



3  
السنة



# Scientific Texts

1<sup>st</sup> Semester – 7<sup>th</sup> Lecture

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**Political Terms** Reading & comprehension  
**Consecutive Translation** phonetics  
**Culture** Scientific Texts & Idioms **Essay**  
**Contrastive Analysis** Dictionaries عربي  
**GRAMMAR** Semantics & Syntax Translation  
**Speaking & Listening**  
**Literary Texts** Interpretation  
**Science of Translation** Discourse Analysis

• موجز المحاضرة رقم 7:

- أكملت الدكتوراة دراسة المصطلحات العلمية. **LINGUSITIC TERMS & EXPRESSIONS.** وترجمتها باللغتين الإنكليزية والعربية مع إعطاء بعض الأمثلة عن كل مصطلح وهي الوحدة الموجودة في صفحة 83 في الكتاب ويأتي منها في أسئلة الدورات بشكل متكرر.
- نوهت الدكتوراة أن أسئلة الامتحان ستكون من خلال وضع تعريف المصطلح وإعطاء أربع خيارات للمصطلحات لانتقاء المصطلح الصحيح للتعريف الموجود أو من الممكن أن تأتي بمثال مع وضع خط تحت جزء من الجملة و4 مصطلحات أحدها تدل على هذا الجزء من الجملة وسيكون هناك ترجمة نص علمي.

## Hello Everybody

### Let us continue with the expressions:

**STRESS: the prominence given to certain sounds in speech.**

**STRESS** :التشديد

Here we talk about something related to pronunciation.

In **linguistics**, **stress** or accent is relative emphasis or prominence given to a certain syllable in a word, or to a certain word in a phrase or sentence.

**Sociolinguistics: the study of language and society factors influencing the structure and use of a language.**

Sociolinguistics is something related to the applied linguistic

**Sociolinguistics:** علم اللغة الاجتماعي

**linguistic**: علم اللغة التطبيقي

**Sociolinguistics** is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and society's effect on language.

When we say *society*, it doesn't mean a 'society' literally, maybe it means the atmosphere or the situation of using the language: formal, informal, slang, colloquial, and so on.

كيفية تأثير العوامل الاجتماعية على تراكيب واستخدام اللغة.  
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**CLT: communicative language teaching.**

**Communicative language teaching (CLT)**, or the **communicative** approach, is an approach to **language teaching** =way of teaching

تدريس اللغة التواصلية أو التفاعلية / النهج التواصلية =

**CALP: Cognitive academic language proficiency.**

**Cognitive:** something related to the mind. = ادراكي / معرفي

When we talk about disability, we have two kinds of disability: physical or mental.

إجادة اللغة الأكاديمية المعرفية.

Your ability to use the language and the way of teaching language

**EFL: English as a foreign language.**

EFL: is a way of teaching when you teach non-native speakers in a non-English-speaking Society.

EFL is the British way of teaching

**ESL: English as a second language.**

Teaching English to non-Native speakers in an English-speaking Society.

اللغة الإنكليزية كلغة ثانية.

ESL is an American way of teaching.

**ELD English language development.**

تطوير اللغة الإنكليزية.

**ESP English for specific purposes.**

اللغة الإنكليزية التخصصية.

**L1: first language.**

A person's native language /mother tongue.

**L1: second language.**

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**LAS language assessment scales.**

مقاييس تقييم اللغة.

**LEP: limited English proficient students.**

عدد محدود من طلاب اللغة الإنكليزية.

**SLA: second language acquisition.**

تعلم اللغة الثانية.

**FLA: first language acquisition.**

اكتساب اللغة الأولى.

**TESOL: teacher of English to speakers of other languages.**

مدرسو اللغة الإنكليزية للمتحدثين بلغات أخرى.

**TOKEN: A particular example of a general type.**

To give examples of adjectives, for example, letters to make the idea clearer for the learner.

**TURN-TAKING: the exchange of speaker role in variable interaction.**

It's something related to the conversation. In conversation, someone will start and you want to interrupt him. You can be a listener and a speaker; it exchanges the speaker role and verbal interaction.

The most important thing in turn-taking is it the tone which means the intonation of the volume of the sound

التفاعل الكلامي / التفاعل اللفظي اللغوي

**Universal grammar UG: General abstract properties are parameters of language as a whole which are claimed to be universal and innate**

القواعد العامة

Abstract properties: خصائص مجردة:

parameters of language: مقاييس / معايير / موسطات اللغة = عوامل

**Cognitive Strategies: these involve specific conscious ways of tacking L2 learning.**

الاستراتيجيات المعرفية / الطرق الإدراكية: التي تتضمن الطرق الإدراكية المحددة لاكتساب اللغة الثانية.

**Cognitive style: a person's typical ways of thinking seen as a continuum between field-dependent (FD) cognitive style, in which thinking relates to context, and field-independent (FI) style, in which it is independent of context.**

النمط / الأسلوب المعرفي

Person's typical ways of thinking what is in his mind and the environment around him.

**Continuum: a series of similar events**

الاستمرارية

**1 - Field-dependent**= without society context, I cannot get anything; I will not understand the meaning of a word out of the context.

Context here means environment.

**2 - Field-independent:** for example, if I say "he plays football" do you want a context to understand? Of course, you don't.

I can understand the language my cognitive going to be perfect because I don't need anything to depend on it.

Bob's your uncle: "Bob's your uncle" is a phrase commonly used in the United Kingdom that means "and there it is" or "and there you have it"

Typically, someone says it to conclude a set of simple instructions. You can't understand outside the context=field-dependent

For example, this person can mix very well with others he is a gregarious person= sociable.

**Comprehensible input: input +1 zone of Proximal Development- input/instruction that is just above the students' abilities. Instruction that is embedded in a meaningful context, modified (paraphrasing, repetition) collaborative / interactive and multimodal.**

(إعادة الصياغة)=paraphrasing

**repetition** = الإعادة

(collaborative=تعاوني)

**interactive**=تشاركية

**multimodal** = متعددة الأنماط

المدخلات المفهومة / المدركة

**Proximal Development**: التطور التقريبي:

The zone proximal development is the range of abilities that an individual can perform with assistance but cannot yet perform independently. These skills are called "proximal" because the individual is close to mastering them but needs more guidance and practice in order to perform these actions independently.

**Embedded in a meaningful context**= مضمن في سياق ذي معنى

It is = (FD) **field-dependent** because I need the context to get the meaning.

**Critical Period Hypothesis (CPH): the claim that human beings are only capable of learning language between the age of 2 years and the early teens.**

فرضية الفترة الحاسمة/المرحلة:

The critical period hypothesis states that the first few years of life is the crucial time in which an individual can acquire a first language if presented with adequate stimuli. If they exceed that age, they will not be able to get any language.

في ثقافتنا العربية نقول أنه ينبغي تعليم الأطفال قدر الإمكان لأن عقولهم مثل "الاسفنجة" أو مثل "العجينة".

**Instrumental motivation: learning the language for a career goal or other practical reason.**

Here we are talking about getting the language but for a specific goal; I want this language because I want to travel abroad.

الدافع التحفيزي/الدافع الفعال: instrumental motivation

**Integrative Motivation: learning the language in order to take part in the culture of its people.**

الدافع التكاملية: Integrative Motivation

**Integrative Motivation** refers to a favorable attitude towards the target language community, possibly a wish to integrate and adapt to a new target culture through use of the language.

If you do not know the language of the community you live in, you will be excluded; you will be in the margin; you cannot get a job. You cannot get involved in social clubs.

**Learning strategy: a choice that the learner makes while learning or using the second language that affects learning.**

**Whether cognitive or metacognitive.**

Learning strategy for the second language has two ways: cognitive (FI) or metacognitive (FD)

**metacognitive** = ما وراء الإدراك

**Metacognitive Strategies: learning Strategies that involve the planning and directing learning at a general level.**

**Metacognitive Strategies**= الاستراتيجيات ما وراء المعرفية

Metacognitive Strategies refer to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'

**Multi-competence: the knowledge of more than one language in the same mind.**

**Multi-competence:** is a concept in second language acquisition.

When a person speaks one language, they are called monolingual, and when s/he speaks two languages, they are called 'bilingual', and if s/he speaks more than two languages, they are called 'multilingual'.

**Teachability Hypothesis: an L2 structure can learnt from instruction only if the Learner's interlanguage is close to the point when this structure is acquired in the natural setting.**

Teachability Hypothesis: فرضية قابلية التدريس:

هناك ما يدعى بـ family language groups و هو أنه عندما تتعلم لغة ما سيكون سهل عليك تعلم لغة قريبة منها.

**Interlanguage:** two languages from the same family. To get them is easy because they share the same structure-it's not exactly the same but just like a kind of.

**في الامتحان:**

الأسئلة من هذا القسم ستكون على الشكل التالي: أعطيك المصطلح (expression) و عدة تعاريف وتختارون التعريف المناسب أما الترجمة ستكون نص.

**From this chapter you are required to memorize the definition of terms and also their translation.**

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Now, let us move to chapter seven which is entitled (*linguistic Texts to be translated into Arabic*).

## Chapter 7

### linguistic Texts to be translated into Arabic

**what is linguistic?**

In its broadest sense, Linguistics is the study of human language, how it is structured, how it is used to represent meaning=(I open the can/ I can do something the similarity between these two sentences the sound of the can).

'can' is:

- 1 - Phoneme
- 2 - Morpheme
- 3 - Both
- 4 - None

**How it is used to communicate ideas, how it's formed, how it is decoded (FD) = I need the context to decode the encryption.**

**Linguistics tries to look for commonality across all human languages, and shouldn't be confused with 'Language Teaching' with aims to teach a single language. It's confusing that an expert in linguistics-maybe he should be called 'linguistician'**

Contemporary Linguistics is divided into subfields of study; some of these are:

## (2) Syntax

**syntax:** علم النحو (علم تركيب الكلمات في الجمل)

The study of the grammatical form of sentences:

دراسة الشكل القواعدي للجمل:

What makes the sentence "He gave the book to Mary" have the form of a typical English sentence, while the sentence "gave he book the Marry to" doesn't?

ما الذي يجعل من الجملة التالية "هو أعطى الكتاب إلى ماري" تملك الشكل النموذجي للجملة الإنكليزية، في حين أن الجملة التالية "أعطى هو كتاب الـ ماري إلى" ليست كذلك؟

The most common word order in English sentences is Subject-Verb-Object (SVO).

Syntax studies how to put words together according to certain grammatical rules.

## (3) Semantic

**semantics:** علم دلالات الألفاظ أي دراسة معاني الجمل

Semantics is related to meaning (i.e. the message).

The study of the meaning of sentences: in the sentence "He gave the book to Mary" what was happening?

ما الذي يجري كحدث في هذه الجملة؟

Who was doing the giving?

من الذي قام بفعل الإعطاء؟

Who was doing the receiving?

من هو المتلقي؟

Here in semantics, we study the meaning and the idea of the sentence and the kind of information it conveys.

## (4) Pragmatics

علم علاقة الرموز بالسلوك

The study of how sentences are used to communicate: what are the rules of discourse that mean we can follow each other's conversations....

دراسة كيفية استخدام الجمل للتواصل: ما هي قواعد الخطاب التي تعني أننا نتابع أحاديث بعضنا البعض.

...why when someone asks you "Can you tell me the time?" you do not answer "yes" or "no".

This is a very good example about pragmatics. So, this is grammatically correct, but it will not have a meaning.

As a result, the answer of the above question is not "yes, I can" or "No, I can't" but it is for instance, "It is 4.00 o'clock" or "Sorry, I do not have a watch".

## (5) Morphology

**Morphology:** علم تشكيل الكلمات

The study of the form of words: how groups of words share related meanings through regular patterning.....

دراسة تشكيل الكلمات، كيف تشترك مجموعة من الكلمات بمعاني متصلة من خلال أنماط نظامية:

... what links "like", "likes", "liked", "likeness", "likely", "likelihood"?

"like" → root (zero form)

"likes"=two morphemes. Like=free morpheme → (-s) bound morpheme = present third-person singular.

In this case, morphology is it true because the syntax is true I can't say they likes

For example, in the exam the question can be as follow:

He likes writing novel. Then I underline he likes example of:

- 1 - Syntax
- 2 - Morphology
- 3 - Both
- 4 - None

Morphology أنا هنا وضعت خط تحت كلمتين لذلك لا يمكن اختيار

Another example if I say: he's doing very well.

Then I underline he is doing example of

- 1 - Syntax
- 2 - Morphology
- 3 - Both
- 4 - None

Morphology ولكن إذا كان الخط تحت doing تكون الإجابة

Then question can be as follows: how many morphemes in "doing" (two morphemes)

'liked' = two morphemes →(-ed) past tense= bound morpheme.

'likeness' → noun

'likely' →adverb

'likelihood' →noun الاحتمالية/ إمكانية/ أرجحية

Morphology has to do with how we change the root according to certain patterns.

(6)

## Phonology

Phonology علم وظائف الأصوات/ علم النطق:

**The study of the pronunciation of words and sentences: what basic sounds are used by a language, what regular patterning occurs in words;....**

دراسة لفظ الكلمات والجمل: ما الأصوات الأساسية المستخدمة من خلال اللغة. والنماذج النظامية التي ترد في الكلمات...

**...why does the sound used at the end of the word "sing" not occur at the beginning of a word?**

This is a very important idea.

The sound /n/ (the final sound in 'sing' /sɪŋ/) can occur at the end of English words, but it NEVER occurs at the beginning of English words. We *may* begin with /n/, but not with /ŋ/.

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Do not prepare anything for next lecture, just review what we discussed in this lecture and write your notes about it.

**Thank you**

Academists فريق

عنوان مكتبة الكمال: ((كلية الآداب – داخل الحرم الجامعي – بناء الصحافة/ جانب المدرج السابع))

The end ♥

ACADEMISTS

