

# APACALL NEWSLETTER



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Attachment A

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## CONFERENCE REPORTS

### CALICO 2002

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CALICO 2002, the annual conference of the Computer Assisted Language Instruction Consortium (CALICO) was held March 28-30, 2002 at the University of California at Davis. It was attended by approximately 500 participants from about 15 countries. The theme of the conference was Creating Virtual Language Learning Communities.

Before the conference itself, pre-conference workshops were held on March 26 and 27. There were half-day and full-day workshops on such subjects as constructing language games, getting published in journals, creating computer-delivered oral tests, creating thematic units for online courses, and speech recognition.

Before the official beginning of the conference, there was a newcomer's session to provide information to first-time participants at the conference. The opening ceremony was held on the morning of March 28, with welcoming remarks by John Bruno, the Vice-Provost for Information Technology at the University of California, Davis. The opening plenary was "Exposing Methodologies of Communicative Language Teaching: An

Alternative Theoretical Framework and Its Application to Computer-Supported Language Learning by Jim Cummins of the Ontario Institute of Studies in Education at the University of Toronto.

On the 28th, 29th, and 30th, there were concurrent presentations. The presentations covered a wide variety of topics. In keeping with the theme of the conference, some presentations were related to language learning communities. Among these were "Communicative Interaction in a Bilingual Chat Community: A Study of Intermediate ESL and Spanish Learners," by Mark Darhower, University of Puerto Rico at Humacao and Dorothy Moore, Gettysburg College, "Improving ESL Learners' Computer-mediated Communication Skills by Reflecting on Their Discussions in a Virtual Learning Community" by Carissa Young, National University of Singapore, "Developing a Collaborative Community" by Debra Hoven, University of Queensland, and "Virtual Learning Communities in FL Classes: Linking Languages, Linking Cultures" by Lara Lomicka, University of South Carolina.

Some presentations reported on research into the effectiveness of CALL and various CALL practices or related subjects as well as the process of research itself. These included "The Research Process in CALL" by a panel from the Second Language Acquisition and Technology SIG, "Type or Drag, but Don't Click: A Study on German Word Order" by Trude Heift of Simon Fraser University, "Proving IT Works" by Jack Burston of Temple University, "Hypertext, Reading Process, and Reading Comprehension in EFL: Case Study" by Chi-chuan Yang, Shih-Hsien Yang, and Hui-chin Yeh of Indiana University, "L2 Reading Comprehension with CALL: A Decade of Data" by Dorothy Chun, University of California, Santa Barbara, "The Effect of Gloss Look-up Behavior on Incidental Vocabulary Learning" by Makoto Yoshii, Baiko Gakuin University, and "How Are They Doing? Assessing the Effectiveness of Web-based Instruction" by Stephen Fleming, University of Hawaii, Manoa.

In addition, because technology important is in distance learning, there were presentations on "Monitoring Distance Training" by Lise Desmarais, Canadian Foreign Service Institute, "Interaction, Inter-relation and Autonomy in the Context of Computer Assisted Learning and Distance Learning" by Aline Germain-Rutherford, University of Ottawa, and "The Role of Computer-Delivered Input in Oral Production: Ramifications for Distance Learning" by Theresa Antes, University of Florida.

Some presentations were related to computer programs, their applications for language learning, and issues related to programs. These included "Linguistics Online: A Virtual Platform for (Language) Learning" by Bernd Ruschoff, Essen University, Germany, "BANZAI: A Web-based Intelligent Language Tutor" by Noriko Nagata, University of San Francisco, "The Permanent Software Development Crisis" by Sue Otto, University of Iowa and James Pusack, University of Iowa, "Authoring Online Multimedia Content with Divace" by Randall Davis, ESL Cyber Listening Lab, "Virtual Mini-Labs" by Jorg Waltje, Ohio University, "Teaching Practices with Videoconferencing" by Emiko Nagatomo, University of Pennsylvania, " "Klass': A Virtual Classroom Space and Task-Authoring System for Teachers of Russian" by Kenneth Petersen, American Councils for

International Education, and "Taking Language Instruction Online: Progress or Demise?" by Klaus Brandl, University of Washington.

Some presenters showed technology-based teaching materials and other uses for technology. Among these were "Integrating Technology into the Teaching of Culture" by Ute Lahaie, Hajime Kumahata, Rasma Lazda-Cazers, and Janet Norden, Baylor University, "Faculty Development Trends with Technology and Foreign Language Learning" by Joel Goldfield, Fairfield University, "Enhancing the Study of Literature with the Web" by Anne Green, Carnegie Mellon University and Caroline Schaumann, Middlebury College, and "Principles for Creating Online Language Learning" by Stephen Carey, University of British Columbia.

In addition to the regular presentations, there were thematic presentations during each session. These were four presenters who informally discussed their work related to a particular theme. The themes of the thematic presentations included Oral Language Development, Pre-university Online Coursework, Asian Languages Online Coursework, Spanish Online Coursework, Integration of Technology, and Instructional Design & Learner Characteristics.

At a luncheon on Thursday, a keynote address was given by Gilberte Furstenberg of the Massachusetts Institute of Technology on "Reflections on a New World of Real and Virtual Communities." At the CALICO banquet on Friday evening, there was a keynote address on "The Changing Par: Are We Ready for It?" by Thalia Dirwick of McGraw Hill Publishers.

On the evening of March 28, there was a courseware showcase at which various types of courseware were demonstrated. This was an opportunity for participants to try out software produced by almost twenty companies and individuals. The materials included first-year German CALL materials from the University of Minnesota, materials for teaching beginning and intermediate Russian, a computer-based TPR program, and a website for the acquisition of French vowels.

The conference included an exhibition with booths by companies and organizations related to CALL. Exhibitors included publishers such as Houghton Mifflin Company and Prentice Hall, universities such as the Brigham Young University and the University of Hawaii, and technology companies such as Wimba and Command Performance SpeakWare.

In addition to the sessions, there were a number of opportunities for participants to socialize, including a luncheon, a reception during the courseware showcase, a banquet, and a tour of wineries. On the wineries tour, we visited two different wineries, where we sampled wine and had a tour. Afterwards, we went to the nearby town of Sonoma for dinner.

CALICO was founded in 1983 by a group of people interested in developing high tech materials for language teaching. Today, its members included teachers of commonly

taught languages such as French and Spanish, less commonly taught languages such as Japanese, and others involved in language teaching such as administrators of language laboratories and materials developers. It is the oldest global association dedicated to computer assisted language learning.

CALICO has five special interest groups: Intelligent Computer Assisted Language Instruction (ICALI), Second Language Acquisition and Technology (SLAT), Courseware Development, Foreign Character Fonts/Asian Languages (FCF), and Integrating Speech Technology in (Language) Learning (InSTIL). CALICO also publishes a journal and holds an annual symposium. (More information about CALICO can be found at <http://www.calico.org>.)

The conference provided a good opportunity for professionals from a variety of settings to meet and learn about technology and its application to language teaching. CALICO's next annual symposium will be held in the third week of May 2003 in Ottawa.

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### **JALTCALL 2002: Local Decisions, Global Effects**

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&  
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JALTCALL 2002, the 7th Annual International Conference of the JALTCALL Special Interest Group, was held at Hiroshima Jogakuin University on May 18 and 19. It was attended by about 170 people from about ten countries, including Taiwan, Singapore, Hong Kong, Australia, Thailand, South Korea, Malaysia, and the US. The conference co-chairs were Timothy Gutierrez, Naomi Fujishima, and Chiaki Iwai, and the site chairs were Stuart Ruttan and Monika Szirmai. Program chairs were Joseph Dias, Glenn Stockwell, Hoseph Tomei, and Frank Berberich.

The conference opened with a welcoming ceremony, followed by concurrent sessions. The concurrent sessions included such presentations as "Web-based Teacher Training Course: How to Implement its Contents" by Hee-Jeong Ihm of Honam University, "CD-ROM Dictionaries: What They Got and How to Evaluate" by Lawrence Cisar of Kanto Gakuen University, "Making English Language Teaching More Effective by Using the Internet" by Kenji Kitao of Doshisha University, and "Helping Students Learn to Find and Evaluate Internet Resources" by Kenji Kitao of Doshisha University and S. Kathleen Kitao of Doshisha Women's College.

After lunch, there was an opening ceremony, followed by a plenary by featured speaker Mike Levy of Griffith University, who spoke on "CALL Integration: The Goals, the Options, and the Learners." He discussed learning curricula goals and constraints,

technological options and their pedagogical strengths and limitations, and student needs and perceptions with respect to the different kinds of CALL available and how each of these influence the important issue of the integration of CALL into the language learning curriculum as a whole.

In the afternoon, there were more concurrent sessions. They included "Creative First Time Homepages" by Tim Blankley of Kokugakuin Junior College Takikawa Hokkaido, "Error Collection With Word" by Francis Britto of Sophia University, Tokyo, "Effects of Gloss Types for Vocabulary Retention" by Makoto Yoshii, of Baiko Gakuin University, "What Can Go Wrong Will" by Linda Donan of David English House, "WebCT: A Web Learning Environment" by Patricia Thornton of Kinjo Gakuin University, and "Communication Breakdown in NS-NNS Email Interactions" by Glenn Stockwell of Kumamoto Gakuen University.

After the concurrent sessions, a panel, "Special Issues in CALL" was held on issues related to other topics, with representatives of JALT Special Interest Groups. The panel was chaired by Lawrence Cisar. Representatives Kip Cates and Brian Teaman discussed relationships between CALL and global issues; Carol Rinnert discussed relationships between CALL and pragmatics, and Rudolph Reinelt discussed the relationships between CALL and second foreign languages.

A banquet was held in the evening, giving participants an opportunity to meet and talk informally.

The morning of May 19 began with more concurrent sessions. They included "Cats' Reactions to Bearded Men: Using the Internet in Research" by Suzan Stamper of The Chinese University of Hong Kong, "Students Vocabulary Acquisition in the EFL Classroom" by Peter Wanner of Kyoto Institute of Technology, "Using CALL Innovations to Improve Students' English Reading and Vocabulary Skills" by John Paul Loucky of Seinan Womens' University, and "Using CAI Materials to Measure Time On Task" by Rube Redfield of Osaka University of Economics.

After lunch, there was a plenary by Yoshimasu Awaji on " 'Wanna Wiki Wiki?' An Introduction and Comparison of Wiki Web Systems." He discussed a type of program called Wiki Web, which allows students to easily do collaborative web projects, and how it can be applied to language learning.

In the afternoon, concurrent sessions included "Reading Online Versus Reading on Paper" by Douglas Jarrell of Nagoya Women's University, "The IT Gulf Prevents Teachers from Having Global Effects" by Peter Ruthven-Stuart of Hokuriku University, "English Reading Instruction by Using the Internet" by Hoyeol Ryu of Hankyong National University, South Korea.

The conference closed with a final panel featuring Paul Lewis of Aichi Shukutoku University, Mike Levy of Griffith University, Australia, Kip Cates of Tottori University, Brian Teaman of Hiroshima University, and Bill Gaton of DynEd Japan.

In addition to the presentations, there were round tables by JALT Special Interest Groups, emphasizing issues related to their special interest and CALL. The Pragmatics SIG Round Table on was moderated by Megumi Kawate-Mierzejewska of Temple University Japan. Other Language Educators' SIG round table was on the subject of teaching German in a virtual university. The Global Issues in Language Education SIG held a round table on "Global Issues, CALL, and the Internet."

A display of educational materials were also held. Companies represented included DynEd Japan, Council on International Educational Exchange, Longman ELT Japan, Cambridge University Press, eigoTown.com, Oxford University Press, and Thompson Learning.

The conference also had poster sessions. Among the posters were "What's On Your Menu?" by Gordon Bateson of Kanazawa Gakuin University, "The ICQ Revolution: Applications of a Multi-faceted Global Communication Tool" by Michael Depoe and Nathaniel Edwards of Kanazawa Institute of Technology, "How to Make Interactive Sound and Video EFL Web Pages" by Chris Elvin of St. Dominico's Institute, "Self-Access English Learning System for Japanese University Students" by Yoko Hirata of Otaru University of Commerce, and "Project-Based Writing Activities Using Students' Computer Skills" by Mariko Miyao of Tokyo Kasei Gakuin Tsukuba Women's University.

Pre-Conference Workshops were held on May 17. These were "Streaming Video: Learning to Paddle" by Brian Teaman of Hiroshima University and "Evaluating English Learning Software" by Joe Lauer of Hiroshima University. A tour of Hiroshima University's new multimedia facilities was also offered on that day.

Note: Attendance at this conference was partially funded by the Doshisha University Computer Research Fund, 2002.

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**JALT Kyoto Chapter 2002 Annual Conference:  
Using IT to Improve Language Teaching**

Tim Stoeckel  
Kansai Gaidai University

The 2002 JALT Kyoto Chapter Annual Conference was held at Doshisha University Kyotanabe Campus on Saturday, October 26 from 9:30 am to 6:30 pm. The conference theme was *Using IT to Improve Language Teaching*. About 160 people attended with presenters coming from North America, Hokkaido, Kanto, Hokuriku, Chubu, Chugoku, Kyushu, and Kyushu.

The conference chair was Kenji Kitao. Program chairs were Paul Hackshaw and David Ockert, the treasurer was Sekiko Kakuhama, publicity chairs were Paul Hackshaw and Tomonori Nagano, the registration chair was Amanda Gillis-Furutaka, and the JALT liaison was Peter Wanner.

### *Featured Speakers*

Conference presentations included four featured speakers. Starting off the morning were two concurrent presentations, one in English, the other in Japanese.

In “Finding and Evaluating Internet Resources: Teaching Students to Use the Internet Effectively,” (English) S. Kathleen Kitao discussed and demonstrated how to teach students to use different search engines and how they can be used for different types of searches. She recommended useful links pages where students can find information, and discussed how to teach students to evaluate web resources.

In “Twenty Recommended Internet Sites,” (Japanese) Kenji Kitao introduced useful Internet sites in 20 areas for language teachers including typing, e-mail, searching, chat and MOO, keypal projects, student web projects, studying abroad, movies, newspapers and TV, learning materials, and copyrights.

Later in the morning Charles Kelly presented “The Internet TESL Journal’s Things for ESL Teachers and Activities for ESL Students.” This included an overview of what is available on the site, including articles, helpful links, and teacher resources such as online books, classroom games, and activities. Kelly demonstrated how teachers can use and contribute to the site.

Late afternoon, after the concurrent sessions, Thomas N. Robb was featured in “Re-Examining Self Access.” Robb suggests a four-level classification system for computer access based on students’ source of motivation: true self-access, recommended self-access, required self-access, and class access. He then explored the ramifications of this classification and made some recommendations for maximizing the use of computer resources.

### *Opening Ceremony*

The opening ceremony followed the morning presentations. JALT Kyoto Chapter Publicity Paul Hackshaw delivered an opening greeting followed by a welcome greeting from Dean Ichiro Koike of the Institute for Language and Culture at Doshisha University. Kenji Kitao then gave a conference orientation.

### *Concurrent Sessions*

Concurrent sessions ran mid-morning and all afternoon. They included such presentations as “Websites: A First Step to Bridging the IT Gulf” by Peter Ruthven-Stuart of Hokuriku University, “Translation software: Electronic Thorn in the side of writing teachers?” by Jim Goddard & Ross Miller of Kwansai Gakuin University, “Development of Interactive Online Language Material in Grammar” by Jonathon Aliponga of Hakuho Women's College, “Usability: A Critical Principle in Website

Design” by Haruna Ishitani of Heian Jogakuin University, “Internet Based Co-operative Learning Projects for University Students - A Model” by Judith Johnson of Yamaguchi University, and “Meaningful Access to Target Culture with Web-Based Questionnaires” by Tim Stoeckel of Kansai Gaidai University.

#### *Lottery*

A lottery was held at the end of the day, where more than 380 prizes were given to the audience.

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### **The Eleventh International Symposium and Book Fair on English Teaching/The Fourth Pan Asian Conference**

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&  
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Doshisha University

#### *Introduction*

The Eleventh International Symposium and Book Fair on English Teaching (the conference of the English Teachers Association--Republic of China [ETA-ROC]) and the Fourth Pan Asian Conference (ETA/PAC4) were jointly held November 8-10, 2002, at the Chien Tan Overseas Youth Activity Center on the campus of National Tsing Hua University, in Taipei, Taiwan.

More than 2,500 participants attended from Japan, Korea, Russia, Thailand, the United States, Australia, Great Britain, and the People's Republic of China. The theme of the conference was "ELT in Asian Contexts: Four PCs in the 21st Century. (The four PCs are personal computers, political correctness, plural cultures/cultural pluralism, and personal communication.)

#### *Facilities*

The Chien Tan Overseas Youth Activity Center is a convenient conference center which has both meeting rooms and night accommodations. We stayed in the accommodations, which offered simple but comfortable accommodations, as shown in the picture. It was about US\$34/night for a double room.

For an additional US\$1.50, we ate breakfast in the dining room of our dormitory. Breakfast consisted of five dishes and steamed bread, boiled rice, and soymilk. For groups of people, breakfast was served family style on a revolving platform in the center of the table. Since there were only two of us, we were given plates already served up. We had to help ourselves for boiled rice and soymilk with long-handled ladles from large vats. Breakfast included some vegetables, eggs, and fish, which was very nutritious.

Taiwanese participants told us that this is a traditional Taiwanese breakfast, and most people at home eat a simpler breakfast now.

### *The Opening Ceremony*

The conference began with the Opening Ceremony. Remarks were made by Mayor Ying-jou Ma of Taipei City; Chen-Ching Lee of the Ministry of Education; Frank Hsia-san Hsu of National Tsing Hua University; Yiu-nam Leung, the Chair of ETA-ROC; Joanna Katchen, PAC4 conference chair; and members of the Asian Youth Forum. Mayor Ma emphasized the importance of English language teaching in the internationalization of Taipei and Taiwan and, now that English is being taught from the first grade in Taipei, the importance of having English language teachers who are trained to teach children.

### *Featured Speakers*

The featured speakers for the conference were A.O. Albridge of University of Illinois at Urbana-Champaign, USA; Neil Anderson of Brigham Young University, USA; Jared Bernstein of Stanford University, USA; H. Douglas Brown of San Francisco State University, USA; Tak-hung Chan of Lingnan University, Hong Kong; Chen-chaun Cheng of City University of Hong Kong; Andy Curtis of Queen's University, Canada; Richard Day of the University of Hawaii, USA; Gweneth Fox of University of Birmingham, United Kingdom; Simon Greenall, former President of IATEFL, United Kingdom; Sneja Gunew, University of British Columbia, Canada; John McRae of University of Nottingham, United Kingdom; Denise Murry of Macquarie University, Australia; David Nunan of University of Hong Kong; Jack Richards of SEMEAO, Regional Language Center, Singapore; Sandra Savignon of Pennsylvania State University, USA; and Cyril Weir of University of Roehampton, United Kingdom. The member organizations of the Pan-Asian group were also represented by featured speakers. They were Andy Barfield of JALT, Joo-kyung Park of KoreaTESOL, Naraporn Ocha Chan of ThaiTESOL, Galilna Lovtsevich of FEELTA, and Stephen Ryan of FEELTA. The presentations of the featured speakers covered a wide range of topics and ranged from practical to theoretical. Neil J. Anderson discussed why it is important to build reading fluency, and suggested activities to help students increase their fluency. Jared Bernstein contrasted narrow-construct approaches to testing (testing specific skills such as pronunciation and knowledge of grammar or vocabulary) with broad-construct approaches (testing communicative competence). Douglas Brown advocated using English language classes to teach students deal with global issues, political issues, etc., in an environment where students can express their opinions openly and where everyone's opinions are respected. Richard Day suggested procedures that could be used to help students learn critical thinking skills. Denise Murray discussed pedagogical applications of new language technologies.

### *Concurrent Sessions*

Concurrent sessions were scheduled for 60 minutes, and there were two presentations in each slot or one workshop-type presentation in each slot. Most rooms were "streamed" so that they had presentations in categories such as reading, listening, or writing. There were about twenty sessions held at the same time. There were some presentations by Japanese

people and non-Japanese JALT members. Since PAC includes Korea and Thailand, there were some presentations by Koreans and Thais.

Our presentations were scheduled in the same session, since they were both related to reading. About fifty participants attended. Taiwanese audience members were very active in participating and asked many questions as well as discussing the issues we presented.

#### *Some Trends at this Conference*

A number of trends were evident in the content of the presentations. There were a large number of presentations on the teaching of children. Due to the increasing number of English classes in primary schools in Asian countries, there is a great need for teachers who know how to teach children specifically. There were a great many presentations on a variety of topics related to using technology to teach English, including concordance-based approaches, using movies and video, student web-page projects, using e-mail for peer feedback, and using bulletin boards in basic English conversations classes. Taiwan seems to be very advanced in this field. Other topics included extensive reading; content teaching, including the teaching of culture; using fiction and literature in language classes.

#### *The Book Fair*

As the title of the conference indicated, this conference involved a large book fair. There were many foreign publishers including many well-known international publishers. Local publishers had a lot of interesting materials, and they covered ranged from materials for small children to materials for adults. Most materials seemed less expensive than similar ones in Japan. There was some computer software too. As mentioned above, one trend in Taiwan is teaching English to younger and younger children, and there are many materials for small children.

#### *Selected Papers*

In conjunction with the conference 'Selected Papers from the Eleventh International Symposium on English Teaching/Fourth Pan Asian Conference' was published. It included 63 papers presented at the conference, including invited papers from the featured speakers, award-winning papers, and some papers from other, mainly Taiwanese, participants.

#### *The History and Future of the Pan Asian Conference*

This is the fourth Pan Asian Conference. The idea of holding conferences involving the language teaching organizations of different Asian countries grew out of an informal discussion in 1995 among leaders of Thai TESOL, Korea TESOL, and the Japan Association of Language Teaching (JALT), when they recognized that they faced many of the same problems and challenges. The first was held in January 1997, in Bangkok, Thailand in conjunction with the Thai TESOL conference. The PAC2 was held in Seoul, Korea in 1999, at which time the English Teachers Association--Republic of China became a full-fledged member of the Pan-Asian group. PAC3 took place in Kitakyushu, Japan in conjunction with the JALT conference in 2001. The Far Eastern English Language Teachers Association (FEELTA), based in Vladivostok, Russia, is preparing to join the organization and intends to host the PAC5.

*The Next Conference*

The Twelfth International Symposium and Book Fair on English Teaching will be held at the Chien Tan Overseas Youth Activity Center November 7-9.

