Teaching Unit Evaluation

Based on Chapelle's (2001) criteria for judgmental evaluation of CALL, *Learn Linking in Pronunciation* teaching unit can be evaluated as follows:

- **Language learning potential:** This activity will provide sufficient opportunity for beneficial focus on form. The targeted language feature, linking, is addressed indirectly at the beginning with the cloze exercise, then directly by providing the rule and examples together with activities and transcription of the audio with highlighted language features. The learners' progress in the unit is controlled; they should complete each section before they move to the next in order to guarantee that they have attained the required knowledge.

- **Learner fit:** The activities and the audio are supposed to be appropriate for the level of intermediate learners of English who have a basic prior knowledge of rules of pronunciation (terms such as, consonants and vowels). Vocabularies that are above the learners' level are included in a glossary at the same time of introducing the audio in the unit.

- **Meaning focus:** The learners' attention is directed towards the meaning of the language only at the beginning of the unit by introducing some pictures that will help them visualize the description and a glossary that will help them understand the audio easily. A set of comprehension questions are provided to enhance their understanding of the spoken material. However, their attention is not directed primarily towards meaning. The main focus of the unit is form.
• **Authenticity:** The learners will be able to see the connection between the CALL task and tasks outside the classroom when they notice the importance of linking in listening comprehension and its effect in intelligibility. The 'Find the linked words' task is not authentic. Nevertheless, it is a step towards helping the learners recognize the places for linking in their speech.

• **Impact:** Learners will learn more about English and about the strategies for linking in pronunciation after performing well on the activities. Both teacher and learners will notice positive English practices by using the tasks. They will find this unit especially interesting because it contextualizes the linking rules in an amusing audio about discovering Old Damascus City.

• **Practicality:** Hardware and software requirements for this unit should be available in any computer lab these days. Personnel resources are not required since the activities are equipped with instant feedback features and each learner is responsible for reporting his/her results.

Reference


Cambridge, UK: Cambridge University Press.