Developing CALL-based Materials: What Should Be Taken into Considerations?

by

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THE CRITERIA

I. INPUT

- Content

→ consider the pedagogical goals

→ skills → writing, reading, speaking, listening?

→ vocabulary

→ suitable for learners’ levels of proficiency?

→ gets more challenging for the next level(s)?

→ represents real-life situation? Up to date?
Input (cont)

→ grammar
  → functional?

→ topics
  → cover different areas of interests?
  → taken from real-life source?
  (e.g. newspaper articles, advertisements for reading skill)
Input (cont)

- Usefulness

→ exercise
→ offer a range of activities?
→ clarify the objective(s) for each exercise/activity?

→ reference for further learning
→ links to websites?
→ resources for teachers, e.g. photocopiable materials?
II.  OPERATION

→ easy to operate?
→ can learners record/ print their work?
→ suitable for individual/ group activities?
→ clear instruction?
III. PRESENTATION

→ contents → presented in logical ways?

→ the icons → effective?

→ graphs, pictures/ animations → used effectively?

→ colors → displayed appropriately/ effectively?

→ font → suitable?
CALL for English

• The Setting

– university language laboratory with internet connections

– as an additional session other than regular English classes

– the laboratory offers supervised and scheduled additional English sessions
• The Students/ Users

– university students

– intermediate to upper intermediate level
• The Roles of the Teacher

➢ as a facilitator

→ guides learners to brainstorm → pre-task activity

→ assists learners with difficulties in language functions or vocabulary

→ main task activity
as an evaluator

→ monitors learners’ performance during the activity

→ provides feedback → post-task activity
• How to Use

- task-based learning activity ➔ pre-task, main, post-task activities
- stimulates speaking activity
- learners work individually, in pairs or in groups
• Integration to Lessons

- supplement the regular English classes
- provide more speaking opportunities
- explore the authentic/real-life situation to the target language
FEEDBACK

• lack of direct interaction (employing the technology)

- students → teacher
- student → student

  e.g. emails (from teacher as feedback), chatroom
• similarity in topics
  ➔ ‘describing cities’ and ‘traveling tips’
  ➢ similarly talk about ‘places’
  ➢ other topics: health, politics
REFLECTIONS

- dealing with the authoring tools
  - can influence how the interaction in learning will occur

- dealing with the choice of topics
  - similar topics can result in less efficient learning process
  - repetition of the vocabulary and the language function
  - from learners’ point of views → learning will look monotonous and boring