1) 'CALL software' here can involve :

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

- specific programs like adventure games for native speaker children

- 'generic' or content free software like email or word processing

- hard copy support materials, booklet

- All

2) Generic CALL :

- programs like adventure games for native speaker children

- **content free software like email or word processing**

3) Specific CALL :

- **programs like adventure games for native speaker children**

- content free software like email or word processing

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

- learning

- **learning/teaching**

- teaching

5) is a matter of judging the fitness of something for a particular purpose" (Hutchinson and Waters 1989: 96)

- CALL

- **Evaluation**

- UUEG

6) implies an activity where something is declared suitable or not and consequent decisions are to be made or action taken.

- CALL

- **Evaluation**

- UUEG

7) 'Evaluation' therefore implies an activity where something is declared suitable or not and consequent

- decisions
- action taken
- Information
- **1+2**
- 2+3

8) Select True Sentence :
- **Evaluating is not the same researching**
- Evaluating is the same researching
- Evaluating is equal the same researching

9) Done to find out things which then inform the value judgment and hopefully make it better
- Evaluating
- **research**
- evaluation of CALL

10) Research on its own may just end up with
- judgment
- **information**
- action

11) evaluation of CALL software is similar to .... generally in language teaching.
- program evaluation
- Grammer evaluation
- **materials evaluation**

12) evaluation of CALL software is similar to 'materials evaluation' generally in ......
- **language teaching**
- language Learning

13) CALL software "CDROMs" is often .... to an "individual exercise or task in a book"
- Opposite
- **Analogous**

14) "some series of CDROMs" constitute entire courses and so are parallel with complete ....
- **Coursebooks**
- series of coursebooks
- series of Books

15) There are some important differences between CALL software and Coursebooks, That Coursebooks :
- a book is not typically dynamic or interactive
- a book is more limited in its media capability
- use of written materials has few technological prerequisites: eyes and a desk
- the language content of material in a coursebook is essentially unalterable
- the activities to be done with each section of a coursebook are usually heavily constrained by the book itself
- **All**

16) There are some important differences between CALL software and Coursebooks, That CALL software :
- not always present an exercise the same way every time you use it
- involve sound as well as pictures, diagrams and text all in the same package
- Requires computers, network access
- some CALL software allows 'authoring', the teacher can put in his/her own choice of text, words etc
- may be very constrained (hangman game), or may be almost entirely open in this respect (email)
- **All**

17) have often been seen as replacing a teacher rather than just teaching materials, though that clearly does not fit all software.
- **CALL software**
- Coursebooks
- Both

18) Constrained Program
- email
- **hangman game**
- wordprocessing

19) Entirely open

- **email**

- hangman game

- wordprocessing

20) content-free

- email

- **wordprocessing**

- hangman game

21) Three key aspects of CALL

- Creation

- Use

- Evaluation

- 1+3

- **All**

22) CALL shares one important thing with .... and tasks in general

- Learning materials

- **teaching materials**

- Both

23) CALL shares one important thing with teaching materials and tasks in general. All these are ...

- Non-evaluation

- **under-evaluated**

24) new coursebooks and types of task are constantly being proposed and promoted by their

- Used

- Creators

- adopted

- **All**

25) Are constantly being <u>proposed and promoted</u> by their (creators and adopted and used)

- Coursebooks

- CALL programs

- **Both**

26) Some teachers may well do a lot of evaluation of what they use :

- it remains within their personal teaching process

- is not published

- **Both**

27) What rarely happens is any proper<u> evaluation of the value or effectiveness</u> of any of this by teachers or researchers , we Can named as

- Correction

- **evaluation**

28) some teachers may well do a lot of evaluation of what they use but, if so, it remains within their personal teaching process and is not published

- **Correction**

- evaluation

29) Mostly evaluation cannot be done in the abstract , Because

- **things are rarely universally good or bad**

- some programs have features which in NO situation would be any good

30) With CALL you may feel

- some programs have good features to use

- **some programs have features which in NO situation would be any good**

31) As Chapelle says (2001 p52): "Evaluation of CALL is a situation-specific argument", thats mean :

- things are rarely universally good or bad

- a lot is really 'relative' in Evaluation of CALL

- most features may be good for one type of person, situation etc. but bad for another

- **All**

32) as an activity where you match materials to teaching/learning situations

- Evaluation Call

- **Software and materials evaluation in ELT**

- Call Software

- Software and materials evaluation in CALT

33) There are three things to think about Software and materials evaluation in ELT

- nature of the materials/software

- nature of the T/L situation, the learners and their needs, uses

- a rating or judgement to make of suitability of one of the (Nature) for the other

- **All**

34) analysing the specific task it is used for/in "It's not so much the program, more what you do with it" Jones 1986.

- The nature of the T/L situation

- **The nature of the materials/software**

- judgement

35) is often .... to evaluate two or more programs of the same type together

- **easier**

- hardest

36) ....compare a CALL activity/program with a non-CALL (pen and paper)

- Unhelpful

- **usefully**

- superfluous

37) Example for comparing a CALL activity/program with a non-CALL (pen and paper) counterpart

- **writing research**

- Study

- Analysis

38) We can deal with the three components :

- We can think of a specific type of learner, teaching situation, required activity etc

- We can start with the materials/program and consider what range of people, situations, ways of being used etc

- **All**

39) Types of occasion evaluation of teaching materials, including CALL

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

- Evaluation after purchase or otherwise acquiring availability of software, but before use

- Evaluation after the program has been acquired and used with some learners for a bit

- **All**

40) a result of evaluating materials you decide <u>whether to buy or adopt them or not</u>, for some specific learners, This Related with

- **Evaluation of materials prior to purchasing**

- Evaluation after purchase

- Evaluation after the program has been acquired and used

- All

41) usually the question is what learners it would suit. So the consequent action is to use it with/recommend it to these learners not those, and so on, This Related with

- Evaluation of materials prior to purchasing

- **Evaluation after purchase, but before use**

- Evaluation after the program has been acquired and used

- All

42) the question is whether it was a success and the action is to use/not use the program again with these or other learners, or to alter the way it is used in some way ,This Related with

- Evaluation of materials prior to purchasing

- Evaluation after purchase, but before use

- **Evaluation after the program has been acquired and used**

- All

43) empirical Program related with :

- Evaluation of materials prior to purchasing

- Evaluation after purchase, but before use

- **Evaluation after the program has been acquired and used**

44) The evaluators we are thinking of here are primarily

- Curriculum/program planners

- **language teachers**

- government education departments

45) other people evaluate materials

- curriculum/program planners

- government education departments

- reviewers writing for journals

- researchers in applied linguistics

- **All**

46) In the realm of CALL, it is especially .... for teachers to be good at evaluating
- no necessary
- **necessary**

47) it is especially necessary for teachers to be good at evaluating , Why !
- There is a lot of Good material
- **There is a lot of poor material**
- There is a lot of material to evaluate

48) curriculum designers who might <u>evaluate </u>to choose suitable coursebooks for a course are .... likely to extend this activity to CALL
- more
- **less**
- equal

49) selecting call software can be as hard as selecting normal teaching materials
- **True**
- False

50) CALL programs have often been seen as replacing a teacher
- **True**
- False

51) one of differences between normal teaching materials and call software is
- normal teaching materials needs network while call software doesn't need
- **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**
- none of them

52) there is a borderline between evaluating software itself and evaluating the use of software
- **True**
- False

53) Evaluation of CALL is ………

- a situation-universal argument

- **a situation-specific argument**

- non

54) you cannot really evaluate without also thinking of how the material will be used in the learning and teaching process

- **True**

- False

55) judgmental evaluation is done

- after using

- **before using**

56) empirical evaluation is done

- **after using**

- before using