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APACALL
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ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING
APACALL Newsletter   **Series No. 21, December 2017**

PRESIDENT'S MESSAGE

It has been another interesting year. Our tenth and last joint conference, GLoCALL 2017, went well and allowed our participants to enjoy personal and professional networks in Brunei. Also, our TELLRN projects have produced some good outcomes and individual members have continued to build up their profiles. I would like to thank all those who have engaged with APACALL activities and who plan to contribute to APACALL in the near future. I wish you all the best and look forward to working with you again in 2018.

Jeong-Bae Son
President

NEWS FROM MEMBERS (January – December 2017)

► **Publications**

□ Bauer-Ramazani, C., Meyer, J., Reshad, A., Stevens, V., & Watson, J. (2017). A brief history of CALL-IS webcasting in the new millennium. *TESL-EJ, 21*(1). Retrieved from http://www.tesl-ej.org/wordpress/issues/volume21/ej81/ej81int/

□ Dashwood, A., & Son, J.-B. (2017). Academic language support for at-risk students: *REACHing Further*. *Journal of Academic Language & Learning, 11*(1), A58-A70. Retrieved from http://journal.aall.org.au/index.php/jall/article/view/441/269

□ Kılıçkaya, F. (2017). Improving formative assessment in language classrooms using GradeCam Go! *Teaching English with Technology, 17*(4), 78-92. Retrieved from http://www.tewtjournal.org/issues/volume-2017/volume-17-issue-4/

□ Kılıçkaya, F. (2017). The effects of pre-lecture online quizzes on language students' perceived preparation and academic performance. *PASAA Journal, 53*(1), 59-84. Retrieved from http://www.culi.chula.ac.th/publicationsonline/files/article/V5J7jUbWldThu23557.pdf

□ Kılıçkaya, F. (2017). Infusing action mazes into language assessment class using Quandary. In H. Asutay (Ed.), *Balkan educational studies* (pp. 223-231). Edirne, Turkey: Trakya University Publication. Retrieved from http://bys.trakya.edu.tr/file/open/26706313

□ Kılıçkaya, F. (2017) Learning English vocabulary by hyperglossing and narrow reading. *Proceedings of the 2nd ASOS International Symposium on Social Scinces* (pp. 13-20). Antalya, Turkey: Alaaddin Keykubat University. Retrieved from http://kayit.asoscongress.com/files/Alanya_TamMetin.pdf

□ Kılıçkaya, F. (2017, February). Creating online quizzes with Google Forms. *The AATSEEL Newsletter, 60*(1), 8-10. Retrieved from http://www.aatseel.org/100111/pdf/aatseel_newsletter_february_march_2017.pdf

□ Kılıçkaya, F. (2017, May). Kaizena: Providing Voice Feedback to Language Learners. *The AATSEEL Newsletter, 60*(2), 7-8. Retrieved from http://www.aatseel.org/100111/pdf/may_2017_aatseel_newsletter.pdf

□ Kılıçkaya, F. (2017, October). Quandary: Creating action mazes for language learners. *The AATSEEL Newsletter, 60*(3), 9-10.Retrieved from http://www.aatseel.org/100111/pdf/october_2017_aatseel_newsletter.pdf

□ Levak, N., & Son, J.-B. (2017). Facilitating second language learners' listening comprehension with Second Life and Skype. *ReCALL, 29*(2), 200-218. DOI: https://doi.org/10.1017/S0958344016000215

□ McCarty, S. (2017). Setting up an effective Google Scholar profile. *The Language Teacher, 41*(2), 31-34. Retrieved from http://jalt-publications.org/node/27/articles/5753-setting-effective-google-scholar-profile

□ Park, M. (2017). Secondary EFL learners' attitude toward computer-assisted extensive reading. *BUFS Foreign Language Studies, 30*, 47-69.

□ Park, M. (2017). Book review: Review on online intercultural exchange: Policy, pedagogy, practice. *CALICO Journal, 34*(2), 263-266.

□ Son, J.-B. (2017). CALL research, practice and teachers' roles. In J.-B. Son & S. Windeatt (Eds.), *Language teacher education and technology: Approaches and practices* (pp. 51-62). London: Bloomsbury Academic.

□ Son, J.-B., & Windeatt, S. (Eds.). (2017). *Language teacher education and technology: Approaches and practices*. London: Bloomsbury Academic.

□ Son, J.-B., & Windeatt, S. (2017). Teacher training in computer-assisted language learning: Voices of teacher educators. In J.-B. Son & S. Windeatt (Eds.), *Language teacher education and technology: Approaches and practices* (pp. 1-17). London: Bloomsbury Academic.

□ Son, J.-B., Park, S.-S., & Park, M. (2017). Digital literacy of language learners in two different contexts. *The JALTCALL Journal, 13*(2), 77-96. Retrieved from http://journal.jaltcall.org/articles/13_2_Son.pdf

□ Stevens, V. (2017). Gamifying teacher professional development through Minecraft MOOC. In Zoghbor, W., Coombe, C., Al Alami, S., & Abu-Rmaileh, S. (Eds.), *The Proceedings of the 22nd TESOL Arabia Conference* (pp. 75-92). Retrieved from http://vancestevens.com/papers/evomcmooc_TACON2016.pdf

□ Stevens, V., & Verschoor, J. (2017). Coding and English language teaching. *TESL-EJ, 21*(2). Retrieved from
http://www.tesl-ej.org/wordpress/issues/volume21/ej82/ej82int/

► **Presentations**

○ Heo, Y., & Park, M. (2017, January). Teaching academic writing to Japanese low-intermediate learners of English. Paper presented at the 15th Annual HICE (Hawaii International Conference on Education), Honolulu, Hawaii, USA.

○ Krajka, J., & Kılıçkaya, F. (2017, September). Learning how to assess across cultures – Teachers' perceptions of language assessment in a telecollaborative project. Presented at the Formative Assessment in Foreign Language Teaching Conference, Warsaw, Poland. Retrieved from https://fabpolski.wordpress.com/learning-how-to-assess-across-cultures-teachers-perceptions-of-language-assessment-in-a-telecollaborative-project/

○ Nozawa, K. (2017, March). How to enhance listening and speaking skills in English for high school students. A lecture for EFL teachers at Kyoto Prefectural Jonan Soryo High School, Uji, Kyoto, Japan.

○ Nozawa, K. (2017, June). Communication activities in education with multimedia. A lecture at the Web-Based Communication and the Future Symposium for Japan Communication Association 2017 National Conference, Kyoto Notre Dame University, Japan. June 3, 2017.

○ Nozawa, K. (2017, August). iPad multimedia materials development projects for prospective English teachers. Paper presented at LET 2017 Conference, Nagoya Gakuin University Nagoya Campus, Nagoya, Japan.

○ Nozawa, K. (2017, August). Project-based learning using iPads in an EFL program. Poster presented at the EuroCALL 2017 International Conference, The University of Southampton, UK.

○ Nozawa, K. (2017, September). A project-based learning (PBL) English class to improve students' oral communication and multimedia presentation skills. Paper presented at the GLoCALL 2017 Conference, Universiti Teknologi Brunei, Brunei.

○ Nozawa, K. (2017, November). Active learning style EFL using ICT. A lecture for the Fifth JACET English Education Seminar. Kansai Gaidai University, Osaka, Japan.

○ Park, M. (2017, April). Developing the simulation-based assessment task for aviation English: An evidence-centered design. Paper presented at the AERA (American Educational Research Association) 2017, San Antonio, TX, 27 April - 1 May 2017.

○ Park, M., & Cheng, C.H. (2017, March). The online community of practice co-constructed by EFL teachers: Case studies from Hong Kong, China and South Korea, Paper presented at the Electronic Village, TESOL 2017, Seattle, Washington, USA.

○ Park, M., & Cho, B.-Y. (2017, April). Innovative assessment of aviation English: Retrospective verbal reporting integrated with virtual task environments. Poster presented at the AERA (American Educational Research Association) 2017, San Antonio, Texas, USA.

○ Park, M. & Yi, J.-I. (2017, September). Evaluating the outcomes of online intercultural exchange between Korean and Japanese college EFL learners. Paper presented at the MMSEE (KAMALL-STEM-KASEE) Joint International Conference 2017, Incheon, Korea.

○ Son, J.-B. (2017, May). Enhancing language teaching with digital technology: Activity design. Educational Engagement Professional Development Workshop, USQ Springfield Campus, Ipswich, Australia, 24 May 2017.

○ Son, J.-B. (2017, September). Learner training in digital language learning: What and how. Paper presented at the Globalization and Localization in CALL (GLoCALL) 2017 Conference, University Technology Brunei, Bandar Seri Begawan, Brunei.

○ Son, J.-B. (2017, September). Online tools and activities for Korean language teaching. Australian Association of Teachers of Korean (AUATK) 2017 Teacher Training Workshop, The University of Sydney, Sydney, Australia, 30 September 2017.

○ Son, J.-B. (2017, October). Language teacher education and technology. Invited seminar at Pusan National University, Busan, Korea. 18 October 2017.

○ Son, J.-B., & Park, M. (2017, June). Enhancing language teaching with online activities: Activity design. Paper presented at the CAES (Centre for Applied English Studies) International Conference 2017, The University of Hong Kong, Hong Kong.

○ Stevens, V. (2017, March). Using OBS software for multiple purposes in TESOL. Paper presented at the TESOL Arabia conference in Dubai. https://docs.google.com/presentation/d/12KL1390JLzBsopdsMLMi6ZHNC23CEzT2biNp0mCOV3M/edit?usp=sharing

○ Stevens, V. (2017, March). Configure encoders, stream YouTube Live, and record lesson materials on-the-fly. Paper presented at the TESOL Seattle conference. https://docs.google.com/presentation/d/12KL1390JLzBsopdsMLMi6ZHNC23CEzT2biNp0mCOV3M/edit?usp=sharing

○ Stevens, V. (2017, March). Finding your voice: Teaching writing using tablets with voice capability. Paper presented at the TESOL Seattle conference. http://tinyurl.com/vance2017tesol

○ Stevens, V., Stevens, B., Smolčec. D., Smolčec, M., Redstone, D., Abdelmoneim, M., & Patrascu, M. (2017, June). EVO Minecraft MOOC. Presented at the Second Life MOOC 2017 online conference. https://learning2gether.net/2017/06/22/vance-stevens-domagoj-and-marijana-smolcec-dakota-redstone-and-mircea-petrascu-mine-your-language-on-sl-mooc/

○ Vu, N., & Park, M. (2017, March). A corpus-based analysis of L2 student essays in an English Writing Placement Test, Poster presented at the AAAL (American Association of Applied Linguistics) 2017, Portland, Oregon, 18-21 March 2017.

► **Appointment/Movement**

◊ Steve McCarty: I have been posting e-learning news 2-3 times a week to this Facebook page with nearly 500 likes – World Association for Online Education (https://www.facebook.com/waoepage/).

◊ Kazunori Nozawa: I retired from a tenured professor position at the end of March and became a professor emeritus at Ritsumeikan University while being rehired as a specially appointed professor (contracted) on April 1st to continue teaching both undergraduate and postgraduate programs.

PROJECT OF INTEREST

Winding Roads to Languages

Klaus-Dieter Rossade
(School of Languages and Applied Linguistics, The Open University, United Kingdom)

The Winding Roads to Languages (WIROLA) is a seven year longitudinal research project at the Open University, UK, which follows over 160 students (mostly part-time) on a BA (Hons) Language Studies from the moment they start with the compulsory introductory module Exploring Languages and Cultures, until they complete after on average 6 years. We are in our second year of the project, which also aims to get insights into what graduates do with their qualification in language, hence the 7 years project period. We are currently gathering baseline data of people's attitudes, experiences, expectations and aspirations, all of which are themes we will monitor over the duration of the project. At a very high level, this research tries to answer the question: How does studying languages change people? We collect quantitative data for some aspects of the experience, but expect most outcomes from extensive qualitative data gathering over the years – in a few cases we may have data for individual students for the whole of the project period.

This year we are also running a vocabulary learning project that aims to inform and establish independent vocabulary learning approaches early on in people's studies and we will assess the impact of this over time as well. This will include use of digital vocabulary tools, but not exclusively. One lens to look at the data will be flow theory and the questions to what extent at times mundane and repetitive learning activities can produce the kind of engagement that has been observed in studies on games theory.

There will be further discreet projects within the overall WIROLA framework design in future years. More information from Klaus-Dieter.Rossade@open.ac.uk.

GLoCALL 2017
(http://glocall.org/)
7-9 September 2017
University Technology Brunei, Bandar Seri Begawan, Brunei

The Globalization and Localization in Computer-Assisted Language Learning (GLoCALL) 2017 Conference was held in Brunei from 7 to 9 September 2017. It was the tenth and last joint conference of the Asia-Pacific Association for Computer-Assisted Language Learning (APACALL) and the Pacific Association for Computer Assisted Language Learning (PacCALL), which was organized in collaboration with Centre for Communication, Teaching and Learning at Universiti Teknologi Brunei. There were about 150 delegates from such countries as Australia, China, Finland, Indonesia, Japan, Malaysia, Saudi Arabia, South Korea, Thailand, USA and Brunei. The conference provided conference participants with meaningful opportunities to explore and discuss CALL pedagogies and technologies.

Click here to see more photos!

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FORTHCOMING CONFERENCES

♦ 19th International CALL Research Conference (4-6 July 2018)
Bruges, Belgium. https://www.call2018.org/

♦ EuroCALL 2018 (22-25 August 2018)
Jyväskylä, Finland. https://www.jyu.fi/en/congress/eurocall2018/

♦ WorldCALL 2018 (13-16 November 2018)
Concepción, Biobio Region, Chile. http://worldcall5.org/
    -- Scholarships for those who are working with CALL in developing countries
    (http://worldcall5.org/index.php/programme/scholarships/)

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CALL FOR PAPERS <Advance Notice>

[APACALL Book Series Volume 4]

Faces of Computer-Assisted Language Learning in the Digital Age

Editor: Jeong-Bae Son

APACALL members are invited to submit previously unpublished papers related to computer-assisted language learning (CALL). As implied by the preliminary title of the book "Faces of Computer-Assisted Language Learning in the Digital Age", papers are welcome in a wide variety of aspects of CALL (e.g., technology integration into the language classroom; computer-mediated communication; web-based language learning; mobile-assisted language learning; e-learning; online learning; collaborative learning; blended learning; virtual worlds; language teacher training).

This book is proposed to accept three types of papers: research papers; development papers; and practice papers. Research papers should either report on original research or present an original framework that links previous research, educational theory and teaching practices. Development papers should focus on the development of CALL applications, programs or activities for specific purposes. Practice papers should deal with the use of CALL in a specific context and highlight practice rather than research.

In this book, we hope to have as many chapters as possible (i.e., more opportunities for more members). Members who are interested in contributing to the book should send an e-mail message of intent, with "APACALL Book 4" in the Subject field, and a 200-word abstract with their contact details to the Editor (drjbson@gmail.com) between 15 January and 28 February 2018 (i.e., open for submissions – **15 January 2018**; deadline for submissions – **28 February 2018**). A message with more information on the format of submissions will be sent out to all APACALL members via email in early January.

Authors of abstracts selected for inclusion will be notified and given full submission guidelines by 20 March 2018 and full papers (research papers – 5,000-7,500 words; development papers – 2,500-5,000 words; practice papers – 2,500-5,000 words) will be due by 30 June 2018. Initial selection of full papers will be made by the Editor by 20 July 2018 and then selected papers will be sent to reviewers for anonymous peer review. The book is expected to be published in early 2019.

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TELLRN

The Technology-Enhanced Language Learning Research Network (TELLRN) conducts and disseminates research on the ways in which digital technologies can improve learning opportunities and educational outcomes for language learners and teachers. APACALL members who are interested in the use of digital technologies and are willing to participate in collaborative research projects are welcome to join the TELLRN research team. If you have an idea or a proposal for a research collaboration, please contact the Director with details: http://www.apacall.org/tellrn/

ADDITIONAL NOTES

- Members are invited to send the APACALL Webmaster (webmaster@apacall.org) their names and resource website addresses to be listed on the 'Resources' page (http://www.apacall.org/resources/resources.html) of the APACALL web site.

- Your contributions to this newsletter series are always welcome. Please send your news items to the APACALL Webmaster (webmaster@apacall.org).