1) Which of the following is a way in which technology has changed in English language teaching ?

1-The English language itself is changing.

2-The study of Language.

3-Tasks for Language learning

. 4-New forms of assessments.

5-Research on learning.

2) Which of the following are examples of the English it self is changing as a result of technology or the advances in technology?

1-Net speak.

2-New inventions.

3-Less gatekeeping.

4-Language contact.

3) All languages evolve over time as they are used by

a variety of speakers with different needs.

4) central Gatekeeping agents

editors and publishers who maintain consistent, standardized forms of language"

5) The study of every level of the linguistic system has changed

because of technology

6) At the discourse level,

the language of electronic communication creates the impetus for robust

theory to help make sense of new registers with their own conventions

7) The study of phonology includes

methods for speech recognition and synthesis

8) The study of grammar has been affected dramaticallly

by computer-assisted methods through corpus linguistics,

9) Corpus linguists

study language in electronically stored texts through the use of computer programs that search and count grammatical features

10) -Tasks for language learning? two types

Computer-mediated communication (CMC).

Learner-computer interaction.

11) Computer-mediated communication (CMC)

One type of task is developed from software for computer-mediated communication (such as e- mail or chats) .

12) Learner-computer interaction.

whereas the other is based on interactions between the learner and the computer (such as hypermedia listening or concordancing) .

13) "CMC" as it is called can allow for either

synchronous or asynchronous communication.

14) Synchronous means

that the communication is taking place in real time

for example, sit in the computer lab during the course period to read and respond to each other's messages discussing a story that they have read (life chat)

15) asynchronous communication.

allows learners to read/speak and write/hear electronic messages, which are stored on a server to be produced and accessed any time,

communication can be spread out across hours, days, weeks, or months(e maile)

16) All languages evolve over time as they are used by

a variety of speakers with different needs

17) Learner-computer interaction

Other technology-mediated tasks provide controlled opportunities for linguistic input for the learner and interaction with the computer.

Interaction occurs as the learner clicks to move forward, or to request additional information such as word definitions or cultural notes about the input (e.g. hypertext and hypermedia).

18) New forms of assessments

a double-edged sword.

19) Technology-based language teaching and research is <u>not a departure</u> from applied linguistics.

It is a continuation

Internet **immersion** is new, but the **more traditional forms** of immersion for developing second language ability find support from many English language teachers

20) "comprehensible input," language comprehended without the learner knowing all of the linguistic forms in the message

هذه الفكرة تساعد على اللغة المنطوقة spoken language لكنها محدودة من حيث مساعدة الطالب

to develop grammatical competence على تطوير الكفاءة النحوية

21) The study of cognitive processes

has developed hypotheses related to the need for learners to comprehend linguistic

input and to notice <u>gaps</u> between their knowledge and the target language.

22) **Motivation**

is seen as essential for making the cognitive effort to engage the processes of comprehension,

23) Gap noticing

is also prompted by <u>requiring learners to produce the target language</u>

24) The study of social processes

comes to similar conclusions, but with **emphasis on the role of the context in which processes occur**.

For example, collaboration between learners is seen as a key to development because of the scaffolding provided by an interlocutor during task completion.

<mark>**<u>the importance of the context in constructing the identity of the learner</u>**</mark>

25) the importance of the context

in constructing the identity of the learner

26) Salience

the likelihood of learners' acquiring linguistic input increases

if their attention is drawn to salient linguistic features

27) Salience

Marking a grammatical form on the screen or phonologically through stress.

Repeating a grammatical form or lexical phrase

28) Modification

Making the input understandable to the learner through any means that gets at the meaning.

29) Which of the following is example of modification ?

Images

Ll translation

L2 dictionary definitions

simplification

30) Elaboration

through addition of plausible, grammatical L2 elaborations to the original text (e.g., defining relative clauses

31) Which one of the following is a benefit of interaction among learners?

negotiation of meaning

co-constructing meaning

and prompting learners' attention to form.

32) three aspects of production theory are useful to consider for CALL pedagogy.

First, **from a cognitive perspective,** the benefits of producing language may be enhanced when learners have the opportunity to plan before speaking or writing.

Second, the cognitive view also emphasizes the importance of opportunities to **correct linguistic output**, which can be prompted by feedback from others or from **self-evaluation.**

Third, the **sociocultural** perspective suggests the value of the learners' use of the help of the interlocutor to allow for **production** beyond what the learner could accomplish **alone**

33) Who is interested in doing research on call materials ??

some language teachers

administrators responsible for budgeting decisions

commercial publishers

34) questions to be addressed about CALL are the following:

What kind of language does the learner engage in during a CALL activity?

How good is the language experience in CALL for L2 learning?

هذه الاسئلة التي يجب على الباحث ان يجد حل لها كي يكون بحثه مفيدا

35) What is meant by useful call research ?

that provide some evidence about the design of the software, the learners' use of CALL, or the way that the teacher has organized the task.

36) Technology-related process data

The process data that constitute the observable record of learners' work on CALL tasks have been called "working style data – consistent, observable behavior displayed by students as they worked on [computer-based] L2 tasks"

37) A move can consist of ..?

Language or behavior

38) Who can performed a move ?

learners or the computer.

39) Which methodologies can we use to describe how students use computers in language learning ?

interaction analysis

discourse analysis

Conversation analysis

40) Interaction analysis

is used to document the particular moves that the learner makes while working with technology.

41) Discourse analysis

functional description of the linguistic choices and moves that the participants make to construct a text

42) conversation analysis

attempts to capture the language users' utterances and intentions and describe how the language in discourse is used to accomplish communicative intent.

43) Interpretation

a process which involves interpretation of the data in a way that makes them **meaningful** and **useful** for research

44) Inferences about capacities

For example, if the process data in Figure 4.4 were instances of dictionary checking in an electronic text, the capacities responsible might be a mental lexicon lacking the particular words that were checked.

45) Which one of the following is an approach that we can use to evaluate call materials ?

　　(-1outcomes

　　-2 instances of negotiation of meaning,

　　-3 three dimensions of proficiency) <u>ac- curacy, complexity, and fluency</u> .

<mark>انتهيت من الملف الاضافي لكن منهجية البحوث وجدول خصائص المهام ما تكلمت عنهم (ماني عارف صيغة السؤال عليهم)</mark>

1) TBLT :
   Task-based language teaching

1) TBLT:
   is an approach which offers students opportunities to actively engage in communication in order to achieve a goal or complete a task

2) In TBLT, students use language in tasks
   to improve their language skills

3) Why TBLT?
   Relevant to learners' real-life language needs.
   Tasks are motivating
   Tasks allow focus on form/meaning.
   L2 language production is less stressful
   Learner-Centered

4) Three stages of task based language learning

   　　　　Pre task / the task itself/ post task

5) Pre-task phas
   perform the task **linguistically** and **cognitively**
   E.g. doing a similar task, providing a model answer, or providing planning opportunities before the task.
   Speaking activity - idea of balloon debate.

6) L2 learners find it
   difficult to attend to both (form & meaning)

7) The post-task phase

   Task repetition (fluency, complexity, and accuracy)

   Reflecting on performance (write a report)

Attention to form

8) CL

Corpus linguistics

9) CL is

"the study of language based on examples of 'real life'

10) The most famous Corpora are three:

1-The British national corpus(BNC).

2-The Corpus of Contemporary American English(COCA).
3-The Longman learners' corpus(LEARNER LANGUAGE).

11) -Corpus Categories are:
1-User.(Native vs. Learne
2-Content.(monitor vs. Sample
3-Language.(mono vs. Multilingual
4-Source.(original vs. Translation
5-Time .(synchronic vs. Diachronic
6- Remark.(plain vs. Annotated

12) Uses & functions Corpus linguistics

- Computing: e.g. natural language processing
- Linguistics: e.g. the study of linguistic competence or performance as revealed in naturally occurring data (descriptive grammar) + Critical Discourse Analysis.
- Language teaching: e.g. ESP

13) CL =
corpus linguistics
14) CDA=
Critical Discourse Analysis
15) -How do we can Discourse analysis?
-By Collocations
Concordance patterns
Keyword patterns
16) Corpus linguistics & English language teaching

Syllabus design

Materials development

Classroom activities

17) NLP =

natural language processing

18) Artificial Intelligence

An area of computer science which deals with the study and development of computer systems that are able to perform tasks which require human intelligence.

- language production
- solving some problems

19) Applications

1-Visual perception.

2-Decision making.

3-Problem-solving.(photo Math app)

4-Machine translation.(Google)

5-Speech recognition system.(Siri)

6-Information retrieval.(Ads=advertisement)

20) -Natural language:

any language spoken by human (e.g. Arabic, English, Zulu..).

21) -Artificial language:

such as (C++, Java and Morse code).

22) Natural language processing (NLP)

is a field of computer science, artificial intelligence, and linguistics concerned with the interactions between computers and human (natural) languages

23) Types of analysis and NLP

Text processing

Speech processing

24) Text processing

it refers to the processing of any kind of text produced by humans

25) Speech processing:

it refers to the tasks that require dealing with <u>speech</u> or sound <u>signals</u> then that speech or audio processing

26) Text analysi

Word-level analysis

Sentence-level analysis

Discourse analysis

27) Uses of text analysis

1-spelling /Grammar- checkers

-Machine translation.

3-Search engines.

4-Keyword/ collocation on finding

28) Speech processing

a- speech to Text converters.

 b-speech recognitions systems

29) Uses of speech processing-

-There are some examples:

1-Siri !

2-Mobile phone.

3-Technology for visually challenged, blind, people.

4-Voice activated navigation systems /and voice operated machines.

30) Excellent progress-

-spam detection

-part of speech tagging

-Named entity recognition (who did what).

31) Good progress-2

a-Sentimental analysis

b-World disambiguation

c-Machine translation

information extraction

3-Slow progress: (32

-The examples are:

a-Question answering.

b-Paraphrasing.

c-Summarization.

d-Dialogue.

33) learning management system (LMS)

is a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-learning) education courses or training

34) Examples of LMS

-Blackboard(41% market share).

 -Moodle (open source !)

-Desire 2 learn.

-Instructure.

-Web CT.

-Google classroom.

 -Edmodo