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اللغة الإنجليزية وتقنية المعلومات

اسئلة اختبارات سابقة لمقرر (اللغة الإنجليزية وتقنية المعلومات)

- تم إفراد اسئلة كل محاضرة بجدول منفصل -

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الفصل الثاني ١٤٣٦-١٤٣٧هـ

نسخة محلولة

ملاحظات:

- الأسئلة التي تم حلها هي من اسئلة الفصل الثاني لعام ١٤٣٣-١٤٣٤هـ حتى الفصل الأول لعام ١٤٣٥-١٤٣٦هـ، من نفس الدكتور.
  - o لعدم وجود تصوير للفصلين الماضيين (الفصل الثاني ١٤٣٥-١٤٣٦هـ، والفصل الأول ١٤٣٦-١٤٣٧هـ)، جلبت ما وجدت من اسئلة من موضوع الانطباع عن الاختبار.
- قد تظن من الوهلة الأولى أنني قد أخطأت بتكرار بعض الأسئلة، لكن أن دققت أكثر سوف تلاحظ أن السؤال قد طرى عليه تغيير أو الخيارات أو كلاهما معاً.
  - o تم ترتيب الأسئلة المتشابهة بشكل متتابع؛ حتى نرى كيفية التلاعب بخيارات الأسئلة، وكذلك لتأكيد أن الإجابة التي أخترتها هي الصحيحة بمقارنتها بالأسئلة الشبيهة.
- النجوم الثلاثة (***) تعني أن هذا الجزء مفقود سواء من عدم وضوحه بالتصوير أو لم يكن بحدود إطار التصوير.

Question	Note

Lecture 01

001. 'CALL' stand for _____
- A. Case application language learning
- B. **Computer assisted language learning**
- C. Communication aided language learning
- D. Cable assessment language learning

002. The abbreviation 'CALL' stand for _____
- A. Case Application Language Learning
- B. Cable Assessment Language Learning
- C. **Computer Assisted Language Learning**
- D. Communication Aided Language Learning

003. The abbreviation 'CALL' stand for _____
- A. Computer Assets Lasagna Leaning.
- B. Computer Assisted Luggage Loaning.
- C. Consumer Assisted Logging Loaming.
- D. **None of the above.**

004. Development, usage and evaluation are _____
- A. **important stage in the CALL process**
- B. Expensive types of drinks
- C. Necessary tools for travelling abroad
- D. All the above

005. The following terms: Development, usage and evaluation represent _____
- A. **important stage in the call process.**
- B. expensive types of drinks.
- C. necessary tools for travelling abroad.
- D. all the above.

006. "Development, usage and evaluation" represent _____
- A. unimportant stages in the CALL braces.
- B. import stagers in the CAR process.
- C. important sages in the CALL recess.
- D. **None of the above**

007. Usage, development, and evaluation are _____
- A. unimportant stage in the CALL process.
- B. designing textbooks software
- C. necessary tools for travelling abroad
- D. **none of the above**

008. Thinking about Designing CALL materials is similar to thinking about _____

A. Designing a car
B. Designing a house
C. **Designing textbook**
D. Designing clothes

009. Thinking about Designing CALL materials is similar to thinking about _____
    A. designing a textile.
    B. designing clothes.
    C. designing a house.
    D. **designing textbook.**

010. Thinking about designing CALL materials is similar to thinking about _____
    A. **designing textbooks.**
    B. designing textbacks.
    C. designing textrooks.
    D. designing tripletbooks.

011. 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 Age of stones

012. The history of Computer assisted language learning shows that 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 Age of stones.

013. The history of Computer assisted language learning shows that CALL goes back to _____
    A. they are Powerful Man and PCs.
    B. **the era of Powerful Macs and PCs.**
    C. the era of bar that is full of Macs and PCs.
    D. the era Powerless Macs and CDs.

014. The CALL history goes back to _____
    A. The era of Powerpoint Machines and PCs
    B. The era of Powerpoint slides and PCs
    C. The era of Powerful Man's PCs
    D. **The era of Powerful Macs and PCs**

Lecture 02

015. 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**

016. Choose the incorrect sentence.
  A. The criteria of Chapelle's evaluation scheme includes language learning potential and practicality.
  B. The criteria of Chapelle's evaluation scheme includes learner fit, meaning focus and authenticity
  C. The criteria of Chapelle's evaluation scheme includes focus, positive impact and practicality.
  D. **The criteria of Chapelle's evaluation scheme includes negative impact, and invalidity.**

017. Chapelle's (2001) evaluation scheme involves _____
  A. language learning potential.
  B. learner fit, meaning focus, and positive impact.
  C. authenticity and practicality.
  D. teaching different language.

السؤال جاء بأسئلة الفصل الثاني لعام ١٤٣٥-
١٤٣٦هـ، وكذلك للفصل الأول لعام ١٤٣٦-١٤٣٧هـ.
صيغة السؤال خطأ، فما فيه إجابة صحيحة.
لكن إن جاء بنختار D
على أساس ما فيه غير هو خطأ من الخيارات.
ونرفع شكوى أكيد ☺،،

018. 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**

019. The UUEG software can mainly be used to _____
  A. facilitate learning garments and textures
  B. frustrate learning grammar or structures
  C. **facilitate learning grammar and structures**
  D. facsimile of learning grammar and structures

020. The UUEG software mainly facilitates learning _____
  A. Gamma and stricture
  B. Gamma and alpha
  C. Gamma and scriptures
  D. **Grammar and structure**

021. Chapelle (2001) argues that CALL evaluation should be carried out using _____
  A. **SLA theories**
  B. FLA theories
  C. All LA theories
  D. Third LA theories

022. Chapelle (2001) shows that _____
  A. CALL evolution should be cried by using SLA theories
  B. **CALL evaluation should be carried out using SLA theories**
  C. CALL evaluation should not be carried out using any SLA theories
  D. CALL evaluation should be carried out using conspiracy theories

023. Chapelle argues that _____ should be carried out using the theories of second language acquisition.
  A. CALL evolution
  B. CALL evection
  C. CALL evasion
  D. **None of the above**

024. 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

025. The two stages in Chapelle's (2001) evaluation are _____
  A. nonjudgmental and unempirical
  B. jurisprudence and comical
  C. **judgmental and empirical**
  D. juridical and epical

026. There are two stages in Chapelle's (2001) scheme which are _____
  A. the metal stage and imperial stage
  B. the jurisprudence stage and principal stage
  C. the adjudicator stage and imperious
  D. **the judgmental stage and empirical stage**

027. In the _____, Chapelle (2001) analyses the software using two levels: the program and the teacher.
  A. **judgmental stage**
  B. empirical stage
  C. designing stage
  D. teaching stage

Lecture 03

028. According to Chapelle (2001 p52): 'Evaluation of CALL is a _____ argument'
  A. **situation-specific**
  B. animal-specific
  C. Arabic-specific
  D. English-specific

029. Chapelle (2001 P: 52) showed that 'Evaluation of CALL is a _____ argument'
  A. **situation-specific**
  B. animal-specific
  C. Arabic-specific
  D. English-specific

030. According to Chapelle (2001 P: 52) _____
  A. 'Evaluation of CALL is not a situation-specific argument'

B. **'Evaluation of CALL is a situation-specific argument'**
C. 'Evaluation of CALL is a situation-specific garment'
D. 'Evaluation of CALL is a situation-specific grammar

031. Chapelle shows that 'Evaluation of CALL is a _____
   A. situation-general argument
   B. citation-specific argument
   C. situation-specific document
   D. **situation-specific argument**

032. you cannot really evaluate a CALL software without also thinking of how this software will be used in the _____
   A. **learning and teaching process**
   B. eating and digestion process
   C. sleeping and thinking process
   D. None of the above

033. A CALL software is evaluated with thinking of how this software will be _____
   A. used in the sleeping and thinking process
   B. used in the eating and digestion process
   C. **used in the learning and teaching process**
   D. None of the above

034. Evaluation a CALL software *after* the program has been acquired and used with some 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
   D. All the above

035. The evaluation a CALL software *after* the program has been acquired and involves _____
   A. the question of what type of learners it would suit
   B. the question of whether this software was a success and the action is not to use it at all with current learners.
   C. **the question of whether this software was a success and the action is to use it or not with current or other learners.**
   D. All the above

036. The evaluation of a CALL software after the program is acquired and used _____
   A. **involves the question of whether this software was a success**
   B. involves the question of whether this software was hacked
   C. involves the question of whether this software was expensive
   D. involves the process of selling this software to more than one company

037. Evaluation of CALL materials *prior* to purchasing them will _____
   A. **help you decide whether to buy them or not**
   B. help you decide whether this software **was** a success and therefore ca*** again.

C.   help you decide what to eat for breakfast
D.   help you give the software to your learners

038. CALL materials Evaluation *prior* to purchasing them _____
A.   will not help you decide whether to buy them or not.
B.   **will help you decide whether to buy them or not.**
C.   will make you unsure whether to buy them or not.
D.   will help you design a similar software.

039. In the realm of CALL, it is especially necessary for teachers to be good at _____ because there is a lot of poor materials/software about.
A.   evasion
B.   **evaluating**
C.   evacuation
D.   invitation

040. In CALL, it is especially necessary for 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.

041. Teachers should be good at _____ CALL software because there is a lot of poor materials/software about.
A.   evading
B.   evacuating
C.   **evaluating**
D.   invading

042. Curriculum designers who evaluate to choose a suitable coursebooks for a course are less likely to extend this activity to CALL, so this job is _____
A.   **left to the teacher to do.**
B.   left to the students to do.
C.   left to the parents to do.
D.   left to the lazy students to do.

043. The curriculum designers who evaluate to choose a suitable coursebooks for a course are _____
A.   more likely to extend this activity to CALL, so this job is left to the teacher to do
B.   likely to extend this activity at all and job is to do by those designers
C.   **less likely to extend this activity to CALL, so this job is left to the teacher to do**
D.   unlikely to extend this activity to CALL, so this job to be done by the students

044. Curriculum designers _____ are less likely to extend this activity to CALL, so this job is left to the teacher to do.
A.   who evaluate to choose an irrelevant curse books for a horse
B.   who immaculate to lose a suitable coursebooks for a course
C.   who evaluate to choose an unsuitable coursebooks for a course

D. **who evaluate to choose a suitable coursebooks for a course**

045. A '*CALL software*' can involve any software or programs potentially usable by _____
    A. Soldiers in the battlefield
    B. **language learners in connection with learning/teaching**
    C. news presenters.
    D. All the above.

046. A '*CALL software*' can involve any software/programs that can be usable by _____
    A. language calling in disconnection with learning/teaching
    B. luggage firming in connection with lingering/singing
    C. news presenters.
    D. **language learners in connection with learning/teaching**

047. '*CALL software*' can involve any software/programs that can usable by _____
    A. **language learners in connection with learning/teaching**
    B. language calling in disconnection with learning/teaching
    C. luggage firming in connection with lingering/singing
    D. language teachers in connection with salary and payments

048. What we call a 'CALL software' can involve any software or programs that is _____
    A. potentially unusable by language leaders in connection with learning/teaching
    B. Personally usable by soldiers in connection with killing/bombing.
    C. potently useless for language teachers in connection with reading/feeding
    D. **potentially usable by language learners in connection with learning/teaching**

049. CALL software is often analogous to _____
    A. **an individual exercise or task in a book**
    B. musical instrument
    C. delicious food at a restaurant
    D. short story

050. A CALL software is usually analogous to _____
    A. collective exercises or tasks in a book
    B. an individual training or coaching in a porker
    C. an individual exercise or task in a computer
    D. **an individual exercise or task in a book**

051. Unlike a program which can usually give some response to the users dependent on what they click or type in a book
    A. **is not typically dynamic or interactive**
    B. is typically dynamic or interactive
    C. typically has video clips and animated graphics
    D. all the above

052. A book, unlike a program _____
    A. typically has video clips and animated graphics

B. **is not typically dynamic or interactive**
C. is typically dynamic or interactive
D. all the above

053. Unlike a program, a book _____
    A. is not typically die manic or enter a captive
    B. typically has video clips and animated graphics
    C. **is not typically dynamic or interactive**
    D. is typically dynamic and interactive

054. Unlike a CALL software or a program which can usually give some response to the users, a book _____
    A. is also dynamic and interactive
    B. is similarly dynamic or interactive
    C. is not typically seismic or deductive
    D. **is not typically dynamic or interactive**

055. A book _____ compared to a CALL software which can involve sound as well as pictures, diagrams and text all in the same package.
    A. is full of multimedia items
    B. **is limited in its media capability**
    C. has various interactive exercises and media capability
    D. limitless in its media capability

056. A book _____ compared to a CALL software.
    A. is full of multimedia items
    B. **is limited in its media capability**
    C. has various interactive exercises and media capability
    D. limitless in its media capability

057. The use of written materials _____ such as *eyes* and *a desk* to put them on; CALL, by contrast, requires computer, network access, etc.
    A. requires a lot of prerequisites
    B. a large number of prerequisites
    C. **few technological prerequisites**
    D. None of the above

058. Using written materials requires few technological prerequisites such as *eyes* and *a desk* to put them on; CALL, by contrast, requires _____
    A. commuters and work access
    B. **computers and network access**
    C. computers and network denial
    D. consumer and network access

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

A.   **Coursebook**
B.   CALL software
C.   Laptop
D.   None of the above

060. Language content of material in a coursebook is essentially unalterable, while some CALL software allows _____
A.   'favoring'
B.   'writing on papers'
C.   **'authoring'**
D.   'oaths'

061. Language content of material in a coursebook is essentially _____
A.   alterable, while some CALL software does not allow 'authoring'
B.   unbearable, while some CALL software prevents 'authoring'
C.   **unalterable, while some CALL software allows 'authoring'**
D.   learnable, while some CALL software allows 'ordering'

062. Some CALL softwares allow 'authoring': i.e. _____
A.   the teacher can put in his/her own choice of food, drinks etc.
B.   the teacher can not put in his/her own choice of text, words etc.
C.   the football player can put in his/her own choice of goals, matches etc.
D.   **the teacher can put in his/her own choice of text, words etc.**

063. The three key aspects of CALL that need consideration are _____
A.   Money, guns and house.
B.   **Development, Usage and Evaluation.**
C.   Water, soil and air.
D.   Light, sand and water.

064. 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 evaluation.**

065. CALL software can be defined as _____
A.   Any software available in the market accessible to all
B.   Any anti-virus software that is free or shareware
C.   **Any potential software usable by language learning in connection with learners**
D.   Any multimedia software that is free or shareware

066. A CALL software is _____
A.   any plantain software usable by language teachers in connection with learning.
B.   any potential software confusable by luggage learners in connection with leaning.
C.   any potential summer ware usable by lotion leakers in connection with learning.

D. **any potential software usable by language learners in connection with learning.**

067. A CALL software is _____
   A. any plantain software unusable by language learners in connection with teaching
   B. any potential software usable by luggage carriers in connection with leaning
   C. **any potential software usable by language learners in connection with learning**
   D. any potential software usable by lasagna eaters in connection with feeding

068. 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 for certain purposes**
   D. Assigning the availability of an application

069. The definition of 'Evaluation' is _____
   A. **deciding on the fitness of something for certain purposes**
   B. deciding on the thickness of something for certain purposes
   C. deciding on the fitness of something for uncertain purposes
   D. dividing the fitness of something for certain purples

070. Evaluation can be defined as _____
   A. Making no Decision on the fitness of something for certain purposes
   B. Using an application for learning purposes
   C. Judging the price of an application
   D. **Deciding on the fitness of something for certain purposes**

Lecture 04

071. If you are using the *checklist approach*, some key things that you should not forget are _____
   A. To be explicit about where the list comes from.
   B. To be explicit about which existing list is being used/adapted.
   C. To have as many detailed subsections as possible.
   D. **All the above.**

072. While using the *checklist approach*, some key things you shouldn't forget are to _____
   A. be explicit about where the list comes from.
   B. have as many detailed subsections as possible.
   C. be explicit about which existing list is being used/adapted.
   D. **all the above.**

073. Some key things that you should not be forgotten when using the checklist approach are _____
   A. to have as many detailed subsections as possible.
   B. to be explicit about where the list comes from.
   C. to be explicit about which existing list is being used/adapted.
   D. **all the above.**

074. Instead of using global judgment, one can breakdown this into a _____

A. **Checklist**
B. Recipe
C. judgment
D. Software

075. Instead of using global judgment, one _____
    A. **can breakdown this into a checklist**
    B. can never breakdown this into Chalk and mist
    C. may breakdown this into a check-in
    D. will breakdown this into a shopping list

076. Rather than using global judgment, one can breakdown this into a _____
    A. **checklist**
    B. checking
    C. checkup lasts
    D. chick list

077. _____ 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. **Introspection**
    B. inspection
    C. friction
    D. fiction

078. _____ means relying on one's own judgment/experience, and maybe published consensus on what should be there, etc.
    A. Friction
    B. **Introspection**
    C. Inspection
    D. Introduction

079. _____ means relying on one's own judgment/experience, and maybe published consensus on what should be there, etc.
    A. Infraction
    B. Inspection
    C. **Introspection**
    D. Introduction

080. _____ 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. introduction
    B. inspection
    C. friction
    D. **None of the above**

081. When evaluating a CALL program, it is especially useful to make _____ to see how the program responds - e.g. give wrong answer and press the wrong keys etc.

A.   **deliberate mistakes**
B.   unconscious mistakes
C.   no mistakes
D.   all the above

082. When evaluating a CALL program, it is especially useful to make _____ e.g. give wrong answer and press the wrong keys etc.
A.   deliverable mistakes
B.   unconscious mistakes
C.   **deliberate mistakes**
D.   no mistakes

083. When teacher subjectively judges an application this is called _____
A.   Empirical judgment
B.   Experimental judgment
C.   Process judgment
D.   **Expert judgment**

084. The situation when _____ expert judgment
A.   a judge objectively decides on an application is called
B.   a teacher objectively judges an application is called
C.   a trader subjectively judges an abdication is called
D.   **a teacher subjectively judges an application is called**

085. We call a judgment in which a teacher subjectively judges an application an _____
A.   Excerpt judgment
B.   Except judgment
C.   **Expert judgment**
D.   Expect judgment

Lecture 05

086. The beginnings of a CALL checklist was inspired mainly by _____
A.   **Odell (1986)**
B.   Chapelle (2001)
C.   Al Fraidan (2013)
D.   Odell (2013)

087. *CALL* checklist was first inspired mainly by _____
A.   Odell (1968)
B.   Odell (2001)
C.   **Odell (1986)**
D.   Odell (2014)

088. Specification (External pre-requisites of a CALL software) usually needs to be _____ to any consideration of real pedagogical value.

A. **Prior**
B. during
C. after
D. all the above

089. The _____ usually needs to be prior to any consideration of real pedagogical value.
A. specification (Internal pre-requisites of a CALL software)
B. specification (External post-requisites of a CALL software)
C. petrifaction (External pre-requisites of a lacking software)
D. **specification (External pre-requisites of a CALL software)**

090. External pre-requisites of a CALL software usually needs to be _____
A. prior to any consideration of unreal pedagogical value
B. prior to any consideration of areal theoretical value
C. **prior to any consideration of real pedagogical value.**
D. after any consideration of real pedagogical value

091. Some aspects of software that need to be looked at separately for evaluation are _____
A. place, ventilation and electricity, etc.
B. **price, platform and management required, prerequisite software, etc.**
C. screen protectors, dust protecting covers and chat software like yahoo, skype, etc.
D. email account, connection to the internet and IP hiding software, etc.

092. Some output features of a CALL software are _____
A. **Sound, graphics, video, written fonts, screen layout, etc.**
B. syntax, linguistics, morphology, etc.
C. apples, oranges, vegetables, cheese and meal, etc.
D. hard disc, mouse, wires, television, keyboard, etc.

093. Some _____are sound, graphics, video, written fonts, screen layout, etc.
A. input features of a CALL software
B. output feathers of a CALL hardware
C. **output features of a CALL software**
D. output teacher of a CALL software

Lecture 06

094. According to (Long & Robinson 1998), previous research has proven that some techniques like *highlighting grammatical forms* and *writing them in italicized, bold letters* are _____.
A. useless
B. not effective
C. **very effective**
D. partially useless

095. According to (Long & Robinson 1998), previous research has proven that some techniques like *highlighting grammatical forms* and *writing them in italicized, bold letters* are _____.

A. vary efferent
B. not effective
C. partially useless
D. **very effective**

096. *Long & Robinson* 1998 show that previous research has proven that some techniques like *highlighting grammatical forms* and *written them in italicized, bold letters* are _____
    A. vary efferent
    B. **very effective**
    C. very ineffective
    D. not effective

097. Previous research, Long & Robinson 1998 shows, has proven that highlighting grammatical forms and writing them in italicized, bold letters are _____
    A. **very effective**
    B. varied in effectiveness
    C. not effective
    D. partially useless

098. Chapelle argues that CALL software should have the ability to let students _____ as this would help them in internalizing the new form.
    A. see their images
    B. notice their success
    C. **notice their errors**
    D. notice their progress

099. According to Chapelle, CALL software should have the ability to let students _____ as this would help them in internalizing the new form.
    A. notice their horrors
    B. notice their success
    C. **notice their errors**
    D. notice their progress

100. Chapelle points out that CALL software _____ as this would help them in internalizing the new form.
    A. should not have the ability to let students notice their correct answers
    B. should have the ability to let programmers notice their errors disabled
    C. **should have the ability to let students notice their errors**
    D. should have the disability to let other designers copy users' errors

101. Chapelle argues that CALL software should have the ability to let students 'notice' their errors as this would help them to _____
    A. shift to 'a semantic mode' that aids in internalizing the new form
    B. shift to 'a syntactic mode' that aids in forgetting the new form
    C. **shift to 'a syntactic mode' that aids in internalizing the new form**

D. shift to 'a pragmatic mode' that aids in internalizing the old form

102. According to Borg (1999), error awareness helps students to _____
  A. use monitors and repeat the same errors
  B. **monitor and self-correct their use of language**
  C. monitor their teachers use of language
  D. monitor the errors that the software makes.

103. Borg (1999) points out that error awareness _____
  A. discourages students from monitoring and self-correcting their use of language
  B. helps students to neglect self-correcting of their use of language
  C. can never help students to monitor and self-correct their use of language
  D. **helps students to monitor and self-correct their use of language**

104. When all of the answers are correct, the software displays _____ message in red at the top of the exercise.
  A. 'Incorrect answers'
  B. **a 'well done'**
  C. a 'poorly done'
  D. a 'wrong answer'

105. When all of the answers are correct, the software displays _____ message.
  A. 'I will do'
  B. 'Incorrect answers'
  C. **a 'well done'**
  D. a 'wrong answer'

106. When all the answers are correct, the software displays _____
  A. **a 'well done' massage**
  B. a 'will do' massage
  C. a 'well cooked' message
  D. none of the above

107. The software displays _____ message in red at the top of the exercise when all of the answers are correct.
  A. an 'Incorrect answers'
  B. a 'poorly done'
  C. **a 'well done'**
  D. a 'will done'

108. The coloured _____ in a CALL software is of significance because it helps students focus on form and allows the computer to take on the role of the teacher.
  A. **feedback**
  B. food bag
  C. full bag
  D. hardback

109. A colored _____ focus on form and allows computers to take on the role of teachers.

A. **feedback in a CALL software is of significances because it helps students**
B. feedback in a book is of significances because it does not help students
C. feedback in a CALL is of no significances at all because it helps students
D. feedback in a marketplace is of significances because it helps no students

110. The _____ in a CALL software is of significance because it helps students focus on form.
A. coloured facebook
B. colourless full bag
C. colourless feedback
D. **coloured feedback**

111. According to Skehan (cited in Chapelle 2001), CALL materials must suit the target learners, and accordingly its tasks should be set at a level that is _____
A. **neither too simple nor too difficult**
B. too simple
C. too difficult
D. too simple and too difficult

112. Skehan points out that CALL materials must suit the target learners, and accordingly its tasks should be set at a level that is _____
A. neither to sample nor too deaf cult
B. either too simple and too difficult
C. neither too cymbal nor two difficulties
D. **neither too simple nor too difficult**

113. *Skehan* points out that CALL materials must suit the target learners, and accordingly its tasks should be set at a level that is _____
A. neither too simple or too difficult
B. too simple and too difficult
C. **neither too simple nor too difficult**
D. neither too complicated nor too easy

114. According to Skehan, CALL materials must _____ at a level that is neither too simple nor too difficult
A. suit the source learners, and accordingly its meaning should be set
B. suit the target teacher, and accordingly its tasks should not be set
C. **suit the target learners, and accordingly its tasks should be set**
D. suit the target average person, and accordingly its tasks should be set

115. According to Chapelle (2001), _____ refers to the degree of 'beneficial' focus on form that the software provides to its learners.
A. **Language Learning Potential**
B. Travelling abroad
C. buying a new car
D. completing your Master degree

116. Chapelle (2001), shows that _____ refers to the degree of 'beneficial' focus on form that the software provides to its learners.
    A. completing your master degree
    B. **language learning potential**
    C. luggage carrying potential
    D. lingering lozenge potential

117. According to Chappelle (2001) _____ refers to the degree of 'beneficial' focus on form that the software provides to its learners.
    A. **language learning potential**
    B. luggage carrying potential
    C. language teaching potential
    D. lasagne teaching rotational

118. _____ contribute to 'input enhancement' of a CALL software.
    A. Food and drink
    B. **Colourful, animated picture and the quizzes**
    C. Colourless and bad-looking pictures
    D. Coffee and cakes

119. _____ can contribute is 'input enhancement' of a CALL software.
    A. Cupful, coffee, cakes and quizzes
    B. **Colorful, animated pictures and the quizzes**
    C. Food, drink and the quizzes
    D. Colourless, bad-looking pictures and the quizzes

120. The _____ contribute to 'input enhancement' of a CALL software.
    A. Food and drink
    B. Colourful green ideas
    C. Colourless and bad-looking pictures
    D. **None of the above**

121. Chapelle (2001) and Skehan (1998) suggest some conditions which might characterise a task that draws learners' attention to the form; these conditions are _____
    A. 'modified action and 'modified output'
    B. **'modified interaction' and 'modified input'**
    C. 'mortified interaction' and 'notified input'
    D. 'codified interaction' and 'modified inlet'

122. Chapelle (1998) argues that if the input has been made salient _____ A. **it will help with language learning.**	

Lecture 08

123. Some users of corpora are _____
    A. Dictionary makers, computational linguists and descriptive grammarians.

B. Stylisticians and teachers making class tasks.

C. Sociolinguists, language learning researchers and writers of teaching syllabuses

D. **All the above**

124. Corpora users can be _____
    A. sociolinguists, language learning researchers and writers of teaching syllabuses
    B. dictionary makers, computational linguists and descriptive grammarians.
    C. Stylists and teachers making class tasks.
    D. **all the above**

125. Users of corpora can be _____
    A. dictionary makers and descriptive grammarians
    B. Stylisticians and Sociolinguists
    C. computational linguists and language learning researchers
    D. **all the above**

126. A corpus is _____
    A. Stored information
    B. Stored images and videos
    C. **Stored collection of language data**
    D. Stored files and folders

127. The term _____ refers to stored collection of language data
    A. copious
    B. cobras
    C. **corpus**
    D. crocus

128. A _____ is a collection of language material, made in some principled way, either on tape or written in hard copy (e.g. books, student essays) or in electronic form.
    A. Computer software
    B. CALL
    C. **Corpus**
    D. Judgemental stage

129. _____ is a program which generally runs through the text (or a precompiled index to the text)
    A. Search corpora
    B. A search engineer
    C. A search dentine
    D. **A search engine**

130. Choose the correct sentence:
    A. Descriptive grammarians improve their prescriptions to fit the facts of how we should use constructions.
    B. Descriptive grammarians disapprove their prescriptions to mismatch the facts of actual use of constructions.
    C. Descriptive stylisticians improve their descriptions to fit the facts of actual use of constructions.

D. **Descriptive grammarians improve their descriptions to fit the facts of actual use of constructions.**

131. Computational linguists can show _____
   A. if their grammatical parsing programs will work on unnaturally occurring luggage
   B. if their descriptions will fit the facts of actual use of constructions.
   C. **if their grammatical parsing programs will work on naturally occurring language**
   D. if their words are actually used, and how often, and how to improve dictionary entries.

132. _____ find out how words are actually used and improve dictionary entries.
   A. **Dictionary makers**
   B. Descriptive grammarians and Stylisticians
   C. Sociolinguists
   D. Computational linguists

Lecture 10

133. The purpose of the investigation in Corpus Linguistics can be _____
   A. to describe an aspect of language or compare different styles or authors etc.
   B. to do more exploratory research.
   C. to check on past finding or a theory-based prediction in some area of language study.
   D. **all the above.**

Lecture 11

134. BNC stands for the _____
   A. British National Companies
   B. The Brazilian network Corpus
   C. The Brazilian National Corpus
   D. **The British National Corpus**

135. *BNC* stands for the _____
   A. The Brazilian National Copious
   B. **The British National Corpus**
   C. The Bromwich Network Corpus
   D. Bullish National Companies

136. The British National Corpus (BNC) is a _____ word collection of samples of written and spoken language from a wide range of sources
   A. 500 million
   B. **100 million**
   C. 400 million
   D. 600 million

Lecture 12

137. The Scientific Goal of NLP identifies the _____ needed for an agent to exhibit various forms of linguistic behavior.
   A. Living expense

B. Most appropriate time
C. The best business company
D. **Computational machinery**

138. *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.

139. The NLP Scientific Goal identifies the _____ needed for an agent to exhibit various forms of linguistic behavior.
 A. communal machinery
 B. most appropriate time
 C. **computational machinery**
 D. the best business company

140. speech processing, machine translation, question answering and summarization are
 A. some applications of weapon industry
 B. recycling or reprocessing of used materials.
 C. psycholinguistic analysis
 D. **natural language processing**

141. speech processing, summarization, machine translation, and question answering are _____
 A. some applications of unnatural language processing
 B. some applications of natural luggage processing
 C. **some applications of natural language processing**
 D. some applications of natural lasagna possessing

142. machine translation, speech processing, question answering and summarization are _____
 A. some applications of weapon industry
 B. some applications of recycling or reprocessing of used materials.
 C. some applications of psycholinguistic analysis
 D. **some applications of natural language processing**

143. The _____ Of NLA designs, implements, and tests systems that process natural languages for practical applications
 A. Scientific goal
 B. Financial goal
 C. **Engineering goal**
 D. Indirect goal

144. The Engineering goal of NLA _____ system that process natural languages for practical applications.
 A. designs,
 B. implements,
 C. tests
 D. **All the above**

145. The Engineering goal of NLA designs, implements, and tests system that _____
   A. **process natural languages for practical applications**
   B. possess natural languages forms in practical applications
   C. process unnatural languages for practical applicants
   D. process unnatural languages for theoretical applications
146. Natural language processing can best be applied in the field of _____
   A. Human rights
   B. **Computational linguistics**
   C. Photoshop
   D. Painting
147. The field in which _____ can best be applied is computational linguistics.
   A. **Natural Language Processing**
   B. Unnatural Language Processing
   C. Natural Luggage Processing
   D. Natural Lasagna Possessing.
148. Natural language processing can best be applied in the field of _____
   A. communal linguistics
   B. consumer linguistics
   C. Computational lug gauges
   D. **Computational linguistics**
149. We study Natural Language Processing because _____
   A. it helps in communication with computers
   B. it helps in communication with people
   C. it offers insights into language
   D. **All the above**
150. Choose the incorrect sentence.
   A. **NLP is studied because it does not help in communication at all**
   B. NLP is studied because helps in communication with computers
   C. NLP is studied because it helps in communication with people
   D. NLP is studied because it offers insights into language

Lecture 13

151. In grammar, a 'tree bank' refers to _____.
   A. A bank where you can deposit orange trees
   B. A financial institution where you can deposit money
   C. A collection of grammatical sentences
   D. **A collection of parsed sentences**
152. A 'tree bank' refers to _____
   A. A tree with different fruits

B. **A collection of parsed sentences**
C. A tree close to the bank
D. A collection of grammatical sentences

153. Choose the sentence that exhibits ambiguity.
    A. I go fishing every Monday.
    B. I like fishing in the river.
    C. **I can fish**
    D. Fishing in the river is interesting

154. Which of the following sentences involves ambiguity?
    A. Fishing in the river is interesting
    B. They go fishing every Monday.
    C. He likes fishing in the river.
    D. **None of the above**

155. Which of the following sentences involves ambiguity?
    A. **I saw the elephant in my pajamas**

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من اسئلة الفصل الأول لعام ١٤٣٦-١٤٣٧هـ
تم معرفة ذلك من موضوع الانطباع عن الاختبار لذلك الفصل.
(نسخت نفس صيغة السؤال السابق له؛ لعدم توفره بالموضوع).

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