

Objectives

1. G.P Landow commented on the advantages of hypertext as a ___ for learning connectiveness in literature

Book Tool Bank Machine

2. Traditional measurement of language learning depends on teachers observation and___

Teaching Presentation Test Learning's

3. In 1984 Apple computer introduces a new style of computer the___

IBM Pentium2 Macintosh Pentium3

4. The term ___means that the core data can be broken into string of binary number i.e. One and Zero

Manual Digital Booklet Physical

5. It is within the area of _____ variables that the sharpest differences between Dunkin and Biddle's model and a CALL model are apparent

End Complex Process Compound

6. Li (2006) conducted a study which looked at _____ students.

364 264 464 564

7. When making _____ of a CALL program, learners need to determine what they know and what they do not know.

Discard Dump Use Disposal

8. The _____ way to classify materials is through the creation of in-house reviews, similar to book reviews, which outline key aspects of the program is known as

Objective Descriptive Tabular Personalized

9. Computers allow for a greater learner _____ because, unlike a teacher, they are available beyond the time and space which are limited in the conventional classroom

Dependency Autonomy Attention Reliance

10. The advantage of bulletin boards over email is that the messages are shared with a community and comment can be more considered as readers have more time.

Broader Smaller Unit Confined

11. R. Ellis proposed that refers to the language which learners are exposed to.

Comprehensible output Affective filter Comprehensible INPUT Psuchomoster

12. It is increasingly common for teachers to use existing tools and platforms such as Blackboard Vista to create new courses with interactive tasks using assessment software such as Respondus and Question mark Perception.

Blackboard Blueboard Whiteboard Brownboard

13. The criterion of indicates the need to develop learners' willingness to communicate but it also extends beyond the conditions believed important for acquisition.

Judgment Authenticity Validity Precision

14. In corpus linguistic corpus is the body of text.

15. If CALL software packages are to be properly evaluated and matched with learning needs, they need to be classified by teachers.

Subjective

- **(03 Marks Questions)** 
- **(05 Marks Questions)** 

Q. Call definition? (Module_1@1.1)

CALL is the acronym for computer-assisted language learning. We will see that this field or significant parts of it sometimes go by other names; CALL seems to be the most widely accepted generic term. In this course, CALL will be used in a broader sense to refer to any endeavor involving the computers and associated technologies of all types' desktops, laptops, tablets, smart phones, mp3 players, interactive whiteboards, etc. in some significant way in language teaching and learning.

Q. Aim of CALL (Module_1@1.2)

Computer-Assisted Language Learning (CALL) is defined as “the search for and study of applications of the computer in language teaching and learning.” (Levy, 1997: 1) The main aim of CALL is to find ways for using computers for the purpose of teaching and learning the language. More specifically, CALL is represented by the use of computer technologies that promote educational learning, including word processing, presentation packages, guided drill and practice, tutor, simulation, problem solving, games, multimedia CD-ROM, and internet applications such as e-mail, chat and the World Wide Web (WWW) for language learning purposes. There are several terms associated with CALL. CALL is variously known as Computer-Aided Language Learning (CALL), ComputerAssisted Language Instruction (CALI) and Computer-Enhanced Language Learning (CELL). The first two terms generally refer to computer applications in language learning and teaching, while CELL implies using CALL in a self-access environment (Hoven, 1999).

Q. Three ways in which education can conceptualize the field of call, (Module_2@2.3)

CALL has important potential for English language teaching. If used properly with clear educational objectives, CALL can interest and motivate learners of English. CALL can increase information access to the learner, provide flexibility to instruction and thereby better serve the individual's learning pace, cognitive style and learning strategies.

Q. micro computer (Module_2@2.4)

Early work with what were then called “microcomputers,” such as the BBC computer, Apple II, and IBM PC, began to increase in the early 1980s. This new wave continued to include academic projects involving teams of designers, programmers and language teachers, but this era was also marked by the emergence of teacher programmers, typically using the BASIC language to create activities for their own students. Meeting first as informal user groups at larger conferences, they were instrumental in founding organizations such as CALICO, the CALL interest section of TESOL, and EuroCALL

Q. Artificial intelligence (Module_2@2.4)

Although the AI elements were not fully realized, the project did produce some intriguing materials, notably *A la rencontre de Philippe*, a participatory drama where students play a character trying to find an apartment in Paris (Murray, Morgenstern, & Furstenberg, 1989). In addition to academic initiatives, there have been hundreds of commercial software projects, a few of which have managed to survive and thrive. Two of the more successful enterprises in business terms have been Auralog (founded in 1987) with its flagship Tell Me More series and Fairfield Language Technologies (founded in 1992), creator of Rosetta Stone.

Q. Random access laser videodisc (Module_2@2.4)

At about the same time that microcomputers were spreading, the random-access laser videodisc brought a new dimension to language learning in the 1980s, the beginnings of multi-media education. Several large-scale projects, such as *Montevidisco*, a simulation for learning Spanish, were developed during this time (Gale, 1989). Among the most ambitious undertakings in the history of language teaching was MIT’s Athena Language Learning Project, an attempt to bring together interactive videodisc and artificial intelligence (AI) applications to revolutionize language learning.

Q. 3rationale of drill n practice (Module_3@3.1)

- ✚ Repeated exposure to the same material is beneficial or even essential to learning
- ✚ A computer is ideal for carrying out repeated drills, since the machine does not get bored with presenting the same material and since it can provide immediate non-judgmental feedback
- ✚ A computer can present such material on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities.

Q. PLATO (Module_3@3.2)

Among the first and most significant applications for the teaching and learning of language at the computer were those used on the Programmed Logic / Learning for Automated Teaching Operations (PLATO) system, developed in 1959 by the University of Illinois working with a

business partner, Control Data Corporation. PLATO combined some of the best CALL features being developed at other universities but differed from many other attempts to use computers to teach language in that PLATO's computer and its programming languages were custom designed for the purpose of teaching language, as well as a range of other university-wide disciplines.

Much of PLATO's first-language learning work was done in teaching Russian using a grammar translation approach. The focus was on translation of Russian documents, especially scientific documents.

Q. Define Timex Sinclair? (Module_3@3.5)

The Timex-Sinclair, for example, had a processing capacity of 16K; for purposes of comparison. For perspective, this is equivalent to 417 million single spaced pages of text, or about 75 per cent of the capacity of a human brain. High-end mainframe computers continued to be available and used for CALL research throughout the 1970s and 1980s at university laboratories and commercial institutions.

Q. early videodisc program "macario" (Module_4@4.1)

Gale (1989) describes Macario as an early videodisc program for learning Spanish. It was developed at Brigham Young University and was an attempt to create learning materials by adapting existing materials, in this case a feature-length commercial video. The video was made into an interactive format by adding a pedagogical layer and using it to teach listening skills. Such materials can be considered authentic as they were originally intended for use in noneducational purposes by native speakers of the target language.

This approach of building on existing materials has the advantage of avoiding the high cost of video production while allowing the freedom to tailor associated learning materials to a specific group of learners. In some ways, this approach is similar to creating a literary study guide, but differs in that the focus is on language learning, particularly the para-linguistic aspects. Each scene of the Macario video was given annotations, footnotes, questions and/or comments. Learner control consisted of being able to start and stop the video as necessary to answer questions and ensure comprehension, or simply to learn more about what was going on. In a semi-immersion approach, questions were available in English, but all responses were given in Spanish.

Q. Interactive digame for teaching process (Module_4@4.1)

Macario is essentially a linear program; in this case, the student follows the course of a film and cannot vary from it. Gale (1989) (also see Stevens, 1992) mentions two similar videodisc programs that featured non-linear opportunities for learning, Montevideo and Interactive Dígame. These two programs pioneered the idea of learners making greater choices about what is to be learned at the computer.

Interactive DÍgame differed from previous programs in that it was a teacher-controlled situation in which on-screen video provided visual and listening opportunities that were intended to be followed up with in-class conversation in the target language. In this way, it foreshadowed the approach of many teacher-led video-based learning lab activities. The pro-gram had constructivist elements in it that left the learners free to discuss their own interpretations of the reality on the screen, but the provision of teacher direction in the delivery now seems unnecessary; learners are able to control the course of events themselves.

Q. Hyper-card (Module_4@4.1)

In 1984, Apple Computer introduced a new style of computer, the Macintosh. It differed from earlier domestic-use or personal computers in that it offered a graphical user interface (GUI), now common to all computers and other multimedia applications such as displays on mobile telephones. A computer with a GUI uses icons to summarize and take the place of lines of typed code and arcane commands. One of the major innovations in this environment was HyperCard, a materials authoring program that was developed by Apple Computer. HyperCard provides an influential meta-phor for CALL. As the name suggests, it works by creating a set of virtual index cards that can be extensively cross-referenced. On these cards, text, images, audio, animations and video can be added, along with questions and buttons to take users to other cards that might feature further questions, information and /or answers. The importance of HyperCard is that it was among the first applications to take advantage of the theoretical hypertext and hypermedia capabilities of computers and allowed teachers and learners easily to create their own CALL applications.

Q. WWW resources? (Module_4@4.2)

The WWW (World Wide Web) is a classic example of hypermedia, whereas a non-interactive cinema presentation is an example of standard multimedia due to the absence of hyperlinks.

Other resources commonly found on the WWW include those created by learners and teachers. These include everything from software to class handouts and presentations in the form of PowerPoint files. These resources vary in quality and extent but at least have the virtues of being free and easy to find with a search engine.

Q. Hyper media (Module_4@4.2)

Hypermedia, an extension of the term hypertext, is a nonlinear medium of information that includes graphics, audio, video, plain text and hyperlinks. This designation contrasts with the broader term multimedia, which may include non-interactive linear presentations as well as hypermedia. It is also related to the field of electronic literature. The term was first used in a 1965 article written by Ted Nelson.

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The first hypermedia work was, arguably, the Aspen Movie Map. Bill Atkinson's HyperCard popularized hypermedia writing, while a variety of literary hypertext and hypertext works, fiction and non-fiction, demonstrated the promise of links. Most modern hypermedia is delivered via electronic pages from a variety of systems including media players, web browsers, and standalone applications (i.e., software that does not require network access). Audio hypermedia is emerging with voice command devices and voice browsing.

Q. Note on Multimedia (Module_4@4.2)

Making It Work, Tay Vaughan declared "Multimedia is any combination of text, graphic art, sound, animation, and video that is delivered by computer. When you allow the user – the viewer of the project – to control what and when these elements are delivered, it is interactive multimedia. When you provide a structure of linked elements through which the user can navigate, interactive multimedia becomes hypermedia."

In education, multimedia is used to produce computer-based training courses (popularly called CBTs) and reference books like encyclopedia and almanacs. A CBT lets the user go through a series of presentations, text about a particular topic, and associated illustrations in various information formats. Edutainment is the combination of education with entertainment, especially multimedia entertainment.

Learning theory in the past decade has expanded dramatically because of the introduction of multimedia. Several lines of research have evolved, e.g. cognitive load and multimedia learning.

Q. problems in creation CALL model. (Module_5@5.2)

There are problems inherent in any attempt to create a model for CALL in the classroom. One is the expansive scope of what is considered to be within the realm of CALL processes, especially considering the broad definition for CALL that takes into consideration its changing nature: any process in which a learner uses a computer and, as a result, improves his or her language. A model for CALL either has to accommodate this general definition or more narrowly define a set of significant aspects of CALL that might be considered. The model offered later in this lesson attempts to define CALL in terms of classroom practice rather than also deal with learners using CALL software in other contexts, such as at home or as an activity peripheral to another subject.

Q. Explain context variables proposed by dunkin and biddle,5 (Module_5@5.3)

Dunkin and Biddle's context variables of Pupil formative experiences and Pupil properties are different in a CALL environment because many learners are likely at least to come into contact with computers, if not CALL, before coming to school. In this way, they are pre-socialized into the idea and methods of learning with computers and develop their own competencies and

learning strategies. Learners who bring computer and CALL formative experiences and properties to the classroom assist in defining the variables of a new model of learning because they see using the computer as some-thing that is distinctly different from traditional classroom instruction.

Q. Teacher and pupil classroom behavior. (Module_6@6.1)

Computers inherently allow for a greater learner autonomy because, unlike a teacher, they are available beyond the time and space confines of the classroom; a learner who wishes to revisit and extend his or her learning at any time or place (that is, any place with a computer) has a potentially rich resource with which to do so. CALL resources are extremely limited in some ways when compared to a well-qualified teacher but, in most cases they far exceed what is available from a textbook. Dunkin and Biddle's Teacher classroom behaviour is likely to be considered Program interface (see Fig.4) which also serves to govern learner behaviour to the extent that a CALL interface provides different kinds of tasks and encourages learner behaviours such as strategies and role identification.

The range of tasks and exercises available in CALL can be organized into various taxonomies based on the stated focus of the software (e.g. grammar, vocabulary, fluency), targeted language skills (e.g. reading, writing, speaking and/or listening) or Bloom's (1956) levels of questions and learner characteristics based on age, gender and level (e.g. beginner, intermediate, advanced). But a more general way of visualizing what goes on at the computer can be based on the degree of involvement with which learners access information. This measure can be seen within a continuum of locus of control.

Q. Measurements of language learning in CALL (3) (Module_6@6.1)

Traditional measurement of language learning depends on teacher observations and tests. But CALL programs present many opportunities for different kinds of measurement. For example, a learner's links can be tracked to see the extent of a program a learner explores and the time he or she spends in each section. More importantly, many CALL programs allow for a learner to obtain immediate feedback on progress, that is, an opportunity to observe their own changes in behaviour. This continuous formative assessment differs from a traditional classroom teacher's random spot-check of learners' comprehension or a final test.

Q. 5 properties of vu classroom (Module_6@6.2)

1. Non-Restricting

A virtual classroom allows both learners and instructors around the world to participate in live classes to collaborate and interact. MOOC programs like Coursera are a great example of this concept in action.

2. Affordable

The low costs of virtual classrooms are considered to be a major advantage. Learners can save money by not having to worry about travel expenses. Participants also save time since all that is needed is an internet connection.

3. Flexible Learning

Online classes also allow for the ability to record class as it happens, including any presentation audio and visuals. This means that the content is accessible even after being delivered, an added benefit for those who want a quick refresher, or perhaps did not fully understand the first time.

4. Practical and Proven

Synchronous learning is a learning environment where everyone takes part in the learning at the same time. A traditional lecture is an example of this type of learning, and has been used for hundreds of years. Online learning enables this same type of experience, but with far more conveniences and tools.

5. Accessible

Virtual classrooms can be used to deliver lectures or even tutorials online. They are also great options for impromptu meetings and group projects where members need to check-in on progress and bounce ideas of one another. With the virtual environment, ideas and collaborators are never far away.

Q. Call application 5 name (Module_7@7.1)

- ✚ Word processing
- ✚ Games
- ✚ Corpus linguistics
- ✚ Computer-mediated communication (CMC)
- ✚ WWW resources
- ✚ Adapting other materials for CALL
- ✚ Personal Digital Assistants (PDAs) and mobile telephones

Q. Features and functions of word processing 5 (Module_7@7.2)

It may be that spelling checkers assist in fluency by relieving learners of undue concern over their spelling during the composition process. However, when learners look through a traditional or even online dictionary to correct a word in response to uncertainty or a teacher's remark or correction, it may help their acquisition of vocabulary to wade through dozens of related words, practicing alphabet skills in using the guide words at the head of the page, and scanning through several entries, sometimes coming upon an illustration which shows the hyponyms and associated words to the target word. It is a slower but far richer process.

Word-processing programs also provide grammar support, although such support is sometimes of questionable worth. The grammar checker included with various versions of Microsoft Word, for example, is pre-programmed to object to the use of the passive voice, even when the passive voice is appropriate. This and other rules can be suppressed within the program but it may be difficult for learners to do so and would require that they have a certain level of grammatical sophistication to appreciate why it might be done.

Q. Learning base computer games (Module_7@7.3)

The peripheral learning benefits in a game are likely to be small but are hopefully greater in a program devoted to some specific educational objective. The best educational games are those which embed the pedagogical objectives so that the learners' perceptions are of play, while the teachers' hidden objectives are still achieved.

In other cases, learning materials which are not perceived as being game-like by the teacher may be perceived as such by the learner. For example, Nord describes an exchange with his students at Nanzan University in Nagoya, Japan in which they asked for another session in the ComputerAssisted Language Learning (CALL) Laboratory using a particular game. Nord was confused until he realized that the game they were referring to was actually a traditional grammar drill (J.R. Nord, private communication, 1998). The idea of game rests in the perception of the user, not the description of the developer, the pedagogical model or the label used by the teacher.

Q. Commercial Quiz Software (3) (Module_7@7.4)

Particularly online, computer-based games are often in the form of quizzes which test knowledge more than they teach it. Like games, quizzes are very motivating for learners as they appear to illustrate a learner's progress and give some security against fear of more formal exams. As computer-based quizzes are often done outside of class and not marked by teachers, learners may feel less threatened.

A popular quiz format is a cloze exercise, such as one of several test types found in Respondus (<http://www.respondus.com>), a popular assessment tool used with computer-based course design packages such as Blackboard Vista. In these computer-based cloze programs, learners choose a text from a menu on the computer screen and delete words at any point in the text (for example, after an introductory paragraph) at selected intervals; every second to every ninth word. Deleted words are replaced with numbered blanks. Learners can request clues in the form of single letters. Such programs encourage careful reading but frustration may occur as the programs do not accept synonyms; usually learners must guess the exact word that has been deleted.

Q. collaboration in CALL. (Module_8@8.1)

Learners often collaborate, either on their own initiative or as an assigned activity. Collaboration is an important activity in the classroom because it encourages both social skills and thinking skills and mirrors the way in which learners often need to work in an academic setting and certainly once they leave it. From the point of view of learning a language, there is an additional benefit; in the process of negotiating the meaning of a task and the means by which it may be addressed, learners make decisions about the learning materials they study and the ways in which they should study.

Q. Hypertext in literature reading writing? (Module_8@8.3)

Deegan and Sutherland (1990) note advantages of hypertext for both the study and writing of literature, arguing that texts and non-textual material are essentially fluid and easily manipulated, making it an ideal tool for showing the interconnection of ideas. Whether or not learners use hypertext to make their own connections in literature and whether it helps in their general acquisition of language is an area of research worth investigating.

Q. Corpus linguistics.. 3 lines. (Module_8@8.5)

Corpus linguistics is an important area in its own right within applied linguistics, but it is also a useful tool for the teaching and learning of language at the computer. This section outlines some of the key aspects of corpus linguistics and concordancing before going on to explain their applications to CALL.

The corpus in corpus linguistics refers to a body of text. The text can be made up of different examples of spoken or written language or a combination of both. Corpora (corpora - plural of corpus) can be based on simple and brief texts on a narrow topic or run into the millions of words, such as the British National Corpus (<http://www.natcorp.ox.ac.uk>), a 100-million word corpus of British English. Corpora can be un-formatted text made up of individual words or formations. Alternatively, these can be tagged for grammatical functions or for other functions. Simple searches can be used to count the frequency of different words and structures.

Q. Non-verbal aspects of collaboration? (Module_8@8.8)

Non-verbal paralinguistic aspects of collaboration are visible and can be easily documented empirically. For example, learners at the computer may silently gesture to offer each other views of the screen or surrender control of the mouse pointer device or silently offer a collaborator the keyboard.

Q. Three cognitive strategies used in Collaboration ?learning discussions? (Module_8@8.10)

1. Explain with evidence
2. Generalize
3. Offer a concrete example

Q. What is cyberbullying? (Module_8@8.10.2)

Despite frequent mention in the press, often in connection with the suicide of a bullying victim, little attention is paid in the literature to the prevalence and impact of cyberbullying, a term used to encompass any kind of online harassment, including threatening emails and postings to social networking pages like MySpace. Li (2006) conducted a study which looked at 264 students at 3 junior high schools and reported that half had been the subject of bullying and about a quarter had been victims of cyberbullying. Students may not be aware of their rights or even obligation to report such cyberbullying and Li's research reports that, in any case, many are reluctant to do so. Teachers need to be aware of cyberbullying issues and ensure that students are confident about reporting such abuse.

Q. What meant by C-M-C (Module_9@9.1)

CMC refers to a situation in which computer-based discussion may take place but without necessarily involving learning. Of course, opportunities for learning are inherently present, especially in situations in which secondlanguage learners need to engage in negotiation of meaning with native speakers of the target language or even with peers of non-native proficiency.

Q. What is meant by Computer-mediated? Communication? (Module_9@9.1)

Communicating using the computer is often referred to as computer-mediated communication (CMC) and is one of the more popular activities associated with CALL. CMC encompasses communication by email, bulletin boards, chat lines, within MOO (Multi-user domains, Object Oriented) environments and using social networking services such as Facebook and Twitter.

CMC refers to a situation in which computer-based discussion may take place but without necessarily involving learning. Of course, opportunities for learning are inherently present, especially in situations in which second language learners need to engage in negotiation of meaning with native speakers of the target language or even with peers of non-native proficiency.

It is common for teachers in different countries to create assignments for their students to communicate in a common target language. For example, students in Korea and Brazil both learning English can improve their English by communicating to collect information about each other's interests and studies. Every miscommunication and clarification is a language learning opportunity.

Q. How Email is used as an effective CALL approach? (Module_9@9.2)

Email is among the most popular uses of the Internet and presents many opportunities to enhance learning. From the teacher's perspective, one of the great advantages of email over some other

forms of communication is the record of both one's own messages and the messages one receives.

Using email, learners can communicate with peers, teachers and native speakers. Messages can be structured around an assignment in which the learner solicits special information, shares information about assignments (especially in a jigsaw format, sharing information with peers) or submits thoughts, questions and assignments to a teacher. However, communication with native speakers can be difficult if the learner provides input with substantial spelling and grammatical errors. Most email programs now come with rudimentary spelling checkers but teachers concerned about the quality of their students' writing may encourage them to compose their messages in a word-processing software program then copy and paste it into their email messages.

Q. Net Pals (Module_9@9.3)

One informal use of email is for the establishment of email pen pals. Such pen pals or pen friends are sometimes called net pals. Ideally, net pal communication is between someone learning the target language and a native speaker of the target language living in the culture of the target language. For example, a Nepalese student learning German might correspond with a native German-speaker living in Berlin. The advantage to the learner is that the native speaker is likely to offer extensive examples of authentic language, probably pitched at the appropriate age level of the language learner.

In practice, however, both parties can find net pal relationships frustrating. Native speakers may feel they cannot communicate effectively with the learner and may feel the learner has nothing to offer in return in the exchange. The language learner may find that slang, idioms, misspellings and typos interfere with comprehension. Net pals work best when both parties have extrinsic motivation (e.g., a common interest in football or visiting one another's countries) and where the language learner has good clarification strategies and/or the support of a language teacher.

Q. Discuss Chat Lines (Module_9@9.4)

A chat line is more technically known as Internet Relay Chat (IRC) and appears on-screen as a window that presents what the learner is writing in one pane while general discussion among other participants continues in another. Once the learner has completed a message and presses the send command, the message is queued and appears in the main pane as quickly as the modem and host computer allow. In some older programs, it is necessary to press the reload or refresh button to update to the latest message.

Q. Bulletin Board? (Module_9@9.5)

Bulletin boards on which learners (both teachers and users) can post messages to be read later by others are built into some CALL environments and more general learning platforms such as

Blackboard Vista. In such platforms, users can post messages and comment on the original posting and subsequent comments ad infinitum

The advantage of bulletin boards over email is that the messages are shared with a broader community (a few select people, a class or the whole world) and comment can be more considered as readers have more time. However, in some cases, when two or more people are actively responding to the same posting, communication can resemble a chat line.

Q. Five ways of where you can create environment of CALL (Module_9@9.6)

MOO, MUA, MUD, MUSH and MUG generally refer to the same thing (and are referred to hereafter as MOO), an online environment where moveable objects represent things and people. MOO objects may be photo-realistic 3-D manipulated models or 2-D flat representations. This environment is a synchronous online multi-user space, that is, action takes place in real time among several participants who put their characters into the same scene on a computer screen. These scenes are usually referred to as rooms and can have great visual interest. For example, 'rooms' can be seaside settings featuring lighthouses and surprisingly active sea life or depictions of castles in the air.

MUDs were originally developed in 1978 by Roy Trubshaw, a student at Essex University, for socializing and playing games online (particularly versions of Dungeons and Dragons). Richard Bartle developed the game and helped to promote it internationally. A version of the game is still available at the commercial website Compuserve.

Q. WWW (Module_9@9.7)

Several examples have already been given of opportunities for learning language using the World Wide Web. The WWW has also presented opportunities for the creation of commercial websites dedicated to the teaching and learning of English. Such sites may have different foci in terms of age, level or even profession. For example, websites for improving business writing are popular.

Many such websites are driven by commercial concerns. Typically, the learner pays a fee for enrolling and taking online lessons or endures advertising, much of which will be targeted at the learners by, for example, textbook publishers, language schools and language testing services. Several publishers also maintain educational websites featuring portions of their work or extra study materials for their work.

Q. Graffiti handwriting 5 lines (Module_9@9.11)

In the absence of a keyboard, a major challenge to PDAs has been recognition of handwriting. Early models struggled to recognize individual handwriting but the creators of the Graffiti system realized it would be easier to make users adapt their handwriting to the PDA.

Graffiti used modified and simplified punctuation, numbers and upper-case letters. Each character had to be unconnected; one could not write on the screen without lifting the stylus between letters. However, each character is a continuous line. The system was quickly and easily learned with games that helped develop fluency. However its popularity waned in the face of easier to use mini-keyboards which have now become the norm.

Q. Comprehensible input (Module_10@10.5)

Comprehensible input is an idea that originated with Terrell and Krashen (Krashen, 1981; Krashen and Terrell, 1983) but several others, including Ellis (1985), have defined it in their own ways.

R. Ellis on comprehensible input:

The input refers to the language which learners are exposed to. This can be ‘comprehensible’ (i.e. input that they can understand) or ‘incomprehensible’ (i.e. input that they cannot understand). When native speakers speak to L2 learners, they frequently adjust their speech to make it more comprehensible. Access to comprehensible input may be a necessary condition for acquisition to take place.

Q. characteristic of optimal input (Module_10@10.5)

1. It is comprehensible
2. It is interesting and/or relevant to the acquirer
3. It is not grammatically sequenced
4. It is provided in sufficient quantity

Q. CAT (Module_10@10.6)

Computer-Adaptive Testing (CAT) uses a database of questions to match the difficulty of each test item to the abilities of the learners being tested. Learners take a CAT test at the computer and because the computer can instantly mark each answer, the following question can be tailored or adapted. If a learner answers a question correctly, the computer will ensure that the next question will be more difficult. If a learner answers a question incorrectly, the next question will be easier.

One of the great advantages of CAT is that randomization of test items can ensure that learners of a large class taking a test in the same room may all take slightly different tests as their correct and incorrect answers prompt the computer to take them to different levels. However, it is both time-consuming and difficult to set up CAT and learners may not like the fact that they cannot review or change the answers to any questions they have already answered.

Q. Mastery learning (P. Lai and J. Biggs) (Module_11@5.5)

Mastery learning is based on the assumption that learning is a function of time (Bloom, Hastings and Madaus, 1971; Carroll, 1963). In theory, by varying time for learning, nearly all students are able to learn a subject to the point of ‘mastery’ (Guskey, 1985). In implementing mastery learning, it is thus necessary to establish a criterion, and to provide corrective instruction in the event of failure. Learners failing to reach the objectives initially are given more time in which to pass in subsequent attempts. The content to be learned is divided into units, with a formative test on each unit.

Q. Mastery learning (C.T. Fosnot) (Module_11@5.5)

This model assumes that wholes can be broken into parts, that skills can be broken into subskills. Learners are diagnosed in terms of deficiencies, called ‘needs’, then taught until ‘mastery’ – defined as behavioral competence – is achieved at each level. Further, it is assumed that if mastery is achieved at each level, then the more general concept, defined by the accumulation of the skills, has also been taught.

Q. constructivism of model. (Module_11@5.6)

Constructivism is a humanistic model that differs radically from behaviourism, suggesting that learning is a process by which learners construct new ideas or concepts by making use of their own knowledge and experiences. The learner has greater control and responsibility over what he or she learns and relies on schema (mental models; the plural of schema is schemata) to select and transform information, create hypotheses and make decisions. The following section briefly outlines schema theory before going on to compare behaviourism and constructivism in terms of various learning materials.

Q. Explain how schema theory provides an idea of how knowledge is organized (Module_11@5.7)

Schema theory is important to CALL because it provides an idea of how knowledge is organized. Psychologist F.C. Bartlett (1886 –1969) first proposed the idea of schema theory in 1932. Nunan (1993) defines schema theory as ‘A theory of language processing which suggests that discourse is interpreted with reference to the background knowledge of the reader or listener’ (p. 124). Nunan also notes ‘schema theory suggests that the knowledge we carry around in our heads is organized into interrelated patterns. These are constructed from all our previous experiences and they enable us to make predictions about future experience’ (p. 71).

Q. Behaviorist Models of Instruction (Module_12@1)

Behaviorist theory has provided the rationale for a variety of marketable although short-lived teaching devices. Educational budgets have long proven to be easy prey for scientific-sounding entrepreneurs. Within the area of CALL, behaviourist aspects generally include stating the purpose of the program or task, offering reinforcement through text, images, audio, animations

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and/or video and providing a marks system for each task summarized at the end with grades or some other statement of progress. Much of this approach is perceived as endemic to the nature of the computer through the limited ways in which it is able to simulate interactions with the learner.

Q. 3 judgmental evaluation by teacher activity task. (Module_13@6.1)

1. First, evaluation criteria should incorporate findings and theory-based speculation about ideal conditions for SLA such as those outlined above.
2. Second, criteria should be accompanied by guidance as to how they should be used; in other words, a theory of evaluation needs to be articulated.
3. Third, both criteria and theory need to apply not only to software, but also to the task that the teacher plans and that the learner carries out.

Q. Three objects for evaluation which are considered at three levels of analysis (Module_13@6.1)

1. CALL software
2. Teacher-planned CALL activities
3. Learners' performance during CALL activities

Q. Table of Principles? (Module_13@6.1)

Principle	Implication
Evaluation of CALL is a situation- Specific argument.	CALL developers need to be familiar with criteria for evaluation which should be applied relative to a Particular context.
CALL should be evaluated through two perspectives: judgmental analysis of software and planned tasks, and empirical analysis of learners' performance.	Methodologies for both types of analyses are needed
Criteria for CALL task quality should come from theory and research on instructed SLA.	CALL evaluators need to keep up with and make links to research on instructed SLA.
Criteria should be applied in view of the purpose of the task.	CALL tasks should have a clearly articulated purpose.
Language learning potential should be the central criterion in evaluation of CALL.	Language learning should be one aspect of the purpose of CALL tasks.

Q. 3ways of evaluating CALL (Module_13@6.2)

1. Language learning

The degree of opportunity present for beneficial focus on potential form.

2. Learner fit

The amount of opportunity for engagement with language under appropriate conditions given learner characteristics.

3. Meaning focus

The extent to which learners' attention is directed toward the meaning of the language.

Q. Learner fit. (Module_13@6.2)

Language learning potential captures the findings concerning general processes, learner fit takes into account the individual differences in linguistic ability level and non-linguistic characteristics. Skehan suggests that the teacher choose tasks that will provide learners an opportunity to work with a range of target structures appropriate to their level. If the language of a CALL task is already known to the learner, the task presents no opportunity for development; language that is beyond the learners' grasp relative to their ability, is not useful either. Learner characteristics such as willingness to communicate, age, and learning style also come into play in task choice.

Q. Describe "authenticity criterion" in CALL evaluation process (Module_13@84)

The criterion of authenticity indicates the need to develop learners' willingness to communicate but it also extends beyond the conditions believed important for acquisition. Authenticity refers to the degree of correspondence between an L2 learning task and tasks that the learner is likely to encounter outside the classroom. The choice of pedagogical tasks that learners see as relevant to their language use beyond the classroom should help to engage learners' interest and therefore their willingness to participate. Moreover, current theory of communicative language ability (Bachman, 1990; Bachman & Palmer, 1996) defines it as situation specific, implying that development of ability in language for particular purposes requires practice in using language for those purposes.

Q. Judgmental evaluation (3) (Module_14@86)

The criteria are intended to guide both judgmental and empirical analysis of CALL tasks. Table 4 contains questions that can be used to guide a judgmental evaluation of a CALL task planned by a teacher. They are intended to focus on both the aspects of the task designed by the software and those designed by the teacher.

Q. Qualities of judgmental evaluation (Module_14@86)

Language learning:

Do task conditions present sufficient opportunity for beneficial focus on form? potential

Learner fit:

Is the difficulty level of the targeted linguistic forms appropriate for the learners to increase their language ability?

Is the task appropriate for learners with the characteristics of the intended learners?

Is learners' attention directed primarily toward the meaning of the language?

Meaning focus: Is there a strong correspondence between the CALL task and second language tasks of interest to learners outside the classroom?

Q. write about storyboard activity by Jones and Fortescue in Call classroom. (Module_14@90)

The storyboard activity Jones and Fortescue (1987) described was used by a group of students who sat together in front of a computer screen in a computer lab. 'The text is entirely obliterated, and the learners can see only the title (Superstition), a mass of blobs, a reference to various help features and an invitation to guess a word' (1987: 37). The activity is therefore a guessing game, which is set up as a storyboard containing a text on superstition. The learners work collaboratively through oral conversation to determine what, when, and how they will input words into the game. The conversation among the learners may or may not be conducted in the target language, and the learners are free to take their time producing the language used in the reconstruction.

Q. Empirical evolution of call. (Module_15@92)

Empirical evaluation offers a methodology for making systematic hypotheses about the benefits to be attained through CALL tasks. As hypotheses, they stand in need of support through empirical data, because as L2 research has shown, 'students are often doing something very different from what [language teachers] assume they are doing' (Hosenfeld, 1976: 123). In other words, it is necessary to identify the observable data that provide evidence of CALL qualities.

Q. individual characteristic (Module_15@92)

1. age,
2. learning style,
3. computer experience

Q. empirical evaluation question in language learning potential or Q. Question addressed for the empirical evaluation for learner fit 5 (Module_15@93)

1. Language learning

What evidence suggests that the learner has acquired the target forms that were focused on during the CALL task? potential

What evidence indicates that learners focused on form during the CALL task?

2. Learner fit

What evidence suggests that the targeted linguistic forms are at an appropriate level of difficulty for the learners?

What evidence suggests that the task is appropriate to learners' individual characteristics (e.g., age, learning style, computer experience)?

3. Meaning focus

What evidence suggests that learners' construction of linguistic meaning aids language learning?

What evidence indicates that learners use the language during the task for constructing and interpreting meaning?

Q. Note on "Focus on Form" CALL activities (Module_15@95)

Given the theorized importance of salient input for acquisition (Sharwood-Smith, 1993), surprisingly little research has been conducted on the effects of CALL activities which focus learners' attention on particular linguistic forms in the L2 input, but one carefully conducted study yielded results that clearly favored high-lighting linguistic form. Doughty (1991) compared the effects of two different types of explicitly salient L2 input with that which was not explicitly able to catch learners' attention. The input consisted of sentences containing relative clauses within reading passages which learners were instructed to read for comprehension. In other words, the primary attention during the task was to be meaning. In the two experimental groups, learners' attention was drawn to the relative clauses through highlighting on the computer screen as well as through either giving grammatical rules or providing meaningful restatement of the sentence. Both of the groups with the salient input performed better on grammatical post-tests than did the group receiving input with no highlighting; the group receiving the meaningful restatements of the target structure performed better in reading comprehension. These results provide evidence for the argument that CALL materials with carefully selected and highlighted target forms can offer superior language learning potential than those in which learners' attention is not directed to form.

Q. Level of linguistic difficulties (Module_15@101)

The empirical question about linguistic difficulty is what evidence suggests that the targeted linguistic forms are at an appropriate level of difficulty for the learners? One form of evidence about linguistic difficulty can be found in the type of process data described above those that show the extent of use of interactional modifications. When learners use software that offers help options such as word definitions, their interaction with the materials can be examined to indicate whether they had sufficient interest and need to request definitions (e.g., Chapelle & Mizuno,

1989; Desmarais et al., 1998). If learners read or listen to input without making use of the available help, it is possible that the material is either so easy that no help is needed or that the whole task is so difficult that they are unable to participate at all. If no evidence that learners used help appears in the record log of interactions, it may be that the level of difficulty is inappropriate. These observations of behaviors can be added to by introspective methods requiring learners to think aloud as they work. For example, Park's (1994) study investigating use of ESL multimedia through think-aloud data (Ericsson & Simon, 1984) identified revealing thoughts such as 'I think I have a lot of vocabulary that I don't know' (1994: 147). This statement was made while the learner was clicking on one of the words in the input.

Q. Comparison of CALL and NON CALL activities (5) (Module_15@101)

CALL research attempting such discourse analysis has examined learners' oral language as they worked on CALL programs (e.g., Abraham & Liou, 1991), and findings have been mixed. One study described the language of such activities as 'incoherent conversation where there is much clashing of participants and talking simultaneously' (Piper, 1986: 194). The researcher concluded that 'one obvious limitation of this range of language forms is the "here and now-ness" of the tasks, meaning that there is little use of any tense except the present simple' (1986: 197). In contrast, on the basis of a similar study, Mohan concluded that the conversation in which the computer was present was relatively 'context-embedded.' Through examination of the functional sequences in the texts documenting interaction among the learners, he also identified 'episodes of choice, decision-making or problemsolving' consisting of sequences of proposal, agreement, and supporting reasons ± sequences which he interpreted as use of cognitively demanding language. In other words, Mohan interpreted the linguistic experience as positive for L2 development, presumably because these were the types of functions that learners would use beyond the classroom.

Q. 5 concerns for development of CALL (Module_17)

1. Concerns for software development;
2. Pedagogical concerns for classroom practice;
3. Evaluating software;
4. Learning and working styles
5. Evolving technology

Q. Lack of funds (Module_18@8.5.1)

The previously mentioned Athena Language-Learning Project (ALLP) project was singular in attracting funding in excess of US\$70 million. Few commercial organizations spend even a fraction of this amount on software development and non-commercial programs are written on far smaller budgets or, more commonly, on no budget at all. Instead, many teachers create software with their own time and resources. In such cases, authors may act conservatively as they are wary of not achieving a return on their investment of time and money.

However, since the ALLP was set up many of the costs of producing quality multimedia have been dramatically reduced. For example, computers have become exponentially more powerful while costs have continued to drop. Now authoring tools and related programs for the creation of graphics, animation and video, which were previously developed from scratch, are commercially available at reasonable prices. However, in an endless cycle, a parallel consumer (e.g. learner) demand for greater sophistication in learning materials usually follows each new capability of these authoring programs so underfunded developers may find it difficult to interest learners.

Q. 3 aspects of lack of expertise (Module_18@8.5.2)

Those creating CALL software programs are often experts in computer programming, design or pedagogy, but are seldom experts in all three fields; while one aspect in a finished program may shine, others may be problematical. Authoring professional software is a labor-intensive enterprise employing the skills of many different people including materials writers, content editors, graphic designers, sound designers, musicians, voice actors, marketers, animators, videographers and so on. A single teacher or group of learners may be disappointed with their efforts when compared with professional products.

One solution in a school context is to assemble a team of experts (or at least people skilled in one or more areas), but even within academic institutions this is not always practical and requires both resolution and organizational skills. This problem is particularly severe in the case of individuals trying to create a small program to solve a local task. A second solution is liaison with commercial publishers, who might help edit and develop locally relevant software packages – as long as doing so does not shift the focus and defeat the purpose of developing learning materials for the local market.

Q. Plagiarism (Module_19@8.8)

All computer-based information, whether text, graphics, music or software programs, is essentially digital in nature. Digital means that the core data can be broken down into strings of binary numbers: ones and zeros. The practical side of this is that much of what we see on the computer can be copied and manipulated. This is especially true of text and images found on the WWW. Student projects often feature text and images borrowed from existing websites. In many countries, a fair use provision within copy-right law allows for learners to use some materials for in-class projects. However, it does not give learners the right to repost images and text onto the WWW. Plagiarism using materials from the WWW is also common but tools such as those found at www.plagiarism.org can be of some help to teachers who suspect their students of failing to acknowledge what they have borrowed.

Q. how to protect from plagiarism (Module_19@8.8)

The WWW presents unparalleled opportunities for plagiarizing materials but it also presents some defence. The simplest tool a teacher has to check for plagiarism is to type a string of

suspect text into a search engine and see whether it leads to one or more websites from which the suspect text may have been taken.

Turnitin <http://writecheck.turnitin.com> – This website essentially automates the above process but additionally, each document that is submitted for plagiarism checking is added to the database. Some teachers shift responsibility for checking for plagiarism by requiring all students to selfcheck their work with a program such as Turnitin before submitting it.

Q. viruses (Module_19@8.8)

Viruses are distributed through the WWW and email and can destroy files. There are countless viruses in circulation with new ones being added each day. Some viruses end up costing computer users a fortune simply by slowing performance of computers. Others destroy data. It is difficult and sometimes expensive to maintain anti-virus software to handle the latest versions of viruses which, almost by definition, are designed to thwart existing antivirus programs. A virus is a program and, in most cases, must be activated by the user to make it work. Traditionally viruses carried an .exe file name, that is, executable files, but they now have various other suffixes or are contained in files with innocuous .doc or .jpg file formats. A common way to receive such files is through unsolicited email or through the purchase of illegal software. Once a virus enters your computer, it will often spread itself by taking advantage of the address list in an email program, sending a copy of itself with an email to each name on a user's address list.

Q. negotiation of meaning in the communication process. (Module_20@8.1.2)

Students engaged in computer-based activities often form groups around the computer. This is in part because computers promote brainstorming in resolving the outcome of interactional sequences, and in part because exploratory interaction creates opportunities for using language to discuss with teachers and peers the nature of discoveries made in the course of completing computer-based tasks. Stevens (1992: 28)

It is necessary to define collaboration in terms of a set of behaviours that encourage and discourage learning goals within a CALL context, especially those behaviours that influence negotiation of meaning.

Stevens (1992) differentiates conversation between the learner and peers, conversation between the learner and a teacher, and conversation between a learner and the computer, or rather the exchanges that take place when a learner interacts with a computer. But clearly, all three present opportunities for negotiation of meaning and SLA as a result of scaffolded instruction.

Q. Five factors in collaboration.? (Module_22@8.10)

Several factors which impact on the opportunities for collaboration include:

i. learner characteristics may make the collaborating learners incompatible ii. the goals/objectives of the program may discourage collaboration iii. the pedagogical model may be overly behaviourist iv. the methods of navigating the information (related to the structure and format) may be too obscure or difficult v. the content, or knowledge base, of the learning materials may discourage collaboration if it is too far above or too far beneath the level of the majority of the learners

Q. Define SLA (Google + Hnadouts)

Second Language Acquisition (SLA In short,) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. SLA is the process of learning other languages in addition to the native speaker.

Computer-Assisted Language Learning & Media Selection. ... Nowadays, it's based on the communicative approach to second language acquisition (SLA) with authentic communication derived from meaningful activities beyond academia. Basically, the use of technology to practice a language in realistic contexts.

Q. Explain how vu classroom works? (Google)

Derycke et al. (1995) credit Roxanne Hiltz as coining the term and explain its qualities: ‘the electronic classroom becomes virtual because it can relax the spatial constraints (users at different locations no matter how far apart) and the temporal constraints (users interacting over time via asynchronous communications). In fact the classroom is a virtual place where the learner can find not only pedagogical resources but also human (social) resources to support him /her in the distance learning process’.

Q. 5 advantages of Hypertext (5marks) (Google)

- ✚ Presents material at the appropriate level
- ✚ Many appropriate readings of a document
- ✚ Links to references, definitions, etc.
- ✚ Interactive pictures
- ✚ Reader response
- ✚ Tracking of readers