CALL

CALL; Teachers' Ticket to Effective Learning

Effective teacher creates effective learning. An effective teacher can successfully conduct classroom management, classroom planning, instructional design, instruction delivery, student progress evaluation, and student assessment in a traditional way effectively. Otherwise, the involvement of technology gives significant impact on the development of teaching and learning. All of the process, from simple to complicated procedures can be handled by technology. Therefore, effective teachers should open their arm to accept, learn, and practice on how to involve and apply technology in the process of teaching and learning in order to maximize effective learning to be more efficient.

Familiar acronyms of CALL

- **CALL** - Computer-assisted language learning
- **CELL** - Computer-enhanced language learning
- **TELL** - Technology-enhanced language learning
- **TALL** - Technology-assisted language learning
- **CALI** - Computer-assisted language instruction
- **CBLT** - Computer-based language training
- **IT and ICT** - Information Technology/Information and Communication Technologies
- **NBLT** - Network-Based Language Teaching
- **DLL** - Digital Language Learning
- **MALL** - Mobile Assisted Language Learning

Instructional Design

Language Teaching

Language Learning

Applicability of Technology Knowledge

CALL Design

Hardware

PC/Mac, consider the availability and system accessibility

Software

App/Apk, System requirement, Access grant (payment: purchase, free)

Authoring Packages

Enable teachers to develop CALL materials without having to learn how to program (available program/app. Considerations: Template Choosing, Content Involving (avoid text-based), Features maximizing.

Internet & Email

These make all access easier (Online learning, Assessment, University collaboration)
Considerations: Connection, User Advanced Knowledge.

Hardware

PC/Mac, consider the availability and system accessibility

Software

App/Apk, System requirement, Access grant (payment: purchase, free)

PC/Mac, consider the availability and system accessibility

Soft

App/Apk, System re
purchase, free)

Authoring Packages

Enable teachers to develop CALL materials without having to learn how to program (available program/app. Considerations: Template Choosing, Content Involving (avoid text-based), Features maximizing.

Internet & Email

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Supplementary Material

Antasari State Islamic University of Banjarmasin, Indonesia
These make all access easier (Online learning, Assessment,

program/app. Considerations: Template Choosing, avoid text-based), Features maximizing.

Internet & Email

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CALL Benefits

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graph TD; A((CALL Benefits)) --> B((Learner Autonomy)); A --> C((Privacy)); A --> D((Feedback)); A --> E((Motivation)); A --> F((Access to Information)); A --> G((Interactivity)); A --> H((Non Traditional Features)); A --> I((Repetition));
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Learner
Autonomy

Repetition

Privacy

Non
Traditional
Features

Feedback

Motivation

Interactivity

Access
to Information

CALL Benefits

Learner Autonomy

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Access to Information

Interactivity

Non Traditional Features

Repetition

CALL Limitations

Limited Availability of Resources

Anti-Social Behavior

Learning Content

Ineffective Deployment

Teacher Roles in CALL

- As **researchers**: into second language acquisition, human-computer interaction, what works for CALL
- As **consumers** of CALL for class use or for homework or other outside student activities
- As **directors**, helping students find and use supplementary CALL materials or web resources
- As **managers** of computer-mediated communication among learners in and out of class
- As software or web **developers**, either "from scratch" or adding new materials to existing templates
- As **coaches** to help students develop software, websites, and general computer literacy
- As CALL **experts** for your program, helping other teachers and administrators with CALL implementations
- As CALL **professionals**, consulting on external projects, doing software reviews for journals, making conference presentations, writing papers, interpreting and applying CALL research, and/or providing input to the field at large.

CALL Evaluation

Prezi

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Supplementary Material

Antasari State Islamic University of Banjarmasin, Indonesia

In evaluating a CALL program, factors such as ease of use, quality of the user interface, screen design and organization must be considered.

Evaluation checklist:

- Functional aspects and content appropriateness
- Linguistic aspects, both in terms of effective presentation of content and in terms of fruitful learner software interaction
- Learner and tutor satisfaction are further important issues of any significant evaluation,
- The effectiveness of tutorial strategies and navigational procedures
- Levels of progress and results achieved by learner
- Guidelines for effective learning scenarios in view of different types of course

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