

HOW CALL ACTIVITIES IMPACTED ON LANGUAGE ACQUISITION OF LEARNERS

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Annotation This report describes two **Computer-Assisted Language Learning (CALL)** activities developed for adolescent learners preparing for the **IELTS** exam. Both activities incorporate digital tools, specifically Genially and Edpuzzle, to promote learner engagement and improve target language proficiency through interactive and multimodal tasks.

CALL Activity 1 utilizes *Genially* to develop a **gamified grammar review game** that assesses students' understanding of previously covered topics. This level-based, group-oriented task converts conventional grammar exercises into an **interactive, collaborative, and competitive experience**, addressing learners' resistance to traditional drills. According to Hanson-Smith (2001), meaningful technology-mediated tasks foster **learner autonomy, motivation, and engagement** through play-based learning. This activity also aligns with Kiddle's (2013) assertion that **digital tools facilitate multimodal engagement**, thereby enhancing learning through **visual, auditory, and kinesthetic modalities**.

CALL Activity 2 employs *Edpuzzle* to improve students' **listening comprehension** and understanding of the **IELTS Writing Task 2** structure. **Interactive comprehension questions** are embedded within a YouTube video that explains how to write an introduction. This approach transforms **passive video consumption** into an **active learning process and sustains learner focus** by requiring immediate responses. Edpuzzle also facilitates **progress tracking and formative assessment**, which supports Kiddle's (2013) argument that **multimedia tools** promote sustained participation and enable teachers to monitor individual learning outcomes.

In summary, both activities exemplify effective **integration of CALL principles, gamification, and interactive learning design** to improve engagement and skill mastery. The pedagogical choices reflect alignment with **constructivist and communicative** approaches to language learning. The implementation of Genially and Edpuzzle addresses learners' **goal-oriented, motivational, and cognitive needs**, thereby promoting sustained attention, enjoyment, and meaningful practice.

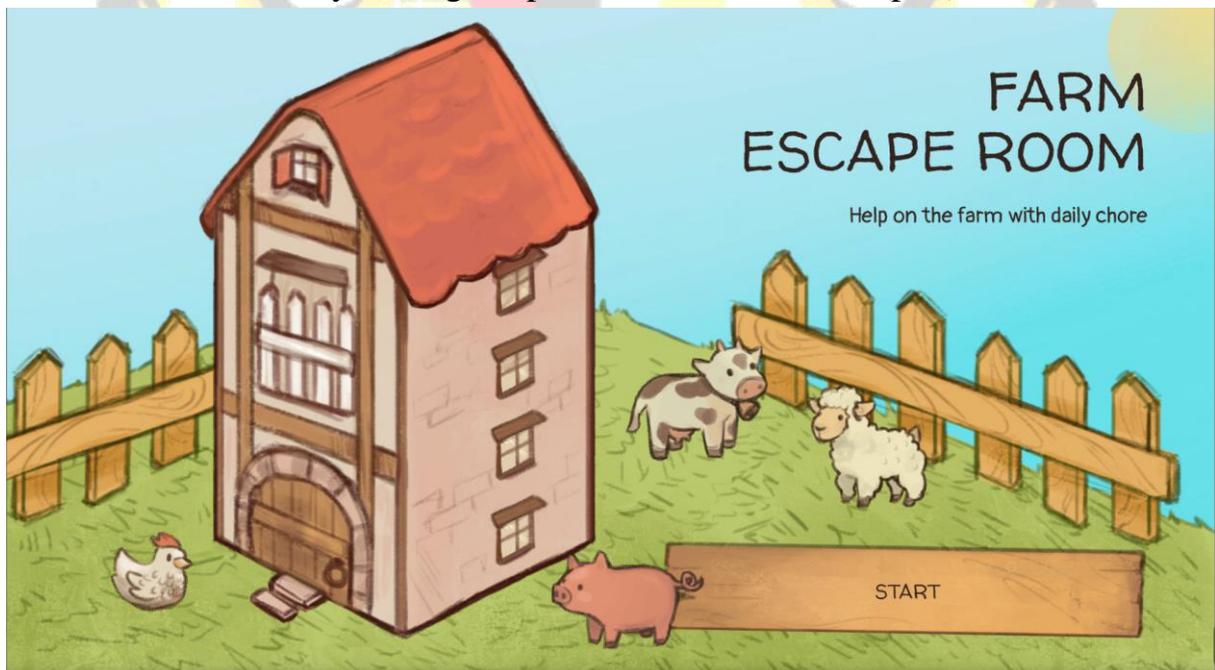
Keywords: CALL, gamification, Genially, Edpuzzle, interactive learning, learner engagement, motivation, IELTS preparation, listening comprehension, grammar practice, multimodal learning, formative assessment.

CALL activity 1

Considering my learners' interests and making the learning more engaging, I used the “Genially” application to check the past grammar topic. I created a game at www.genially.com where I can check their understanding of grammar topics, and at the same, I am able to make the activity engaging so that students do not get bored and have fun.

I created a level-based game where students answer the question to move to another stage. Students will be divided into three groups and will play this game. They should answer multiple-choice questions to find food for the animals. The group that found the most answers will be the winner.

My target group reluctantly does grammar exercises like filling the gaps or multiple-choice questions, and not all learners are engaged in this sort of exercise, and these kinds of quiz games engage students. By utilizing applications like Genially, educators can promote interactive learning that moves beyond rote exercises, making grammar practice more engaging and effective for reluctant learners. Additionally, Hanson-Smith highlights that CALL tools encourage students to seek mastery through meaningful activities rather than merely aiming for performance outcomes (p. 4).





<https://view.genially.com/674366361f46abbf5522ffd5/interactive-content-farm-escape-room>

The use of gamification using Genially in checking grammar comprehension of students helps foster their grammar skills and keep students engaged. These kinds of activities are highly suited to my target learners as they address their needs of engaging, interactive, and goal-oriented learners. Given that every time they do grammar exercises reluctantly, I constantly create these kinds of activities, as gamified activities enhance motivation by transforming traditional exercises into appealing and enjoyable ones. It is good to apply these activities as a warming-up activity or whenever students get bored after long-hours activities. It helps me to keep students alert. As Kiddle (2013) highlights, digital tools like these promote multimodal engagement, encouraging participation and enhancing learners' interest through interactive, visually appealing formats

CALL activity 2.

I constantly create a CALL activity using edpuzzle.com. I used it in my language class to enhance listening skills by embedding comprehension questions into a short video. Students were more engaged and reported a better understanding of the material, as they could interact with the content in real-time. The activity also allowed me to track their progress and provide targeted feedback. This application allows the embedding of various types of questions, such as multiple-question and open-ended questions, in the videos. Moreover, it can include notes or explanations for the video, which can assist the teacher in explaining a new topic.

Most student can easily lose their concentration while watching videos or listening to audio. This application helps students to keep alert while watching the video, and teachers can also check their listening comprehension. During the watching of the video, it can be inserted about the content, which is instantly introduced after the question about this content pops up. In this way, students keep being alerted to not miss important key points of the video and to not lose their marks, and students remain engaged.

I created this CALL activity to explain to my students how to write an introduction in IELTS writing Task II. My target group is reluctant to listen to any kind of audio or watch videos because they can easily lose their concentration while watching it. So, I created this activity to enhance their listening skill and to explain a new topic, because I found this video rather informative for my target group as they are preparing for IELTS exams.

<https://edpuzzle.com/media/6759c44b036f77a350859a37/edit>

Reflection

Call activity 1.

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Call activity 2

As I have mentioned before, my target group is preparing for the IELTS exams, and their goal is to get at least 6.0 or 6.5. To explain how to write an introduction for Writing Task 2, I applied a YouTube video where the writing process was explained in detail. However, my target learners likely lose their concentration while watching videos, so I applied the Edpuzzle application to insert questions related to the video, which helps them to stay alert while enhancing their listening skills. This application can also be used for inserting additional insight into the video or checking student listening skills. By using Edpuzzle, educators can transform passive video-watching into an interactive learning experience. As Kiddle (2013) notes, digital tools that integrate multimedia and interaction foster active engagement and enable teachers to monitor student progress effectively through features like performance tracking and analytics.

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