

5th International Conference: Foreign Languages

Teaching and Interdisciplinary Studies

April 28th&29th, 2024

Referred Research Papers

YABANCI DİL ÖĞRETİMİ ve DİSİPLİNLERARASI ÇALIŞMALAR

V. ULUSLARARASI DİL KONGRESİ

28-29 NİSAN 2024

HAKEMLİ BİLİMSEL BİLDİRİLER

2. CİLT

Editörler

Doç. Dr. Mahmud Kaddum

Doç. Dr. Emad Abdelbaky Aly

Dr. Mohamed Ali Al-Diljawi

Aktif  
YAYINEVİ

5th International Conference: Foreign Languages Teaching And nterdisciplinary Studies

April 28th & 29th, 2024

Referred Research Papers

Yabancı Dil Öğretimi ve Disiplinlerarası Çalımlar

V. Uluslararası Dil Kongresi

28 - 29 Nisan 2024

Hakemli Bilimsel Bildiriler

### **Editörler**

*Doç. Dr. Mahmud Kaddum*

*Doç. Dr. Emad Abdelbaky Aly*

*Dr. Mohamed Ali Al-Diljawii*

**CİLT 2**



### **YAYINA HAZIRLAYAN**

**AKTİF YAYINEVİ**

Topkapı Mah. Kahalbaşı Sok. No:31/1 Fatih-Istanbul

Tel: +90 212 528 85 41 • bilgi@aktifyayinevi.com

**Kültür Bakanlığı Sertifika No: 50032**

**E-ISBN: 978-625-8182-88-0**

*5th International Conference: Foreign Languages Teaching And nterdisciplinary Studies*

*April 28th & 29th, 2024*

*Referred Research Papers*

*Yabancı Dil Öretimi ve Disiplinlerarası Çalımlar*

*V. Uluslararası Dil Kongresi*

*28 - 29 Nisan 2024*

*Hakemli Bilimsel Bildiriler*

**Editörler**

*Doç. Dr. Mahmud Kaddum*

*Doç. Dr. Emad Abdelbaky Aly*

*Dr. Mohamed Ali Al-Diljawii*

2024

## **İÇİNDEKİLER**

### **Research in English:**

<i>Modern Educational Curricula and the Terminology of Education</i> .....	4
<i>The effect of collaborative learning on EFL learners motivation to acquire new vocabulary items</i> .....	17
<i>Teachers and Students' Attitudes towards the Use of English Songs and movies in EFL Classes to Develop EFL Students' Listening Skill</i> .....	22
<i>Semantically Deconstructing Language Games</i> .....	30
<i>CAA, A NEW TECHNOLOGY OF ASSESSMENT IN SECONDARY SCHOOLS</i> .....	43
<i>Assessing the Algerian Secondary School EFL Learners' Speaking Ability: Challenges and solutions</i> .....	57

### **Research in Spanish**

<i>Traducción y enseñanza del español para fines específicos</i> .....	76
<i>La enseñanza-aprendizaje del español como lengua extranjera y como lengua de especialidad: terminología y recursos específicos</i> .....	82
<i>Disposición e indisposición del alumnado marroquí hacia el aprendizaje del español como lengua extranjera</i> .....	94
<i>El papel de la traducción del Corán en la construcción de la imagen del otro: caso de la mujer musulmana</i> .....	104

### **Research in French**

<i>L'intelligence artificielle au service du développement de la compétence scripturale</i> .....	120
<i>Cas d'enseignement-apprentissage en ligne du module de «Psychologie Cognitive»</i> .....	132
<i>Sinop Üniversitesi, İlahiyat Fakültesi, Arap Dili ve Belagati Sinop University, Faculty of Divinity, Department of Arabic Language ve Literature</i> ... 146	

## Modern Educational Curricula and the Terminology of Education

د. سعاد قصار / Dr. Souad Guessar  
University of Bechar- Tahri Mohamed, Algeria  
Faculty of Letters and Languages  
Department of Foreign Languages  
English Section  
Guessar-souad@univ-bechar.dz

### Abstract:

The educational field has recently witnessed some changes in the approach to the teaching-learning process, both for the teacher and the learner. Scientific curricula, terminology and approaches have emerged because of modern educational linguistic efforts, in which many educational, psychological, social and other sciences have participated, which are considered a reference for these changes. Both the teacher and the learner have become dependent on it in order to make the educational process a success. It is a very important stage, seeks to develop the educational system, linguistic and scientific achievement, and to take it out of the classical fixed tunnel, as an addition to it, and as a new view that has proved its effectiveness in many forums to a significant extent, scientifically, intellectually, linguistically and even culturally. This paper sheds light on some of the curricula and terminology known in the field of education.

Keywords: education, approach, curriculum, pedagogy, terminology

### الملخص بالعربية:

شهد الميدان التربوي في الآونة الأخيرة بعض التغييرات في أسلوب التعامل مع عملية التعليم والتعلم سواء بالنسبة للمعلم أو المتعلم. وظهرت المناهج والمصطلحات والمناهج العلمية بسبب الجهود اللغوية التربوية الحديثة، التي شاركت فيها العديد من العلوم التربوية والنفسية والاجتماعية وغيرها، والتي تعتبر مرجعا لهذه التغييرات. وأصبح يعتمد عليها كل من المعلم والمتعلم في إنجاح العملية التعليمية. وهي مرحلة بالغة الأهمية، تسعى إلى تطوير المنظومة التعليمية، والتحصيل اللغوي والعلمي، وإخراجها من النفق الكلاسيكي الثابت، و هي نظرة جديدة أثبتت فاعليتها في العديد من المحافل بدرجة كبيرة علمياً وفكرياً ولغوياً وحتى ثقافياً. تلقي هذه الورقة الضوء على بعض المناهج والمصطلحات المعروفة و الحديثة في مجال التعليم

الكلمات المفتاحية: التربية، المنهج، المناهج، أصول التدريس، المصطلحات

## 1. Introduction:

*Education is an important scientific field that provides valuable knowledge for educators and learners alike, which can be used to acquire, communicate and process academic content and construct it in a methodologically appropriate structure, as required by learning, teaching and the educational system in all its aspects. It is an applied science that has witnessed significant developments in recent decades. This study applies its principles to educational subjects, providing the necessary data for planning every subject and educational method, and establishing the theory of education. It studies the general laws of education, focusing on the educational and learning activity rather than the content of specific subjects. Teaching and learning are interconnected according to the laws of the learning process itself (Lorci, 2014).*

*The study of education involves the interaction between scientific knowledge found in literature and books, the objective knowledge of teaching transmitted by the teacher, and the knowledge that learners acquire within a specific spatial and temporal context. This enables the reconstruction of cognitive content and implications, as well as the design, experimentation, and evaluation of educational practices. New educational projects should aim to harmoniously interconnect goals, contents, activities, and issues. Additionally, it is important to conduct intensive studies of learners' ideas and inferences, as well as their learning capabilities. A broad evaluation of the teacher's tools, competencies, and positions should also be carried out.*

*The educational process is a collaborative effort involving multiple parties working together towards achieving common educational goals. Any shortcomings in any aspect of the process can negatively impact the results of the educational process. This is because the process of imparting knowledge to learners is a complex phenomenon that involves various factors such as the teacher, the learner, and the knowledge itself (The National, June 2011).*

*Educational media refers to all types of media used by teachers in educational settings to convey facts, ideas, or meanings to pupils in accordance with the teaching and learning strategy to achieve the targeted competencies. The teacher uses various tools to clarify concepts and enable pupils to acquire new skills and knowledge. These tools include figures, the blackboard, maps, pictures, drawings, audio-visual aids, and textbooks. They provide sensory experiences that are difficult to achieve in normal educational conditions and help overcome obstacles to understanding. The use of these tools also facilitates the teaching and learning process for both the teacher and the pupils.*

*Educational terms within education curricula are among the most important studies in the field of education. Terms must be considered and precisely defined, due to their ex-*

treme importance in the educational learning process, since the learner is the focus of this process in the first place, and therefore the teacher must work with them and the learner understand and assimilate them, so what are the most important terms? Educational methods adopted in education curricula and whether they benefit the teacher and the learner (National Educational and Administrative Facilitation, 2004).

## **2. Educational terminology in education curricula**

**2-1 Curriculum:** It refers to all the educational materials provided by the school to promote the holistic development of pupils. It is a pedagogical document issued by the Ministry of National Education to teach a particular academic subject. The competency approach is adopted in preparing the curriculum, which is based on the constructivist conception of education and gives great importance to the integration and balance of spiritual, mental, physical, psychological, and social development. This approach requires a new understanding of the learner's role in the educational process, placing them at the centre of their own learning and development.

The curriculum emphasises an integrated view of both the individual and society. No changes in content have been made. It is a crucial topic in education and the foundation of educational processes. The curriculum connects the learner to the world around them, with the pupil's psychology at its core. The language used is clear, objective, and value-neutral, with a formal register and precise word choice. The development of various aspects of a pupil's personality is achieved through a range of activities. (Lorci, 2014).

The educational curriculum comprises a set of planned activities aimed at shaping the learner. It encompasses objectives, their evaluation, and the tools used to implement them. The curriculum relates to all components of the didactic process, including objectives, contents, activities, evaluation methods, and educational resources.

Activity is a crucial component of the educational curriculum as it helps to develop habits, skills, values, and methods necessary for continued education. It aims to engage pupils in purposeful work and organizational groups under educational supervision, eliminating their free time. The term 'activity' refers to any honest practice carried out by an individual. This is especially important for a job (Ministry of Education Algeria, 2011).

Educational activity refers to any action taken by a pupil for learning, whether before, during, or after an educational situation, both inside and outside of the educational institution. These activities can be classified into classroom and extracurricular activities, based on their respective fields.

*Class activities are educational activities that take place within the classroom and aim to enrich the learning process, develop various skills among pupils, and foster a spirit of cooperation among them under the guidance and supervision of the teacher. This can include activities such as drawing.*

*Extracurricular activities are non-classroom activities that learners undertake outside of their regular studies to apply their learning in appropriate settings and situations. They can be pursued for educational, cultural, or social purposes. It is important to note that extracurricular activities should not interfere with classroom activities. These activities serve to complement classroom learning and should not be viewed as disruptive or a waste of time and effort. He approached the subject from an educational angle, focusing on finding solutions to the challenges and problems that confront him, rather than offering subjective evaluations.*

## **2.2. The Competency Approach**

*The decision to construct current curricula using competencies is a response to modern pedagogical practices that aim to develop learning competencies by integrating them with knowledge, attitudes, and skills. Thus, having good reading and writing skills contribute to developing the desired competencies. Education experts are considering restructuring educational practices based on principles that benefit the learner, especially given the knowledge explosion the world is experiencing.*

*Approach refers to the theoretical foundation that underpins the development of a study programme and the selection of teaching and assessment strategies. Competence is the capacity to integrate a range of capabilities by adapting and applying them in a specific context to address problems or accomplish a particular task. The nature of the subject is often complex (Lorci, 2014).*

*Competence in education is a gradual process that involves concept checks, action plans, and cognitive strategies specific to a particular field. The complexity of this process increases with the breadth and diversity of the learning field, requiring more time to acquire. To ensure the correct construction of competency, it is essential to provide diversified educational settings and appropriate time duration for each learning situation.*

*The term 'competency approach' is commonly used in education to refer to the process of designing training programs around observable and evaluable competencies based on pre-defined standards.*

*The competency approach enhances pedagogy, consolidates knowledge in culture and activity, and establishes connections between school culture and social practices.*

*The competency approach enhances pedagogy, consolidates knowledge in culture and activity, and establishes connections between school culture and social practices. School knowledge lacks meaning for pupils when it is disconnected from its sources and social uses. The competency approach enhances pedagogy, consolidates knowledge in culture and activity, and establishes connections between school culture and social practices. It is based on a learning logic centred on the pupil's activities and responses when faced with problematic situations. It is important not only to impart knowledge but also to enable the application of this knowledge in daily situations with peers and in academic environments.*

*This approach is distinguished by its integrative nature, establishing a connection between knowledge, competencies, and behaviours. The competency approach aims to equip pupils with the skills necessary to determine their own future, promoting independence and maturity (Lorci, 2014). Effective and active teaching methods are required to implement this approach, which emphasises participation, teamwork, problem-solving, and practical learning. Active methods focus on the pupils' experiences and their contributions to studying appropriate situations, making the teacher and learner partners in the teaching-learning process. The teacher is active and motivating, and the learner is active, lively, and effective. So that he asks, succeeds and fails..., and among the effective pedagogical methods that the teacher is advised to adopt while teaching according to the new approach (problem solving method, and project pedagogy).*

*The competency approach aims to acquire knowledge, skills, and attitudes through a constructive learning process. It prioritises the logical progression of learning and is based on declared competencies that are acquired by adopting the contents of activities as a cultural pillar and the gains of the previous stages, with the help of a curriculum. The pupil is the primary focus of the learning process.*

### **2.3. Objective approach:**

*The educational goal is the planning of pedagogical intentions and results of the educational process. These are achieved through the interactive relationship between the teacher and the learner, as well as the educational content and methods employed (Ministry of Education Algeria, 2011). Education can be organized through objectives, which allow for planning, achieving, and evaluating the educational process. This involves following an action plan that consists of organized processes and situations to create interactions between the elements of the educational process. The teacher or pupils can take this path to achieve a goal.*

*The approach by objectives aims to modify pupils' behaviour, which is evaluated by comparing their educational and learning objectives with their actual behaviour. This ap-*

*proach is pedagogical in nature, as it focuses on observing and measuring the extent to which objectives are achieved. Thus, (Ministry of Education Algeria, 2011) notes the utilitarian and evaluative nature of this approach. Teaching by objectives rationalizes educational action by subjecting it to scientific rules at the level of planning and practice. This ensures better control over the academic path, where pupils' responses and achievements are observable, described, measured, and evaluated.*

*The significance of goals in education is apparent in three areas: curriculum, instruction, and evaluation. In the curriculum field, goals are provided to those responsible for the educational system to develop curricula that achieve the highest objectives and to reassess the curricula implemented in education. In the field of instruction, they assist the teacher in assessing the subject matter and determining the level of education achieved. During evaluation, teachers can determine the effectiveness and success of education by assessing pupils' progress.*

## **2.4. the Textual Approach**

*The Textual Approach is a linguistic pedagogical method that addresses the most significant educational concerns of learners, teachers, and professors by linking language study with texts. It is a way of dealing with and teaching language activities, considering the text as a fundamental structure in which all linguistic levels are present. It ensures that the learner comprehends the entirety of the linguistic knowledge without any fragmentation. The learner is provided with a unified context for better understanding.*

*The textual approach prioritises the text as the central focus of all learning activities, including reading, expression, writing, and analysis. To adopt this approach, learners must first expand their vocabulary and explore the content and structure of the text.*

*Linguistic studies have played a crucial role in defining the sentence from a grammatical perspective. They have established precise rules and standards by detailing the functional roles of words. As this study focuses on pupils' texts, it is important to emphasize the importance of sentence grammar before moving on to the text level. Composition is achieved through expression and writing exercises.*

*Phonetics is a fundamental aspect of dictation. Pupils must understand the phonetic characteristics of letters, as well as phenomena such as dilation and notation, in order to accurately control spoken letters. The development of handwriting skills is dependent on a pupil's understanding of phonetics. It is important to first learn the phonetic evidence before focusing on the details of letter formation.*

*The textual approach depends on linguistic activities for linguistic construction. The*

*text in its various forms is the subject of learning action, and among the activities of the English language (reading, expression in both its oral and written parts, writing in both sides - calligraphy and dictation - and reading and archiving), reading is a complex mental process with a hierarchical form. It is related to thinking in its various degrees, as it is similar to all the processes carried out by the teacher. It requires linking, understanding and deduction (Ministry of Education Algeria, 2011 ), and there are three types of reading (silent, aloud, reading and listening), while expression is a person's expression with his tongue or pen of the thoughts and feelings that are in himself.*

*For purposes, through linguistic methods such as conversation or writing, and through expression, the personality of the speaker or writer, his talents, abilities, and inclinations can be revealed (Ministry of Education Algeria, 2011 ). Expression is divided into oral and written, each with its own way of learning. Writing is a mental, emotional, or emotional skill. It is related to forming ideas about a topic or issue, and a manual mental skill related to placing ideas on the white page according to certain rules of safety and clarity (Farouk, 2004). Writing has two arts (calligraphy and dictation). Calligraphy is symbols drawn by a person, enabling him to read speech in any language.*

*Language is the depiction of a utterance by drawing the letters of the alphabet with which it is pronounced, by estimating the beginning and stopping on it, and that is by matching the written letters with which it is spoken. It is a linguistic communication tool that is closely linked to the transfer of the idea and its presentation from the writer to the reader (Farouk, 2004). As for dictation, it is a branch of the English language, which is the correct drawing of words, paying attention to their pictures and carefully observing their letters, and it is an accurate measure of knowing the level that pupils have reached in their learning (Farouk, 2004). Writing is a tool of remote communication that contributes, along with the skill of reading and expression, to empowering.*

*It aims to move the learner from the level of phonetic practice to the level of written achievement by training him in calligraphy, writing words and sentences in their correct positions, and using punctuation marks in their places without error. Reading is a cognitive process that aims to develop reading skills, linguistic output, and the reader's understanding of the text. It also helps to improve pronunciation, interaction with the text, accuracy, and critical thinking. The goal is to enhance reading skills, acquire and transfer information, and fosters a passion for reading and to encourage reading and research, and to promote the acquisition of high ideals and positive trends from reliable sources of knowledge.*

*Archives are a form of literature that is easily accessible to children. They consist of elegant prose and poetry that pupils can learn to understand and deliver in a way that conveys the beautiful emotions they contain. Additionally, it is important to use precise and*

*objective language, avoiding biased or emotional language. Finally, the text should be free from grammatical errors, spelling mistakes, and punctuation errors. Teaching archives can help develop children's imagination and strengthen their memory.*

*It is important to maintain a clear and logical structure when teaching archives, ensuring that there is a causal connection between statements. Teaching learner's good delivery and instilling in them a sentimental education that includes the motives of goodness and love of virtue is a means of educating pupils and strengthening their linguistic and literary skills. Learners are more likely to memorise and learn the material when they are affected by its content and beauty.*

## **2.5. Educational Evaluation:**

*Educational Evaluation is a crucial stage in modern educational development. It identifies the impact of planned objectives, content, methods, activities, and evaluation through various learning and teaching processes. The teacher's proficiency in evaluation is a necessary educational competency. As part of their basic work and tasks, teachers must evaluate the previous topic before moving on to a new one. They must ensure that their pupils are proficient in the topic, identify and strengthen their strengths, and identify and address their weaknesses.*

*Educational evaluation is a comprehensive process that involves making judgments on various components of the educational process, such as goals, objectives, targeted competencies, and pupil performance. Its purpose is to assess the success of the educational process in achieving its desired goals (Ministry of Education Algeria, 2011 ).*

*The evaluation method involves issuing judgments on the extent to which the objectives of a particular program or work have been achieved. Evaluation is a crucial component of the educational process and curriculum, serving to measure a pupil's comprehension of information provided in the descriptive position. In contrast, the teacher's role in the classroom is to focus on both curricular and extracurricular activities. The evaluation process measures the extent to which the pupil performs these activities.*

*Successful educational evaluation sheds light on the elements of the classroom situation, or on the basics of the curriculum. It is a diagnosis of reality to determine the positives and negatives. It is not limited to one aspect, but rather on all aspects of the educational process and the factors influencing it. It may be individual or collective. It is the means that enables us to judge. On the effectiveness of the education process with its various elements and components (Azizi, 2003), and evaluation is divided into three main types:*

*Diagnostic evaluation is a practical procedure carried out by the teacher at the begin-*

ning of the school year to assess the learner's readiness for new education.

*Diagnostic evaluation is a practical procedure carried out by the teacher at the beginning of the school year to assess the learner's readiness for new education. Diagnostic evaluation is a practical procedure carried out by the teacher at the beginning of the school year to assess the learner's readiness for new education. It provides data and information on the extent of the pupil's control over previous acquisitions, including abilities, skills, and knowledge. The procedure also identifies reasons for stumbling and enables necessary treatment to correct or remove these obstacles (Azizi, 2003).*

## **2.6. Evaluation Formation:**

*This evaluation is practiced during the teaching process and is considered formative if its primary goal is to provide useful information to the learner quickly, showing the extent of their development or weaknesses.*

*Evaluation is a means of addressing weaknesses in the educational process. It measures pupils' levels and identifies the difficulties they encounter, providing them with useful information about their development or weaknesses. This motivates them to make necessary efforts at the appropriate time (Azizi, 2003) suggests that evaluation is one way to address these weaknesses.*

### **2.6.1. Academic evaluation**

*An educational practice carried out by a teacher or a special agency assigned to pupils at the end of a specific education for the purpose of judging its results or issuing final judgments on the effectiveness of the educational process, in terms of its achievement of the objectives specified in a course or part of it during an academic period.*

## **2.7. Constructivism**

*It is the process of building links between ideas and information that have been stored in the learner's memory. It involves developing interconnected organizational lines and diagrams to connect information together. This method is used to acquire, develop, and use mental processes.*

*Cognitive development is a crucial aspect of a learner's behaviour, and it is essential for teachers to be aware of it due to its direct relationship with educational practices and learning experiences. Piaget's constructivism has had a significant impact on education, dividing the cognitive stages that individuals go through into four basic stages. The stages of motor thinking, pre-operational, concrete operations, and formal operations greatly influenced school curricula. This influence was particularly evident in the emphasis on*

*practical and exploratory aspects, as well as teaching methods that encourage discovery.*

*Constructivism emphasises the significance of learners effectively constructing knowledge by linking prior and subsequent learning themselves. The theory's key element is that individuals learn by effectively constructing their knowledge and comparing new information with their existing understanding to reach a new comprehension (Lorci, 2014). The Principles of Learning According to constructivist theory, learning is inseparable from the final development of the relationship between the subject and the object. Error is considered a condition for learning, and the opportunity to overcome it is where knowledge is built. Understanding is also considered a basic condition for learning, which is associated with experience rather than indoctrination.*

*Constructivism has become increasingly popular in recent years as a theory of learning and child development. It posits that pupils actively construct their own thinking patterns through the interaction of innate abilities and experience, resulting in dynamic knowledge acquisition by the learner.*

*Modern educational curricula aim to instil good behaviour, a love of work, and the ability to acquire knowledge and skills through completing experiments and engaging in various activities. This accumulation of knowledge enables learners to solve problems independently.*

*Accumulation of knowledge in education refers to the vast amount of information presented to learners on a daily basis in an unorganized manner. This can have a negative impact on a child's educational development. The accumulation of knowledge may result from a child's interactions with their family and society prior to entering school.*

*Cumulative accumulation forms the basis for storing information in a learner's memory. The presentation of information in a hierarchical manner, from general to specific, mirrors the way in which the learner's memory operates. This approach also facilitates the creation of cognitive connections between new and previously acquired information. One reason for pupils' cognitive accumulation is repetition, which is an effective teaching method. Teachers should repeat information more than once to ensure pupils understand the material. It is important to note any differences. The acquisition of knowledge varies among learners due to differences in their mental strength and willingness to accept scientific teachings. It is important to recognise individual differences in learning abilities.*

*The objective of education is to gradually impart knowledge and sciences, taking into account the learner's mental capacity and readiness. It is important to avoid subjective evaluations unless clearly marked as such. The learner should produce a well-organized accumulation of knowledge.*

## **2.8. The Spiral Method**

*It is a modern approach to organising educational curricula. This approach allows for a more comprehensive understanding of the subject matter over time. It was developed as a result of the accumulation of information and knowledge in various fields of science and literature. The method is based on the repetition of concepts throughout the curriculum, with each repetition delving deeper and broader as the learner progresses. By referring to these concepts or experiences, learners have the opportunity to benefit from them and apply them in new situations.*

*The spiral method is a model used in system analysis, that is, the life cycle of a software system, and the main idea behind this model is the idea of cycles (Ministry of Education Algeria, 2011).*

*This model consists of a group of software development stages, and the elements of each cycle are chosen according to their importance. For example, starting with the most important requirements and then preparing models for these requirements to ensure their validity. Then the program development team moves to the design phase. In the next cycle, the program development team identifies the elements for this cycle.*

*And finishing it, provided that it is linked to all previous products, and these courses continue until the software development team finishes producing the program (Lorci, 2014). The spiral method examines the main relationship between concepts, as it presents them in a spiral system that increases in depth and breadth as the learner advances through the ranks of study. The spiral organization of curriculum construction focuses on the principle of continuity and succession and increasing the level of depth of the subject itself or the field of knowledge presented to learners throughout the grades and stages of education.*

## **2.9. Integration**

*The role of the school is not to teach things to then ask the learner to return them as they are. Rather, it is to help them use their gains in school or non-school situations. In this context, the importance of integration is highlighted, which seeks to think about how to acquire knowledge in the department, and at the same time in the issue of transferring this knowledge.*

*Integration is a pedagogical concept that adds value to the teaching approach by focusing on the acquisition of competencies based on prior knowledge. It involves linking separate elements to achieve a specific goal. Pedagogical integration benefits pupils by allowing them to apply their various school leanings in an interconnected manner within*

*the framework of a significant situation. The learner takes an active role in integrating their learning, with the teacher providing appropriate opportunities and necessary tools to facilitate this process. Integration is a learning process in which pupils link their previous knowledge with new knowledge, thereby restructuring their inner world and applying the acquired knowledge in new, concrete situations.*

*The use of educational terminology is crucial for the success of any teaching-learning process, as learners rely heavily on it. Therefore, any weaknesses or shortcomings in the use of this terminology will inevitably affect the pupils' performance and achievement of their level. The terminology is also the basis on which their abilities and competence are evaluated in the process of learning and building their knowledge.*

### **3. Conclusion:**

*The term educational is a very important topic in the educational field. It is concerned with promoting the pedagogical process, developing teaching methods, and the elements of the success of the educational process (the teacher, the learner, the scientific material, and the structure of education). It is one of the active and effective ways to teach the English language, starting from the first stages.*

*The competency approach, the textual approach, educational evaluation, constructivism, cumulative, the spiral method, and integration are among the modern educational methods that seek to develop education and remove it from its narrow, classical view. It is by introducing new curricula and means in which all parties to the teaching-learning process participate, and this is in order to form the learner is linguistically and intellectually, and building modern knowledge and expanding and developing the learner's acquisitions, while consolidating his linguistic and intellectual acquisitions, becomes more clear thanks to the use of English language, for example, while delivering lessons, and encouraging pupils to speak and communicate with each other in the classical language, and taking into account the individual differences between the pupils and not distinguishing between them, while It is necessary to provide more means and exploit them as much as possible and work with them, as using them stimulates pupils to understand and feel bored, and eliminates indifference.*

#### **4. References:**

1. *Abdelkader Lorsi: Reference in Education, Jusoor Publishing and Distribution, Algeria, 2014*
2. *Abdel Salam Azizi: Educational concepts from a modern psychological perspective, Rayhana Publishing and Distribution House, 2003*
3. *Farouk Abdo Falia, Ahmed Abdel Fattah Al-Zaki: A Dictionary of Educational Terms, Verbally and Terminologically, Dar Al-Wafa, Alexandria, 2004*
4. *Ministry of National Education: Curricula for the fourth year of primary education, National Office of School Publications, Algeria, 2011*
5. *Ministry of National Education: Educational and Administrative Facilitation, National Institute for the Training of Educational Personnel, Algeria, 2004*
6. *Ministry of National Education: Curricula for the third year of primary education, National Office of School Publications, Algeria, 2011*
7. *Ministry of National Education: Curricula for the first year of primary education, National Office of School Publications, Algeria, 2011*

## *The effect of collaborative learning on EFL learners motivation to acquire new vocabulary items*

مصطفى زهران Mustapha ZHRANE  
Cadi Ayyad University, Marrakesh, Morocco.  
+212671499218  
m.zahrane.ced@uca.ac.ma

### **خلاصة:**

تهدف الدراسة إلى الكشف عن أهمية تطبيق أسلوب التعلم التعاوني في فصول اللغة الإنجليزية كلغة أجنبية والذي يحفز طلاب اللغة الإنجليزية كلغة أجنبية على زيادة اكتساب المفردات إلى الحد الأقصى وتقليل العبء المعرفي الذي يمكن أن يعيق هذه العملية. يعترف الممارسون بفعالية وكفاءة تقنيات التعلم التعاوني التي تعمل على تحسين تعلم اللغة الكلمات المفتاحية: أسلوب التعلم التعاوني، الحمل المعرفي، اكتساب المفردات، الدافعية.

### **Abstract:**

*The study aims at revealing the significance of implementing the collaborative learning method in EFL classes which motivate EFL students to maximize vocabulary acquisition and minimize the cognitive load that can hamper this process. Practitioners acknowledge the effectiveness and efficiency of collaborative learning techniques that improve language learning.*

**Keywords:** collaborative Learning method, cognitive load, vocabulary acquisition, motivation.

### **1. Collaborative learning as an effective method upheld by a number of scholars:**

*Collaborative learning is considered one of the effective learning strategies that improves active learning and participation. This strategy encourages that the learning process takes place in a group environment which consolidates good relationship among learners. Besides, this strategy helps learners to manage their knowledge. Moreover, learners immersed in collaborative learning strategy are committed to their learning process and offer support to one another. In addition, collaborative learning motivates learners, develops their retention of immediate items, and increases comprehension. (Melda & Debora, 2024, p.152)*

## 2. Vocabulary Improvement through Snowball and Word-Webbing Techniques:

Scholars recognize the significant role and effectiveness of collaborative learning in teaching and learning in terms of task-based context and in an environment based on interactive learning. Collaborative learning can be a source of help in vocabulary acquisition. (Afghari & Khayatan, 2017, p. 122)

Essentially, Collaborative learning relies on a set of strategies and techniques. The strategies accentuate that learners should negotiate some fundamental elements, namely roles, timelines, tasks, knowledge, and experiences. To demystify, there are some techniques linked to collaborative learning, such as techniques used for : discussion, reciprocal teaching, problem solving, using graphic information organizers, and techniques for focusing on writing. Further, these techniques are supported by some strategies, for example: think-pair-share, round robin, three-step interview, critical debate, note-taking pairs, learning cell, fishbowl, role play, jigsaw, test-taking teams, case study, structured problem solving, group investigations, group grid, sequence chains, word webs, round table, collaborative writing, peer editing, and so forth. Furthermore, collaborative learning method requires that learners should be engaged in an active learning process and offered a scaffold and at the same time a challenging situation from their instructor. (Afghari & Khayatan, 2017, pp. 122-123)

In this regard, the following techniques "word-webbing" used in vocabulary learning can help the learners to enlarge their vocabulary depth and breadth by discovering new vocabulary items by virtue of collaborative discussion. It is an opportunity for the learners to develop a set of vocabulary related to specific themes. The snowball strategy is quite analogous to word-webbing in terms of collaborative learning. That is, the aim of this strategy is improve prediction, provide a summary, present a justification and think in a critical way. The aforementioned collaborative techniques are a source of help which provide the learners a safe learning environment in which they are immersed in a cooperative way to increase their vocabulary knowledge in terms of breath and depth. (Afghari & Khayatan, 2017, p.123)

Many studies have been conducted on collaborative method probing the impact of collaboration on developing the target vocabulary knowledge through a variety of techniques based on task-based approaches. Learners' attitudes about vocabulary learning were also taken into consideration to verify learners' awareness of these techniques which come into play in vocabulary acquisition. (Afghari & Khayatan, 2017, p.123)

### **3. Effects of Student Collaboration on Learners' Vocabulary Development**

*Collaborative learning encourages the learners to work collaboratively or cooperatively in groups. This yields effective outcomes in terms of practice and the acquisition of discourse competence. That is, when learners take part in a learning environment based on group works, they can meet two purposes. The first one is to complete the given task at hand as well as getting immersed in a social face to face interaction. This interaction plays a paramount importance in developing communicative skills, namely negotiation, clarification, inference, suggestion, agreement, disagreement, generalization and so forth. These skills are very essential since they are reflected in real life scenarios. Further, within a group discussion is very vital since it reflects a productive phase which is the ultimate aim attained at the end of a teaching session. (Adlina, 2021, p. 179)*

*In this regard, some studies have unveiled that learners split into groups of work can decipher successfully the meaning of words in a given passage. Moreover, some studies denotes that interaction which is based on collaborative learning yield good results in word knowledge. Clues can be used to as guesses to find out the meaning of words according to a given context. Instead of requesting help from the teacher, students are committed to work collaboratively to increase vocabulary retention. This is an effective way to develop students-centered approach. (Adlina, 2021, p. 179)*

### **4. The role of engagement and task demands**

*Studies have revealed that individual tasks are less effective than collaborative vocabulary activities. Working collaboratively has a good impact in terms of performance accuracy as well as learning gains. In other words, collaborative method results in negotiation of meaning, output, and feedback. (Amr & Ayman, 2022, p. 2)*

*The fundamental reason behind working in collaborative groups or in pairs is to produce output. Studies related to interaction hypothesis have uncovered that collaborative vocabulary activities yield good results in terms of acquiring new vocabulary items by virtue of feedback generated either by the teacher or by the learners within the group. (Amr & Ayman, 2022, p. 3)*

*Human-being is socially bound. That is, He likes to learn in a social environment. Therefore, collaborative learning is an outlet and a relief for learners to learn new knowledge. collaborative learning is defined by Dillenbourg emphasizes that collaborative learning is a mutual involvement of participants who invest coordinately their efforts to solve a problem or a situation that requires two or more people to learn together to solve a particular problem. (Abbas & Maryam, 2013, p. 71 )*

Further, collaborative learning is featured by many advantages. Learners develop their self-esteem and motivation, complex and cognitive thinking, positive feelings towards learning, and develop their sense of commitment. Practitioners and teachers believe that learners learn a lot in a collaborative environment than in a traditional setting. (Abbas & Maryam, 2013, p. 71 )

Collaborative techniques and activities help the development of vocabulary acquisition. Practitioners and teachers are aware of the important role of collaborative interaction in vocabulary learning. More than one strategy and technique is set to increase vocabulary acquisition, its comprehension and its production by the learners. (Abbas & Maryam, 2013, p. 71 )

Vygotsky accentuates the value of social interaction since human is socially bound in nature. Human develops his cognitive skills within a group setting. A learner develops multiple internal processes by virtue of continuous social interaction within the immediate environment characterized by cooperative work in groups. This enables the learners in different levels to maximize their learning and develop their skills and knowledge. (Abbas & Maryam, 2013, p. 72 )

## CONCLUSION

The goal of collaborative learning is to reach a specific aim that the group of learners is looking for. Three characteristics of collaborative learning are the following: intentional design, co-laboring, and meaningful learning. The first one is that teachers split learners into different groups and may utilize pre-structured activities or set a new structure of their own. Co-Laboring means that all learners should get involved in the activity already set by the instruction of the teacher. Meaningful learning, which is the last feature, denotes that learners engaged in a collaborative learning have the ability to increase their knowledge and skills during the activity process.

The principles of collaborative learning are advocated in Piagetian constructivism, Zone of Proximal Development Theory, Communicative Language Teaching, and Input Hypothesis. Zone of proximal development is viewed as the limits in which a learner can learn from others' help. It is recommended by practitioners that cooperative learning should be used in communicative language teaching. The latter bases its activities on pair or group settings. Further, it is featured by a learner-centered approach who is put in a suitable collaborative learning environment.

A variety of advantages that can be set by collaborative or cooperative learning. The first advantage is that it has a positive impact on the learning process. Zone of proximal development encourages group work since it develops social skills. That is, experienced

children can help younger ones how to learn in an immersive team and how they can develop their skills through group activities.

### **References:**

Melda Nofri & Debora Chaterin, *The Use of Collaborative Method through Jeopardy Games to Enhance Learners' Vocabulary Knowledge, Indonesia: Journal of Language and Literature Studies*, 4(1), 150-164. doi:<https://doi.org/10.36312/jlls.v4i1.1808>, 2024.

Afghari, A. & Khayatan, P. *Collaborative Learning and Iranian EFL learners' Vocabulary Improvement through Snowball and Word-Webbing Techniques. International Journal of English Language & Translation Studies*. 5(2). 122-131, 2017.

Adlina, Ariffin, *Effects of Student Collaboration on ESL Learners' Vocabulary, Development, Malaysia, Asian Journal of University Education (AJUE) Volume 17, Number 1, January 2021*.

Amr, Rabie-Ahmed & Ayman Mohamed, *Collaborative and individual vocabulary learning in the Arabic classroom: The role of engagement and task demands, Michigan: Foreign Language Annals, July 2022*.

Abbas Ali Zarei & Maryam Sahami Gilani, *I2 vocabulary learning through collaborative, techniques, Takestan: Volume 4 (1), 2013*.

# **Teachers and Students' Attitudes towards the Use of English Songs and movies in EFL Classes to Develop EFL Students' Listening Skill**

Prof. BOUKHATEM NADERA  
Superior School Of Management / ESMT  
boukhatem.nadera@yahoo.fr

## **Abstract:**

*This research endeavors to explore the perspectives of both English as a Foreign Language (EFL) teachers and students regarding the integration of English songs and movies as tools for refining their listening abilities within the English department at Belhadj Bouchaib University Ain Temouchent. The investigation posits that incorporating English songs and films into the curriculum can establish a lively, collaborative, and integrative atmosphere in the classroom, with the underlying hypothesis that such inclusion by EFL educators would lead to a measurable improvement in students' listening skills.*

*To address the research objective, a survey was distributed among two out of four third-year level groups, selected based on the observations made during the oral expression module. The survey aimed to gauge students' attitudes towards the utilization of English songs and movies as aids in honing their listening skills. Statistical analysis was employed for data interpretation. The findings suggest a positive inclination among students towards the adoption of English songs and movies, recognizing them as effective and motivational tools for advancing their learning abilities.*

*Furthermore, this study seeks to elucidate how activities involving songs and movies can be seamlessly integrated into the EFL classroom, fostering opportunities for practicing communication skills and cultivating cultural awareness.*

**Keywords:** Songs, Movies, English language teaching, conversational skills, Language Achievement

## **1. Introduction :**

*In the contemporary landscape, the significance of English is escalating in tandem with the forces of globalization. Several nations have designated English as their official language, rendering it a universal medium that facilitates global connectivity and fosters a sense of community among diverse populations. In the milieu of a multilingual society*

where proficiency in more than one language is imperative, English proficiency assumes a pivotal role, particularly for non-native speakers.

Despite English's crucial role in various educational levels in Algeria, there exists a pervasive dissatisfaction among students regarding their proficiency in the language after years of formal instruction. This study addresses a specific facet of this issue, namely the lack of motivation among students. As English is not always perceived as immediately relevant to their needs, educators face the challenge of devising innovative and compelling methods to sustain students' interest in language learning.

Numerous studies have posited that the integration of songs and movies into the language classroom not only makes the curriculum more pertinent to students' lives but also serves as a catalyst for enhancing their motivation to learn. Renowned scholars such as (Alverman,1999; Cope & Kalantzis, 2000; Dyson,1997; Gee,2000; Knobel,1999) have collectively highlighted that the incorporation of multimedia across various social domains is reshaping the definition of language proficiency and literacy. This study delves into the potential of leveraging songs and movies as dynamic tools to reinvigorate language education and tackle the prevalent issue of waning motivation among English learners in Algeria.

## **2. Research Questions of the Study :**

*This investigation seeks to delve into the following research questions:*

### **a) Pedagogical Implications of Integrating Songs and Movies in EFL Classes:**

*What pedagogical implications arise from the integration of songs and movies in English as a Foreign Language (EFL) classes concerning the teaching and learning of conversational skills for undergraduate students?*

### **b) Motivation in learning through songs and movies:**

*How does the utilization of songs and movies as a learning tool motivate learners to engage with the English language? If so, on what components and skills of language do they put out more effect?*

## **3. The art in the use of music in the language classroom :**

As Storr (1992) already pointed out, language and music have been present since our ancestors painted people dancing in the caverns. In fact, linguistic and musical issues are key disciplines in all cultures. Supporting this connection, Pinker (2002: 404) established that there is a strong link between humanity and music when researchers found bone-

made flutes in caves in France and Germany (Silva, 2006: 25). Music is, therefore, traditionally linked with human ways of expression and language. Music is also crucial in the physiological development of human beings. Jusczyk (1986) and Lecanuet et al. (1987), cited in Murphey (1990: 98), claimed that the foetus is able to recognise melodies and their mother's intonation while they are in the womb. In addition, Campbell (2001) carried out a piece of research that evidences the role of music in foetus formation. Apparently, there are anatomic differences among people who have studied music before they are seven years old and those who have not studied it. Music increases neuronal interconnections, and as a result, it enhances language development, namely, language production, text comprehension and vocabulary/lexicon. Furthermore, and from our interpersonal and multimodal perspective, music favours social relationships while it enriches cognitive processes in language learning (Failoni, 1993; Silva, 2006) Darwin proposed that human communicative abilities might have evolved through the fusion of music and modern language. Subsequently, thinkers such as Galileo, Rousseau, and Wittgenstein explored and affirmed a connection between these two disciplines..

However, further analyses have proven that there exist outstanding differences between language and music which should also be mentioned in this paper. Marin and Perry (1999) and Peretz (2006), on their part, considered that music and language have little connection. This is because speech lacks the pitch and rhythm inherent in music, and musical compositions do not adhere to the grammatical structures found in language, nor do they convey semantic meaning. Additionally, scholars, including Patel (2008), argue that music has the capacity to convey emotions more profoundly than language.

#### **4. The importance and the role of songs and movies in language teaching**

Rosova (2007) claimed that songs have a place in the classroom for helping create a friendly and co-operative atmosphere for language learning, but they can offer much more. He also mentioned the idea that songs are effective tools in education. Murphey conducted a study on 49 students who had all experienced the song-stuck-in-my-head phenomenon in some language. Analysis of the results showed that first the melody and then the lyrics from the songs get stuck and stored in memory until needed for a specific context. Therefore, he believed that songs positively influence learners' long and short-term memory (Cited in Rosova, 2007). (Lowe, 1998) illustrated the impact of songs through the control and the experimental group. The latter was 15-minutes instruction each session through the integration of songs. The researcher concluded that the experimental group outperformed the control group on vocabulary, grammar, and rhythmic patterns and the students were motivated by the songs' inclusion. (Kanel, 1997) pointed that some research has shown that using songs improves listening comprehension, and develops pronun-

ciation. The most important reason for using songs in the classroom would be to bring students into contact with authentic language. According to (Razmjoo, 2012), there is a relation between linguistics and musicology as songs have both the communicative feature of language and the entertaining feature of music. Songs have rhythmic and melodic content representing a specific form of communication in a linguistic sense. He suggests that the use of songs in the foreign language classrooms reflects the inherent rhythmic nature of life.

Movies seen as an important resource for use in the EFL/ESL classroom because it is dynamic, immediate and accessible (Lonergan in Walker, 1997). According to Stempleski & Tomalin movies not only exposes students to the target language, but it also exposes them to non-verbal aspects of communication. Non-verbal communication is comprised of such things as gestures, expression, posture, and dress. There are some benefits relates to using movie in the classroom. The first is relates to motivation. Films about issues that draw the learners' interest can affect their motivation to learn (Stempleski, 1992; Allan, 1985; Lonergan, 1984). When they are watching films, they can learn language components such as grammar, vocabulary, pronunciation. Second, the movies help the learners' comprehension by enabling them to listen to exchanges and see such visual supports as facial expression and gestures simultaneously (Allan, 1985; Sheerin, 1982), which may improve their insights into the topic of the conversations. In real life, unless they are speaking on the telephone or listening to the radio, such visual supports are present to accompany the verbal exchanges, so the existence of facial expression and gestures in the movies can simulate the dialogues in real situations. In addition to the visual supports the movies also provide exposures to the language uttered in authentic settings (Stempleski, 1992; Telatnik and Kruse, 1982). The most convincing argument for using movies in the classroom is the motivation it provides the students (Baltova, 2000; Lin, 2002). Movies also provide a context for language learning to take place by reinforcing what students would learn in the classroom in a dramatized, authentic production (Brinton, 1991; Gebhard, 1996).

### **5. Learning pronunciation through music:**

Many adults acquiring a foreign language often exhibit an accent, influenced partly by the phonological and phonetic distinctions between their native language (L1) and the foreign language they are learning (L2).

Music can be effective in improving phonetic skills in a variety of ways. Leith (1979) stated, "There is probably not a better nor quicker way to teach phonetics than with songs". Gatti-Taylor (1980) believed that phonetic instruction was one good use to which songs could be put, even in beginning classes, stating, "It is relatively easy to find song lyrics that

stress a particular phoneme" (p. 466). García-Sáez (1984) agreed stating, "the use of song is an excellent way to practice Spanish phonetics and it is not at all difficult to find examples of songs that contain sounds the majority of students have trouble producing" (p. 4). The combination of melody and lyrics offers a great chance to practice pronunciation while simultaneously enjoying the music.

## **6. Songs as pedagogical tools :**

One advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills (Murphey, 1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation.

## **7. Learning culture through music :**

According to Jolly (1975), using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language. Songs reflect culture; Shen states, "language and music are interwoven in songs to communicate cultural reality in a very unique way" (2009, p. 88). Although this is probably more applicable to songs for older learners, young learners can be given the opportunity to learn about seasonal or historical events in the target language through songs.

Songs, as per Shen's observation, intricately weave language and music to convey cultural realities in a unique manner (2009, p. 88). While this aspect may be more pertinent to older learners, young learners can also be introduced to seasonal or historical events in the target language through engaging musical experiences.

## **8. Teachers' Attitudes towards the Use of English Songs and Movies in EFL Classes:**

Many EFL teachers believe that the use of English songs and movies in EFL classes can be an effective way to develop students' listening skills. According to a study conducted by Al-Jarf (2012), EFL teachers in Saudi Arabia believed that the use of English songs and movies in EFL classes could help students improve their listening skills. The teachers

believed that the use of English songs and movies could make the learning process more enjoyable and engaging for students. They also believed that the use of English songs and movies could help students learn new vocabulary and improve their pronunciation. Another study conducted by Kuo and Anderson (2010) found that EFL teachers in Taiwan believed that the use of English songs and movies in EFL classes could help students develop their listening skills. The teachers believed that the use of English songs and movies could help students learn new vocabulary, improve their pronunciation, and develop their listening comprehension skills.

### **9. Students' Attitudes towards the Use of English Songs and Movies in EFL Classes:**

Many EFL students enjoy the use of English songs and movies in EFL classes. According to a study conducted by Al-Jarf (2012), EFL students in Saudi Arabia enjoyed the use of English songs and movies in EFL classes. The students believed that the use of English songs and movies made the learning process more enjoyable and engaging. They also believed that the use of English songs and movies helped them learn new vocabulary and improve their pronunciation. Another study conducted by Kuo and Anderson (2010) found that EFL students in Taiwan enjoyed the use of English songs and movies in EFL classes. The students believed that the use of English songs and movies helped them learn new vocabulary, improve their pronunciation, and develop their listening comprehension skills.

### **Conclusion**

The use of English songs and movies in EFL classes can be an effective way to develop EFL students' listening skills. Both teachers and students have positive attitudes towards the use of English songs and movies in EFL classes. Teachers believe that the use of English songs and movies can make the learning process more enjoyable and engaging for students, while students believe that the use of English songs and movies can help them learn new vocabulary, improve their pronunciation, and develop their listening comprehension skills. Therefore, EFL teachers should consider incorporating English songs and movies into their lesson plans to help students develop their listening skills.

### **References**

- Allan, M. (1985). *Teaching English with Video*. Essex: Longman.
- Alvermann, D. E., Moon, J. S., & Hagood, M. C. (Eds.) (1999). *Popular culture in the classroom: Teaching and researching critical media literacy*. Newark, DE and Chicago, IL: Arono.
- Arono. (2014). *Improving students' listening skill through interactive multimedia in*

Indonesia. *Journal of Language Teaching and Research*, 5(1), 63-69.

- Baltova, I. (2000). *The effect of subtitled and staged video input on the learning and retention of content and vocabulary in a second language* (Doctoral dissertation). University of Toronto.
- Brinton, D. M. (1991). *The use of media in language teaching*. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. XXX-XXX). Boston, MA: Heinle and Heinle Publishers.
- Cakir, I., Dr. (2006). *The use of video as an audio-visual material in foreign language teaching classroom*. *The Turkish Online Journal of Educational Technology*, 5(4), 67-73.
- García-Sáez, S. (1984). *The use of song in class as an important stimulus in the learning of a language*. Paper presented at the annual meeting of the Southwest Conference on the Teaching of Foreign Languages, Colorado Springs, CO, March 1-3. (ERIC Document Reproduction No. ED 240 87)
- Gatti-Taylor, M. (1980). *Songs as a linguistic and cultural resource in the Intermediate Italian class*. *Foreign Language Annals*, 6, 465-469.
- Gebhard, J. G. (1996). *Teaching English as a foreign language: A teacher self-development and methodology guide*. Ann Arbor, MI: The University of Michigan Press.
- Kanel, K. (1997). *Enjoy pop songs*. Tokyo: Seibido.
- Lamb, M. (2004). *Integrative motivation in a globalizing world*. *System*, 32, 3-19.
- Leith, W. D. (1979). *Advanced French conversation through popular music*. *The French Review*, 52, 537-551.
- Lin, L. Y. (2002). *The effects of feature films upon learners' motivation, listening comprehension performance, and speaking skills: The learner-centered approach*. Taipei: Crane Publishing Co., Ltd.
- Lonergan, J. (1984). *Video in language teaching*. Cambridge, MA: Cambridge University Press.
- Lowe, R. K. (1998). *Extracting information from an animation during complex visual learning*. *European Journal of Psychology of Education*, 14(2), 225-244.
- Murphey, T. (1992). *Music and song*. Oxford, England: Oxford University Press.
- Kuo, L., & Anderson, R., C. (2006). *Morphological awareness and learning to read: A cross-language perspective*. *Educational Psychologist*, 41 (3), 161-180.
- Razmjoo, S. A. (2012). *On the Effect of Using Games, Songs, and Stories on Young Iranian EFL learners' Achievement*.
- ReimaAl jarf (2012 ). *Online videos for specific purposes* *journal of Education and social research*

- Rosová, V. (2007). *The Use of Music in Teaching English*. Masaryk University, 1-86. Retrieved from [http://is.muni.cz/th/84318/pdf\\_m/diploma\\_thesis\\_1.pdf](http://is.muni.cz/th/84318/pdf_m/diploma_thesis_1.pdf)
- Stempleski, S., & Tomalin, B. (1992). *Video in Action: Recipes for Using Video in Language Teaching*. Prentice Hall International, UK.
- Stempleski, S., & Tomalin, B. (1990). *Video in action: Recipes for using video in language teaching*. New York: Prentice Hall.

## **Semantically Deconstructing Language Games**

Ramia Fu'ad Abdulazeez (Ph.D.)

Department of English

College of Education for Women/University of Baghdad

Baghdad/Iraq

Postal code: 10001

\*Corresponding author: ramiafa@csw.uobaghdad.edu.iq

### **Abstract**

*This paper appeals to build the structure of language games on a semantic ground. That is, it attempts to linguistically deconstruct such games to help create more games for various functions. Thus, the paper starts with rapidly reviewing the concept of language games, then it surveys the most relevant semantic concepts associated with this phenomenon, instantiated by some lexical relations, mainly hyponymy, synonymy, antonymy, meronymy, and incompatibility. The sample of the study is taken online under the name '10 Fun Language Learning Games to Play with Friends'. The methodology followed is to take one example of each of the games mentioned and investigate which of the lexical relations is adopted in case the game design per se allows the employment of those relations. The study has concluded that almost all the lexical relations are employed but to varying degrees, with hyponymy and meronymy grabbing the highest occurrences, owing to the game design which imposes their employment.*

### **1. Introduction**

*Nowadays in our everyday lives games occupy a large space in one way or another as we'd like to spend some enjoyable time to swipe the stress away. Thus, such games have been employed as educational tools for various purposes, the most important of which is language learning. They are so because learning a language, such as English, is crucial for people's, especially children's, lives, due to its being an international language. Added to that, the spread of various artistic works, and tourism, in such a globalized world like ours under the umbrella of social media, has heated the need for learning different languages, out of passion in the first place, such as Turkish and Korean languages. Accordingly, the easiest way to simplify this task is presenting it in the form of a game so as to keep the channel of learning open and interesting at the same time. What this paper aims to do*

is to deconstruct such language games, semantically, to identify the base on which they are built and investigate the most frequent strategies employed. After knowing that, it will be useful to generate more games at various language levels to varying degrees to check on the learning abilities of any foreign language learner. The paper starts by giving a brief concept and types of language games, then it rapidly reviews the most widely employed lexical relations employed in structuring those games. Some examples from different language games are taken and analyzed to check on the validity of the selected relations. Finally, some conclusions, in accordance with the results, are read.

## 2. What are Language Games?

The point of departure of this section is Juul's (2012) definition of a game. According to him, a game is "a rule-based system with a variable and quantifiable outcome, where different outcomes are assigned to different values, the player exerts effort in order to influence the outcome, while the player feels emotionally attached to the outcome, and the consequences of the activity are negotiable" (p. 36) (*italics mine*). The italics in this quotation are re-phrased in the following way in what serves the paper: Language games, semantically speaking, are woven out of an internal network of lexical relations whose employment could generate and activate more than one relation at the same time depending on the input and intended outcome mediated by the technique of the game per se. This is because in language learning games, as claimed by Esteban (2024), one of the objectives is vocabulary acquisition and development as they provide an authentic and contextualized language experience, enabling learners to practice and apply language skills in real-life situations. The dynamic and interactive nature of those games can engage learners in a way that enhance not only their acquisition of the language but also promote their abilities of critical thinking, problem-solving, and collaborative skills, as argued by Hazaymeh (2024), and this mirrors the part of exerting efforts in Juul's original definition cited above. As for the 'emotional attachment' alluded to, it has been first seeded in the idea implanted by Varadi (2023) who believes that players, in language games, get motivated whenever they feel interested and get rewarded. This has been watered later by Tari and Safitri (2023) who add the 'sense of satisfaction and success' to players as they are proceeding in the game. One last thing is left to close the linguistic coinage of language games - the consequences of the activity are negotiable. This is well re-phrased by citing Hazaymeh (2024, p. 151) who thinks that linguistic games provide "advanced challenges to motivate advanced learners and basic training activities for beginners, in addition to their role in measuring progress and providing immediate responses". Previously, Sanchez et al. (2007) have also hinted at the negotiability of consequences<sup>®</sup> improvement and progress made in language learning via games. According to him, this is realized by

many advantages, the most relevant to the item of negotiability of consequences are two: reinforcement and feedback. The former entails helping with pronunciation, grammar, and vocabulary which influence speaking ability, whereas the latter embraces providing immediate feedback, which enables players to learn from their errors and advance in learning.

Moving on from all these remarks, various categories of language games have been proposed: board games, card games, word and memory games, quiz games, and digital games, as mentioned by Tari and Safitri (2023). The games which this paper tackles fall under one or more of those categories.

### **3. Lexical Relations**

Simply put, a lexical relation means the relationship that holds among the words of a linguistic system. Lexical relations have been studied by different semanticists (for instance, Lyons (1995) and Palmer (1997), but Cruse's (2000, 2006) is the most comprehensive of these accounts. According to him, lexical (or sense) relations are divided into two broad categories: those that indicate identity and inclusion between word meanings, and those that express opposition and exclusion between word meanings. The class of identity and inclusion includes synonymy, hyponymy, and meronymy. The class of opposition and exclusion, by contrast, consists of antonymy and incompatibility. The following examples, taken from Cruse (2006, pp.163-164), can give some idea on each lexical relation:

- Hyponymy: I saw a bird/sparrow.
- Incompatibility: I saw a crow/sparrow.
- Antonymy: A long/short journey.
- Meronymy: She touched Pete's arm/elbow.

[For more lexical relations, see Yule (2020, pp. 134-139), and Salman (2022), see Taher and Salih 2023) for a detailed account on the types of synonyms]

### **4. Deconstructing Language Games in Terms of Lexical Relations**

The aim of this section is to practically decode language learning games with reference to the lexical relations reviewed above. This is done in accordance with the following methodology:

#### **4.1 Methodology**

The procedure of achieving the aforementioned aim is to take the games holding the name '10 Fun Language Learning Games to Play with Friends', as cited in (web source 1), one by one reviewing its basic concept and check whether one or more of the lexical relations can be employed or not depending on the classification of the types of games men-

tioned earlier in this article. In case they do, one example is given on each game, along with its types if any, and identify the type of lexical relation detected. After that, the games are categorized on the basis of the most frequent lexical relation employed. It is necessary to point out that these games are selected as they are considered the best language learning games cited in almost every website on language games.

## **4.2 Analyzing 10 Fun Language Learning Games to Play with Friends**

Each game, cited in web source (1), is given a brief description taken from the site itself. Moreover, they are presented here in the order in which they appear originally:

1. *Scrabble: This falls under the category of board games. This game involves creating words from individual letters, so it is very good for vocabulary revision. Players must form words with letter tiles that read either left-to-right or top-down.*

No lexical relation is identified in this game as it involves creating words from single letters, whereas the lexical relation holds among words.

2. *Vocabulary Bingo: It falls under the banner of card games. This involves matching words with images in which one player has a list of the relevant vocabulary while the other players draw six pictures to represent this vocabulary on their bingo cards. The player with the list then calls words at random and the other players check off pictures that represent these words on their cards. Matching words with images is a great way to reinforce meaning.*

Also, no lexical relation is identified here as the lexical relation holds among words not words and images.

3. *Charades: This is one type of quiz game. It is a word guessing game that involves physically acting out whole words or phrases or acting out individual syllables. Players use their body language and facial expressions to act out a vocabulary word, common phrase, or even a movie title.*

Unlike the two previous types, this game cannot be described as wholly excluding lexical relations from its texture. It is just that the procedure of employing one involves body language and thus cannot be analyzed here. For instance, one can act by pointing out something to be synonymous, meronymic, hyponymous, antonymous, or even incompatible with the basic word intended to be detected. Let's inspect this image taken from web source (2):



Image (1 ) Charades

On remarking this image, one can fit all the types of lexical relations cited above depending on the standing-girl posture and of course and the word intended to be guessed. Let's suppose that the hidden word might be considered as a(n):

- Hyponym: dancing school.
- Incompatible: police.
- Antonym: doctor.
- Meronym: dancing lesson.
- Synonym: ballerina.

4. *Word Association:* This is another type of quiz game. In this game, one player will say a word at random, usually a noun. Then, the next player must say a word that they associate with that word. It will continue in a circle until someone cannot think of a word fast enough, or says an unrelated word, at which point they are out.

This game is typical of all the lexical relations cited above. This is because the concept of association is employed as an umbrella term subsuming all the relations: hyponymy, incompatibility, antonymy, meronymy, synonymy. Let's check the following types of word association games as cited in web source (3) with their appearance, description, examples and images, if any, whereby various lexical relations are employed:

a. *Word Association circle:* This game involves going around the circle of players who must say a word related to the previous word. An example might be as follows - Water - Drink - Coffee - Black - Night - Stars etc.

As obviously stated in the examples, two lexical relations are found - synonymy (water, drink, coffee, in certain contexts) and meronymy (black, night, stars).

b. *Word association gameshow:* This involves choosing a category, let's say fruit for

an example. The players should take turns to come up with the name of a fruit within a limited time. So, they might say this - player 1 “apple”, player 2 “banana”, player 3 “watermelon”.

Hyponymy is the dominant lexical relation employed in the examples above, wherein ‘fruit’ is the superordinate, and ‘apple, banana, watermelon’ are co-hyponyms.

- a. *Taboo*: This word association game requires players to guess a target word from clues. The catch is that the clues cannot use certain words which are “taboo words”. One player must try to explain the target word while the rest of the class tries to guess what it is. An example is given in Image (2) below:

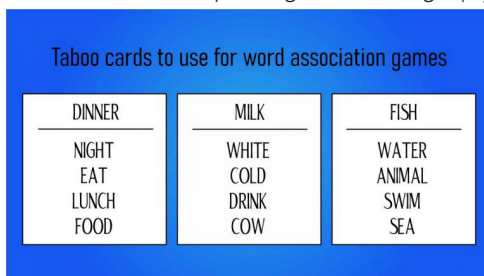


Image (2) A Taboo Card

From Image (2), two lexical relations are identified: hyponymy and meronymy. However, all other lexical relations can be employed in this type depending on the target word and the taboo.

- b. *Things that go together game*: Here, players must match things that are associated and go together. With sets of words or pictures players are asked to match the objects or words that belong together. For example - bat and ball, moon and stars, shoes and socks. These are all pairs of words that belong together.

One dominant lexical relation is found - collocation. Though not mentioned in Cruse’s (2000, 2006) classification, yet collocation, as cited in Yule (2020) is dominant in this game.

- c. *Family Feud*: In this game, players try to match a list of responses to a question. In other adapted versions, a category is given instead, and students have to match associated words. Let’s have a look at this family feud image:

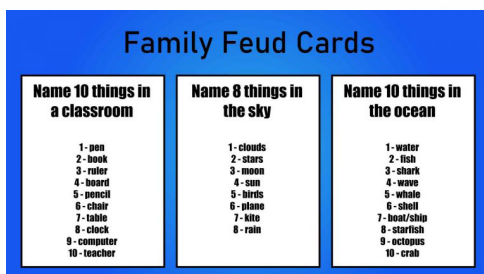


Image (3) A Family Feud Card

According to the description and image above, two lexical relations are caught - hyponymy and meronymy.

d. *Tri-bond questions:* These questions are really word association puzzles. You are given 3 words and need to find the word that joins or bonds them together. There are many ways in which words can be related so they can take quite a bit of imagination and lateral thinking to solve.

(10) An example of a Tri-bond is - Sail - Saw - Gold. The answer is that they are all kinds of fish.

As clearly deduced from the example, the dominant lexical relation is hyponymy.

5. *Mad Libs:* This is one type of word and memory game. It requires players to call out random words to complete the sentences and are given prompts, such as "noun", "adverb" or "place".

From its description, this game does not involve a lexical relation as much as its reliance on the grammatical category of words.

6. *Hangman:* This is another type of word and memory game. In Hangman, one player comes up with a word or phrase and draws out a dash for each letter. Then, the other player(s) guess which letters make up the word or phrase.

Again, in this game, no lexical relation is employed. It dwells heavily on knowledge of spelling.

7. *The Kloo game:* This is another type of card game. It was created to help learners form sentences and learn more vocabulary. The cards must be played in a certain order, starting with a red card, to make a cohesive sentence.

From the description, this game focuses on structure rather than on lexical relations.

8. *Boggle:* This is another type of board game. It involves nine dice placed in a 3x3 grid of squares and each shows a random letter. Players must create words from these letters, using each letter only once per word.

This game concentrates on the player's skill in spelling. Thus, no lexical relation is required.

9. *Kahoot:* This is one of the digital games. In Kahoot, questions are displayed on the whiteboard and each player chooses the correct answer on their phone screen. The questions can be related to learning grammar, building vocabulary, or even deepening cultural knowledge. For instance, a Kahoot! game might focus on verb conjugation and correct word endings.

As the explanation shows, any lexical relation can be employed to build vocabulary in this game depending on the target of game. Being one type of digital game, Kahoot

requires several steps to apply, namely:

1. Create an Account:

- Go to the Kahoot! website (<https://kahoot.com/>).
- Click on the “Sign up” or “Log in” button to create a new account or sign in if you already have one.

2. Create a Kahoot! Quiz:

- Once you’re logged in, you can create a new quiz by clicking on the “Create” button.

3. Add Questions and Answers:

- In the quiz editor, you can add questions, multiple-choice answers, and choose the correct answer for each question.

• You can also set a time limit for each question, add images, and provide explanations for answers if needed.

4. Customize Your Kahoot! Quiz:

- Customize the appearance of your quiz by adding a title, description, and cover image.

• You can also adjust the layout, design, and settings according to your preferences.

5. Share Your Kahoot! Quiz:

- Once your quiz is ready, you can share it with others by clicking the “Share” button. You can choose to share a link or PIN code for participants to join.

6. Play Kahoot! with Participants:

- Participants can join your Kahoot! game by going to <https://kahoot.it/> or using the Kahoot! app.

• They will enter the game PIN code you provided to join the session.

7. Start the Game:

- Once all participants have joined, you can start the game.
- Questions will be displayed on the main screen, and participants will answer on their devices.

8. Review Results:

- After each question, Kahoot! provides instant feedback and displays the leaderboard.

- *At the end of the game, you can review the results, see which participants answered correctly, and award points or prizes if desired.*

#### *9. Save and Share Reports:*

- *You can save the results and reports of your Kahoot! game for future reference or analysis.*

- *Share the reports with participants or use them for educational purposes.*

#### *10. Explore Kahoot! Features:*

- *Kahoot! offers various features like team mode, challenges, and surveys, depending on your needs. Explore these options to enhance your learning or training experience.*

*10. Consequences: This is a type of word and memory game. In it, each player has a piece of paper and writes a boy's name at the top. They then fold the paper so the name cannot be seen and pass it in a circle to the next player. They then write "meets" and a girl's name. The paper is passed again, and players write "at" and a location. This is repeated for "he said", "she said" and "the consequences were..." until each piece of paper tells a complete story in your target language.*

*In this game, the focal point is grammatical structures of well-formed sentences more than on lexical relations.*

### **5. Semantically Recapitulating Language Games**

*After analyzing an acceptable number of language games, it is time to check on the type of lexical relation which is employed more often than others. Table (1 ) below performs this task in the following manner: all the games reviewed in the paper, together with their types if any, are listed. Then, the occurrence of all the lexical relations cited is given to identify which lexical relation is dominant among others. Moreover, this Table helps identify which category of language game involves such relation more than others.*

Table (1) Language Games Semantically Analyzed

No	Game	Type	Category	Lexical Relation					
				Hyponymy	Incompatibility	Antonymy	Meronymy	Synonymy	Collocation
1	Scrabble	-	Board game		x	x	x	x	x
2	Vocabulary Bingo	-	Card game	x	x	x	x	x	x
3	Charades	-	Quiz game	√	√	√	√	√	√
4	Word association (WA)	WA circle	Quiz game	x	x	x	√	√	x
		WA game-show		√	x	x	x	x	x
		Taboo		√	x	x	√	x	x
		Things that go together		x	x	x	x	x	√
		Family Feud		√	x	x	√	x	x
		Tri-bond		√	x	x	x	x	x
5	Mid Libs	-	Word and memory game	x	x	x	x	x	x
6	Hangman	-	Word and memory game	x	x	x	x	x	x
7	Kloo	-	Card game	x	x	x	x	x	x
8	Boggle	-	Board game	x	x	x	x	x	x
9	Kahoot	-	Digital game	√	√	√	√	√	√
10	Consequences	-	Word and memory game	x	x	x	x	x	x

## **5.1 Results and Discussion***After analyzing the language games above, the following is attained:*

*Not all language games employ lexical relations. Some do not ever pertain to them depending on the technique and aim of the game.*

*This can be justified by assuming that varying techniques can involve more players and, hence, vary the aim and target of learning. For example, 'scrabble' focuses on spelling, whereas 'vocabulary bingo' concentrates on learning vocabulary via association with images. In both cases, no lexical relation is needed.*

*In case the game does employ lexical relations, there are two possibilities:*

*All lexical relations can be activated, as in digital games, or*

*Only one or two relation(s), in particular, is (are) dwelt on.*

*This can be explained, again, by the target of the game. For example, the nature of 'Tri-bond' imposes the employment of hyponymy. On the other hand, the nature of 'WA circle' imposes the employment of meronymy and synonymy.*

*All lexical relations, even those which are not adopted here, can be subsumed within the language games which are tolerant to all types of lexical relations. This can be illustrated by the fact that any learning process is planned in accordance with its aim and target.*

## **Conclusions**

*The study concludes that language games are a good source for studying semantic relations. However, not all relations can be easily employed. This is mainly because the game design, whether cards, images, or even physical action, controls that employment. Moreover, the aim and target of the game does have a crucial role in activating them. When the game aims to get players to improve their grammar, structure, or spelling, no lexical relation is needed. Even if the aim is to make them learn new vocabulary, that might be related to make know the word for the first time thus lexical relations cannot be introduced as they pertain to a more advanced level of language users. This means that employing lexical relations in language games is limited by specific levels of players, consequently it can be distributed over many levels: easy-medium-hard- extremely hard depending on the word, via a certain lexical relation, to be guessed. Further studies can be made on their linguistic aspects of language games - pragmatics for instance. More specifically, a study can design a certain language game with a certain linguistic aim - improving the pragmatic competence of learners in accordance with certain languages and cultures - to give the process of language learning much more depth than just learning separate sentences or words.*

## Bibliography

### References

- Cruse, Allan. *Meaning in Language: An Introduction to Semantics and Pragmatics* 1st ed. New York: Oxford University Press. (2000)
- Cruse, Alan. *A Glossary of Semantics and Pragmatics*. Edinburgh: Edinburgh University Press. (2006)
- Esteban, Allan Jay. 'Theories, Principles, and Game Elements that Support Digital Game-Based Language Learning (DGBLL): A Systematic Review'. In *International Journal of Learning, Teaching and Educational Research*, Vol. 23, No. 3, 2024, pp. 1-22. <https://doi.org/10.26803/ijter.23.3.1>.
- Hazaymeh, Omar. 'The Role of Electronic Educational Language Games in Creating Good Learners'. In *International Journal of Education and Life Sciences (IJELS)*, Vol. 2, No.2, 2024, pp. 149-160. DOI: <https://doi.org/10.59890/ijels.v2i2.1360>.
- Juul, Jesper. *A casual revolution: Reinventing video games and their players*. Cambridge, Massachusetts: The MIT Press. (2012)
- Lyons, John. *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press. (1995)
- Palmer, Frank. *Semantics: Outline*. Cambridge: Cambridge University Press, 2nd ed. (1997)
- Salman, Muhammed Barjès. 'Midonymy: A Lexical Relation in Need of Two Extremes'. In *Journal of Language Studies*. Vol. 5, No. 4, 2022, pp. 120-127.
- Sánchez, Maritza Maribel Martínez, Armando Pérez Morfín, and Vilma E. Portillo Campos. 'Interactive games in the teaching-learning process of a foreign language'. In *Teoría y praxis*, (4), 2007, pp. 47-66.
- Taher, Marewan Dhahir and Salah Mohammed Salih. 'A Paradigmatic Lexical Relation Study of Analysing Entailment in Identity and Inclusion Relations'. In *Koya University Journal of Humanities and Social Sciences (KUJHSS)*, Volume 5, Issue 1, 2023, pp. 159-166. DOI: <https://doi.org/10.14500/kujhss.v5n1y2022.pp159-166>.
- Tari, Nirmala and Ni Putu Dianita Safitri. 'Using Games: Role Play and Kahoot in English Language Teaching and Learning for Tourism Students'. In *Journal Manajemen Pelayanan Hotel*, Vol. 7, No. 2; 2023, pp. 1093-1112. DOI: <http://dx.doi.org/10.37484/jmph.0702261093>.
- Varadi, Krisztian. (2023). 'Video Games® A New Source of Language Acquisition'. In *i i . . 67*, 1, pp. 207-212. DOI <https://doi.org/10.24919/2308-4863/67-1-28>.
- Yule, George. *The Study of Language*. Cambridge: Cambridge University Press, 7th ed. (2020)

## Websites

- Web source 1:
- <https://lingopie.com/blog/10-fun-language-learning-games-to-play-with-friends/>
- Web source 2:
- [https://www.brightful.me/content/images/size/w2000/2020/09/shutterstock\\_1400121068.jpg](https://www.brightful.me/content/images/size/w2000/2020/09/shutterstock_1400121068.jpg)
- Web source 3:
- <https://eslvault.com/word-association-games>

# CAA, A NEW TECHNOLOGY OF ASSESSMENT IN SECONDARY SCHOOLS

(CAA) تقنية جديدة للاختبارات في المدارس الثانوية

Dr. Asmaa Saffah Kareem Al-Timimi

Ministry of Education, Thi-Qar Education Directorate - Qal'a Siker department, Iraq

email: dr.asmaakareem@gmail.com

mobile: 0096407726895604

## Abstract

Assessment is a high-efficient activity and critical to student learning. It drives and motivates students to learn, and changing assessment will result in a shift in student learning. For that reason it is important to embed 'Computer-Assisted Assessment' (CAA) within existing methods and strategies of assessment. It should be clear to students that the CAA they are undertaking has a distinct and valuable purpose. This paper sheds light on this new technology of assessment giving brief notions on its definitions, classification, advantages, disadvantages and some of the issues related to this technology.

**Keywords:** Computer-Assisted Assessment (CAA), Paper-and-Pencil (P&P)

## الملخص

تعد الاختبارات نشاطا عالي الكفاءة ورئيسيا لتعلم الطلبة. انها تقود وتحث الطلبة للتعلم لذا فان تغيير الاختبارات ينتج عنه انتقالا في تعليم الطلبة. لهذا السبب فمن المهم ان نضمن «الاختبارات بمساعدة الحاسوب» (CAA) ضمن الطرق والاستراتيجيات الموجودة للاختبارات. يجب ان يكون واضحا للطلبة بان «الاختبارات بمساعدة الحاسوب» (CAA) التي يخضعون لها غرضا متميزا وقيما. هذا البحث يسلط الضوء على هذه التقنية الجديدة للاختبارات بإعطاء افكار او تصورات موجزة عن تعريفاتها وتصنيفاتها والمزايا والعيوب وبعض القضايا ذات الصلة بهذه التقنية

الكلمات المفتاحية: «الاختبارات بمساعدة الحاسوب» (CAA) ، الورقة والقلم (P & P)

## 1. Introduction

Academic assessment can be administered through various techniques. Fifty varied techniques have been identified and used within education for assessment purposes (Knight, 2001 : 66); the most commonly used are exams and essays (Graham, 2004: 21).

*New assessment techniques will continue to emerge as technology and teaching methods change and develop, therefore continuing research will be required to determine the effectiveness and appropriateness of these methods.*

*Each form of assessment presents its own difficulties, whether computer based or traditional. Essays present the problem of double marking; in one study both markers agreed only 52% of the time (Powers et al., 2002: 10). It has been suggested that exams tend to encourage surface learning and may cause increased anxiety resulting in significantly lower scores (Race, 1995: 80). The multiple choice question (MCQ) styles are used in both traditional and CAA exams and raise a number of concerns, for example, grade deflation by not enabling partial credit (Baranchik & Cherkas, 2000 111), poorly designed questions (Paxton, 2000; Jafarpur, 2003: 43) and guessing (Bull, et. al, 2004: 87). However the advantages of using computers to deliver MCQ for lecturers include automated marking (Pollock et al., 2000) and for formative purposes the students have the opportunity to study at their own pace, repeat questions and receive instant feedback.*

*Brown (1997: 52) reports that teachers require professional development and support in integrating technology into assessment procedures:*

*The swiftness of technical and pedagogical developments in CAA necessitates that both novices and experienced practitioners acquire and maintain new skills. A strong programme of staff development should help ensure competence in the following areas: use of CAA software, training in construction of appropriate questions, invigilation of CAA exams, test design, embedding CAA within an existing module, selecting a mixed range of assessment methods and evaluating CAA.*

## **2. Computer-Assisted Assessment (CAA)**

*The cornerstone of successful education, as assigned by Martin (2004: 87), is the effective use of assessment. The 21st century offers a real opportunity to use the technology available in order to make assessment more widely and more successfully applied than the traditional ones.*

*Computers are playing a key role in language testing these days. From the early scoring devices to the latest computer adaptive tests, computers have come to play a major role in test construction, item banking, test administration, data analysis, scoring, and re-*

port generating. The role of information technology in virtually every type of educational enterprise is growing rapidly. Educational assessment is no exception. The high speed and large storage capacities of today's computers, coupled with their rapidly shrinking costs, make CAA a promising alternative to traditional P&P method (<http://www.ohio.edu/esl/teacher>).

Brown et al. (1999: 36) believe that the increasing use of computers in schools and classrooms has encouraged educators and testing experts to look at ways of applying technology to pupil assessment. Many supporters argue that computerized exams can be paralleled with current instructional practices and the way pupils are accustomed to learning. Many educational institutions in Canada, Australia, UK, and USA place great emphasis on assessments via computer which may result in determining "grade promotion or high school graduation for pupils, and rewards or sanctions for schools". (ibid: 49).

Charman and Elmes, (1998: 64) assert that the terms 'Computer-Based Assessment' (CBA) and 'Computer-Assisted Assessment' (CAA) are often used interchangeably and somewhat inconsistently to cover all uses of computers in assessment, including reporting and marking such as in Optical Mark Reading as well as delivery of the assessment and provision of feedback.

Bull and McKenna (2004: 53) argue that CAA is the common term for using computers in the assessment of pupils and the other terminology tend to focus on the activities such as: delivery, response storage, marking of responses, or reporting of results from a test.

CAA can be subdivided into stand-alone applications that only require a single computer (applications that work on private networks) and those that are designed to be delivered across public networks such as the web; i.e., online assessment. ([www.jmu.edu/assessment/cbtbasics.htm](http://www.jmu.edu/assessment/cbtbasics.htm)).

### **3. Computer-Assisted Vs. Paper-and-Pencil Assessment**

Computer-administered tests and P&P tests are two forms of tests teachers can administer. A few studies have been conducted comparing the two test formats; some show similar results, others show differences.

Chapelle (2001 :46) suggests that evaluating the comparison between P&P tests and CAA is crucial before introducing CAA into any context. There have been several studies that have examined the impact of transferring a test from paper to screen. Such studies have either focused on the comparability of the product of the tests, i.e. scores, or on the processes used to achieve that product. There have been some studies that have focused on the comparability of P&P testing and CAA in some areas such as psychology, mathe-

atics and ergonomics (Sawaki, 2001: 39).

Some of the weaknesses of P&P tests are the time it takes to grade them and the ease with which pupils may copy or cheat. Rarely does a teacher make more than a few versions of a test for a given exam although, at the present time, teachers use xeroxing to provide pupils with copies of the test. Still, there are other problems concerning the cost of supervision and marking, the collecting and securing of papers and answer sheets, accuracy of marking, and the capacity to easily analyze data.

What is more, in a P&P test, once the instructor has decided which items to use, the items are printed, duplicated, and distributed to examinees, whereas in CAA, items are either packaged into an electronic file (i.e. folders stored in the computer for immediate use) or generated as needed by the teacher who can change items even during the testing session (Alessi and Trollip, 2001: 335). Furthermore, items can be assembled into test form in many alternative ways on a computer. For example, on one test the items could appear in the same order as they were stored in the computer. Another alternative is to order the items randomly for each examinee so that each person answers the same items but in a different order. This is impractical in P&P tests as the teacher will need to take care of scoring each item, while in computerized tests, items are linked to a scoring key installed with each item in whatever order it appears (*ibid*).

Clariana and Wallace (2002: 132), however, point out that "In most test mode effect studies, the computer-based and paper-based versions are nearly identical and the cognitive activity required for answering a test item on paper or computer should be the same". Conversely, Bunderson, et al. (cited in Olsen, 2007: 443) observed significant differences between the two versions.

Pupils' prior knowledge of computers have an effect on test-taking. For example, pupils who can use the keyboard at a moderate to fast speed, and are accustomed to writing on computers, tend to do better on computerized tests than on paper exams. Conversely, pupils who use the keyboard at a slower speed and do not use computers for writing assignments tend to do better on paper exams. These results reflect the gap between the growing use of computers in schools and the testing strategies used for evaluating performance.

(<http://www.le.ac.uk/education/testing/trfile/computers.html>).

Waston and Gray (2007: 119) confirm that point when they draw attention to pupils' prior knowledge of using computers. They report that learners who are less familiar with the content, who are less familiar with computers, but who are competitive, would not perform properly on the computer. Therefore, those learners should be allowed or even required to

take the test in the traditional classroom setting. Conversely, pupils with higher academic attainment and also those with greater frequency of the computer use benefited most from computer-based learning.

A further difference is that in the P&P version, two or three questions are presented on each page; pupils read each question and then make their answers on the same page or on a separate answer sheet. With the CAA version, pupils receive one question per screen. Pupils click on the answer and then proceed to the next question. However, pupils have no choice to review or go back to change previously answered questions while this can be done in P&P version of the test. Clariana and Wallace (2002: 595) report that as soon as pupils become familiar with CAA, as they are with P&P testing, the test mode effect should decrease or disappear.

Probably the two greatest differences between computer and paper test administration involve perceived interactivity and physical size of the display area. Clariana and Wallace (*ibid*: 596) argue that the amount of information presented in a computer display is only about one-third of that presented by a standard piece of paper. For example, when a text passage associated with a test item requires more than one page, the computer administration yields lower scores than P&P administration, apparently due to the difficulty of reading the extended text on screen. On the P&P test, several test items are presented on each piece of paper. The pupil can rapidly scan all the questions on a page and easily flip backward or forward to other pages (a form of interactivity). On the CAA, one test item, or a question, is presented on the computer screen and the pupil must act (by answering it) to move from screen to screen (another form of interactivity). This difference may lead to greater 'focus' and closure with each computer-based item. Hence, computer-based items (relative to paper) may reduce transition time and memory load, with a greater focus on and closure of each individual item (*ibid*). Both high-able and low-able pupils would benefit from this point.

Generally, it seems that learners' reactions to CAA are positive. In particular, people like to be given immediate score on how they performed. When asked, Alessi and Trollip (2001: 338) state, most people indicate that they would take and would recommend taking exams via computer rather than by conventional P&P means. Similarly, Brown et al. (1999: 150) support this transition and see great potential for computerized exams in future.

#### **4. Classification of Assessment by Computer**

In 1989, Bunderson et al (cited in Olsen, 2007: 423) published their article about the generations of computerized educational measurement. They classify the use of a computer for assessment purposes into four types. These include:

- 1- Computer-Assisted Assessment (or Computer-Aided Assessment (CAA), or Computer-Mediated Assessment (CMA),
- 2- Computer-Based Assessment (CBA),
- 3- Computer Adaptive testing (CAT) and
- 4- Online assessment". (<http://www.caacentre.com>)

CAA (or CMA) refers to any application of computers within the assessment process, i.e. the use of the computer for typing questions or scoring, but the test can be given by both modes (i.e. on paper or on computer) which means that the computer device is not essential to the process of testing.

CBA is built around the use of the computer, i.e., the use of the computer is essential to the test and test takers, which means that the test can not be given without the computer.

CAT is computer-based assessment which involves issuing questions of a range of difficulty levels. If a question is answered correctly by the test taker, the estimate of his/her ability is raised and a more difficult question is presented, and vice versa, giving the potential to test a wide range of pupil ability concisely ([www.assess.com](http://www.assess.com)).

Online assessment refers to the assessment activity which requires the use of the internet (<http://oct.sfsu.edu/assessment/measuring>).

The last two categorizations lie beyond the scope of this study, hence the focus will be on the first two since they are somehow used interchangeably. Anyhow, the term CAA will be used in this study.

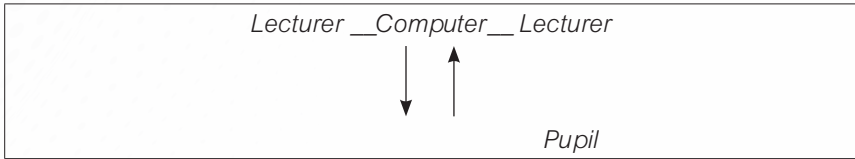
## 5. Marking of CAA

It can be said that the CAA revolution was originated with the introduction of Optical Mark Reader (OMR) or Optical Character Reader (OCR) technology in the early 1970s. This first generation of tools allowed the automation of marking, but supported a linear, non-interactive process. For example, a lecturer sets a P&P test for pupils and asks them to write the answers on a separate sheet. The completed forms of answer sheets are fed into a computer as an input to be manipulated by the computer and results are returned to the lecturer, who returns them to pupils. In other words, there is no contact between the examinee and the computer and no immediate mark is to be given directly from the computer to the examinee:

Lecturer __ Pupil __ Computer __ Lecturer __ Pupil
--

OMR/OCR technology is still valid for computer marked assignments in the UK Open University and the international TOEFL where answer sheets are used.

The second generation of CAA enables pupils to answer questions on a computer and receive immediate feedback. This has become the most common form of CAA in universities. The pupil-computer interaction adds a second dimension to the assessment process, as illustrated below:



( McCabe and Barret, 2003: 19 )

Consequently, as Charman and Elmes (1998: 71) claim, CBA and CAA both involve a computer programme marking answers that have been entered directly into a computer, whereas OMR uses a computer only to mark scripts originally composed on paper.

## 6. Advantages of CAA

Educators (Jonassen, 1996; Salaberry, 1999; Rost, 2002) indicate that the current computer technology has many advantages for second language testing. Computer and its attached language assessment programmes could provide second language learners more independence from classrooms and allowing learners the option to work on their learning material at their own pace.

Lee (2000: 39) further stated that the reasons why we should apply computer technology in second language instruction, include computer and its attached language assessment programmes can (a) prove practices for students through the experiential learning, (b) offer students more the learning motivation, (c) enhance student achievement, (d) increase authentic materials for study, (e) encourage greater interaction between teachers and students and students and peers, (f) emphasize the individual needs, (g) regard independence from a single source of information, and (h) enlarge global understanding. Taylor (1980: 75) also expressed that computer-assisted assessment programmes can be wonderful stimuli for second language learning. Currently, computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and anxieties, and provide repeated lessons as often as necessary. Those abilities will promote second language learners' learning motivation. Through various communicative and interactive activities, computer technology can help second language learners strengthen their linguistic skills, affect their learning attitude, and build their self-instruction strategies and self-confidence. According to Robertson et al. observation (1987: 81), the participants

who joined computer-assisted language learning programs also had significantly higher self-esteem ratings than regular students.

Today, with the high development of computer technology, computers can capture, analyze, and present data on second language students' performances. As we know, observing and checking students' learning progress are very important activities to help students achieve their second language acquisition. When teachers attempt to assess students' learning progress, they can get the essential information from a well-designed computer language assessment programmes and then offer feedback tailored to students' learning needs (Taylor, 1980: 28). In addition, students can get various authentic reading materials either at school or from home by connecting to the Internet. And, those materials can be accessed 24 hours a day. In a word, computer technology also provides the interdisciplinary and multicultural learning opportunities for students to carry out their independent studies.

## **7. Disadvantages of CAA**

First, although there are many advantages of computer, the application of current computer technology still has its limitations and disadvantages. Davies (1984: 57) indicated that the first disadvantage of computer and its attached language learning programs is that they will increase educational costs and harm the equity of education. When computers become a basic requirement for student to purchase, low budget schools and low-income students usually cannot afford a computer. It will cause unfair educational conditions for those poor schools and students. On the other hand, expensive hardware and software also becomes the big obligations for schools and parents.

Second, it is necessary that both teachers and learners should have basic technology knowledge before they apply computer technology to assist second language testing. No student can utilize computer if he or she lacks training in the uses of computer technology. Unfortunately, most teachers today do not have sufficient technological training to guide their students exploring computer and its assisted language learning programmes. Therefore, the benefits of computer technology for those students who are not familiar with computer are inexistent (Roblyer, 2003: 92).

Third, the software of computer-assisted assessment programmes is still imperfect. Current computer technology mainly deals with reading, listening, and writing skills. Even though some speaking programmes have been developed recently, their functions are still limited. Warschauer (2004: 49) pointed out that a program should ideally be able to understand a user's "spoken" input and evaluate it not just for correctness but also for "appropriateness". It should be able to diagnose a student's problems with pronunciation,

syntax, or usage and then intelligently decide among a range of options.

Fourth, computers cannot handle unexpected situations. Second language learners' learning situations are various and ever changing. Due to the limitations of computer's artificial intelligence, computer technology is unable to deal with learners' unexpected learning problems and response to learners' question immediately as teachers do. The reasons for the computer' inability to interact effectively can be traced back to a fundamental difference in the way humans and computers utilize information (Dent, 2001 : 16). Blin (1994: 60) also expressed that computer technology with that degree of intelligence do not exist, and are not expected to exist for quite a long time. In a word, today's computer technology and its attached language learning programs are not yet intelligent enough to be truly interactive. People still need to put effort in developing and improving computer technology in order to assist second language learners.

## **8. Some Issues Related to CAA**

### **8.1. Cheating**

Pupils at all levels of schooling may cheat in examinations, ranging from "approximately 40% in the upper primary year to nearly 80% in the latter years of secondary school falling to approximately 40% again in higher institutions" according to a study by Rutkowska & Charles (1987: 43). This old problem has new life with the widespread use of computer and web-based assessment. Many researchers suggest that this phenomenon can be discouraged, although not entirely prevented, by using certain simple practices such as: (a) informing pupils of the penalties for cheating and enforcing those penalties; (b) ensuring that seating arrangements in examination and testing centres are adequate so as to prevent cheating; and (c) being aware that cheating seems more likely to occur in larger classes than in smaller classes (ibid: 53). Teachers can also assist in discouraging cheating by acknowledging the pressures under which many of these pupils are working. They must be patient and caring in their approach and be certain that pupils know that they can come to them for help or assistance and that some pupils may require more attention at times than others. Parents, of course, can assist in discouraging cheating by ensuring that their children are not overly pressured in their academic endeavours (ibid: 55).

A number of steps can be taken to minimize cheating within assessments:

1- The randomizing of questions is one approach that can be adopted<sup>®</sup> either with questions appearing on different machines in different sequences, or with similarly graded but different questions being undertaken by different pupils (Bull, 1994: 57).

2- Other practical measures can be adopted, such as customizing screens being at-

tached to computers to prevent those taking the exam from seeing other 'pupils' terminals. One study, testing the impact of regular formative assessments on groups of 40 pupils (up to 20 minutes per week), observed that "time pressure, shuffling questions and unsynchronized starting times, made it ineffective for pupils to look at others' screens" (Mulligan, 1999: 28).

3- The ability of pupils to use other computer-based facilities (such as wider internet access and e-mail) may have to be limited on the machines on which the assessment is being taken, in order to prevent pupils using these facilities to cheat; i.e., computers used for assessments should not be connected to internet as the pupil may access through the web looking for the answers during the test session (*ibid*: 60).

## 8. 2. Guessing

Many teachers confirm that guessing is common among many pupils, especially when dealing with objective questions. McKendree (2002: 80) emphasizes that fear about any type of objective testing, whether paper or electronically based, will allow unwarranted high scores through intelligent or lucky guessing rather than knowledge of the subject. While guessing cannot be totally eliminated, a point worth making is that the effectiveness of pupils' adopting this strategy diminishes in relation to the length and quality of the assessment; i.e. when the test includes a lot of variations of items rather than those which can be guessed, this will reduce the chance of guessing.

A well-constructed assessment, covering a sufficiently wide range of the course and with questions of varying difficulty, should minimize the distortions (deformations) caused by guessing (*ibid.*). Thus, this phenomenon may be limited in the new approach of electronic assessment proposed in this study because of the length of the test and the variety of the test items.

## 8. 3. Security

The move from traditional teaching environments and examination settings to the modern computer-assisted learning and assessment settings presents additional issues relating to security. Brown et. al (1999: 23) states that in traditional environments it is possible to ensure the security of the exam papers and scripts. This includes the transportation to and from the exam setting. However, it is believed that even under this system breaches in security do occur.

Bull (1994: 51) defines security in computer systems as consisting of procedures to ensure that individuals cannot access material for which they do not have authorization. This is essential within a CAA environment as questions and pupil details are stored in a

database and sometimes the test data is sent over a local network or the Internet. Before computers were connected to the Internet it was relatively easy to have effective security measures, but transmission of sensitive data over an insecure network requires additional security measure to be implemented.

## **9. Conclusion**

*The opportunities afforded by computer-assisted assessment, both formatively and summatively, are many. Students benefit from timely and specific feedback on their learning and a chance to practice skills and monitor their own progress. Lecturers can use CAA to complement and enhance existing assessment methods, to broaden the range of knowledge assessed, and even extend the limitations of paper-based methods. Rapid and detailed feedback to staff can also help to guide the development of the curriculum, while automated marking releases time which can be spent on richer forms of face-to-face interaction with students. Assessment quality can be easily assured and there is a level of consistency and objectivity in marking which is not possible for traditional forms of assessment.*

*However, time and effort is required in designing pedagogically effective questions and tests. A rethinking of assessment<sup>®</sup> and often teaching and learning<sup>®</sup> is sometimes prompted by the introduction of CAA, and this can prove challenging as new ways of working need to be found. The operational and technical issues need careful planning and resourcing and should not be underestimated, especially where summative assessment is undertaken. Technology develops at a furious pace and keeping up can seem daunting. However, with appropriate support, both pedagogically and technically it is possible to use CAA to make assessment more effective and more efficient. A variety of opportunities are emerging which offer exciting possibilities for CAA. Sharing questions through banks, and standards compliance, will ease the necessity for reinventing questions and will open up opportunities for re-use and creative adaptation. Virtual learning environments provide opportunities to support and enhance assessment and together with software developments and integration, are beginning to encourage the assessment of skills and abilities which would be not attempted on paper. CAA is still in the relatively early stages of development. It requires creativity and often challenges well-established traditions of assessment but has powerful potential for both educators and students.*

## References

- Alessi, Stephen M. and Trollip, Stanley R. *Multimedia for Learning, Method and Development*. 3<sup>rd</sup> edition. Massachusetts: Pearson Education Company, Allyn & Bacon. (2001)
- Baranchik, A. & Cherkas, B. Correcting grade deflation caused by multiple-choice scoring, *International Journal of Mathematical Education in Science and Technology*, 31(3), 371-380. (2000)
- Blin, F. CALL and the Development of Learner autonomy. In R. Debski and M. Levy (eds.), *WorldCALL: Global perspectives on computer-assisted language learning*, lisse: Swets and Zeitlinger. (1999).
- Brown, J. D. *Computers in language testing: Present research and some future directions*. *Language Learning & Technology*, Vol. 1, issue (1), (1997)
- Brown, S., P. Race, and J. Bull (Eds) *Computer Assisted Assessment in Higher Education*. London: Kogan Page. (1999) [www.cblt.soton.ac.uk/principles03/pdf/cba\\_insights.pdf](http://www.cblt.soton.ac.uk/principles03/pdf/cba_insights.pdf) Accessed on 7<sup>th</sup>, Apr., 2023.
- Bull, J. and McKenna, C. *Blueprint for Computer-assisted Assessment*. London: Routledge Falmer. (2004)
- Bull, Joanna. *Computer based assessment: some issues for consideration*. *Active Learning*. (1994)
- (<http://www.cti.ac.uk/publ/actlea/issue1/bull/>).
- Chapelle, Carole A. *Computer applications in second language acquisition: foundations for teaching, testing and research*. Cambridge: Cambridge University Press.UK. (2001)
- <http://catdir.loc.gov/catdir/samples/cam031/2001269254.pdf> Accessed on 20<sup>th</sup>, Sep., 2023.
- Charman, Dan and Andrew Elmes. "A Computer-Based Formative Assessment Strategy for a Basic Statistics Module in Geography". *Journal of Geography in Higher Education*. Vol. 22, issue: 3. (1998)
- Available at: [www.informaworld.com/index/RBF9A5Q2E899FYDB.pdf](http://www.informaworld.com/index/RBF9A5Q2E899FYDB.pdf) Accessed on 14<sup>th</sup>, Jan., 2023.
- Clariana, R. and Wallace, P. "Paper-based versus computer-based assessment: key factors associated with test mode effect". *British Journal of Educational Technology*, Vol.33, Issue (5). (2002)
- Davies, A. "Computer-assisted language testing". *CALICO Journal*, Vol. 48, Issues 41-42. (1984)
- Dent, C. *Studer: classification v. categorization*. (2001). Retrieved June 28, 2023,

From:

- <http://www.burningchrome.com:8000/~cdent/fiaarts/docs/1005018884:23>
- 962
- Graham, D. *A survey of assessment methods employed in UK Higher Education programmes for HCI courses, Proceedings of the 7th HCI Educators Workshop (Preston, LTSN), (2004).*
- Jafarpur, A. *Is the test constructor a facet? Language Testing, 20(1), (2003).*
- Jonassen, D.H. *Computers in the classroom. Englewood cliffs, NJ: Merrill. (1996)*
- Knight, P. *A briefing on key concepts formative and summative, criterion and norm-referenced assessment (York, LTSN Generic Centre). (2001 ).*
- Lee, K.W. *English teachers' barriers to the use of computer Assisted language learning, The Internet TESL Journal. Retrieved: June, 25, 2023, (2000)*  
from <http://www.4english.cn/englishstudy/xz/thesis/barrir>
- Martin, B. *Plagiarism: Policy against Cheating or Policy for Learning? Brian Martin School of Social Sciences, Media and Communication. University of Wollongong, NSW. (2004)*  
<http://www.uow.edu.au/arts/sts/bmartin/> Accessed on 4 th Feb. 2023.
- McCabe, M. and Barrett, D. "CAA Scoring Strategies for Partial Credit and Confidence Levels". *Proceedings of the 7th International Computer-Assisted Assessment Conference, Loughborough: Loughborough University. (2003)*
- Mulligan, B. "Pilot study on the impact of frequent computerized assessment on student work rates", In Danson, M. and Sherratt, R. (eds), *Proceedings of the 3rd Annual CAA Conference, Loughborough. (1999)*
- Olsen, Carol Booth. *The Reading /Writing Connection, Strategies For Teaching and Learning in the Secondary Classroom. 2 nd edition. New York: Pearson Education Inc. Allyn and Bacon. (2007)*
- Paxton, M. *A linguistic perspective on multiple choice questioning, Assessment and Evaluation in Higher Education, 25(2), (2000).*
- Pollock, M. J., Whittington, C. D. & Doughty, G. F. *Evaluating the costs and benefits of Changing to CAA, Proceedings of the 4th International Computer Assisted Assessment Conference (Loughborough, Loughborough University). (2000)*
- Powers, D. E., Burstein, J. C., Chodorow, M., Fowles, M. E. & Kukich, K. *Stumping e-rator: challenging the validity of automated essay scoring, Computers in*

*Human Behaviour*, 18(2), (2002).

- Race, P. *The art of assessing*, *The New Academic*, 4(3). Cassady, J. C. & Johnson, R. E. (2002) *Cognitive test anxiety and academic performance*, *Contemporary Educational Psychology*, 27(2), (1995).
- Robertson, E. B.; Ladewig, B. H.; Strickland, M. P., & Boschung, M. D. *Enhancement of self-esteem through the use of computer- assisted instruction*. *Journal of Educational Research*, 80 (5), (1987).
- Roblyer, M. *Integrating educational technology into teaching*. Columbus, Ohio: *Person Education*. (2003)
- Rost, M. *New technologies in language education: Opportunities for Professional growth*. (2002). Retrieved June 28, 2023, from [http://www.longman.com/ae/multi-media/pdf/MikeRost\\_PDF.pdf](http://www.longman.com/ae/multi-media/pdf/MikeRost_PDF.pdf)
- Rutkowska, Julie. And Charles, Crook. *Computers, Cognition and Development: Issues for Psychology and Education*. New York: *John Wiley and Sons Ltd*. (1987).
- Sawaki, Yasuyo. "Comparability of Conventional and Computerized Tests of Reading in a Second Language", *Language Learning & Technology, Journal*, Vol. 5, No. 2. University of California , Los Angeles, (2001 ).
- Retrieved From: <http://lt.msu.edu/vol5num2/sawaki/default.html>. Accessed on 30th, Sep. 2023.
- Taylor, R. *The computer in the school: Tutor, tool, and tutee*. New York: *Teachers, College Press*. (1980)
- Warschauer, M. *Technological change and the future of CALL*. In Fotos & Browne (Ed.), *New perspectives on CALL for second Language classrooms*. Mahwah, NJ: *Lawrence Erlbaum Associates*. (2004)
- Waston, David and Gray, Elizabeth K. "Assessing Positive and Negative Affect via Self- Report". In James A. Coan and John J. B. Allen (eds.): *Handbook of Emotion Elicitation and Assessment*. Oxford: *Oxford University Press*. (2007)

# *Assessing the Algerian Secondary School EFL Learners' Speaking Ability: Challenges and solutions*

*Brahim Belit,*

*LESMS Lab, University of Bejaia (Algeria).*

*e-mail: brahim.belit@univ-bejaia.dz*

## **Abstract**

*Assessing the learners' speaking proficiency constitutes an important part of the language teaching practice under the CBA. After fifteen years of implementing the new reforms, the Algerian secondary school EFL teachers seem to be at odds with the suitable assessment procedures and tools for monitoring their students progress. Hence, the aim of the present study is both to explore the challenges that EFL teachers encounter while assessing their learners' speaking ability and to suggest some practical solutions. A qualitative methodology was employed to carry out the study using questionnaires and interviews to collect data from two convenient samples of teachers and inspectors. The data analysis revealed that some factors like lack of teacher training, large class size and time constraints make the assessment of speaking a challenging task for teachers. Based on the findings, a practical speaking assessment system is proposed in this paper.*

*Keywords: Algerian secondary schools; assessment; CBA; educational reform; speaking ability.*

## **1. Introduction**

*For the sake of reforming the primary, middle and secondary education, the Competency-based Approach (CBA) was introduced into the Algerian educational system in 2003. In this regard, new textbooks were published and new syllabi were designed around the notion of competency (Chelli, 2010). Since Competency-based Education is an outcome-based educational movement which values the outputs of learning more than its inputs (Richards and Rogers, 2001, p.141), these educational reforms have brought about a different perspective on learning and teaching. In the field of language teaching, the focus has moved from what the learners know about the language to what they can do with this knowledge (Docking, 1994, as cited in Wong, 2008, p.181). In other words, Competency-Based Language Teaching (CBLT) focuses on how well the learners perform*

when using the target language in real-life situations. Wong (2008) states: "This means, starting with a clear picture of what is important for students to be able to do, then organising curriculum, instruction, and assessment to make sure this learning ultimately happens" (P. 181).

In the light of the above, considerable attention has been drawn to the assessment of the learners' oral and written performance. Under the CBA, assessment is not considered as a final external sanctioning action but a driving force for learning ("What is CBA?", 2008). Assessment occurs all along the language learning process aiming to monitor the learners' progress and help them to improve their performance; be it oral or written.

During the first years of implementing the CBA in the Algerian secondary school education, EFL teachers have been compelled to use the traditional assessment practices characterised by a mere focus on the written form of language. In 2013, the Ministry of Education noticed this gap between the content of the language curricula and the classroom practices. As a result, the ministerial circular N° 321 came to stipulate that both teachers and inspectors should collaborate to find efficient ways of promoting the teaching and assessment of speaking (Ministry of National Education, 2013, p.149). In the same respect, another ministerial circular N° 318 was issued to modify the learners' grade sheet template; the new grade sheet includes a section where language teachers are required to put their learners' oral production marks (Ministry of National Education, 2013, p.138).

After the Algerian Ministry of Education had decided to integrate the assessment of oral production into the secondary school language assessment system, EFL teachers started to complain about the difficulties they encounter when they come to assess their learners' speaking proficiency. Thus, this paper aims to investigate the challenges that are encountered by the Algerian secondary school teachers of English while assessing their learners' speaking performance. It attempts also to draw implications from findings to suggest a practical tool for a formal assessment of speaking aligned with the principles of the Competency-based Approach.

## **2. Review of relevant literature**

### **2.1. The nature of assessment**

Although assessment is among the popular terms in the field of education, it is sometimes confused with the term testing. Assessing and testing are repeatedly used interchangeably as synonyms while, in fact, they do not refer to the same thing (Brown, 2004: 04).

Brown (2004) defines testing as “A method of measuring a person’s ability, knowledge, or performance in a given domain” (p. 03). Assessment, on the other hand, is “A systematic approach to collecting data and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence. Assessment may be done by test, interview, questionnaire, observation, etc” (Richards and Schmidt, 2002, p.35).

In the light of the above definitions, assessment has a broader meaning than testing. It is an ongoing process that goes hand in hand with teaching and learning using different methods. Whereas, testing is a subset of assessment since it is one among other methods of assessment.

## **2.2. Assessment in the language classroom**

Assessment constitutes an important tool of successful language learning and teaching since it provides vital information to the learners and teachers about the progress made and the work to be done (Knight, 1992, p.294). Thus, according to Brown (2004), “A good teacher never ceases to assess students, whether these assessments are incidental or intended” (P. 04).

However, Brown’s quotation does not mean that a major part of language classes should involve learners taking assessments. It implies that two modes of assessment should be utilized to ensure the efficiency of language teaching: formal and informal assessment. Informal assessment can be seen as a way of collecting data about the learners’ performance in normal classroom conditions on an everyday basis, without establishing test conditions (Harris and McCann, 1994, p.05). Whereas formal assessment involves “exercises or procedures specially designed to tap into a storehouse of skills of knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement.” (Brown, 2004, p.06).

Hence, assessment constitutes an essential teaching tool that provides language teachers with various methods to gather useful information about the learners’ skills, knowledge and progress. Based on the gathered data, the teachers can provide the learners with appropriate feedback and make plans to adjust their instruction in a way that supports learning.

## **2.3. Language assessment under the CBA**

The ultimate objective of the CBA programs is to develop a number of predetermined competencies in the learners. These competencies ought to be clearly stated in terms of observable outcome behaviours seen through the learners’ performance. Accordingly, the

classroom assessment procedures must be aligned with these competency statements (Burke et al, 1974). According to Sturgis and Patrick (2010), assessment constitutes a meaningful and positive learning experience for the learners within the Competency-based framework because formative assessment drives learning; therefore, it has primacy over summative assessment. They explain this point saying that, "Formative assessments are aligned with learning objectives. Students receive immediate feedback when assessment occurs. This is used to encourage students to return to difficult concepts and skills until they achieve mastery". (P. 09).

In addition, Competency-based Language teaching supports the use of criterion-based assessment instead of norm-referencing assessment (Docking 1994, as cited in Richards and Rogers, 2001, p.144). Criterion-based assessment refers to the use of predetermined criteria or "descriptions of what our students should be able to do with the language in order to determine the pass score in a test or informal assessment" (Harris and McCann, 1994: 89).

#### **2.4. The nature of speaking**

Bailey (2003, p.49) defines speaking as a real-time productive aural/oral language skill which consists of producing systematic verbal utterances to convey meaning. It is real time since the interlocutor is waiting for the speaker to speak right then and the speaker cannot revise and edit his response as he might do in writing. Another significant aspect of speaking is that it is both aural and oral because, although the speaker's utterances are oral, they depend tremendously on the interlocutor's speech received aurally. Hence, speaking cannot be separated from listening in authentic communication.

From the skill-building perspective, speaking refers to "A collection of micro-skills, including vocabulary, grammar, pronunciation, etc." (El-Koumy, 2002, p.54). In this respect, speaking is a complex skill that requires mobilizing an array of linguistic knowledge along with the kinesics and semiotics that are necessary in producing meaningful and communicative speech (Correia, 2016, p.89).

#### **2. 5. Assessing language learners' speaking ability**

Hughes (2003) believes that assessing the learners' oral performance is an important instructional step towards the development of their speaking ability. He asserts that, "If you want to encourage oral ability, then test oral ability" (P. 53). However, due to its unique traits, speaking is the most difficult and challenging skill to assess (Correia, 2016). Language teachers are faced by many challenges in relation to the assessment of speaking including: the complexity of speaking which involves a combination of sub-skills that do

not lend themselves to objective testing, difficulties related to separating listening from speaking and the impracticability of testing large numbers of students (Kathleen & Kenji Kitao, 1996). Knight (1992) listed some other technical problems that language teachers might face when they come to assess their learners' oral ability including: finding the needed time and facilities to assess speaking, difficulties related to the design of productive and relevant speaking tasks along with deciding which criteria to use in making an assessment.

### **3. Methodology**

To carry out the investigation, a qualitative method was used. In what follows, the participants, the data collection tools and the procedures of collecting and analysing data are elucidated.

#### **A. Participants**

A convenience sample of 60 secondary school EFL teachers (male and female) who taught English in 18 different Algerian provinces were selected as participants of this study. Their age ranged between 24 to 54 and their teaching experience was between 01 to 29 years.

In addition to those 60 teachers, another convenience sample of 12 inspectors of English who worked in 08 different Algerian provinces participated in this study. The researcher decided to collect qualitative data from inspectors because they constitute a link between the teachers and the policy-makers in the Algerian educational system. Their role consists in monitoring teaching and learning in order to make sure that policies are appropriately implemented at the school level (Bellalem, 2008, p.53).

#### **B. Instruments**

The researcher developed a questionnaire and a structured interview guide for the sake of collecting data from the participants. The teachers' questionnaire included two parts. The first part consisted of 12 Likert-type items about the teachers' attitudes toward assessing speaking and the challenges they face when assessing their learners' oral ability. The second part included 06 open-ended questions which explored the teachers' suggestions to cope with those challenges.

The Inspectors' interview guide included ten multiple choice and open-ended questions about the participants' perceptions of the current practices dominating the assessment of speaking, along with their suggested tasks and criteria that should come into account when assessing secondary school learners' oral ability.

### C. Procedure

After the collection of data from the participants through online questionnaires and interviews, the responses were analysed using different tools and strategies. The first part of the teachers' questionnaire was composed of five-point Likert-type items; thus, the SPSS software was used to provide a descriptive analysis of the closed items of this part. As for the remaining part of the teachers' questionnaire, the responses to the multiple choice questions were analysed using percentages and graphs. For the data collected through open-ended questions, they were coded and arranged into specific themes to avoid overlapping responses. Finally, the inspectors' responses to the interview questions were subject to a qualitative analysis.

## 4. Results and discussion

### 4. 1. Results from the teachers' questionnaire

#### 4. 1. 1. Challenges related to the assessment of speaking

In this section, the researcher presents and interprets data collected through the first part of the teachers' questionnaire. This part is constituted of 12 five-point Likert-type items coded including 1= Strongly disagree, 2= Disagree, 3= Undecided, 4= Agree and 5= Strongly agree. The following table demonstrates some statistical information about the fifteen items.

Table 1. Descriptive Statistics for the Questionnaire Items.

	Mean	Standard deviation	N
1- Item 1	4.1833	.11273	60
2- Item 2	4.2000	.10840	60
3- Item 3	4.0167	.12001	60
4- Item 4	2.9667	.13439	60
5- Item 5	3.4833	.12687	60
6- Item 6	1.5000	.09051	60
7- Item 7	3.4333	.16185	60
8- Item 8	2.7500	.13577	60
9- Item 9	3.8833	.15603	60
10- Item 10	2.2333	.12660	60
11- Item 11	2.6167	.12598	60
12- Item 12	3.9500	.12219	60

The respondents reported their highest positive attitudes towards items (2) and (1) which examined their attitudes towards the importance and utility of the assessment of speaking in language learning and teaching. On the contrary, the lowest mean rank was

announced for item (6) which examined the availability of the needed materials (such as language laboratories and recording materials) in public secondary schools. The table indicates that the teachers provided homogeneous answers to item (6) which is about the availability of the needed materials to teach and assess speaking ( $SD = .09051$ ). Whereas, the lowest level of homogeneity was recorded with item (7) which suggests that the assessment of oral ability is time-consuming.

Table 2. Detailed Item Statistics for the First Part of the Teachers' Questionnaire.

	Items	1	2	3	4	5
		SD	D	U	A	SA
1- Assessing the learners' speaking skill is an important part of language assessment.	(N) %	(2) 03.33	(2) 03.33	(0) 0	(35) 58.33	(21) 35
2- Assessing the learners' speaking ability adequately would help them to learn the language.		(2) 03.33	(1) 1.66	(1) 1.66	(35) 58.33	(21) 35
3- Assessing the learners' speaking proficiency is a challenging task for me as a teacher.		(1) 1.66	(5) 8.33	(4) 6.66	(31) 51.66	(19) 31.66
4- The speaking skill does not lend itself to objective testing.		(4) 6.66	(20) 33.33	(14) 23.33	(21) 35	(1) 1.66
5- It is not easy for me to determine the criteria that should come into consideration when assessing speaking.		(0) 0	(16) 26.66	(4) 6.66	(35) 58.33	(5) 8.33
6- My school provides language teachers with the needed materials to assess speaking.		(35) 58.33	(22) 36.66	(1) 1.66	(2) 03.33	(0) 0
7- Assessing the learners' speaking proficiency is time-consuming.		(5) 8.33	(13) 21.66	(4) 6.66	(27) 45	(11) 18.33
8- I always find time to assess speaking in my classes.		(4) 6.66	(28) 46.66	(9) 15	(17) 28.33	(2) 03.33
9- I teach overcrowded classes, which makes me unable to assess speaking adequately.		(4) 6.66	(7) 11.29	(2) 03.33	(26) 43.33	(21) 35
10- My learners have acquired the needed language background that allows the assessment of speaking.		(14) 23.33	(31) 51.66	(9) 14.51	(6) 10	(0) 0

11- I think that I am well-trained to assess my learners' oral production.	(6)	(26)	(13)	(15)	(0)
	10	43.33	21.66	25	0
12- I think that I need an extensive training on how to assess the learners' oral production.	(2)	(3)	(7)	(33)	(15)
	03.33	5	11.66	55	25

Regarding the teachers' attitudes towards the assessment of speaking, 56 (93.33%) of them agreed with items (1) and (2) which suggested respectively that assessing speaking ability was an important part of language teaching and that it would help the students to learn the language. However, 50 respondents (83%) agreed with item (3), which suggested that the assessment of speaking was a demanding task for them.

Concerning the challenges faced by teachers when assessing oral ability, only 22 (36.66%) of the respondents agreed with item (4) which suggested that speaking does not lend itself to objective testing while 24 of them (40%) disagreed with this item. These numbers show the teachers did not share the same perspective about the possibility of achieving objectivity when assessing oral ability. With respect to item (5), 40 (that is 66.66 %) teachers agreed that they found difficulties in setting criteria to assess their learners' oral ability while 16 (26.66 %) of the respondents disagreed with this item. Item (6) examined the availability of some needed materials that facilitate the teaching and assessment of speaking (such as language laboratories and recording materials), interestingly, 57 (95%) of the participants disagreed that their schools provided them with this kind of tools while only two teachers (3.33%) expressed their agreement with this item. With reference to item (7), a number of 38 teachers (more than 63% of the respondents) agreed that the assessment of speaking was time-consuming, whereas 18 (30%) of the respondents expressed their disagreement with this item. Moreover, only 18 teachers (31.66% of the respondents) revealed that they always found time to assess speaking while 32 (more than 53%) disagreed with this statement in item (8). Thus, the participants' responses to items seven and eight were homogenous. Item (9) scrutinized the effect of class size on the process of assessing the learners' oral ability; the majority of the respondents reported that they taught overcrowded classes, which hindered them from assessing speaking adequately. 47 teachers (78.33%) agreed with this statement while only 11 (17.95%) rejected it. Regarding item (10) which examined the effect of the learners' language background on the assessment of their speaking skill, 45 teachers (75% of the respondents) disagreed that their learners had acquired the needed language background that allowed them to speak and have their speaking ability assessed; only 06 teachers (10%) agreed with this item.

Finally, the items (11) and (12) concerned the teachers' training on how to assess oral ability. In their responses to the former, 32 teachers (that is 53.33% of the respondents)

disagreed that they were well trained on how to assess speaking, whereas only 15 (25%) of the participants agreed with this item. In the same respect, 48 teachers (80%) reported that they needed an extensive training on how to assess speaking; on the other hand, only 05 teachers (08.33%) disagreed with this twelfth item.

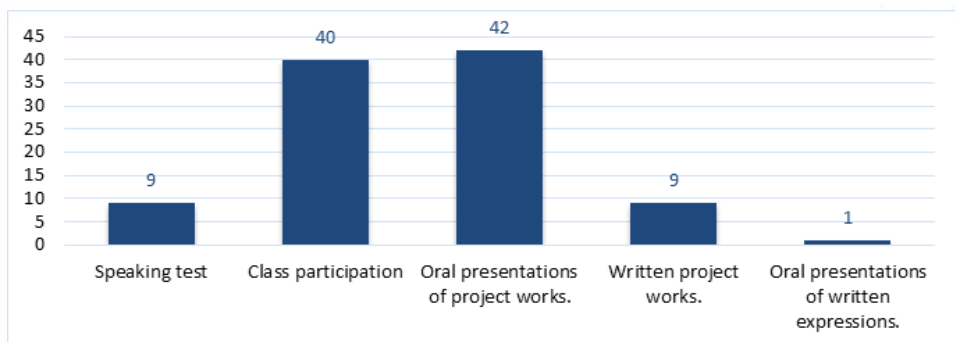
In brief, the teachers' responses to the twelve items revealed that, despite their positive attitudes towards the assessment of speaking, they are facing many difficulties to assess their learners' oral ability. The major challenges encountered by the Algerian secondary school EFL teachers while assessing their learners' oral ability include shortage of time, lack of the needed materials to record and analyse the learners' utterances, large class size along with the learners' poor language background which does not allow them to speak and have their speaking ability assessed. In addition, the teachers reported facing difficulties in the process of designing speaking tests, namely when it comes to the selection of relevant speaking tasks and assessment criteria. Finally, the participants reflected their demand for extensive in-service training on how to assess oral ability.

#### 4. 1. 2. The teachers' practices and suggestions in relation to the assessment of speaking

This section includes the analysis of the teachers' responses to the second part of the questionnaire. This latter was composed of six multiple choice and open-ended questions designed to investigate the teachers' practices while assessing oral ability and their suggested tasks and assessment criteria for a practical and reliable speaking test.

In order to investigate how teachers assess and score oral ability, they were asked about the procedures they adopted for scoring their learners' oral production; the respondents were also asked to justify their choices. The participant' responses are presented in the following figure.

Figure 1: Procedures of Assessing Speaking Ability.



As depicted in figure 1, only 09 teachers (15% of them) reported that they scheduled a speaking test at the end of each term in order to score their learners' oral ability. When they were asked to justify this choice, most of them said that this was the only fair way of scoring the learners' performance. In addition, 40 (66.7%) of the respondents said that they assessed the learners' class participation for many reasons. The teachers' reasons for opting for such procedure include lack of time, overcrowded classes, the loaded syllabi and their inability to design a speaking test; these factors all together prevented them from scheduling speaking tests. Interestingly, 42 (70%) of the respondents answered that they assessed their learners' oral presentations of their project works at the end of each unit; this category of teachers gave many reasons and arguments to support their choice. First, most of them argued that this procedure was more practical because they did not have time to schedule speaking tests and the project works were about the themes and the language points of each unit; this facilitated the selection of assessment criteria. Second, the teachers preferred formative assessment rather than testing, which can lead to unfair decisions affecting the learners' scores. The third reason for choosing this option was that presentations of project works give the learners opportunities to prepare themselves and to present their original ideas avoiding the pressure of one-session speaking tests. However, 9 (15%) of the respondents reported that they assessed their learners' written forms of their project works instead of assessing speaking; this category of teachers argued that they did not have time to assess speaking and that only reading and writing are tested in the Baccalaureate exam. Finally, only 1 teacher (01.7% of the respondents) answered that she assessed her learners' oral presentations of their writing assignments since this she wanted to save time by assessing speaking and writing together.

In the third and the fourth questions, the participants were respectively asked to suggest efficient tasks for a speaking test or formal assessment and justify their choices. The results are presented in the figure below.

Figure 2: Suggested Assessment Tasks for a Speaking Test.

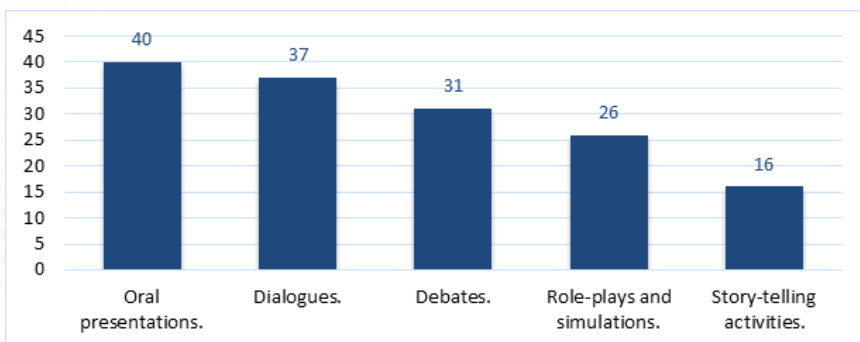
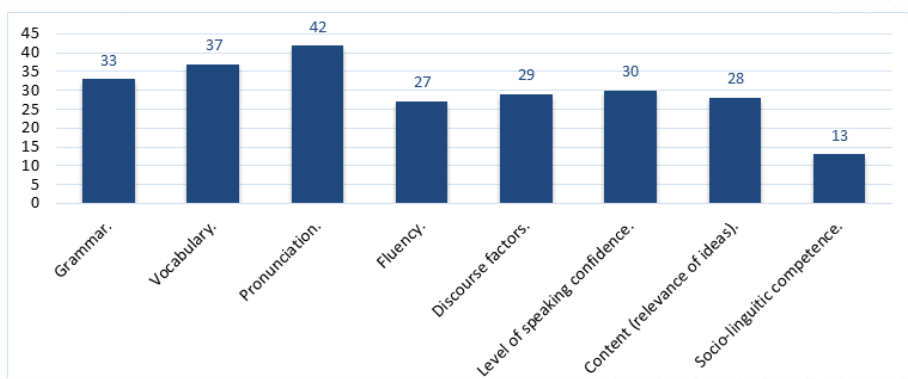


Figure 2 reveals that 40 (66.66%) of the respondents suggested to use oral presentations for either a speaking test or another kind of formal assessment of oral ability. This category of teachers gave many reasons for suggesting this speaking task. Firstly, they reported that this option allowed them to save time by taking advantage of the sessions devoted to the presentation of the learners' project works. Secondly, they found oral presentations of the learners' projects easier to assess since the learners are supposed to reinvest the competencies and language points that they learned in each unit; therefore, the teacher builds his assessment around these competencies and knowledge. Secondly, they argued that these oral presentations allowed the learners to prepare themselves beforehand and create something new out of what that were taught. Another reason for choosing this task was related to the fact that oral presentations are good to enhance the learners' communicative and public speaking skills since they include debates and discussions. In addition, 37 (61.7%) of the respondents opted for the use of dialogues as speaking tasks for assessing oral ability. These respondents claimed that dialogues were more adequate to assess speaking because they involve interaction in authentic situations using everyday language rather than memorising a speech. Besides, 31 (51.7%) of the questioned teachers suggested the use of debates for testing oral ability. They explained that debates were highly interactive and challenging; this motivates the learners to speak and express themselves. Moreover, 26 (43.3%) of the respondents were in favour of using role-plays and simulations to assess speaking mainly because they encourage interaction and help shy learners to feel less anxious and more secure when they perform with other partners. Finally, only 16 (26.7%) of the surveyed teachers opted for using story telling activities since they encourage the learners to use their imagination and express their feelings and thoughts.

As far as the assessment criteria are concerned, the surveyed teachers were asked to determine the ones, which were important for them to be taken into account when assessing speaking ability. The results are shown in the following figure.

Figure 3: Suggested Assessment Criteria.



As depicted in figure 3, pronunciation was regarded important by 42 (70%) of the respondents followed by vocabulary which was chosen by 37 (61.7%) of the surveyed teachers. Another popular choice was grammar which was admitted to figure among the important assessment criteria by 33 teachers (55% of the total number of participants). In addition, 30 (50%) of the surveyed teachers opted for 'the level of speaking confidence' as a criterion for assessing oral ability while 29 (48.33%) of them opted for 'discourse factors (cohesion and coherence)'. Besides, 28 (46.7%) of the respondents suggested 'content (relevance of arguments and ideas)' and 27 (45%) of them proposed 'fluency (speed of talking and hesitation)' as important criteria for assessing oral ability. However, only 13 teachers (21.66% of the respondents) opted for the 'socio-linguistic competence' (appropriate register and cultural reference) to figure among the list of assessment criteria.

Finally, the surveyed teachers were requested to add some further comments and suggestions as far as the assessment of speaking is concerned. Surprisingly, many of them pointed to the fact that the teaching of speaking was not given the attention it deserved in the Algerian secondary school EFL classroom because of the exaggerated focus on reading and writing. For instance, one of the participants stated, "Speaking, in the Algerian context, is not given due importance and enough time to be taught appropriately". In the same line, some respondents explained this situation by the absence of speaking in the Baccalaureate exam, in which the learners' reading and writing abilities are exclusively tested. One of the respondents said, "Unfortunately, we teach students how to write more than how to speak, because of the examination system we have". In addition, many respondents recommended reducing the size of their classes, equipping their schools with language laboratories and devoting more time and effort to train teachers on how to assess speaking.

In summary, the collected data through this second part of the teachers' questionnaire revealed that the majority of the participants were compelled to look for other procedures to assess their learners' oral ability since their conditions did not allow them to schedule speaking tests. The most popular assessment procedures among the participants were grading the learners' oral presentations of their project works at the end of each unit along with assessing the learners' class participation. For the sake of designing a practical and adequate formal assessment model, most of the participants suggested different types of tasks; among which oral presentations were the most popular, followed by dialogues. In the same respect, the participants proposed using a list of assessment criteria covering different aspects of spoken language and communication; however, the respondents were more inclined towards the criteria that address language accuracy- such as pronunciation, vocabulary and grammar- rather than other aspects like fluency and socio-linguistic

competence. Finally, the participants insisted on giving more attention to speaking in the curriculum, reducing the size of their classes, supplying their schools with language laboratories and programming adequate pre-service and in-service teacher training.

## **4. 2. Results from the inspectors' structured interviews**

The inspectors' interview guide was designed to investigate the challenges of assessing speaking in the EFL classroom from the inspectors' perspective and to collect their suggested solutions to address those issues. The responses were collected, coded and arranged into different sections that are presented below.

### **4. 2. 1. The assessment of oral ability and its efficiency in the Algerian context.**

In this section, questions were designed to investigate the participants' attitudes towards the assessment of speaking and their perceptions of its efficiency in the context of the Algerian secondary schools. All of the twelve participants agreed that an adequate assessment of oral ability would bring a positive change to the learners' speaking performance. They argued that scoring oral ability would constitute an incentive for both teachers and learners to make more efforts to improve the teaching and the learning of speaking. Nevertheless, 11 (91.7%) of the interviewed inspectors reported that the learners' speaking performance was not adequately assessed in the secondary school EFL classrooms for many reasons. First, listening speaking are still not taken into consideration in the official exams like the Baccalaureate in which learners are tested only on their reading and writing abilities. In addition, EFL teachers tend to adopt some negative assessment practices in their classrooms like the exaggerated focus on accuracy and the correction every single error, which create a kind of boomerang effect and inhibit the learners from taking the initiative to speak. Besides, some participants revealed that the speaking skill was neglected the classroom; one of them indicated, "Speaking is given a little or no importance in the classroom. It is not taught adequately, or let us say it is not taught at all".

### **4. 2. 2. Assessing speaking ability: a challenge for teachers**

In this section, questions focused on the difficulties encountered by language teachers when assessing oral performance. 09 (75%) of the participants agreed that assessing oral ability was a demanding task for teachers mainly because of the uniqueness of speaking and the conditions in which English is taught in the Algerian secondary schools. On the Other hand, 3 inspectors argued that assessing oral performance would become easier if it were incorporated as a regular part of the lesson instead of sticking to formal assessment practices. Accordingly, the participants listed a number of difficulties that made the

assessment of oral ability a challenging task for teachers. The list included the problem of overcrowded and mixed-ability classes, time shortage, loaded syllabi, lack of materials, and lack of teacher training. One of the respondents pointed out, "Teachers have not been trained on it, their classes are overcrowded and they focus on completing the syllabus". Another participant added, "Teachers alone cannot find answers to questions like: which areas to focus on? And which criteria to take into consideration?"

#### **4. 2. 3. Suggested tasks and criteria for assessing oral ability**

In the last section, participants were asked to give their suggestions and opinions regarding the range of tasks and assessment criteria that might be used to assess speaking ability.

Concerning speaking tasks, 11 inspectors (91.7% of the respondents) suggested using oral presentations to assess the Algerian secondary school EFL learners' oral ability; the same number of participants were in favour of using role-plays and simulations. In addition, 10 (83.3%) of the respondents suggested using dialogues, 09 (75%) of them opted for story-telling activities and 08 (66.7%) of the interviewed inspectors suggested debates as speaking assessment tasks. Finally, only one inspector (08.3% of the respondents) proposed using information-gap activities to design a speaking assessment. These results show that the interviewed inspectors preferred using a variety of tasks and activities to assess speaking and that no single task has been significantly more popular among the respondents than the others. One of them, for instance, asserted, "Whenever there is variety, there is interest because boredom kills creativity and learning". Another participant gave more details to support this argument of variety by saying, "Students tend to feel comfortable when dealing with dialogues because they perform them with a friend with whom they tend to feel comfortable. A presentation activity is very interesting it helps the learner to choose topics, fields, or events of their interest so they feel motivated. Role-play activities make learners able to imitate people and situations which can be somehow remote to their real life".

When they were asked about the criteria that should come into account when assessing oral ability, 11 (91.7 %) of the respondents suggested 'fluency and the ability to maintain the stream of conversation' as one of the most important criteria against which the learners' oral performance ought to be measured. The same number of respondents opted for the 'level of speaking confidence' and 'content (relevance of arguments and ideas). In addition, 10 (83.3%) of them were in favour of 'pronunciation' while 'vocabulary' and 'discourse factors' were chosen by 09 (75%) of the interviewed inspectors. Finally, 08 respondents (66.7 % of them) proposed the 'socio-linguistic competence' and only 06 (50 %) of them

suggested 'grammar' to figure among the list of assessment criteria.

*In short, the inspectors' interview data show that the participants have positive attitudes towards the assessment of oral performance and its role in the development of the Algerian secondary school EFL learners' speaking ability. However, they expressed their dissatisfaction with the way in which speaking is taught and assessed in the EFL classroom. They reported that many challenges and difficulties are encountered by teachers when they come to assess their learners' oral ability. Hence, these findings are consistent with the results of the teachers' questionnaire. However, contrary to the teachers' responses which were inclined towards the use of oral presentations and dialogues as assessment tasks, the inspectors were more into the use of a variety of tasks in the design of speaking assessments. Moreover, regarding the suggested assessment criteria, the inspectors' responses show that they give more importance to some areas like speech fluency, content and the learners' level of speaking confidence than the other criteria like grammatical accuracy.*

## **5. Conclusions and Implications**

*The Algerian secondary school EFL teachers' attitudes towards the assessment of speaking ability, the major challenges related to the assessment of oral ability along with teachers and inspectors' suggested solutions have been explored in the present study. The study revealed that the majority of teachers and all of the inspectors believe that speaking assessment is important for the development of EFL learners' speaking ability. Thus, these positive attitudes towards speaking assessment can facilitate the teachers' assessment of their learners' oral ability. However, the findings revealed that the teachers encounter many challenges while assessing their learners' speaking skills. Teaching overcrowded mixed-ability classes, the loaded syllabi, lack of materials, the complexity of the speaking skill and lack of training are the major obstacles which make the assessment of speaking ability a challenging task for the Algerian secondary school EFL teachers. In addition, the findings show that teachers are struggling alone to find a practical modus operandi to assess their learners' speaking ability.*

*For the sake of scoring oral production, the majority of teachers resorted to assessing the learners' oral presentations or class participation since they cannot find time to schedule speaking tests. In addition, most of the surveyed teachers preferred using oral presentations and dialogues to design a formal assessment of speaking while the majority of inspectors preferred using a variety of speaking tasks. Besides, the participants suggested a set of criteria to take into consideration while preparing an assessment of speaking ability. Hence, a kind of collective subjectivity is reached and used to propose*

*a practical sample assessment that can be adopted and adapted by teachers to assess their learners' speaking performance.*

*Based on the conclusions, it is recommended that teachers should be extensively trained to enable them to assess their learners' speaking performance adequately. Additionally, large class size was discovered to be a hindrance to speaking assessment; therefore, it is advised that this problem of large class size should be addressed in schools. The length and the content of the syllabi were also found to be one of the reasons behind neglecting the speaking skill in terms of teaching and assessment; thus, these syllabi ought to be revised to maintain a certain balance between the four language skills. Besides, teachers should resort to formative assessment as a main assessment procedure to monitor and develop the learners' performance and progress. Finally, because the formal assessment and the scoring of the learners' oral performance are required by the new regulations, an assessment is proposed to teachers.*

*Since the majority of the surveyed teachers resorted to score their learners' oral presentations of their project works, the speaking assessment of Brown & Abeywickrama (2010, as cited in Rahmawati & Ertin, 2014, p. 205) is adapted and suggested as a sample assessment grid to assess the learners' oral presentations. A portfolio of the learners' performances can be used to monitor the learners' progress as a form of formative assessment.*

Table 3. Oral Presentation Assessment Criteria (Adapted from Brown & Abeywickrama 2010, as cited in Rahmawati & Ertin, 2014, p.205)

Criteria	E	VG	G	S	P	Comment
<p><b>SPEAKING SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Fluency and coherence</b> Speaks fluently with only rare repetition or self-correction; speaks coherently and develops topics fully and appropriately.</li> <li>• <b>Lexical resource and range</b> Expresses with some flexibility and appropriateness, giving effective descriptions and expressing viewpoints on a variety of topics.</li> <li>• <b>Grammatical range and accuracy</b> Complex sentence use and monitor grammatical occurrence.</li> <li>• <b>Pronunciation</b> Pronounces words correctly, articulates clearly, intonates appropriately.</li> <li>• <b>Level of speaking confidence</b> Speaks confidently, uses eye contact.</li> <li>• <b>Interaction (listen and respond)</b> Good contribution to other, active in conversation.</li> <li>• <b>Task accomplishment</b> The assignment was completed according to the instruction provided.</li> </ul>						
<p><b>PRESENTATION SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Oral presentation skills</b> Presentation was organized, information was logical and presented well in sequencing. Presentation done within time allocation.</li> </ul>						
Total: ...../20						

As shown in table 4, the suggested speaking assessment is adapted to the 0-20 grading scale that is in use in Algeria.

Table 4. Rating Points.

Initial	Criteria	Score
E	Excellent	2.5 points
VG	Very good	2 points
G	Good	1.5 points
S	Satisfactory	1 point
P	Poor	0.5 point

## 6. References

- Bailey, K. M. (2003). *Speaking*. In D. Nunan, *Practical English Language Teaching* (pp. 47-66). Singapore: Singapore.
- Bellalem, F. (2008). *An Exploration of Foreign Language Teachers' Beliefs about Curriculum Innovation in Algeria: A socio-political perspective* (Doctoral dissertation). Available at Eric Database (No ED537247).
- Brown, D.H. (2004). *Language Assessment: Principles and classroom practices*. New York: Pearson education, Inc.
- Burke, J.B., Hansen, J.H., Houston, W.R., Johnson, C. (1974). *Criteria for Describing and Assessing Competency Based Programs*. National Consortium of Competency Based Education Centers, Toledo, OH, USA.
- Chelli, S. (2010). *The Competency-Based Approach in Algeria: A necessity in the era of globalization*. FLHSS Magazine, 6.
- Correia, R. C. (2016). *Assessing speaking proficiency: A challenge for the Portuguese EFL Teacher*. E-TEALS, 7(1), 87-107. doi:10.1515/eteals-2016-0009.
- El-Koumi, A. (2002). *Teaching and Learning English as a Foreign Language: A comprehensive approach*. Cairo, Egypt: Dar An-Nashr for Universities.
- Harris, M & McCann, P. (1994). *Assessment*. Oxford, England: Macmillan Publishers Ltd.
- Hughes, A. (2003). *Testing for Language Teachers* (2nd ed.). Cambridge, England: Cambridge University Press.
- Kitao, S. & Kitao, K. (1996). *Testing Speaking*. Retrieved from: <https://files.eric.ed.gov/fulltext/ED398261.pdf> on April 13th, 2020.
- Knight, B. (1992). *Assessing Speaking Skills: A workshop for teacher development*. ELT Journal, 46(3), 294-302. doi:10.1093/elt/46.3.294.
- Ministry of National Education, Sub-Directorate for Educational Documenta-

tion. (September/ October 2013). *Al- Nashra Al-Rasmia Lil-Tarbiya Al-Watania: Al-Doukhoul Al-Madrassi 2013/2014* [Official Bulletin of National Education: Back to School 2013/2014]. Retrieved from: <http://www.education.gov.dz/wpcontent/uploads/2015/02/beo111.pdf>

- Rahmawati, Y., & Ertin, E. (2014). Developing assessment for speaking. *IJEE (Indonesian Journal of English Education)*, 1 (2), 199-210.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge, England: Cambridge University Press.
- Richards, J. C., & Schmidt, R. W. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd ed.). London, UK: Longman.
- Sturgis, C., & Patrick, S. (2010). *When Success is the Only Option: Designing competency-based pathways for next generation learning*. Vienna, VA: International Association for K-12 Online Learning. Retrieved from: <http://eric.ed.gov/?id=ED514891> on April 13th, 2020.
- What is CBA? (2008). Retrieved from <http://www.eltalgeria.webs.com>.
- Wong, R.M.H. (2008). *Competency-Based English Teaching and Learning: Investigating pre-service teachers of Chinese's learning experience*. *Porta Linguarum*, 9, 179-198.

## **Traducción y enseñanza del español para fines específicos**

Dr. Ahmed ARARE<sup>(1)</sup>

د. أحمد عرار

Universidad Chouaib Doukkali en El Jadida (Marruecos)

### **Resumen:**

*Este estudio aborda el uso de la traducción en la enseñanza del español para fines específicos, resaltando su papel complementario en el aula. Se cuestiona su exclusividad debido a limitaciones en destrezas lingüísticas, abogando por su reintegración como herramienta pedagógica, especialmente en el contexto comunicativo actual. Se ejemplifica su utilidad en la comprensión de conceptos complejos y la adaptación a estudiantes con necesidades especiales. Se subraya la importancia de emplear la traducción selectivamente para fomentar un aprendizaje comunicativo y evitar la dependencia del idioma materno.*

### **Summary:**

*This study addresses the use of translation in the teaching of Spanish for specific purposes, highlighting its complementary role in the classroom. Its exclusivity is questioned due to limitations in linguistic skills, advocating for its reintegration as a pedagogical tool, especially in the current communicative context. Its usefulness is exemplified in the comprehension of complex concepts and adaptation to students with special needs. The importance of using translation selectively to promote communicative learning and avoid dependence on the native language is underscored.*

### **1- Introducción:**

*El empleo de la traducción, en la enseñanza del español como lengua extranjera, ha suscitado varios debates y opiniones en el ámbito educativo. Su uso como herramienta pedagógica ha sido objeto de defensa y crítica por parte de educadores y filólogos, quienes reflexionan sobre sus efectos en el proceso de aprendizaje de un idioma extranjero.*

---

1 - Ahmed ARARE, Universidad Chouaib Doukkali en El Jadida (Marruecos) Teléfono: 0021 261 3543554 ahmedararester@gmail.com

*Lejos de todo abuso o de uso exclusivo de la traducción como herramienta en la enseñanza de lenguas extranjeras, la presente ponencia viene para poner de relieve la importancia de la traducción como recurso didáctico en la enseñanza del español como lengua extranjera, y más precisamente para fines específicos.*

*Así, intentamos responder a interrogaciones como: ¿Cuándo es necesario emplear la traducción en el aula de idiomas? ¿Cómo evitamos caer en el abuso del empleo de la traducción en la clase de lenguas extranjeras, y evitar por lo tanto, la dependencia de la lengua materna? ¿Qué léxico debemos traducir?*

## **2- La traducción como primer método de enseñanza de idiomas:**

*Durante muchos siglos, se solía emplear la traducción en la enseñanza de idiomas extranjeros. Sin embargo, esta práctica se limitaba a procesos tradicionales que consistían principalmente en traducir textos escritos de manera literal y extraer reglas lingüísticas de ellos. Esto impedía que los estudiantes dominaran la habilidad más importante, la capacidad de comunicarse en el idioma con otras personas. Actualmente, se reconoce que la traducción como método pedagógico en la enseñanza de idiomas puede considerarse un obstáculo y una deficiencia en el proceso de aprendizaje. Muchos investigadores han criticado la adopción de la traducción como método para enseñar los idiomas extranjeros, han rechazado este método basado en la enseñanza de las reglas gramaticales y las listas del léxico de la lengua extranjera, exigiendo al alumno memorizarlas de manera mecánica y adoptar por lo tanto una actitud pasiva frente a sus aprendizajes. Además, busca consolidar esta información en la mente del estudiante para asegurar su correcta asimilación. Muchos especialistas e investigadores se opusieron al uso de la traducción en la enseñanza de idiomas extranjeros, citamos unas alegaciones recogidas por las autoras Carreres y Noriega:*

*“- La traducción es un ejercicio artificial que no tiene lugar en una metodología comunicativa.*

*- La traducción es un método restrictivo, dado que limita la práctica de la lengua únicamente a dos destrezas: lectura y escritura.*

*- La traducción puede ser contraproducente, ya que obliga a los aprendices a acceder a la segunda lengua a través de su lengua materna. Esto les lleva a extraer la conclusión errónea de que existen siempre equivalencias unívocas entre palabras y expresiones en las dos lenguas, y puede ocasionar interferencias e inhibir la expresión libre en la L2.” (Carreres y Noriega, 2012, p.254-256)*

A través de estos argumentos expuestos, las investigadoras, al igual que muchos otros estudiosos, critican el uso de la traducción en la enseñanza de idiomas extranjeros, alegando que la traducción no es una herramienta didáctica, sino un ejercicio artificial que no refleja una comunicación real, sino una actividad centrada únicamente en las habilidades de lectura y escritura, omitiendo así la comprensión lectora y la expresión oral, elementos esenciales en cualquier tipo de comunicación. Las autoras sostienen que la adquisición de un segundo idioma a través de la lengua materna puede crear en el aprendiz una dependencia de la primera y limitar la fluidez en la segunda lengua.

### **3- Traducción y realidad socio-educativa**

Actualmente, en pleno enfoque comunicativo, se alzan más voces reivindicando la reintegración de la traducción como herramienta para la enseñanza de las segundas lenguas. Hoy el mundo está viviendo un verdadero boom de los medios tecnológicos. Desde Internet y teléfonos móviles inteligentes; esto llevó a acortar distancias y acercar a personas lejanas valiéndose de la traducción instantánea o simultánea, y ante el auge del aprendizaje de lenguas extranjeras y la pasión por descubrir las culturas que hay detrás de ellas, se hizo necesario plantear la pregunta acerca de la posibilidad de introducir la traducción como herramienta para el dominio de lenguas extranjeras. Aprender un nuevo idioma abre las puertas a una nueva realidad sociocultural, haciendo de la interculturalidad o la comunicación intercultural un pilar fundamental en el enfoque comunicativo de la enseñanza de lenguas.

En el mismo sentido, en nuestra realidad como docentes de segundas lenguas, queramos o no, resulta imposible impedir que nuestros alumnos, sobre todo en las primeras etapas de aprendizaje, usen un proceso mental espontáneo en que comparan el nuevo idioma con su lengua materna. Es lo que la investigadora Amparo Hurtado Albir ha definido “traducción interiorizada”:

*“Por traducción interiorizada nos referimos a la estrategia espontánea, que utiliza quien aprende una lengua extranjera, de confrontar con su lengua materna lengua y estructuras, para comprender mejor, para consolidar su adquisición, etc.; esta estrategia se manifiesta sobre todo al principio del aprendizaje, y, a medida que la lengua extranjera va consolidándose, va desapareciendo.” (Hurtado Albir, 1999: 13)*

Es un proceso mental espontáneo que no podemos evitar, donde comparamos el nuevo idioma con nuestra lengua materna. Buscamos equivalencias en vocabulario, gramática y estructuras para comprender mejor lo que estamos aprendiendo. Es como una traducción interna que ocurre en nuestra mente. Las autoras Carreres y Noriega (2012, p.254-256) han confirmado lo mismo:

*“los aprendices de una segunda lengua son “traductores naturales” o espontáneos que recurren a la traducción tanto si les gusta a sus profesores como si no.” (Carre-res y Noriega, 2012: p.254-256)*

#### **4- Traducción en la clase de español para fines específicos**

*Al hablar de la traducción como recurso pedagógico para la enseñanza del español, la utilizamos como una herramienta más en la operación enseñanza-aprendizaje. El objetivo primordial de esta operación es que el aprendiz logre entender y generar contenidos orales o escritos, muy apropiados a una situación comunicativa específica. Eso quiere decir, que la metodología adoptada debe priorizar la comunicación natural, desarrollando la expresión oral, la expresión escrita, la comprensión auditiva y la comprensión lectora.*

*Partiendo de mi realidad cotidiana, como profesor de español en la Escuela Nacional de Comercio y Gestión en EL Jadida (Marruecos). Estamos tratando con el caso de estudiantes que están aprendiendo español para utilizarlo en situaciones comunicativas profesionales, muy vinculadas con la gestión de negocios, la dirección de una administración o una empresa. Son estudiantes que aprenden el español para unos fines prácticos, tienen un nivel inicial en este idioma, es decir que asisten conmigo a sus primeras clases en este idioma, y que no pueden mantener una conversación en español, así que tanto el profesor como los alumnos debemos tener un margen de libertad para poder usar la traducción a fin de transmitir un mensaje con brevedad.*

*Estamos hablando de la traducción como una estrategia más para enseñar y aprender un idioma extranjero. No hablo aquí de planificación de actividades de traducción de textos del español a la lengua materna o viceversa, o ejercicios de traducción pura y dura, sino me refiere precisamente a algunos contextos o situaciones en que nos vemos obligados a recurrir a la traducción para resolver algunos problemas de comunicación, cito aquí algunos:*

*Usamos la traducción para comprender conceptos lingüísticos particularmente complejos, ciertas reglas gramaticales o diferencias sutiles de significado, estructuras gramaticales complejas, comparándolas con las de la lengua materna u otra lengua extranjera, ya que mis estudiantes son muy buenos en francés e inglés.*

*Para resolver el bloqueo que se plantea en algunas situaciones educativas, al introducir léxico específico, sobre todo si tiene relación con su ámbito profesional. Por ejemplo, a la hora de explicar qué significa “empresa”, o “hombre de negocios” o “déficit”, en vez de perder mucho tiempo dando una definición y luego explicarla de distintas maneras, recurrimos a la traducción para ir directamente al significado exacto y ahorrar tiempo, sobre todo que mis alumnos tienen sólo unas 40 horas*

*lectivas de español en el volumen horario anual.*

*Para explicar algunos matices en contenidos culturales, en que el profesor o el alumno se ve obligado a usar su lengua materna para aclarar lo que quiere expresar. Para explicar un refrán o proverbio, resulta mejor dar su equivalente en lengua materna que intentar explicarlo con otros términos.*

*A la hora de aclarar instrucciones podemos usar la traducción, especialmente para aquellos con un nivel de competencia lingüística más bajo, en este caso la traducción es necesaria para garantizar que todos entiendan lo que se espera de ellos.*

*Usamos traducción para estudiantes con necesidades especiales, como aquellos con discapacidades auditivas o dificultades de aprendizaje, es necesaria para adaptar la instrucción a sus necesidades individuales.*

*Si durante una actividad en español surge algún malentendido o confusión, la traducción puede ser útil para aclarar la situación y asegurarse de que todos los estudiantes estén comprendiendo correctamente.*

*Abordar malentendidos o confusiones: si surge un malentendido o una confusión durante una actividad o una explicación en español, la traducción puede ayudar a aclarar el malentendido.*

### **Conclusiones:**

*Para resumir todo lo dicho, podemos decir que a pesar de que el empleo de la traducción ha suscitado mucha polémica, no podemos negar sus beneficios y ventajas cuando se usa como instrumento complementario en las aulas de ELE, ya que ayuda a una comprensión profunda, clarifica conceptos difíciles y términos de lenguaje específico, ayuda a comparar estructuras gramaticales o lingüísticas de la lengua materna y la segunda lengua extranjera, fomenta el pensamiento crítico, la resolución de problemas y el aprendizaje autónomo de los estudiantes, fomenta el desarrollo de habilidades comunicativas en los estudiantes, permite el acceso a recursos variados, libros, artículos, sitios electrónicos y medios de comunicación, motiva a los estudiantes y les permite aplicar sus conocimientos lingüísticos de manera práctica y relevante.*

*En fin, no hay que tomar la traducción como finalidad en sí, sino hay que emplearla como herramienta complementaria en casos muy precisos, para fomentar un aprendizaje comunicativo y autónomo, y no caer en la dependencia de la lengua materna.*

## Bibliografía:

- Arare, Ahmed, (2021 ), *Enseñar el léxico español a estudiantes marroquíes de una carrera profesional. Actas del II Congreso Iberoamericano de Docentes “Docentes frente a la Pandemia”, Universidad Politécnica de Madrid, ISBN: 978-84-948417 2-9. Pp.1200-1205.*
- Carreres, Á. y Noriega Sánchez, M. (2012), *Traducción pedagógica y pedagogía de la traducción: un diálogo necesario. Actas XXIII Congreso Internacional ASELE. Pp. 253-261*
- Consejo de Europa (2002), *Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación. Madrid: Instituto Cervantes. Disponible en [https://web.archive.org/web/20190905080747id\\_/https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/marco/cvc\\_mer.pdf](https://web.archive.org/web/20190905080747id_/https://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/cvc_mer.pdf)*
- García-Medall, Joaquín, (2001 ), *La traducción en la enseñanza de lenguas. Hermēneus. Revista de Traducción e Interpretación, nº 3, pp. 113 - 140.*
- Hurtado Albir, Amparo (1999), “Objetivos de aprendizaje y metodología en la formación de traductores e intérpretes”. En A. Hurtado Albir (ed.), *Enseñar a traducir* (pags. 8-58).
- López González, A. (2003), “La enseñanza de la traducción en estudiantes de ELE: el uso de la prensa como caso práctico”. *Actas del XIV Congreso Internacional de ASELE*, págs..708-714. Disponible en: [http://cvc.cervantes.es/ensenanza/biblioteca\\_ele/asele/pdf/14/14\\_0709.pdf](http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/14/14_0709.pdf) (Consulta 25 de abril de 2024)
- Martín Martín, José Miguel (2021 ), *La lengua materna en el aprendizaje de una segunda lengua. Sevilla: Universidad de Sevilla, Secretariado de Publicaciones.*
- Sánchez Pérez, Aquilino. (1992), *Historia de la enseñanza del español como lengua extranjera. Madrid: SGEL.*
- Sánchez Iglesias, Jorge J. (2009), *La traducción en la enseñanza de lenguas extranjeras. Una aproximación polémica. RedELE, 10. Disponible en el enlace siguiente: [https://gredos.usal.es/bitstream/handle/10366/115934/2009\\_BV\\_10\\_22Sanchez\\_Iglesias.pdf?sequence=1&isAllowed=y](https://gredos.usal.es/bitstream/handle/10366/115934/2009_BV_10_22Sanchez_Iglesias.pdf?sequence=1&isAllowed=y) (Consulta 23 de abril de 2024)*
- Trovato, Giuseppe. (2012), *El papel de la traducción en la enseñanza del español a itálofonos: hacia algunas pautas orientativas y metodológicas. MARCOELE, 15: 1- 15. Recuperado el 24 de abril, 2024, de <https://marcoele.com/traduccion-español-a-italofonos/>.*

# La enseñanza-aprendizaje del español como lengua extranjera y como lengua de especialidad: terminología y recursos específicos

كوثر العمري  
1Kaoutar El Amri

## ملخص

يسعى هذا العمل إلى تسليط الضوء على تعليم اللغة الإسبانية كلغة أجنبية وكلغة تخصص لطلبة مغاربة يسعون للحصول على الإجازة المهنية في "إدارة المؤسسات السياحية". والهدف منه هو ضمان اكتساب هؤلاء الطلبة الكفاءة المعرفية، وتزويدهم بالمصطلحات والموارد اللازمة في المجال السياحي لتطوير مهاراتهم من حيث التواصل الشفاهي والتفاعل المباشر مع الجمهور وتمكينهم من العمل بشكل صحيح في هذا القطاع الحيوي. تستوجب هذه العملية تعليماً مزدوجاً يستهدف تدريس اللغة كلغة أجنبية، مع حملتها الاجتماعية والثقافية وبنيتها اللغوية، وتعليمها كلغة تخصص ذات وظيفة تبليغية وتواصلية

## Abstract

*This paper is about teaching Spanish as foreign and specialised language to Moroccan undergraduate students in "Tourism Business Management". The acquisition by these students of cognitive competences, specialised terminology, oral communication skills and interaction in the public speaking is a process that requires a double learning process: teaching Spanish as a foreign language, with its social and cultural load and linguistic structure, and teaching it as a specialised language with its communicative and functional character.*

## Introducción

*Los cambios políticos, económicos y tecnológicos que se han producido en las últimas décadas del siglo XX y a principios del siglo XXI, han originado un nuevo modelo de sociedad: la sociedad de la información y del conocimiento. Esta constante evolución ha exigido hablar varios idiomas para poder desenvolverse en los cada vez más complejos y exigentes ámbitos laborales. Se puede considerar que el inglés es la lengua que predomina hasta ahora en el mundo profesional; Sin embargo, las características de la lengua española hacen también que sea una lengua eficaz y competitiva en la comunicación*

1 - كاوتر العمري، جامعة محمد الخامس بالرباط، المغرب -  
Kaoutar EL AMRI . Mohammed V  
University in Rabat, Morocco . (212) 661890272 . kaoutamri@gmail.com

profesional.

*Estas circunstancias han hecho que se perciba una demanda creciente en la orientación del proceso de la enseñanza/aprendizaje del español como lengua de especialidad; o sea, una enseñanza orientada hacia una competencia comunicativa que permita al aprendiz desenvolverse efectiva y eficazmente en los distintos contextos profesionales.*

*De este modo, se parte de una concepción de la lengua general con sus registros funcionales, o sea, de una lengua común constituida por un conjunto de reglas y unidades conocidos por todos sus hablantes y que representa un subconjunto de la lengua entendida en sentido global. (Cabré, 1993: 127 y ss.).*

*Ahora ¿Qué entendemos con lengua de especialidad o lenguaje especializado?*

*The nature of language is such that general language and special languages can be accommodated within one natural language: the fundamental characteristics of language are manifested both in English and in the language of chemical engineering, both in French and in the language of physics. The difference between general and special languages is a difference of degree rather than kind: the degree to which the fundamental characteristics of language are maximized or minimized in special languages. Special languages are used more self-consciously than general language and the situations in which they are used intensify the user's concern with the language. It is therefore on the level of use that we look for more specific differentiating criteria. (SAGER, DUNGWORTHY MCDONALD 1980, en CABRÉ 1993, p125)*

*Considerando esta definición, la lengua de especialidad puede acomodarse dentro de un lenguaje natural y está determinada principalmente por su temática y su ámbito de uso y, por lo tanto, se da de forma más consciente y en situaciones comunicativas en las que los emisores son conocedores o especialistas de una determinada materia o disciplina, que exige actos de habla esencialmente propios de un ámbito de especialidad. Las lenguas de especialidad se pueden considerar entonces como sublenguajes del conjunto de la lengua común o general.*

*En este mismo sentido, María Teresa Cabré habla de lenguaje de especialidad, para "hacer referencia al conjunto de subcódigos<sup>®</sup> parcialmente coincidentes con el subcódigo de la lengua común<sup>®</sup> caracterizados en virtud de unas peculiaridades 'especiales', esto es, propias y específicas de cada uno de ellos, como pueden ser la temática, el tipo de interlocutores, la situación comunicativa, la intención del hablante, el medio en que se produce un intercambio comunicativo, el tipo de intercambio, etc." (CABRÉ, 1993, p128-129).*

*Los lenguajes de especialidad suelen presentar características comunes a todos los*

discursos especializados, independientemente de su temática, que pueden conformar un conjunto de rasgos generales que evidencian la generalización de un lenguaje especializado que permite producir discursos especializados:

- los interlocutores de los lenguajes de especialidad suelen ser una comunidad profesional o un grupo de hablantes que comparten un conocimiento adquirido después de un proceso de aprendizaje;

- los discursos de los lenguajes de especialidad se materializan en situaciones comunicativas formales;

- los discursos especializados permiten la transmisión de funciones fundamentalmente informativas.

De hecho, los usuarios de los lenguajes de especialidad pueden entenderse utilizando lenguas diferentes. Sin embargo, el conocimiento de los registros de una lengua común en la que se desarrollan los actos de habla facilita y hace más óptima y eficaz la transmisión de la información y el entendimiento de la comunicación aferente a un área especializada.

## Objetivos

Mediante este trabajo procuramos arrojar luz sobre la enseñanza-aprendizaje del español como lengua extranjera y como lengua de especialidad, orientada a cubrir las necesidades lingüísticas dentro de un ámbito profesional determinado, a saber, el sector turístico.

Teniendo como aprendices a estudiantes marroquíes matriculados en la licenciatura profesional "Gestión de los establecimientos turísticos", nuestro objetivo principal consiste en procurar que adquieran la competencia cognitiva, proveerles la terminología y los recursos necesarios en materia de turismo, desarrollar sus habilidades en cuanto a oralidad e interacción directa con el público y proporcionarles las herramientas necesarias para que puedan desenvolverse correcta y adecuadamente en el ámbito laboral, en este caso el sector turístico.

Asegurar tal proceso de docencia-aprendizaje a estudiantes bilingües o trilingües<sup>®</sup> árabe/francés/inglés-, que desconocen total o parcialmente el idioma español, supone un doble aprendizaje: la enseñanza del español como lengua extranjera, con su carga sociocultural y su estructura lingüística propias, y su enseñanza como lengua de especialidad, con su carácter funcional y comunicativo, o sea, su terminología y sus recursos específicos.

## **Descripción, objetivos y contenido del curso:**

- *Denominación del curso: “La lengua española lengua extranjera y de especialidad: el sector turístico”*
- *Nivel de enseñanza: Licenciatura profesional: “Gestión de los establecimientos turísticos”. Facultad de Ciencias Jurídicas, Económicas y Sociales. Universidad Mohammed V de Rabat, Marruecos*
- *Duración de enseñanza: Dos semestres (Semestres 5 y 6).*
- *Aprendices:*
  - *Estudiantes marroquíes*
  - *Edad: entre 23 y 35 años*
  - *Dominio de lenguas extranjeras: trilingües en su totalidad. Dominan el árabe, el francés y el inglés.*
  - *Nivel de conocimiento del español: inicial a mediano*
- *Descripción del Curso:*

*Unidad didáctica diseñada para la enseñanza-aprendizaje del español como lengua extranjera, focalizada en las relaciones públicas y las interacciones cotidianas que se producen en un ámbito específico; en este caso, el turístico.*

*Sus necesidades consisten en adquirir y perfeccionar las destrezas orales y escritas de los estudiantes para poder participar exitosamente en un contexto comunicativo más exigente, como el profesional.*
- *Principales objetivos:*
  - *Ofrecer a los estudiantes las habilidades comunicativas y lingüísticas de la lengua española para facilitar su relación con el entorno social.*
  - *Proveerles las competencias cognitivas, la terminología apropiada y los recursos necesarios para que puedan asegurar fácil y exitosamente su labor profesional.*
- *Contenido del curso:*

*Atendiendo la dimensión específica de esta unidad didáctica y con la realización previa de un análisis exploratorio del ámbito y un cuestionario interactivo con los estudiantes, hemos diseñado un plan docente para satisfacer las necesidades del grupo y hacer que alcanza sus expectativas.*

*La unidad consta de dos secciones principales que se completan y se interrelacionan. Además de las tareas comunicativas de la lengua general que permiten al*

estudiante desarrollar habilidades tales como la escritura, la lectura, la comprensión y la comunicación oral y escrita, se programan otras actividades y prácticas relacionadas con el uso de la terminología y la fraseología específicas del ámbito y la puesta en práctica de las técnicas comunicativas y discursivas propias al sector.

- La enseñanza del idioma desde el punto de vista comunicativo y gramatical se hace a través de textos ilustrativos, diálogos, audiciones, vídeos, imágenes y viñetas (presentarse, situarse en el espacio, describir personas, espacios u objetos, hablar de hábitos cotidianos, expresar deseos, opiniones y estados de ánimo, etc.)

- La enseñanza específica se focaliza en temas aferentes al ámbito, tales como:  
El servicio hotelero: atención al cliente, reservas y cancelaciones, reclamaciones, facturación, restauración, etc.

La agencia de viaje: su papel, sus principales funciones, sus relaciones con los demás operadores (servicios hoteleros, compañías de transporte), el manejo de la documentación, la creación de guías turísticas, etc.

Los medios de transporte: se abordan temas relacionados con el transporte terrestre, aéreo, marítimo y ferrocarril.

El ecoturismo: su interés, los deportes ordinarios y de riesgo, etc.

Otros temas de interés como los perfiles profesionales del sector, las entrevistas de trabajo, la organización de reuniones y eventos, la correspondencia aferente al sector, etc.

En el marco de la enseñanza específica, se contemplan también:

- la enseñanza de técnicas comunicativas y discursivas comunes a la mayor parte de los discursos de especialidad;

- la enseñanza de los géneros textuales utilizados en el sector turístico, y las características generales de cada uno de ellos. Se trata tanto de los géneros propios de la gestión (normativas, contratos de viaje, etc.) como los creados para la descripción y promoción de ciudades, sitios y lugares turísticos (guías, folletos, etc.)

### **Dificultades y ventajas del proceso de enseñanza/aprendizaje**

El proceso de enseñanza/aprendizaje del español como lengua extranjera y como len-

gua de especialidad ofrece algunas dificultades en nuestro caso preciso:

- los aprendices son jóvenes marroquíes no nativos de la lengua española;
- por motivos académicos y luego profesionales, los estudiantes deben aprender diferentes aspectos lingüísticos de un lenguaje de especialidad teniendo unas nociones básicas a medianas del español en tanto que lengua común; por lo que hay que mejorar y perfeccionar su nivel de dominio del idioma en tanto que lengua extranjera para asegurar su aprendizaje como lengua de especialidad;
- la fuerte carencia de materiales didácticos en lengua española para la utilización en el aula dificulta el aprendizaje;
- en Marruecos, cuya lengua oficial es el árabe y la segunda y tercera lengua son el francés y el inglés respectivamente; el español es relativamente menos hablado y por consiguiente la falta de práctica constituye una dificultad mayor.

A la vez, este proceso brinda, sin duda, una experiencia singular y muy enriquecedora. La finalidad siendo doble:

De un lado, se procura que el estudiante adquiera un cierto conocimiento sobre el funcionamiento de aspectos concretos del lenguaje común y contar con herramientas para comunicarse e interactuar con otras personas en el mundo. Es obvio que el conocimiento de una nueva lengua tiene un papel formador. Es el vehículo de expresión de una cultura y una civilización. El aprendiz, enfrentado a un nuevo modo de pensamiento y de expresión y a una cultura diferente, se les abren nuevos horizontes que favorecen su desarrollo cognitivo, estimulan sus facultades intelectuales y le confieren un enriquecimiento cultural que le permite la interpretación y una mejor comprensión de las relaciones sociales dentro de una comunidad determinada.

De otro lado, los aspectos léxicos, sintácticos y textuales propios del discurso del turismo lo convierten en un lenguaje de especialidad, con unas características propias y diferentes de otros lenguajes de especialidad (DURÁN MUÑOZ, 2014, p50). De hecho, adquirir la terminología y las herramientas propias de este lenguaje otorga al estudiante la capacidad -parcial o total- de actuar y expresarse adecuadamente en situaciones específicas del ámbito y mejorar el grado de conocimiento conceptual sobre este campo de especialidad. Le permite asimismo incrementar sus posibilidades de conseguir movilidad y ofertas de trabajo y desenvolverse adecuadamente en el contexto profesional de dicha especialidad.

El sector turístico, considerado como un ámbito intercultural e interlingüístico, nos

parece un campo idóneo para asegurar este doble aprendizaje. La industria turística está estrechamente vinculada con muchos sectores vitales, cuyos servicios están diseñados para servir y satisfacer las necesidades que derivan del sector y, por ende, su léxico en la lengua española abarca una terminología amplia proveniente de diferentes ámbitos, lo que acerca al estudiante a otras áreas como la historia, la geografía, el arte, la gastronomía, y a otros sectores como la economía, el entretenimiento, los transportes y la hotelería; así como otras industrias conectadas como los servicios financieros y los operadores turísticos. Por ende, el discurso turístico se convierte en un lenguaje de mediación, tanto desde el punto de vista lingüístico como cultural.

Por otro lado, un aspecto que facilita el aprendizaje de la terminología turística es la fuerte presencia de neologismos -esencialmente anglicismos- en el discurso turístico (Check-in/out, Charter, Traveller's, Duty Free/Free Shop, Bungalow, Tour Operator, Overbooking, Voucher, etc.)

### **La terminología un elemento clave de la comunicación especializada :**

Son innegables las aportaciones de la pragmática y del análisis del discurso que han repercutido de manera significativa en la evolución de la enseñanza de las lenguas de especialidad.

La pragmática trata de establecer con precisión los factores que determinan sistemáticamente el modo en que funcionan nuestros intercambios comunicativos. "Un lenguaje de especialidad es, desde una óptica pragmática, un conjunto de posibilidades determinadas por los elementos que intervienen en cada acto de comunicación: los interlocutores (emisores y destinatarios, con todo el conjunto de características que les son propias), las circunstancias comunicativas, y los propósitos o intenciones que se propone el acto de comunicación" (CABRÉ, 1993, p129).

La perspectiva discursiva abre, por su lado, el paso para que se empleen en el aula muestras de lengua auténticas junto con la aplicación de diferentes géneros, registros y tipos de textos, llevando a cabo diferentes objetivos comunicativos.

Al mismo tiempo, el papel de la terminología es primordial por ser el aspecto más visible de los discursos, textos y lenguajes de especialidad. "La comunicación especializada se diferencia formalmente de la comunicación general en dos aspectos: en el tipo de textos orales y escritos que produce, y en el uso de una terminología específica" (CABRÉ, 1993, p105). La terminología permite distinguir la lengua común de la lengua de especialidad y distinguir asimismo las lenguas especializadas entre sí, por poseer terminologías propias en cada ámbito temático; garantiza asimismo la adquisición cognitiva de los conceptos del ámbito de especialidad; y desempeña un papel fundamental en la represent-

*ación y la transferencia del conocimiento especializado.*

*El rol que desempeña la terminología en la enseñanza/aprendizaje de las lenguas de especialidad se estructura básicamente en tres fases que consisten en:*

- la comprensión de las nuevas unidades léxicas: asimilación tanto del vocabulario técnico como el subtécnico, y del vocabulario general que es de uso frecuente en el ámbito del turismo;*
- el almacenamiento del significado de estas unidades en la mente del aprendiz, lo cual se podría hacer mediante la extracción, descripción y agrupación por clases semánticas de los constituyentes (todo lo relacionado por ejemplo con los alojamientos, la hostelería, las agencias de viajes, etc.);*
- la producción de enunciados con el uso de estas unidades. En este caso, la simulación de situaciones reales, la propuesta de diálogos y ejercicios orales para potenciar el aprendizaje de ciertos aspectos gramaticales y comunicativos acarrearán mayor peso sobre las destrezas escritas.*

*De hecho, la enseñanza/aprendizaje de la terminología de una especialidad es la garantía del aprendizaje del conocimiento especializado, ya que los términos representan conceptos y la adquisición de los conceptos clave de una materia supone, a la larga, el dominio (total o parcial) de dicha materia.*

*Para que el estudiante asimile la estructura cognitiva de un texto especializado y el funcionamiento de la terminología en él no hay que concebir el estudio de los términos de manera aislada o como un conjunto cerrado, sino concebirla tomando en cuenta las relaciones conceptuales existentes entre las unidades terminológicas, los aspectos morfológicos de las unidades terminológicas y los aspectos sintáctico-combinatorios de las unidades terminológicas.*

### **Metodología y recursos específicos:**

*Establecer un primer contacto interactivo con los estudiantes es un paso primordial en la práctica docente. Permite obtener informaciones básicas y primordiales sobre el tipo de aprendiz, sus necesidades y sus objetivos y hacerse una idea del nivel de homogeneidad o heterogeneidad del grupo. En base a ello, se puede concebir y diseñar un contenido didáctico que se adapte al perfil de los estudiantes y satisfaga sus necesidades. Dicha información puede ser personal (edad, nacionalidad, lengua materna, idiomas hablados y grado de dominio de los mismos, situación laboral, etc.) como relacionada con el curso (sus preferencias lingüísticas, sus expectativas, sus dificultades, su grado de motivación, etc.).*

*Este procedimiento sirve entonces al profesor en la concepción y la elaboración de un programa adecuado a los diseños de la enseñanza y le permite asimismo adoptar la metodología apropiada para conseguir la finalidad de su ejercicio docente.*

*La enseñanza-aprendizaje de los lenguajes de especialidad se vale de unos recursos concretos imprescindibles para tratar adecuadamente la comunicación en una especialidad. Hablamos, en este caso, de recursos textuales, léxicos, terminológicos y fraseológicos.*

*Conscientes del valor que tienen las fuentes documentales, y en aras de poner en marcha un plan docente de calidad, consideramos muy oportuno proceder a la selección de unos recursos de formación que favorezcan un conocimiento mayor y óptimo acerca de las estructuras, la terminología, la fraseología y el estilo, adecuados para cada situación comunicativa. Estos recursos pueden ser documentos reales (en soporte papel u otro) o consultables en línea. Pueden ser, entre otros:*

- documentos que proporcionan información cognitiva sobre el ámbito y su organización, como los glosarios, los diccionarios, las enciclopedias, las bases de datos terminológicas, textos originales de la especialidad, etc.;*
- corpus de textos representativos de las diversas situaciones comunicativas que se dan en el sector;*
- manuales de E/LE español lengua extranjera y otros materiales didácticos.*
- tipologías de documentos escritos (guías, folletos turísticos, etc.)*
- recopilaciones fraseológicas relacionadas con el dominio;*
- procedimientos, reglas y normativas sobre el sector;*
- todo tipo de comunicación oral o escrita representativa de las diversas actividades del ámbito.*

*La finalidad del docente consiste en asegurar un proceso de docencia-aprendizaje lo más activo posible y unos planes docentes dinámicos. De hecho, se privilegia la clase interactiva y se fomenta el trabajo en equipo en la ejecución de tareas prácticas. Este proceso se da mediante:*

- los soportes audiovisuales que ayudan eficazmente a la asimilación de la información y mejoran de manera exponencial el aprendizaje;*
- el intercambio oral entre los estudiantes. En este sentido los diálogos y debates son muy apreciados;*
- la exposición de ponencias sobre el sector turístico y sus componentes. Éstos pueden ser vinculadas con otras áreas como el arte, el folklore, la gastronomía, el deporte, los viajes, la historia, la geografía, etc.*

- *las simulaciones de situaciones comunicativas de la vida real, que ofrecen una comunicación efectiva y apropiada en diferentes situaciones tanto de la vida cotidiana como laboral. Las simulaciones son actividades útiles y motivadoras, que brindan a los aprendices la oportunidad de aprovechar su conocimiento lingüístico y terminológico y explotarlo de manera adecuada en una situación comunicativa determinada.*
- *la elaboración y lectura de mapas conceptuales: como es sabido, el uso de una terminología específica es el elemento clave de los lenguajes de especialidad. En la enseñanza de la terminología de un ámbito - el turístico en nuestro caso<sup>®</sup> se parte de textos propios de la especialidad para dar cuenta no sólo de los términos aislados, sino también de su estructura y de las relaciones que los vinculan, o sea del entramado conceptual. Los mapas conceptuales en efecto, dibujan el entramado conceptual del ámbito; o sea, esquematizan de manera visual los conceptos clave del tema que se busca aprender.*
- *otra buena técnica de docencia-aprendizaje es la extracción, descripción y la agrupación de los constituyentes del texto turístico por clases semánticas.*
- *se programan también entrevistas con profesionales del sector, lo que permite un intercambio directo con especialistas en la materia un empleo y lleva al uso óptimo de la terminología y de los recursos adquiridos en el propio espacio laboral.*

### **Resultados:**

*La enseñanza del español como lengua extranjera y como lengua de especialidad tiene que dar cuenta de las competencias comunicativas requeridas para actuar lingüísticamente tanto en la vida cotidiana como en un ámbito de especialidad. La docencia enfocada hacia la adquisición de una competencia comunicativa eficiente con miras a realizar funciones profesionales ha de contemplar las situaciones de comunicación en cada uno de los ámbitos que componen el dominio de especialidad y reflexionar sobre las distintas actividades desarrolladas en ellas.*

*Como resultados del proceso docente, los aprendices deben tener la capacidad de:*

- *escribir textos sencillos y coherentes sobre temas de orden general, respetando las reglas gramaticales;*
- *comprender y usar la lengua en situaciones comunicativas específicas para desarrollar competencias aferentes fundamentalmente a la oralidad y la interacción directa con el público;*
- *tener la capacidad cognitiva y lingüística para afrontar con seguridad ciertas situaciones de la vida social: presentaciones, conversaciones acerca de asuntos corrientes o laborales;*

- *comprender y conversar de manera amena y fluida de temas generales que relevan del ámbito turístico, hotelero, de la restauración, etc.*
- *poseer un vocabulario especializado que responda sencilla y eficazmente a las situaciones comunicativas exigidas.*

*Todo ello con el fin de desenvolverse en el ámbito profesional y asegurar con facilidad, no forzosamente sin dificultades, las tareas confiadas.*

### **Evaluación:**

*Es el cumplimiento de la tarea comunicativa, en una situación comunicativa profesional dada el que determina la evaluación del aprendizaje y no el grado de corrección lingüística ni la competencia profesional en sí.*

*El estudiante tiene que demostrar su habilidad comunicativa y dar pruebas del uso óptimo de la terminología y de los recursos específicos adquiridos. Por lo cual, se exige una pasantía en una institución turística, la cual constituye para el estudiante una oportunidad para aprender y afrontar el mercado laboral, poner en práctica sus conocimientos y destacar sus logros profesionales. Este paso es decisivo en la orientación del estudiante y en la contemplación de su futura carrera profesional.*

*Los resultados de la pasantía se traducen en la elaboración de un informe que ha de testimoniar del buen aprendizaje de los recursos, el dominio de la terminología apropiada y la adecuación de la misma a los contextos de uso en el mercado laboral.*

*Asimismo, el interés manifestado por los aprendices y el afán de perfeccionar la metodología y el proceso de enseñanza/aprendizaje anima al docente a buscar cada vez más la eficacia en la transmisión del saber, y le exige una autoevaluación tanto en las prácticas docentes como en el alcance de su enseñanza por los estudiantes. Asimismo, la interacción con los estudiantes y el empeño en satisfacer sus necesidades u hacer que logre sus expectativas resulta esencial para que se pudiese ir adaptando en ciertos casos el contenido a nuestras propias preferencias, expectativas y objetivos como docentes.*

### **Conclusión**

*La terminología y los recursos específicos son fundamentales en la docencia que implica un proceso de enseñanza/aprendizaje del conocimiento especializado. Por un lado, garantiza la adquisición de la capacidad cognitiva y, por otro, potencia la transferencia del mismo con la precisión obligada de toda comunicación entre los miembros de una comunidad profesional. Para alcanzar el objetivo deseado, o sea la comprensión óptima de la estructura cognitiva de un texto y el funcionamiento de la terminología en él, la enseñanza ha de ser orientada hacia el análisis de las relaciones conceptuales existentes entre*

los términos, los aspectos morfológicos, sintácticos y combinatorios tanto del texto en general como en las unidades terminológicas. Los términos han de ser estudiados en sus contextos de uso y en situaciones comunicativas determinadas y no de manera aislada.

La enseñanza del español como lengua extranjera y como lengua de especialidad es un doble reto. Para acertarlo, el proceso requiere del docente el empeño en la transmisión de los fundamentos léxicos, semánticos y morfosintácticos del lenguaje común de un lado, y de otro lado, un esfuerzo en la búsqueda terminológica que reposa esencialmente en la selección de la documentación especializada del tema, para garantizar el óptimo aprendizaje del lenguaje especializado y su buen uso en circunstancias profesionales diversas.

Aportar a los estudiantes la terminología y la fraseología relacionadas con el sector turístico, poner a su disposición una selección de los géneros textuales pertinentes (corpus de textos reales y acceso a los glosarios y diccionarios, etc.), considerarlos como actores de su propio aprendizaje priorizando su implicación interactiva en el ejercicio docente mediante tareas y prácticas individuales (comentarios, presentaciones) y en grupo (simulaciones, diálogos, debates), son todas acciones que permiten a los estudiantes mejorar sus destrezas lingüísticas y, por lo tanto, sus capacidades comunicativas, aseguran asimismo su familiarización con la terminología y les incitan a profundizar en las relaciones semánticas y demás aspectos del lenguaje especializado.

## **Bibliografía**

- CABRÉ, María Teresa, *La terminología. Teoría, metodología, aplicaciones*, Barcelona: Editorial Antártida/Empúries, 1993.
- DURÁN MUÑOZ, Isabel, "Aspectos pragmático-lingüísticos del discurso del turismo de aventura: estudio de un caso", en *Revista Normas*, N.º 4, 2014, 49-69. URL: <http://www.uv.es/normas> Open Journal Systems: <http://ojs.uv.es/index.php/normas/index>
- SAGER, J.C.; DUNGWORTH, D.; MCDONALD, P.F., *English Special Languages : Principles and Practice in Science and Technology*, Wiesbaden, Oscar Brandstetter, 1980.

## *Disposición e indisposición del alumnado marroquí hacia el aprendizaje del español como lengua extranjera*

*-la región de Rabat-Salé-Kenitra-*

*Willingness and unwillingness of Moroccan students towards learning Spanish as a foreign language*

*-the Rabat-Salé-Kenitra region-*

*Abdelaaaziz FERHAOUI*

*Afiliación: facultad de letras y ciencias humanas, Ain Chok, universidad Hasan II, Casablanca.*

*Tlfo:+21 261 87 28865*

*e-mail:perfeccionar1@gmail.com*

### **Resumen**

*El presente estudio analiza la disposición e indisposición del alumnado en marroquí en la región Rabat-Salé-Kenitra hacia el aprendizaje del español como lengua extranjera. Su objetivo es comprender las razones detrás de esta disposición e indisposición, utilizando una metodología mixta que combina enfoques cualitativos y cuantitativos. Los resultados revelan una actitud generalmente muy positiva hacia el español, destacando su relevancia en áreas como el turismo y el comercio, así como un alto interés en la cultura hispanohablante. Sin embargo, se identifican barreras, como la falta de recursos y oportunidades para practicar fuera del entorno educativo; y la influencia de expectativas familiares y laborales en la elección de otras lenguas prioritarias, como el inglés. En conclusión, se destaca la importancia de abordar estas barreras y promover el español como una opción valiosa para el alumnado en la región, mediante estrategias adaptadas a sus necesidades y contextos específicos.*

**Palabras-clave:** *Disposición e indisposición del alumnado; español como lengua extranjera; barreras; promoción del español*

### **Abstract**

*This study analyses the willingness and unwillingness of students in the Rabat-Salé-Kenitra region of Morocco to learn Spanish as a foreign language. It aims to understand the reasons behind this willingness and unwillingness, using a mixed methodology combining*

qualitative and quantitative approaches. The results reveal a generally very positive attitude towards Spanish, highlighting its relevance in areas such as tourism and commerce, as well as a high interest in Spanish-speaking culture. However, barriers are identified, such as the lack of resources and opportunities to practice outside the educational environment; and the influence of family and work expectations in the choice of other priority languages, such as English. In conclusion, the importance of addressing these barriers and promoting Spanish as a valuable option for learners in the region through strategies adapted to their specific needs and contexts is highlighted.

**Keywords:** Student willingness and unwillingness; Spanish as a foreign language; barriers; Spanish promotion

### **Introducción**

La lengua española como lengua extranjera ha adquirido su importancia en Marruecos por diversos aspectos históricos, culturales y también económicos. De acuerdo con los datos recogidos recientemente, un gran porcentaje de exportaciones en Marruecos llega a los países de Europa, y cabe destacar, también, que España, desde la lista de países, colabora comercialmente con Marruecos (CEOE, 22 mayo 2023, url), lo que pone de relieve la importancia del uso del español en el contexto económico y comercial. Además, en Marruecos se encuentra una parte de la población hablante de español, y, de hecho, es bastante grande, p. e.j., en el norte y en el sur, donde se estima que alrededor de un millón de personas tienen el español como lengua materna o segunda lengua (García González, Belkacim, & Boutakka, 2021, URL). Esta realidad demográfica refuerza la necesidad de que los marroquíes adquieran competencias en español para aprovechar las oportunidades laborales y de negocios tanto a nivel nacional como internacional. Asimismo, el español se ha convertido en un puente cultural entre Marruecos y los países de habla hispana, facilitando la cooperación en áreas como el turismo, la educación y la cultura. En este contexto, comprender la importancia del aprendizaje del español para los alumnos marroquíes, especialmente en regiones como Rabat-Salé-Kenitra, es fundamental para diseñar programas educativos efectivos y promover la competencia lingüística en español.

Por lo tanto, la investigación sobre la falta de disposición y disposición del alumnado marroquí a aprender español se presenta como un campo de estudio vital y complejo. En primer lugar, el español es una de las lenguas globales más ampliamente habladas con más de 500 millones de hablantes nativos, y se considera especialmente influyente en una serie de áreas económicas, culturales y políticas a nivel mundial. Segundo, dadas la historia y la proximidad geográfica de Marruecos, junto con las relaciones diplomáti-

cas y comerciales con los países hispanohablantes, el país está directamente afectado por el español. Además, el español es también una herramienta crítica para el avance económico y profesional de los marroquíes: les da acceso a oportunidades laborales en la economía local y a nivel internacional. En una economía global, el dominio del español es una ventaja competitiva en áreas tales como el turismo, la economía, el comercio y la diplomacia. Esto facilita a los marroquíes la integración en el mercado laboral global y abrir fronteras. Por lo tanto, también es importante comprender la disposición de los alumnos marroquíes a aprender español para desarrollar un enfoque pedagógico eficaz e identificar sus motivaciones, actitudes y desafíos percibidos. Los docentes pueden adaptar métodos de enseñanza y materiales didácticos para satisfacer las necesidades específicas de los alumnos, promoviendo así un entorno de aprendizaje inclusivo y motivador.

Como puede verse, la investigación sobre la disposición e indisposición del alumnado marroquí hacia el español es crucial para garantizar que se maximicen el desarrollo personal, profesional y académico, así como la colaboración cultural y comercial entre Marruecos y el mundo hispanohablante.

El presente artículo tiene como objetivo principal investigar la disposición e indisposición del alumnado de la región Rabat-Salé-Kenitra hacia el aprendizaje del español como lengua extranjera. Para lograr este objetivo general, se plantean los siguientes objetivos específicos, con el propósito de obtener una comprensión profunda de la disposición del alumnado de la región Rabat-Salé-Kenitra hacia el español, así como identificar áreas de mejora en los programas educativos de enseñanza de idiomas extranjeros en la región:

1. Analizar las motivaciones que impulsan al alumnado de la región Rabat-Salé-Kenitra a aprender español como lengua extranjera.
2. Evaluar las actitudes de los alumnos hacia el español, incluyendo su percepción de la utilidad y relevancia del idioma.
3. Investigar las creencias y experiencias previas del alumnado en relación con el aprendizaje del español y su influencia en su disposición hacia el idioma.
4. Identificar las posibles barreras o desafíos que enfrentan los alumnos de la región Rabat-Salé-Kenitra en su proceso de aprendizaje del español.
5. Proporcionar recomendaciones para mejorar la enseñanza y el aprendizaje del español en la región Rabat-Salé-Kenitra, con el fin de fomentar una disposición más favorable hacia el idioma entre los alumnos.

## **Marco teórico:**

*La revisión de la literatura existente sobre el aprendizaje de idiomas y la disposición del alumnado hacia la lengua extranjera es fundamental para contextualizar y fundamentar el presente estudio. Se ha realizado una exhaustiva búsqueda de investigaciones previas que aborden estos temas, centrándose en estudios relevantes que proporcionen una visión amplia y actualizada del campo. A continuación, se presentan algunos de los principales hallazgos y tendencias identificados en la literatura revisada:*

### **1. Motivación y actitud hacia el aprendizaje de idiomas:**

*Numerosos estudios han demostrado que la motivación y la actitud desempeñan un papel crucial en el proceso de aprendizaje de idiomas (Gardner, 1968, págs. 141-142)*

### **2. Influencia de factores individuales y contextuales:**

*La disposición del alumnado hacia el aprendizaje de idiomas está influenciada por una variedad de factores, incluyendo variables individuales tales como la motivación, actitudes, aptitud lingüística, experiencias previas y rasgos de personalidad, así como por factores contextuales como el entorno educativo y el apoyo social. (Kramsch, 2002, págs. 17, 57, 81, 108).*

### **3. Importancia de la percepción de utilidad y relevancia:**

*Los alumnos muestran una disposición más favorable hacia el aprendizaje de un idioma cuando perciben que es útil y relevante para sus objetivos personales, académicos o profesionales (Dörnyei, 2001, págs. 61-63, 82, 101).*

### **4. Influencia de la exposición previa y la experiencia:**

*La disposición del alumnado hacia un idioma extranjero también puede estar influenciada por su exposición previa al idioma y sus experiencias anteriores de aprendizaje (Cook, 2008, págs. 8, 188).*

### **5. Barreras y desafíos en el aprendizaje de idiomas:**

*Los alumnos pueden enfrentar una variedad de barreras y desafíos en su proceso de aprendizaje de idiomas, que van desde dificultades lingüísticas y culturales hasta problemas de motivación y autoconfianza (Cesteros, 1990, p. 149)*

*Al compilar y analizar la literatura existente sobre estos temas, se busca proporcionar un marco teórico sólido para el estudio actual sobre la disposición del alumnado hacia el aprendizaje del español como lengua extranjera. Esto permitirá identificar tendencias,*

determinar áreas de interés y establecer conexiones relevantes entre la teoría y la práctica en el campo del aprendizaje de idiomas.

### **Marco conceptual:**

*El marco conceptual sobre la disposición e indisposición hacia el español como lengua extranjera se fundamenta en una serie de conceptos y teorías que ayudan a comprender los factores que influyen en la actitud y disposición de los alumnos hacia el aprendizaje de esta lengua. A continuación, se presenta un resumen de algunos de los aspectos clave de este marco conceptual:*

**1. Motivación intrínseca y extrínseca:** *La motivación juega un papel fundamental en el proceso de aprendizaje de idiomas. La motivación intrínseca se refiere al interés y la satisfacción personal derivados del propio acto de aprender el idioma, mientras que la motivación extrínseca está relacionada con factores externos como recompensas tangibles o presiones sociales (Deci & Ryan, 1985. Págs.245-248).*

**2. Actitudes hacia el idioma:** *Las actitudes se refieren a los sentimientos positivos o negativos que los estudiantes tienen hacia el español como lengua extranjera. Las actitudes pueden estar influenciadas por experiencias previas, percepciones de utilidad y relevancia del idioma, así como por factores socioculturales y contextuales (Horwitz, E., Horwitz, M., & Cope, 1986, Págs.130,132).*

**3. Autoeficacia y creencias:** *La autoeficacia se refiere a la creencia de los alumnos en su capacidad para aprender y utilizar el español de manera efectiva. Las creencias sobre el propio aprendizaje, así como las creencias sobre el idioma y su dificultad, también pueden influir en la disposición de los estudiantes hacia el español (Bandura, 1977, p.117).*

**4. Exposición y experiencia previa:** *La exposición previa al español y las experiencias anteriores de aprendizaje del idioma pueden tener un impacto significativo en la disposición de los estudiantes hacia el español. La familiaridad con el idioma y la cultura hispanohablante pueden influir en las actitudes y motivaciones de los alumnos (Gardner, 1985, Págs. 10,30,31,43).*

*Este marco conceptual proporciona una base teórica sólida para comprender y analizar la disposición e indisposición del alumnado hacia el español como lengua extranjera, y guiar el diseño de estrategias efectivas para promover el aprendizaje y el uso exitoso del idioma.*

## **Metodología:**

*Para esta investigación se utilizó un enfoque mixto que combinó métodos cuantitativos y cualitativos. Se diseñó un cuestionario estructurado para recopilar datos sobre la disposición de los alumnos marroquíes hacia el español, abarcando aspectos como motivación, interés y percepción de utilidad del idioma. Además, se realizaron entrevistas semiestructuradas para explorar en detalle las actitudes y percepciones de los participantes.*

*El estudio constó de dos fases: una cuantitativa y otra cualitativa. En la fase cuantitativa, se administró el cuestionario a 200 alumnos marroquíes de secundaria seleccionados aleatoriamente de centros educativos en la región de Rabat-sale-Kenitra. En la fase cualitativa, se seleccionaron 20 participantes de la muestra cuantitativa para las entrevistas, empleando un muestreo intencional para garantizar representatividad.*

*Los instrumentos de recolección de datos incluyeron un cuestionario con preguntas de opción múltiple para la fase cuantitativa y entrevistas semiestructuradas con preguntas abiertas para la fase cualitativa. Este enfoque mixto permitió capturar tanto la amplitud como la profundidad de las actitudes hacia el español, proporcionando una comprensión completa y matizada del fenómeno estudiado.*

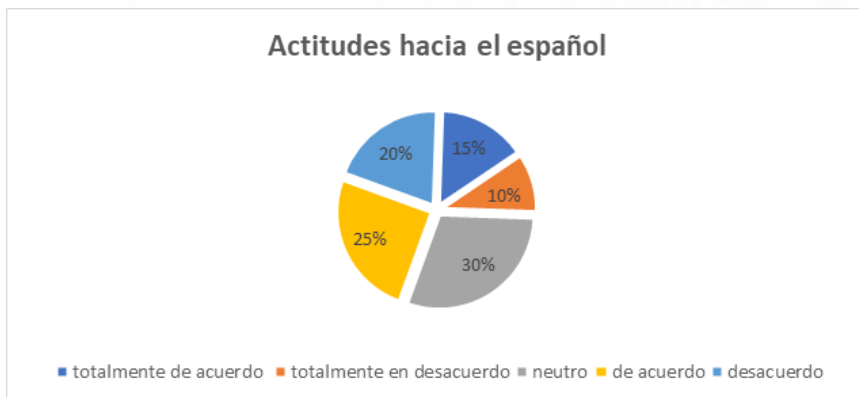
## **Resultados y discusión:**

*Los resultados de este estudio revelan los factores que influyen en la disposición e indisposición del alumnado de la región de Rabat-Salé-Kenitra hacia el aprendizaje del español como lengua extranjera:*

### **1. Actitudes hacia el español:**

- *La mayoría de los encuestados muestran cierto grado de acuerdo en cuanto a su motivación para aprender español, ya sea en un nivel moderado o alto.*
- *Un porcentaje significativo de 30% de los participantes se mantiene neutral en cuanto a su motivación para aprender español, lo que podría indicar una falta de opinión formada o una actitud indiferente hacia el idioma.*
- *Aunque hay una proporción considerable que está de acuerdo o totalmente de acuerdo en que el español es un idioma interesante, una minoría también muestra desacuerdo o total desacuerdo.*

## Actitudes hacia el español



Fuente: elaboración propia a base de los resultados del cuestionario

Los resultados revelan que la mayoría de los estudiantes tienen una actitud muy positiva hacia el español, lo que respalda la teoría de la motivación integrativa de Gardner (1985). Esta teoría sugiere que los estudiantes están más motivados para aprender un idioma cuando tienen una actitud favorable hacia la cultura asociada con ese idioma.

## 2. Motivaciones para aprender español:

Las principales motivaciones para aprender español incluyen intrínsecas, como el interés por la cultura hispanohablante y el deseo de comunicarse con hablantes nativos y la percepción de que el idioma abrirá oportunidades laborales en el futuro y extrínsecas, como la presión familiar o las expectativas sociales.

Motivaciones para aprender español	
	Porcentaje
<b>Motivaciones intrínsecas</b>	<b>75%</b>
Interés por la cultura hispanohablante	30%
Deseo de comunicarse con hablantes nativos	20%
El idioma abrirá oportunidades laborales en el futuro	25%
<b>Motivaciones extrínsecas</b>	<b>25%</b>
Presión familiar	10%
Expectativas sociales	15%

Fuente: elaboración propia a base de los resultados del cuestionario y las entrevistas

Las motivaciones intrínsecas, como el interés por la cultura hispanohablante, se identificaron como factores importantes que impulsan el aprendizaje del español (Deci & Ryan, 2000, p.247). Estos hallazgos están alineados con la teoría de la autodeterminación, que

postula que las motivaciones intrínsecas conducen a un mayor compromiso y éxito en el aprendizaje.

### **3. Experiencias previas y exposición al español:**

Una parte significativa (25%) de los encuestados ha tenido experiencias previas de aprendizaje del español ya sea a través de clases formales o experiencias informales, lo que indica que este no es un idioma completamente nuevo para muchos de ellos.

Pues, se concluye que la exposición previa al español, ya sea a través de clases formales o experiencias informales, se relacionaba positivamente con una disposición más favorable hacia el idioma (Krashen,1981, Págs.40,41 ). Esto respalda la teoría del input, que sugiere que la exposición al lenguaje es fundamental para el desarrollo de la competencia lingüística.

### **4. Barreras y desafíos en el aprendizaje del español:**

-Algunos de los desafíos más comunes incluyen dificultades para comprender la gramática española, recordar el vocabulario, pronunciar correctamente el idioma y encontrar oportunidades para practicar fuera del aula.

-El miedo a cometer errores también se identifica como una barrera significativa para participar activamente en clase.

<i>Barreras y Desafíos en el aprendizaje del español</i>	
<i>Dificultades lingüísticas</i>	40%
<i>Limitaciones en la práctica comunicativa fuera del aula</i>	25%
<i>El miedo a cometer errores</i>	15%
<i>Falta de recursos</i>	20%

Fuente: elaboración propia a base de los resultados del cuestionario y las entrevistas

Se identificaron varias barreras y desafíos que afectan la disposición de los alumnos hacia el español, como las dificultades lingüísticas y la falta de recursos.

### **Recomendaciones para mejorar la disposición hacia el aprendizaje del español:**

Basado en los resultados del estudio, se sugieren estrategias para mejorar la disposición del alumnado hacia el español, como el fomento de experiencias auténticas de aprendizaje, la promoción de la interacción comunicativa y la integración de recursos

multimedia en el aula. Estas recomendaciones están respaldadas por la teoría del aprendizaje experiencial y la importancia del contexto en el aprendizaje de lenguas extranjeras de (Dewey, 1998, Págs.21,28.), también se destaca la importancia de abordar las barreras y desafíos identificados para crear un entorno de aprendizaje más inclusivo y efectivo para todos los alumnos.

### **Conclusiones:**

La siguiente contribución a las actitudes hacia el aprendizaje del español como lengua extranjera por parte de los alumnos de Rabat-Salé-Kenitra cautivos y no cautivos ofrece perspectivas valiosas para crear enfoques pedagógicos y fomentar la diversidad lingüística en el contexto marroquí. Aunque las actitudes parecen versarse hacia los aspectos positivos, incluyendo la relevancia lingüística y cultural del español para el mercado laboral y para los intereses individuales, se destacaron varios desafíos. Los alumnos expresan la percepción recurrente de que la falta de recursos y la oportunidad de practicar el habla afectan el atractivo de aprender la lengua, también la influencia de las expectativas familiares y sociales en la elección de otras lenguas extranjeras, como el inglés.

En conclusión, se recomienda que las instituciones educativas y las autoridades pertinentes implementen estrategias específicas para abordar estas barreras. Esto podría incluir la expansión de programas extracurriculares que fomenten la práctica del español, el desarrollo de materiales didácticos adaptados a las necesidades locales y la sensibilización sobre las oportunidades profesionales y culturales que ofrece el dominio del español. Además, se sugiere una mayor colaboración con la comunidad hispanohablante local para enriquecer la experiencia de aprendizaje y promover una comprensión más profunda de la lengua y la cultura españolas. En última instancia, estas medidas contribuirán a posicionar al español como una opción atractiva y valiosa para el alumnado en la región Rabat-Salé-Kenitra, fortaleciendo así la diversidad lingüística y el desarrollo integral de los alumnos en Marruecos.

### **Fuentes**

- Bandura, A. (1977). *Self-efficacy: Toward a unifying theory of behavioral change*. *Psychological Review*, 84(2), 191-215. Recuperado el 8 de marzo de 2024 de <https://educationalinnovation.sydney.edu.au/news/pdfs/Bandura%201977.pdf>.
- Cesteros, S. P. (1990). *Aprendizaje de segundas lenguas: Lingüística aplicada a la enseñanza de idiomas*. Universidad de Alicante. *Digitalia - Scripta Humanistica*.
- Cook, V. (2008). *Second Language Learning and Language Teaching*. London: Hodder Education, an Hachette UK Company.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in*

*Human Behavior*. EE. UU.: Springer.

- Deci, E. L., & Ryan, R. M. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behaviour. *Psychological Inquiry*. Recuperado el 10 de marzo de 2024 de [https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01).
- Dewey, J. (1997). *Experience and Education*. Nueva York: Kappa Delta Pi.
- Doiz, A., Lasagabaster, D., & Sierra, J. M. (2011). *Multilingualism and English-Medium Instruction: A Challenge and an Opportunity*. Bristol, England: Multilingual Matters.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
- Gardner, R. C. (1968). Attitudes and Motivation: Their Role in Second-Language Acquisition. *TESOL Quarterly*, 2(3), 141-150. Recuperado el 12 de marzo de 2024 de <http://www.jstor.org/stable/3585571>.
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.
- García González, M. J., Belkacim, L., & Boutakka, H. *El español en Marruecos*. Recuperado de [https://cvc.cervantes.es/lengua/anuario/anuario\\_21/africa/marruecos.htm](https://cvc.cervantes.es/lengua/anuario/anuario_21/africa/marruecos.htm).
- Gilabert Tabernero, A. *La integración del alumnado marroquí en el sistema educativo español*. Recuperado el 17 de marzo de 2024 de <https://ebuah.uah.es/dspace/handle/10017/41576>.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132. Recuperado 20 de marzo de 2024 de <https://doi.org/10.2307/327317>.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall.
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. Pergamon Press Inc.
- Loscos Ramos, T. *Enseñanza de EL2 en un aula atal: Propuesta didáctica para alumnado marroquí de primaria*. Recuperado el 17 de marzo de 2024 de <https://riubu.ubu.es/handle/10259/7758>.
- CEOE. (2023). *Marruecos, nuestro socio comercial más destacado en el norte de África*. Recuperado el 7 de marzo de 2024 de <https://www.ceoe.es/es/ceoe-news/internacional/marruecos-nuestro-socio-comercial-mas-destacado-en-el-norte-de-africa>.

## *El papel de la traducción del Corán en la construcción de la imagen del otro: caso de la mujer musulmana*

Fatimaezzahra KAS<sup>(1)</sup>

فاطمة اللزهراء الكاس

### ملخص

نسعى من خلال هذا البحث إلى فهم كيف أن سوء ترجمة القرآن الكريم وجهل الثقافة الإسلامية يساهمان في تفشي مختلف التحيزات والقوالب النمطية ضد النساء المسلمات، وهو الأمر الذي أدى إلى بروز ما يسمى بالإسلاموفوبيا على أساس النوع الاجتماعي. علاوة على ذلك، نعتزم الخوض في كيفية تأثير هذه الكليشيهات على التصورات الاجتماعية، وذلك بغرض فهم دورها في ترسيخ خطاب معين

### RESUMEN

*Este artículo busca comprender cómo la mala traducción del sagrado Corán junto al desconocimiento de la cultura islámica contribuye a la propagación de diversos prejuicios y estereotipos contra las mujeres creando lo denominado islamofobia de género. Además, pretendemos explotar y qué manera estos clichés afectan las percepciones sociales con el objetivo de comprender mejor su impacto en la construcción de una determinada narrativa.*

**PALABRAS CLAVES:** *Corán. Traducción. Interculturalidad. Mujer musulmana. Islamofobia de género*

### ABSTRACT

*This article is part of a broader research for a doctoral thesis that seeks to understand how the mistranslation of the Holy Qur'an, together with the lack of knowledge of Islamic culture, facilitates the assimilation of all kinds of prejudices and stereotypes, creating the so-called gender Islamophobia. bearing in mind that the translation or interpretation of reference texts of a community or culture constitute the explanatory framework of the present day.*

**KEYWORDS :** *Qur'an. Translation. Interculturality. Muslim woman. Gender Islam-*

---

1 - Fatima ezzahra KAS. UNIVERSITE HASSAN II. FACULTÉ DES LETTRES ET SCIENCES HUMAINES AIN CHOCK. Tel: 003461 345713. kasfatimaezzahra@gmail.com

## 1. Introducción

*Descubrir el mundo, aunque a través de las traducciones, significa descubrir al Otro, y ese mismo descubrimiento está marcado por un profundo interés y curiosidad intelectual y simboliza el proceso que garantiza preservar la identidad cultural, con lo cual traducción y cultura están muy relacionadas, ya que la cultura es el origen de la lengua. En el siguiente artículo vamos a ver como se transmite en español el estatus de la mujer musulmana y de esta manera se identifican estereotipos y prejuicios que están detrás de la discriminación hacia la mujer.*

*Ahora bien, la conversación en relación a las mujeres musulmanas en España suele girar en torno al uso del velo (hiyab), maltrato, participación política o subordinación. De alguna manera la vida de las mujeres musulmanas es designada por su religión y está en el punto de mira, bajo lupa constante, de cómo el islam influye en sus condiciones de vida. Y como mujer magrebí, musulmana que soy, el hecho de que todavía campen por sus respetos en la opinión pública, los medios de comunicación e incluso la comunidad científica social de España sorprendentes tópicos acerca de la situación de las mujeres árabo-musulmanas o magrebíes, me hizo ver la necesidad de enfocar la situación desde un punto de vista traductológico para examinar de qué forma se transmite a la sociedad española la verdadera imagen de la mujer musulmana en el Corán y precisamente este es el motivo por el cual se ha realizado un análisis de una muestra determinada de versículos para presentar algunas respuestas a esos falsos conceptos que se han publicado sobre la condición y los derechos de la mujer en el islam y que han propagado en todo el mundo occidental para difamar al Islam.*

*El marco de referencia teórico-conceptual de esta investigación es la Escuela de la Manipulación, porque como apunta Theo Hermans (1985), la traducción no es solo un género literario derivado de otro, sino una herramienta en manos de editoriales, instituciones, sistemas educativos y hasta Estados y Gobiernos para manipular ciertas sociedades con tal de construir el tipo de cultura que mejor les conviene. De ahí que se parte de la hipótesis de que muchos de los prejuicios que hoy perviven sobre el islam y sus seguidores provienen de las primeras traducciones que se realizaron del Corán al latín, cuyas sombras se han extendido a las posteriores traducciones de dicho texto en lenguas romances. Para ello, se sigue un método descriptivo-analítico y contrastivo de las traducciones objeto de análisis en esta investigación.*

*El trabajo de Abdunur Pedraza realizado en el año 2015 ha sido fundamental en esta investigación a la hora de la elección del corpus. Se trata de un estudio y catálogo que*

*divide las traducciones del Corán al español en cinco categorías esenciales. Del corpus de esta investigación, la primera categoría abarca las traducciones de Bergua, Ortiz de la Puebla, García Bravo (1907) cuya traducción forma parte de nuestro corpus de trabajo y J.C.P. R. A estas les pone la etiqueta de "traducciones que falsean el Corán para desacreditar al islam". Entre las de la segunda categoría, abarca traducciones "erradas por desconocimiento del islam" en esta categoría hemos elegido la de Cortés (2005). En cuarta categoría dedicada a "traducciones aceptables, hechas con conocimiento del idioma árabe y del islam" destaca la traducción de Abdel Ghani Melara Navío, por último, viene la categoría "traducciones que se distinguen por su fidelidad al mensaje coránico y su calidad en lengua española" en la cual hemos optado por la traducción de Isa García.*

## **2. La mujer musulmana en el imaginario colectivo occidental**

*En las sociedades occidentales la imagen de la mujer musulmana en muchas ocasiones está cargada de estereotipos, juicios calificativos que se basan en datos insuficientes y que tienden a generalizarse a todo un grupo de pertenencia. Las mujeres musulmanas se encuentran enfrentadas a un dilema bidimensional en su lucha por sus derechos. Por una parte, los mitos occidentales y, por otra, las realidades sociales.*

*Sumisa. Ladrona. Extranjera. Vaga. Terrorista. Vives de ayudas. Estás sometida a tu padre. Mientes. Fuera de aquí. Estos son algunos de los comentarios con los que han crecido las minorías religiosas, los inmigrantes, los hijos de inmigrantes y las personas racializadas en España. crecen en un entorno enfadado con la prensa, con la televisión, con la ficción y en general con el periodismo.*

*La situación de discriminación que viven muchas mujeres en regiones del mundo árabo-musulmán suele achacarse a la religión, concretamente al islam Incluso, a veces, la liberación de la mujer musulmana, desde un discurso etnocentrista, la asociamos al acto simplista de quitarse el velo, sin conocer realmente el significado o los significados que éste pueda tener para la mujer y el uso que de él esté haciendo. De hecho, las occidentales poseen una concepción estereotipada de las musulmanas y éstas, a su vez, de las occidentales. Esto se debe en gran medida al desconocimiento del contexto cultural, social y religioso en el que ambas se mueven.*

*Son los medios de comunicación primordialmente los que construyen la imagen del "otro" cargada de connotaciones negativas y peyorativas, y, a lo sumo, presentada como una amenaza. sigues propagando la supuesta idea de que el islam es una religión machista que cultiva la violencia y promueve el terrorismo. Y no cabe lugar a dudas que el origen de este movimiento está profundamente enraizado en el pasado y una de las fuentes más importantes de difusión de gran cantidad de ideas erróneas sobre dicha religión*

se remonta a las primeras traducciones del Corán en lenguas occidentales.

Navarro (2012) habla de tres representaciones dominantes a la hora de hablar de la mujer musulmana por parte de los medios: pasividad, victimización y velo. Al referirse a la pasividad se refiere a una mujer musulmana que representa una cultura concreta relacionada con el islam y que ocupa el papel de observadora que no participa en la comunidad en la que vive (Navarro, 2012, p. 146).

La representación de la mujer musulmana como víctima es una lectura habitual entre diferentes autores. Esta no es una imagen presente solo en España, en general las mujeres musulmanas aparecen en los medios occidentales como “víctimas, involucradas en incidentes o procedimientos judiciales” (Seta, 2016, p. 13). Además, también se presenta como víctima de su propia cultura (Navarro, 2012), y del islam, religión considerada machista. Asimismo, se convierten en las protagonistas de las noticias que tratan conflictos en los que ellas se convierten en la principal víctima; es el caso de temas como la lapidación, la poligamia, etc. (Navarro, 2012). La autora también hace referencia a que estas noticias no explican “los factores políticos, económicos y educativos que alimentan estas prácticas”, más bien señalan al islam como responsable de la situación que atraviesan estas mujeres (Navarro, 2012, p. 147).

### **3. El islam es una religión machista y opresora de la mujer**

Una de las imágenes que circulan por Occidente sobre el islam y los musulmanes es aquella relacionada con la relación hombre-mujer en el islam. Se concibe el islam como una religión machista y opresora de la mujer. Numerosos medios representan al islam como una religión que invita a la poligamia (instaurándola como la norma, no la excepción), al maltrato de la mujer y a la violación de sus derechos. Kumar (2012:31) apunta a que Occidente ve solo en el islam la clave para entender las sociedades de mayoría musulmana. En este sentido, si la mujer está siendo oprimida es debido a las enseñanzas del Corán. Esta imagen tiene su razón de ser en las traducciones que se hicieron de los textos coránicos referentes a esta relación.

En su investigación sobre la imagen del otro árabe-musulmán en la prensa española, El-Madkuri (2009: 249-250) concluye que, en los medios de comunicación, los musulmanes se presentan como agresivos y violentos por el mero hecho de ser musulmanes. Es decir, su religión les condiciona a serlo. Por ello, cada vez que se hable de ellos en la prensa, aparecen manifiestamente palabras y expresiones que remiten, de un modo u otro, al Corán y/o a la Sharía.

Y quizás uno de los versículos favoritos de aquellos que quieren demostrar que el islam es una religión violenta y discriminatoria hacia las mujeres es este famoso versícu-

lo 4:34 del capítulo 4 “las mujeres” pues ha dado pie a suficientes malentendidos que recientemente hemos tenido ocasión de leer y estudiar. Como buen ejemplo veamos el artículo publicado por el periódico ABC internacional bajo título ¿Por qué permite el islam pegar a las esposas? , para más aclaración veremos a continuación un extracto de dicho artículo donde el periodista explica el versículo de una forma exagerada utilizando una terminología que no aclara el mensaje divino:

“En el capítulo del Corán dedicado a las mujeres, se afirma de modo expreso la obediencia de la esposa al marido -por expresa voluntad de Alá- y el derecho del esposo a golpear a su mujer.”

Estos críticos están bien ayudados por la incompetencia de muchos traductores que siguen traduciendo este versículo de una manera que ni siquiera es solamente injusta hacia las mujeres, pero también un insulto y una blasfemia al propio Libro de Dios Se trata de un versículo altamente significativo respecto a las relaciones masculino-femeninas y el derecho familiar. A continuación, veremos cómo ha sido traducido el versículo objeto de nuestro análisis por los cuatro traductores:

الرِّجَالُ قَوَّامُونَ عَلَى النِّسَاءِ بِمَا فَضَّلَ اللَّهُ بَعْضَهُمْ عَلَى بَعْضٍ وَبِمَا أَنْفَقُوا مِنْ أَمْوَالِهِمْ  
فَالصَّالِحَاتُ قَانِتَاتٌ حَافِظَاتٌ لِّلْغَيْبِ بِمَا حَفِظَ اللَّهُ وَاللَّاتِي تَخَافُونَ نُشُوزَهُنَّ فَعِظُوهُنَّ  
وَاهْجُرُوهُنَّ فِي الْمَضَاجِعِ وَاضْرِبُوهُنَّ فَإِن أَطَعْتَكُمْ فَلَ تَجْعُوا عَلَيْهِنَّ سَبِيلًا إِنَّ اللَّهَ كَانَ عَلِيمًا  
كَبِيرًا

Empezamos nuestro análisis con la traducción de uno de los traductores que gustan de alimentar la falsa imagen del islam como religión “opresora de la mujer,” se trata de la traducción hecha en principios del siglo XX precisamente en 1907 por García Bravo, versículo 4:34 (4:38 en esta traducción):

Es menester señalar que en pragmática y como hemos visto en apartados anteriores se ha establecido la norma de que para comprender bien un texto hay que tener presente su contexto. Del mismo modo, en Traducción, Bassnett y Lefevere (1998) señalan la importancia que tiene el contexto cultural e histórico.

En este sentido, se puede decir que las traducciones anteriores al siglo XX, sobre todo las latinas, se han realizado bajo ciertos condicionantes teológicos que las caracterizaron de forma muy marcada. Estos condicionamientos influyeron tanto en el proceso de traducción como en el resultado. De Epalza (2002) señala que, al contrario de la buena calidad de las traducciones recientes, producidas en un contexto ideológico de apertura a los valores religiosos de otras naciones y del creciente interés por el Corán, las traducciones latinas se desarrollaron en un ambiente hostil hacia el islam y poco favorable al entendimiento entre los seguidores de ambas fes. En el Medioevo dominaba, según el ilustre

arabista, la mentalidad tradicional de “polémica cristiana anti-musulmana”. Por su parte, Roser Nebot (2010) habla del rechazo de las clases dirigentes en Europa, de la Iglesia y de los Estados en aquel momento histórico al islam como matriz cultural. Además, las convenciones sociales de la época se sobreponían y oscurecían las realidades naturales; lo que la gente creía que era la verdad llegaba a ser mucho más arraigado que la propia verdad.

En el versículo objeto de nuestro análisis García Bravo, opto por una traducción que no se desvía de la percepción tradicional de interpretación del verso, pero se caracteriza por una expresión que fluctúa entre simplicidad y exageración por la traducción de la palabra «قوامون» por superiores que se refiere a una jerarquía imperativa fundamental que no aborda el tema de la responsabilidad necesaria por el concepto. El enfoque adoptado por el traductor es evidente en el caso de la segunda palabra “واضربوهن”, que tradujo como “las azotaréis”, que según el DRAE significa:

1. Dar azotes a alguien.
2. Dar golpes con la cola o con las alas.
3. Cortar el aire violentamente.
4. Golpear algo o dar repetida y violentamente contra ello. El mar azota los peñascos.
5. Producir daños o destrozos de gran importancia. El hambre azotó el país.
- 6.. pagar (|| dar lo que se debe).
- 7.. caer (|| moverse de arriba abajo).
8. Exagerar al hablar.

Notamos claramente que los cinco primeros significados van en el sentido de exageración e incluso inexactitud. De la acción de distanciarse de alguien a la de azotarle hay un largo trecho, tanto semántico-pragmático como teológico doctrinal.

Cabe destacarse también que los dos adjetivos, obedientes y sumisas dan una imagen de sumisión, por la fuerza, de la mujer árabe ante su esposo, idea muy arraigada en el imaginario occidental. Dios no afirma en este versículo que el hombre sea superior a la mujer, lo que realmente dice es que el hombre tiene la responsabilidad de velar por la mujer, proveer para ella, brindarle amor, vestido, techo, alimentación, y la mujer debe respetar las decisiones de su hombre.

La causa de la revelación de este versículo es muy conocida: un hombre dio una cachetada a su esposa y la esposa se fue a quejar al Profeta del Islam, que era furioso contra el hombre y que quiso aplicar la ley del talión sobre el marido. O sea que la mujer devuelve

el golpe a su marido en público. La revelación de este versículo vino para indicar que no era el camino hacia la reconciliación, ya que la reconciliación y la paz entre miembros de una misma familia es uno de las metas de la ley islámica. Pero no vino de ninguna manera a justificar el acto de violencia entre esposos. El Profeta ha repetido en muchas ocasiones y en muchas narraciones auténticas “¡No golpeen a sus esposas!”. En todo caso, es totalmente, ilícito, dañar físicamente o moralmente a su pareja. Sin tomar estos elementos cruciales en cuenta a la hora de traducir el Corán, eso es lo que dice la “traducción” del versículo (o mejor dicho falsificación) la más difundida es la de Julio Cortés:

“Los hombres tienen autoridad sobre las mujeres en virtud de la preferencia que Dios ha dado a unos más que a otros y de los bienes que gastan. Las mujeres virtuosas son devotas y cuidan, en ausencia de sus maridos, de lo que Dios manda que cuiden. ¡Amonestad a aquellas de quienes temáis que se rebelen, dejadlas solas en el lecho, pegadles! Si os obedecen, no os metáis más con ellas. Dios es excelso, grande.”

Como los traductores son hijos de las circunstancias en que nacen y viven, Martínez Gázquez (2005) subraya el papel de las ideas preestablecidas y los propios prejuicios del traductor ante el Corán y el hecho de concebir la religión musulmana como enemiga del cristianismo. Estos prejuicios y preconcepciones, según Roser Nebot (2010), hacían que los traductores leían el Corán no para entenderlo y conocerlo sino para tan solo traducirlo sin parar en su verdadera realidad lingüística árabe. Y no cabe la menor duda de que traducir sin entender daría resultados nefastos. Roser Nebot va más allá y cree que el verdadero problema “no reside en la existencia de una hipótesis de partida” a la hora de traducir el Corán sino en “la inflexibilidad de la hipótesis que actúa de horma en la que hay que encajar los datos y circunstancias de la traducción”. Afirma que:

“Existe una ceguera lingüística o un extravío traductivo o traductológico. En este tipo de trastorno, el traductor no lee lo que está en el texto de partida, sino lo que en su mente quiere que se diga en ese texto. Quizás el quid de la cuestión resida en que el aprendizaje orientalista induce a traducir de una forma determinada los textos islámicos, desde los tiempos de Pedro el Venerable, al insertarse, con conciencia de ello o no, en una empresa de militancia religiosa.”

En este caso, el sentido real es el contrario: “¿No te sorprende que quienes recibieron parte del Libro [judíos y cristianos] rechazan juzgar sus asuntos según el Libro de Dios?” (Isa García, Corán, 2013, p. 3). Este tipo de errores desencadena malentendidos y desemboca en una mala interpretación del Corán. Se reproduce, con tal de comprobarlo, Julio Cortés traduce la palabra «قوامون» por tienen autoridad, es decir, que tradujo una palabra con una frase y proporcionó autoridad sobre el cuidado o la responsabilidad. Mientas, aquí el vocablo “قائم” significa aquel que es encargado o responsable del le-

vantamiento para realizar un asunto de otra persona, y el vocablo “قوام” y también “قيام” es la responsabilidad de ese levantamiento. Entonces al inicio de la aleya recuerda la responsabilidad de los hombres ante las mujeres, y este levantamiento se refiere a los asuntos, por ejemplo, pecuniario de las mujeres en la sociedad. Y recomienda a las mujeres conformar con sus maridos y proteger los secretos familiares (las casadas virtuosas).

En el segundo caso, se tradujo literalmente el verbo “dáraba” por “pegadlas” traducción que es infame y totalmente ajena al islam, que tiene un respeto profundo por la mujer, además el hecho de que la oración concluía con un signo de exclamación eso hace destacar el asunto.

Ahora bien, esa traducción induce a pensar que el islam otorga la supremacía al hombre y degrada a la mujer. Sin embargo, la aleya no exalta la supremacía del hombre sobre la mujer, sino que alude a la obligación de los hombres de proteger a las mujeres y velar por sus necesidades, pues, con esa finalidad exclusiva, Dios ha concedido al hombre una preparación física que no es habitual entre las mujeres. Este es un ejemplo claro de las distorsiones del mensaje islámico en esta traducción, que solo busca crear y mantener imaginarios errados acerca del islam y los musulmanes.

Analizando el mismo versículo desde la perspectiva del feminismo islámico tomamos como ejemplo el análisis de la reconocida feminista musulmana Amina wadoud<sup>2</sup>. No se puede hablar del pensamiento islámico moderno sin hablar de Amina Wadoud y el libro que sirvió de fundamento para el desarrollo posterior del Feminismo Islámico: *Q’uran and Woman (El Corán y la Mujer)* el cual ha sido, desde su publicación en 1999, el texto de referencia para académicos y activistas dedicados al estudio del Género en el islam.

Según la autora los hombres son descritos como protectores y sostenedores de las mujeres, pero no como sus amos. Otra interpretación ha sido que el hombre tiene la obligación de mantener a su mujer y que esta aleya se refiere a apoyo financiero y no a una tutela moral. Sin embargo, la mayoría de los exégetas han interpretado este verso de una manera paternalista como “Los hombres son los guardianes de los asuntos de las mujeres porque Alá los ha hecho superiores a ellas...”

Para Amina Wadoud (1999: 71), la clave de esta parte de la aleya está en la palabra árabe “qawwamun” que es traducida como “autoridad” pero que en árabe significa “(fi-

---

2 - Amina Wadud es una reconocida feminista musulmana, doctora en estudios Islámicos y profesora asociada en la Virginia Commonwealth University en Estados Unidos. Hizo historia en agosto de 1994 al dirigir la Jutba (sermón) del viernes en la mezquita de Claremont Main Road en Sudáfrica, rol que está reservado sólo a los varones en la tradición musulmana.

nancieramente) a cargo de” o “proveer medios de vida”, por lo cual, según esta autora, los hombres estarían a cargo de mantener a las mujeres en el caso de que ellos hayan sido elegidos para ello por poseer medios económicos para hacerlo. Por lo tanto, ni el Corán le niega a la mujer ganar su propio sustento, ni menos les da autoridad a los hombres poder general sobre las mujeres basado en algún tipo de superioridad moral o de género.

Wadoud (1999:72.73) aplica este verso en el contexto de la sociedad en general; sostiene que la relación entre un hombre y una mujer tiene un impacto central en el bien colectivo. Por ejemplo, ya que sólo la mujer puede amamantar a un niño es su “responsabilidad y derecho” hacer eso. Aparentemente esta es una enorme responsabilidad que requiere de una gran fortaleza física, inteligencia y entrega. Para lograr balance en la sociedad es importante que las responsabilidades de los hombres respecto al cuidado de los otros miembros de la sociedad sean igualmente significativas.

La segunda parte del verso resulta ser la más polémica. Las interpretaciones tradicionales establecen que, si una mujer no es obediente con su marido, este tiene el derecho de pegarle. La palabra “daraba” ha sido traducida como “pegar” en caso de Cortes o “azotar” en el caso de la traducción de Bravo, pero Wadoud sostiene que en lengua árabe “daraba” es un verbo polisémico que es usado en el Corán también como “poner un ejemplo” o “prevenir” lo cual deja en evidencia la ambigüedad y posibilidades de interpretación de esta aleya. Pero sin importar el significado de “daraba”, a la luz de la esencia del Corán y la enseñanza práctica del Profeta Muhammad, que condenó públicamente la violencia contra las mujeres, este verso debe ser tomado más como una prohibición de violencia deliberada contra las mujeres y sirve de hecho para limitar la violencia doméstica contra la mujer en un momento en que la violencia contra la mujer es una práctica común.

#### **4. La mujer musulmana y el acceso al poder político**

No hay duda ninguna que siempre partimos de los textos del sagrado Corán en todos los temas tratados en esta investigación, entonces, ¿Qué dice el Corán al respecto?

El Sagrado Corán y precisamente en el versículo 16:97 afirma que “Al creyente que obre rectamente, sea varón o mujer, le concederé una vida buena y le multiplicaré la recompensa de sus buenas obras”

Así pues, a través de los pasajes del Corán, podemos observar como el islam adjudica a la mujer un rol sin igual con respecto al resto de las religiones, ubicándola en una situación de equivalencia con respecto al hombre en esta vida y en la que le sucederá a la vida terrenal, en cuanto a la recompensa por las obras hechas, así como también en el goce de sus resultados.

Este apartado, se focaliza en el estudio de la participación política de la mujer musulmana y busca entonces refutar el argumento acuñado mayormente por Occidente que establece que la mujer musulmana no puede ni podrá nunca asumir cargos de liderazgo político.

En la actualidad, persiste una propensión a considerar a la mujer musulmana como un ejemplo de sometimiento, modelo de prácticas “retrógradas”, víctima constante de abusos por parte del hombre, quien es visto como prototipo del machismo extremo e intolerancia. Esta representación social del hombre y la mujer musulmanes se encuentra fuertemente arraigada en el imaginario colectivo de la sociedad occidental en general. La naturalización de dicha representación se ve favorecida por la ignorancia y el desinterés de los individuos para informarse correctamente sobre la realidad del islam.

Encontramos en el Corán un versículo fundamental en cuanto a su significación igualitaria, pero que jamás se le ha dado la importancia que merece<sup>®</sup> o muy raramente- tanto en las lecturas clásicas como en las contemporáneas. Se trata del versículo 71 del capítulo 9 que evidencia la cuestión de la participación política de la mujer y dice así:

وَالْمُؤْمِنُونَ وَالْمُؤْمِنَاتُ بَعْضُهُمْ أَوْلِيَاءُ بَعْضٍ يَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَيُقِيمُونَ الصَّلَاةَ وَيُؤْتُونَ الزَّكَاةَ وَيُطِيعُونَ اللَّهَ وَرَسُولَهُ أُولَئِكَ سَيَرْحَمُهُمُ اللَّهُ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

Al ser imposible enumerar el conjunto de estas aleyas, nos limitaremos al análisis de la aleya 71:9, considerada actualmente por ciertos pensadores musulmanes como pilar de la igualdad hombre-mujer. Se trata de aleya que durante mucho tiempo estuvo olvidada y subestimada, aunque transmite principios determinantes en lo que se refiere a la profunda visión igualitaria del Corán.

Ahora bien, el versículo objeto de nuestro análisis encierra un conjunto de palabras, ante las cuales los traductores García Bravo, Julio Cortes, Abdelghani Melara Navio e Isa García han procedido de diferentes maneras para transferir su contenido del árabe al español:

### García Bravo

“Los creyentes, hombres y mujeres, son amigos unos de otros; se recomiendan mutuamente el bien y se prohíben mutuamente el mal; observan la oración y hacen limosna; obedecen a Dios y a su apóstol. Dios tendrá piedad de ellos, pues Dios es poderoso y prudente”

## **Cortés**

*“Pero los creyentes y las creyentes son amigos unos de otros. Ordenan lo que está bien y prohíben lo que está mal. Hacen la azalá, dan el azaque y obedecen a Dios y a Su Enviado. De éstos se apiadará Dios. Dios es poderoso, sabio.”*

## **Navío**

*“Los creyentes y las creyentes son amigos aliados unos de otros, ordenan lo reconocido como bueno y prohíben lo reprobable, establecen el salat, entregan el zakat y obedecen a Allah y a Su mensajero.”*

## **Isa García**

*“Los creyentes y las creyentes son aliados unos de otros, ordenan el bien y prohíben el mal, cumplen con la oración prescrita, pagan el zakat y obedecen a Dios y a Su Mensajero. De ellos Dios tendrá misericordia. Dios es Poderoso, Sabio.”*

*Esta aleya comienza con una fuerte constatación: la de la alianza espiritual y afectiva entre el hombre y la mujer que comparten la común creencia en Dios. Ahora procederemos a ver si todos los traductores han podido transmitir dicha constatación.*

*Es bien observable el uso de terminología diferente por los traductores para traducir el término awliae **أَوْلِيَاءُ**, empezamos por la elección de Isa García y Melara Navío puesto que es la más cercana al sentido original de la aleya escogiendo la palabra aliados cuyo significado en el DRAE es el siguiente:*

*1. adj. Dicho de una persona: Que se ha unido y coligado con otra para alcanzar un mismo fin. U. t. c. s.*

*2. adj. Dicho de un Estado, de un país, de un ejército, etc.: Que está ligado con otro para fines comunes. U. t. c. s.*

*Lo que importa decir aquí que ambos significados transmiten con éxito el contenido semántico del término awliae, que en este versículo significa la alianza, el apoyo y refuerzo mutuo, proviene de la raíz árabe walaya. El wali es una de las denominaciones de Dios, es decir, aquel que fortalece, protege y apoya.*

*Más generalmente, el wali es también quien gestiona, aquel que tiene la capacidad de administrar o de gobernar y a quien se pueden confiar, entre otras cosas, los asuntos de estado.*

*En esta categoría encontramos varios tipos de wilaya: Califa, Juez (Cadí) o administrador. En esta aleya, el término al-wilaya simboliza la alianza e íntima proximidad de los*

corazones, querida por el Creador entre el hombre y la mujer. Proximidad de corazones que permite, de forma cotidiana, facilitar la gestión común de los asuntos de la vida terrenal.

Prácticamente Melara Navío e Isa García han usado una terminología que transmite al lector una prescripción que es primordial y que constituye su esencia; es la que preconiza la incitación al bien común y desaconseja las malas acciones. Si se observa bien, precede los actos de culto y constituyen así una noción independiente: “ordenan el bien y prohíben el mal, cumplen con la oración prescrita, pagan el zakat y obedecen a Dios y a Su Mensajero. De ellos Dios tendrá misericordia. Dios es Poderoso, Sabio.”

También se ha transmitido correctamente la corroboración del aspecto espiritual igualitario encarnado a través de la práctica de ritos religiosos. Según esta visión, los hombres y mujeres son solidarios en sus acciones, principalmente en aquellas relacionadas con la práctica religiosa: el rezo y la zakat.

Después de ver el significado real de la palabra □□□□□□□□□□ awliae y sus derivados, nos parece que la traducción de Bravo y Cortés está marcada por una distinción no igualitaria entre hombres y mujeres optando por el termino amigos. Y resulta muy difícil, por tanto, para el lector de dicha traducción de hablar o imaginar una verdadera igualdad y alianza fuera de la igualdad espiritual. dado que aquí se confunde el sentimiento con el pensamiento por lo tanto la amistad no puede equivaler a la alianza. Ambos autores dejan entender al lector otra vez que las mujeres no pueden aspirar más que a ser seres subordinados a los hombres, los cuales encarnan la Norma y en ellos recae la responsabilidad y el poder terrenal.

Ahora bien, Ibn Kathir, uno de los exégetas clásicos más reputados, ha llamado la atención sobre dos elementos importantes de este versículo. Primero, recuerda que la wilaya, descrita en esta aleya como la alianza entre hombres y mujeres, “son aliados unos de otros”, es lo mismo que el profeta del islam describió en uno de sus célebres hadices (relato sobre la vida o hechos de Mahoma) donde afirma que:

“Todos los creyentes son solidarios, generosos e indulgentes los unos con los otros a imagen del cuerpo humano... cuando un órgano sufre cualquier enfermedad, es todo el cuerpo entero el que reacciona por la fiebre o el dolor...”.

Este hadiz resume por sí mismo, y a través de la metáfora del cuerpo humano, un aspecto esencial en las relaciones humanas, el de la conciencia continuada de los otros en cada uno de nosotros. El profeta del islam quería, a través de este hadiz, educar a los y las creyentes en el valor humano inestimable que es la empatía y sin el cual es difícil hablar de “vida en común”.

## Conclusión

*En resumidas cuentas, podemos decir que cuando los traductores llegan a transmitir de forma correcta los principios y directrices divinos, la mujer musulmana se proyecta en la sociedad y de una forma impresionante, pues ella es la principal responsable de fundar bases sólidas sobre las cuales las nuevas generaciones se establezcan. Su papel es tan vital que su situación es el indicador del grado de progreso o atraso de una de una sociedad. Así pues, como del cuidado que se tenga con la mujer y la educación que reciba dependen el éxito de la sociedad, tenemos que el Corán dedica gran atención a todo lo que le permite a ella desempeñar su vital función en la vida. Por ello, aclara cómo debe ser su personalidad, qué lugar es el que le corresponde en la humanidad, proclama sus derechos y obligaciones, para que sea un miembro efectivo y ejemplo en su familia, comunidad y sociedad en general.*

*Tras terminar nuestro análisis hemos comprobado el hecho de que las primeras traducciones del Corán se realizaron en un entorno socio-histórico hostil hacia el islam. Por eso, se concibieron para denigrar dicha religión y sus seguidores. Aquellas traducciones fueron manipuladas para conseguir tal fin. Para la manipulación se emplearon recursos de distinta índole: lingüísticos, textuales, paratextuales, discursivos y traductológicos. De allí, los prejuicios contra el islam y los musulmanes se han construido por la élite europea en un momento determinado de la historia, para alcanzar fines políticos e ideológicos y Traspasada aquella era, los prejuicios y las imágenes estereotipadas permanecieron arraigadas en Occidente como si el tiempo no hubiera transcurrido.*

*Buena parte de los traductores del siglo XIX y XX consultaban las anteriores traducciones del Corán como parte del proceso de traslación. En consecuencia, muchos de los errores, falsos sentidos y contrasentidos que contenían aquellas pasaron, con los años, a estas “nuevas” traducciones en lenguas romances, entre ellas el castellano.*

*Actualmente numerosos medios de comunicación occidentales tienen en el Corán traducido su punto de referencia para la construcción de una imagen sobre el islam y los musulmanes. Visto que las traducciones del Corán transmiten conceptos errados e ideas distorsionadas, la imagen que pervive generalmente en el imaginario occidental, español en este caso, está también deformada. La traducción y los traductores desempeñan un papel crucial en la comunicación intercultural, por un lado, y en la creación de imágenes de una comunidad a ojos de otra, por otro. En ello influyen factores como qué se traduce, cómo se traduce, cuándo se traduce, quién traduce y para qué se traduce.*

*Todos estos elementos se han conjugado, en el presente caso, para crear la imagen que se tiene de las musulmanas en el imaginario de los españoles. Las imágenes que se*

construyen a través de las traducciones se convierten, con el paso de los años, en realidades y verdades irrefutables que ni siquiera necesitan pruebas. La ardua empresa de traducir el Corán, o cualquier otro libro sagrado, no puede ser nunca individual.

Para ello, es necesaria la labor de todo un equipo de lingüistas, traductores, exegetas, estilistas, revisores, historiadores de la lengua, ambas lenguas, y de demás disciplinas relacionadas. Dado el gran número de traducciones del Corán, se puede afirmar que éstas no son más que interpretaciones del texto original. Ninguna de ellas tiene un reconocimiento oficial, por lo que ninguna de ellas es el Corán.

### **Bibliografía primaria**

- Cortés, Julio (2005). *El Sagrado Corán*. San Salvador: Centro Cultural Islámico Fátimah Az-Zahra.
- García Bravo, Joaquín (1907). *El Corán*. Barcelona: Imprenta de la viuda de Luis Tasso.
- Isa García, Muhamad (2013). *El Corán: Traducción comentada*. Bogotá,
- Melara Navío, Abdel Ghani (1997). *El noble Corán y su traducción comentario en lengua española*. Medina: Consejo del Rey Fahd para la impresión del texto del Corán.

### **Bibliografía secundaria**

- ABBAS Khaled (2021), *En torno a la necesidad de una nueva traducción del Corán como medio de entendimiento interreligioso y cultural*.
- ABDUL RAOF, Hussein (2001). *Qur'an translation : Discourse, texture and exegesis*. Surrey: Routledge Curzon.
- ABDUNUR PEDRAZA, Said. (2015). *Buscando el verdadero mensaje del islam en las traducciones al español del sagrado Corán*. Disponible en línea en: <https://islamhouse.com/es/books/2776234/>
- ALI, Zahra. 2010. « Féminisme et islam : entretien avec Zahra Ali », *Féminisme au pluriel*, coll. Cahiers de l'Emancipation, Paris : Syllepse.
- ALI, Wijdan: *Tópicos sobre las mujeres musulmanas en Occidente y en su propio mundo*. Disponible en: *Tópicos sobre las mujeres musulmanas en Occidente y en su propio mundo* : IEMed
- ANDÚJAR CHEVROLLIER, Natalia. (2017). *Las musulmanas en España: Realidad y desafíos*, disponible en: *Las musulmanas en España: Realidad y desafíos - Periodista Digital*
- ASAD, Muhammad (1980). *The message of the Quran: Translated and explained*. Gibraltar: Dar Al-Andalus.

- BASSNETT, Susan y LEFEVERE, André (1998). *Constructing Cultures : Essays on Literary Translation*. Bristol: Multilingual Matters.
- CLEARY, Thomas (1993). *The essential Koran*. New York: Harper San Francisco.
- CHAKOR, Muhammad (2009). "¿Es traducible el Corán?". Disponible en línea en: [mensajesenlaruta.blogspot.com/2009/11/es-traducible-elcoran.html](http://mensajesenlaruta.blogspot.com/2009/11/es-traducible-elcoran.html)
- CABRÉ, María teresa. (2001). "La traducción en español, Presentación", en *II congreso Internacional de la lengua española. Nuevas fronteras del español*, Valladolid, disponible en: CVC. Congreso de Valladolid. *Nuevas fronteras del español*. (cervantes.es).
- DOLORS Bramon (2010), *En torno al islam y las musulmanas*, BELLATERRA.
- EL-MADKOURI MAATAOUI, Mohamed (2009). *La imagen del otro en la prensa: Arabia Saudí, Egipto y Marruecos*. Madrid: Publicaciones del Instituto Egipcio de Estudios Árabes e Islámicos en Madrid.
- GARCÍA GONZÁLEZ, Javier (2012) "Identidades y actitudes en el contacto entre el árabe y el español medieval y su reflejo en algunos cambios semánticos". *ESpania [En línea]:* <http://journals.openedition.org/e-spania/21036>; DOI: 10.4000/e-spania.21036.
- GÓMEZ GARCÍA, Pedro. (2020). *religión a debate: Traducciones del Corán a lenguas europeas*. Disponible en: *Traducciones del Corán a lenguas europeas* (antropo.es)
- HERMANS, Theo (1985/2014). *The Manipulation of Literature (Routledge Revivals): Studies in Literary Translation*. London: Routledge Revivals.
- HURTADO ALBIR, Amparo (2008). *Traducción y traductología. Introducción a la traductología*. Madrid: Cátedra.
- KUMAR, Deepa (2012). *Islamophobia and the Politics of Empire*. Chicago : Haymarket Press. - Ma'ayergi, Hassan. (1984). *An academy for translating the exegesis of the holy Qur'an*. Institute of Muslim Minority Affairs.
- MARTÍNEZ GÁZQUEZ, José (2005). "Las traducciones latinas del Corán, arma antislámica en la cristiandad medieval". *Cuadernos del Cemyr*, 13, 11-27
- MOUALHI, Djouida. (2000). *Mujeres musulmanas: estereotipos occidentales versus realidad social*, Universitat Autònoma de Barcelona.
- MORERAS, Jordi (2005). "¿Integrados o interrogados? La integración de los colectivos musulmanes en España en clave de sospecha", en Manuel Hernández Pedreño, Andrés Pedreño (coords.), *La condición inmigrante: exploraciones e investigaciones desde la Región de Murcia*. Murcia: Universidad de Murcia.
- MARTÍN MUÑOZ, G., Grosfoguel, R. (2012). *La islamofobia a debate: La genealogía del miedo al islam y la construcción de los discursos antiislámicos*. España:

Casa Árabe.

- MIJARES, L., RAMÍREZ, Á. (2008). *Mujeres, pañuelo e islamofobia en España: Un estado de la cuestión. Anales de Historia Contemporánea.*
- NAVARRO, Laura. (2012). "Islamofobia y sexismo. Las mujeres musulmanas en los medios de comunicación occidentales"
- Observatorio Andalusi. (2015). *Estudio demográfico de la población musulmana: Explotación estadística del censo de ciudadanos musulmanes en España referido a fecha 31/12/2014.* Madrid : UCIDE.
- Plataforma Ciudadana Contra la Islamofobia. (2015). *Informe anual: Islamofobia en España 2014.* España: Plataforma Ciudadana Contra la Islamofobia.
- Real Academia Española (2014). *Diccionario de la Lengua Española.* Madrid: Espasa Calpe.
- ROSER NEBOT, Nicolás (2010). "La des-traducción del Corán: recurso sustitutivo de la traducción. El asunto de amr". *Anaquel de Estudios Árabes*, Vol. 21, 99-122.
- RUIZ DE AZCÁRATE CASTELEIRO, Juan (2015). "Islam, terrorismo y medios de comunicación". *Instituto Español de Estudios Estratégicos, del Ministerio de Defensa*, disponible en línea en: [http://www.ieee.es/Galerias/fichero/docs\\_opinion/2015/DIEEEO83-2015\\_Islam\\_Terrorismo\\_MediosComunicacion\\_J.Azcarate.pdf](http://www.ieee.es/Galerias/fichero/docs_opinion/2015/DIEEEO83-2015_Islam_Terrorismo_MediosComunicacion_J.Azcarate.pdf).
- SABRY, Sahlia (2012). "Rastreado la islamofobia en las traducciones del sagrado Corán más antiguas". Disponible en línea en: <http://mensajesenlaruta.blogspot.com/2012/05/rastreado-la-islamofobia-enlas.html>
- SALES, George. (1734/1940). *The Koran, commonly called Alcoran of Muhámmad, translated into English immediately from the original Arabic, with explanatory notes, taken from the most approved commentators, to which is prefixed a preliminary discourse.* London: C. Akers.
- SAYYAH MESNED ALESA, Muhammad. (2007). *El Estatus de la mujer en la sociedad árabo-islámica medieval entre oriente y occidente*
- SOS Racismo. (2017). *Islamofobia y género: mujeres, feminismos, instituciones y discursos frente al sexismo y el racismo*, Galicia.
- TAMAYO, Juan José (2020): "El Corán es un libro que posibilita la crítica y el libre pensamiento", disponible en: Juan José Tamayo: "El Corán es un libro que posibilita la crítica y el libre pensamiento" ([religiondigital.org](http://religiondigital.org))
- VIDAL CALVO, Natalia. (2015). *Islamofobia de Género El papel de los medios de comunicación en la construcción de la imagen de las mujeres musulmanas*, Universitas Biliarica, islas baleares

## *L'intelligence artificielle au service du développement de la compétence scripturale*

HABILA Chaima

Doctorante

Université Badji Mokhtar Annaba

### **Résumé:**

*Notre contribution vise à examiner de manière approfondie l'impact de l'intelligence artificielle (IA) et des outils numériques sur le développement de l'activité scripturale dans le contexte scolaire. Les outils numériques fournissent un cadre interactif qui stimule la créativité et favorise la collaboration entre les apprenants, offrant ainsi un environnement propice à l'apprentissage de l'écriture. Ce travail tentera d'étudier le rôle et l'influence de l'IA sur l'enseignement de l'écriture, en fournissant des retours personnalisés et en adaptant les approches pédagogiques aux besoins spécifiques des élèves. Il tentera aussi de montrer le potentiel de l'intégration de l'IA dans les pratiques éducatives dans la diversification des méthodes d'enseignement. Cependant, nous insistons sur l'importance d'une utilisation éthique et réfléchie de ces technologies, en veillant à ce qu'elles complètent et enrichissent l'enseignement plutôt que de le remplacer.*

**Mots-clés :** *Activité scripturale ; Intelligence artificielle ; Apprentissage ; écriture créative.*

### **Abstract:**

*Our contribution aims to thoroughly examine the impact of artificial intelligence (AI) and digital tools on the development of writing activities in the educational context. Digital tools provide an interactive framework that stimulates creativity and fosters collaboration among learners, thereby creating an environment conducive to writing learning. This work will seek to highlight the crucial role of AI in improving the quality of writing instruction by providing personalized feedback and adapting pedagogical approaches to the specific needs of students. It will also endeavor to demonstrate the potential of integrating AI into educational practices for diversifying teaching methods. However, we emphasize the importance of ethical and thoughtful use of these technologies, ensuring that they complement and enhance teaching rather than replace it.*

*Keywords: Writing activity; Artificial intelligence; Learning; Creative writing.*

## **Introduction**

*L'intégration croissante de l'intelligence artificielle (IA) dans le domaine de l'enseignement des langues et de la production écrite ouvre de vastes horizons, transformant profondément la manière dont les élèves développent leurs compétences linguistiques et leur créativité littéraire. Cette évolution technologique soulève des questions fondamentales sur le rôle émergent de l'IA dans le processus éducatif, en particulier dans la production de textes en milieu scolaire, et son impact sur la créativité des apprenants.*

*En effet, la compétence scripturale requiert la maîtrise de processus cognitifs variés, allant de la planification à la révision du texte. De nombreux travaux en psychologie et en didactique ont mis en lumière cette complexité, mettant en évidence les défis spécifiques rencontrés par les apprenants lors de la rédaction. Ainsi, l'intégration de l'IA dans l'enseignement des langues étrangères a suscité un débat animé quant à ses implications, en offrant de nouvelles perspectives pour soutenir les élèves dans ces processus rédactionnels.*

*En explorant l'impact de l'intelligence artificielle sur le développement de la compétence de production écrite des apprenants, nous sommes confrontés à un terrain fertile pour comprendre la manière dont la technologie façonne l'expression artistique et l'apprentissage des langues.*

*Dans ce contexte, il est essentiel d'explorer comment l'IA peut contribuer de manière significative au développement de la compétence scripturale dans les environnements d'apprentissage des langues. Cette exploration nécessite d'examiner à la fois les modèles classiques de la pédagogie de l'écriture et les avancées récentes de l'IA dans le domaine de l'enseignement/apprentissage des langues. En effet, l'IA offre des possibilités novatrices pour soutenir les apprenants dans leurs processus d'écriture, en fournissant des outils et des rétroactions adaptés à leurs besoins individuels.*

*Dans cette étude, notre objectif principal est d'analyser comment l'intelligence artificielle influe sur la créativité des élèves dans le processus d'écriture en salle de classe. Nous nous intéresserons aux opportunités uniques et aux défis complexes que présente l'intégration de l'IA dans ce contexte, en mettant l'accent sur les implications pédagogiques de cette convergence entre technologie et production écrite. Ainsi, nous posons comme questionnement relatif à ce sujet ce qui suit : en quoi l'intégration de l'intelligence artificielle contribue-t-elle au développement de la compétence scripturale chez les apprenants ?*

À cet égard, nous formulons les hypothèses suivantes :

- L'intégration des outils basés sur l'intelligence artificielle ouvre de nouvelles avenues pour l'apprentissage des langues, offrant des outils d'assistance qui peuvent aider les élèves à améliorer leur compréhension, leur expression écrite et leur maîtrise linguistique. Par exemple, les systèmes d'IA peuvent analyser les erreurs grammaticales et fournir des suggestions de correction personnalisées, ce qui permet aux élèves d'améliorer leurs compétences linguistiques de manière plus efficace et individualisée.

- La production de textes en classe de langues est une activité stimulante qui permet aux élèves d'explorer leur imagination tout en développant leurs compétences linguistiques. Traditionnellement, cet exercice encourage les apprenants à s'exprimer de manière personnelle à travers des récits, des poèmes ou des descriptions. L'intégration de l'IA dans ce processus introduit de nouveaux éléments, tels que la génération automatique de textes ou les outils d'assistance à l'écriture, qui peuvent influencer la manière dont les élèves abordent et produisent des textes.

Ainsi, cette recherche se propose d'analyser comment l'IA peut être intégrée de manière efficace et pertinente en classe de langues afin de favoriser le développement de la compétence scripturale. Pour ce faire, nous examinerons les approches existantes, les défis rencontrés et les perspectives futures liées à cette intégration. Enfin, cette étude vise à mettre en lumière les bénéfices potentiels ainsi que les implications pédagogiques de l'utilisation de l'IA dans l'enseignement de l'écriture en contexte scolaire.

## **1. Qu'est ce qu'écrire ?**

Pendant plusieurs années, l'enseignement de l'écrit a évolué pour devenir une composante cruciale de nos institutions éducatives, ainsi que pour de nombreux chercheurs.

Les développements en linguistique et en psychologie de l'apprentissage ont entraîné un changement inévitable dans la didactique de l'écrit. Ces évolutions ont eu un impact significatif à la fois sur l'objet (le texte) et sur le sujet apprenant (le scripteur).

L'acquisition de compétences en écriture se déroule principalement dans des contextes de communication. L'apprenant, tout au long de son parcours éducatif, est fréquemment sollicité pour produire ou reproduire des énoncés afin d'améliorer sa compétence scripturale. La maîtrise des compétences écrites nécessite non seulement une connaissance approfondie de la langue et des règles régissant les textes, mais aussi une appropriation des connaissances contextuelles et l'acquisition de certains processus mentaux.

Dans les pratiques conventionnelles, le concept de « rédaction » a souvent été utilisé pour décrire une forme d'écriture relativement subjective, basée sur les aptitudes individu-

elles des apprenants et sur le principe de donation. D'un point de vue didactique, l'écriture n'était pas considérée comme une activité strictement enseignable, mais plutôt comme une pratique reposant sur l'imitation à travers des exercices visant davantage à familiariser les étudiants avec les textes littéraires étudiés qu'à développer leurs compétences d'écriture proprement dites. Cette pratique servait principalement à restituer les connaissances acquises et à évaluer la maîtrise des sous-systèmes linguistiques.

Le concept de «*rédaction*» en tant que mode spécifique d'écriture scolaire a été critiqué pour son manque de base théorique et de référence à un modèle conceptuel (Barré-De-Miniac, 1996). Au cours d'un siècle, le terme «*rédaction*» a été abandonné au profit d'autres termes tels que «*pratique d'écriture*», «*exercices d'écriture*», «*travaux d'écriture*», «*activités d'écriture*», et ainsi de suite, englobés sous le terme générique «*écriture*». Cette évolution n'a pas été fortuite mais résulte d'une progression empirique influencée par des contingences idéologiques, sociologiques, psycholinguistiques et psychocognitives.

Le terme «*écriture*» a progressivement remplacé celui d'«*expression écrite*» (Lebrun, 2010 : 26), car ce dernier renvoyait souvent à une écriture centrée sur le moi (Barré-De-Miniac, 2015). Ce changement de paradigme reflète une volonté de prendre en compte divers paramètres impliqués dans la communication écrite authentique (Cuq & Gruca, 2017 : 177), résultant de l'émergence de la pragmatique et de la linguistique énonciative.

Tout comme le langage oral, le langage écrit fait partie du même système linguistique, la langue. Ferdinand de Saussure visait à étudier la langue dépourvue de ses connexions extralinguistiques, c'est-à-dire comme une abstraction (De Saussure, 1916). La pragmatique a contrebalancé cette perspective en examinant le discours comme un «*acte de langage*» centré sur le «*contexte*» (Latraverse, 1987).

Cette nouvelle orientation a permis de passer d'une pratique d'écriture centrée sur l'expression de soi à celle de «*l'écriture comme séduction*» (Taueron, 1999), considérant le destinataire comme un acteur clé du processus de communication, aussi important que l'émetteur. La communication n'est pas simplement un processus linéaire et transparent (comme envisagé dans le modèle de Jakobson) ; elle est complexe et implique une participation active de l'émetteur et du récepteur, dépassant la simple codification et décodification.

L'écriture en tant que forme de communication écrite suit cette logique, impliquant la prise en compte de la dimension énonciative par le scripteur et l'inscription des textes à produire dans des projets d'écriture (Plane, 2006). Nous abordons ici l'écriture en tant qu'activité rédactionnelle inscrite dans le domaine de la didactique de l'écrit, considérant

le terme «écriture» comme équivalent à «production de textes», avec une attention particulière portée à la visée communicative des écrits produits.

## **2. La production écrite à travers les modèles classiques**

Cornaire et Raymond (1999) propose trois modèles théoriques de production écrite « applicables tant à l'anglais qu'au français, y compris pour l'enseignement du français langue étrangère. Ces modèles offrent une vision intégrée des processus complexes de composition écrite, mettant en lumière les multiples réalités impliquées dans cette activité langagière ». (Cornaire. C& Raymond MP, 1999: 108).

Le premier modèle exploré par les auteurs est celui des modèles linéaires. Ces modèles structurent le processus de production écrite en étapes clairement définies et séquentielles. Cette approche s'inspire d'une vision séquentielle du développement textuel, où chaque étape prépare le terrain pour la suivante. Par exemple, une phase de planification est suivie de la rédaction, puis de la révision. Cette linéarité vise à faciliter la compréhension des étapes de la composition pour les apprenants, en leur offrant un cadre clair et organisé.

En contraste avec les modèles linéaires, les modèles non linéaires privilégient une perspective plus dynamique de la production écrite. Ces modèles mettent l'accent sur l'interaction et la mise en correspondance de différentes activités cognitives et langagières, plutôt que sur une séquence fixe d'étapes. Ils reconnaissent que la rédaction d'un texte implique souvent des allers-retours entre la génération d'idées, la planification, la révision et l'édition, sans suivre nécessairement un ordre linéaire strict.

Dans ces modèles non linéaires, la création textuelle est envisagée comme un processus complexe et adaptable, où les activités de haut niveau (comme la réflexion conceptuelle) interagissent avec des tâches plus opérationnelles (comme la formulation de phrases). Cette perspective reflète la réalité dynamique de la composition écrite, où les scripteurs jonglent souvent avec plusieurs dimensions simultanément, adaptant leur processus en fonction des besoins spécifiques de la tâche et du contexte.

En outre, Cornaire et Raymond (1999) abordent la question de l'application de ces modèles à l'enseignement du français langue étrangère (FLE). Ils soutiennent que la compréhension de ces modèles peut enrichir les pratiques pédagogiques en fournissant aux enseignants et aux apprenants des cadres théoriques solides pour aborder la production écrite dans un contexte d'apprentissage d'une langue étrangère. En intégrant ces modèles dans la didactique du FLE, les enseignants peuvent mieux guider les apprenants dans le développement de leurs compétences rédactionnelles, en tenant compte des défis spécifiques liés à l'apprentissage d'une langue seconde.

*En somme l'article de Cornaire et Raymond (1999) offre une analyse approfondie des modèles de production écrite, soulignant l'importance de comprendre les différentes approches théoriques pour enrichir les pratiques d'enseignement de la composition écrite, notamment dans le contexte de l'enseignement des langues étrangères. Cette étude éclaire les chercheurs et les praticiens sur les multiples dimensions des processus de rédaction et leur applicabilité dans divers contextes éducatifs.*

## **2.1. Le modèle linéaire de Rohmer (1965)**

*Le modèle de production écrite de Rohmer (1965) représente un schéma unidirectionnel des processus impliqués dans la rédaction, organisé selon des séquences ordonnées. Rohmer s'est distingué comme l'un des premiers chercheurs à s'intéresser sérieusement à la production écrite, en se basant sur l'analyse des phases distinctes utilisées par des scripteurs adultes.*

*Rohmer (1965) est largement reconnu comme l'un des pionniers dans l'étude du processus de production écrite en langue maternelle anglaise. Son modèle, élaboré à partir d'expérimentations menées auprès d'adultes, est structuré en trois étapes principales : la préécriture, l'écriture et la réécriture.*

*La phase de préécriture englobe des activités telles que la planification et la génération d'idées, qui se concrétisent par l'acte d'écriture, c'est-à-dire la rédaction du texte. Dans la phase de réécriture, le scripteur revisite son texte en y apportant des corrections de forme et de contenu. Selon ce modèle, le scripteur est supposé suivre linéairement l'ordre de ces trois étapes (Cornaire & Raymond, 1999: 26).*

*Ce modèle a été critiqué par Hayes et Flower, qui le considèrent comme étant trop simpliste, ne rendant pas compte des aspects non linéaires et interactifs du processus d'écriture chez les scripteurs expérimentés. Ces derniers sont souvent engagés dans des allers-retours constants entre différentes activités cognitives.*

*Malgré ces critiques, nous observons que de nombreux modèles développés ultérieurement reprennent les trois phases définies par Rohmer. Ce modèle présente l'avantage d'offrir une description du fonctionnement cognitif et du cheminement des scripteurs novices, qui ont tendance à produire leur texte en une seule séance et à se concentrer principalement sur la révision de la forme.*

*Par la suite, d'autres modèles non linéaires ont été développés, mais celui de Rohmer demeure le plus célèbre et le plus étudié dans le domaine de la didactique de l'écrit.*

## 2.2. Les modèles non linéaires

Dans ce type de modèle, les trois opérations cognitives interagissent de manière récursive, s'engageant dans des va-et-vient entre les divers processus mentaux. Ces opérations se répètent à plusieurs niveaux tout au long de l'activité de production écrite. textualisation. Selon Cornaire et Raymond, trois modèles non linéaires sont identifiés :

### 2.2.1. Le modèle de Hayes et Flower (1980)

Le modèle de Hayes et Flower (1980) demeure un pilier essentiel dans le domaine de l'écrit, marquant le début des années 1980 où les chercheurs ont commencé à proposer des modèles explicatifs du processus de rédaction en se basant sur des études en psychologie. Hayes et Flower (1980), suite à des expériences menées avec des adultes anglophones, ont développé un modèle ambitieux visant à décrire les multiples processus impliqués et interagissant lors de l'activité d'écriture.

Selon Hayes et Flower, l'acte d'écriture comprend trois composantes majeures :

- Le contexte de production (la tâche), englobant le sujet, le destinataire visé et le texte en cours d'élaboration ;
- La mémoire à long terme, représentant les connaissances accumulées par le rédacteur concernant le sujet, le destinataire et les plans d'écriture ;
- Les processus rédactionnels (planification, mise en texte, révision), régulés par un processus de contrôle permettant au rédacteur de passer d'une étape à une autre.
- Le contexte de la tâche est influencé par plusieurs éléments et variables à savoir l'environnement physique, le sujet de rédaction, les motivations du rédacteur et le public visé, entre autres.

La mémoire à long terme fournit au scripteur les connaissances essentielles pour la production textuelle : connaissances sur le sujet, compétences syntaxiques, linguistiques et rhétoriques, etc. Ces connaissances sont ensuite activées lors des trois processus d'écriture : planification, mise en texte et révision.

Cornaire et Raymond (1999) décrivent en détail le processus d'écriture, ultime étape du modèle de Hayes et Flower (1980) : lors de la planification, le scripteur extrait les connaissances pertinentes de sa mémoire à long terme pour établir un plan de rédaction. Pendant la révision, le texte est évalué par rapport à ses objectifs, avec des ajustements au niveau linguistique et structurel en fonction des informations stockées en mémoire. (Cornaire C & Raymond P.M 1999 : 28)

Le modèle de Hayes et Flower illustre le processus d'un scripteur habile qui révisé fréquemment son texte pendant la production. Cependant, il est admis que les apprenants

scripteurs, qu'ils soient enfants ou adolescents, en langue maternelle ou étrangère, ne suivent pas nécessairement ce schéma, et que l'aptitude à écrire se développe progressivement avec l'âge et l'expérience. (Deschênes 1988, cité par Cornaire C et Raymond M.P, 1999 : 29).

Certaines critiques reprochent à ce modèle de ne pas prendre en compte les processus d'activation des connaissances dans la mémoire à long terme. Ces critiques ont donné lieu à d'autres modèles mettant l'accent sur la mémoire de travail, une composante fonctionnelle cruciale dans l'acte d'écriture.

Hayes et ses collaborateurs ont développé un deuxième modèle cognitif mettant en avant la mémoire de travail, essentielle pendant la rédaction pour sa capacité à gérer les processus cognitifs en leur allouant des ressources, tout en stockant temporairement les connaissances élaborées.

### **2.2.2. Les modèles de Bereiter et Scardamalia (1987)**

Bereiter et Scardamalia (1987) ont formulé deux descriptions basées sur leur analyse des comportements d'enfants et d'adultes pendant l'écriture. La première, appelée « connaissance-expression », décrit le processus des scripteurs débutants ou centrés sur eux-mêmes, éprouvant des difficultés à se détacher de leur propre pensée. Ces scripteurs ne cherchent pas à recueillir des informations préliminaires sur leur sujet, se fiant uniquement à leurs expériences et connaissances. Leur production se caractérise par des constructions simples, des mots courants et un manque de cohérence dans l'enchaînement des idées.

La seconde description, nommée « connaissance-transformation », présente le processus d'un scripteur expérimenté capable de détecter ses propres difficultés lors de la rédaction. Ce scripteur recherche activement des informations pour s'assurer que son message est bien compris par ses lecteurs. Il organise efficacement son texte en planifiant et en révisant de manière itérative.

Ces descriptions, selon Cornaire et Mary Raymond, élaborées à partir d'un échantillon varié d'enfants et d'adultes dans leur langue maternelle, reflètent les chemins empruntés par différents types de scripteurs, qu'ils soient novices ou expérimentés. (C. Cornaire & MP. Raymond, 1999 : 30).

### **2.2.3. Le modèle de Deschênes (1988)**

Le modèle proposé par le psychologue québécois Deschênes offre une approche non linéaire pour expliquer le processus d'écriture en français langue maternelle, en considérant deux variables principales : la situation d'interlocution et le scripteur.

*La situation d'interlocution englobe plusieurs aspects influençant l'acte d'écriture, à savoir la nature de la tâche à accomplir, les consignes d'écriture, l'environnement physique comprenant le temps, l'espace et le matériel, le texte à produire, l'influence des personnes proches ou éloignées du scripteur qui peuvent aider à améliorer le texte, ainsi que les sources externes d'informations telles que documents, dictionnaires, et autres ressources.*

*En ce qui concerne le scripteur, cette variable se décompose en deux aspects principaux : les structures de connaissances et les processus psychologiques. Les structures de connaissances représentent l'ensemble des informations, expériences et croyances stockées dans la mémoire à long terme du scripteur, englobant des éléments linguistiques, sémantiques, et référentiels. Les facteurs affectifs et motivationnels liés à la tâche et à l'environnement peuvent également influencer l'écriture. Les processus psychologiques incluent plusieurs étapes telles que la perception-activation, la construction de la signification, la linéarisation, la rédaction-édition, et enfin la révision.*

*La perception-activation consiste en l'observation de la tâche à accomplir, où le scripteur définit son travail d'écriture et sélectionne les informations pertinentes dans sa mémoire à long terme pour les activer. La construction de signification implique la création de la macrostructure du texte ou du plan, où le scripteur organise les informations pertinentes et réfléchit sur son écrit.*

*La linéarisation correspond à l'organisation du plan du texte et à la recherche supplémentaire dans la mémoire à long terme en vue de rédiger des phrases. Cette phase, comme décrit par Valiquette, est une étape intermédiaire entre la construction de la signification et la mise en texte, où la macrostructure est transformée en propositions sémantiques. (VALIQUETTE, M. 2008 : 47) (DES LANGUES, C. D. (2008). Les effets de l'enseignement stratégique sur la performance en orthographe grammaticale lors d'activités de production écrite.)*

*La rédaction consiste à transformer les idées (signifiés) en mots (signifiants) à travers l'écriture effective du texte, avec des ajustements de forme et de mise en page. Enfin, le processus de révision intervient après la rédaction, impliquant la correction du texte par des transformations, déplacements, ajouts, suppressions et reformulations, suite à une lecture attentive du texte produit.*

### **3. L'IA au service de la production écrite**

*L'enseignement de l'écriture a connu une transformation radicale avec l'avènement de l'intelligence artificielle et des outils numériques dans le contexte scolaire. Ces technologies ont introduit un nouveau paradigme d'apprentissage interactif qui va bien au-delà*

des méthodes traditionnelles.

*Avec les avancées récentes dans le domaine de l'intelligence artificielle (IA), la production écrite bénéficie désormais de technologies innovantes qui améliorent et facilitent le processus d'écriture.*

*L'intégration de l'intelligence artificielle (IA) dans le domaine de la production écrite ne vise pas tant à remplacer les processus classiques tels que la planification et la révision, mais plutôt à les compléter et à les améliorer. L'IA offre des outils et des capacités qui peuvent faciliter ces processus et aider les scripteurs à être plus efficaces et productifs.*

*L'IA peut influencer les différentes phases des modèles classiques de production écrite :*

### **Planification**

*Assistance à la génération d'idées : L'IA peut aider les écrivains à générer des idées en suggérant des sujets pertinents ou en proposant des sources de recherche. Par exemple, les algorithmes d'IA peuvent analyser d'énormes quantités de données pour identifier des sujets populaires ou des domaines émergents.*

*Structuration du contenu : Les outils d'IA peuvent aider à organiser les idées en proposant des plans de structure pour un texte donné. Ils peuvent suggérer des séquences logiques ou des schémas de pensée pour aider le scripteur à définir la structure de son travail.*

### **Rédaction**

- **Génération de contenu automatisée** : L'IA peut être utilisée pour créer du contenu textuel de manière automatique. Prenons l'exemple des chatbots basés sur l'IA peuvent rédiger des articles simples ou des descriptions basées sur des modèles préexistants.
- **Correction automatique et suggestion de style** : Les correcteurs orthographiques et grammaticaux basés sur l'IA peuvent détecter et corriger les erreurs courantes, tout en fournissant des suggestions de style pour améliorer la clarté et la lisibilité du texte.

### **Révision**

- **Analyse et évaluation automatisées** : L'IA peut analyser le texte pour identifier les faiblesses, les incohérences ou les redondances. Par exemple, des outils d'IA peuvent détecter les répétitions de mots ou les constructions de phrases.
- **Feedback et suggestions de révision** : Les systèmes d'IA peuvent fournir des

*commentaires détaillés sur le texte, en proposant des modifications et des améliorations pour rendre le contenu plus efficace.*

*Plutôt que de remplacer les processus classiques de planification, de rédaction et de révision, l'IA complète ces activités en offrant des capacités automatisées et des outils d'assistance. Les scripteurs peuvent ainsi utiliser l'IA pour optimiser leur processus créatif, gagner du temps et produire des textes de meilleure qualité. L'interaction entre les modèles classiques de production écrite et les technologies d'IA ouvre de nouvelles perspectives pour les professionnels de l'écriture, en combinant l'expertise humaine avec les capacités computationnelles avancées de l'IA.*

## **Conclusion**

*En guise de conclusion, l'intégration croissante de l'intelligence artificielle (IA) dans l'enseignement de la production écrite ouvre de nouvelles perspectives pour le développement des compétences linguistiques et créatives des élèves. Cette évolution technologique soulève des questions profondes sur le rôle émergent de l'IA dans l'éducation, en particulier dans le domaine de la rédaction en milieu scolaire, et son impact sur la créativité des apprenants.*

*Les modèles classiques de production écrite ont été enrichis et complétés par les avancées de l'IA. Ces modèles, qu'ils soient linéaires ou non linéaires, ont permis de mieux comprendre les processus cognitifs complexes impliqués dans la rédaction. L'IA apporte désormais des outils novateurs qui aident les élèves à chaque étape de leur écriture, de la planification à la révision.*

*En utilisant l'IA, les enseignants peuvent mieux soutenir les apprenants dans leur développement scriptural, en offrant des suggestions personnalisées, des corrections grammaticales et des feedbacks détaillés. Les systèmes d'IA peuvent également stimuler la créativité en suggérant des idées, en structurant le contenu et en facilitant la rédaction.*

*Cependant, il est essentiel de reconnaître que l'IA ne remplace pas l'expertise humaine dans l'enseignement de l'écriture. Au contraire, elle complète et enrichit les pratiques éducatives en offrant des capacités technologiques avancées. L'interaction entre les compétences humaines et l'IA ouvre de nouvelles voies pour l'éducation, où la créativité des élèves est soutenue par des outils numériques intelligents.*

*En définitive, cette convergence entre l'IA et l'enseignement de la production écrite ouvre des opportunités excitantes pour repenser l'enseignement des langues. Elle nous encourage à explorer plus avant les possibilités offertes par la technologie pour enrichir les compétences scripturales des apprenants, tout en maintenant l'accent sur la créativité et l'expression individuelle dans l'apprentissage des langues.*

## Références bibliographiques :

- Boucher, J. P. (2023). ChatGPT: la riposte doit être pédagogique. *Pédagogie collégiale* vol. 36, no 3, printemps-été 2023.
- Cornaire, C., & Raymond, P.- M. (1999). *La production écrite*. Paris : CLE International.
- Cuq, J.- P., & Gruca, I. (2017). *Cours de didactique du français langue étrangère et seconde*. France : Presses universitaires de Grenoble.
- Dabène, M. (1987). *L'adulte et l'écriture, contribution à une didactique de l'écrit en langue maternelle*. Paris : Editions universitaires.
- Deschênes, A.-J. 1988. *La compréhension et la production de textes*. Québec: Presses de l'Université du Québec, 136 p.
- De Saussure, F. (1916). *Cours de linguistique générale*. Ed. C. Bally and A. Sechehaye, with the collaboration of A. Riedlinger, Lausanne and Paris: Payot; translated as W. Baskin (1977), *Course in general linguistics*. Glasgow: Fontana/Collins.
- Fayol, M. (1996). *A propos de la compréhension*. In *Observatoire national de la lecture. La lecture et ses apprentissages*. Paris : Ministère de l'Education Nationale.
- Fayol, M. (1997). *Des idées au texte : psychologie cognitive de la production verbale orale et écrite*. Paris: FeniXX.
- Moirand, S. (1979). *Situations d'écrit : Compréhension, production en langue étrangère*. Paris: CLE international.
- Plane, S. (2006). *Singularités et constantes de la production d'écrit* ® *L'écriture comme traitement de contraintes*, *Diptyque* 5, pp. 33-54.
- Tauveron, C. (1999). *Comprendre et interpréter le littéraire à l'école : du texte réticent au texte proliférant*. *Repères, recherches en didactique du français langue maternelle*, (19), pp. 9-38.

## **Cas d'enseignement-apprentissage en ligne du module de « Psychologie Cognitive »**

*3LMD : succès ou échec?*

*Dre. Hadj Attou Fatima Zohra*

*Maitre de conférences (B)*

*Université Mohamed Khider - Biskra - Département de français.*

*Langue et littérature françaises*

*Fatima.hadjattou@univ-biskra.dz*

### **Résumé :**

*Actuellement, l'enseignement-apprentissage en ligne gagne en importance au sein des universités. Cependant, notre intervention pour ce colloque international, intitulé « Cas d'apprentissage en ligne du module de Psychologie Cognitive L3 : succès ou échec ? », adopte une méthode comparative pour analyser les résultats des étudiants, en comparant les cours en présentiel de 2023 avec les cours en ligne de 2024 au sein de département de langue et littérature françaises de l'université Biskra. Le corpus d'étude se compose des listes d'examen. Nous visons à mettre en évidence les bénéfices et les désavantages des cours en ligne.*

**Mots - clés :** *enseignement-apprentissage en ligne ; psychologie cognitive ; succès ; échec*

### **Abstract :**

*Currently, online teaching and learning is gaining importance in universities. However, our intervention for this international symposium, entitled "Case of online learning of the Cognitive Psychology L3 module: success or failure?", adopts a comparative method to analyse student results, by comparing the 2023 presencial courses with the 2024 online courses within the French department of the University of Biskra. The study body consists of examination lists. We aim to highlight the advantages and disadvantages of online courses.*

**Key –words :** *online teaching-learning /cognitive psychology /success /failure*

## ملخص:

في الوقت الحاضر، تزداد أهمية التعليم عبر الإنترنت في الجامعات. ومع ذلك، فإن مساهمتنا في هذا المؤتمر الدولي، الذي يُسمى «محاضرات التعلم عبر الإنترنت من برنامج علم النفس L3: نجاح أو فشل؟»، تستند إلى طريقة مقارنة لتحليل النتائج الطلابية، من خلال موازنة الدورات في 2023 مع الدورات على الإنترنت في 2024 في قسم فرنسي في جامعة بيسكرة. يتكون كوكب الدراسة من قائمة الاختبارات. ونحن نهدف إلى التركيز على فوائد ومخاوف الدورات عبر الإنترنت

كلمات المفتاحية: تعليم التعلم عبر الإنترنت / علم النفس المعرفي / النجاح / الفشل

### Notice Biographique :

*Dre. Hadj Attou Fatima Zohra (MCB), enseignante à l'Université Mohamed Khider de Biskra, spécialisée en sciences du langage et occupe le poste de Responsable du Niveau 3ème LMD, Je suis également membre de l'équipe de formation de ce même niveau. Par ailleurs, je fais partie du Laboratoire de Sémiotique Visuelle. Mes centres d'intérêt se focalisent, entre autres, sur la motivation dans les carrefours interdisciplinaires, l'argumentation, l'écrit et l'Intelligence Artificielle (IA).*

### 1. Introduction

*De nos jours, nous sommes profondément immergés dans l'avènement de l'ère numérique qui nous entraîne des mutations significatives au sein de nos sociétés. Cette révolution technologique tend à affecter tous les aspects de notre vie, qu'il s'agisse de politique, d'économie ou d'enseignement. Pour ce colloque, notre intérêt porte particulièrement sur les enseignements en ligne dispensés par notre Université de Biskra, en Algérie. Les objectifs de cette étude ne se limitent pas d'identifier les aspects positifs et négatifs de l'enseignement en ligne, mais aussi de les comparer aux méthodes conventionnelles d'enseignement en présentiel. D'autres objectifs incluent l'évaluation des succès et des échecs de l'enseignement en ligne, ainsi que l'examen du syndrome de l'enseignement dans nos universités.*

*L'enseignement traditionnel reste subordonné à une pédagogie d'enseignement qui repose sur des méthodes, des pratiques et des valeurs plus ou moins classiques qui ont été transmises de génération en génération. Les pratiques pédagogiques conservatrices, qui accordent une grande importance à l'autorité de l'enseignant, à l'apprentissage par mémorisation et répétition, ainsi qu'à l'importance de la discipline et de la conformité aux normes établies, sont souvent liées à cette méthode d'enseignement. Bref, c'est une pédagogie qui reste « bel et bien » dominante dans nos classes implicitement ; ici je me réfère aux travaux de (Houssaye Jean, 2014).*

L'enseignement à distance actuel est une méthode d'enseignement planifiée qui exploite diverses technologies pour répondre aux besoins des apprenants à distance. Son objectif est de favoriser l'échange entre l'apprenant et l'enseignant.

Entre deux méthodes d'enseignement, notre questionnement est : comment enseigner en ligne et en présentiel le module « Psychologie cognitive»? À partir de cette interrogation générale, émergent des questions secondaires: Quel est l'impact de l'enseignement en ligne sur les résultats d'examen des étudiants L3? Quels sont ses aspects positifs et négatifs dans le cadre de l'enseignement universitaire?

Dans notre étude nous supposons que l'enseignement synchrone à distance pourrait favoriser la progression du cours et conduire à des accomplissements louables dans le module de Psychologie cognitive des étudiants L3. La méthode utilisée dans cette étude est comparative. Elle vise à déceler les similitudes et les disparités entre les copies d'examen des étudiants de troisième année (L3) dans le module de Psychologie cognitive.

## 2. Module Psychologie cognitive : présentation

Il serait opportun de présenter succinctement notre module qui s'intitule «Psychologie cognitive et science de la communication», de type Unité découverte(UED), code UED3.1, coefficient 02, volume horaire hebdomadaire (cours): 1h30, volume horaire semestriel (VHS): 22h30 et mode d'évaluation: Examen (100%) (cf. canevas du module tableau 01). Il vise à explorer les processus mentaux inhérents à la perception, la mémoire, le langage, la résolution de problèmes et d'autres fonctions cognitives, en vue de mieux cerner le contexte de cette étude ainsi que le descriptif, comme illustré dans le tableau (O2)

Annexe : Programme des enseignements de 3<sup>ème</sup> année Licence (L3) Domaine : Lettres et Langues Etrangères

Semestre 5	Unités d'enseignement	Matières	Crédits coefficient	Volume horaire hebdomadaire			VHS 15 semaines	Autre*	Mode d'évaluation		
				Intitulés	Cours	TD			TP	Contrôle continu	Examen
UEF1 Etude de la langue Code UEF3.1 Crédits : 12 Coefficients : 06		Linguistique	4 2	1h30	1h30		45h00	55h00	50%	50%	
		Etude de textes littéraires	4 2	1h30	1h30		45h00	55h00	50%	50%	
UEF2 Pratique de la langue Code UEF3.1 Crédits : 04 Coefficients : 02		Etude de textes de civilisation	4 2	1h30	1h30		45h00	55h00	50%	50%	
		Compréhension & production écrite <sup>1</sup>	2 1		1h30		22h30	27h30	50%	50%	
UEF3 Langue et usages Code UEF3.1 Crédits : 04 Coefficients : 02		Compréhension & production orale <sup>2</sup>	2 1		1h30		22h30	27h30	50%	50%	
		Introduction à la didactique	2 1	1h30			22h30	27h30		100%	
UE Méthodologie Code UEM3.1 Crédits : 06 Coefficients : 03		Introduction aux langues de spécialités	2 1		1h30		22h30	27h30	50%	50%	
		Techniques de recherche	4 2		3h00		45h00	55h00	50%	50%	
UE Découverte Code UED3.1 Crédits : 03 Coefficients : 02		Techniques d'information et de communication	2 1		1h30		45h00	55h00	50%	50%	
		Psychologie cognitive/ Sciences de la communication	2 1	1h30			22h30	2h30		100%	
UE Transversale Code UET3.1 Crédits : 01 Coefficients : 01		Traduction & interprétariat	1 1		1h30		22h30	2h30	50%	50%	
		Langue(s) nationale(s)/ langues étrangères	1 1	1h30			22h30	2h30		100%	
Total semestre 5			30	16	07h 30	16h30	382h30	392h30			

\*Travail complémentaire en consultation semestrielle

<sup>1</sup> Dans les matières « Compréhension et expression écrite », « Compréhension et expression orale » et durant tous les semestres, si portfolio est demandé, il est évalué par l'enseignant de la matière dans la note des TD. Le travail

Tableau 01: Canevas des enseignements de 3ème année Licence (L3) Domaine/ Lettres et Langues Etrangères

---

<b>Semestre 5</b>
1. Qu'est-ce que la psychologie ? 1.1. Naissance et évolution 1.2. Méthodes d'étude 1.3. Champs d'application 1.4. Courants théoriques
<b>2. Psychologie et pédagogie : définition/Maria Montessori/jean Piaget/ Freinet Célestin</b>
<b>3. Qu'est-ce que la psychologie cognitive ? Selon Tardif J.</b> 3.1. Origines de la Psychologie cognitive 3.2. Objectifs de la Psychologie cognitive 3.2.1. Mémoires : 3.2.1.1. Définition 3.2.1.2. Types de mémoires 3.2.1. Organisation de la connaissance
<b>Semestre 6</b>
3.3. Psychologie cognitive de la motivation: Nuttin J. 3.3.1. Définition 3.3.2. Types de motivation selon Deci et Ryan 3.3.3. Facteurs de la motivation 3.3.4. Motivation en contexte scolaire selon Rolland Viau/Maslow
3.4. Traitement d'information 3.4.1. Attention 3.4.2. Perception et la notion de représentation 3.4.3. Représentations sociales
<b>4. Psychologie cognitive et Théories :</b> 4.1. Théorie de Lev S. Vygotsky (1896-1934) 4.2. Théorie de Jean Piaget (1896- 1980) 4.3. Théorie d'Albert Bandura (1925-2021)

---

Tableau 02 : Le descriptif L3 module /Psychologie cognitive

### 3. Etudiants : 3LMD

C'est une promotion dont je suis responsable du module intitulé « Psychologie cognitive » depuis 2022. Elle est composée, pour l'année 2022-2023, de 103 étudiants répartis en trois groupes : groupe 1 avec 34 étudiants, groupe 2 avec 36 étudiants et groupe 3 avec 33 étudiants. Pour l'année 2023-2024, le nombre d'étudiants est de 129, répartis également en trois groupes : groupe 1 avec 43 étudiants, groupe 2 avec 45 étudiants et groupe 3 avec 41 étudiants.

### 4. Méthode de travail

Afin de rendre cette étude plus intègre, nous l'avons divisée en deux axes. Le premier axe consiste à effectuer un bilan de l'enseignement en présentiel du module « Psychologie cognitive » ainsi que les résultats obtenus pour l'année académique 2022/2023. Le

second axe porte sur l'enseignement en ligne du même module avec d'autres étudiants pour l'année 2023/2024. Nous choisirons une approche évidemment comparative des résultats afin de mettre en relief la méthode la plus efficace dans l'enseignement du français langue étrangère(FLE).

#### **4.1. Axe 1 : Enseignement en présentiel du module « Psychologie cognitive » (20222023/)**

L'enseignement en présentiel reste soumis à une méthode pédagogique où l'interaction entre les enseignants et les apprenants se déroule en classe ou une salle de conférence. Dans ce contexte, les enseignants dispensent les cours en utilisant fréquemment des supports tels que des présentations, des tableaux blancs, des démonstrations pratiques, ainsi que d'autres méthodes interactives d'enseignement. Les étudiants ont l'occasion de poser des questions en temps réel, de participer à des discussions en classe, de collaborer avec leurs pairs et de bénéficier d'une interaction directe avec leurs enseignants. L'enseignement en présentiel peut offrir des avantages divers aux apprenants, favorisant ainsi un environnement immersif propice à l'engagement, à la concentration et à la compréhension. Toutefois, il peut également présenter des défis logistiques, tels que la nécessité de disposer d'infrastructures adaptées, de synchroniser les emplois du temps des enseignants et des apprenants, ainsi les contraintes liées aux déplacements.

Pour le cas de notre module «Psychologie cognitive» en présentiel, il est vrai que l'approche décrite semble correspondre à une forme de pédagogie traditionnelle (Houssaye Jean, 2014), avec des cours magistraux où les étudiants sont principalement spectateurs, écoutant attentivement les enseignants, prenant des notes et posant des questions, le cas échéant.

Cependant, même dans ce cadre, il est important de noter que des opportunités d'interactivité peuvent émerger, en particulier en fonction du contenu du cours. Par exemple, des sujets tels que la motivation ou la mémoire peuvent susciter des discussions, des exemples concrets ou des activités interactives qui encouragent les élèves à participer activement à leur propre apprentissage. D'autres points sont intégrés dans notre enseignement en présentiel, à savoir:

- *Interrogations orientées: Inciter les étudiants à construire leur savoir.*
- *Travaux en équipe: Planifier des séances d'activités en petits groupes où les étudiants sont encouragés à engager des discussions et à collaborer afin de résoudre des problèmes ou des situations en rapport avec la psychologie cognitive.*
- *Discussion: Organiser des discussions sur des thématiques controversées ou des théories divergentes en psychologie cognitive. Cette démarche incite les étudiants*

à explorer diverses perspectives et à renforcer leurs compétences argumentatives.

En incorporant ces éléments, même au sein d'une approche pédagogique plus conventionnelle, il est possible d'enrichir l'expérience d'apprentissage des étudiants et de promouvoir une compréhension plus approfondie de la psychologie cognitive.

#### **4.1.1. Cadre d'évaluation: Résultats**

Lors du semestre 5 de la promotion L3 (2022/2023), le cours sur le module de «Psychologie Cognitive» a été donné dans un cadre d'enseignement en pédagogie traditionnelle, suivi d'une évaluation finale sous forme d'examen. Voici les résultats approfondies :

- Groupe 1 : Sur les 34 étudiants examinés, les résultats varient entre 10 et 14.
- Groupe 2 : Les 36 étudiants évalués ont obtenu des notes allant de 10 à 13,5.
- Groupe 3 : Les 33 étudiants évalués ont obtenu des notes allant de 10 à 14.5.

En totalité, la promotion compte 103 étudiants. Uniquement 37 étudiants ont obtenu une note lors de l'évaluation (cf. annexe 1).

##### **4.1.1.1. Discussion des résultats**

Le résultat est insatisfaisant, ce qui s'explique par plusieurs facteurs, notamment le taux élevé d'absentéisme des étudiants, le peu d'intérêt manifesté pour ce module et la préférence accordée à d'autres, notamment ceux relevant des unités fondamentales, ainsi que l'horaire matinal (à 8h00) du module, qui peut dissuader les étudiants, voire les résidents, d'y assister.

Il convient également de souligner que lors des cours en présentiel, nous avons observé que les étudiants sont souvent réticents à participer de crainte s'exposer à des situations critiques, ce qui les conduit à persister dans l'anonymat. Pourtant, le cadre d'enseignement est propice à l'interaction : il s'agit de cours magistraux avec questions et libre débat.

#### **4.2. Axe 2 : Enseignement en ligne du module « Psychologie cognitive » (20232024/)**

L'enseignement à distance recourt à la pédagogie inversée, également connue sous le nom de classe inversée (Jonathan Bergmann et Aaron Sams, 2016), contrairement à l'enseignement en présentiel. Théorisée dans les années 1990, elle a gagné en popularité grâce à Jonathan Bergmann et Aaron Sams, deux enseignants de physique-chimie américains, qui l'ont baptisée «flipped classroom» (classe inversée en anglais). Il utilise « un large éventail de technologies pour atteindre les apprenants à distance. Il est conçu

*pour encourager l'interaction avec l'apprenant et celui qui dispense l'apprentissage. » (Weissberg R.P. et Greenberg M.T., 1998). L'enseignement en ligne repose désormais sur les nouvelles technologies de l'information et de la communication (TIC). Cela peut inclure une variété de supports ludiques tels que des vidéos, des formats interactifs, des podcasts, des animations, des quiz, des forums, des questionnaires, des diaporamas, des lectures ou des exercices. Cette approche vise à optimiser l'utilisation du temps en classe en déplaçant l'acquisition de connaissances en dehors des murs de l'établissement. Autrement dit, l'enseignement en ligne est défini « comme un dispositif composé d'un ensemble de ressources matérielles, techniques, humaines et pédagogiques mis en place pour fournir un enseignement à des individus qui sont distants. » (Makhloufi A, 2020).*

*L'enseignement en ligne du module «Psychologie cognitive» est dispensé une fois par semaine, le mercredi à 16h00, pour une durée de 1 h30. Les cours, des images et parfois des vidéos, ainsi que le lien pour rejoindre la session, sont envoyés aux étudiants via le groupe Facebook du département (cf. Annexe 2) quelques jours avant la séance. L'application utilisée pour les cours en ligne est Google Meet.*

*Une fois la séance ouverte, un nombre important de participants sont présents. Des messages sont envoyés pour signaler la répétition d'un mot ou d'une explication, des remarques telles que «On ne vous entend pas, madame» ou «Je suis arrivé en retard, pourriez-vous récapituler, madame?» des questions directes sont posées et un échange d'information prend place entre les étudiants, parfois amusant.*

*Dans ce contexte, notre module de «Psychologie cognitive» s'inscrit dans un cadre pédagogique qui transcende les limites spatiales, bien que non nécessairement temporelles, comme le souligne Desmond Keegan (Keegan D, Foundations of distance education (3rd Ed.), 1996):*

*Une permanente séparation de l'enseignant et de l'apprenant, l'influence d'une organisation éducative à la fois dans la planification et la préparation du matériel d'apprentissage ainsi qu'à la disponibilité d'un service de soutien aux étudiants, l'utilisation des TIC, la fourniture d'une communication bidirectionnelle afin que l'étudiant puisse bénéficier ou même initier un dialogue, une absence quasi permanente du groupe d'apprentissage tout au long du processus d'apprentissage, de sorte que les personnes sont généralement enseignées individuellement plutôt qu'en groupe avec une possibilité de rencontre occasionnelle en groupe.*

#### **4.2.1. Cadre d'évaluation: Résultats**

*Lors du semestre 5 de la promotion L3 (2023/2024), le cours sur le module de «Psy-*

chologie Cognitive» a été donné dans le cadre de l'enseignement en pédagogie inversée, suivi d'une évaluation finale sous forme d'examen. Voici les résultats approfondies :

- Groupe 1 : Parmi les 43 étudiants, seuls 13 obtiennent une note comprise entre 10-14
- Groupe 2 : Sur les 45 étudiants, 15 ont une note comprise entre 10- 15.5
- Groupe 3 : Parmi les 41 étudiants, seuls 20 ont une note entre 10- 15.

En totalité, la promotion compte 129 étudiants. Uniquement 48 étudiants ont obtenu la moyenne lors de l'évaluation (cf. Annexe 3).

#### **4.2.1. 1. Discussion des résultats**

Les résultats obtenus sont satisfaisants, avec près de la moitié de la promotion ayant obtenu la moyenne. Cette réussite peut être attribuée en partie à la présence active des participants. Le cours en ligne, basé sur des vidéos et des images, a offert aux étudiants un environnement d'apprentissage familier, ce qui a favorisé leur motivation et leur productivité. De plus, l'horaire flexible des séances a permis aux étudiants de concilier facilement leurs études avec leurs autres occupations, les encourageant ainsi à poursuivre leurs efforts.

#### **4.3. Comparaison entre l'enseignement en présentiel et à distance**

Pour mieux expliciter notre étude sur l'enseignement en ligne du module de Psychologie cognitive et suite aux résultats obtenus des deux méthodes pédagogiques, nous procédons à les comparer afin de relever les différences.

Le module de Psychologie cognitive enseigné en ligne a offert aux étudiants l'opportunité de s'exprimer, de poser des questions et d'échanger des propos : une forme d'interactivité derrière l'écran. Cette possibilité d'interaction était absente en présentiel. En ligne, les étudiants ont surmonté la crainte de s'exprimer, ce qui s'est traduit par une participation remarquable, contrairement à ce que nous avons observé en présentiel

Les cours, les images et les vidéos envoyés aux étudiants pour pré-lectures ont contribué partiellement au développement de l'autonomie des étudiants. Ainsi tout enseignement qu'il soit en présentiel ou à distance a pour but l'assimilation des contenus enseignés et « les bonnes pratiques de l'enseignement à distance cherchent à apporter des solutions à ces difficultés inhérentes. » (Keegan Desmons, 1996). À cela s'ajoute le constructivisme du savoir, qui consiste essentiellement en la construction de nouvelles connaissances par le biais d'interactions réelles, une notion à laquelle nous nous alignons avec les idées de Jean Piaget. En présentiel, ces derniers adoptent souvent une posture passive, se contentant d'écouter ou de prendre des notes. L'enseignant dirige le flux d'information, participe dans la construction du savoir et assure une cohérence dans le

*processus d'apprentissage.*

*L'enseignement en ligne place les étudiants dans un contexte propre à leurs espaces, tels que leurs chambres à titre illustratif. Ce format rend les enseignements plus flexibles. Contrairement au présentiel, où tout est généralement stable et où l'accès au changement de classe ou à d'autres événements est prévu ; en ligne, il ya moins de prévisibilité et plus de possibilités d'imprévus.*

*L'étude comparative entre l'enseignement en présentiel et à distance, portant sur les résultats d'examens des étudiants en Licence 3 lors du 5ème semestre pour les années 2022-2023 et 2023-2024, nous a permis de tirer plusieurs constatations. Tout d'abord, les étudiants semblent plus à l'aise dans leur environnement d'apprentissage à distance, où ils ont la possibilité de se déplacer librement, de rester en ligne s'ils le souhaitent ou de quitter la session. De plus, ils semblent plus motivés, ce qui se traduit par une participation active et des questionnements visant à clarifier les concepts abordés. L'interactivité favorisée crée parfois une atmosphère de proximité, semblable à une communauté familiale. Nous pouvons conclure que l'enseignement synchrone en ligne présente des avantages tangibles, notamment en ce qui concerne les résultats, ainsi que pour l'enseignement du module de psychologie cognitive en ligne.*

*Cependant, il convient de noter que l'enseignement en ligne n'est pas sans inconvénients, notamment en ce qui concerne la fatigue visuelle, la sédentarité, le stress etc... En revanche, pour ce qui est de l'enseignement en présentiel, nous avons observé plusieurs aspects négatifs, tels que les absences répétées des étudiants, la monotonie en classe, le manque de participation et parfois les conditions d'apprentissage peu propices, ce qui peut affecter la qualité de l'enseignement et impacter les résultats des étudiants de manière négative.*

#### **4.4. Suggestion**

*Cette étude, portant sur la comparaison des résultats en Licence 3 entre l'enseignement en présentiel et à distance, met en évidence l'avantage que revêt l'enseignement en ligne. Cependant, il est crucial de prendre en compte les contraintes auxquelles sont confrontés certains étudiants, tels que l'absence d'accès à l'internet, les incapacités physiques ou les environnements malsains. C'est pourquoi nous suggérons une approche hybride, combinant l'enseignement à distance à hauteur de 80% et l'enseignement en présentiel à 20%. Pour ce dernier, il est nécessaire d'innover afin d'encourager une participation active des étudiants, ce qui pourrait transformer leurs résultats. Ainsi, il est également important de prendre en compte le souci de muter l'étudiant humain en simple «étudiant-machine». Le contact physique et spirituel demeure indispensable au sein des*

enseignements.

## 5. Conclusion

Au terme de cette étude inscrite dans la didactique universitaire du FLE, nous avons pu démontrer le succès de l'enseignement à distance à des résultats d'examens, notamment dans le cas des étudiants en 3ème année de licence. Cette étude met en lumière le fait que l'enseignement en ligne favorise la progression du module de psychologie cognitive en incitant les étudiants à participer et à être proactifs. Il est également important de souligner que ce succès ne peut être atteint sans les efforts de l'enseignant, qui joue le rôle prépondérant et d'accompagnateur auprès de ses étudiants.

En conclusion, nous pouvons affirmer que l'ère numérique a profondément affecté nos quotidiens, y compris l'enseignement universitaire, notamment en FLE. L'intégration des technologies de l'information et de la communication dans l'enseignement en ligne a facilité les processus d'apprentissage en offrant des opportunités pour développer les compétences des étudiants.

### Références bibliographiques :

- Bergmann, Jonathan & Aaron, Sams, *La classe inversée*, Collection Technologie de l'éducation, 2016
- Bergmann, Jonathan & Aaron, Sams & Marc-André Girard, *Apprentissage inversé*, Collection Technologie de l'éducation, 2016
- Cailliez, Jean-Charles. et Henin, C. *La classe renversée* ® *L'Innovation pédagogique par le changement de posture*. Ellipses. 2017
- Houssaye, Jean, *Le triangle pédagogique* ® *Les différentes facettes de la pédagogie*, Paris, ESF, 2014
- Houssaye, Jean, *La Pédagogie traditionnelle* ® *Une histoire de la pédagogie*, suivi de « Petite histoire des savoirs sur l'éducation », Paris, Fabert, 2014.
- Lebrun, Marcel et Lecoq, J. *Classes inversées : enseigner et apprendre à l'endroit !* Éditions Canopé. 2015
- Keegan, Desmond, *Foundations of distance education* (3rd Ed.) New York, NY: -Routledge, 1996p. p.12, 50.

### Articles:

- Benazout, Ouahiba & Benttahir, Zohra Chahinez, *L'impact de l'enseignement à distance sur l'enseignement-apprentissage de l'écrit universitaire en FLE*, *Dirassat Journal*, Vol:10, N:02, Décembre 2021
- Weissberg, Roger P. & Greenberg Mike T. (1998). *School and Community Com-*

petence-Enhancement and Prevention Programs. En W. Damon, I. E. Sigel, & K. A. Renninger (Eds.), *Handbook of child psychology: Child psychology in practice*, Hoboken, NJ, US: John Wiley, & Sons Inc., 877-954

- Articles en ligne :
- Ministère de l'éducation nationale « Classe inversée, classes inversées » 2020, disponible sur :
- [https://cache.media.eduscol.education.fr/file/RS2020/90/0/classe\\_inversee\\_1309900.pdf](https://cache.media.eduscol.education.fr/file/RS2020/90/0/classe_inversee_1309900.pdf)
- Lebrun, Marcel (2017). *Les classes inversées, un phénomène précurseur pour « l'école » à l'ère numérique*. *Revue internationale Méthodal. Méthodologie de l'enseignement et de l'apprentissage des langues*, En ligne <https://methodal.net/?article102>

### Sites :

- [https://www.youtube.com/watch?v=RSKjMsgXc\\_Q](https://www.youtube.com/watch?v=RSKjMsgXc_Q) (consulté le 21 mars 2024 à 00 :57)
- <https://www.bing.com/videos/riverview/relatedvideo?q=Jonathan+Bergman+et+Aaron+Sams%2cclasse+invers%c3%a9e&mid=3A909CCD2078462EAD-6A3A909CCD2078462E4D6A&FORM=VIRE> (consulté 22 mars 2024 à 01 :32)

### Annexes : Annexe 1 : L3 / G01 - G02 - G03 20222023/

#	Matricule	Nom	Prénom	Examen	CC	MG	Session
1	171			10,0	0,0	10,0	NORMALE
2	202			8,5	0,0	8,5	NORMALE
3	191			2,0	0,0	2,0	NORMALE
4	202			10,0	0,0	10,0	NORMALE
5	202			4,5	0,0	4,5	NORMALE
6	191			8,0	0,0	8,0	NORMALE
7	202			12,0	0,0	12,0	NORMALE
8	151			0,0	0,0	0,0	NORMALE
9	202			14,0	0,0	14,0	NORMALE
10	202			4,5	0,0	4,5	NORMALE
11	202			3,5	0,0	3,5	NORMALE
12	191			0,0	0,0	0,0	NORMALE
13	202			5,5	0,0	5,5	NORMALE
14	202			10,0	0,0	10,0	NORMALE
15	191			13,0	0,0	13,0	NORMALE
16	171			0,0	0,0	0,0	NORMALE
17	191			10,0	0,0	10,0	NORMALE
18	202			10,5	0,0	10,5	NORMALE
19	161			13,0	0,0	13,0	NORMALE
20	22			7,5	0,0	7,5	NORMALE
21	191			11,5	0,0	11,5	NORMALE
22	171			12,0	0,0	12,0	NORMALE
23	201			12,0	0,0	12,0	NORMALE
24	191			10,0	0,0	10,0	NORMALE
25	202			11,0	0,0	11,0	NORMALE
26	151			0,0	0,0	0,0	NORMALE
27	151			0,0	0,0	0,0	NORMALE
28	202			9,5	0,0	9,5	NORMALE
29	191			6,0	0,0	6,0	NORMALE
30	202			6,0	0,0	6,0	NORMALE
31	202			3,0	0,0	3,0	NORMALE
32	151			10,0	0,0	10,0	NORMALE
33	191			14,0	0,0	14,0	NORMALE
34	202			9,0	0,0	9,0	NORMALE
35	202			0,0	0,0	0,0	NORMALE
36	181			1,5	0,0	1,5	NORMALE
37	202			5,5	0,0	5,5	NORMALE
38	202			7,0	0,0	7,0	NORMALE
39	202			10,0	0,0	10,0	NORMALE

PV de délibération par matière (Session normale)

#	Matricule	Nom	Prénom	Examen	CC	MG	Session
1	19			12.5	0.0	12.5	NORMALE
2	20			2.0	0.0	2.0	NORMALE
3	18			13.0	0.0	13.0	NORMALE
4	20			4.0	0.0	4.0	NORMALE
5	19			5.0	0.0	5.0	NORMALE
6	19			0.5	0.0	0.5	NORMALE
7	16			0.5	0.0	0.5	NORMALE
8	20			2.5	0.0	2.5	NORMALE
9	19			10.0	0.0	10.0	NORMALE
10	20			11.5	0.0	11.5	NORMALE
11	19			6.5	0.0	6.5	NORMALE
12	16			10.5	0.0	10.5	NORMALE
13	20			5.0	0.0	5.0	NORMALE
14	20			4.5	0.0	4.5	NORMALE
15	18			5.0	0.0	5.0	NORMALE
16	20			12.5	0.0	12.5	NORMALE
17	19			13.5	0.0	13.5	NORMALE
18	20			9.0	0.0	9.0	NORMALE
19	20			1.5	0.0	1.5	NORMALE
20	20			9.0	0.0	9.0	NORMALE
21	20			3.0	0.0	3.0	NORMALE
22	20			9.0	0.0	9.0	NORMALE
23	20			5.5	0.0	5.5	NORMALE
24	19			0.0	0.0	0.0	NORMALE
25	18			8.0	0.0	8.0	NORMALE
26	16			4.5	0.0	4.5	NORMALE
27	18			10.5	0.0	10.5	NORMALE
28	17			2.0	0.0	2.0	NORMALE
29	20			13.0	0.0	13.0	NORMALE
30	20			4.0	0.0	4.0	NORMALE
31	20			4.5	0.0	4.5	NORMALE
32	20			7.5	0.0	7.5	NORMALE
33	18			9.0	0.0	9.0	NORMALE
34	20			4.5	0.0	4.5	NORMALE
35	20			12.5	0.0	12.5	NORMALE
36	20			10.0	0.0	10.0	NORMALE

PV de délibération par matière (Session normale)

#	Matricule	Nom	Prénom	Examen	CC	MG	Session
1	19			0.0	0.0	0.0	NORMALE
2	20			7.0	0.0	7.0	NORMALE
3	20			5.5	0.0	5.5	NORMALE
4	19			8.5	0.0	8.5	NORMALE
5	20			5.5	0.0	5.5	NORMALE
6	17			11.0	0.0	11.0	NORMALE
7	20			7.5	0.0	7.5	NORMALE
8	18			1.0	0.0	1.0	NORMALE
9	20			9.0	0.0	9.0	NORMALE
10	17			0.0	0.0	0.0	NORMALE
11	18			13.0	0.0	13.0	NORMALE
12	20			7.5	0.0	7.5	NORMALE
13	20			12.0	0.0	12.0	NORMALE
14	20			4.0	0.0	4.0	NORMALE
15	20			10.5	0.0	10.5	NORMALE
16	20			11.0	0.0	11.0	NORMALE
17	20			4.5	0.0	4.5	NORMALE
18	20			10.5	0.0	10.5	NORMALE
19	22			10.0	0.0	10.0	NORMALE
20	20			3.5	0.0	3.5	NORMALE
21	20			4.0	0.0	4.0	NORMALE
22	18			12.5	0.0	12.5	NORMALE
23	19			1.0	0.0	1.0	NORMALE
24	20			3.5	0.0	3.5	NORMALE
25	18			14.5	0.0	14.5	NORMALE
26	20			8.0	0.0	8.0	NORMALE
27	20			9.0	0.0	9.0	NORMALE
28	20			7.0	0.0	7.0	NORMALE
29	20			6.0	0.0	6.0	NORMALE
30	16			4.5	0.0	4.5	NORMALE
31	20			10.0	0.0	10.0	NORMALE
32	20			6.0	0.0	6.0	NORMALE
33	20			3.5	0.0	3.5	NORMALE
34	20			10.0	0.0	10.0	NORMALE



Je ne perds jamais,  
soit je gagne  
soit j'apprends.

• Nelson Mandela •

Groupe de Département de Langue & Littér...

Licence Français-UnivBiskra >

Groupe (Privé) · 3,1 K membres



Membre ▾

Inviter

Discussions

Reels

À propos

À la une

Annexe 3 : L3 / GO1- G02 - G03

20232024/

langue française/Semestre 5/Psychologie cognitive /Sciences de la communication/Sec 1								
Matricule	Nom	Prénom	Note	Absent	Absence Justifiée	Observation	Section	Groupe
21			3.5					Sec 1/Gr 1
17			10.0		Note acquise N-1	Note Acquise N-1		Sec 1/Gr 1
19			10.0		Note acquise N-1	Note Acquise N-1		Sec 1/Gr 1
21			9.0					Sec 1/Gr 1
21			8.5					Sec 1/Gr 1
19			7.5					Sec 1/Gr 1
21			9.5					Sec 1/Gr 1
21			6.5					Sec 1/Gr 1
21			8.5					Sec 1/Gr 1
15								Sec 1/Gr 1
21			6.0					Sec 1/Gr 1
21			7.5					Sec 1/Gr 1
21			14.0					Sec 1/Gr 1
21			8.0					Sec 1/Gr 1
20			6.0					Sec 1/Gr 1
21			7.5					Sec 1/Gr 1
21			4.5					Sec 1/Gr 1
21			8.0					Sec 1/Gr 1
20			5.5					Sec 1/Gr 1
21			6.5					Sec 1/Gr 1
21			8.5					Sec 1/Gr 1
21			3.0					Sec 1/Gr 1
21			6.5					Sec 1/Gr 1
19			13.0		Note acquise N-1	Note Acquise N-1		Sec 1/Gr 1
17			8.5					Sec 1/Gr 1
21			6.5					Sec 1/Gr 1
19			10.0		Note acquise N-1	Note Acquise N-1		Sec 1/Gr 1
21			9.0					Sec 1/Gr 1
19			3.5					Sec 1/Gr 1
21								Sec 1/Gr 1
20			2.0					Sec 1/Gr 1
21			5.5					Sec 1/Gr 1
21			8.0					Sec 1/Gr 1
21			10.5					Sec 1/Gr 1
21			12.5					Sec 1/Gr 1



# Stephen Krashen'ın Dil Öğrenimi ile İlgili Teori ve Yöntemleri Zaviyesinden Arap Dili Eğitimi

Dr. Öğr. Üyesi Süleyman Recep ÇIBIKLI

Sinop Üniversitesi, İlahiyat Fakültesi, Arap Dili ve Belagati  
Sinop University, Faculty of Divinity, Department of Arabic Language ve  
Literature

<https://orcid.org/0000-0001-8438-5080>

## Özet

Arapça, Türkiye'de tarihsel, dini ve kültürel açıdan önemli bir yere sahip bir dildir. Fakat Türkiye'de Arapça eğitimi, birçok sorunla karşı karşıyadır. Bu sorunlar, Arapça öğreniminin etkinliğini ve verimliliğini doğrudan etkilemektedir. "Müfredatların güncel olmaması ve dil becerilerinin (konuşma, dinleme, okuma, yazma) dengeli bir şekilde geliştirilmemesine odaklanılması, Arapça gramerinin karmaşık ve yoğun bir şekilde öğretilmesi, yeterli uygulama ve pratik imkânlarının sunulmaması gibi "müfredat sorunları"; nitelikli ve öğretmenlerin güncel dil öğretim yöntem ve tekniklerine hâkim olmamaları gibi "öğretmen odaklı sorunlar"; güncel ve modern Arapça ders kitaplarının ve materyallerinin eksikliği ve teknolojinin dil öğretiminde yeterince kullanılmaması gibi "materyal sorunları" Arapça eğitiminin karşı karşıya kaldığı sorunlardan bazılarıdır. Bu sorunların çözümünde dil edinimi ve ikinci dil edinimi üzerine etkili teorileriyle tanınan ünlü bir dilbilimci olan Stephen Krashen'in dil edinimi konusundaki görüşlerinin sahada uygulanması bir çözüm olabilir. Stephen Krashen'in dil edinimi konusundaki görüşleri beş ana hipotezde özetlenebilir: Anlaşılabilir Girdi Hipotezi, Monitör Hipotezi, Doğal Düzen Hipotezi, Duyuşsal Filtre Hipotezi ve Edinim-Öğrenme Hipotezi. Bu görüş ve yöntemlerin uygulanması durumunda Arapça eğitimindeki bu sorunlar büyük ölçüde ortadan kalkacak ve verimli bir dil öğrenme süreci yaşanacaktır.

## Abstract

Arabic is a language that has an important historical, religious and cultural place in Turkey. However, Arabic education in Turkey faces many problems. These problems directly affect the effectiveness and efficiency of Arabic learning. "Curriculum problems" such as the fact that the curricula are not up-to-date and focus on not developing language skills (speaking, listening, reading, writing) in a balanced way, Arabic grammar is taught in a complex and intensive way, and not enough application and practice opportunities are provided; "teacher-oriented problems" such as qualified teachers not being familiar

with current language teaching methods and techniques; “Material problems” such as the lack of current and modern Arabic textbooks and materials and the inadequate use of technology in language teaching are some of the problems faced by Arabic education. In solving these problems, applying the views of Stephen Krashen, a famous linguist known for his influential theories on language acquisition and second language acquisition, on language acquisition in the field may be a solution. Stephen Krashen’s views on language acquisition can be summarized in five main hypotheses: Comprehensible Input Hypothesis, Monitor Hypothesis, Natural Order Hypothesis, Affective Filter Hypothesis and Acquisition-Learning Hypothesis. If these views and methods are implemented, these problems in Arabic education will be largely eliminated and an efficient language learning process will be experienced.

## Giriş

Arapça, dünya çapında yaygın olarak konuşulan bir dildir ve yaklaşık 420 milyondan fazla insan onu ilk dili olarak konuşmaktadır. Birleşmiş Milletler’in altı resmî dilinden biridir. (“Arapça”, 2024) Yaygın kullanımı nedeniyle, dünya çapında Arapça eğitimi giderek daha önemli hale gelmiştir.

Bu yazımızda Stephen Krashen görüş ve yöntemlerinin üniversitelerde Arapça öğretiminde nasıl uygulanabileceğini tartışacağız. Stephen Krashen, dil edinimi ve ikinci dil edinimi konusunda tanınmış bir dilbilimci ve eğitimci olarak bilinir. Stephen Krashen, 1972 yılında Los Angeles Kaliforniya Üniversitesi’nden Dilbilim alanında doktora derecesini almıştır. (“Stephen Krashen”, 2024) Krashen’in ikinci dil edinimi, iki dilli eğitim ve okuma alanlarına katkıda bulunan makaleleri (hakemli olan ve olmayan) ve kitaplarının yanı sıra 486’den fazla yayını bulunmaktadır. Dil edinimi teorileri ve ikinci dil öğrenimi üzerine yaptığı çalışmalarla geniş çapta etkisi olan bir isimdir. Krashen’in dil edinimi teorileri hakkında bazı önemli eserleri şu şekilde sıralayabiliriz:

“The Input Hypothesis: Issues and Implications” (Girdi Hipotezi: Sorunlar ve Etkileri): (Krashen, 1985) Bu eserde Krashen, “Girdi Hipotezi” olarak adlandırdığı teorik çerçeveyi tanıtır. Girdi hipotezine göre, dil edinimi en iyi şekilde anlaşılabilir ve anlamlı girdiye maruz kalma yoluyla gerçekleşir. Bu, öğrenenin dinlediği, okuduğu veya gördüğü dili anlaması ve içselleştirmesi gerektiği anlamına gelir.

“(Krashen, 1981) Second Language Acquisition and Second Language Learning. Pergamon Press.” Bu kitap, Krashen’in ikinci dil edinimi ve ikinci dil öğrenimi arasındaki farkı açıkladığı kapsamlı bir eserdir. Kitapta, Krashen ikinci dil ediniminin doğal dil edinimine benzediğini savunur ve bu edinimi teşvik eden yöntemleri tartışır.

“Krashen, S. (1982). “Principles and Practice in Second Language Acquisition” Perga-

mon Press. Bu kitap, ikinci dil ediniminde temel prensipleri ve bunların uygulanmasını ele almaktadır. Krashen, dil öğrenme sürecinde öğrencilere en iyi şekilde yardımcı olabilecek yöntemleri ve stratejileri sunar.

Krashen, S. (2003) "Explorations in Language Acquisition and Use" (Dil Edinimi ve Kullanımında Keşifler): Bu kitap, Krashen'in dil edinimi ve kullanımı üzerine kapsamlı bir derlemesidir. Dil edinimi teorilerini destekleyen araştırmaları ve keşifleri bir araya getirerek dilbilimcilere geniş bir bakış sunar.

Bu eserler, Krashen'in dil edinimi ve ikinci dil öğrenimi alanındaki görüşlerini ve teorilerini detaylı bir şekilde incelemek için önemli kaynaklar olarak kabul edilir.

Stephen Krashen, (2003, s.4) dil ediniminin anlaşılır girdiye maruz kalma yoluyla gerçekleştiği fikrine dayanan Girdi Hipotezini geliştiren bir dilbilimcidir. Krashen'a göre, dili edinmenin tek yolu, öğrencinin mevcut yeterlilik düzeyinin biraz ötesindeki mesajları anlamaktır. Arapça eğitiminde bu, öğrencilerin mevcut yeterlilik düzeylerinin biraz üzerinde bir Arapça dil içeriğine maruz kalmaları gerektiği anlamına gelir. Bu, kitap okumak, Arapça film izlemek ve Arapça müzik dinlemek gibi çeşitli yöntemlerle elde edilebilir. Ayrıca öğrenciler hata yapsalar bile mümkün olduğu kadar Arapça konuşmaya teşvik edilmelidir. Arapça eğitiminde bu, öğrencilerin dili ve kültürü sevmeleri için teşvik edilmesi gerektiği anlamına gelir. Arapça televizyon programları, müzik ve filmler gibi ilginç ve ilgi çekici buldukları Arapça medyaya maruz bırakılmalıdırlar. Öğrencilerin ayrıca, Arapça edebiyatını okumak veya Arap tarihi hakkında bilgi edinmek gibi Arapça öğreniminde kendi ilgi alanlarını takip etmelerine izin verilmelidir.

Stephen Krashen'in dil edinim ve öğrenim süreci için geliştirdiği 5 hipotezi şu şekilde özetleyebiliriz. (Krashen 2003, s. 1-5)

**1. Girdi Hipotezi:** Krashen'in (2003, s. 1-5) Girdi Hipotezine göre, dil edinimi, öğrenciler mevcut yeterlilik seviyelerinin biraz ötesinde anlaşılabilir girdilere maruz kaldıklarında gerçekleşir. Krashen, kitap okumak ya da otantik konuşmaları dinlemek gibi anlamlı ve ilgi çekici girdilerin dil gelişimi için çok önemli olduğunu savunur.

**2. Monitör Hipotezi:** Monitör Hipotezi, dil kurallarının bilinçli olarak öğrenilmesi ve izlenmesinin dil ediniminde sınırlı bir rolü olduğunu öne sürer (Krashen 2003, s. 1-5). Dil bilgisi kurallarına ilişkin açık bilgi, üretim sırasında kendi kendini düzeltmek için bir monitör olarak kullanılabilirken, spontane dil kullanımına önemli bir katkıda bulunmaz.

Stephen Krashen'in Monitör Hipotezi, dil öğrenimiyle ilgili beş ana hipotezin bir parçasıdır ve ikinci dil ediniminde özellikle önemli bir rol oynar. İzleme hipotezi, edinilen bilgi ile edinilen bilgi arasındaki ilişkiyi ve bunun nasıl kullanıldığını açıklar. Bu hipoteze göre dil akıcılığını sağlamak için edinilmiş bir dil sistemine ihtiyaç vardır; Edinilen dil sistemi

çoğunlukla “monütör-izleme” yani dilin doğru kullanımını kontrol etme ve düzeltme amacıyla kullanılmaktadır. Şimdi bu hipotezi daha iyi anlamak için örneklerle detaylı bir şekilde açıklayalım:

**3. Doğal Düzen Hipotezi:** Krashen'in (2003, s. 1-5) Doğal Düzen Hipotezi, ikinci dil öğrenenlerin dilbilgisi yapılarını tahmin edilebilir bir sırayla edindiklerini öne sürer. Bu doğal düzenin açık talimat ve ya düzeltme yoluyla değiştirilemeyeceğini, ancak en iyi anlaşılır girdiye maruz kalma yoluyla edinilebileceğini savunur.

**4. Duyuşsal Filtre Hipotezi:** Krashen'in ((2003, s. 1-5) Duyuşsal Filtre Hipotezi, dil ediniminde motivasyon, özgüven ve kaygı gibi duyuşsal faktörlerin önemini vurgular. Krashen, düşük bir duyuşsal filtrenin, öğrencilerin risk almasına ve dille daha özgürce etkileşime girmesine izin vererek dil öğrenimini kolaylaştırdığını öne sürer.

**5. Edinim-Öğrenim Hipotezi:** Krashen'in ((2003, s. 1-5) Edinim-Öğrenim Hipotezi iki farklı süreci birbirinden ayırır: edinim ve öğrenme. Edinim, anlamlı girdilere maruz kalma yoluyla bilinçaltı, sezgisel dil gelişimini ifade ederken, öğrenme, resmi öğretim yoluyla dilbilgisi kurallarının bilinçli bilgisini içerir.

### **Arap Dili Eğitiminde Krashen'in Görüş ve Yöntemlerinin Uygulanması**

Stephen Krashen'in dil edinimine ilişkin görüşlerini Arapça eğitiminde uygulamak için çeşitli stratejiler uygulanabilir:

Krashen'e (2003, s. 1-5) göre dil edinimi, öğrencilerin mevcut yeterlilik seviyelerinin biraz ötesinde anlaşılır girdilere maruz kalmasıyla gerçekleşir. Arapça dil eğitimi bağlamında, öğretmenler öğrencilere Arapça edebiyat, filmler, haber makaleleri ve podcast'ler gibi çeşitli otantik materyaller sağlayabilir. Bu materyaller, öğrenciler için anlaşılır ve ilgi çekici olmalarını sağlamak için dikkatlice seçilmelidir. Öğrencileri anlamlı ve ilgi çekici içeriklerin içine çekerek dil becerilerini doğal bir şekilde geliştirebilirler.

Öğrenciler, mevcut yeterlilik seviyelerinin biraz üzerinde olan çeşitli Arapça dil içeriğine maruz bırakılmalıdır. Bu, filmler, televizyon programları ve müzik gibi Arapça medyayı içerir. Öğrenciler ayrıca her kelimesini anlamasalar bile Arapça kitap ve makaleleri okumaya teşvik edilmelidir. Bu anlaşılır girdiye maruz kalma, öğrencilerin dili doğal ve zahmetsizce edinmelerine yardımcı olacaktır.

### **Arapça Konuşmayı Teşvik Etmek**

Öğrenciler hata yapsalar bile mümkün olduğunca Arapça konuşmaya teşvik edilmelidir. Arapça öğretmenleri, öğrencilerin dili konuşurken kendilerini rahat hissettikleri güvenli ve destekleyici bir ortam yaratmalıdır. Eğitimci ayrıca öğrencilerin konuşma becerileri hakkında yapıcı ve destekleyici bir şekilde geri bildirimde bulunmalıdır.

## **Arapça Dil Öğrenmeyi Keyifli Hale Getirmek**

Arapça dil öğretmenleri, öğrenciler için dil öğrenmeyi eğlenceli hale getirmelidir. Bu, öğrencileri ilginç ve ilgi çekici buldukları Arapça medyaya maruz bırakarak başarılabilir. Öğitmenler ayrıca öğrencilerin Arapça öğreniminde kendi ilgi alanlarını takip etmelerine izin vermelidir. Örneğin, bir öğrenci Arap edebiyatıyla ilgileniyorsa, eğitmen konu hakkında daha fazla bilgi edinmesi için onlara kaynaklar sağlayabilir.

## **Geri Bildirim ve Destek Sağlamak**

Eğitmenler, öğrenme süreci boyunca öğrencilere geri bildirim ve destek sağlamalıdır. Bu, öğrencilerin konuşma ve yazma becerileri hakkında yapıcı geri bildirim sağlamanın yanı sıra nasıl geliştirileceği konusunda rehberlik sağlamayı içerebilir. Eğitmenler, kişiselleştirilmiş destek sunarak öğrencilerin zorlukların üstesinden gelmelerine ve dil edinim süreçlerini geliştirmelerine yardımcı olabilir. Stephen Krashen'in dil edinimine ilişkin görüşlerine dayanan bu stratejileri dahil ederek, üniversitelerdeki Arapça eğitimi, doğal dili teşvik eden bir ortam yaratabilir.

## **Düşük Duygusal Filtreyi Teşvik Etmek**

Krashen'in Duyuşsal Filtre Hipotezi, motivasyon, özgüven ve kaygı gibi duygusal faktörlerin dil ediniminde önemli bir rol oynadığını öne sürer. Arapça eğitimi bağlamında, öğretmenlerin destekleyici ve olumlu bir öğrenme ortamı yaratmaları önemlidir. Bu, öğrencileri risk almaya teşvik ederek, yapıcı geri bildirim sağlayarak ve sınıf içinde bir topluluk duygusunu teşvik ederek başarılabilir. Kaygının azaltılması ve motivasyonun artırılmasıyla, öğrencilerin duygusal filtresi düşürülecek ve daha etkili dil öğrenimi sağlanacaktır.

## **Anlamlı İletişimi Vurgulamak**

Krashen, anlamlı iletişimin dil edinimi için gerekli olduğunu savunur. Üniversitelerdeki Arapça eğitiminde öğretmenler, öğrenciler arasında otantik iletişimi teşvik eden etkinliklere öncelik vermelidir. Bu, ikili veya grup tartışmalarını, rol oyunlarını, tartışmaları ve işbirlikçi projeleri içerebilir. Öğrenciler gerçek hayattaki iletişimsel görevlere katılarak dil becerilerini pratik bağlamlarda uygulayabilir ve akıcılık ve doğruluklarını geliştirebilirler.

## **Kapsamlı Okumayı Teşvik Etmek**

Krashen, dil edinimi için güçlü bir araç olarak kapsamlı okumayı savunur. Arapça eğitimi bağlamında, öğretmenler öğrencileri kapsamlı Arapça okumaya teşvik etmelidir. Bu, öğrencilerin yeterlilik seviyelerine uygun çok çeşitli dereceli okuyucular veya basitleştirilmiş metinler sağlamayı içerebilir. Öğrenciler yoğun bir şekilde okuyarak kelime dağarcıklarını, dilbilgilerini ve genel dil yeterliliklerini geliştirebilirler.

## **Girdi Hipotezini Uygulamak ve Dil Zengini Bir Ortam Meydan Getirmek**

Krashen'in (2003, s. 1-5) Edinme-Öğrenme Hipotezi, dil ediniminin anlaşılabilir girdiye maruz kalma yoluyla gerçekleştiğini, bilinçli öğrenmenin ise dilbilgisi kurallarının açık bilgisini içerdiğini öne sürer. Arapça eğitiminde öğretmenler, öğrencilere konuşma ve yazma etkinlikleri yoluyla dili üretme pratiği yapmaları için fırsatlar sunmalıdır. Bu, rol yapma, sunum, münazara ve yazma ödevlerini içerebilir. Dili iletişimsel bir şekilde aktif olarak kullanarak öğrenciler akıcılıklarını ve doğruluklarını geliştirebilirler. Arapça eğitimi bağlamında, öğretmenler öğrencilere edebiyat, gazeteler, podcastler ve videolar gibi otantik Arapça materyallerle etkileşime girmeleri için geniş fırsatlar sunmalıdır. Anlamli girdilere bu şekilde maruz kalmak, öğrencilerin dil becerilerini doğal bir şekilde geliştirmelerine yardımcı olacaktır.

Krashen'in dil edinimine ilişkin görüşlerini Arapça eğitiminde uygulamak için hem sınıf içinde hem de dışında dil açısından zengin bir ortam yaratmak önemlidir. Öğretmenler, öğrencileri konuşma kulüpleri, dil değişim programları veya kültürel etkinlikler gibi çeşitli bağlamlarda Arapça kullanmaya teşvik edebilir. Bu sürükleyici ortam, öğrencilere dile maruz kalmaları için daha fazla fırsat sağlayacak ve dil edinim süreçlerini geliştirecektir.

Krashen (2003, s. 1-5), dil ediniminin en çok öğrencilerin anlamli ve ilgili içerikle meşgul olduklarında etkili olduğunu öne sürmektedir. Arapça dil eğitiminde öğretmenler, dil eğitiminin diğer disiplinlerdeki konularla entegre edildiği içerik temelli bir yaklaşım benimseyebilir. Bu yaklaşım, öğrencilerin tarih, edebiyat veya güncel olaylar gibi ilgi duydukları konuları keşfederken Arapça öğrenmelerini sağlar. Dil öğrenimini gerçek dünya bağlamlarına bağlayarak, öğrenciler dil becerilerini daha özgün ve ilgi çekici bir şekilde geliştirebilirler. Arapça eğitiminde üniversiteler gazete, dergi, online makale ve video gibi otantik materyalleri müfredata dahil edebilir. Gerçek hayattaki dil kullanımına bu şekilde maruz kalmak, öğrencilerin anlama becerilerini geliştirmelerine yardımcı olur ve onları Arapçanın farklı dil ve lehçeleriyle tanıştırır.

## **Sık ve Anlamli Etkileşimi Teşvik Etmek**

Dil edinimi için anlamli iletişim önemlidir. Öğretmenler, Arapça'da öğrenciler arasında sık etkileşimi teşvik eden etkinlikler tasarlamalıdır. Bu, ikili veya grup tartışmalarını, münazaraları, sunumları ve işbirlikçi projeleri içerebilir. Otantik iletişim görevlerine katılarak, öğrenciler dili gerçek yaşam durumlarında kullanma pratiği yapabilir ve akıcılıklarını ve doğruluklarını geliştirebilirler.

## **Teknolojiyi Aktif Kullanmak**

Teknoloji, Krashen'in dil edinimine ilişkin görüşlerinin Arapça eğitiminde uygulanmasında önemli bir rol oynayabilir. Öğretmenler, öğrencilerin Arapça becerilerini sınıf dışında pratik

etmeleri için ek fırsatlar sağlamak üzere çevrimiçi kaynaklardan, etkileşimli web sitelerinden, Lingq, Duolingo, Memrise, Alifbee, gibi mobil uygulamalardan ve sosyal medya platformlarından yararlanabilir. Bu teknolojik araçlar, dil edinimini kolaylaştıran ilgi çekici ve etkileşimli deneyimler sunabilir.

### **Dile Daldırmayı Teşvik Etmek**

Daldırma programları, öğrencileri hedef dille çevreleyerek yoğun bir dil öğrenme deneyimi sağlar. Arapça eğitiminde üniversiteler, öğrencilerin belirli bir süre boyunca Arapça konuşulan bir ortamda buldukları daldırma programları sunabilir. Bu, yurt dışı eğitim programları, dil kampları veya Arapça konuşulan kurumlarla ortaklıklar yoluyla gerçekleştirilebilir. Dile daldırma, öğrencilerin Arapça becerilerini gerçek yaşam koşullarında pratik etmelerini sağlar ve dil edinim süreçlerini hızlandırır.

### **Özerk Öğrenmeyi Teşvik Etmek**

Üniversitelerdeki Arapça eğitiminde, öğretmenler kendi kendine çalışma için kaynaklar sağlayarak, bağımsız araştırmayı teşvik ederek ve bir merak ve keşif kültürünü teşvik ederek öğrencileri öğrenmelerini sahiplenmeye teşvik edebilirler. Öğrencileri kendi öğrenmelerinin sorumluluğunu üstlenmeleri için güçlendirerek, dil edinim sürecine daha motive ve bağlı hale gelirler.

### **Çok Modlu Öğrenme Etkinliklerini Dahil Etmek**

Dinleme, konuşma, okuma ve yazma gibi çeşitli iletişim biçimlerini bir araya getirmek dil edinimini geliştirir. Arapça eğitiminde, öğretmenler Arapça filmler veya TV şovları izlemek, podcast'ler veya şarkılar dinlemek, rol oyunları veya tartışmalara katılmak ve düşünceler veya denemeler yazmak gibi çoklu modaliteleri içeren etkinlikler tasarlayabilirler. Öğrenciler, dil ile farklı ortamlarda etkileşime girerek dil becerilerini bütünsel olarak geliştirebilirler.

### **Görev Tabanlı Öğrenmeyi Kullanın**

Görev tabanlı öğrenme, öğrencilerin anlamlı görevleri tamamlamak için hedef dili kullanmalarını gerektiren etkinlikler tasarlamayı içerir. Arapça eğitiminde öğretmenler, bir restoranda yemek siparişi vermek veya mülakat yapmak gibi gerçek hayat durumlarını simüle eden görevler oluşturabilir. Bu yaklaşım, dille aktif etkileşimi teşvik eder ve öğrencileri bilgilerini pratik bağlamlarda uygulamaya teşvik eder.

### **Kültürü Dil Eğitimine Entegre Etmek**

Dil ve kültür iç içe geçmiş durumdadır. Arapça eğitiminde, kültürel unsurları müfredata entegre etmek önemlidir. Bu, Arap edebiyatını, müziğini, sanatını ve geleneklerini keşfet-

meyi içerebilir. Dilin kullanıldığı kültürel bağlamı anlayarak, öğrenciler dil için daha derin bir takdir kazanırlar ve kullanımı hakkında daha incelikli bir anlayış geliştirirler.

### **Dil Değişim Programlarını Teşvik Etmek**

Dil değişim programları, öğrencilerin anadili Arapça olan kişilerle etkileşime girmeleri ve dil becerilerini otantik ortamlarda pratik etmeleri için fırsatlar sunar. Üniversiteler, dil değişim programları oluşturmak için Arapça konuşulan ülkelerdeki kurum veya kuruluşlarla ortaklıklar kurabilir. Bu programlar, öğrencilerin anadili Arapça olan kişilerle sohbet edebilecekleri, akıcılıklarını ve kültürel anlayışlarını geliştirebilecekleri sürükleyici deneyimler sunar.

### **İşbirliğine Dayalı Öğrenmeyi Desteklemek**

İşbirliğine dayalı öğrenme etkinlikleri öğrenciler arasında etkileşimi teşvik eder ve sınıfta bir topluluk duygusu oluşturur. Arapça dil eğitiminde öğretmenler, öğrencilerin iletişim aracı olarak Arapçayı kullanarak birlikte çalışmalarını gerektiren grup projeleri, tartışmalar veya münazaralar tasarlayabilir. Bu işbirlikçi yaklaşım sadece dil edinimini geliştirmekle kalmaz, aynı zamanda öğrencilerin kişilerarası ve takım çalışması becerilerini de geliştirir.

### **Anadili Arapça Olan Kişilerle İşbirliği Yapmak**

Anadili Arapça olan kişilerle işbirliği yapmak dil edinimini büyük ölçüde geliştirebilir. Üniversiteler, Arapça konuşan topluluklar veya kuruluşlarla ortaklıklar kurarak öğrencilerin anadili Arapça olan kişilerle etkileşime girmeleri için fırsatlar sağlayabilir. Buna dil değişim programları, konuşma partnerleri veya misafir konuşmacılar dahil olabilir.

### **Dille Bütünleştirilmiş Bir Müfredat Uygulamak**

Dil edinimi içerik alanlarına entegre edildiğinde en etkili olur. Arapça eğitiminde üniversiteler, Arapça eğitimini diğer akademik derslerle bütünleştiren bir müfredat tasarlayabilir. Bu yaklaşım, öğrencilerin Arapça öğrenirken aynı zamanda tarih, edebiyat veya sosyal bilimler gibi konuları da öğrenmelerini sağlar. Dil öğrenimini anlamlı içeriklerle ilişkilendirerek öğrenciler dil becerilerini daha bütüncül ve ilgi çekici bir şekilde geliştirebilirler.

### **Dil Öğrenme Topluluğu Oluşturmak**

Destekleyici ve kapsayıcı bir dil öğrenme topluluğu oluşturmak, etkili dil edinimi için çok önemlidir. Üniversiteler, öğrencilerin Arapça pratik yapmak ve kültürle etkileşime geçmek için bir araya gelebilecekleri dil kulüpleri, konuşma grupları veya kültürel etkinlikler kurabilir. Bu topluluk duygusu, dile maruz kalmak için ek fırsatlar sağlar ve öğrenciler arasında motivasyonu ve işbirliğini teşvik eder.

## Kapsamlı Okumayı Teşvik Etmek

Arapça eğitiminde, üniversiteler çok çeşitli dereceli okuyucular, romanlar ve diğer okuma materyalleri sağlayarak öğrencileri kapsamlı Arapça okumaya teşvik edebilir. Bu, öğrencilerin kelime dağarcıklarını genişletmelerine, anlama becerilerini geliştirmelerine ve dil hakkında daha derin bir anlayış geliştirmelerine yardımcı olur.

## Sonuç

Sonuç olarak Stephen Krashen'in bu ilkeleri üniversitelerdeki Arapça eğitiminde uygulayarak, öğretmenler daha etkili ve ilgi çekici bir öğrenme ortamı yaratabilir ve öğrencileri için daha iyi dil edinimi sonuçları elde edebilirler. Öğrenciler, dili daha doğal ve zahmetsizce öğrenebilirler. Arapça öğretmenleri, öğrencileri anlaşılır girdilere maruz bırakarak, Arapça konuşmayı teşvik ederek, dil öğrenmeyi eğlenceli hale getirerek ve geri bildirim ve destek sağlayarak, öğrencileri için destekleyici ve ilgi çekici bir öğrenme ortamı yaratabilir.

## KAYNAKÇA

- Krashen, S. (2003) *Explorations in Language Acquisition and Use*. Heinemann.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Longman.
- Krashen, S. (1994). *The Comprehension Hypothesis: Relations between Acquisition and Learning*. *System*, 22(2), 151-158.
- [http://www.sdkrashen.com/content/articles/1989\\_we\\_acquire\\_vocabulary\\_and\\_spelling\\_by\\_reading.pdf](http://www.sdkrashen.com/content/articles/1989_we_acquire_vocabulary_and_spelling_by_reading.pdf)
- [http://www.sdkrashen.com/content/books/the\\_natural\\_approach.pdf](http://www.sdkrashen.com/content/books/the_natural_approach.pdf)
- [http://www.sdkrashen.com/content/books/sl\\_acquisition\\_and\\_learning.pdf](http://www.sdkrashen.com/content/books/sl_acquisition_and_learning.pdf)
- [http://www.sdkrashen.com/content/books/principles\\_and\\_practice.pdf](http://www.sdkrashen.com/content/books/principles_and_practice.pdf)
- [https://en.wikipedia.org/wiki/Stephen\\_Krashen](https://en.wikipedia.org/wiki/Stephen_Krashen)
- <https://tr.wikipedia.org/wiki/Arap%C3%A7a>
- Arapça. (2024). *İçinde Vikipedi*. <https://tr.wikipedia.org/w/index.php?title=Arap%C3%A7a&oldid=32686134>
- Krashen, S. D. (1985). *Second language acquisition and second language learning (Reprinted)*, Pergamon Pr.
- Stephen Krashen. (2024). *İçinde Wikipedia*. [https://en.wikipedia.org/w/index.php?title=Stephen\\_Krashen&oldid=1217842101](https://en.wikipedia.org/w/index.php?title=Stephen_Krashen&oldid=1217842101)