

Definitions of Applied Linguistics

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Applied linguistics:

Is the academic discipline concerned with the relation of knowledge about language to decision-making in the real world

clinical linguistics:

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

language testing:

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

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.

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 the document, or profile of a speaker from a tape-recording.

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 use of language

translation and interpretation

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

information design:

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

Lexicography

is the planning and compiling of both monolingual and bilingual dictionary and other language reference works such as thesauri

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linguistics

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

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

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

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What it means to be a native speaker

Firstly, there's the question of personal history

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

Secondly, there is a question of expertise

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

Thirdly, there's a question of knowledge and loyalty.

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

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the direct method:

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 .

natural language learning:

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

the communication approach:

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

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possibility

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.

feasibility

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

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Appropriateness

This concerns the relationship of language or behavior to context.

discourse analysis.:

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

Pragmatics

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

Genre

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

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What is language testing?

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

Proficiency Test:

The purpose of proficiency test is to test global competence in a language. It tests overall ability regardless of any training they previously had in the language. Proficiency tests have traditionally consisted of standardized multiple-choices item on grammar, vocabulary, reading comprehension, and listening comprehension.

Diagnostic Test:

The purpose is to diagnose specific aspects of a language. These tests offer a checklist of features for the teacher to use in discovering difficulties. Proficiency tests should elicit information on what students need to work in the future; therefore the test will typically offer more detailed subcategorized information on the learner.

Placement Test:

The purpose of placement test is to place a student into a particular level or section of a language curriculum or school. It 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 the point at which the student will find material neither too easy nor too difficult.

Achievement Test

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

Language Aptitude Test:

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

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Subjective Test

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.

Objective Test

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.

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Direct testing

is a test that the process to elicit students competences uses basic skill, like speaking, writing, listening, or reading

indirect language testing:

is a test that the process to elicit students competences does not use basic skills.

Direct Competence Tests

The direct competence test is a test that measure the students knowledge about language component, like grammar or vocabulary, which the elicitation uses one of the basic skills, speaking, listening, reading, or writing.

Indirect Competence Test

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

Direct Performance Test:

Direct performance test is a test that the students skill in reading, writing, speaking, and listening that the elicitation is through direct communication.

Indirect Performance Test:

Indirect performance test is a test that measure the students skill in reading, writing, speaking, and listening that the elicitation does not use the basic skill.

Norm-Referenced Test:

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).

Criterion-Referenced Test:

Criterion-referenced tests determine what test takers can do and what they know, not how they compare to others (Anastasi, 1988).

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Validity:

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

Reliability:

A good test should give consistent results.

Training

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

More than one scorer:

Reliability can be greatly enhanced by having more than one scorer. 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.

Global assessment scale

A way of specifying scores that can be given to productive skill work is to create 'pre-defined descriptions of performance'. Such

Analytic profiles:

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

Scoring and interacting during oral tests

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). 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.

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Literary Stylistics:

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

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What is Language?

A number of definitions have been suggested but we will consider the following composite definition

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

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Constructivism: A Multidisciplinary Approach

Constructivism is hardly a new school of thought. Jean Piaget and Lev Vygotsky, names often associated with constructivism, are not by any means new to the scene of language studies. Yet, in a variety of poststructuralist theoretical positions, Constructivism emerged as a prevailing paradigm only in the last part of the

twentieth century, and is now almost an orthodoxy.

Competence

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

Performance:

is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, speaking.

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Fossilization

The relatively permanent incorporation of incorrect linguistic forms into a person's second language competence has been referred to as **fossilization**.

Fossilization is a normal and natural stage for many learners, and should not be viewed as some sort of terminal illness.

Affective

information is primarily encoded in terms of kinesic mechanisms such as gestures, tone of voice and facial expressions

Cognitive:

information is usually conveyed by means of linguistic devices (sounds, phrases, structures, discourse). The feedback learners get from their audience can be either positive, neutral, somewhere in between, or negative.

Recast:

An implicit type of corrective feedback that reformulates or expands an ill-formed or incomplete utterance in an unobtrusive way.

Clarification request:

An elicitation of a reformulation or repetition from a student.

Metalinguistic feedback:

provides "comments, information, or questions related to the well formedness of the student's utterance".

Elicitation:

A corrective technique that prompts the learner to self-correct. Elicitation and other prompts are more overt in their response.

Explicit correction:

A clear indication to the student that the form is incorrect and provision of a corrected form.

Repetition:

The teacher repeats the ill-formed part of the student's utterance, usually with a change in intonation.

إعداد وتنسيق: انسكاب

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