CREATION INNOVATION COLLABORATION

www.apacall.org

ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING

APACALL Newsletter

Series No. 11, December 2007

PRESIDENT'S MESSAGE

This year has brought us many milestones and much recognition. Our achievements include the addition of IJPL (http://www.apacall.org/ijpl/); participation in WiAOC 2007; co-host of the Third International Conference on Pedagogies & Learning; and co-organization of GLoCALL 2007 (http://glocall.org/). Particularly, the GLoCALL 2007 conference was a very meaningful and successful event we greatly enjoyed.

I would like to acknowledge APACALL members who have made contributions to APACALL activities in various ways throughout 2007. Without your support and commitment, there would have been no achievements.

I wish you all the best and look forward to working with you all again in the coming year!

Jeong-Bae Son
President

NEWSLETTER EDITOR'S NOTES

Hi all

This is my final term as Newsletter editor. I have enjoyed working in this position and would like to take this opportunity to thank all of you who have contributed to the Newsletter through the years. Special thanks to Kenji Kitao and Vance Stevens for their regular support. This issue is a bumper issue as we have three interesting readings to share with you: an article on Webheads by Vance Stevens; a literature review on the concept of CALL by Bithika D. Sarkar; and a report of the GLoCALL 2007 conference by Kenji Kitao. As you know, the GLoCALL conference was organised jointly by APACALL and PacCALL. It was very well-received and was attended by almost 500 presenters and participants. I will leave Kenji to tell you more about it. I hope you enjoy this issue.

Regards,
Siew Ming Thang

NEWS FROM THE MEMBERS (January – December 2007)

▸ Publications

Shin, H.-J., & Son, J.-B. (2007). EFL teachers' perceptions and perspectives on Internet-assisted language teaching. *CALL-EJ Online, 8*(2). Available: http://www.tell.is.ritsumei.ac.jp/callejonline/journal/8-2/h-js_j-bs.html

Son, J.-B. (2007). Learner experiences in Web-based language learning. *Computer Assisted Language Learning, 20*(1), 21-36.

Thang, S.M., & Azarina Alias (2007). Investigating readiness for autonomy: A comparison of Malaysian ESL undergraduate of three public universities. *Reflections on English Language Teaching (RELT) Journal, 6*(1), 1-17.

▸ Conference Presentations

Coutas, P. (2007, July). mLearning, myLearning, myWay: Mobile Indonesian learning. Paper presented at the Australian Society of Indonesian Language Educators (ASILE) Conference, Sunshine Coast, Queensland, Australia.

Coutas, P. (2007, August). mlearning = ME learning: Mobile phones and the learning and teaching of LOTE. Paper presented at the Educational Computing Association of WA 2007 State Conference, Mandurah, Western Australia, Australia.

Hall, C. Joyes, G., & Thang, S.M. (2007, May). The eEducator Module: A new approach to the training of online tutors. Paper presented at the Solls Intec International Conference, Subang Jaya, Malaysia.

Kitao, K., & Kitao, S. K. (2007, November). A corpus-based study of Japanese university English entrance exams. Paper presented at the GLoCALL 2007 Conference, Hanoi University, Hanoi & SEAMEO RETRAC, Ho Chi Minh City, Vietnam.

Kitao, K., & Shosaku, T. (2007, November). Authorized junior high school English textbooks in Japan: From the viewpoint of vocabulary and readability. Paper presented at the GLoCALL 2007 Conference, Hanoi University, Hanoi & SEAMEO RETRAC, Ho Chi Minh City, Vietnam.

Nozawa, K. (2007, November). A blended learning approach to promote EFL journal writing. Paper presented at the GLoCALL 2007 Conference, Hanoi University, Hanoi, Vietnam.

Son, J.-B., Stevens, V., Lian, A., Hoven, D., Rossade, K.-D., & Thang, S. M. (2007, May). Computer-mediated communication: CONNECTing in a multiliterate flat world. Panel Discussion, Webheads in Action Online Convergence (WiAOC) 2007 Conference, 18 May 2007.

Son, J.-B. (2007, September). A discovery approach to language teacher training for Internet-based language instruction. Paper presented at the Third

International Conference on Pedagogies and Learning, University of Southern Queensland Springfield Campus, Brisbane, Australia.

Son, J.-B. (2007, October). Developing teacher expertise in Internet-based language instruction. Paper presented at the Pan-Korea English Teachers Association (PKETA) 2007 International Conference, Korea Maritime University, Busan, Korea.

Son, J.-B. (2007, November). Creating and using Web-based language learning activities. Paper presented at the GLoCALL 2007 Conference, Hanoi University, Hanoi & SEAMEO RETRAC, Ho Chi Minh City, Vietnam.

Son, J.-B. (2007, November). ESL learners' engagement in Web-based language learning. Paper presented at the GLoCALL 2007 Conference, Hanoi University, Hanoi & SEAMEO RETRAC, Ho Chi Minh City, Vietnam.

Son, J.-B. (2007, November). Web-based portfolios in language teacher education. Paper presented at the GLoCALL 2007 Conference, Hanoi University, Hanoi & SEAMEO RETRAC, Ho Chi Minh City, Vietnam.

Stevens, V. (2007, November). New age CALL: Syndication, aggregation, and mashup of content on the Web. Paper presented at the GLoCALL 2007 Conference, Hanoi University, Hanoi, Vietnam.

Stevens, V. (2007, November). Starting from scratch with computer assisted language learning. Paper presented at the GLoCALL 2007 Conference, Hanoi University, Hanoi, Vietnam.

Thang, S. M., & Joyes, G. (2007, November). The eEducator module: Tutors' preliminary perceptions of its relevance to their context. Paper presented at the GLoCALL 2007 Conference, Hanoi University, Hanoi & SEAMEO RETRAC, Ho Chi Minh City, Vietnam.

Zhang, F. (2007, September). Teaching Thai as a foreign language using the somatically-enhanced approach. Paper presented at the Third International Conference on Pedagogies and Learning, University of Southern Queensland Springfield Campus, Brisbane, Australia.

FORUMS

Webheads as Agents of Change in Overlapping Clouds of Distributed Learning Networks

Vance Stevens
Petroleum Institute, UAE

Having listened twice to Derek Wenmoth's Professional Learning Networks keynote "Holding a Mirror to our Professional Practice" at the recent K-12 Online Conference

http://k12onlineconference.org/?p=181 I was all ears when Derek was interviewed on a recent Women of Web 2.0 webcast #51 http://www.edtechtalk.com/node/2594. In that conversation, Derek related how a colleague had been studying the effects of programs of professional development and had come to the conclusion that in cases where teachers did not pursue a course of PD beyond a particular salient event, they were likely to revert to teaching in the way they had been taught within a certain number of months.

Given the vogue in considering learning networks as ecologies, here is a case of ontogony recapitulating philogony, or the offspring or product of a training program reverting to features inherent in a long line of previous trainers. This is to say that something more than a one-off course or training session is needed in order to really cause change in teaching methods. Calling forth a phlosophy of Zen and the Art of Maintaining a Respectable Commitment to Professional Development, it behooves us to realize that change must come from within. It is something that must be worked at continually, through blogging and reading blogs for example, or listening to podcasts such as the one I refer to here, through podcasting oneself occasionally, and through familiarity with what is involved in doing all that in order to inculcate similar learning heuristics in students by MODELING for them, through a teacher's personal professional development habits, what techniques and methods will help keep learners (lifelong-learning students and peers) connected to professional learning networks wherein new-age knowledge resides.

Webheads is a group of enthusiasts keen on learning as much as possible about the role of technology in education and just as eager to help one another on our individual paths to learning and discovery. In this respect we have networked, or converged, or grouped together, as an anecdote to the problem of recidivism in teacher professional development.

Webheads started in 1998 as a community of language learners and teachers who began meeting online about then, at a distance, to develop their skills in the learning and teaching of writing in English. In these days before blogging and the advent of the read-write century, Webheads were enabling learners to get to know and interact with one another by posting writings on mailing lists (interactive) and websites (static) with faces of writers appearing in thumbnail portraits next to their compositions, an idea that only later became well-known as a feature in Moodle and other socially oriented educational environments <http://www.homestead.com/prosites-vstevens/files/efi/webheads.htm>. Participants in Writing for Webheads strengthened their bonds by meeting synchronously each Sunday noon GMT. At the start, meetings were in a compelling avatar-based space called The Palace, but when around the turn of the century it became possible to mount synchronous voice chat at our website, Webheads lost no time adding this new dimension to our weekly interactions, and from that time on we began attracting the attention of other online teachers, whom we invited to interact with us at first informally, but then at online events which we mounted at conferences, frequently online.

But with increasing frequency we were invited to appear at face to face events to show delegates at international conferences firsthand how easy it was to engage students in communication with one another using online tools freely available over the Internet. As more teacher voices joined our community, those of the students began to be suppressed. Seeing the need for separate teacher and learner groups, I formed

Webheads in Action (WiA) as a session in the second TESOL/EVO annual training event in 2002. EVO, or Electronic Village Online, is a set of free grass-roots professional development seminars on various topics in language learning which take place the first two months of every year (see: http://academics.smcvt.edu/cbauer-ramazani/TESOL/EVOL/portal.htm).

The timing was impeccable as WiA was at the cutting edge of a movement that was soon to define use of the Internet in the read-write Web century that had just begun the new millennium. We were yet to see the tools which would carry this movement foreward, tools such as blogs, wikis, YouTube, and the proliferation of social networking sites. Yet the impetus was well in place and that first group of teaching practitioners became a dedicated core who have for the most part remained loyal to this beginning in 2002. "Becoming a Webhead" has been offered at every EVO event since 2004, and has in each instance been put on by participants in prior Webheads EVO sessions. Meanwhile, the Yahoo Group which served the first EVO session in 2002 has grown to well over 600 members (and anyone is welcome to join at http://groups.yahoo.com/group/evonline2002_webheads).

Webheads have morphed in how they perceive themselves. In 2002 we thought of ourselves as a phenomenon which had emerged online from a YahooGroup, but this feeling of group quickly developed into the idea that we were a community, and for our first few years we explored the notion that we were a community of practice. This attracted a number of studies, including a dissertation on our group by Webhead Dr. Chris Johnson, which in turn led Etienne Wenger, perhaps the best known writer and researcher on communities of practice, to alter his notions of the CoP paradigm and explain how WiA had influenced his thinking at one of our online Webheads in Action Online Convergences, WiAOC 2007 (referenced below).

More recently, I have come to think of ourselves more as a network than as a community or group. I have been influenced in my thinking largely by George Siemens and his writings on Connectionism (2004) and by Stephen Downes and his numerous writings and podcasts, including his appearance at WiAOC 2007 at which he drove the point home (see also his slide show from a presentation on Distributed Learning, April 3, 2006, at http://www.slideshare.net/Downes/distributed-learning). Indeed, what Downes refers to as a distributed learning network seems to me to characterize the connections in Webheads and our overlap with a Venn diagram patchwork of other communities often largely populated by Webheads members.

The question of what constitutes a Webhead 'member' often comes up. I suppose you are recognized officially as a Webhead if you have enrolled in the YahooGroup, or in the Worldbridges drupal portal at http://www.webheadsinaction.org. Or you might consider yourself a Webhead if you frequent any of the sites listed in the portal that links to all the other Webhead portals here: http://webheads.info. I tell people that being a Webhead is like being a hippy. You know if you are one. And if you are one and see another one, there is likely to be an affinity between the two of you.

This notion of membership dissipates with the degree to which you consider yourself to be more a node on the network than a member of a group. The grouping is then defined by its connections, not by a particular sense of membership. In this perception, each node connects to many others and one cloud of connections might be called Webheads whereas many of the Webheads nodes might have tentacles linking to another cloud

called EVO, which in turn would have nodes networked elsewhere but not necessarily directly to Webheads. To take another example, there is a cloud of networked nodes referred to as APACALL, and many of those nodes reach back into Webheads. At each of our WiAOC convergences, APACALL members have interacted with Webheads as members of panels mounting presentations at those online conferences, so in a network sense, APACALL participants might feel themselves to be a part of the Webhead cloud of networked nodes, though they may not have necessarily joined the WiA YahooGroup, so they wouldn't in that sense be considered as Webheads 'members'. But they might have enrolled in the Worldbridges portal, and here would be another stimulating network, many of whose nodes reach also into the Webheads cloud.

What's interesting about this is what happens with "knowledge" in a network. Downes has a 'Where's Waldo' definition of what it means to know. You don't know where Waldo is until you know, and once you know, you can't not know it. This is a personal definition of knowledge, but we can't all know where Waldo is every time we need to find him, and this is where Webheads rely on their networks. Jay Cross says in his book on informal learning that "The work of the future is knowledge work." David Warlick pointed out in his recent K-12 Online Conference keynote that whereas his father learned in college what he would need to know for the remainder of his working life, his children would have no such assurance. In a so-called 'flat' world where the jobs we teachers train our students for have not been invented yet, those most competitive in the most likely future will be those whose networking skills are most sophisticated and refined.

This I think is what Webheads are about. We encourage one another to enhance our networking skills, learning the tools most appropriate for this as we use them with each other. We model for one another the most appropriate systems for enhancing connectionism and the sharing of knowledge within our distributed learning networks. As we ourselves become more familiar with the basic essential tools, we carry them into our workplaces and classrooms. As we involve our peers and students in effective ways of learning, we model for them, to try and break that cycle of recivitism, of going back to ways of teaching and learning that are becoming increasingly outmoded the further we get into the read-write century, the century where the knowledge worker will prevail.

Webheads are change agents. We work on the easy part first, to change one another. It's harder to effect change with those who are not yet networked or not so committed to learning that they will pay more than lip service to the pursuit of learning full time, which is what lifelong learning is. But the secret is not in teaching, not in assembling groups of students, like horses led to water. The key is in modeling, in showing people how to successfully network, to aggregate content, to work toward the creation of folksonomies through tagging, to pull in knowledge through imaginative use of key technologies like RSS rather than relying on what is pushed their way in email spam and glut of attachments. Another key is to connect, to interact with a network, to touch base frequently with other nodes in your distributed learning network.

As a final illustration of the points made here, an example means by which a distributed learning network might aggregate content, let's look up blog postings tagged webheadsinaction in Technorati, searching for blogs with 'any' authority: http://technorati.com/tag/webheadsinaction?authority=n&language=en

The result yields some insights into connections within our networked community. The first that I find today is a post by Nancy White entitled Community Indicator: Condolences, citing "a blog that allows a distributed community of practice to share their condolences with a member whose father died." This might not be the kind of knowledge you would expect to be shared in a distributed learning network promoting professional development, as it refers to a personal situation not normally discussed among professionals. Yet read on to the next post, "Miso stalks Spike," an installment in the adventures of a Webhead from Canada who is on an extended trip by van to Mexico (and whom I had encouraged to tag her blog posts 'webheadsinaction' so we in the community would be able to locate and read her posts). Next, there are YouTube videos, including one of Carla's son Dudu explaining the meaning of thanksgiving (Carla is from Brazilia but has just moved to Key West, where her son is showing off a remarkable command of assimilated language and culture). What is all this, you might ask? Not what you expected? It's another key ingredient of Webheads, from the days of thumbnails next to writings and voices in synchronous chat. That ingredient is personality.

Caring about one another is the secret ingredient that has held this community together for almost ten years now. That, plus a proven track record of keeping one another at the cutting edge of educational technology over the past decade while introducing newcomers to the process in an effective and non-threatening manner.

This article appears in blog form here:
http://advanceducation.blogspot.com/2007/11/webheads-as-agents-of-change-in-ever.html
You are welcome to drop by and leave comments there.

References

Cross, Jay. (2007). Informal Learning. John Wiley & Sons.

Downes, Stephen. (2007). Personal Learning the Web 2.0 Way. Presented at WiAOC 2007 - http://www.webheadsinaction.org/wiaoc2007/StephenDownes.
Slides: http://www.slideshare.net/Downes/personal-learning-the-web-20-way.
Recordings: Part 1: http://streamarchives.net/node/84;
Part 2: http://streamarchives.net/node/83

Johnson, Christopher M. "Establishing an Online Community of Practice for Instructors of English as a Foreign Language." Ph.D. Dissertation in Computing Technology in Education from Nova Southeastern University

Siemens, George. (2004). Connectivism: A Learning Theory for the Digital Age. elearnspace. http://www.elearnspace.org/Articles/connectivism.htm.

Warlick, Davd. (2007). Derailing Education: Taking Sidetrips for Learning. Keynote presentation at K-12 Online Conference. http://k12onlineconference.org/?cat=7

Wenger, Etienne. (2007). Conversation with Suzanne Nyrop. Presentation at WiAOC 2007 - http://www.webheadsinaction.org/wiaoc2007/EtienneWenger.
Slides: http://www.flickr.com/photos/netopnyrop/503628210/in/set-72157600229137116/.

Recordings - Part 1: http://streamarchives.net/node/56;
Part 2 : http://streamarchives.net/node/55

CALL: An Interdisciplinary Approach

Bithika D. Sarkar
Magadh University, India

How CALL is conceptualized

Computer-assisted language learning (CALL) is an interdisciplinary field of study. In the field of CALL, there exist a number of acronyms (e.g., CELL, ICALL, TELL). In this review, CALL is used as a general term to cover the whole range of possible roles the computer could play in language learning.

CALL-related terms provide windows onto how CALL is conceptualized. Taylor (1980) suggested the tutor, tool, and tutee roles for the computer as a framework for understanding computer use in education. The difference between the computer as a tutor and the computer as a tool seems simple: the tutor *evaluates* the student input in some way while the tool does not. A role of the computer as a tool has been widely discussed in general and in particular relation to CALL (Brierley & Kemble, 1991; Weizenbaum, 1984). This role is a fundamental one. It is the basis for the computer's widespread acceptance and use.

By viewing the complex idea of conceptualization from various angles, the descriptive review has highlighted two distinct roles of the computer: all-encompassing managerial role and auxiliary role. The more directive, controlling role of the tutor, to act as a substitute teacher, perhaps, can be contrasted with the nondirective, passive role of the tool, to provide a workspace for the completion of tasks. These two roles have to be conceptualized not only in terms of single-user, single-site conditions, but also in multi-user, multi-site conditions made available via the Internet.

Influences from other areas

Though theories and research from other disciplines are of real value, there is always a danger that they might be applied inappropriately. For CALL, a consideration of major influences from other areas is important for a number of reasons. Where an influence is potentially positive, the academic tradition of a discipline, particularly in terms of research paradigms and methods, can be useful in conceptualizing CALL. Using an established theory can save time and builds upon what has already been achieved, rather than duplicating theoretical and practical work unnecessarily. Conversely, when a theory has been inappropriately applied to CALL, a clear understanding of why the theory has had a detrimental effect on CALL may be useful in determining more productive directions for research and development in the future. In some circumstances certain aspects of a theory may prove useful, while in others it may not. Here two of the principles underpinning programmed instruction provide an example:

the reduction of learning objectives into a small, discrete series of steps and the provision of immediate feedback.

CALL practitioners need to be aware of the developments in the disciplines involved in concentrated works on specific, complex problems. For example, breakthroughs in areas such as natural language processing (NLP) and machine translation would not necessarily emerge in the CALL literature, though arguably they could exert far-reaching effects in the field of CALL. A greater awareness of such issues in mainstream CALL will ensure that when advances are made, they find their way into CALL materials more generally. With increased cross-fertilization, relevant work in the disciplines and fields surrounding CALL can be incorporated into CALL itself.

The following table lists the disciplines, theories, or fields that have significant influence on CALL. For each entry in the table, the discipline, theory or field has relevance for CALL, and the reference is given alongside the entry.

Table 1
Disciplines and fields important to CALL (1978-1994)

Disciplines, theories, and fields	**References**
Applied linguistics	Leech and Candlin (1986); Pennington and Stevens (1992)
Artificial intelligence	Weischedel et al. (1978); Last (1987, 1989); Bailin and Levin (1989); Nyns (1989); Chapelle (1989); Bailin (1990); Bloch and Bates (1990); Yazdani (1991a, 1991b); Lian (1992); Swartz and Yazdani (1991); Chanier (1994)
Cognitive psychology/ science	Sampson (1986); Legenhausen and Wolff (1989a); Sussex (1991)
Computational linguistics	Ahmad et al. (1985)
Curriculum development	Bedford (1991)
Educational psychology	Garrett (1991)
Educational technology	Liou (1994)
Expert systems	Phillips (1987); Sussex (1991); Lian (1992)
Human-computer interaction	Sussex (1991); Chapelle (1994)
Information processing	Cook (1985)
Instructional design	Lawrason (1988/9); England (1989); Mitterer et al. (1990); Liou (1994)
Instructional technology	Garrett (1991)
Language data processing	Sinclair (1986); Johns (1986, 1990a, 1990b), Tribble (1990); Tribble and Jones (1990); Kohn (1994)
Language teaching	Jones, F. (1991); Hubbard (1992)

Disciplines, theories, and fields	References
methodology	
Linguistics	Karttunen (1986); Demaiziére (1991); Garrett (1991); Catt (1991)
Machine translation	Ahmad et al. (1985)
Materials design	Jones, F. (1991)
Natural language processing	Leech (1986); Cook and Fass (1986); Butler (1990); Bailin and Thomson (1988); Mulford (1989); Kohn (1994)
Parsing theory	Markosian and Ager (1983); Farghaly (1989); Sanders and Sanders (1989); Sinyor (1990); Pope (1990); Kohn (1994)
Programmed instruction/ learning	Ahmad et al. (1985)
Psycholinguistics	Catt (1991)
Second language acquisition	Jamieson and Chapelle (1988); Doughty (1988, 1991); Garrett (1991); Cook (1992); Liou (1994)
Sociolinguistics	Catt (1991)
Systems theory	Bedford (1991); Meskill (1991)

The above domains may be grouped into five categories: psychology, artificial intelligence, computational linguistics, instructional technology and design, and human-computer interaction studies. However, many of these topics are interdisciplinary in themselves, and as such they may be grouped together in a number of equally convincing ways.

Concluding remarks

Last but not the least, the organizational framework used here is by no means the only one. It has been used as one of the ways of structuring and presenting a knowledge base. Furthermore, in providing an interdisciplinary perspective, each section is only intended to provide a sketch of the field. It is quite likely that in an attempt to present each field as it relates to CALL, there might be significant omissions or misinterpretations on the part of this author. However, it is believed that there is much to be gained in CALL by extending our understanding of related disciplines.

Note: For full information on the references cited in this short review, please contact the author (bithikadsar@yahoo.com).

CONFERENCE REPORT

Unique CALL Conferences in Vietnam: GLoCALL 2007

Kenji Kitao
Doshisha University, Japan

GLoCALL 2007 (http://glocall.org/) was held in Hanoi (November 2-4) and in Ho Chi Minh City (November 5-7). About 65 overseas participants from Australia, China, Indonesia, Japan, Korea, Malaysia, New Zealand, Singapore, UAE, UK and USA attended in either or both cities and more than 200 local people attended in each city. That is, a total of almost 500 people attended this international conference. The conference was the largest of this kind ever to be held in Vietnam.

GLoCALL 2007 was unique in that it was a joint conference of APACALL (the Asia-Pacific Association for Computer-Assisted Language Learning) and PacCALL (the Pacific Association for Computer Assisted Language Learning), two major CALL organizations, and it was held in Vietnam, where CALL is a relatively new field. The conference was hosted by Hanoi University in Hanoi, and many students and faculty members from this university and other universities in Hanoi attended. In Ho Chi Min City, it was hosted by SEAMEO Regional Training Center (RETRAC), which is involved in developing language programs in Southeast Asian countries, and many teachers in the city and the Mekong Delta attended.

This conference had three goals: 1) to spread knowledge, research and experience on using computers and technology in order to improve language learning and to make it more enjoyable, 2) to consider how hardware and software can be adapted to local needs for the teaching and learning of languages and in the process to connect students and teachers with users of the target language in various parts of the world, and 3) to make the conference and its technology accessible to more Vietnamese teachers by holding it in two locations in Vietnam.

Computer technology started in Vietnam only ten years ago. Initially it spread slowly, but its influence is now felt everywhere. There is a surprisingly large number of Internet cafes all over the Hanoi University campus and access to them is very reasonable - only US20 cents an hour. This indicates that many students can use the

computer fairly well. Thus, it is evident that Vietnamese teachers are ready to access and use CALL, and thus, this conference would be valuable to them.

Pre-conference workshops

Three types of events were held in both cities. The first type was introductory workshops. This was held on the first day at each site. Deborah Healey conducted a workshop on "An Introduction to CALL," and this was followed by Thomas Robb's workshop entitled "An Introduction to Moodle". Dr. Healey briefly introduced CALL and presented both its benefits and limitations. She explained different types of software and different types of access to the computer in the class and outside the class. On the other hand, Dr. Robb explained how to use Moodle (http://moodle.org/), a free "Learning Management System" (LMS). Participants had an opportunity to experience making text resources and interactive quizzes. The workshops were very popular, particularly in Hanoi, where more than 120 people attended, even though the workshop had been intended for 40.

Plenary sessions

The second type of the event was plenary sessions. Four plenary sessions were held over two days in each city. "CALL Implementation at HANU and Beyond: Successes and Future Challenges" by Nguyen Xuan Vang, Hanoi University President, discussed how the computer has been increasingly used in education at Hanoi University, the former Hanoi University of Foreign Studies. In Ho Chi Minh City, "PowerPoint Revisited: Not a Magic Wand Perhaps, but Certainly not a Disaster!" by Le Huy Lam, HCMC University of Education, considered criticisms of the use of PowerPoint, especially from the perspective of the classroom, and made practical suggestions so users could avoid "PowerPointlessness" and how teachers could improve interactivity and communication when using the software as a teaching tool.

The following three plenary sessions were held in both cities.

In "What do we know about CALL? Claims and evidence," Deborah Healey of Oregon State University reviewed research projects on CALL at different stages of the computer use, and she made some suggestions for the future use of the computer for language teaching.

Yueguo Gu of Beijing Foreign Studies University did a presentation on "Exploring Situated and Distributed Learnings: A Comparative Approach." He explained the differences between how children acquire language naturally and how students learn language through interaction with the teacher and other students.

"Making decisions about CALL: Choosing and using technology for language learning" was presented by Scott Windeatt, Newcastle University. He considered factors involved in making decisions about the use of CALL and provided examples and case studies of good and poor practice in making those decisions.

Concurrent sessions

The third type of the event was concurrent sessions. About sixty 35-minutes sessions were held concurrently, and participants could choose to attend any one of six sessions

in each slot. Many of those sessions covered practical matters, such as searching for information on the Internet, making materials or activities, using PowerPoint, etc. Some presented results of research. There were also introductions of software or web sites that are useful for language teachers.

Hospitality

In Hanoi, lunch time was the best time to mingle with the local participants. Since there was no conference dinner, some overseas participants went to a good Vietnamese restaurant that was recommended by the president of Hanoi University. The food was excellent but expensive. However, I would say fairly reasonable compared to prices in Japan. It would have been wonderful if we could have had evening meals with the local participants.

SEAMEO RETRAC in Vietnam does not have dining facilities, so we had our lunches at a restaurant near the center. The food was good, and during lunch we had the opportunity to interact with the local participants, which was very nice. On the second day, there was a blackout. The waiters had to take on the job of fanning us! That was an interesting experience, and we appreciated their efforts in trying to keep us cool.

Morning and afternoon teas were provided. The food was good and there were plenty opportunities to talk to the local participants. We also had a banquet at a hotel on the second evening. A variety of Vietnamese food was served. The food was very delicious, wine was provided, and the entertainment was excellent.

Note 1: Some photos of the event are available at our Flickr.com group photo site at http://flickr.com/groups/apacall/

Note 2: GLoCALL 2008 is planned to be held in Indonesia.

FORTHCOMING CONFERENCES

♦ The 6th Language for Specific Purposes International Seminar will be held in Johor Bahru, Malaysia from 9 to 10 April, 2008. For more info visit the conference website at http://www.fppsm.utm.my/lsp2008/

♦ AILA 2008: Essen, Germany, 24-29 August 2008 (http://www.aila2008.org/)

INTERESTING WEBSITES

John Paul Loucky would like to introduce you to the following Websites for learning/teaching up to 120 languages:

Dicts Info (http://www.dicts.info/): Its index page shows Flags and Links to free Web Dictionaries in about 80 languages.

Click on WordChamp (http://www.wordchamp.com/) to translate words on this page into more than 100 languages!

Google Language Tools (http://www.google.com/language_tools)

Google Translation & Language Tools (http://www.googleguide.com/favorite_languages.html)

You can test these online tools by visiting the Virtual Language Learning Encyclopedia at the CALL4All site (http://www.call4all.us/). Its use is explained briefly at these pages: http://www.geocities.com/johnpaulloucky/AllLanguages.html and http://www.geocities.com/johnpaulloucky/LanguageLearningLibrary.html.

For further information, please contact John Paul Loucky (jploucky@mx22.tiki.ne.jp).

CALL FOR PAPERS

[Special Theme Issue of IJPL]

Theme: **Contextualizing CALL Locally and Globally**
Editor: Jeong-Bae Son

You are invited to submit previously unpublished papers devoted to discussion on computer-assisted language learning (CALL). Papers are encouraged within the sub-themes below, but are not limited to:

- applying technology to the language classroom
- localizing Internet materials to a specific context
- communicating over the Internet
- using Web resources
- managing multimedia/hypermedia materials
- e-learning, collaborative learning and blended learning
- emerging technologies
- fostering autonomous learning through technology
- training language teachers in CALL environments.

All submissions should either report on original research or present an original framework that links previous research, educational theory and teaching practices.

Information for contributors, including author guidelines, can be found from the Information Page: http://www.apacall.org/ijpl/info.htm

Articles should be submitted electronically to the Editor (sonjb@usq.edu.au) by the 29th of February 2008. Initial selection will be made by the Editor by the 15th of March 2008 and then selected papers will be sent to reviewers for peer review. It is expected that the special theme issue will be published on-line in August 2008.

Submission Deadline: 29 February 2008

ADDITIONAL NOTES

- Members are invited to send the APACALL Webmaster their names and personal homepage 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 are always welcome. Please send your news items to Webmaster@apacall.org.