

المملكة العربية السعودية
وزارة التعليم
جامعة الملك فيصل

APPLIED LINGUISTICS

اللغويات تطبيقية

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المقدمة

اقدم لكم مراجعة اللغويات التطبيقية الذي اعطاني ياها الامبراطور

ابوالحارث لتسهيل المادة علي وكانت مراجعته من المحاضره (1 - 12)

وجمعتهم في ملف مستقل عنه لحفظ حقوقه وكملت عنه المحاضرتين

13-14 فلو كان هناك خطأ اعتذر جل من لا يسهو

اسأل المولى عز وجل إن يوفق الامبراطور ابو الحارث بكل فائده يقدمها لنا

اسمح لي باسم كل الطلبة أن أتقدم بجزيل الشكر والتقدير والامتنان

والعرفان لما قمت به وتبذله من جهود , سائلا المولى عز وجل أن يجزيك

عنا خير الجزاء شكراً لما علمته لنا شكراً لتوجيهك الدائم لنا نحو الصواب

لن ننسى جهودك معنا بارك الله فيك

(المحاضرة 1)

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

(اللغويات التطبيقية هي التخصص (الفرع العلمي) المعني بارتباط معرفة اللغة بصناعة القرار في الواقع (العالم الواقعي).

_____ is the academic discipline concerned with
the relation of knowledge about language to decision making
in the real world.
Applied Linguistics

Applied Linguistics is the academic discipline concerned with
the relation of _____ to decision making
in the real world.
knowledge about language

Applied Linguistics is the academic discipline concerned with
the relation of knowledge about language to _____
in the real world.
decision making

Applied Linguistics is the academic discipline concerned with
the relation of knowledge about language to decision making
in _____.
the real world

_____ is at the heart of human life.
Language

Language is at _____ of human life.
the heart

Language is at the heart of _____ life.

Without Language, many of our most important activities are inconceivable.

من دون اللغة، فإن أنشطتنا الأكثر أهمية ستغدو مستحيلة.

Without _____, many of our most important
activities are inconceivable.

Language

Without Language, many of our most important activities are _____.

Inconceivable

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

استعمال اللغة (استخدام اللغة) يُعدّ -من نواحٍ كثيرة- ظاهرة طبيعية خارجة عن التحكم الواعي (السيطرة المُدركة، السيطرة الواعية).

_____ is in many ways a natural phenomenon beyond conscious control.

Language use

Language use is in many ways _____ phenomenon beyond conscious control.
a natural

Language use is in many ways a natural _____ beyond conscious control.
phenomenon

Language use is in many ways a natural phenomenon beyond _____.
conscious control

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.

بما أن اللغة مُتضمّنة في الكثير من تفاصيل حياتنا اليوميّة، فإن هنالك -وبشكل واضح- عدد كبير من الأنشطة اللا منتهية المتفاوتة تماماً، تلك التي ترتبط بها اللغويات التطبيقية.

Since language is _____ 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.
implicated

Since language is implicated in so much of our _____, there is clearly a large and open-ended number of quite disparate activities to which applied linguistics is relevant.
daily lives

Since language is implicated in so much of our daily lives, there is clearly a large and open-ended number of _____ activities to which applied linguistics is relevant.
quite disparate

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.

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 _____ is relevant.
applied linguistics

في الردود القادمة، نتكلم عن اللغة والتعليم
Language and Education

First-language education, when a child studies their home language or languages.

تعليم اللغة الأولى، هو عندما يدرس الطفل لغته (أو لغاته) الأم.

_____, when a child studies their home language or languages.
First-language education

First-language education, when a child studies their _____ language or languages.
home

First-language education, when a child studies their home _____.
language or languages

Additional-language education, often divided into second language education, when someone studies their society's majority or official language which is not their home language, and foreign language education, when someone studies the language of another country.

تعليم اللغة الإضافية، ينقسم عادةً لتعليم اللغة الثانية، وتعليم اللغة الأجنبية

_____ education, often divided into:
Second language education, and Foreign language education.

Additional-language

Additional-language education, often divided into:
_____ education, and Foreign language education.

Second language

Additional-language education, often divided into:
Second language education, and _____ education.

Foreign language

_____ education, when someone studies their
society's majority or official language which
is not their home language.

Second language

Second language education, when someone studies their
_____ or official language which
is not their home language.

society's majority
(لغة أغلبية المجتمع)

Second language education, when someone studies their
society's majority or _____ language which
is not their home language.

official
(اللغة الرسمية)

Second language education, when someone studies their
society's majority or official language which
is not their _____ language.

home

_____ education, when someone studies
the language of another country.

Foreign language

Foreign language education, when someone studies the language of _____ country.

another

Clinical linguistics is the study and treatment of speech and communication impairments.

اللغويات التحليلية هي دراسة ومعالجة مواطن الضعف في التحدث والتواصل

_____ is the study and treatment of speech and communication impairments.

Clinical linguistics

Clinical linguistics is _____ of speech and communication impairments.

the study and treatment

Clinical linguistics is the study and treatment of _____ impairments.

speech and communication

Clinical linguistics is the study and treatment of speech and communication _____.

impairments

Clinical linguistics is the study and treatment of speech and communication impairments, whether _____, developmental, or acquired (through injury, stroke, illness, or age).

hereditary
(وراثي)

Clinical linguistics is the study and treatment of speech and communication impairments, whether hereditary, _____, or acquired (through injury, stroke, illness, or age).

developmental
(تنموي)

Clinical linguistics is the study and treatment of speech

and communication impairments, whether hereditary,
developmental, or _____
(through injury, stroke, illness, or age).
acquired
(مكتسب)

Clinical linguistics is the study and treatment of speech
and communication impairments, whether hereditary,
developmental, or acquired
(through _____).
injury, stroke, illness, or age
(الإصابة، السكتة، المرض، أو العمر)

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.

اختبار اللغة هو تقدير وتقييم إنجاز وكفاءة اللغة، في كلاً من اللغة الأولى والإضافية، ولكلٍ من الأغراض العامة والمحددة
(الخاصة).

_____ is the assessment and evaluation of
language achievement and proficiency, both in first
and additional languages, and for both general and
specific purposes.

Language testing

Language testing is _____ and evaluation of
language achievement and proficiency, both in first
and additional languages, and for both general and
specific purposes.

the assessment

Language testing is the assessment and _____ of
language achievement and proficiency, both in first
and additional languages, and for both general and
specific purposes.

evaluation

Language testing is the assessment and evaluation of
language _____ and proficiency, both in first

and additional languages, and for both general and specific purposes.

achievement

Language testing is the assessment and evaluation of language achievement and _____, both in first and additional languages, and for both general and specific purposes.

proficiency

Language testing is the assessment and evaluation of language achievement and proficiency, both in _____ and additional languages, and for both general and specific purposes.

first

Language testing is the assessment and evaluation of language achievement and proficiency, both in first and _____ languages, and for both general and specific purposes.

additional

Language testing is the assessment and evaluation of language achievement and proficiency, both in first and additional languages, and for both _____ and specific purposes.

general

Language testing is the assessment and evaluation of language achievement and proficiency, both in first and additional languages, and for both general and _____ purposes.

specific

علاقة اللغة مع العمل والقانون
Language, work, and law

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.

تواصل مكان العمل هو دراسة كيف تستخدم اللغة في مكان العمل، وكيف تساهم في طبيعة وقوة علاقات مختلف أنواع العمل.

_____ : 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.

Workplace communication

Workplace communication: is the study of how _____ is used in the workplace, and how it contributes to the nature and power relations of different types of work.

language

Workplace communication: is the study of how language is used in _____, and how it contributes to the nature and power relations of different types of work.

the workplace

Workplace communication: is the study of how language is used in the workplace, and how it _____ to the nature and power relations of different types of work.

contributes

Workplace communication: is the study of how language is used in the workplace, and how it contributes to _____ relations of different types of work.

the nature and power

Workplace communication: is the study of how language is used in the workplace, and how it contributes to the nature and power _____ of different types of work.

Relations

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.

تخطيط اللغة هو صناعة القرارات، التي غالباً ما تُدعم بالتشريع، المتعلقة بالصفة الرسمية للغات واستخدامها المؤسسي (استخدام المؤسسات لها) بما في ذلك استخدامها في التعليم.

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

Language planning

Language planning: is _____, often supported by legislation, about the official status of languages and their institutional use, including their use in education.

the making of decisions

Language planning: is the making of decisions, often supported by _____, about the official status of languages and their institutional use, including their use in education.

legislation

Language planning: is the making of decisions, often supported by legislation, about the _____ of languages and their institutional use, including their use in education.

official status

Language planning: is the making of decisions, often supported by legislation, about the official status of _____ and their institutional use, including their use in education.

languages

Language planning: is the making of decisions, often supported by legislation, about the official status of languages and their _____ use, including their use in education.

institutional

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

Forensic linguistics: is the deployment of linguistic evidence in criminal and other legal investigations, for, example, to establish the authorship of a do cument, or a profile of a speaker from a tape-recording.

لغويات الطب الشرعي هي نشر الدليل اللغوي في التحقيقات القانونية في القضايا الجنائية؛ مثلاً من أجل إثبات كتابة مستند أو نبذة عن المتحدث من خلال شريط مسجل.

do cument بالنسبة لكلمة

أنا واضع مسافة بنص الكلمة لأن المنتدى مشفر الكلمة، بحيث لما أكتبها متصلة تظهر الكلمة على هيئة نجوم

:

_____ is the deployment of linguistic evidence in criminal and other legal investigations, for, example, to establish the authorship of a do cument, or a profile of a speaker from a tape-recording.

Forensic linguistics

Forensic linguistics: is _____ of linguistic evidence in criminal and other legal investigations, for, example, to establish the authorship of a do cument, or a profile of a speaker from a tape-recording.

the deployment

Forensic linguistics: is the deployment of _____ in criminal and other legal investigations, for, example, to establish the authorship of a do cument, or a profile of a speaker from a tape-recording.

linguistic evidence

:

Forensic linguistics: is the deployment of linguistic evidence in _____ and other legal investigations, for, example, to establish the authorship of a do cument, or a profile of a speaker from a tape-recording.

criminal

:

Forensic linguistics: is the deployment of linguistic evidence

in criminal and other _____ investigations, for, example, to establish the authorship of a do cument, or a profile of a speaker from a tape-recording.

legal

Forensic linguistics: is the deployment of linguistic evidence in criminal and other legal _____, for, example, to establish the authorship of a do cument, or a profile of a speaker from a tape-recording.

investigations

Forensic linguistics: is the deployment of linguistic evidence in criminal and other legal investigations, for, example, to establish _____, or a profile of a speaker from a tape-recording.

the authorship of a do cument

:

Forensic linguistics: is the deployment of linguistic evidence in criminal and other legal investigations, for, example, to establish the authorship of a do cument, or _____ from a tape-recording.

a profile of a speaker

في الردود القادمة بنتكلم عن

اللغة، المعلومات والتأثير

Language, information, and effect

literary stylistics: is the study of the relationship between linguistic choices and effects on literature.

الأسلوبيات الأدبية هي دراسة العلاقة بين الاختيارات اللغوية وتأثيراتها على الأدب.

_____ : is the study of the relationship between linguistic choices and effects on literature.

literary stylistics

literary stylistics: is the study of the relationship between

_____ and effects on literature.

linguistic choices

literary stylistics: is the study of the relationship between linguistic choices and _____.

effects on literature

Critical Discourse Analysis (CDA): is the study of the relationship between linguistic choices and effects in persuasive uses of language.

تحليل الخطاب النقدي هو دراسة العلاقة بين الاختيارات اللغوية وتأثيرها (آثارها) في الاستخدامات المقنعة (الإقناعية) في اللغة.

_____ : is the study of the relationship between linguistic choices and effects in persuasive uses of language.

Critical Discourse Analysis (CDA)

Critical Discourse Analysis (CDA): is the study of the relationship between _____ and effects in persuasive uses of language.

linguistic choices

Critical Discourse Analysis (CDA): is the study of the relationship between linguistic choices and _____ persuasive uses of language.

effects in

Critical Discourse Analysis (CDA): is the study of the relationship between linguistic choices and effects in _____ of language.

persuasive uses

Critical Discourse Analysis (CDA): is the study of the relationship between linguistic choices and effects in persuasive uses of _____.

language

Translation and interpretation: is the formulation of principles underlying the perceived eq uivalence between a stretch of language and its translation, and the practices of

translating written texts and interpreting spoken language.

الترجمة التحريرية والترجمة الفورية هي صياغة المبادئ التي يقوم عليها التكافؤ الواعي (المُدرك) بين امتداد اللغة وبين ترجمتها. وبين ممارسات (تدريبات، تمارين) ترجمة النصوص المكتوبة (الترجمة التحريرية) والترجمة الفورية للغة المُتحدثة.

كلمة equivalence

_____ : 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.

Translation and interpretation

Translation and interpretation: is _____ 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.

the formulation

Translation and interpretation: is the formulation of _____ underlying the perceived equivalence between a stretch of language and its translation, and the practices of translating written texts and interpreting spoken language.

principles

Translation and interpretation: is the formulation of principles _____ the perceived equivalence between a stretch of language and its translation, and the practices of translating written texts and interpreting spoken language.

underlying

Translation and interpretation: is the formulation of principles underlying _____ between a stretch of language and its translation, and the practices of translating written texts and interpreting spoken language.

the perceived equivalence

Translation and interpretation: is the formulation of principles underlying the perceived equivalence between _____ and its translation, and the practices of translating

written texts and interpreting spoken language.

a stretch of language

Translation and interpretation: is the formulation of principles underlying the perceived equivalence between a stretch of language and its _____, and the practices of translating written texts and interpreting spoken language.

translation

Translation and interpretation: is the formulation of principles underlying the perceived equivalence between a stretch of language and its translation, and the practices of _____ and interpreting spoken language.

translating written texts

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

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 pictures and diagrams.

تصميم المعلومات هي ترتيب وعرض اللغة المكتوبة، بما في ذلك القضايا المتعلقة بالطباعة والتخطيط، اختيارات الوسيط، والمجموعات الفعالة من اللغة مع وسائل الاتصال الأخرى مثل الصور والرسومات.

_____ : 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 pictures and diagrams.

Information design

Information design: is _____ 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 pictures and diagrams.

the arrangement and presentation

Information design: is the arrangement and presentation of _____, including issues relating to typography and layout, choices of medium, and effective combinations of language with other means of communication such as pictures and diagrams.

written language

Information design: is the arrangement and presentation of written language, including _____ relating to typography and layout, choices of medium, and effective combinations of language with other means of communication such as pictures and diagrams.

issues

Information design: is the arrangement and presentation of written language, including issues relating to _____, choices of medium, and effective combinations of language with other means of communication such as pictures and diagrams.

typography and layout

Information design: is the arrangement and presentation of written language, including issues relating to typography and layout, _____, and effective combinations of language with other means of communication such as pictures and diagrams.

choices of medium

Information design: is the arrangement and presentation of written language, including issues relating to typography and layout, choices of medium, and _____ with other means of communication such as pictures and diagrams.

effective combinations of language

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 _____.

pictures and diagrams

Lexicography: is the planning and compiling of both monolingual and bilingual

dictionaries, and other language reference works such as thesauri.

الصناعة المعجمية هي التخطيط والتجميع لكل من القواميس أحادية اللغة وثنائية اللغة والأعمال المرجعية اللغوية الأخرى، مثل الموسوعات.

_____ : is the planning and compiling of both monolingual and bilingual dictionaries, and other language reference works such as thesauri.

Lexicography

Lexicography: is _____ and compiling of both monolingual and bilingual dictionaries, and other language reference works such as thesauri.

the planning

Lexicography: is the planning and _____ of both monolingual and bilingual dictionaries, and other language reference works such as thesauri.

compiling

Lexicography: is the planning and compiling of both _____ dictionaries, and other language reference works such as thesauri.

monolingual and bilingual

Lexicography: is the planning and compiling of both monolingual and bilingual _____, and other language _____ such as thesauri.

reference works

dictionaries

Lexicography: is the planning and compiling of both monolingual and bilingual dictionaries, and other language reference works such as _____.

Thesauri

(محاضرة 2)

Linguistics is the academic discipline concerned with the study of language in general.

اللغويات هي التخصص الأكاديمي المتعلق بدراسة اللغة بشكل عام.

_____ is the academic discipline concerned with the study of language in general.

Linguistics

Linguistics is the academic discipline concerned with the study of _____ in general.

language

Linguistics is bound to represent an abstract idealization of language rather than the way it is experienced in the real world.

ترمي اللغويات إلى عرض مثالية مجردة للغة بدلاً من تمثيل الطريقة التي تُستخدم بها في العالم الواقعي.

_____ is bound to represent an abstract idealization of language rather than the way it is experienced in the real world.

Linguistics

Linguistics is bound to represent _____ of language rather than the way it is experienced in the real world.

an abstract idealization

Linguistics is bound to represent an abstract idealization of _____ rather than the way it is experienced in the real world.

language

Linguistics is bound to represent an abstract idealization of language rather than _____ in the real world.

the way it is experienced

Linguistics is bound to represent an abstract idealization of language rather than the way it is experienced in _____.

the real world

Generative Linguistics introduced by Noam Chomsky 1950s onward.

اللغويات التوالمديّة قُدمت بواسطة نعوم تشومسكي من خمسينيات القرن العشرين وصاعداً

_____ introduced by Noam Chomsky 1950s onward.

Generative Linguistics

Generative Linguistics introduced by _____ 1950s onward.

Noam Chomsky

Generative Linguistics introduced by Noam Chomsky _____ onward.

1950s

Noam Chomsky 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).

في رأي نعوم تشومسكي، فإن موضوع قضية اللغويات المناسب يجب أن يكون تمثيل اللغة في الذهن (الكفاءة، الجدارة، الأهلية)، بدلاً من أن يكون الطريقة (الأسلوب) التي يستخدم فيها الناس اللغة واقعياً في حياتهم اليومية (الأداء).

_____ 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).

Noam Chomsky

Noam Chomsky in his view, the proper subject matter of linguistics should be _____, rather than the way in which people actually use language in everyday life (performance).

the representation of language in the mind (competence)

Noam Chomsky 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)

Noam Chomsky in his view, the proper subject matter of linguistics should be _____, rather than the performance.

the competence

Noam Chomsky in his view, the proper subject matter of linguistics should be the competence, rather than _____.

the performance

Sociolinguistics: the focus is very much upon the relation between language and society.

اللغويات الاجتماعية يتم فيها التركيز كثيراً على العلاقة بين اللغة والمجتمع

_____ : the focus is very much upon the relation between language and society.

Sociolinguistics

Sociolinguistics: the focus is very much upon the relation between _____ and society.

language

Sociolinguistics: the focus is very much upon the relation between language and _____.

society

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

اللغويات الوظيفية: الاهتمام فيها كان باللغة بوصفها وسيلة اتصال، الغرض الذي تحققه (تنجزه)، وكيف يمكن للناس أن يستخدموا اللغة في حياتهم الواقعية.

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

Functional Linguistics

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

language

Functional Linguistics: the concern is with language as _____, the purpose it fulfils, and how people actually use their language.

a means of communication

Functional Linguistics: the concern is with language as a means of communication, _____, and how people actually use their language.

the purpose it fulfils

Functional Linguistics: the concern is with language as a means of communication, the purpose it fulfils, and _____.

how people actually use their language

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.

لغويات المدونات هي بنوك معلومات شاسعة تحتوي ملايين الكلمات من اللغة الواقعية المستخدمة والتي يمكن البحث فيها خلال ثوانٍ للحصول على معلومات وافية عن ترددات ومجموعات الكلمة التي لم تكتشف عن طريق الحدس (بشكل بديهي).

_____ : 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

Corpus Linguistics: _____ 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.

vast databanks

Corpus Linguistics: vast databanks containing _____ 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.

millions of words

Corpus Linguistics: vast databanks containing millions of words of _____ can be searched within seconds to yield extensive information about word frequencies and combinations which is not revealed by intuition.

actual language in use

Corpus Linguistics: vast databanks containing millions of words of actual language in use can be searched within seconds to _____ about word frequencies and combinations which is not revealed by intuition.

yield extensive information

Corpus Linguistics: vast databanks containing millions

of words of actual language in use can be searched within seconds to yield extensive information about _____ which is not revealed by intuition.

word frequencies and combinations

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

These approaches to linguistic study seem much closer to the reality of experience than Chomsky's, and therefore more relevant to the concerns of applied linguistics.

تبدو مناهج دراسة اللغويات سالفة الذكر أكثر قرباً لواقعية التجربة من منهج تشومسكي القائل أن قضية اللغويات الأساسية هي تمثيل اللغة في الذهن أكثر من كونها قضية الأسلوب أو الطريقة التي التي يستخدم بها الناس اللغة في حياتهم اليومية؛ لذلك فإنها تكون مرتبطة أكثر باهتمامات اللغويات التطبيقية.

Yet, they are abstract in the sense that they detach language from the experience of its use.

إلى حد الآن هي مُجرّدة، بمعنى أنها تُفكك (تُحلّل) اللغة من خلال تجربة استخدامها في الواقع.

These approaches to linguistic study seem much closer to _____ than Chomsky's, and therefore more relevant to the concerns of applied linguistics.

the reality of experience

These approaches to linguistic study seem much closer to the reality of experience than Chomsky's, and therefore _____ to the concerns of applied linguistics.

more relevant

These approaches 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 _____ in the sense that they detach language from the experience of its use.

abstract

Yet, they are abstract in the sense that they _____ language from the experience of its use.

detach

Yet, they are asbtract in the sense that they detach language from _____ of its use.

the experience

Yet, they are asbtract in the sense that they detach language from the experience of _____.

its use

This is because their purpose is to describe and explain and not, as in applied linguistics, to engage with decision making.

مناهج دراسة اللغويات التطبيقية (التي سبق ذكرها) مجردة، بمعنى أنها تحلل اللغة من واقع تجربة استخدامها؛ وذلك لأن هدفها (الغرض منها) هو للوصف والشرح وليس كما في اللغويات التطبيقية للاستخدام (للاشتراك) في اتخاذ القرارات.

These approaches are abstract because their purpose is to _____ and not, as in applied linguistics, to engage with decision making.

describe and explain

These approaches are abstract because their purpose is to describe and explain and not, as in applied linguistics, to _____ with decision making.

engage

These approaches are abstract because their purpose is to describe and explain and not, as in applied linguistics, to engage with _____.

decision making

الوصف في مقابل الإلزام

Description versus prescription

Linguists favor description (saying what does happen) over prescription (saying what ought to happen).

(اللغويون يفضلون الوصف (قول ما حدث) عوض الإلزام (قول ما يجب أن يحدث).

Linguists favor _____ over prescription (saying what ought to happen).

description (saying what does happen)

Linguists favor description (saying what does happen) over _____.

prescription (saying what ought to happen)

_____ favor description (saying what does happen) over prescription (saying what ought to happen).

Linguists

Linguists' concern is knowledge as an end in itself rather than with action based upon that knowledge.

اهتمام اللغويين هو في المعرفة كنهاية في حد ذاتها أكثر من الاهتمام بالحدث القائم على تلك المعرفة.

Linguists' concern is _____ as an end in itself rather than with action based upon that knowledge.

knowledge

Linguists' concern is knowledge as _____
rather than with action based upon that knowledge.

an end in itself

Linguists' concern is knowledge as an end in itself
rather than with _____ based upon that knowledge.

action

Linguists' concern is knowledge as an end in itself
rather than with action based upon that _____.

knowledge

Prescription is a social phenomenon.

الإلزام هو ظاهرة اجتماعية

_____ is a social phenomenon.

Prescription

Prescription is _____.

a social phenomenon

نمو اللغة الإنجليزية

The growth of English

بأكتفي بالترجمة بهذا الرد، واللي بنتكلم فيه عبر معلومات سريعة عن انتشار استخدام اللغة الإنجليزية، وغيرها من اللغات.

400 million or so first-language speakers and over a billion where it is the official language (education, business)

يتداول اللغة الإنجليزية ما يقارب 400 مليون نسمة كلغة أولى، وأكثر من مليار يتداولونها كونها اللغة الرسمية في التعليم والاقتصاد.

The role of other international languages such as French or Russian has diminished drastically.

تضاءل دور اللغات الدولية الأخرى بشكل جذري، كاللغة الفرنسية والروسية

French is no longer the international language of air traffic control, or dominant in diplomacy.

لم تعد الفرنسية هي اللغة الدولية في مراقبة الحركة الجوية والهيمنة في المجالات الدبلوماسية

German and Russian are no longer internationally necessary for scientific study.

لم تعد الألمانية والروسية مهمة دولياً في الدراسة العلمية

Actually, the influence of English can be seen in Films, television programs, advertisements, and The Internet.

في الواقع، فإن تأثير الإنجليزية يمكن أن يُلاحظ في الأفلام، البرامج التلفزيونية، الإعلانات، والانترنت

The teaching and learning of English has generated tremendous personal, political, academic, and commercial interest.

وُلد التعليم والتعلم باللغة الإنجليزية اهتماماً شخصياً وسياسياً وأكاديمياً واقتصادياً هائلاً

(محاضرة 3)

ماذا يعني أن تكون متحدثاً للغة الأم؟
What it means to be a native speaker?

Firstly, there is the question of personal history.

أولاً، هنالك السؤال عن التاريخ الشخصي

Native speakers are considered to be people who acquired the language naturally and effortlessly in childhood.

متحدثو اللغة الأم هم الذي يكتسبون اللغة بشكل طبيعي ومن غير جهد في مرحلة طفولتهم

_____ are considered to be people who acquired the language naturally and effortlessly in childhood.
Native speakers

Native speakers are considered to be people who _____
the language naturally and effortlessly in childhood.
acquired

Native speakers are considered to be people who acquired
the language _____ and effortlessly in childhood.
naturally

Native speakers are considered to be people who acquired
the language naturally and _____ in childhood.
effortlessly

Native speakers are considered to be people who acquired
the language naturally and effortlessly in _____.
childhood

Secondly, there is a question of expertise.

(ثانياً، هنالك سؤال عن الخبرة (المهارة).

Native speakers are seen as people who use the language, or a variety of it, correctly,
and have insight into what is or is not acceptable.

متحدثو اللغة الأم يُنظر إليهم على أنهم الذين يستخدمون اللغة، أو مجموعة من اللغات، بشكل صحيح، ولديهم رؤية حول ما
هو مقبول وما هو غير مقبول.

_____ are seen as people who use the language,
or a variety of it, correctly, and have insight into
what is or is not acceptable.

Native speakers

Native speakers are seen as people who use _____,
or a variety of it, correctly, and have insight into
what is or is not acceptable.

the language

Native speakers are seen as people who use the language,
or a variety of it, _____, and have insight into
what is or is not acceptable.

correctly

Native speakers are seen as people who use the language, or a variety of it, correctly, and have _____ into what is or is not acceptable.

insight
(رؤية)

Native speakers are seen as people who use the language, or a variety of it, correctly, and have insight into what is or is not _____.

acceptable

Thirdly, there is a question of knowledge and loyalty.

ثالثاً، هنالك سؤال عن المعرفة والانتماء

Being a native speaker, it is assumed, entails knowledge of, and loyalty to, a community which uses the language.

أن تكون متحدثاً للغة الأم، هذا يجعل من المفترض، يستلزم ذلك معرفةً بالمجتمع الذي يستخدم اللغة وانتماءً له

Being _____, it is assumed, entails knowledge of, and loyalty to, a community which uses the language.

a native speaker

Being a native speaker, it is assumed, _____ knowledge of, and loyalty to, a community which uses the language.

entails

Being a native speaker, it is assumed, entails _____ of, and loyalty to, a community which uses the language.

knowledge

Being a native speaker, it is assumed, entails knowledge of, and _____ to, a community which uses the language.

loyalty

Being a native speaker, it is assumed, entails knowledge of, and loyalty to, _____ which uses the language.

a community

Being a native speaker, it is assumed, entails knowledge of, and loyalty to, a community which uses _____.

the language

However, there are some aspects of language proficiency that this traditional definition of the native speaker does not include.

ومع ذلك، فإن هنالك بعض الجوانب من مهارة اللغة لا يتضمنها هذا التعريف التقليدي للمتحدث باللغة الأم.

Firstly, it says nothing about proficiency in writing, but only about proficiency in speech.

فأولاً، هذا التعريف التقليدي لم يبين هذا التعريف شيئاً عن مهارة الكتابة، بل تحدث فقط عن المهارة في التحدث.

Secondly, the native speaker's knowledge of the language is implicit rather than explicit. (Using the rules correctly without being able to explain them).

ثانياً، معرفة متحدث اللغة الأم باللغة ضمنية (خفية، مستترة) أكثر من كونها صريحة. (معرفة قواعد اللغة بشكل صحيح مع عدم القدرة على شرحها).

Lastly, traditional native speakerness implies nothing about size of vocabulary, range of style, or ability to communicate across diverse communities.

أخيراً، متحدثو اللغة الأم التقليديون لا يُحيطون بشيءٍ عن حجم الكلمات ومجال (مدى، نطاق) الأسلوب، أو القدرة على التواصل مع المجتمعات المختلفة.

English as a Lingua Franca (ELF)

الإنجليزية كلغة تعامل (كلغة مشتركة).

English as a Lingua Franca (ELF) is speaking a 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.

الإنجليزية كلغة تعامل، تعني: التحدث بصنف جديد من اللغة الإنجليزية التي لا تعتمد على الاكتساب في مرحلة الطفولة ولا على الهوية الثقافية، تلك اللغة الإنجليزية التي تستخدم في التواصل حين لا يكون المتحدثين باللغة الأم موجودين.

_____ is speaking a 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.

English as a Lingua Franca (ELF)

English as a Lingua Franca (ELF) is speaking a new variety of English which depends neither on _____ nor on cultural identity, and is often used in communication in which no native speaker is involved.

childhood acquisition

English as a Lingua Franca (ELF) is speaking a new variety of English which depends neither on childhood acquisition nor on _____, and is often used in communication in which no native speaker is involved.

cultural identity

English as a Lingua Franca (ELF) is speaking a new variety of English which depends neither on childhood acquisition nor on cultural identity, and is often used in communication in which no _____ is involved.

native speaker

The spread of English has generated intense interest in the study of language pedagogy and of Second-Language Acquisition (SLA).

ولد انتشار الإنجليزية اهتماماً شديداً بدراسة على أصول التدريس، اكتساب اللغة الثانية

The spread of English has generated intense interest in the study of _____ and of Second-Language Acquisition (SLA).

language pedagogy

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

Second-Language Acquisition (SLA)

Historically, the most active of applied linguistic enquiry has been in language pedagogy and of Second-Language Acquisition (SLA).

تاريخياً، النشاط الأكثر في التساؤل في اللغويات التطبيقية كان في علم أصول التدريس واكتساب اللغة الثانية

Historically, the most active of applied linguistic enquiry has been in _____ and of Second-Language Acquisition (SLA).

language pedagogy

Historically, the most active of applied linguistic enquiry has been in language pedagogy and of _____.

Second-Language Acquisition (SLA)

Indeed, in the early days of the discipline, applied linguistics and the study of Teaching English as a Foreign Language (TEFL) were considered to be one and the same.

في الأيام الأولى من هذا الفرع من العلوم (اللغويات التطبيقية)، أُعتبرت اللغويات التطبيقية ودراسة تعلم اللغة الإنجليزية كلغة أجنبية على أنهما شيء واحد وأنهما نفس الشيء.

We will look back at the development of TEFL over the last hundred years or so.

سنراجع تطور دراسة تعلم اللغة الإنجليزية كلغة أجنبية عبر المئة سنة الماضية.

In the early days of the discipline, _____ and the study of Teaching English as a Foreign Language (TEFL) were considered to be one and the same.

applied linguistics

In the early days of the discipline, applied linguistics and _____ were considered to be one and the same.

the study of Teaching English as a Foreign Language (TEFL)

In the early days of the discipline, applied linguistics and the study of Teaching English as a Foreign Language (TEFL) were considered to be _____.

one and the same

Grammar-translation language teaching

تعليم قواعد اللغة والترجمة

In the schoolrooms of Europe in the 20th century, the teaching of modern foreign languages was influenced by the dead classical languages, Latin and Ancient Greek.

في الصفوف الدراسية في أوروبا في القرن العشرين، تعليم اللغات الأجنبية الحديثة كان متأثراً باللغة الكلاسيكية الميتة، كاللاتينية والإغريقية القديمة.

In the schoolrooms of Europe in the 20th century, the teaching of modern foreign languages was influenced by _____, Latin and Ancient Greek.
the dead classical languages

In the schoolrooms of Europe in the 20th century, the teaching of modern foreign languages was influenced by the dead classical languages, _____.
Latin and Ancient Greek

Modern language learning, it was assumed, brought students into contact with great national civilizations and their literatures.

تعلم اللغة الحديثة كان يفترض جلب الطلبة ليكونوا على اتصال مع الحضارات القومية العظيمة وأدائها

:

_____ learning, it was assumed, brought students into contact with great national civilizations and their literatures.
Modern language

Modern language learning, it was assumed, brought students into contact with _____ and their literatures.
great national civilizations

Modern language learning, it was assumed, brought students into contact with great national civilizations and _____.
their literatures

Grammar rules were explained to the students in their own language, vocabulary lists were learned with translation equivalents.

(كانت تشرح قواعد النحو للطلبة بلغتهم الخاصة، قوائم الكلمات كان يتم تعليمها عبر مكافئاتها (ترجمتها

The way into the new language was always through the student's own first language.

(بتلك الطريقة كانت يتم تعليم اللغة الجديدة عبر لغة الطالب الخاصة الأولى (لغته الأم

Grammar rules were explained to the students in _____ language, vocabulary lists were learned with translation equivalents.
their own

Grammar rules were explained to the students in their own language,
vocabulary lists were learned with _____.
translation equivalents

Success was measured in terms of the accurate use of grammar and vocabulary
rather than effective communication.

كان النجاح في تعلم اللغات يُقاس باعتبار (من ناحية) الاستخدام المضبوط للقواعد والكلمات بدلاً من أن يكون باعتبار
التواصل الفعّال.

Success was measured in terms of the accurate use of
_____ rather than effective communication.
grammar and vocabulary

Success was measured in terms of the accurate use of
grammar and vocabulary rather than _____.
effective communication

Using the language meant written translation.
استخدام اللغة كان المقصود به الترجمة المكتوبة.

There was no emphasis on the development of fluent speech.
لم يكن هنالك تركيز على تحسين التحدث بطلاقة.

Using the language meant _____.
written translation

There was no emphasis on the development of _____.
fluent speech

(المحاضرة 4)

The Direct Method

الطريقة المباشرة

New types of students-immigrants, business people, and tourists-created a new kind
of classroom population.

الأنواع الجديدة من الطلبة؛ مثل: المهاجرين، رجال الأعمال، السياح؛ خلقت نوعاً جديداً من مرتادي الفصول الدراسية.

New types of _____-immigrants, business people, and tourists-created
a new kind of classroom population.
students

New types of students-_____ -created a new kind
of classroom population.
immigrants, business people, and tourists

New types of students-immigrants, business people, and tourists-created
a new kind of _____.
classroom population

Students did not necessarily share the same first language. So, first-language
explanation and translation were not possible.

لم يكن بالضرورة أن يتشارك الطلبة نفس اللغة الأم (اللغة الأولى، اللغة القومية). لذلك فإن الشرح باللغة الأم والترجمة
عبرها لم يكن ممكناً.

Students did not necessarily share the same first language.
So, _____ explanation and translation were not possible.
first-language

Students did not necessarily share the same first language.
So, first-language _____ and translation were not possible.
explanation

Students did not necessarily share the same first language.
So, first-language explanation and _____ were not possible.
translation

Students did not necessarily share the same first language.
So, first-language explanation and translation were _____.
not possible

Hence, the direct method was advocated in which the students' own languages were
banished and everything was to be done through the language under instruction.

من هنا (يقصد أنه ولأن الطلبة قد لا يتحدثون ذات اللغة الأم فإنه لا يمكن استخدامها في الشرح والترجمة لأن كل طالب
منهم له لغته الأم الخاصة)؛ فإن الطريقة المباشرة كانت ناديت بأن تتحى لغات الطلبة الخاصة جانباً وأن يتم كل شيء عبر
استخدام اللغة التي يُراد تعليمها.

Hence, _____ was advocated in which the students' own languages were
banished and everything was to be done through the language under
instruction.
the direct method

Hence, the direct method was advocated in which _____ were
banished and everything was to be done through the language under
instruction.
the students' own languages

Hence, the direct method was advocated in which the students' own

languages were _____ and everything was to be done through
the language under instruction.
banished

Hence, the direct method was advocated in which the students' own
languages were banished and everything was to be done
through _____.
the language under instruction

In Berlitz Schools, for example, microphones were monitored and teachers could be
fired for uttering a single word in a student's own language.

في مدارس بيلتزر على سبيل المثال، فإن المايكروفون تكون مراقبة وقد يطرد المعلم في حال نطقه لكلمة واحدة من لغة
الطالب الأصلية.

In _____ Schools, for example, microphones were monitored
and teachers could be fired for uttering a single word
in a student's own language.
Berlitz

In Berlitz Schools, for example, microphones were _____
and teachers could be fired for uttering a single word
in a student's own language.
monitored

In Berlitz Schools, for example, microphones were monitored
and teachers could be _____ for uttering a single word
in a student's own language.
fired

In Berlitz Schools, for example, microphones were monitored
and teachers could be fired for _____ a single word
in a student's own language.
uttering

In Berlitz Schools, for example, microphones were monitored
and teachers could be fired for uttering a single word
in _____.
a student's own language

Success was to be measured instead by the degree to which the learner's language
proficiency approximated to that of the native speaker.

مقياس النجاح في الطريقة المباشرة يكون عبر درجة اقتراب مهارة المتعلم اللغوية من المهارة اللغوية للمتحدثين الأصليين
للغة التي يتعلمها.

_____ was to be measured instead by the degree to which
the learner's language proficiency approximated to that of

the native speaker.

Success

Success was to be _____ instead by the degree to which
the learner's language proficiency approximated to that of
the native speaker.
measured

Success was to be measured instead by the degree to which
the learner's language _____ approximated to that of
the native speaker.
proficiency
مهارة

Success was to be measured instead by the degree to which
the learner's language proficiency _____ to that of
the native speaker.
approximated
اقتراب

Success was to be measured instead by the degree to which
the learner's language proficiency approximated to that of
_____.
the native speaker

Natural language learning

التعلم الطبيعي للغة

Natural language learning

التعلم الطبيعي للغة

An approach in which an adult learner can repeat the route to proficiency of the native speaking child.

هو المنهج الذي من خلاله يمكن للمتعلم البالغ أن يكرر (يعيد) مسلك إتقان أطفال اللغة الأصليين للغتهم.

_____ an approach in which an adult learner
can repeat the route to proficiency of the native speaking child.

Natural language learning

Natural language learning an approach in which an adult learner can _____ the route to proficiency of the native speaking child.

repeat

Natural language learning an approach in which an adult learner can repeat _____ to proficiency of the native speaking child.

the route

Natural language learning an approach in which an adult learner can repeat the route to _____ of the native speaking child.

proficiency

Natural language learning an approach in which an adult learner can repeat the route to proficiency 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.

يمكن أن تتم من غير شرح أو رصد درجات، ومن غير تصحيح (Natural language learning) التعلم عبر طريقة للأخطاء، لكن ببساطة عبر التعرض للمعلومات ذات المعنى.

_____ would take place without explanation or grading, and without correction of errors, but simply by exposure to meaningful input.

Natural language learning

Natural language learning would take place without _____ or grading, and without correction of errors, but simply by exposure to meaningful input.

explanation

Natural language learning would take place without explanation or _____, and without correction of errors, but simply by exposure to meaningful input.

grading

Natural language learning would take place without explanation or grading, and without _____, but simply by exposure to meaningful input.

correction of errors

Natural language learning would take place without explanation or grading, and without correction of errors, but simply by _____ to meaningful input.

exposure

Natural language learning would take place without explanation or grading, and without correction of errors, but simply by exposure to _____.
meaningful input

Natural language learning believed that neither explicit instruction nor conscious learning had any effect.

يعتقد منهج التعلم الطبيعي للغة بأنه لا التعليم الصريح ولا التعلم الواعي لهم أي تأثير.

_____ believed that neither explicit instruction nor conscious learning had any effect.
Natural language learning

Natural language learning believed that neither _____ nor conscious learning had any effect.
explicit instruction

Natural language learning believed that neither explicit instruction nor _____ learning had any effect.
conscious

Natural language learning believed that neither explicit instruction nor conscious _____ had any effect.
learning

Natural language learning believed that neither explicit instruction nor conscious learning had _____.
any effect

Natural language learning view of SLA (Second-language Acquisition) was derived directly from mainstream linguistics research into child first-language acquisition.

نظرة منهج التعلم الطبيعي للغة لاكتساب اللغة الثانية يُستمد مباشرة من البحوث اللغوية السائدة في اكتساب اللغة الأولى للأطفال.

_____ view of SLA (Second-language Acquisition) was derived directly from mainstream linguistics research into child first-language acquisition.
Natural language learning

Natural language learning view of _____ was derived directly from mainstream linguistics research into child first-language acquisition.
SLA (Second-language Acquisition)

Natural language learning view of SLA (Second-language Acquisition) was derived directly from _____ into child first-language acquisition.
mainstream linguistics research

Natural language learning view of SLA (Second-language Acquisition) was derived directly from mainstream linguistics research into _____.
child first-language acquisition

Natural language learning suggested that learning need not involve hard work.

منهج التعلم الطبيعي للغة يقترح بأن تعلم اللغة لا يلزم أن يتضمن على عملٍ مُضنٍ
_____ suggested
that learning need not involve hard work.
Natural language learning

Natural language learning suggested
that _____ need not involve hard work.
learning

Natural language learning suggested
that learning need _____ hard work.
not involve

Natural language learning suggested
that learning need not involve _____.
hard work

The communicative approach

المنهج التواصلي

In the communicative approach the emphasis was on meaning-focused activities and the focus was primarily and necessarily social for the purpose of achieving a successful communication.

التركيز في المنهج التواصلي كان على الأنشطة المرتكزة على المعنى، وكان التركيز بشكل أساسي وبالضروري اجتماعي من أجل تحقيق تواصل ناجح.

In _____ the emphasis was on meaning-focused activities and the focus was primarily and

necessarily social for the purpose of achieving
a successful communication.

the communicative approach

In the communicative approach the emphasis was on
_____ activities and the focus was primarily and
necessarily social for the purpose of achieving
a successful communication.

meaning-focused

In the communicative approach the emphasis was on
meaning-focused _____ and the focus was primarily and
necessarily social for the purpose of achieving
a successful communication.

activities

In the communicative approach the emphasis was on
meaning-focused activities and the focus was _____ and
necessarily social for the purpose of achieving
a successful communication.

primarily

In the communicative approach the emphasis was on
meaning-focused activities and the focus was primarily and
_____ social for the purpose of achieving
a successful communication.

necessarily

In the communicative approach the emphasis was on
meaning-focused activities and the focus was primarily and
necessarily _____ for the purpose of achieving
a successful communication.

social

In the communicative approach the emphasis was on
meaning-focused activities and the focus was primarily and
necessarily social for the purpose of _____
a successful communication.

achieving

In the communicative approach the emphasis was on
meaning-focused activities and the focus was primarily and
necessarily social for the purpose of achieving
_____.

a successful communication

In the communicative approach there was a shift of attention from the language system as an end in itself to the successful use of that system in context. (from form to communication)

في المنهج التواصلي هنالك نقلةً للاهتمام من نظام اللغة كهدف نهائي بحد ذاته إلى الاستخدام الناجح لذلك النظام ضمن السياق. النقطة كانت من الصيغة إلى التواصل.

In _____ there was a shift of attention from the language system as an end in itself to the successful use of that system in context.

the communicative approach

In the communicative approach there was _____ from the language system as an end in itself to the successful use of that system in context.

a shift of attention

In the communicative approach there was a shift of attention from _____ as an end in itself to the successful use of that system in context.

the language system

In the communicative approach there was a shift of attention from the language system as _____ to the successful use of that system in context.

an end in itself

In the communicative approach there was a shift of attention from the language system as an end in itself to _____ of that system in context.

the successful use

In the communicative approach there was a shift of attention from the language system as an end in itself to the successful use of _____ in context.

that system

In the communicative approach there was a shift of attention from the language system as an end in itself to the successful use of that system in _____.

context

In _____ there was a shift of attention
from form to communication.

the communicative approach

In the communicative approach there was _____ of attention
from form to communication.

a shift

In the communicative approach there was a shift of _____
from form to communication.

attention

In the communicative approach there was a shift of attention
from _____ to communication.

form

In the communicative approach there was a shift of attention
from form to _____.

communication

In the communicative approach 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 ability to do things with the language, appropriately, fluently, and effectively.

في المنهج التواصلي النجّاح في تعلم اللغة لا يُقيّم من خلال القواعد النحوية الدقيقة والنطق بحد ذاتهما، ولا من خلال المعرفة الصريح للقواعد، بل من خلال المقدرة على عمل الأشياء باستخدام اللغة بشكل ملائم وبطلاقة وبشكل مؤثر.

In _____ 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 ability to do things with the language,
appropriately, fluently, and effectively.
the communicative approach

In the communicative approach Language learning success is
to be assessed neither in terms of _____
for their own sake, nor in terms of explicit knowledge of the rules,
but by the ability to do things with the language,
appropriately, fluently, and effectively.
accurate grammar and pronunciation

In the communicative approach Language learning success is
to be assessed neither in terms of accurate grammar and pronunciation
for their own sake, nor in terms of _____,
but by the ability to do things with the language,
appropriately, fluently, and effectively.
explicit knowledge of the rules

In the communicative approach 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 _____ with the language, appropriately, fluently, and effectively.
the ability to do things

In the communicative approach 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 ability to do things with _____, appropriately, fluently, and effectively.
the language

In the communicative approach 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 ability to do things with the language, _____.
appropriately, fluently, and effectively

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

المعلمون ومصممو المواد كانوا مدفوعين بقوة (ملحوظ عليهم) لتحديد الأشياء التي يحتاج المتعلمين أن يعملوها باللغة (على سبيل المثال: إجراء تحليل الاحتياجات) ويقوموا بمحاكاة ذلك في الفصول الدراسية.

_____ and materials designers were urged to identify things learners need to do with the language (i.e. conduct a needs analysis) and simulate these in the classroom.

Teachers

Teachers and _____ were urged to identify things learners need to do with the language (i.e. conduct a needs analysis) and simulate these in the classroom.

materials designers

Teachers and materials designers were _____ to identify things learners need to do with the language (i.e. conduct a needs analysis) and simulate these in the classroom.

urged

Teachers and materials designers were urged to _____ things learners need to do with the language (i.e. conduct a needs analysis) and simulate these in the classroom.

identify

Teachers and materials designers were urged to identify _____ learners need to do with the language (i.e. conduct a needs analysis) and simulate these in the classroom.

things

Teachers and materials designers were urged to identify things _____ need to do with the language (i.e. conduct a needs analysis) and simulate these in the classroom.

learners

Teachers and materials designers were urged to identify things learners need to do with _____ (i.e. conduct a needs analysis) and simulate these in the classroom.

the language

Teachers and materials designers were urged to identify things learners need to do with the language (i.e. _____) and simulate these in the classroom.

conduct a needs analysis

Teachers and materials designers were urged to identify things learners need to do with the language (i.e. conduct a needs analysis) and _____ these in the classroom.

simulate

محاكاة

Teachers and materials designers were urged to identify things learners need to do with the language (i.e. conduct a needs analysis) and simulate these in _____.

the classroom

In the communicative approach the shift of emphasis had consequences at both the macro level of syllabus and curriculum design and at the micro level of classroom activity.

في المنهج التواصلي، فإن هذه النقلة من التركيز على الشكل (الصيغة) إلى التركيز على الاتصال (التواصل) له تبعات على المستوى الكلي للمنهاج الدراسي والمقرر وعلى المستوى الجزئي المتمثل في الأنشطة الفصلية.

In _____ the shift of emphasis
(From form to communication) had consequences at both
the macro level of syllabus and curriculum design and at
the micro level of classroom activity.
the communicative approach

In the communicative approach _____ of emphasis
(From form to communication) had consequences at both
the macro level of syllabus and curriculum design and at
the micro level of classroom activity.
the shift

In the communicative approach the shift of emphasis
(_____) had consequences at both
the macro level of syllabus and curriculum design and at
the micro level of classroom activity.
From form to communication

In the communicative approach the shift of emphasis
(From form to communication) had _____ at both
the macro level of syllabus and curriculum design and at
the micro level of classroom activity.
consequences

In the communicative approach the shift of emphasis
(From form to communication) had consequences at both
_____ of syllabus and curriculum design and at
the micro level of classroom activity.
the macro level

In the communicative approach the shift of emphasis
(From form to communication) had consequences at both
the macro level of _____ and at
the micro level of classroom activity.
syllabus and curriculum design

In the communicative approach the shift of emphasis
(From form to communication) had consequences at both
the macro level of syllabus and curriculum design and at
_____ of classroom activity.
the micro level

In the communicative approach the shift of emphasis
(From form to communication) had consequences at both
the macro level of syllabus and curriculum design and at
the micro level of _____.
classroom activity

At the macro level, 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 particular jobs (English for Occupational Purposes (EOP)) or for particular fields of study (English for Academic Purposes (EAP)).

التي تحاول أن تطور اللغة ومهارات " (ESP) في المستوى الكلي، يكون تطوير "اللغة الإنجليزية لأغراض خاصة أو لحقول معينة من الدراسة (EOP) الخطاب التي ستكون مطلوبة لوظائف معينة (اللغة الإنجليزي لأغراض التوظيف (EAP) اللغة الإنجليزية لأغراض أكاديمية).

At _____, there has been the development of English for Specific Purposes (ESP).

the macro level

At the macro level, there has been the development of _____.

English for Specific Purposes (ESP)

English for Specific Purposes (ESP) tries to _____ the language and discourse skills which will be needed for particular jobs (English for Occupational Purposes (EOP)) or for particular fields of study (English for Academic Purposes (EAP)).

develop

English for Specific Purposes (ESP) tries to develop _____ and discourse skills which will be needed for particular jobs (English for Occupational Purposes (EOP)) or for particular fields of study (English for Academic Purposes (EAP)).

the language

English for Specific Purposes (ESP) tries to develop the language and _____ which will be needed for particular jobs (English for Occupational Purposes (EOP)) or for particular fields of study (English for Academic Purposes (EAP)).

discourse skills

English for Specific Purposes (ESP) tries to develop the language and discourse skills which will be needed for _____ or for particular fields of study (English for Academic Purposes (EAP)).

particular jobs (English for Occupational Purposes (EOP))

English for Specific Purposes (ESP) tries to develop the language and discourse skills which will be needed for particular jobs (English for Occupational Purposes (EOP)) or for _____.

particular fields of study (English for Academic Purposes (EAP))

At the micro level there has been the development of Task-Based Instruction (TBI) in which learning is organized around tasks related to real-world activities, focusing on the student's attention upon meaning and upon successful task completion.

حيث يتم تنظيم التعليم وفق المهارات المتعلقة بأنشطة (TBI) في المستوى الجزئي، يكون تطوير مهمة القائم على التدريس العالم الواقعي، ويكون التركيز على اهتمام الطالب على المعنى وعلى النجاح في إتمام المهمة.

At _____ there has been the development of Task-Based Instruction (TBI).

the micro level

At the micro level there has been _____ of Task-Based Instruction (TBI).

the development

At the micro level there has been the development of _____.

Task-Based Instruction (TBI)

In _____ learning is organized around tasks related to real-world activities, focusing on the student's attention upon meaning and upon successful task completion.

Task-Based Instruction (TBI)

In Task-Based Instruction (TBI) learning is organized around tasks related to _____, focusing on the student's attention upon meaning and upon successful task completion.

real-world activities

In Task-Based Instruction (TBI) learning is organized around tasks related to real-world activities, focusing on the student's attention upon _____ and upon successful task completion.

meaning

In Task-Based Instruction (TBI) learning is organized around tasks related to real-world activities, focusing on the student's attention upon meaning and upon

_____.

successful task completion

In the communicative approach language, it was argued, is best handled all at once, as it would be in the real world, as this is the learner's ultimate goal.

في المنهج التواصلي، يفضل أن يتم التعامل مع اللغة كلها دفعة واحدة، كما في الحياة الواقعية، كون هذا هو هدف المتعلم في نهاية المطاف.

In _____; language, it was argued, is best handled all at once, as it would be in the real world, as this is the learner's ultimate goal.

the communicative approach

In the communicative approach; _____, it was argued, is best handled all at once, as it would be in the real world, as this is the learner's ultimate goal.

language

In the communicative approach; language, it was argued, is best _____ all at once, as it would be in the real world, as this is the learner's ultimate goal.

handled

In the communicative approach; language, it was argued, is best handled _____, as it would be in the real world, as this is the learner's ultimate goal.

all at once

In the communicative approach; language, it was argued, is best handled all at once, as it would be in _____, as this is the learner's ultimate goal.

the real world

In the communicative approach; language, it was argued, is best handled all at once, as it would be in the real world, as this is _____.

the learner's ultimate goal

(المحاضرة 5)

Knowing the grammar and vocabulary of the language, although essential, is one thing. Being able to put them to use involves other types of knowledge and ability as well.

معرفة قواعد اللغة ومفرداتها، رغم أنه أساسي، هو شيء واحد. أما أن تكون قادراً على وضعها (القواعد والمفردات) قيد الاستخدام فإن ذلك ينطوي على (يؤدي إلى) أنواع أخرى من المعرفة والمقدرة.

Knowing _____ of the language, although essential, is one thing. Being able to put them to use involves other types of knowledge and ability as well.

the grammar and vocabulary

Knowing the grammar and vocabulary of the language, although essential, is _____. Being able to put them to use involves other types of knowledge and ability as well.

one thing

Knowing the grammar and vocabulary of the language, although essential, is one thing. Being able to put them to _____ involves other types of knowledge and ability as well.

use

Knowing the grammar and vocabulary of the language, although essential, is one thing. Being able to put them to use involves other types of _____ and ability as well.

knowledge

Knowing the grammar and vocabulary of the language, although essential, is one thing. Being able to put them to use involves other types of knowledge and _____ as well.

Ability

Linguistic Competence

الكفاءة اللغوية

Isolating the formal systems of language (i.e. its pronunciation, grammar, and

vocabulary) either for learning or for analysis, is a useful first step.

عزل (فرز) النظم الرسمية للغة (وهي: النطق، القواعد، المفردات) سواء للتعلم أو للتحليل، هي خطوة أولى مفيدة (في الكفاءة اللغوية يقصد).

_____ the formal systems of language either for learning or for analysis, is a useful first step in linguistic competence.

Isolating

Isolating _____ of language either for learning or for analysis, is a useful first step in linguistic competence.

the formal systems

Isolating the formal systems of _____ either for learning or for analysis, is a useful first step in linguistic competence.

language

Isolating the formal systems of language either for _____ or for analysis, is a useful first step in linguistic competence.

learning

Isolating the formal systems of language either for learning or for _____, is a useful first step in linguistic competence.

analysis

Isolating the formal systems of language either for learning or for analysis, is _____ first step in linguistic competence.

a useful

Isolating the formal systems of language either for learning or for analysis, is a useful _____ in linguistic competence.

first step

Isolating the formal systems of language either for learning or for analysis, is a useful first step in _____.

linguistic competence

The formal systems of language, like:

Pronunciation.

Grammar.

Vocabulary.

However, the adoption of traditional language-teaching methods need not imply that this is all that learning a language involves, but only that a sound knowledge of the rules and an accurate, if slow, deployment of them is the basis for further development.

ومع ذلك (فرز النظم الرسمية للغة؛ القواعد، والمفردات، والنطق)، فإن اعتماد أساليب التدريس (التعليم) التقليدية لا يعني

بالضرورة أن هذا هو كل ما يشمل تعلم اللغة، إنما المعرفة السليمة بالقواعد والاستخدام المضبوط لها (وإن كان بطيئاً) هو الأساس لمزيد من التطور.

The adoption of _____ methods
need not imply that this is all that learning a language involves.

traditional language-teaching

The adoption of traditional language-teaching methods
need _____ that this is all that learning a language involves.

not imply

The adoption of traditional language-teaching methods
need not imply that this is _____.

all that learning a language involves

The adoption of traditional language-teaching methods
imply only that _____ of the rules and an accurate
, if slow, deployment of them is the basis for further development.

a sound knowledge

The adoption of traditional language-teaching methods
imply only that a sound knowledge of _____ and an accurate
, if slow, deployment of them is the basis for further development.

the rules

The adoption of traditional language-teaching methods
imply only that a sound knowledge of the rules and _____
of them is the basis for further development.

an accurate deployment

The adoption of traditional language-teaching methods
imply only that a sound knowledge of the rules and an accurate
, if slow, deployment of them is _____ for further development.

the basis

The adoption of traditional language-teaching methods
imply only that a sound knowledge of the rules and an accurate
, if slow, deployment of them is the basis for _____.

further development

This has come from theoretical linguistics in the work of Noam Chomsky.

ما سبق ذكره، جاء من اللغويات (اللسانيات) النظرية في أعمال نعوم تشومسكي

القول أن فرز النظم الرسمية للغة (المفردات، القواعد، النطق) هي خطوة أولى جيدة لاكتساب الكفاءة اللغوية،

والقول أن اعتماد أساليب التدريس (التعليم) التقليدية لا يعني بالضرورة أن هذا هو كل ما يشمل تعلم اللغة، إنما المعرفة السليمة بالقواعد والاستخدام المضبوط لها (وإن كان بطيئاً) هو الأساس لمزيد من التطور؛ كل تلك الأقوال مأخوذة من اللغويات النظرية في أعمال عالم اللسانيات (اللغويات) نعوم تشومسكي.

Noam Chomsky 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.

فكرة نعوم تشومسكي تقول بأن قدرة الإنسان على اللغة، كما يتضح من اكتساب الطفل للغة ممن حوله، ليس نتاجاً للذكاء العام ولا على القدرة على التعلم، بل هو نتاج الفطرة، وهي ميزة للجنس البشري محددة وراثياً.

Noam Chomsky idea is that the _____ 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.

human capacity

Noam Chomsky idea is that the human capacity for _____, 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.

language

Noam Chomsky idea is that the human capacity for language, as illustrated by _____, is not the product of general intelligence or learning ability, but an innate, genetically determined feature of the human species.

a child's acquisition of the language around them

Noam Chomsky idea is that the human capacity for language, as illustrated by a child's acquisition of the language around them, _____ the product of general intelligence or learning ability, but an innate, genetically determined feature of the human species.

is not

Noam Chomsky 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 _____ or learning ability, but an innate, genetically determined feature of the human species.

general intelligence

Noam Chomsky 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 _____,
but an innate, genetically determined feature of the human species.

learning ability

Noam Chomsky 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 _____, genetically determined feature of the human species.

an innate

الفطرة

Noam Chomsky 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, _____ of the human species.

genetically determined feature

We are born with considerable pre-programmed knowledge of how language works,
and require only minimal exposure to activate our connection to the particular
language around us.

ولدنا بمعرفةٍ مُبرمجةٍ مُسبِّقاً حول كيفية عمل اللغة، ولا نحتاج لأكثر من التعرض الأدنى كي ننشِطه تواصلنا مع اللغة
المحددة حولنا.

We are born with _____ knowledge of
how language works, and require only minimal exposure to activate
our connection to the particular language around us.

considerable pre-programmed

We are born with considerable pre-programmed _____ of
how language works, and require only minimal exposure to activate
our connection to the particular language around us.

knowledge

We are born with considerable pre-programmed knowledge of
_____, and require only minimal exposure to activate
our connection to the particular language around us.

how language works

We are born with considerable pre-programmed knowledge of
how language works, and require only _____ exposure to activate
our connection to the particular language around us.

minimal

We are born with considerable pre-programmed knowledge of

how language works, and require only minimal _____ to activate our connection to the particular language around us.

exposure

We are born with considerable pre-programmed knowledge of how language works, and require only minimal exposure to _____ our connection to the particular language around us.

activate

We are born with considerable pre-programmed knowledge of how language works, and require only minimal exposure to activate _____ to the particular language around us.

our connection

We are born with considerable pre-programmed knowledge of how language works, and require only minimal exposure to activate our connection to the particular _____ around us.

Language

In Chomsky's view, the newborn infant brain already contains a Universal Grammar (UG) which forms the basis of competence in the particular language the child goes on to speak.

تشكل أساس الكفاءة في (UG) حسب رأي تشومسكي، فإن دماغ الرضع حديثي الولادة يحتوي بالفعل على قواعد عالمية اللغة المحددة التي سيتحدثها الطفل.

In _____ view, the newborn infant brain already contains a Universal Grammar (UG) which forms the basis of competence in the particular language the child goes on to speak.

Chomsky's

In Chomsky's view, _____ brain already contains a Universal Grammar (UG) which forms the basis of competence in the particular language the child goes on to speak.

the newborn infant

In Chomsky's view, the newborn infant _____ already contains a Universal Grammar (UG) which forms the basis of competence in the particular language the child goes on to speak.

brain

In Chomsky's view, the newborn infant brain already contains _____ which forms the basis of competence in the particular language the child goes on to speak.

a Universal Grammar (UG)

In Chomsky's view, the newborn infant brain already contains a Universal Grammar (UG) which forms the basis of _____ in the particular language the child goes on to speak.

competence

In Chomsky's view, the newborn infant brain already contains a Universal Grammar (UG) which forms the basis of competence in the particular _____ the child goes on to speak.

language

In Chomsky's view, the newborn infant brain already contains a Universal Grammar (UG) which forms the basis of competence in the particular language the child goes on to _____.

speak

If we accept Chomsky's view, language, as an object of academic enquiry, becomes something more biological than social, and similarities between languages outweigh differences.

إن قبلنا بوجهة نظر تشومسكي (القائلة بأن دماغ الرضيع حديث الولادة يتضمن على قواعد عالمية تشكل أساس كفاءته في اللغة التي سوف يتحدثها) فإن اللغة، ككائن من البحث الأكاديمي، تصبح شيئاً أكثر بيولوجية أكثر من كونه إجتماعي، والتشابه بين اللغات يتفوق على الخلافات.

If we accept Chomsky's view, language, as an object of academic enquiry, becomes something more _____ than social, and similarities between languages outweigh differences.

biological

If we accept Chomsky's view, language, as an object of academic enquiry, becomes something more biological than _____, and similarities between languages outweigh differences.

social

If we accept Chomsky's view, language, as an object of academic enquiry, becomes something more biological than social, and _____ between languages outweigh differences.

similarities

If we accept Chomsky's view, language, as an object of academic enquiry, becomes something more biological than social, and similarities between languages _____ differences.

outweigh

If we accept Chomsky's view, language, as an object of academic enquiry, becomes something more biological than social, and similarities between languages outweigh _____.

differences

Communicative Competence

الكفاءة التواصلية

As a deliberate contrast to Chomsky's linguistic competence, the sociolinguist Dell Hymes offered communicative competence in the late 1960s.

ببتناقضٍ مُتعمَّد للكفاءة اللغوية عند تشومسكي، عرض عالم الاجتماع ديل هايمز الكفاءة التواصلية في أواخر الستينات

As _____ contrast to Chomsky's linguistic competence, the sociolinguist Dell Hymes offered communicative competence in the late 1960s.

a deliberate

As a deliberate _____ to Chomsky's linguistic competence, the sociolinguist Dell Hymes offered communicative competence in the late 1960s.

contrast

As a deliberate contrast to _____ linguistic competence, the sociolinguist Dell Hymes offered communicative competence in the late 1960s.

Chomsky's

As a deliberate contrast to Chomsky's _____, the sociolinguist Dell Hymes offered communicative competence in the late 1960s.

linguistic competence

As a deliberate contrast to Chomsky's linguistic competence, the _____ Dell Hymes offered communicative competence in the late 1960s.

sociolinguist

As a deliberate contrast to Chomsky's linguistic competence, the sociolinguist _____ offered communicative competence

in the late 1960s.

Dell Hymes

As a deliberate contrast to Chomsky's linguistic competence, the sociolinguist Dell Hymes offered _____ in the late 1960s.

communicative competence

As a deliberate contrast to Chomsky's linguistic competence, the sociolinguist Dell Hymes offered communicative competence in the late _____.

1960s

As Hymes observes, a person who had only linguistic competence would be quite unable to communicate.

كما لاحظ هايمز، أن الشخص الذي يملك الكفاءة اللغوية فقط لن يكون قادراً على التواصل ألبتة.

As _____ observes, a person who had only linguistic competence would be quite unable to communicate.

Hymes

As Hymes observes, a person who had only _____ would be quite unable to communicate.

linguistic competence

As Hymes observes, a person who had only linguistic competence would be quite _____ to communicate.

unable

As Hymes observes, a person who had only linguistic competence would be quite unable to _____.

communicate

They would be a kind of social monster producing grammatical sentences unconnected to the situation in which they occur.

الذين يملكون فقط الكفاءة اللغوية، سيكونون أشبه ما يكونون لوحوش اجتماعية تصدر جملاً نحوية لا صلة لها للموقف الذي تحدث فيه.

They (who had only linguistic competence) would be a kind of social monster producing grammatical sentences _____ to the situation in which they occur.

unconnected

They (who had only linguistic competence) would be a kind of social monster producing grammatical sentences unconnected to _____ in which they occur.

the situation

They (who had only linguistic competence) would be a kind of social monster producing grammatical sentences unconnected to the situation in which they _____.

Occur

What is needed for successful communication, Hymes suggested, is four types of knowledge: possibility, feasibility, appropriateness, and attestedness.

ما يلزم كي يكون هنالك تواصل ناجح، حسب اقتراح هاييمز، هي أربع أنواع من المعرفة، هي: الاحتمالية، دراسة الجدوى، الملاءمة، الموثوقية.

What is needed for successful communication, Hymes suggested, is _____ types of knowledge: possibility, feasibility, appropriateness, and attestedness.

four

What is needed for successful communication, Hymes suggested, is four types of _____: possibility, feasibility, appropriateness, and attestedness.

knowledge

What is needed for successful communication, Hymes suggested, is four types of knowledge: _____, feasibility, appropriateness, and attestedness.

possibility

What is needed for successful communication, Hymes suggested, is four types of knowledge: possibility, _____, appropriateness, and attestedness.

feasibility

What is needed for successful communication, Hymes suggested, is four types of knowledge: possibility, feasibility, _____, and attestedness.

appropriateness

What is needed for successful communication, Hymes suggested, is four types of knowledge: possibility, feasibility, appropriateness, and _____.

attestedness

Possibility

الاحتمالية أو الإمكانية

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.

المتحدث الذي يتمتع بكفاءة تواصلية يعرف ما هو المسموح به رسمياً في اللغة؛ بمعنى أنه يعرف ما إن كان مثلاً ما متوافق مع قواعد النحو والنطق.

_____ knows what is
formally possible in a language.

A communicatively competent speaker

A communicatively competent speaker knows what is
_____ possible in a language.

formally

A communicatively competent speaker knows what is
formally _____ in a language.

possible

A communicatively competent speaker knows what is
formally possible in _____.

a language

A communicatively competent speaker knows whether
an instance _____ to the rules of grammar and pronunciation.

conforms

A communicatively competent speaker knows whether
an instance conforms to _____ of grammar and pronunciation.

the rules

A communicatively competent speaker knows whether
an instance conforms to the rules of _____ and pronunciation.

grammar

A communicatively competent speaker knows whether
an instance conforms to the rules of grammar and _____.

pronunciation

A communicatively competent speaker knows, for example, that 'Me go sleep now'

transgresses rules of grammar and pronunciation.

ينتهك قواعد النحو أو "Me go sleep now": المتحدث الذي يتمتع بكفاءة تواصلية يعرف على سبيل المثال أن قول النطق.

A communicatively competent speaker knows, 'I am going to go to sleep now' does not transgresses rules of grammar and pronunciation.

لا ينتهك قواعد النحو "I am going to go to sleep now": المتحدث الذي يتمتع بالكفاءة التواصلية يعلم أن قول والنطق.

Knowledge of possibility is not sufficient in itself for communication.

المعرفة بالاحتمالية غير كاف في حد ذاته للتواصل.

'I am going to sleep now' may be grammatical, meaningful, and correctly pronounced, but it is not necessarily the 'right' thing to say, whereas 'Me go sleep now', although 'wrong', may be both meaningful and appropriate.

قد يكون من ناحية النحو والمعنى والنطق صحيح، لكن ذلك لا يعني بالضرورة "I am going to sleep now": قول رغم أنه خاطئ، فإنه قد يكون ذو معنى وملائم "Me go sleep now" أنه هو الشيء الصحيح لقوله، في حين

In addition, a communicatively competent speaker may know the rules, be capable of following them, but nevertheless break them deliberately.

بالإضافة لأن المتحدث الذي يتمتع بكفاءة تواصلية، قد يكون عارفاً بالقواعد، وقادر على اتباعها، لكنه مع ذلك يكسرها
بتعمد.

'That was a hard day's night'.

هذا مثال على كسر القواعد عن تعمد؛

In addition, a communicatively competent speaker may know the _____,
be capable of following them, but nevertheless break them deliberately.

rules

In addition, a communicatively competent speaker may know the rules,
be capable of following them,
but nevertheless _____ them deliberately.

break

In addition, a communicatively competent speaker may know the rules,
be capable of following them, but nevertheless break them _____.

deliberately

!!أحس هالسؤال بييجي؟ 🤖

Feasibility

دراسة الجدوى

A communicatively competent person knows what is feasible.

الشخص الذي يتمتع بكفاءة تواصلية يعرف ما هو ممكن

_____ knows what is feasible.

A communicatively competent person

A communicatively competent person _____ what is feasible.

knows

A communicatively competent person knows what is _____.

feasible

Feasibility is a psychological concept concerned with limitations to what can be processed by the mind.

دراسة الجدوى هو مفهوم نفسي يتعلق بالقيود على ما يمكن معالجته عبر العقل

_____ is a psychological concept concerned with limitations to what can be processed by the mind.

Feasibility

Feasibility is _____ concerned with limitations to what can be processed by the mind.
a psychological concept

Feasibility is a psychological concept concerned with _____ to what can be processed by the mind.
limitations

Feasibility is a psychological concept concerned with limitations to what can be _____ by the mind.
processed

Feasibility is a psychological concept concerned with limitations to what can be processed by _____.
the mind

"The cheese the rat ate was green.", is an example of:

Feasibility

"The cheese the rat the cat chased ate was green.", is an example of:

Feasibility

"The cheese the rat the cat the dog saw chased ate was green.",
is an example of:

Feasibility

"The cheese the rat the cat the dog the man beat saw chased
ate was green.", is an example of:

Feasibility

من هذي الجزئية لابد يجيب مثال، سواء نفس الأمثلة اللي ذاكرها فوق أو مثال مشابه، مثل :

"The man the girl the child saw talked to was from Saudi Arabia

"The cheese the rat the cat the dog saw chased ate was green.", is:

Grammatical true.
Not feasible.
So difficult to process.

(محاضرة 6)

Appropriateness

الملاءمة

Appropriateness concerns the relationship of language or behavior to context.

الملاءمة (أو الملاءمة) تتعلق بالعلاقة بين اللغة أو السلوك للسياق.

_____ concerns the relationship of
language or behavior to context.

Appropriateness

Appropriateness concerns _____ of
language or behavior to context.

the relationship

Appropriateness concerns the relationship of
_____ or behavior to context.

language

Appropriateness concerns the relationship of
language or _____ to context.

behavior

Appropriateness concerns the relationship of
language or behavior to _____.

Context

"calling a police officer 'darling'", is an example of Appropriateness.

مناداة ضابط شرطة بـ"حبيبي"، هو مثال على الملاءمة.

"calling a police officer 'darling'", is an example of _____.

Appropriateness

"tickling them as they reprimand you", is an example of Appropriateness.

مداعبة ضباط الشرطة في الوقت الذي يأنبونك به، هو مثال على الملاءمة.

"tickling them as they reprimand you", is an example of _____.

Appropriateness

"using slang or taboo words in a formal letter", is an example of Appropriateness.

استخدام الكلمات العامية أو المحظورة في رسالة رسمية، هو مثال على الملاءمة.

"using slang or taboo words in a formal letter",
is an example of _____.

Appropriateness

"answering a mobile phone call 'during a funeral'", is an example of Appropriateness.

الرد على مكالمة هاتف أثناء مراسم جنازة، هو مثال على الملاءمة.

"answering a mobile phone call 'during a funeral',
is an example of _____.

Appropriateness

Attestedness

الموثوقية

Attestedness means whether something is done.

الموثوقية تعني أن شيئاً ما قد تم أم لا

_____ means whether something is done.

Attestedness

Attestedness means whether something is _____.

Done

The phrase 'chips and fish', is an example of:

Attestedness.

From one point of view this is possible (it does not break any grammar rule),
feasible (it is easily processed and readily understandable),
and appropriate (it does not contravene any sensitive social convention).
Nevertheless, it does not occur as frequently as 'fish and chips'.

Feasibility وقابلة للتنفيذ أو ذات جدوى أي تتمتع بالـ Possibility محتملة أي تتمتع بالـ 'chips and fish' العبارة
Fish and chips ؛ مع ذلك فإنها لا تحدث بشكل متكرر مثل عبارة Appropriateness وملائمة أي تتمتع بـ

"Bread and butter" في مثال آخر مشابه جا باختبار سابق هو

بشكل كبير أتوقع هالنقطة تجي بالاختبار

What do we mean by context?

ماذا نعني بالسياق

Tone of voice, might be involved in interpreting a real encounter.

نبرة الصوت، قد تُتضمَّن في تفسير لقاءٍ حقيقي

Facial expression, might be involved in interpreting a real encounter.

التعبير الوجهي، قد يُتضمَّن في تفسير لقاءٍ حقيقي

The relationship between speakers, might be involved in interpreting a real encounter.

العلاقة بين المتحدثين، قد تُتضمَّن في تفسير لقاءٍ حقيقي

Speakers age, might be involved in interpreting a real encounter.

عمر المتحدثين، قد يُتضمَّن في تفسير لقاءٍ حقيقي

Speakers sex, might be involved in interpreting a real encounter.

جنس المتحدثين، قد يُتضمَّن في تفسير لقاءٍ حقيقي

Speakers social status, might be involved in interpreting a real encounter.

الحالة الاجتماعية للمتحدثين، قد تُتضمَّن في تفسير لقاءٍ حقيقي

The time and place, might be involved in interpreting a real encounter.

الزمان والمكان، قد يُتضمَّنان في تفسير لقاءٍ حقيقي

The degree to which speakers do-or do not-share the same cultural background, might be involved in interpreting a real encounter.

درجة مشاركة المتحدثين لذات الخلفية الثقافية من عدمها، قد تُتضمَّن في تفسير لقاءٍ حقيقي

_____ , might be involved in interpreting a real encounter.

Tone of voice

_____ , might be involved in interpreting a real encounter.

Facial expression

_____, might be involved in interpreting a real encounter.

The relationship between speakers

_____, might be involved in interpreting a real encounter.

Speakers age

_____, might be involved in interpreting a real encounter.

Speakers sex

_____, might be involved in interpreting a real encounter.

Speakers social status

_____, might be involved in interpreting a real encounter.

The time and place

The degree to which speakers do-or do not-share the same _____, might be involved in interpreting a real encounter.

cultural background

massive thank you

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

"من أجل إعطاء وصف منظم عن السياق، وضعت اللغويات التطبيقية وطورت "تحليل الخطاب

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

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

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

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

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

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

تُدرك (تستوعب) دراسة امتدادات اللغة في السياق بشكلٍ ذو معنى وموحد من قبل مستخدميها

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

meaningful

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

unified

The study of how stretches of language in context
are perceived as meaningful and unified by _____.

their users

The study of how stretches of language in context is _____.

discourse analysis

Three areas of study which contribute to discourse analysis are paralanguage,
pragmatics, and genre studies.

المجالات الثلاثة التي تساهم في تحليل الخطاب، هي: جنائب الكلام (خارج عن اللغة)، التداولية (البراغماتيك)، دراسات النوع.

Three areas of study which contribute to _____ are

paralanguage, pragmatics, and genre studies.

discourse analysis

Three areas of study which contribute to discourse analysis are _____, pragmatics, and genre studies.

paralanguage

Three areas of study which contribute to discourse analysis are paralanguage, _____, and genre studies.

pragmatics

Three areas of study which contribute to discourse analysis are paralanguage, pragmatics, and _____ studies.

genre

Discourse analysis: بنتكلم الحين عن المجال الأول من المجالات التي تساهم في تحليل الخطاب

Paralanguage

(خارج اللغة، أو: شبه لغوي أو جانب الكلام)

When we speak we do not only communicate through words.

حين نتحدث، فإننا لا نتواصل فقط عبر الكلمات.

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.

:التعامل الجيد هو المنقول عبر

نبرة الصوت؛ سواء أ كنا على سبيل المثال نصيح أو نهمس

... استخدام الجسد؛ سواء عبر البسمة التلويح باليدين، ملامسة الناس، أداء تواصل بصري، وهكذا

When we speak we _____ only communicate through words.

do not

When we speak we do not only communicate through _____.

words

A _____ deal is conveyed by tone of voice and by the use of our bodies.

good

A good _____ is conveyed by tone of voice and by the use of our bodies.

deal

A good deal is conveyed by _____ and by the use of our bodies.

tone of voice

A good deal is conveyed by tone of voice and by _____.

the use of our bodies

Tone of voice, like:

Shout or whisper.

The use of our bodies, like:

Smile.

Wave our hands.

Touch people.

Make eye contact.

Discourse analysis: بنتكلم الحين عن المجال الثاني من المجالات التي تساهم في تحليل الخطاب

Pragmatics

التداوليات، أو البراغماتيك

Pragmatics is the discipline which studies the knowledge and procedures which enable people to understand each other's words.

التداوليات (البراغماتيك) هو الفرع العلمي (التخصص) الذي يدرس المعرفة والإجراءات التي تمكن الناس من فهم كلمات بعضهم بعضا.

_____ is the discipline which studies the knowledge and procedures which enable people to understand each other's words.

Pragmatics

Pragmatics is _____ which studies the knowledge and procedures which enable people to understand each other's words.

the discipline

Pragmatics is the discipline which studies

the _____ and procedures which enable people to understand each other's words.

knowledge

Pragmatics is the discipline which studies the knowledge and _____ which enable people to understand each other's words.

procedures

Pragmatics is the discipline which studies the knowledge and procedures which _____ people to understand each other's words.

enable

Pragmatics is the discipline which studies the knowledge and procedures which enable people to _____ each other's words.

understand

Pragmatics 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.

الاهتمام الأساسي للتداوليات (البراغماتيك) ليس هو المعنى الحرفي، إنما ما يقصد المتحدث أن يفعله بكلماته، تلك الكلمات التي تجعل مقصده واضحاً.

How are you? (asking about someone's health or a greeting)

مثلاً، عندما نقول: "كيف حالك؟"، هل نقصد السؤال عن صحته أم تحيته؟

_____ 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.

Pragmatics

Pragmatics main concern is not _____, but what speakers intend to do with their words and what it is which makes this intention clear.

the literal meaning

Pragmatics main concern is not the literal meaning, but what speakers _____ do with their words and what it is which makes this intention clear.

intend to

Pragmatics main concern is not the literal meaning, but what speakers intend to _____ and

what it is which makes this intention clear.

do with their words

Pragmatics 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

Discourse analysis: بنتكلم الحين عن المجال الثالث من المجالات التي تساهم في تحليل الخطاب

Genre

النوع

Genre is a term defined by the applied linguist John Swales as a class of communicative events which share some set of communicative purposes.

حسب تعريف عالم اللغويات التطبيقية جون سويلس لـ "النوع"، فهو: فئة (صنف) من الأحداث التواصلية التي تتشارك مجموعة من الأهداف التواصلية.

_____ is a term defined by the applied linguist John Swales as a class of communicative events which share some set of communicative purposes.

Genre

Genre is a term defined by the applied linguist _____ as a class of communicative events which share some set of communicative purposes.

John Swales

Genre is a term defined by the applied linguist John Swales as _____ of communicative events which share some set of communicative purposes.

a class

Genre is a term defined by the applied linguist John Swales as a class of _____ events which share some set of communicative purposes.

communicative

Genre is a term defined by the applied linguist John Swales as a class of communicative _____ which share some set of communicative purposes.

events

Genre is a term defined by the applied linguist John Swales as a class of communicative events which _____ some set of

communicative purposes.

share

Genre is a term defined by the applied linguist John Swales as a class of communicative events which share some set of _____ purposes.

communicative

Genre is 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.

"من الأمثلة على "النوع

Conversations محادثات

Consultations مشاورات

Lessons دروس

Emails رسائل إلكترونية

Web pages صفحات انترنت

Brochures كتيبات

Prayers صلوات، أو أدعية

News bulletins نشرات الأخبار

Stories قصص

Jokes مزحات

Conversations, consultations, lessons, emails, Web pages, brochures, prayers, news bulletins, stories, and jokes; are examples of:

Genre

(محاضرة 7)

What is language testing?

ماهو اختبار اللغة.

"Language Testing is the practice and study of evaluating the proficiency of an individual in using a particular language effectively."

اختبار اللغة هو الممارسة والدراسة لتقييم كفاءة الفرد في استخدام لغة معينة بشكل فعال.

"_____ is the practice and study of evaluating the proficiency of an individual in using a particular language effectively."
Language Testing

"Language Testing is _____ and study of evaluating the proficiency of an individual in using a particular language effectively."
the practice

"Language Testing is the practice and _____ of evaluating the proficiency of an individual in using a particular language effectively."
study

"Language Testing is the practice and study of _____ the proficiency of an individual in using a particular language effectively."
evaluating

"Language Testing is the practice and study of evaluating _____ of an individual in using a particular language effectively."
the proficiency
كفاءة

"Language Testing is the practice and study of evaluating the proficiency of _____ in using a particular language effectively."
an individual

"Language Testing is the practice and study of evaluating the proficiency of an individual in using a particular _____ effectively."
language

"Language Testing is the practice and study of evaluating the proficiency of an individual in using a particular language _____."
Effectively

Types of Tests:

Based on Purposes

Based on Response

Based on Orientation and The Way to Test

Based on Score Interpretation

أنواع اختبارات اللغة

(اختبارات قائمة على الأغراض (الأهداف

اختبارات قائمة على الاستجابات

اختبارات قائمة على التوجه، والطريقة التي يتم بها الاختبار

اختبارات قائمة على تفسير النتيجة

Based on Purposes

(الاختبارات القائمة على الأغراض (الأهداف)

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

هنالك العديد من اختبارات اللغة القائمة على الأغراض، لكل منها غرض محدد ومعيار خاص لقياسها

We will explain five kinds of tests based on specific purposes.

Those tests are proficiency test, diagnostic test, placement test, achievement test, language aptitude test.

أنواع الاختبارات القائمة على الأغراض 5، وهي

اختبار الكفاءة Proficiency test

الاختبار التشخيصي Diagnostic test

اختبار تحديد المستويات Placement test

الاختبار التحصيلي Achievement test

اختبار قدرات اللغة Language aptitude test

There are many kinds of tests (based on purposes);
each test has _____ and
a particular criterion to be measured.

specific purpose

There are many kinds of tests (based on purposes);
each test has specific purpose and
_____ to be measured.

a particular criterion

There are many kinds of tests (based on purposes);
each test has specific purpose and
a particular criterion to be _____.

measured

We will explain _____ kinds of tests based on
specific purposes.

five

Tests based on purposes are:

اختبار الكفاءة Proficiency test

الاختبار التشخيصي Diagnostic test

اختبار تحديد المستويات Placement test

الاختبار التحصيلي Achievement test

اختبار قدرات اللغة Language aptitude test

اختبار الكفاءة Proficiency Test

The purpose of proficiency test is to test global competence in a language.

الغرض من اختبار الكفاءة هو اختبار الكفاءة العامة في لغة ما.

Proficiency Test tests overall ability regardless of any training they previously had in
the language.

اختبار الكفاءة يختبر القدرة الشاملة بغض النظر عن أي تدريب مسبق في اللغة كان قد خضع له المتقدمين على الاختبار.

Proficiency tests have traditionally consisted of standardized multiple-choices item on
grammar, vocabulary, reading comprehension, and listening comprehension.

يتكون اختبار الكفاءة عادةً من بند موحد من الاختيار المتعدد في النحو، المفردات، استيعاب القراءة، استيعاب الاستماع.

One of a standardized proficiency test is TOEFL.

أحد اختبارات الكفاءة الموحدة، اختبار التوفل

The purpose of _____ is to test global competence
in a language.

proficiency test

The purpose of proficiency test is to test _____ competence
in a language.

global

The purpose of proficiency test is to test global _____
in a language.

competence

The purpose of proficiency test is to test global competence
in a _____.

language

_____ tests overall ability regardless of
any training they previously had in the language.

Proficiency Test

Proficiency Test tests _____ ability regardless of
any training they previously had in the language.

overall

Proficiency Test tests overall _____ regardless of
any training they previously had in the language.

ability

Proficiency Test tests overall ability regardless of
any _____ they previously had in the language.

training

Proficiency Test tests overall ability regardless of
any training they _____ had in the language.

previously

Proficiency Test tests overall ability regardless of

any training they previously had in _____.

the language

_____ have traditionally consisted of standardized multiple-choices item on grammar, vocabulary, reading comprehension, and listening comprehension.

Proficiency tests

Proficiency tests have traditionally consisted of standardized _____ item on grammar, vocabulary, reading comprehension, and listening comprehension.

multiple-choices

Proficiency tests have traditionally consisted of standardized multiple-choices item on:

Grammar.

Vocabulary.

Reading comprehension.

Listening comprehension.

One of a standardized proficiency test is _____.

TOEFL

الاختبار التشخيصي Diagnostic Test

The purpose is to diagnose specific aspects of a language.

الغرض من هذا النوع من اختبارات اللغة هو تشخيص جانب واحد من جوانب اللغة.

Diagnostic tests offer a checklist of features for the teacher to use in discovering difficulties.

اختبارات التشخيص تقدم قائمة من الميزات للمعلم كي يستخدمها في اكتشاف الصعوبات.

Proficiency tests should elicit information on what students need to work in the future; therefore the test will typically offer more detailed sub categorized information on the learner.

الاختبارات التشخيصية عليها أن تستنبط معلومات حول ما سيشتغله الطلبة في المستقبل،

therefore the test will typically offer more detailed sub categorized information on the learner.

وبالتالي فإن الاختبار عادة سيقدم معلومات مصنفة ومفصلة أكثر عن المتعلم.

For example, a writing diagnostic test would first elicit a writing sample of the students.

على سبيل المثال، اختبار الكتابة التشخيصي يتوجب عليه بدايةً أن يستخلص عينة كتابية عن الطلاب.

Then, the teacher would identify the organization, content, spelling, grammar, or vocabulary of their writing.

بعدها يتوجب على المعلم أن يحدد (تنظيم، محتوى، هجاء حروف، نحو، مفردات) كتاباتهم.

Based on that identifying, teacher would know the needs of students that should have special focus.

وبناءً على ذلك التحديد سيتوجب على المعلم أن يعرف احتياجات الطلبة التي يجب أن يحظيها بتركيز خاص.

In _____ the purpose is to
diagnose specific aspects of a language.

the Diagnostic Test

In the Diagnostic Test the purpose is to
_____ specific aspects of a language.

diagnose

In the Diagnostic Test the purpose is to
diagnose _____ aspects of a language.

specific

In the Diagnostic Test the purpose is to
diagnose specific _____ of a language.

aspects

In the Diagnostic Test the purpose is to
diagnose specific aspects of _____.

a language

_____ offer a checklist of features
for the teacher to use in discovering difficulties.

Diagnostic tests

Diagnostic tests offer a checklist of _____
for the teacher to use in discovering difficulties.

features

Diagnostic tests offer a checklist of features
for _____ to use in discovering difficulties.

the teacher

Diagnostic tests offer a checklist of features
for the teacher to use in _____ difficulties.

discovering

Diagnostic tests 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.

Proficiency tests

Proficiency tests should _____ information on what students need to work in the future.

elicit

Proficiency tests should elicit _____ on what students need to work in the future.

information

Proficiency tests should elicit information on what _____ need to work in the future.

students

Proficiency tests should elicit information on what students need to _____ in the future.

work

Proficiency tests should elicit information on what students need to work in _____.

the future

therefore the test will typically offer more _____ sub categorized information on the learner.

detailed

therefore the test will typically offer more detailed _____ information on the learner.

sub categorized

therefore the test will typically offer more detailed sub categorized _____ on the learner.

information

therefore the test will typically offer more detailed sub categorized information on _____.

the learner

For example, a writing diagnostic test would first _____ a writing sample of the students.

elicit

For example, a writing diagnostic test would first elicit _____ sample of the students.

a writing

For example, a writing diagnostic test would first elicit a writing _____ of the students.

sample

For example, a writing diagnostic test would first elicit a writing sample of _____.

the students

Then, the teacher would identify _____,
content, spelling, grammar, or vocabulary
of their writing.

the organization

Then, the teacher would identify the organization,
_____, spelling, grammar, or vocabulary
of their writing.

content

Then, the teacher would identify the organization,
content, _____, grammar, or vocabulary
of their writing.

spelling

Then, the teacher would identify the organization,
content, spelling, _____, or vocabulary
of their writing.

grammar

Then, the teacher would identify the organization,
content, spelling, grammar, or _____
of their writing.

vocabulary

Then, the teacher would identify the organization,
content, spelling, grammar, or vocabulary
of their _____.

writing

Based on that _____, teacher would know
the needs of students that should have special focus.

identifying

Based on that identifying, teacher would know
_____ of students that should have special focus.

the needs

Based on that identifying, teacher would know
the needs of students that should have _____.

special focus

اختبار تحديد المستويات Placement Test

The purpose of placement test is to place a student into a particular level or section of a language curriculum or school.

الغرض من وراء اختبار تحديد المستوى هو وضع الطالب في مستوى أو قسم محدد من منهاج أو مدرسة لغة

Placement test usually includes a sampling of the material to be covered in the various courses in a curriculum.

اختبار تحديد المستوى عادةً ما يتضمن على عينة من المواد التي سيتم تغطيتها عبر مختلف الدورات في المنهاج الدراسي

A student's performance on the test should indicate the point at which the student will find material neither too easy nor too difficult.

أداء الطالب في الاختبار يجب أن يحدد النقطة التي لا يجد عندها الطالب المادة صعبة جداً ولا سهلة جداً

Placement tests come in many varieties:

يأتي اختبار تحديد المستوى بعدة أصناف

assessing comprehension and production

تقييم الفهم والإنتاج

responding through written and oral performance

الاستجابة من خلال الأداء الكتابي أو الشفوي

multiple choice

اختيار متعدد

gap filling formats.

صياغات ملء الفراغ

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

أحد الأمثلة على اختبار تحديد المستوى هو "اختبار تحديد مستوى الإنجليزية كلغة ثانية" في جامعة ولاية سان فرانسيسكو

The purpose of _____ is to place a student into a particular level or section of a language curriculum or school.

placement test

The purpose of placement test is to _____ a student into a particular level or section of a language curriculum or school.

place

The purpose of placement test is to place a student into _____ level or section of a language curriculum or school.

a particular

The purpose of placement test is to place a student into a particular _____ of a language curriculum or school.

level or section

The purpose of placement test is to place a student into a particular level or section of a language _____ curriculum or school

_____ usually includes a sampling of the material to be covered in the various courses in a curriculum.

Placement test

Placement test usually includes _____ of the material to be covered in the various courses in a curriculum.

a sampling

Placement test usually includes a sampling of _____ to be covered in the various courses in a curriculum.

the material

Placement test usually includes a sampling of the material to be _____ in the various courses in a curriculum.

covered

Placement test usually includes a sampling of the material to be covered in the various courses in a curriculum.
Placement test usually includes a sampling of the material to be covered in the various _____ in a curriculum.

courses

Placement test usually includes a sampling of the material to be covered in the various courses in _____.

a curriculum

A student's performance on the test should indicate _____ at which the student will find material neither too easy nor too difficult.
the point

A student's performance on the test should indicate the point at which the student will find material _____.

neither too easy nor too difficult

Placement tests come in many varieties:
assessing comprehension and production

responding through written and oral performance

multiple choice

gap filling formats.

One of the examples of Placement tests is

_____ at San Francisco State University.

the English as a Second Language Placement Test (ESLPT)

One of the examples of Placement tests is
the English as a Second Language Placement Test (ESLPT)

at _____.

San Francisco State University

Achievement Test الاختبار التحصيلي

The purpose of achievement tests is to determine whether course objectives have been met with skills acquired by the end of a period of instruction.

الغرض من الاختبار التحصيلي هو تحديد ما إن كانت أهداف المقرر تتماشى مع المهارات المكتسبة عند نهاية فترة التعلم.

Achievement tests should be limited to particular material addressed in a curriculum within a particular time frame.

الاختبارات التحصيلية ينبغي أن تقتصر على مادة معينة تتم معالجتها في المنهاج الدراسي ضمن إطار زمني محدد.

Achievement tests belong to summative because they are administered at the end on a unit/term of study.

الاختبارات التحصيلية تكون نهائية لأنها تُعقد عند نهاية الوحدة أو الفصل خلال الدراسة.

It analyzes the extent to which students have acquired language that have already been taught.

الاختبارات التحصيلية تحلل مدى اكتساب الطلبة للغة التي تم تدريسها لهم.

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

The purpose of achievement tests is to determine whether course _____ have been met with skills acquired by the end of a period of instruction.

objectives

The purpose of achievement tests is to determine whether course objectives have been met with _____ acquired by the end of a period of instruction.

skills

The purpose of achievement tests is to determine whether course objectives have been met with skills _____ by the end of a period of instruction.

acquired

The purpose of achievement tests is to determine whether course objectives have been met with skills acquired by _____ of a period of instruction.

the end

The purpose of achievement tests is to determine whether course objectives have been met with skills acquired by the end of _____.

a period of instruction

_____ should be limited to particular material addressed in a curriculum within a particular time frame.

Achievement tests

Achievement tests should be _____ to particular material addressed in a curriculum within a particular time frame.

limited

Achievement tests should be limited to particular _____ addressed in a curriculum within a particular time frame.

material

Achievement tests should be limited to particular material addressed in _____ within a particular time frame.

a curriculum

Achievement tests should be limited to particular material addressed in a curriculum within a particular _____.

time frame

_____ belong to summative because they are administered at the end on a unit/term of study.

Achievement tests

Achievement tests belong to _____ because they are administered at the end on a unit/term of study.

summative

Achievement tests belong to summative because they are administered at _____ on a unit/term of study.

the end

_____ analyzes the extent to which students have acquired language that have already been taught.

Achievement test

Achievement test _____ the extent to which students have acquired

language that have already been taught.

analyzes

Achievement test analyzes the extent to which students have _____
language that have already been taught.

acquired

Achievement test analyzes the extent to which students have acquired
language that have already been _____.

taught

اختبار قدرات اللغة Language Aptitude Test

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

الغرض من اختبار قدرات اللغة هو التنبؤ بنجاح الشخص في التعرض للغة الأجنبية.

According to John Carrol and Stanley Sapon (the authors of MLAT), language aptitude tests does not refer to whether or not an individual can learn a foreign language;

، فإن اختبارات قدرات اللغة لا يمكن لها أن تشير لقدرة الفرد أو عدم (MLAT وفقاً لجون كارول وستانلي سابون (مؤلفي قدرته على تعلم لغة أجنبية.

but it refers to how well an individual can learn a foreign language in a given amount of time and under given conditions.

لكنها تشير إلى مدى تمكن الفرد من تعلم لغة أجنبية في فترة زمنية محددة وظروف معينة.

In other words, this test is done to determine how quickly and easily a learner learn language in language course or language training program.

بعبارة أخرى، هذا الاختبار يعقد لتحديد مدى السرعة والسهولة التي يتعلم بها متعلم لغة غير مقرر لغة أو برنامج تدريب على اللغة.

Standardized aptitude tests have been used in the United States:

من أمثلة اختبارات قدرات اللغة في الولايات المتحدة:

The Modern Language Aptitude Test (MLAT)

اختبار قدرات اللغة الحديثة.

The Pimsleur Language Aptitude Battery (PLAB)

اختبار قدرات لغة بيمسلي.

اختبار قدرات اللغة Language Aptitude Test

The purpose of _____ is to predict

a person's success to exposure to the foreign language.

language aptitude test

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

exposure

The purpose of language aptitude test is to predict a person's success to exposure to _____.

the foreign language

According to John Carrol and Stanley Sapon

(the authors of MLAT),

_____ does not refer to whether or not an individual can learn a foreign language;

language aptitude tests

According to John Carrol and Stanley Sapon

(the authors of MLAT),

language aptitude tests _____ to whether or not an individual can learn a foreign language;

does not refer

According to John Carrol and Stanley Sapon

(the authors of MLAT),

language aptitude tests does not refer to whether or not _____ can learn a foreign language;

an individual

According to John Carrol and Stanley Sapon

(the authors of MLAT),

language aptitude tests does not refer to whether or not an individual can _____ a foreign language;

learn

According to John Carrol 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 _____ and under given conditions.

time

but it refers to how well an individual can

learn a foreign language in a given amount of time
and under given _____.

conditions

In other words, this test is done to determine
how _____ a learner learn language in
language course or language training program.

quickly and easily

In other words, this test is done to determine
how quickly and easily a learner learn language in
language _____ or language training program.

course

In other words, this test is done to determine
how quickly and easily a learner learn language in
language course or language _____.

training program

Standardized aptitude tests have been used
in the United States:

The Modern Language Aptitude Test (MLAT)

The Pimsleur Language Aptitude Battery (PLAB)

(محاضرة 8)

بهذي المحاضرة راح نستكمل الكلام عن أنواع اختبارات اللغة

Based on Purposes كنا انتهينا من الاختبارات القائمة على الغرض

Based on Response

الاختبارات القائمة على الاستجابة

There are two kinds of tests based on response. They are subjective test and
objective test.

هنالك نوعين من الاختبارات القائمة على الاستجابة، وهي: الاختبارات المقالية، الاختبارات الموضوعية

There are _____ kinds of tests based on response.

They are subjective test and objective test.

two

There are two kinds of tests based on response.
They are _____ test and objective test.

subjective

There are two kinds of tests based on response.
They are subjective test and _____ test.

objective

Subjective test is a test in which the learners ability or performance are judged by examiners' opinion and judgment. The example of subjective test is using essay and short answer.

الاختبار المقالي هو الاختبار الذي يتم الحكم فيه على قدرة وأداء المتعلمين عبر رأي وحكم القائمين على الاختبار.

من أمثلة الاختبارات المقالية كتابة مقالة أو إجابة قصيرة

Subjective test is a test in which the learners ability or performance are judged by _____.

examiners' opinion and judgment

The example of subjective test is using _____ and short answer.

essay

The example of subjective test is using essay and _____.

short answer

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. 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.

الاختبار الموضوع هو الاختبار الذي يتم الحكم فيه على قدرة وأداء المتعلمين وقياسها باستخدام مجموعة محددة من الأجوبة، ما يعني أن هنالك إجابتين محتملتين فقط، صحيحة وخاطئة

بعبارة أرى، النتيجة تعتمد على اختيار الإجابة الصحيحة

أنواع الاختبارات الموضوعية، تتضمن: اختبارات الاختيار من متعدد، صح أم خطأ، والأسئلة القائمة على الخطأ (والتوصيل) (المطابقة).

Objective test is a test in which learners ability or performance are measured using _____, means there are only two possible answer, right and wrong. In other word, the score is according to right answers.

specific set of answer

Objective test is a test in which learners ability or performance are measured using specific set of answer, means there are _____ possible answer, right and wrong. In other word, the score is according to right answers.

only two

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, _____. In other word, the score is according to right answers.

right and wrong

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. In other word, the score is according to _____ answers.

right

Type of objective test includes _____ tests, true or false test, matching and problem based questions.

multiple choice

Type of objective test includes multiple choice tests, _____ test, matching and problem based questions.

true or false

Type of objective test includes multiple choice tests, true or false test, _____ questions.

matching and problem based

Advantages and Disadvantages of Commonly Used of Subjective Test Types

مزايا وعيوب أنواع الأسئلة المقالية الشائعة الاستخدام

Short Answer

Advantages

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

مميزات الإجابة القصيرة (وهي أحد أنواع الأسئلة المقالية)، هي:

يمكن القيام بها في وقت قصير.
فعالة نسبياً من ناحية النتيجة.
من السهل نسبياً كتابة المواضيع.

Disadvantages

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

عيوب الإجابة القصيرة:

يصعب تحديد معايير واضحة للإجابات الصحيحة.
تقتصر على الكلمات التي يمكن إجابتها وإكمالها في بضع كلمات.

Short answer can be administered in _____ of time.

a brief amount

Short answer relatively _____ to score.

efficient

Short answer moderately _____ to write items.

easy

Short answer _____ to identify defensible criteria for correct answers.

difficult

Short answer difficult to identify _____ for correct answers.

defensible criteria

Short answer limited to questions that can be answered or completed in _____ words.

a few

Essay

Advantages

Can be used to measure higher order cognitive skills.

Easy to write questions.

Difficult for respondent to get correct answer by guessing.

مميزات المقال (وهي أحد أنواع الأسئلة المقالية)، هي:

يمكن استخدامها لقياس المهارات الإدراكية عالية الرتبة.
سهولة كتابة الأسئلة.

من الصعب على الذي يقوم بالاختبار أن يحصل على الإجابة الصحيحة عبر التخمين.

Disadvantages

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.

عيوب المقال، هي:

تستغرق وقتاً طويلاً لإدارتها ولكتابة الإجابات.
صعوبة تحديد معيار موثوق لنتيجة الإجابات الصحيحة.
فقط مجموعة محدود من المحتوى يمكن أخذ عينات منها خلال فترة الاختبار الواحد.

Essay question can be used to measure _____ order cognitive skills.

higher

Essay question can be used to measure higher _____ cognitive skills.

order

Essay question can be used to measure higher order _____ skills.

cognitive

Essay question is _____ to write questions.

easy

Essay question is difficult for respondent to get correct answer by _____.

guessing

One disadvantage of essay question is _____ to administer and score.

time consuming

Essay question is _____ to identify reliable criteria for scoring.

difficult

Essay question is difficult to identify _____ for scoring.

reliable criteria

In essay question there is only _____ range of content
can be sampled during any one testing period.

a limited

In essay question there is only a limited range of content
can be _____ during any one testing period.

sampled

In essay question there is only a limited range of content
can be sampled during _____.

any one testing period

Advantages and Disadvantages of Commonly Used of Objective Test Types

True or False

Advantages

Many items can be administered in a relatively short time.

Moderately easy to write and easily scored.

مميزات أسئلة "الصح أم خطأ" (وهي أحد أنواع الأسئلة الموضوعية)، هي
إمكانية أداء اختبار عن العديد من العناصر في وقت قصير نسبياً
من السهل نسبياً كتابتها وإدخال الإجابات.

Disadvantages

Limited primarily to testing knowledge of information.

Easy to guess correctly on many items, even if material has not been mastered.

"من عيوب أسئلة "صح أم خطأ"

محدودة نسبياً من ناحية اختبار معرفة المعلومات.

يسهل تخمين الإجابة الصحيحة من بين البنود المتعددة، حتى لو لم يكن يتقن المواد الدراسية.

In "True or False" question many items can be administered

in a relatively _____.

short time

"True or False" question is moderately easy to _____ and easily scored.

write

"True or False" question is moderately easy to write and easily _____.

scored

###

كود:

"True or False" question is limited primarily to testing _____.

knowledge of information

"True or False" question is easy to _____ correctly on many items, even if material has not been mastered.

guess

Multiple Choice

Advantages

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.

مميزات أسئلة الخيار المتعدد:

من السهل استخدامها لتقييم مجموعة واسعة من المحتوى في فترة وجيزة.
ببنود مكتوبة بمهارة يمكن قياس أعلى مراتب المهارات المعرفية.
يمكن رصد نتائجها بسهولة.

Disadvantages

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.

عيوب سؤال الاختيار من متعدد:

صعوبة كتابة أسئلة جيدة واستغراق ذلك للوقت.
(يمكن من خلالها تقييم أعلى مراتب المهارات المعرفية، لكن أغلب الأسئلة تقيم فقط المعرفة (دون المهارة).
بعض الإجابات الصحيحة يمكن تخمينها.

Multiple choice question can be used to assess a broad range of content in a brief period.

In multiple choice question skillfully written items can be measure _____ skills.

higher order cognitive

Multiple choice question can be scored _____.

quickly

Multiple choice question is _____ and time consuming to write good items.

difficult

Multiple choice question is difficult and _____ to write good items.

time consuming

Multiple choice question is possible to assess higher order cognitive skills, but most items assess only _____.

knowledge

In multiple choice question some correct answers can be _____.

guesses

Matching

Advantages

Items can be written quickly.

A broad range of content can be assessed.

Scoring can be done efficiently.

: "مميزات سؤال "التوصيل" أو "المطابقة"

يمكن كتابة أسئلتها بسهولة.

يمكن تقييم مجموعة واسعة من محتوى المادة.

حل الأسئلة يمكن أن يتم بشكل فعال.

Disadvantages

Higher order cognitive skills difficult to assess.

: "عيوب سؤال "التوصيل" أو "التطابق"

صعوبة تقييم أعلى مراتب المهارات المعرفية.

In matching question, items can be written _____.

quickly

In matching question, _____ of content can be assessed.
a broad range

In matching question, scoring can be done _____.
efficiently

In matching question, Higher order cognitive skills
is _____ to assess.
Difficult

محاضرة (9)

بنستكمل بهذي المحاضرة الكلام عن أنواع اختبارات اللغة؛

:كنا ذكرنا نوعين وانتهينا منهم، وهم

Based on purposes

Based on responses

:بهذي المحاضرة بناخذ الاثنين الباقيين، وهم

Based on Orientation and The Way to Test

Based on score Interpretation

Based on Orientation and The Way to Test

اختبارات اللغة القائمة على التوجه وطريقة الاختبار

Language testing is divided into two types based on the orientation. They are language competence test and performance language test.

:اختبار اللغة القائم على التوجه ينقسم إلى نوعين، هما

اختبار كفاءة اللغة

اختبار أداء اللغة

Language testing is divided into _____ types based on
the orientation.
They are language competence test and performance language test.

two

Language testing is divided into two types based on the orientation.
They are _____ and performance language test.

language competence test

Language testing is divided into two types based on the orientation.
They are language competence test and _____.

performance language test

Language competence test is a test that involves components of language such as vocabulary, grammar, and pronunciation.

اختبار كفاءة اللغة هو اختبار يتضمن على أجزاء من اللغة مثل المفردات، النحو، النطق.

Performance test is a test that involve the basic skills in English that are writing, speaking, listening and reading.

اختبار الأداء هو اختبار يتضمن على المهارات الأساسية في اللغة الإنجليزية مثل الكتابة، التحدث، الاستماع والقراءة.

Language competence test is a test that involves components of language such as _____.

vocabulary, grammar, and pronunciation

Performance test is a test that involve _____ in English that are writing, speaking, listening and reading.

the basic skills

Performance test is a test that involve the basic skills in English that are _____.

writing, speaking, listening and reading

Moreover language testing is also divided into two types based on the way to test.

علاوة على ذلك ينقسم اختبار اللغة إلى نوعين وفقاً للطريقة التي يقام بها.

Moreover language testing is also divided into _____ types based on the way to test.

two

Moreover language testing is also divided into two types based on _____.

the way to test

Language testing based on the way to test divided into direct testing and indirect testing.

اختبار اللغة وفقاً للطريقة التي يقام بها ينقسم إلى نوعين هما: الاختبار المباشر، الاختبار غير المباشر

Direct testing is a test that the process to elicit students competences uses basic skill, like speaking, writing, listening, or reading.

الاختبار المباشر هو الاختبار الذي فيه عملية استنباط كفاءات الطلبة تتم عبر استخدام المهارات الأساسية مثل التحدث، الكتابة، الاستماع، القراءة.

Indirect language testing is a test that the process to elicit students competences does not use basic skills.

الاختبار غير المباشر هو الاختبار الذي فيه عملية استنباط كفاءات الطلبة لا تستخدم المهارات الأساسية

Language testing based on _____ divided into direct testing and indirect testing.

the way to test

Language testing based on the way to test divided into _____ and indirect testing.

direct testing

Language testing based on the way to test divided into direct testing and _____.

indirect testing

_____ is a test that the process to elicit students competences uses basic skill, like speaking, writing, listening, or reading.

Direct testing

Direct testing is a test that the process to elicit students competences uses _____, like speaking, writing, listening, or reading.

basic skill

Direct testing is a test that the process to elicit students competences uses basic skill, like _____.

speaking, writing, listening, or reading

_____ testing is a test that the process to elicit students competences does not use basic skills.

Indirect language

Indirect language testing is a test that the process

to elicit students competences _____ basic skills.

does not use

Indirect language testing is a test that the process to elicit students competences does not use _____.

basic skills

19) should elicit information on what students need to work in the future.

- A. Achievement tests
- B. Proficiency tests
- C. Placement tests
- D. Diagnostic tests

هالنقطة كان فيها خطأ من كذا جهة؛

وتكلم عنها؛ Proficiency بالمحتوى ذكر الـ

وهو يقصد يكتب Proficiency وتكلم عنها، ويبدو أن كاتب المحتوى سها وكتب Diagnostic بعدين ذكر الـ Diagnostic.

يعني حسب ما اعتقده لحد الآن، أن الجملة التالية خطأ بالمحتوى

Proficiency tests should elicit information on what students need to work in the future

، وما انتبهت لتناقض أنها كاتب Diagnostic حتى إني وأنا أترجمها، ترجمتها اختبار تشخيصي أقصد أنه يتكلم عن الـ (Proficiency)

يبقى هالجملة خطأ، والصحيح هو

Diagnostic tests should elicit information on what students need to work in the future

Diagnostic واللي يثبت هالكلام زيادة سياق الكلام بجزئية الـ

والسؤال

Diagnostic tests should elicit _____

on what students need to work in the future
information

Proficiency. مش الـ Diagnostic هالسؤال يثبت أنه بكل الأحوال هو يقصد الـ

Thanks a lot for what you have done up to now. I have read what you wrote about the question and whether it's a proficiency or diagnostic test ,so I revised the content of the 7 th lecture from the power point it self and I found that proficinecy test is what was acutally written and for that reason it is not a matter of translating mistake I didn't write this because I think that proficiency is the right choice here but to inform you that it is the thing that was written by the instructor in the content of the lecture .

.I wish all the best in all your courses ,because you deserve it fare & square

sorry , I meant fair & square

May be we can discuss this point again later, cause I am busy now in studying syntax.

Regards...

I wish you all the best in syntax and the other courses and after giving it another eading I think that you absultly right .It is diagnostic test .Sorry , to bother you but I don't the student to get confused as I was earlier about it .

Best wishes .

Therefore, language testing can be divided into four types based on orientation and the way to test. They are:

ومن ثمّ، فإن اختبار اللغة يمكن أن يقسم إلى 4 أنواع اعتماداً على توجّه وطريقة الاختبار؛ وهي

Direct competence test.

اختبار الكفاءة المباشر

Indirect competence test.

اختبار الكفاءة غير المباشر

Direct performance test.

اختبار الأداء المباشر

Indirect performance test.

اختبار الأداء غير المباشر

Language testing can be divided into types based on orientation and the way to test.

four

Language testing can be divided into four types based on orientation and the way to test.

They are:

Direct competence test.

Indirect competence test.

Direct performance test.

Indirect performance test.

بنتكلم عن كل نوع من أنواع اختبارات اللغة القائمة على توجه وطريقة الاختبار، وهي أربعة أنواع

Direct competence test.

Indirect competence test.

Direct performance test.

Indirect performance test.

Direct competence test

اختبار الكفاءة اللغوية المباشر

The direct competence test is a test that measures the students knowledge about language component,

اختبار الكفاءة اللغوية المباشر هو اختبار يقيس معرفة الطلبة بمكونات اللغة،

like grammar or vocabulary, which the elicitation uses one of the basic skills,

speaking, listening, reading, or writing.

مثل القواعد والمفردات، والتي يستخدم الاستخراج فيها واحدة من المهارات الأساسية مثل التحدث، الاستماع، القراءة، والكتابة.

The direct competence test is a test that measures the students knowledge about language component, like grammar or vocabulary, which the elicitation _____ one of the basic skills, speaking, listening, reading, or writing.

uses

For the 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.

على سبيل المثال، يريد معلم أن يعرف مدى معرفة طلابه في القواعد. فإنه يطلب من الطلبة أن يكتبوا رسالة ليستخلص معرفة الطلاب في القواعد.

The teacher ask the students to write a letter to elicit students knowledge in grammar, is an example of:

The direct competence test

Indirect Competence Test

اختبار الكفاءة اللغوية غير المباشر

The indirect competence test is a test that measures the students knowledge about language component,

اختبار الكفاءة اللغوية هو اختبار يقيس معرفة الطلبة بمكونات اللغة،

like grammar or vocabulary, which the elicitation does not use one of the basic skills, speaking, listening, reading, or writing.

مثل القواعد والمفردات؛ وعملية استخلاص هذه المعرفة لا تستخدم المهارات الأساسية، مثل التحدث والاستماع والقراءة والكتابة.

The elicitation in this test uses other ways, such as multiple choice.

استخلاص معرفة الطالب بمكونات اللغة تستخدم طرقاً أخرى، مثل الاختيار المتعدد.

The indirect competence test is a test that measures the students knowledge about language component, like grammar or vocabulary, which the elicitation _____ one of the basic skills, speaking, listening, reading, or writing.

does not use

The elicitation in indirect competence test uses other ways,
such as:

multiple choice.

For example, 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.

من أمثلة اختبار الكفاءة اللغوية غير المباشر، أن يستخدم المعلم من أجل أن يعرف مدى معرفة الطالب للقواعد اختبار الاختيار المتعدد.

The teacher gives a multiple choice test for
the students to measure students knowledge in grammar,
is an example of:

The indirect competence test

Direct Performance Test

اختبار الأداء اللغوي المباشر

Direct performance test is a test that measures the students skill in reading, writing, speaking, and listening that the elicitation is through direct communication.

اختبار الأداء اللغوي المباشر هو الاختبار الذي يقيس مهارات في القراءة، الكتابة، التحدث، أو الاستماع؛ والذي فيه يتم استخلاص هذا القياس عبر الاتصال المباشر.

For example, 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.

على سبيل المثال، المعلم الذي يريد أن يعرف مدى مهارة الطلبة في مهارة الكتابة، يطلب من الطلبة أن يكتبوا رسالة أو أن يكتبوا رسالة قصيرة.

Direct performance test is a test that measures the students
skill in reading, writing, speaking, and listening that
the elicitation is through _____.

direct communication

The teacher asks the students to write a letter,
or to write a short story, is an example of:

Direct performance test

Indirect Performance Test

اختبار الأداء اللغوي غير المباشر

Indirect performance test is a test measures the students skill in reading, writing, speaking, and listening that the elicitation does not use the basic skill.

اختبار الأداء اللغوي غير المباشر هو اختبار لقياس مهارة القراءة أو الكتابة أو التحدث أو الاستماع، والتي لا يستخدم فيها من أجل استخلاص القياس المهارات الأساسية.

For example, 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.

على سبيل المثال: المعلم عندما يريد قياس مهارة الطلبة في الاستماع. فإن المعلم يعطي بعض الصور ويطلب من الطلبة أن يرتبوا الصور في نظامها الصحيح بناء على القصة التي استمعوا لها.

Indirect performance test is a test measures the students skill in reading, writing, speaking, and listening that the elicitation _____ the basic skill.

does not use

The teacher gives some picture and asks the students to arrange the pictures into correct order based on the story that they listen to, is an example of:

Indirect performance test

أنواع الاختبارات اللغوية وهي

Based on Score Interpretation

(الاختبارات القائمة على تفسير نتيجته الرصد)

There are two kinds of tests based on score interpretation.

هنالك نوعين من الاختبارات القائمة على تفسير النتيجة (الرصد)؛ وهما:

norm-referenced tests

الاختبارات النسبية

criterion-referenced tests.

الاختبارات المعيارية

بنتكلم عن هالنوعين

There are two kinds of tests based
on score interpretation.

norm-referenced tests

criterion-referenced tests.

بنتكلم عن

norm-referenced tests

Norm-referenced tests 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 (Stiggins, 1994).

صممت الاختبارات النسبية من أجل تسليط الضوء على الاختلافات في الإنجاز بين الطلبة ليتم إنتاج تصنيف (ترتيب) للطلاب يمكن الاعتماد عليه عبر سلسلة إنجازات من المنجزين الأعلى إلى المنجزين الأقل.

School 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 normreferenced tests is chosen by how well it discriminates among students.

قد ترغب النظم المدرسية أن تصنف الطلبة بهذه الطريقة بحيث يمكن وضعها كما ينبغي في برامج علاجية أو برامج الموهوبين. يتم تحديد محتوى الاختبارات النسبية وفقاً لمدى قدرة هذه الاختبارات على تصنيف وترتيب الطلبة من الأعلى من ناحية الإنجاز حتى الأقل. بعبارة أخرى، يتم تحديد المحتوى في الاختبارات النسبية وفقاً لمدى قدرتها على التمييز بين الطلبة.

A student's performance on an norm referenced test is interpreted in relation to the performance of a large group of similar students who took the test when it was first formed. For example, if a student receives a percentile rank score on the total test of 34, this means that he or

she performed
as well or better than 34% of the students in the norm group.

يتم تفسير أداء الطالب في الاختبار النسبي بربطها مع أداء مجموعة كبيرة من الطلبة المماثلين الذين سبق وأن خضعوا عندما تم إعداد أول مرة. على سبيل المثال، إن حصل طالب على نتيجة 34 من المجموع الكلي 100، هذا يعني بأن هذا الطالب أو الطالبة قد أدى بمثل أو أفضل من 34% من الطلبة المختبرين لاختبار النسبي.

This type of information can be useful for deciding whether or not students need remedial assistance or is a candidate for a gifted program. However, the score gives little information about what the student actually knows or can do.

هذا النوع من المعلومات يكون مفيد في تحديد ما إن كان الطالب يحتاج أو لا يحتاج لمساعدة علاجية أو في كونه يمكنه الترشح لبرنامج الموهوبين. ومع ذلك فإن النتيجة تعطي القليل من المعلومات عن ما يعرفه الطالب فعلاً أو ما يستطيع فعله.

_____ tests 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

Norm-referenced tests are designed to highlight _____ differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers.

achievement

Norm-referenced tests are designed to highlight achievement differences between and among students to produce _____ of students across a continuum of achievement from high achievers to low achievers.

a dependable rank order

Norm-referenced tests are designed to highlight achievement differences between and among students to produce a dependable rank order of students across _____ from high achievers to low achievers.

a continuum of achievement

Norm-referenced tests 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

School systems might want to classify students in this way (Norm-referenced tests) so that they can be properly placed in _____ or gifted programs.

remedial

برامج علاجية

School systems might want to classify students in this way (Norm-referenced tests) so that they can be properly placed in remedial or _____ programs.

gifted

برامج الموهوبين

The content of norm-referenced tests is selected according to how well it _____ students from high achievers to low.

ranks

The content of norm-referenced tests is selected according to how well it ranks students from _____.

high achievers to low

The content selected in _____ tests is chosen by how well it discriminates among students.

norm referenced

The content selected in norm referenced tests is chosen by how well it _____ among students.

discriminates

A student's performance on _____ test is interpreted in relation to the performance of a large group of similar students who took the test when it was first formed.

an norm referenced

A student's performance on an norm referenced test is interpreted in relation to _____ of a large group of similar students who took the test when it was first formed.

the performance

A student's performance on an norm referenced test is interpreted in relation to the performance of a large group of _____ students who took the test when it was first formed.

similar

A student's performance on an norm referenced test is interpreted in relation to the performance of a large group of similar _____ who took the test when it was first formed.

students

If a student receives a percentile rank score on the total test of 34, this means that he or she performed _____ than 34% of the students in the norm group.

as well or better

This type of information (of Norm-referenced tests) can useful for deciding whether or not students need _____ or is a candidate for a gifted program.

remedial assistance

This type of information (of Norm-referenced tests) can useful for deciding whether or not students need remedial assistance or is a candidate for _____.

a gifted program

The score (in norm-referenced tests) gives _____ information about what the student actually knows or can do.

little

Criterion-Referenced Test

الاختبارات المعيارية

Criterion-referenced tests determine what test takers can do and what they know,

الاختبارات المعيارية تحدد ما يستطيع فعله ويعرفه المتقدمون للاختبار،

not how they compare to others.

وليس كيفية مقارنتهم مع بعضهم.

Criterion-referenced tests report how well students are doing relative to a predetermined performance level on a specified set of educational goals or outcomes included in the school, district, or state curriculum.

تقرر الاختبارات المعيارية وتُخبرنا بمدى أداء الطلبة نسبةً لمستوى أداء محدد سلفاً على مجموعة محددة من الأهداف التربوية أو النتائج المدرجة في المدرسة أو الحي أو في منهج الدولة.

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.

قد يختار المعلمين استخدام الاختبار المعياري عندما يريدون معرفة مدى نجاح الطلبة في اكتساب المعرفة أو المهارة التي يُتوقع أنهم أتقنوها.

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.

ويمكن استخدام هذه المعلومات كقطعة واحدة من المعلومات التي تحدد مدى نجاح الطلبة في تعلم المنهج المطلوبة ومدى نجاح المدرسة في تعليم ذلك المنهج.

The content of a criterion-referenced test is determined by how well it matches the learning outcomes deemed most important.

محتوى الاختبار المعياري يحدد عبر مدى تطابقه لمخرجات التعلم التي تعتبر الأكثر أهمية.

_____ tests determine what test takers can do and what they know, not how they compare to others.

Criterion-referenced

Criterion-referenced tests determine:

what test takers can do and what they know.

Criterion-referenced tests determine what test takers can do and what they know, not:

how they compare to others

_____ tests report how well students are doing relative to a predetermined performance level on a specified set of educational goals or outcomes included in the school, district, or state curriculum.

Criterion-referenced

Criterion-referenced tests report how well students are

doing relative to _____ on
a specified set of educational goals or outcomes included
in the school, district, or state curriculum.

a predetermined performance level

مستوى أداء محدد مسبقاً

Criterion-referenced tests report how well students are
doing relative to a predetermined performance level on
a specified set of _____ or outcomes included
in the school, district, or state curriculum.

educational goals

Criterion-referenced tests report how well students are
doing relative to a predetermined performance level on
a specified set of educational goals or _____ included
in the school, district, or state curriculum.

outcomes

Educators may choose to use _____ test
when they wish to see how well students have learned
the knowledge and skills which they are expected to have mastered.

a criterion-referenced

The content of a criterion-referenced test is determined
by _____
deemed most important.

how well it matches the learning outcomes

In other words, the content selected for the criterion-standard tests is selected on the
basis of its significance in the curriculum.

بعبارة أخرى، محتوى الاختبار المعياري يتم اختبار بناء على أهميتها في المنهج الدراسي.

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

يعطي الاختبار المعياري معلومات مفصلة عن مدى نجاح الطالب في أداء كل هدف من الأهداف والمخرجات التعليمية
المتضمنة في الاختبار.

The content selected for the criterion-standard tests is
selected on the basis of its _____ in the curriculum.
significance

Criterion-referenced tests give detailed information about
how well a student has performed on each of
_____ included in that test.
the educational goals or outcomes

(محاضرة 10)

Characteristics of a good test

خصائص الاختبار الجيد

In order to judge the effectiveness of any test it is sensible to lay down criteria against which the test can be measured, as follows:

من أجل الحكم على مدى فالية أي اختبار فإنه من المنطقي أن توضع معايير يمكن أن يقاس بها أي اختبار؛ كالتالي:

Validity: الصلاحية

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

الاختبار يعتبر صالحاً إذا كان يختبر ما يفترض أن يتم اختباره.

Thus it is not valid, for example, to test writing ability with an essay question that requires specialist knowledge of history or biology —

لذا فإنه لا يعتبر صالحاً إذا كان على سبيل المثال يختبر قدرات الكتابة عبر سؤال مقال يستلزم معرفة خاصة بالتاريخ أو الأحياء

unless it is known that all students share this knowledge before they do the test.

إلا إن كان من المعلوم أن كل الطلبة لديهم هذه المعلومات قبل أن يقوموا بالاختبار.

A particular kind of 'validity' that concerns most test designers is face validity.

أحد الأنواع الخاصة من الصلاحية التي تهتم بشكل أكبر مصممي الاختبار هو صلاحية الوجه.

This means that the test should look, on the 'face' of it, as if it is valid.

وهذا الأمر يعني أن الاختبار يجب أن يظهر -على وجه الاختبار نفسه- بأنه صالح.

A test which consisted of only three multiple choice items would not convince students of its face validity however reliable-or practical teachers thought it to be.

الاختبار الذي يتكون من ثلاثة أسئلة اختيار من متعدد سوف لن يقنع الطلبة بصلاحية وجهه مهما كان يعتقد ذلك المعلمين الفعليين الموثوقين.

Reliability:

الموثوقية:

A good test should give consistent results.

(الاختبار الجيد يجب عليه أن يعطي نتائج متسقة متناسقة، متناسقة).

For example, if the same group of students took the same test twice within two days

—

على سبيل المثال، إن أخذت نفس المجموعة من الطلاب نفس الاختبار مرتين خلال يومين

without reflecting on the first test before they sat it again — they should get the same results on each occasion.

دون التفكير في (مراجعة) الاختبار الأول قبل أن يقوموا بأدائه للمرة الثانية - فإنهم يجب أن يحصلوا على نفس النتائج في كل من الحالتين.

If they took another similar test, the results should be consistent.

إن أخذوا اختباراً آخرًا مماثلاً، فإن النتائج يجب أن تكون متسقة.

If two groups who were demonstrably alike took the test, the marking range would be the same.

إن كان هناك مجموعتين واضح أنهم وعلى حد سواء قد خضعوا للاختبار، فإن مجموع علامتهما ستكون هي نفسها.

In practice, reliability' is enhanced by making the test instructions absolutely clear,

في الممارسة العملية، فإن مما يعزز الموثوقية هو جعل تعليمات الاختبار واضحة تماماً،

restricting the scope for variety in the answers, and making sure that test conditions remain constant.

(وتقييد نطاق التنوع في الإجابات، والتأكد من أن ظروف الاختبار تبقى مستمرة متواصلة، ثابتة).

Reliability also depends on the people who mark the tests — the scorers.

تعتمد الموثوقية أيضاً على الأشخاص الذين يصححون الاختبار، المصححين.

Clearly a test is unreliable if the result depends to any large extent on who is marking it.

يكون الاختبار -وبشكل واضح- غير موثوق إن كانت نتيجته تعتمد على أعداد كبيرة من المصححين.

Much thought has gone into making the scoring of tests as reliable as possible.

والتفكير يتجه نحو جعل عملية تصحيح الاختبارات موثوقة ما أمكن ذلك.

_____ is valid if it tests what it is supposed to test.

A test

A test is _____ if it tests what it is supposed to test.

valid

A test is valid if it tests what it is supposed to _____.

test

A good test should give _____ results.

consistent

_____ means that a test should give consistent results.

Reliability

Writing tests

اختبارات الكتابة

Before designing a test and then giving it to a group of students, there are a number of things we need to do:

قبل تصميم أي اختبار وتقديمه للطلبة، هنالك عدد من الأمور لابد من القيام بها؛ وهي:

Assess the test situation

تقييم وضع الاختبار

Decide what to test

تحديد ما الشيء الذي سنختبر به الطلبة

Balance the elements

تحقيق التوازن بين العناصر

Weight the scores

وزن الدرجات

Making the test work

عمل الاختبار

بالردود القادمة نتكلم عن كل وحدة من الأشياء التي المفروض يتبعها من يبي يعمل اختبار.
بأكتفي بترجمة كل نقطة؛ ما سبق أن جا عنها سؤال بآخر اختبارين للمادة؛ لكن احتياطاً خذ فكرة جيدة عن كل نقطة

Assess the test situation:

تقييم وضع الاختبار

Before we start to write the test we need to remind ourselves of the context in which the test takes place.

قبل أن نبدأ في كتابة الاختبار علينا أن نستذكر السياق الذي يجري عليه الاختبار

We have to decide how much time should be given to the test-taking, when and where.

علينا أن نقرر كم هو الوقت المعطى لأداء الاختبار، متى وأين؟

It will take place, and how much time there is for marking.

هل سيجري الاختبار؟ وكم هو الوقت المتاح لتصحيحه؟

Decide what to test

تحديد ما الشيء الذي سنختبر به الطلبة

We have to list what we want to include in our test.

علينا أن نعد قائمة بما نريد أن نضعه في اختبارنا

This means taking a conscious decision to include or exclude skills such as reading comprehension or speaking (if speaking tests are impractical).

هذا يعني اتخاذ قرار واعي بخصوص تضمين أو استبعاد مهارات من مثل استيعاب القراءة، أو التحدث (إن كانت (اختبارات التحدث غير عملية).

It means knowing what syllabus items can be legitimately included (in an achievement test),

،(وهذا يعني معرفة ماهي عناصر المنهج الدراسي المشروع لنا أن نضمنها في الاختبار (في اختبار الإنجاز

and what kinds of topics and situations are appropriate for our students.

وماهي أنواع المواضيع والمواقف الملائمة لطلابنا

Balance the elements:

تحقيق التوازن بين العناصر

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.

إن كنا نريد تضمين بنود (عناصر) اختبار مباشرة أو غير مباشرة علينا أن نتخذ قراراً حول عدد العناصر التي نريد أن نضيفها في اختبارنا

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.

بند اختيار متعدد تتبعها مهمة كتابة قطعة نصية قصيرة عن واقع الحياة، تشير إلى أننا نعتقد أن أسئلة الاختيار 200 المتعدد هي وسيلة أفضل لاختبار الطلبة من مهام الكتابة الأكثر تكاملية.

Weight the scores

وزن الدرجات

However well we have balanced the elements in our test,

مع كوننا وازناً بنود اختبارنا،

our perception of our students' success or failure will depend upon how many marks are given to each section or sections of the test.

إلا أن مفهومنا حول نجاح طلبتنا أو فشلهم سيعتمد على كم درجة معطاة لكل قسم (أو أقسام) في الاختبار

If we give two marks for each of our ten MCQs,

إن أعطيتنا درجت لكل سؤال من أسئلة الاختيار المتعدد،

but only one mark for each of our ten transformation items,

و فقط درجة واحدة لكل من أسئلة بنود التحويل العشرة،

it means that it is more important for students to do well in the former than in the latter.

هذا يعني بأن نجاح الطلبة في حل الأسئلة الأولى أكثر أهمية من الأسئلة التالية

Making the test work

عمل الاختبار

It is absolutely vital that we try out individual items and/or whole tests on colleagues and students alike before administering them to real candidates.

من المهم جداً (أساسي، جوهري) أن نقوم بتجربة بنوداً فرديةً و/أو اختبارات كاملة على طلبة جامعة وطلبة مدارس على حد سواء قبل تقديمها للمرشحين الحقيقيين (الأشخاص الذين نريد أصلاً تقديم الاختبار لهم).

Such trialing is designed to avoid disaster, and to yield a whole range of possible answers/responses to the various test items.

مثل هذه التجربة تتم لتفادي وقوع كارثة، ولإنتاج مجموعة كاملة من الحلول/الاستجابات المحتملة لمختلف بنود أسئلة الاختبار.

This means that when other people finally mark the test we can give them a list of possible alternatives and thus ensure reliable-scoring.

هذا يعني أنه يمكن لنا أن نعطي الناس الآخرين الذين سيصححون الاختبار في الأخير قائمة بالبدائية المحتملة وهذا يضمن ويكفل موثوقية التصحيح.

Marking the test

تصحيح الاختبار

How to avoid subjectivity in scoring?

كيف يمكن تفادي الذاتية في تصحيح الاختبارات؟

يتم ذلك عبر 5 أشياء، وهي:

Training

التدريب

More than one scorer

أكثر من مصحح (راصد) للاختبار

Global assessment scale

مقياس تقييم عالمي

Analytic profiles

لمحات تحليلية

Scoring and interacting during oral tests

رصد النتيجة (التصحيح) والتفاعل أثناء الاختبارات الشفوية

Training

التدريب

If scorers have seen examples of scripts at various different levels and discussed what marks they should be given,

إن كان المناط بهم تصحيح الاختبار قد سبق لهم أن شاهدوا أمثلة على نصوص من مختلف المستويات الدراسية وسبق لهم مناقشة حول الدرجات التي ينبغي عليهم أن يعطوها لمثل هذه النصوص،

then their marking is likely to be less erratic than if they come to the task fresh.

بالتالي فإن تصحيحهم للاختبار سيكون أقل خطأ مقارنة بهم إن كانوا جديدين على تصحيح مثل هذه النصوص.

More than one scorer

Reliability can be greatly enhanced by having more than one scorer.

تعزز الموثوقية أكثر من خلال وجود أكثر من مصحح (راصد) للاختبار.

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.

كلما كثر الناس الذين ينظرون للنص، كلما زادت فرصة أن قيمتها الحقيقية ستكون موجودة في مكان ما بين مختلف الدرجات التي تمنح لها.

Global assessment scale

مقياس تقييم عالمي

A way of specifying scores that can be given to productive skill work is to create 'pre-defined descriptions of performance'.

من الطرق التي يمكن أن تستخدم لتحديد النتائج (الدرجات) التي يمكن إعطاؤها لعمل يتضمن مهارات إنتاجية هو عبر إيجاد أوصاف للأداء محددة مسبقاً.

Such descriptions say what students need to be capable of in order to gain the required marks.

مثل هذه الأوصاف تقول لنا ما يحتاجه الطلاب لكي يكونوا قادرين على كسب الدرجات المطلوبة

Analytic profiles

لمحات تحليلية

Marking gets more reliable when a student's performance is analyzed in much greater detail.

تصحيح الدرجات يكون أكثر موثوقية إن كان أداء الطالب يتم تحليله بتفصيل أكثر

Instead of just a general assessment, marks are awarded for different elements.

وعوضاً عن التقييم العام، يتم منح الدرجات (العلامات) لبنود (عناصر) مختلفة

Scoring and interacting during oral tests

رصد الدرجات (التصحيح) والتفاعل مع الطالب خلال الاختبارات الشفوية

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

موثوقية المصحح (الذي يعطي الدرجات على حل الطالب) في الاختبارات الشفوية لا تساعد فقط في تصحيح التقييم العام واللمحات التحليلية بل كذلك عبر تقسيم دور المصحح (الذي يعد الاختبار) عن دور المحادث أو المُحاور (وهو معد الاختبار الذي يوجه ويحث الحوار).

This may cause practical problems, but it will allow the scorer to observe and assess, free from the responsibility of keeping the interaction with the candidate or candidates going.

هذا الأمر قد يؤدي لمشاكل عملية، إلا أنه سيسمح للمصحح أن يراقب ويقيم، متحرراً من مسؤولية الحفاظ على التفاعل مع المرشح (الشخص الذي يتم اختباره) أو المرشحين.

(محاضرة 11)

Literary Stylistics

الأسلوبيات الأدبية

أو: دراسة الأساليب الأدبية

Linguistic analysis, in other words, can describe and analyze the language of a literary text but is not of itself an applied linguistic activity.

الأسلوبيات الأدبية -أبو بعبارة أخرى التحليل اللغوي- يمكنها وصف وتحليل لغة النص الأدبي ولكن ليس باعتبارها نشاطاً للغويات التطبيقية في حد ذاتها.

_____ can describe and analyze the language of a literary text but is not of itself an applied linguistic activity.

Literary stylistics (Linguistic analysis)

Literary stylistics (Linguistic analysis) can _____ the language of a literary text but is not of itself an applied linguistic activity.

describe and analyze

Literary stylistics (Linguistic analysis) can describe and analyze the language of _____ but is not of itself an applied linguistic activity.

a literary text

Literary stylistics (Linguistic analysis) can describe and analyze the language of a literary text but is not of itself _____ activity.

an applied linguistic

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.

الأسلوبيات الأدبية تبدأ في التحرك في ذلك الاتجاه (اتجاه اللغويات التطبيقية) عندما ترتبط الخيارات اللغوية بتأثيراتها على القارئ وترتبط ببعض محاولات التفسير.

_____ begins to move in that direction (to be an applied linguist activity), when linguistic choices are linked to their effects upon the reader and

some attempt is made at an explanation.

Literary stylistics (Linguistic analysis)

Literary stylistics (Linguistic analysis) begins to move in that direction (to be an applied linguist activity), when _____ are linked to their effects upon the reader and some attempt is made at an explanation.

linguistic choices

Literary stylistics (Linguistic analysis) begins to move in that direction (to be an applied linguist activity), when linguistic choices are _____ to their effects upon the reader and some attempt is made at an explanation.

linked

Literary stylistics (Linguistic analysis) begins to move in that direction (to be an applied linguist activity), when linguistic choices are linked to their effects upon _____ and some attempt is made at an explanation.

the reader

Literary stylistics (Linguistic analysis) begins to move in that direction (to be an applied linguist activity), 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.

هذا هو مسعى الأسلوبيات الأدبية.

The endeavor of literary stylistics is:

Link linguistic choices to their effects upon the reader.

Explanation.

It is not perhaps in itself applied linguistics as it involves no practical decision making, but it is, as we shall see, an important resource for the analysis of powerful and persuasive uses of language in general.

وذلك ربما ليس لكونها لغويات تطبيقية في حد ذاتها لأنها لا تشتمل على اتخاذ القرار العملي، لكنه وكما سنرى، لكونها

مورداً هاماً لتحليل الاستخدامات القوية والمقنعة للغة بشكل عام.

Literary stylistics (Linguistic analysis) is not applied linguistic because:

it involves no practical decision making.

Literary stylistics (Linguistic analysis) begin to move in the direction of applied linguistic because:

it is an important resource for the analysis of powerful and persuasive uses of language in general.

Literary stylistics (Linguistic analysis) begin to move in the direction of _____ because it is an important resource for the analysis of powerful and persuasive uses of language in general.

applied linguistic

Literary stylistics (Linguistic analysis) begin to move in the direction of applied linguistic because it is an important _____ for the analysis of powerful and persuasive uses of language in general.

resource

Literary stylistics (Linguistic analysis) begin to move in the direction of applied linguistic because it is an important resource for the analysis of _____ uses of language in general.

powerful and persuasive

Literary stylistics (Linguistic analysis) begin to move in the direction of applied linguistic because it is an important resource for the analysis of powerful and persuasive uses of _____ in general.

language

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

ترفع الأسلوبيات الأدبية مستوى الوعي، ليس فقط فيما يخص أهمية الصياغة الدقيقة ولكن فيما يخص ما هو أبعد في محك استخدام اللغة أكثر من مجرد المعنى الحرفي للكلمات.

_____ raises awareness,
not only of the importance of exact wording but of how
there is far more at stake in the use of language than
the literal meaning of the words.

Literary stylistics (Linguistic analysis)

Literary stylistics (Linguistic analysis) raises _____,
not only of the importance of exact wording but of how
there is far more at stake in the use of language than
the literal meaning of the words.

awareness

Literary stylistics (Linguistic analysis) raises awareness,
not only of the importance of _____ but of how
there is far more at stake in the use of language than
the literal meaning of the words.

exact wording

Literary stylistics (Linguistic analysis) raises awareness,
not only of the importance of exact wording but of how
there is far more at stake in _____ of language than
the literal meaning of the words.

the use

Literary stylistics (Linguistic analysis) raises awareness,
not only of the importance of exact wording but of how
there is far more at stake in the use of language than
the _____ of the words.

literal meaning

Stylistic analyses tend to highlight three related aspects of literary language:

:التحليل الأسلوبي يميل لأن يسلط الضوء على ثلاثة جوانب متعلقة باللغة الأدبية

Stylistic analyses tend to highlight _____ related
aspects of literary language.

three

Stylistic analyses tend to highlight three related aspects of _____.

literary language

Stylistic analyses tend to highlight three related aspects of literary language:

its frequent deviation from the norms of more everyday language use;

انحرافه المتكرر عن قواعد استخدام اللغة اليومية.

its patterning of linguistic units to create rhythms, rhymes, and parallel constructions;

زخرفيتها (نمطيتها) للوحدات اللغوية لخلق إيقاعات وقوافي وتراكيب موازية؛

and the ways in which the form of the words chosen seems to augment or intensify the meaning.

والطرق التي بها يتم اختيار صياغة الكلمات من أجل زيادة أو تكثيف المعنى.

One aspect of the stylistic analyses is its _____ from the norms of more everyday language use.

frequent deviation

One aspect of the stylistic analyses is its frequent deviation from _____ of more everyday language use.

the norms

One aspect of the stylistic analyses is its frequent deviation from the norms of more _____.

everyday language use

One aspect of the stylistic analyses is its _____ of linguistic units to create rhythms, rhymes, and parallel constructions.

patterning

One aspect of the stylistic analyses is its patterning of _____ to create rhythms, rhymes, and parallel constructions.

linguistic units

One aspect of the stylistic analyses is its patterning of linguistic units to create:

Rhythms.
Rhymes.
Parallel constructions.

One aspect of the stylistic analyses is _____ in which the form of the words chosen seems to augment or intensify the meaning.

the ways

One aspect of the stylistic analyses is the ways in which the form of the words chosen seems to _____ the meaning.

augment or intensify

One aspect of the stylistic analyses is the ways in which the form of the words chosen seems to augment or intensify _____.

the meaning

Critical Discourse Analysis (CDA)

تحليل الخطاب النقدي

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.

تحليل الخطاب النقدي يهتم به أكثر علماء اللغويات التطبيقية، لخطره المتزايد أو لقلته وضوحه، تحليل الخطاب النقدي هو تمثيل نفس الحقائق بعدة طرق بحيث لا يتم تغيير حقيقة ما يُقال، ويُحسب مع تأثير تحليل الخطاب النقدي موقف القارئ مما يقرأ.

Thus just as a glass might be described as 'half full' or 'half empty' with rather different implications, so the same food item can be truthfully described as either '90% fat-free' or '10% fat'.

ومن أمثلة تحليل الخطاب النقدي وصف كأس بأنه نصف مملوء أو نصف فارغ، ولكل من الوصفين مضمون مختلف. % وكذا ذلك فإن نفس الصنف من الطعام يمكن وصفه (بصدق) أنه 90% خالٍ من الدسم، أو أن نسبة الدسم فيه 10%.

Both are equally true, but to a consumer bent upon reducing their calorie intake the former description seems more attractive.

كلا الوصفين المذكورين سالفاً صحيحين تماماً، لكن بالنسبة للمستهلك الذي لديه ميول نحو تخفيف الأسعار الحرارية فإن الوصف الأول سيبدو بالنسبة له أكثر جاذبية.

The literal meaning is the same, but the effect is very different.

المعنى الحرفي لكلا الوصفين هو ذاته، لكن تأثير كل من الوصفين مختلف.

It is in precise analysis of such detail that a real contribution can be made to people's capacity to read and listen critically, and to resist being manipulated by what is said.

التحليل الدقيق لمثل هذه التفاصيل يساهم في رفع قدرة الناس على القراءة والاستماع بشكل نقدي، وعلى مقاومة ما يجري من تلاعب في الحديث.

The analysis of such language and its effects is known as critical linguistics, or, when placed in a larger social context and seen as part of a process of social change, as Critical Discourse Analysis (CDA).

مثل هذا التحليل للغة وتأثيراته يطلق عليه اللغويات النقدية، أما إن وضعت في سياق اجتماعي أكبر وصار يُنظر لها على أنها جزء من عملية التغيير الاجتماعي؛ يطلق عليها: تحليل الخطاب النقدي.

A further area of interest, less evident without linguistic analysis, is persistent patterns of grammatical choice.

ومن مجالات الاهتمام الأخرى (الأقل وضوحاً لولا التحليل اللغوي) هي: الأنماط الثابتة (المستمرة) للاختيار النحوي ((القواعدي)).

There are, for example, constructions which allow a speaker or writer not to mention the agent (i.e the person responsible for something).

فهناك على سبيل المثال، تراكيب (بناء، بنايات لغوية، تراكيب لغوية) تسمح للمتحدث أو الكاتب أن لا يذكر العامل (الشخص المسؤول عن عمل شيء ما) [Agent].

Two strategies in particular allow this to happen.

(وهناك استراتيجيتان تسمحان للمتحدث أو الكاتب أن لا يذكر العامل (الشخص الذي قام بفعل الشيء

One is passivization. the favoring of passive constructions over active ones,

أحدهما البناء للمجهول. حيث يتم تفضيل البناء للمجهول على البناء للمعلوم،

for example, 'Five children were killed in the air attack' Not 'The pilots killed five children'.

"على سبيل المثال، "قُتل خمسة أطفال بسبب غارة جوية" وليس "الطيارين قتلوا خمسة أطفال

The other is nominalization, when actions and processes are referred to by nouns as though they, rather than the people doing them, were the agent,

الاستراتيجية الأخرى الذي تمكن المتحدث أو الكاتب من أن لا يظهر العامل، هي: النقل إلى الاسمية (التحويل إلى الاسمية)، حيث يتم الإشارة إلى الأحداث والعمليات عبر أسماء مثل "هم" عوضاً عن ذكر الناس العاملين للحدث أو للعملية أنفسهم،

for example, 'Genetic modification is a powerful technique RATHER THAN 'Researchers who modify genes have a great deal of power'.

على سبيل المثال: "التعديل الوراثي تقنية قوية"، عوضاً عن "الباحثون الذي يعدلون الجينات الوراثية لديهم قدر كبير من القوة".

If a glass is described as either half full or half empty
this is an example related to:

Critical Discourse Analysis CDA

النقطة الأخيرة بمحاضرة 11؛

Second-Language Acquisition (SLA)

اكتساب اللغة الثانية

Second-Language Acquisition (SLA)

From the 1960s onwards, great strides were made in first language acquisition research.

من ستينيات القرن الماضي وصاعداً، قُطعت أشواط كبيرة في أبحاث اكتساب اللغة الأولى.

Taking its cue from these, and starting in earnest in the 1970S, SLA research concerned itself with both explaining and describing the process of acquiring a second language.

أبحاث اكتساب اللغة الثانية بدأت بشكل جدي في سبعينيات القرن الماضي.

أبحاث اكتساب اللغة الثانية متعلقة بتفسير ووصف عملية اكتساب اللغة الثانية.

(In this context, 'second language is used to refer to any additional language, embracing both foreign languages and second languages in the more limited sense.)

وفي هذا السياق، فإن مصطلح "اللغة الثانية" يستخدم للإشارة إلى أي لغة إضافية (لغة إضافية على اللغة الأم)، وتضم كلاً من اللغات الأجنبية واللغات الثانوية بمعنى أكثر محدودة.

It has looked at the route, the rate, and the end state of SLA, and the ways in which it is affected by external factors such as instruction, interaction, and motivation.

يُنظر لاكتساب اللغة الثانية من خلال مسارها ومعدلها وحالتها النهائية وطرقها التي تتأثر بعوامل خارجية مثل

التعليمات

التفاعل

والتحفيز.

Particular areas of interest have included the degree of transfer from the first language/s, the degree of systematicity in learners' language, variation between learners or within one learner, and—most of all perhaps—why the process of acquiring a second language, as opposed to acquiring a first language, is so often regarded as 'incomplete'.

مجالات الاهتمام بالنسبة لاكتساب اللغة الثانية هي

مقدار النقل من اللغة/اللغات الأم

مقدار الانتظام (التنظيم وفق قواعد) في لغة المتعلمين

التفاوت أو الاختلاف بين المتعلمين، أو التفاوت داخل المتعلم الواحد

لماذا اكتساب اللغة الثانية -وعلى عكس اللغة الأم- تعتبر غير كاملة

_____ research concerned itself with both explaining and describing the process of acquiring a second language.

Second Language Acquisition

Second Language Acquisition research concerned itself with both explaining and describing the process of _____ a second language.

Acquiring

(محاضرة 12)

What is Language?

ماهي اللغة؟

.ما أتوقع تجي عن هالجزئية أسئلة، لكن اقرأها بتمعن

What is Language?

A number of definitions have been suggested but we will consider the following composite definition.

:العديد من التعاريف تم اقتراحها لتعريف اللغة، إلا أننا سوف نطرح التعاريف المركبة التالية

Language is systematic.

(اللغة منظومة (تنظيم

Language is a set of arbitrary symbols.

.اللغة هي مجموعة من الرموز الاعتبائية

الاعتبائي: يعني حروف كلمة ما لا تعبر عما تشير إليه؛ مثلاً حروف كلمة قطة شكل حروف الكلمة لا يعطي إحاء أنها (تعبر عن قطة؛ في بعض اللغات القديمة جداً، يرمزون للقطة مثلاً برسم قطة

Those symbols are primarily vocal, but may also be visual.

.هذه الرموز تكون صوتية في المقام الأول، إلا أنها قد تكون بصرية

The symbols have conventionalized meanings to which they refer.

.الرموز لها معانٍ اصطلاحية لما تشير إليه

Language is used for communication.

.اللغة تستخدم للتواصل

Language operates in a speech community or culture.

.اللغة تعمل في مجتمع أو ثقافة تستخدم التحدث

Language is essentially human, although possibly not limited to humans.

.اللغة بشكل أساسي إنسانية، لكنها يمكن أن لا تكون حكراً على البشر

Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

تكتسب اللغة عند غالب الناس بنفس الطريقة، اللغة وتعلم اللغات لهما خصائص عالمية واحدة.

Schools of Thought in Second Language Acquisition

مذاهب اكتساب اللغة الثانية

أيضاً هذي الجزئية ما سبق جا عليها أسئلة باختبارات السقوفي، لكن احرص على قراءتها احتياطاً

Schools of Thought in Second Language Acquisition

While the general definitions of language, learning, and teaching offered above might meet with the approval of most linguists, psychologists, and educators, points of disagreement become apparent after a little probing of the components of each definition.

في الوقت الذي تحظى في التعاريف التي سبق طرحها للغة والتعلم والتعليم باتفاق معظم اللغويين وعلماء النفس والمربين (المعلمين)، إلا أن نقاطاً للاختلاف طفت على السطح بعد التحقيق قليلاً في مكونات كل تعريف.

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 equally knowledgeable scholars, usually over the extent to which one viewpoint or another should receive primacy.

على سبيل المثال، هل اللغة في المقام الأول "نظام من الوحدات الشكلية (نظام من وحدات مُصاغة مركبة مُشكلة)" أم هي "وسيلة للتفاعل الاجتماعي"؟ أو من أجل استيفاء أفضل، هل على المعلم أن ينبثق (يتخرج) من علماء متساوين بالخبرة المعرفية (الاطلاع)؛ ماهو المدى الذي نحدد من خلاله مدى أولوية وجهة نظر على أخرى؟

Yet, with 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.

حتى الآن، ومع كل الخلافات المحتملة بين اللغويات التطبيقية وباحثي اكتساب اللغة الثانية؛ إلا أن بعض الأنماط التاريخية انبثقت عنها تلك الاتجاهات (النزعات) والموضات (الأنماط) في دراسة اكتساب اللغة الثانية.

These trends will be described here in the form of three different schools of thought—primarily in the fields of linguistics and psychology—that follow somewhat historically.

هذه الاتجاهات سيتم شرحها هنا على هيئة 3 مذاهب (مدارس فكرية)؛ في مجالات اللغويات وعلم النفس؛ التي سيتم تتبعها تاريخياً.

Structural Linguistics and Behavioral Psychology

علم اللغة البنيوي (الهيكلي، الوصفي) وعلم النفس السلوكي

Structural Linguistics and Behavioral Psychology

In the 1940s and 1950s, 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 scientific observations of human languages.

في أربعينيات وخمسينيات القرن الماضي مذهب (مدرسة فكرية) البنيوية (أو الهيكلية أو الوصفية) اللغوي -مع المدافعين عنها وهم: ليونارد بلومفيلد، إدوارد سابر تشارلز هاكت، تشارلز فرايز وآخرين- افتخر بتطبيقه الصارم للملاحظات العلمية على لغات الإنسان.

Only “publicly observable responses” could be subject to investigation.

فقط "الاستجابات التي يمكن ملاحظتها علناً" تكون خاضعة للتحقيق.

The linguist's task, according to the structuralist, was to describe human languages, and to identify the structural characteristics of those languages.

مهمة اللغوي -حسب رواد المذهب البنيوي (الهيكلي الوصفي)- هي وصف لغات الإنسان، وتحديد الخصائص البنيوية (الهيكلية، الوصفية) لتلك اللغات.

An important axiom of structural linguistics was that languages can differ from each other without limit, and that no preconceptions could apply across languages.

من البديهيات المهمة لدى اللغويين البنيويين (التابعين للمذهب البنيوي أو الهيكلي أو الوصفي) أن اللغات يمكن أن تختلف عن بعضها بلا حدود، وأن لا يمكن تكوين فكرة مسبقة (مبلورة) عن اللغات.

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

من المهم بالنسبة للغوي البنيوي (الهيكلي) أو الوصفي هي فكرة بأن اللغة يمكن تفكيكها إلى قطع صغيرة أو وحدات، وأنه يمكن وصف هذه الوحدات علمياً، والعكس صحيح، بحيث يمكن تجميعها مرة أخرى لتشكل اللغة بكامل هيئتها.

Among psychologists, a behavioral paradigm also focused on publicly observable responses—those that can be objectively perceived, recorded, and measured.

وبين علماء النفس، هنالك نموذج سلوكي يركز أيضاً على الاستجابة العلنية (العامة) التي يمكن ملاحظتها، تلك التي يمكن استكشافها (فهمها، وعيها، إدراكها) بموضوعية، وتسجيلها، وقياسها.

The scientific method was rigorously adhered to, and therefore such concepts as consciousness and intuition were regarded as mentalistic, illegitimate domains of inquiry.

المنهج العلمي كان ملتزماً بشكل صارم بمجالات غير مشروعة للتحقيق، لذلك فإن مفاهيماً من مثل الوعي والحدس اعتبرت مفاهيماً ذهنية.

The unreliability of observation of states of consciousness, thinking, concept formation, or the acquisition of knowledge made such topics impossible to examine in a behavioral framework.

عدم موثوقية ملاحظة حالات الوعي، والتفكير، وتكوين المفهوم، أو اكتساب المعرفة يجعل مثل هذه المواضيع مستحيلٍ فحصها في الإطار (النطاق) السلوكي.

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

النماذج السلوكية النمطية كانت تعتبر كلاسيكيةً ومنكيفةً إجرائياً (عملياً)، وتعلماً لفظياً روتينياً (يعتمد على التكرار، عن ظهر قلب)، وتعلماً ألياً، وتعلماً مُتَحَيِّزاً، وكذلك المناهج دراسة السلوك الإنساني التجريبية الأخرى.

You may be familiar with the classical experiments with Pavlov's dog and Skinner's boxes; these too typify the position that organisms can be conditioned to respond in desired ways, given the correct degree and scheduling of reinforcement.

قد تكون متألماً مع مع التجارب الكلاسيكية مع كلب بافلوف وصناديق سكينر؛ تلك التجارب تجسد المكان الذي يمكن (للكائنات الحية أن تحله للاستجابة بطرق مطلوبة، معطيةً الدرجة الصحيحة وجدول التعزيز (التوطيد).

الجزئية الماضية (المذهب، أو المدرسة الفكرية الماضية) توقع يجي منها سؤال واحد

:في الاختبارين الماضين للسقوفي جا سؤالين (سؤال بكل اختبار) عن جملة وحدة، هي

In _____ only
"publicly observable responses" could be
subject to investigation.

Structural Linguistics

In Structural Linguistics only
"publicly observable responses" could be

subject to _____.

Investigation

Generative Linguistics and Cognitive Psychology

اللغويات التوليدية وعلم النفس المعرفي

In the decade of the 1960s, generative transformational linguistics emerged through the influence of Noam Chomsky 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.

في عقد الستينات، ظهرت اللغويات التحويلية التوليدية متأثرة بنعوم تشومسكي وعدد من أتباعه الآخرين. كان تشومسكي قد حاول أن يظهر أن لغة الإنسان لا يمكن تدقيقها ببساطة اعتماداً على المنبهات (المثيرات) والاستجابات التي يمكن ملاحظتها، أو اعتماداً على مجلدات البيانات الخام التي تم تجميعها من لغويي المجال.

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. 1964, p. 63).

اللغوي التوليدي لا يكون مهتماً فقط في وصف اللغة (تحقيق مستوى كفاية وصفية)، إنما يهتم أيضاً في التوصل إلى مستوى لمستوى تفسيري (تعليلي) فيما يخص الكفاية في دراسة اللغة، وهذا هو الأساس المبدئي المستقل عن أي لغة معينة، لاختيار قواعد قواعد كافية وصفيًا لكل لغة.

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

وبالمثل، أكد علماء النفس المعرفي هذا المعنى، الفهم والمعرفة كانا بيانات هامة للدراسة النفسية. فبدلاً من التركيز الميكانيكي على اتصالات المنبه-الاستجابية، يحاول المعرفيون (الإدراكيون) اكتشاف المبادئ النفسية للتنظيم والعمل.

Cognitive psychologists, like generative linguists, sought to discover underlying motivations and deeper structures of human behavior by using a rational approach. That is, they freed themselves from the strictly empirical study typical of behaviorists and employed the tools of logic, reason, extrapolation, and inference in order to derive explanations for human behavior.

علم النفس المعرفي، مثل اللغويات التوليدية، يسعى لاكتشاف الدوافع الكامنة والبنى العميقة للسلوك البشري باستخدام المنهج العقلاني. وهذا يعني أنه يحرر نفسه من الدراسة الميدانية بدقة نموذجية من قبل العلماء السلوكيين ووظف أدوات المنطق والعقل والاستقراء (الاستنباط) والاستدلال من أجل استخلاص تفسيرات للسلوك البشري.

Both the structural linguist and the behavioral psychologist were interested in description, in answering what questions about human behavior: objective measurement of behavior in controlled circumstances.

كلاً من اللغوي البنوي (الهيلكي) وعلم النفس السلوكي مهتم في الوصف، في الإجابة عن الأسئلة التي تخص السلوك الإنساني: القياس الموضوعي للسلوك في الظروف التي المسيطر عليها.

The generative linguist and cognitive psychologist were, to be sure, interested in the what question; but they were far more interested in a more ultimate question, why: what underlying factors—innate, psychological, social, or environmental circumstances—caused a particular behavior in a human being?

اللغوي التوليدي وعالم النفس المعرفي كانوا مهتمين بأسئلة "ماذا"، لكن اهتماماتهم متباعدة في الأسئلة الأبعد. لماذا: ماهي العوامل الفطرية النفسية الاجتماعية وعوامل الظروف البيئية (المحيطة) التي تسبب سلوك معين في التكوين الإنساني؟

الجزئية الأخيرة توقع منها سؤال واحد؛ بآخر نموذجين، كل نموذج جا فيه سؤال من جملة وحدة، هي

The _____ 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.

generative linguist

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 _____ in the study of language.

Adequacy

أسأل المولى عزوجل أن نكون قد وفقنا في هذه
المراجعة كنوع من تجميع المعلومات ما قبل الاختبار
فإن كان مفيداً لكم لاتنسونا من الدعاء
ابوالحارث & تجميع دفء الغروب