APPLIED LINGUISTICS

لغويات التطبيقيه

Dr.Ahmad AL SaGofi

د. احمد السقوفي

تكملة مراجعة أبو الحارث

محاضرة 13 - 14

إعداد: دفء الغروب

Lecture 13

Construtivism: A Multidisciplinary Approach

البنائيه : نهج متعدد التخصصات

constructivism Is hardly a new school of thought

البنائيه هي جهد المدارس جديده الفكر

-1————Is hardly a new school of thought

Constructivism

2-————Is hardly a new school of thought

Constructivism

-3 Constructivism is ————a new school of thought

hardly

-4 Constructivism is hardly a new school of ————

Thought

Jean piaget Lev Vygotsky names often associated with constructivism

Jean piaget and Lev vygotsky هي أسماء غالبا ماترتبط مع البنائيه

Jean piaget Lev Vygotsky names often —————————
-5associated with

Constsructivism

names often associated with
-6 ————————————constructivism

Jean piaget and Lev vygotsky

إعداد : دفء الغروب

7- jean ———by means new to the scene of language studies piaget and lev vygotsky names often associated with constructivism

are not

8- jean piaget are not by means new to the scene of ——— and lev vygotsky names often associated with constructivism

Language studies

هي أسماء غالباً ما ترتبط مع البنائيه وليس بواسطه إي وسيله جديده في نطاق الدراسات اللغويه

poststructuralist theoretical positions, Constructivism emerged Yet, in a variety of as a prevailing paradigm only in the

part of the twentieth century, and is now almost an orthodoxy. last

في تشكيلة متنوعه من المواقف البنائية النظرية ,برزت البنائيه بشكل مسيطر في الجزء الأخير من القرن 20 والان غالبا هي نظريه

9- Yet, in poststructuralist theoretical positions……………….. a variety of

Constructivism emerged

10- yet , in positions, Constructivism emerged Yet, in a variety of a variety of …………………

poststructuralist theoretical

11- Constructivism emerged as a prevailing paradigm only in the last part of the…………………… And is now almost an orthodoxy

twentieth century

As a prevailing paradigm only in the last part of the twentieth century and is now almost an

12-...................................orthodoxy

Constructivism emerged

Constructivism emerged as a prevailing paradigm only in the last part of the twentienth century and is now almost an ....
13-orthodoxy.

Constructivism emerged as a prevailing paradigm only in the .... Of the 20 century and is now almost an orthodoxy
14-

Last part

A refreshing characteristic of constructivism is its integration of linguistic, psychological, and sociological paradigms

من خصائص الانشائية : هي اندماجها مع النماذج اللغويه والنفسية والاجتماعية

A refreshing characteristic of .... is its integration of integration of linguistic , psychological and sociological
15-

Constructivism

refreshing characteristic of constructivism is its integration of ...., psychological, and sociological paradigms
16-A

linguistic

A refreshing characteristic of constructivism is its integration of linguistic..................... and sociological paradigms
17-

psychological

A refreshing characteristic of constructivism is its integration of linguistic, psychological, and .... Paradigms
18-

Sociological

In contrast to the professional chasms that often divided those disciplines in the previous century

كانت فجوه غالباآ ماتتنقسم تللك التخصصات في القرن السابق

In contrast to the professional …………… that often divided
those disciplines in the previous century. 19-

Chasms

In contrast to the professional chasms that often divided those
disciplines in the ……………………….. 20-

previous century

Now, with its emphasis on social interaction and the
discovery, or construction, of meaning, the three disciplines
have much more common ground
الان مع تركيزها علئ التفاعل الاجتماعي وتغطيتها له والتركيب اللغوي والمعنئ النفسي
هذه التخصصات الثلاثه له وقع مشترك كثير بينها

Now, with its emphasis on ……………. and the discovery, or
construction, of meaning, the three disciplines have much
more common ground 21-
social interaction

Now, with its emphasis on social interaction and
the…………or construction, of meaning, the three disciplines
have much more common ground 22-

discovery

Now, with its emphasis on social interaction and the
discovery,…………… of meaning, the three disciplines have
much more common ground 23-
construction

24-its emphasis on social interaction and the discovery
construction of ………………. The three disciplines have
much more common ground

Meaning

What is Constructivism?
ما هو البنائيه؟

إعداد : دفء الغروب

First, it will be helpful to think of two branches of
constructivism: cognitive and social.
اولا يكون التركيز على فرع البنائيه : المعرفه و المجتمع

…………………………it will be helpful to think of two branches
-25of constructivism: cognitive and social.
first

First will be helpful to think of two branches of
-26…………………. Cognitive and social

Constructivism

First it will be helpful to think of two branches of
-27constructivism:………………… and social

Cognitive

First it will be helpful to think of two branches of
.constructivism cognitive and ………………

Social
version of constructivism, emphasis is placed on the
importance of learners constructing their own representation
in the cognitive of reality

في المعرفه البنائيه يكون التركيز علئ اهميه انشاء المتعلمين واظهارهم في الواقع

version of……………., emphasis is placed on the importance
in of learners constructing their own representation of reality
-27the cognitive
constructivim

Social
version of constructivism, emphasis is placed on the
importance of………………………. their own representation of
-28in the cognitive reality
learners constructing

إعداد : دفء الغروب

Social

version of constructivism, emphasis is placed on the importance of ………………constructing their own

-29in the cognitive representation of reality

Learners

Social

version of constructivism, emphasis is placed on the importance of learners……………….. their own representation

-30in the cognitive of reality

constructing

Social

version of constructivism, emphasis is placed on the importance of learners constructing their own ………………of

-31in the cognitive reality

Representation

Learners must individually discover and transform complex information

يجب اكتشاف فرديه وتحويل المعلومات المعقد

Learners ……………individually discover and transform

-32 complex information

Must

Learners must …………….discover and transform complex

-34information

Individually

Learners must individually discover and

-35………………complex information

transform

Learners must individually discover and transform
…………………36-
complex information

Social constructivism emphasizes the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality.
تركز البنائيه الاجتماعية يكون على اهميه التفاعل الاجتماعي وتعلم التعاون في بناء صورة لمعرفة البنائية والعاطفية او المؤثره للواقع.

emphasizes the…………………………………………..
importance of importance of social interaction and cooperative learning in constructing both cognitive and emotional images
of reality37-

Social constructivism

Social constructivism emphasizes the importance of
and cooperative learning in constructing……………………….
both cognitive and emotional images of reality.38-

social interaction

Social constructivism emphasizes the importance of social interaction and ……………………………………in constructing
both cognitive and emotional images of reality.39-
cooperative learning

Social constructivism emphasizes the importance of social interaction and cooperative learning in constructing both
…………..and emotional images of reality.40-
cognitive

Social constructivism emphasizes the importance of social interaction and cooperative learning in constructing both

41- cognitive and …………………………….of reality.

emotional images

The champion of social constructivism is Vygotsky (1978),
who advocated the view that "children's
thinking and meaning-making is socially constructed and
emerges out of their social interactions with
their environment" (Kaufman, 2114, p.314).

البنائية الاجتماعيه هو Vygotsky فوجتسكي من مؤيدي الرأي الذي يقول " ان تفكير
الاطفال و بناء المعنى هو تركيب اجتماعي و ينتج عن التفاعلات البيئيه في مجتمعهم "
(Kaufman, 2114, p.314).

42- social constructivism is …………………………

Vygotsky (1978)

43-……………………………….. is vygotsky (1978)

Social constructivism

social constructivism is Vygotsky
……………………………………………………………………………
44-……………………………………………………………………….

who advocated the view that "children's
thinking and meaning-making is socially constructed and
emerges out of their social interactions with
their environment

Is Vygotsky (1978), who advocated the view that "children's
45- ……………………………………………………………
thinking and meaning-making is socially constructed and
emerges out of their social interactions with

their environment" (Kaufman, 2114, p.314).
social constructivism

One of the most popular concepts advanced by Vygotsky was the notion of a zone of proximal development (zpD) in every leaner

اهم المفاهيم المنتشره التي تقدم بها فجوتسكي كانت(نظرية نطاق التطور القريب) في كل متعلم

One of the most popular ……………………………….by Vygotsky was the notion of a zone of proximal development -46 (zpD) in every leaner

concepts advanced

One of the most popular concepts advanced by …………………was the notion of a zone of proximal -47 development (zpD) in every leaner

Vygotsky

One of the most popular concepts advanced by Vygotsky was -48 …………………………………………………………………

The notion of a zone of proximal development (zpD) in every leaner

the ZPD describes tasks that a learn has not yet learned yet learned but is capable of learning with appropriate stimuli

يصف (ZPD) مهام المتعلم هي ليست فقط تعليمه ولكن قدرته لتعليم مع محفزات المناسبة.
49-the ……….. describes tasks that a learn

ZPD

The ZPD is an important facet of social constructivism because it describes tasks "that a child cannot yet do alone but could do with the assistance of more competent peers or adults" (Slavin, 2113, p. 44).

هو أحد الجوانب الهامة من البنائية الاجتماعية لأنه يصف المهام "أن الطفل لا يمكن حتى الان العمل وحده لا تفعل

The ZPD is an important facet of ……………….because it describes tasks "that a child cannot yet do alone but could do with the assistance of more competent peers or adults

social constructivism

The ZPD is an important facet of social constructivism because it describes tasks

………………………………………………………………………………

……………………………………………………………………

that a child cannot yet do alone but could do with the assistance of more competent peers or adults

Vygotsky's concept of the ZPD contrasted rather sharply with Piaget's theory of learning in that the former saw a unity of learning and

development while the latter saw stages of development setting a precondition, or readiness, for learning (Dunn & Lantolf, 1998).

مفهوم فيجوتكسي يتناقض مع ZPDبشكل حاد مع نظرية بيجيت ,التعلم في البدايه يتشكل لتعليم والتطوير, بينما يرى لاحقا مراحل
التطوير هي اعدادات مسبقة واستعدادات للتعلم(Dunn & Lantolf, 1998)

إعداد : دفء الغروب

……………………………concept of the ZPD contrasted rather sharply with Piaget's theory

Vygotsky's

Vygotsky's concept of the ZPD contrasted rather sharply with …………………

Piaget's

اكتساب اللغه الاولى :	First Language Acquisition

Everyone at some time has remarkable ability of children to communicate

شهد الجميع علئ قدرة الطفل الئ التواصل

How can we explain this fantastic journey this fantastic journey from that anguished cry at birth to adult competence in a language?

كيف يمكن لنا شرح هذه المرحلة الرائعة من أن أول صرخة نتألم عند الولادة إلى الكفاءة الكبار في اللغة؟

explain this fantastic journey from that first anguished cry at birth to adult competence in a……………………………………? language

إعداد : دفء الغروب

From the first ward to tens the thousands ?These are the sorts of questions that theories of language acquisition attempt to answer

تعلم اول كلمة إلى عشر الالف كلمة؟ هذي هي أنواع الاسئله التي نظريات اللغه المكتسبه تحاول الرد عليها

From the first ……………to tens the thousands ?These are the sorts of questions that theories of language acquisition attempt to answer

Ward

From the first ward to tens the ………………?These are the sorts of questions that theories of language acquisition attempt to answer

Thousands

An extreme behaviorist position would claim that children come into the world with a tabula rasa , a clean slate bearing no preconceived notion about the world or about language and that these children are then shaped by their

Environment and slowly conditioned through various schedules of reinforcement

فإن موقف سلوكي المفرط يدعون أن
يأتي الأطفال إلى العالم مع البدء من جديد، سجلاً نظيفا ولا تحمل أي أفكار مسبقة حول العالم أو عن اللغة، والتي يتم بعد ذلك على شكل هؤلاء الأطفال من بيئتهم وببطء مكيفة من خلال جداول مختلفة من التعزيز.

.

An extreme behaviorist position would claim that children come into the world with a tabula rasa

فإن موقف سلوكي المفرط يدعون أن يآتي الاطفال إلئ العالم مع البدء من جديد

An extreme behaviorist position

……………………………………………………………………………
………………..

would claim that children come into the world with a tabula
rasa

that these children are then shaped by their environment and
slowly conditioned through various of reinforcement

الأطفال يتم تشكيلهم لبيئتهم وببطء يتم تكيفهم من خلال جداول متنوعه الامدادات

that these children are then shaped by their environment and
slowly conditioned through ………………………………….

various of reinforcement

Constructivist extreme is the position that makes not only the
cognitivist claim that children come into this world with very
specific innate knowledge ,pre dispositions ,and biological
timetables ,but that children learn to function in a language
chiefly through interaction and discourse

بنائيه صارمه هي المواقف الذي يجعل ليس فقط ادعياء المعرفه ان الأطفال يأتون إلى
هذا العالم مع معرفة محددة جدا الفطرية، التصرفات السابقة، وجداول زمنية البيولوجية،
ولكن أن يتعلم الأطفال للعمل في لغة أساسا من خلال التفاعل والحوار

Constructivist extreme is the position that makes not only the
cognitivist claim that children come into this world with very
specific……………,pre dispositions ,and biological timetables
,but that children learn to function in a language chiefly
through interaction and discourse

innate knowledge

Constructivist extreme is the position that makes not only the
cognitivist claim that children come into this world with very
specific innate knowledge ,pre dispositions

,and………………….,but that children learn to function in a language chiefly through interaction and discourse

biological timetables

Constructivist extreme is the position that makes not only the cognitivist claim that children come into this world with very specific innate knowledge ,pre dispositions ,and…………….,but that children learn to function in a language chiefly through interaction and discourse

biological timetables

Constructivist extreme is the position that makes not only the cognitivist claim that children come into this world with very specific innate knowledge ,pre dispositions ,and biological timetables ,but that children learn to function in a language chiefly through ……………………………

interaction and discourse

قضايا اكتساب اللغه الاولى	Issues in First Language Acquisition

competence and performance الاكفاءه والأداء

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.

تعود كفاءة الشخص اساسا للمعرفه النظام , الاحداث , الحقيقه , هي غير ظاهره للقدرة لعمل شي ما, لاداء شي ما, الاداء هو مظهر من مظاهر ملاحظتها بشكل علني

وملموس أو تحقيق الكفاءة. فمن فعل الفعلي للشيء: المشي، والغناء، والرقص، والتحدث.

……………………………….refers to one's underlying knowledge of a system, event, or fact

Competence

Competence refers to one's underlying…………………., event, or fact.

knowledge of a system

Competence refers to one's underlying knowledge of a system, …………………or fact.

event,

Competence refers to one's underlying knowledge of a system, event, or ……………

Fact

It is the……………………. ability to do something to perform something

nonobservable

……………………………………..is the overt y observable and concrete manifestation or realization of competence.

Performance

Performance is the ……………………………..and concrete manifestation or realization of competence.

overtly observable

Performance is the overtly observable and ………………………..or realization of competence.

إعداد : دفء الغروب

concrete manifestation

Performance is the overtly observable and concrete manifestation or…………………………..
realization of competence

It is the actual doing of something : walking singing ,dancing ,speaking

It is the actual doing of something : ………………singing ,dancing ,speaking

walking
It is the actual doing of something : walking …………..,dancing ,speaking

singing

It is the actual doing of something : walking singing ,…………… ,speaking

Dancing

It is the actual doing of something : walking singing ,dancing ,………………………

Speaking

In reference to language, competence is one's underlying knowledge of the system of a language its rules of grammar, its vocabulary, all the pieces of a language and how those pieces fit together.

في إشارة إلى اللغة والكفاءة والمعرفه الاساسيه وراء نظام لغة نظامها النحو ومفرداتها، كل قطعة من لغة وكيف أن هذه القطع مع بعضها البعض.

In reference to language………….. is one's underlying knowledge of the system of a language its rules of grammar, its vocabulary, all the pieces of a language and how those pieces fit together.

Competence

In reference to language, competence is one's underlying knowledge of the system of a ………………….of grammar, its vocabulary, all the pieces of a language and how those pieces fit together.

language its rules

In reference to language, competence is one's underlying knowledge of the system of a language its rules of……………., its vocabulary, all the pieces of a language and how those pieces fit together.

Grammar

In reference to language, competence is one's underlying knowledge of the system of a language its rules of grammar, its…………………., all the pieces of a language and how those pieces fit together.

Vocabulary

Performance is actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events.

الاداء انتاج فعلي (التحدث , الكتابه) او الادراك (الاستماع , القراءة) لأحداث الغويه

………………….is actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events.

Performance

Performance is actual production ………………………….or the comprehension (listening, reading) of linguistic events.

(speaking, writing)

Performance is actual production (speaking, writing) or the ………………….(listening, reading) of linguistic events.

comprehension

Performance is actual production (speaking, writing) or the comprehension………………………..of linguistic events.

(listening, reading)

الادراك والانتاج :	Comprehension and Production

One of the myths that has crept into some foreign language teaching materials is that comprehension (listening ,reading) can be equated with competence , while production

(speaking ,writing) is performance

واحده من الخرافات التي اقتحمت الى بعض المواد التعليميه الاجنبيه هو ان الادراك هو (الاستماع والقراءه) وتستطيع ان يتساوى مع الكفاءه , بينما الانتاج (التحدث , الكتابه) هو الاداء .

One of the myths that has crept into some foreign language teaching materials is that comprehension …………………….

(listening ,reading)

One of the myths that has crept into some foreign language teaching materials is that comprehension (listening ,reading) can be equated with competence , while production

…………………………………………………

Speaking, writing

One of the myths that has crept into some foreign language teaching materials is that comprehension (listening ,reading) can be equated with competence , while production speaking, writing is …………………………

Performance

It is important to recognize that this is not the case: production is of course more directly observable, but comprehension is as much performance—a "willful act" to use Saussure's term—as production is.

من الضروري ان ندرك ان هذي ليست المسالة : الانتاج هو بالطبع ما يمكن مشاهدته بشكل مباشر , ولكن الادراك قدرة الاداء " متعدد الاعمال " لستخدام مصطلح سوسير لانتاج ,

It is important to recognize that this is not the case………………………….. is of course more directly observable,
but comprehension is as much performance—a "willful act" to use Saussure's term—as production is

comprehension

, but …………………….is as much performance—a "willful act" to use Saussure's term—as production is.

comprehension

	Lecture14
Cross-Linguistic Influence and Learner Language	متعلم اللغه والتأثير اللغوي

The Contrastive Analysis Hypothesis (CAH)	التحليل العكسي CAH لفرضية

In the middle of the twentieth centur one of the most popular pursuits for applied linguists was the study of two language in contrast

في وسط القرن العشرين كان هناك واحده من الاكثر الممارسات المنتشره للغويين وهي كانت دراسة لغتين في مختلفتينCAH .

……………………………………………one of the most popular pursuits for applied linguists was the study of two language in contrast

In the middle of the twentieth centur

In the middle of the twentieth centur one of the most popular pursuits for applied linguists was the study of

……………………………………………………….

two language in contrast

CAH claimed that the principal barrier to second language acquisition is the interference of the first language system with the second language system
Cah ادعى
ان العائق الرئيسي لتعلم لغه ثانيه هي تدخل نظام اللغه الاولى مع نظام اللغه الثانيه

………………..claimed that the principal barrier to second language
acquisition is the interference of the first language system with the second language system,

CHA

إعداد : دفء الغروب

CAH claimed that the principal barrier to second language acquisition is the interference of ………………………………………………………………………………………

the first language system with the second language system

and that a scientific, structural analysis of the two languages in question would yield a taxonomy of linguistic contrasts between them which in turn would enable linguists and language teachers to predict the difficulties a learner would encounter.

ومن ناحيه التحليل البنائي للغتين في تنازع وينتج عنه التصنيف اللغوي العكسي بين تلك الغتين , والذي يميل الى ان امكانيه اللغويين و معلمي اللغه الى التنبؤ بصعوبات التعلم الذي تواجهه

and that ………………………………..of the two languages in question would yield a taxonomy of linguistic contrasts between them which in turn would enable linguists and language teachers to predict the difficulties a learner would encounter.

a scientific, structural analysis

A well known model was offered by Stockwell, Bowen, and Martin (1965), who posited what they called a hierarchy of difficulty by which a teacher or linguist could make a prediction of the relative difficulty of a given aspect of the target language.

كذلك عرضت نموذج معروف من قبل ستوكويل، بوين، ومارتن (1965)، الذي افترض ما يسمى التسلسل الهرمي للصعوبة التي مدرس أو لغوي يمكن أن تتنبأ من الصعوبة النسبية لجانب معين من اللغة الهدف

A well known model was offered by
…………………………………….(1965), who posited what they called a hierarchy of difficulty by which a teacher or linguist could make a prediction of the relative difficulty of a given aspect of the target language.

Stockwell, Bowen, and Martin

A well known model was offered by Stockwell, Bowen, and Martin (1965), who posited what they called a …………………………………by which a teacher or linguist could make a prediction of the relative difficulty of a given aspect of the target language.

hierarchy of difficulty

Fossilization	تحجر اللغه

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

وقد أشار إدماج دائم نسبيا من أشكال لغوية صحيحة في اختصاص اللغة الثانية الشخص على النحو بالتحجر

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

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

التحجر هو مرحلة طبيعية وعادية بالنسبة لكثير من المتعلمين، وينبغي ألا ينظر إليها على أنها نوع من العجز النهائي.

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

Fossilization

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

………………………………….

terminal illness.

Vigil and Oller (1976) provided a formal account of fossilization as a factor of positive and negative affective and cognitive feedback. They noted that there are two kinds of information transmitted between sources (learners) and audiences (in this case, native speakers); information about the affective relationship between source and audience ,and cognitive information—facts, suppositions, beliefs

قدم فيجل واولير تقرير رسمي عن التحجر كعامل إيجابي وسلبي ونتيجه الادراك المعرفي ,ولاحظوا إن هناك نوعين من المعلومات المنقوله بين مصدر (المتعلم) وبين جمهورها (في هذه الحاله يقصد المتكلم الأصلي) – معلومات مؤثره بين علاقة المصدر والمتلقي – وحقائق معلومات الادراك المعرفي والافتراضي والمعتقدات

…………………………………… (1976) provided a formal account of fossilization as a factor of positive and negative affective and cognitive feedback

Vigil and Oller

information about the affective relationship between

…………………………………………………………………………………………

…………………..—facts, suppositions, beliefs

source and audience ,and cognitive information

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

المؤثر: يتم ترميزها كعلومات رئيسيه مؤثره من حيث تقنيه الحركه : مثل الإيماءات ونبرة الصوت ,وتعبير الوجهه , بينما
المعلومات الادراك المعرفيه عادة مانقلت عن طريق الاجهزة اللغويه (الاصوات, العبارات , التركيب , المحادثه) وردة فعل المتعلم
التي حصل عليها من جمهورها التي قد تكون ايجابيه , محايدة , في أي مكان , او سلبيه .

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

Affective

Affective information is primarily encoded in terms of kinesic mechanisms such as

……………………………………………………………………………………………

………………..

gestures, tone of voice, and facial expressions

voice, and facial expressions, while cognitive information is usually conveyed by means of linguistic devices

إعداد : دفء الغروب

(………………………………………………………………………………)
(sounds, phrases, structures, discourse).

Categories of Error Treatment	سلسلة من المصطلحات الخاطئة

Types of Feedback	انواع ردود الفعل

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

اعادة صياغة : تصحيح نوع المفهوم الضمني لردة فعل , اعادة صياغة او توسع الكلام الردئ او الغير كامل شكل بطريقة غير كامله

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

Recast

Recast: An …………………………………………………………………… ………..or expands an ill-formed or incomplete utterance in an unobtrusive way.

An implicit type of corrective feedback that reformulates

Recast: An implicit type of corrective feedback that reformulates or ………………………..or incomplete utterance in an unobtrusive way.

expands an ill-formed

Recast: An implicit type of corrective feedback that

reformulates or expands an ill-formed or……………………………………………………

….

incomplete utterance in an unobtrusive way

في الامثله التاليه يقصد

الطالب learners هو L

بينما T (Teacher) الأستاذ

لقد فقدت طريقي L:I lost my road

T: oh, yeah ,I see, you lost your way. And then what happened?

اوه ,ياه ' ارى ذلك فقدت طريقك و ثم ماذا حدث؟

Clarification request: An elicitation of a reformulation or repetition from a student.

هو توضيح لإعادة صياغة التكرار من الطالب وتوضيح الطلب

……………………………………………………. An elicitation of a reformulation or repetition from a student

Clarification request

Clarification request: An

………………………………………………………………………

………………………………

An elicitation of a reformulation or repetition from a student.

اليوم (خطأ نحوي,اريد ممارسة اليوم)	L: I want practice today, today. (grammatical error)

T: I'm sorry? (clarification request)	انا اسف (طلب) توضيح

Metalinguistic feedback: provides "comments, information, or questions related to the well formedness of thestudent's utterance".

ردة فعل مافوق لغويه: توفر تعليقات ومعلومات او اسئله متعلق أي المطابق الجيد لكلام الطالب

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

Metalinguistic feedback
Metalinguistic feedback:

………………………………………………………………………
………………………………………………………………………
…………………………………….

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

L: I am here since January. انا هنا من يناير

T: Well, okay, but remember we talked about the present perfect tense? هل تذكر حديثنا عن الزمن المضارع التام؟ حسنا .حسنا

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

الاستخراج هو تقنيه تصحيحه التي تحث الطالب الذاتي لنفسه والحث الأخرى اكثر وضوح في الاستجابه

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

Elicitation

Elicitation:………………………………………………………………
………………… Elicitation and other prompts are more overt in their response

A corrective technique that prompts the learner to self-correct

Elicitation: A corrective technique that prompts the learner to self-correct.

……………………………………………………………………………
………………………………………

Elicitation and other prompts are more overt in their response

L: (to another student) What means this word? طالب اخر ماذا تعني هذي الكلمة ؟

L: (to another student)……………………………………………?

What means this word

T: Uh, Luis, how do we say that in English? What *does* …….?
اوه, لويس , كيف نقول بالانجليزية ؟ماذا فعلت...؟

L: Ah, what does this word mean?	اوه , ماذا تعني هذي الكلمة ؟

Explicit correction: A clear indication to the student that the form is incorrect and provision of a corrected form
او علني(: اشارة واضحه لطالب ان التشكيل غير صحيح و ان يقدم التشكيل الصحيح)
تصحيح واضح.

Explicit correction: A clear indication to the student that the

form is incorrect and provision of a corrected form

او علني(: اشارة واضحه لطالب ان التشكيل غير صحيح و ان يقدم التشكيل الصحيح)

تصحيح واضح.

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

Explicit correction

Explicit correction:

………

…………………

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

سنه21 حين اكون .... ….. L: When I have 12 years old

T: No, not *have*. You mean, "when I was 12 years old ……. "

لا .لا ليس*have*انت تعني "حين كان.سنه21

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

التكرار هو المدرس كرر جزء من كلام الطالب الرديئ وعادة مع تغير في حدة الصوت

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

Repetition

Repetition:

………

…………..

إعداد : دفء الغروب

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

L: When I have 12 years old … عمري يكون عندما21سنه

الطالب يقولWhen I have 12 years old فالالستاذ عاد له نفس الجملة وغير له
بدلhaveالـwasمع التشديد على نطق الكلمة
When I waaaaas 12الصحيحه حتى يدرك الطالب انه صحيح فاستاذ قال
years oldهنا الدكتور كرر الجمله وشدد نبرة
على اساس هي تصحيح الغلطwasصوته في كلمة

أسأل المولى عز وجل أن اكون قد وفقت في هذه

المراجعة كنوع من تجميع المعلومات ما قبل الاختبار

فإن كان مفيداً لكم لا تنسوني من الدعاء

محبتكم : دفء الغروب

Sunset warmth