

English Language and Information Technology
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LECTURE 1

CALL, NLP, Corpus Linguistics

- 1. CALL is the abbreviation of**
 - a. Computer Accommodated Linguistic Learning
 - b. Computerized Analysis of Language Learning
 - c. Computer Advanced Language Learning
 - d. Computer Assisted/Aided Language Learning
- 2. CALL is studied to embrace anythat is usable in some way to help language learners, whether intended for that purpose or not, and whether directly used by them, or used by someone else to create a conventional material (e.g. a course book) which learners use.**
 - a. Computer software
 - b. Computer hardware
 - c. Computer software and hardware
 - d. Computer skills
- 3. CASLA is the abbreviation of.....**
 - a. Computer aided language acquiring
 - b. Computer aided language acquisition
 - c. Computerized and advanced systematic language avulsion
 - d. All false
- 4. CALT is the abbreviation of.....**
 - a. Computer aided language teaching
 - b. Computerized analysis of language testing
 - c. Computer aided language testing
 - d. Computer acquired language teaching
- 5. One of the following applies to CALL:**
 - a. CALL 'tasks' include what may be otherwise referred to as games, exercises, activities, materials, even tests, and just 'ordinary use' of facilities like word processing.

- b. CALLS sometimes are fully determined by the program, sometimes they are largely in the hands of the teacher or learner using the software.
 - c. CALLS may be done in class or at home, etc.
 - d. All of the above mentioned
- 6. Comparing CALLS to materials' for language learning/teaching (course books, dictionaries etc.) , we can say that.....**
- a. Both involve something physical that teachers and learners use alongside a teaching method, syllabus etc. in a taught program OR which may be just used independently by the learner.
 - b. Both have to be bought (or pirated).
 - c. Both have a tangible form, but at the same time when exploited form part of a less tangible 'task' or the like.
 - d. All of the above mentioned
- 7. This parallel leads us to the conclusion that there are three main areas of concern. The first one is..... Some examples of this one are the principles and processes of writing software or authoring new materials within some existing software.**
- a. Use/implementation
 - b. Development/creation
 - c. Evaluation
 - d. Analysis
- 8. The second one is..... Some examples of this one are how teachers use software with their learners and how the learners use the software**
- a. Use/implementation
 - b. Development/creation
 - c. Evaluation
 - d. Analysis
- 9. The second one is..... Some examples of this one is how to decide what is good or bad software.... including inevitably**

considering what is a good or bad use of the software.
Compare materials evaluation.

- a. Evaluation
- b. Use/implementation
- c. Development/creation
- d. Analysis

10. The era of the powerful PC (and Mac) presented professionalization of software writing

- a. And a satisfactory transfer of much software from earlier platforms
- b. In addition to transfer of much software from earlier platforms
- c. But lack of transfer of much software from earlier platforms
- d. All false

LECTURE 2

UUEG Software (Azar Interactive)

<http://www.azarinteractiveonline.com/tour/>

11. A brief description of UUEG Software software is based on (2009)

- a. Betty Azar's book
- b. Microsoft magazine
- c. Best Buy magazine
- d. All false

12. A chapter of the above mentioned book focusses on tenses and includes quizzes that are followed by.....

- a. A research
- b. A reading passage
- c. A test
- d. All false

13. In the speaking task, there isfunction that enables learners to listen to a prompt before reiterating the sentences whilst recording their speech.

- a. A "record"

- b. A "compare"
- c. A "listen"
- d. A "record and compare"

14.The "record and compare" function enables students to.....

- a. Compare their recordings to other students' recordings
- b. Compare their recordings to those of the model
- c. Read what they have recorded
- d. All false

15.The reading task comes in the form of a passage that includes some difficultwords. By clicking on each, there appears a pop-up window that is linked to the glossary page.

- a. Hyperlinked
- b. Underlined
- c. Missed
- d. Misspelled

16.Chapelle argues that CALL evaluation should be carried out using.....

- a. The theories of second language acquisition
- b. Native speakers' experiences
- c. Linguistic competence
- d. All false

17.There are two stages in Chapelle's scheme: judgmental and empirical. In the judgmental stage, Chapelle analyses the software using two levels which are....

- a. The teacher and the student
- b. The environment of teaching and the teacher
- c. The program and the teacher
- d. All true

18.According to Chapelle (2001), however, this is not enough. She also addresses the question of what the learner actually does with the software by conducting a/anevaluation.

- a. Empirical
- b. Reasonable

- c. Open
- d. Logical

LECTURE 3
CALL Evaluation

19. There are three key aspects of CALL that need consideration: Creation, Use and.....

- a. Price
- b. Availability
- c. Simplicity
- d. Evaluation

20. CALL shares one important thing with teaching materials and tasks in general which is.....

- a. All these are over-priced
- b. All these are affordable
- c. All these are under-evaluated
- d. All these are over-evaluated

21. The problem, when teachers evaluate the materials they use, is that.....

- a. It remains within their personal teaching process
- b. It is not published
- c. Both
- d. Neither

22. To achieve a good evaluation of a material,

- a. You have to think of the cost
- b. You have to think of how the material will be used
- c. You have to think of how appealing it is
- d. You have to think of the factor of time

23. It is quite possible for a specific program to seem 'good' when it is used in one way with a class. This

- a. Is also true if it is used in another way or with a different class
- b. Might not be true if it is used in another way, or with a different class

- c. All false
- d. I don't know

24. Software and materials evaluation in ELT, then, can be seen as an activity where you match materials to teaching/learning situations. There are things to think about.....

- a. The nature of the materials/software
- b. The nature of the T/L situation, the learners and their needs, uses etc
- c. A rating or judgement to make of suitability of one of the above for the other, with due attention to relevant universal principles of good teaching/learning; explain how this is going to be done
- d. All of the above mentioned

25. It is easier to evaluate.....

- a. One piece of software at any one time
- b. Two or more programs of the same type together
- c. It is debatable
- d. All false

26. Evaluation of teaching materials takes place.....

- a. Prior purchasing them
- b. After purchase
- c. After acquiring and using them
- d. All possible

27. Evaluation after purchase or otherwise acquiring availability of software, but before use. Here usually the question is.....

- a. How expensive is the software?
- b. How complicated is the software?
- c. How many students have benefited from it?
- d. Which learners it would suit?

28. In the realm of CALL, it is especially necessary for teachers to be good at.....

- a. Negotiating
- b. Bargaining
- c. Evaluating
- d. Purchasing

LECTURE 4
Judgmental Evaluation

29. There are two broad types of way of actually executing evaluation studies (A and B here). In many ways....

- a. A suits situation 1, while B suits situations 2 and 3
- b. A suits situations 1 and 2 above, while B suits situation 3
- c. Both possible
- d. Neither

30. Introspection means relying on....., and maybe published consensus on what should be there, what is good or bad, or AL theory.

- a. One's own judgment/experience
- b. Others' judgment/experience
- c. Nothing at all
- d. All false

31.(A1) Evaluation can be done purely individually, subjectively, globally and introspectively. For instance, the teacher simplyand comes to an overall intuitive judgment about whether it would suit their class or what class it would suit.

- a. Tries out the program
- b. Reads the blurb about it in a catalogue
- c. Either
- d. Neither

32. When teachers evaluate in this way, it may be helpful to.....

- a. Avoid playing the role of some types of learners
- b. Try to place themselves in the role of some type of learner
- c. Try to ask other teachers to evaluate it
- d. All false

33. When trying out a CALL program it is especially useful often toto see how the program responds.

- a. Work on it for a very long time
- b. Work on it in different environments
- c. Make deliberate mistakes
- d. Read the manual

34. This could be described as the global 'expert judgment' method of evaluation. The evaluator introspects and somehow accesses an unanalyzed notion of some users of the software, an unanalyzed impression of the software, and matches the two using oftencriteria.

- a. Inexplicit
- b. Explicit
- c. Reasonable
- d. Affordable

35. In the (A2) evaluation, the teacher (or anyone else) acting alone as evaluator should break down the into parts.

- a. Global judgment
- b. Learning process
- c. Software
- d. Teaching materials

36. Breaking down the global judgment means....

- a. Looking carefully at different aspects of the materials separately
- b. Thinking of all the relevant different aspects of the learning situation, learners, potential use etc. etc.
- c. Judging aspects of (a) in respect of (b), broken down into points.

d. All together

37. Another general principle of language testing also applies here: it is known that.....

- a. Tests with more items are more reliable than shorter ones
- b. A set of agree/disagree items circling round some issue is more reliable than a single one targeting it
- c. Both
- d. Neither

38. So here, the summary of a whole series of introspective judgments of specific aspects isthan one global one.

- a. More reliable
- b. Less reliable
- c. More expensive
- d. Less expensive

39. To ensure that important aspects do not get forgotten and that there is some consistency if the same person evaluates several things, evaluators have to use.....

- a. Checks
- b. Abbreviations lists
- c. Checklists
- d. Tables of contents

40. Some of checklists used in evaluation process are.....

- a. The list of points in Jones and Fortescue
- b. A framework by Odell.
- c. Overall Evaluation Checklist
- d. Both A and B

41. Recently Chappelle has a set of 6 points formed from an SLA research perspective while John Roberts hascollection of such checklist used in general materials evaluation.

- a. A smaller
- b. A much bigger
- c. A more accurate
- d. A less accurate

42. The problem of many published checklists is that....

- a. They strike one as a rather miscellaneous collection of points or questions
- b. They do not clearly distinguishing between (a) and (b) and (c) above
- c. They not obviously exhausting the types of point that should be considered, or organising them in a motivated way
- d. All true

43. For teachers, often the checklist-based evaluation just described is the only one feasible, since it is.....

- a. The one that can be done quickly and easily
- b. The one that can be done before the materials have been extensively used or even bought
- c. Both
- d. Neither

44. Checklist-based evaluation could be made less individual by.....

- a. The teacher can get other teachers to do the same sort of evaluation
- b. The teacher can read reviews in journals etc.
- c. Either
- d. Neither

45. In the (A3) evaluation, the teacher may enhance the checklist approach by doing things that in a loose sense could be called '.....'

- a. Questionnaire
- b. Research
- c. Study
- d. Consultation

46. Using the 'research' method to enhance the checklist approach means lookingwith some analytic techniques etc. at aspects under the (a) or (b)

- a. Systematically
- b. Realistically
- c. Exclusively
- d. Authentically

47.If you are using the checklist approach, there are some key things not to forget. You have to be explicit about where the list comes from, which existing one is being used/adapted, and have as many detailed subsections as possible. Make sure that the list you use.....

- a. Is approved by your boss
- b. Covers all three of the (a) (b) and (c) aspects
- c. Has been used before
- d. All of the above mentioned

48.To cover the (a) aspect, the list has to.....

- a. Have a description of detailed aspects of how the program works, with examples of actual items, screens etc., and what it does
- b. Be incorporated, since the reader cannot be assumed to be familiar with the software.
- c. Both
- d. Neither

49.To cover the (b) aspect, giveof (imagined or real) target learners in a situation in a particular country at a particular level etc. Evaluation for some generalized 'learner' is not very convincing.

- a. A brief account
- b. A full account
- c. An initial concept
- d. All false

50.To cover the (c) aspect, you have to provideof how each feature of the program (a) does or doesn't fit (b).

- a. An explanation
- b. A question
- c. A previous experiment
- d. All false

51.The other method of evaluation is called (Empirical evaluation). These are the ones that incorporate activities that are just like those we would otherwise regard as typical of regular empirical 'research' - measurement, surveys etc. In themselves these 'research' type activities are non-evaluative, in the sense considered here (except

action research). They are best seen asof gathering facts and testing hypotheses which can then either remain as cold statements of fact about what the effectiveness of the materials is or what people's opinions about them are, or be exploited for practical ends as part of an evaluation exercise - i.e. to make decisions like those described at the start.

- a. Regular ways
- b. Scientific means
- c. Historical records
- d. Supporting details