

CREATION	INNOVATION	COLLABORATION
 www.apacall.org ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING		
APACALL Newsletter Series No. 22, December 2018		

[President's Message – News from Members – Website of Interest – Book of Interest – Forthcoming Conferences – TELLRN – Additional Notes]



PRESIDENT'S MESSAGE

This year has been a capacity building year for APACALL. While exploring ways of making more contributions to the field of CALL, our main attention has been given to the APACALL Book Series Volume 4, which will be published in the first half of 2019. In line with our concerted efforts for high quality publications, all members are encouraged again to initiate and get involved in TELLRN projects so that we can produce more research papers. There will also be an opportunity to participate in an online conference for creative and collaborative discussions in the near future. I would like to thank those who have engaged with APACALL activities at various times. I wish you all the best and look forward to working with you again in the coming year.

Jeong-Bae Son
President



NEWS FROM MEMBERS (January – December 2018)

► Publications

- **Alm, A.** (2018). Advanced language learners as autonomous language users on Facebook. In J. Buendgens-Kosten & D. Elsner (Eds.), *CALL in multilingual settings* (pp. 191-209). Bristol: Multilingual Matters.
- Kaneko, E., **Park, M.**, Wilson, I., Heo, Y., Roy, D., Yasuta, T., Nicholas, A., & Blake, J. (2018). English curriculum innovation for computer science majors in the Japanese EFL context: From needs to tasks. *Proceedings of the 2018 IEEE International Professional Communication Conference* (pp. 84-89). Toronto, Canada.
- **Kilickaya, F.** (2018). Information and communications technology (ICT) in listening instruction. In J. I. Liontas (Ed.), *The TESOL encyclopedia of English language teaching*. Malden, MA: Wiley. DOI: <https://doi.org/10.1002/9781118784235.eelt0601>
- Miller, L., & **Wu, J.** (2018). From structured to unstructured learning via a technology-mediated learning framework. *EAI Endorsed Transactions on e-Learning*, 17, e5. Retrieved from <http://eudl.eu/doi/10.4108/eai.25-9-2018.155575>

- **Müller, A., Son, J.-B., Nozawa, K., & Dashtestani, R.** (2018). Learning English idioms with a web-based educational game. *Journal of Educational Computing Research*, 56(6), 848-865. First published online (25 October 2017). DOI: <https://doi.org/10.1177/0735633117729292>
- **Park, M.** (2018). Innovative assessment of aviation English in a virtual world: Windows into cognitive and metacognitive strategies. *ReCALL Journal*, 30(2), 196-213.
- **Son, J.-B.** (2018). *Teacher development in technology-enhanced language teaching*. London: Palgrave Macmillan.
- **Son, J.-B.** (2018). Technology in English as a foreign Language (EFL) teaching. In J. I. Lontas (Ed.), *The TESOL encyclopedia of English language teaching* (pp. 1-7). Malden, MA: Wiley. DOI: <https://doi.org/10.1002/9781118784235.eelt0448>
- **Wu, J.** (2018a). Antiplagiarism and L2 students' online writing. *TESOL Journal*, 9(2), 393-396.
- **Wu, J.** (2018b). Mobile collaborative learning in a Chinese tertiary EFL context. *TESL-EJ*, 22(2), 1-15. Retrieved from <http://www.tesl-ej.org/wordpress/issues/volume22/ej86/ej86int/>

► Presentations

- **Alm, A.** (2018, February). Babel, Busuu, BliuBliu: Wortspielerei oder ernstzunehmende Optionen für selbstgesteuertes Fremdsprachenlernen? Presentation at a German Colloquium, Wellington, New Zealand.
- **Alm, A.** (2018, November). L2 chatbots for informal language learning. Paper presented at the WorldCALL 2018 Conference, Universidad de Concepción, Concepción, Chile.
- **Alm, A.** (2018, November). Language learning apps. Talk at the Pontifical Catholic University of Valparaíso, Chile.
- Cetin, K., & **Kilickaya, F.** (2018, May). A systematic review of research on reading on screen and on paper. Paper presented at the 7th International Conference on Narrative & Language Studies. Trabzon, Turkey.
- Chan, E., & **Park, M.** (2018, September). Use of ICT tools in an English teaching context for primary students in Hong Kong. Paper presented at the 3rd Conference on New Trends in English Language Teaching and Testing, Tehran, Iran.
- Kaneko, E., **Park, M.**, Wilson, I., Roy, D., Heo, Y., Yasuta, T., Blake, J., & Nicholas, A. (2018, May). Task-based English curriculum innovation for computer science majors in Japan: Preliminary report. Paper presented at the TBLT (Task-Based Language Teaching) in Asia 2018 Conference, Kyoto, Japan.
- **Kilickaya, F.** (2018, April). Computer-supported written corrective feedback preferences among pre-service language teachers. Paper presented at the 12th International IDEA Conference: Studies in English. Antalya, Turkey.

- **Nozawa, K.** (2018, June). CALL integration into EFL: Successes and challenges over the years. Plenary speech at the JALTCALL 2018 Conference at Meijo University Nagoya Dome-mae Campus, Aichi, Japan.
- **Nozawa, K.** (2018, August). A pre-service EFL teacher training with CALLI. Paper presented at the GLoCALL 2018 Conference at Xi'an Jiaotong-Liverpool University, Suzhou, China.
- **Nozawa, K.** (2018, August). Publishing in CALL: CALL-EJ. Talk at a symposium held at the GLoCALL 2018 Conference at Xi'an Jiaotong-Liverpool University, Suzhou, China.
- **Nozawa, K.** (2018, September). Active learning utilizing multimedia database: Success and failures in learning English. Keynote presentation at the 2018 Foreign Language Laboratory Open Seminar at Aoyama Gakuin University Aoyama Campus, Tokyo, Japan.
- **Perks, B.** (2018, February). Relationship between instructor feedback and EFL student perception. Paper presented at the 14th Annual CamTESOL Conference - English Language Teaching in the Digital Era, The Institute of Technology Cambodia (ITC), Phnom Penh, Cambodia.
- **Son, J.-B.** (2018, October). Intercultural language learning and teaching. Invited public lecture funded by the Australia-Korea Foundation Grant Program. Gyeongsangnam-do Office of Education, Changwon, Korea, 4 October 2018.
- **Son, J.-B.** (2018, November). Expert views on competencies and expertise in CALL. Paper presented at the WorldCALL 2018 Conference, Universidad de Concepción, Concepción, Chile.
- **Son, J.-B., Levy, M., Motteram, G., & Hubbard, P.** (2018, November). CALL teacher education: Lessons learned from experiences. Symposium held at the WorldCALL 2018 Conference, Universidad de Concepción, Concepción, Chile.
- **Wai, C.-B., & Park, M.** (2018, November). Innovative CALL practices in secondary English class: Perspectives from Hong Kong. Paper presented at the 2018 Korea Association of Multimedia-Assisted Language Learning (KAMALL) Conference, Seoul, Korea.
- **Warchulski, D.** (2018, September). Autonomy and students' motivational dispositions: A pilot study at a Japanese university. Paper presented at the 27th IATEFL Poland Conference at Wroclaw Institute of Science and Technology Congress Centre in Wroclaw, Poland.
- **Wu, J.** (2018, May). Chinese university learners' previous experience with mobile-assisted language learning. Paper presented at the International Conference on English Language Education in the Chinese Context, Hong Kong.

- **Wu, J.** (2018, June). Experience with mobile-assisted language learning: What's the story from the learners' side? Paper presented at the 16th Asia TEFL, 1st MAAL & 6th HAAL 2018 Conference, Macau.
- **Wu, J.** (2018, August). An analysis of the participants' performance in a mobile telecollaborative group: Are we being over-optimistic? Paper presented at the GLoCALL 2018 Conference, Suzhou, China.
- **Wu, J.** (2018, August). A survey on Chinese university students' perceptions and experience regarding mobile-assisted language learning. Paper presented at the GLoCALL 2018 Conference, Suzhou, China.

► **Grants/Awards**

◇ Junjie Gavin Wu: (1) HAAL Postgraduate Student Grant for Overseas Conference Presentation; (2) Richard Pemberton Award for Postgraduate Student Travel

◇ Moonyoung Park: Principal Investigator, Pedagogical development & technology-enhanced learning (PDTL) Grant (#24620717). Integrating mobile augmented-reality technologies in English education: An exploratory case study in the Hong Kong context, The Chinese University of Hong Kong, 01/03/2018–28/02/2019.

► **Appointment/Movement**

⇒ Antonie Alm: My position was reduced to part time in 2018, but from 2019, I will resume my full time position to lead the Department of Languages & Cultures at the University of Otago as Head of Programme (3-year position).



WEBSITE OF INTEREST

Readlang: Learning Languages by Reading Online

Ferit Kılıçkaya

Burdur Mehmet Akif Ersoy University, Turkey

Dictionaries have an important role as they support learners while learners are endeavoring to improve reading comprehension in the language they wish to learn. Compared to the practices in the past, current research indicates that learners opt for electronic or multimedia-based dictionaries more than print ones. For example, Şevik's (2017) study reveals that paper dictionaries cannot enjoy the popularity that they had once, among learners, multimedia-based, electronic, or online dictionaries are becoming popular for several reasons such as features that allow the learners to look up words easily. Readers can refer to the technology column, in which I discussed one of the dictionary lookup pieces of software for language learners (Kılıçkaya, 2014a) for a short discussion on the use of online dictionaries. One of the main advantages of using online dictionaries is that you can easily look up the words, which is timesaving compared to print ones. However, while reading online, it might be disturbing or unwelcome as each time readers might have to refer to the online dictionary to check the meanings. Considering these limitations, I have decided to introduce *Readlang* (<https://readlang.com>).

Readlang is a website that translates words and phrases live automatically on any text or web page in more than 40 different languages. Better still, *Readlang* can also create flashcards based on the words or phrases that are clicked on.

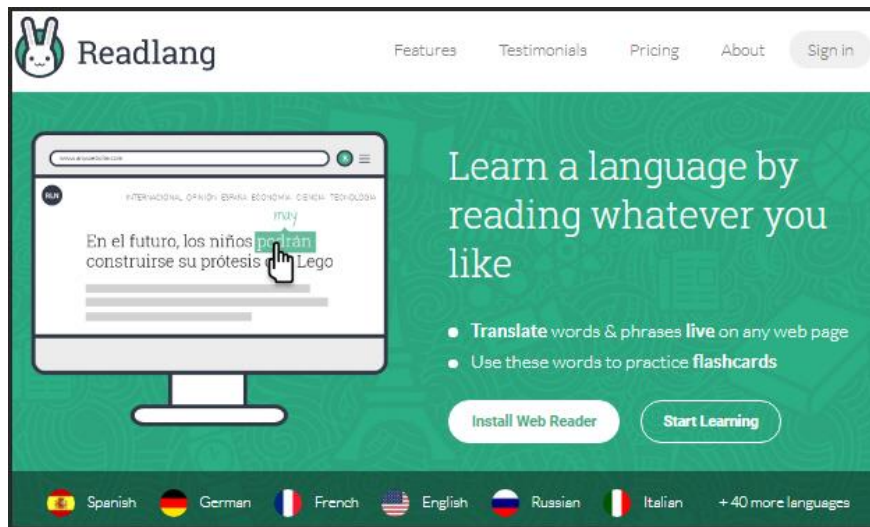


Figure 1. Homepage of *Readlang*.

Although it is possible to use the website without registration, in order to save our progress, you will first need to create an account using the ‘Sign In’ link on the top right side of its homepage. The registration process can be done by using the Google account or providing an email address. When registration is completed, the following page will appear, asking what language we want to learn. I have selected ‘Russian’ for the language I want to learn. Depending on your selection, several options will be offered such as the language of the texts in Library and suggested sites.

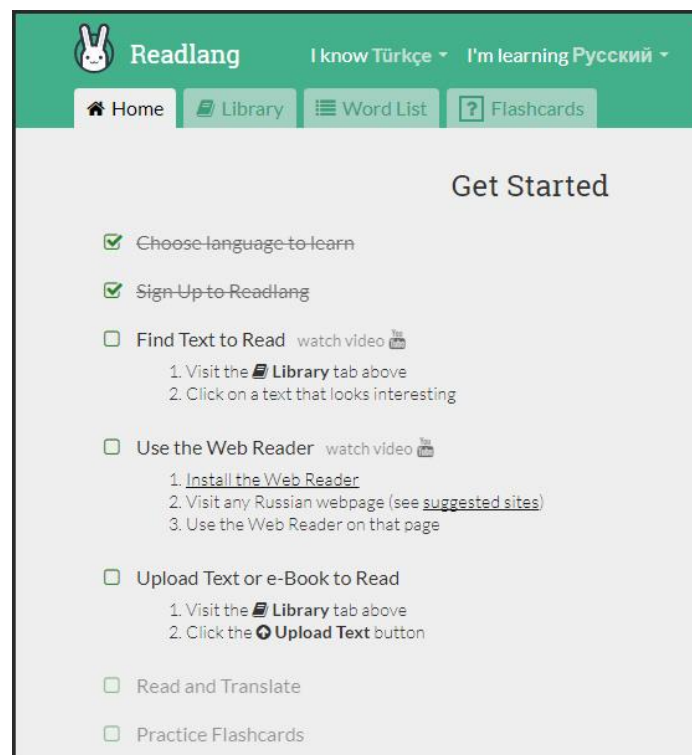


Figure 2. Main options.

You can use the 'Library' tab to do several useful things. For example, you can upload your own texts (see Figure 2). You can copy and paste or upload your own text using 'Upload Text' button in the 'Library' tab. The texts to be uploaded should be either '.txt' or 'epub' without DRM. If you want to upload files with DRM, you can check the related link on the page. In 'Public Texts', you can search for texts and videos in the language selected (in my case, Russian) shared by other *Readlang* users. These texts can be searched based on several options such as fiction, non-fiction, and song. Moreover, you can search for the texts based on the difficulty and word count (see Figure 3).

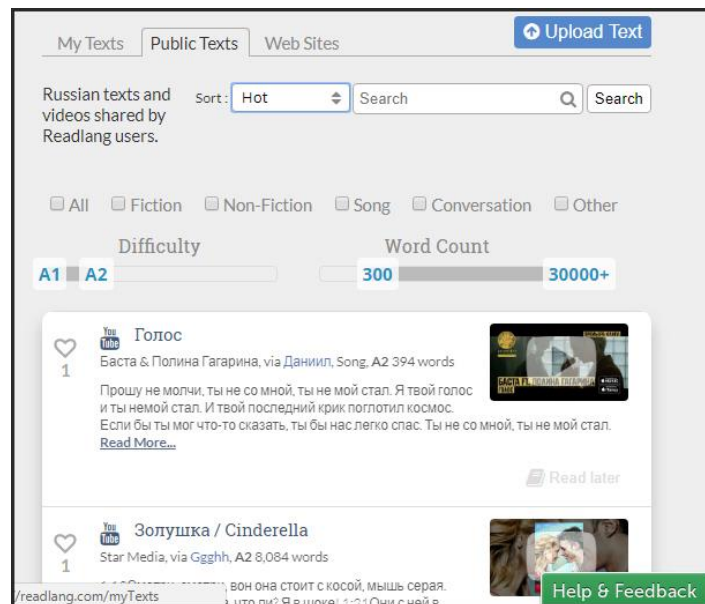


Figure 3. Finding texts/websites.

To find other websites that *Readlang* learners find popular or useful in the language you want to learn, you can check the 'Websites' tab (see Figure 4).

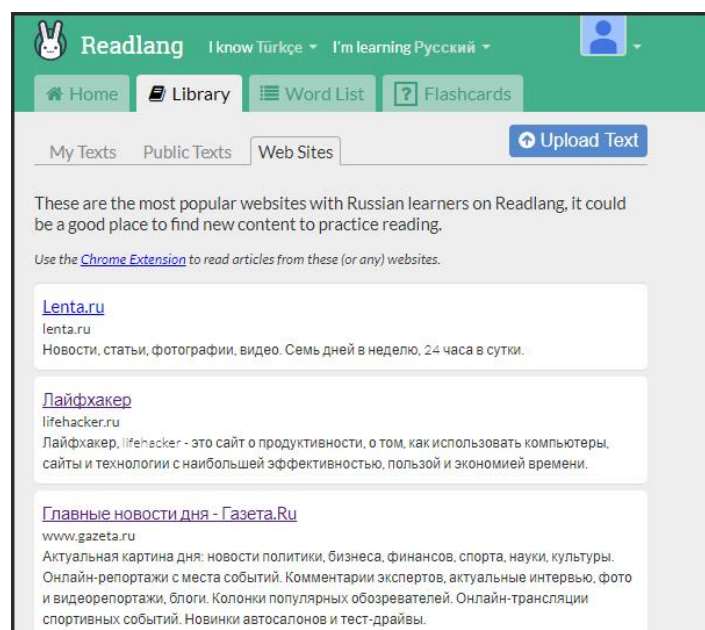


Figure 4. Uploaded texts.

To read the uploaded texts, the ‘Public Texts’ or the articles on the ‘Websites’, you will need to add ‘Readlang Web Reader’ to Google Chrome, which is available in the ‘Websites’ tab. I have installed this extension to Google Chrome and started to read one of the texts in ‘Public Texts’ by clicking on the words whose meanings I would like to learn in my mother tongue, Turkish. When I click on the words whose meanings I want to learn, a pop-up appears just above the word, with the definition or translation. It is due to note that, while there are unlimited single word translations in the trial mode of *Readlang*, you can only have 10 phrase translations a day for its free version.

In the ‘Word List’ tab (Figure 5), you can see the words and phrases collected while you are reading the texts. You can review the words that you have translated while reading the texts, edit or select or even export your favorite words to use with other applications such as *Anki*, which is a useful tool to create flashcards (Kılıçkaya, 2014b).

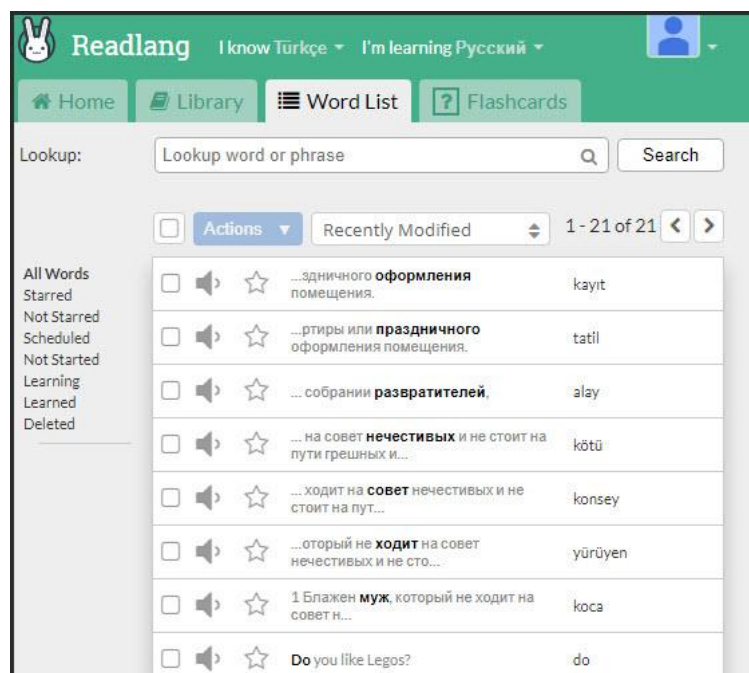


Figure 5. The wordlists.

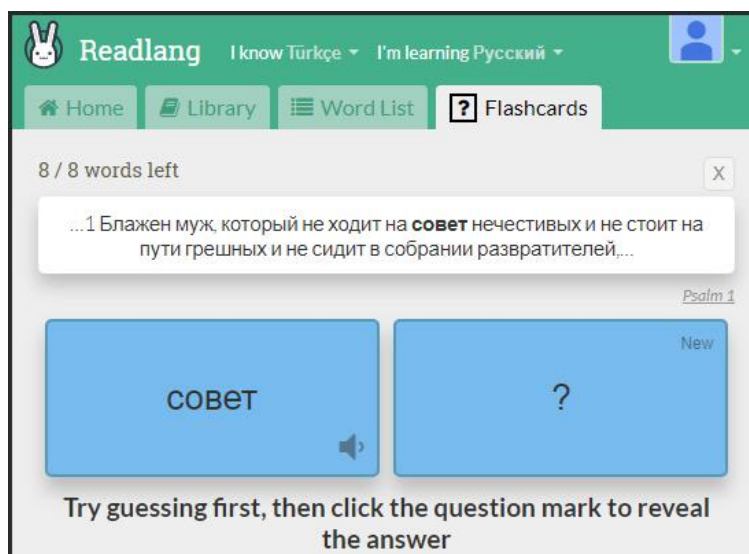


Figure 6. Flashcards based on wordlists.

In the ‘Flashcards’ tab (Figure 6), based on the previously translated words and phrases, you can create flashcards to learn or review these words which are provided in context and based on spaced repetition algorithm.

Evaluation

For language learners who are willing to read as much as they can in the target language to improve their reading comprehension in addition to lexical knowledge, *Readlang* appears to be the right tool for them. One of the main advantages of *Readlang* is that, while reading a text, you can click on the words or phrases and learn the meanings or translations of these words immediately without referring to another website or dictionary. Moreover, these words and phrases are automatically added to the ‘Word List’, which can later be used to create flashcards for recycling these words in context. This is especially useful for language learners to improve their lexical knowledge in meaningful contexts rather than memorizing individual words. Moreover, the words or phrases can also be exported for use with other applications such as *Anki*. *Readlang* is user-friendly and provides several benefits to learners (Kılıçkaya, 2017). I should also add that there are some limitations in the trial mode of *Readlang*. One limitation is the number of phrase translations, which is limited to 10. However, there is no limitation on the number of single word translations. Another limitation is *Readlang* Web Reader, which allows reading any text on the web, is only available to Google Chrome. However, I believe that, in the future updates, the website will also add this extension to other browsers.

References

- Kılıçkaya, F. (2014a). *GoldenDict*: A dictionary lookup program for language learners. *The AATSEEL Newsletter*, 57(2), 13-15. Retrieved from http://www.aatseel.org/100111/pdf/may_2014_aatseel_newsletter_final.pdf
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- Şevik, M. (2017). An investigation of ELT student teachers’ dictionary ownership and preferences. *Lublin Studies in Modern Languages and Literature*, 41(1), 214-232. DOI: <https://doi.org/10.17951/lsmll.2017.41.1.214>

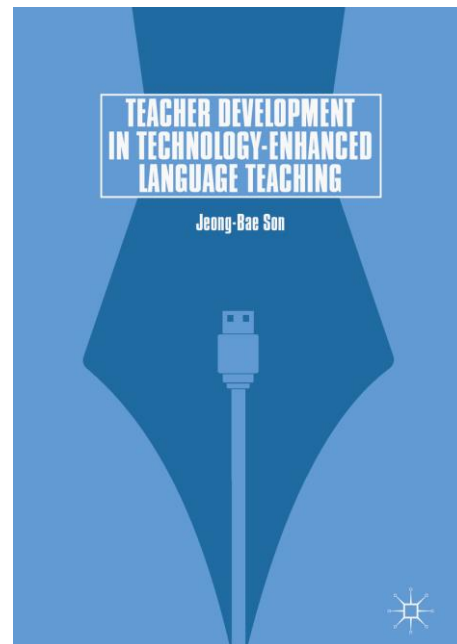


BOOK OF INTEREST

Teacher Development in Technology-Enhanced Language Teaching

Author: Jeong-Bae Son

This book explores language teacher development in computer-assisted language learning (CALL) environments and discusses approaches, tasks and resources that can guide language teachers to develop their skills and strategies for technology-enhanced language teaching (TELT). It looks at key aspects of CALL in terms of pedagogy and technology and proposes a model of CALL teacher development, which incorporates essential elements of teacher learning in CALL. Further, the author presents practical tasks and tips on how to develop knowledge and skills for the use of digital technologies in language teaching and suggests ideas to improve language teacher training and development.



The book was published by Palgrave Macmillan in London in June 2018. For more information, see: <http://drjbson.com/projects/tdtelt/>

FORTHCOMING CONFERENCES

◆ JALTCALL 2019 (31 May – 2 June 2019)

Aoyama Gakuin University, Tokyo, Japan. <https://conference2019.jaltcall.org/>

◆ 20th International CALL Research Conference (10-12 July 2019)

The Education University of Hong Kong, Hong Kong. <http://www.call2019.org/>

TELLRN

The Technology-Enhanced Language Learning Research Network (TELLRN) conducts and disseminates research on the ways in which digital technologies can improve learning opportunities and educational outcomes for language learners and teachers. APACALL members who are interested in the use of digital technologies and are willing to participate in collaborative research projects are welcome to join the TELLRN research team. If you have an idea or a proposal for a research collaboration, please contact the Director with details: <http://www.apacall.org/tellrn/>

ADDITIONAL NOTES

- Members are invited to send the APACALL Webmaster (webmaster@apacall.org) their names and resource website addresses to be listed on the ‘Resources’ page (<http://www.apacall.org/resources/resources.html>) of the APACALL website.
- Your contributions to this newsletter series are always welcome. Please send your news items to the APACALL Webmaster (webmaster@apacall.org).

