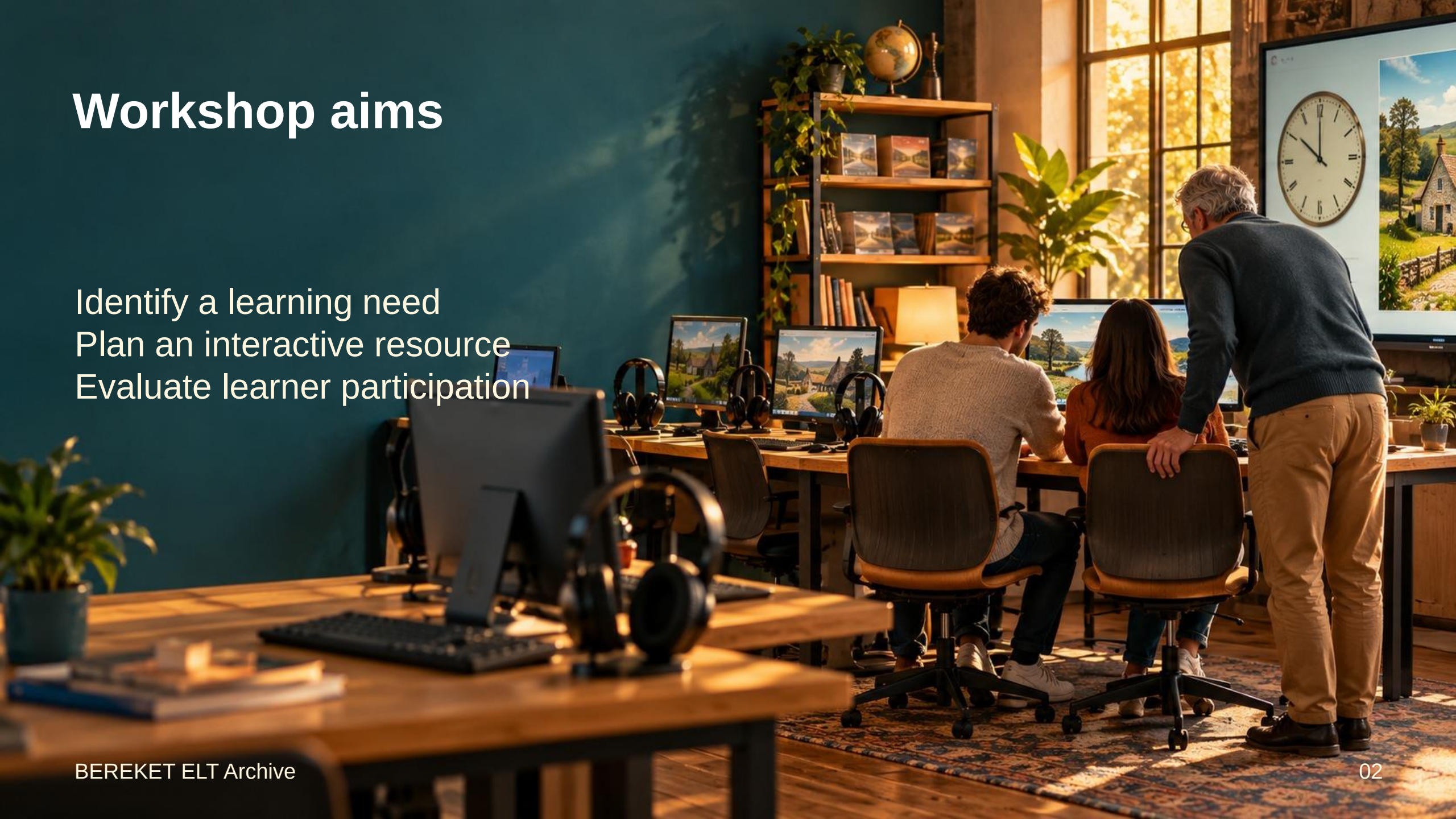
Computer-Assisted Language Learning (CALL)

Creating Interactive Multimedia Resources

Halis Bereket



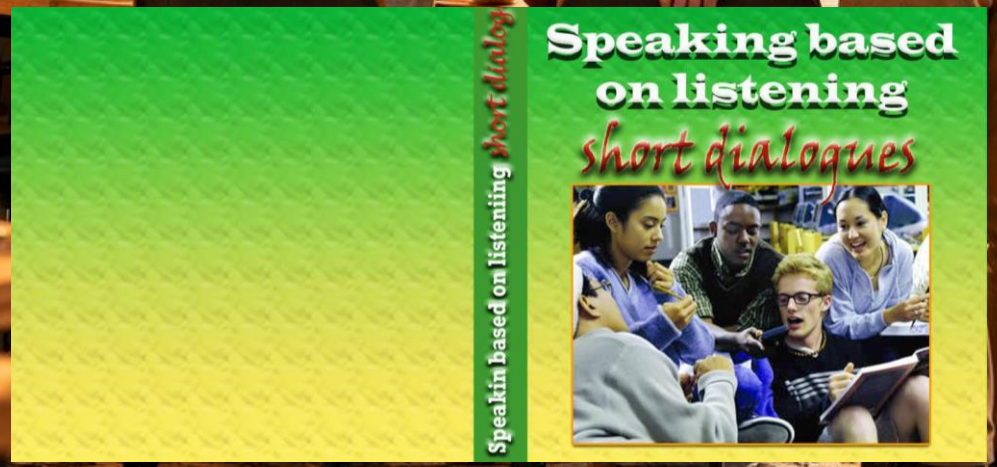
Workshop aims



Identify a learning need
Plan an interactive resource
Evaluate learner participation

My multimedia archive

Teacher-created resources
Listening and speaking materials
Interactive lessons and games



CALL in the classroom



Technology supports presentation and practice
Learners respond and receive feedback

The learner’s role



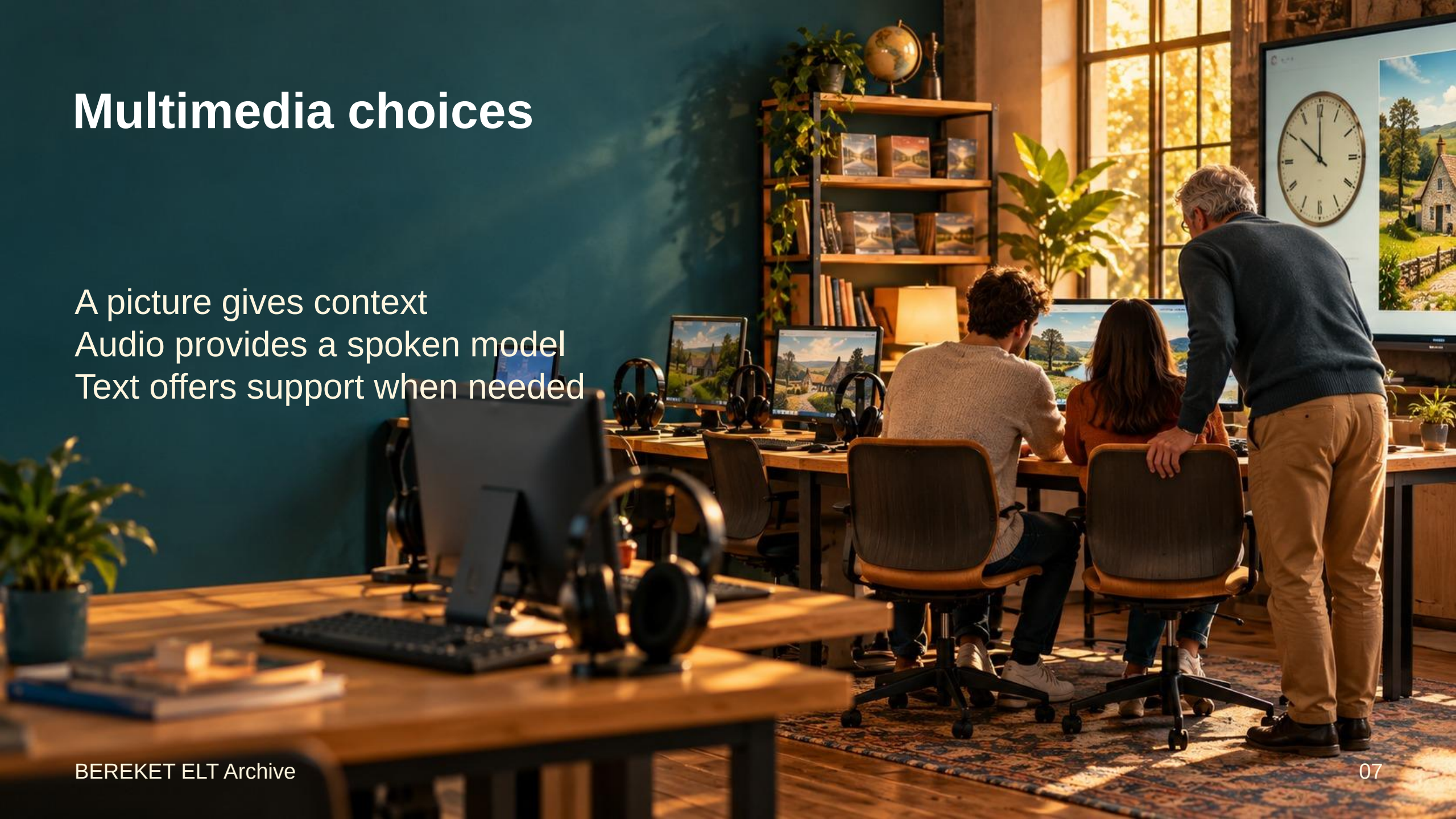
Predict
Respond
Explain
Check and try again

A resource for this class



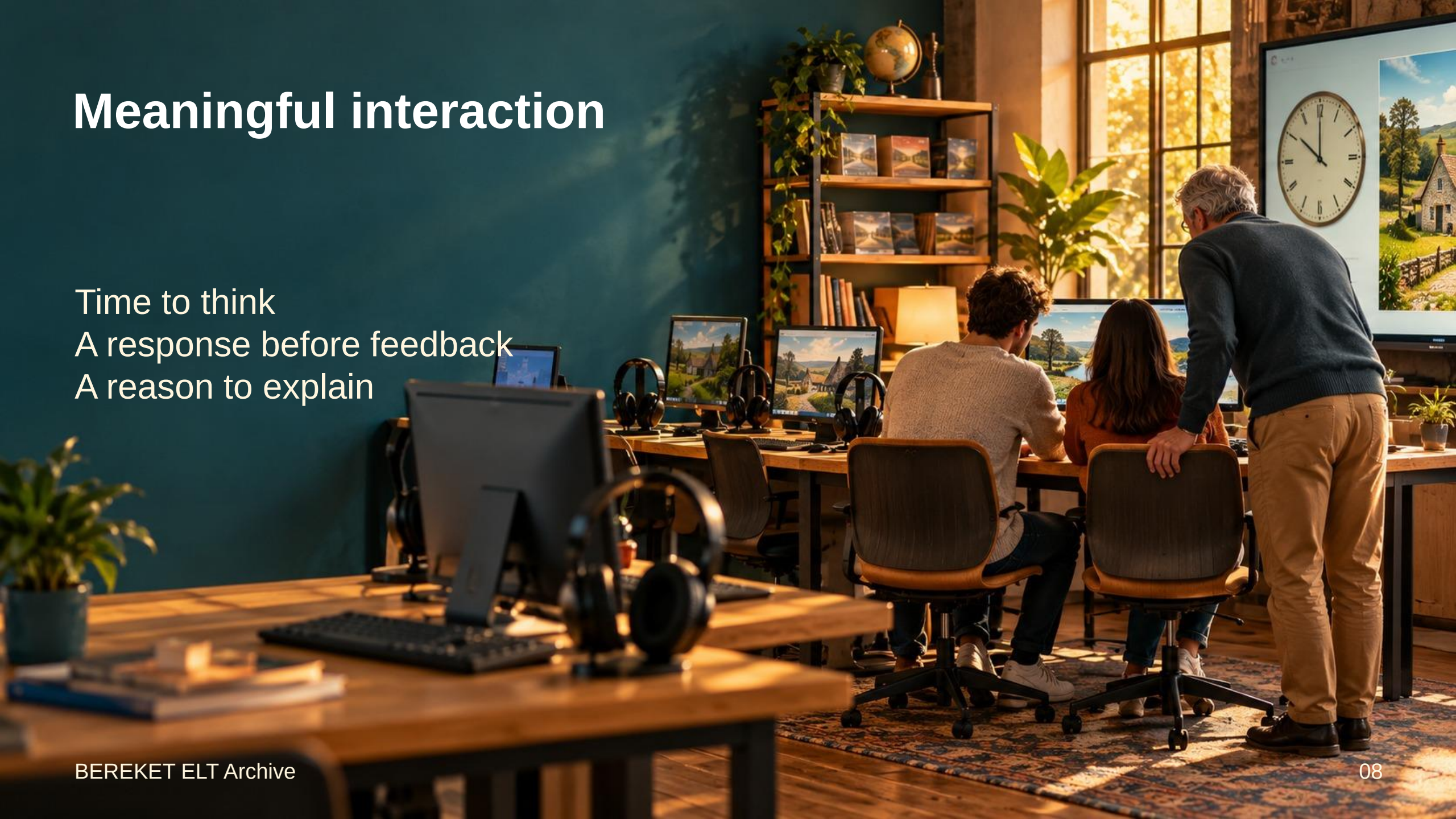
Learner level and interests
One clear language aim
A manageable task

Multimedia choices



A picture gives context
Audio provides a spoken model
Text offers support when needed

Meaningful interaction



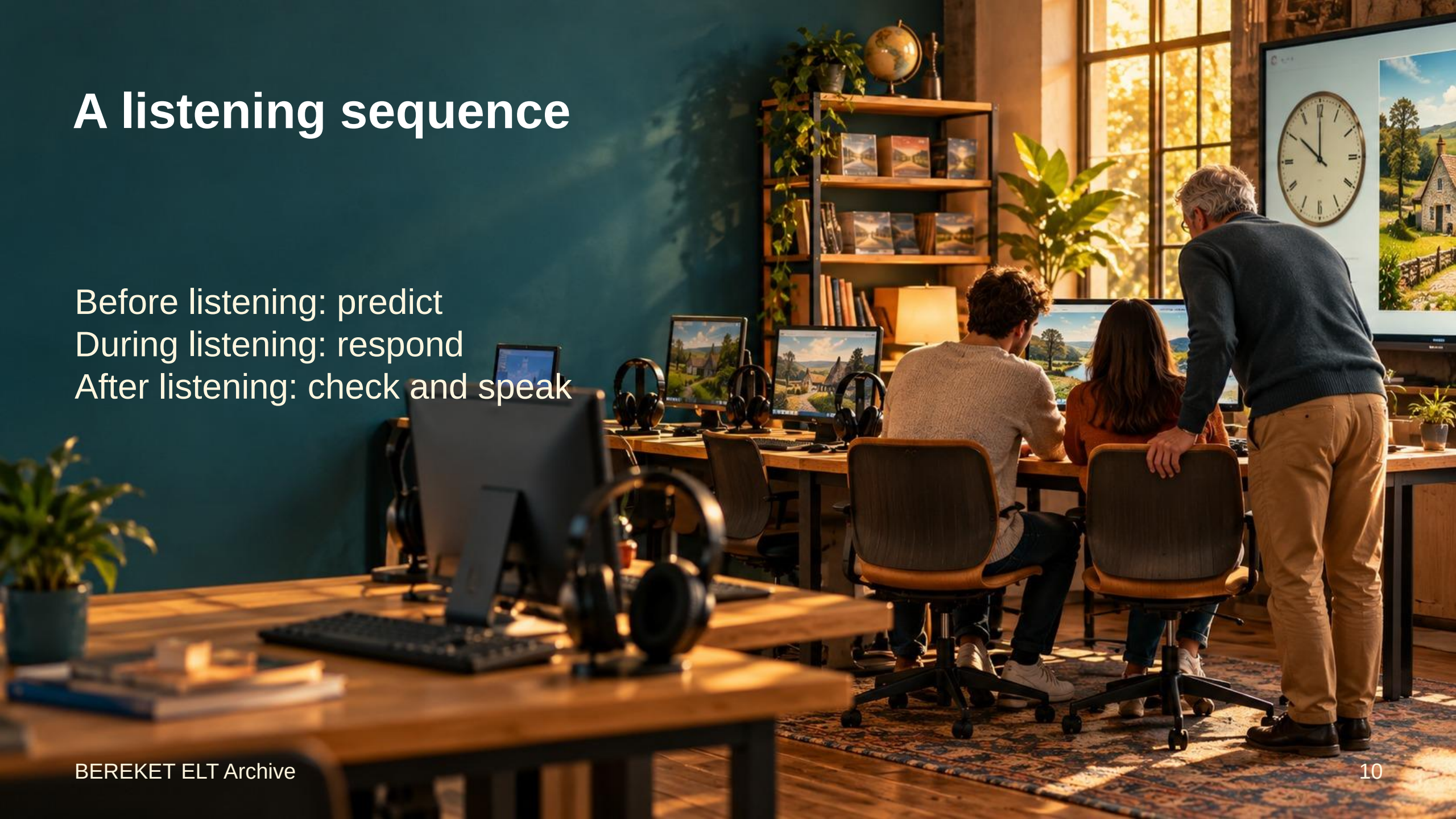
Time to think
A response before feedback
A reason to explain

Demonstration
Telling the time

It is 7:30.
It is 8:00.
It is 8:30.



A listening sequence



Before listening: predict
During listening: respond
After listening: check and speak

Interactive dictation

First listening: understand
Second listening: pause and write
Third listening: check



Pictures for speaking



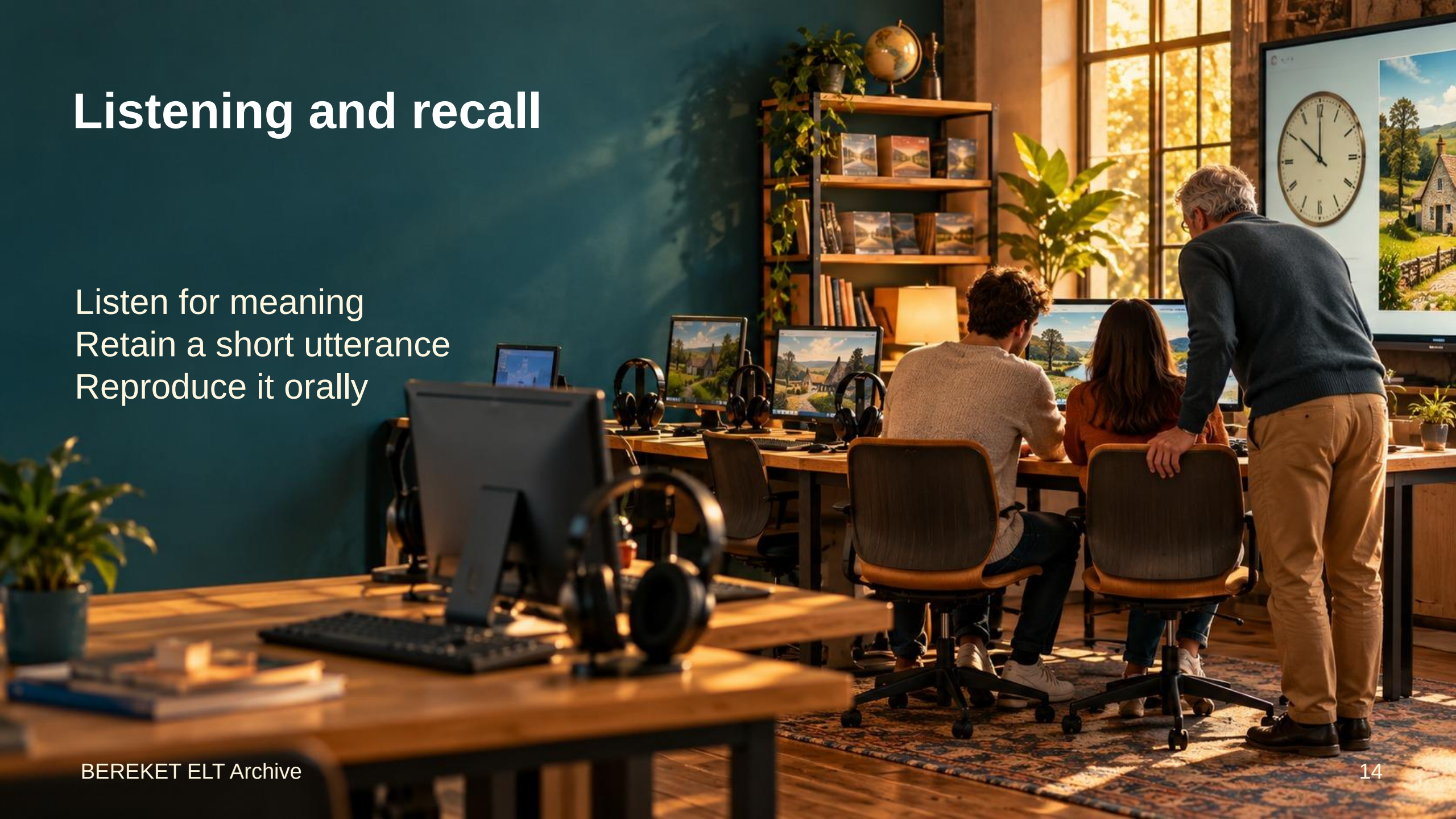
Notice details
Ask a question
Give a reason
Connect with experience

Coursebook adaptations

One activity at a time
Additional learner practice
A clear checking stage

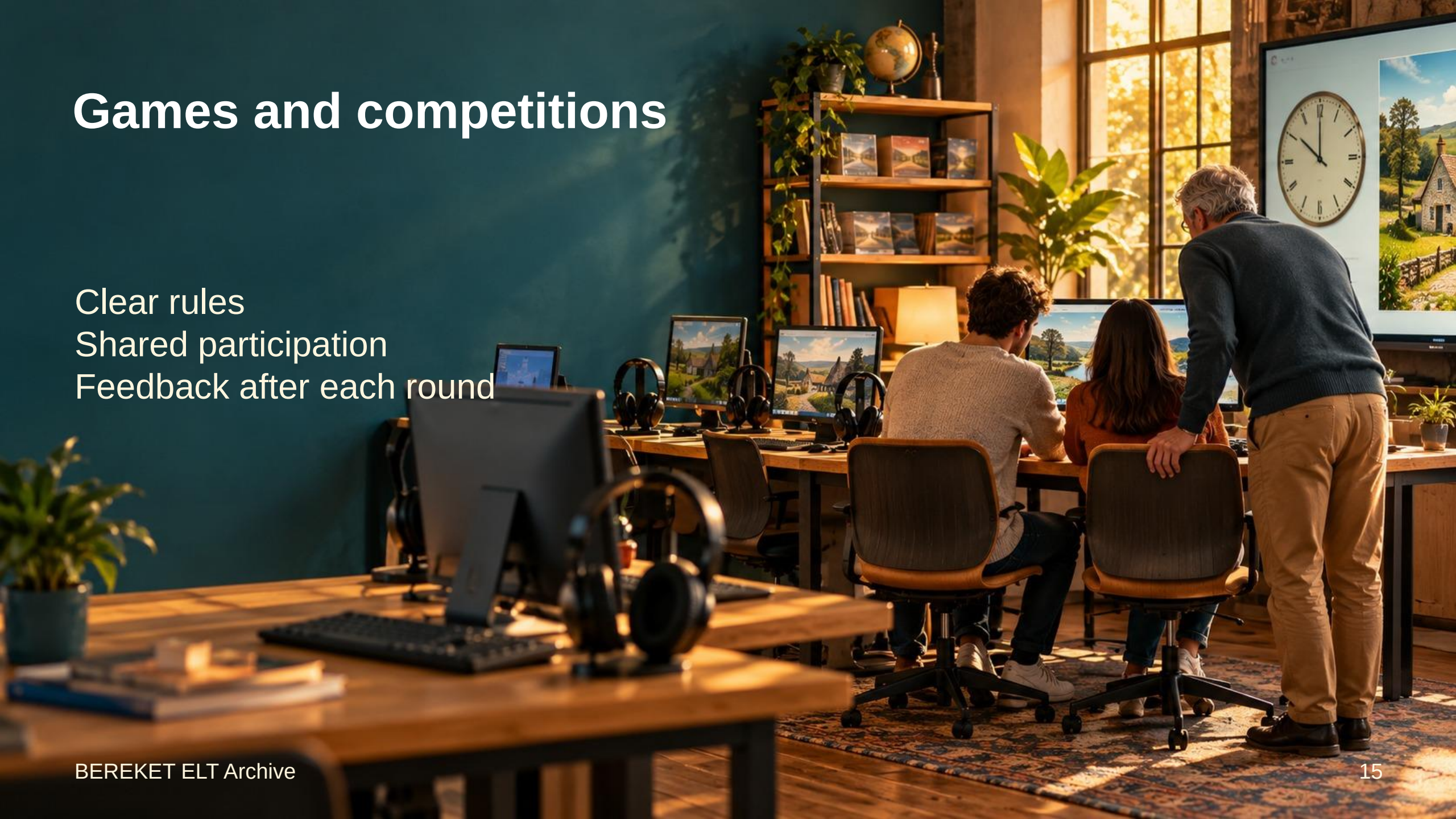


Listening and recall



Listen for meaning
Retain a short utterance
Reproduce it orally

Games and competitions



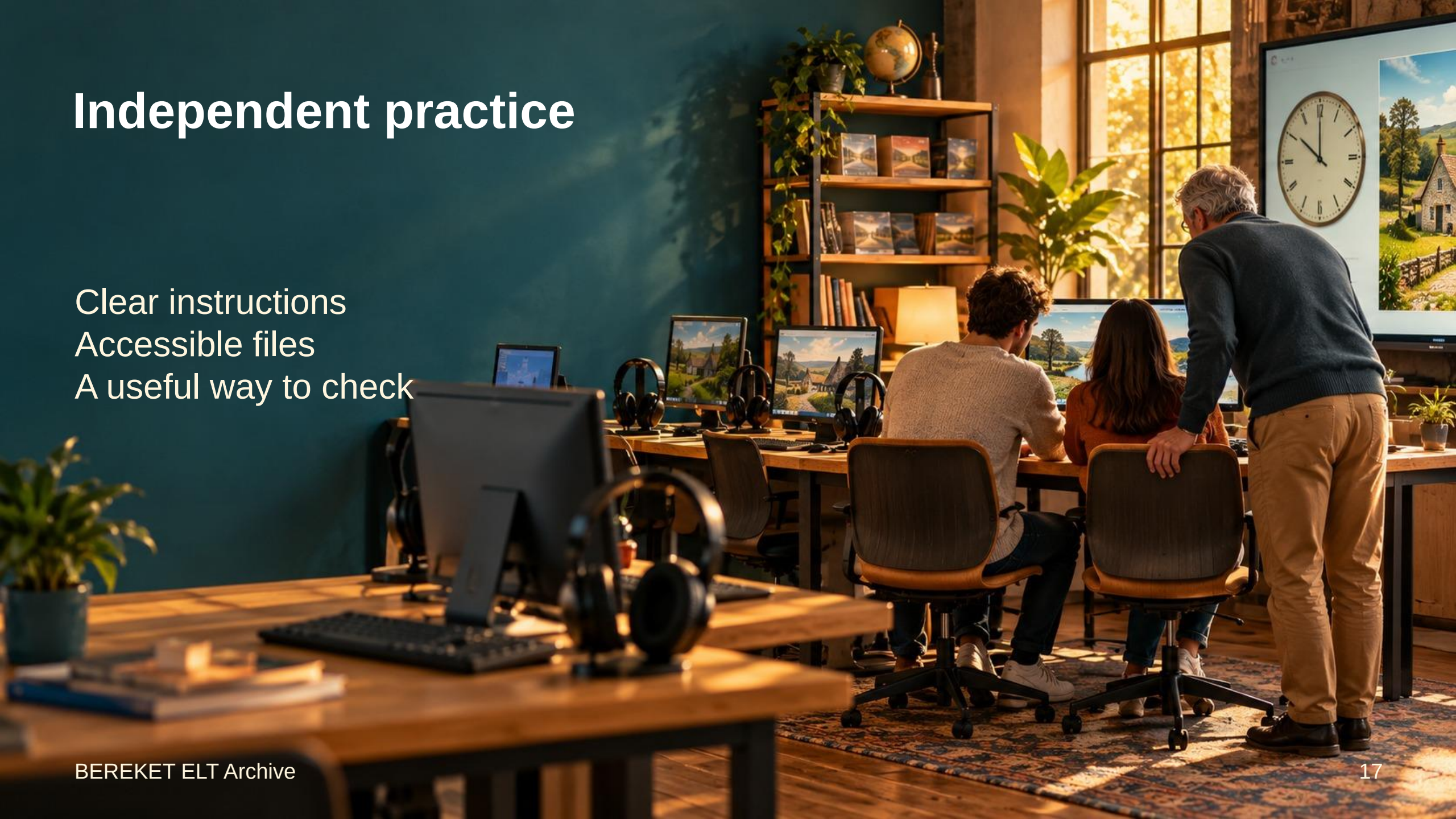
Clear rules
Shared participation
Feedback after each round

Learners create content



Choose a familiar topic
Prepare a short contribution
Ask classmates to respond

Independent practice



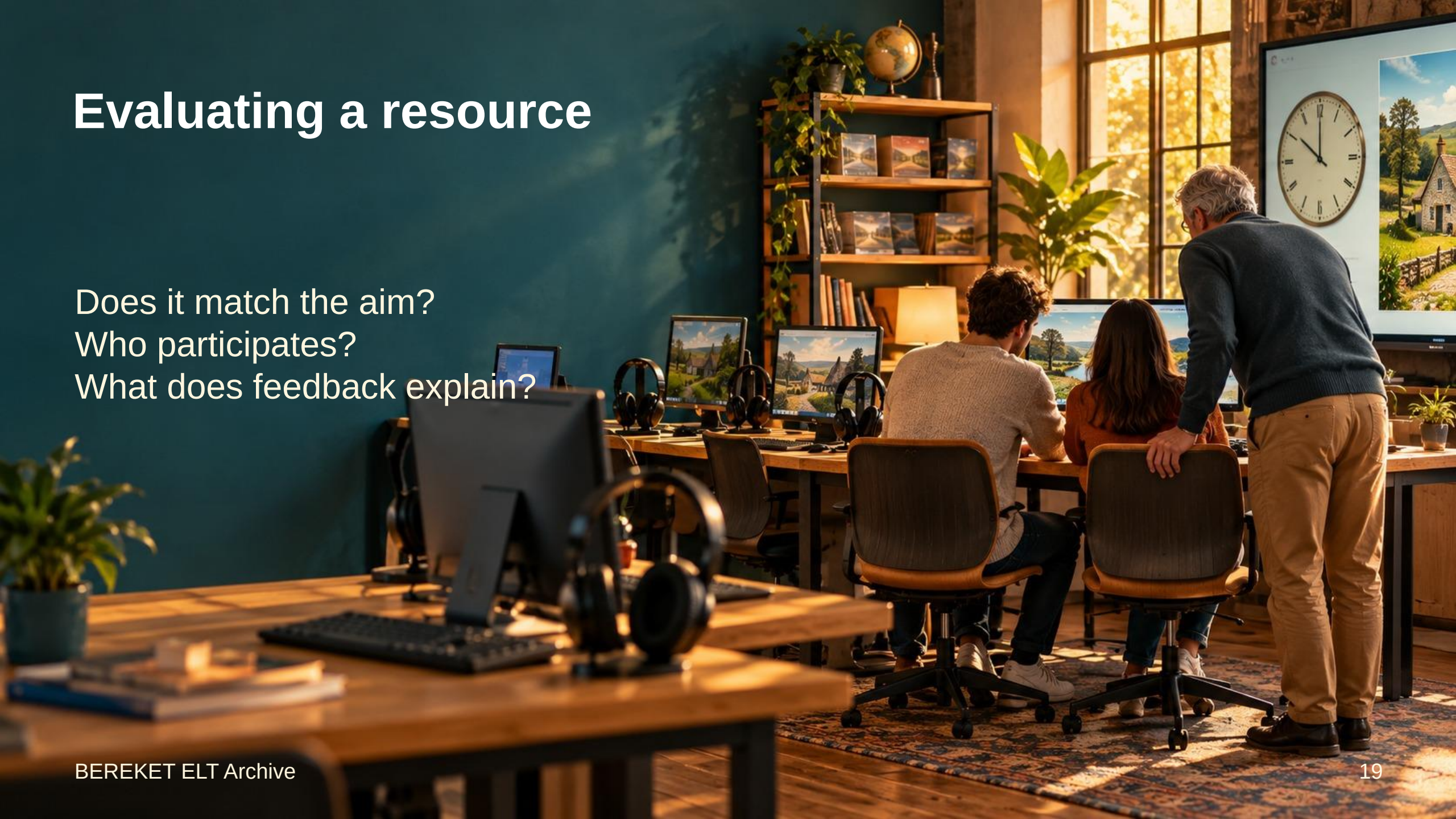
Clear instructions
Accessible files
A useful way to check

Preparing a resource



Choose the language aim
Build a short sequence
Test it as a learner

Evaluating a resource



Does it match the aim?
Who participates?
What does feedback explain?

Access and participation



Readable text
Clear audio and alternatives
A pace the class can follow

Reliable teaching files



Keep related files together
Check media and links
Prepare a simple backup

Teacher planning task



One learner group
One language aim
An interactive sequence
A checking stage

Sharing and revision



Describe the learner’s actions
Explain the checking stage
Suggest one improvement

Computer-Assisted Language Learning

A clear aim
Active learner participation
Materials shaped by the teacher

bereketeltarchive.com

