

(3 Marks) Questions

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1. Write a brief note on 'Focus on Form' during CALL activities?

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.

2. Explain how 'Schema Theory' provides an idea of how knowledge is organized?

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).

3. What are the some of the problems involved in the creation of CALL models?

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.

4. Write a note on the collaboration in CALL?

Collaboration is defined as a process in which two or more learners need to work together to achieve a common goal, usually the completion of a task or the answering of a question. Collaboration is manifested in the actions a learner takes when working with others and can be evidenced, for example, as a willingness to listen to others' ideas, suggestions, and opinions so that they can be discussed and integrated into further actions, such as decisions about how to complete a task.

5. Timex-Sinclair?

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.

6. Table of principles?

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Principles
Evaluation of CALL is a situation- Specific argument.
CALL should be evaluated through two perspectives: judgmental analysis of software and planned tasks, and empirical analysis of learners' performance.
Criteria for CALL task quality should come from theory and research on instructed SLA
Criteria should be applied in view of the purpose of the task.
Language learning potential should be the central criterion in evaluation of CALL.

7. Non.verbals aspects of collaboration?

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.

8. Three Qualities of Judgemental Evaluation?

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?

9. Macario?

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.

10. Call definition ?

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.

11. Call model problems?

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12. Viruses ?

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 anti-virus 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.

13. Learner fit?

Whereas 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.

14. Hypertext in literature reading writing?

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.

15. Bulletin Board?

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.

16. Problems in creating CALL model?

CALL materials initially suffered from peripheral problems, including a lack of funds, a lack of expertise and a lack of suitable tools in the form of authoring programs that in turn create problems with defining a suitable model. However, user-friendly online applications are increasingly used to create materials which, although incapable of

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offering a comprehensive language-learning program, nonetheless fill some gaps that complement the work of a good teacher. A CALL model that can help guide materials developers and those who assess CALL materials is a noble pursuit, but in the fractured approaches to teaching and learning a language at the computer, it is unlikely a practical model will encompass everything being done in a meaningful way.

17. Educational games?

Most educational games, or games used for pedagogical purposes, make use of a form of subversive teaching; learners are unaware of the objectives or, rather, do not share the same objectives as the teacher. Instead, learning takes place as an activity peripheral to play. Learners asked to play the board game Monopoly, for example, may not be aware that they are learning rudimentary concepts about the value of money and real estate, nor will they associate these concepts as part of learning objectives. Similarly, learners are increasingly developers of digital content as online applications allow them to create and manipulate their own and others' media into videos, animations and games (Alexander, 2008). Through such manipulation and development, learners acquire critical thinking and editing skills. 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.

18. How Email is used as an effective CALL approach?

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.

19. Teacher and pupil classroom behaviour and activities used in CALL?

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 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.

20. Three cognitive strategies used in Collaboration ?learning discussions?

1. Explain with evidence
2. Generalize
3. Offer a concrete example
4. Offer an unstructured idea
5. Organize ideas

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21. Commercial quiz software?

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.

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.

22. Place of collaboration In CALL model?

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.

23. Random access laser videodisc?

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 Montevideo, 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.

24. WWW resources?

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.

25. What is second language acquisition

Second-Language Acquisition (SLA) refers to the study of the processes through which learners acquire a new language. However, various hypotheses about how such acquisition occurs have been subject to intense debate with some researchers critical of a lack of empirical evidence.

26. Objectives educational in call .?

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.

27. Corpus linguistic.?

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.

28. What is cyberbullying?

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.

(5 Marks) Questions

1) How collaboration and negotiation of meaning ?occur in CALL activity.?

Collaboration and negotiation of meaning are dealt with in greater detail in this lesson but it would seem, on surface examination, that the constructs of collaboration and negotiation of meaning fall solely within the constructivist model.

In fact, the constructivist model does openly support these constructs, but there is room within the behaviourist model for them as well. For example, Susman (1998) looks at factors that increase the effectiveness of cooperative learning in CALL programs. In the 36 studies she reviews, conducted between 1980 and 1998, 16 are classed as tutorial, 10 are drill and practice and 10 are defined as problem-solving. That is, the 26 studies in the first two categories could be considered behaviourist and the 10 in the last category could be considered constructivist, yet all 36 studies were regarded as cooperative. The terms cooperative and collaborative are used interchangeably by some authors without reference to their differences. This seems to be the case with Susman who does not differentiate between tasks which can be subdivided and completed by two or more learners (cooperative) and tasks which require that two or more learners work together on all parts of a task.

The implication is that cooperation/collaboration and negotiation of meaning may exist as features of both behaviourist and constructivist models of instruction. However, the degree to which they are effective within each model needs to be examined.

2) Five factors in collaboration.?

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

3) Characteristics of Virtual Students?

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.

4) What is meant by Computer-mediated ?communication?

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.

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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.

5) Judgmental Evaluation?

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.

These questions focus directly on individual tasks, but of course issues of sequencing and curriculum also need to be considered in task selection. For example, is the CALL task sequenced appropriately with other form-focus and meaning-focus tasks? Is the learner provided sufficient opportunity for learning and follow-up practice with the target forms? The judgmental analysis is intended to assess the appropriateness of a task for particular learners at a particular point in time and is therefore exemplified by examining activities relative to settings in which they were used. Five types of CALL activities that have been suggested and discussed over the past 20 years are looked at from the perspective of the judgmental analysis: computer-assisted classroom discussion, a micro-world, text analysis, storyboard, and concordancing.

6) Lack of funds in CALL?

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.