

CREATION	INNOVATION	COLLABORATION
 www.apacall.org ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING		
APACALL Newsletter Series No. 24, December 2020		

[President's Message – Important Notice – News from Members – Short Articles – Websites and Apps of Interest – Book of Interest – Forthcoming Event – TELLRN Invitation – Additional Notes]



PRESIDENT'S MESSAGE

Although the COVID-19 pandemic has affected us all in many ways in 2020, it has been another productive year for APACALL. While continuing to communicate and collaborate, we were able to publish our second free e-book, which is a useful resource for language teachers, teacher educators and researchers. I thank all those who were involved in the book project. I also thank those who have shown their interest in TELLRN projects for international research collaboration. I am sure that we will have more opportunities to work together as we go along. I look forward to working with you further in 2021.

All the best!
Jeong-Bae Son
 President



IMPORTANT NOTICE

Time to Renew Your APACALL Membership!

To **all** APACALL members

The APACALL membership is free. APACALL members do not need to renew their membership every year. Instead, they are asked to renew their membership when APACALL needs to update its database. The update allows APACALL to strengthen links with its members and remove bounced email addresses from the list of its members.

It is now time for us to update our database. Details of all current members, including those who have joined APACALL this month, will be removed from the APACALL database on the 31st of December 2020.

For a new start from the beginning of 2021, you are all asked to renew your membership by submitting a new membership application from 4 January 2021 if you wish to continue being an APACALL member and receiving news about APACALL activities.

You can access the APACALL Membership Application Form through the front page of the APACALL website (www.apacall.org). It takes less than 5 minutes to complete and submit the membership application form. In filling out the form, please make sure to provide your details as much as possible. Once received, we will review each application and send you an acceptance email within a week.

Regarding this process, an email message will be sent to all current members on the 4th of January 2021. After that, you will not receive any more emails from APACALL unless you renew your membership. Please make a note about this membership renewal on your calendar so that you can follow it up in January 2021.

APACALL President



NEWS FROM MEMBERS (January – December 2020)

► Publications

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- **Koenraad, T.** (2019). Pedagogical frameworks and principles for mobile (language) learning to support related teacher education. In F. Meunier, J. Van de Vyver, L. Bradley, & S. Thouësny (Eds.), *CALL and complexity – Short papers from EUROCALL 2019* (pp. 229-235). Research-publishing.net.
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- **McCarty, S.** (2020, January). Academic publications should broaden knowledge: Motivation to publish should be intrinsic, not extrinsic, to the writer. *Anecdotes of Academia*. <https://medium.com/anecdotes-of-academia/why-do-most-academic-publications-not-broaden-knowledge-c0f36fa8ec0a>
- **McCarty, S.** (2020, March) "This is Asia: Exploring the contrast between East Asian and Indo-Western ways of thinking. *Anecdotes of Academia*.
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► Presentations

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- **Kılıçkaya, F., Kic-Drgas, J., & Krawiec, M.** (2020, November 8). *University language lecturers' use of Internet resources for preparing EFL listening materials*. Online presentation at the Qatar University 5th Annual International (Virtual) Conference on English Language Teaching (7-8 November 2020). Qatar.
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<https://www2.slideshare.net/exjayhawk/jalt-kyoto-member-spotlight-2020>
- **Nozawa, K.** (2020, November 19). *What is the intercultural communication competence and how you can enhance it?* [PowerPoint slides]. Online presentation at Seinan Jogakuin University, Japan.
- **Park, M.** (2020, December). *Investigating strategic online reading processes of pre-service English teachers in Korea*. Video presentation at the Doctoral Program in Applied Linguistics & Technology (ALT) 15th Anniversary Virtual Conference, Ames, IA, USA, December 3-5, 2020.

► **Appointment/Movement**

⇒ Junjie Gavin Wu: I finished my Ph.D. program at City University of Hong Kong and joined Shenzhen Technology University as an Assistant Professor in the School of Foreign Languages.



SHORT ARTICLES

Global Faculty Development in Practice

Steve McCarty
Osaka Jogakuin University, Japan

Universities are responding to globalization pressures. English has become a global academic lingua franca (cf. Jenkins, 2018). Therefore, in recent years, English-Medium Instruction (hereinafter EMI) programs have rapidly developed at universities where English is a foreign language (Brown, 2015; Macaro et al., 2018). For the EMI programs to be successful, the need for Faculty Development (hereinafter FD) has begun to be recognized. A European group researched EMI programs in much of the world and found that instructors who are non-native English users tend to focus on content and neglect linguistic accuracy, while students often have insufficient English

proficiency. Moreover, they could not find a program with FD for EMI at any university they investigated (Doiz et al., 2013, pp. 216-219).

Horie (2017) reported that regular university faculty members in Japan lack support for EMI classes. Beyond improving their English language proficiency, they need to develop suitable pedagogical skills to facilitate multicultural classroom interactions. Until the pandemic, Japan's education ministry was promoting EMI to greatly increase foreign students in Japan by lowering the language barrier. Japan needs more international workers, and companies especially want foreigners who get used to the culture and graduate from Japanese universities. The ministry was also trying to raise the global rankings of Japanese universities through their internationalization and publishing more highly cited research in English. To accomplish this, Japanese faculty and students would have to get more involved with EMI. In a Japanese language paper, Ikeda & Belarga (2018) frankly explained the EMI curriculum and international exchanges as partly a response to global competition for higher university rankings. They connected EMI to internationalizing the faculty members as well as cultivating students as human resources in a multicultural world.

The Kansai University Division of International Affairs has a curriculum for foreign exchange students, half the time studying Japanese and the other half content classes taught in English. Regular Japanese students in most divisions with relatively high English proficiency may also take a limited number of the classes for credit. Global FD for EMI started at Kansai University in 2015 with a seminar on Content and Language Integrated Learning. Then, in 2016 the International Education Support Office was opened. They conduct workshops for skills such as presenting or discussing faculty members' research in English. The Office also inaugurated individual faculty consultations. They were looking for a professor with high competence in various disciplines as well as English. The author was invited to be the one in this unique role. Submitting reports on each session, the author has complete data. The author translated documents from Japanese such as the flyer that indicated what the university was offering faculty members, then compared the stated goals of the program with data on what faculty members said they actually needed.

Clients were suggested to take three one-hour sessions, but the number of sessions could be more or less. Among 16 total faculty members from various departments, the following took one or more of the types of support offered in the flyer. Of the 16, eight planned to teach regular or international classes in English. 13 sought to make competent international conference presentations, and 13 explicitly wanted to raise their English level for academic discussions. For others it might have been implicit. However, another seven requests to the author were for types of support not explicitly offered in the flyer, mostly to check their written English in a syllabus, abstract, or paper.

Some clients were determined to use their foreign language skills to teach in English and engage in international activities, while others were evidently responding to pressure from their departments. Some had studied abroad and their English was rusty from lack of daily use, so their fluency improved rapidly. Others were fluent in everyday conversation but could not discuss their own field in academic English. The author encouraged them all to consider teaching and presenting in English, because even if their comprehension and fluency were limited, actually doing it would provide the best practice to become ready to discuss their academic field in English.

There were unique requests, such as how to moderate a conference colloquium. Clients brought up study abroad programs for their students, taking a Sabbatical abroad, or global educational issues beyond their own specialization. Some were concerned about cultural differences and pedagogical issues in teaching international students. Some examples of writings that clients brought to check were abstracts for a journal article or international conference presentation proposal. In one case, a paper for a prominent linguistics journal was receiving many editorial demands for elaboration, but the author could help with revisions, and the paper was finally published.

There is a need for improving academic papers and other writings, not just correcting the English but making papers more publishable. If a university offered that service, there would be a great demand, but it would take a corresponding budget allocation. In this example, the university administration is responding to societal forces of globalization. Measures of educational quality also affect the domestic reputation and global rankings of the university. These issues lack forums for discussion but are on the minds of academics. University faculties have some autonomy, but the President's office urges them to offer more regular courses taught in English. Then the departments place pressure on faculty members. Individuals can resist, go along reluctantly, or lead the way as early adopters. In any case, it can make a difference in their career and their university's reputation. Groups in Japan tend to be insular, so reforms are needed in the institutional culture. Coordination of departments and faculty members could be furthered by incentives such as offering services that enhance faculty accomplishments.

In conclusion, Global FD needs to go beyond improving foreign language proficiency. For international classes and academic communication, faculty members may need constructivist pedagogy and to be more expressive. Not just improving PowerPoint slides but engaging directly with audiences; and being active not just inside the campus gates but connecting with the global academic world.

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Contributor

Steve McCarty lectures at Osaka Jogakuin University and for the Japanese government international agency JICA. From 2015-2020, he taught international ICT classes at Kansai University and held the faculty development position discussed in this article.



COVID-19 and CALL Reflection through Eye Tracking

Hazita Azman and Warid Mihat
National University of Malaysia, Malaysia

The landscape of language learning and teaching was reformed when the COVID-19 pandemic struck human civilization. One of the crystal-clear changes that we can see is that electronic gadgets such as computers, laptops, webcams, applications for teaching and learning have become the centrepiece for education sustainability. The inflation of videos that guide teachers on how to use teaching and learning software on YouTube is an evidence that computer-assisted language learning (CALL) has transcended beyond these words, ‘development’ and ‘application’. In this short article, we hope to attract everyone’s attention to another word that should be associated with CALL, which is ‘reflection’.

Often when we discuss CALL, our attention is given to how we use the technology to teach the target language in classrooms. Such attention has given birth to many scholarly papers and development of language learning apps. While they are needed, reflecting on how technology being used and developed carries similar importance in this research area. For example, constant changes that take place in online meeting platforms such as Teams, Meet and Zoom show how each company competes to make the experience of using the applications better from time to time. This, however, should not be an exclusive habit for business-minded people only. Hence, it is of paramount importance to ponder and question ourselves whether the design of the application or the technology that we use in our instructional sessions is user friendly and whether the content that we design and present in the classroom, through technology, can increase opportunities for learning.

Realizing the importance of reflection in the technology that we use in language teaching, the Eye Tracking Lab Analysis (ETAL) of National University of Malaysia has been actively promoting eye tracking to postgraduate and undergraduate students. The aim of the initiative is to inculcate inquisitive queries on current practices in L2 through technology. This revisit covers not only the process of learning, such as how L2 instruction should be designed, but also on how the interface of applications should be constructed and improved.



TobiX300 in ETAL UKM

But what is eye tracking? Eye tracking is a technology that allows researchers to visit the ‘during’ process by looking at gaze-plots and fixations made by the person who is being investigated (Godfroid, 2019; Mihat et al., 2018; Rayner et al., 2012). The interesting part about an eye tracker is that data can represent the ‘while-doing’ and this is what makes ‘reflection’ with eye tracking more interesting.

A typical process of reflecting normally being done after the whole process has been completed, like conducting an interview after the post-reading activity in order to know how a person did his or her reading. The experience with eye tracking, however, will be different. The gaze plots produced by an eye tracking system would allow researchers to track back how reading was done. Coupled with the interview and findings from past studies, the discussion on the process of reading will become rich and informative and this would allow us to see a better picture during the process of reading. This is what Rayner et al. (2012) described as convergence analysis, where data ‘during reading’ and ‘after reading’ are being evaluated to make sense of the phenomena investigated.

What else can eye tracking offer? People often think that eye tracking is a research area for reading only. This might be true in the past, but eye tracking technology has been developing side by side with human civilization. To date, eye tracking has become more user friendlier and portable, and the list of what it can do also increases. That is why nowadays, we see more researchers using eye tracking to re-study their area of interests, such as understanding how professional athletes perform in their field for syllabus development and how an advertisement can increase the likelihood of a product being purchased by customers. If this can be achieved for monetary gain, let us also use technology to reflect and improve the technology and the content we use in language learning.

What we share here is just an example of how technology can benefit another technology and the content inside it. There are many other ways of how we can use technology to reflect on what and how we deliver in the classroom. Therefore, when we talk about CALL, let us not just promote software or methods of using technology for language learning, let us also RE-CALL (reflecting on how the computer has assisted language learning) to improve the way how we see and carry technology in the classroom, especially in this challenging time.

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WEBSITES AND APPS OF INTEREST

Content Creation and New Literacies

Maria Yovanovich
University of Southern Queensland, Australia

Computer-Assisted Language Learning (CALL) is a necessary and integrated feature of both TESOL and educational practice on local and global scales. There is a need for many schools to adopt an online presence and implement various approaches to incorporate online tools and websites as their habitual *modus operandi*. Inevitably, amongst the myriad of rich online resources, any CALL lesson using websites would require critical and judicious selection. The author looks at four commercial websites and tools that offer students and teachers the opportunity to create content, while using Son's (2003) Language Learning Website Review Form and Son's (2015) Language Learning App Review Form as guidelines.

Goosechase (<https://www.goosechase.com/>)

Category and description	Educational and collaborative. Students and teachers can use this app to create their own game and share it with others to build and engage members of a workplace and create a community – whether they are face-to-face or in a remote location.
Purpose (skills and content)	A versatile tool for Senior Primary and above; no pedagogical base, other than using competitive elements to motivate and engage. The app can be replaced with face-to-face activities and apps with greater pedagogical capacity (e.g., <i>Flipgrid</i> , <i>Book Creator</i>).
Authority of the creator(s)	The team consists of business professionals with specialisations in the field. No evidence of educational professionals.
Integration into curriculum	As a tool only for an activity, such as to revise and extend upon new vocabulary for older children. Can be used for higher proficiency levels for situational learning, such as presenting a hometown. This may be used as a formative assessment tool, especially if monitoring communication skills.
Fees	Free and paid versions
Overall Rating	Satisfactory

ESL Video (<https://www.eslvideo.com/>)

Category and description	Digital clips and lessons. A tool for teachers to create their own videos and use others' clips as resources. There are additional services available for students, such as conversation classes, online teaching materials and virtual exchanges.
Purpose (skills)	Multi or new literacies, listening and speaking (paid practice).

and content)	
Authority of the creator(s)	Consists of a small group of well-experienced ESL Professionals who teach at university courses and have held conferences, whose services extend to a monthly subscription of regular conversation classes.
Integration into curriculum	Can be integrated broadly but could be quite useful for a thematically based syllabus; however, most of the topics cater for a teenager + age range, as the materials for children seem scarce. This is likely a formative assessment tool.
Fees	Mostly free content with monthly subscriptions of \$7.43 US
Overall Rating	Adequate

Storyboard That (<https://www.storyboardthat.com/>)

Category and description	Educational and digital storytelling. Students can use this simple drag & drop tool to create their own content. This means they can create the situation, story, characters to use the language they need. Students can possibly extend their schemata and incidentally acquire vocabulary. A content and language integrated learning (CLIL) or task-based approach may be quite workable using this tool.
Purpose (skills and content)	Creating content, literacy, language, and writing; can be extended to include speaking activity.
Authority of the creator(s)	The founder, Aaron Sherman, has approached this project from a computer science and business background (Storyboard That, 2020). However, there is a limited connection specified to the pedagogical advantages.
Integration into curriculum	A broad and versatile application, likely for older primary + ages, easily integrated into any institutional or other context. A cross-curriculum application with thousands of lessons developed. This is likely to be used as a formative assessment. Could also be used as summative assessment.
Fees	Free and paid versions
Overall Rating	Satisfactory

Floop (<https://www.floopedu.com/>)

Category and description	Educational (feedback). This is a feedback tool, which collates all course feedback where students identify hot spots and can engage in a feedback conversation on their assignment. This implements a Dogme-like approach to developing feedback literacy so that students can gain guided peer reviews and classes with multiple teachers.
Purpose (skills and content)	To offer feedback in a classroom using open, written dialogues between teacher and peers.
Authority of the creator(s)	Founders – Melanie Kong and Christine Witcher - are two pedagogically-trained professionals who have based the app on research, their own practice and have produced their own White Paper, available upon request (Floop, 2020). They offer collaboration in research (Floop, 2020).
Integration into curriculum	A broad and versatile application, likely for older primary + ages, easily integrated into any institutional or other context. Formative and summative assessment possible.

Fees	Paid; free trial of 30 days
Overall Rating	Very satisfactory

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http://drjbson.com/projects/web_reviews/language_learning_website_review_form.pdf
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http://drjbson.com/projects/apps/language_learning_app_review_form.pdf



Resources for Teachers

Ton Koenraad
 TELLConsult, Netherlands

CATAPULT Project – Computer Assisted Training and Platforms to Upskill LSP Teachers (<http://catapult-project.eu/>)
 The EU project CATAPULT (2018-2021) aims at strengthening the quality of in-service language teacher training for those involved in Language for Specific Purposes (LSP) teaching in tertiary, vocational, adult and continuing education.

DEIMP - Designing and Evaluating Innovative Mobile Pedagogies
[\(http://www.deimpeu.com/\)](http://www.deimpeu.com/)

iPAC Mobile Pedagogies (<https://ipacmobilepedagogy.com/>)
 This site is to support teachers' digital pedagogies with mobile devices. All ideas and resources are underpinned by a validated mobile pedagogical framework called iPAC that privileges distinctive mobile learning approaches.



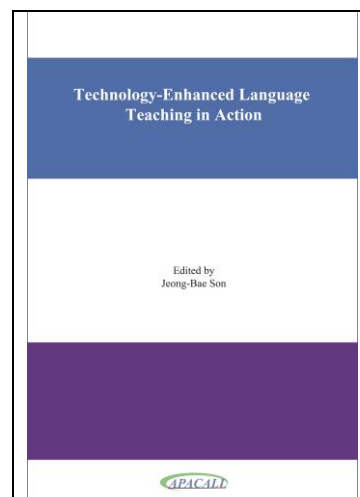
BOOK OF INTEREST

Technology-Enhanced Language Teaching in Action

Edited by Jeong-Bae Son

ISBN 978-0-6486653-1-1

As the fifth refereed volume of the Asia-Pacific Association for Computer-Assisted Language Learning (APACALL) Book Series, this book explores language teacher development in technology-enhanced language teaching (TELT) and presents a collection of practical TELT activities.



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1 Digital Language Teaching and Teacher Development

Jeong-Bae Son

2 Technology-Enhanced Language Teaching Activities

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Mobile-Assisted Academic Vocabulary Learning

Jeong-Bae Son

2.2 Activity 2

Translating TED Talks

Anna Comas-Quinn & Mara Fuertes Gutiérrez

2.3 Activity 3

Online Group Argument Writing and Online Discussion Forums

Suman Luhach

2.4 Activity 4

Preparing for a Compare & Contrast Essay

Saurabh Anand

2.5 Activity 5

Let's Meet a Chatbot to Practice Interrogative Sentences

Moonyoung Park

2.6 Activity 6

Digital Storytelling in Hybrid/Online Classrooms

Maria Yovanovich

2.7 Activity 7

A Virtual Tour to a Museum in Hybrid/Online Classrooms

Maria Yovanovich

2.8 Activity 8

Vermeer's "The Milkmaid" Online Interactive Tour

Thomas E. Webster

2.9 Activity 9

L2 Chat for Semi-Formal and Informal Language Learning

Antonie Alm

2.10 Activity 10

English Pronunciation Practice Using Speech Recognition Technology

Moonyoung Park

2.11 Activity 11

Learning English Pronunciation Using an Automatic Speech Application

Wenqi Xiao

2.12 Activity 12

To Clone or Not to Clone

Ferit Kılıçkaya

2.13 Activity 13

How to Overcome Test Anxiety

Ferit Kılıçkaya

2.14 Activity 14

Virtual Reality-Infused Language Learning

Made Hery Santosa & Francisca Maria Ivone

It can be downloaded for free and shared with everyone:
<http://www.apacall.org/research/books/5/>



FORTHCOMING EVENT

◆ APACALL Webinar Series: The first APACALL webinar (titled APACALL Webinar 2021) will be held online in April 2021. More details of the webinar will be announced as soon as available. <http://www.apacall.org/events/webinars/>



TELLRN INVITATION

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 as collaborators. If you have an idea or a proposal for research collaboration, please feel free to contact the Director: <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).

