

INNOVATIVE LANGUAGE LEARNING



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ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING

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PRESIDENT'S MESSAGE

Greetings all,

APACALL offers all members opportunities for communication, collaboration and reflection through a number of activities. The recent publication of the APACALL Book 1 is a good example of collaborative projects of APACALL members. While reflecting the diversity of our members' experiences in CALL research and practice, the book explores various facets of CALL and presents the findings of recent work in CALL that are of interest to second language teachers, teacher educators and researchers.

In a way of encouraging more members to engage in research and discussion on CALL, we attempt again to collect papers for the APACALL Book 2 (<http://www.apacall.org/research/research.html>). We are also participating in the organization of the Second International Conference on Pedagogies and Learning to be held in Toowoomba, Australia, from 18 to 20 September 2005 (<http://www.usq.edu.au/education/research/conf/pedagogiesconf2005/>).

It would certainly be my great pleasure to receive many high-quality papers for the book and see many of you at the conference. I really hope that all our members can take advantages of these kinds of activities for their own personal and professional development. The encouragement for ongoing self-discovery you are looking for is right here for you!

Best wishes,

Jeong-Bae Son
President



NEWS FROM THE MEMBERS (January – June 2005)

► Publications

- McCarthy, S. (2005). Cultural, disciplinary and temporal contexts of e-learning and English as a foreign language. *eLearn Magazine: Research Papers*. New York: Association for Computing Machinery (ACM).
http://elearnmag.org/subpage/sub_page.cfm?section=7&list_item=4&page=1
Reviewed under Strategic Thinking by The Communication Initiative,

Victoria, British Columbia, Canada (2005)
<http://www.communit.com/strategicthinking/st2005/thinking-1227.html>

- Mangubhai, F., Marland, P., Dashwood, A., & Son, J.-B. (2005). Similarities and differences in teachers' and researchers' conceptions of communicative language teaching: Does the use of an educational model cast a better light?. *Language Teaching Research*, 9 (1), 31-66.

► Conference Presentations

- McCarthy, S. (2005, June). International online mentoring for language teaching and professional development. JALTCALL 2005 presentation at Ritsumeikan University, 4 June 2005. Available: http://www.waoe.org/president/JALTCALL_2005_McCarty.files/frame.htm
- Thang, S.M. & Wong, F.F. (2005, April). Malaysian ESP teachers' perceptions of the teaching of Grammar: Implications to the CLT classroom. Paper presented at the Malaysian International Conference on Languages, Literatures and Cultures (MICOLLAC), Holiday Villa, Subang, Malaysia.

► Grants and Awards

Δ Saadiyah Darus
Awarded a Doctorate on 21 February 2005.

► Appointments and Movements

◊ Andrew Lian
Chair, Department of Foreign Languages and Literatures, Western Illinois University, USA. An article on his appointment:
<http://www.wiu.edu/release.sphp?id=3985>

◊ Debra Hoven
School of Cultural and Language Studies in Education, Queensland University of Technology, Australia



FEATURED ITEMS

[Article]

Improving TOEFL Writing Scores through Collaborative Learning
on the Internet

Kunitaro Mizuno
CYL01642@nifty.ne.jp
Keio University, SFC, Endo 5322,
Fujisawa city, Kanagawa prefecture,
PO Box 252 -8520, Japan

Abstract

Since October 2000, all examinees sitting for the TOEFL test were required to take a writing test. In order to help students earn a high score in the writing section and to prepare them for writing term papers in a university setting in English speaking countries, "Writing for the TOEFL Test" utilizing the Internet was designed. This paper describes the contents and methods of the class which will facilitate students to write proficiently in English. The conceptual framework of the teaching practice is threefold: authenticity, scaffolding, reflection (Miyake, 1997¹).

Keywords: cooperative/collaborative learning; computer-mediated communication; distributed learning environments; interactive learning environments; learning communities

1. Introduction: Writing Section on the TOEFL - Why and What?

Since October 2000, all examinees sitting for the TOEFL test were required to take a writing test. The Japanese examinees found it difficult because when they were students, they mainly practiced translating Japanese sentences into English and did not learn how to write essays in English to express their ideas logically. However, good reading and listening skills are not sufficient for "survival" in an English-medium university. Adequate writing skills are also essential. Furthermore, the popularization of the use of the Internet and email has increased the need for written communication in English. Now, the importance of improving their writing ability has become a major concern of Japanese learners of English.

In order to meet the growing demand by such students at Keio University, SFC, the class entitled "Writing for the TOEFL Test" was created in the fall semester, 2001¹. This class aims not only to help them improve their scores on the writing section but also to enhance their comprehensive communication abilities in the increasingly internationalized world in the IT generation. This paper describes why and what students learn to write in English to achieve these goals.

2. The Content and Method of Curriculum

In the writing section, examinees are given one question, which was chosen from among the 185 sample questions listed on the homepage of the TOEFLⁱⁱ. Here is one of the examples: "Many people feel that computers have been the biggest change in human life in recent decades. How do you think computers have affected the world we live in? Use specific details and examples in your response." Within 30 minutes, they have to write an essay (250 to 400 words) in which they argue their own viewpoints using appropriate words and phrases and preserving logical consistency throughout the essay. The score ranges from 1 to 6, and according to the scoring guideⁱⁱⁱ two graders evaluate the same essay and the average score is given to every essay.

The same approach is taken in this class; the teacher and his American friend, a teacher in Texas, read and score the essays written in response to one of the questions, which

are posted on the BBS (Bulletin Board System)^{iv}. The scores are entered, averaged, and posted on the BBS. The use of the BBS in this way enables students to share their essays, learn from each other and see their assessments as tangible scores allowing for a unique reflection on their learning. The BBS functions as a learning environment, which will motivate students to make efforts throughout the semester to earn a higher score. Moreover, in the process of learning how to improve their scores, the classes are designed to make them realize the “authenticity” of their learning: they can clearly see how their learning “here and now” will be closely linked to the practical knowledge and skill they need “there and then” when they study abroad.

In the first half of the semester, before the commencement of the BBS activity, my students and I read through many good essays to identify the essential characteristics of good essays (i.e. those with the highest score of 6). This activity allows the students to acquire meta-knowledge about the act of writing, so that they can raise their consciousness of their process of writing in English or in Japanese.

The improvement of their writing scores will depend on their awareness of the specific shortcomings in their essays and their willingness to revise. This “autonomous learning procedure” is the key to their success in improving their writing skills. Here are the fundamental secrets of meta-knowledge in order to earn a high score in writing.

2.1. TWE and 3C

First, we develop the idea of “TWE” (Topic-oriented, Wanted-to-be-read, Exciting) suggested by Kanbe (2001), which succinctly expresses the fundamental qualities of a good essay and is a powerful guide to writing. The essay must be topic-oriented (T), which means that we have to make sure that we respond to the given question. Even though the content of the essay is excellent and well written, if it does not answer the question, the score will not be good. The first and most important step is to accurately understand the question.

The readers of the ETS (Educational Testing Service) have to score numerous essays, so they can only spend one and a half to two minutes to score each essay. Therefore, a good essay must have the quality of “wanted to be read” (W), which means we are supposed to concisely (C) write a thesis statement in the introductory paragraph that includes an outline of the ideas expressed in the body of the essay. This makes it easy for the readers to follow the ideas. Furthermore, after a single perusal, the readers must find the logical and persuasive argument. So, for the first five minutes before you begin to type the essay, it is essential to make an outline of what reasons and examples should be given in each of the body paragraph.

Here are the procedural steps of how to make a good outline: The first step is to brainstorm your ideas by writing in pencil on a piece of paper any reasons and examples which come into your mind. Then, you group them by interrelating the similar elements, so each group is “mutually exclusive and collectively exhaustive (MECE)” (Teruya, 2001). From among those groups categorized as MECE, you will choose two groups (reasons), which support your claim persuasively and effectively, and make an outline in which each reason is written in a paragraph i.e. Body Paragraph 1 and Body Paragraph 2. In the concluding paragraph, you should give a clear summary of what you have written in the body paragraphs in order to emphasize your claim.

In this way, the essay would consist of three parts: introduction, body, and conclusion, which test your ability to write coherently(C). Moreover, it is important to incorporate your unique experiences as examples into the body paragraphs, so your argument will sound convincing and this will excite your readers (E), and allow them to get a glimpse of your character (C) when reading your essay.

2.2. Four types of essay questions and the acquisition of "patterns" to structure the whole essay according to type

There are 185 essay questions disclosed on the official homepage of TOEFL which I categorized into four types of essay questions on the BBS. Useful patterns for each type of essay, which will help in writing a clear and logical introductory paragraph, body paragraphs, and concluding paragraph are also provided in the BBS. This will help us in shaping our own ideas while imitating the fundamental patterns. It thus enables us to efficiently and continually improve our writing ability and to change patterns according to the topic of the given question and the context. Here are the prototypical patterns of an introductory paragraph for each type of essay question:

Type 1: "Discuss both sides and choose a position" type

While there are many proponents to X, there are also opponents, who claim that S + V... We need to look carefully at both points of view in order to determine whether X is truly beneficial or in reality is unnecessary.

Type 2: "Take a position" type

I strongly recommend X. There are mainly two reasons to support X. They are:
(1)..... (2).....

Type 3: "Agree or disagree" type

Some people believe that S + V Other people believe that S + V Personally, I agree that S + V for the following two reasons.

Type 4: "Wh-questions" type

Although there are many, I choose X for the following two reasons.

Applying those patterns to the various types of essay questions will enable us to efficiently write the introductory paragraph within the first few minutes of the limited 30 minute time limit while facilitating the transition to the main parts of the essay. Furthermore, the introduction, which responds to the various types of essay questions, will give the scorers a good first impression of the essay.

Writing body paragraphs should take about 20 minutes. There are also useful patterns of writing to elaborate your arguments in the body paragraphs in response to the various types of essay questions. Here are some expressions to clearly show the reasons and examples you can use irrespective of essay type:

Body—paragraph 1: My primary reason is that S + V For example, The same is true of

Body—paragraph 2: Another reason is that S + V One example of this is that S + V Also,

The concluding paragraph should be written within a few minutes. You can use the following expressions to write the summary of your essay for any topic: Considering all of the above factors, I believe that S + V .../ Finally, the reasons I mentioned are sufficient to conclude that S + V

During the class these functional expressions are extracted from typical good essays of each type of essay question. The texts are fully examined in terms of TWE & 3C, MECE, and functional value of sentences. A database of functional expressions is made and kept as class property and to be used as good essay writing models.

With respect to a good way of improving our writing skill, “imitative learning” is of prime necessity as Zinsser (1989) remarks: “We all need models, whatever art or craft we're trying to learn. Back needed a model; Picasso needed a model; they didn't spring full-blown as Back and Picasso. This is especially true of writers. Writing is learned by imitation. ...Students often feel guilty about modelling their writing on someone else's writing. They think it's unethical. — which is commendable. Or they're afraid they'll lose their own identity. The point, however, is that we eventually move beyond our models; we take what we need and then we shed those skins and become who we are supposed to become. ... That's a fundamental premise of this book” (p.15).

Furthermore, the acquisition of conventional patterns through imitation closely resembles the three stages of martial arts training and other traditional Japanese culture. First, you faithfully imitate a model in order to acquire the conventional styles. Second, you break away from those styles and go through a process of finding your own styles by trial and error. Third, you shed them and create new styles. This way conventional styles or patterns are utilized in order to carry on the essence of culture and create new culture. The act of imitation is done individually but becomes social practice in the sense that you participate in the cultural community, which shares and values the conventional patterns.

2.3. Acquisition of conventional expressions relating to the topics of essay questions

So far I have emphasized the importance of acquiring the conventional patterns which function to organize the ideas of the whole essay clearly and logically in response to the type of essay question. In addition to such “macro-organizers,” it is essential to acquire the “micro-organizers” ---- conventional modes of expression relating to the topics of essay questions, which help us shape our ideas and express them in English (Kwang-Heui Park, 2001). It is with these conventional expressions that we can demonstrate syntactic variety and range of vocabulary, which a high scoring essay displays. To illustrate this point, here is a type 2 question concerning "foreign language education:"

Some people say that foreign language education should be a required part of every school curriculum. Others believe that it should not be a required subject but an elective one. Which opinion do you agree with? Give reasons to support your answer.

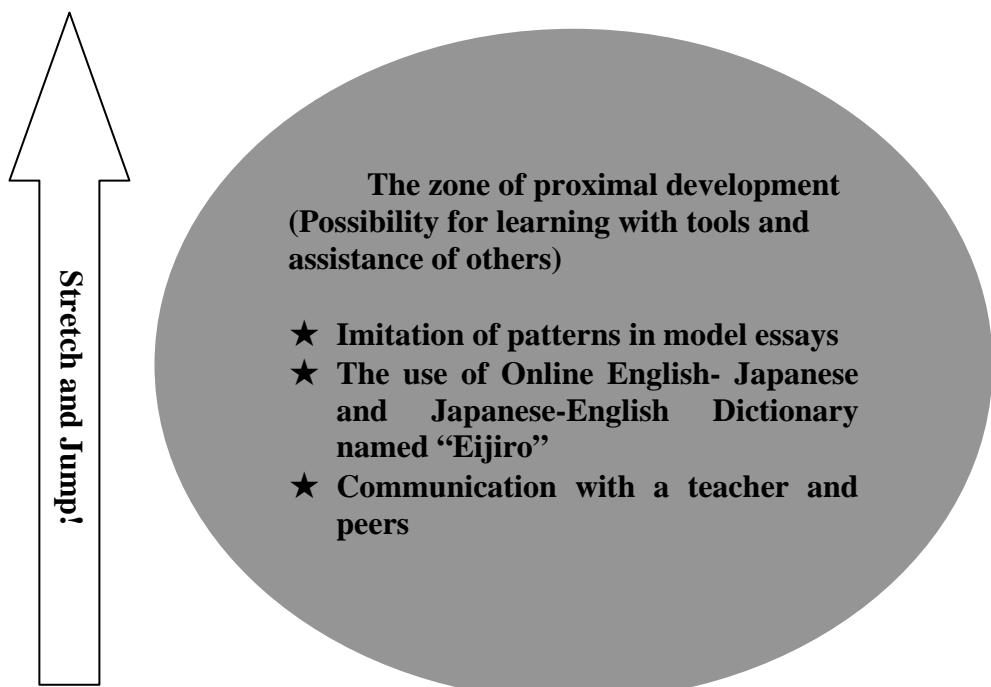
In order to answer the question, it is indispensable to know the following conventional expressions: make X an elective/ expand the range of choices for X/ acquire a foreign language/ widen one's perspectives [horizons] through being exposed to different values/ have a good command of English/ in an increasingly internationalized world/ be active in the international community.

It is easy for the students taking this class to “understand” those expressions, but it is difficult for them to “come up with” such native-like expressions. If they had to compose a sentence from scratch, by applying lexical items to syntactic rules, without borrowing or imitating such “ready-made expressions,” their produced sentences would

mostly sound unnatural despite grammatical correctness (Peter, 1998) because their way of thinking which is reflected in their sentences is bound to be influenced by the Japanese way of thinking. It is the gap between the levels of decoding and encoding that Japanese learners of English have to fill and the students of high intermediate level realize the discrepancy is very large.

The difference between the two levels will be Vygotsky's (1978) notion of the existence of what he called the "zone of proximal development". The zone of proximal development is the difference between the student's capacity to solve problems independently and his capacity to solve them with the assistance of someone else. He suggests that students should perform activities in the zone of proximal development through imitation with the assistance of various tools (language, materials, model, concept) and via communication with adult and other peers who have already mastered that particular activity (Sato, 2004).

The level of potential development (The level of writing a high score essay)



The actual development level (The current score of essay)

Figure 1 Vygotsky's (1978) notion of the "zone of proximal development"

The models to be imitated in this class are essays with a score 6.0 and the conventional modes of expression related to topics which are provided by the online free English-Japanese and Japanese-English dictionary of "ALC" Press^v. It is the imitative learning of patterns of each type of essay and conventional expressions related with topics that are provided as scaffolding to the students that will enable them to cultivate expressions and demonstrate a syntactic variety and range of vocabulary. In order to achieve native-like selection and native-like fluency, Langacker (2001), a cognitive linguist, argues that: "Since regular constructions of full generality constitute only a small proportion of conventional patterns, complete mastery of linguistic rules (as normally conceived) does not assure any degree of actual fluency in a language.....Only by controlling this

immense inventory of *conventional expressions* and *conventional modes of expression* is it possible for speakers to put together a continuous flow of complex expressions in real time" (p.4).

2.4. The use of a BBS to support collaborative learning

After they have gained meta-knowledge about writing during the first half of the semester, they will practice writing an essay as if they are taking a real test every week in the latter half of the semester. They are tested on the same type of essay question every two weeks. If a student cannot get a score higher than 4.5 for the first essay question, they have to do the following assignment, so they can improve their core when they answer the same question next week: making an outline using the "MECE" approach, preparing the pattern for the type of the essay question to logically structure the whole essay, and making a list of the conventional expressions related to the topic of the question they might use in their essays with the help of the "Eijiro" online dictionary. On the other hand, those who can get a score higher than 4.5 will answer another essay question of the same type the next week and follow the same procedure as in the previous essay question. Each student not only posts their essay but their outline, collocation (conventional expressions related to the topic), and chunk (pattern to logically structure the whole essay), so other students can utilize these components and learn from each other.

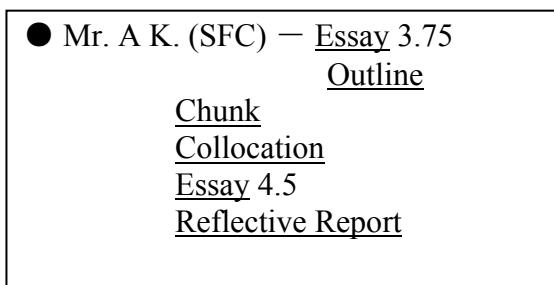


Figure 2 BBS tree showing the essay's average score and threads beneath

The scores of all the posted essays are recorded, averaged, and posted within a few days. Then students will utilize the BBS as a learning tool where they can read posted essays with various scores as they try to fill the gap between their current score and an essay with a higher score. Analytically reading essays with high scores in terms of "TWE & 3C," "MECE approach," and "utility of patterns" can serve as a mirror to reflect on their own essays enabling them to imitate the good features of a high scoring essay the next time they write an essay. Reading essays with various scores also helps them see their essays more objectively. To build reciprocal learning relationships, their reflections on essays written by peers and themselves are posted as "Reflective Reports" on the BBS of that question. This way, the individuality and ability of students are valued and appreciated on the Internet and collaborative learning is enhanced.

On the other hand, in the classroom the teacher chooses several essays from among those posted on the BBS of the latest topic and explains why those essays were given the scores in light of what we learned during the first half of the semester: "TWE & 3C," "MECE approach," "utility of patterns," and "grammar and usage." However,

students learn beyond the act of teaching in this class. Every student is encouraged to find problem areas in their own essays and solve them by imitating elements of essays with higher scores posted by others on the BBS, which builds their writing skills and improves their scores. This is the essence of the act of learning in a CSCL (Computer Supported Collaborative Learning).

3. Participation in the "Interactive Writing Community"

It is indispensable to write extensively to improve your writing ability. However, we have very few opportunities to use English in our daily life where Japanese is the official language. Therefore, it is essential for the English teachers in Japan to create an authentic environment in which students can interactively use their English as a communication tool. In order to simulate reality, the Interactive Writing Community (IWC) on the BBS (Bulletin Board System) Website was created in 1998^{vii}. The IWC has more than 50 BBSs each of which provides a discussion space for a specific issue. Using a tree format, the participants post essays on the top level with comments from others posted on threads beneath, so their ideas can develop through interaction. The IWC is used not only by the students taking this class at Keio University, SFC and Sophia University but also by students of other schools throughout the world who have actively joined the online community^{viii}. Here is a BBS of “Should working women quit their jobs after childbirth?”

- Mother with a great job -I respect my mother—Ms.S.Y (SFC)
 - Ms. I.S. (Kyoto University)
 - Ms.S.Y (SFC)
 - Mr. R.S. (Texas)
 - Ms.S.Y (SFC)
 - Ms.H.M. (Sophia University)
 - Ms.S.Y (SFC)

Figure 3 Essay tree with comment threads: Should working women quit their jobs after childbirth?

3.1. The existence of “readers (others)” which facilitates the dialogue with oneself

It takes a lot of courage to expose our writing to others. Being aware of the existence of readers, we become more conscious of what to write and how to write. The problem that is serious and acute for one person may not be a problem for someone else. What is self-evident for someone may be an unknown world for others. Such consciousness-raising for the act of writing will be facilitated through receiving comments from others on the IWC.

One of the students who learned to write essays on the IWC wrote in regard to readers in a reflective report: “I learned that it is important to think how the readers will interpret my words because sometimes my essay was misunderstood or didn't have the impact I intended. In some cases the words became a knife, having a far stronger

meaning than I anticipated, so I realized I had to read my essay repeatedly and change some expressions to make my intentions clear and my essay better.” This way the existence of readers will lead us to consider the subject matter from others’ points of view and cause more and more dialogues within ourselves in the process of writing. Receiving various comments will make us examine our mindset from different angles even more.

3.2. Fostering an ability to comment on others' work and build a creative relationship

In order to give good comments on the essays posted on the IWC, it is essential to accurately get the whole idea of what the author wanted to convey in the essay. Then we are required to relate their ideas and experiences to our own world of knowledge and experience and give responses which will build a creative relationship with the author. Receiving lively responses from others makes us more aware of the importance of quality comments and creates a strong desire to reciprocate by writing good comments for him/her, which enhances our comprehensive ability for communication.

An example that provides a clear demonstration of this point is a comment posted on the BBS of “Food and Drink”: “Hi! This is an interactive communication, isn't it? Through one essay, we have become "hot friends"! I feel this is the goal I have been trying to reach in this course. Thank you very much.” Those two students who had never met before were exchanging their ideas about “hot food.” Using a pun, she expressed her great joy of becoming “hot friends” on the IWC. Participation in the IWC project enables students to enjoy using their English as a communication tool to convey their ideas and create ties that bind the English users together. Needless to say, writing an essay to be read on the IWC will make them fully recognize the efficacy of the TWE & 3C, an outline patterned to logically structure the whole essay, and conventional expressions related to the topic.

3.3. The use of BBS to enhance and support the learning community

The act of writing is practiced individually. By posting our words on the BBS, however, it changes into social practice. The essays on the BBS will function as a forum of self-expression. They will also function as the media to lead to interactions with the other members of the IWC. It is when we participate in a reciprocal community that we are encouraged to learn and use a language communicatively and functionally. A case in point is the following comment written by a student in his reflective report: “I imagined someone I didn't know selecting my essay or poem to read. I imagined someone I didn't know deciding to answer my essay. To imagine this makes me happy, and it gives me more motivation to write to move someone's heart.”

Furthermore, we received a message from a teacher in Texas which gives evidence of the intercultural classroom communication on the internet: “Your words brought Japan to life for us and made our learning entertaining as well as meaningful.... Your shared personal experiences and knowledge was a key unlocking the wonders of a country thousands of miles away. Thank you for this special gift!” In this way students will read and write in English not for taking an examination but to become a participant in the learning community. Differing from the traditional view that human cognition is bounded inside individual heads, reading, writing, mutual understanding, and the construction of identities become interwoven on the IWC.

4. Reform of Writing Classes to Create Ties that Bind Students Together

Within the educational framework of depositing knowledge (e.g. grammar and vocabulary) as savings in one's brain for future use, the English language has been considered an examination subject. Thus, very few efforts have been made to tackle the problem squarely as to how we can make a passive learner change into a person who can actively express themselves in English. The problem that faces us is how we can provide learners with an environment where they can use English as a communicative tool to convey their ideas to someone and create the ties that bind the English users together. In order to solve such central problems for writing teachers, I have demonstrated an approach in this paper which is more intellectually stimulating, challenging, and enjoyable taking full advantage of the Internet.

I have used the three key words - Authenticity, Scaffolding, Reflection in CSCL (Computer Support for Collaborative Learning) as theoretical framework, and argued that computers are powerful learning tools to facilitate the following three elements of interaction in learning: interaction with the world (e.g. learning materials or content), interaction with others, and interaction with oneself (Sato, 1999). In the educational environment designed by IT, the role of a teacher is to orchestrate those three interactions of each student in the teaching practice and use computers so they will be reverberated in the learning community and learning will become active, collaborative, and reflective.

Notes

¹ Those three keywords are explained in the following way: "It is desirable that the authenticity of learning is realized by making students clearly see their learning "here and now" will definitely be related to the real ability and skill they will need in society in the future." (p.110). "Scaffolding is the idea that if a student needs the assistance of others to perform a task, they should not hesitate to ask and receive help from teachers and peers who have already mastered that particular task." (p.110). "Reflection is to carefully examine one's way of thinking and doing, find problem areas, and contrive ways to make things better." (p.111)

ⁱ The students who take this class have TOEFL scores ranging from 180 to 213. They want to achieve the required score of 250, which allows them to study at a graduate school in English medium universities. The scores of their first essay assigned at the beginning of the semester is about 3.5. They make strenuous efforts to get a score of 5.0 by the end of the semester, and every semester more than half of the students reach that goal in three months. Interestingly, there was a student in the past who took the CBT every month while she was taking this class. Her score started at 2.5 just before she began to take this class and gradually improved to 5.0 in three months. Her reflective report on this dramatic improvement was written and posted on the following page: <http://www.sfc.keio.ac.jp/iwc/TOEFL/2001f/>. Every student's score during the semester can be seen as their portfolio on the page named "TOEFL Marathon" (<http://www.sfc.keio.ac.jp/iwc/TOEFL/2001f/writer.cgi?rank=0>), Most students' scores improve during the semester similar to her case.

ⁱⁱ <http://www.ets.org/toefl/sampletest.html>

ⁱⁱⁱ http://www.sfc.keio.ac.jp/iwc/TOEFL/2001f/scoring_guide.html

^{iv} <http://www.sfc.keio.ac.jp/iwc/TOEFL/2001f/>

^v <http://www.alc.co.jp/>

^{vi} http://www.sfc.keio.ac.jp/iwc/IWC/real_index.html
http://www.sfc.keio.ac.jp/iwc/IWC/index_2004f.html

^{vii} The students can communicate in English on the IWC with the great help of the "Eijiro" online dictionary. It provides them with conventional expressions which enables them to put into English what they want to express on the IWC.

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[Web Site]

Overview of CALL 4 ALL's Language Learning Links Clearinghouse

*John Paul Loucky
Seinan Women's University, Kitakyushu, Japan*

Computer-Assisted Language Learning for All (CALL4ALL) exists to help students, teachers and researchers to improve their language learning or teaching in English and most other major languages (over 500 language pairs) by the use of modern technology. Useful links to CALL professional organizations worldwide, many free Web dictionaries and language learning resources are provided.

The overall goal of CALL4ALL is to provide all the services one could ever need in overcoming the language barrier between the major 300 languages in the world, including over 500 language pairs. Any services not currently existing on this website can be found through our extensive links including:

- All known Computer-Assisted Language Learning (CALL) organizations world-wide are listed.
- Hundreds of excellent mostly free online web dictionaries. English language links can be found in the English to foreign dictionaries, and foreign language links are located in the foreign to English dictionaries.
- Thousands of great links for teaching or learning English, especially to speakers of other languages, also known as TESOL / ESL / EFL.
- The most thorough Mother of Bibliographies on Second Language Vocabulary Acquisition is found here, with many articles, books and vocabulary learning links recommended on this subject of central importance in learning any language.
- A full Online Reading Lab has been added, with the kind permission of its author, William Balsamo, as well as links to several other Reading and Language Learning Labs.
- An advanced online course that is integrated with real language use in writing and speaking by using "PUSHED OUTPUT PRODUCTION" is included under "Double Your Vocabulary Using the Semantic Field Keyword Approach (SFKA)." This version is bilingual for Japanese users.
- An English for Advanced / Specific / Technical Purposes (EAP / ESP / ETP) Course has been added with articles from various engineering fields, which is processed by using both the "Pushed Output Production" method of the author, along with Rikai.Com's excellent instant access online bilingual glossing.
- Many other language learning resources are listed here, such as Safe Homestays in English-Speaking Countries, Free International Bible Translations, and Links to Electronic Dictionary and Language Software Vendors for many language pairs.

CALL4ALL is a Virtual Encyclopedia of ready links to thousands of topics, primarily though not exclusively dealing with language learning, teaching and research. Abundant web dictionaries are provided to all known online dictionaries, both Monolingual English Dictionary, Thesaurus and Collocation sites as well as Multi-Lingual Web Dictionaries. Links to language study in many languages are included, with priority given to Oriental language study and English online Reading and Language Lab tools and websites. All in all this may well become one of the most oft-visited and well-traveled CALL sites, since its design is so versatile and user-friendly. As always, recommendations and collaborative projects are most welcome.

For more information on the Web site, please visit:
<http://www.call4all.us/home/index2.php>



FORTHCOMING CONFERENCE

- ◆ EuroCALL international Conference: Krakow, Poland. 24-27 August 2005.
<http://www.eurocall-languages.org.pl/>
- ◆ Second International Conference on Pedagogies and Learning: USQ, Toowoomba, Australia. 18-20 September 2005. <http://www.usq.edu.au/pedagogies2005>
- ◆ Asia TEFL International Conference: Beijing, China. 4-6 November 2005.
http://www.asiatefl.org/conference/conference_1.html
- ◆ Soll.Intec.05 International Conference: Sheraton Hotel and Towers, Subang Jaya, Selangor, Malaysia. 21-23 Novermber 2005. <http://www.fssk.ukm.my/solls/>
- ◆ The Second Pacific Association for CALL Conference (PacCALL): Yunnan University, Kunming, Yunnan Province, China. 1-3 December 2005.
<http://www.paccall.org/2005/>
- ◆ 5th Language for Specific Purposes International Seminar (LSP 2006): Johor Bahru, Johor, Malaysia. 13-15 April 2006. <http://www.lsputm.org/>



CALL FOR PAPERS

- ◆ APACALL Book II: <http://www.apacall.org/research/research.html>
- ◆ GEMA Journal of Language Studies would like to invite papers on Language Studies, Linguistics and Literary studies. It would also like to invite contributions to its forthcoming Special Issue on Language Testing and Assessment. For more information, please log in at: <http://www.fpbahasa.ukm.my/journal/>



NEWSLETTER EDITOR'S NOTES

First and foremost, I would like to thank John Paul Loucky and Kunitaro Mizuno for contributing their articles to this newsletter. My thanks also go to other contributors. However, sadly to admit, the number of articles submitted to the newsletter has been declining. I would like to make an appeal to all members to renew their commitment to APACALL by contributing more articles as well as reports and reviews for the forthcoming issues. Let us work together to make the newsletter a publication that we can all be proud of. I really hope to hear from you soon. If any, please let me know how I can improve the newsletter. I look forward to receiving your feedback.

Siew Ming Thang



ADDITIONAL NOTES

- Members are encouraged to join the APACALL E-list that provides a communication channel for exchanging e-mail messages directly with other members. Please refer to the 'About APACALL' page of the APACALL Web site.
- Members are invited to send APACALL Webmaster their names and personal homepage addresses to be listed on the 'Resources' page of the APACALL Web site.
- Your contributions to this newsletter are always welcome. Please send your news items to the Newsletter Editor (thang@pkricc.ukm.my) or the Webmaster (webmaster@apacall.org).

