

اللسانيات العربية

Allisaniyat Al Ārabiyyah

2018

1439

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هذه الطبعة
إهداء من المركز
ولا يسمح بنشرها ورقياً
أو تداولها تجارياً

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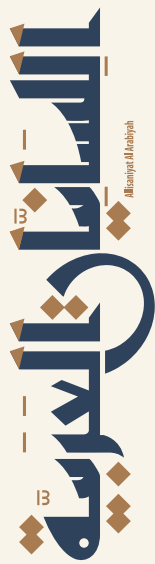
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The biolinguistic perspective views a person's language as a state of some component of the mind, understanding "mind" in the sense of eighteenth-century scientists who recognized that after Newton's demolition of the only coherent concept of body, we can only regard aspects of the world "termed mental" as the result of "such an organical structure as that of the brain".

Chomsky, Noam (2005), p.2.

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الكلمات المفاتيح:

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Abstract

In this study we address two main problem, first the conceptual background of biolinguistic program which looks at language as it functions as natural system through main concept ; recursive concept which **Chomsky** adopts and design prodding adopted by **Jackendoff** and **Pinker**.

Secondly we deal with mind theory considered as cognitive faculty responsible for assigning beliefs and intentions to others and giving him mental life.

Key words: Language, Biolinguistic Program, Recursive Concept, Design, Mind Theory, Cognitive Faculty.

هاوزر و فيتش و

بنكر

التكرارية

غنى اللغة وحجة التصميم

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. ويذهب المنظور اللساني
الأحيائي إلى أن لغة فرد معين حالة لمكون من مكونات الذهن. ونفهم الذهن هنا
بالمعنى الذي لا نجده عند علماء القرن الثامن عشر الذين اعترفوا بأنه بعد تحطيم
نيوتن للمفهوم المتسق الوحيد للجسد، لا يمكننا النظر إلى مظاهر العالم الذي يسمى
ذهنيا إلا بوصفها نتيجة للبنية العضوية للدماغ. ⁽⁵⁾

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تركز المقاربة اللسانية الأحيائية
اهتماما على مكون البنية الأحيائية للإنسان الذي يختص باستعمال واكتساب اللغة،
كيفما كان تأويلها لمصطلح اللغة. ⁽⁶⁾

(7)
فالمملكة المتعلقة بالتواصل بين البشر مثلاً، تبدو مختلفة تماماً عن أنساق التواصل
لدى باقي الكائنات الحية.⁽⁸⁾

« » .»

هكذا يمكن اعتبار ملكة اللغة جهازا يربط بين تمثيلات الأصوات وتمثيلات المعاني، ويستعمل بطرق مختلفة هي أنساق خارج اللغة كالأنساق النطقية السمعية وأنساق الفكر.⁽⁹⁾

.واللسانيات الأحيائية (Biolinguistics) تنظر إلى اللغة بوصفها موضوعا طبيعيا يتجلى في قدرة معرفية تعتبر مكونا من مكونات الذهن / الدماغ الداخلية لدى الإنسان، وتتعلق بمعرفة اللغات الطبيعية واكتسابها واستعمالها.⁽¹⁰⁾

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. وتمتلك

اللغة في هذا الإطار خاصية نسقية لا نهاية لها من الموضوعات. وأصبح توجهها جديداً في إطار البرنامج الأدنوي⁽¹¹⁾ حيث انصب الاهتمام إلى جانب الخصائص اللغوية الداخلية، على الواجهات⁽¹²⁾ Interfaces (التي تربط الملكة اللغوية بأنساق معرفية أخرى، أي بخصائص خارجية.⁽¹³⁾

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أنساق تصويرية أخرى تبدو جلية في النشاط اللغوي البشري،
بينما يصعب تبنيها في أي مظهر من مظاهر السلوك الطبيعي لدى الثدييات المتطورة.

وتشمل هذه الأنساق الجواهر **essences** (باعتبارها مكونا رئيسا من أحياء وكيمياء الحس المشترك)، والملكية، والأدوات المتعددة الأجزاء، والأبوة، والحب الرومانسي، وكثير من التصورات الأخلاقية، وتصورات الواجب. فيمكن أن تكون هذه القدرات غائبة أو بدائية فقط لدى الثدييات غير البشرية.⁽¹⁹⁾

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أنساق الدخل (input systems) وتسمى أيضا بالأنساق المحيطة
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- (2014) «السمات والوجاهات وهندسة النحو» :

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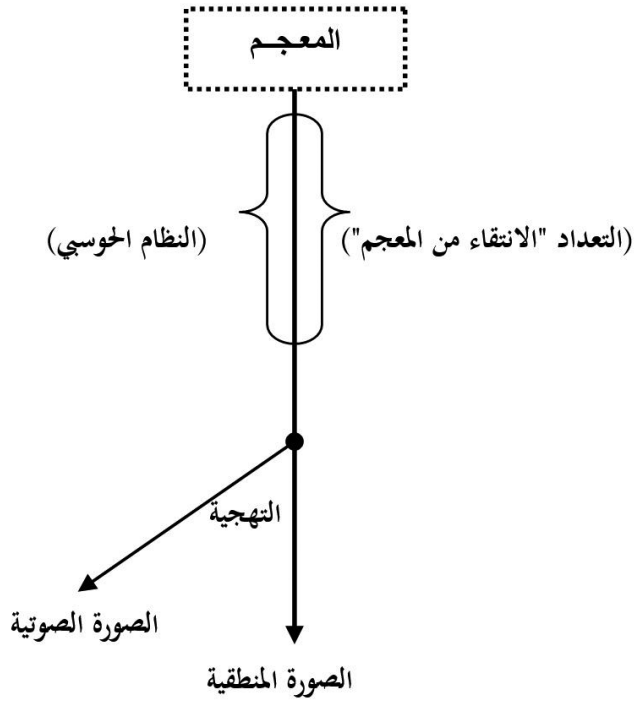
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Abstract:

This paper presents the debate on corpus linguistics, the use of corpora in language classroom, the questions posed by its critics, and the answers by those who are advocates of it. This debate is linked to the epistemological origins of both groups. The discussion focuses on the relevant terminology and arguments used by each team to support their stance. It also sheds

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light on the types and methodology of corpus linguistics that emerged in light of this profound scientific debate. It concludes by saying that those who reject this kind as much as rejecting the methodology on which it is based, and that those who use it do not claim that corpus linguistics can be used without limitations which must be recognized and acknowledged.

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Clitics Features And Their Distribution Geometry In The Syntax
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Summary

In this research, we try to show some characteristics of clitic in the Arabic language, Defenders at the same time the centrality of semantic in the reference clitic structure, and our objectivity. We also show that the rich image of the agrument is only a semantic image translated into an executor /subject, Winning the idea of universal clitic in Fassi Fihri (84), We also highlighted a set of distributional requirements imposed by the clitic in its distribution, As distinct characteristics of each language, We also confirm that there is a strict classification that controls the flow of clitics in Arabic and French languages, Where the arrangement reflects the order of the complete within it, We also processed the clitic's position and showed that the clinic's rise in the syntax was semantic first up, And then followed by the construction of the categories imposed by the language system, which is reflected on the typical arrangement in the Arabic language [V + S + C].

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.présentez – les- moi - 11

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Binder

Copular Verb » «

Predi-

cation

Reflexives

Probes

Phrases

Checks

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Abstract:

In this article, we study the binder between subject and predicate in nominal and verbal predication constructions from a comparative generative perspective, suggesting an alternative analysis of what prevails in generative literature, shows that what has been called «Copular verb» in several generative research does not bind subject-predicate, but only undertakes, semantically, the inclusion of temporal information that gives the sentence its referential and verification value. Furthermore, we make clear that the binder between (subject-predicate) is the predication itself, but indirectly, in which it licenses AGR as referential binder between them. We also invest, the view that not only heads but also phrases can act as probes and reflexives act as goals checks the latter its phi-features via an agree-relation Chomsky (2000) (cf. Fischer (2004), Heinat (2006)) (Fischer (2004, 2006), Heinat (2006) among others), in the referential relationship between subject and predicate.

Our assumption tends towards a universal analysis that applies to many languages, and it is also framed in the unified analysis between nominal and verbal predication. Moreover, we adopt, in this article, two different generative approaches, namely, Morpho-syntax-Semantic and syntax-semantic, the first of which is in the context of our defense of binding by referential agreement affixes, while we employ the second in the field of our proposal that “Copular Verb” only introduces, semantically, temporal information.

/ « Copular Verb »

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Hind estaba enfermo ayer)

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) (Hind è malato ora))29(

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Hind era malato ieri)

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) (Hind was sick yesterday))32(

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* Hind was sick now))36(

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* Hind está enfermo ayer))37(

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Logical Form

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Educational grammar books rely on two types of examples. First, quotations attributed to specific authors, and which are considered to fit in the scope of the natural and the creative qualities of the linguistic phenomenon. The second type involves examples elaborated by the authors of those books, and which we tend to trace back to the formal field of the language; such

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examples do not deviate, in any substantial way, from the rules themselves. The degrees of accreditation of each type vary from a grammar book to another. This study aims - from an epistemological point of view- to explore the differences between the two types of examples and the reasons that account for their correlation in grammatical books. On the basis of the findings, I propose some general principles related to an efficient teaching of grammar rules to the learners of Arabic as a second language.

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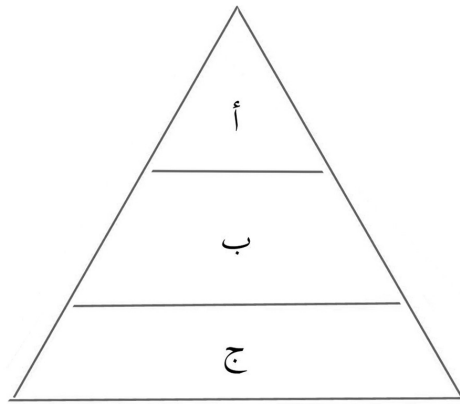
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قولك:

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لئن كُنْتُ فِي جُبِّ ثَمَازِينِ قَامَةً وَرُقَيْتَ أَسْبَابَ السَّيِّئِ بُسَلِّمِ
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«: عليها قبل أن يذكر /
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1. Kuentz Pierre. La rhétorique ou la mise a' l'écart. In commu-
nications.16, 1970. p156.: en enseignant l'artifice on peut en-
seigner artificiellement une nature.

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- .2004. . 3
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- 4 . De Saussure Ferdinand. Cours de Linguistique générale.1985.
pp. 20-23, 415.
- .5
- . 1887 Zamenhof
- . 80.2004. .6
- . 105. . .7
2002. .8
9. Fournier Jean Marie. 2016.p2 « Toutes les grammaires comportent des exemples. Il y a là sans doute une nécessité. Il n'existe pas de grammaire ...dont l'auteur se soit passé du recours à un corpus d'exemples, même parmi les auteurs de grammaires générales. Ces séquences linguistiques jouent un rôle fondamental dans l'épistémologie du discours grammairien : elles assurent la représentation de l'objet, la langue, que la grammaire tente de décrire ou de soumettre à des règles »
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21 . Cicurel, F. 1985. p 42.

«L'exemple est en effet une nouvelle énonciation, enchâssée dans la première ... l'exemple est à la fois un fragment de discours et une façon de donner une règle de fonctionnement de la langue ... une structure-modèle qui indique le fonctionnement du code de façon moins abstraite et plus pédagogique que l'énonciation de la règle elle-même. Mais l'exemple est aussi « discours » car il se présente fréquemment sous la forme d'une situation imagée par l'enseignant, il ne ressemble pas à la règle qu'il illustre.»

22. Marchello-Nizia Ch., Petiot, G.1977. p.88

«Le rôle de ces multiples exemples est d'aboutir a' la formulation la plus exacte possible de la règle, rendant compte de toutes les (et de rien que des) réalisations possibles, de toutes les contraintes. »

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24 . Jacquot André. 1988. p13.

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43“ ” 10“ “ . 4“ ” 125“ ”	. 9“ ”	.41
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	.312-311/1.	.45
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	.12/1.	.49
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	.26/1.	.63
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	.237/3.	.66
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68. Skehan 1998. In Zhang Shumei 2009. p 93.		.69
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73. Allwright R.L. 1984. p156.		
74. ZHENG Ling. 2015.		
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