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 <a href="http://www.apacall.org">www.apacall.org</a> ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING		
<b>APACALL Newsletter</b> <b>Series No. 23, December 2019</b>		

[President's Message – News from Members – Short Article – Teaching Idea – Presentation Idea – Book of Interest – Forthcoming Conferences – TELLRN – Additional Notes]



### **PRESIDENT'S MESSAGE**

In 2019, we published our first free e-book titled *Context-Specific Computer-Assisted Language Learning: Research, Development and Practice*. The book was well accepted as a new way of disseminating information on our research and practice in CALL. We will continue offering our members opportunities to engage in professional development activities and discussions. You are all encouraged to propose and/or participate in TELLRN projects for international research collaboration. With the year rapidly drawing to a close, I would like to thank you and wish you all the best. I look forward to working with you further in 2020.

*Jeong-Bae Son*  
President



### **NEWS FROM MEMBERS** (January – December 2019)

#### ► Publications

- **Alm, A.** & Daniel, B. (2019). Student engagement with mobile language apps in blended learning environments: Perspectives from university language students. In A. Palalas (Ed.). *Blended language learning: International perspectives on innovative practice* (pp. 182-220). China Central Radio & TV University Press.
- **Alm, A.** (2019). Piloting Netflix for intra-formal language learning. In F. Meunier, J. Van de Vyver, L. Bradley & S. Thouësny (Eds), *CALL and complexity – Short papers from EUROCALL 2019* (pp. 1-6). Research-publishing.net.
- **Kilickaya, F.** (2019). Pre-service language teachers' online written corrective feedback preferences and timing of feedback in computer-supported L2 grammar instruction. *Computer Assisted Language Learning*. Published online: 27 Sep 2019. <https://doi.org/10.1080/09588221.2019.1668811>
- **Kilickaya, F.** (2019). Learners' perceptions of collaborative digital graphic writing based on semantic mapping. *Computer Assisted Language Learning*. Published online: 12 Jan 2019. <https://doi.org/10.1080/09588221.2018.1544912>

- **Kilickaya, F.** (2019). Using different types of computer-supported signaling in explicit online grammar instruction. In J.-B. Son (Ed.), *Context-specific computer-assisted language learning: Research, development and practice* (pp. 102-121). Toowoomba, Australia: APACALL. Retrieved from [http://www.apacall.org/research/books/4/cs\\_call\\_2019.pdf](http://www.apacall.org/research/books/4/cs_call_2019.pdf)
  
- **Kilickaya, F.** (2019). Materials design in CALL: A case study of two teachers of English as creators of digital materials. In C. N. Giannikas, E. Kakoulli Constantinou, & S. Papadima-Sophocleous (Eds.), *Professional development in CALL: A selection of papers* (pp. 131-144). Voillans, France. Research-publishing.net. <https://doi.org/10.14705/rpnet.2019.28.875>
  
- **Lee, S.-M. & Park, M.** (2019). Reconceptualization of the context in language learning with a location-based AR app. *Computer Assisted Language Learning*. Published online: 3 May 2019. <https://doi.org/10.1080/09588221.2019.1602545>
  
- **McCarty, S.** (2019). Thailand e-learning and mobile language learning workshop report. *Asian Journal of Distance Education*, 14(1), 158-161. Retrieved from <http://asianjde.org/ojs/index.php/AsianJDE/article/view/294/267>
  
- **McCarty, S.** (2019). Disruptive technology and the calling of humanities and social sciences. Keynote address paper, *11th International Conference on Humanities and Social Sciences Proceedings* (pp. 1-10). Prince of Songkla University, Thailand. Retrieved from [https://www.academia.edu/40594734/Disruptive\\_Technology\\_and\\_the\\_Calling\\_of\\_Humanities\\_and\\_Social\\_Sciences\\_Keynote\\_Address\\_Paper](https://www.academia.edu/40594734/Disruptive_Technology_and_the_Calling_of_Humanities_and_Social_Sciences_Keynote_Address_Paper)
  
- **McCarty, S.** (2019). Meeting global faculty development needs in Japan. Tokyo: Child Research Net. Retrieved from [https://www.childresearch.net/papers/language/2019\\_01.html](https://www.childresearch.net/papers/language/2019_01.html)
  
- **Park, M., & Wang, L.** (2019). Instructional design of technology-enhanced process writing for secondary ESL learners in Hong Kong. In J.-B. Son (Ed.), *Context-specific computer-assisted language learning: Research, development and practice* (pp.122-136). Toowoomba, Australia: APACALL. Retrieved from [http://www.apacall.org/research/books/4/cs\\_call\\_2019.pdf](http://www.apacall.org/research/books/4/cs_call_2019.pdf)
  
- **Perks, B.** (2019). Female action heroines and career women: A discourse analysis of leading female roles in Hollywood. *Kwansei Gakuin University: eX Essays on Language and Culture*, 11, 71-96.
  
- **Perks, B. & Warchulski, D.** (2019). Promoting student autonomy, engagement and interaction through mobile-assisted language learning. In J.-B. Son (Ed.), *Context-specific computer-assisted language learning: Research, development and practice* (pp.75-101). Toowoomba, Australia: APACALL. Retrieved from [http://www.apacall.org/research/books/4/cs\\_call\\_2019.pdf](http://www.apacall.org/research/books/4/cs_call_2019.pdf)
  
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- **Stevens, V.** (2019). Thinking SMALL about social media-assisted language learning. In J. Colpaert, A. Aerts, Q. Ma, & J. L. F. King (Eds.), *Proceedings of the Twentieth International CALL Research Conference: Social CALL* (pp. 257-272). Hong Kong: The Education University of Hong Kong. Retrieved from [https://www.vancestevens.com/papers/2019/CALL2019proceedings\\_stevensSMALL.pdf](https://www.vancestevens.com/papers/2019/CALL2019proceedings_stevensSMALL.pdf)
- **Stevens, V.** (2019). Teaching writing to students with tablets using voice to overcome keyboard shortcomings. In Zoghbor, W., Al Alami, S., & Alexiou, T. (Eds.), *Proceedings of the 1st Applied Linguistics and Language Teaching Conference: Teaching and Learning in a Globalized World* (pp. 22-47). Dubai: Zayed University Press. Retrieved from [https://www.vancestevens.com/papers/2019/ALLT2018\\_Proceedings\\_vstevensVoiceFeedbackonWriting.pdf](https://www.vancestevens.com/papers/2019/ALLT2018_Proceedings_vstevensVoiceFeedbackonWriting.pdf)
- **Warchulski, D.** (2019). Implementing a functional approach to improve learners' communication skills: Group-based discussions. *Kwansei Gakuin University Humanities Review*, 24, 13-24.
- **Warchulski, D.** (2019). Collectivism and individualism in language education. *Essays on Language and Culture – School of Economics Kwansei Gakuin University*, 11, 215-224.

#### ► Presentations

- **Alm, A.** & Hauck, M. (2019, July). Social CALL: Trajectories, turns and trends. Invited joint keynote address at CALL Research Conference 2019, Hong Kong.
- **Alm, A.** (2019, August). Piloting Netflix for intra-formal language learning. Paper presented at EuroCALL Conference 2019, Louvain la Neuve, Belgium.
- **Alm, A.** (2019, November). Chatbots for informal language learning. Paper presented at Australian/ New Zealand Applied Linguistics Conference 2019, Perth, Australia.
- **Alm, A.** (2019, November). From Cuaderno de papel to Casa de papel: Spanish TV-series for language learning. Paper presented at New Zealand Hispanic Studies Seminar, Dunedin, New Zealand.
- **Kilickaya, F.** (2019, October). Language learners' informal employment of ICT applications and websites to assess their English skills. Paper presented at the Marmara University English Language Teaching International Conference (MELT 2019), Istanbul, Turkey.

- Krajka, J., & **Kilickaya, F.** (2019, September). Mentoring at a distance – Using telecollaboration to provide support to student teachers during practicum. Paper presented at the Virtual Exchange and 21st Century Teacher Education: The final conference of the European policy experiment 'Evaluate', University of León, Spain.
- Lam, L. K. A. & **Park, M.** (2019, October). The washback effects from basic competency assessment (formerly TSA) for primary schools in Hong Kong. Poster presented at the Hong Kong Shue Yan University Evidence-Based Practice 2019 International Conference, Hong Kong.
- Nakagawa, H., Toyoda, J., & **Park, M.** (2019, May). Enhancing false beginners' writing skills through collaborative writing tasks. Paper presented at the LIF2019 - 6th International Language in Focus Conference, Dubrovnik, Croatia.
- **Nozawa, K.** (2019, May). A vocabulary learning using a quiz game format, Kahoot!, and smartphones. Oral presentation at the LET Kansai Chapter Spring Conference 2019 in the Kansai International University Amagasaki Campus, Amagasaki, Hyogo, Japan.
- **Nozawa, K.** (2019, June). How to get published in a CALL Journal: Tips from an editor. Poster presentation at the JALT CALL 2019 Conference in the Aoyama Gakuin University Shibuya Campus, Tokyo, Japan.
- **Nozawa, K.** (2019, October). Language teachers in the 21st century: Professional qualifications and challenges to implement the latest technologies. Keynote speech at the ICoMSLEd 2019 Conference at Universitas Mahaputra Muhammad Yammin (UMMY) Solok, West Sumatra, Indonesia.
- **Park, M.**, Heo, Y., Xiao, W., & Cheng, H.-H. (2019, June). Developing EFL learners' intercultural communicative competence using digital storytelling in Hong Kong and Japan. Paper presented at the 17th Asia TEFL International Conference, Bangkok, Thailand.
- **Park, M.**, & **Son, J.-B.** (2019, July). Pre-service EFL teachers' readiness in computer-assisted language learning and teaching. Paper presented at the 2019 Joint International Conference, Hankuk University of Foreign Studies, Seoul, Korea.
- **Perks, B.** (2019, May). Transformative cross-cultural leadership in Australia – Providing social justice for English as an additional language or dialect students. Paper presented at the 14th International Congress on Educational Administration, Ontur Hotel, Çeşme, İzmir, Turkey.
- **Perks, B.** (2019, September). Problem-based learning as a tool for developing critical media literacy for EAL/D students. Paper presented at Taylor's 12th Teaching and Learning Conference, Taylor's University, Subang Jaya, Selangor, Malaysia.
- **Son, J.-B.** (2019, July). Teacher learning in technology-enhanced language teaching: An activity-based approach. Featured speech at the 2019 Joint International Conference, Hankuk University of Foreign Studies, Seoul, Korea.

- **Son, J.-B., & Park, S.-S.** (2019, June). Designing and using online activities for academic vocabulary learning. Paper presented at the AsiaTEFL 2019 Conference, Ambassador Hotel Bangkok, Bangkok, Thailand.
- **Stevens, V.** (2019, March). Thinking SMALL: A case for social media-assisted language learning. Paper presented as part of a CALL-IS academic session on SMALL: Research, practice, impact of social media-assisted language learning with Elke Stappart, Maria Tomeho-Palermينو, Susan Gaer, and Sandy Wagner, at the TESOL international conference in Atlanta, USA.
- **Stevens, V.** (2019, March). The Best of EVO 2019. Two-day webcast blended with both online presenters from a distance and on site at the TESOL international conference in Atlanta, USA.
- **Stevens, V.** (2019, April). Thinking SMALL: A case for social media-assisted language learning. Paper presented at the Penang English Language Learning and Teaching Association (PELLTA) international conference in Penang, Malaysia.
- **Stevens, V.** (2019, June). Gamifying teacher professional development through Minecraft MOOC. Plenary speech at the International Conference on Creative Teaching, Assessment, and Research (ICCTAR) in Melaka, Malaysia.
- **Stevens, V.** (2019, July). Thinking SMALL about social media-assisted language learning. Paper presented at the CALL Research Conference at The Education University of Hong Kong.
- **Stevens, V.** (2019, August). Supporting student writing with the help of voice-to-text. Presentation at the GLoCALL 2019 conference in Danang, Vietnam.
- **Stevens, V., & Khamis, H.** (2019, November). Highlighting the participatory culture of continuous professional development through self-sustaining professional learning networks. Online presentation at the 9th Annual GEC, Global Education Conference.
- Toyoda, J., Yashima, T., Nakagawa, H., & **Park, M.** (2019, May). Factors influencing the development of situated willingness to communicate in task-based L2 learning: A mixed-methods inquiry. Paper presented at the LIF2019 - 6th International Language in Focus Conference, Dubrovnik, Croatia.
- **Warchulski, D.** (2019, September). Improving EFL learners' communicative competence through a discussion-based curriculum. Paper presented at 28<sup>th</sup> Annual IATEFL Conference, University of Gdansk, Gdansk, Poland.

► **Grants/Awards**

◇ Moonyoung Park: Primary Investigator, Investigating strategic online reading processes of college English readers in Asian EFL settings. Pedagogical Development and Technology-enhanced Learning (PDTL) Grant (#PDTL1819-03), CUHK, Hong Kong. May 2019-April 2020.

◇ Moonyoung Park: Primary Investigator, Developing EFL learners' intercultural communicative competence using digital storytelling in Hong Kong and Japan, Lee

Hysan Foundation Research Grant & Endowment Fund Research Grant Schemes 2018-2019 (#CA11276), CUHK, Hong Kong. February 2019-January 2020.

◇ Vance Stevens: Lifelong Achievement Award for 2019 at the CALL Research Conference in Hong Kong. For more information, see <https://learning2gether.net/2019/07/12/vance-stevens-receives-the-lifelong-achievement-award-for-2019-at-the-call-research-conference-in-hong-kong/>

**SHORT ARTICLE**

**A Review of Studies on Graphic Organizers and Language Learner Performance**

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It is not easy for readers to recall information and vocabulary, especially from longer texts, and transform information into meaningful clusters, which is also a convenient way for the brain to process information presented in written forms of any text (Kılıçkaya, 2019a). According to the theory of cognitive learning (Sweller, Ayres, & Kalyuga, 2011), the brain performs the complex process of dealing with the information provided: assimilating information through sensory registers, processing it through short-term and then long-term memory to store the new information in networks of information. When learners receive and process the information, they actively use and transfer it to their long-term memory in networks of connected and organized facts (Dye, 2000).

However, only a limited amount of information can be handled, as the capacity of working memory is limited. In order to assist working memory, several strategies or tools can be utilized, such as graphic organizers. Graphic organizers are visual elements with which readers indicate clusters of ideas or concepts in the form of words, phrases or sentences (McKnight, 2010; McLaughlin & Overturf, 2013; Tarquin & Walker, 1997). In its basic form of a graphic organizer, readers draw a concept or word in the middle of a piece of paper or a screen and add related information and words to this concept, leading to a graphical representation of knowledge (see Figures 1 and 2). Table 1 presents a list of online graphic organizers.

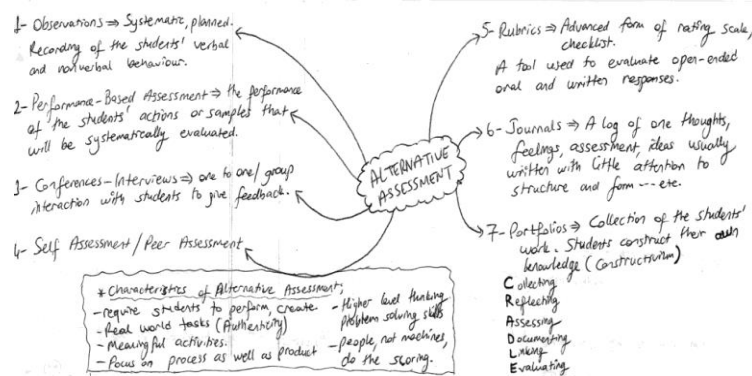


Figure 1. Graphic organizer based on alternative assessment created by a student.

Name Penny Saners  
 Date 28-Jan-09

## VENN DIAGRAM

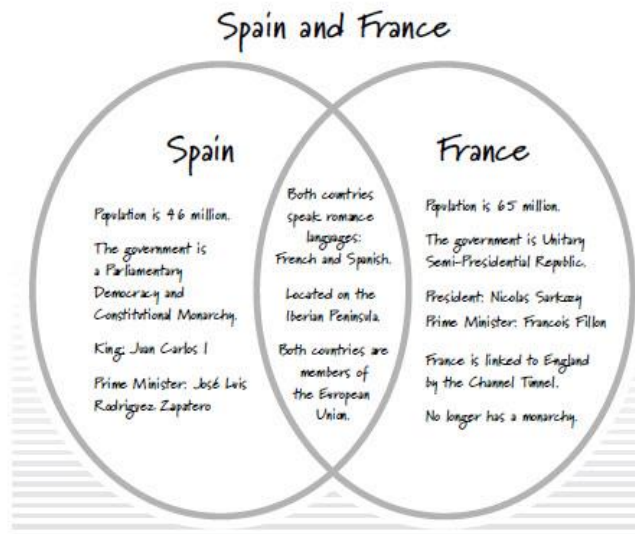


Figure 2. Venn diagram as a graphic organizer (McKnight, 2010, p. 12).

Table 1  
*Websites/Tools for Digital/Online Graphic Organizers*

Tool/website	Brief description	Link
Canva	Creating graphical designs	<a href="https://www.canva.com/">https://www.canva.com/</a>
Coggle	creating and sharing mindmaps and flow charts	<a href="https://coggle.it/">https://coggle.it/</a>
Creately	A basic diagram maker to create concept maps and flow charts	<a href="https://creately.com/">https://creately.com/</a>
Graphic Organizer Maker	One of the free websites to create customized graphic organizers and worksheets	<a href="https://graphicorganizer.net/">https://graphicorganizer.net/</a>
Mind42	Creating a variety of maps starting from mind maps to brainstorming ideas	<a href="https://mind42.com/">https://mind42.com/</a>
Mindmeister	Completely web-based and allows users to work on visuals / maps collaboratively	<a href="https://www.mindmeister.com/">https://www.mindmeister.com/</a>
Wisemapping	Another website for creating mind maps	<a href="http://www.wisemapping.com/">http://www.wisemapping.com/</a>

Graphic organizers are widely used in teaching vocabulary and reading in both L1 and L2 classrooms in addition to glossing. It has been indicated by several studies (e.g., Lie, 2016) that students using a mobile-assisted concept-mapping vocabulary learning strategy do better and retain what they have learned longer than students who limit themselves to text-only strategies. Moreover, it was also indicated that reading



comprehension and vocabulary hypertext glosses, especially in-text glosses, have played a crucial role in improving reading comprehension and attaining vocabulary in the target language (Chen, 2016).

A number of studies investigated the use of graphic organizers and their effects on learner performance in several contexts. The results of most studies have voiced the positive effects of graphic organizers in mainly reading and writing, in addition to remembering course content. For example, Robinson et al. (2006) investigated how graphic organizers affected learners' performance in an educational psychology course. The participants in the study included 114 students in two sections of the course. They were requested to complete graphic organizers by themselves or study the ones that had been created or completed before based on the course content in three quasi experiments. The findings of the study disclosed that partial tasks led the students to score higher on the examination and that, in all experimental conditions, the participants' note taking increased.

Another study conducted by Casteleyn, Mottart, and Valcke (2013) aimed to determine how the use of concept maps as graphic organizers affects learning outcomes and several variables which included cognitive load and appreciation of e-materials prepared by the lecturer and cognitive theory of multimedia learning. One group was exposed to audio-recorded lectures, while the experimental one received lectures based on graphic organizers. The results of the study showed that, although the participants preferred the lectures based on graphic organizers, the two groups were not different from each other in terms of cognitive load, knowledge gain, and self-efficacy. Similarly, Khoii and Shariffar (2013) investigated whether rote memorization and graphic organizers as semantic mapping affect L2 vocabulary acquisition. Their study included 38 intermediate EFL learners, who were placed in two experimental groups, with each practicing a different cognitive technique. Based on a post-test which included multiple-choice vocabulary questions, the results of the study indicate that both experimental groups improved their vocabulary knowledge; however, there was no significant difference between memorization and graphic organizer groups.

In a study designed as a cross-case analysis of two classroom teachers, Mercuri (2010) examined instructional activities in classrooms where activities focused on students' academic language development during science instruction. The findings of the study revealed positive effects of print graphic organizers, helping the students summarize and show relationships between the ideas derived from texts. Servati (2012) sought to investigate how pre-writing activities based on graphic organizers such as webs, and beginning, middle and end charts affect the overall quality of student writing. Participants in the study included 2 students from a Sunnydale tutoring program and 10 teachers. To collect data, the study employed questionnaires, sample student words, interviews conducted with the participants, and field notes. The results of the study indicate that using appropriate prewriting strategies based on graphic organizers and giving enough time for the students could lead to better quality writing.

Ponce, Mayer, and Lopez (2013), on the other hand, investigated the use of computer-based spatial learning strategy in reading and writing classes. 2,468 students from 12 schools participated in the study. These participants, utilizing the specific strategy, visualized the content and ideas represented in a page in the reading class, while they completed graphic organizers in the writing. Based on the test results obtained in the study, it was stated that the participants in the computer-based instruction group, who



benefited from computer applications, performed better in reading and writing tasks than those in the traditional instruction group.

Lusk (2014) investigated the effects of utilizing graphic organizers to teach scientific concepts in a special education classroom and compared the effects of graphic organizers and lecture style teaching on participants' performance in learning scientific concepts. The participants included two classrooms of tenth-grade students and were divided into two groups: special education classroom and general education classroom. The students in the special education classroom served as the experimental group, who were exposed to graphic organizers, while the students in the general classroom were the control group, who were exposed to lecture style. Based on the assessment with 25 questions, which included a variety of item formats such as matching and multiple-choice questions, it was found that, while both groups statistically improved their performance, the experimental group participants who were exposed to graphic organizers performed better in a statistically significant way, leading to the conclusion that graphic organizers were more useful and effective for the students in the special education.

Mann's study (2014), on the other hand, aimed at whether the use of concept maps and sequence chains affects learner performance when they were used as graphic organizers. Participants in the study were 92 students in eighth-grade social studies classes and used the concept maps and sequence chains during classroom discussions and assignments on social studies. Data were collected from pre-and post-tests and used to determine learner performance and improvement in comprehension of the content covered in three chapters in a cookbook. The results of the study demonstrated that (1) both groups of students with disabilities and without disabilities increased their scores in the tests and (2) graphic organizers contributed positively to the comprehension of reading content. Evmenova et al. (2016), on the other hand, investigated the effects of computer-supported graphic organizers prepared using Microsoft Word on participants' essays and their content. The participants were 10 students enrolled in the seven and eight grades, with several disabilities, among which are emotional and attention deficits. The participants were given persuasive writing prompts, and several analyses were performed on their work such as checking the number of words and sentences, planning, and quality. The results of the study revealed in their visual analysis that all the participants in the study improved their performances in writing, leading to improvements in quantity and quality of their essays. Similarly, in a recent study, Kılıçkaya (2019b) investigated learners' perceptions towards digital graphic writing using a computer program (Comic Life, <http://plasq.com/>) at a university context. The study also investigated whether digital graphic writing contributes positively to learner recall of content covered during the classes. Participants in the study were senior students in a program of teaching English as a foreign language at a state university and made digital graphic organizers based on readings and lectures in a course on testing. Findings from the study suggest that, based on the participants' perceptions and views, graphic organizers supported the participants' learning of course content in addition to other benefits such as benefiting from group members' views and suggestions.

Almost all of the above studies have considered the effects of the use of graphic organizers on learners' performance as indicated by the scores or the improvements in reading and writing skills. As for the studies outlined briefly above, it can be stated that there is a general consensus that, when classes and learners are provided the opportunity to integrate graphic organizers into their learning, learning seems to be facilitated as it is

enhanced with visual representations. Moreover, the use of graphic organizers, in most cases, leads learners' comprehension of course content and performance. However, there appears to be a lack of investigations into how computer- and learner generated graphic organizers can be combined and used in teaching language skills as new computer programs can provide enhanced and enriched graphic organizers. There is also a paucity of research on the effects of graphic organizers in L2 listening skills.

## References

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## **TEACHING IDEA**

### **Empowering L2 Students through Inductive Reasoning Using COCA**

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Reading is an integral part of writing, and my English composition class for multilingual writers is no exception. As a graduate teaching assistant at a Midwestern American University, I teach academic writing to multilingual undergraduate students from Ethiopia, Japan, Kenya, South Korea, Ecuador, UAE, and several other countries. My course is a process-based writing class that involves constant reading throughout multiple drafts writing process. Reading is a unique blend of decoding the language by interacting with the texts smoothly while having command over vocabulary to make sense of what they are reading (Dobler & Eagleton, 2007). Students read scholarly as well as non-academic sources for their essay writing purposes. These resources help them initially with the idea generation process for their essays as well as structural improvements in their writing over time. Therefore, understanding its importance for the success of my students, I plan to develop a corpus-based activity that might help them read a text in a meaningful way.

I often found relatively stronger language connections to what Staples, Egbert, and McClair (2013) said in terms of spoken communication and lack of exposure to different kinds of writing materials (authentic text). The latter might affect meta-language skills (grammar, writing genres, etc.), which are a pre-requisite to be able to grow academically and remain in the American education system. However, in my classroom, students with international backgrounds (usually immigrants or refugees) joining composition classes are unusually expected to read academic scholarship and write critically about it, which they have not learned while learning English as a foreign language.

This level of academic expectations might be frustrating for students. With their limited exposure to academic register, they usually misuse words when they read in academic texts and dictionary without realizing the actual meaning of a word or phrase contextually. Therefore, the purpose of using the Corpus of Contemporary American English (COCA) in this activity is to expose the students to the varieties of words or phrases which might be synonymous with each other but may or may not fit in a particular context. I chose a specific news article to introduce COCA because having the ability to attribute meaning and interpretation to the words contextually in an authentic text such as news would have broader socio-cultural and cognitive connections beyond their academics. Reading current affairs can be crucial for their social well-being in the USA. Easily comprehensible language of the authentic text would not stress them, and they do not lead to frustration. Additionally, it will help them acclimate to the fast-paced expectations required to grow in the pro-technology era, which Gee (2015) refers to as a “life slump problem” (p. 44).

The intention is to avail students a tool to use thesauruses and dictionaries in a meaningful way while reading, which might be a step before they do academic writing. While using COCA, they might understand the applied nature of a word or a phrase and its applicability in a sentence. L2 students might develop fluency and are not be only overtly dependent on dictionary and other related materials. Alternatively, having a grasp of the corpus usage, students can help each other while other media online or perhaps reviewing papers of their peers. COCA would critically justify why a part of a sentence is or is not correct.

In terms of L2 language development, COCA, a technology-mediated literacy tool, can be valuable in teaching English language learners (ELLs) the flexible nature of a word/phrase between academic texts and non-academic texts as well as their structural uses on the semantic level. As a result, this top-down reading approach will improve the comprehension skills of language learners by understanding and comfortability with the varied use of L2 in the written discourses (Grabe & Stoller, 2002). With the tool, the learners can confirm the efficient use of vocabulary in a specific register, thus improving their reading as well as writing skills in a contextual manner. The intended scaffolding integration of corpora in the L2 classroom would help motivate them to learn and strengthen their overall language base.

L2 writing usually contains oral discourse elements such as colloquialism, discourse markers, etc. With the help of corpus-based interventions, instructors teach these variations within the natural working of language, and learners could understand the desired register applicability by reading through a variety of genres. I do not want to limit students knowing a specific style by condemning others. An evenly distributed (almost) corpus would inform critical and in-depth genre awareness. Such activities would boost confidence while learning an L2 by the autonomy of using a wide variety of right vocabulary without making contextual mistakes. Reading collocation and understanding the patterns in COCA might help L2 readers understand the differences across contexts and what parts of language change because of it (Nation, 2001). Readers can also examine differences in terms of using a specific word, a chunk of words, and change in the structure interculturally. This aspect might help learners feel valid about what they know (L1 literacy), what they are learning (L2), and the notion of why both are correct across two different social environments by increasing linguistic knowledge. They feel more equipped, and, as a result, they might bring other linguistic differences

in the classroom and share with others. This activity might encourage community building in the classroom.

Though I teach a composition class, reading is an indispensable part of it because it generates ideas L2 students might want to write about in their essays. This inter-related and inter-connected nature between writing and reading makes the use of COCA more worthy. The software focusses on adding structural and informational knowledge of the text resulting in stronger language connection and speedy acquisition process.

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ACTIVITY SHEET  
Introducing How to Use COCA Software with a Text

Group Members: \_\_\_\_\_

STEP 1: Work with a partner. Highlight in yellow one of the two options in each line in the sample text you as group think sounds better than the other.

SAMPLE TEXT: Mass Shootings in the United States: 2009-2017

This is a **(description/explanation)** from a survivor of the November 5, 2017 **(mass/big)** shooting at First Baptist Church in Sutherland Springs, TX. In **(less/tiny)** than 10 minutes, the shooter shot hundreds of **(rounds/shots)** of ammunition from outside and inside the church, killing 25 people and an unborn baby and **(injuring/damaging)** 20 more. A video camera in the church – intended to **(record/observe)** services for the church’s YouTube page – captured the shooter walking up and down the center aisle, firing into each row of pews where victims tried to **(hide/disappear)**. **(By/At)** the time the gunfire ended, it became the **(deadliest/coldest)** mass shooting in modern Texas **(record/history)**, and one of the five deadliest mass shootings in modern U.S. **(time/history)**. When it comes to mass shootings in the U.S. – incidents in which four or more **(defenseless/people)** are shot and killed, not **(including/adding)** the shooter – the shooting at First Baptist Church fits many familiar patterns.

STEP 2: After making yellow, look for both the options on COCA (<https://www.english-corpora.org>) and read those concordance lines and see whether your answers correct? Highlight your answers with the pink marker after looking at COCA.

STEP 3: Choose one set of words. Discuss with your partner and answer the following questions:

Your set of words: \_\_\_\_\_ (e.g., description/explanation?)

- What is the difference between the usage of the words in a sentence?  
\_\_\_\_\_
- What are the collocations which tend to occur with the chosen set of words?  
What is the difference between the two words?  
\_\_\_\_\_



- 
- What usually comes before and after these words? Give two examples each.
- 
- 

- How did you decide what word it is in the first place? Did your answer change after looking up in the COCA? What do you think is the right answer? Write in 2-3 lines.
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## **PRESENTATION IDEA**

### **Flipping Conference presentations in 2019**

Vance Stevens  
Learning2gether.net, Penang, Malaysia

#### *Introduction*

At conferences this year, I have given several presentations, primarily focusing on two themes. The first of these was SMALL, a construct I have been writing about since 2009 and which stands for Social Media-Assisted Language Learning. The other theme I have been pursuing is a technique I have developed for encouraging weak non-native English speaking (NNES) student writers to develop fluency in their writing by giving them feedback in Google Docs using the voice option available on mobile and tablet computers. These presentations might be of more than passing interest to readers of this newsletter because of how I managed to “flip” them, which is to say, get them up online in advance of the presentation, refer the live or online audience to the slides and other materials for viewing at their fingertips and on their personal devices while I present, and then blog the event so that the audience, or anyone for that matter, might view the materials later. The blog I use for this purpose is <https://learning2gether.net>, which is a

podcast site where I have produced over 430 episodes since 2010 on various aspects of bridging learning technology with language learning pedagogy.

### *Thinking SMALL*

One of the better examples of this occurred in April at the Penang English Language Learning and Teaching Association (PELLTA, <http://www.pellta.org/>) International Conference in Penang, Malaysia where I presented a version of my paper entitled Thinking SMALL: A case for social media-assisted language learning (Stevens, 2019a).

I had earlier that year conducted a survey of teachers on their perspectives on using social media with students and had presented the results in March as part of a panel at a CALL-IS Academic Session on SMALL: Research, Practice, Impact of Social Media-Assisted Language Learning, which had been Webcast from TESOL 2019 in Atlanta, so we had a recording of the entire symposium; and I had placed my Google Slides online, where they can be found at Stevens (2019, March 13) along with the video link to my part of the panel.

That talk focused more on the research results than the one I was planning for Penang. Based on what I had presented in Atlanta, I revised the Atlanta Google Slides presentation to reflect what changes I intended to make in Penang and placed it on open access where anyone with the link could view it. I then rehearsed the presentation in Zoom while sharing my screen as a dress-rehearsal for the presentation itself and uploaded the mp4 recording file to YouTube. I then put links in the Google Slides linking to the YouTube rehearsal recording.

I next announced on to my personal learning networks that I was planning to webcast in Zoom live from my conference presentation venue. To my live and distance audiences, I noted that the topic can only be overviewed in the half hour available to presenters; therefore, the presentation would be flipped. By this I meant that the full version of the presentation was being made available for viewing before the brief live presentation itself.

To make the link more accessible to my on-site participants, I created a TinyURL to the slides (<http://tinyurl.com/pellta2019vance>) and communicated that to them at the beginning of my presentation rather than try to get across to them the full and more complex link to the Google Slides. With a tiny URL, the TinyURL.com part is easy, and I am able to specify the logically remembered 'pellta2019vance' when I generate the TinyURL.

During the on-site presentation, I pointed out to those present that they could bring up my slides right then if they wished on their personal devices and not only follow them that way but have access to all the live links that existed on every slide to give greater depth to the presentation. I pointed out that, after the presentation, they could review the slides, read the write-up, and watch the rehearsal recording to see what I had intended to say, as well as see the recording that I was making of the presentation itself, which I would upload later to YouTube. I told them I would place the link to the video and all the other artifacts I would afterwards put online, at the link they already had, as you can now see in Slide 2 at <http://tinyurl.com/pellta2019vance>.



One of those links is to the blog post I created on my Learning2gether site, where they and anyone reading this would not only be able to reconstruct the presentation but seek greater depth in the presentation that I had already given in Atlanta, and also in the one that I would be giving that summer at the CALL Research Conference in Hong Kong, which I also recorded in Zoom, and which also resulted in a formal chapter being published in the conference proceedings (Stevens, 2019a). All of this material and all these links can be found online in my blog at Stevens (2019, April 19, Slide 25).

### *Supporting Student Writing with the Help of Voice-to-Text*

Another example of flipping presentations this year is how I presented a technique I had developed for using voice to encourage revision from student writing. The technique has the students share an empty Google Doc with the teacher but start their writing on paper in class. The teacher collects the papers and then reads them correctly into the blank Google Docs using speech-to-text. The teacher makes printouts of each student's Google Doc, which now has what they had written expressed in correct language and writes notes on these printouts suggesting revision and improvement to the papers. The paper printouts are returned to the students along with their original papers, and the students continue writing in Google Docs, for as many revisions as possible, now focused both on content and on whatever errors occur or re-occur. I had presented a paper on my work with this technique at a conference in UAE in 2018 and had published a description of my research into the technique in the conference proceedings (Stevens, 2019b).

On March 7, 2019 I was asked to demonstrate the technique from my home in Penang, Malaysia online to a group of EFL teachers physically attending a webinar event at Sultan Qaboos University in Muscat, Oman. This gave me an opportunity to consolidate my previously published research on the topic and focus it into a practical presentation. I webcast the event in Zoom and archived it as Stevens (2019, March 7). The archive of the presentation consolidates previous work I had done on this technique, includes a slide show attempting to clarify the demonstration, and in addition produced a video of the demonstration itself.

Meanwhile, I had submitted a proposal to the GLoCALL 2019 conference in Danang, Vietnam, offering to demonstrate again the technique in a workshop, which was accepted and scheduled for delivery at the conference in the very short time of only 25 minutes (Stevens, 2019, August 9).

Fortunately, I was able to get my point across in that time by flipping my presentation not only from having done it online the previous March but by having had the opportunity to present it online at MMVC19, the 8th annual Moodle Moot Virtual Conference, only a few days before the presentation in Danang. Here, in preparation for both the online and on-site conferences, I had not only improved my slide presentation, but I had written out what I intended to say, and the online conference had produced a video of how the Danang presentation might ideally go if I had had more time to present it. As with previous conferences, I was able to tell my audience in Danang where they could find the slides and writeup, and also the video from a few days before, by again given them a TinyURL link: <https://tinyurl.com/glocal2019vance>.

That TinyURL led to a complete write-up in Google Docs of what was meant to take place during the workshop in Danang. At the top of the write-up, one can now find a

link to the Google Slides deck and a link to the archive blog post at Stevens (2019, August 9). At Slide 23 in that slide deck, one can see the MMVC19 rehearsal presentation, embedded there from its YouTube link: [https://youtu.be/6QnTds\\_hf0](https://youtu.be/6QnTds_hf0)

### *Conclusion*

I have developed my presentation techniques over decades of presenting at online and on-site conferences, and in hopes of improving on the offers of many colleagues, whose presentations I have attended, to send them my email address and they would send me a copy of their slides. The flipped method provides a means for attendees at conferences to be better prepared to follow a speaker's presentation by having access to presentation materials on hand during and possibly even before the presentation, and attendees can have a means of following up on their learning which provides much greater depth than what can be gleaned from a skeletal slide show. Furthermore, flipped learning is an approach intended for teachers to apply in their classes. In my presentations, I hope to model for my peers how the flip works in a way they can understand experientially. Hopefully, on careful consideration of this approach, attendees at my presentations might try it out in their own professional lives, both with their students in class, and with their audiences when they present at conferences.

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### **BOOK OF INTEREST**

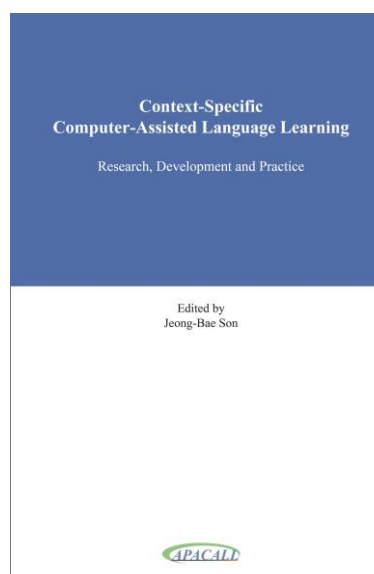
#### **Context-Specific Computer-Assisted Language Learning: Research, Development and Practice**

Edited by Jeong-Bae Son

ISBN 978-0-6486653-0-4

As the fourth volume of the APACALL Book Series, this book presents the findings and outcomes of recent work in the field of CALL and offers opportunities for readers to engage in meaningful discussions on the use of technology for language learning and teaching in the digital age.

It can be downloaded for free and shared with everyone. For more information, see <http://www.apacall.org/research/books/4/>



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### **FORTHCOMING CONFERENCES**

- ◆ 21st International CALL Research Conference (3-5 July 2020)  
Waseda University, Tokyo, Japan.
- ◆ World Congress of Applied Linguistics (9-14 August 2020)  
Groningen, the Netherlands. <http://www.aila2020.nl>

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

