English Language and Information Technology
Prepared by: Abu Bakr

Instructor : Dr. Abdullah Al Fraidan

ذات مرة على موقع " تويتر" ذكر مدرس المادة أنه مُحارب من قبل دكاترة آخرين ويتعرض لمؤامرة ممن يستكثرون عليه عمادة التعليم عن بعد . وبعد أن تابعتُ محاضراته التي ابتُلينا بها أقول : والله معهم حق بل وكل الحق في حربهم عليه ، فالرجل - مع احترامي لشخصه ـ إلا ان إمكانياته كمدرس متواضعة جداً، وهذه هي نتائج الواسطة والمحسوبية للأسف.

5th Lecture
A Checklist for Judgmental CALL Evaluation

1. **One of the aspects of software that are usually present and need to be looked at separately for evaluation is (WHAT PRICE). This includes the question…..**
   a. Is it free?
   b. Is it for multiple or single users?
   c. <u>Both</u>
   d. Neither

2. **Another aspect is (IS IT REALLY AVAILABLE). Here the question is about…..**
   a. Can we find it in market?
   b. Isn't it imaginary?
   c. <u>What hardware platform required?</u>
   d. All true

3. **Another aspect is (WHAT OTHER SOFTWARE NEEDED AS PREREQUISITE?). Here we are asking about …..**
   a. The operating system
   b. Particular font
   c. <u>Either</u>
   d. Neither

4. **Aspects of the teaching/learning situation that are usually present and which are relevant to deciding if (a) is suitable or not include (SPECIFIC SCHOO/LEARNERS). Here we are asking…..**
    a. What do learners have?
    b. Can they afford in the above categories?
    c. What school resources of staff and expertise are there to get things working and manage them?
    d. <u>All of the above mentioned.</u>

LECTURE 6
Chapelle (2001) Evaluation

5. **Chapelle (2001) describes this criterion as the degree of 'beneficial' focus on form that the software provides to its learners. It corresponds to questions like……**
    a. Does the software present students with opportunities to learn the language or just to use it?
    b. To what extent does the software shift the learners' attention towards beneficial focus on form?
    c. <u>Both</u>
    d. Neither

6. **Chapelle (1998) also argues that if the input has been made salient, it …..**
    a. <u>Will help with language learning.</u>
    b. Will not help with language learning
    c. Both
    d. Neither

7. **During the …………task, the focus is entirely on the contracted forms.**
    a. Learning
    b. Writing
    c. Listening
    d. <u>Speaking</u>

8. **In the …………………tasks, learners are tested on their comprehension of both the dialogue and text respectively, with a moderate focus on the forms.**

a. Writing
b. Reading
c. Listening
d. <u>B and C</u>

9. **It is suggested that some conditions, when applied, might draw the learners' attention. One of these conditions is called 'modified interaction'. Here, we are talking about the activities done by the learner in which he interacts with them. This might be used in….**
   a. Reading task
   b. Listening task
   c. Writing task
   d. <u>All possible</u>

10. **When the reading task contains some words which are hard to understand and the students have no way to get help with them, the author suggests….**
   a. Switching to another task
   b. Using a printed dictionary
   c. <u>A link to an online dictionary was a solution for this</u>
   d. Asking other colleagues

11. **Another condition to attract the attention of the learners is called (Modified output). Chapelle argues that CALL software should have the ability to…….**
   a. Consult other students
   b. <u>Let students notice their errors</u>
   c. Refer to the teacher
   d. All false

12. **The benefit of letting the students to notice their errors is….**
   a. It would help them to shift to 'a syntactic mode' that aids in internalizing the new
   b. Awareness helps students to 'monitor and self-correct their use of language'
   c. <u>Both</u>

d. Neither

13. **In UUEG, the feedback is………..**
   a. <u>Very appropriate and one of the potential strengths of the software</u>
   b. Inappropriate and shows a sever weakness of the software
   c. Not recommended at all
   d. All false

7th Lecture

There are no questions on this lecture. It is all about CALL websites that are used for training.

8th lecture

14. **A corpus is…………………., made in some principled way either on tape , written in hard copy, or in electronic form.**
   a. The specific method
   b. A collection of interactive tests
   c. <u>A collection of language material</u>
   d. A collection of linguistic rules

15. **In principled way means……**
   a. Designed by the principal of the school
   b. Designed only for the principal not the teachers
   c. <u>Haphazardly</u>
   d. Not haphazardly

16. **Such collections are used in many different ways by different people. One of these uses takes place by …………. to help describe language, and test theories.**
   a. Advanced students
   b. <u>Linguists</u>
   c. Teachers
   d. Computers

17. **Another use is by ………… to aid language learning (i.e. a form of CALL).**
   a. Learners

b. Linguists

c. Teachers

d. <u>A and C</u>

18.   To perform any electronic corpus-based task directly you need………….

a. A corpus

b. A search engine

c. A specialized computer language programmer

d. <u>Only A and B</u>

19.   A corpus itself is just text (a form of data), which may have been originally ………………

a. Written

b. Transcribed speech

c. <u>Either</u>

d. Neither

20.   Corpora are……………

a. All stored in the same format

b. Not all stored in the same format

c. Often in the plainest of DOS or ASCII text)

d. <u>B and C</u>

21.   Corpora, when they are in the plainest of DOS or ASCII text, may have coded information. Coded information are called …….

a. Confidential

b. <u>Tags</u>

c. Scripts

d. All false

22.   (Tags) are added in and out of the text, to show e.g……..

a. Who was speaking

b. The register of the text

c. The part of speech of each word

d. <u>All true</u>

23.   To use a corpus for any task you have to access it by using……

a. A decoder

b. A code key

c. An expert in computer codes

    d. <u>A search engine</u>

24. **A search engine is ………………which generally runs through the text (or a precompiled index to the text).**
    a. An individual
    b. An expert
    c. <u>A program</u>
    d. A robot

25. **The plural form of the word (CORPUS) is…..**
    a. Corpuses
    b. Corpusies
    c. <u>Corpora</u>
    d. Corps

26. **One category of corpora users is …………which, for instance, use it to to improve their descriptions to fit the facts of actual use of constructions**
    a. Dictionary makers
    b. <u>Descriptive grammarians</u>
    c. Stylisticians
    d. Sociolinguists

27. **One category of corpora users is …………which, for instance, use it to to see what differences there are in how frequently different authors use certain words**
    a. Dictionary makers
    b. Descriptive grammarians
    c. <u>Stylisticians</u>
    d. Sociolinguists

28. **One category of corpora users is …………which, for instance, use it to find out how words are actually used, and how often, and improve dictionary entries**
    a. <u>Dictionary makers</u>
    b. Descriptive grammarians
    c. Stylisticians
    d. Sociolinguists

29. **One category of corpora users is …………which, for instance, use it to see how frequent certain constructions are in conversation**
    a. Dictionary makers
    b. Descriptive grammarians
    c. Stylisticians
    d. <u>Sociolinguists</u>
30. **One category of corpora users is …………which, for instance, use it to incorporate authentic examples into their material**
    a. Computational linguists
    b. Language learning researchers
    c. Writers of teaching syllabuses
    d. <u>Writers of teaching course materials</u>
31. **One category of corpora users is …………which, for instance, use it to see how often learners with a particular L1 get something wrong**
    a. Computational linguists
    b. <u>Language learning researchers</u>
    c. Writers of teaching syllabuses
    d. Writers of teaching course materials
32. **One category of corpora users is …………which, for instance, use it to to see if their grammatical parsing programs will work on naturally occurring language**
    a. <u>Computational linguists</u>
    b. Language learning researchers
    c. Writers of teaching syllabuses
    d. Writers of teaching course materials
33. **One category of corpora users is …………which, for instance, use it to see how often the passive really occurs in academic English**
    a. Computational linguists
    b. Language learning researchers
    c. <u>Writers of teaching syllabuses</u>
    d. Writers of teaching course materials
34. **One category of corpora users is …………which, for instance, use it to supply additional clues for context guessing word meaning**
    a. Computational linguists

b. Language learning researchers
c. Writers of teaching syllabuses
d. <u>Supply additional clues for context guessing word meaning</u>

9TH LECTURE

35.   Introspection means that you try to investigate different ideas while in corpus you ……data and store them in one place.
   a. <u>Collect</u>
   b. Analyze
   c. Investigate
   d. All false

36.   A corpus is a good representation of ……life of people.
   a. Virtual
   b. Secret
   c. <u>Daily</u>
   d. Another

37.   One of the limitation of using carpus is that it …….
   a. Can cover all what can occur
   b. <u>Can't cover all what can occur</u>
   c. Both
   d. Neither

38.   It is very important when you want to design your own corpus is to take into consideration the cost of.......data.
   a. Collecting
   b. Storing
   c. Analyzing
   d. All true

39.   If a population is vast, samples have to be vast to be representative.
   a. This is true
   b. This is debatable
   c. <u>This is a wrong belief</u>

    d. All false

40.   **To be opportunistic when you design a corpus means……**
    a. To look for good profit
    b. To look for good results
    c. <u>To benefit from available resources like media and internet</u>
    d. To avoid being copied by others

41.   **How to relate *go, goes* and *went*? This is one of the considerations when preparing a corpus. It is called….**
    a. Limitation
    b. <u>Lemmatisation</u>
    c. Innotation
    d. Collocation