

INNOVATIVE LANGUAGE LEARNING



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ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING

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PRESIDENT'S MESSAGE

The scene of education is changing quickly and significantly. Educators are trying to keep up with new developments causing or resulting in the change. When confronted by pedagogical questions, they seek answers to the questions through various types of research and practice. A recent trend in the research and practice is the creation or employment of innovative approaches that respond to the need for an underlying pedagogical framework to support the use of information and communication technology (ICT) and the integration of ICT into the teaching and learning process. This trend is somehow reflected in the new name of the APACALL Newsletter: *Innovative Language Learning*.

We continue to provide a mechanism for information exchange and encourage online activities for CALL research and practice. We are always interested in our members' stories, ideas, suggestions and comments on this collaborative work.

Jeong-Bae Son
President



NEWS FROM THE MEMBERS (January – June 2004)

► **Publication**

- Mangubhai, F., Marland, P., Dashwood, A., & Son, J.-B. (2004). Teaching a foreign language: One teacher's practical theory. *Teaching and Teacher Education*, 20, 291-311.

► **Conference Presentations**

- Hoven, D. (2004, June). *Communicating and interacting: What role for multimedia?* Paper presented at the CALICO 2004, Carnegie Mellon University, USA.
- Son, J.-B. (2004, April). *Discussion group contribution in online teacher education.* Paper presented at the 38th Annual TESOL Convention, Long Beach Convention Center, Long Beach, California, USA.

CONFERENCE REPORT

The College Composition and Communication Conference 2004

S. Kathleen Kitao, Doshisha Women's College
Kenji Kitao, Doshisha University

The College Composition and Communication Conference 2004 (CCCC or "Four Cs") was held March 24 – 27 at the Henry B. Gonzales Convention Center in San Antonio, Texas. The theme of the conference was "Making Composition Matter: Students, Citizens, Institutions, Advocacy." The conference was attended by about 3000 participants, most of whom were from the United States and Canada.

On March 24, before the official conference began, there were half-day and full-day workshops on various subjects. Half-day workshops were also held on Saturday afternoon after the end of the conference. The workshops included "U. Blog: A Practical Introduction to Using Weblogs for the Classroom and Research," "The Peaceable Classroom Revisited," "Designing and Developing Preparing Future Faculty Programs" "Working with Second Language Writers: Demographics, Assessment, Placement, and Instruction," "Making Basic Writing Matter: Methodologies for Us All," "Creative Is Critical: Designing and Evaluating Hybrid, Multimedia, "Poetic," and Other Alternative Writing Assignments," "Visual Rhetoric and the Teaching of Composition," and "Implementing Directed Self-Placement: Obstacles and Strategies." These workshops allowed participants opportunities to look at subjects that they are interested in in more depth than concurrent sessions allow.

The keynote address of the conference was "Made Not Only in Words: Composition in a New Key" by Kathleen Blake Yancey of Clemson University. She discussed changes in what is meant by composition in the 21st century.

From the evening of the 24th through the afternoon of the 27th, there were concurrent sessions. Concurrent sessions were of two types. One type of concurrent session was panels, which had two to four papers on related topics. Presenters discussed their papers for 15-20 minutes, and then questions were taken from the audience. The other type of concurrent session was roundtables, in which several presenters give brief presentations and respond to each other and to questions from the audience. The papers were on a wide variety topics related to composition.

There were a number of sessions related to English as a second/foreign language. They included "Writing Across Borders: Teaching ESL and Comparing Writing Pedagogies," "Research in English as a Second Language," "Making Reading Matter: Engaging ESL and Developmental Students and Promoting Writing Proficiency," "Online Classes: The Focus Is on Students," "Second Language Writers in the Writing Center," "New Directions in ESL/EFL Research," "Writing Center Intersections with ESL Writing, Writers, and Programs," "Literacy, Distance Learning, and EFL: Breaking Down Barriers," and "ESL and EFL in the Writing Center".

Writing and computers, including use of the Internet, was a topic of great interest. Among the sessions related to this topic were "Integrating Web and Document Design into Teaching," "Online Hybrid Courses Using University-Developed Software: Impetus for Cross-Curricular Collaboration," "Online Concerns in Teaching Technical

and Professional Writing,” “All the World Is a Classroom: Online Partnering for Revision and Team Assignments at Community Colleges and Universities Here and Abroad,” “How Online Tutoring Matters: Benefits of Technology for Students and Tutors,” “If a Tree Falls . . .’: The Impact of Online Publications on Writing Scholarship,” “Surfers, Cyber-fans, and Netizens: Lands of the Lost Literacies,” “Transforming Our Teaching: The Difference Online Writing Makes,” “Computer-Aided Rhetorical Analysis of Electronic Archives,” and “Lessons Learned from Online Commenting: Providing Effective Feedback to Students”.

Many sessions also dealt with writing across the curriculum (WAC). WAC involves teaching writing as it specifically applies to different disciplines, such as engineering or computer science. The sessions on this topic included “Writing Across the Curriculum Effects on Professional Development: Programs, Individuals, and Concepts,” “Making Writing Matter Across the Curriculum: Editing Double Negatives,” “Representations of Writing Across the Curriculum: Foreshadowing a New Era in Composition Instruction,” “WAC, WID, and Writing Instruction: Making Composition Matter in the Disciplines,” “Composing a Community: The History of WAC in Higher Education,” “Writing Across the Curriculum in First-Year Composition: The Matter of the First-Year Seminar,” and “What Makes WAC Work: Reflections on Writing Across the Curriculum”.

Many of the sessions involved application of composition teaching outside of the composition classroom. Among these sessions were “Literacies and Matter: Real-World Relevance in the Classroom and the Field of Literacy Studies,” “Moving Composition into the Public Sphere: Making Civic Literacy Matter,” “Helping Students Write from Where They Live: Pedagogies of Space and Place,” “Three Perspectives on Composition: How Composition Matters within and outside Academia,” “Composition with the Community: Writing for Advocacy,” “It Takes a University to Raise a Good Writer: Making Composition Matter beyond the Composition Classroom,” “Preparing Citizens by Developing Rhetorical Awareness,” and “Fleeing the Ivory Tower: Alternative Sites for Teaching Writing”.

There were also presentations on assessment, responding to students’ writing assignments, and so on. Some of these were “Grading and Responding to Student Texts,” “Assessing Student Writing: How Composition Matters on Large-Scale, Standardized Tests,” “Making Assessment Matter: Revising Curricula, Pedagogies, Programs,” “Writing for Evaluation: Reflexivity in Student Writing,” and “Research on Assessment: Matters of Difficulty, Perceptions of ‘Threat,’ and Definitions of Development”.

Some teachers were also interested in creative writing, including creative non-fiction. “This Is (Not) Just to Say: Public “Lore” and the Future of Creative Writing,” “Situating Creative Writing: The Art and Craft of Creative Writing Pedagogy,” “Women Writing Teachers Reading Creative Nonfiction,” “Ain’t Misbehaving: Creative Writing Matters Too”.

There was also some interest in the application of blogs (web logs) to composition teaching. Web logs are web sites where people can post their thoughts, opinions, experiences, and so on, and others can respond to them. There were sessions about this topic, including “Teaching the Blog” and “Weblogs: Exploring Contexts, Community, Collaboration, and Practice”.

On the evening of the 25th and 26th, there were meetings of the special interest groups. Topics included getting articles published, sociolinguistics and composition, non-tenure track faculty, teaching technical communication, film and television in the writing class, using blogs, teaching writing in Canada, teaching writing for the deaf and hard of hearing, and rhetoric and the Christian tradition.

Another feature of the conference was Computer Connection presentation on new software and technologies with applications for the teaching of composition or literature, classroom management, and other teaching-related computer resources.

The 2005 convention will be held in San Francisco, California, March 16-19, 2005. Its theme will be "Opening the Golden Gates: Access, Affirmative Action, and Student Success." Proposals can be submitted at <http://www.ncte.org/profdev/conv/cccc/>.



FORTHCOMING CONFERENCE

◆ KOTESOL 2004, October 9-10, Seoul, Korea
<http://www.kotesol.org/>



FORTHCOMING BOOK

APACALL Book I

Computer-Assisted Language Learning: Concepts, Contexts, and Practices

Editor: Jeong-Bae Son

Contributors: Arif Altun, Lily K. L. Compton, Saadiyah Darus, Debbie Dolan, Supyan Hussin, David Kent, Andrew Lian, Ania Lian, Mark Peterson, Grazia Scotellaro, Jeong-Bae Son, Siti Hamin Stapa, Felicia Zhang

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CALL FOR PAPERS

APACALL Book II

Internet-Based Language Instruction: Pedagogies and Technologies

APACALL members are encouraged to submit previously unpublished papers devoted to research and discussion on Internet-based language instruction (IBLI). Papers are welcome within IBLI-related topics such as computer-mediated communication (CMC), Web-based language learning (WBLL), online teacher education, and the integration of the Internet into language instruction. All submissions should either report on original

research or present an original framework that links previous research, educational theory and teaching practices. For more information, please refer to the 'Research' page of the APACALL Web site: <http://www.apacall.org/research/research.html>.



ADDITIONAL NOTES

- Members are encouraged to join the APACALL E-list that provides a communication channel for exchanging e-mail messages directly with other members. Please refer to the 'About APACALL' page of the APACALL Web site.
- 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.

