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Lecture 1

1. CALL:
   (computer-assisted /aided language learning).

2. CASLA:
   (Computer-aided language acquisition).

3. CALT:
   (computer aided language testing).

4. Any computer software that is usable and some way to help language learners
   (CALL).

5. We include in CALL scope:

♡ language used by Learners.

♡ language teaching.

5. Computer aided language testing "CALT" is often discussed
   (separately from CALL).

6. Thinking about CALL is like thinking about
   (materials for language learning /teaching) "course books ' visual aids - pen and paper - exercises - dictionaries".

8. CALL and teaching/learning material, both involve:

♡ something physical that can be used alongside teaching methods.

♡ both have to be bought.

♡ both have tangible form.

9. There are three main areas of concern when considering CALL:

♡ development/creation "the process of authoring or writing software".

♡ use/implementation "how teachers use the software with Learners".

♡ Evaluation "how to decide what is good and what is bad software".

10. The history of CALL shows that is goes back to
(the era of powerful Macs and PCs).

11. Computer as big as a room
(PLATO).

12. The era of PC and Mac had lack of
(transfer from earlier platforms).

Lecture 2

1. UUEG is:
   (a CALL software).

2.UUEG is based on
(Betty Azar's book 2009).

2. UUEG help students with
   (grammar).

3. Ur's framework for teaching grammar is
   (presentation, explanation, practice and test).

4. Mechanical drills in UUEG include:
   (gap-filling, error recognition, clause and multiple choice).

5. The exercise in UUEG comes in a
   (linear progression).

6. Chapelle argues that
   (CALL evaluation should be carried out using the theories of SLA "second language acquisition").

7. There are two stages in Chapelle's scheme
   (judgmental and empirical).

8. In Chapelle 2007 judgmental stage, she uses two levels:
   (the program and the teacher) "what learning conditions are set out by the software and what the teacher plans to do with the program".

9. The question of whether the learner actually does with the software is by conducting
   (an empirical evaluation).

10. The criteria Chapelle used in her evaluation is
    (language Learning, Potentials, learning fit, meaning focuse, positive impact, authenticity, and practicality).

Lecture 3

1. CALL software involves
   (any software or program potentially usable by language Learners in connection with "learning / teaching or use of language").

2. Non-didactic softwares include:

- adventure games for native speakers.
- generic or content free software "email or word processing".
- hard copy support materials.

3. A matter of judging the fitness of something for a particular purpose (evaluation).

4. It implies an activity where something is declared suitable or not and consequent decisions to be made
(evaluation).

5. Evaluation is not the same as
(researching).

7. It may be done to find out things which then informs the value judgment and hopefully make it better
(research).

8. Research on its own may just end up with
(information).

9. CALL software is often analogous to
(an individual exercise or task in a book).

10. A book is not typically
(dynamic or Interactive).

11. A program may not always
(present and exercise the same way every time).

12. CALL have often been seen as
(replacing a teacher rather than just teaching material).

13. A book is more limited in
(media capability).

14. The use of written materials has a
(few technological prerequisites "eye and desk to put them on will do").

15. CALL requires

(computers, network access).

16. The language contents in a book is essentially
(unalterable).

17. CALL software allow
(authoring "the teacher can put in his own choice of text words").

18. Some softwares like word processing is essentially
(content-free).

19. The activities to be done with each section of a book are
(highly constrained by the book itself).

20. A CALL program may be very
(constrained or almost entirely open).

20. evaluation is one of three key aspects of CALL that need consideration
(creation, use, evaluation).

21. Mostly evaluation cannot be done in
(abstract).

22. Chapelle 2001 argues that
(CALL is a situation specific argument).

23. Software and evaluation material in ELT can be seen as an activity where you match
(materials to teaching / learning materials).

24. In evaluating software in ELT there are "three" things to think about:
A. the nature of the material.
B. the nature of the target language situation.
C. a rating of judgment to make of suitability of one of the above to the other.

24. It is easier to evaluate
(two or more programs of the same type together).

25. Evaluating of material "prior" to purchasing them to
(decide whether to buy or adopt them or not).

26. Evaluating "after" the program has been acquired and used with the same Learners a bit to
(decide whether it was a success).

27. Evaluating after purchase but before use
(to decide what Learners it would suit).

28. Evaluators in CALL are
(primarily language teachers).

30. In the realm of CALL is especially necessary for teachers to be good at (evaluating).

31. Curriculum designers who might evaluate to choose a suitable course Book for a course are less likely to extend this activity to CALL so this job is left to
(teachers).

32. .....teachers write their own CALL software.
(Few)

Lecture 4

1. Relying on ones own judgment experience and maybe published Consciousness on what should be there what is good and what is bad (introspection).

2. Evaluation can be done:

- purely individually.
- subjectively.
- globally.
- introspectively.

2. When trying out CALL program is useful to make
   (deliberate mistakes).

3. When a teacher subjectively judges and application this is called
   (expert judgment).

4. The teacher acting alone as an evaluator should break down that overall or Global judgments in two parts
   (checklist).

5. The summary of a whole series of introspective judgments is
   (more reliable) than "one Global one".

6. They provide a way of ensuring that important aspects of evaluation do not go "forgotten"
   (checklist).

7. They take the form of sets of headings to be considered or set of questions to ask oneself
   (checklist).

8. For teachers ..... is the only one feasible.
   (checklist based evaluation)

9. Checking the frequency level of vocabulary against standard reference list is called

(material analysis).

11. If you are using a checklist approach, there are some key things not to forget:

~ to be explicit about where the list came from.

~ to have as many detailed subsections as possible.

~ to be explicit about which existing list is being used.

Lecture 5

1. The beginning of CALL checklists inspired mainly by
   (Odell 1986).

2. In a CALL checklist you are invited to
   (add more to it and subdivided into more details especially in the be the "pedagogical area").

3. As you try out CALL:

evaluate the software using checklist.

revise the checklist to become more comprehensive.

3. Specification of external prerequisites of the software considerations of which usually needs to be done
   (prior to any consideration of real pedagogical value).

5. Aspects of software that are usually present and need to be looked at separately for evaluation:

- what price.
- Hardware platform needed.
- other software needed as a prerequisite.
- what's management requires.

6. Aspects of teaching /learners situation that are usually present and relevant to deciding if suitable or not

(specific learner/ school).

7. Aspects of software that are usually present and needs to be looked at separately for evaluation:

- what typing, deleting, Mouse use etc are required.
- what is the navigation means.
- what's means to exit the program.
- does the program crash or hang.
- does the deal with trailing spaces.
- does it cope with two typos.
- what's output features [sound, graphic, video, written fonts, screen layout, Etc].
- Clarity of screen layout.
- Clarity of icons.

Lecture 6

1. Chapelle 2001 describes it as the degree of individual focus on "form" that the software provides to its Learners
   (language learning potential).

[does the software help the Learners to learn the language or just to use it].

2. Capelle 1998 argues that
   (if the input has been made Salient it will help with language learning).

3. Colorful animated pictures and the quizzes contribute to

(input enhancement "Sherwood Smith 1993").

4. Chapelle 2001 & Skehan suggest some conditions which might characterize a task that draws Learners attention
   (modified interaction and modified Input).

5. According to "long and Robinson 1998" previous research has proven that some techniques like highlighting Grammar forms and writing them in an italicized, bold letters is
   (very effective).

6. Interactional modification can also be achieved in speaking skills by (observing students the during their performance of the exercise).

6. It is clear that modification can come in the form of
   (repetition requests while comparing or checking the transcript).

7. Chapelle 1998 argues that Learners should be given
   (the chance to correct their errors).

8. Chapelle argues that CALL should have the ability to let students
   (noticed their errors) "as this would help them to shift to syntactic mode that aids and internalizing the new form".

9. Chapelle argues that error awareness help students to
   (Monitor and self-correct their use of language).

10. When all the answers are correct the software will
    (display a "well-done" message in red).

12. The colored feedback is significant because
(It allows the computer to take on the occupational role of a teacher).

13. Software does not offer Learners with the chance to correct any errors to

(imitate to the challenging conditions of an exam).

14. In Chapelle's description Learner fit takes account of
(both language level and its Learners characteristics).

15. According to Skehan in Chapelle 2001. the tasks in a CALL software (should be set at a level that is neither too simple nor too difficult).

16. The UUEG is appropriate in terms of content for Learners whose level is (lower intermediate to Upper Intermediate).

17. With regards to difficulty and control the help section claims that there is (an orientation page within the program).

18. Researchers show that Learners control is
(beneficial).

19. Giving full control to Novice Learners
(might affect them negatively).

20. Heaton 1997 thinks that recognition is
(not an adequate way of helping students to learn "they should be exposed to correct forms").

21. According to Krashen Chapelle 1996, the software presents the students with materials that are new to them and this enhances
(SLA second language acquisition).

22. Another issue related to learner fit is the
(level of the program's appeal to learners).

23. The help and reports options make the program
(more attractive).

24. One of the major drawbacks of UUEG is

(the software does not cover the important skill of writing).

25. In the ……icon the students can monitor their progress from one section to another.
(report)

26. The characteristics and controls in UUEG makes it
(a provision for self study).

Lecture 7

1. CALL applications has a major drawback which is
   (it is very limited).

Only for your reference not going to be included in exam.

Lecture 8

1. A collection of stored language material
   (Corpus).

2. Linguists use Corpus
   (to help describe language and test theories).

3. To perform any electronic based Corpus task directly you need
   (a Corpus and search engine).

4. A Corpus itself as a
   (text).

5. Corpus may have coded information like

(tags). " who was speaking - the register of the text - the part of speech of each word".

6. A program which generally runs through the text
   (search engine).

7. Users of corpora are:

1- dictionary makers "find out how words actually used".

2- descriptive grammarians "to improve their descriptions to fit the fact of actual use of constructions".

3- stylisticians "how frequently authors use certain words".

4- sociolinguists "how frequent certain constructions are in conversation".

5- computational linguists "if grammatical parsing programs will work on naturally occurring language".

6- language learning researchers "how often Learners with a particular L1 get something wrong".

7- writers of teaching syllabuses "how often passive occurs in academic English".

8- writers of teaching course material "incorporate authentic examples into their material".

9- teachers making class tasks.

10- Learners themselves.

Lecture 9

1. Corpus can't
   (show what doesn't occur, all that occur).

2. It takes .....to process 2000 words of speech.
   (10-20 hours)

3. Sinclair says
   (let the data speak for itself).

4. Chomsky argues
   (language vs. E. Language).

5. Widdowson is
   (not in favor of Corpus). " it misses [Intentions - ethnographic - third person not first person]".

6. More running words doesn't give
   (more different words proportionally).

7. Computerized error analysis has two methods:

◊ think of an error and search for it.

◊ tag all errors in Corpus and then search.

Lecture 10

1. Some insights obtained from corpora:

♡ General English.

♡ translation.

♡ learner language.

2. General types of Corpus investigation:

▪ what kind of language of Interest.

▪ what level of English are you interested in.

3. What is the purpose of Investigation of Corpus?

¤ to describe an aspect of language or compare different styles.

¤ to test our Parser.

¤ to help create language syllabuses and teaching materials.

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¤ to help evaluate syllabuses.

¤ to use or evaluate a Corpus work.

¤ to help write a dictionary or a grammar book.

¤ to help evaluate a dictionary or a grammar book.

Lecture 11

1. What is BNC
   (the British national Corpus).

2. The British national Corpus is
   (a 100 million word collection of samples of written and spoken language).

3. BNC is designed to
   (represent a wide cross-section of British English from the later part of the 20th century).

4. The written part of BNC is
   (90%).

5. The spoken part of BNC is
   (10% of orthographic transcription of unscripted conversations).

6. Corpora and search engines primarily constitute
   (tools or research methods rather than areas of inquiry in themselves).

7. It is a mean to carry out some project in language description language teaching ,or whatever
   (Corpus).

8. Some of Corpus tasks could include

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(how do synonyms differ - distinguishing confusable - future time expressions - frequency and lexical syllabus).

Lecture 12

1. NLP is

   (natural language processing).

2. In NLP the computer

   (analyzes, understands and generates natural language).

3. Why do we study NLP?

- NLP offers insight into language.
- language is the medium of the web.
- helps in communication with computers with other humans.
- human language is interesting and challenging.
- ambitious yet practical.

4. The goals of NLP are:

- Scientific goal "identify the computational Machinery needed for an agent to exhibits various forms of linguisic Behavior".
- engineering goal "design Implement and test systems that processes natural language for practical application".

5. NLP applications include:

- speech processing.
- machine translation.

- question-answering.
- summarizations.
- information extraction.

7. [ralt] = write, right, rite represents
   (phonetic ambiguity of language).

8. Can= noun, verb, model represents
   (lexical ambiguity of language).

9. 'I saw the man with the telescope' represents
   (structural ambiguity of language).

10. Dish = physical Plate, menu item, represents
    (semantic ambiguity of language).

11. General themes of NLP are:

- language and ambiguity.
- the language as formal system.
- rule-based vs. statistical methods.
- the need for efficiency.

11. NLP can follow theoretical Insight:

- rule-based "model system with linguistic rules".
- statistical "model system with probabilities of what happens".

Lecture 13

1. In grammar tree Bank refers to

(a collection of parsed sentences).

2. Sentences that exhibit ambiguity are

- I can fish.
- I saw the elephant in my pajamas.

2. Logic representation of meaning can be done by

(associating meaning with lexical items in the tree then using rules to figure out what S as a whole means).

سؤال وجواب على منهج تقنية المعلومات د. عبد الله الفريدان لا يغني عن المحتوى

من اعداد و تنسيق : هايدي و كتابة و تجميع بسمة و نوف