

1. The criterion of authenticity indicates the need to develop learners' willingness to communicate but it also extends beyond the conditions believed important for acquisition.
2. It uses the skills of many people including materials writers, content editors, graphic designers, animators, videographers etc while Authoring professional software.
3. 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.
4. CALL developers need to be familiar with criteria for evaluation which should be applied relative to a Particular context.
5. Results from many Computer mediated communication (CMC) environments show features of simplified or reduced registers such as omission of subject pronouns, articles, and the copula, as well as use of contractions and abbreviations.
6. Empirical evaluation offers a methodology for making systematic hypotheses about the benefits to be attained through CALL tasks.
7. 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.
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9. The metaphor of a computer program as a teacher has been criticized, but since that time assessments of the computer in the classroom have matured and most teachers see the computer as a complementary tool, not as an alternative.
10. 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.
11. Even for learners working on their own on a CALL program, if the program assumes certain roles through the design of its interface, opportunities for participation can be denied the learner.
12. If CALL software packages are to be properly evaluated and matched with learning needs, they need to be classified by teachers.
13. Athena Language-Learning Project (ALLP) project was singular in attracting funding in excess of US\$70 million.
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16. We consider that the hardware, software, and personnel resources sufficient to allow the CALL task to succeed while discussing quality of **Practicality** during judgment analysis of Call appropriateness.
17. CALL considers the role of the computer as a kind of **virtual** teacher, or taking the place of the teacher for some functions at some times as learners increasingly engage in autonomous learning.
18. This ability to choose **a path of learning** means that different learners are not all constrained to learn the same materials in the same way but may instead find new answers and solutions to questions and problems.
19. 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).
20. In the case of individuals trying to create a small program to solve a local task lack of **Expertise** become a big problem.
21. Liou (1993) described the use of a **grammar** checking program in a first-year writing and grammar course for EFL majors at a university in Taiwan.
22. During computer using **Viruses** are distributed through the WWW and email and can destroy files.
23. The objects for evaluation which are considered at three levels of analysis for CALL evaluation includes CALL **software**.
24. Chun and Brandl (1992) described a **micro-world** activity designed for beginning learners of German language.
25. When making **use** of a CALL program, learners need to determine what they know and what they do not know.
26. Another, more **personalized**, way to classify materials is through the creation of in-house reviews, similar to book reviews, which outline key aspects of the program.
27. 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.
28. CALL tasks should have a clearly articulated purpose.
29. For the quality of **learner fit** of the CALL task, we looked into the evidence suggests that the targeted linguistic forms are at an appropriate level of difficulty for the learners.
30. the problems in developing new CALL programs, including a **lack of funds**,

31. Turn-it-in is a software used to detect **Plagiarism** in any writing content.

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