

APACALL NEWSLETTER



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ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING

Series No. 4, December 2003

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PRESIDENT'S MESSAGE

Greetings everyone,

APACALL has made another big step forward in 2003. The First International Conference on Pedagogies and Learning, which was co-hosted by the USQ Faculty of Education and APACALL, was a great success and we were able to promote APACALL as an international association serving teachers and researchers who have an interest in pedagogies and language learning. With some funds made through the conference, a collection of peer-reviewed papers from the conference will be published as a book next year. Also, selected papers for the APACALL Book One are currently being reviewed while our original plan for the publication of the book is being re-examined. It is expected that we will have more interesting and constructive discussions and outcomes as we go along. Things are moving fast indeed!

Again, I am happy to see that our membership is growing everyday. Let us try to make active and creative contributions to our online community and encourage our colleagues and students to become members as well.

Best wishes,

Jeong-Bae Son
President



NEWS FROM THE MEMBERS (July – December 2003)

► Publications

□ Kenji Kitao

Making English language teaching more effective by using the Internet. Local Decisions, Global Effects: Proceedings of JALTCALL2002, pp. 59-58. Available: <http://ilc2.doshisha.ac.jp/users/kkitao/library/article/call/making.doc>

□ Felicia Zhang

Using an interactive feedback tool to enhance pronunciation in language learning. Interactive Multimedia in Education and Training. Published by Idea Group. Available: <http://www.geocities.com/dushuren/indiafinal.html>

□ Felicia Zhang (with 4 others)

Computer-based learning units for many languages and cultures. Interactive Multimedia in Education and Training. Published by Idea Group. Available: <http://www.geocities.com/dushuren/rikanewest.htm>

□ Felicia Zhang

The contribution of a multimedia language learning environment to the language learning process and outcome. Proceedings of ED-MEDIA 2003: World Conference on Educational Multimedia, Hypermedia & Telecommunications, Honolulu, Hawaii. Available: <http://www.geocities.com/dushuren/ed-media.htm>

□ Felicia Zhang (with 3 others)

Reaching students of many languages and cultures. Proceedings of ED-MEDIA 2003: World Conference on Educational Multimedia, Hypermedia & Telecommunications, Honolulu, Hawaii.

► Conference Presentations

○ Kenji Kitao

Teaching writing by using Web pages. The Japan Association for Language Education and Technology 43rd Convention.

○ Kenji Kitao

Using on-line summaries with books from extensive reading courses. EUROCALL 2003.

○ Kenji Kitao

Increase international understanding in secondary schools using the Internet. EUROCALL 2003.

○ Kenji Kitao

The twenty useful types of Internet sites for language teachers and students. Poster. EUROCALL 2003.

○ Kenji Kitao

An overview of uses of the Internet for teaching English and background cultures. Poster. EUROCALL 2003.

○ Kenji Kitao

Web projects for increasing understanding of cultures and communicative proficiency in English through the Internet. Poster. EUROCALL 2003.

○ Kenji Kitao

Teaching writing using Web pages. The First International Conference on Pedagogies and Learning, The University of Southern Queensland, Toowoomba, Australia. October 2003.

○ Jeong-Bae Son

Enhancing language teaching with computer-mediated communication tools. The AFMLTA National Conference 2003, Hilton Hotel, Brisbane, Australia. July 2003.

○ Jeong-Bae Son

Developing a model for the evaluation of Web sites. The ALAA Congress 2003, Hilton Hotel and Griffith University, Brisbane, Australia. July 2003.

○ Jeong-Bae Son

Training language teachers at a distance: A CALL course. Invited plenary speech at the 2003 Pan-Korea English Teachers Association (PKETA) Annual Fall International Conference, Dongseo University, Busan, Korea. September 2003.

○ Jeong-Bae Son

Exploring and evaluating language learning Web sites. Paper presented at the First International Conference on Pedagogies and Learning, The University of Southern Queensland, Toowoomba, Australia. October 2003.

○ Jeong-Bae Son

E-learning and teacher development: Communication, collaboration and reflection. Invited plenary speech at the International Symposium on e-learning (ISEL) 2003, Universiti Malaysia Sabah, Kota Kinabalu, Sabah, Malaysia. Published in *Proceedings* [CD]. October 2003.

► **Grants and Awards**

Δ Felicia Zhang

Winner of the 2003 Australian University Teaching Award for the category of Humanities and the Arts. Granted by the Australian Awards for University Teaching committee, Australia.

► **Appointments and movements**

◇ Andrew Lian

Director, Center for the Study of Languages, Rice University, 6100 Main St, Houston, Texas, USA.



FORTHCOMING CONFERENCES

◆ January 29-31, Thai TESOL International Conference 2004

<http://www.thaitesol.org/>

- ♦ March 31 - April 3, TESOL 2004
<http://www.tesol.org/conv/index-conv.html>
- ♦ April 5-7, Fourth International Conference on Networked Learning 2004
<http://www.shef.ac.uk/nlc2004/>
- ♦ April 13-17, 38th Annual IATEFL Conference 2004
<http://www.iatefl.org/newhome.asp>
- ♦ May 1-4, AAAL Annual Conference 2004
<http://www.aaal.org/aaal2004/>
- ♦ June 4-6, JALTCALL 2004
<http://jaltcall.org/call2004/>
- ♦ June 8-12, CALICO 2004
<http://calico1.modlang.swt.edu/index.html>
- ♦ July 21-25, EISTA 2004
<http://www.confinf.org/eista04/website/default.asp>
- ♦ September 1-4, EUROCALL 2004
<http://www.e-lisa.at/eurocall/>
- ♦ September 5-7, 11th International CALL Conference 2004
http://www.didascalie.be/call_2004.htm



FEATURED ITEMS

[Article]

Integration of Synchronous and Asynchronous Distance Teaching

Xi Xiao

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Abstract: The lack of qualified foreign language teachers for schools in remote and underdeveloped areas creates the need for distance teaching. This paper addresses the

importance of adding synchronous dimension to on-demand instructional delivery systems. Through analysis of merits and demerits of synchronous and asynchronous teaching; the author suggests ways of combining both to make a low cost, convenient and effective way of distance education.

Due to the enlargement of student enrollment and loss of experienced teachers in colleges of remote and underdeveloped areas, the need for professional training of large numbers of young teachers is obvious, which creates the need for low cost, convenient and effective distance education.

I. Analysis of the nature and features of different modes of distance teaching

Generally speaking, modern distance teaching, as far as delivery is concerned, can be divided into two categories: **synchronous** teaching (real-time, simultaneous) and **asynchronous** teaching (on demand system).

Asynchronous teaching means the teaching and learning does not take place at the same time. The teacher makes the teaching/learning material and stores in a server which is connected with internet, and students can access it anytime in any place. Generally it is called “on-demand system”, while in synchronous teaching people directly communicate: the teacher and students are connected and audio and/or video interaction goes on without delay. [2]

1. Introduction to forms of asynchronous teaching and synchronous teaching

- Asynchronous teaching usually takes the forms of web-pages (texts, graphics, with functions like information-search, file-downloading), E-mail (including list-server), BBS, Newsgroups, streaming a/v media etc.
- Synchronous teaching usually takes the forms of live text and voice chat (audio-graphic), video broadcast (one-way), video conferencing (interactive) which can be point-to-point, or among multi-points. There is an added function in video conferencing: remote desktop-sharing which can lead the audience (participants) to share the web-pages or other applications.

2. Some comparison between asynchronous and synchronous teaching mode

For asynchronous teaching mode, it has the advantage of

- 1) storing and organizing large volume of information, including text, graphics, audio, animation, video, which can be accumulated day by day, and elaborated into artful, effective web-based knowledge bank. Once established, it can be used at any time and for any times.
- 2) meeting the need of cultivating students' autonomous learning ability: students control learning content, speed, and index of difficulty. Its hypertext and hypermedia feature, if well designed, can best suit students' need in forming an ideal learning environment.
- 3) allowing learners to access learning material at anytime and anyplace which contributes to the construction of life-long continuing education for in-service learners who can enjoy the freedom of choosing their own time to do online study.

- 4) meeting the need for low cost, easy management: any computer which can be online with a browser can serve as a workstation.

However, compared with synchronous teaching, asynchronous teaching has its limitations: As we know, language teaching needs teacher-student and student-student interaction which is the soul of CALL that makes it different from VCR or TV programs. First of all, in webpage-based learning there is no real interaction between the teacher and students, which is vital for English classes, where the teacher has to adjust his teaching steps, classroom management, speed and diction of his speech, etc., according to students' feedback. However there can be some interaction between learners and online computers, but the prefabricated reaction of computer is far from expected mature AI.

Secondly, language classes need communicative situations, most of the time created by the teacher, in addition to his talking, with his facial expression and body language. These important redundancies are lost in asynchronous learning. Of course, nowadays we can add pictures, animations, even video clips (stream media) to create situations for the language, but, teachers live eye contact, on-spot encouragement and hinting, exchange of emotions, etc. are beyond asynchronous teaching.

Thirdly, the designing of a good web-based courseware is both time and money consuming [3], which is beyond ordinary teachers, especially older teachers, who are not familiar with the web-page making. A team of experts is required to accomplish this complex project. It reminds us the lesson in the history of CALL: multimedia courseware is not developing as fast and rich as expected, for teachers who should be the main force in development have neither the money nor the time to do so [4]. While in synchronous teaching, being so experienced in classroom teaching, the elderly professors who have IT-phobia can talk freely, write on whiteboard, discuss with students, almost without training or long time preparation, can easily become on-line expert teachers. This is especially good for the quick and simple delivery of newest academic information.

Lastly, while autonomous learning ability is one of our targets, we have to admit that asynchronous learning is more difficult to control, especially for in-service learners and teenagers. For the former, who are often busy with their other duties, many of them usually lag behind of their lessons gradually drop out at the end. For the latter, without proper guidance and supervision, many of them would slip into more fun-exploration of CD-ROMs or the web, such as film or video-clips, music, etc., even indulge themselves in video games or OICQ, rather than doing required reading and exercises. For synchronous learning, usually with a tutor to do the organizing work, the learners are more conscious of teacher's expectation for their participation and responses.

On the other hand, synchronous teaching and learning has its obvious weak points. In addition to bandwidth problem and non-recurrent feature (which is inconvenient for in-service learners), sometimes it is difficult to negotiate the lecture time between the lecturer and students, especially when it is one-to-multi points and involving time difference when one party is in another country.

While asynchronous teaching may be a safer choice for present narrow-band rural areas, since most of the asynchronous materials are limited in size, the retrieving of which can be slow, but endurable, which accounts for the fact that most of distance

teaching/learning is asynchronous at present in the world, we have to notice that broadband Internet access is developing fast into rural areas, which makes synchronous teaching possible.

II. A new mode: integration of synchronous and asynchronous teaching

Since the above-mentioned two modes each has its merits and demerits, and their advantages are mutually complementary, we can make a combination of the two:

1. a web-site to support web-based synchronous lecture room;
2. a website with functions to back up the synchronous teaching, such as a chat room allowing webpage sharing or even application sharing, so that the lecturer can use PowerPoint and webpage during his lecture;
3. the synchronous teaching will be recorded and uploaded onto the corresponding webpage as on-demand stream media replay or for download, thus synchronous teaching turns into asynchronous teaching;
4. for corresponding asynchronous part, we can provide:
 - a) Introduction to the course;
 - b) Learner's orientation;
 - c) Links to corresponding websites on Internet;
 - d) Replay of PowerPoint classware;
 - e) Replay of the video of the lecture
 - f) Various communication means, such as E-mail, Chat, BBS, NetMeeting and
 - g) Other facilities such as online assessment, on-line home work and search engine.
5. For each lecture, we can assign tasks for learners on the corresponding webpage:
 - a) Pre-class activities, such as pre-reading, pre-video watching, pre-discussion, pre-testing, pre-questions (the lecturer for students and students for the lecturer);
 - b) In-class activities, such as keyboard or voiced questions and answers; students-teacher, student-student (within each distant teaching/learning center or among them) interactions;
 - c) Post-class activities, such as post-reading, post-video watching, post-testing, post-question and answers and discussions via E-mail, Chat, BBS, NetMeeting, student's writing and online publication, etc.

III. Platform to realize it

There are many new platforms to choose, but the author strongly recommends a camera-like product: Polycom ViaVideo. Polycom is an American company engaged in business communications solutions. ViaVideo is one of the Polycom product series, which is camera-microphone-processor three in one, only 3 inches wide but its sophisticatedly integrated multimedia processor and high quality camera delivers full-screen, full-motion, up to 30fps business-quality video without sapping processing power from PC. Plus it provides quality audio with a built-in microphone which can pick up students' normal volume voice in a 30-40 seats classroom, no matter where he/she seats. User can remote-control the camera of the other end (move, zoom). Updated with software, it is so easy to install: just plug it into the USB port on your PC. Besides, its low cost is within most users' budget.

Another attractive point of this hardware is that it is upgraded by software. It contains functions like whiteboard, keyboard chat, file transmission, desktop sharing etc., similar to those in MS NetMeeting, and thus meets the need for interactive synchronous teaching.

With Polycom attached to a computer's USB port, and Internet access (64 KB and above), plus a projector or simply a TV set, together with a website to support pre-class and post-class activities, we can realize an interactive synchronous distance teaching/learning.

IV. Organization of such a course

For each distant teaching learning point, we setup a tutor, who organizes (or facilitates) students in their pre-class, in-class and post-class activities. He/she is also responsible to contact the lecturer for students' feedback, mark their homework as well as examination paper, etc.

Lecture delivery can be anywhere with Polycom, but for an ideal one, in order to provide quality one-to-multipoint distance teaching, we can set up lecture centers in major cities where teachers with expertise can easily go and deliver their lectures. The lecture centers (which can be located in the university where the lecturer works) should have echo-free rooms equipped with higher Polycom products such as ViewStation 512, FX or iPower, which allow divided screen for multi-windows, each showing one distant learning point. With a blackboard or whiteboard to write on and a TV set showing the far-end students, the lecturer can deliver their lectures like in a traditional classroom, interacting with distant learners. The camera can automatically follow the lecturer's movement; zoom in and out accordingly. The lecturer can also use PowerPoint classware which will be shared by multi-points. Usually an assistant is provided to make PowerPoint classware and update websites according to the teaching plan given by the lecturer.

VI. Conclusion

While the combined mode of synchronous lecturing and asynchronous learning is promising, we need research and experiments. With the age of broadband coming, it is time to think about the best solution for interactive distance education, to suit the need of global sharing of educational recourse, especially teacher resources, for the most needed rural area.

References

- [1] Huang Biyun, Cai Shengqin (2003). Some Ideas on the Perfecting English Teaching/Learning Website in Campus Network [J], Foreign Language via Media No.3.
- [2] Hu Long (2001). Computer Assisted Language Learning: The Application of Multimedia and Network [M] Shanghai Foreign Language Education Press.
- [3] Xiao Xi (2002). On the Reform of English Teaching via Modern Educational Technology [J], Foreign Language via Media, No.3.
- [4] XiaoXi (2001). A Simple and Effective Mode of Distance Teaching Based on Video Conferencing [J], Journal of Central China Normal University.

[Web Site]

Developing a Web-Based English Speed Reading System

Shinsuke Yoshida
Ritsumeikan University

The author has been developing a web-based English speed-reading system for ESL students using an on-line environment. Instructors can make use of this device for conducting self-paced reading classes from anywhere in the world by contacting the author.

This system uses RSVP (Rapid Serial Visual Presentation) method (Foster: 1970), to make reading on the computer much easier and less stressful. Students are able to read faster in the RSVP mode because their eyes do not need to move so often. The words come to their eyes instead of their eyes moving to the words. The text is presented to them serially (one phrase or sentence after the other) at a fixed rate (controlled by students) in a stationary window of the screen.

Macromedia's authoring and interactive media tool "Director7" is used to create RSVP program. Students can choose one of 5 types of reading materials from the menu and set the reading rate ranging from 0.1 to 1.0 second per word so as to enable them to read on their own pace.

After a one-year trial session for freshman's reading classes (n=220) at the university education level in 2000, students' reactions to the program were fairly good. First of all, the results of the questionnaires to the students after the classes shows that almost all (n=217; 99%) could concentrate on reading activity due to RSVP effect; in other words, they could follow the text on the screen all the time, unlike the regular paper-based reading. Second, some of them could read passages more rhythmically since the words come on the screen at the same rate (n=75; 34%). Finally, some of them appreciated the self-paced learning style in which learners could set their own goals, choose their own materials, and find the immediate knowledge of results (n=66; 30%).

Instructors who want to put their reading passages on this system should contact the author at RXV06557@nifty.ne.jp. The number of materials that can be shown at one time on the menu is five, and each passage should be less than 500 words. Reading passages should have a carriage return after each phrase or sentence.

References

- Foster, K. I. (1970), 'Visual perception of rapidly presented word sequences of varying complexity', "Perception and Psychophysics", 8: 215-221.
Macromedia, Inc. (2000), [<http://www.macromedia.com/>]

[Online Journal]

CALL-EJ Online – An online academic collaborative journal

Kazunori Nozawa, Ritsumeikan University
CALL-EJ Online Co-editor

Introduction

In May 1999, the CALL electronic journals CALL-EJ in Japan and On-CALL Online in Australia joined forces. CALL-EJ, one of Japan's on-line academic refereed journals, was started in 1996 edited by Kazunori Nozawa. It merged with On-CALL Online, the Australian long-time favorite and leading refereed journal started 1988 edited by Mike Levy, with a view to sharing resources and expertise. The name of the academic collaborative journal is CALL-EJ Online (ISSN 1442-438X). This collaboration was decided upon in order to both broaden and strengthen the base of CALL in the Western Pacific area. CALL-EJ Online is presently located at <http://www.clec.ritsumei.ac.jp/english/callejonline/index.html>.

Published Articles & Reviews

We have been receiving regular manuscripts from the Pan-Pacific region as well as Europe, using a quality-based selection system with a qualified panel of international referees. While this refereeing system means that not all submissions are published in the journal, we have always provided both valuable comments for improving research methods and suggestions for improving the manuscript itself from the referees. We have adopted this approach as we feel that an academic refereed journal should be contributing not only with published articles and reviews to the field but also academic training to encourage new and upcoming researchers to be better writers and researchers.

Five volumes have been published to date, including 25 articles and 13 software reviews. The most recent issue (Vol. 5, No. 1, June 2003) provides two useful articles:

- “Cognitive Skills in Translating: Creating a web-based learning activity” by Brian McCarthy, University of Wollongong, Australia
- “Perceptions of Technology and Manifestations of Language Learner Autonomy” by Karen Bordonaro, State University of New York at Buffalo, U.S.A.

Problems and Possible Solutions

While it is our objective to be an international journal which contributes to the CALL field world-wide, unfortunately we are only able to accept manuscripts in English. This means, of course, that there is a large body of good research in other languages that we

are not able to review and publish. Advancements in translation software continue to progress, but we foresee that it will still be a number of years before it will be of a standard high enough to deal with translation of texts of an academic level. Despite this, we do encourage non-native English speaking researchers to submit papers to us in English, and we will endeavor to provide as much support as we can in the proofreading and correction of the text.

Another issue is that even though the journal is based in Japan, we haven't received many manuscripts from within the country to date. We would attribute this to the fact that we haven't publicized the journal constantly at conferences or on mailing lists in Japan. Leaders of the JALT CALL SIG (<http://jaltcall.org/>), however, have recently expressed more support for the journal, so it is likely that there will be more manuscripts in future issues from researchers in Japan.

Conclusion

There is no easy way for CALL-EJ Online to be recognized alongside other commercial or academic-institution-supported journals. However, the journal is fortunate to have a highly experienced and supportive editorial board, and we believe that through proper publicity and cooperation from academic organizations, we can attract more manuscripts from not only Japan and Australia but also from the rest of the world. We believe that we are already making a significant contribution to the field, and we certainly welcome you to submit your manuscript for consideration for publication in CALL-EJ Online.

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### **[Mailing List]**

## **Revival of the Papyrus News Distribution List on Language and Technology**

Steve McCarty  
Kagawa JC, Japan

To scholars of ESL/EFL or linguistics, Dr. Mark Warschauer at the Graduate School of Education, University of California, Irvine, needs no introduction. For one thing, he founded the academic journal Language Learning & Technology, available online at: <http://llt.msu.edu/>.

In 1999 Mark started an e-mail distribution list called Papyrus News (PN) when he was working on an EFL project in Egypt. Vance Stevens in the United Arab Emirates maintained Web archives of each post manually for several years until Mark moved to the University of California. The recommended Websites, articles, commentaries on current events and personal messages were widely appreciated, as indicated by subscribers growing to about 1,500 from nearly all countries of the world.

Yet suddenly Mark lost his only child with his Japanese wife in an accident for which he took responsibility. Mark all but decided to abandon PN. To add insult to injury, there has been some public criticism and the threat of legal responsibility, from which Mark has since been cleared. I had occasionally contributed items about online education to PN. I work in the EFL field and have a Japanese family. But I was astonished to be invited by Mark to take his place as the editor. With scant confidence in maintaining such quality of communication, I nevertheless agreed to try and help continue this valuable service for global educators. Therefore the messages from subscribers saying that they really thought PN had ended and thanking me for the job done since September of 2003 have meant a lot.

As Mark currently describes it on the list home page <https://maillists.uci.edu/mailman/listinfo/papyrus-news>, "Papyrus News is an e-mail distribution list established by Mark Warschauer in 1999, and currently edited by Steve McCarty. Subscribers to Papyrus News will receive about 3-5 e-mail messages a week on whatever Mark or Steve find of interest, which often includes topics such as the impact of information and communication technology (ICT) on literacy and education, the relationship of ICT to social development and equality, and language and identity in the age of information, but may include other topics or controversial commentary as well."

Well, how about two or three messages a week, not to overwhelm readers, but with plenty of "controversial commentary"? As can be seen from the list home page URL, PN uses Mailman software with a hypernews function that automatically archives each list message to the Web. However, past archives are closed for the time being and current archives are open only to subscribers as a precaution under the circumstances in California. Readers are cordially invited to subscribe at <https://maillists.uci.edu/mailman/listinfo/papyrus-news> and to submit items of likely interest to the international readership of professionals concerned with language education. Items could include Web resources, news articles, academic opportunities, comments and what have you. Distance education issues are liable to be emphasized along with the topics Mark has indicated: technology in education, literacy, language learning/use, human/social development, culture, and equity.

Steve McCarty is a Professor at Kagawa Junior College, Japan and President of the World Association for Online Education (WAOE), an NPO with membership free: <http://waoe.org/>. His online library of publications is an Asian Studies WWW Virtual Library 4-star site: [http://www.kagawa-jc.ac.jp/~steve\\_mc/epublist.html](http://www.kagawa-jc.ac.jp/~steve_mc/epublist.html). E-mail (including items for Papyrus News): [steve\\_mc@kagawa-jc.ac.jp](mailto:steve_mc@kagawa-jc.ac.jp).



## **CONFERENCE REPORTS**

### **EUROCALL 2003: New Literacies in Language Learning and Teaching**

S. Kathleen Kitao  
Doshisha Women's College  
&  
Kenji Kitao  
Doshisha University

EUROCALL 2003 was held in at the University of Limerick in Limerick, Ireland September 3-6, 2003. The theme of the conference focused on “the changing concepts and practices concerning literacy brought about by technological developments, particularly in relation to language learning and teaching.” There were four sub-themes:

- 1) Spoken and written corpora in language teaching and learning
- 2) New literacies and the World Wide Web: website creation and evaluation; media literacy; visual literacy
- 3) Physical and digital resources: appropriate teaching methodologies in a dedicated physical CALL environment covering: learner expectations and learner strategies; accessibility; student profiling
- 4) New literacies and the four skills: the relationship between the more “traditional” language skills and the “new literacies”; to what extent should current teaching paradigms be re-interpreted?
- 5) Interactivity, learner interaction, feedback.

About 380 participants attended the conference. They came from all over Europe as well as from a variety of countries outside Europe, including Finland, Ireland, Japan, Italy, Austria, the Netherlands, Denmark, France, Spain, Israel, the US, Germany, Portugal, Chile, Singapore, Belgium, Mexico, Australia, Egypt, Turkey, Canada, Greece, Northern Ireland, Scotland, England, the Czech Republic, Norway, Switzerland, Sweden, Cyprus, Yugoslavia, Poland, China, and Taiwan.

Before the conference itself, there were four pre-conference workshops:

- 1) “Corpus Linguistics Resources for Language Learning,” organized by Martin Wynne and Ylva Berglund and Pernilla Danielsson (a workshop for language teachers interested in using language corpora, introducing tools and resources to use for language teaching and pedagogic research)

- 2) "MALTED Workshop," organized by Paul Bangs (a workshop that offered hands-on training for MALTED [Multimedia Authoring for Language Tuition and Educational Development], a system teachers can use to author a wide variety of exercises and combine them into coherent courseware)
- 3) "International Research Workshop on Computer Assisted Language Learning," organized by Françoise Blin and Mike Levy (a workshop intended to allow CALL researchers to share their experiences and to reflect on and discuss CALL research)
- 4) "Creating Multimedia Courseware for Technology-Enhanced Language Learning," organized by Michael Grabis (a workshop focusing on various aspects of the process of creating multimedia courseware for technology-enhanced language learning).

In the evening, there was a special presentation by Brian Farrington, "Words alone are certain good..." which included 60 minutes of poetry, anecdote, gossip and song related to W.B. Yeats.

There were three keynote speakers during the conference. The first keynote speaker, on September 4, was Mike McCarthy of the University of Nottingham, UK and the University of Limerick, Ireland, who spoke on "Spoken Corpora and Methodology." According to Prof. McCarthy, the development of corpora, and, more recently, the increasing feasibility and accessibility of spoken corpora, has made it possible to compare grammar and usage of written and spoken language. He looked at the differences and presented a typology of characteristics of spoken English, in comparison to written English: (a) forms that appear ungrammatical and controversial, (b) forms that appear ungrammatical but not controversial, (c) forms that appear perfectly grammatical but have simply not been noticed or codified, and (d) forms that are rare in written language but very common in spoken, and vice-versa. The second keynote speaker was Robin Goodfellow, Open University, UK, who spoke on "Literacies, Technologies, and Learning Communities: Speaking and Writing in the Virtual Classroom." He discussed the range of experiences online, from successful and satisfying to frustrating and ending in failure. He argued that due to the social nature of online literacy events causes us to operate within the linguistic and cultural frames that define our embodied social identities. Success involves not only developing the skills to use modern media but also understanding the kinds of social interaction that play out in virtual learning environment, and how they influence interaction and learning. The final keynote speaker was Dieter Wolff, Bergische Universität Wuppertal, Germany, who spoke on "Web-based Teaching and Learning: A Research Perspective." He focused on assessment procedures and the results of the evaluation of web-based introductory courses in Linguistics and Applied Linguistics that are being developed by the universities of Marburg, Essen and Wuppertal. He concluded, based on the evaluation, that web-based courses are most effective if they are blended or hybrid, that is, apart from virtual modules they should also include face-to-face interaction.

There were parallel sessions each day. Some sessions dealt with specific programs, or types of programs, and technologies. These included "A multilingual e-learning program

based on XML technologies” by Kazuya Abe, Kentaro Kuuki, ChunChen Li of Tokyo University of Foreign Studies; “Developing Independent Language Learning (DILL)” by Linda Altshul of the University of Salford, UK; “MALTED – from drawing board to classroom” by Paul Bangs; “Movie studio: providing a multimedia network-based platform for the development of foreign language conversational ability” by Wai Meng Chan of the National University of Singapore; and “String matching algorithms as Web services for answer evaluation, dictation correction and plagiarism detection” by Jozef Colpaert and Wilfried Decoo of the University of Antwerp.

Some sessions were related to specific methodologies or techniques, including “The design and importance of appropriate computer feedback for online language learning activities” by Katherine Ackerley of Centro Linguistico di Ateneo, University of Padova, Italy; “Developing writing skills online: good feedback and its effects” by Ton Amerlaan of the University of Professional Education of Arnhem & Nijmegen; “Focusing on Web communication in tourism sites for instructional design” by Thomas Paul Brysch of the Polytechnic Institute of Viana do Castelo, Portugal; “E-pedagogy and online translation” by Dermot Campbell of the Dublin Institute of Technology; “Face-to-face tandem learning: motivating through structure” by Katia Carraro of Vienna University of Economics and Business Administration; “Using online summaries with books from extensive reading courses” by Kenji Kitao of Doshisha University and S. Kathleen Kitao of Doshisha Women’s College, Japan; and “Feedback in online instruction: personalized versus generalized” by Esther Klein-Wohl and Claire Gordon of the Open University of Israel.

Other sessions were related to programs, methods or issues related to specific groups of learners. Among these presentations were “Blended learning - the central hub in a CALL English course for telecommunications engineers” by Gabriele Abermann of Salzburg University of Applied Sciences and Technologies; “Are visually impaired students slow readers? - What reading support software can do for them?” by Kazuko Aoki, Hiroshi Katoh, Makoto Kobayashi of Tsukuba College of Technology and Kondo, Kunio of Saitama Blind School, Japan; and “Collaborative creation of multimedia activities for distance learners” by François Mangenot, Christine Develotte, and Zourou, Katerina of the Université de Franche-Comté.

There were also presentations about a variety of student problems, such as “Technophiles or technophobes? An analysis of student reaction to the use of ICT in language learning” by David Barr of the University of Ulster; and “Plagiarism in the virtual language classroom: some insights into attitudes of students and teachers” by Hopkins, Joseph of the Universitat Oberta de Catalunya, Spain.

A large number of presentations were done on the use of corpora, either as a part of a technique for language teaching or as a research tool. Some of these were “Concordancing for textbook evaluation” by Sarka Jezkova of the University of Pardubice, Czech Republic; “Can corpus consultation improve advanced learners’ writing skills?” by Angela Chambers and Ide O’Sullivan of the University of Limerick; “Computers and phraseology: lexical bundles in disciplinary writing” by Viviana Cortes



of Iowa State University; “Spoken corpora in teaching German: concordances in the language classroom” by Martina Möllering of Macquarie University, Australia; and “How can corpus research help the teaching of modals? A corpus look at the distribution of modal meanings across registers” by Elif Demirel of Northern Arizona University.

Finally, there were presentations on the relationship between CALL and pedagogy. These included “Inset online for Mexican language teachers: pedagogical considerations on course design” by Maria del Carmen Contijoch of the National Autonomous University of Mexico; “Interaction and autonomy: learning how to learn with Web-based materials” by Terry Cooper of Trinity and All Saints University College, Leeds; “Cultural effects in the use of discussion lists for language learning” by Tricia Coverdale-Jones of the University of Lincoln, UK; and “Increase international understanding in secondary schools using the Internet” by Kenji Kitao of Doshisha University, Japan.

There were poster sessions that continued throughout the conference. They included “Assessment, guidance and feedback in CALL” by Rachel Dorofeeva of Safed Regional College, Israel; “The twenty useful types of Internet sites for language teachers and students,” “An overview of uses of the Internet for teaching English and background cultures,” and “Web projects for increasing understanding of cultures and communicative proficiency in English” by Kenji Kitao of Doshisha University and S. Kathleen Kitao of Doshisha Women’s College, Japan; “Developing university teachers’ ICT skills: the Finnish initiative” by Sirkka-Liisa Lainio and Virpi Serita of the Helsinki School of Economics; “Multimedia free Internet tools and distance learning techniques” and “Top ten for tech-shy language teachers: free tech tools for language teachers/learners” by Sarah Levi of the American International School, Israel; “An interactive process-based editing of Iranian experts’ writing” by Amir Mahdavi-zafarghandi and Masoud Khalili-sabet of Guilan University, “Media literacy handbook for ESL students” by Haruo Nishinoh of Doshisha University, Japan; “Guiding learners: a study guide on the Web for adult students” by Juha Pasanen, and Sasrtoneva Pirkko of Vapaaopisto Community College of Joensuu, Finland; “Online resources for the learning of English as a second language” by Cristina Perez Guillot, Cristina Tudela-Andreu, and Rafael Séiz Ortiz of Universidad Politecnica de Valencia in Spain; “How new technologies can help Italian teachers and students to learn English as a second language” by Pescatore, Rossano, “The results of an online survey into computers and language teaching” by Peter Ruthven-Stuart of Hokuriku University, Japan; “DixEdit – an innovative editing tool for electronic dictionaries” by Outi Steuer and Liisa Tiittula of the Helsinki School of Economics, Finland; and “Helping teachers evaluate Web-based language learning materials: the Finnish EVA project” by Maija Tammelin, Lis Auvinen, Nina Forsblom, and Ingo Heyse of the Helsinki School of Economics, Finland.

In addition to the academic activities, there were social activities, with opportunities for participants to meet and talk. On September 4, there was a reception and buffet sponsored by Professor Roger G.H Downer, the President of the University of Limerick. At the reception, Graham Davies spoke on “10 Years of CALL,” reviewing the development of Eurocall, as this year marks the tenth anniversary of Eurocall. The transfer of Eurocall’s base from the University of Hull to the University of Limerick was also marked at the

reception. On September 5, an Irish evening was held, sponsored by Professor Pat O'Connor, the Dean of the College of Humanities, University of Limerick. There was music by an Irish traditional music group, along with traditional Irish dancing.

Eurocall Conference 2004 will be held September 1-4 at the University of Vienna in Vienna, Austria. Its theme will be “TELL and CALL in the Third Millennium: Pedagogical Approaches in a Growing EU-Community.” Its sub-themes will be:

- 1) pedagogical networking and dissemination
- 2) developing e-learning and collaborative learning strategies
- 3) innovative technologies and their didactic application
- 4) interactive e-learning vs distance learning
- 5) Corpus applications in language learning and teaching
- 6) electronic publishing tools for e-learning
- 7) good practice concepts and examples.

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### **First International Conference on Pedagogies and Learning: New Meanings in a New Millennium**

Somboon Chetchumlong  
Burapha University, Thailand

The First International Conference on Pedagogies and Learning was held at the Toowoomba campus of the University of Southern Queensland (USQ) from 1 to 4 October 2003. It was co-hosted by the Faculty of Education, USQ and the Asia-Pacific Association for Computer-Assisted Language Learning (APACALL).

The objectives of the conference were to gain a working knowledge of current and emerging pedagogies, find out about personal pedagogy, discover new strategies and developments, obtain new knowledge and meanings by joining with expertise at the national and international level, make new plans and take home new meanings for the new millennium, and receive a monograph on the pedagogies at the focus of the conference.

The conference main theme, *New Meanings for a New Millennium*, brought together teachers, learners and researchers to share their knowledge, experiences, questions, and findings about pedagogies that would take a professional learning community into the knowledge society of this new millennium. It was separated into several specific areas:

- Phenomenological pedagogy
- Cultural pedagogy

- Innovative language education
- e-Learning
- Imagination/intuition
- Collaborative learning
- Critical pedagogies
- Productive pedagogies
- Three-dimensional pedagogy
- Metacognition, left/right brain
- Multiple intelligences
- Reggio-Emilia, Montessori
- Developing school wide pedagogies
- Learning transformations through IT
- Exploring pedagogical futures

There were two keynote speakers. The first was Professor Max van Manen, whose topic was “On the Pedagogy of Teaching.” Professor Manen is a world leader in human science research methods, using phenomenological inquiry, focusing on human perception and experience in the study of children and learning, teachers and instruction, and phenomenological pedagogy. He is from Faculty of Education, University of Alberta, Edmonton, Canada and was the recipient of the J. Gordin Kaplan Award for Excellence in Research in March 2002. The other was Professor David Ingram from Centre for Applied Linguistics and Languages, Griffith University, Queensland, Australia, who is a recent Mellon Foundation Adjunct Fellow to the National Foreign Language Centre, Maryland, USA. He spoke on “Methodology in the New Millennium: Towards More Authenticity in Language Learning and Assessment.”

This First International Conference on Pedagogies and Learning attracted nearly two hundred teachers, educators, researchers and students from all Australian states and overseas. With the success of the conference, according to Dr Shirley O’Neill, the next conference will be organized and held in 2005.



### **JALTCALL 2003: `Call For All`**

David Ockert  
Ritsumeikan University, BKC  
&  
Andrew Johnson  
Ritsumeikan University, BKC

The 2003 JALTCALL conference `Call for All` was held on October 4 and 5 at Kinjo Gakuin University. This was the 8<sup>th</sup> International Conference of the Computer Assisted Language Learning Special Interest Group (JALT CALL SIG) and was held on the 10th

anniversary of its founding. There were more than 130 people in attendance, representing the diverse backgrounds of the members of the CALL community. The conference was chaired by David Kluge and co-chaired by Laurence Dryden and Alexandra Lake. Site Chair was Richard Taylor who was assisted by Matthew Taylor. Gordon Bateson handled the responsibilities of Online Registration and Scott Petersen and William Kumai conducted Onsite Registration. Glenn Stockwell handled the Proposal Vetting.

Kazunori Nozawa, the first president of the CALL SIG, gave the conference opening ceremony. There were several concurrent sessions afterward including 'Creating Blended Learning Environments' by Paul Daniels of Tokai University, 'Creating Community in Online Writing Classes' by Bill Pellowe of Kinki Daigaku (Fukuoka), and in 'Self-study Website for English Students Using Movie Trailers', a new website that utilizes movie trailers, was introduced by Andrew Johnson of Ritsumeikan University, Biwako Kusatsu Campus (BKC).

At the site, [www.english-trailers.com](http://www.english-trailers.com), students can select from a list of trailers, read summaries and background of the trailers, attempt cloze quizzes, read the scripts and take quizzes to check their understanding. Additionally, underlined vocabulary is clickable and definitions with example sentences are given. The website now contains a mailing list feature allowing students to receive updates when new trailers have been added.

On Saturday afternoon, Prof. Harashima of the Maebashi Institute of Technology has been involved in a three-year research project with a grant from MEXT on the language acquisition of pre-schoolchildren in a multi-lingual environment. Prof. Harashima discussed his experiences of having children give a slide-show presentation in English using Kid Pix 3. Furthermore, he talked about the difficulties involved in using children in research.

Glenn Stockwell, professor of Ritsumeikan University's new college of Information Sciences, presented on 'Integrating CMC (Computer Mediated Conversation) into the Language Curriculum.' In addition, he also presented on 'Writing an ACCEPTable Conference Proposal' that featured helpful hints on how to write a conference proposal that has a good chance of being accepted by the program committee.

Also, Lawrie Hunter, the coordinator of CALL and Critical Thinking at Kochi University of Technology, discussed how electronic media could be manipulated to increase the readability of English texts. In his presentation, Prof. Hunter demonstrated software that can be used to examine several aspects of readability.

There was a meeting on Saturday evening of the CALL SIG, followed by The Luau, a networking party held at Trader Vic's.

On Sunday morning, the utilization of cell phones to aid in EFL teaching, a noteworthy topic of late, was also talked about in Nagoya. Patricia Thorton and Chris Houser of Kinjo Gakuin University demonstrated two systems that enable teacher-student

interactivity such as polls and quizzes in large classes in their presentation 'Interaction in Large Classes with Cell Phones and Remote Control Devices.'

The use of web logs in the class has received a fair amount of attention recently and several presenters gave some ideas on how to utilize them. Andrew Johnson used web logs in a graduate science writing class in the spring of 2003 and discussed how to organize class materials and student assignments using Blogger, a common web log service. In 'Using Blogs: Online Writing Journal with your Students', Audrey Kucia and Tracy Cramer of Kansai Gaidai University explored student use of web logs to keep online writing journals. Also, Shuji Ozeki and Seiko Oguri of Chubu University shared their ideas for applying web logs in the class in their presentation 'Blog a Class: Journaling Classroom Activities on the Web.' One interesting activity was to have students post photos they took with their cell phones on their web log and write what the photo means to them.

On Sunday afternoon, David Ockert and Michael Shawback of Ritsumeikan University's College of Science and Engineering gave a presentation on how to use both a database of submitted student homework assignments and the Internet to crack down on student plagiarism.

Sponsors for this year's conference included DynEd Japan, Banner, Seibido, Oxford University Press, NetAdvance Inc., Cambridge University Press, Eigotown.com, CIEE/ETC, ALC Education Inc.

The JALTCALL 2004 conference is scheduled for June 4-6, 2004 and will take place at Tokiwa University in Ibaraki. The theme of the 9<sup>th</sup> conference will be Human Computer Interaction. The organizers are currently in search of volunteers, especially those who can translate from English to Japanese. If you can help, please contact the Conference Chair at [conf-chair@jaltcall.org](mailto:conf-chair@jaltcall.org). Since next year's conference is scheduled earlier than last year's, be careful not to miss the deadline for presenting your brilliant CALL ideas. The call for papers has not begun yet, but keep your eyes open.

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### **The 2003 JLTA National Conference**

Hiroshi Shimatani  
Faculty of Education, Kumamoto University

The seventh annual conference of the Japan Language Testing Association (JLTA) was held at Kumamoto University on October 25th, 2003. The JLTA was established in 1996 and its purpose is to improve foreign language education by advancing research in the measurement and evaluation of foreign language proficiency and by facilitating the application of test theory and improving testing practice.

The theme of the 7th national conference was “Language Learning and Testing: The Role of Testing for Language Learning.” The conference consisted of 18 paper presentations, one keynote speech, one symposium and a general meeting.

Eighteen forty-minute presentations were made concurrently in five rooms. Most of the presentations were about English language testing, ranging from theoretical issues to practical application. There were a few presentations about Japanese language testing. Out of 18 presentations, 10 presentations were delivered in English. Ten of the presentations were delivered with use of a computer. In the field of language testing, the use of computers has been essential to analyzing data and developing a theoretical framework of testing.

The keynote speech, titled “Interactive Impacts of English Testing, Teaching, and Learning in Korea,” was delivered by Dr. Oryang Kwon from Seoul National University. Dr. Kwon, president of the Korea Association of Teachers of English (KATE) and the Korea English Language Testing Research Association (KELTRA), talked about several reforms of English testing, teaching, and learning in Korea in the last decade, and discussed their interrelationships. Dr. Kwon’s report on the washback effect of the Korea’s College Scholastic Ability Test (CSAT) was really informative and had a tremendous impact on the members of the audience who will soon face the similar English education reform in Japan.

The theme of the symposium was “The Role of Testing in Language Learning.” Its purpose was 1) to bring together a range of papers in the field of language testing, learning, and teaching; 2) to allow participants to discuss the issues concerned; and 3) to answer the question “How language teachers can make effective use of the studies of language testing for theoretical and pedagogical purposes?” The symposium was coordinated by Yuji Nakamura (Tokyo Keizai University), and he was joined by three other panelists: Ken Norizuki (Shizuoka Sangyo University), Garold Murray (Tokai University), and Yoshinori Watanabe (Akita University). All of the panelists presented their own views. Nakamura presented some of the results of an external English test conducted on a large scale with university students. Norizuki focused on in-class growth-and learning-oriented testing and assessment, which is designed to help students learn the language and enhance their ability and motivation to use it in a meaningful context. Murray pointed out that the role of testing in language programs promoting learner autonomy and self-directed learning is problematic. He proposed general principles for the assessment model for the area of learner autonomy and self-directed language learning. Finally, Watanabe insisted that “washback” is an extraordinarily complex phenomenon rather than monolithic. Panelists’ arguments inspired considerable amount of discussion.

The number of the participants of the one-day conference was 70 (52 members and 18 non-members), exclusive of 42 university students who were permitted to attend a keynote lecture or symposium free of charge. Since the JLTA was a relatively small academic circle and this conference was held in a remote area from the center of Japan, I

was particularly happy with the number of participants. I believe that the importance of appropriate testing is being taken more seriously these days among English teachers. I hope this small success will become a big step toward the improvement of language testing in Japan.

The JLTA has a web page at <http://www.avis.ne.jp/~youichi/JLTA.html> with information in English and Japanese.

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## **The Twelfth International Symposium and Book Fair on English Teaching**

Peter John Wanner

There was a record turnout of 2,600 people at the Twelfth International Symposium and Book Fair on English Teaching. There is a strong trend towards implementing English education before junior high school and therefore over 80 percent of all the presentations were emphasizing education of young children in kindergarten and elementary school.

In regards to tertiary implementation of computer-assisted language learning, Dar-wu Chen discussed how he initiated and managed an English learning website for students of National Open University. His presentation was “The Challenges and Limitations of On-line Learning.” He used a website called English Clinic. The website provides both oral and written supplementary materials and an on-line Q&A section. He recorded one hundred and six thousand visitations to the site to date. Despite the fact that there were many visitations, he mentioned that majority of students at the university did not use the site. He came to the conclusion that the internet as a learning tool is only as good as the students' motivation to learn, the teacher's full dedication to it, and the availability of internet-related technologies. These three factors are the key to a meaningful e-learning possible. Professor Hao-jan Chen discussed the effectiveness of utilizing language corpora in language teaching and learning with concordancer software such as the Collins COBUILD Corpus Concordance Sampler. His presentation was “Improve Web Concordancers with Users' Feedback.” He predicted that new and improved web-based concordancing systems will be able to help more ESL teachers and students engage in Data-Driven Language Learning and significantly enhance their English abilities. There were many more interesting presentations that I was not able to attend, but CALL is definitely present in Universities in Taiwan.

Elementary school and kindergarten program enhancers on computers emphasized speaking skills and listening skills. There were many displays in the exhibition area that provided opportunities for teachers and students to practice using programs designed for improving pronunciation. For example, a student would repeat a sentence after the native speaker's voice on the computer and then the computer would do a voice analysis by sound waves showing the approximate similarity in pronunciation. Likewise, there were

Overall, the conference was a great success. I appreciated the professional presentation of all the speakers and came away with a wealth of knowledge. I strongly encourage anyone interested in attending this yearly conference to come to the conference next year at the same location at Chien Tan Overseas Youth Activity Center in Taipei, Taiwan on the second weekend of November 2004.



share insights and explore important teaching-related questions." Plenary speakers also participated in a Plenary Speaker Roundtable chaired by Alan Mackenzie on Monday.

A new event called "JALT Public" was created in order to attract teachers from the area who would be unlikely to attend a JALT conference otherwise. The cost for this lively session was 1000 yen and was tailored to appeal to those who are not registered members of JALT. In this session, which occurred on Saturday, all presentations were in Japanese or easy-to-understand English. A talk was given by Masumi Muramatsu, who has been a simultaneous interpreter for 45 years including major world leaders such as Presidents Kennedy through Reagan. After this, Kay Hammond explained how to use comedy and games in the classroom. Finally Kimie Oshima, English Lecturer, spoke about staging Japanese traditional storytelling (Rakugo) in English.

On Saturday night, attendees were treated to drinks and snacks which was sponsored by Oxford University Press and Towry Law. Attendees who had enough stamps from a number of vendors were given free drink coupons and a chance to win a prize in a raffle. Prizes ranged from small prizes to an overseas trip.

*The Daily Yomiuri* sponsored a daylong conference on Sunday entitled the "JALT Open Forum." The forum was coordinated by Akiko Kochiyama, the Chair of the Domestic Affairs Committee of JALT and an Associate Professor at Chubu University. This forum was divided into two parts: a morning session in Japanese and an afternoon session in English. The theme of both sessions was to explore the Ministry of Education, Culture, Sports and Technology's recently implemented project aimed at developing a strategic plan to cultivate improvements in the English ability of Japanese learners, especially aimed at helping learners to actually *use* English.

The morning session included four distinguished individuals: Kiichi Matsuhata, President of the Japan Society of English Language Education (JASELE) and Vice President of Okayama University; Morijiro Shibayama, the auditor for JALT and a professor at Surugadai University; Mamoru Morizumi, Vice President of The Japan Association of College English Teachers (JACET) and a professor at Obirin University. Yasushi Akashi, a former Undersecretary General of the United Nations, rounded out the panelists in the morning session. Takeo Kawamura who is Minister of Education, Culture, Sports and Technology was expected to be there, but was finally unable to attend.

The afternoon session included five more distinguished participants: Hideo Oka, a professor at the University of Tokyo; Mitsue Allen Tamai, a professor at Bunkyo Gakuin University; Kensaku Yoshida, a professor at Sophia University; Tadashi Shiozawa, a professor of Chubu University and James Swan who is president of JALT and a professor at Nara University.

The three days included almost 400 concurrent presentations ranging from 25 to 110 minutes including workshops. Among these were 41 different CALL presentations on a wide range of topics. There were also two poster sessions, one on Saturday afternoon and

one on Sunday afternoon which gave participants a chance to interact on a more intimate basis with about 15 presenters in each sessions.

The Educational Materials Exposition included booths for around 50 different educational concerns, from traditional publishers to software companies to universities and testing services. There was ample opportunity for all participants to get to know representatives of these institutions and see what goods and services were available.

The conference was rounded out by Featured Speaker Workshops on Monday afternoon which consisted of two simultaneous time periods. The first time-slot from 1:15 to 3:15 included "Teaching Critical Thinking and Discussion" led by Richard Day of the University of Hawaii, "Innervoice, Time, Language Planning and Practice" by Marc Helgesen of Teachers College Columbia University, "Let's Talk About Me" by Vaughan Jones of Macmillan LanguageHouse, and "Real Language Data and the L2 Grammatical syllabus" by Terry Shortall of the University of Birmingham.. Following this were five concurrent workshops from 3:30 to 5:30 including "What Oral Fluency Training Means" by Tom Kenny of Macmillan LanguageHouse, "Tension Good, Tenseness Bad: The Art of Appropriate Task Difficulty" by Steve Mann of Aston University, "Language Teaching" by David Nunan of the University of Hong Kong, Performance Arts in Language Education presented by a team of three presenters from Dramaworks and "Enhancing Our Hundred Secret Senses" led by Elka Todeva of the School for International Training.

The conference site is large and new and a great place for the conference except that there are no computer facilities for any hands-on computer presentations. This is the third time that the conference was held at this site in the past five years, so many attendees were already familiar with the ins and outs of getting to the conference center. Shizuoka is well sized for JALT, providing plenty of hotels and restaurants within an easy distance from the conference site. However, there is not much of a chance for a quick stop to your hotel room to drop off accumulated books and catalogs, take a brief rest, or freshen up since there are no hotels next to the conference site at the JR Higashi Shizuoka train stop. Most attendees stayed in Shizuoka City (4 minutes by JR from the conference site) while a small fraction stayed in Shimizu (11 minutes by JR).

The conference site also has a beautiful view of Mount Fuji when the weather cooperates. This year, attendees were treated with this breathtaking view at least one day during the conference. A new addition to the conference was the International Food Fair which was held outside the conference center. Attendees were treated to live music of an international flavor along with foods from places including India, Russia, Egypt and Australia. This really livened up the conference since getting a meal near the conference was just not possible in years past.

JALT, one of the largest worldwide academic societies for language teachers has once again staged a remarkable event with something for every language teacher. In these days of a shrinking Japanese economy and decreasing number of students--JALT remains a

vibrant ever-learning and changing organization with many dedicated members and organizers contributing to the improvement of language teaching and learning worldwide.

The theme of the 30th annual JALT International Conference is Language Learning for Life. The conference is scheduled for November 19th to 22<sup>nd</sup> of 2004, at Tezukayama University, in historic Nara.



### **BOOK REVIEW**

#### **Local Decisions, Global Effects**

Paul Lewis, Chiaki Imai, & Kenji Kitao (Eds). (2003).  
Nagoya: JALTCALL Special Interest Group.

Reviewed by Lawrie Hunter

In his foreword to this rich collection, editor Paul Lewis alludes to several dominant characteristics of CALL at this point in history: enthusiasm; a wide range of perspectives and activities under the umbrella of CALL; and CALL's increasing diffusion into other subdisciplines of language education. Upon examination of the contents of this collection, the reader may identify one more strong thread in the book: evolving technology, and a resultant evolving definition of the scope of CALL.

In a sobering first chapter, Peter Ruthven-Stuart examines the "IT-Gulf," the failure of CALL innovation to percolate from early adapters to other language instructors in their institutions/communities. From chapter 2 onward, however, the contributions are oblivious to such a gulf, cheerfully laying out technologies, theories, insights and techniques, all quite accessible to the CALL neophyte, but also useful to the cowboy who's seen many rodeos.

Reading the rest of the book can be an exercise in randomness: as this reviewer worked through the papers, one possible classification system came to mind; it is implemented in the rest of this review, and is arguably revealing of the various foci of the early adapters discussed by Ruthven-Stuart in chapter 1. In the interest of usability, chapter numbers in parentheses follow author names. The reader might happily read the papers in the order suggested here.

#### *Web-based learning*

It could be said that at this time in the history of CALL, the web is the most attractive and affordable technology available for CALL. Thornton (2) takes up the Japanese Ministry of Education's 2001 approval of the web as an instructional tool, and provides a coherent

overview of what can be done with evolving web environments and tools. More narrowly, Iwasaki (4) describes online universities and provides an example: streamed video for German FL learning. Much more broadly, Yoshida (5) is an overview, at the principle level, of online learning for foreign language learning. Singh (12) discusses the theoretical how-tos of creating an online learning community (case: a secondary school in Singapore) and explores the need for linking learning to the world of work, applying inter-disciplinary knowledge to predictable real problems, and applying knowledge to unpredictable real-world problems. In a practical and immediately useful vein, Kitao (9) describes the set of web-based tools he has made for his own classes, and makes the whole thing look doable: bulletin boards, online resources, communications, discussion, chat, student web pages and databases of learning materials.

### *Usability*

Although the web has so extensively permeated CALL practice, little is found here about usability, which is the contemporary aspiration / bugaboo of web designers. Once an EFL instructor has begun authoring web based materials, the issue of usability, and its key CALL parameter, readability, must be well understood and addressed in document design. Though scarce in this publication, the usability advice and insights given are useful. Blankley (8) provides an introduction to web usability which would prepare the usability neophyte for practical thought about the matter. Bateson (29) addresses a single usability issue, efficient navigation menus. Though the approach is techie, with actual samples of the programming which facilitates the different kinds of menus in use nowadays, the non-tech reader can benefit from Bateson's explanation of how the different kind of menus are manifested, and what is involved in using the tools: html, dynamic html, and cascading style sheets. Covering a once-hot topic which should still be hot in CALL, Jarrell (33) looks at online reading vs. paper text reading, and how students evaluate the two. More such research is badly needed.

### *Mobile technology for language learning*

Mobile technology is evolving more quickly than instructional applications can adapt. Mobile technology for learning is a super hot topic; yet only two papers in this collection discuss the use of mobile devices for CALL type language instruction. Surely before long this section will be the largest in such publications. This bandwagon is not going to go away. Dias (25) reports a study which looked directly into the horse's mouth, examining what mobile technology Japanese university students possess, and how they use it, then describes the creation of a mobile BBS, examining the pros and cons from both teacher and learner perspectives. Houser, Thornton and Kluge (26) are acquiring a reputation for leading research on mobile language learning in Japan; their paper here is a good broad introduction to the topic, followed by an outline of the kinds of research questions which are being investigated by current research worldwide, and the kinds of questions still begging answers in the mobile technology domain of CALL.

### *Curriculum innovation with CALL*

Clearly, curriculum should be a constant thread in discussions of CALL or any kind of teaching/learning, and in this collection there are a number of robust looks at CALL in the larger context of teaching / learning issues. Hunter (15) describes a self-study course in English for information technology students: the content of each week's language lesson is derived from the first language engineering lessons of the week before. Curriculum needs to be built on a foundation of what we know about learning, and Adamson (22) shows a fascinating example of just that: the application of Lozanov's Suggestopedia to CALL. Gilmour (20) provides a concrete anchor for the examination of CALL issues, describing the CALL learning environment and authoring programs in place at Miyagi Gakuin University. McNeil's (21) philosophical examination of constructivism as a potential answer to the problem of the isolation of educational institutions ends with a call for the fostering of diversity of, and broad wired sharing of, worldview.

This paper provides an excellent framing for the topics covered in Cates, Hinkelman, Arenson and Teaman's (34) roundtable on global issues and CALL.

### *Technology for foreign language learning*

For all the discussion about curriculum design and learning environments, individual CALL tools are still essential for the development of new systems, and for incorporation into new "blended" learning environments (blended = combining CALL and non-CALL elements in an instructional plan). The MOO, a kind of chat program, is still popular in CALL now, and Peterson (7) gives an introduction to the MOOvement. Edwards and Depoe (27) examine the pros and cons of ICQ ("I seek you"), a free, multi-featured instant messaging technology which trades off features and ease of use against kludgy memory hogging and serious security/spam holes. Even more trendy, the Wiki is a kind of dynamic collaborative web space (BBSs are linear and static) which allows all users to edit the entire communication space: Awaji (3) furnishes a how-to introduction to Wikis and as well presents the design of a Wiki-based collaborative classroom project. Yasuda and Harada (17, in Japanese) describe the construction and use of an internet chat assistant for CALL use. Szirmai (23) shows how, even though translation has fallen by the wayside as a language teaching approach, translation itself is still very much an in-demand skill. Tools for the teaching of translation skill are still being developed; here Szirmai describes the design of one such instructional CD-ROM. Britto (30) describes the Visual Basic programming required to get MSWord to collect errors in text, in the interest of constructing lexical error lists from learner corpora. This is one of the few uses of the notion of corpora that can be readily applied to the low and/or false beginner L2 learner. Berberich (31) uses readily available software tools to create a heuristic graphical demonstration of a language phenomenon: when two languages have widely different phonetic structures, the L<sub>y</sub> listening perception of the L<sub>x</sub> speaker is biased towards the construction principles of L<sub>x</sub>. Berberich's manipulations of a sound file give the learner intuitive insight into this phenomenon. At a seemingly considerable remove from human language learning concerns, Anthony and Lashkia (32) discuss their system for machine analysis of errors in text. This has three potential areas of application: 1) assisting researchers as a first-level text analysis tool; 2) helping teachers to detect important

features of writing in different contexts when selecting exemplary texts; and 3) as a student resource for data-driven learning. Their MOVER 1.0 is buggy, but it supposedly does work.

### *Writing*

Only one paper about writing in CALL (or maybe two if you count part of Kitao (9)) ... does that mean that writing is so ubiquitous in CALL that it's passé? Miyao (10) presents two CALL-based writing programs, examines their impact, and calls for further exploration of the potential of CALL writing.

### *Learning perspectives*

Talk about how we learn still needs to be heard, and theories about the theoretical linguistic ins and outs of language learning are important if we are to proceed rationally, but CALL applications for linguistic esoterica are hard to create. Yoshii (17) is a study of the effect of different text gloss types on incidental vocabulary learning; the findings lend partial support to Paivio's dual coding theory (i.e. information is better retained when the input is encoded both visually and verbally). Loucky (18) is a broad brainstorming of the advantages and disadvantages of a number of electronic dictionaries and reading software in terms of supporting L2 reading and vocabulary development. The conclusions might better be termed observations.

### *Potential of CALL*

Reminding us that English is not the only foreign language being learned, Reinelt gives a general overview (6) of technology for "other languages" and a brief description (13) of exploratory use of open university CALL materials for in a German FL class. Hirata (14) outlines the benefits of the self-access English learning system as an "effective tool to promote students' self-access language learning." Seasoned cynics may rise up and ask for a roadmap.

### *CALL labs*

Who needs a CALL lab? The phenomenon has not gone away, it's just so ubiquitous and so randomly used. Greene (11), taking up research claims that computers promote quantity of student writing, and that textbooks promote quality of student writing, posits that a CALL lab EFL writing course would best use a textbook for input and computers for output. A real life example is available on the web. Tangentially, Cullen (19) examines the problems of teaching EFL technical English and concludes that CALL can address some of the limitations of regular textbooks. Two new approaches to technical English instruction in a CALL laboratory are described. Donan (24) is largely a list of caveats for schools which are planning to install or revamp CALL labs. The warnings are familiar, often heard in the form of bemoanings by beleaguered CALL managers and designers. Some readers are bound to pounce on the notion in the conclusion that CALL has to be "new and cool" to able to continue to make learning English fun. Then, just

when CALL labs are looking hazardous and fraught with instructional peril, Szirmai and Murakami (28) bring out something new: next generation PC language labs. The paper is too brief to be convincing that there is anything genuinely new here, but certainly it should get some CALL people out shopping again.

*A multi-tasker's chapbook*

Then here is a collection of papers which point in various theoretical and practical directions, framed in past, present and future. We CALL practitioners, by nature multi-media multitaskers, non-linear thinkers, and explorers, will profit from working through these offerings. Just like computers and software, we are in constant need of upgrades, patches, and defragmentation.



**WEB SITE REVIEWS**

**BBC World Service Learning English**

British Broadcasting Corporation. (2001).

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>

Reviewed by Rieko Yoshigai

*Description*

BBC World Trust English Learning is a website supported by BBC (British Broadcasting Corporation), and all the materials are based on the latest world news. The website provides news, music, sports, and job articles as materials through which to learn English. In news English and business English sites, learners will be able to learn vocabulary, idioms, and phrases in news and business contexts. The important words are bold in the context, and easy to find. In addition, listening materials come with sound and written scripts.

*Evaluation*

Learning English in daily news context makes this site attractive, since this is not the material students can learn from an English textbook. Learners can develop their writing, listening and reading skills through the activities in this websites. The content of the news is rich, and all the topics are notable. In addition, sports and music sites are fun to study. All the links are well developed, and many vivid photographs are used to help the reader with prediction of the materials. The design of the website is also good, and it is easy to operate. This is an attractive website, and it is updated often, so that many learners will want use this website again and again. This is a good website for adult learners.

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## **Graded Readers**

[A Database of Descriptions]

<http://ilc2.doshisha.ac.jp/users/kkitao/library/resource/book/graded.htm>

Kenji Kitao  
Doshisha University

This site is a database of descriptions of graded readers written by ELT students at Doshisha University. As of December 5, there are 110 descriptions of graded readers, and more will be added.

Graded readers are English books written for students of English for the purpose of extensively. The English of those books is much easier than books intended for native English speakers, because the vocabulary is controlled. Graded readers are classified by the vocabulary level: elementary (300-1,000), low intermediate (1,001-2,000), high intermediate (2,001-3,000), and advanced (3,001-7,000). There are two types: original books written in easy English and well-known books rewritten in easy English for non-native speakers. The topics vary great deal, and they include mysteries, biographies, classics, science fiction, plays, nonfiction, and adventure. Any student can find something interesting.

One problem when students choose graded readers is that they may have a difficult time deciding what they are interested in reading. In my class, students have to choose a book from the list before they see the real book and read it. The list gives only titles and authors, and students do not get much information about the book before they choose it. Therefore, I have started a database of descriptions of the books to help students find a book they are interested in. The descriptions in this database are 200-500 words. They include: a) Heading (title, author, publisher, year, number of pages, size, ISBN number), b) Audience analysis -- for whom is this book written, that is, who the intended audience is, c) Topic of the book, d) Brief description of the content of the book, e) Characteristics of the book, and f) Comments about the book, for example, how the book made the student feel, what new things the book made him/her think about, whether it is difficult, whether it is interesting, to whom it would be likely to be interesting, etc. Thus, this database is very useful to help students decide which book they would be interested in reading. In addition, reading the descriptions to decide on a book will be a reading exercise for students.

The students are given an introduction to extensive reading with "Pleasure Reading" (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/graded/pleasure.htm>). Then they choose one of the graded readers at the ESL Corner in the library using a list (<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/graded/esllist.htm>). They read a graded reader and then write the description. They get feedback from other students, receiving comments to help them improve the descriptions, including English errors, and



then they rewrite their descriptions and get feedback again. Finally, the descriptions are edited by teachers.

If you are interested in this type of student projects, you can use the directions in "Project for Future Readers of Graded Readers"

(<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/homework/graded.htm>).

If you are interested in graded readers and teaching English using them, the following might be useful.

Hill, D. & Thomas, H. R. 1988). Survey review: Graded readers (Part 1). *ELT Journal*, 42(1).

Kitao, K. (1989). Eigo no kobetsu dokkai shido-ESL corner no riyō-- [Independent Reading in English--Use of Graded Readers in the Library English as a Second Language Corner--] *Doshisha Studies in English*, 49, 137-160.

<http://ilc2.doshisha.ac.jp/users/kkitao/japanese/library/article/kobetsu2.htm> (Abstract in English).

Kitao, K. (1994). Individualizing English Instruction Using Computers, *Doshisha Studies in English*, 62, 167-190.

<http://ilc2.doshisha.ac.jp/users/kkitao/library/article/call/individualizing.htm>

Kitao, K. & Shimatani, H. (1988). Jishu tekina Eigo no Dokkai Shido--Eisho Corner no Secchi [Instruction for Reading English by themselves--Starting ESL Corner. *The Language Teacher* 12(2), 47-49.

Kitao, K., and others (1990). Independent Reading in English--Use of Graded Readers in the Library English as a Second Language Corner. *Reading in a Foreign Language*, 6(2) 383-95. (ERIC Document Reproduction Service No. ED328074).

Livingstone, C., Pike, H., Tadman, J., Tunnacliffe, D., & King, J. (1987). *The Longman guide to graded reading*. Harlow, Essex: Longman.

Robb, T. (1999) *Materials for Extensive Reading*.

<http://www.kyoto-su.ac.jp/information/er/materials.html>

Robb, T. (2002) *Famous Personages in Japan*.

<http://www.kyoto-su.ac.jp/information/famous/>

Shanefield, L. (1986). ESOL at library: How to set up a collection. *TESOL Newsletter*, 20(5).

Shimatani, H., Kitao, K. & Kitao, S. K. (1987). Dokkai no Kobetsu Shido[Individualized Instruction for Reading]. *Gendai Eigo Kyoiku* [Modern English Teaching], 34(7), 20-22.

Yoshida, S., Kawamura, K., Kurata, M., Yoshida, H., Kitao, K., & Kitao, S. K. (1986). Overall impressions of college-level English reading textbooks. *NCI Report*, No. 5, 2-3.



## **CALL FOR PAPERS**

### **Recipes for Wired Teachers II**

Nicolas Gromik

The Japan Association for Language Teaching Computer Assisted Language Learning Special Interest Group requests papers for their proposed sequel to Recipes for Wired Teachers.

Due Date for Submission of Articles: February 1<sup>st</sup>, 2004  
Publication Date: August 1<sup>st</sup>, 2004

The title is "Recipes for Wired Teachers - 2"; however, to differentiate it from the first edition, a potential theme is on websites which promotes multicultural aspects. Submissions concerned with teaching foreign languages using CALL are welcome.

The purpose of the book is to provide foreign language teachers and especially those working with CALL, lessons, topics, themes and ideas for them to use in their classroom. If you wish to know more either contact the editor or visit <http://jaltcall.org/recipes/>

The article should include:

Author biography: Under 50 words, Author contact information.

Hard/soft ware equipment needed.

Links: Recently confirmed links to any relevant sites.

Materials: textbook reference, worksheets.

Extension/variations: How to extend this activity with other lessons.

Technical difficulties: What problems might be encountered.

Benefits of lesson, Recommendations: Can it be repeated during the year?

Targeted skills: Does this lesson focus on reading, writing, listening or speaking? Or does it aim to provide computer or research skills?

Lesson framework: minutes to complete activity, lessons required to complete whole sequence. Does this activity continue over a time period?

Lesson outline: Overview of objectives; Aims of lesson; Prerequisite/prior knowledge or experience; Process, presentation, practice, production.

Anyone interested in participating in this publication as author, reviewer, or proofreader should contact the editor, Mr. Gromik Nicolas at [wired2@jaltcall.org](mailto:wired2@jaltcall.org) as soon as possible.



### **NEWSLETTER EDITOR'S NOTES**

In the APACALL Newsletter No. 4, we have substantial contents. This issue has thirty-five pages, and it is the best in quality. I am pleased to note that the APACALL Newsletter is growing.

I would like to express my appreciation to the contributors, who spent time and effort to write articles with information that is valuable for APACALL members. We cover conferences in Ireland, Australia, Japan and Taiwan. Since I am located in Japan, this issue has much information from Japan. I hope the future issues will include more information from other Asian countries.

I also hope that in the future we will have more articles as well as reports and reviews. Since we do not have a journal yet, we hope to have some research reports in the newsletter, too.

We will continue to grow, and I hope more and more people will contribute to this newsletter.

Last but not least, I would like to express my appreciation to my wife, S. Kathleen Kitao, for her help in editing this newsletter.

Kenji Kitao



### **ADDITIONAL NOTES**

- Members are encouraged to join the APACALL E-list. Please refer to the 'About APACALL' page of the APACALL Web site.
- Members are invited to send APACALL Webmaster < [webmaster@apacall.org](mailto:webmaster@apacall.org) > their names and personal homepage addresses if they wish to be listed on the 'Members' page of the APACALL Web site.
- Your contributions to this Newsletter are always welcome. Please send your news items to [webmaster@apacall.org](mailto:webmaster@apacall.org).

