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كلية التربية

المادة: لغويات تطبيقية

الفرقة: الثالثة

القسم: لغة انجليزية

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المحاضرة الثانية

Topics in Applied Linguistics?

Syllabus and Materials design

- ❑ Researchers into syllabus and materials design are interested in the order, and the way, in which learning material should be presented to the learner.
- ❑ **Four widely-used syllabus types are:**
 - the grammatical / structural syllabus
 - the notional / functional syllabus
 - the lexical syllabus and content-based instruction
 - the task-based syllabus
- ❑ The most popular of these four syllabus types is the **grammatical/structural syllabus**, where the focus is on the ordering of grammatical structures from the simplest to the most complex.

- ❑ **Functional/notional syllabi** are those which are ordered according to lists of functions and notions which the syllabus designer deems relevant to learners at a particular level.
- ❑ **Functions** are the “communicative purposes” for which language is used and include things such as ‘advising’ or ‘persuading’, and **notions** are the contexts in which these functional communicative acts take place.
- ❑ **Lexical syllabi** have **vocabulary** rather than grammar as their organizing principle, and are heavily influenced by research on computerized language corpora.
- ❑ **The task-based syllabus** emphasizes the successful completion, through interaction and communication between learners, of a variety of tasks which are preselected by the teacher or syllabus designer for their suitability in promoting the process of acquisition, or for their relevance to learners’ needs.

Language Testing

- ❑ The focus here is on how a learner's language ability can be assessed.
- ❑ A distinction is generally drawn here between **achievement testing** [which sets out to establish whether learners have met a set of pre-determined linguistic skills which they were specifically taught in class] and **proficiency testing** [which sets out to establish whether learners have reached an independent 'level' of the target language, at which they can be expected to perform in a variety of situations].
- ❑ Researchers into language testing are interested in answering questions such as: is language learning ability related to general intelligence or is it something different?

- ❑ Is there a subset of skills that combine to create an underlying “gift for language learning”, for which the more technical term is language aptitude? How do different types of tests [such as dictation, gap-fill tests and oral examinations] measure different types of language ability? And to what extent are these different tests reliable indicators of language ability?

Languages for Specific Purposes

- ❑ **Languages for Specific Purposes [LSP]** looks at the features of different types of language with a view to teaching learners who are going to have to use these specific types of language in their everyday lives.
- ❑ The groups of people who use specific types of language for a common purpose are sometimes referred to as discourse communities, and the aim of researchers in the area of **LSP** is to investigate how teachers can best help students to enter these communities.

- ❑ A major sub-branch of **LSP** is **English for Academic Purposes [EAP]**, whose main aim is to help prepare international students for study at English-speaking universities.
- ❑ Researchers in this area study the types of language that are used in lectures, seminars and written papers across the range of disciplines that are offered at universities where English is the medium of instruction.
- ❑ Another major branch of **ESP, Business English**, endeavors to describe the major business genres [business correspondence, meetings, and negotiations] as well as dealing with the topic of intercultural communication, which is of central importance in the business world.
- ❑ **ESP research** also overlaps with the subfield of workplace communication.
- ❑ **Research in this area** has led to the production of training materials for healthcare professionals who work in linguistically diverse communities.

Second Language Acquisition

- ❑ Researchers in this area of **Second Language Acquisition [SLA]** are interested in questions such as: is there a natural order of acquisition that remains constant across all language learning situations? To what extent does the acquisition of a second language resemble that of a first language? How is language organized in the mind of a person who speaks more than one language? How does exposure to the target language translate into intake and learning?
- ❑ Traditionally, researchers working in this area have tended to distinguish between learning, which is a conscious process that usually takes place in a classroom, and acquisition, which is a less conscious process that normally takes place outside the classroom.
- ❑ Recent research suggests that it may be better to conceptualize this process as a “complex system”.

- ❑ Within the field of **Second Language Acquisition** researchers who look at bilingualism [or even multilingualism] are interested in the ways in which children born into multilingual families or communities develop an ability to speak more than one language.
- ❑ They are interested in the ways in which the different languages interact in the brain, how bilingual people switch between their different languages in different situations, and how bilingualism is best fostered.
- ❑ As **SLA** researchers are interested in studying what goes on in the minds of people who are using and/or learning second languages, they often draw on research in the area of psycholinguistics, which explore the relationship between language and the mind.
- ❑ Psycholinguistics look at how language is stored and accessed and at how we derive meaning from the language to which we are exposed.

Translation Studies

- ❑ Researchers in **translation studies** study the choices that people make when translating from one language to another.
- ❑ There is often a trade-off between achieving loyalty to the original text and achieving naturalness in the target language, and translators will make choices depending on the target audiences of the translated document, as well as for their own personal or ideological reasons.
- ❑ Translation studies researchers look at these types of choices in an attempt to access the thought processes that take place in the mind of the translator while he / she is translating.
- ❑ Translation studies scholars are also interested in studying the impact that translations or collections of translations have had in the sociocultural situation of the languages involved.

- ❑ They attempt to use existing theories of translation to predict what the process of translation is likely to involve for particular pairs of languages and types of text.
- ❑ This work has applications in translator training, the preparation of translation aids, such as dictionaries, grammars, term banks and in recent years, automatic translators, the establishment of translation policy, and translation criticism, which concerns itself with the development of criteria for the evaluation of the quality or effectiveness of the translation product.

Lexicography

- ❑ **Lexicography** is the practice of compiling dictionaries, and lexicographers are the specialist authors who carry out the process of dictionary compilation.
- ❑ In applied linguistics, the field of lexicography is also understood as including investigations of the decisions that lexicographers make when compiling dictionaries, and on the look-up strategies that dictionary users deploy when consulting them.
- ❑ Recent debates in this field have focused on the relative merits of traditional and full-sentence definition styles, and on how the different senses of polysemous words [i.e. words with multiple meanings] should be ordered in learners' dictionaries.

Assignment (1):

Put [T] in front of true sentences and [F] in front of false ones:

1. LSP researchers are interested in studying what goes on in the minds of people who are using and/or learning second languages. [.....]
2. The most important of the four syllabus types is the functional/notional syllabus. [.....]
3. In language testing the focus is on how a learner's language ability can be assessed. [.....]

Assignment (2):

Write short notes about the following:

1. Syllabus and materials design.
2. Language testing.
3. Second language acquisition.
4. Languages for specific purposes.
5. Lexicography.

Assignment (3):

Give terms for the following definitions:

1. The practice of compiling dictionaries.
2. The order and the way in which learning materials should be presented to the learner.

With My Best Wishes