


CREATION	INNOVATION	COLLABORATION
 https://www.apacall.org ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING		
APACALL Newsletter Series No. 25, December 2021		
ISSN: 2789-9713		

[President's Message – News from Members – Special Article – Book Review – Book of Interest – Conference Report – Forthcoming Events – Advance Notice – TELLRN Invitation – Additional Notes]



PRESIDENT'S MESSAGE

As we are getting close to the end of the year, it is a good time for us to reflect on what we did this year. There have been three main achievements in 2021. In April, first, we successfully had the [APACALL Webinar 2021](#) with 72 participants including 20 speakers. In September, second, we published the [APACAL Book Series Volume 6](#), which is our third free e-book. In December, third, this [APACALL Newsletter](#) is published with various items from APACALL members and some information on our plan for the coming year. I would like to thank those who have contributed to these achievements. I wish you all the best and look forward to working with you again in 2022.

Jeong-Bae Son
President



NEWS FROM MEMBERS (January – December 2021)

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- **Alm, A.** (2021). Apps for informal autonomous language learning: An autoethnography. In C. Fuchs, M. Hauck & M. Dooly (Eds.), *Language education in digital spaces: Perspectives on autonomy and interaction* (pp. 201-223). Springer. https://doi.org/10.1007/978-3-030-74958-3_10
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- **Kılıçkaya, F.** (2021, October 27). *Challenges and opportunities in providing video feedback in online EFL classrooms*. The 6th Saarbrücken International Conference on Foreign Language Teaching Communication across Borders. Saarbrücken, Germany.
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- **Stevens, V.** (2021, November 13). *Leveraging language learning through the participatory culture surrounding Minecraft*. JALT CALL SIG Forum on games and play. Online.
- **Wu, J. G.** (2021, March). *Language learning in immersive virtual reality: An exploratory study of Chinese college nursing students in a simulated operating room*. University of Nottingham Malaysia. Online.
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SPECIAL ARTICLE

Technology Standards for Teachers and Professional Development Frameworks

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Introduction

Technology standards provide guidance for technology use while professional development frameworks provide a set of competencies and activities that teachers need to have in learning and teaching. Both play an instrumental role in understanding and linking theory and practice. This article explores technology standards for teachers and professional development frameworks in digital environments where digital devices (e.g., laptops, tablets, smartphones) are used for learning and teaching. It looks at several technology standards and frameworks and presents interrelated components of a specific language teacher development framework.

Technology Standards for Teachers

In line with the wide use of educational technology in language learning and teaching, language teachers need to develop and improve knowledge and skills for computer-assisted language learning (CALL) and competencies in technology-enhanced language teaching (TELT) (Son, 2018). Technology standards indicate expectations of technology integration and offer goals for what teachers should know and be able to do in practice. The International Society for Technology in Education (ISTE) (<https://www.iste.org/>) has produced the ISTE Standards for Students, Educators, Education Leaders, Coaches, and Computational Thinking Competencies. The ISTE Standards for Educators (<https://www.iste.org/standards/iste-standards-for-teachers>), in particular, are presented in the following seven roles:

2.1 Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

- 2.1.a Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
- 2.1.b Pursue professional interests by creating and actively participating in local and global learning networks.
- 2.1.c Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2.2 Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

- 2.2.a Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
- 2.2.b Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

2.2.c Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

2.3 Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

- 2.3.a Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
- 2.3.b Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- 2.3.c Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
- 2.3.d Model and promote management of personal data and digital identity and protect student data privacy.

2.4 Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

- 2.4.a Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
- 2.4.b Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
- 2.4.c Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
- 2.4.d Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

2.5 Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

- 2.5.a Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- 2.5.b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
- 2.5.c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

2.6 Facilitator

Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:

- 2.6.a Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- 2.6.b Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
- 2.6.c Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

- 2.6.d Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

2.7 Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

- 2.7.a Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
- 2.7.b Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
- 2.7.c Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

(Source: <https://www.iste.org/standards/iste-standards-for-teachers>)

The Teachers of English to Speakers of Other Languages (TESOL) International Association (<https://www.tesol.org/>), on the other hand, has produced the TESOL Technology Standards Framework (https://www.tesol.org/docs/books/bk_technologystandards_framework_721.pdf) for language learners and teachers. The standards guide language teachers “to know what is expected of them in terms of knowledge, skills, and curriculum implementation” and “to challenge themselves to reach a higher level of proficiency in using technology in their teaching” (p. 6) with the following four goals:

Goal 1. Language teachers acquire and maintain foundational knowledge and skills in technology for professional purposes.

Standard 1: Language teachers demonstrate knowledge and skills in basic technological concepts and operational competence, meeting or exceeding TESOL Technology Standards for students in whatever situation they teach.

Standard 2: Language teachers demonstrate an understanding of a wide range of technology supports for language learning and options for using them in a given setting.

Standard 3: Language teachers actively strive to expand their skill and knowledge base to evaluate, adopt, and adapt emerging technologies throughout their careers.

Standard 4: Language teachers use technology in socially and culturally appropriate, legal, and ethical ways.

Goal 2. Language teachers integrate pedagogical knowledge and skills with technology to enhance language teaching and learning.

Standard 1: Language teachers identify and evaluate technological resources and environments for suitability to their teaching context.

Standard 2: Language teachers coherently integrate technology into their pedagogical approaches.

Standard 3: Language teachers design and manage language learning activities and tasks using technology appropriately to meet curricular goals and objectives.

Standard 4: Language teachers use relevant research findings to inform the planning of language learning activities and tasks that involve technology.

Goal 3. Language teachers apply technology in record-keeping, feedback, and assessment.

Standard 1: Language teachers evaluate and implement relevant technology to aid in effective learner assessment.

Standard 2: Language teachers use technological resources to collect and analyse information in order to enhance language instruction and learning.

Standard 3: Language teachers evaluate the effectiveness of specific student uses of technology to enhance teaching and learning.

Goal 4. Language teachers use technology to improve communication, collaboration, and efficiency.

Standard 1: Language teachers use communication technologies to maintain effective contact and collaboration with peers, students, administration, and other stakeholders.

Standard 2: Language teachers regularly reflect on the intersection of professional practice and technological developments so that they can make informed decisions regarding the use of technology to support language learning and communication.

Standard 3: Language teachers apply technology to improve efficiency in preparing for class, grading, and maintaining records.

(pp. 29-41)

Professional Development Frameworks

In digital environments, it is essential for language teachers to understand digital language teaching and explore ways of using digital technology. Son (2020) defines digital language teaching as “the application of digital pedagogies and technologies to the teaching of languages” (p. 3) and says that digital language teaching requires “digital literacy skills and digital teaching strategies together with content knowledge and pedagogical understanding” (p. 4). He also recommends language teachers to work with a variety of digital media and make the most of professional development frameworks in technology integration.

From professional development frameworks, teachers can see a set of competencies and activities that they need to have at each level of competence. Teachers can use competency frameworks to analyse “their strengths, weaknesses, and development needs” (Carrier & Nye, 2017, p. 220). The [European Framework for the Digital Competence of Educators](#) (Joint Research Centre, 2017), for example, presents the following six areas of professional activities:

Area 1: Professional engagement

Using digital technologies for communication, collaboration and professional development.

Area 2: Digital resources

Sourcing, creating and sharing digital resources.

Area 3: Teaching and learning

Managing and orchestrating the use of digital technologies in teaching and learning.

Area 4: Assessment

Using digital technologies and strategies to enhance assessment.

Area 5: Empowering learners

Using digital technologies to enhance inclusion, personalisation and learners' active engagement.

Area 6: Facilitating learners' digital competence.

Enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing and problem-solving. (p. 16)

The [Cambridge English Digital Framework for Language Teachers](#) developed by Cambridge Assessment English (2017), on the other hand, has six categories for digital professional development: the digital world; the digital classroom; the digital teacher; designing learning; delivering learning; and evaluating learning. In the digital teacher category, specifically, the framework guides teachers to reflect on their teaching and share knowledge and best practice through a professional community.

Another example is the UK-based Education and Training Foundation's (2018) [Digital Teaching Professional Framework](#). It has seven elements: planning your teaching; approaches to teaching; supporting learners to develop employability skills; subject-specific and industry-specific teaching; assessment; accessibility and inclusion; and self-development. For each element, it specifies three competency levels: "Stage 1 Exploring – Practitioners assimilate new information and develop basic digital practices; Stage 2 Adopting – Practitioners apply their digital practices and expand them further; Stage 3 Leading – Practitioners pass on their knowledge, critique existing practice and develop new practices" (p. 4).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) [ICT Competency Framework for Teachers](#) (ICT-CFT) (UNESCO, 2018) highlights six focus areas (understanding ICT in education; curriculum and assessment; pedagogy; application of digital skills; organization and administration; and teacher professional learning) across three levels of teacher development (knowledge acquisition; knowledge deepening; and knowledge creation). The framework is currently available in nine languages: English, French, Arabic, Chinese, Russian, Spanish, Khmer, Kyrgyz, and Tajik.

More recently, the [Digital Language Teacher Development Framework](#) (DLTDF) was developed and published by Son (2020). The framework is based on Son's (2018) Exploration-Communication-Collaboration-Reflection (ECCR) model of teacher development. It guides language teachers to engage with ECCR in three competency levels (beginner, intermedia, and expert). Table 1 shows key activities associated with the four components of the framework.

Table 1
The Digital Language Teacher Development Framework (DLTDF)

	Components			
	Exploration	Communication	Collaboration	Reflection
Activities	<ul style="list-style-type: none"> Collect information on digital technologies, tools and resources Learn about 	<ul style="list-style-type: none"> Interact with learners, colleagues, administrators, other practitioners, teacher 	<ul style="list-style-type: none"> Work together with others in professional communities Share information, experiences, 	<ul style="list-style-type: none"> Examine experiences critically Reflect on one's own learning and teaching

	computer-assisted language learning (CALL) <ul style="list-style-type: none"> • Learn how to use digital technologies in the classroom • Trial new technologies 	educators and researchers <ul style="list-style-type: none"> • Use computer-mediated communication (CMC) tools to interact with others personally, socially and professionally • Develop online communication skills 	ideas and resources with other teachers <ul style="list-style-type: none"> • Plan, design and manage collaborative activities • Facilitate collaboration with online communication tools 	practices <ul style="list-style-type: none"> • Think and practice reflectively • Do self-monitoring • Engage with critical and contextualized reflection
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(Son, 2020, p. 7)

Conclusion

All technology standards and frameworks mentioned in this article provide teachers with a guide to professional development in digital learning and teaching environments. They support teachers to be competent in their teaching in the digital age. Teachers are invited to explore and choose what they want or need in their contexts. They are encouraged to engage with various professional development activities and increase their knowledge and skills for effective teaching. It is their responsibility to reflect on their learning and practice in a way to improve their ongoing professional development.

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BOOK REVIEW

Reviewed by Ferit Kılıçkaya (Adam Mickiewicz University, Poland)

Adapting Approaches and Methods to Teaching English Online: Theory and Practice

Author: Dionysios I. Psoinos

Publication Year: 2021

Publisher: Springer

Pages: xvi + 119

ISBN: 978-3-030-79918-2 (paper)

DOI: <https://doi.org/10.1007/978-3-030-79919-9>

During the pandemic, when teachers, learners, and educational institutions were suddenly forced to shift from face-to-face classrooms to online teaching, they all had different feelings and reactions to this sudden transition (e.g., Freddi, 2021). Institutions tried to provide their teachers and learners with necessary tools to continue education synchronously or asynchronously. Likewise, teachers looked for tools and open educational resources to familiarize themselves with teaching online especially when they did not have any previous experience with online teaching contexts. During this process, teachers, learners, and institutions, as well as other stakeholders such as parents, had to deal with technical issues such as the lack of technological devices and the need for faster and reliable Internet access. The book *Adapting Approaches and Methods to Teaching English Online: Theory and Practice* by Dionysios I. Psoinos, belonging to the Book series of *SpringerBriefs in Education*, aims to respond to these issues by reviewing the existing theories and approaches.

Chapter 1 (Modes, Media and the Online Teaching Space) reviews the basic concepts related to online language teaching such as synchronous, asynchronous, and blended learning and teaching, the screen as the virtual space in online teaching, and the properties of this virtual space. Moreover, this chapter reviews online tools available in the virtual space such as Camera/Microphone and Chat and focuses on their pedagogical value as well as practical issues such as personal and technical problems. While discussing key terms, the author also provides key research and familiarize readers with the necessary and important ingredients of online teaching and learning.

Chapter 2 (Beyond the Online Teaching and Learning Platform) deals with the dynamics involved in teaching and learning online and discusses the skills and roles that teachers can have in online learning contexts. Teachers' online identity is discussed based on the perceptions of teachers, external educational bodies and parents and other stakeholders. In addition to teachers' identity, learners' roles and skills are investigated and suggestions are put forward to adapt teacher and learner identity in online contexts. Toward the end of the chapter, several suggestions and principles are investigated

regarding teacher education for online language teachers, which is an important issue discussed in other books (e.g., Hubbard, 2021).

Chapter 3 (Online Language Teaching Pedagogy) focuses on how learners can learn online and what teachers need to know regarding the processes involved in online teaching and learning. For this purpose, the author first reviews theories of learning: Behaviorism, Constructivism, Social Constructivism, Computer-Supported Collaborative Learning, Multiple Intelligences, and Connectivism. In the second part of the chapter, the author discusses how the approaches and methods of language learning (e.g., Grammar Translation Method, Audiolingualism) can be practiced in online teaching and learning contexts via examples for online classrooms. The chapter is then ended with a suggested pedagogical paradigm, E-lecticism, for online learning.

Chapter 4 (Theory and Practice) exemplifies what has been discussed in the previous chapter. The author demonstrates the suggested pedagogical paradigm, E-lecticism via sharing examples that focus on different language skills and components. These examples aim to indicate the relationship between how online materials design and methodological principles can be combined so that learners benefit more from these activities. For example, the chapter provides screenshots of online reading activities for learners at upper-intermediate or advanced level, in which external resources such as Google Maps or Google Earth are used, and suggestions on the screen layout are discussed. Other examples include productive skills such as speaking and writing, which include suggestions for online adaptations.

The book ends with the conclusion section, in which the author briefly summaries what he has discussed in the four chapters and provides several suggestions regarding online teaching and learning. I think the author's comment on this will highlight what teachers and learners need to consider regarding online teaching and learning: "online classes will truly be successful when platforms and their media become invisible, and the focus returns to the subject matter and the people that technology is called to serve" (p. 119). Technology needs to be normalized such as a textbook or a pen (Bax, 2011).

The book targets readers who are interested in issues on online language teaching with concise reviews of cutting-edge research and practical examples and applications. The book not only provides background knowledge on the key elements of online teaching and learning but also presents specific examples and suggestions on teaching languages. While focusing on these issues, the book also reviews the key approaches and elements, and their adaptations for online teaching, which I believe pre-service and in-service language teachers will find the book appealing and useful for courses such as teaching language skills, materials design, and approaches and methods. Regarding limitations of the book, I can say that it would have been of help to readers if the author had included an index, a glossary of key terms, and a collection of links to main websites and tools at the end of the book.

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BOOK OF INTEREST

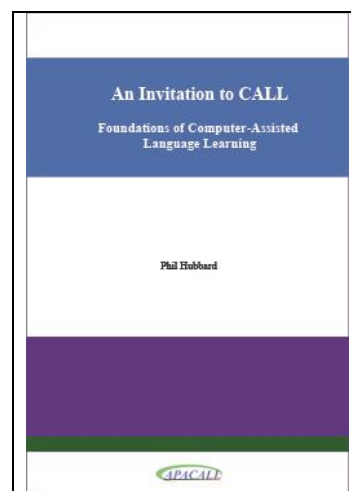
An Invitation to CALL: Foundations of Computer-Assisted Language Learning

Written by Phil Hubbard

ISBN 978-0-6486653-2-8

As the sixth refereed volume of the APACALL Book Series, this book explores the field of CALL with an emphasis on foundational topics and concepts of value to language teachers, teacher educators, and program administrators. It can be downloaded for free and shared with others.

<https://www.apacall.org/research/books/6/>



CONFERENCE REPORT

**APACALL Webinar 2021:
A Fervent CALL in the Digital Wilds**

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Innovation and dedication are the two outstanding qualities of the webinar I attended last April 9, 2021. Virtually speaking, it was inspiring to once again be surrounded by the real vanguards of education. Coming from different parts of the world (e.g., Australia, America, Croatia, and more), they are the professors who earnestly go above and beyond their call of duty in order to provide quality education. Aside from that, this was definitely the meeting of the minds of the trailblazers whose interests are both language and technology. This worthwhile webinar was a noble largesse of the Asia-Pacific Association for Computer-Assisted Language Learning (APACALL). They live by their objectives that are centered on pedagogy, language, and technology. Given this idea, for me, the first international APACALL webinar has its spectrum of strengths.

Without a doubt, this was another successful professional service given by the APACALL organization. Starting from the invitation, program, and a wide range of topics that were interconnected with each other, every attendee would commend that this was a well-thought out webinar. As the invitation said, “This webinar explores trends, issues, and challenges we face in computer-assisted language learning (CALL) and technology-enhanced language teaching (TELT)”. Proceeding in a forthright glance, I felt the gradual escalation of interest and impact. Being able to watch the 19 presenters of varied CALL and TELT research papers was akin to being able to read an e-book in one whole day. What’s more, the APACALL Webinar 2021 was offered for free to everyone. This was definitely a service from the heart that must be emulated.

Further, the organizer was a stickler to the program and assured that all presenters would have enough time to present. House rules were every now and then announced and posted. If there were small technical snags, the organizer could quickly address these. This was especially convenient for the newbies in a Zoom webinar. It is also worth mentioning that the moderators looked savvy and friendly, especially Natasha Ruzic. When the discussion was getting seriously technical and highly cognitive, her spark of sincere connection was the heart of the webinar. She introduced the presenters in a light but complete manner and would give commendation and gratitude after each presentation.

The webinar started with a bang. Practical yet cutting-edge topics on helping language learners’ study independently through technology-mediated listening, understanding thoroughly the nature and branches of CALL, and engaging education stakeholders through electronic village online (EVO) were delivered by the bigwigs in CALL - Phil Hubbard, Claire Bradin Siskin, and Vance Stevens respectively.

Being the iconic pillars of CALL, they were able to naturally set the right tone for this conference; hence, the succeeding presenters performed their roles with ease. To boot, all presenters were primed, and their PowerPoint slides were organized and straightforward. During their presentations, their varied academic styles manifested, which could enrich the audience’s ideas in presenting a study. Personally, I appreciated the part when they gave the background of their studies and empirical observations. Most especially, they were thoughtful to immediately provide us with their PowerPoint Presentations and other related articles, which made us confidently follow the discussion. In a nutshell, they were ingenious and inspiring.

Indeed, attending an international webinar similar to this one could give a life-changing experience or a change of heart. This event could widen your pedagogical perspective and inspire you to think outside the box by becoming more resourceful with the technological trends that are most appealing to your students. Who would ever think that some video games (for instance, Minecraft) can be valuable tools to teach language? Yes, gamification was another pivotal discussion in the presentations. In addition, attendees will not be empty-handed because each presenter shared ideas that can make their teaching innovative. For a country like the Philippines, where full online classes are implemented for almost a year now, it would definitely be a game changer if Filipino teachers could explore the electronic, realistic, and holistic aspects of CALL and TELT, such as:

1. Twine software by *Gavin Young*
2. Quest-based learning by *Andrew Philpott*

3. Electronic village online (EVO) by *Vance Stevens*

While some teachers are already creating and requiring YouTube and TikTok videos as their class activities, Twine software can be another alternative for an interactive and non-linear storytelling type of class activity or requirement. Quest-based learning (QBL) is my personal favorite and I am excited to utilize this. Related to Sharot's (2014) study, QBL is a good strategy to incorporate game techniques and build a game-based community in my classes. Speaking of community, EVO can enhance communication and enrich collaboration among teachers and students. Being a member of a team in our university, I am planning to recommend this type of online community to make our work enjoyable and sustainable.

4. Segmental division of lessons by *Alan Bessette*

5. Self-dialogue for researchers by *Thomas Webster*

Consequently, as part of EVO, we can discuss the segmental division of lessons that is enduring for both teachers and students. This can surely be effective to full online classes during the pandemic. Inculcating the value of quality over quantity can avoid any types of fatigue (e.g., Zoom fatigue, pandemic fatigue). Given this situation, self-reflection for teachers as researchers can become more meaningful and fruitful.

6. ECCR by *Jeong-Bae Son*

7. Digital Wilds by *Phil Hubbard*

In essence, Son's (2018) Exploration, Communication, Collaboration, and Reflection (ECCR) model is essential to every digital language teacher and student. In fact, his framework can also support the digital immigrant teachers who are now forced to be immersed in full online classes due to the pandemic. His framework can easily be achieved if unity is the goal. Realizing it now, our small team of teachers has been applying this. Similar to ECCR, our team is using – the 4D's (Discover, Discuss, Demonstrate, and Deepen) in creating our online modules to help other teachers.

All the six concepts are under the umbrella of the digital wilds. I have personal affection with the “digital wilds” mentioned by Phil Hubbard because I have been advocating this in my seminars and blog articles. It is about time to upend the status quo – we need to revise our curriculum and set aside some traditional means that are no longer effective to our Gen Z students. Thanks to Sauro and Zourou (2019) and other zealous advocates of quality education, the clamor for “natural and fluid digitally-assisted human interaction” (p. 1) and “out-of-class language learning” (p. 2) is getting stronger. At the end, following the fervent call in the digital wilds can promote self-directed learning, which is innovative and sustainable. This, until now, is a big challenge for all of us. Thanks to APACALL for earnestly inspiring many practitioners for two strong decades now.

Overall, it was a pleasure attending the APACALL Webinar 2021 because this can remind us that computers are not just there to assist us but we, humans, have the power to enhance technology to foster quality education for all. If COVID-19 pandemic is telling us that there is no going back, then switching to the fervent CALL in the digital wilds can be a great resort.

Again, a million thanks to the APACALL's generous professional service! Cheers and may your tribe increase!

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Note. This report is a short version of the following blog post:

<https://www.edwinarbensal.com/post/an-international-webinar-a-fervent-call-in-the-digital-wilds>

FORTHCOMING EVENTS

◆ Electronic Village Online (EVO) 2022: EVO has issued its Call for Participation for January-February 2022.

http://evosessions.pbworks.com/w/page/146983095/Call_for_Participation-EVO2022

◆ APACALL Webinar Series: APACALL Webinar 2022 will be held online in May 2022. More details of the webinar will be announced as soon as available.

<http://www.apacall.org/events/webinars/>

ADVANCE NOTICE: APACALL BOOK 7

APACALL plans to publish its Book Series Volume 7 in 2022. Its details will be available in February/March in 2022. Watch out for this space:

<https://www.apacall.org/research/books/>

TELLRN INVITATION

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 as collaborators. If you have an idea or a proposal for research collaboration, please feel free to contact the Director: <http://www.apacall.org/tellrn/>

ADDITIONAL NOTES

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

