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PRESIDENT'S MESSAGE

As another year of challenges and opportunities draws to a close, we take time to look back and review how we do our work. This time we find it particularly interesting to hear about the potential use of artificial intelligence (AI) and extended reality (XR) in the field of computer-assisted language learning (CALL). We also see the need to conduct more research in advanced technology-enhanced language teaching environments. Those publications and presentations reported in this Newsletter indicate that APACALL members have had a productive year in 2023. We will continue our work to promote and support good research and practice in CALL. I thank everyone who has contributed to APACALL in various ways. I wish you all the best and look forward to working with you again in 2024.

Jeong-Bae Son
President
December 2023

NEWS FROM MEMBERS (January – December 2023)

► Publications

Al Khateeb, A., & **Son, J.-B.** (2023). Challenges and strategies of in-service EFL teachers in online language teaching: A Saudi Arabian case study. *Computers in the Schools*. Advance online publication. https://doi.org/10.1080/07380569.2023.2276720

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► Presentations

Alm, A. (2023, February). AI in language education: Google Translate and ChatGPT. School of Modern Languages and Applied Linguistics, University of Limerick. [Online].

Alm, A. (2023, May). How to use ChatGPT in teaching. SEAMEO STEM-ED ChatGPT Webinar. [Online].

Alm, A., Ohashi, L., & Pegrum, M. (2023, May). From chat to fluency: Human-AI collaboration for language education. EuroCALL Spring Festival. [Online].

Alm, A. (2023, August). Machine translation in language education: Perspectives from advanced language learners. *EUROCALL2023*, Reykjavík. 14-18 August 2023.

Kic-Drgas, J., & **Kılıçkaya, F.** (2023, July 12). Using mobile apps to enhance self-regulated learning: A comparative study of EFL pre-service teachers from Poland and Turkey. Technology-Enhanced Language Learning International Conference (TELIC 2023). The University of Texas Permian Basin, the USA. [Online].

Kılıçkaya, F. (2023, May 4). Using artificial intelligence to create exam questions: EFL students' perceptions. Keynote speech. Online International Conference on modern educational technologies for quality and transformative education: Local needs and global challenges. University of Batna 2, Algeria. [Online].

Kılıçkaya, F. (2023, May 10). Exploring educators' assessment practices in higher education institutions during the post-pandemic era. The 30th Annual Conference of CHLSJC (Collage of Humanities, Language Studies, Journalism and Communication. Addis Ababa University, College of Humanities. [Online].

Kılıçkaya, F. (2023, June 16). Can AI-generated content be detected? Concerns over written assignments. Contemporary Crossroads IV: Studies in English applied linguistics. The Department of English Applied Linguistics (DEAL) at Eötvös Loránd University, Hungary. [Online].

Kılıçkaya, F. (2023, July 5). Workshop: Using AI-based websites for LSP question generation. LSP teaching – Current research trends, desiderata, research perspectives - Final Conference of the Project LSP-TEOC.PRO, Poznań, Poland.

Kılıçkaya, F. (2023, July 6). Use of artificial intelligence in LSP: Challenges and opportunities. LSP teaching – Current research trends, desiderata, research perspectives - Final Conference of the Project LSP-TEOC.PRO, Poznań, Poland.

Kılıçkaya, F. (2023, October 3). Fostering pedagogical advancement: A comprehensive analysis of artificial intelligence (AI) tools integration by EFL language teachers. 9th Nalans Conference: Narratives across boundaries. Trabzon, Turkey/Türkiye.

Nozawa, K. (2023, June). Pros and cons of self-learning video creation project and flip presentation. A poster presentation at the JALT CALL 2023 International Conference, Kumamoto, Japan. June 3, 2023.

Nozawa, K. (2023, June). Preparing and publishing a research paper in a refereed journal. A Google Meet webinar for the University of Management and Technology (Lahore), Pakistan. June 24, 2023.

Ohashi, L. & **Alm, A.** (2023, August). ChatGPT and language learning: University educators' initial response. *EUROCALL2023,* Reykjavík. 14-18 August 2023.

Ohashi, L. & **Alm, A.** (2023, November). ChatGPT: An Initial Response From Language Teachers in Japan. JALT Conference, Growth Mindset in Language Education. Tsukuba, Japan. 24-27 November 2023.

Park, M. (2023, February). Investigating target tasks, task phases, and indigenous criteria for military aviation English assessment, Applied Linguistics/English for Specific Purposes Interest Sections 2022-23 Webinar Series on Aviation English, TESOL International Association. 24 February 2023.

Santosa, M. H. (2023, May). A digital story project: Creating stories for meaningful learning. TESOL Program Seminar. Tokyo, Japan. 31 May 2023.

Santosa, M. H. (2023, June). Triple E framework: Teachers' technology integration in the post-pandemic learning context. Palangkaraya, Central Borneo. International Webinar Postgraduate Program, IAHN Tampung Penyang Palangka Raya. 7 June 2023.

Santosa, M. H. (2023, June). Technology-based learning in HyFlex instruction in the

post-pandemic pedagogy. Space Learning Centre Seminar. Tokyo, Japan. 28 June 2023.

Santosa, M. H. (2023, June). One size does not fit all: Designing assessment for the gen Z learners. Space Learning Centre Seminar. Tokyo, Japan. 30 June 2023.

Santosa, M. H. (2023, August). Literature circle: A strategy in learning extensive reading. The 6th Extensive Reading World Congress. Bali, Indonesia. 7-10 August 2023.

Santosa, M. H. (2023, August). Student perceptions of an after-school extensive reading program. The 6th Extensive Reading World Congress. Bali, Indonesia. 7-10 August 2023.

Santosa, M. H. (2023, August). Investigation of artificial intelligence on university students' academic writing in the EFL online learning context. The 21st Asia TEFL International Conference with KICE and Korea TESOL. South Korea. 17-20 August 2023.

Santosa, M. H. (2023, October). Infusing MAVR and artificial intelligence in language instruction in post-pandemic pedagogy. The 2nd National Workshop, Forum Institusi Layanan Bahasa (FILBA). Bali, Indonesia. 21 October 2023.

Santosa, M. H. (2023, October). Animals of Nusantara: Virtual reality-based English learning materials for secondary students. The 14th Annual International Symposium of Foreign Language Learning (AISOFOLL). SEAMEO QITEP in Language (SEAQIL), Bali, Indonesia, 25-27 October 2023.

► **Appointment/Movement**

- Junjie Gavin Wu moved to Macao and joined the Faculty of Applied Sciences, Macao Polytechnic University.

SHORT ARTICLE 1

Navigating the Future: A List of AI Tools for Language Teaching and Learning

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The emergence of Artificial Intelligence (AI) based tools such as ChatGPT since November 2022 has led to heated discussion on their use in language teaching and learning activities. This ongoing discussion has prompted researchers and educators to explore the challenges and opportunities associated with the incorporation of AI in educational practices (e.g., Çıraklı & Kılıçkaya, 2023; Hockly, 2023; Hong, 2023; Kohnke et al., 2023). At the same time, the landscape of AI in education is characterized by a dynamic and ever-evolving array of technologies, with new tools entering the scene daily, and several websites have emerged as valuable resources for

tracking and exploring the latest developments in AI tools for education (e.g., https://theresanaiforthat.com, https://www.futurepedia.io, https://www.aicyclopedia.com).

The following table provides a curated list of AI tools encompassing a range of applications in language teaching and learning, providing educators and researchers with a valuable resource for enhancing pedagogical practices and advancing scholarly inquiries. Each tool is chosen not only for its popularity but also for its potential to contribute significantly to both educational and research endeavors.

Main Use	**Resource / AI Tool**	**Brief Description**	**Website Link**
Lesson Plans	ChatGPT	Generative AI for generating interactive lesson plans	https://chat.openai.com/
	Copilot	AI-powered assistance for creating lesson plans	https://educationcopilot.com/
	Curipod	Platform for creating and sharing curriculum resources	http://curipod.com/
	Lessonplans.ai	AI tool for generating customized lesson plans	http://www.lessonplans.ai/
	Twee	AI-driven tool for designing engaging learning experiences	https://twee.com/
Exam/Question Preparation	Conker	Generating quizzes based on a given topic or a concept	https://www.conker.ai/
	Formative	Assessment tool for creating interactive assignments and quizzes	http://goformative.com/
	Parlay	Collaborative discussion and assessment platform	http://www.parlayideas.com/
	PrepAI	AI-powered question bank and exam preparation tool	https://www.prepai.io/
	Questgen	Tool for automatic question generation	https://www.questgen.ai/
Video Editing	Canva	Graphic design tool with video editing features	https://www.canva.com/
	Filmora	Video editing software with AI-enhanced features	https://filmora.wondershare.com/
	Runway	Creative toolkit for artists, including AI-powered tools	https://runwayml.com/
	Synthesia	AI-driven video generation platform	https://www.synthesia.io/

Resource Creation (Audio + Image)	Adobe Fire	Creative tool for graphic design and image editing	https://firefly.adobe.com/
	Audyo	AI-powered audio editing and creation tool	https://www.audyo.ai/
	DALL-E 2	Image generation model by OpenAI	https://labs.openai.com/
	ElevenLabs	AI-powered creative tools for image and audio	https://elevenlabs.io/
	Microsoft Bing	Search engine with image and multimedia features	https://www.bing.com/create
	Shutterstock	Stock photo and video platform for creative projects	https://www.shutterstock.com/
	Stockimg.ai	AI-powered platform for generating stock images	https://stockimg.ai/
	VoiceMaker	AI tool for generating synthetic voices	https://www.voicemaker.in/
Transcription	Otter.ai	AI transcription service with collaboration features	https://otter.ai/
	Transkriptor	AI-based transcription tool	https://transkriptor.com/
Flashcards	Limbiks	AI-powered flashcard creation and learning platform	https://limbiks.com/
	Paperclips	Flashcard creation and study platform	https://www.paperclips.app/
	Wisdolia	Flashcard creation and study platform	https://wisdolia.com/
Story/Slide Creation	Compose AI	AI tool for generating creative writing and storytelling	https://compose.ai/
	Tome	Platform for collaborative storytelling and preparing presentations with AI assistance	https://tome.app/
Summarizing	Dropchat	AI tool for summarizing text content	https://app.dropchat.co/
	Summarize.tech	AI-powered text summarization tool	https://summarize.tech/
Research Tools	Elicit	AI-powered tool for collecting and analyzing research data	https://elicit.org/
	Humata	AI-based research platform	https://humata.com/

	Phind	AI-powered search engine for research content	https://phind.it/

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SHORT ARTICLE 2

ChatGPT in English Language Learning and Teaching: An Ally or a Foe?

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An artificial intelligence (AI) chatbot called ChatGPT has taken the world by surprise. It has been a year now since it significantly elicited both favorable and unfavorable reactions worldwide. Many teachers modified their lessons and examinations and students explored the alternative advantages of this specific AI chatbot. TikTokers and YouTubers played a remarkable role by providing insightful yet debatable educational video contents. Proposing efficiency, they recommend ChatGPT in writing academic thesis papers (The Artificial Professor, 2023), crafting lesson plans (Jasper, 2023), summarizing text (Nantasenamat, 2023), creating PowerPoint for class reporting and lessons (Ndukwe, 2023), developing resumes (Resume Genius, 2023) and the like. Siebold (2023) said that "we are so screwed as a society" (0:31) and Chomsky (2023, as cited in The Indian Express, 2023) described the use of ChatGPT as "basically high-tech plagiarism" (para. 1). This was echoed by Krashen (2023). On his Facebook, he stated that ChatGPT eliminates one of the most important stages in writing – writer's blocks. His online share garnered mixed reactions from his followers. For instance, Michelle (2023) remarked, "disappointing that such intelligent folks [Chomsky and Krashen] don't acknowledge how to harness its power" (comment 5).

While the debate surrounding ChatGPT appears extensive and never-ending, some researchers collected their own data and proposed some interventions. For example, Ali (2023) pooled both quantitative and qualitative data from 58 English as a foreign language (EFL) teachers and concluded that teacher training can mitigate its negative

consequences and engage students positively. Additionally, Kohnke et al. (2023) presented the importance of digital competence (i.e., technological proficiency, pedagogical compatibility, and social awareness) that teachers and students need to ethically and proficiently utilize ChatGPT. Glaser (2023) presented ChatGPT as a double-edged sword; while it impacts educational transformation because it creates "more personalized, efficient, and effective learning experiences" (p. 1945), it also threatens social engagement and their learning process. This concern was addressed by Reyna (2023) as he offered a comprehensive framework for ChatGPT integration in teaching and learning in higher education that aims to enhance human interaction, critical thinking, and personalized learning. Collectively, there have been a number of researchers (e.g., Kostka & Toncelli, 2023; Memarian & Doleck, 2023; Ray, 2023; Xiao & Zhi, 2023) who have recognized ChatGPT's potential in contributing to the development of English language learning and teaching. Therefore, immediately dismissing ChatGPT's abilities without giving it a try and understanding its multifaceted impact is as dangerous as using it with eyes closed.

In order to delve into ChatGPT and further comprehend its nature, I required my 73 Reading and Writing Skills (RWS) students to incorporate it into their essay writing processes. To properly document this, I specifically instructed them to both submit their original essays and ChatGPT's versions through Canvas (my university's learning management system). Additionally, my students were aware that all their submissions passed through Turnitin Similarity Index. As they examine their writing strengths and weaknesses, I had tasked them with specifying instances that they relied on and doubted ChatGPT's replies to their requests (e.g., revise their paragraph/s). Based on their assessment, here are the top ten:

Table 1
Reliance on ChatGPT

Reasons	Brief Description
Vocabulary	Provide better word choice
Clarity	Simplify complex ideas / Express thoughts in a clearer way
Brevity	Summarize or shorten ideas
Brainstorming	Generate numerous ideas / Give different perspectives
Comprehensive	Elaborate topics or ideas
Direct	Make ideas straightforward
Prompt	Give ideas on how to start a paragraph
Cohesive	Create a more cohesive version of the work
Exemplify	Enumerate ample examples
Formality	Observe a professional and well-structured format Correct grammar and syntax errors

Given the fact that my students were amazed by its quick responses, there were several factors in ChatGPT's performance that are also commendable (as highlighted in Table 1). While ChatGPT assisted them to have better word choice and sentence construction, it is also noteworthy to mention that it helped them during the conception of their essay. ChatGPT served like their groupmate or partner at their brainstorming stage. This made my work easier and more efficient because ChatGPT somehow served as my students' personal tutor. I do not need to spend longer time during one-on-one consultation

sessions to pinpoint the weakness of my students' writing skills or to suggest more appropriate words to use or better ways to construct their sentences.

Table 2
Doubt with ChatGPT

Reasons	Brief Description
Limited	Limited to the requests asked for or commands given Limited to certain contexts and sentences
Time-bound	Cannot give ideas or works that are beyond 2021
Fabricated	Cannot provide proper citation of sources Generate fictional citations/sources Add ideas that are not factual
Abstracted	Remove necessary ideas from the original work
Altered	Change the original ideas/thoughts
Redundant	Simply replace some words with their synonymous words
Reproduced	No noticeable difference from the original version
Unnatural	May sound robotic, flowery, or exaggerated
Generic	Some ideas are too common / lack uniqueness
Wordy	Give lengthy explanation or version of one's work

The top three apprehensions that were revealed from the ChatGPT experience were highlighted above (see Table 2). My students realized that they should be able to give ChatGPT detailed and specific instructions in order for them to get an answer. This realization highlighted the importance of fully understanding the lecture and the class requirements, or else ChatGPT is not a big help at all. Further, they discovered that ChatGPT did not have the sophistication to properly document (in-text and reference citations) an academic paper which could lead to a bigger problem – blatant plagiarism. Negligence (i.e., to simply copy-and-paste ChatGPT's response and submit it as is) can result in possible plagiarism because some sentences can be highly similar with sentences found in other websites, for example Britannica as shown below (Figures 1 & 2).

Figure 1
ChatGPT's reply to the request

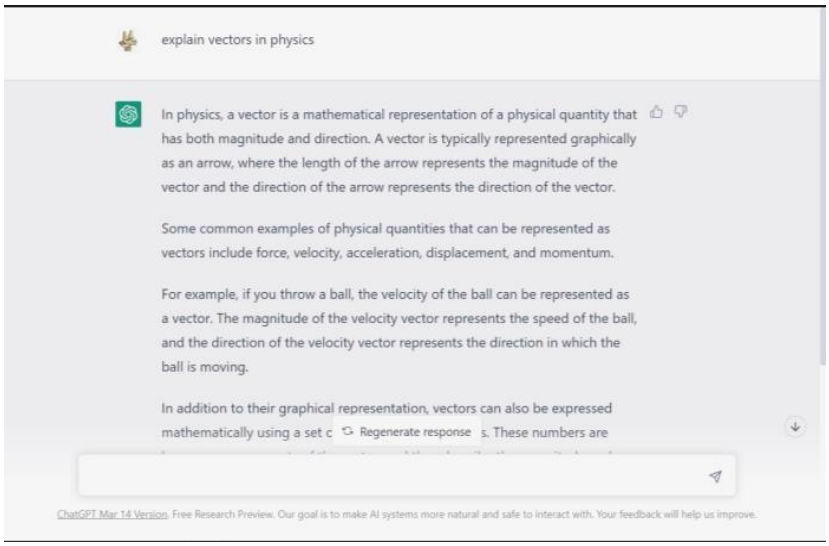
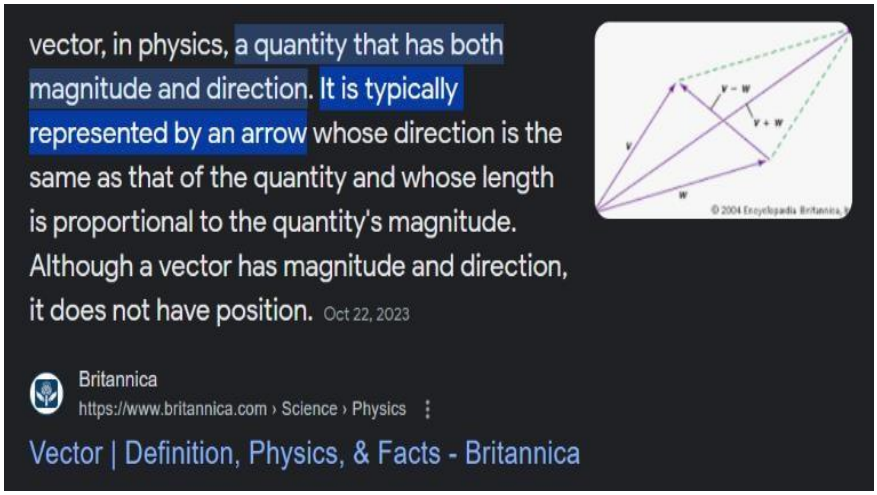


Figure 2
Similar phrases from Britannica that ChatGPT utilized



Figures 1 and 2 were brought to my attention by my students during one-on-one consultation. Seeing the similarity, we can consider ChatGPT as a source of information but not as our substitute or our ghostwriter.

Figure 3
Turnitin's popup boxes to present the AI percentages and cautionary messages

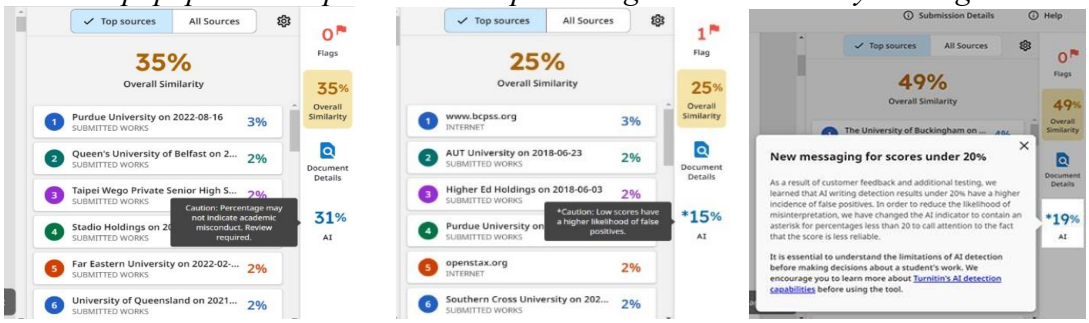


Figure 4
Turnitin presented my student's thesis statement as AI (ChatGPT) generated

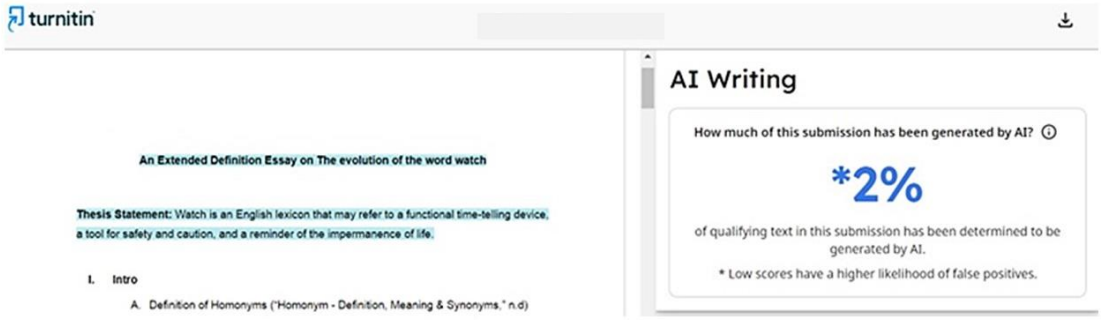
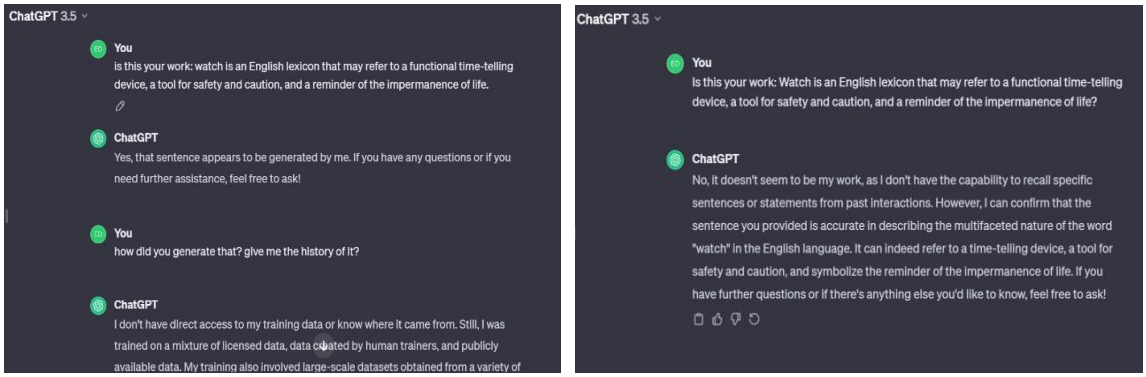


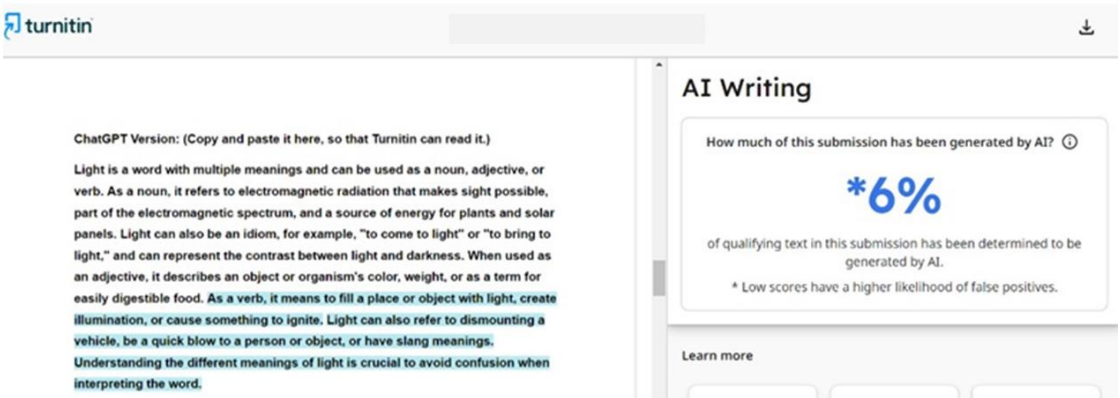
Figure 5
ChatGPT's contradicting responses regarding my student's thesis statement



As exemplified in Figure 3, it is also crucial for teachers to take precautionary measures in accusing students of plagiarism because even Turnitin application reiterated that the academic misconduct cannot easily be detected. Therefore, "the instructor[s] will need to apply your [their] professional judgment, knowledge of your [their] students, and the specific context surrounding the assignment" (Chechitelli, 2023, para 6). These key concepts were also affirmed by Bensal (2020 & 2023). In this regard, Figure 4 is just one of the few examples of false positives. The thesis statement submitted by my student was composed during our collaborative one-on-one consultation, with my guidance throughout. Hence, I acknowledged it as my student's original work. Interestingly, when I asked ChatGPT regarding the result being AI generated, the responses were perplexing and contradictory. As illustrated in Figure 5, ChatGPT initially claimed that my student's thesis statement was AI generated; however, after a few minutes when I asked it again, ChatGPT responded differently.

Another interesting outcome is shown in Figure 6. Turnitin failed to detect some sentences that were generated from ChatGPT. This example underscores the need for a comprehensive understanding of limitations in plagiarism detection tools. A takeaway from this is that teachers should also exercise due diligence as they actively guide their students.

Figure 6
Turnitin's incomplete or misread result



It is not a novel issue when technology seemingly threatens human's capabilities and existence. It is also not new that humans consistently triumph over technological advancements once they actively improve their strategies by maximizing the tactics that the new technology offers. Epstein (2020) presented one good example in his book: "Kasparov [a Russian chess grandmaster] did figure out a way to beat the computers [specifically Hydra – the best chess supercomputer]" (p. 24). This became possible when Kasparov "recognized what artificial intelligence scholars call Moravec's paradox: machine and humans frequently have opposite strengths and weaknesses" (p. 22) and realized that, if humans and computers operate seamlessly in tandem – known as "centaurs," (p. 23), the highest level of performance is achieved. In the education field, many practitioners have been advocating this kind of harmony. Son (2018, 2020, 2021) has been emphasizing that professional development frameworks and technology standards are equally essential in English language teaching. It is inevitable to accept digital devices' potencies without accepting digital educational tools that keep advancing. In the same manner, it is impossible to be an effective and efficient teacher without "digital literacy skills and digital teaching strategies together with content knowledge and pedagogical understanding" (Son, 2020, p. 4).

Simply put, while ChatGPT startled humanity due to its reputation as "a game-changer for cheaters" (CNN, 2023), educational practitioners can accept the challenge to leverage this tool as a valuable educational resource to develop teachers and students reskilling and upskilling abilities in the relentless, fast-paced world without sacrificing academic integrity.

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BOOK REVIEW

Technology-Enhanced Language Teaching in Action

Reviewed by Eugenie Mainake (eugenie.mainake@wsu.edu), Washington State University, Pullman, WA, USA

Title	Technology-Enhanced Language Teaching in Action
Editor	Jeong-Bae Son
Publication year	2020
Publisher	Asia-Pacific Association for Computer-Assisted Language Learning (APACALL)
Type of Product	Electronic Book
Pages	90
Prices	Free to download from https://www.apacall.org/research/books/5/

Introduction

The book *Technology-Enhanced Language Teaching in Action*, edited by Son (2020), introduces a digital language teaching framework and provides a collection of digital language teaching activities for both pre-service and in-service language teachers. According to the framework, digital language teaching requires that teachers have digital literacy skills. In addition, Son (2018) claims that digital language pedagogies can be actualized if teachers have the capabilities to operationalize digital tools available for class activities such as creating learning content, communicating and collaborating with others on given projects, and searching and evaluating information in online platforms. In this digital age, language teachers need to develop digital literacies and be adept at using digital tools (Godwin-Jones, 2019). Further, Carrier and Nye (2017) agree that language teachers, to effectively engage learners in digital language learning, are required to have balanced digital and pedagogical competencies, while teacher professional development should aim to improve and prepare these competencies. The comprehensive framework presented in this text can guide teachers to design their digital language instruction with language skill-focused learning activities.

This e-book is divided into two major parts. Part One of the book provides a guiding framework for teachers in developing their digital language pedagogy. It includes digital teaching competencies and learning activities based on the framework introduced. In Part Two of the book, digital language teaching practices involving a range of digital tools are featured as ideas for teachers' classroom use.

Part One – Language Teacher Development in Digital Environments

In Part One, Son (2020) introduces his digital language teacher development framework (DLTDF) that supports and guides language teachers in designing and developing their technology-enhanced language teaching (TELT) practices. The framework not only provides categories but also the levels of competencies and rigorous explanations of each category. This part of the text particularly allows teachers to adjust the competence level and statement set out in the framework, if necessary, to their individual needs, levels, and contexts. To illustrate the framework, the text provides activities and reflective questions to assist teachers in designing TELT for their own classrooms.

In this part of the text, Son (2020) argues that language teachers need to hone their digital competencies through professional development that encourages exploration, communication, collaboration, and reflection. He suggests that they can work with their fellow teachers to learn about digital tools and appropriate language teaching strategies. At the end of Part One, the text presents discussion questions to help readers reflect on the content. The purpose is to get ideas and ground understanding of the framework and its competencies before continuing to the TELT activities discussed in the subsequent part. To conclude Part One, the author emphasizes the strong need for extensive and evidence-based research to examine if the framework is effective in preparing and measuring both in-service and pre-service teacher's digital instruction.

Part Two – Language Teaching in Digital Contexts

In Part Two, contributors provide 14 hands-on digital language teaching activities for diverse languages, contexts, and student levels. The TELT activities are structured into types, levels, and skills-focus categories. The technologies adopted for the examples in this part are student-friendly, easily navigable, and affordable for teachers and schools.

For example, in Activity 1, Son begins by introducing mobile-assisted academic vocabulary learning using *Kahoot!* and *Quizlet*. The activity targets English for academic purposes (EAP) students with intermediate to advanced level of English proficiency. Comas-Quinn and Gutiérrez, in Activity 2, suggest a "Translating TED Talks" activity incorporating *TED Translator* to support translating, reviewing, and proofreading skills for students. Subsequently, Luhach overviews online group argument writing and online discussion forums in *Moodle*, which is a learning management system. In this activity, the platform enables academic writing and argument drafting for undergraduate English language learners and serves to scaffold students' writing and collaboration.

In Activity 4, Anand proposes a "compare and contrast" essay activity for a composition class for college English language learners, which uses *Google* and *Padlet*. Additionally, in Activity 5, Park recommends a chatbot, *Mitsuku*, to enact interrogative sentence writing with automated feedback and error correction for beginner-intermediate primary and secondary school students. In Activities 6 and 7, Yovanovich endorses practicing speaking skills, pronunciation, and grammar in either hybrid or fully online settings with two different activities. She suggests tasks such as digital storytelling using *Storybird* and *Renderforet* and a virtual tour to a museum using a projector and a computer.

Further, Webster suggests in Activity 8 an online tour of Vermeer's "*The Milkmaid*" that involves using the *Google Arts and Culture* site for intermediate and advanced English language learners to learn painting related vocabulary. Next, in Activity 9, Alm supports the use of chat with the *HelloTalk* app for semi-formal and informal language learning to reinforce conversational practice in any language settings. In Activity 10, Park adds pronunciation with an external resource, *Rachel's English YouTube*, embedded into the *iSpraak* app to scaffold secondary English learners' pronunciation practice. For more pronunciation teaching, in Activity 11, Xiao demonstrates integrating an automatic speech recognition app, *Liulishio*, into pronunciation assessments for beginning to intermediate English learners.

In Activities 12 and 13, Kılıçkaya focuses on integrated skills practice, specifically on how to express pro and con ideas. His activity, "To Clone or Not to Clone," uses *Mentimeter* and *Padlet*. This activity also suggests reinforcing integrated skills practice with collaborative work using multiple apps such as *Mentimeter*, *Canva*, *PosterMyWall*, *Vocaroo*, *Ello*, and *Cram*. The students' task is to discuss overcoming test anxiety. Lastly, Santosa and Ivone describe virtual reality-integrated language learning with a VR app, *Animals of Nusantara*, coupled with VR glasses and web-platforms such as *Wakelet*, and *Padlet*. This activity prompts beginner through intermediate English language learners' collaboration and poster creation.

Both parts of this book can be an excellent addition to teacher education programs and professional development workshops. The TELT activities with free, online or hybrid, self-paced technologies are extremely useful for language teachers to add to their TELT toolkits and teacher educators to their teaching and research agendas.

Conclusion

Technology-Enhanced Language Teaching in Action is a practical and invaluable e-book that is well-targeted to both second and foreign language teacher audiences. The e-book offers comprehensive guidelines, tools, and activities catering to digital language teaching practices across contexts and levels. The framework, in Part One, highly encourages language teachers to be proactive and cooperative to successfully enhance language learning activities with technology. The activities in Part Two are simple, well-justified, and adaptable across contexts and languages. Also, the contributors considered the use of readily available and accessible digital tools in each activity and the integration into language learning activities is research informed.

This text, nonetheless, has a few minor drawbacks to be considered. The TELT activities have research-based justifications and preparation times, but the learning objectives focus on language skills only; for more benefits to learners, they could also orient around students' digital literacy, pragmatic language use, and content mastery. With this addition, not only could teachers become digitally literate but also students could explicitly foster their digital literacy. Further, the author and contributors, in justifying the TELT activities, should consider the distinction between direct instructional activities and student's technology-enhanced language tasks. In this way, it would be clearer what to expect and measure from students' performance and final products in the activities. Further, adding ideas for assessment of the TELT tasks would benefit teachers in developing their lessons and allocating adequate time for the tasks. Despite these minor weaknesses, this text will be of interest to language teachers,

teacher educators, schools, and higher education institutions to help them plan, design, and implement digital language teaching.

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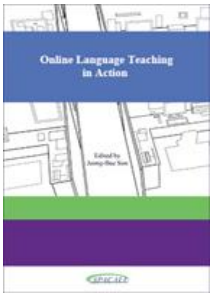
BOOK OF INTEREST 1

Online Language Teaching in Action

Editor: Jeong-Bae Son
Publisher: APACALL
https://www.apacall.org/research/books/7/



This book explores and presents online language teaching activities. The book is a valuable resource for language teachers, teacher educators, and researchers. It can be downloaded for free and shared with others.

BOOK OF INTEREST 2

Pedagogy-Driven Technology Integration in English Language Teaching

Editor: Made Hery Santosa
Publisher: Nilacakra
https://play.google.com/store/books/details?id=y2HZEAAAQBAJ
https://books.google.co.id/books/about?id=y2HZEAAAQBAJ&redir_esc=y&hl=en

This book discusses pedagogical soundness and appropriateness of technology to address problems or issues in the learning and teaching process, especially in the English as a foreign language (EFL) learning context. With the rapid and disruptive development of technology, learning and teaching in the EFL context may not be the same anymore. Numerous tools, prominently digital ones, have been massively utilized within and beyond classroom walls. Yet, one thing remains the same. The pedagogical

aspects comprising clear and scaffolded learning stages incorporated with technologies must present insights and bring about benefits to instruction.

WEBSITE OF INTEREST

AI Tools for Language Teaching

Creator: Jeong-Bae Son
Web address: https://drjbson.com/projects/aitools/

This website presents a list of selected AI-powered tools that can be used for language teaching. All members are invited to visit and explore.

ADVANCE NOTICE

APACALL 2024

APACALL plans to organise and hold an online conference in 2024. More details will be available in early 2024.

TELTRN INVITATION

The Technology-Enhanced Language Teaching Research Network (TELTRN) 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 for language teaching and are willing to participate in collaborative research projects are welcome to join the TELTRN 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/teltrn/

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).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