# Lesson: Integrating CALL in Lesson Design

The integration of CALL into modern language education represents a transformative shift in pedagogical strategies, blending technological innovation with established teaching methodologies.

#### 1. Theoretical Foundations of CALL Methodology

Hubbard's methodological framework establishes four principles for effective CALL implementation:

- Alignment with language teaching paradigms.
- Method-neutral flexibility.
- Interconnected development-evaluation-implementation cycles.
- Explicit role delineation among stakeholders.

This approach positions CALL not as a replacement for traditional methods but as a complementary system requiring strategic coordination between teachers, developers, and learners.

#### 2. Strategic Planning of CALL Lessons

Effective CALL lesson planning begins with specificity in learning objectives, as emphasized by Milkova's tripartite model linking goals, activities, and assessment. Narrowing focus to 2–3 primary objectives per session prevents cognitive overload while allowing depth of engagement. For example, a lesson targeting listening comprehension might combine *Elllo.org* audio analyses with student-generated quiz questions in *Dokeos*, addressing both receptive skills and critical thinking.

Temporal planning requires realistic activity sequencing, with Milkova advocating for buffer periods comprising 15–20% of total lesson time to accommodate technical troubleshooting or extended discussions. This aligns with observed challenges in CALL implementations where software learning curves impact pacing. A 45-minute lesson might allocate:

- Lead-in (5 minutes): Video prompt via YouTube to activate schemata
- **Core activity (25 minutes):** Collaborative blog editing with grammar focus
- Feedback cycle (10 minutes): Peer review using rubrics embedded in PBworks
- **Buffer/conclusion (5 minutes):** Metacognitive reflection on tool efficacy

#### 3. CALL Materials

Material development hinges on matching technological affordances to linguistic objectives. The hierarchy proposed by Kılıçkaya and Seferoğlu distinguishes between:

- 1. **Receptive tools:** Audio/video platforms (e.g., ESL-Lab) for input processing
- 2. **Productive tools:** Blogging interfaces (e.g., Blogger) for output practice
- 3. Analytical tools: Concordancers (e.g., Jukuu) for pattern recognition

Effective implementation requires addressing the "training gap". This underscores the necessity for institutional professional development programs complementing tool adoption.

Advanced CALL materials leverage hybrid media, as exemplified by Photo Story 3 projects where students narrate personal photo sequences, simultaneously practicing past tense structures, prosody, and digital literacy. Such tasks satisfy the Multimedia Principle's assertion that dual-coding (visual + verbal) enhances retention, provided visuals are purposefully integrated rather than decorative.

The flipped model proves particularly effective in CALL contexts, with pre-class video lectures enabling in-class time for interactive grammar clinics or debate simulations. This reverses traditional homework paradigms, using technology for foundational knowledge transfer while reserving human interaction for higher-order skill development, a structure shown to improve IELTS speaking scores by 12% in controlled trials.

#### 4. Evaluating CALL Efficacy

Evaluation must transcend technical functionality to consider:

- **Pedagogical alignment:** Does the tool/activity advance stated objectives?
- Cognitive load: Are interfaces intuitive or disruptive to focus?
- Affective impact: Does technology usage increase anxiety or motivation?

Longitudinal studies reveal that while initial training boosts tool adoption rates by 58%, sustained implementation requires monthly support sessions addressing emergent challenges like software updates or activity fatigue.

## 5. Examples of CALL Implementation

- A Turkish university implementation paired Elllo.org audio clips with Dokeos' quiz builder, requiring student groups to create comprehension questions for peers. This achieved dual objectives: deepening listening analysis through question design while fostering accountability through peer learning dynamics. Post-unit surveys showed 22% higher retention compared to teacher-generated quizzes.
- Integration of Babbel's spaced repetition exercises as homework supplements demonstrated particular efficacy for visual learners, with vocabulary test scores increasing 18% compared to traditional flashcard methods. However, challenges emerged in monitoring off-task app usage, necessitating clear usage guidelines.

# 6. Effective Training for Teachers to Integrate CALL into Teaching Practices

Integrating CALL into teaching requires comprehensive training programs that address pedagogical, technological, and practical aspects. Below are key strategies for effective teacher training in CALL:

### a. Professional Development Programs

- **CALL-Specific Training**: Teachers need structured professional development (PD) programs that focus on CALL tools, their affordances, constraints, and pedagogical applications. These programs should aim to modify teachers' beliefs, professional identity, and teaching philosophy to embrace technology integration.
- **Bichronous Learning**: Combining synchronous and asynchronous modalities in training sessions has proven effective. Synchronous sessions provide real-time instruction and discussions, while asynchronous components allow teachers to reflect and engage at their own pace. This approach enhances understanding of CALL tools and their practical application.

### b. Competency-Based Learning

• Training programs should adopt competency-based learning approaches that emphasize mastery of CALL-related skills. Teachers should engage in active learning tasks such as project-based activities and reflective practices to develop a diverse repertoire of instructional strategies.

#### c. Inquiry-Oriented Projects

• Incorporating inquiry-oriented projects encourages teachers to explore CALL tools critically. For example, designing lesson plans using digital technologies like podcasts, blogs, or educational games fosters hands-on experience and problem-solving skills.

#### d. Alignment with Teachers' Needs

• Training programs must align with teachers' technological needs and preferences. Involving teachers in choosing content and formats ensures relevance and increases their motivation to apply CALL tools effectively.

#### e. Scaffolding Teacher Learning

• Educators need scaffolding to transition from traditional methods to CALL-based practices. This includes providing systematic instruction on CALL concepts, hands-on practice with tools, and collaborative problem-solving opportunities.

## f. Continuous Support

• Ongoing support is crucial for sustaining effective CALL integration. Institutions should offer follow-up workshops, access to updated resources, and peer collaboration opportunities to help teachers refine their practices over time.

### g. Theoretical Foundations

• Teachers must understand the theoretical underpinnings of CALL, including its role in enhancing communication, interaction, and global learning. Adequate grounding in these principles ensures thoughtful integration into language instruction.

### h. Practical Training Tools

• Platforms like WizIQ or similar virtual classrooms can be used for training sessions. These tools provide user-friendly interfaces for teachers with limited technological proficiency while allowing them to practice using CALL materials in simulated environments.

By combining these strategies, professional development programs tailored to teacher needs, competency-based learning approaches, inquiry-oriented projects, and continuous support, teachers can be effectively trained to integrate CALL into their teaching practices. This ensures that technology serves as a meaningful complement to traditional language instruction rather than a substitute for pedagogical expertise.