اللغة وتقنية المعلومات
Language & T. I.
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جامعة الملك فيصل
كلية الآداب – لغة انجليزية – انتساب مطور
الدكتور عبدالله عبدالوهاب عبدالله الفريدان
البريد الالكتروني alfridan@kfu.edu.sa
جوال المقرر :

Office Hours:

ان اصبت فمن اللّه وان اخطأت فمن نفسي والشيطان

طبعا الاجوبة باللون الاحمر والأسئلة باللون المخالف وعدد اسئلة الاختبار ٥٠ سؤال ولكن هنا ما اسعفتني به الذاكرة واعتذر عن التقصير والخطأ

اتمنى ان تكون ذو فائدة للجميع

1. What does CALL stand for?

   Computer assisted language learning

2. Three important stages in the CALL process. These are

   Development / usage / evaluation

3. Thinking about Designing CALL materials is the same like thinking of

   Designing textbooks

4. The history of CALL goes back to

   The era of Powerful Macs and PCs

5. UUEG is an example of CALL software. It mainly facilitates learning

   Grammar and structures

6. Chapelle (2001) argues that CALL evaluation should be carried out using

   SLA theories

7. There are two stages in Chapelle's (2001) evaluation. These are

   Judgmental and empirical

8. CALL software can be defined as

   Any potential software usable by language learners in connection with learning

9. Evaluation can be defined as

Deciding on the fitness of something to certain purposes

10. A corpus Is

Stored collection of language data

11. The criteria are:

language learning potential, learner fit, meaning focus, positive impact, authenticity, and practicality.

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

13. The important difference between book and CALL is

a book is not typically dynamic or interactive.

14. The important difference between book and CALL is , a book is more limited in its media capability.

15. The important difference between book and CALL is use of written materials has few technological prerequisites

16. 'Evaluation of CALL is a situation-specific argument'.

17. the nature of the T/L situation, the learners and their needs

18. Evaluation of materials prior to purchasing them or creating access to them for any learners. I.e. as a result of evaluating materials you decide whether to buy or adopt them or not, for some specific learners.

19. Evaluation after the program has been acquired and used with some learners for a bit. Here the question is whether it was

a success and the action is to use/not use the program again with these or other learners.

20. curriculum designers who might evaluate to choose suitable coursebooks for a course are less likely to extend this activity to CALL, so the job is left to the teacher

21. Methods of evaluation: Introspective judgmental evaluation.

22. Introspection means relying on one's own judgment/experience, and maybe published consensus on what should be there

23. When trying out a CALL program it is especially useful often to make deliberate mistakes to see how the program responds.

24. 'expert judgment'

method of evaluation. The evaluator introspects and somehow accesses an unanalysed notion of some users of the software, an unanalysed impression of the software, and matches the two using often inexplicit criteria.

25. Checking the frequency level of the vocabulary against a standard reference list, grading the exercise types that are incorporated on a recognised scale of task difficulty etc. This might be called 'materials analysis'

26. Doing an analysis of learners' needs or interests, finding out what the school budget actually has available, etc. This is in effect 'analysis of the learning/teaching situation'.

27. checklist approach:

Be explicit about where the list comes from, which existing one is being used/adapted, and have as many detailed subsections as possible.

28. Don't forget (c) i.e. explanation of how each feature of the program (a) does or doesn't fit (b).

29. The beginnings of a CALL checklist follow, inspired mainly by Odell 1986

30. Aspects of software that are usually present and need to be looked at separately for evaluation:
What price, What hardware platform required ,What other software needed as prerequisite , Does it have restricted compatibility with operating systems

31. output features: Sound, Graphics, Video, Written fonts, Screen layout?

32. Chapelle (2001) describes this criterion as the degree of 'beneficial' focus on form that the software provides to its learners.

33. Furthermore, both the colourful, animated pictures and the quizzes contribute to 'input enhancement'

34. 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

35. error awareness helps students to 'monitor and self-correct their use of language'

36. When all of the answers are correct, the software displays a 'well done'

37. A further strength of the program is the feedback provided in the test sections

38. CALL materials must suit the target learners, and accordingly its tasks should be set at a level that is neither too simple nor too difficult

39. USERS OF CORPORA

Dictionary makers ,Descriptive grammarians ,Stylisticians , ,Language learning researchers ,Writers of teaching course materials .Writers of teaching syllabuses .Computational linguists

40. What is NLP?

Natural Language Processing (NLP)

41. Computers use (analyze, understand, generate) natural language

42. Why Study NLP?

Human language interesting & challenging , NLP offers insights into language, Language is the medium of the web , Interdisciplinary: Ling, CS, psych, math

43. *Scientific Goal : Identify the computational machinery needed for an agent to exhibit various forms of linguistic behavior .*

44. Engineering Goal

Design, implement, and test systems that process natural languages for practical applications .

45. Applications

speech processing ,summarization ,machine translation , question answering ,information extraction

46. The sentence exhibit ambiguity

I can fish.

47. Grammar Induction

Start with a tree bank = collection of parsed sentences