

CALL METHOD IN MATERIALS DEVELOPMENT FOR ENGLISH LESSON CLASSROOM

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Annotation. This research explores the role of Computer-Assisted Language Learning (CALL) in designing effective teaching materials for English classrooms. The study highlights how CALL integrates technology to enhance language acquisition through interactive and adaptive tools. Key focus areas include the development of multimedia resources, gamified learning environments, and student-centered activities that promote engagement and autonomy. The paper also evaluates challenges such as accessibility, teacher training, and the balance between digital and traditional methodologies. Findings suggest that incorporating CALL can significantly improve learners' linguistic competencies when applied thoughtfully in lesson planning and material development.

Methods. My current teaching place, the academic lyceum provides dormitories, a library, an internet connection, and other amenities so that “students can study a language successfully” (Tomlinson, 2011, p. 2). I have been teaching English as a foreign language to first- and second-year students, ages 16 to 18, for 12 or 13 students in one group. They are learners of the English language with **B1** and **B2** level certificates following the **CEFR** and bands 5 and 6 from the **IELTS** assessment. According to national testing standards of our syllabus my learners have to get **B2** and **C1** certificates whether **CEFR** or **IELTS** or any admitted international assessment type to gain the highest grade from The Entrance Exams.

My selected learners are the students of the 21st century with having great access to the Internet, and digital tools beyond language learning. They find it quite interactive and engaging as Hanson-Smith (2018) mentions these tools involve creativity and critical thinking of students in an active learning environment. Also, they are capable of creating *MCHQ, filling out forms tasks, reading comprehension questions, presentations, portfolios, and grammar quizzes* to use pre-, while, and post-part of the classroom lessons from various types of digital tools like *Kahoot, Quizlet, Wordwall, and Google docs*. As Hanson-Smith (2018) states, the teacher's role should observe and motivate students to use and organize materials appropriately to their needs.

Even though my learners are confident using different digital tools to create and share materials for the lessons, they lack in generating writing activities due to difficulties in creating precise examples or tasks for this skill. Writing is a compulsory part of any assessment, so I frequently include this skill in my developed materials by supplementing my own created ones related to essays and letters. I found Google Docs fairly integrated with group work and convenient to access whether on mobile phones or laptops. Educators simply may observe students' engagement while they are doing digital tool activity, as it saves time and improves the quality of the task achievement.

Observation. A Brief Description of Writing Activity. The advancement of technology in education creates a dramatic change in teaching and learning (Mishra, Koehler, 2006). This

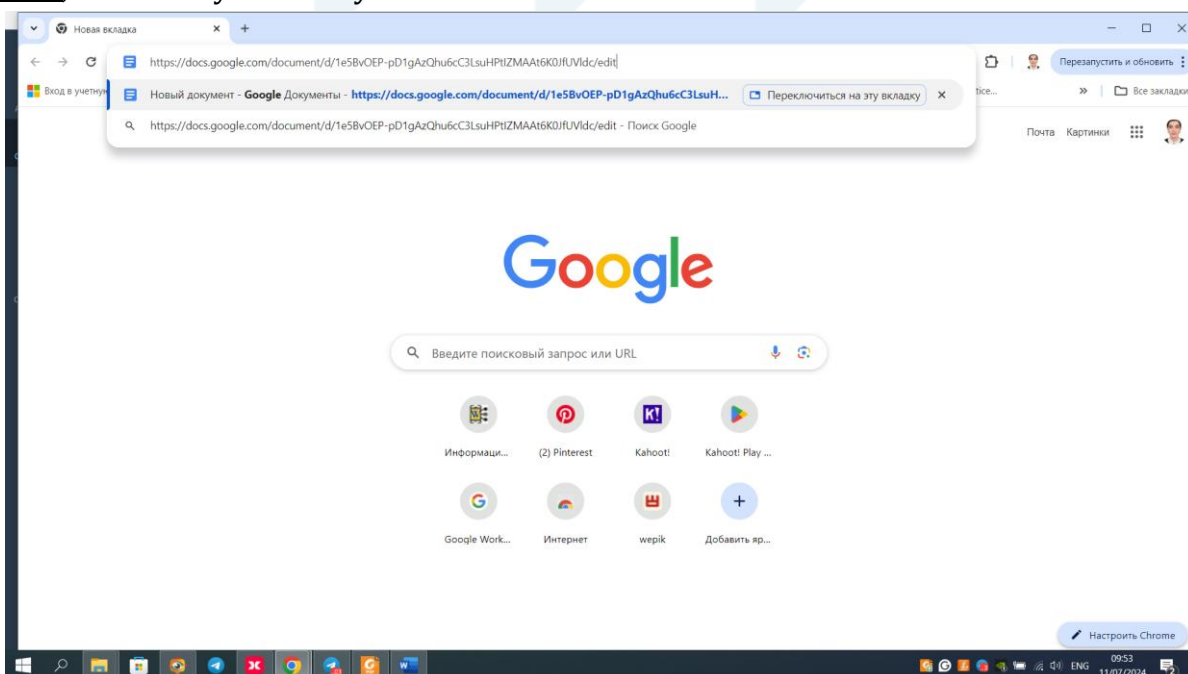
opens new doors to education as being a significant effort for both learners, like “creating their materials, and educators with wide access to digital tools” (Hanson-Smith, 2018, p. 1).

For my **writing activity** regarding writing essays, I generated paraphrasing tasks as my student's needs, because they have to pass writing essays in any assessments. I selected **Google Docs** as a digital tool because it allows multiple students to work on the same document simultaneously. This fosters collaboration, encourages peer learning, and helps students learn from each other's writing styles and ideas. Students can access their documents from any device with an internet connection. This eliminates the need for physical paper copies and ensures that everyone has the necessary materials (Kiddle, 2013). Google Docs provides built-in spellcheck and grammar tools that help students improve their accuracy and fluency. These tools can be helpful for B1 and B2 learners who are still developing their language skills to pass their Writing exams.

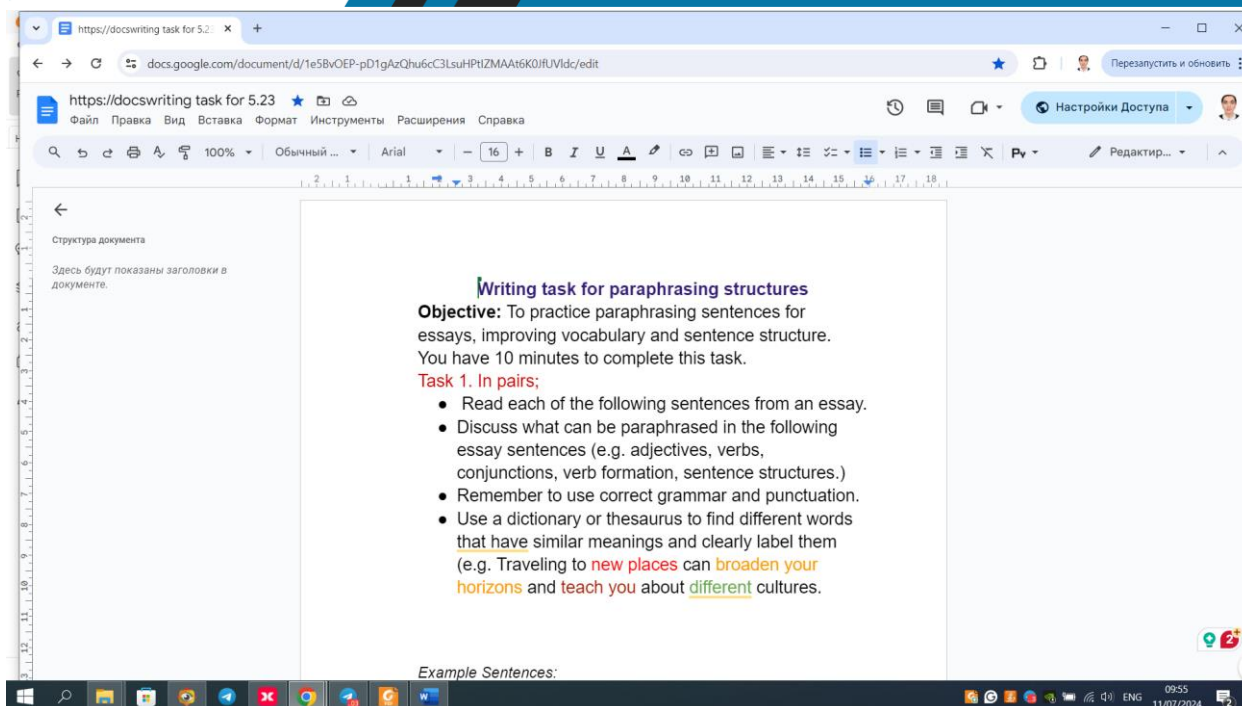
Google Docs is a free platform, making it accessible to all students, regardless of their socioeconomic background, so even shy students can easily access and participate in this platform without fear of mistakes. As Kiddle (2013) states “open” phase approaches help students “in-game plays and extended writing tasks” (p. 189) which leads to confidence to pass writing exams both in paper-based and computer-based assessments (e.g. TOEFL iBT, IELTS).

CALL Activity.

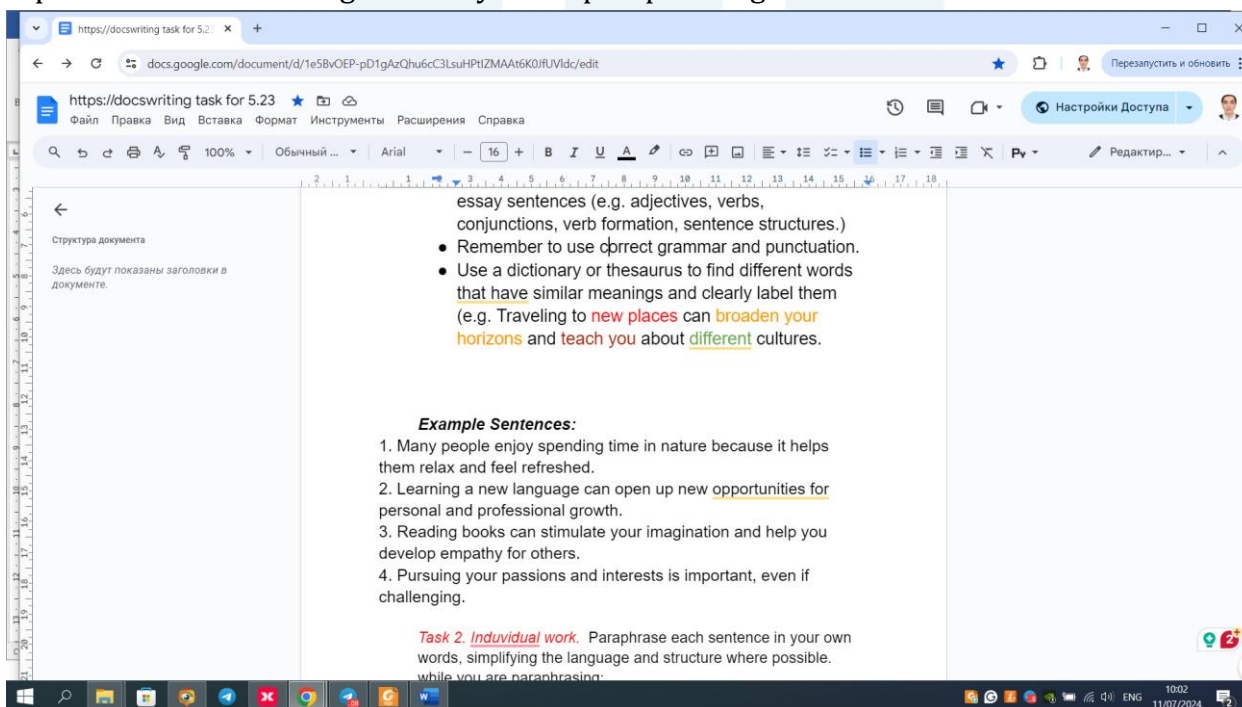
Students are required to use either mobile forms or laptops to do this writing task. Firstly, they have to follow the link of the task from Google Docs; <https://docs.google.com/document/d/1e5BvOEP-pD1gAzQhu6cC3LsuHPtIZMAAt6K0JfUVldc/edit>, the given name is <https://docswriting task for 5.23>, where they can easily find their task.



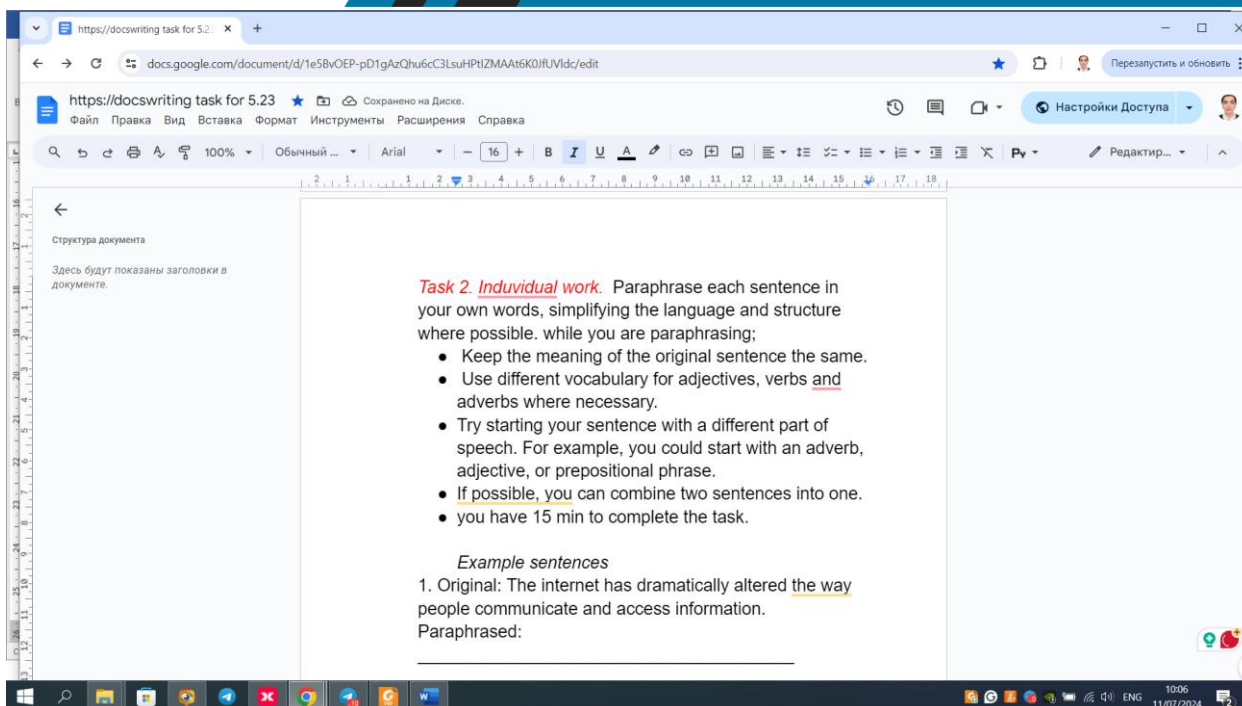
By clicking the link they find the vision of the original task; there are two tasks in the writing activity; group work discussion and writing paraphrasing sentences to given examples.



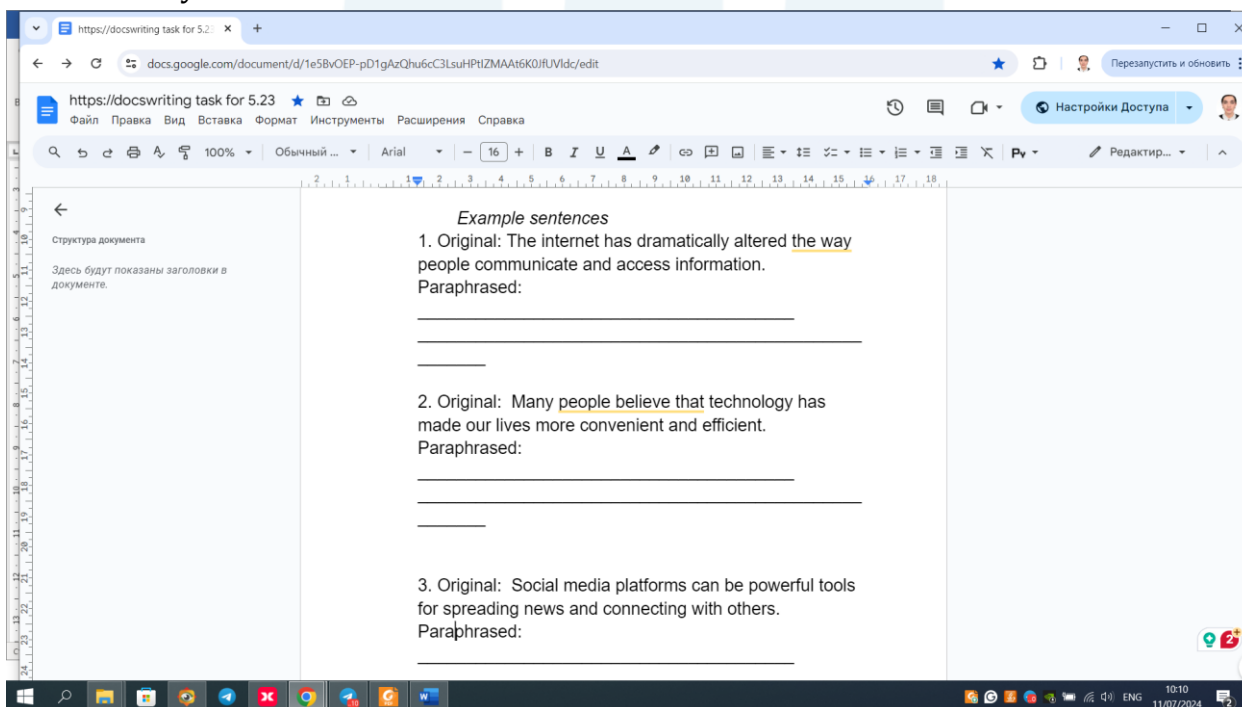
Students have some time to discuss which components of the sentences can be changed without avoiding the main ideas. All selected sentences come from similar essay topics to prepare learners to write great essays with paraphrasing structures.



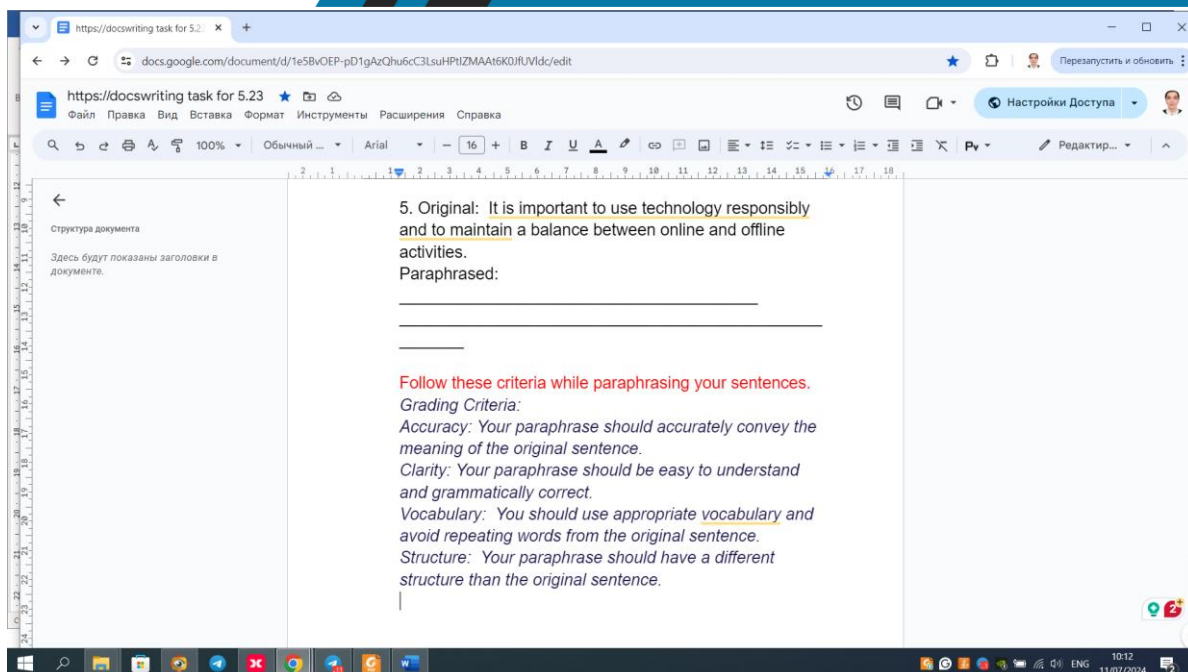
With this digital tool while discussing learners can label altered words in different colors to allow others to revise and boost vocabularies.



After pair work, they have individual tasks for paraphrasing sentences, it is visible teacher what each student is doing to comprehend the task, and great way to give feedback simultaneously.



While modifying their answers students should follow grading criteria to make the right sentences.



Conclusion. Teachers can track student progress over time by reviewing the version history and noting improvements in writing skills. Students can easily share their documents with teachers and peers, facilitating efficient assessment and feedback. The Google Doc's collaborative features, accessibility, and built-in tools make it an ideal choice for a range of writing activities, promoting active learning, engagement, and improvement. From this task, teachers can observe students' fluency, coherence, and vocabulary use during their answers, and can evaluate their ability to engage in a discussion and express their opinions regarding writing essay topics.

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