Realistically Evaluating Arabic Abilities

Mohsen Fahmy

Defense Language Institute Foreign Language Center

Realistically Evaluating Arabic Abilities

➤ **Introduction**

   ➤ **Using MSA exclusively**

   ➤ **OPI**

   ➤ **ILR**

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➤ **Communicative competence**

   ➤ **Grammatical competence**

   ➤ **Strategic competence**

   ➤ **Sociolinguistic competence**

      ➤ **Sociocultural competence**

      ➤ **Discourse competence**

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➤ **Arabic varieties**

➤ **Regional dialects**

➤ **Social dialects**

➤ **Speech communities**

➤ **Speech acts**

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- ➢ **Diglossia**
- ➢ **Polyglossia**

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➢ **Diglossia**

    ➢ **Badawi's five sociolinguistic levels of Cairo:**

        ➢ **Fusha al-turath**

        ➢ **Fusha al-asr**

        ➢ **Aammiyyat al-muthaqqafin**

        ➢ **Aammiyyat al-mutanawwirin**

        ➢ **Aammiyyat al-ummiyyin**

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➢ **Polyglossia**

   ➢ **Bilingualism**

   ➢ **Code switching**

   ➢ **Code borrowing**

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➢ **Using a regional dialect outside its boundaries**

    ➢ **The speaker's sub-regional dialect**

    ➢ **The speaker's social dialect**

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➤ **Using a regional dialect outside its boundaries**

➤ **The speaker's proficiency level in his own dialect**

➤ **The speaker's familiarity and sociocultural awareness of the host country**

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	Global Tasks	Lexical Control	Structural Control	Sociocultural Control	Delivery	Text Type
Level 1						
Level 2						
Level 3						
Level 4						
Level 5						

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➢ **The testers should be:**

> ➢ **from the host country**

> ➢ **normed on:**

> > ➢ **the previously mentioned factors**

> > ➢ **the mutual-intelligibility levels of both codes**

> > ➢ **the interplay between both codes**

> > ➢ **interpreting the ILR descriptors**

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> **Advantages**
>> **Realistic**
>> **Flexible**
>> **Practical**
>> **Cost effective**

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➢ **Disadvantages**

    ➢ **Redesigning of training**

    ➢ **Needing specific role-plays**

    ➢ **Initiating new norms**

        ➢ **Achieving validity**

        ➢ **Achieving reliability**

    ➢ **The FLPP incentive**

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➢ **Q/A**

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