

CREATION	INNOVATION	COLLABORATION
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[President's Message – News from Members – Short Article – Webinar Report – In Memoriam – TELLRN Invitation – Additional Notes]



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

Abdelrahim, A. (2022). Developing EFL learners' syntactic complexity in writing: The role of eTandem communication. *Southern African Linguistics and Applied Language Studies*, 40(3), 337-352. <https://doi.org/10.2989/16073614.2022.2064316>

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<https://doi.org/10.1080/09588221.2019.1668811>

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Kılıçkaya, F. (2022). Teaching vocabulary online using Internet resources: A language teacher's experience. In E. Duruk (Ed.), *The new normal of online language education* (pp. 109-126). Eğiten Kitap.

Kılıçkaya, F. (2022). Pre-Service EFL teacher candidates' concerns over digital language assessment and test anxiety. In W. M. El-Henawy & M. del Mar Suárez (Eds.), *English as a foreign language in a new-found post-pandemic world* (pp. 164-181). IGI Global. <https://doi.org/10.4018/978-1-6684-4205-0>

Kılıçkaya, F., Kic-Drgas, J., & Nahlen, R. (Eds.). (2022). *Challenges and opportunities of teaching English worldwide in the COVID-19 pandemic*. Cambridge Scholars Publishing.

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Alm, A. (2022) Developing machine translation literacy for language education. Live online presentation at the APACALL Webinar 2022, 6 May 2022.

Alm, A. (2022). Das Google Translate dilemma: Online-Übersetzer im DaF-Unterricht. 2. Internationales Mediendidaktisches Symposium. Heidelberg, 8 July 2022.

Alm, A. (2022). The new reality of Babel Fish: The role of machine translation in language education. Paper presented at EUROCALL Conference 2022, University of Iceland, 16-19 August 2022.

Alm, A. (2022). Google translate for language learning - Exploring new paradigms for formal language education. COVID-19's impact on teaching and learning at the University of Otago: Lessons learned. Otago University, 14-15 November 2022.

Alm, A. (2022). Lockdown with La Casa de Papel: From social isolation to social engagement with language. COVID-19's impact on teaching and learning at the University of Otago: Lessons learned. Otago University, 14-15 November 2022.

Alm, A. (2022). Situating machine translation literacy in language education. The 4th International Conference on Situating Strategy Use. Strategic Learning in an Uncertain World, Wellington 22-24 November 2022.

Alm, A. (2022). Machine translation literacy for language learning. ALANZ-ALAA-ALTAANZ Conference, Wellington, 25-27 November 2022.

Alm, A., & Clark, T. (2022). Machine translation literacy for language teachers. The New Zealand Association of Language Teachers (NZALT) Conference, 9-12 July 2022.

Alm, A., & Watanabe, Y. (2022). Embracing machine translation in higher education. COVID-19's impact on teaching and learning at the University of Otago: Lessons learned. Otago University, 14-15 November 2022.

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-Curricular 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.

Kılıçkaya, F. (2022, April 26). Language assessment in (post) pandemic era: Implications for teacher training programs. Invited lecture at the Institute of Applied Linguistics at Adama Mickiewicz University in Poznan, Poland.

Kılıçkaya, F. (2022, April 25). Using Edpuzzle to encourage learners to practice EFL listening outside the classroom. 1st International Online Conference on Challenges in the Process of Foreign Language Teaching. Adam Mickiewicz University in Poznan, Poland.

Kılıçkaya, F. (2022, March 31). Using web 2.0 tools: Teaching vocabulary online. TEFL Kuwait International Conference 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.

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Nozawa, K. (2022, February 24). Preparing and publishing manuscripts in a refereed journal. [PowerPoint slides]. The online seminar, American International University-Bangladesh, Bangladesh. <https://www.slideshare.net/exjayhawk/20220224webinarpptx>

Nozawa, K. (2022, June 18). Collaborative video project on Japanese culture and Zoom presentation via Flipgrid. [PowerPoint slides]. JALT CALL 2022.

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Son, J.-B. (2022). Let's talk about challenges in technology-enhanced language teaching. Live online presentation at the APACALL Webinar 2022, 6 May 2022.

Son, J.-B. (2022, November). Online language teaching: Tools, activities, and teacher development. Keynote speech at the 19th International Teaching English Language and Literature Society of Iran (TELLSI) Conference held at the University of Birjand in Iran on November 9-11, 2022. Live online.

Son, J.-B. (2022, November). Teacher development through exploration, communication, collaboration and reflection. Keynote speech at the 2022 International Conference on CALL held at Xidian University, Xi'an in China on November 11-13, 2022. Live online.



SHORT ARTICLE

Podcasting Reconsidered and Japancasting Revived

Steve McCarty
Osaka Jogakuin University, Japan

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>

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Contributor

Steve McCarty lectures at Osaka Jogakuin University and for the Japanese government foreign aid agency JICA. Homepage: <https://japanned.hcommons.org>

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:

o <https://www.vancestevens.com/papers/index.html>

o <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).

