

CREATION	INNOVATION	COLLABORATION
 www.apacall.org ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING		
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PRESIDENT'S MESSAGE

This Newsletter allows us to look back and reflect on what we have done for the last twelve months as it is published once per year in December. So, has this year been another busy year? Yes, absolutely! Any example? We published a special theme issue on CALL in IJPL (<http://www.apacall.org/ijpl/v4n4/>), which was a significant publication, and co-organised the GLoCALL 2008 Conference (<http://glocall.org/>), which was a successful event.

I would like to thank you all for your kind support and cooperation. I would also like to acknowledge the work that our Executive Committee members, IJPL contributors & reviewers and GLoCALL participants have done to enhance the profile of the Association.

Throughout 2009, APACALL will continue to provide you with opportunities to engage in various professional development activities. Again, I look forward to working with you creatively, innovatively and collaboratively.

All the best,

Jeong-Bae Son
President

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NEWSLETTER EDITOR'S NOTES

Hi all

This is my first term as Newsletter Editor for APACALL family. I would like to thank Siew Ming Thang, from whom I took over, for her previous job to publish the Newsletter in a timely manner. I will try to do my best to carry out our virtual communication through this newsletter. This issue is the 12th issue of APACALL Newsletter and I would like to thank all who have contributed to the Newsletter.

In this issue, we have a list of publications and conference presentations from APACALL members. In our featured article, Akmal M. Hum shares his experience on using an authoring environment to improve language learners' speaking skills with a task-based approach. Thanks also go to Kenji Kitao who shares his experience and pictures from the GLoCALL 2008 conference with a very vivid report. As you know, the GLoCALL conference is organised jointly by APACALL and PacCALL. Please read what Kenji narrates and have a look at the pictures from the Flickr site. More information on the upcoming GLoCALL 2009 conference can be found in the 'Forthcoming Conferences' section. I hope that you enjoy this issue.

Regards,
Arif Altun



NEWS FROM MEMBERS (January – December 2008)

► **Publications**

Akayoğlu, S., & Altun, A. (2008). The functions of negotiation of meaning in text based CMC. In R. V. Marriott & P. L. Torres (Eds.), *Research on E-Learning Methodologies for Language Acquisition* (pp. 302-317). New York: Information Science Reference.

Alm, A. (2008). Blogging for Self-determination with L2 Learner Journals. In M. Thomas (Ed.), *Handbook of research on web 2.0 and second language learning*. Information Science Reference.

Alm, A. (2008). Integrating Emerging Technologies in the Foreign Language Classroom: A Case Study. *International Journal of Pedagogies and Learning*, 4(4), 44-60.

Altun, A., Gulbahar, Y., Madran, O. R. (2008). Use of a content management system for blended learning: Perceptions of Pre-Service Teachers. *Turkish Online Journal of Distance Education*, 9(4), Article 11.

Nah, K. C., White, P., & Sussex, R. (2008). The potential of using a mobile phone to access the Internet for learning EFL listening skills within a Korean context. *ReCALL*, 20(3), 331-347.

Son, J.-B. (2008). Using Web-Based Language Learning Activities in the ESL Classroom. *International Journal of Pedagogies and Learning*, 4(4), 34-43.

► Conference Presentations

Alm, A. (2008, July) Creating motivating language learning environments with Web 2.0 tools. Invited talk at the New Zealand Association of Language Teachers (NZALT) conference in Wellington, New Zealand.

Alm, A. (2008, August). The use of digital technologies in collaborative language learning environments. Paper presented at the AILA (Association internationale de linguistique appliquée) conference in Essen, Germany.

Alm, A. (2008, September). The impact of emergent technologies on CALL: The use of blogs for reflection in L2 learning. Paper presented at the CALL conference in Antwerp, Belgium.

Alm, A. (2008, September). Interest through involvement and interactivity: The positive impact of blogging on FL learner attitudes and performance. Paper presented at the EUROCALL conference in Székesfehérvár, Hungary.

Alm, A. (2008, November). Blogging to learn: Self-reflection and social interaction in classroom-based foreign language learning. Paper presented at the 11th New Zealand Language and Society Conference.

Alm, A. (2008, November). Fostering learner engagement and cultural understanding through foreign language blogging. Paper presented at the Spotlight in Tertiary Teaching and Learning Colloquium, University of Otago, New Zealand.

Altun, A., & Aşkar, P. (2008, July). From Blocks to Granules: An alternative approach to designing learning objects. Paper presented at the 8th IEEE International Conference on Advanced Learning Technologies, Santander, Cantabria, Spain.

Altun, A., & Aşkar, P. (2008, November). An ontological approach to designing learning objects. Paper presented at E-Learn, November 17-21, Las Vegas, Nevada, USA.

Aşkar P., Ilgaz H., & Altun A. (2008, June). Learner satisfaction on blended learning. e-leader conference, 19-21 June Krakow, Poland. Chinese American Scholars Association. <http://www.g-casa.com/PDF/Krakow%202008/Askar.ppt>

Güler, Ç., Altun, A., & Aşkar, P. (2008, June). Teacher trainees as learning object designers. Paper presented at the Microlearning 2008, Innsbruck, Austria.

Kılıçkaya, F. (2008, August). Improving pronunciation via accent reduction and text-to-speech software. Paper presented at WorldCALL 2008 Conference. Fukuoka, Japan. Available at: <http://www.j-let.org/~wcf/proceedings/d-097.pdf>

Sarkar, B. D. (2008, November). Email technology in an ESL class: A change in pedagogy. Paper accepted at the Melus Melow International Conference, Santiniketan, on 27-29 Nov, 2008.

Son, J.-B. (2008, June). Language teacher development and Web-based portfolios. Paper presented at the Japan Association for Language Teaching, Computer-Assisted Language Learning (JALTCALL) 2008 Conference, Nagoya University of Commerce & Business, Nagoya, Japan.

Son, J.-B. (2008, November). CALL coursework, teaching practice and professional development. Paper presented at the Globalization and Localization in CALL (GLoCALL) 2008 Conference, Hotel Ciputra Jakarta & Grand Quality Hotel Yogyakarta, Indonesia.

► Grants and Awards

Congratulations!

Nah, K. C. (2008). *Language learning through mobile phones: Design and trial of a wireless application protocol (WAP) site model for learning EFL listening skills in Korea*. Unpublished Doctoral Dissertation, The University of Queensland, Brisbane, Australia.

► Appointments and movements

◇ A story from Adon Kumar:

I have taken two years leave from the academia to gain some commercial experience. So I entered the world of oenology. It has been fascinating to be in the world of oenophiles who from a language point of view, speak a totally new language. Their jargon includes references to nose, palate, aroma, vintage, vendage tardive, botrytis, crus, chateaux, appellation and so on.

From a pragmatic point of view, I realised as a language teacher that the wine industry clings on to some traditional terminology such as using western, European adjectives to describe the taste and aroma of wine. The wine industry sees Asia as the emerging market where the nouveau rich want to taste the best and most expensive Bordeaux wines. But the language used to describe wine has not changed much to fit into the socio-cultural context of Asians. For example, telling a Chinese wine drinker that the style and taste of wine is like the taste of “blackberry” is as alien as telling a European that it tastes like Peking duck! So there is a clear need to come up with nouns and adjectives that are easily understood by Asians if wine is to be sold and appreciated in Asia.

Here is a journalist’s entry on my visit to Bordeaux:
<http://newbordeaux.blog.co.uk/2008/11/10/dinner-with-wine-searcher-5011336>



FEATURED ARTICLE

Multimedia *ToolBook* and a Task-Based Approach to Improving English Speaking Skills of Psychology Students

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This paper investigates the effectiveness of computer-assisted language learning (CALL) with *ToolBook* software and a task-based approach to improving oral communication or speaking skills of psychology students at several universities in Indonesia. The multimedia facility and integrated system of CALL at the language laboratory were utilized to deliver core activities, supporting activities, and synthesizing activities for speaking skills and passage comprehension. The topics and the content of the lessons were determined after conducting need analysis. The reading passages that relevant to students' needs were taken from several psychology text books while the picture, audio, video, chart, diagram, and other teaching materials were compiled from newspapers, internet, and other resources. All teaching materials were presented to the students and teachers by using *ToolBook* software. Both communication & speaking skills (fluency, functional competence, interaction, coherence, language accuracy, choice of words) and content comprehension (literal, inferential, analytical) were assessed by using the Common European Framework (CEF, 2001).

Data were collected through participants' personal information, TOEIC test, pre-test interviews, pre-post written test, class observation, questionnaire, video shooting and audio taping. Descriptive statistics such as mean scores, median, mode, skewness, standard deviation, independent two-sample t-test, paired t-test, and one way ANOVA were applied to speaking, interview, and content comprehension. Total population of psychology students who took English Language II were 835 students. So the sample was not chosen at random because only students who fulfilled the pre-requisites were taken purposely. The total sample was 174 psychology students consisting of 87 students in a control group and 87 students for an experiment group. The pre-requisites for the sample were: they were studying at psychology department major in general psychology or counseling; they have passed the national English examination with the minimum score of 4.5 (45 %); they were at the fourth semester learning English language two; they were not repeating the back lock on the course of the English language. The length of treatment was 42 hours comprising of 14 x 120 minutes class sessions and 14 x 60 minutes of tutorial sessions. The reliability of the content and the task-based lessons was 0.847 ($\alpha=.847$).

There were five research questions that were attempted to answer in the study:

- (1) Does task-based CALL significantly improve students' oral proficiency?
- (2) In case, there are some significant improvements, what aspects of speaking skills developed the most (fluency, interaction, accuracy, or others)?
- (3) What types of learning activities that have much contribution to the improvement of students' oral proficiency?
- (4) Does task-based CALL significantly improves students' comprehension on the content of the academic passage?
- (5) What type of questions that help the students to the best in understanding the academic reading passage?

Improving listening was one of the most successful uses of CALL because multimedia computing has standard audio and video, sound recording, and text to speech (Brett, 1997). CALL also has significantly improved reading and writing skills (Nagata, 1998), writing and culture (Lee, 1997), students' motivation (McNeil, 2000), reading and writing of adult learners (Liou, 1997), writing process (Thorson, 2000), error feedback (Ogata, Feng, Hada & Yano, 2000), writing environments (Sullivan & Pratt, 1996), assisted reading (Hong, 1997), and vocabulary building (Grace, 2000; Kang & Dennis, 1995; Liu & Reed, 1995; Van Bussel, 1994). However, almost no studies show the usefulness of computers for improving oral proficiency.

The results of the experiment showed that the post-test means score of the experiment group was 407.42 and its pre-test means was 304.20, so the gain score was 103.22. From *t*-test, it was found that the *t*-score $5.632 > t$ critical 1.960, $df=172$, Sig.000 (2-tailed), so the null hypothesis was rejected. It means that there was a significant difference in the students' skills after joining the class of CALL and task-based Approach. So the research questions number one "Does task-based CALL significantly improve students' oral proficiency?" was answered.

T-test of independent two-sample (experiment and control group) shows that *t*-score is 5.632 which is greater than *t*-critical value of 1.980, $df=172$, Sig. 2-tailed=.000 and $\alpha=0.05$. It means there was significant difference between the experiment and control group - the null hypothesis is rejected. So those students who were trained by using CALL facilities and task-based activities had significant oral performance and content comprehension improvement than those of the control group.

Both groups (experiment and control groups) made progress but the experiment group achieved more progress than the comparison group which was taught without the facilities of multimedia and language laboratory. The experiment group starting the lesson from a lower mean of 253.33 (pre-test) and then achieved means score of 474.71 at the post-test (gain score was 221.38). The control group started the lesson with means score of 284.08 and improved into 384.72 during the post test (gain score was 100.64).

Fourteen types of tasks (picture analysis, video, audio/listening, problem solving, debate, role play, concept mapping, etc) have normal distribution as the means, median, mode are almost equal, and Kurtosis scores near to zero. ANOVA results showed that they are homogeny because *F* score $14.225 > F$ table 1.85 and Sig $0.05 < 0.089$.

During the post-test, the listening task (audio with its pre-task, task, and post-task) and watching video (pre-watching, watching, and post-watching) indicated high means (listening = 77.15 and video watching = 77.25). A picture interpretation task was the third task that stimulated the speaking skill (means = 72.7).

Task completion before the experiment revealed that picture analysis and audio/listening activities (pre-listening, listening, and post-listening) were the best task activities to promote students' oral skill development compared to concept mapping, video, debate, or paraphrase tasks. So such data answered research questions number three "What types of learning activities that have much contribution to the improvement of students' oral proficiency?"

The interview results indicated that 42 (37.9%) students achieved levels C2 and C1, compared to the control group that has only 34 students at the levels of C2 and C1. At the experiment group there was only 1.1 % out of 87 students at the lowest level of A2 while at the control group, the number was 5.7 %.

The fluency level of the experiment group indicated that 18 students were at the level of C2, 25 at C1, 28 at B2, 15 B1, and 1 at the level of A2 compared to 15, 16, 25, 25, and 6 students of the control group. At the experiment group, some aspects of speaking skills such language accuracy, choice of word, coherence, were improved from the pre-test but at the control group they were not so developed. The answer of research questions number two "In case, there are some significant improvements, what aspects of speaking skills developed the most (fluency, interaction, accuracy, or others)?" was language accuracy, choice of words, and coherence. At the control group, coherence and content comprehension showed higher means but the gaining score was not so significant.

Content comprehension of both groups showed improvement in which the experiment group had pre-test means 253.33 improved into 474.71 (gain score was 221.38.) while control group 284.08.increase into 384.72 (gain score was 100.54). The

null hypothesis on content comprehension was rejected because t -score = 11.194 > t -critical value 1.980, $df=172$, Sig (2-tailed) =0.000 and $\alpha =0.05$. It also answered research question number four "Does task-based CALL significantly improve students' comprehension on the content of the academic passage?"

To answer research question number five "What type of questions that help the students to the best in understanding the academic reading passage?", the following results could be used. At the experiment group, the content comprehension aspects that helped the students so much were literal and analytical while inferential was not so helpful (means score literal=26.29, inferential=14.29, and analytical 19.28) because the gain score of literal was 13.75, inferential was 8.31, and analytical was 9.14. At the control group, only literal has helped a light improvement but inferential and analytical remain the same.

Interview results showed that content comprehension level of the experiment group have gained C2=10 students, C1=21, B2=37, B1=21, and only 1 student at the level of A2 while the control group showed 7 students at the level of C2,15 at C1,35 at B2,20 at A2 and 9 students at A1. It means the majority of the experiment group (78 out of 87) could obtain and understand the information, ideas and opinions from highly specialized passage within their field while control group had only 57 out of 87 students that could do the task. Some students (9 students) at the control group could find specific information in simpler informational passages such as letter, brochure, and everyday simple printing text.

CALL with a task-based approach has significantly improved the speaking skills and content comprehension of the psychology students. Core, supporting, and synthesizing activities which were starting from pre-task phase, task completion, and post-task have significantly improved the students' oral performance and comprehension of academic passage. The assimilation of CALL, language teaching approach, and language leaning theory, has resulted a positive improvement of learners' oral proficiency of English. It benefits to the students, teachers, university management, and language laboratory managers in term of lesson objectives, budget, and native speaker problems.

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CONFERENCE REPORT

GLoCALL 2008: A Unique CALL Conference in Indonesia

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GLoCALL 2008 was held in Jakarta (November 7-9) and in Yogyakarta (November 10-12). Presenters from Australia, Canada, China, Hong Kong, Indonesia, Iran, Japan, Korea, Malaysia, Oman, Pakistan, Philippines, Saudi Arabia, Singapore, Taiwan, Thailand and the United States attended in either or both cities. More than 200 local people attended in each city - a total of almost 500 people attended this conference. The conference was the largest of this kind ever held in Indonesia.

GLoCALL 2008 was unique in that it was the second joint conference of APACALL (the Asia-Pacific Association for Computer-Assisted Language Learning) and PacCALL (the Pacific Association of Computer Assisted Language Learning), two major CALL organizations, following the first joint conference in Vietnam. (The report of the GLoCALL 2007 conference is available at <http://www.apacall.org/news/Newsletter11.pdf>.) The second joint conference was held in Indonesia, where CALL is a relatively new field. The conference was hosted by Higher Learning (<http://www.higher-learning.co.id/>), which sends qualified English language teachers to secondary schools and promotes technology in language learning. Since people who were working for the conference were English teachers in secondary schools, we were able to communicate with them easily.

This conference had three goals: (1) to spread knowledge, research and experience on using computers and technology to improve language learning and make it more enjoyable, (2) to consider how hardware and software can be adapted to local needs for the teaching and learning of language while also connecting students and teachers with users of the target language in all parts of the world so they can have the experience of using the language interculturally and adding to their intercultural knowledge, and (3) to make the conference and its technology accessible to Indonesian teachers by holding

it in two locations in Indonesia. Jakarta is the largest city in Indonesia with a population of over twelve million, and Yogyakarta, which is an ancient capital of Indonesia, is much smaller but has a rich cultural heritage.

The conference was held in hotels (Hotel Ciputra Jakarta and Grand Quality Hotel Yogyakarta) in both cities, and almost all overseas participants stayed at the conference hotels or at other nearby hotels. They were very convenient and comfortable and enhanced our enjoyment of the conference very much.

According to Mr. Indra Charismiadji, President of Higher Learning, Indonesia is behind other Asian countries in the use of CALL. In his plenary speech, he discussed how technology has developed in language learning. The current situation is not very good for CALL. There are few computers in schools. The electricity supply is not good for using many computers. The Internet connections are not good and are very slow. However, our visit to this conference stimulated many language teachers to use technology there. Both hotels had wireless Internet connections, but they were slow, and we had some power problems during the sessions. With this situation, it was worthwhile and challenging to have this conference in two cities in Indonesia.

Pre-conference Workshops

Conference events took place in both cities for three days each. The first day in each city (7th & 10th) was dedicated to introductory workshops: ‘An Introduction to CALL’ by Dr. Jeong-Bae Son in Jakarta and Yogyakarta; and ‘CALL Practice’ by Dr. Philip Hubbard in Jakarta and by Dr. Debra Hoven in Yogyakarta. This was popular in both cities, where an average of about 150 local teachers attending. Since computers are relatively new in Indonesia, and not many teachers have used computers for language learning/teaching, they were very eager to learn how to use them. As a result, the workshops turned out to be great professional development opportunities for many local teachers.

Opening Ceremony

The main conferences started with opening ceremonies. Opening ceremonies usually have speeches by the president of the organization, the head of the host institution, a representative from the local government, etc. Of course, these opening ceremonies had such speeches. However, the unique thing with this conference was that opening ceremonies at both sites started with Indonesian dancing, and then the speeches followed. At the end, they hit a gong, which was the official start of the conference.

Plenary Sessions

Four identical plenary sessions were held over two days in each city. ‘CALL implementation in Indonesia: Yesterday, today, and tomorrow’ by Indra Charismiadji, as mentioned earlier, emphasized how Indonesia is behind in technology in education, but pointed out that this conference has stimulated and will inspire many language teachers to use CALL in Indonesia.

In his plenary speech entitled ‘Integrating learner training into CALL classrooms and materials’, Philip Hubbard pointed out that for language learners, the choice of technology applications and of options for controlling these applications are growing in quantity and complexity. This makes the job of learning increasingly difficult, and students are often unprepared for the decisions they have to make in choosing among the possible ways to do assignments, activities, and other tasks. Therefore, he advocates

integrating learner strategy training as a central component of language teaching, resulting in students who can make conscious choices based on their learning objectives. The result is to both improve learning during the course and produce more autonomous students afterwards.

In her plenary speech, Debra Hoven spoke on 'Individuals, community, communication and language pedagogy: Emerging technologies that are shaping and being shaped by our field'. She asserted that language learning technologies have increased to a point that they can be overwhelming to teachers. She advocates returning to a consideration of pedagogy and to prioritizing learning. As part of her model, she divided uses of CALL into six categories: (1) instructional CALL (language classroom application), (2) discovery/exploratory CALL (autonomous language learning), (3) CALL and communication technology (cultural exchange, etc., through CMC), (4) social networking tools and CALL (reflective, analytic and participatory language learning through social networking sites, YouTube, etc.), (5) collaborative CALL (blogs, wikis, etc.), and (6) narrative CALL (creating, rediscovering, etc., identities through technologies).

In his plenary speech on 'Harnessing mobile technologies for foreign language learning: The example of podcasting', Wai Meng Chan said that podcasting and portable MP3 players have become increasingly common in the past few years, and there are more than 100 educational podcasts available on iTunes, including many for foreign language learning. However, in spite of this and in spite of the interest of teachers in using mobile technologies, there is little research published on the use of mobile technologies in language teaching. He reported on a study of supplementary German lessons delivered by podcast to students at the National University of Singapore. He looked at quantitative and qualitative data on students' previous experience with podcasts and educational podcasts, their patterns of podcast use, their opinions of the podcasts' usefulness, and their suggestions for future educational podcasts with hopes to develop a sound pedagogy of podcast usage.

Concurrent Sessions

A total of one hundred twenty two (69 in Jakarta and 53 in Yogyakarta) 35-minute concurrent sessions were held in the two cities, and about half of them were presented in both cities. (Paid-up members can access PowerPoints and other materials for some of the sessions through the GLoCALL Website: <http://glocall.org/>.) In most cases, participants chose one of six sessions in each slot. Many of the sessions covered practical matters, such as searching for information on the Internet, making materials or activities, or using tools such as PowerPoint. Other practical presentations dealt with how to do something in the class or introduced useful software or web sites that are useful for language teachers. Some others also presented results of empirical studies.

Overseas participants were asked to make two presentations, one on the basics of CALL and the other about research or more advanced concepts. However, even basic content was useful for some of the advanced participants. Some of the presentations were on Moodle, digital story telling, WEB 2.0, etc., which are fairly new or things many of the people even in countries with easy access to computers were not familiar with. Some presenters did not know the situation in Indonesia, and the content did not always fit well there. For example, electronic dictionaries are not common in Indonesia at all, and even if they are available, they are too expensive. One dictionary costs

teachers about one month's salary. Also the Internet is very slow, and if high speed is important, activities do not work well.

There were a number of useful presentations for me. I learned about digital storytelling, in which students put photos, sound, and texts together to make stories. There are various ways to do this, for example, using PowerPoint or other software. There were some interesting examples of students' work. Another interesting presentation was a live video conferencing session delivered by George MacLean who gave his talk from his office at Tsukuba University in Japan. Even though the Internet connection was not perfect, we understood his presentation very well with the video and PowerPoint slides. There were also some interesting presentations by local scholars, and we could see how hard those people are trying to improve language teaching and learning using computers and the Internet. All presenters were awarded a certificate of a presentation, which became a nice souvenir of Indonesia (see Figure 1).



Figure 1. Certificate of presentation



Figure 2. A group photo with local staff members

Poster Sessions

There were only three poster sessions. They were held during the lunch break in both cities, and people were rather busy with eating and socializing. The posters presented were attractive and well done.

Colloquium

Before the closing ceremony in Yogyakarta, there was a panel with three of the plenary speakers and the President of APACALL, to sum up the conference. After each panelist picked up something they thought important in this conference, there was a discussion with the audience.

Closing Ceremony

Another surprise in the closing ceremony was another dance. These conferences started with dancing and ended with dancing. Dancing seems to be very important in the ceremonies in Indonesia. People looked happy and satisfied at the ceremonies. The hard working people from Higher Learning looked particularly happy, as shown in Figure 2. More photos of the conference can be found from:

<http://flickr.com/groups/953884@N21/pool/>

Hospitality

Coffee Breaks and Lunches

The conference included two coffee breaks and one lunch each day. The organizers served a tremendous amount of delicious food and sweets. We could not eat much at every meal and the coffee break in addition to the big breakfast the hotel served.



Figure 3. Food 1



Figure 4. Food 2

Dinner in Jakarta

We had a banquet at a traditional Indonesian restaurant where we were served a wonderful Indonesian dinner and enjoyed watching dancing and seeing a variety of Indonesian costumes. This restaurant was about 25 miles away from our hotel, and the traffic in Jakarta was very bad due to the evening rush hour, so it took about one and half hours each way. We had a great social time on the bus, too.

Tour around Yogyakarta

We flew from Jakarta to Yogyakarta on the morning of the 10th. We were welcomed by local organizers at the airport. Also, the Ministry of Culture and Tourism of the Republic of Indonesia made arrangements for a free tour to Prambanan Temple (a Hindu temple) and Borobudur Temple (the largest Buddhist temple in the world).

First, they took us to a nice restaurant for lunch and then a silver factory where jewelry, mainly for foreign tourists, is made. After we saw some nice silver jewelry, we headed for Prambanan Temple. There are some stone towers that had been severely damaged by earthquakes. We saw some ruined stones around the temple. We could see the inside of only one tower, where there was a statue. There were many souvenir shops outside of the temple, and sellers were working very hard to sell various kinds of souvenirs.

Then we drove to Borobudur Temple. It was rainy season in Indonesia, and it rained very hard while we were in the bus. Fortunately it was not raining when we arrived at the temple. However, we could not see the blue sky or the sunset. We were told that it is very nice to see sunrise and sunset at that temple, and many people get up very early in the morning, around four o'clock, and visit this temple. We climbed up the temple and saw a flat field. We wondered why people built this large temple here. We put our arms into a small tower to touch the Buddha image to make wish. Souvenir sellers were tough there. They followed us all the way from the temple to the bus. Since we were the last tour group, they worked very hard to make sales.



Figure 5. Prambanan Temple



Figure 6. Borobudur Temple

In sum, the GLoCALL 2008 Conference was really a memorable event!



WEB RESOURCES

Collaborative CALL Project Proposal Using World CALL Language Links Library: Free/Open Source Language Education Resource Repository

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CALL4ALL Languages Clearinghouse is a Virtual Encyclopedia of all major language learning links, Web dictionaries and Computer-Assisted Language Learning organizations in the world.

Most useful recommended CALL sites

A-Author's Articles online dealing with EDs, ER, TBLT, Japanese college students' vocabulary learning, and how to measure and improve readability of online versus printed text see: http://www.call4all.us//home/_all.php?fi=1

C-Computer Assisted Language Learning Links Library <http://www.call4all.us>

D-Dictionaries Galore! (Over 7,000 Web Lexicons)
http://www.call4all.us//home/_all.php?fi=d

J-Japanese Dictionaries and Study Links http://www.call4all.us//home/_all.php?fi=j

N-News Sites (some w. Listening/Video) http://www.call4all.us//home/_all.php?fi=n

R-Reading Labs Online http://www.call4all.us//home/_all.php?fi=r

V-Vocabulary Learning Games and Sites http://www.call4all.us//home/_all.php?fi=v

W-Word Learning Lists and Webtools http://www.call4all.us//home/_all.php?fi=w

Y-Young/Limited Proficiency Learners: http://www.call4all.us//home/_all.php?fi=y

CALL4ALL.us (<http://www.call4all.us>) exists to improve language learning or teaching in English and all major languages (over 500 language pairs) by the use of modern technology. Use it to link to CALL Professional Organizations Worldwide; get rapid access to over 7,000 free Web Dictionaries and 4,000 Language Learning Links on a broad array of topics from A-Z. Do quick Link, Word, Collocation and Site Searches using our Links Index, Site Map and wide variety of Online Dictionaries to develop all four communication skills. Please feel free to add any new language learning or CALL link! Send us recommended CALL sites and Teleconferencing program URLs.

CALL4ALL's MISSION is to help improve Language Education in all areas, including:

- Serving as a Virtual Language Education Encyclopedia;
- Testing and improving CALL Collaboration Areas and Programs: Bilingual, Monolingual & Multilingual Glossing & Translation Programs, Text Analyzers and Readability Programs, Moodle Modules and Browser Add-ons to Enhance CALL;
- CALL Collaboration Tools, Instant Messaging, VoIP Tele-Conferencing Programs;
- Page Foto & File-sharing or Note-taking Programs;
- Web Presentation Tools and Services for Visual Communication;
- Social Networking Programs, Podcasts and Video-Blogs;
- Webtools and Web Content Strategies.

How the site maximizes access to online language learning resources

1. Ease of access and range of accessibility

Web-based learning resources are made accessible by individual language learners from varying cultural, linguistic and geographic backgrounds. Most remarkable, this [www.CALL4ALL.us](http://www.call4all.us) site offers AUTOMATIC GLOSSING into 140 languages! The default is set to Japanese, but can be changed into any of these other languages or turned off.

CALL4ALL LANGUAGES' "VIRTUAL ROSETTA STONE" includes links to OVER 7,000 Online Dictionaries and technical lexicons for over 500 language pairs, but the entire language encyclopedic site provides automatic translation via Babel Fish engine into 8 major world languages. Users simply click on one of eight colorful country flags in the top right-hand corner of any page, and ALL PAGES OF THE ENTIRE SITE are automatically translated into understandable versions in each of these learners' mother tongues: From English into Chinese, German, Japanese, Korean, French, Italian, Portuguese or Spanish.

2. Versatility of resources

[Highlighted in several international CALL journals: Europe's *CALL* (2005), Japan's *JALT CALL 2005 Proceedings* (2006), etc.] There are abundant resources for language learners of various ages and educational goals (conversation, business, literature, test prep.). Resources addressing varied learning styles and offering diverse types of learning activities and tasks include sites for children on page Y, 50 Online Reading (R Page), Listening (L Page), Writing & Language Labs (W).

3. Degree of completeness of resources

Materials help students to progress from the beginning level of language learning to moderate levels of language proficiency. There are programs and materials for learning many languages, at least 150 of them.

How to add Text to Speech, do Text Analysis by Word Frequency and Grade Levels to better match level of online activities is explained on page R under Improving Online Reading and Readability. Option of adding Skype Instant Messaging is included via Nellie's site. Word Level tests are provided with Frequency Bands and clear explanation for how to focus on yet unknown words and make them part of one's productive vocabulary on pages S, V & W. Access is given to EAP/ESP Technical Engineering articles and Famous Scientists and Inventors and Explorers Online Encyclopedias for children and adults, and to various language Search Engines and IT Learning Tools. Instant access glossing is provided by links to Rikai.com in four languages, and via thousands of Web Dictionaries into the mother tongue of most language learners.

CALL4ALL is a Virtual Encyclopedia of ready links to thousands of topics, primarily dealing with language learning, teaching and research. Abundant web dictionaries are provided to all known online dictionaries, both Monolingual English Dictionary, Thesaurus and Collocation sites as well as Multi-Lingual Web Dictionaries. Links to language study in many languages are included, with priority given to Oriental language study and English online Reading and Language Lab tools and websites.

Universal language study and multi-lingual online dictionary sites I-Tools search engine dictionaries, Kelly's excellent ten-fold Japanese dictionary site, Internet TESL's quick Links Search Engine, Merriam-Webster's dual dictionary and thesaurus, etc. are all provided on rapid-access side menus. All in all this is a well-traveled CALL site, since its design is quite versatile and user-friendly. As always, recommendations and collaborative projects are most welcome. Please share www.call4all.us with your colleagues, students, friends or readers of your publications and favorite listserv groups. It takes a community to build and nurture a rich educational resource like this. Anyone wishing to collaborate in making a bilingual version of my advanced online vocabulary development program using the Semantic Field Keyword Approach, please check it out and contact me about how to do it: Sample of the English Quizzes at: <http://www.call4all.us/misc/sfka.php> Chinese and Japanese have been done so far.

To do or research any other language pair, please email:
louckyjohnpaul@yahoo.com.au

Lesson Plans in English and Language Testing Resources

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I would like to introduce you to the following websites for lesson plans in English and language testing resources (articles).

Resources in Language Testing (<http://www.le.ac.uk/education/testing/ltr.html>):

It is a comprehensive site for issues and articles related to language testing.

Lesson plans in English (<http://www.breakingnewsenglish.com/>):

It includes very detailed lessons plans covering the current news around the world and these lesson plans including audio files and listening activities can be downloaded as Microsoft Word document and PDF files.

Lesson plans on Famous People (<http://www.famouspeoplelessons.com/>):

It is the sister website of [breakingnewsenglish.com](http://www.breakingnewsenglish.com/). It includes lesson plans on famous people.



FORTHCOMING CONFERENCES

- ◆ The School of Language Studies and Linguistics, Universiti Kebangsaan Malaysia is holding an international conference entitled: Language and Culture: Creating and Fostering Global Communities from 5-6 May 2009 at the Palm Garden Hotel, Putrajaya, Malaysia. For more information, please go online to: <http://www.fpbahasa.ukm.my/SoLLsINTEC09/>
- ◆ The 8th International Conference on Web-based learning (ICWL) will be held in Aachen, Germany from 19 to 21 August, 2009. For more info, please visit the conference website at: <http://www.hkws.org/events/icwl2009/>
- ◆ The GLoCALL 2009 Conference will be held in Chiang Mai, Thailand, 8-10 December 2009. <http://glocall.org/>



CALL FOR PAPERS

[APACALL Book II]

Internet-Based Language Learning: Pedagogies and Technologies

Editor: Jeong-Bae Son

All APACALL members and GLoCALL presenters are encouraged to submit previously unpublished papers devoted to research and discussion on Internet-based language learning (IBLL). Papers are welcome in all aspects of IBLL (e.g., application of Internet technology to the language classroom; computer-mediated communication; Web-based language learning; managing hypermedia environments; e-learning, collaborative learning and blended learning; Web 2.0 and virtual worlds; language teacher training in Internet-based language instruction).

All submissions should either report on original research or present an original framework that links previous research, educational theory and teaching practices. They should conform to the requirements of the *Publication Manual of the American Psychological Association* (5th ed.).

Members interested in contributing to this publication should send an e-mail message of intent and a 200-word abstract with their contact details to the Editor (sonjb@usq.edu.au) by **16 January 2009**. Authors of abstracts selected for inclusion will be notified and given full submission guidelines by the Editor by 23 January 2009 and full papers of no more than 25 double-spaced pages or 7,000 words will be due by **31 March 2009**. Initial selection of full papers will be made by the Editor by 15 April 2009 and then selected papers will be sent to reviewers for anonymous peer review.

Note: It is planned to publish this proposed book in October 2009 and officially launch it at the GLoCALL 2009 Conference in December 2009. This book will be a special collection of papers on Internet-based language learning and teaching contributed by APACALL members and GLoCALL presenters. It will be a fully refereed book. If the number of high-quality papers accepted by the reviewers is smaller than required, the Editor might consider publishing the selected papers in a special theme issue of the *International Journal of Pedagogies and Learning* (IJPL). More detailed information will be given to contributors later.



ADDITIONAL NOTES

- Members are invited to send APACALL Webmaster their names and personal homepage addresses to be listed on the 'Resources' page of the APACALL Web site.
- Your contributions to this newsletter are always welcome. Please send your news items to webmaster@apacall.org.

