

مقرر علم اللغة التطبيقي

السؤال الأول: ١٨ علامة : لكل إجابة ٣ درجات

I- Indicate whether the following sentences are true or false. (18 marks)

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| 1-F | 2- F | 3-T |
| 4-T | 5-F | 6-T |

السؤال الثاني : ٢٠ علامة لكل تعريف ٥ علامات

II-define only four of the following (20 marks)

- 1- Fossilization: it is manifested phonologically in foreign accents" in the speech of many of those who have learned a second language after puberty./ the relatively permanent incorporation of incorrect linguistic forms into a person's second language competence.
- 2- ESL: learning English as a second language within a culture where English is spoken natively. E. g. an Arabic speaker learning English in the USA or the UK but not as easily identified where English is already accepted and used for education, government or business within the country(India) .
- 3- Grammatical competence: is the aspect of communicative competence that encompasses" knowledge of lexical items and of rules of morphology, syntax, sentence grammar, semantics and phonology.
- 4- Extrinsic motivation: extrinsically behaviours are carried out in anticipation of reward from outside and beyond the self. Typical rewards are money, prizes, and positive feedback.
- 5- Positive transfer: it describes the carryover of previous performance or knowledge to subsequent learning. Positive transfer occurs when the prior knowledge benefits the learning task./ when a previous item is correctly applied to a present subject matter.
- 6- Critical period hypothesis: the classical argument is that a critical point for second language acquisition occurs around puberty beyond which people seem to be relatively incapable of acquiring a second language.

السؤال الثالث (٢٢) علامة تنقسم حسب نقاط المقارنة والمثال المذكور والأخطاء الإملائية والقواعدية:

II- Choose one of the questions supporting your answers with an example (22mks)

1- Compare between **mistakes** and **errors**:

A mistake: refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. All people make mistakes in native and second language. It is not the result of a deficiency in competence but rather a breakdown or imperfection in the process of production of speech. It can be self-corrected.

An error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner, it cannot be self-corrected. E.g. 'Does John can sing?'

It can be an error or a mistake. If the learner knows the rule but he fails to apply it, then it is a mistake.

If the learner does not know the rule of forming questions with modal verbs, then it is an error.

2-compare between **comprehension** and **production** briefly.

They can be aspects of both performance and competence. **Comprehension** means understanding (listening , reading). It can be equated with competence, while production

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(speaking , writing) can be equated with performance. **Production** is more directly observable but comprehension is a "wilful act".(not observable)

Comprehension is superior to production in general. E.g. a three year old girl child told me her name was 'Litha' I said 'Litha?' She said 'No,Litha.' 'Oh, Lisa' the girl was able to comprehend the difference between 's' and 'th' but she was not able to produce it correctly.

السؤال الرابع (٤٠) علامة و تنقسم حسب العارف والشرح والأمثلة والأخطاء الإملائية والقواعدية

IV-choose one of the following questions providing examples where possible: define ten of the communication strategies and explain two of them:

- 1- Message abandonment: leaving a message unfinished because of language difficulties.
- 2- Topic avoidance : avoiding topic areas or concepts that pose language difficulties.
- 3- Circumlocution: describing or exemplifying the target object of an action.
- 4- Approximation: using an alternative term which expresses the meaning of the target lexical item as closely as possible.
- 5- Use of all-purpose words: extending a general, empty lexical item to contexts where specific words are lacking.
- 6- Word coinage: creating a unknown existing languageL2 word based on a supposed rule.
- 7- Prefabricated patterns: using memorized stock phrases usually for 'survival' purposes.
- 8- Non-linguistic signals: mime, gesture or facial expression.
- 9- Literal translation: translating literally a lexical item, idiom or structure from language one to L2.
- 10- Foreignizing: using a L1 word by adjusting it to L2 phonology or morphology.
- 11- Stalling and time-gaining strategies: using fillers or hesitation devices to fill pauses and to gain time to think.

Students have to explain any two of them with examples to clarify them.

- 2- Talk about Rogers's Humanistic Psychology: define and count the implication and the flaws of the theory.

Rogers's humanistic psychology, has more of an affective focus than a cognitive one so it falls into the constructivist view of learning. He analysed human behaviour in general, including the learning process. He also studied the 'whole person' as a physical and cognitive, but primarily emotional being. His principles focused on the intern forces that cause a person to act. He also talked about defensive learning and minimizing tension in classes. There are five implications of this theory for education:

- 1- The focus is away from teaching and toward learning.
- 2- The goal of education is the facilitation of change and learning.
- 3- Learning how to learn is more important than being taught something from the superior vantage point of teacher who unilaterally decides what shall be taught.
- 4- Teachers should become facilitators of learning through the establishment of interpersonal relationships with learners they must be real and genuine .
- 5- Teachers need to communicate openly and empathetically with their students and vice versa.

The flaws of the theory:1- Valuable time is lost in the process of allowing students to discover facts and principles for themselves. 2-A non-threatening environment might become so non-threatening that facilitative tension needed for learning is absent. 3- Competitiveness in classroom is good as long as it does not damage self-esteem and hinder motivation to learn.

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