
**PRESIDENT’S MESSAGE**

This year has been another capacity building year for us. We had our APACALL Webinar 2022 successfully in May while working on the APACALL Book VII that is expected to be published in 2023. We were also able to see many APACALL members who were enthusiastic in publishing and presenting their studies throughout the year. Active online communication and strong online engagement have been a great asset for our community. I would like to thank everyone who has contributed to APACALL activities and is willing to make things move forward for the association. I wish you all the best and look forward to working with you again in 2023.

*Jeong-Bae Son*
President

**NEWS FROM MEMBERS** (January – December 2022)

► **Publications**


https://drive.google.com/file/d/1FPyhxArBM5bgS7kpn-HfQqXny_4wVJMG/view

https://doi.org/10.1017/S0958344021000343

https://doi.org/10.1016/j.compedu.2022.104605

https://doi.org/10.1080/09588221.2022.2033790

https://doi.org/10.1080/02188791.2020.185649

https://doi.org/10.1080/17501229.2020.1853134

► Presentations


Kılıçkaya, F. (2022, October 14). Using artificial intelligence (AI) technologies to generate language tests: Challenges and opportunities. John Paul II Catholic University of Lublin (KUL), Poland.

Kılıçkaya, F. (2022, September 9). The GPT-3 (Generative Pre-trained Transformer) language model and EFL writing: Challenges and opportunities. 7th International Academic Conference on Cross-Curricularity in Language Education. Centre for Further Education, Complex of Schools No. 1 in Krotoszyn, Poland.

Kılıçkaya, F. (2022, May). Online writing tools to help researchers improve content in writing. Live online presentation at the APACALL Webinar 2022, 6 May 2022.


Nozawa, K. (2022, February 18). Why are articles accepted or rejected by a refereed journal? [PowerPoint slides]. The Indonesian Researchers in English Language & Education (I-Read) 2022, Indonesia. https://www.slideshare.net/exjayhawk/20220218webinarpptx


SHORT ARTICLE

Podcasting Reconsidered and Japancasting Revived

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This article summarizes the author’s presentation to the APACALL Webinar 2022. Furthermore, the podcasting plan presented on May 6th has been realized, with the collaboration of Indian educators, so the Japancasting channel is introduced hereinafter as well.

Podcasting is one of those technologies like QR code, which seem ever new as people discover them but are actually venerable by digital standards. As to the technology of podcasting, beyond the scope of this article, see McCarty (2005). Podcasting originated in 2004 as a new form of audio broadcasting, but issues of ease of use, proprietary technology, and finances slowed its momentum. Now podcasting is more widely popular than ever. The author’s original and current CALL podcasting projects reflect that trajectory. The APACALL presentation also reconsidered the foundations and pedagogy of podcasting.

“Curtain CALL” (McCarty, 2009, p. 71) characterizes turning students’ second or foreign language performances such as presentations into online audio or video. Sener (2009) reported that the author’s podcasting of “student-generated content” to develop EFL skills was designated an “effective practice” by the Online Learning Consortium in the U.S. Students were no longer passive spectators but rather motivated to actively participate in the target language community. The Japancasting channel was discovered
abroad, with responses such that even anonymously, students could feel that they were addressing an international audience and being heard. Such second or foreign language learner-generated content is authentic and fosters integrative motivation towards a bilingual identity.

Despite the usefulness of podcasting as illustrated above, sustainability issues arose by around 2006. The podcast hosting site that the author had been paying for suddenly went offline. Japancasting was backed up at Odeo, but it also soon disappeared as its founder started Twitter. Applying explanatory concepts, podcasting was tied to the attractive but proprietary technology of Apple’s iPod, as opposed to a generic term. Ease of use is vital for successful technology uptake, whereas podcasting was more complex for creators and users during the early years than it is today. Another problem that persists for most unsubsidized online media is a business model that could sustain podcast hosting or other educational sites in the attention economy.

The author was left with MP3 files that could be downloaded from his website, but without the syndication and other functionality of a regular podcasting site. The author was ready to use iTunesU, but Apple Japan did not offer the free service for several years. Thus thwarted, the author instead opened a YouTube channel in 2006 before Google acquired it. Yet even while staying busy with other technologies and projects, the sense of injustice or unfulfillment about the Japancasting channel remained. Unwilling to be defeated by circumstances, in 2022 when online colleagues in India urged the author to join them in podcasting, all agreed to revive Japancasting.

Among the considerations for rebroadcasting some podcasts from as early as 2005, there is a distinction in journalism between timeless and time-sensitive content. Humanities EFL content can be timeless to some extent, whereas technologies change rapidly, but their history can be needed for a review of literature in research papers or theses. The author has so far not rebroadcast many conference presentations on e-learning recorded with a hand-held voice recorder. Among other considerations, podcasting hardware, software, hosting sites, and a G-mail account for Japancasting were decided in India, and the author’s MP3 files could be attached to e-mails or picked up by file sharing such as through Google Drive. For copyright and sharing, the author selected CC BY NC (attribution/non-commercial).

The audience of recordings by the author, Japanese students and university teachers in Japan, has expanded with a new focus on South Asian learners. The main podcaster was at a private high school in northern India, which had extensive exchanges with Japan. He recently moved to an Indian university in Tashkent, Uzbekistan, further expanding the audience to Central Asia. There is an audience for the Japanese spoken by native speakers and the author, plus a little Chinese, as well as English by native and non-native speakers in Japancasting episodes.

General considerations include the length and timing of episodes, with the team agreeing to aim for short podcasts once a week around the same time. Episodes have varied in length from performances of several minutes by Japanese students to presentations by the author of around 20-30 minutes, most recently recorded by a mobile phone.

Japancasting as a channel that is offered at major Indian and Western podcast hosting sites needed descriptive information, most basically this written introduction:
Japancasting Podcasts by Steve McCarty are mostly short, free podcasts giving insight into Japan. There are lectures, interviews with professors, English or bilingual performances by students, and lessons that schools or universities may use. For everyone interested in Japan, including learners of English or Japanese.

The author also recorded a new trailer a few minutes long in clear English for non-native speakers in developing countries.

There are aggregator sites that mirror selected podcasting channels, and categorize, evaluate or rank podcasts. One such international site characterized Japancasting as a history podcast, because the first several episodes were about Japanese legends that the author had researched and found fascinating. The planned sequence of topics was Japanese Traditions and Religions → Contemporary Society and Education → Comparative Culture → Languages and Linguistics → Online Education. At this writing the last two categories have not started yet, and the audience must be considered. The Indian partners have posed many questions about Japanese education and society that there have been new episodes of such Q&A and requests for yet more.

In conclusion, there will always be situations where just listening aids learning, such as while students are commuting. Exemplifying podcasting pedagogy, some Japancasting episodes provide ready-made lessons for EFL listening self-study or discussion in regular school classes, with scripts offered in some cases as part of the blog introducing each episode. Open access educational podcasting is part of the Open Educational Resources (OER) movement.

Many details have been omitted from this short article, but the following web page includes links to the blog in India introducing each episode (e.g., Sharma, 2022), to major host sites for bookmarking or subscribing to the channel, and to the page to listen to each episode. There are also links to related articles and the author’s videos as well as to the slideshow and 28-minute recording of the APACALL Webinar 2022 presentation via Zoom on YouTube: [https://japanned.hcommons.org/multimedia](https://japanned.hcommons.org/multimedia)

References

[https://journal.jaltcall.org/storage/articles/JALTCALL%201-2-67.pdf](https://journal.jaltcall.org/storage/articles/JALTCALL%201-2-67.pdf)


Contributor
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WEBINAR REPORT

APACALL Webinar 2022

The APACALL Webinar 2022 was held on Friday, 7 May 2022. It featured three invited speakers and six individual speakers and offered opportunities to talk about the past, present and future of CALL. Its details are available on this page: https://www.apacall.org/events/webinars/2022/

You can also watch a collection of recorded sessions through the APACALL Channel.

IN MEMORIAM

Vance Stevens (1947–2022)

APACALL members were deeply saddened by the death of Vance Stevens in September 2022. He was an active APACALL Executive Committee member and a regular presenter at APACALL conferences and seminars. He was also a long-time good friend of many in our APACALL community. His friendship and work will live on through future generations. -- APACALL President

His work can be found at:
- https://scholar.google.com/citations?user=otj56VcAAAAJ&hl=en

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: https://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 (https://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).