

English language and information technology questions

المحاضرة - 1 -

Computer Assisted/Aided Language Learning. longhand for

a- calt

b- call

c-casla

What does CALL stand for

a) Case application language learning

b) Computer assisted language learning

c) Communication aided language learning

d) Cable assessment language learning

For the purposes of this course we take CALL to embrace any computer software that is usable in some way to help

a- student

b-teachers

c- language learners

with call there areelements or area

a-3

b-4

c-5

Three important stages in the CALL process. These are

a) Development/ usage/ evaluation

- b) Purchase/assessment/selling out
- c) Trail/ evaluation/replacement
- d) Trail/ evaluation/ usage

CALL 'tasks' include what may be otherwise referred to as

- a-games, exercises
- b- activities, materials

c- games, exercises, activities, materials, even tests

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

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

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

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

Thinking about Designing CALL materials is the same like thinking of

a) Designing a car

b) Designing a house

c) Designing textbooks

d) Designing clothes

- I.e. the principles and processes of writing software or authoring new materials within some existing software

a- evaluation

b- Development/creation

c-Use/implementation

- I.e. how teachers use software with their learners

a- Evaluation

b- Development/creation

c-Use/implementation

I.e. how to decide what is good or bad software

a- evaluation

b- Development/creation

c-Use/implementation

What does CALL stand for?

Computer assisted language learning

Three important stages in the CALL process. These are

Development / usage / evaluation

The history of 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 era of stones

The computer-as-big-as-a-room era. Entire courses like that of organized at a few universities.

a- Dell

b- PLATO

c- Apple

how teachers use software with their learners and how the learners use the software

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

the principles and processes of writing software or authoring new materials within some existing software.

- f. Use/implementation
- g. Development/creation**
- h. Evaluation
- i. Analysis

- a) Meaning of words
- b) Part of speech
- c) Synonyms

d) Grammar and structures

- understanding and using English grammar. Longhand for...

a- UAUEG

b-UUEG

c- none of them

Mobile Aided Language Learning. Longhand for ..

a- mall

b- malal

c- mail

understanding and using English grammar. Longhand for...

a- UAUEG

b-UUEG

c- none of them

- Ur's framework (1988) for teaching grammar are

a- presentation, explanation

b- practice, and test

c- presentation, explanation, practice, and test

Chapelle argues that CALL evaluation should be carried out using the theories of....

a- first language

b- second language acquisition

c- none of them

- There are two stages in Chapelle scheme

a- judgmental and empirical

- b- Judgmental and experimental
- c- none of them

In the judgmental stage, Chapelle (2001) analyses the software using two levels

....

- a- the program and the learner

b- the program and the teacher

- c- A&B

- the criteria of evaluation software are

- a- language learning potential, learner fit

b- language learning potential, learner fit, meaning focus, positive impact, authenticity, and practicality

- c- meaning focus, positive impact

Chapelle (2001) argues that CALL evaluation should be carried out using

a) SLA theories

- b) FLA theories
- c) First LA theories
- d) Third LA theories

There are two stages in Chapelle's (2001) evaluation. These are

- a) Usage and evaluation
- b) Implementation and assessment

c) Judgmental and empirical

- d) Subjective and objective

**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

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

- e. A research

- f. A reading passage
- g. [A test](#)
- h. All false

Each section includes [several quizzes](#), [exercises](#) and [one crossword game](#)

and these are followed by three main tasks covering [listening](#), [speaking](#) and [reading comprehension](#)

Within the program there are five main buttons located at the top of every page. These are made up of

['outline'](#) (which outlines the whole chapter in detail),
['report'](#) (enabling students to check their progress after each step),
['glossary'](#),
['help'](#) (where learners find help topics),
and ['contents'](#).

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

- i. A "record"
- j. A "compare"
- k. A "listen"
- l. [A "record and compare"](#)

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

- m. Compare their recordings to other students' recordings
- n. [Compare their recordings to those of the model](#)
- o. Read what they have recorded
- p. All false

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.

- q. [Hyperlinked](#)
- r. Underlined
- s. Missed
- t. Misspelled

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

- u. [The theories of second language acquisition](#)
- v. Native speakers' experiences
- w. Linguistic competence
- x. All false

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

- y. The teacher and the student
- z. The environment of teaching and the teacher

aa. The program and the teacher

bb. All true

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.

cc. Empirical

dd. Reasonable

ee. Open

ff. Logical

UUEG is an example of CALL software. It mainly facilitates learning

A. Meaning of word

B. Part of speech

C. Synonyms

D. Grammar and structure

Betty Azar addresses the question of what the learner actually does with the software by conducting an empirical evaluation

she focuses on different questions in each stage, she uses the same criteria in both

المحاضرة - 3 -

involve any software or programs potentially usable by language learners in connection with learning/teaching or use of language this a basic definition for

....

a- Call software

b- windows software

c- none of them

-..... is a matter of judging the fitness of something for a particular purpose

a- judgmental

b- evaluation

c- none of them

selecting call software can be as hard as selecting normal teaching materials

a- true

b- false

CALL programs have often been seen as replacing a teacher

a- true

b- false

CALL software can be defined as

a) Any potential software usable by language learners in connection with learning

b) Any software available in the market accessible to all

c) Any anti-virus software that is free or shareware

d) Any multimedia software that is free or shareware

- Evaluation can be defined as

a) Using an application for learning purposes

b) Judging the price of an application

c) Deciding on the fitness of something to certain purposes

d) Assigning the availability of an application

one of differences between normal teaching materials and call software is

a- normal teaching materials needs network while call software doesn't need

b- a book is more limited in its media capability. CALL can involve sound as well as pictures, diagrams and text all in the same package

c- none of them

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 of the above
- A bookcompared to a CALL software.**
- e. Is full of multimedia items
- f. Is limited in its media capability**
- g. Has various interactive exercises and media capability
- h. Limitless in its media capability

there is a borderline between evaluating software itself and evaluating the use of software

a- true

b- false

Evaluation of CALL is

a- a situation-universal argument

b- a situation-specific argument

c- none of them

you cannot really evaluate without also thinking of how the material will be used in the learning and teaching process

a-true

b- false

judgmental evaluation is done.....

a- after using

b- before using

c- none of them

empirical evaluation is done.....

a- after using

b- before using

c- none of them

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.**

**Evaluation is one of three key aspects of CALL that need consideration:
Creation, Use and Evaluation.**

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 education**

Chapelle (2001) showed that "Evaluation of CALL is a.....argument"

- e. Situation- specific**
- f. Animal- specific
- g. Arabic- specific
- h. English-specific

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-All false

**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

Evaluation of CALL material prior to purchasing them will

- a) Help you decide whether to buy or not.
- b) Help you decide whether this software was a success and therefore can again.
- c) Help you decide what to eat for breakfast.
- d) Help you give the software to your learners.

Evaluation a CALL software after the program had been acquired and used with learners, involves the question of

- a) Whether this software was a success and the action is to use it or not with current or other learners.
- b) Whether to buy this software or not.
- c) What learners it would suit.

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?

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

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

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

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

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

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

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**

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

Evaluation of teaching materials takes place.....

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

In CALL, it is especially necessary teachers to be

- a) Good at negotiating because there is a lot of poor materials about.
- b) Good at buying because there is a lot of great materials about.
- c) Good at evaluating because there is a lot of poor materials about.**
- d) Good at programming because there is a lot of poor materials about.

المحاضر ه - ٤ -

- means relying on one's own judgment/experience, and maybe published consensus on what should be there, what is good or bad, or AL theory.

- a- empirical
- b- evaluation

c- Introspection

- When trying out a CALL program it is especially useful often to make deliberate mistakes to see how the program responds

a-true

- b- false

- you will get some advantage when you use checklist some of these advantages are

- a- you would ensure that you did not forget any thing
- b- it would be consistent and reliable every time you use

c- A&B

Recently Chapelle has a set of points formed from an SLA research perspective

- a- 5

b- 6

- c- 7

- thinking about Designing Call materials is the same thinking of....

a- designing a car

B- designing a text books

c- designing a house

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

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

(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

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

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

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

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
- dTeaching materials

Breaking down the global judgment means....

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

m. All together

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

- n. Tests with more items are more reliable than shorter ones
- o. A set of agree/disagree items circling round some issue is more reliable than a single one targeting it

p. Both

- q. Neither

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

r. More reliable

- s. Less reliable
- t. More expensive
- u. Less expensive

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

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**

Recently Chapelle 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

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**

2.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

3.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

4.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

5.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

6. 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

7. 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

8. 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

9. 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

10. 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

.... Means relying on one's own judgment/experience, and maybe

published on what should be there, what is good or bad, or all theory.

- a) Introspection.

- b) Inspection.
- c) Friction.
- d) Fiction.

المحاضرہ-5 -

every single a checklist include all the possible criteria

a- can

b- can not

c- none of them

you can add to a checklist whatever you see suitable and reasonable to be added

a- true

b- false

Evaluation can be defined as

a- Using an application for learning purposes

b- Deciding on the fitness of something to certain purposes

c- none of them

CALL software can be defined as

a- Any potential software usable by language learners in connection with learning

b- Any software available in the market accessible to all

c- Any multimedia software that is free or shareware

CALL checklist was first inspired mainly by

- a) Odell (1968)
- b) Odell (2001)
- c) Odell (1986)
- d) Odell (2014)

evaluation should have these two stages -

External: Relevance to particular needs of particular learners

Internal: quality of the work per se in meeting its declared specification/ aims

The usually needs to be prior to any consideration of real pedagogical value.

- e) Specification (Internal per-requisites of a CALL software)
- f) Specification (External post-requisites of a CALL, software)
- g) Petrification (External per-requisites of a lacking software)

h) Specification (External per-requisites of a CALL, software)

Specification (External per-requisites of a CALL software) usually needs

to be To any consideration of real pedagogical value.

- a) Prior.
- b) During.
- c) After.

All the above

Some expects of software's that should be looked at separately for evaluation are....

- a) Place, platform, management, prerequisite, software, etc.
- b) Place, ventilation and electricity, ect.
- c) Screen protectors, dust protecting covers and chat software like yahoo
- d) Email account, connection to the internet and IP hiding software, etc.

Some are sound, graphics, video, written fonts, screen layout, etc.

- i) Input features of a CALL software
- j) Output feathers of a CALL hardware
- k) Output features of a CALL software
- l) Output teacher of a CALL software

المحاضر ه - ٦ -

- beneficial focus on form : mean

a- the software let you focus on the form of the language benefit from that focus and you start produce

b-- the software let you focus on the program

c- none of them

Chapelle (1998) also argues that if the input has been made it will help with language learning.

a- unclear

b- salient

c- none of them

Chapelle likes to relate Call evaluation to.....

a- SLA

b- FLA

c-TLA

UEEG focuses intensively on the forms of the perfect tense. It promotes input saliency by

a- highlighting these forms

b- writing them in italicized

c- highlighting these forms and writing them in italicized, bold letters

- There is different ways to enhance output for example by color, animation, picture.

a- true

b- false

Chapelle (2001) and Skehan (1998 in Chapelle 2001) suggest some conditions which might characterize a task that draws learners' attention to the form.

a- modified input

b- modified interaction

c- modified interaction' and 'modified input'

in the speaking task the students are asked to log into the chat rooms to compare their pronunciations (after they have compared their recordings with those of the model) author expected to take place

a- an interactional modification

b- an input modification

c- none of them

Chapelle argues that CALL software should have the ability to let students 'notice' their errors as this would help them to shift to 'a syntactic mode' that aids in internalizing the new form.

a- true

b- false

In UUEG, the is very appropriate and one of the potential strengths of the software

a- planning

b- feedback

c- none of them

Chapelle (1998) also argues that learners should be given the chance to correct their errors

a- true

b- false

in the demo version of program there is no

a- information about program

b- orientation' page

c- none of them

According to Chapelle (2001) Refers to the degree of

"beneficial" focus on that the software provides to its learners.

a) Language Learning Potential.

- b) Traveling aboard.
- c) Buying a new car.
- d) Completing your master degree.

According to Shchan (cited in Chapelle 2001). CALL material must be target learners, and accordingly its takes should be set at a level that is

.....

- a) Neither too simple nor too difficult.
- b) Too simple. Style
- c) Too difficult.
- d) Too simple and too difficult.

5. Chapelle (2001) describes this criterion as the degree of 'beneficial' focus on form that the software provides to its learners. It corresponds to questions like.....

- a. Does the software present students with opportunities to learn the language or just to use it?
- b. To what extent does the software shift the learners' attention towards beneficial focus on form?
- c. Both
- d. Neither

6. Chapelle (1998) also argues that if the input has been made salient, it

- a. Will help with language learning.
- b. Will not help with language learning
- c. Both
- d. Neither

7. During thetask, the focus is entirely on the contracted forms.

- a. Learning
- b. Writing
- c. Listening
- d. Speaking

8. In thetasks, learners are tested on their comprehension of both the dialogue and text respectively, with a moderate focus on the forms.

- a. Writing
- b. Reading
- c. Listening
- d. B and C

9. It is suggested that some conditions, when applied, might draw the learners' attention. One of these conditions is called 'modified interaction'. Here, we are talking about the activities done by the learner in which he interacts with them. This might be used in....

- a. Reading task
- b. Listening task
- c. Writing task
- d. All possible

10. When the reading task contains some words which are hard to understand and the students have no way to get help with them, the author suggests....

- a. Switching to another task
- b. Using a printed dictionary
- c. A link to an online dictionary was a solution for this
- d. Asking other colleagues

11. Another condition to attract the attention of the learners is called (Modified output). Chappelle argues that CALL software should have the ability to.....

- a. Consult other students
- b. Let students notice their errors
- c. Refer to the teacher
- d. All false

12. The benefit of letting the students to notice their errors is....

- a. It would help them to shift to 'a syntactic mode' that aids in internalizing the new
- b. Awareness helps students to 'monitor and self-correct their use of language'
- c. Both

- d. Neither
13. **In UUEG, the feedback is.....**
- a. Very appropriate and one of the potential strengths of the software
- b. Inappropriate and shows a sever weakness of the software
- c. Not recommended at all
- d. All false

المحاضره - ٨ -

a collection of language material, made in some principled way either on tape or written in hard copy or in electronic form

a- word

b- google

c- corpus

one of the biggest evidence of corpus.....

a- google

b- windows

c- word

we use corpus by teachers and learners to

a- aid language learning

b- help describe language, and test theories

c- none of them

we use corpus by linguists to

a- aid language learning

b- help describe language, and test theories

c- none of them

To perform any electronic corpus-based task directly you need two things.....

a-a corpus and a search engine

b-a corpus and a windows

c- none of them

some of CORPORA users try to find out how words are actually used, and how often, and improve dictionary entries.

a- Descriptive grammarians

b- Dictionary makers

c- Stylisticians

some of CORPORA users try to improve their descriptions to fit the facts of actual use of constructions

a- Descriptive grammarians

b- Dictionary makers

c- Stylisticians

some of CORPORA users try to see what differences there are in how frequently different authors use certain words

a- Descriptive grammarians

b- Dictionary makers

c- Stylisticians

some of CORPORA users try to see how frequent certain constructions are in conversation

a- Computational linguists

b- Language learning researchers

c- Sociolinguists

some of CORPORA users try to see if their grammatical parsing programs will work on naturally occurring language.

a- Computational linguists

b- Language learning researchers

c- Sociolinguists

some of CORPORA users try to see how often learners with a particular L1 get something wrong

a- Computational linguists

b- Language learning researchers

c- Sociolinguists

some of CORPORA users try to see how often the passive really occurs in academic English

a- Writers of teaching syllabuses

b- Writers of teaching course materials

c- Dictionary makers

some of CORPORA users try to incorporate authentic examples into their material

a- Writers of teaching syllabuses

b- Writers of teaching course materials

c- Dictionary makers

A corpus is

a) Stored information

b) Stored images and videos

c) Stored collection of language data

d) Stored files and folders

Some users of corpora are

a) Dictionary makers, computational linguistic and descriptive grammarians.

b) Stylisticians and teachers making class takes.

c) Sociolinguists, language learning researches and writers of teaching syllabuses.

d) All the above.

A corpus is....., made in some principled way either on tape , written in hard copy, or in electronic form.

a. The specific method

- b. A collection of interactive tests
- c. A collection of language material
- d. A collection of linguistic rules
- In principled way means.....**
- e. Designed by the principal of the school
- f. Designed only for the principal not the teachers
- g. Haphazardly
- h. Not haphazardly

Such collections are used in many different ways by different people. One of these uses takes place by to help describe language, and test theories.

- i. Advanced students
- j. Linguists
- k. Teachers
- l. Computers

Another use is by to aid language learning (i.e. a form of CALL).

- m. Learners

- b. Linguists
- c. Teachers
- d. A and C

To perform any electronic corpus-based task directly you need.....

- a. A corpus
- b. A search engine
- c. A specialized computer language programmer
- d. Only A and B

A corpus itself is just text (a form of data), which may have been originally

- e. Written
- f. Transcribed speech
- g. Either
- h. Neither

Corpora are.....

- i. All stored in the same format
- j. Not all stored in the same format
- k. Often in the plainest of DOS or ASCII text)
- l. B and C

Corpora, when they are in the plainest of DOS or ASCII text, may have coded information. Coded information are called

- m. Confidential
- n. Tags
- o. Scripts
- p. All false

(Tags) are added in and out of the text, to show e.g.....

- q. Who was speaking
- r. The register of the text
- s. The part of speech of each word
- t. All true

To use a corpus for any task you have to access it by using.....

- u. A decoder
- v. A code key
- w. An expert in computer codes

d. A search engine

A search engine iswhich generally runs through the text (or a precompiled index to the text).

- a. An individual
- b. An expert
- c. A program
- d. A robot

The plural form of the word (CORPUS) is.....

- e. Corpuses
- f. Corpusies
- g. Corpora
- h. Corps

One category of corpora users iswhich, for instance, use it to improve their descriptions to fit the facts of actual use of constructions

- i. Dictionary makers
- j. Descriptive grammarians
- k. Stylisticians
- l. Sociolinguists

One category of corpora users iswhich, for instance, use it to to see what differences there are in how frequently different authors use certain words

- m. Dictionary makers
- n. Descriptive grammarians
- o. Stylisticians
- p. Sociolinguists

One category of corpora users iswhich, for instance, use it to find out how words are actually used, and how often, and improve dictionary entries

- q. Dictionary makers
- r. Descriptive grammarians
- s. Stylisticians
- t. Sociolinguists

One category of corpora users is

.....which, for instance, use it to see how frequent certain constructions are in conversation

Dictionary makers
Descriptive grammarians
Stylisticians

Sociolinguists

One category of corpora users is

.....which, for instance, use it to incorporate authentic examples into their material

Computational linguists
Language learning researchers
Writers of teaching syllabuses

Writers of teaching course materials

One category of corpora users is

.....which, for instance, use it to see how often learners with a particular L1 get something wrong

Computational linguists
Language learning researchers
Writers of teaching syllabuses
Writers of teaching course materials

One category of corpora users is

.....which, for instance, use it to see if their grammatical parsing programs will work on naturally occurring language

Computational linguists
Language learning researchers
Writers of teaching syllabuses
Writers of teaching course materials

One category of corpora users is

.....which, for instance, use it to see how often the passive really occurs in academic English

Computational linguists
Language learning researchers
Writers of teaching syllabuses
Writers of teaching course materials

One category of corpora users is

.....which, for instance, use it to supply additional clues for context guessing word meaning

Computational linguists
Language learning researchers
Writers of teaching syllabuses

Supply additional clues for context guessing word meaning

the difference between introspection and corpus is ..introspection to navigate different ideas and issues while corpus collect all these data and store them in one place

a- true

b- false

who says Let the data speak for itself

a- Sinclair

b- Chomsky

c- Widdowson

the sentences coming from your corpus called....

a- concordance

b- lemmatization

c- none of them

one of corpus linguistics use is to do error analysis task

a- true

b- false

I-language versus E-language (Chomsky)

Introspection means that you try to investigate different ideas while in corpus youdata and store them in one place.

- a. Collect
- b. Analyze
- c. Investigate
- d. All false

A corpus is a good representation oflife of people.

- a-Virtual
- b-Secret
- c-Daily
- d-Another

One of the limitation of using corpus is that it

a-Can cover all what can occur

b-Can't cover all what can occur

c-Both

d-Neither

It is very important when you want to design your own corpus is to take into consideration the cost of.....data.

a-Collecting

b-Storing

c-Analyzing

d-All true

If a population is vast, samples have to be vast to be representative.

a-This is true

B-This is debatable

c-This is a wrong belief

Another day

To be opportunistic when you design a corpus means.....

- a. To look for good profit
- b. To look for good results

To benefit from available resources like media and internet

- c. To avoid being copied by others

How to relate *go, goes and went*? This is one of the considerations when preparing a corpus. It is called....

a-Limitation

b-Lemmatisation

c-Innotation

d-Collocation

المحاضره - ١٠ -

it is possible sometimes to merge your own corpus with a readymade corpus

a- true

b- false

one of these you cannot obtain from corpus...

a- Frequency of types of lexical error

b- Details of meaning of vocabulary items and collocation

c- Mobile numbers to the American people

how people use the language in their daily live .. that's mean..

a- isolation

b- pragmatics

c- none of them

What kind of corpus information is needed..

a- more concordance-type information

b- more frequency information about words

c- A&B

BNC is a shorthand for

a- British National Corpus

b- British National Cars

c- none of them

What is BNC

a- the British National Corpus (BNC) is a 100 million word collection of samples of written and spoken language from a wide range of sources.

b- the British National Corpus is the biggest car factory

c- none of them

The spoken part of BNC (10%) consists of orthographic transcriptions of unscripted informal conversations (recorded by volunteers selected from different age, region and social classes in a demographically balanced way)

a- true

b- false

if you want benefit from corpus you should have a background of

a- linguistic

b- math

c- none of them

if you want to choose a corpus task for yourself or your students

a- choose randomly

b- think in something you are already strong in

c- none of them

BNC stands for the

a) The Brazilian National Copious

b) The British National Corpus

c) The Bromwich Network Corpus

d) Bullish National Companies

The British National Corpus (BNC) is a 100 million word collection of samples of written and spoken language from a wide range of sources

The written part of the BNC (90%) includes, for example, extracts from regional and national newspapers, specialist periodicals and journals for all ages and interests, academic books and popular fiction, published and unpublished letters and memoranda, school and university essays, among many other kinds of text.

المحاضرة - ١٢ -

NLP shorthand for.....

a- National Language Processing

b- Natural Language Processing

c- none of them

-NLP is Computers use (analyze, understand, generate) natural language

a- true

b- false

NLP is a somewhat....

a- more Theoretical

b- more applied

c- none of them

NLP has a.....goals

a- Scientific

b- Engineering

c- all of them

a Scientific goal of LNP means....

a- Identify the computational machinery needed for an agent to exhibit various forms of linguistic behavior

b- Design, implement, and test systems that process natural languages for practical applications .

c- none of them

an Engineering goal of LNP means....

a- Identify the computational machinery needed for an agent to exhibit various forms of linguistic behavior

b- Design, implement, and test systems that process natural languages for practical applications .

c- none of them

The Engineering goal of NLA System that process natural languages for practical applications.

- a) **Designs,**
- b) Implements,
- c) Tests
- d) All the above

NLP Scientific Goal identifies the computational machinery.....

a-Needed for an auger to exhibit a single form of linguistic behavior.

b-Needed for an agent to exhibit various forms of linguistic behavior.

c-Needed for an agent to conceal all forms of linguistic behavior.

d-Needed for an agent to exhibit vigorous forms of lingering behavior.

according to NLP applications

get flight information or book a hotel over the phone

a- speech processing

b- information extraction

c- machine translation

discover names of people and events they participate in, from a document

a- speech processing

b- information extraction

c- machine translation

translate a document from one human language into another

a- speech processing

b- information extraction

c- machine translation

find answers to natural language questions in a text collection or database .

a- machine translation

b- question answering

c- summarization

generate a short biography of Noam Chomsky from one or more news articles .

a- machine translation

b- question answering

c- summarization

Speech processing, summarization, machine translation, and question answering are

- a) Some applications of unnatural language processing
- b) Some applications of natural language processing
- c) Some applications of natural language processing**
- d) Some applications of natural language processing

المحاضرة - ١٤ -

What does CALL stand for?

a- Case application language learning

b- Computer assisted language learning

c- Communication aided language learning

d- Cable assessment language learning

Three important stages in the CALL process. These are

a- Development / usage / evaluation

b- Purchase / assessment / selling out

c- Trail/ evaluation/replacement

d- Trail/ evaluation/ usage

Thinking about Designing CALL materials is the same like thinking of

a- Designing a car

b- Designing a house

c- Designing textbooks

d- Designing clothes

The history of 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 era of stones

UUEG is an example of CALL software. It mainly facilitates learning

a- Meaning of words

b- Part of speech

c- Synonyms

d- Grammar and structures

Chapelle (2001) argues that CALL evaluation should be carried out using

a- SLA theories

b- FLA theories

b- First LA theories

c- Third LA theories

There are two stages in Chapelle's (2001) evaluation. These are

a- Usage and evaluation

b- Implementation and assessment

c- Judgmental and empirical

d- Subjective and objective

CALL software can be defined as

a- Any potential software usable by language learners in connection with learning

b- Any software available in the market accessible to all

c- Any anti-virus software that is free or shareware

d- Any multimedia software that is free or shareware

Evaluation can be defined as

a- Using an application for learning purposes

b- Judging the price of an application

c- Deciding on the fitness of something to certain purposes

d- Assigning the availability of an application

A corpus is

a- Stored information

b- Stored images and videos

c- Stored collection of language data

d- Stored files and folders

تم بحمد الله

مع تمنياتي لكم بالنجاح

اختكم

Another day