

1. 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'
2. 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.
3. Chapelle (2001 P: 52) showed that 'Evaluation of CALL is a ..... argument'
  - ☒ a) situation-specific
  - b) animal-specific
  - c) Arabic-specific
  - d) English-specific
4. We cannot evaluate a CALL software without also thinking of how this software will be used in .....
  - a) the sleeping and thinking process
  - ☒ b) the learning and teaching process
  - c) the eating and digestion process
  - d) None of the above
5. 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
6. .... can contribute to 'input enhancement' of a CALL software.
  - a) Cream, coffee and cakes
  - b) Food and drink
  - ☒ c) Colourful, animated pictures and the quizzes
  - d) Colourless and bad-looking pictures
7. 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.
8. 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



9. A CALL software is usually analogous to .....
- a) collective exercises or tasks in a book
  - b) an individual training or coaching of a porter
  - c) an individual exercise or task in a computer
  - ☒ d) an individual exercise or task in a book
10. A book, unlike a program, .....
- a) typically has video clips and animated graphics
  - ☒ b) is not typically dynamic or interactive
  - c) is typically dynamic and interactive
  - d) all the above
11. 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
12. Using written materials ..... such as *eyes* and *a desk* to put them on; CALL, by contrast, requires computers and network access.
- a) requires a lot of prerequisites
  - b) a large number of prerequisites
  - ☒ c) few technological prerequisites
  - d) None of the above
13. The evaluation a CALL software after the program has been acquired and used 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
14. The evaluation of CALL materials prior to purchasing them .....
- a) will help you give the software to your learners
  - ☒ b) will help you decide whether to buy them or not
  - c) will help you decide whether this software was a success or not
  - d) will help you decide what to eat for breakfast
15. In 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



16. The 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.

17. .... 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

18. When evaluating a CALL program, it is especially useful to make ..... e.g. give wrong answers and press the wrong keys etc.

- a) deliverable mistakes
- b) unconscious mistakes
- ☒ c) deliberate mistakes
- d) no mistakes

19. If you are using the *checklist approach*, some key things you shouldn't forget are to .....

- a) be explicit about where the list comes from.
- b) be explicit about which existing list is being used/adapted.
- c) have as many detailed subsections as possible.
- ☒ d) all the above.

20. 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.

21. 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

22. According to Borg (1999), error awareness helps students to .....

- a) use monitors and repeat the same errors
- b) monitor the errors that the software makes.
- ☒ c) monitor and self-correct their use of language
- d) monitor their teachers use of language

23. When all the an

- a) 1
- b) 1
- ☒ c) 1
- d) 1

24. The colour focus on fo

25. Skeh accor

26. C



23. When all the answers are correct, the software displays ..... message.
- 'I will do'
  - 'Incorrect answers'
  - ☒ a 'well done'
  - a 'wrong answer'
24. 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.
- hardback
  - ☒ feedback
  - food bag
  - full bag
25. Skehan points out that 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
  - either too simple and too difficult
  - neither too cymbal nor two difficulties
  - ☒ neither too simple nor too difficult
26. Corpora users can be .....
- sociolinguists, language learning researchers and writers of teaching syllabuses
  - dictionary makers, computational linguists and descriptive grammarians.
  - Stylists and teachers making class tasks.
  - ☒ all the above
27. The abbreviation 'CALL' stands for.....
- Case Application Language Learning.
  - Cable Assessment Language Learning.
  - ☒ Computer Assisted Language Learning.
  - Communication Aided Language Learning.
28. The following terms: Development, usage and evaluation represent.....
- ☒ important stages in the call process.
  - expensive types of drinks.
  - necessary tools for travelling abroad.
  - all the above.
29. Thinking about designing CALL materials is similar to thinking about.....
- designing a textile.
  - designing clothes.
  - designing a house.
  - ☒ designing textbooks.
30. The history of Computer assisted language learning shows that CALL goes back to.....
- the era of Dinosaurs.
  - the era of Ice Age.
  - ☒ the era of Powerful Macs and PCs.
  - the Age of stones.