

For each of the following multiple-choice questions, identify the best choice.

1. Language content of material in a coursebook is essentially unalterable, while some CALL software allows.....

- a) 'favoring'
- b) 'writing on papers'
- c) 'authoring'
- d) 'oaths'

2. The three key aspects of CALL that need consideration are .....

- a) light, sand and water.
- b) destruction, sewerage, and validation.
- c) refutation, sugar and revolution.
- d) development, usage and evaluation.

3. Chapelle (2001 P: 52) showed that 'Evaluation of CALL is a ..... argument'

- a) situation-specific
- b) animal-specific
- c) Arabic-specific
- d) English-specific

4. We cannot evaluate a CALL software without also thinking of how this software will be used in .....

- a) the sleeping and thinking process
- b) the learning and teaching process
- c) the eating and digestion process
- d) None of the above

5. Chapelle (2001) shows that ..... refers to the degree of 'beneficial' focus on form that the software provides to its learners.

- a) completing your master degree
- b) language learning potential
- c) luggage carrying potential
- d) lingering lozenge potential

6. .... can contribute to 'input enhancement' of a CALL software.

- a) Cream, coffee and cakes
- b) Food and drink
- c) Colourful, animated pictures and the quizzes
- d) Colourless and bad-looking pictures

7. The criteria of Chapelle's (2001) evaluation scheme include.....

- a) language learning potential.
- b) learner fit, meaning focus, and positive impact.
- c) authenticity and practicality.
- d) all the above.

8. A 'CALL software' can involve any software/programs that can be usable by .....

- a) language calling in disconnection with learning/teaching
- b) luggage firming in connection with lingering/singing
- c) news presenters.
- d) language learners in connection with learning/teaching

9. A CALL software is usually analogous to .....
- a) collective exercises or tasks in a book
  - b) an individual training or coaching of a porter
  - c) an individual exercise or task in a computer
  - d) an individual exercise or task in a book
10. A book, unlike a program, .....
- a) typically has video clips and animated graphics
  - b) is not typically dynamic or interactive
  - c) is typically dynamic and interactive
  - d) all the above
11. A book ..... compared to a CALL software.
- a) is full of multimedia items
  - b) is limited in its media capability
  - c) has various interactive exercises and media capability
  - d) limitless in its media capability
12. Using written materials .....such as *eyes* and *a desk* to put them on; CALL, by contrast, requires computers and network access.
- a) requires a lot of prerequisites
  - b) a large number of prerequisites
  - c) few technological prerequisites
  - d) None of the above
13. The evaluation a CALL software after the program has been acquired and used involves.....
- a) the question of what type of learners it would suit
  - b) the question of whether this software was a success and the action is not to use it at all with current learners.
  - c) the question of whether this software was a success and the action is to use it or not with current or other learners.
  - d) All the above
14. The evaluation of CALL materials prior to purchasing them .....
- a) will help you give the software to your learners
  - b) will help you decide whether to buy them or not
  - c) will help you decide whether this software was a success or not
  - d) will help you decide what to eat for breakfast
15. In CALL, it is especially necessary for teachers to be good at ..... because there is a lot of poor materials/software about.
- a) evasion
  - b) evaluating
  - c) evacuation
  - d) invitation

16. The curriculum designers who evaluate to choose a suitable coursebooks for a course are less likely to extend this activity to CALL, so this job is .....

- a) left to the teacher to do.
- b) left to the students to do.
- c) left to the parents to do.
- d) left to the lazy students to do.

17. .... means relying on one's own judgment/experience, and maybe published consensus on what should be there, etc.

- a) Friction
- b) Introspection
- c) Inspection
- d) Introduction

18. When evaluating a CALL program, it is especially useful to make ..... e.g. Give wrong answers and press the wrong keys etc.

- a) deliverable mistakes
- b) unconscious mistakes
- c) deliberate mistakes
- d) no mistakes

19. If you are using the *checklist approach*, some key things you shouldn't forget are to .....

- a) be explicit about where the list comes from.
- b) be explicit about which existing list is being used/adapted.
- c) have as many detailed subsections as possible.
- d) all the above.

20. According to (Long & Robinson 1998), previous research has proven that some techniques like *highlighting grammatical forms* and *writing them in italicized, bold letters* are .....

- a) vary efferent.
- b) not effective.
- c) partially useless.
- d) very effective.

21. According to Chapelle, CALL software should have the ability to let students ..... as this would help them in internalizing the new form.

- a) notice their horrors
- b) notice their success
- c) notice their errors
- d) notice their progress

22. According to Borg (1999), error awareness helps students to .....

- a) use monitors and repeat the same errors
- b) monitor the errors that the software makes.
- c) monitor and self-correct their use of language
- d) monitor their teachers use of language

23. When all the an

- a) 7
- b) 7
- c) 7
- d) 7

24. The colour focus on fo

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26. C

23. When all the answers are correct, the software displays ..... message.  
a) 'I will do'  
b) 'Incorrect answers'  
c) a 'well done'  
d) a 'wrong answer'

24. The coloured ..... in a CALL software is of significance because it helps students focus on form and allows the computer to take on the role of the teacher.  
a) hardback  
b) feedback  
c) food bag  
d) full bag

25. Skehan points out that CALL materials must suit the target learners, and accordingly its tasks should be set at a level that is.....  
a) neither too simple nor too difficult  
b) either too simple and too difficult  
c) neither too simple nor two difficulties  
d) neither too simple nor too difficult

26. Corpora users can be .....  
a) sociolinguists, language learning researchers and writers of teaching syllabuses  
b) dictionary makers, computational linguists and descriptive grammarians.  
c) Stylists and teachers making class tasks.  
d) all the above

27. The abbreviation 'CALL' stands for.....  
a) Case Application Language Learning.  
b) Cable Assessment Language Learning.  
c) Computer Assisted Language Learning.  
d) Communication Aided Language Learning.

28. The following terms: Development, usage and evaluation represent.....  
a) important stages in the call process.  
b) expensive types of drinks.  
c) necessary tools for travelling abroad.  
d) all the above.

29. Thinking about designing CALL materials is similar to thinking about.....  
a) designing a textile.  
b) designing clothes.  
c) designing a house.  
d) designing textbooks.

30. The history of Computer assisted language learning shows that CALL goes back to.....  
a) the era of Dinosaurs.  
b) the era of Ice Age.  
c) the era of Powerful Macs and PCs.  
d) the Age of stones.