

Using the IDOL Model to Develop Literature-Integrated CALL Materials

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Abstract—This study presents the IDOL model (Arafah, 2019), a framework that integrates literature and Computer-Assisted Language Learning (CALL) into developing ELT materials. Structured in four systematic stages, the model demonstrates how pedagogical principles—combining literature with technology-enhanced instruction—lay the foundation for creating a prototype of CALL resources enriched with literary content. This rigorous development research was conducted at Alauddin State Islamic University Makassar, involving 73 participants, including 53 students, 10 lecturers, and 10 graduates from an EFL program. Data collection methods included needs analysis questionnaires, interviews, and evaluation checklists. Guided by the IDOL model, the developed prototype served as a versatile teaching resource for English instruction in the university's EFL program, functioning effectively as both primary and supplementary material. The application of the IDOL model illustrates the creation of robust teaching materials that integrate the rich potential of literature in language instruction, the interactivity of technology, and strong pedagogical foundations. This study offers a valuable framework for future projects to develop CALL materials that harness the potential of literature in English Language Teaching (ELT), inspiring educators and material designers alike.

Index Terms—materials development, literature, CALL materials, English language Teaching

I. INTRODUCTION

The rapid rise of digital literature has fundamentally transformed how stories are read, written, and experienced, offering unprecedented access and innovative forms of storytelling (Hammond, 2016; Arafah et al., 2023c). From e-books to interactive fiction and multimedia-enhanced texts, digital literary forms reflect a significant shift from traditional print media to dynamic, technology-driven platforms. E-books have revolutionized the publishing industry by providing instant access to vast collections of titles, enhanced features like searchable text and adjustable font sizes, and an overall enriched reading experience (Hammond, 2016; Abbas et al., 2024). Interactive fiction, through platforms like "Twine" and Netflix's "Bandersnatch", engages readers in choice-driven narratives and multiple outcomes, fostering active participation and deeper immersion (Murray, 2018; Afiah et al., 2022; Arafah et al., 2024). Similarly, multimedia-enhanced texts, such as the project "Inanimate Alice," integrate audio, video, and hypertext to create multimodal storytelling experiences that appeal to a broad and diverse audience (Hayles, 2007; Arafah & Hasyim, 2023a). These innovations democratize access to literature and cater to contemporary consumption habits, fostering a more interactive, inclusive, and engaging literary

culture (Arafah & Hasyim, 2023b). Building on this transformative potential, this study explores its application in ELT, focusing on developing CALL materials that leverage the unique affordances of digital storytelling and interactive content.

This shift towards digital literature is transforming the landscape of reading and writing and revolutionizing educational methodologies, particularly in English Language Teaching (ELT), where literature use has become increasingly popular. Incorporating digital literature into English Language Teaching (ELT) offers numerous benefits, including enhanced engagement, interactive learning experiences, and developing digital literacy skills. Hypertext fiction like Michael Joyce's "Afternoon, a Story" and Shelley Jackson's "Patchwork Girl" (Rettberg, 2015) can be used to teach reading comprehension and critical thinking. Interactive fiction, exemplified by "Zork" (Montfort, 2005) and "Choice of Games" (Sarian, 2018), engages students by allowing them to influence story outcomes, thereby enhancing decision-making and language skills. Digital poetry, such as Brian Kim Stefans' "The Dreamlife of Letters" (Magearu, 2012), utilizes multimedia to enrich the poetic experience and foster creative expression. Moreover, digital literature fosters crucial digital literacy skills, essential for navigating digital platforms and critically engaging with content in the 21st century (Unsworth, 2005). By leveraging these diverse forms of digital literature in language teaching instruction, ELT can create dynamic, engaging lessons that meet the needs and interests of modern learners.

Despite the rich merits of digital literature, ELT/EFL teachers face significant challenges in integrating it into their classrooms. Many teachers lack digital competence and skills, often struggling with insufficient knowledge of effectively incorporating technology into language teaching (Arafah et al., 2021; Salam et al., 2023). Additionally, there is a notable deficiency in appropriate digital teaching materials specifically designed for language learning (Afiah et al., 2022; Salam et al., 2023). The shift from print to digital text necessitates changes in teaching approaches and methodologies, further complicating the transition (Datau & Setyorini, 2023). Creating pedagogically sound digital literature content poses a significant challenge, especially without adequate support and resources (Salam et al., 2023). Resistance to change also hinders technology integration in their classrooms, as some teachers lack technical skills in using technology for pedagogical purposes (Fauzi, 2023). To address these issues, clear guidance is needed when designing and developing digital literature materials for ELT. With a well-defined framework, teachers and materials developers can systematically create digital literature that meets students' needs and contextual demands.

Responding to the need for a systematic framework in developing digital literature materials for ELT, the IDOL model proposed by Arafah and Kaharuddin (2019) offers a comprehensive and transparent approach to integrating literature into ELT. This four-phase development model has proven successful in previous works in differing contexts (Kaharuddin & Arafah, 2017; Arafah & Kaharuddin, 2019; Rofikah, 2019; Arafah et al., 2021). In the present study, built on a robust theoretical foundation of language pedagogy, literature use in ELT, and digitalization, this model showcases how to create literature-integrated CALL (Computer-Assisted Language Learning) materials where literary works are effectively exploited for language instruction for EFL students at a university in Makassar, Indonesia. CALL (Computer-Assisted Language Learning) materials broadly include tasks, software, courseware, websites, online courses, programs, and learning environments (Levy & Stockwell, 2006). CALL materials integrate various elements, from initial task development to the execution of these tasks within online learning environments, under a unified framework (Hauck & Warnecke, 2013; Hasyim & Arafah, 2023b).

Using the IDOL Model of Arafah (2019), this study developed literature-integrated CALL materials titled "Literature for PIBA." Leveraging the Content Management System (CMS) WordPress, the study created digital resources encompassing three key components: 'Short Stories for ELT,' 'Grammar Lessons,' and 'Vocabulary in Contexts'.

This design-based research yielded two significant outcomes: engaging digital literature materials for English Language Teaching (ELT) and a replicable methodology for practitioners and scholars interested in integrating literature into ELT. This research benefits students and lecturers in the study's context. For students, literature-integrated Computer-Assisted Language Learning (CALL) materials are tailored to their specific needs and interests, enhancing their online language learning experience. These materials, accessible anytime and anywhere, promote flexible, independent learning, boosting motivation, engagement, critical thinking, and imagination. For lecturers, the developed CALL materials serve as valuable teaching resources for various contexts, including online and blended learning environments. Crucially, the methodology presented in this research enhances theoretical understanding and expands insights into the under-explored field of literature-integrated digital materials development. This study illuminates this important area and provides a clear, practical demonstration of the IDOL Model of Arafah and Kaharuddin (2019) in action. By showcasing the application of this model in creating effective teaching materials, the research offers a valuable framework that other researchers and practitioners can adopt and adapt for future literature-integrated CALL materials development projects.

II. LITERATURE REVIEW

Incorporating literature into English Language Teaching (ELT) in a digital context necessitates educators and practitioners focusing on three key aspects. First, it is important to understand how literature is utilized in language teaching and learning. Second, it is advisable to refer to fundamental principles and techniques to effectively integrate literature in a digital context, particularly in Computer-Assisted Language Learning (CALL) materials. Finally, it is critical to have a solid understanding of the procedural methodology for developing literature-integrated CALL materials, such as using the IDOL Model proposed by this study.

A. *Literature in English Language Teaching*

Broadly, literature can be considered any written work. Various scholars offer definitions of literature. Basnet and Mounfold (1993) describe literature as cultural documents of a country or some countries. Wellek and Warren (1963) define it as imaginative art, asserting that "Literature is not merely a document of facts or a collection of real events. It can create its own world as a product of boundless imagination." This view is similar to Taylor (1981), who considers literature an imaginative act by writers involving the selection, organization, and interpretation of life experiences. Hall (2005) contends that literature is both a linguistic artifact and an act of communication through texts. According to Eagleton (1983), literature as an art form provides entertainment, information, education, and excitement (Onuekwusi, 2013; Arafah et al., 2020; Fadillah et al., 2022; Lestari et al., 2025). Saito (2015) suggests that to exploit literature in ELT fully, we should broaden our understanding to include both texts and the creative process. However, in ELT, literature traditionally can be understood as written works with the aesthetic value used for language teaching and learning based on language pedagogy.

Integrating literature in ELT (Arafah, 2024) has multifaceted applications for teaching all language skills (Halil et al., 2024). Türker (1991) notes that literature provides opportunities to develop reading, writing, speaking, and listening skills. Written literary works such as novels and short stories can enhance reading and writing skills, while dramas, poems, and plays can improve speaking and listening skills (Mardiana et al., 2023; Misnah et al., 2024). Literature also aids in teaching vocabulary, grammar, and pronunciation. Stories and novels offer rich lexical resources and diverse grammatical structures, while drama performances and story readings can support pronunciation practice (Arafah, 2020; Arifin, 2022; Kaharuddin et al., 2023).

Several effective strategies for teaching reading and speaking skills using literature have been proposed to enhance student engagement, comprehension, and language production (Arafah & Kaharuddin, 2019; Arnawa & Arafah, 2023). Al-Dhahli (2012) advocates literature circles motivating reading. For example, in a Book Club, the text is read and discussed collectively to explore linguistic elements and literary insights (Sugimura, 2015). Nishihara (2015) recommends tasks that challenge students' comprehension, interpretation, linguistic creativity, personal meaning, and affective response to assess reading progress. These activities promote active participation and interaction among learners. For teaching speaking skills, literature can stimulate oral language production (Collie & Slater, 1987). After critically reading a text, students can discuss their understanding and perspectives in groups, fostering confidence and critical thinking (Arafah et al., 2021; Baa et al., 2023).

Contrary to the belief that literature is too tricky for beginners, it can be taught at all levels by adjusting the difficulty, subject matter familiarity, and other aspects of the learning activity (Asri et al., 2023; Arafah et al., 2024). Mourao (2009) suggests using picture books and traditional tales for children, considering themes, language structure, vocabulary, visual support, and story familiarity. Ho (2000) believes that children's literature can also be used for teenagers and adults, highlighting that picture books are not exclusively for children. For instance, the Norwegian picture book *Sinna Mann* (Angry Man) can be used for both children and adults (Bjorvand, 2010; Hasyim & Arafah, 2023a). The applicability of literature in ELT materials depends mainly on the strategy of its incorporation.

Duff and Maley (2007) suggest four essential points to consider before bringing literature into the ELT classroom: text selection (appropriate to learners' needs and interests), linguistic difficulty (suitable for learners' language proficiency), length (manageable within the time allotted), and cultural appropriateness (relevant to learners' cultural backgrounds). A knowledgeable teacher should understand the genre of the literary text, following McRae's (1994) theory, to select the most appropriate genre that helps learners achieve ELT goals and objectives. Drucker (n.d.) identifies five genres of literature suitable for ELT: Poetry, Prose, Drama, Non-fiction, and Media.

The present study focuses on using prose for digital materials for ELT. Prose includes any literary text with characters and a plot written in paragraphs with complete sentences. It encompasses novels, short stories, comic books, diaries, letters, folktales, fantasies, mysteries, and more (Purwaningsih et al., 2022; Jusdalyana et al., 2024). Short stories and novels are particularly useful in ELT due to their flexible genres, lengths, and varying language difficulties. They can be easily selected and graded based on the theme, diction, lexis, and engaging storylines (Baby, 2012; Arafah & Hasyim, 2019; Jaelani et al., 2024). Additionally, they are culture-specific and offer a broad depiction of life (Asriyanti, 2022; Arafah et al., 2023a). Adapting prose effectively in ELT materials can lead to engaging and meaningful language learning experiences.

B. *Literature Integration in CALL (Computer-Assisted Language Learning) Materials*

In the influential work "CALL Dimensions" by Levy and Stockwell (2006), the term CALL materials is defined broadly to include tasks, software, courseware, websites, online courses, programs, and learning environments, fostering a cohesive link between CALL and general language teaching, particularly in the context of designing and developing language-learning materials (p. 3). This framework allows for an inclusive view where everything from task-based material development to online learning environments falls under the overarching 'materials umbrella' (Hauck & Warnecke, 2013; Iksora et al., 2022).

Integrating literature into Computer-Assisted Language Learning (CALL) materials for teaching English as a Foreign Language (EFL) involves several important considerations to ensure effectiveness and engagement. Here are some key aspects to consider:

(a). Selection of Appropriate Literature

The selection of appropriate literature is a foundational element when integrating literary texts into CALL materials for EFL instruction. It is imperative to choose culturally relevant and age-appropriate texts to ensure that learners can relate to the content and find it meaningful (Kaharuddin, 2022). This relevance enhances the students' engagement and facilitates a deeper understanding of the material (Kramersch, 1993). Additionally, the selected literature must match the learners' language proficiency levels (Arafah et al., 2021; Mofu et al., 2024), avoiding texts that are too challenging or too simplistic to maintain an optimal learning curve and prevent frustration or boredom. Incorporating a variety of genres is also essential, as it caters to diverse interests and learning styles, allowing students to explore different literary forms and fostering a more inclusive and motivating learning environment (McRae, 1994; Manugeran et al., 2023; Takwa et al., 2024). The inclusion of different genres, such as poetry, prose, non-fiction, drama, and media plays, can address various pedagogical objectives and provide a richer literary experience (Drucker, n.d.). Ultimately, carefully selected literature that aligns with these criteria sustains students' motivation and supports their overall language development and appreciation of literary texts (Kuswandy et al., 2023; Karamoy et al., 2024).

(b). Learning Objectives

When integrating literature into CALL materials for teaching EFL, it is crucial to establish clear and well-defined learning objectives that address both linguistic and literary goals. These objectives outline the specific language skills and literary knowledge students must develop by engaging with the texts. For instance, linguistic objectives include expanding vocabulary, improving grammar, and enhancing reading comprehension, while literary objectives could focus on understanding themes, analyzing characters, and appreciating stylistic elements (Ismail et al., 2020; Kaharuddin et al., 2021). Kramersch (1993) differentiates between efferent and aesthetic reading, in which the former focuses on linguistic features, concepts, and meaning, while the latter deals with emotional engagement with the sensations brought by the text. Choosing the right objectives, between linguistic and literary objectives or between efferent and aesthetic reading, should be tailored to students' preferences and language proficiency levels (Siwi et al., 2022; Takwa, 2024, June).

(c). Technology-Enhanced Task Design

Task design is crucial when integrating literature into CALL materials for EFL instruction, and leveraging technology can significantly enhance this process (Kaharuddin et al., 2023). Practical tasks should be designed to promote critical thinking (Mandernach, 2006), discussion (Kozlowski & Ilgen, 2006; Kaharuddin et al., 2022), and interpretation (Kramersch, 1993), enabling students to engage deeply with literary texts. Utilizing digital tools, such as online discussion forums (Mok, 2013; Usman et al., 2024), virtual debate platforms (Aarar, 2024), and collaborative writing software (Diab, 2019), can facilitate activities that challenge students to analyze themes, characters, and stylistic elements, encouraging them to think critically and develop their interpretive skills (Yulianti et al., 2022; Arafah et al., 2023b). By thoughtfully designing tasks spanning these stages and integrating appropriate technologies, educators can create a comprehensive and engaging learning experience that enhances their students' linguistic and literary skills (Suhadi et al., 2022; Arafah et al., 2023c).

(d). Cultural Context and Sensitivity

Cultural context and sensitivity (Takwa et al., 2022a; Takwa et al., 2022b; Arifuddin et al., 2024) are vital considerations when integrating literature into CALL materials for EFL instruction. Providing background information on the cultural and historical context of the literature helps students understand the setting, customs, values, and events that influence the narrative and characters (Mandarani & Munir, 2021; Mokoginta & Arafah, 2022). This context enriches students' comprehension and allows them to appreciate the nuances and deeper meanings of the text (Mutmainnah et al., 2022). For example, before reading a novel set in a particular historical period, students could explore the major events, social norms, and cultural practices of that time, which would illuminate the motivations and actions of the characters (Sunyoto et al., 2022; Yudith et al., 2023; Yudith et al., 2024). By considering these aspects, educators can create effective and engaging CALL materials that leverage the power of literature to enhance EFL teaching and learning.

C. IDOL Model

The development of literature-integrated English CALL materials for the Foreign Language Learning Intensive Training program is based on the IDOL model by Arafah et al. (2021). The IDOL (Input, Development, Output, Language Acquisition) model is a product/program-oriented framework for material development with four stages:

INPUT PHASE:

This stage aims to incorporate the learners' perspectives and desires into the instructional materials. This involves thoroughly identifying the learners' needs in EFL learning, a process known as needs analysis (NA) (Andi & Arafah, 2017). Learners' needs can be categorized into two dimensions: subjective needs and objective needs. Subjective needs encompass details about the learners' learning background and prior knowledge related to the course, such as their proficiency, difficulties, preferred literary texts, and relevant topics, which inform teachers on what to teach. Objective needs include information that helps teachers decide how to teach, such as learners' learning styles, preferences, wants, and course expectations.

DEVELOPMENT PHASE

In the development phase of the IDOL Model, instructional materials are created based on the learners' subjective and objective needs identified in the needs inventory. This phase involves four key steps:

1. *Setting Learning Goals and Objectives:*

In this phase, goals and objectives are stipulated. Goals are general statements about the curriculum, syllabus, and instructional materials, helping focus on the course's vision and priorities (Graves, 2000), while objectives are specific, practical targets describing expected student outcomes in observable behaviours or performances.

2. *Outlining the Content of the Materials:*

After setting goals and objectives, course components are outlined by systematically selecting and organizing significant content. Instructional materials are developed into units, each featuring a particular literary text and topic, consisting of three lessons: Skill Learning (introducing linguistic forms), Skill Using (practical application), and Skill Acquiring (assessing learning outcomes) (Andi & Arafah, 2017).

3. *Selecting the Contents:*

Content selection is guided by needs analysis and supplemented by insights from resources, similar courses, assessments, and consultations with practitioners (Richards & Rogers, 2001). This ensures a balanced integration of theoretical and practical considerations in the literature-based ELT materials.

4. *Determining Relevant Tasks for Teaching and Learning:*

Tasks are created to reflect learning goals and objectives, ensuring alignment with students' current proficiency levels and promoting gradual skill development (Krashen, 1983). Example tasks include using language knowledge in verbal communication, interpreting and discussing dialogues, and engaging in role-plays and social tasks.

These steps ensure that the development of literature-based ELT materials is systematic, learner-focused, and practical.

OUTPUT PHASE

The output phase of the IDOL Model focuses on producing the final instructional materials, which include lesson plans and a prototype of literature-based ELT materials. This phase involves organizing selected materials and activities into structured lesson plans and developing the initial model for literature-based materials.

1. *Lesson Plans for Literature-Based ELT Materials:*

Lesson plans serve as a roadmap for systematic teaching and learning, outlining the sequence of activities to achieve course objectives. Brown (1995) identifies six elements of a lesson plan: goals, objectives, materials and equipment, procedures, evaluation, and extra-class work.

2. *Prototype for Literature-Based ELT Materials:*

The prototype includes all instructional materials (linguistic, visual, audio) to facilitate English learning. It is structured into units with a specific literary text and theme and organized into three lessons: Skill Learning, Skill Using, and Skill Acquiring.

LANGUAGE ACQUISITION PHASE

This phase explains the essentials for implementing the prototype teaching materials in the previous phase, capturing the student's progress, and evaluating the teaching and learning outcomes. Teaching the prototype aims to test the effect of the developed teaching materials on improving the English language skills of the targeted students. Next is the evaluation process to determine the quality of learning achievement. In this phase, summative evaluation is recommended. Summative evaluation is conducted at the end of the teaching implementation. This evaluation is important for two main reasons. First, it provides a comprehensive assessment of the effectiveness of all aspects of the teaching materials and their implementation. Secondly, it can assist in identifying areas for improvement or revision in terms of content, teaching and learning activities and teaching facilities used. This kind of evaluation is adopted from Kirkpatrick's (1996) summative evaluation model, which includes the evaluation of the following:

- Level 1: Reactions: Assessing students' reactions and attitudes using questionnaires.
- Level 2: Learning: Measuring learning gains by comparing pre-test and post-test results.
- Level 3: Behavior: Evaluating students' progress based on teacher observations and feedback collected through questionnaires.
- Level 4: Results: The accumulation of all results achieved in the evaluation process of level 1 (Reaction), level 2 (Learning), and also level 3 (Behavior) to conclude the effectiveness of the implementation of the developed teaching materials.

These levels of evaluation ensure that the developed teaching materials are practical, effective, and aligned with the identified needs of learners, ultimately enhancing the quality of literature-based ELT instruction.

III. METHODS

This study employed a Development Research design, focusing on understanding and enhancing the decision-making process during creating a product or program, thereby improving both the product and the developers' skills for future projects (Akker, 1999). The study used the IDOL model (Arafah & Kaharuddin, 2019) as its framework for material development and was conducted within an EFL Program at Alauddin State Islamic University Makassar. Participants were selected through random sampling and classified into three groups: 53 second-semester EFL students (target group), 10 English lecturers (audience group), and 10 graduates who completed the EFL program (resource group). The study utilized quantitative instruments (questionnaires and evaluation checklists) and qualitative instruments (interview guidelines). The

questionnaires aim to capture the students' subjective and objective needs in forming the foundation for developing literature-integrated CALL materials. Interviews provided a more profound understanding (Abidin & Kaharuddin, 2021) of student's language skills, preferred topics, and challenges, while evaluation checklists gathered expert opinions on the material quality.

IV. FINDINGS AND DISCUSSION

A. The Development of Literature-Integrated CALL Materials Prototype

(a). The Literature-Integrated CALL Materials Framework

The overall layout of the Literature for PIBA website, a platform for literature-integrated CALL materials, is illustrated in Figure 1 below. When visitors access the website (<https://literatureforpiba.wordpress.com/>), they first encounter the Home page. From the Home page, visitors can navigate to various sections such as 'Short Stories for ELT', 'Grammar Lessons', and 'Vocabulary in Contexts'.

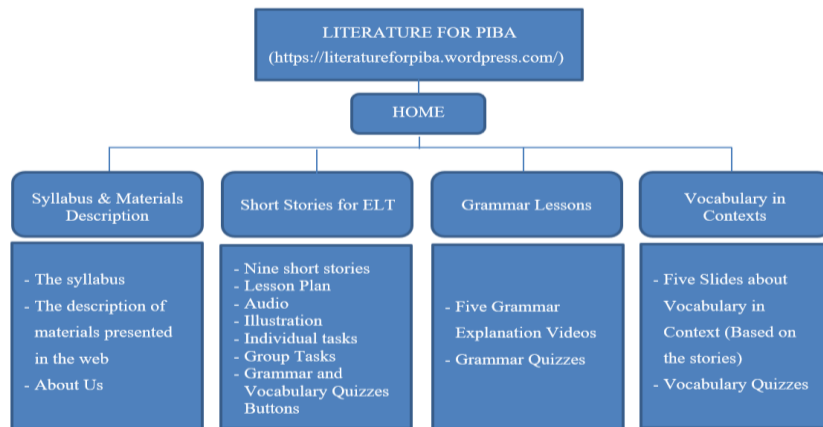


Figure 1. The Materials Framework

(b). Material Pages

The developed CALL materials encompassed three key areas: story-based ELT materials, grammar lessons, and vocabulary materials. These areas were selected based on a thorough assessment of students' needs, identified through the needs analysis.

1. Short Stories for ELT

The materials incorporated five selected American stories, specifically adapted versions from VOA Learning English. These stories included *The Story of Keesh* and *To Build a Fire* by Jack London, *The Gift of the Magi* by O. Henry, *The Open Boat* by Stephen Crane, and *A Pair of Silk Stockings* by Kate Chopin. These stories formed the foundation of the nine story-based materials and were chosen based on students' favourite literature topics. They were carefully graded from simple to complex to provide scaffolded progression, adhering to Krashen's input+1 theory. For instance, *The Story of Keesh* was placed first and divided into four parts to make it more manageable for students. *To Build a Fire* was the second story, divided into two parts, offering more outstanding passage chunks and increasing the challenge. The remaining stories were not divided but were sequenced based on their linguistic difficulty, starting with more straightforward texts and progressing to more complex ones.

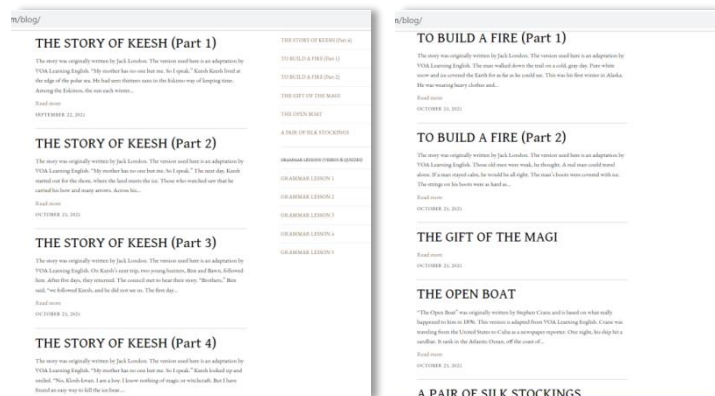


Figure 2. Short Stories for ELT

Audio recordings complemented the story-based materials to help students practice their listening skills and learn the pronunciation of the words in the stories. The researcher recorded these audios herself using Anchor, a podcast recording application and released them on platforms such as Spotify. The embedded Spotify audios on the website were carefully recorded to ensure clarity and distinct pronunciation of words, making it easier for learners to understand. The recordings were also graded in terms of length and speed to match the progression of the stories. For instance, the audio for the four parts of *The Story of Keesh* was shorter and slower than the subsequent audio, which covered entire stories simultaneously, allowing students to adapt to longer audio segments gradually.

2. Grammar Lessons (Video and Quizzes)



Figure 3. Grammar Lessons (Videos & Quizzes)

This section provided five grammar lessons on the parts of speech: nouns, pronouns, adjectives, verbs, and adverbs. Designed for beginner levels, the lessons used an inductive approach, exposing students to grammar in context before introducing specific rules to enhance relevance to daily language use. Given the needs analysis findings that students struggled with grammar, these materials aimed to address this gap effectively. Explanatory videos were created using Canva, combining slides with the teacher's narration. The slides included clear grammar explanations, practical examples, and grammatical tips tailored to this research. PDF handouts were also made available through Google Drive and linked via the website for students who preferred reading. Interactive grammar quizzes were developed using Quizzes to help students independently assess their understanding. These quizzes featured immediate feedback, progress tracking, and engaging elements like background music, memes, and timed questions, making the learning experience enjoyable and student-friendly.

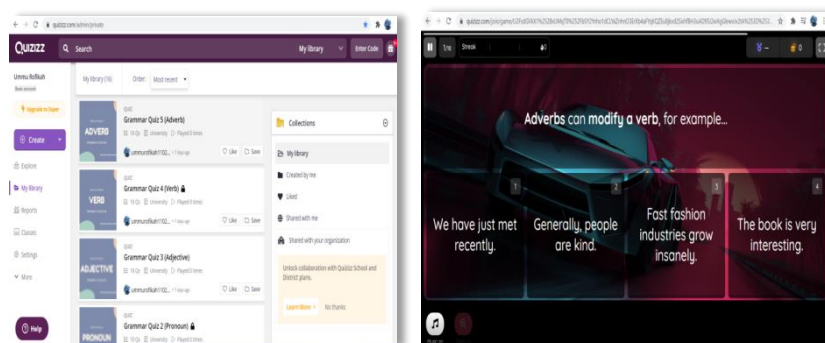


Figure 4. Grammar Quizzes Generated Using Quizzes

3. Vocabulary in Context (Slides and Quizzes)

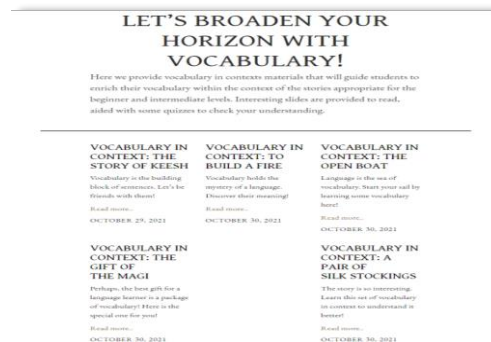


Figure 5. Vocabulary in Context Materials

Based on the five selected stories, the vocabulary in context materials was created using the vocabulary found within the texts. Five slide presentations were created to explain the vocabulary in context, incorporating visual aids such as pictures to support multimodal learning, which combined reading, visualizing, and contextualizing. Quizzes were designed to assess students' vocabulary knowledge, providing a gamified and engaging assessment experience. Tailored for beginner and pre-intermediate proficiency levels, these quizzes were structured according to word difficulty and type, focusing on both specific topical vocabulary and commonly used words. The quizzes followed the graded sequence of the stories, progressing from more straightforward to more complex vocabulary, with increasing difficulty as the syllabus advanced. To reinforce vocabulary learning, students applied their knowledge through group writing tasks, presentations, and discussions, ensuring practical use of the newly learned vocabulary.

(c). Students' Activities Pages

Since Literature for PIBA encompassed story-based English materials, grammar lessons, and vocabulary in context materials, student activities were designed to address all three areas. Grammar and vocabulary quizzes were previously discussed, and this section focuses on how students' progress in story-based materials was assessed through individual and group activities. In group activities, students collaborated to complete tasks such as while-reading and post-reading exercises. Based on the principles of integrating literature into ELT proposed by Collie and Slater (1987), reading tasks focused on comprehension, while post-reading tasks encouraged critical thinking by requiring students to interpret, predict, provide opinions, and comment on the stories.

(d). The Evaluation of Literature-Integrated CALL Materials

The evaluation checklist used in this study was adapted from Mukundan et al. (2011) and enhanced with open-ended questions to allow experts to provide feedback and recommendations on the materials. Additional components were included to assess specific aspects of CALL materials. The checklist featured close-ended statements rated on a Likert scale from 0 to 4 (0 = lacking, 1 = weak, 2 = adequate, 3 = good, 4 = excellent) and open-ended questions for comments and suggestions. The pre-use evaluation was conducted in two iterations, following a cycle of evaluation, revision, and re-evaluation, until the results indicated that the developed materials were of excellent quality.

V. CONCLUSION

In conclusion, this research successfully developed a prototype of literature-integrated Computer-Assisted Language Learning (CALL) materials designed for EFL students at Alauddin State Islamic University Makassar. Utilizing the IDOL Model, a novel framework by Arafah and Kaharuddin (2019), this design-based study involved 73 participants, including students, lecturers, and graduates. Through needs analysis questionnaires, interviews, and evaluation checklists, the study produced a robust prototype demonstrating a systematic approach to incorporating literature into EFL pedagogy. This prototype is a versatile resource for English instruction, suitable for both primary and supplementary use in the university's EFL program.

The application of the IDOL Model has proven effective in creating impactful teaching materials, providing a valuable framework for future projects in literature-integrated CALL materials development. This study underscores the significant potential of literature in enhancing English Language Teaching (ELT), offering inspiration and guidance for educators and material designers. Future researchers are encouraged to explore further adaptations and implementations of the IDOL Model in diverse educational contexts, expanding its utility and impact on EFL instruction.

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