Computer Assisted Language Learning

Creating Interactive Multimedia Resources

Teacher Notes

Halis Bereket | BEREKET ELT Archive

Classroom guidance and a planning sheet for adapting CALL activities. Choose a learner group and one language aim before selecting media. The demonstrations below use original text and can run without historical archive links.

Preparing for the seminar

Open 01_CALL_Seminar.pdf on the device you will use. Check that the background and text display clearly. Have the Procedure and Speaker Notes beside you. The short demonstrations use slide text and the presenter's voice. No separate audio file is required.

Demonstration 1 Telling the time

Aim: ask and answer questions about times and daily routines. Suggested level: A1 to A2. Show slide 9. Ask learners to say 7:30, 8:00 and 8:30. Accept standard forms such as seven thirty and half past seven. Model pronunciation as needed.

Pairs ask: What time do you start your day? What do you do at half past seven? Each learner asks a follow-up question. Give beginners a model such as I start at eight o’clock. Invite a few learners to report a partner’s answer.

Check: listen for intelligible times and appropriate question forms. For a later digital version, record your own spoken times and let learners respond before revealing the written answer.

Demonstration 2 Listening to speaking

Original script: Mina starts her English lesson at half past eight. She arrives ten minutes early because she wants to prepare her notebook.

Before listening, ask learners to predict what someone might do before a lesson. Read the sample once at a suitable natural pace. Ask: What time does the lesson start? Read again and ask: Why does Mina arrive early? Pairs compare before checking.

Answers: 8:30. She wants to prepare her notebook. Optional question: What time does she arrive? Answer: 8:20. Follow with pair discussion: How do you prepare for a lesson or meeting? What helps you arrive on time? Keep the personal exchange brief and supportive.

Demonstration 3 Dictation

Use the same original two-sentence script. First listening: learners listen for meaning without writing. Second listening: pause in suitable units so learners can write. Third listening: read the whole sample for checking.

Allow pair comparison before showing or reading the exact text. Discuss errors that change meaning, especially the time and the reason. Adjust the pace for the group. A later recorded version should keep the checking text separate from the first listening.

Demonstration 4 A classroom picture

Use the background illustration. Explain that it is an imagined scene rather than a photograph of the author’s classroom. Ask learners what they notice, what help the teacher might give and what they would like to learn in that room.

Partners give a reason and ask one follow-up question. For beginners, offer sentence openings such as I can see and I think. For stronger learners, ask how they would organise a similar lesson. Use suitable photographs with permission in your own version.

Connecting related seminars

KEEP IN MIND offers a routine for listening, retaining and orally reproducing utterances. Start with a short sentence the class can manage, allow replay and increase length gradually.

Games and competitions need a practice round, clear rules and rotating roles. Picture discussion and learner-created presentations need purposeful questions. Coursebook adaptations need a clear response and checking stage. Select one connection to fit your class instead of combining every method in one activity.

Resource evaluation questions

Does the task match the stated language aim and learner level? Can learners understand the instructions? Does everyone have time to respond before feedback appears?

Does the feedback explain a difficulty? Are text and audio accessible to this group? Can learners repeat or revisit the task? What response will show the teacher how the activity worked?

Test the file on the intended device. Check media, navigation and any separate files. For public sharing, use your own material or material with suitable permissions. Keep publisher materials within their permitted context.

Workshop planning sheet

Learner group and level: _____

Language aim: _____

Opening prompt or context: _____

What learners will see or hear: _____

What learners will say or write: _____

Pair or group arrangement: _____

Feedback or checking stage: _____

Support and equipment alternative: _____

How I will observe the result: _____

One suggestion from another pair: _____

One revision before classroom use: _____

A completed planning example

Group: A2 learners. Aim: ask about routines and give a reason. Prompt: a learner arrives before class. Input: the original Mina sample. Response: identify the lesson time and explain her early arrival, then ask a partner how they prepare.

Check: pairs compare listening answers before the teacher confirms them. Support: repeat the sample, provide the key phrase half past eight, then offer the transcript. Alternative: teacher reads instead of playing audio. Observation: the teacher listens to several exchanges and notes whether learners ask an appropriate follow-up question.