

مرآجة ل اهم ما ذكر بال اللغة و تقنية المعلومات

من المحاضرة الثالثة الى المحاضرة الحادية عشر

بالتوفيق للجميع ..

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* المحاضرة الثانية *

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* Interpersonal Communication :-

- negotiation of meaning.
- Co-Constructing meaning.
- Prompting learners' attention to form

* Production theory :-

- First: Cognitive Perspective, plan before speaking
- Second: Cognitive Perspective, Correct linguistic output
- Third, Sociocultural Perspective, use of help interlocutor

* System design :- Series of :-

- hunches
- guesses.

* effective of using a Particular Software shared

- language teachers.
- administration responsible.
- budgeting Commercial Publisher

* Kern and Warschaur '2000' suggest:

- Structural.
- Cognitive.
- Socio cognitive.

* Specific methodology:

- what those questions are.

* approaches to developing useful research **CALL**

- Focus on Software
- Focus on the learners.
- Focus on the learning task.

* Focus on Software:

- Subtitles for listening.
- Intelligent feedback for grammar.

* Focus on the learners:

- looking up words
- Asking for help
- Participating in tele-collaboration.

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* Focus on the learning tasks:

- Web-based listening. => acquiring vocabulary
- Text chat as rehearsal.



Process data:

the observable record of learners work CAL + task

called:

- Working style data.

Sequences of interaction:

- Production of an error & receipt of intelligent feedback
- Request for and receipt of translation.
- Linguistic Production and a self-correction.

These types of sequences can carried out through:

- language
- combination of language
- mouse clicks.

They can be enacted through:

- computer-human interactions.
- human-human interactions.

Each unit of behavior, called a move

performed by either the learners or computers.

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* Methodologies of description:

- interaction analysis.
- Discourse analysis.
- conversation analysis.

* interaction analysis:

- used to document the particular move.
- "How frequently do learners consult the internal
- "How frequently do they consult external bilingual

* Discourse analysis:

- refer to a number of different analytic perspective.
- Functional description of the linguistic choices.
- moves that the participant make to construct a text.

* Conversation analysis:

- * attempt to capture the language utterance & intention
- * describe how the language in discourse used to accomplish communicative intent.
- * opening, closing, Topic Shift, Cohesion

* Interpretation :

- Process which involve interpretation of the data in a way that make them meaningful & useful

1. inferences about capacities :

- made from process data when research draw conclusion.

* what the learners knows about target language including :

- Its rules for use.
- their processes
- strategies for using the language.

! Inference about tasks :

- second type of interpretation.

* CALL researchers :

- wish to make concerne how the task influence.

- Electronic discussion good environment for

Fostering use of more formal & complex language

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* Instructional activities research method focuses

- tasks that learners engage in rather than teacher teach

Task must have goals

* Task evaluations: 3

- Outcomes
- instances of negotiation of meaning.
- Three dimension of Proficiency.

① Outcomes:

- First, assess the learning outcomes of learners.

② Negotiation of meaning

- Second, looks for instances of Negotiation of meaning in the language of task participant.

* sequence of drawing the learner \Rightarrow linguistic gap.

* Resolving the Problem is taking \Rightarrow evidence that input has had the opportunity to be acquired.

③ Three dimension of Proficiency ٢.

through the criteria of ١.

P. accuracy

C. Complexity.

D. fluency.

Skehan ١. the goal of task-based should be for:

For learners to develop an effective balance

between fluency and accuracy, and to become

to increase the complexity of their linguistic production

→ Number of operational issue need to be resolved

→ need to take into "individual differences"

→ How to empirically evaluate overall task difficulty.

→ need to take into "not only the features of task

but also "condition under which tasks are done.

condition refers to:

What the learner does before and after

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TBLT: Task-based language teaching.

TBLT:

- offer student opportunities to actively engage in communication order to achieve goal.

In TBLT, student use language in task to improve their language skills.

Why TBLT:

- Relevant to learners real-life language needs.
- Tasks are motivation.
- Tasks allow focus on form / meaning.
- L2 language production is less stressful.
- learner-centered.

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Task Condition	Task features	Task Condition
Pre-task activity	Code Complexity	Post-task activity
	Cognitive Complexity	
	Communicative stress	

Pre-task Phase :. Performe the tasks:

- linguistically
- cognitively.

Example :

- * Speaking activity.
- * Focus on language "form or meaning"

Speaking activity :

- student are introduced to the idea of Ballon
- Ballon debate + focus on model verbs.
- Ballon debate + focus on ideas

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a Focus on language Form

- implicit focus on form

- explicit focus on form

* implicit focus on form:

- Learner: Norah Play the Piano

Instructor: Norah Plays the Piano?

Learner: Yes, Norah Plays the Piano.

Explicit focus on form

- Learner: Yesterday, I visit my friend.

Teacher: you should use the past form visited.

Post-task Phase :-

- Task repetition (Fluency, Complexity, accuracy)

- Reflecting on Performance (write a report)

- Attention to form.

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CL = Corpus Linguistics

CL: study of language based on example of "Real life" language use, Mc Enry & Wilson

* Corpora:

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

* Categories

- User: Native vs. Learner
- Content: Monitor vs. Sample
- Language: Mono vs. Multilingual
- Source: Original vs. Translation
- Time: Synchronic vs. Diachronic
- Remark: Plain vs. Annotated

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uses and function:

- Computing

- linguistics

- language teaching.

* Computing: natural language processing

* Language teaching: ESP

* linguistics: study of linguistic competence or performance.

- descriptive grammar + critical Discourse Analysis -

* X & me

* I & X

* X & I

CDA = Critical Discourse Analysis

Agent:: Who made the action

Theme:: The action made on them.

* How Critical Discourse Analysis:

1. Collocations.

2. Concordance Patterns.

3. Keyword Patterns

* Collocations:: string of words comes together.

* Concordance Patterns:: list of all the occurrences of a particular search term in corpus.

* Keyword Patterns:: lexical item that show marked frequency in one text compared to other.

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• Corpus linguistics & English language teaching

- Syllabus design
- Materials development
- classroom activity.

Importance:

- * L2 Learners and central / typical use of a word
- * CL & Grammar / spelling checkers
- * Collocation checking
- * Phrase finding - writing classes
- * Spoken language repository,
- * cover different topic
- * Dictionaries vs. Corpora.

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NLP: Natural language Processing.

Artificial intelligence

AI: Area of Computer Science which deals with the study and development of Computer System which require human intelligence.

tasks:

- language Production.
- Solving some Problems.

Application of Artificial intelligence

1. Visual Perception: Self-driving cars
2. Decision making: video games - Tennis
3. Problem Solving: Photo Math app
4. Machine translation: Google
5. Speech recognition System: Siri
6. Information Retrieval: ads

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Natural language: any language spoken by humans
artificial language: C++, Java, Morse Code

NLP: field of Computer Science, artificial intelligence and linguistics concerned with interaction between Computer and human.

Types of analysis and NLP..

- Text Processing
- Speech Processing.

Text Processing: refers to the Processing of any kind of text Produced by human.

Speech Processing: refers to the task that require dealing with speech or sound signals

Text analysis:

- Word-level analysis \Rightarrow morphology analysis
- sentence-level analysis \Rightarrow syntactical Parsing
- Discourse analysis \Rightarrow semantic Processing.

uses of text analysis:

- Spelling/Grammar checkers

machine translation

search engine

keyword/collocation finding.

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Speech Processing:

- Speech to text Converters.

Speech recognition system

uses of speech processing

- Siri

- Mobile Phones

- technology for visually challenged, Blind, People

- voice activated navigation system //

- voice operated machine

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Progress

1. Excellent Progress:

- Spam detection
- Part of speech tagging.
- Named entity recognition "Who did that"

2. Good Progress :-

- Sentimental analysis
- Word disambiguation.
- machine translation.
- Information extracting "meeting detail from

slow Progress :-

- Question answering
- Paraphrasing
- Summarization
- Dialogue

LMS: Learning management System.

LMS:. is a Software application for the administration, documentation, tracking, reporting and delivery of electronic educational called "e-learning" education course or a training program - "Wikipedia"

Example of LMS:.

- Blackboard \Rightarrow 41% market share

- Moodle \Rightarrow open source

- Desire2learn

- Instructure

- WebCT

- Google classroom

- Edmodo