

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

It has been another busy year for APACALL. We changed our Web hosting server and database and reformatted our Website during February and March; created a new forum page for registered members in March; published another special theme issue on CALL through the *International Journal of Pedagogies and Learning* (IJPL) in November; published the *APACALL Book II* in early December; and organized and participated in the GLoCALL 2009 Conference in the second week of December.

I appreciate our members' contributions to the APACALL activities and their efforts for making things move forward. As our membership is continuously growing, I am sure that we will see more members' participation in more professional development activities. I wish you all a happy festive season and a prosperous New Year and look forward to working with you again creatively, innovatively and collaboratively.

All the best,
Jeong-Bae Son
President



NEWSLETTER EDITOR'S NOTES

Dear APACALL Members,
I would like to take this opportunity to greet you all and wish you a happy new year.

In this issue, we have a list of publications and conference presentations from APACALL members. In our featured article, John Paul Loucky summarizes his filtered experience with 'discovering excellent CALL programs for effective language education in various foreign languages'. I believe this would be very beneficial for those who are in search of CALL programs in various languages. In our previous newsletter, we announced the GLoCALL 2009 conference, and now it is time for the announcement for GLoCALL 2010. But before that, thanks to the conference organizing committee, we can browse through the pictures taken in Chiang Mai to get a glimpse of GLoCALL 2009. For other conference calls, please have a look at the forthcoming conferences section. We also have a book review that I think would be another source to keep up to date with the current literature. I hope that you enjoy this issue.

Regards,
Arif Altun



NEWS FROM THE MEMBERS (January – December 2009)

► Publications

- Akayoglu, S., Altun, A., & Stevens, V. (2009). Social presence in synchronous text-based computer-mediated communication. *Eurasian Journal of Educational Research*, 34, 1-16.
- Aşkar, P., & Altun, A. (2009). CogSkillnet: An ontology-based representation of cognitive skills. *Educational Technology & Society*, 12(2), 240-253.
- Kılıçkaya, F. (2009). Another powerful e-learning and course management tool for web-based learning: DOKEOS. *CALL-EJ Online*, 11(1).
- Son, J.-B. (Ed.). (2009). *Internet-based language learning: Pedagogies and technologies*. Raleigh, NC: Lulu.

[APACALL Book II: <http://www.apacall.org/research/research.html>]

Chapter 1: Metacognition and Strategy Use in Web-Based Language Learning 1
Wai Meng Chan and Ing Ru Chen

Chapter 2: Integrating Moodle into a Process Writing Course 21
Brian Gregory Dunne

Chapter 3: Digital Storytelling in Indigenous Education: Internet Technologies to (Re-)Establish L1 and C1 Literacy and Fluency 47
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Chapter 5: Practical Steps to Create and Implement an Effective Web-Authoring Project 93
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Son, J.-B. (Ed.). (2009). Special theme issue: Working with CALL. *International Journal of Pedagogies and Learning*, 5(2).

[IJPL: <http://www.ijpl.org/>]

Guest Editor's Introduction to Special Theme Issue: Working with CALL
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Integrating Internet Technology into the EFL Classroom: A Case Study
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Sustaining Internet-Based Collaborative Learning in Process-Oriented Writing Classes: Feasibility of an Action Research Approach
Chizuko Suzuki, Yoko Watanabe, Shota Yoshihara, Kyutae Jung and Kyungsuk Chang
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Internet-based Grammar Instruction in the ESL Classroom
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Interactive Patterns in an English Audio-Video Speaking Class in CALL Environments
Zhihong Lu, Ping Li and Peifeng Du
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Using Cloze Generator to Make Cloze Exercises
Kenji Kitao and Kenichi Kamiya
pp. 66-78

Implementing Computer-Assisted Language Learning in the EFL Classroom: Teachers' Perceptions and Perspectives
Chan Nim Park and Jeong-Bae Son
pp. 79-103

► Conference Presentations

Chetchumlong, S. (2009, December). Web-based formative assessment in a postgraduate reading course. Paper presented at the Globalization and Localization in CALL (GLoCALL) 2009 Conference, The Imperial Mae Ping Hotel, Chiang Mai, Thailand.

Güler, Ç., Altun, A., & Aşkar, P (2009, September). Developing reusable learning objects: Hacettepe University case. Presented at the Third International Conference on Internet Technologies and Applications (ITA 09) Conference, Wrexham, North Wales, UK.

Son, J.-B., Charismiadji, I., & Robb, T. (2009, December). Computer Literacy: A Survey of Indonesian Teachers of English. Paper presented at the Globalization

- and Localization in CALL (GLoCALL) 2009 Conference, The Imperial Mae Ping Hotel, Chiang Mai, Thailand.
- Son, J.-B. (2009, October). From CALL Coursework to Classroom Practice. Paper presented at the 2005 Pan-Korea English Teachers Association (PKETA) International Conference, Pukyong National University, Busan, Korea.
- Son, J.-B. (2009, September). Using Web-based portfolios in CALL teacher training. Paper presented at the European Association for Computer-Assisted Language Learning (EUROCALL) 2009 Conference, Universidad Politécnica de Valencia, Gandía, Spain.
- van Rensburg, H., & Son, J.-B. (2009, December). Improving English language and computer literacy skills in an adult refugee program. Paper presented at the Globalization and Localization in CALL (GLoCALL) 2009 Conference, The Imperial Mae Ping Hotel, Chiang Mai, Thailand.



ARTICLE

Discovering Excellent CALL Programs for Effective Language Education in Various Foreign Languages

John Paul Loucky
<http://www.CALL4ALL.us>; loucky@seinan-jo.ac.jp)
 Seinan JoGakuin University, Kitakyushu, Japan

This is a brief article to help readers discover some excellent free computer-assisted language learning (CALL) programs online. These programs were recently tested by the writer with a co-researcher in Tokyo to help learners improve their online reading and vocabulary learning skills (See Loucky & Tuzi, Forthcoming). They are overviewed in an online Slideshow at http://www.viewista.com/s/*1030801024/ez/1. Many online programs can be used collaboratively to improve learning the vocabulary and grammar systems of any major language online. The writer shows in Table 1, how to integrate various CALL websites with major learning phases to systematically teach and track vocabulary development online, by using a 'Depth of Lexical Processing Scale' (see Loucky, 2006). Following recommendations from Grabe's (1994) meta-analysis of research on reading, Table 2 shows how teachers can aim to integrate his ten instructional implications for L2 reading with online programs following a clear taxonomy of vocabulary development, in order to help their learners achieve deeper lexical processing and better retention as a result.

In a related joint Japan Association of Language Teachers' recent PAN-SIG Workshop (in the CALL-Other Language Educators track), Tuzi and the author discussed basic areas of vocabulary knowledge and research that need to be understood to improve instruction in these crucial areas of language learning, whether online or in traditional classrooms. Although vast amounts of authentic materials are now available online to help language learners build up vocabulary and language skills in many languages, how and where does one begin?

Among those programs tested and recommended by the author are the following:

1) ESL Gold — the very best set of seven top-flight sites in every way for helping language learners, all accessible at <http://www.free-english-study.com/>. ESLgold.com provides over a thousand pages of free information and resources for both teachers and students. All materials are organized by skill and level for quick and easy access. For students all materials on ESLgold.com are free of charge and organized by skill and level for quick and easy access. In addition to its free online resources, ESLgold provides recommendations for quality textbooks, and even an online book exchange. They also provide a huge list of schools in the U.S.A., Canada, Australia, and other areas, where students can find the perfect English course, although studying using their suite of seven sites for free would probably produce as good or better results for a whole lot less. For teachers ESLgold.com provides thousands of ideas and materials for classes and students. There's a virtual gold mine of materials at the click of a mouse. lesson plans, handouts or new ideas, tons of resources for both the ESL and EFL environment that can save teachers hours of preparation time. ESLgold is a virtual library of English teaching materials that teachers can adapt to fit their own individual classrooms and students' unique levels and learning needs. To keep students busy in the multimedia lab, one may assign online homework from ESLgold.com (e.g. vocabulary study and quizzes, grammar and pronunciation exercises, speaking practice, etc.) Or choose games and activities to make the learning process more fun. There's also an expanding selection of English teaching Software and CD-ROMs.

- 2) www.ReadingEnglish.net , one of the top online reading labs;
- 3) www.WordChamp.com , best site with a Course Management System (CMS) for learning vocabulary in 140 languages;
- 4) www.viewista.com/s/*1030801024/ez/1; Semantic Field Keyword approach for rapidly developing more advanced vocabulary, with both Chinese and Japanese support available at http://www.viewista.com/s/*1030801024/ez/1;
- 5) Multi-Concordance and Quiz-Builder from LexTutor.ca at http://www.viewista.com/s/*1030801024/ez/1;
- 6) Morphology Home to help learners develop Word Analysis skills and knowledge of Greco-Roman roots also at LexTutor.ca. Their program provides routines to chop words into prefixes, head words/roots, and suffixes in various ways that have proven useful in language learning research. They make use of the PERL's ability to identify linguistic patterns through its powerful *regular expressions*. Access at http://www.viewista.com/s/*1030801024/ez/1
- 7) LexTutor.ca's four types of frequency-based vocabulary tests at <http://www.LexTutor.ca/tests>

This Slideshow provides a systematic language- learning and teaching framework to serve as a filter for helping both students and teachers to select more useful CALL sites and programs, showing how to combine them into an effective language learning program for either classroom- or self-access. This system carefully collected and catalogued at www.viewista.com/s/*1030801024/ez/1. World CALL Language Links Library is a Virtual Encyclopedia that helps both kinds of users to better sift through the rivers of online data, to find and focus on the real 'CALL or ESL/EFL gold'. Though we discussed

using these sites to improve English learning, our systematic approach and integrated programs can be used for learning as many as 140 major languages of the world.

Among the modern wonders of the Web for improving foreign language teaching and learning (FLT/FLL) this online Slideshow introduces various excellent programs for helping students to improve their online reading. These include some of the best four-skill CALL Labs, such as: a) <http://eslgold.com/>; b) www.free-english-study.com; and c) www.speak-english-today. Another rich resource from which to start researching CALL programs shown in the same Slideshow is www.CALL4ALL.us, a Virtual Language Education Library of extensive links (almost 5,000 excellent computer-assisted language learning or CALL language learning links). Its default automatic glossing engine is WordChamp.com's *WebReader*, providing instant access to various possible translations, or in this case Japanese glosses of any word users mouse-over. This default setting can be changed into almost 140 other foreign language settings, and usually the learner's background language will be preferred.

While CALL-based instruction is growing rapidly, the practical problem for both teachers and students who have such resources is to find some systematic approach to make online learning of any language most enjoyable and effective. This extensive CALL Open Source Repository provides such an integrated system, including many of the most well-designed sites that combine the advantages of using authentic materials in language learning, with online tools to help simplify them. Various kinds of language learning support are supplied and explained on the Homepage, and on its Reading and Mission Statement pages, that can aid both learners and teachers.

First, we briefly explored the relationship between reading and vocabulary building, then we invoked theories from second language learning to support the design principles of our approach, followed by an integration of various "Wonders of the Web". We described how to systematically use modules of this site, gave working examples of its use, followed by a discussion, recommendations for implementation and research, and a conclusion. Many free articles are also offered on our About Us page and also at the Extensive Reading Foundation Annotated Bibliography, found on our R-Reading page at http://call4all.us//home/_all.php?fi=r. Here's a quick overview of the site's most helpful pages for language education. Using this Site Map, your embassy, school or country may freely add as many of the following Topic Links to give your students instant access to vast collections on these major language education topics:

- A <http://www.call4all.us/home/_all.php?fi=a> Activities/Atlases
- B <http://www.call4all.us/home/_all.php?fi=b> Blogs/Basic/Business English; Best ESL Resources (Larry Ferlazzo's)
- C <http://www.call4all.us/home/_all.php?fi=c> CALL Organizations; Children's Links; Chatbots, Comics, Classics, Countries; Corpus Studies
- D <http://www.call4all.us/home/_all.php?fi=d> Dictionaries Online
- E <http://www.call4all.us/home/_all.php?fi=e> Encyclopedias Online; Earth/Ecology; English/ESL/EFL/ELT Resources; E-Learning
- F <http://www.call4all.us/home/_all.php?fi=f> Famous People; Fashion; Foreign Language Jobs/Schools
- G <http://www.call4all.us/home/_all.php?fi=g> Games; Graded Readers; Grammar Guides; Green/Global Issues
- H <http://www.call4all.us/home/_all.php?fi=h> Holidays (Lessons/Songs); Homestay

Programs; Homeschooling Resources

I <http://www.call4all.us/home/_all.php?fi=i> Internet-based Language Learning; Internet English courses/training; I-Tools; Inventors

J <http://www.call4all.us/home/_all.php?fi=j> Japanese Dictionaries/Study Links; Jokes; Jobs

K <http://www.call4all.us/home/_all.php?fi=k> Kanji Study; Korean and Chinese Study Links;

L <http://www.call4all.us/home/_all.php?fi=l> Listening Sites; Language Teaching, Learning and Testing; Literature and Linguistics Links

M <http://www.call4all.us/home/_all.php?fi=m> Maps; Media and Movie Links; Moodles; Museum and Music Sites; Magazines Online; Mysteries

N <http://www.call4all.us/home/_all.php?fi=n> News Sites; Newsfeeds

O <http://www.call4all.us/home/_all.php?fi=o> Online Search Engines; Online Schools and Tests; Occupations; Online Shopping; Olympics

P <http://www.call4all.us/home/_all.php?fi=p> Poetry; Peace Education; Phonics; Picture Vocabulary; People, Puzzles and Proverbs

Q <http://www.call4all.us/home/_all.php?fi=q> Questions; Quizzes; Quotations

R <http://www.call4all.us/home/_all.php?fi=r> Reading Resources: Extensive Reading Database; Online Reading Labs

S <http://www.call4all.us/home/_all.php?fi=s> Speaking Sites; Storytelling Sites (Digital);

T <http://www.call4all.us/home/_all.php?fi=t> Teachers Resources; TESOL/TEFL

U <http://www.call4all.us/home/_all.php?fi=u> Universal Search Engines; Unorganized or Miscellaneous Links; US Government Education Sites

V <http://www.call4all.us/home/_all.php?fi=v> Vocabulary; Videos; Visualization Tools

W <http://www.call4all.us/home/_all.php?fi=w> Writing Sites and Programs; Word Lists for Study; Web-Tools

X <http://www.call4all.us/home/_all.php?fi=x> X- X-Cellent Programs; X-Treme Language

Y <http://www.call4all.us/home/_all.php?fi=y> Young Learner Sites; Limited English Proficiency Level Programs for Youth; Kid's Music and Children's Learning Websites

Z <http://www.call4all.us/home/_all.php?fi=z> Zoos; Zones of Proximal Development; Zero Tolerance for Spam and Porn (Blocking Programs)

By merely adding these 26 URLs and Topic Headings one can automatically make any school or computer lab's bookmarks a much richer language learning experience.

Broaden the language learning environment for your learners by giving them instant access to this more media-rich World CALL Language Learning Links Library Search Engine, incorporating its extensive over 5,000 language learning/teaching links. Freely add as many of these 26 topics that your teachers and students may find helpful and appropriate to help increase and improve language learning and teaching in your own cultural and educational environment. All of the links included or submitted to this Virtual Language Education Encyclopedia (new recommendations and submissions welcomed) should be relevant to language education, sharing its aim to make language education more interesting, enjoyable and effective.

Table 1: Integrating Websites with Major Learning Phases to Systematically Teach and Track Vocabulary Development Online Using a Depth of Lexical Processing Scale

Vocabulary Learning Phase (Strategy Type) Students Learn to:	Online Tool/URL	Technical Learning Features/Functions	Vocabulary Learning Results/Growth
1) Attend to and Assess New Words (Pretest Voc. Level)	a) Size by V-Check* b) Aspects by VKS* c) CATSS* estimates both Size and Strength of vocabulary)	a) V-Check * b) DAVIE VKS ** c) CATTs* Test	Pre-test Levels Graph Progress
2) Access Meaning and Examples of Use	www.CALL4ALL.us D-Page Web Dictionaries; Cobb's Test Engines	LexTutor has the most functions integrated. ("Data-Driven LL")	www.WordChamp *; LexTutor Concordancer Word Bank, LiTgloss;
3) Archive	www.WordChamp.com	E-Flash Cards/13 Quizzes	Words not recorded are often forgotten.
4) Analyze	via Word Roots Site(s) Register to get free lessons on Root Words: www.vocabulary.com	Give Word/Grammar Parts; Etymology; Relate Form- Meaning, etc.	Multiplying Power of Mastering 1-200 Greco-Roman Roots (Kim Approach)
5) Anchor	By ClipArt/Audio Clips By Picture/Podcast Cues (via WC Site, etc)	AV Clue/Cue Creation aids learning	WordChamp offers Audio Clips & Clip Art to aid memory.
6) Associate	By SFKA program at www.CALL4ALL.us. Its V Page Links to course) By Visual Thesaurus By Frequency Level By Word Net, etc.	Pre-Organized Word Set; Thematic/Topical Organization; Related Word Group Associations (Semantic Field Keyword Categories)	Testable Online via 27 Degree of Structure Quizzes ('DOS'): at www.call4all.us ///misc/sfka.php with Chinese/Japanese aids
7) Activate ASAP/AMAP	By Writing Example Sentences Push Output Production www.WordChamp.com to write IV Questions	By Oral vs. Live/Chat By Writing Exchanges From Chats to SFKA E-Letters/Skits/Interviews; Make Video/Podcasts	Learners use target words together in collaborative projects.
8) Recycle/Review any missed words; Plan New Re-encounters and uses	www.WordChamp.com www.ReadingEnglish.com Need Individual Account Creation ***	13 Online Quizzes using www.WordChamp.com CMS***	Systematic Text Sequencing Programs: Ghadirian (n.d.); Huang & Liou, 2007
9) Re-Assess/Re-Test	Via DAVIE VKS; or Use www.WordChamp.com	Can Graph to compare Pre to Posttest Learning	Chart Growth with Learners to Motivate!
10) Predict/Produce/Use L2 (Controlled vs. Free) via Exercises in: a) Reading Cloze b) Listening Cloze	Practice using tests at www.LexTutor.ca site:	Cloze Technique; Productive Vocabulary Practice	Automatic Recognition shows new words are being retained.

(View Slideshow of some of these programs at http://www.viewista.com/s/*1030801024/ez/1)

*V-Check URL: <http://www.v-check.jp/index.html?PAGELANG=EN> (Estimates vocabulary size).

*Computer Adaptive Test of Vocabulary Size & Strength: <http://hcc.haifa.ac.il/~blauf/index.php> (Estimates both Size and Strength of vocabulary).

Table 2: Integrating Ten Instructional Implications for L2 Reading with Online Programs Following a Clear Taxonomy of Vocabulary Development (to Achieve Deeper Lexical Processing)

10 Instructional Implications (Grabe, 2004, p. 46)	Phase of Lexical Processing	Programs/URLS Doing So
1) Ensure fluency in word recognition.	1) Assess level of word knowledge by VKS, etc.	*www.LexTutor.ca/tests/; V-Check at: lexxica.com; Online DAVIE VKS***
2) Emphasize the learning of vocabulary via: a) Web Dictionaries b) Online Glossing (instant access vs. clickable using <i>WordChamp's WebReader</i>).	2) Access new words ASAP (word definitions, sentence Examples, collocations via Concordancers, etc. More Data is better; While reading in Context is best!)	a) www.CALL4ALL.us Web dictionaries (D-Page); b) E-card-WordChamp.com* Lingro.com; <i>ReadingEnglish.net</i> ; <i>LexTutor Test Engines*</i> (uses Data-Driven Learning*)
3) Promote extensive reading [<i>ReadingEnglish.net</i> does.]	3) Archive new knowledge after building on L1 concept.	<i>WordChamp.com/Lingro.com</i> ; <i>ReadingEnglish.net</i> all can. Use <i>LexTutor's HyperText Builder</i> *
4) Ensure acquisition of linguistic knowledge and general comprehension skills.	4) Analyze word origin/root, parts, part of speech, etc.	<i>LexTutor provides Master/Root Word/Frequency Search</i> (20 Prefixes for 14k words!)
5) Promote development of strategic readers rather than mechanical application of strategy checklists.	5) Anchor using short-term Memory clues/hooks; AV Clips; Mnemonic devices.	*WordChamp offers Audio Clips & Clip Art to aid memory. Added TTS Support while reading can increase learning; Concordance and Reading-Plus support add functions to aid CI of texts.
6) Teach recognition of text structures and discourse organizational patterns.	6) Associate by common topic, theme, **Semantic Field Keyword, function.	Testable Online via 27 Degree of Structure Quizzes ('DOS') at http://www.call4all.us///misc/sfka.php in 9 academic fields. ** Organize 'Common Clusters.'
7) Activate background knowledge.	7) Activate word through productive use (LT memory)	<i>LexTutor Collaborative Concordancer</i> ; SFKA's POP (Push Output Production)**
8) Build reading fluency (accuracy) and rate/speed.	8) Recycle/Review words by repeated encounters.	Systematic Text Sequencing Programs (<i>ReadingEnglish.net</i>) do. <i>WordChamp</i> offers 12 kinds of Quiz Reviews!*
9) Develop intrinsic motivation for reading.	9) Re-Assess/Re-Test to check on progress/learning.	Chart learners' growth to motivate them.
10) Contribute to coherent curricula for student learning.	10) Practice Predictive & Productive Use (Fluency).	Automatic Recognition shows new words are being retained. Best 4 skills CALL Labs here: a) http://eslgold.com/ *** b) www.free-english-study.com c) www.speak-english-today

*** These 3 sites offer the most complete online 4-skills systematic curriculum for 10 areas: Speaking; Listening; Reading; Writing; Grammar; Vocabulary; Pronunciation; Business English; TOEFL / TOEIC; and Idioms at these 5 levels: Low Beginning; High Beginning; Low Intermediate; High Intermediate; Advanced.

*Has Course Management System (CMS) built-in. See Sample of Frequency Wordlists here:

<<http://www.wordchamp.com/lingua2/Verb.do?text=to%20alter&languageID=13>>

Sample of its simultaneous multi-lingual audio Translations and Conjugations at:

<<http://www.wordchamp.com/lingua2/Verb.do?text=to%20alter&languageID=13>>

*Data-driven Learning Materials on the Web:

<<http://www.uni-giessen.de/anglistik/ling/ALC/ddlweb.html>>

Joybrato Mukherjee's Annotated List of DDL Online Sites and Resources.

(DDL means corpus-based language learning using authentic texts.)

**SFKA Site: <<http://www.call4all.us///misc/sfka.php>> Part of <www.CALL4ALL.us> site.

***On-line DAVIE VKS Form, Vocabulary Learning Strategies Taxonomy and Depth of

Lexical Processing forms at: <http://www.call4all.us//home/_all.php?fi=../misc/forms>.

References

- Grabe, W. (2004). Research on teaching reading. *Annual Review of Applied Linguistics*, 24, 44-69.
- Loucky, J. P. (2006). Maximizing vocabulary development by systematically using a depth of lexical processing taxonomy, CALL resources, and effective strategies. *CALICO Journal*, 23(2), 363-399.
- Loucky, J. P., & Tuzi, F. (Forthcoming). Comparing and improving foreign language learners' use of online glossing programs.

Web Slideshows Recommended

<http://www.skwrl.org/lin8016/resources.htm>

Top 20 Web-based language learning activities/tasks

Andy Johnson's Web-Based Portfolio (annotated list of most useful CALL sites)

<http://studentweb.usq.edu.au/home/W0056107/html/resources.html>

English Resources for Students & Teachers (Illustrated CALL Sites)

<http://studentweb.usq.edu.au/home/W0022011/LIN8016/>

Internet-Based Language Teaching (Roger Underwood Collection)

http://www.viewista.com/s/*1030801024/ez/1

Viewista Slideshow of www.CALL4ALL.us recommended reading and vocabulary sites.



BOOK REVIEW

Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms

Author: Will Richardson

Publication Year: 2009

Pages: xiii + 151

ISBN: 978-1-4129-5972-8 (paper)

Price: £14.99 GBP

The book *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*, by Will Richardson, who is a former classroom teacher for more than twenty years and an internationally known 'evangelist' for the use of technologies such as Weblogs and RSS, aims to

.... prepare our students for what is without question a future filled with networked learning spaces, we must first experience those environments for ourselves. We must become connected and engaged in learning these new ways if we are fully understand the pedagogies of using these tools with our students. We cannot honestly discuss twenty-first century learning skills for our students before we first make sense of that for ourselves (Richardson, 2009, p. x).

As such, the book discusses blogs, wikis and new tools like Google Reader and Twitter, contextualizing all of these technologies in ways that teachers all around the world first make sense of what technology can offer. As the author says, “Read this book for yourself first, for your classroom second.”

The book, with 9 chapters and an epilogue, presents materials and ideas for teachers needed to be guided while applying new technologies such as blogs and RSS.

Chapter 1 (The Read/Write Web) introduces how the use of web changed from ‘read’ the web to ‘read/write web’. In the past, users were just reading/downloading text and files. However, with the introduction of new technologies, users are now collaborators and content creators, rather than just being independent readers and consumers of information. This chapter also deals with the introduction of what the book will cover and a special section on keeping students safe on the Net.

Chapter 2 (Weblogs: Pedagogy and Practice) deals with the pedagogy and practice of Weblogs, together with the use of Weblogs as e-portfolio, collaborative space and knowledge management. This chapter also provides classroom uses of weblogs, showing for what purposes a weblog can be used across the curriculum or classroom.

Chapter 3 (Weblogs: Get Started!) provides a discussion on blogging with students and safety and a step-by-step tutorial on how to create a blog using *Blogger*, a service provided by *Google*.

Chapter 4 (Wikis: Easy Collaboration for All) focuses on Wikis, a collaborative web space, consisting of a number of pages that can be edited by any user and the classroom use and examples of wikis in K-12 education; however, this chapter does not include a tutorial.

Chapter 5 (RSS: The New Killer App for Educators) exemplifies the use of RSS (Real Simple Syndication) in classrooms, which is used to subscribe to the content that is created on websites or blogs easily. Moreover, it provides a tutorial on setting up an RSS feed reader, *Google Reader*.

Chapter 6 (The Social Web: Learning Together) discusses social web tools such as *Twitterverse*, which is used to create a network among users to send quick updates to anyone and to ask questions, get answers, links to resources or share ideas, and social bookmarking tools such as *Diigo*, allowing users to publish their bookmarks online and saving a significant amount of time by providing its users with all the bookmarks that had been created by others. This chapter includes a tutorial on *Diigo*.

Chapter 7 (Fun with Flickr: Creating, Publishing, and Using Images Online) deals with, as the title suggests, creating and publishing images online through the website *Flickr*, which also enables you to have discussions with other people around the world about the images uploaded.

Chapter 8 (Podcasting, Video and Screencasting, Live Streaming: Multimedia Publishing for the Masses) deals with audio and video sharing tools such as Podcasting, which is ‘the creating and distribution of amateur radio’, screencasting, which is capturing what is on your screen, and live streaming, which is broadcasting live video to the Web. This chapter also includes a tutorial on podcasting.

Chapter 9 (What It All Means) combines all the things discussed throughout the chapter and presents a discussion on how these tools and the pedagogies will impact education, focusing on the big shifts such as open content, social and collaborative learning and teaching.

The book ends with an epilogue, *The Classroom of the Read/Write Web*, which portrays an English Teacher use of the technologies discussed throughout the book.

The book is one of the few that I have enjoyed reading and learned about new tools though I consider myself tech-savvy. It includes not only the discussion over the tools themselves, but also the uses of them in schools and classrooms with related examples and first-hand experience from real life situations, which enables teachers how to tap into the potential of digital tools for their classrooms. I used the book in my previous CALL class and found really useful, especially the chapters on Weblogs, Wikis, and multimedia publishing. Those interested in technology in the classroom will do doubt find the book appealing and useful and they will also find a great deal of encouragement.

As for the limitations of the book, the book does not present or deal with the research findings available in the literature regarding the use of the tools described in the book, which would enable educators to be wary of the limitations of these tools -Educators interested in teaching English with technology can refer to Chapelle and Jamieson (2008) for research findings. It could have provided links (rather than providing the short links through tinyurl.com) on an accompanying CD or website for convenience. Moreover, some chapters do not include tutorials (i.e. Chapters 4 and 7) and some of the tutorials provided are very short or not in detail. Detailed tutorials could have been provided on an accompanying CD with simulations.

References

- Chapelle, C. A., & Jamieson, J. (2008). *Tips for teaching with CALL: Practical approaches to computer-assisted language learning*. New York: Pearson Longman.
Richardson, W. (2009). *Blogs, wikis, podcasts and other powerful web tools for classrooms* (2nd ed.). Oaks, CA: Corwin Press.

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FORTHCOMING CONFERENCES

♦ IETC 2010

The 10th International Educational Technology Conference & Exhibition (IETC 2010) will be held in Istanbul, Turkey from 26 to 28 April, 2010. <http://www.iet-c.net/>

International Educational Technology Conference series, founded in 2001, is an international, non-profitable, educational technology activity with the mission of educational technology in education and its practical application. IETC serves the profession with international conferences, quality proceedings books and leading edge digital library for professional growth.

♦ ANTWERP CALL 2010: Motivation and beyond

This conference will be held in Antwerp, Belgium from 18 to 20 August, 2010.
<http://www.antwerpcall.be/>

The 14th International CALL Research Conference will highlight aspects such as: the impact of CALL on motivation; designing for motivation; the role of ICT in the analysis of motivation; learning styles; L2 anxiety; etc.

♦ A Comenius professional development course: Designing activities for the 2.0 language classroom

In conjunction with the Utrecht University Summer School the Faculties of Education of Heidelberg and Utrecht Universities of Applied Sciences offer a 7-day, international course exploring WEB 2.0 applications such as Wiki and Weblogging, real-time communication (Videoconferencing and 3D Virtual Worlds) and the LanguageQuest format for integrating the World Wide Web into classroom teaching. Besides, the course location in the brand-new building of the Faculty of Education in Utrecht, the Netherlands, allows for demonstration of good practices of and personal training in the use of Interactive Whiteboards. Intended participants are practising (student) language teachers, teacher trainers and materials developers.

Dates: 10-07-2010 ~ 16-07-2010

More information and registration at:

<http://www.utrechtsummerschool.nl/index.php?type=courses&code=S5>

Persons eligible for EU Comenius Grants can apply at their National Agency for compensation of costs for travel, accommodation and fees for this course. The deadline for grant applications is January 15, 2010, but please confirm with your National Agency for country-specific deadlines.

♦ GLoCALL 2010

Dates: 1 – 3 December 2010

Venue: Universiti Malaysia Sabah, Kota Kinabalu, Malaysia

Website: <http://glocall.org/>



Photos from GLoCALL 2009



More photos can be found at: <http://picasaweb.google.com/itankdo/GLoCALL2009>



ADDITIONAL NOTES

- Members are invited to send APACALL Webmaster their names and personal homepage addresses to list them 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.