CALL = Computer Assisted/Aided Language Learning

الأختصارات

computer aided language acquisition (CASLA

CALL = Computer Assisted/Aided Language Learning

Computer aided language testing (CALT)

AL =

applied linguistic

====

ELT= enalish language teacher

========

computers in AL and ELT research in general (CASLR),

=======

CALL 'tasks

games, exercises, activities, materials, even tests

==========

The Power of
CALL *for a fuller exposition, attempting*

to relate this to the Richards and Rodgers framework for analysing teaching methods

Development/creation
. I.e. the principles and processes of writing software or authoring new materials

2) Use/implementa?on. I.e. how teachers use software with their learners

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

الثلاث خطوات جدا مهمه وراح تجي بالاختبار 200% وهي عباره عن الخطوه الأول تصميم البرنامج وثاني شي أستخدامه وثالث شي تقييمة

=================

تاريخ الكول

HISTORY OF CALL

The computer-as-big-as-a-room era. Entire courses like that of PLATO organised

The arrival of the home/school computer (Sinclair, Apple, BBC

The era of the powerful PC (and Mac

PC + CD, multimedia

The era of the Internet

1- Computer Assisted/Aided Language Learning. longhand for

a- calt

b- call

c-casla

2- 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

3- CALL 'tasks' include what may be otherwise referred to as…..

a-games, exercises

b- activities, materials

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

4-with call there are ……….elements or area

a-3

b-4

c-5

5- 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

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

a- Evaluation

b- Development/creation

c-Use/implementation

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

a- evaluation

b- Development/creation

c-Use/implementation

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

a- Dell

b- PLATO

c- Apple

understanding use english grammer

==

UUEG Software (Azar Interactive)

is based on
BeMy Azar's book (2009).

=====================

The analysed chapter is divided into four parts
tenses: the present perfect, the present perfect progressive, the
past perfect, and the past perfect progressive

=================

he chapter follows Ur's framework **(1988) for teaching grammar:** presentation,
explanation,
practice, and test

================

tenses – a method that is claimed to be effec?ve by Walker

================

Chapelle argues that CALL evalua?on should be carried out using the theories of
second language
acquisi?on.

راح تجي بالأختبار

==================

There are two stages in her scheme: judgmental **and** empirical

راح تجي بالأختبار

=============

In the judgmental **stage, Chapelle (2001)**
analyses the software using two levels: the program **and the** teacher

=====

انتهت المحاضرة الثانية الاسئلة (zhz) للمحاضرة

lecture (2)
9- Mobile Aided Language Learning. Longhand for ..
a- mall
b- malal
c- mail
10- understanding and using English grammar. Longhand for…
a- UAUEG
b-UUEG
c- none of them
11- Ur's framework (1988) for teaching grammar are ….
a- presentation, explanation
b- practice, and test
c- presentation, explanation, practice, and test

12- Chapelle argues that CALL evaluation should be carried out using the theories of….
a- first language
b- second language acquisition
c- none of them

13- There are two stages in Chapelle scheme ….
a- judgmental and empirical
b- Judgmental and experimental
c- none of them

14- 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

15- 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

المحاضرة الثالثه

التعاريف راح تجي بالاختبار

CALL software'
here can involve any software or programs potentially usable by language learners in connection with learning/teaching or use of language

=====
Evaluation is a matter of judging the fitness of something for a par?cular purpose
=====

الفروقات بين ادوات التعليم العامه وبرنامج الكوول
CALL software and general teaching materials and tasks - a parallel?
Firstly, a book is not typically dynamic or interactive
Secondly, a book is more limited in its media capability
Thirdly, use of written materials has few technological prerequisites
Fourthly, the language content of material in a coursebook is essentially unalterable
Fifthly, the activities to be done with each section of a coursebook are usually heavily constrained by the book itself
==================
Evaluation is one of three key aspects of CALL that need consideration: Creation, Use and Evaluation
==================

evaluation **cannot** be done in the **abstract**

=============

Software and materials evaluation in ELT, then, can be seen as an activity where you match materials to
teaching/learning situations. I.e. there are three things to think about
the nature of the materials/software
the nature of the T/L situation
a rating or judgement to make of suitability of one of the above for the other

=============

When the evaluation is done

Evalua?on of materials **prior** to purchasing them or crea?ng access to them for any learners

Evalua?on **after** purchase or otherwise acquiring availability of software

الأول والثاني يندرج تحت
judgmentalقبل اطلاق البرنامج وبعد اطلاق البرنامج ولم يستخدم

اما الثالث فهو

Evalua?on **after** the program has been **acquired** and **used** with some learners for a bit

تم اطلاقه وأستخدامه ايضا يندرج تحت
empirical.

=============

Who evaluates

The evaluators we are thinking of here are **primarily language teachers**

=============

انتهت المحاضرة الثالثة الاسئلة zhz للمحاضرة
lecture 3

16- 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

17-……… is a matter of judging the fitness of something for a particular purpose
a- judgmental
b- evaluation
c- none of them

18- selecting call software can be as hard as selecting normal teaching materials
a- true
b- false

19- CALL programs have often been seen as replacing a teacher
a- true
b- false

20- 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

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

a- true

b- false

22- Evaluation of CALL is ………

a- a situation-universal argument

b- a situation-specific argument

c- none of them

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

a-true

b- false

24- judgmental evaluation is done…..

a- after using

b- before using

c- none of them

25- empirical evaluation is done…..

a- after using

b- before using

c- none of them

المحاضرة الرابعة

شـرح عام وراح نحدد اهم النقاط فيها

Introspection 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
===============

the global 'expert judgment' method of evaluation
========

This is where 'checklists' come in. These are written records of the sort of 'breakdowns' just described
===================

Checklists
generally take the form ofsets of headings to be considered or sets of questions to ask oneself.
===============

Recently Chapelle has a set of 6 points formed from an SLA research perspecAve (2001 p54ff).

John Roberts has a much bigger collection of such checklist used in general

lecture 4

26- ……….. 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

27- 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

28- 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

29- Recently Chapelle has a set of ………. points formed from an SLA research perspective

a- 5

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

a- designing a car

B- designing a text books

c- designing a house

المحاضرة الخامسة

The beginnings of a CALL checklist follow, inspired **mainly by** Odell 1986 'EvaluaAng CALL software'
================
Chapelle 2001 ch3, from an SLA perspecAve
=====

Some suggest evaluation should have these two stages - External: Relevance to particular needs of particular learners (e.g. specific level, ESP, syllabus). Internal: quality of the work per se in meeting its declared specification/ aims

=============
انتهت الخامسة الاسئلة zhz للمحاضرة
lecture 5
31- every single a checklist ……….. include all the possible criteria
a- can
b- can not
c- none of them
32- you can add to a checklist whatever you see suitable and reasonable to be added
a- true
b- false
33- 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
34- 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

المحاضرة السادسة

بالمحاضرة الثانية اخذنا عاملين والحين راح يتم شرحهم بهاذي المحاضرة
Chapelle's criteria: language learning potential, and learner fit.

===============
Language Learning Potential

Chapelle (2001) describes this criterion as the degree of 'beneficial' focus on form
that the so@ware provides to its learners
=============
Chapelle (1998) also argues that if the input has been made salient it will help with
language learning

=====

UUEG focuses : intensively on the forms of the perfect tense
==========
It promotes input saliency by highlighting these forms and writing them
in italicized, bold letters
==============
Chapelle (2001) and Skehan (1998 in Chapelle 2001) suggest some condiAons which
might characterise a task that
draws learners' attention to the form. I will focus on two of them – namely,
'modified interaction' and 'modified
input'.
=========================
that when using UUEG an interactional modification between the learners and the
computer is
to be expected,

==============
students are shown the hyperlinked words. These students were expected to
obtain help by clicking on
each word to get its meaning.

======
Modified output

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**

===============

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

======================

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

====================
Learner fit

In Chapelle's descrip?on (2001), learner fit takes account of **both** the language level
and its learners' characteris?cs.

=================
انتهت المحاضرة السادسة والاسئلة zhz للمحاضرة

lecture 6
35- beneficial focus on form : mean …..
a- the software let you focus on the form of the languace benefit from that focus
and you start produce
b-- the software let you focus on the program
c- none of them
36- 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
37- Chapelle likes to relate Call evaluation to…….
a- SLA
b- FLA
c-TLA
38- UUEG 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

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

b- false

40- 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'

41- 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

42- 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

43- In UUEG,the …………………. is very appropriate and one of the potential strengths of the software

a- planning

b- feedback

c- none of them

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

a- true

b- false

45- in the demo version of program there is no ……….

a- information about program

b- orientation' page

c- none of them

المحاضرة السابعه مآفيها شي من وجهه نظري

المحاضرة الثامنه الاخت لاتحزني شرحتها الله يجزاها الف خير

وهاذي الاسئلة للمحاضرة الثامنة zhz

lecture 8

46- 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

47- one of the biggest evidence of corpus…..

a- google
b- windows
c- word

48- we use corpus by teachers and learners to ……
a- aid language learning
b- help describe language, and test theories
c- none of them

49- we use corpus by linguists to …………
a- aid language learning
b- help describe language, and test theories
c- none of them

50- 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

51- 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

52- 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

53- 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

54- some of CORPORA users try to see how frequent certain constructions are in conversation
a- Computational linguists
b- Language learning researchers
c- Sociolinguists

55- 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

56- 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

57- 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

58- 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

الثامنه

تعريف الكوربس وهو مجمع لغوي

a corpus is a collection of language material, made in some principled way (not haphazardly), either on tape or written in hard copy (e.g. Books, student essays) or in electronic form. We are concerned only with the last type.

....

اغراض استخدام الكوربس ومن يستخدمه

1) by linguists to help describe language, and test theories

2) by teachers and learners to aid language learning (i.e. A form of call).

....

للاستفاده من او استخدام أي كوربس لابد من تواجد شيئين مهمين :كوربس – سيرتش انجين

to perform any electronic corpus-based task directly you need two things - a corpus

and a search engine.

....

طبيعة الكوربس انه مجرد نص (قاعدة بيانات) مجموعه من المفردات اللغويه ..

a corpus itself is just text (a form of data), which may have been originally written, or be transcribed speech.

....

المجاميع " كوربورا " مجموع كوربوس ليست مخزنه جميعا بنفس الصيغه:

corpora are not all stored in the same format (though often they are in the plainest of dos or ascii text),

....

المجاميع اللغويه قد تحتوي على معلومات مرمزه داخل او خارج النص:

and they may have coded information (tags) added in and out of the text

....

لتستطيع استخدام الكوربس لابد لك من الدخول الى محرك بحث

to use a corpus for any task you have to access it by using a search engine

....

مستخدمي الكوربورا " مجاميع اللغه:"

users of corpora

معدي القواميس : ليعرفوا كيف بالفعل تستخدم الكلمات والشكل الذي تستخدم به غالبا ، واضافة مدخلا تجديده الى القواميس.

dictionary makers - e.g. To find out how words are actually used, and how often, and improve dictionary entries

....

النحويون الذين ينهجون المنهج الوصفي : لتحسين وتطوير وصفهم ليتناسب مع الاستخدام الحقيقي للبنيه النحويه للكلمه .

descriptive grammarians - e.g. To improve their descriptions to fit the facts of actual use of constructions

....

لمعرفة الاختلافات بين استخدامات الكتاب المختلفين لنفس الكلمه:

stylisticians - e.g. To see what differences there are in how frequently different authors use certain words

....

علماء اللغه الاجتماعيين : لمعرفة كيف تتكرر بنيه محدده في المحادثات.

sociolinguists - e.g. To see how frequent certain constructions are in conversation

....

لمعرفة ما اذا كان برنامج التحليل القواعدي سوف يحدث بشكل طبيعي...:

computational linguists - e.g. To see if their grammatical parsing programs will work on naturally occurring language

....

- language learning researchers - e.g. To see how often learners with a particular l1 get something wrong

-writers of teaching syllabuses - e.g. To see how often the passive really occurs in academic english

-writers of teaching course materials - e.g. To incorporate authentic examples into their material

-teachers making class tasks, or even learners directly themselves - e.g.

to supply additional clues for context guessing word meaning

-for guidance on how to use word when writing to help prompt self-correction

-for word study

for 'language awareness' work on grammar

التاسعه..

التاسعه:
مسائل تتعلق بالكوربس..
العباره لسينكلير **Let the data speak for itself?** :
العباره لشومسكي **I-language versus E-language** :
العباره لويدوسون **Missing context, intention, 'ethnographic' information. Third person not 1st person view** :
....
من عيوب او نقاط الضعف في الكوربس :لايمكن للكوربوس ان تظهر مالن يحدث او اللذي ممكن ان يحدث:
Corpus can't show what doesn't occur, or all that <u>can</u> occur
....
Introspection may be surprised by what does occur
....
من عيوب الكوربورا انها لاتستطيع تغطية جميع جوانب اللغه ومجالاتها.
Areas of language that corpora don't illumine
....
من الاسئله المتعلقه بالكوربس ماهو الحجم المفترض له ..؟؟
Size of corpus and individual word frequency. How big should it be?
....
مكلف نوعا ما احيانا الحصول على الكوربوس ,

Cost effectiveness - more running words doesn't give more different words proportionally

....

احيانا ممكن ان تحتاج الى 10-20 ساعه للاطلاع الى 2000 كلمه

10-20 hours to process 2000 words of speech (prosodic tagging)

....

لايعني كثافة السكان انه من الضروري ان يكون هناك ايضا تضخم وكثافه في الكوربوس.

Just because a population is vast does not mean samples have to be vast to be representative, as some think... Depends on feature of interest and variability. Word frequency problem

....

هل الكوربورا جامد ام من الممكن التعامل معه بالاضافه والتعديل عليه..

Static or dynamic (monitor) corpora?

....

Sampling and how to be representative e.g. of general English? <u>Any</u> collection of texts is not a useful (principled) corpus. Problems...

....

يتبع... معليش سوري ع التاخير بس التاسعه طويله جدا..

الانحياز الى الشكل المكتوب في الكوربس..

Opportunistic - biased to written, accessible varieties?

....

يجب ان يكون تقديم الكوربوس بشكل ممنهج ومتوازن

Systematic- balanced and representative: a corpus of corpora

....

هل يجب استبعاد اللغات الغير رسميه كلغة العامه او لغة الشوارع ؟؟

Exclude non-standard?

....

هل يجب التنويع في الكوربوس بضم مصطلحات الاقطار المختلفه ؟

What national varieties?

....

من أي زمن يجب البدء بادراج لغوياته في الكوربوس..

How far back?

....

ماهي نسب التنوع ؟؟

What proportions of varieties?

....

عامل المتحدث والكاتب .تكون المشكله اكبر مع المكتوب اكثر من المتحدث.. ؟

Speaker/writer factors as well (demographics)? Problem more with written than spoken (L1 from name?). Addressee

....

الاختيار العشوائي يقول الدكتور انه الافضل..

Then: Random selection?

....

اختيار العينه على اساس معين ؟؟

Stratified sampling? What varieties?

....

الاختيار على حسب كم مره قرأت الكلمه او بمدى تاثيرها ؟؟

Weighting by how much read or by 'influence'? Expert judgment

....

ماهو حجم العينه التي ناخذها من نص معين ؟؟ حقوق المؤلف..

How to sample each text, and sample size again? Copyright issues

....

ماهي طبيعة الداتا التي تريدها .. محكيه .. الخ ؟

Spoken? how natural are speeches, TV etc.?

....

مثلا الحاجه الى اخذ اذن لتدوين معلومات شخصيه عنهم يجعل الامر اقل طبيعيه ؟؟

Fully natural: observer's paradox and how to be ethical? Permission. Labov's tricks

....

مسألة النسخ : مالذي يجب نسخه ومن الذي يجب ان يفعل ذلك ؟؟

Transcription issues: what to transcribe and who does it (expert or not)

....

اخذ العينات العشوائيه مره اخرى : مشكلة اللغات واللهجات.

Random sampling again; problem of accents and dialects

....

التحليل : كيفية استخراج المعلومه المفيده بشكل تلقائي ؟؟

Analysis - how to extract useful information automatically?

....

التكرار والاشتقاق..

frequency and its derivatives:

....

يتبع 9

lecture 10
63- it is possible sometimes to merge your own corpus with a readymade corpus
a- true
b- false
64- 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
65- how people use the language in their daily live .. that's mean..
a- isolation
b- pragmatics
c- none of them
66- What kind of corpus information is needed..
a- more concordance-type information
b- more frequency information about words

c- A&B

What is BNC?

The Bri?sh Na?onal Corpus (BNC) is a 100 million word collec?on of samples of written and spoken language from a
wide range of sources, designed to represent a wide cross-sec?on of Bri?sh English from the later part of the 20th
century, both spoken and written. The latest edition is the *BNC XML Edition*, released in 2007

The **written part** of the BNC (90%) includes

==

The **spoken part** (10%)

ture 11

67- BNC is a shorthand for .....

a- British National Corpus

b- British National Cars

c- none of them

68- What is BNC

a- the BriEsh NaEonal Corpus (BNC) is a 100 million word collecEon 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

69- 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

70- if you want benefit from corpus you should have a background of
.....
a- linguistic
b- math
c- none of them
71- 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

Natural Language Processing (NLP)

Computational Linguistics (CL) اختصار

Why Study NLP?
Human language interesting & challenging
NLP offers insights into language
Language is the medium of the web
Interdisciplinary: Ling, CS, psych, math
Help in communication
With computers (ASR, TTS)
With other humans (MT)

Ambitious yet practical

Goals of NLP
Scientific Goal
Identify the computational machinery needed for an agent to exhibit various forms of linguistic behavior .
Engineering Goal
Design, implement, and test systems that process natural languages for practical applications

---

Applications
speech processing: *get flight information or book a hotel over the phone .*
information extraction: *discover names of people and events they participate in, from a document .*

machine translation: *translate a document from one human language into another .*

question answering: *find answers to natural language questions in a text collection or database .*

summarization: *generate a short biography of Noam Chomsky from one or more news*

articles .

General Themes

Ambiguity of Language
Language as a formal system
Rule-based vs. Statistical Methods

The need for efficiency

Rule-based: model system with linguistic rules

Statistical: model system with probabilities of what normally happens

lecture 12
72- NLP shorthand for.....
a- National Language Processing
b- Natural Language Processing
c- none of them
73- NLP is Computers use (analyze, understand, generate) natural
language
a- true
b- false
74- NLP is a somewhat....
a- more Theoretical
b- more applied
c- none of them
75- NLP has a.............................goals
a- Scientific
b- Engineering
c- all of them
76- 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

77- 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

according to NLP applications

78- get flight information or book a hotel over the phone

a- speech processing

b- information extraction

c- machine translation

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

a- speech processing

b- information extraction

c- machine translation

80- translate a document from one human language into another

a- speech processing

b- information extraction

c- machine translation

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

a- machine translation

b- question answering

c- summarization

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

a- machine translation

b- question answering

c- summarization

lecture 14

83- 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

84- 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
85- 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
86- 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
87- 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
88- 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
89- 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
90- CALL software can be defined as
a- Any potential software usable by language learners in connection
with leaning
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

91- 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
92- A corpus Is
a- Stored information
b- Stored images and videos
c-Stored collection of language data
d- Stored files and folders