

CREATION	INNOVATION	COLLABORATION
 <a href="http://www.apacall.org">www.apacall.org</a> ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING		
<b>APACALL Newsletter</b> <b>Series No. 20, December 2016</b>		

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**PRESIDENT'S MESSAGE**

This year has been a bit quieter than previous years mainly due to the unexpected cancellation of the GLoCALL conference. Nevertheless, our APACALL members have been working hard to improve their practice while enhancing their research profiles. It is hoped that in 2017 we can celebrate our 10th GLoCALL conference and generate more ideas and energy for TELLRN projects. I would like to take this opportunity to thank everyone who has actively engaged with APACALL activities. I wish you all the best and look forward to working with you again in the coming year.

*Jeong-Bae Son*  
President

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**NEWS FROM THE MEMBERS** (January – December 2016)

► **Publications**

- Alm, A. (2016). Amateur online interculturalism in foreign language education. In S. Papadima-Sophocleous, L. Bradley, & S. Thouëсны (Eds.), *CALL communities and culture – Short papers from EUROCALL 2016* (pp. 1-7). Dublin: Research-publishing.net.
- Alm, A. (2016). Creating willingness to communicate through L2 blogging. *CALL-EJ*, 17(1), 67-79. Available: <http://callej.org/journal/17-1/Alm2016.pdf>
- McCarty, S., Obari, H., & Sato, T. (2016). Implementing mobile language learning technologies in Japan. Singapore: Springer. <Brochure including info for reviewers: <http://book.waoe.org>>
- Nozawa, K. (2016). Enhancing participatory culture and increasing digital literacy (DL) through digital storytelling (DST) in an English as a foreign language program. *Studies in Language Science*, 6, 25-39. Graduate School of Language Education and Information Science, Ritsumeikan University.
- Park, S.-S., & Son, J.-B. (2016). Academic expectations and learning styles of Arabic international students at an Australian university. In S. O'Neill & H. van Rensburg (Eds.), *Global language policies and local educational practices and cultures* (pp. 258-279). Blue Mounds, WI: Deep University Press.

□ Son, J.-B. (2016). Selecting and evaluating mobile apps for language learning. In A. Palalas & M. Ally (Eds.), *The international handbook of mobile-assisted language learning* (pp. 161-179). Beijing: China Central Radio & TV University Press. Available: [http://www.apacall.org/member/sonjb/papers/MALL\\_Ch6\\_JS\\_2016.pdf](http://www.apacall.org/member/sonjb/papers/MALL_Ch6_JS_2016.pdf)

□ Stevens, V. (2016). Developing online listening exercises for natural English. In Elsheikh, A., Riddlebarger, J., Abu-Rmaileh, S., & Al Alami, S. (Eds.). *Proceedings of the 21st TESOL Arabia Conference: Theory, practice, innovation, teaching and learning in the digital world* (pp. 27-37). Dubai: TESOL Arabia Publications.

### ► Presentations

○ Alm, A. (2016, March). Informelles Lernen mit Facebook – Auswertung einer Befragung von Deutschlernenden in Neuseeland. 5. DaFWEBKON 2016: Deutsch multimedial erleben. 4 – 6 March 2016.

<<https://lancelot.adobeconnect.com/a875817169/p11ahsvaq19/>; short report about presentation (in German) <https://wb-web.de/material/medien/informell-deutsch-lernen-mit-facebook.html>>

○ Alm, A. (2016, May). Informal language practices of elementary, intermediate and advanced language students. Invited public talk at the Center for Excellence in Teaching and the Department of German and Slavic Languages and Literature, University of Southern California, Los Angeles, United States.

○ Alm, A. (2016, May). 'I du not Sie the point of the German you!': Learner perceptions of the German T-V distinction in online interactions. Proceedings of the Computer Assisted Learning Instruction Consortium (CALICO) Conference: Evolving Interactions in Digital Language Learning.

○ Alm, A. (2016, July) Interkulturalität im Deutschunterricht mit Lifeswap. Invited presentation and workshop at NZALT conference, Nelson, 10 - 13 July 2016.

○ Alm, A. (2016, August). Amateur online interculturalism in foreign language education. EUROCALL: CALL Communities and Culture, Limassol, Cyprus, 24-27 August 2016.

○ Alm, A. (2016, October). An auto-ethnographic study on the use of apps for language learning. Proceedings of the L2 Digital Literacies with AZ Computer-Assisted Language Learning (L2DL & AZCALL). September 30 – October 8 2016.

<<https://cerclldiglit.wordpress.com/auto-ethnographic-study-on-the-use-of-apps-for-language-learning/>>

○ Koenraad, T. (2016, May). iTILT 2<sup>nd</sup> Edition: Interactive teaching in languages with technology. Paper presented at the International Conference of Modern Applied Languages, Bucharest, Romania. Published in *Proceedings*: 131-151.

○ Nozawa, K. (2016, March). Teaching cross-cultural communication with the latest technologies. Presented at the 14th Japan Communication Association Kansai Chapter Communication Association Kansai Chapter Conference at Osaka Christian College, Osaka, Japan.

- Nozawa, K. (2016, May). Creating eBooks using *iBooks Author* and *Book Creator*. Presented at CIEC Foreign Language Education and Research SIG Seminar 2016 at Ritsumeikan University Osaka-Ibaraki Campus, Osaka, Japan.
- Nozawa, K. (2016, June). Analyzing the effectiveness of an eBook project with iPads. Presented at JALT CALL 2016 at Tamagawa University, Tokyo, Japan.
- Nozawa, K. (2016, July). A critical assessment of English proficiency tests: Global scale of English vs TOEIC-IP. Presented at Asia TEFL- FEELTA 2016 at the Far Eastern Federal University, Vladivostok, Russia.
- Nozawa, K. (2016, August). A comparative study of courseware to provide multimedia contents for language and culture learning: iTunes University vs Moodle. Presented at LET 2016 National Conference at Waseda University, Tokyo, Japan.
- Park, M. (2016, June). Developing task-based aviation English assessment in a virtual environment. Poster presented at the TBLT (Task-Based Language Teaching) in Asia 2016 Conference, Kyoto, Japan.
- Park, M., Mozgovoy, M., & Purgina, M. (2016). Learning English grammar with WordBricks: Classroom experience. Paper presented at the 2016 IEEE ICTLE (International Conference on Teaching and Learning in Education), Kuala Lumpur, Malaysia.
- Son, J.-B., & Park, M. (2016, June). Digital literacy: A case of Japanese EFL students. Paper presented at the Japan Association for Language Teaching, Computer-Assisted Language Learning (JALTCALL) 2016 Conference, Tamagawa University, Tokyo, Japan.
- Son, J.-B. (2016, November). Digital literacies in language teaching: Activity design. Workshop at the First Conference on Korean Language Education in Australia, The University of Sydney, Sydney, Australia.
- Stevens, V. (2016, March). Gamifying teacher professional development through Minecraft MOOC. Presented at TESOL Arabia 2016 in Dubai, UAE.  
<<http://www.slideshare.net/vances/gamifying-teacher-professional-development-through-minecraft-mooc-at-tesol-arabia-2016>>

► **Appointment/Movement**

◇ Steve McCarty: Besides teaching classes on ICT, Japan, and research methods to mixed classes of foreign exchange students and Japanese undergraduates for the Kansai University Global Frontier, another position is also with the Division of International Affairs, counseling faculty members from various departments individually to start teaching in English, for the new International Education Support Office.



## **STORY OF INTEREST**

### **Learning2gether: An open project available to APACALL for online collaboration**

By Vance Stevens (English Faculty, Higher Colleges of Technology, CERT, KBZAC, Al Ain, UAE)

Learning2gether is a podcast blog that has broadcast over 350 weekly episodes since September, 2010. The project is the initiative of Vance Stevens, one of two Vice Presidents of APACALL. The format of each episode is informal conversations with teaching practitioners who wish to share expertise in an online webinar format with a podcast audience and community of practice interested in the field of educational technology and language learning.

Learning2gether operates through two portals on the web, a PBWorks wiki (free), and a WordPress blog (nominal costs for hosting covered by the project manager). The underlying assumption of Learning2gether is that anyone who wants to share with the community can join the wiki and propose an event by announcing it in the wiki. In practice this rarely happens (presenters are normally invited), but that is the reason that the landing page is a wiki where any colleague who requests access can initiate an event or a discussion.

The wiki home page of Learning2gether is <http://learning2gether.pbworks.com>. Here you can find information on how to participate and a link to the calendar of upcoming events <http://learning2gether.pbworks.com/volunteersneeded>. There is a shortcut to the next upcoming event, <http://tinyurl.com/learning2gether>, and a convenient index of all previous episodes, with links to the posts for each event at the Learning2gether blog archive, <http://learning2gether.net>. This is the archive landing page, where you can find show notes and links to original online recordings of each episode wherever it was held (webinar spaces include Bb Collaborate, Adobe Connect, WiZiQ, Hangouts on Air, etc.) plus embedded YouTube and mp3 renditions where available, and any graphics or text transcripts preserved. Recent topics discussed include digital badges, the role of drama in language development, using web chat apps in teaching writing, and Minecraft as a platform for language development and teacher professional development. Topics and online venues are chosen whenever possible by interested participants and volunteer presenters. In most cases, presenters are awarded digital badges through Credly, <http://credly.com>, another (freemium) initiative of LearningTimes.

This project is different from other similar webinars in that it encourages genuine conversations between experts and participants. Many who are invited on the program prepare PowerPoint slides or other demonstration or presentation materials, but participant microphones are almost always made available, and participants are free to ask questions and dialog with the presenters. So, unlike with other webinars of this nature, presenters may dominate the proceedings but do not control them. Thus the atmosphere of the podcasts is informal when compared to many other educator webinars, which typically provide mic access only to presenters and to moderators. Although participants in most webinars can usually interact with facilitators in text chat, as they can also do with Learning2gether, the fact that participants can feel free to actually converse with presenters is a signature aspect of this podcast series.

The podcast was conceived as an open initiative and has carried forward for all these years without funding or support, apart from a grant by LearningTimes, <http://learningtimes.com>, of use of a Bb Collaborate room called Webheads Virtual Office. Not only has this grant and use of this room been renewed year after year for the past decade, but LearningTimes have provided multiple rooms as an extension of the grant for online conferences and use by CALL-IS at recent annual TESOL conferences (so that selected on-site CALL presentations and seminar events can be webcast worldwide). Thus Webheads in Action and Learning2gether are able to invite associated altruistically motivated and non-profit professional organizations to share their resources. Another example of this is the availability of the LearningTimes Webheads Virtual Office for use by moderators and participants in the annual 5-week professional development sessions running (since 2001) under the auspices of Electronic Village Online, or EVO, at <http://evosessions.pbworks.com>.

Bb Collaborate has been just one online meeting space that Learning2gether has been able to use. There are of course other free spaces, such as Google's Hangouts on Air, which has long served Learning2gether as it did the wider connectivist educational community -- until just this past September, when Google made a critical change to its support of streaming HoA. Rather than continue Google+ support of one-click streaming of HoA, Google shifted that support to YouTube/Live. As a result of this move, in order to schedule and stream a HoA, users now have to download and install their own encoder software and configure it correctly in order to stream the HoA via YouTube/Live. Thankfully, open source encoder software exists (e.g., Open Broadcast Software) as does sufficiently robust (in freemium mode) encoder software, such as XSplit.

If you are not entirely following this, you're not the only one; suffice it to say that HoA still functions as before as a spontaneous online meeting space, but you can no longer use it to announce and stream webinar events unless you can get your mindset around the encoder configuration. Fortunately Learning2gether has through much trial and error worked out how to do all that.

As this regards APACALL, Learning2gether could serve as a base for community collaboration if members thought it beneficial to get together online and converse with one another a few times a year. APACALL's salient forums include its newsletter, a conference, and its occasional publications. These are all endeavors of which we can be proud, but what is lacking is a means to interact as an organization more frequently, socially, and in real time.

If members were interested, occasional APACALL events could be staged through Learning2gether, but the impetus for this must come from the membership under the guidance of the executive director. One purpose of this article is to make members aware that one of the members of the executive committee has been laying down a track record on a project that could be utilized to whatever extent desirable by APACALL members. This could be as a resource for professional development in which they could participate live, or as a library of archived topics available for study at after-the-fact. Or APACALL members could use Learning2gether to host their own webinar events if they wished, and to do this you could contact me ([vancestev@gmail.com](mailto:vancestev@gmail.com)) for further assistance.



## **BOOK OF INTEREST**

### ***Language Teacher Education and Technology: Approaches and Practices***

Edited by

Jeong-Bae Son and Scott Windeatt

This book explores the current status of CALL teacher education and discusses issues and challenges CALL teacher educators face in their own contexts. Specifically, it looks at postgraduate CALL courses offered at different universities to find ways of improving CALL teacher training.

#### Table of Contents

Chapter 1. Teacher Training in Computer-Assisted Language Learning: Voices of Teacher Educators -- Jeong-Bae Son and Scott Windeatt

Chapter 2. Language and Technology: Theory and Practice, Options and Issues in Computer-Assisted Language Learning -- Mike Levy and Paul J. Moore

Chapter 3. Blended Approaches to Teaching Languages with Computers -- Paul Gruba

Chapter 4. CALL Research, Practice and Teachers' Roles -- Jeong-Bae Son

Chapter 5. Language Learning and Technology: A Thirty Year Journey -- Gary Motteram

Chapter 6. Balancing Theory and Practice: Developing Competent, Reflective CALL Practitioners -- Eddy Moran

Chapter 7. Training Teachers to Create and Use Materials for Computer-Assisted Language Learning -- Scott Windeatt

Chapter 8. Preparing CALL Professionals: A Survey Course in a CALL Degree Program -- Greg Kessler

Chapter 9. Teacher Training with CALL Online (Distance): A Project- and Standards-Based Approach -- Christine Bauer-Ramazani

Chapter 10. An Invitation to CALL: Foundations of Computer-Assisted Language Learning -- Philip Hubbard

Chapter 11. Should We Offer a CALL Course? -- Denise Murray

The book will be published by Bloomsbury Academic in London in 2017.



## **COURSE OF INTEREST**

### **International courses offered on Technology Enhanced Language Learning by TELLConsult and partners**

By Ton Koenraad

The currently planned courses include the following topics:

- Designing language exchange experiences for international school projects
- Student response tools and activities to support interaction & assessment for learning in language education
- Practical approaches to support student-centred learning and differentiation in language education using ICT
- ICT tools and strategies to support CLIL and LSP approaches in language teaching
- Introduction to New Technologies in Language Teaching
- Using touch screens & whiteboards to support interactive language teaching & learning
- Getting more out of Digital Video in Language Education
- Introducing mobile devices in your language classroom

TELLConsult specializes in educational project development and international teacher training courses on integrating educational technology in language education. We collaborate with international experts and are committed to providing up-to-date knowledge and development of practical skills that every teacher can apply in daily classroom practice. For full course descriptions and (pre-)registration, see the 2017-2018 course overview here: <http://www.koenraad.info/content/current-courses>



## **FORTHCOMING CONFERENCES**

◆ Media Literacy in Foreign Language Education: Digital and Multimodal Perspectives (12-15 March 2017). University of Munich, Germany.

<http://www.lmu.de/medialiteracy/>

◆ CAES International Conference 2017 (1-3 June 2017). The University of Hong Kong, Hong Kong. <http://caes.hku.hk/facesofenglish2/>

◆ 18th International CALL Research Conference (7-9 July 2017). University of California Berkeley, USA. <http://www.call2017.org/>

We hereby extend a cordial invitation to submit a proposal for the XVIIIth International CALL Research Conference at UC Berkeley (CAL). The conference theme is “CALL in Context”. You will find more information from the conference website. The submission deadline is February 1st 2017. -- Jozef Colpaert

◆ GLoCALL 2017: TBA. <http://glocall.org/>

10th (final) joint conference of APACALL and PacCALL

## **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/>

More TELLRN projects are expected in the future. Stay tuned!



## **ADDITIONAL NOTES**

- Members are invited to send APACALL Webmaster their names and resource website addresses to be listed on the 'Resources' page (<http://www.apacall.org/resources/resources.html>) of the APACALL web site.
- Your contributions to this newsletter are always welcome. Please send your news items to [Webmaster@apacall.org](mailto:Webmaster@apacall.org).

