

## INTEGRATION OF CALL MATERIALS IN TEACHING LISTENING AND WRITING SKILLS: A CASE STUDY OF FIRST-YEAR MEDIA STUDENTS

*Ismailova Roziya Bahodir qizi*

*EFL teacher of Uzbekistan state world languages university*

**Abstract.** *This paper explores the integration of Computer-Assisted Language Learning (CALL) materials in teaching listening and writing skills to first-year media students at an upper-intermediate level. Focusing on the topic “Social Media and Teenage Health,” the study presents a technology-enhanced lesson design aimed at improving learners’ listening comprehension, vocabulary development, and written communication. The target group consists of bilingual students preparing for careers in journalism, requiring advanced English proficiency and critical thinking skills. The paper highlights the pedagogical value of CALL tools, such as authentic podcasts and interactive platforms, in promoting learner engagement, autonomy, and exposure to real-world language use. It also discusses how CALL materials provide immediate feedback and support collaborative learning. While the integration of technology offers numerous benefits, the study acknowledges potential challenges, including technical limitations and the need for careful instructional planning. Overall, the findings suggest that CALL-based instruction can significantly enhance language learning outcomes and better prepare students for professional communication in media contexts.*

**Keywords:** *Computer-Assisted Language Learning (CALL), listening skills, writing skills, vocabulary development, authentic materials, learner autonomy, media students, technology integration*

### **Introduction**

The integration of technology into language education has significantly transformed modern teaching practices. Computer-Assisted Language Learning (CALL) offers innovative ways to enhance learners’ engagement, autonomy, and exposure to authentic materials. This paper presents a lesson design that incorporates CALL tools to improve listening, writing, and vocabulary skills among first-year university students specializing in media and communication. The lesson focuses on the topic “*Social Media and Teenage Health*” and aims to address learners’ linguistic needs through interactive and technology-supported activities.

### **Description of Learners**

The target group consists of first-year students studying at the Uzbek State World Languages University, enrolled in the Faculty of Media and Communication. The group includes 17 students, of whom 14 are female and 3 are male, aged between 18 and 19. These learners are preparing for future careers as professional journalists, which requires a high level of English proficiency, particularly in communication, critical thinking, and analytical skills.

Most students in the group are bilingual, demonstrating fluency in both Uzbek and Russian. This bilingual background supports their language acquisition process and enhances their cognitive flexibility. Additionally, the learners are intrinsically motivated, as English proficiency is directly linked to their academic success and future professional goals.

In terms of language proficiency, the students are at an Upper-Intermediate level according to the Common European Framework of Reference for Languages (CEFR). Their listening skills enable them to understand announcements and messages on both concrete and abstract topics delivered in standard English. In reading, they can recognize various discourse structures, such as contrasting arguments and problem-solution patterns. In speaking, they are capable of delivering clear and structured presentations, highlighting key points with supporting details.

Despite possessing language proficiency certificates required for university admission, the students still exhibit certain weaknesses. Specifically, they struggle with identifying implicit meanings, non-standard language usage, and nuanced speaker attitudes in listening tasks. Additionally, pronunciation and spontaneous speaking skills require further development. These gaps highlight the need for pedagogical interventions that provide exposure to authentic language input and interactive learning opportunities.

### **Rationale for Using CALL Materials**

CALL materials play a crucial role in addressing the learners' needs. They provide access to authentic resources such as podcasts, videos, and online texts, which are essential for developing real-world language competence. According to Kiddle (2013), integrating Information and Communication Technologies (ICT) into language teaching enhances learner autonomy and motivation. Similarly, Hanson-Smith (2018) emphasizes that CALL materials facilitate meaningful interaction and encourage learners to express their ideas confidently.

One of the key advantages of CALL is the provision of immediate feedback. Digital platforms allow learners to identify and correct their mistakes in real time, which promotes self-directed learning. Furthermore, interactive tools such as online games and quizzes increase engagement and foster collaboration among students.

In this lesson, CALL materials are used to improve listening comprehension, vocabulary acquisition, and writing skills. By incorporating authentic content and interactive activities, the lesson aims to create a dynamic and student-centered learning environment.

### **Discussion**

The lesson demonstrates how CALL materials can effectively support language learning. The use of authentic podcasts exposes learners to natural language input, while interactive platforms like Blooket enhance engagement and motivation.

The combination of individual, pair, and group activities caters to different learning styles and promotes active participation. Furthermore, the integration of technology encourages learner autonomy and allows students to take control of their learning process.

However, successful implementation of CALL requires careful planning and consideration of learners' needs. Teachers must ensure that technological tools are used purposefully and align with the lesson objectives. Technical issues and limited access to devices may also pose challenges that need to be addressed.

### **Conclusion**

In conclusion, the integration of CALL materials in language teaching provides significant benefits for developing listening, writing, and vocabulary skills. The lesson described in this paper illustrates how technology can be used to create an engaging and effective learning environment for Upper-Intermediate students.

By using authentic materials, interactive tools, and collaborative activities, teachers can enhance learners' language proficiency and prepare them for real-world communication. For students in media and communication fields, such skills are particularly important, as they will play a crucial role in their future careers as journalists.

#### **References**

1. Hanson-Smith, E. (2018). CALL (computer-assisted language learning) materials development. In J. I. Lontas (Ed.), *The TESOL encyclopedia of English language teaching* (pp. 1–7). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118784235.eelt0401>
2. Kiddle, T. (2013). Developing digital language learning materials. In B. Tomlinson (Ed.), *Developing materials for language teaching* (pp. 189–206). Bloomsbury Publishing.
3. McCullagh, M. (2017). Authentic video: Using a text-driven approach. In A. Maley & B. Tomlinson (Eds.), *Authenticity in materials development for language learning* (pp. 247–259). Cambridge Scholars Publishing.