A CALL Evaluation Report

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Abstract

   This evaluation report will critically examine and evaluate a website (http://a4esl.org) specifically designed for the purpose of individual language learning from a number of perspectives. One particular perspective to be examined is its appropriateness for use by language learners in a Computer Assisted Language Learning (CALL) context, where according to Levy (1997 as cited in Davies, n.d.) CALL is broadly yet succinctly defined as applications of computers in the teaching and learning of language. A detailed description will be provided in terms of the activities it contains along with a comprehensive evaluation from the perspective of its users. Pedagogical and technical aspects of the site will also be examined. Furthermore, consequences for use by students will be looked at in addition to the site's inclusion as part of a curriculum by teachers, in addition to the concept of integration.

要　約

　本研究はhttp://a4esl.orgのウェブサイトについてさまざまな観点から詳細に分析を行い、サイトについて評価を行うことを目的とした。サイトに掲載されている設問の詳細を紹介すると共に、それらをユーザーの目線でさまざまな角度から評価した。サイトの教育学的および技術的な側面も考慮した。さらに、学習者が個人でサイトを使用する場合の効果や、教師がカリキュラムの一部として含める場合の妥当性について論じる。また、このサイトを個人学習および教室での学習に統合する概念についても考察を加える。

1. Introduction

   CALL provides learners the opportunity to enhance their abilities in communication, as well as infinite patience and immediate feedback with attitudinal surveys indicating for the most part "that students and teachers, with a few exceptions, are highly motivated when using computers"

(Kaplan, 2010, p. 109). In addition to the above definition, Kaplan (2010, p. 539) provides another broad definition of CALL by referring to it as the "pedagogies implemented through technology and their evaluation". Research in the field, orientated generally between product and process has mostly found benefits of CALL as providing students with guidance to linguistic form and opportunities for production and comprehension. With continued and unprecedented advances in technology, new opportunities for the development of second language learning abound, and will undoubtedly add to the already ubiquitous technology resources available that support the usage of second language learning.

2. Literature Review

This evaluation report aims to review among others the aspect of design, referring to the use of colour, sound and movement as well as the organisation of white space on the site (Kettle, Yuan, Luke, Ewing and Shen, 2012). Mayer and Moreno (n.d.) point to the importance of design to ensure maximum effectiveness of technology and the use of multimedia based on cognitive psychology and research-based theory, in particular "five principles of multimedia design" (p. 1) to be hereby discussed in brief and then examined from the point of view of http://a4esl.org.

In taking account what Mayer and Moreno (n.d.) acknowledge as three important cognitive processes, the five abovementioned principles can be incorporated in design so that users of multimedia can fully benefit. The first principle known as "multiple representation" (p. 2) suggests that by using both words and pictures in multimedia, users are better placed to retain information learnt, supported by research (Mayer, 1989; Mayer & Gallini, 1990, as cited in Mayer and Moreno, n.d., p. 2). The reasoning behind this is simple: students are thus in a position to put together not one but two mental representations, i.e. verbal and visual.

Secondly, a principle known as the "contiguity principle" suggests that from a cognitive point of view, users (or in this case students) can benefit more by using pictures and words not separately but contiguously, with

similar patterns having been noticed by other researchers (Chandler & Sweller, 1991; Sweller & Chandler, 1994; Sweller, Chandler, Tierney and Cooper, 1990; Paas & Van Merrienboer, 1994, as cited in Mayer and Moreno, n.d., p. 3).

Next, the "split-attention principle" is suggested as an effective way to again assist students to benefit from multimedia, referring to the use of auditory narration instead of words simply presented as on-screen text. This is due to text and animation being able to "overload the visual information processing system whereas narration is processed in the verbal information processing system" (Mayer and Moreno, n.d., p. 4). Another principle is the "individual differences principle" in reference to these above principles considered more important and relevant to "low-knowledge" learners and "high-spatial" learners (Mayer and Moreno, n.d., p. 4).

The final principle derived from research by Mayer and Moreno (n.d.) suggests more benefits to users from what is called the "coherence principle", meaning students benefit from a summary which is coherent and succinct rather than the use of any "extraneous words and pictures" (p. 4). Other researchers such as Bobis, Sweller and Cooper (1993) as well as Chandler and Sweller (1991, as cited in Mayer and Moreno, n.d.) also acknowledge this, but by referring to it as the "redundancy effect" (p. 4).

The relevance of these above principles has a high level of importance as the website examined in this report (http://a4esl.org) could benefit its users by incorporating this learner-centred approach. Upon examining whether these principles have been taken into account, it was found that a number of improvements could be made to better place its users to benefit from the site and the activities it offers. For instance, with respect to activities with words, through the use of more carefully selected multi-media, on-text vocabulary could also be narrated to a) model the correct pronunciation and b) make effective use of the different information processing systems (i.e. the split-attention principle).

On a positive note, in consideration of the aforementioned "coherence principle", this site is highly effective through simple and straightforward instructions and feedback. Finally, from the perspective of the "contiguity

principle", again this site scores highly through the use of pictures and words in a contiguous manner.

3. Description

The website examined in this report is: http://a4esl.org, a well-known site designed to cater to a target audience of beginner, intermediate and advanced English (ESL / EFL) language learners. The site is predominately comprised of grammar and vocabulary based activities in the form of quizzes, tests, exercises and puzzles, in line with what Warschauer (1996) states normal for grammar and vocabulary based sites: respectively drill and practice on a single topic, drills on a variety of topics, games and programs for test preparation and drill and practice programs, and finally multimedia tutorials and games. It was chosen as a site with a pedagogical focus on materials that are instructional and also accommodates "diverse proficiency levels", considered important contributing factors to a website's popularity by Kettle, et al., (2012, p. 1).

Reading, writing, speaking, cultural competence-based or conversational style activities or tasks are generally not offered. Designed and organised by the Internet TESL Journal, its design could be described as simple with few images but thanks to this simple design, it is user-friendly and easy to navigate.

According to the site, the activities on offer (of which the site boasts more than 1000 meaningful (text and task-based) and mechanical (grammatical structures and vocabulary)), have been contributed by volunteer ESL / EFL teachers. Regarding categorisation, they are essentially grouped into a) English only activities: grammar, vocabulary, crosswords and b) bilingual, of which vocabulary based quizzes are on offer for a large number of languages.

In terms of the bilingual vocabulary based quizzes, a wide variety of topics are covered (depending though somewhat on the language) as well as at differing levels of ability. Answers are given immediately, further assisting students as are scores in the form of a total and percentage.

The main screen appears as:
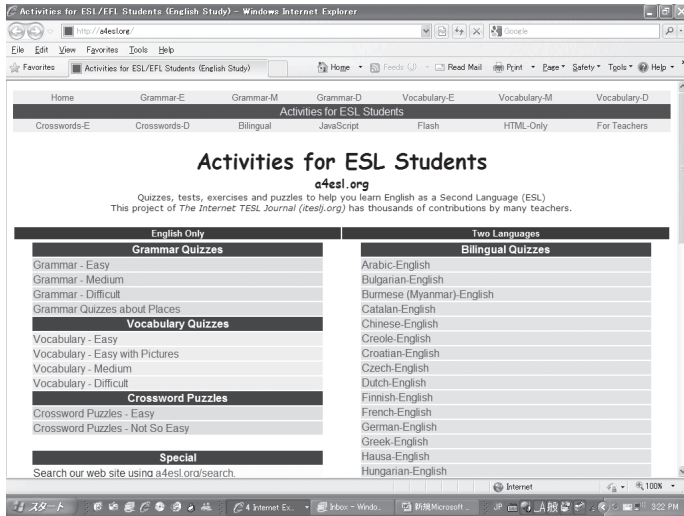
4. Evaluation

This site has been critically evaluated using a number of methods. A checklist provided by Son (1995b, p. 578) as below has been incorporated in addition to a questionnaire completed by present Japanese EFL students.

<u>CALL software evaluation checklist</u>

1. Are aims and objectives clearly stated?

The aims of the site are made clear with the following wording, which appears on the first page:

"Quizzes, tests, exercises and puzzles to help you learn English as a Second Language (ESL) This project of *The Internet TESL Journal (iteslj. org)* has thousands of contributions by many teachers." More specifically, these objectives are to motivate, reinforce, revise but not to provide feedback for remediation or provide a standard of attainment.

2. Does the content provide accurate and useful information?

Yes, content is both accurate and useful as deemed by both students and teachers alike, verified by conversations and written feedback in the form of a survey. Students also commented on it being enjoyable, interesting and providing effective practice by providing a challenge without anxiety.

3. Is the level of difficulty suitable for the target learner?

Activities containing both grammar and vocabulary are available on the site for different levels and are on the whole clearly marked as Easy, Medium and Difficult, suitably matching students' expectations.

4. Is there an adequate level of student control?

Student control appears adequate with little or almost no guidance required by the teacher once students have been introduced to and are familiar with the layout of the site.

5. Are on-screen instructions comprehensive and easy to follow?

In spite of the fact that on-screen instructions are perhaps a little short, again due to the general simplicity of the site, detailed instructions are not for the most part required as it is simply a case of clicking on the desired topic and following the prompts. From a technical point of view, for the purpose of those with older computers that may lack certain capabilities, each activity also details the use of what multimedia, if any, is used, e.g. flash or HTML-only. Another helpful point is prior to starting any particular activity, the number of questions is also provided.

6. Is the material culturally authentic?

The material is authentic from a cultural perspective with questions of a lexical nature relating to objects and actions that are considered common in English speaking countries.

7. Is feedback on student responses appropriate and encouraging?

Although kept to a minimum, feedback is considered to be generally

adequate and confidence building through messages such as "Well done".

8. Is help available at appropriate points and easy to access?

Perhaps one slight flaw is the minimal amount of help available, due in part to the contributions made by not one, but by numerous teachers. It is important to note that this site, requires the availability of a teacher nearby for guidance and further assistance if required.

9. Is error handling helpful and useful?

Error handling on the part of the student is beneficial and straightforward. Again, in the event of further questions, students should be able to request guidance from the teacher.

10. Is the program free of bugs and breaks?

In extensive use on the site to date, no bugs or problematic technical areas have been experienced.

11. Are students able to run and exit the program easily?

From feedback gained from students through the use of a survey and in conversation, students invariably comment on the ease-of-use due to the overall simplicity and straightforward prompts and questions.

12. Are methods for student input effectively employed?

Student input is unavailable, apart from users being able to click on an answer.

13. Are screen displays effective?

Despite the fact the displays are simple in nature, this adds to the ease of use and due to this unclutteredness, displays are considered effective and user-friendly.

14. Does the program make effective use of graphics, sound and colour?

Although the site could incorporate a more comprehensive amount of

multimedia in the use of graphics, sound and colour (in particular graphics and sound), one downside in doing so may be the exclusion of users whose connection is slow or equipment is not up-to-date.

Importantly, there is however the option for users with faster connections to take advantage of multimedia incorporated in some activities, as the example below shows with the use of Java and Flash quizzes.

Kelly (2003) for instance believes the JavaScript Quizzes for ESL Students below (http://a4esl.org/q/j/) are more interactive than the HTML-based ones and provide more feedback with the score calculated after each answer. Another advantage of this particular section is with quizzes that are multiple-choice, the order of the questions is random and in the event of making a mistake, the answer automatically appears.

The Flash quizzes (http://a4esl.org/q/f/) also have the same advantages as JavaScript as well as the variety of different styles of questions that include multiple-choice, true or false or fill-in-the-blanks. Positive feedback on why the choice may have been incorrect too is shown should this option be chosen. Again, Kelly (2003, p. 34) states the quizzes are more "fun, game-like" with the addition of sound which is a bonus and maintains the interest of the user.

Finally, it is important to note the inclusion of HTML activities especially to accommodate what the organisers describe as "any computer that is able to access the web" and that this service is maintained "for those who are using portable devices or computers that cannot use the Flash plug in or do not support JavaScript."
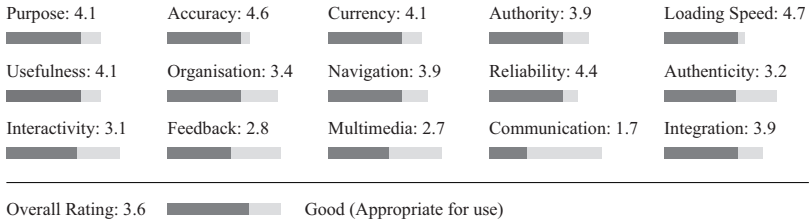
15. Is the level of audio quality, the scale of graphics or video display appropriate for language learning?

As Legenhausen and Wolff (1992) and Pusack (1987, as cited in Son, 2010) mention, checklists in themselves should not be seen as definitive in terms of effectiveness as a result of the importance of each item and comparisons within such a list prove difficult. Hence, checklists incorporated in this evaluation are simply used as an overall guideline in arriving at a conclusion whether the site is beneficial to ESL/EFL students and also

warrants inclusion in a curriculum as relevant and pedagogically sound.

Furthermore, out of a total of nine reviews (last dated 12th December 2006) from the following site (Son, 2006), the following scores (out of a maximum of 5) were given on numerous aspects related to the site.

Purpose: 4.1	Accuracy: 4.6	Currency: 4.1	Authority: 3.9	Loading Speed: 4.7
Usefulness: 4.1	Organisation: 3.4	Navigation: 3.9	Reliability: 4.4	Authenticity: 3.2
Interactivity: 3.1	Feedback: 2.8	Multimedia: 2.7	Communication: 1.7	Integration: 3.9

Overall Rating: 3.6   Good (Appropriate for use)

In brief summary of the above variables, strengths of this particular site include (based on scores over 4) purpose, accuracy of content, currency, loading speed (due to its simplicity), usefulness and reliability. Upon further examination, it is clear the usefulness of the site is undisputed, and student feedback acknowledges this. On the other hand, areas that this above review sees as weaknesses (based on scores below 3) include feedback, the use of multimedia and its communicative value.

With regards to reliability, it is interesting to note the guarantee by the organisers that any link to the site will be reliable in the sense the URL does not change: "Once a page is uploaded to our site, it remains at the same URL, so you do not need to worry about any link to a page on our site becoming a "Not Found" error." In fact, links to the site are encouraged by the wording in the Copyright section to the extent no permission is sought in doing so.

The authenticity of the site could be improved but this is more of a suggestion than a criticism when taking into account the fact that the questions are specifically constructed to tailor to ESL students in order to consolidate grammar and vocabulary that may have been covered in class. As a result of the multimedia technology used in the JavaScript and Flash activities, interactivity is improved as well as the option of having sound available too.

In commenting on a number of criteria Kelly (2000) raises in guidelines for

a good website for ESL / EFL students, this site appears on face value to score highly. It is a site that is generally able to be used by all language learners regardless of their level with the exception of perhaps complete beginners, is fast regardless of one's connection, thanks again to a very small number of images and use of multimedia, as well as being fun to use.

On a different note, as Son (1998) suggests in stating "the evaluation of a particular program should involve students as users" (p. 16), a survey (as included in the Appendix) was conducted by 10 intermediate EFL students with results summarised as follows.

Overall, student feedback was invariably positive with almost all students giving a score of 4 (i.e. corresponding to "excellent") as a rating on the site. Positive comments that students gave included "organised", "helpful", "very well done" and "easy to find what I want". On the other hand, a number of students provided suggestions on how the site could be improved upon with comments such as i) it would be helpful to "improve the design", ii) perhaps a simple grammar exam or test could be incorporated to help students determine their level, iii) more information on basic grammar rules as well as iv) some example sentences in order to know how to use the vocabulary in the site.

On a different tack, for a thorough and comprehensive evaluation, "Activities for ESL students" (Harris, 2007, p. 2) was also examined using an additional checklist known as CARS, i.e. specifically an acronym for credibility, accuracy, reasonableness and support. Results of the site's credibility were mixed. Although evidence of quality control and meta-information appear to be lacking, with respect to the author's credentials the site in question boasts content having been devised by qualified ESL teachers. Verifying this however is beyond the scope of this evaluation. The fact that teachers' details are not clearly indicated show one indicator of lack of credibility, i.e. anonymity (Harris, 2007).

Secondly, accuracy of the site appears strong in that upon checking a large number of questions on the site, errors generally appear non-existent. Even though criteria, as addressed by Harris (2007), such as comprehensiveness, audience and purpose are not wholly relevant for this particular site, the

information available to students in the form of questions and activities is sound.

One slight criticism of the site is the difficulty in locating exercises or activities for certain grammatical areas without the time-consuming endeavour of searching in each section. This could be overcome through the use of a search function where locating the desired grammatical exercise would be a simple case of typing in the grammar one is looking for.

Finally from a support perspective, activities placed on the site are checked and examined prior to being added. In this respect, the area of corroboration is also deemed sound.

4.1. Pedagogical aspects

This site can easily be incorporated into a curriculum, requires little instructional support and is easy to follow. From a teacher's point of view of providing support, guidance and motivation to students using this site (and CALL in general terms), the site encourages the benefits of self-access learning, including an increased awareness of language, confidence, and the benefit of learning at one's own pace. However, from a remedial point of view, it fails to tell the user why an answer is wrong, essential for students to avoid making the same mistake again.

Pedagogically, it is important to consider the courseware and students and not just superficially in terms of whether site functions and displays are attractive (Jamieson and Chapelle, 1988). Jamieson and Chapelle (1988) also believe that an accurate pedagogical analysis of CALL related software or resource is problematic based on a lack of complete and comprehensive understanding of "second language acquisition and courseware use" (p. 151). From a pedagogical viewpoint, Jamieson and Chapelle (1988) put forward five significant variables relevant in the evaluation of CALL and its effectiveness in second language acquisition, namely "age, background, ability, cognitive style and affect" (p. 152).

To briefly acknowledge these variables at this juncture is relevant. To begin with age is to refer to the "cognitive, emotional, and linguistic

differences between adults and children" (Jamieson and Chapelle, 1988, p. 152) which influence one's ability to understand and thus use instruction. Naturally, it is recognised that as an adult, more mature cognitive abilities are available to be drawn upon and consequently the approach to a task is conducted in a "more deliberate fashion" (Jamieson and Chapelle, 1988, p. 152). Furthermore, Jamieson and Chapelle (1988) believe that adults require a fundamental understanding of precisely what the objective of a task is to perform it effectively. From the perspective of analysing the site in question, the tasks and activities are deemed to be of a relevant and appropriate standard for adults with objectives made clear.

Another variable of Jamieson and Chapelle (1988) is that of expectations. Again, in contrast to children, an especially relevant consideration with overseas students from a variety of backgrounds and educational experience is how this experience in schooling shapes and determines expectations, i.e. is the expectation of students passive or active, or put another way creative or one where rote learning has been the norm. Learner initiative is considered especially significant in L2 acquisition and hence objectives and motivation of the individual concerned are indeed paramount in teaching and CALL (Jamieson and Chapelle, 1988). The challenge in this context is, despite the admirable goal of teachers wanting to incorporate CALL into a curriculum (and in using the site being evaluated here), students from a traditional learning background where memorisation is considered the norm may fail to be sufficiently responsible to go about choosing what activities to use. In this sense, it is believed that teacher guidance and support are imperative.

As for ability, Naiman et al., (1978), O'Malley et al., (1985a), Rubin, (1981) and Wenden, (1985) (as cited in Jamieson and Chapelle, 1988, p. 155) state the use of three distinct strategies used by learners to best develop this: "metacognitive, cognitive, and social communication". Although beyond the scope of this essay, these strategies play an important role in the development of suitable programs and websites in that for some learners who are not familiar with what strategies work best for them, effective instruction may help them to develop strategies by showing them how to tackle problems.

Another pertinent point to raise is affective factors that include motivation,

attitude and anxiety (Baker, 1992; Brown, 2000; Ellis, 1997; Jamieson & Chapelle, 1988; Lightbown and Spada, 2006). Jamieson and Chapelle (1988) believe CALL to be highly beneficial for those students with positive attitudes and perhaps so too for those students who may not have favourable attitudes. Ultimately though, CALL can only assist students to some degree (this site included), but by choosing activities that provide variety and stimulation, the attitude to learning by some "may improve" (Jamieson & Chapelle, 1988, p. 157) and in turn helps teachers to "accomplish objectives" (Jamieson & Chapelle, 1988, p. 158) in their teaching.

In a critical analysis and evaluation of the pedagogical aspects of this particular site, the following variables have been considered (Son, 2010):

i) Program objectives

Please see 4.1.

ii) Accuracy

From this perspective, the questions and answers are accurate with considerable time spent examining the activities to ensure errors are non-existent.

iii) The learner's level

The learner's level, as pointed out by a student in the questionnaire conducted is an area that may require the guidance of the teacher or alternatively some preliminary task where students are guided through questions in order to determine their level. In the event students are aware of their level, it is simple to find activities that are of their level by simply clicking on "easy, medium or difficult".

iv) Instructions

Instructions are simple, straightforward and according to student feedback, easy to follow.

v) Feedback, help and intelligence

Although some basic feedback is provided in the multimedia based activities, it is not comprehensive as the general intelligence of this site is considered basic and by all accounts has been designed in a manner to be simple in nature. Although it is acknowledged that a multitude of other sites are available with higher levels of intelligence, this site is basic but provides

valuable exercises and is suitable for students wishing to consolidate and revise grammar and vocabulary already covered in class.

4.2. Technical aspects

"Activities for ESL Students" appears to work on any browser, having been specifically tested on both Netscape and Explorer as well as on Windows and Macintosh platforms. The site is also deemed stable with complete working links, as well as being sound from a usability perspective, i.e. it is free, there are no sign-ups, no inappropriate material, no passwords and finally advertising is non-existent.

As the site has been optimised for speed, there are no download requirements and no need for the use of Real Player or Windows Media. Only images that assist learning or are useful to assist with students' acquisition of vocabulary are used as well as the site boasting the fact it can be used "even if your browser is not compliant with the newest web standards."

Furthermore, the site can also be easily located in the event of not knowing the exact URL by appearing in searches on the majority of well-know search engines such as Google or Yahoo with the following keywords: "TOEFL, TOEIC, EFL, ESL, ELT, ESOL, TEFL, TEFL, TESOL, English as a Second Language, English as a 2nd Language, English as a Foreign Language, English learner, English language study".

To keep up-to-date with newer hardware applications that have become mainstream such as Iphone and Ipod Touch, the site has designated a specific URL for this purpose: a4esl.org/i This is relevant due to the ubiquitous nature of these devices, especially with Generation X & Y, the bulk of ESL and EFL students.

For those who may wish to search the site for a particular category, activity or exercise, this function too is available with a link to the following URL on the first load-up page: a4esl.org/search.

Lastly, for users who use the site on a regular basis and might be interested to keep abreast of new additions from contributions provided by teachers, again a URL a4esl.org/new.html is available on the start-up page.

In further analysis, again a number of varying criteria (Son, 2010, p. 32) have been taken into account:

i) Program operation

The operation of the site is clear and straightforward, acknowledged by students in feedback and upon close examination for this report. Operation, as does format and feasibility unsurprisingly rates highly as an important criteria among many other researchers including Bradin (1999), Chapelle (1998), Comer and Geissler (1998) as cited in Kettle, et al. (2012).

ii) Learner input methods

Input methods are simple, straightforward and are generally limited to the user choosing a multiple choice answer by clicking on the relevant icon.

iii) Screen layout

The screen layout too is deemed to be simplistic without the use of anything fancy. To increase the interest of less motivated students, the layout could be improved on with the use of pictures and other graphics but by doing so takes away from the objective of the site to be simple in order to accommodate users with older hardware and slower internet connections.

5. Integration

Integration is seen in terms of how this site can be utilised to best facilitate and assist additional learning for the student in a language classroom. Ideally, it is the objective of this report to result in this site (and on a macro-level CALL) to be deeply embedded in the curriculum and seamlessly integrated into teaching.

As part of the curriculum and in actual language teaching, this site would prove highly effective to help students gain a better grasp of grammatical concepts taught in class. In a number of curriculums, CALL (or more specifically the use of the language lab) is employed as a proportion of the weekly teaching schedule of a few hours.

To provide a specific example, an ideal curriculum would include a variety of CALL based activities for students to undertake as independent learning and/or during class time. These would include vocabulary, pronunciation,

reading and listening tasks, and if appropriate for the level, additional activities that incorporate academic skills. The site in this report is considered more appropriate for general English students, but could be incorporated at any level from Elementary to Advanced and is a simple case of selecting the appropriate topic, its corresponding vocabulary and grammar for that week. *(Please see the appendix for a sample lesson plan.)*

6. Conclusion

Ultimately, CALL in general and the site chosen in this evaluation play a significant role in L2 acquisition. It should be acknowledged that the potential of CALL to provide this assistance can only be fully realised by the cooperation of teachers and students alike. Teachers can help by providing valuable support, guidance and having an understanding of student differences whilst students with the right motivation can consolidate learning in the classroom as well as further develop confidence and ability.

With respect to the site critically examined and evaluated in this report, although some areas are seen as requiring some improvement to fully ensure users benefit from the activities, in general the site is highly recommended to students of English as a second language. The site's appropriateness was examined in a CALL context (both for classroom instruction and individual learning), in addition to pedagogical and technical aspects, proving teachers could easily and successfully incorporate this particular site into their classes and the broader curriculum. By doing so would only enhance the effectiveness of their lessons and in turn assist their students, regardless of the grammar or vocabulary taught as a result of the sheer number of activities available.

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Appendix 1

Student Questionnaire

You are invited to provide your own comments on the program you used and your suggestions for improving it. Thank you very much for your assistance and comments.

Program Title: Activities for ESL Students   http://a4esl.org

Date: _____

1. Do you think the content of the program was clear and useful?

4 3 2 1 0 (4: Excellent, 3: Good, 2: Adequate, 1: Weak, 0: Totally Lacking)

2. Was the program what you expected?

Yes   No   Why not?

_____

3. Which sections of the program were very difficult to use?

_____

4. Which sections of the program were very easy to use?

_____

5. Was it easy to find what you were looking for?

_____

6. What do you think are the strengths of the program?

_____

7. What do you think are the weaknesses of the program?

_____

8. What suggestions do you have for improving the program?

_____

9. Was it quick to load when you clicked on an icon? (Loading speed)   Yes / No

10. Do you think the site is well organised?   Yes / No

11. Do you have any other comments?

_____

Appendix 2

Basic Lesson Plan Example (from 5. Integration)—N.B. This would need to be changed as required to incorporate specific activities based on the material covered in class.

Time Allocation	*Exercise*	*Teaching / Learning Strategies*	*Resources*
60 minutes (as is normally allocated to the computer lab)	Choice of grammar or lexical activity based on what has been covered in class	Main objectives are revision and consolidation	As deemed appropriate by the student with guidance and support provided by the teacher. Wide variety of choice in terms of activities which are either grammar or vocabulary based.