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APACALL
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ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING
APACALL Newsletter
Series No. 18, December 2014

PRESIDENT'S MESSAGE

It has been another busy and productive year. Our Technology-Enhanced Language Learning Research Network (TELLRN) has been established and is currently active with an international research project. Also, we published our APACALL Book Series Volume 3 entitled 'Computer-assisted language learning: Learners, teachers and tools' in the middle of this year. In addition, we organised and participated in the GLoCALL 2014 conference and enjoyed our new experience in India. I would like to take this opportunity to thank everyone who has contributed to APACALL activities in various ways. I wish you all the best and look forward to working with you again in 2015.

Jeong-Bae Son
President

NEWS FROM MEMBERS (January – December 2014)

► Publications

Alavi, S.M., & Dashtestani, R. (2014). A cross-disciplinary analysis of higher education students' perspectives on the use of e-books for learning academic English. *The Asian ESP Journal, 10*(1), 2-27.

Alm, A. (2014). The socially networked language learner: Implications for tertiary language education. In B. Hegarty, J. McDonald & S.-K. Loke (Eds.), Rhetoric and reality: Critical perspectives on educational technology (pp. 693-697). Proceedings ascilite 2014.

Dashtestani, R. (2014). Exploring English as a foreign language (EFL) teacher trainers' perspectives on challenges to promoting computer literacy of EFL teachers. *The JALT CALL Journal, 10*(2), 139-151.

Dashtestani, R. (2014). English as a foreign language – Teachers' perspectives on implementing online instruction in the Iranian EFL context. *Research in Learning Technology, 22*. doi:10.3402/rlt.v22.20142

Dashtestani, R., & Samoudi, H. (2014). The use of laptops for learning English as a foreign language (EFL): Merits, challenges, and current practices. *The TESOL International Journal, 9*(1), 105-124.

Dashtestani, R. (2014). An analysis of English for academic purposes (EAP) students' use of Wikipedia as a resource for learning academic English. In J.-B. Son (Ed.), *Computer-assisted language learning: Learners, teachers and tools* (pp. 69-96). APACALL Book Series Volume 3. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Dashtestani, R. (2014). English as a foreign language (EFL) teachers' knowledge of the use and development of computer-assisted language learning (CALL) materials. *Teaching English with Technology, 14*(2), 3-26.

Dashtestani, R. (2014). Computer literacy of Iranian teachers of English as a foreign language: Challenges and obstacles. *International Journal of Pedagogies and Learning, 9*(1), 87-100.

Gobel, P., & Kano, M. (2014). Mobile natives: Japanese university students' use of digital technology. In J.-B. Son (Ed.), *Computer-assisted language learning: Learners, teachers and tools* (pp. 21-46). APACALL Book Series Volume 3. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Kao, P.-L., & Windeatt, S. (2014). Low-achieving language learners in self-directed multimedia environments: Transforming understanding. In J.-B. Son (Ed.), *Computer-assisted language learning: Learners, teachers and tools* (pp. 1-20). APACALL Book Series Volume 3. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Kiliçkaya, F., Krajka, J., & Latoch-Zielinska. (2014). E-learning in foreign language instruction in Turkey: Curriculum models and course design guidelines. *Usak University Journal of Social Sciences, 7*(3), 165-185.

Kiliçkaya, F. (2014, March). The teacher's pet: Creating worksheets for language classrooms. *The AATSEEL Newsletter, 57*(1), 7-8.

Kiliçkaya, F. (2014, May). GoldenDict: A dictionary lookup program for language learners. *The AATSEEL Newsletter, 57*(2), 13-15.

Kiliçkaya, F. (2014, October). Anki: Creating flashcards to study foreign languages. *The AATSEEL Newsletter, 57*(3), 12-14.

Kiliçkaya, F. (2014, December). EduCanon: A tool for flipped language classrooms. *The AATSEEL Newsletter, 57*(4), 9-11.

Lee, K. W., Ng, S. I., & Tan, C. K. (2014). Developing Malaysian ESL teachers' technological, pedagogical content knowledge with digital materials. In J.-B. Son (Ed.), *Computer-assisted language learning: Learners, teachers and tools* (pp. 97-121). APACALL Book Series Volume 3. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Park, M. (2014). A task-based needs analysis for mobile-assisted language learning in college ESL contexts. In J.-B. Son (Ed.), *Computer-assisted language learning:*

Learners, teachers and tools (pp. 47-68). APACALL Book Series Volume 3. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Son, J.-B. (Ed.). (2014). *Computer-assisted language learning: Learners, teachers and tools*. APACALL Book Series Volume 3. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Son, J.-B. (2014). Moving beyond basics: From CALL coursework to classroom practice and professional development. In J.-B. Son (Ed.), *Computer-assisted language learning: Learners, teachers and tools* (pp. 122-149). APACALL Book Series Volume 3. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Son, J.-B. (2014). Learning about computer-assisted language learning: Online tools and professional development. In J.-B. Son (Ed.), *Computer-assisted language learning: Learners, teachers and tools* (pp. 173-186). APACALL Book Series Volume 3. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Stevens, V. (2014). Connectivist learning: Reaching students through teacher professional development. In J.-B. Son (Ed.), *Computer-assisted language learning: Learners, teachers and tools* (pp. 150-172). APACALL Book Series Volume 3. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Yoshida, H., & Nozawa, K. (Eds.). (2014). *Saishin ICT o Katsuyoushita Watashi no Gaikokugo Jyugyo* (My foreign language teaching utilizing the latest ICT). Tokyo: Maruzen Planet.

► **Conference Presentations**

Alm, A. (2014, August). Facebook for informal language practice: Perceptions of university language students. Paper presented at the AILA World Congress 2014, Brisbane Convention & Exhibition Centre, Brisbane, Australia.

Alm, A. (2014, October). L2 Facebook practices of advanced languages learners. Paper presented at the Language Teaching and Technology Symposium, Macquarie University, Sydney, Australia.

Alm, A. (2014, November). The socially networked language learner: Implications for tertiary language education. Paper presented at the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) Conference, St. David Lecture Complex, Dunedin, New Zealand.

Eslit, E. R. (2014, August). Computer assisted language teaching: Learning without dust. Paper presented at the National Conference on Research in English Language and Literature (NCRELL) 2014, Misamis University, Ozamiz City, Philippines.

McCarty, S. (2014, July). A multidimensional approach to definitions, applied to e-learning in language education. Paper presented at the Minpaku Linguistics Circle, National Museum of Ethnology, Osaka, Japan.

Nozawa, K. (2014, June). Students' views on CALL classes: Any better solutions to improve them from the post-course questionnaires? A 'show & tell' presentation for JALT CALL 2014 held at Sugiyama Jogakuin University in Nagoya, Japan.

Nozawa, K. (2014, June). Let's become a glocal-minded person! A lecture presentation & workshop at Nanzan Elementary School, Tokyo, Japan.

Nozawa, K. (2014, August). Project-based EFL learning through e-book and video creation. Paper presented at a symposium on m-learning at AILA 2014, Brisbane Convention & Exhibition Centre, Brisbane, Australia.

Nozawa, K. (2014, September). Enhancing learner autonomy through technology enhanced language learning. Plenary speech at KAMALL 2014, Hankuk University of Foreign Studies, Seoul, Korea.

Nozawa, K. (2014, November). Mini-projects with iPad to enhance non-English major students' listening and speaking skills. Paper presented at AsiaCALL 2014, National Changhua University of Education, Changhua, Taiwan.

Nozawa, K. (2014, November & December). How can the latest technologies strengthen teaching English? A series of three presentations for in-service English teachers at Kyoto Prefectural Yamashiro High School, Kyoto, Japan.

Obari, H., Sato, T., Lambacher, S., Nozawa, N., & McCarty, S. (2014, August). Utilizing emerging technologies and social media to enhance EFL learning. A symposium at the AILA World Congress 2014, Brisbane Convention & Exhibition Centre, Brisbane, Australia.

Son, J.-B. (2014, August). Online tools and professional development in computer-assisted language learning: A survey. Paper presented at the AILA World Congress 2014, Brisbane Convention & Exhibition Centre, Brisbane, Australia.

Son, J.-B. (2014, October). Selecting mobile apps for learning English as a second/foreign language: An evaluation approach. Paper presented at the Globalization and Localization in CALL (GLoCALL) 2014 Conference, Bhavan's Sheth R. A. College of Arts & Commerce, Ahmedabad, Gujarat, India.

Son, J.-B. (2014, November). CALL research and practice: Where are we up to? Keynote speech at the Asia Association of Computer Assisted Language Learning (AsiaCALL) 2014 Conference, National Changhua University of Education, Changhua, Taiwan.

Summer courses on the use of technology in the classroom and for tele-collaborative (language) learning

By Ton Koenraad

TELLConsult is coordinating summer courses for professionals in general and vocational education based on the results of a number of EU projects we participated in. The 2015 courses are on the use of electronic whiteboards to promote interaction in the classroom (all subjects and sectors) and technology to support the development of modern language oral interaction skills. They are offered in collaboration with the related project partners including: the Universities of Antwerp (Belgium), Nice (France), OU Catalunya (Spain), Utrecht (Netherlands) and the Kildare and Wicklow Education & Training Board (Ireland). The initiative is facilitated by the University of Valencia (Spain) and the Berlage Lyceum (Amsterdam, Netherlands). More details and (pre-)registration here: http://www.koenraad.info/content/current-courses

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EVENT OF INTEREST

TESOL CALL-IS Electronic Village Online: One of the best free annual online professional development opportunities on the planet

By Vance Stevens
Higher Colleges of Technology, ADMC / CERT / KBZAC, Al Ain UAE

January and February each year always see another round of EVO, or Electronic Village Online. EVO was started in 2001 by the CALL interest section of TESOL as an idea to create a virtual precursor to the Annual TESOL conferences held in North America each year. The following year I started participating in EVO by moderating a session called Webheads in Action (WiA), designed to model to participants how to form a community of practice (CoP) by creating one. The WiA CoP is still going strong today, and so many who call themselves Webheads participate in EVO that the two are sometimes confused. After my initial WiA session, I put on several more, most recently a series of sessions on Multiliteracies, which eventually morphed into MultiMOOC, with each rendition since 2004 archived at http://goodbyegutenberg.pbworks.com

From 2003 I have been on the EVO coordinating team, sharing responsibility for organizing and maintaining the quality of EVO. EVO works on a cycle that is repeated each year. The public face of EVO is at http://evosessions.pbworks.com, but the coordinating team, headed for the past two years by Nina Liakos, fires up its private wikis (and this year, for the first time, a Google+ Community) over the summer each year when the first call for proposals is issued. EVO tries to attract teams of moderators who will commit to work together to mount sessions in January after submitting proposals by the first of September. The coordinating team reviews the proposals to decide if they appear to be viable sessions, and will give feedback if they appear to lack a clear direction or be wanting in scope. Almost all are accepted for training, and in October the revised proposals are written to a wiki where each is developed over four weeks of training conducted in October and November.

The training itself models and emulates what moderators might do during the course of their sessions. Moderators are acculturated to EVO and the challenges they will face in what might be for some a first go at conducting a course online. Each session is assigned a mentor, an experienced past moderator or coordinating team member, and throughout the process feedback is provided on progress made by each team. The training inculcates rigor in presentation of each session (we're not supposed to call them courses) and tests the moderating teams on their ability to meet deadlines and get sessions fully online by the first of December.

As the sessions are handed over for inspection the coordinators comment on each. We do not accept sessions whose moderators cannot find time to place online enough material to assure our quality control team that they would uphold the reputation of EVO in January, but in practice, moderators can work during December to fine tune them. Sessions are announced in mid-December, so must appear viable to onlookers by then, but enrollment does not begin until 5th January.

On January 11, EVO kicks off for 2015 with an online event that is open to anyone worldwide. In this event moderators introduce their sessions and acquaint themselves with one another and potential participants. The open nature of its offerings is a characteristic of EVO sessions. Some in fact have closed wikis or other spaces where participation is controlled (this is up to the moderators) but many of the sessions operate with no such controls and place their materials and even their forums on open access. Again, it's up to the moderators, but some sessions might require enrollment in spaces where people interact to ensure the integrity of that interaction (e.g., keep out spammers, ensure professional behavior) but place few restrictions if any on who can see the course materials online, on who enters the course, or even when. Some sessions end in February whereas others, my WiA and Multiliteracies sessions for example, have sustained communities for years, going on decades in the case of WiA.

My session this year will again aim toward open, all embracing, and sustained. It is called EVO Minecraft MOOC and though it would have to achieve a critical mass of participants to qualify as a true MOOC, it intends to operate as one in that participants are expected to network and cluster in units that will help each participant achieve his or her learning goals (in proportion to effort expended, of course). Besides the EVO Minecraft MOOC, other sessions this year include Dream Act, Educators and Copyright, eTextbook Teachers, Flipped Learning, ICT4ELT, International Writing Exchange, MachinEVO 2015, Non-Native English Speakers in TESOL, Teaching EFL to Young Learners, Teaching Pronunciation Differently, and two sessions on Moodle.

All are welcome to participate. To enroll in sessions, visit http://evosessions.pbworks.com and enroll in sessions of your choice for free starting Jan 5 (no need to be a member of TESOL, or of any other organization). Whether you enroll or not, or if still undecided, all are welcome to our first online synchronous event for 2015, at 1400 GMT on Jan 11. More information on this and many other online professional development opportunities can be found at Learning2gether, a year-round weekly presentation event started in 2010 and maintained by Vance Stevens ever since then: http://learning2gether.pbworks.com/w/page/32206114/volunteersneeded

RESOURCES

Websites/Tools for CALL Practitioners, Language Teachers, and Students

By Ferit Kılıçkaya
http://kilickaya.scienceontheweb.net
Mehmet Akif Ersoy University, Turkey

I think it will not be much of an exaggeration to say that not a single day goes by without us being introduced to new tools and websites that aim to bring new experiences to language learning and teaching. Some might even claim that there are so many tools and websites waiting to be explored that they simply may not know where to start as "it is often difficult to select the right tools for specific purposes" (Son, 2011). Below are some of the websites/tools that I have discussed in more detail through the technology column on AATSEEL Newsletters. It is clear that these websites/tools are by no means exhaustive; however, I believe that you will find them useful. I would also like to take this opportunity to wish you all a merry Christmas and a happy new year full of happiness and peace.

Website/Tool	Basic Info	URL
Acapela and AT&T	The companies such as *Acapela* and *AT&T* provide voices to produce human-like digital voices, and these voices can be used with computer software such as NaturalReader 10, which can help convert any typed text such as PDF, Word files or emails into human-like voices. Software and the voices are not free. However, there are some applications on the Internet, provided as a demo such as the one offered by AT&T, free to use for non-commercial purposes.	http://www.acapela-group.com/ http://www2.research.att.com/~ttsweb/tts/demo.php
Audio-lingua	Audio-lingua can be considered as a bank of audio resources recorded collaboratively by native speakers of French, English, German, Spanish, Italian, Russian, Portuguese, Occitan, and Arabic.	http://www.audio-lingua.eu
Anki	Anki, a flashcard program, aims to provide learners with the opportunity to create flashcards that can include text as well as images and sounds, depending on learners' needs. Anki is based on spaced repetition.	http://ankisrs.net
Edmodo	Edmodo is a free social learning platform to increase communication and collaboration among students and even teachers as well as schools. Like other similar platforms, Edmodo provides a secure way for teachers and learners to share any course material and collaborate with each other in addition	https://www.edmodo.com

	to access to the coursework such as assignments and homework.	
EduCanon	EduCanon is an online tool that can be used to create interactive videos for flipped classrooms. EduCanon enables teachers to use any videos on YouTube, Vimeo, and TeacherTube and transform these videos to interactive video lessons.	https://www.educanon.com
ESLvideo	ESLvideo.com aims to provide the opportunity for language teachers to create educational quizzes that are based on videos available at YouTube and many other websites that offer a wide variety of videos.	http://www.eslvideo.com
FLAn	FLAn (Foreign Language Annotator), a free hypermedia editor that works on both Macs and PCs, allows instructors to turn static texts into dynamic learning units by attaching information to words and phrases. The information can include text-based information (translation, definition, comments, grammar notes, etc.), digital media (image, audio, and video) or web links.	http://redhotwords.com
GoldenDict	GoldenDict, a dictionary lookup program, enables language learners to use several dictionary files (to cite some of them: Babylon .BGL files, ABBYY Lingvo .dsl source files, and StarDict .ifo/.dict./.idx/.syn dictionaries) together with the support for Wikipedia and online dictionaries through URL patterns. A mobile version of GoldenDict is available for Android Devices.	http://www.goldendict.org
Jing	*Jing,* provided by TechSmith, one of the leading companies in screencasting and video editing, is freely available screen recording software that provides users with the opportunity to create images and videos of anything available on their screen, be it a PDF file or a website.	http://www.techsmith.com/jing.html
MakeBeliefsComix	MakeBeliefsComix was launched in late 2006, and since then it has been in use to encourage writing, reading and literacy and the learning of English. It is still a free web-based tool aiming to help teachers and parents encourage their students/ children to express themselves through writing and creating their own comic strips through dialogues.	http://www.makebeliefscomix.com
Microsoft Mouse Mischief	Microsoft Mouse Mischief is a freely available add-in to PowerPoint 2007 and 2010 users, allowing teachers to create lessons based on PowerPoint	http://www.microsoft.com/multipoint/mouse-mischief

	presentations. Using this add-in, teachers can prepare presentations in 'Yes-No' and "Multiple Choice" formats. These presentations can help students interact on a projector or display by using their own mice both individually and in groups.	
The Teacher's Pet	The Teacher's Pet is an add-in tool based on macros for Microsoft Word and Open Office to create language-learning worksheets such as multiple-choice questions, crossword puzzle, and flashcards. It provides language teachers with the opportunity to allow learners to practice language through a variety of activities based on word, sentence, and text level.	http://www.teachers-pet.org/index.php
The Speech Accent Archive	This website provides audio files that reflect different accents of native and non-native speakers of English coming from different backgrounds. Native and non-native speakers provide the recordings of the same paragraph along with their linguistic and demographic backgrounds such as birth of place, age, sex, and English learning method.	http://accent.gmu.edu
QuizStar	QuizStar, a free service, is an online web-based quiz maker used to create online quizzes, allowing to create, administer, disseminate, automatically grade quizzes and view results for a variety of topics and subjects. Using QuizStar, you can create classes and quizzes in multiple languages attaching multimedia files to the questions. Better still; the questions can be accessed using any computer that has access to the internet. No program installation is required.	http://quizstar.4teachers.org
Voscreen	Voscreen is a free website that aims to allow learners to practice listening skills in English through providing them with video clips taken from a variety of sources such as advertisements, songs, movies, and speeches. Learners at various levels can enjoy these video clips; however, it seems that those at least pre-intermediate levels will benefit more from this website.	http://www.voscreen.com
Voxopop	Voxopop is a free voice-based learning platform aiming to improve language students' oral skills in the target language. It can be considered as a message or discussion board where students communicate with each other	http://www.voxopop.com

	and their teacher using a specialized interface rather than type their messages. It provides discussion through Talkgroups.	
ZooBurst	ZooBurst is a web-based tool that allows users to create their own digital stories as 3D pop-up books. Using ZooBurst, storytellers can create stories in a 3D world, using their own photos or the images and materials available on the site. No program installation is required, apart from a web browser with the Adobe Flash plug-in installed.	http://www.zooburst.com

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IN MEMORIAM

Kenji Kitao (1949–2014)
APACALL members were saddened by the sudden death of Kenji Kitao in August 2014. He was an active APACALL Executive Committee member, a regular presenter at GLoCALL Conferences and a long time good friend of many in our APACALL community. His friendship and work will live on through future generations. -- J-B Son

Further readings (recommended by Steve McCarty):
o http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=9455702&fileId=S0958344014000354
o http://scholar.google.com/citations?user=igZ6PN4AAAAJ&hl=en

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CONFERENCE REPORT

GLoCALL 2014
http://glocall.org/
9-11 October 2014
Bhavan's College, Ahmedabad, Gujarat, India

The Globalization and Localization in Computer-Assisted Language Learning (GLoCALL) 2014 Conference was held in Ahmedabad, India from 9 to 11 October 2014. Held in conjunction with Bhavan's Sheth R. A. College of Arts & Commerce, it was the eighth joint conference of the Asia-Pacific Association for Computer-Assisted Language Learning (APACALL) and the Pacific Association for Computer Assisted Language Learning (PacCALL). There were over 150 delegates who came from Australia, Finland, Japan, Malaysia, Saudi Arabia, South Korea, Spain, United Arab Emirates, USA, Vietnam and India. The conference provided conference participants with good opportunities to explore CALL pedagogies and technologies and expand their personal and professional networks.

Click here to see more photos!

__FORTHCOMING CONFERENCES__

♦ TESOL 2015: 25-28 March 2015. Toronto, Canada.
http://www.tesol.org/convention2015

♦ GLoCALL 2015: 12-14 November 2015. Daejeon, South Korea.
http://glocall.org/

__TELLRN__

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

__ADDITIONAL NOTES__

- Members are invited to send the APACALL Webmaster their names and personal homepage addresses to be listed on the 'Resources' page of the APACALL website.

- Your contributions to this newsletter are always welcome. Please send your news items to Webmaster@apacall.org.