السـلام عليكم و رحمة الله وبركاته

أتمنى لكم الفائـدة و ما هذا إلا تلخيص صغير من جهتـي اذكر فيه بعض الفقرات التي أراها مهمة في نظري أتمنى لكم التوفيـق

CALL = Computer Assisted/Aided Language Learning.

MALL = Mobile Aided language Learning

UUEG= Understanding Using English Grammar

SLA= Second Language Acquisition , you use this call to enhance second language

ELT= English Language Teaching

MMCD= Multi Media CD

Though the acronym“CALL”implies a limitation to languagelearning

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

Three stages in CALL :

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

) Use/implementation. I.e. how teachers use software with their learners and how the learners use the software

) Evaluation how to decide what is good or bad software

HISTORY OF CALL

- The computer-as-big-as-a-room era
- The arrival of the home/school computer

The era of the powerful PC (and Mac)

- PC + CD, multimedia. Software out of the hands of teachers, largely audio-lingual in mode

The era of the Internet. Teacher as selector. Learner-centred.

Chapelle (2001) evaluation scheme

There are two stages in her scheme: judgmental and empirical

'CALL software' here can involve any software or programs potentially usable by language learners in connection with learning/teaching or use of language (esp. EFL/ESL)

"Evaluation is a matter of judging the fitness of something for a particular purpose"

CALL software and general teaching materials and tasks - a parallel?

CALL software is often analogous to an individual exercise or task in a book,

Firstly, a book is not typically dynamic or interactive; a program, by contrast, may not always present an exercise the same way every time you use it CALL programs have often been seen as replacing a teacher rather than just teaching materials, though that clearly does not fit all software.

Secondly, 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

Thirdly, use of written materials has few technological prerequisites: eyes and a desk to put them on will do. CALL by contrast requires computers, network access etc

Fourthly, the language content of material in a coursebook is essentially unalterable, while some CALL software allows 'authoring': i.e. the teacher can put in his/her own choice of text, words etc.

Fifthly, the activities to be done with each section of a coursebook are usually heavily constrained by the book itself, though there may be some latitude for the teacher to implement exercises in different ways, and of course skip some material. A CALL program on the other hand may be very constrained (e.g. a hangman game), or may be almost entirely open in this respect (e.g. email).

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

Do not worry about the relationships between a b c in Lecture 5
Understand what each means
A software/ materials
B specific contexts or learners
C implementing

) Evaluation of materials prior to purchasing them or creating access to them for any learners.

A Checklist for Judgmental CALL Evaluation

Specification (External pre-requisites of the software, consideration of which usually needs to be prior to any consideration of real pedagogical value. Used to assess basic practicality of using the software.)

Program design (A lot of these points broadly relate to 'userfriendliness' of the software, or the 'computer-user interface', largely independently of any pedagogical value, but overlapping a bit)

) Aspects of the teaching/learning situation that are usually present and which are relevant to deciding if (a) is suitable or not:

It is obvious that when using UUEG an interactional modification between the learners and the computer is to be expected, and Chapelle (1998) suggests this to be a key element in developing a CALL task

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 (1998, p.4). Borg (1999) also claims that error awareness helps students to 'monitor and self-correct their use of language'

Chapelle (1998) also argues that learners should be given the chance to correct their errors, and in the exercises discussed earlier students were given a second chance to do just this

), learner fit takes account of both the language level and its learners' characteristics. CALL materials must suit the target learners

Furthermore, the 'help' and 'report' options make this programme even more attractive

Corpus Linguistics

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

To perform any electronic corpus-based task directly you need two things - a corpus and a search engine

search engine - a program which generally runs through the text (or a precompiled index to the text)

Dictionary makers - e.g. to find out how words are actually used, and how often, and improve dictionary entries
Descriptive grammarians - e.g. to improve their descriptions to fit the facts of actual use of constructions
Stylisticians - e.g. to see what differences there are in how frequently different authors use certain words
Sociolinguists - e.g. to see how frequent certain constructions are in conversation
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

SOME INSIGHTS OBTAINABLE FROM CORPORA

General English

Details of meaning of vocabulary items and collocation

information for *money* and *flatly*
Homonym and sense frequencies: *lookout*
Lexical grammar: verbs used with *that* clauses
Grammar: uses of *with*
Use of words with a heavy pragmatic dimension: *flipping*, *right*
Lexical phrases: *You know what I mean*

Translation

Frequency of translation equivalences

Learner Language

Error and performance analysis information from teacher-made mini-corpora of their learners' language

Research on error correctability by dictionaries
range: over text types
how to relate *go*, *goes* and *went*? lemmatisation
What kind of language is of interest?
from normal native speaker adults today. Then it could be spoken or written, standard or non-standard, UK or US

or..., from everyday language or the specialist register of newspapers or poetry or academic prose or...etc.
from the past. Literary or not...
from foreign language learners
from normal native speaker children
from speakers with language disabilities(e.g. aphasics

2) What level(s) of language are you interested in?
vocabulary/lexis
grammar/syntax
sounds, intonation
spelling, punctuation
text/discourse/rhetorical structure
pragmatics
Spoken? how natural are speeches, TV etc.?
Records of speakers (and addressees and...)
Transcription issues: what to transcribe and who does it (expert or not)
Random sampling again; problem of accents and dialects

more concordance-type information - examples of occurrences of things in context to analyse. qualitative

more frequency information about words or whatever. I.e. quantitative

The British National Corpus (BNC) is a 100 million word collection of samples of written and spoken language from a wide range of sources, designed to represent a wide cross-section of British English from the later part of the 20th century, both spoken and written

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

. The spoken part (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

Natural Language Processing (NLP)

Computers use (analyze, understand, generate) natural language

A somewhat applied field Computational

Linguistics (CL)

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

Hybrid models combine the two

Simply writing down linguistic insights isn't sufficient to have a working system

Programs need to run in real-time, i.e., be efficient

syntactic structure of S Such a structure is called a parse tree

This is a logic representation of meaning

a tree bank = collection of parsed sentences

بعض مما فهمته و سألت الدكتور هل فهمي صحيح أما لا

/□

Hi dr.
The summary of it is how we can teach the computer our natural language , right ?
And is not enough teach it only syntax to get perfect result we must teach it the logic
Good job ?? Or not :(

—

Yes good job

Sent from my iPhone 5
د. عبدالله بن عبدالوهاب الفريدان

/□

Hi dr.

I can't understand (language as a formal system) and (rule-based & statistical methods)

What do they mean !!

And tree bank is example to explain parse tree ? I mean it's not procedure like parse but it's example of it !

And what's computational linguistic ?
Is it synonyms to natural language ??

—

Computational ling. uses NLP

Forget about the other terms
The tree is just an example of how language is parsed to the computer

Everything is said and explained in the lectures

Sent from my iPhone 5

د. عبدالله بن عبدالوهاب الفريدان

بالتوفيـق

مساهمه صغيرة أتمنى أن تعين

سر البسمه \كومـي