



ENG517

Solved Mid-Term_Spring2026

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

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Solved Mid-Term

Short Questions

1. How are educational games used as a CALL application?

Educational games in CALL provide an interactive and motivating environment for language learning. They encourage learners to practice vocabulary, grammar, reading, and communication skills through problem-solving and competition. Games increase motivation, provide immediate feedback, and make learning enjoyable. They also support learner-centered and experiential learning.

2. Define empirical evaluation of CALL.

Empirical evaluation of CALL refers to the systematic assessment of CALL programs through observation, experimentation, and research evidence to determine their effectiveness in improving language learning outcomes.

3. Define Bulletin Boards.

Bulletin Boards are online discussion forums where learners and teachers post messages, share information, ask questions, and communicate asynchronously through computer networks.

4. Define CAT.

CAT (Computer-Adaptive Testing) is a testing method in which the computer adjusts the difficulty of questions according to the learner's previous responses, providing a more accurate assessment of ability.

5. Classroom Practice.

Classroom practice refers to the actual implementation of teaching and learning activities in the classroom. In CALL, it involves integrating computers and technology into language-learning tasks and lessons.

6. Settings and functions of Montevideo.

Montevideo is a videodisc-based Spanish learning simulation. It places learners in a plaza where they interact with local citizens. Learners choose responses from multiple options, leading to over 1,100 branching pathways. It promotes decision-making, exploration, and communicative language learning.

7. Define SLA.

SLA (Second Language Acquisition) is the process through which people learn a second or foreign language after acquiring their first language.

8. Define Interactive Dígame.

Interactive Dígame was a teacher-controlled videodisc program that provided visual and listening activities. Students viewed video content and later engaged in classroom discussions in the target language. It combined technology with communicative language teaching.

9. Emergence of CALL as a separate field.

CALL emerged as a distinct field in the early 1980s with the spread of personal computers, the

establishment of CALL conferences, and the formation of professional organizations such as CALICO, TESOL CALL, and EuroCALL.

Long Questions

1. Explain the level of linguistic difficulty for learners during CALL activities.

The level of linguistic difficulty in CALL activities should match learners' proficiency levels. Activities should provide comprehensible input that is challenging but understandable. If tasks are too easy, learning is limited; if too difficult, learners become frustrated. Effective CALL programs gradually increase complexity, provide feedback, and support learners through multimedia resources such as audio, video, dictionaries, and glossaries. This helps learners develop language skills efficiently.

2. Write a note on the early videodisc program Macario.

Macario was an early videodisc program developed at Brigham Young University for learning Spanish. It adapted a commercial feature-length film into an interactive language-learning resource. The program focused on listening comprehension and authentic language exposure. Each scene contained annotations, footnotes, questions, and comments. Learners controlled the video by stopping and replaying scenes when necessary. Questions were presented in English while responses were given in Spanish, creating a semi-immersion environment.

3. Working of Macario.

Macario worked by presenting learners with scenes from a Spanish-language film. Learners could pause, replay, and review scenes to improve comprehension. Each scene included instructional support such as annotations, footnotes, and questions. Students interacted with the material independently and received authentic language input from native speakers. The program emphasized listening skills and learner control.

4. Summary of the principles for evaluation and implementation of CALL.

- CALL should support clear educational objectives.
- Technology should be integrated with the curriculum.
- Activities should promote meaningful communication.
- Learners should receive appropriate feedback.
- Software should match learner needs and proficiency levels.
- CALL should increase motivation and learner autonomy.
- Evaluation should consider usability, effectiveness, and learning outcomes.
- Teachers should select software carefully using evaluation criteria and checklists.

5. C.T. Fosnot related question.

Catherine Twomey Fosnot is associated with **constructivist learning theory**. She argued that learners actively construct knowledge through interaction and experience rather than simply receiving information. In CALL, constructivism supports learner-centered activities, exploration, collaboration, problem-solving, and authentic communication. Technology serves as a tool that enables learners to build their own understanding.

6. Points of Pederson's Assessment (1988).

According to Pederson (1988), the main points were:

1. Meaningful practice is important.
2. CALL encourages language development.
3. Student differences and difficulties should be documented.
4. Differences affect strategies, gains, and attitudes toward CALL.
5. Students show more positive attitudes when teachers create CALL materials.
6. Teachers must secure necessary computer resources.
7. Many teachers are dissatisfied with available software.

7. Principles and Implications for CALL Evaluation (Five Principles)

1. **Language Learning Potential** – Tasks should promote language acquisition.
2. **Learner Fit** – Activities should suit learners' needs and proficiency levels.
3. **Meaning Focus** – Learners should focus on meaningful communication.
4. **Authenticity** – Tasks should reflect real-world language use.
5. **Practicality** – CALL activities should be feasible, accessible, and easy to implement.

These principles help teachers evaluate the effectiveness and usefulness of CALL materials and activities.

BS English

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Compilation