    2. **More than one scorer**
        - Reliability can be greatly enhanced by having more than one scorer. <u>The more people who look at a script, the greater the chance that its true worth</u> will be located somewhere between the various scores it is given.
    3. **Global assessment scale:**
        - A way of specifying scores that can be given to productive skill work is to <u>create 'pre-defined descriptions of performance'</u>. Such descriptions say what students need to be capable of in order to gain the required marks.
    4. **Analytic profiles**
        - Marking gets more reliable when a student's performance is <u>analyzed in much greater detail</u>. Instead of just a general assessment, marks are awarded for different elements.
    5. **Scoring and interacting during oral tests**
        - Scorer reliability in oral tests is helped not only by global assessment scores and analytic profiles but also <u>by separating the role of scorer (or examiner) from the role of interlocutor (the examiner who guides and provokes conversation)</u>.

►Names:

No.	Name	

01.	Noam Chomsky	**Generative Linguistics**
		  ○ 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 life (performance).~~
		Linguistic Competence
		  ○ His idea is that the human capacity for language, as illustrated by a child's acquisition of the language around them,
		    • **is not** the product of general intelligence or learning ability,
		    • **but** an innate, genetically determined feature of the human species.

02.	Dell Hymes	• sociolinguist
03.	John Swales	• **Genre**: A term defined by the applied linguist John Swales
04.	John Carrol and Stanley Sapon	• **the authors of MLAT** (The **M**odern **L**anguage **A**ptitude **T**est)

►Acronym:

No.		
01.	**CDA**	**C**ritical **D**iscourse **A**nalysis
02.	**ELF**	**E**nglish as a **L**ingua **F**ranca
03.	**SLA**	**S**econd-**L**anguage **A**cquisition
04.	**TEFL**	**T**eaching **E**nglish as a **F**oreign **L**anguage
05.	**ESP**	**E**nglish for **S**pecific **P**urposes
06.	**EOP**	**E**nglish for **O**ccupational **P**urpose
07.	**EAP**	**E**nglish for **A**cademic **P**urposes
08.	**TBI**	**T**ask-**B**ased **I**nstruction
09.	**UG**	**U**niversal **G**rammar
10.	**ESLPT**	**E**nglish as a **S**econd **L**anguage **P**lacement **T**est
11.	**MLAT**	The **M**odern **L**anguage **A**ptitude **T**est
12.	**PLAB**	The **P**imsleur **L**anguage **A**ptitude **B**attery
13.	**MCQs**	**M**ultiple **C**hoice **T**est **Q**uestion**s**

►Dates:

No.		
01.	1950s	**Generative Linguistics** introduced by **Noam Chomsky** 1950s onward.
02.	20th century	the teaching of **modern foreign languages** was influenced by the dead classical languages, **Latin** and **Ancient Greek**.
03.	1960s	the **sociolinguist Dell Hymes** offered **communicative** competence in the late 1960s.

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