

INNOVATIVE LANGUAGE LEARNING



www.apacall.org

ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING

APACALL Newsletter Series No. 8, December 2005

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PRESIDENT'S MESSAGE

Greetings all,

As I write this message, I do so again with a sense of great anticipation in what may come of this publication. We all know that communications are so important. This newsletter makes us think more about the importance of communicating with fellow researchers and practitioners and allows us to feel even more connected with what's going on in our community.

In September, we co-hosted the Second Internal Conference on Pedagogies and Learning, which was held at the University of Southern Queensland, Australia. During the conference, we launched a book entitled '*Enhancing learning and teaching: Pedagogy, technology and language*', which is a collection of peer-reviewed papers from the First International Conference on Pedagogies and Learning. I would like to thank Shirley O'Neill, Jane Kehrwald and other APACALL members who made contributions to the organisation of the conference. We also co-sponsored and participated in the Webheads in Action Online Convergence 2005 Conference held in November. Thanks to Vance Stevens, APACALL was well represented and promoted at the online conference.

I am sure that we will be busy again in 2006. We will all make continuous efforts to share our experiences and information, and discuss, cooperate and collaborate with other members.

My best wishes to you for the festive season!

Jeong-Bae Son
President

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NEWSLETTER EDITOR'S MESSAGE

This is the final issue for this year. We have some very interesting reports to share with you. Vance's report on the recent online conference entitled "Webheads in Action Online Convergence" reveals to us the vast potential of a conference of such a nature. I know some of you did participate in the conference. It was indeed an enlightening experience for me and I am sure for the other APACALL committee members who took part too. I look forward to more such endeavours in future. I applaud Vance

Stevens and his team for a great feat in bringing together so many experts in the various fields to take part in the conference. Well done, Vance!

We are going to implement some changes to our Newsletter in 2006. So do send in your ideas on what you would like to see in our Newsletter and suggestions on how we can make the Newsletter more vibrant and relevant to you. Finally, I wish all of you a Merry Xmas and Happy New Year!!

Siew Ming Thang
Editor



NEWS FROM THE MEMBERS (June – December 2005)

► Publications

- Koo, Y. L., Thang, S.M. & Lee, S.K. (2005). Investigating learner characteristics in the design of an online ESP programme: Learner readiness, identity & literacy in changing contexts. In Siti Hamin Stapa et al. (Eds.) *Language Policy and Practice for Nation Building* (pp.101-125). School of Language Studies & Linguistics, UKM: Bangi, Selangor.
- 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.
- McCarty, S. (2005). Spoken Internet To Go: Popularization through Podcasting. *The JALT CALL Journal*, 1(2), 67-74. It is available online by permission at: http://www.waoe.org/president/podcasting_article.html
- Son, J.-B. (2005). Exploring and evaluating language learning Web sites. In J.-B. Son & S. O'Neill (Eds.), *Enhancing learning and teaching: Pedagogy, technology and language* (pp. 215-227). Flaxton: Post Pressed.
- Thang, S.M. (2005). Investigating Malaysian distance learners' perceptions of their English proficiency courses. *Open Learning*, 20(3), 243-256.
- Thang, S.M. & Wong, F.F. (2005). Teaching styles of Malaysian ESL instructors: An investigation into current practices and implications to English Language Teaching. *Journal of Language Teaching, Linguistics & Literature*, 10, 49-64.
- Thang, S. M. (2005). Promoting autonomy among Malaysian ESL distance learners: The why and the how. In Lee Su Kim et al. (Eds.) *Papers in Language Studies & Linguistics: A Malaysian Perspective* (pp. 31-49). Faculty of Social Sciences & Humanities, UKM: Bangi, Selangor.

► Conference Presentations

- Chetchumlong, S. (2005, September). The effect of web-based formative assessment on students' achievement and attitudes in a large enrolment tertiary English course. Paper presented at the Second International Conference on Pedagogies and Learning, The University of Southern Queensland, Toowoomba, Australia.
- Kitao, K. (2005, September). Developing a "Graded Reading Speed Program" on the Web. Paper presented at the Second International Conference on Pedagogies and Learning, The University of Southern Queensland, Toowoomba, Australia.
- McCarthy, S. (2005, September). Definitions and knowledge in successive educational media. Paper presented at the Second International Conference on Pedagogies and Learning, The University of Southern Queensland, Toowoomba, Australia.
- Son, J.-B. (2005, September). Making Web-based language learning meaningful. Paper presented at the Second International Conference on Pedagogies and Learning, The University of Southern Queensland, Toowoomba, Australia.
- Son, J.-B. (2005, October). Integrating Web-based language learning activities into the ESL/EFL classroom. Paper presented at the 2005 Pan-Korea English Teachers Association (PKETA) International Conference, Pusan University of Foreign Studies, Busan, Korea.
- Thang, S. M. & Bidmeshki, L. (2005, July). Online English for Science and Technology: Qualitative feedback from students. Paper presented at the 14th World Congress of Applied Linguistics (AILA), Madison, Wisconsin, U.S.A.
- Thang, S. M. & Bidmeshki, L. (2005, December). Analysis of students' responses to an online ESP course: Implications to language teaching and learning. Paper presented at the 2nd PacCALL conference, Kunming, China.



CONFERENCE REPORTS

APACALL Co-sponsors Webheads in Action Online Convergence November 18-20, 2005

Vance Stevens
Petroleum Institute
Abu Dhabi, United Arab Emirates

APACALL was recently a co-sponsor of the first ever (soon to be first annual) Webheads in Action Online Convergence, November 18-20, 2005 <http://wiaoc.org>. The idea of the word 'convergence' as a variation on 'conference' was meant to highlight the fact that this conference focused the efforts of several free and open source online

communities of practice. The conference was intended as a refereed event taking place completely without fees or funding, and the contributing partners had in common their open-source outlook and free distribution of educational resources and facilities.



1. Sponsoring partners

The conference was organized by Webheads in Action <http://webheads.info>, an online community of practice of educators interested in exploring uses of CMC (computer-mediated communication) with students and peers. It was coordinated by the present author, Webheads co-founder and current Vice-President II on the Executive Committee of APACALL.

Other sponsoring partners (alphabetically, and apart from APACALL) were:

- **Alado**, <http://www.alado.net> - supports numerous charitable educational concerns, such as providing computers and online support to inner city schools in Chicago. Andy Pincon at Alado has for some time provided Webheads with its own voice presentation room powered by Talking Communities at <http://www.alado.net/webheads>, which was used as a venue for several WiAOC 2005 presentations. At the time of the Webheads event Alado was involved in its annual Tutor-Mentor conference with online components converging with WiAOC 2005, such as Dan Bassill's presentation to both events.
- **KnowPlace**, <http://knowplace.ca> - a meeting place for educators whose liaison with WiAOC 2005 was Robert "Elderbob" Brannan, one of the coordinators of the free weekly KnowPlace Weekends. Elderbob hosted a Web 2.0 'Smorgasbord' in the week leading up to WiAOC 2005 and hosted numerous events at the conference itself, in conjunction with his KnowPlace Weekend event running in convergence with WiAOC 2005.

- **Learning Times**, <http://www.learningtimes.org> - a robust community of educators whose liaisons with WiAOC Jonathan Finkelstein and Hope Kandell created numerous presentation venues for us powered by Elluminate and set up a system of retrieving and making available recordings of the events taking place in them. Anyone wishing to attend the presentations or hear the recordings must first register with Learning Times, for free, and this membership grants them access to dozens if not hundreds of free online recordings of provocative presentations hosted by Learning Times in Elluminate presentation rooms, and an opportunity to join any number of communities where members might find common interests and opportunities for collaboration.
- **OpenSource** for Educators <http://www.opensource.idv.tw/> - essentially a computer in Taipei set up as a server hosting numerous items of Open Source server software and run for the benefit of the global educational community by Venny Su. The server's Moodle was used by WiAOC 2005. There is more about this server and its facilities at Su (2005).
- **TappedIn**, <http://www.tappedin.org> - a long-running community of educators which originated some years ago in MOO-based interfaces. Its text chat remains so robust that the site can reliably be used as an anchor for online interactions when not everyone can reach more technically challenging presentation venues. For this reason, we based our live online Helpdesk at Tapped In and found volunteers from the Webheads community to be there in shifts for all three days of the conference. Tapped In supports Webheads with its own Community of Practice "office", and provides many individual Webheads with personal offices free for the asking.
- **Worldbridges**, <http://www.worldbridges.com> - had established a convergence with Webheads in Action well before the conference, timing its weekly webcast at <http://www.edtechtalk.com> for two hours just after the weekly Webheads event each Sunday noon GMT at <http://www.tappedin.org>. Talking through Skype with EdTechTalk hosts Jeff Lebow and world-class blogger Dave Cormier <http://www.davecormier.com/edblog/> has been an enjoyable adjunct to Webheads Sundays and the two have accumulated a store of open-access recorded broadcasts on par with those at Learning Times. Worldbridges has provided server space to Webheads and WiAOC, made podcast recordings of as many WiAOC 2005 presentations as they could stay awake for (a useful redundancy since firewalls and proxy servers prevent some from accessing WiAOC venues and recordings), and in some cases hosted WiAOC presentations themselves (for example, all of Elderbob's presentations, and an event in interview format which served as Dave Sperling's keynote presentation).

2. Keynotes

The keynote speakers were themselves strong contributors to WiAOC 2005. Many command considerable fees for presenting at commercially-run international

conferences, yet all agreed to support WiAOC by appearing free of charge in a spirit of sharing and collaboration. David Nunan is well known in the world of language learning as a prolific author and fixture at numerous international conference venues who has lately directed considerable interest and expertise to online endeavors, and he took valuable time out to not only present but to gamely master the Alado presentation tool. Curt Bonk is similarly prolific, moves in a parallel universe of conference and workshop travel, and makes much of his work freely available through <http://www.courseshare.com>. Curt generously agreed to do two presentations at our conference, the first delivered before his bedtime in Indiana to open our conference, and a second not long after he woke up the next morning.

Joy Egbert combined her presentation with a working visit to Turkey. Her presentation was especially interesting because through no fault of her own she was prevented by her hosts from being on time for it, but our on-the-scene contacts in Turkey kept us posted on her whereabouts and progress in joining us online, and her virtual audience used the paper she had set for us to read beforehand as a springboard for discussion so that her presentation was well under way by the time she arrived for it (and the event was a grand success. In a face to face situation such a delay could have been awkward and might have compromised the event, but the online audience was graciously understanding and Joy's presentation started spontaneously, on time, and with productive interaction well in progress by the time she was able to appear).

Dave Sperling and Randall Davis are both widely known in the ESL world as sources for online materials and professional interaction. Dave revealed interesting insights on what goes on behind the scenes at Dave's ESL Cafe <http://www.eslcafe.com/>, and how he would like to see it evolve. Randall made the most use of all of our keynote speakers of the Moodle forums we set up for each presenter beforehand, experimentally approaching the Moodle and Elluminate tools to systematically enhance his presentation on aspects of creating the audio at Randall's ESL-Lab <http://www.esl-lab.com/randall.htm>.

Links to all the keynote speakers' Web sites and presentations can be found at <http://keynotes.wiaoc.org>.

3. APACALL Sponsorship and Prize Recipients

APACALL's sponsorship connection with this conference was two-fold. First, APACALL executive members Jeong-Bae Son, Andrew Lian, Thang Siew Ming, and Vance Stevens teamed together to hold a panel discussion on ICT and Design, Implementation and Evaluation of E-Learning. The presentation was recorded and can be accessed at <http://schedule.wiaoc.org>. Secondly, APACALL offered to donate two copies of its book [Computer-Assisted Language Learning: Concepts, Contexts and Practices](#), edited by Jeong-Bae Son, to two individuals who both made outstanding personal contributions to WiAOC 2005. One recipient was Fernanda Rodrigues, who once upon a time was present at an online discussion where the conference was being planned. In the discussion I suggested that the ideal way to take submissions would be to have an online form for people to fill out and not only that but feed the data into a database off which would run a set of dynamic pages that could help us with our vetting process, and *not only that*, but would then generate a dynamic schedule for the conference. I was speaking in idealized terms, from my experiences working with though not creating systems where dynamic web pages work off a shared database, and Fernanda emailed us back a few days later and said she'd built it and would we like to

have a look. We were so impressed with the professional quality of the work that we agreed to adopt her system, but in offering this she had given herself the responsibility of continually tweaking and maintaining this system, usually in dire need and on very short notice, and she met all demands even as stress levels, and her own daytime workload, mounted immediately before the conference.

Fernanda was perhaps an obvious choice for personal sustained contribution and there were so many more whose personal contributions were also significant to varying degrees. There were people who worked together to conceptualize the conference, organize the keynote presentations, hammer out the call for proposals, create a rubric to vet the submissions and use it to validate successful proposals, schedule the presentations, set up Web pages and Moodles and create forums, organize coaching for access to what would for most be unfamiliar interfaces, create online help and how-to and FAQ documents, maintain and synchronize schedules through myriad changes and ensure that they pointed to presentation venues, liaise with sponsoring partners to set up and record the presentations, handle last-minute logistics nightmares, provide online help during the conference, thank all those involved, create a survey and solicit and display feedback, and now organize a proceeds. I've tried to document some of these contributions at <http://credits.wiaoc.org>.

All of the people involved provided services of the highest professional quality, but among these was at least one other person who took that professionalism to a point of maintenance, where when something went wrong he had to be on call to figure out what the problem was and fix it immediately, as he did at various junctures during the run-up to our conference. There were many of our sponsors and liaisons who performed at that level as well but I chose to honor Venny Su with the presentation of this second prize, as someone who works alone, unselfishly placing himself on call to contribute his time and expertise on demand as needed for the benefit of the group, someone who was always 'there' working to ensure that our Moodle portal server was functioning properly, but who might not be noticed otherwise.

4. Survey and Feedback

One of the most interesting aspects of this conference is the feedback from the participants. The survey instrument was created by consensus and then mounted at <http://www.surveymonkey.com> by Dafne Gonzalez, who eventually closed the survey and compiled the results at: <http://daf4.free.fr/wiaoc/surveyresults.html>. Response to the survey was respectable, considering there were 340 participants registered at the conference Moodle, and there were 84 respondents to the survey, or about a quarter the number of people registered for the conference (though respondents were not necessarily all registered participants). Of particular interest are the 'comments regarding connecting to or using any of the technology' and 'other comments' people have made giving their reactions to this sort of event. In case such data were needed, there is strong evidence here that - from a cohort who self-selected to attend an event such as this - the response was decidedly favourable from almost any standpoint.

A key element in these data is that of self-selection. The people who benefit most from interaction such as this are probably those who are predisposed to it in the first place, and for such people, the potentials inherent in the online environment seemingly enlarge with use, as can be seen from the many WOW comments evident in the survey data. The convergence clearly would not have attracted participants who are *not* predisposed to online interaction with peers. Perhaps the features of such an

environment that most excite those predisposed are what those *not* predisposed find personally frustrating. Inevitably some attendees at our conference expressed confusion with some elements, or felt themselves disadvantaged, and these concerns can be addressed in the next rendition, as our goal is to become more inclusive, not cater to just the tech-savvy.

What the Webheads in Action Online Convergence seeks to achieve is to bring professionals together in a happy medium where those with the requisite skills can assist those who would like to learn more to achieve greater familiarity with computer-based communications and social networking media, in order that our community of practice can utilize available technologies to work most efficiently and productively (and in order to be worthwhile, more effectively than if such tools were not used). We plan to do it again, possibly in convergence with the annual TESOL Convention in March 2007.

Reference

Su, Venny. 2005. An Open Source Portal for Educators <http://tesl-ej.org/ej33/int.html>

The Foreign Language Education and Technology Conference (FLEAT 5)

S. Kathleen Kitao
Doshisha Women's College

Kenji Kitao
Doshisha University

The Foreign Language Education and Technology Conference (FLEAT 5) was held at Brigham Young University in Provo, Utah August 5-10, 2005. It was jointly sponsored by the International Association For Language Learning Technology (IALLT), and the Japan Association for Language Education and Technology (LET), as well as the College of Humanities and the Division of Continuing Education of Brigham Young University. It also incorporated the biennial IALLT conference. Sessions were divided between the Provo Marriot hotel and the university.

The conference was attended by more than 300 participants. The majority of the participants were from Japan or the United States, but there were also participants from Canada, Taiwan, Korea, Hong Kong, the United Arab Emirates, and Iran.

The conference started on August 5 and 6, with pre-conference workshops and tours. There were tours of technology-related facilities at Brigham Young University and BYU's English Language Center; the LDS Conference Center Interpretation Facilities, which has technology to allow simultaneous interpretation into 75 languages; and the Church of Jesus Christ of Latter-Day Saints Missionary Training Center. Most of the workshops dealt with various programs and their applications to language teaching, including "Using Revolution for Web Apps" by Devin Asay of Brigham Young

University; “Sanako Lounge 100” by Gus Leonard and Yoshiko Saito-Abbot of California State University Monterey; “ExTemplate: A Language Learning Management System” by Claire Bartlett, Hajime Kumahata, and Eric Granquist of Rice University; “Introducing Teachers to Moodle” by Mark Stevens of American University of Sharjah (UAE); and “Hacking Hot Potatoes” by Martin Holmes and Stewart Arneil of the University of Victoria. Other forms of technology were dealt with in “Basic Video Techniques for Web” by Clayton Mitchell of Drake University. In addition, there were workshops on design and management, such as IALLT Management Workshop by Ute Lahaie of IALLT and “IALLT LCDK Workshop: Designing the Language Center” by Jack Burston of Rochester Institute of Technology.

On August 7, Sunday, participants could participate in tours or go sightseeing. A Welcome Reception was held in the evening.

The conference itself opened on August 8 with the plenary keynote address by Tom Welch of the Kentucky Department of Education and the Kentucky Cabinet for Economic Development. He spoke on “Uniting the World Through Technological Innovation.” He argued that teaching does not necessarily equal learning, and therefore courses should reflect what students have learned rather than just the hours spent as well as for the advantages of open source rather than proprietary software for learning materials.

On the morning of August 9, Rachida Primov of the University of Miami gave the Henderson Plenary, which is an honor awarded by the FLEAT program committee to the best presentation proposal submitted. She spoke on “Media Centers as Agents for Community Outreach: The University of Miami Model” and described an outreach program she designed for local teachers to help improve their curricula and to help them incorporate new technologies.

Over the three days, “breakout sessions” were held on a variety of topics. Some dealt with the results of research or on research-related issues, including “The Effects of Technology on Language Learning Research in Japan” by David Aline and Yuri Hosoda of Kanagawa University, “Learning Styles Effect on CALL by Miho Endo of the University of North Texas, “The Effects of Learning English Outside of Japan--A Case Study” by Yoshimi Funakoshi of Kobe Gakuin Senior High School, and “How to make e- Learning more effective taking individual psychological factors into consideration” by Midori Kimura of Tokyo Women’s Medical University.

There were also session on technology other than computers, or on combining technologies, such as “iPods and Wireless and Deans, Oh My! Challenges and Opportunities by Jeffrey D. Samuels of Goucher College, Paul Aoki of the University of Washington, Sharon Scinicariello of the University of Richmond, and Mikle Ledgerwood of the State University of New York at Stony Brook; “A Pilot Study to Search for Possibilities in English Study” by Midori Kimura of Tokyo Women’s Medical University and Hiroyuki Obari of Aoyama Gakuin University; “Mobile Photo Blogs in the Language Classroom” by Paul Daniels of Kochi University of Technology; “Using Mobile Phones for FL Education” by Chris Houser and Patricia Thornton of Kinjo Gakuin University; and “Cost-Effective Video for Language Learning Materials Development” by Michael Bush of Brigham Young University.

Several presentations were related to language labs and administration. These included a panel entitled “New Directions in Language Center Direction by Judi Franz of the University of California at Irvine, John Angell of the University of Louisiana at Lafayette, Stacy DuBravac of Florida Atlantic University, and Margaret Gonglewski of George Washington University; “Integration of Technology in Foreign Language Programs” by Teresa Herrera Johnson of St. Louis University; “Extreme Makeover: The Language Lab in a New Role by Georgia Schlau of the College of Charleston; and “Aligning Service to Mission: Managing Technology in the Language Center” by Monika R. Dressler of the University of Michigan.

Another topic was computer mediated communication, including such presentations as “CMC In (and Outside) the L2 Classroom: Tomorrow's Technology” by Peter Lafford of Arizona State University; “E-mail Tandem Language Learning Project: Students Awareness” by Akihiko Sasaki Kwansei Gakuin Junior High School; and “Corrective Feedback among EFL learners in Chat” by Annmarie G. Zoran of the University of South Florida.

Other presentations dealt with specific programs and systems, such as “Kanji alive: A next generation online kanji teaching tool” by Arno Bosse of the University of Chicago, Harumi Hibino Lory of East Asian Languages and Civilizations, and Keiko Yowhimura of the University of Chicago; “WebCT to Moodle: Technical Issues and Student Performance” by Patrick Blaine of the University of Washington, “Constructing a Tutorial on a Bulletin Board System for Japanese Learners of EFL” by Shota Yoshihara et al, of Nagasaki Junshin Catholic University, and “Development of a Hot Potatoes quiz module for XOOPS” by Yoshimasa Awaji of Chubu University.

There were a large number of presentations on one of the four skills. These included “A report of an out of class reading activity” by Sachiko Takahashi of Notre Dame Seishin University; “Utterance improvement among communication skills with voice” by Rumi Tobita of Ashikaga Institute of Technology, Tsutomu Sato of Meiji Gakuin University, Hatsumi Kuniyoshi, and Tomoko Nozawa of Keisen University; “A Multimedia Tool for Enhanced Feedback on Oral Performance” by Michio Tsutsui of the University of Washington; “Improving Oral Skills From A Distance” by Scott Despain of North Carolina State University; “Talking to your web page: speaking practice online” by Dennie Hoopingarner of Michigan State University; “The relationship between Japanese EFL learners' listening ability and vocabulary by Yumiko Imai et al., of Doshisha Women’s College of Liberal Arts; “The Language Lab 2005: Making Online Speech Possible” by Jeff Magoto of the University of Oregon and Jim Duber of duber dot com; and “Computer-displayed Reading among Japanese EFL Learners” by Yuko Matsumura of Kyoto Tachibana University.

A number of presentations also dealt with activities. These included “Making Wikis Work” by Doug Worsham of the University of Wisconsin—Madison; “Integrating the Wiki and Blog Authoring into EFL Classes” by Shuji Ozeki of Chubu University; “Blogs, Wikis, and Forums: Improving Learners' Writing Skills” by Hajime Kumahata of Rice University; “Integrating Resources for Task- Based Interactive CALL programs” by C. Ray Graham et al. of Brigham Young University; and “Using Computers to Improve Reading Skills and Speech” by Kenji Kitao of Doshisha Univeristy; and “Development of English Rapid Reading Program by Chunk Method” by Sachiko Tanaka of Kanagawa University.

There were also poster sessions each day. Some of the topics included “The Effect of Task Type on EFL Speaking Test Performance” by Huei-Chun Teng of National Yunlin University of Science and Technology; “Assessments in the Language Media Center” by Heather McCullough of the University of North Carolina at Charlotte; “Language Classes Come Alive with Animated PowerPoint” by Mimi Yu of the University of Nevada Reno; Keypal Friendships in English Language Courses by S. Kathleen Kitao of Doshisha Women’s College; and “Learning Words and its Relation with Implementing New Models of Reading Comprehension by Rhamatian, Siamian and Hasan Siamian of Mazandaran Medical Sciences University.

The conference banquet was held on the evening of August 9. Entertainment was provided by Native American dancers.

FLEAT has been held on four previous occasions, in 1981, 1992, 1997, and 2000. Brief reports of these conferences can be found at:

<http://www.cis.doshisha.ac.jp/kkitao/library/report/fleat3.htm>

<http://www1.doshisha.ac.jp/~kkitao/teflnews/v1/n3.htm#FLEAT>

<http://www1.doshisha.ac.jp/~kkitao/japanese/library/report/fleat4.htm>

EUROCALL 2005

S. Kathleen Kitao

Doshisha Women’s College

Kenji Kitao

Doshisha University

EuroCALL 2005 was held August 24-27 at Jagiellonian University’s 600 Years Anniversary campus in Krakow, Poland. The theme of the conference was “CALL, WELL and TELL: fostering autonomy.” Among its subthemes were “Computer Mediated Communication,” “Corpora and Language Learning,” “Learning with the www,” “Motivation Styles and Strategies,” “Virtual Learning Environments,” “CALL and the 4 Skills,” and “Language Teacher Education and Professional Development.”

The conference was attended by more than 300 participants, including teachers, software developers, and language laboratory administrators. They were mainly from European countries such as the Czech Republic, Poland, the UK, Denmark, Sweden, Italy, Croatia, Germany, Norway, Belgium, France, the Netherlands, Finland, Switzerland, Hungary, Spain, Ireland, Austria, and Greece, but also from other parts of the world, including Japan, the US, Canada, South Korea, New Zealand, China, Israel, Australia, Iran, Morocco, Chile, and Taiwan.

Pre-conference workshops were held on August 24. There was a free session offered by the British Council on online resources that the British Council has; “Ten Things To Consider When Building An Online Course” by Robert S. Williams of the American University in Cairo; “Using corpora in language learning and teaching - introduction

and 'expert' talk” by Ylva Berglund of Oxford Text Archive, Sabine Braun of the University of Tübingen and Rafal Uzar; “Teaching And Learning Online - A Principled Approach” by Gavin Dudney, “Carrying Out Online Peer Review: Using the PCS-Tool” by Caroline Coit, “Empowering Self-Expression and Developing Research Skills with i-Movie” by Jeff Maggard of Akita International University and “Filming and editing, Using MS Movie Maker in the classroom” by Nicolas Gromik.

The conference opened on August 25 with welcoming speeches by Bernd Rueschoff, EuroCALL President; Paul Fairclough of the British Council; Karolina Kulicka of Poland’s Ministry of Scientific Research and Information Society Technologies, and Grażyna Studzińska of EuroCALL Poland. Music was provided by the Boba Jazz Band.

The plenary speaker on the 25th was Dorota Ilczuk of Jagiellonian University in Krakow, who spoke on "Concept of eCulture: The European Perspective." He discussed the divide between primarily digital and primarily analog cultures and the distinction between passive and active consumers as well as the future of Internet as a federation of villages rather than a global village. The plenary speaker on the 26th was “CALL: Implementation Challenges” by Majid Bouziane of University Hassan II in Casablanca. He discussed the problems of integrating ICT into language teaching, including the difficulty that research results have been contradictory, a lack of teacher training, and resistance to CALL. In spite of these problems, CALL is being gradually integrated into language teaching programs. On the 27th, Włodzimierz Sobkowiak of Adam Mickiewicz University in Poznan, Poland spoke on “Hitler, Macbeth, Apfelstrudel und Lieber-Gedichte: my experiences with technologically supported learner autonomy.” He described his recent experience studying German language during a sabbatical, in which he combined, with mixed success, formal classroom instruction with autonomous learning.

Since the theme of the conference was related to autonomy, there were a large number of presentations on the subject. These included “Fostering Autonomy through tandem language learning: a case study” by Katia Carraro of Vienna University of Economics and Business Administration, “Searching for Increased Learner Autonomy: A Continuous Listening and Speaking CALL Method in and out of class” by Linh Pallos of Kyoto University of Foreign Studies, “Autonomy: a prerequisite or a product in web-based learning programmes?” by Henrietta Harnisch of the University of Wolverhampton, “Autonomous resource discovery: using the Humbul Humanities” by Ylva Berglund of Oxford Text Archives, “Learner Autonomy and support: some issues in integrating elearning in a distance MA programme by Pamela Rogerson-Revell of the University of Leicester, “Learning to learn: integrating methods of autonomous learning in language learning software as illustrated by ‘English Interactive’” by Perdita Geier and Murdo MacPhail of Universidad de Leon, “Self-Access and Technology-Assisted Language learning: What do students think about them? by Sinikka Karjalainen of the University of Helsinki, “Educating autonomous learners with the help of new technologies and collaborative communities of practice by Maija Tammelin, Berit Peltonen, and Lis Auvinen, “Autonomous Learners and Effective CALL; which comes first?” by Peter Ruthven-Stuart of Hokuriku University, “Joys and Challenges of Facilitating autonomy in the CALL classroom” by Yoko Koike of Haverford College, “Blended learning Activities Fostering Autonomy in a Teacher Training Course” by Rita Kupetz and Brigit Ziegenmeyer of the University of Hanover, “Teaching Tourism Students to learn English autonomously” by Raquel Varela Méndez of Universidad Nacional de Educación, and “Guided Autonomy in an Academic

Writing Course” by Øydis Hide of the University of Antwerp, and “Scaffolding Independence: Results from CBE Experiments in Autonomous Interlanguage Development” by Elina Rigler of London Metropolitan University.

Another popular topic was using corpora. Presentations related to corpora included “Breathing Life into the Corpus” by Dermot. F Campbell of the Dublin Institute of Technology, “Enriching corpora for pedagogical Purposes” by Sabine Braun of Universität Tübingen, “An error-coded learner corpus and its application for automatic measuring of learners' communicability” by Emi Izumi of the National Institute of Information and Communications, Japan, “Integrating a corpus of classroom discourse in language teacher education” by Angela Chambers, Carolina P. Amador Moreno, and Stephanie O’Riordan of the University of Limerick, “Corpus Development and translation” by Rafał Uzar, “Promoting Learner Autonomy Through the use of Datadriven Learning (DDL) to Analyse the Discourse Features of a Local Corpus” by Tony Harris of the University of Granada, “Can Corpus Consultation Contribute to a Process-Orientated Approach to Literacy and Language Learning?” by Ide O’Sullivan of the University of Limerick, “E-learning materials development based on an ESP corpus” by Robin Nagano and Yukie Koyama of the University of Miskolc, and “Teaching and Testing Vocabulary: Using a computer and corpora” by Kenji Kitao of Doshisha University.

In addition, there were presentations about using specific software, including “ApuMatti, a tool for publishing digital learning materials” by Maire Mäkinen of Helsinki University, “Development of videos for Oral Assessment training: The HIEO HIELE ongoing project to foster the test takers autonomy” by Jesús García-Laborda of the University of Valencia, “GENDERS, a tutorial package designed to help learners of French to internalise knowledge of noun gender distinctions” by Brian Farrington, “Using Machine Translation Output to enhance proficiency in foreign language written production” by Ana Niño of the University of Manchester, “Mashing Hot Potatoes with Moodle: tracking online quizzes with an open source LMS” by Gordon Bateson of Kanagawa Gakuin University, “Speech recognition software and university students of EFL” by Natalia Davidson and Florence Isenberg of the University of Haifa, “Flash in Education: the role of online interactivity” by Christopher O’Reilly of London Metropolitan University, and “The Assessment of Reading Comprehension through an Adaptive Courseware: The Case of DidaLect” by Corine Bolla-Paquet, Lise Durquette, and Alain Desrochers of the University of Ottawa.

Among the presentations on computer-mediated communication were “Impacts of CMC in language learning for newbies: The benefits of exchanging language and culture through online message boards” by Maria Jordano de la Torre of the University of Castilla La Mancha, “Synchronous Computer-Mediated Communication (CMC) Tasks: Meeting the English for Specific Academic Purposes (ESAP) needs of tertiary ESL Learners by Sarimah Shamsudin of the University of Warwick, “Speaking online: Potential and Pitfalls of Speech-Based CMC” by Sake Jager of the University of Groningen, “The potential of using synchronous interactive 3D Virtual technologies to support the development of strategic competence: Towards Autonomy in Virtual Communication by YaChun Shih of National Hualien Teachers College, "Will Machines have Emotions?" Online Forums for Discussion of Academic Texts” by Sara Kol of Tel Aviv University, “Conversational negotiation strategies in Oral Communication online” by Therese Örnberg of Umeå University, “Syntactic complexity in online chat: Defining new parameters for the online medium” by Ana

Oskoz of the University of Maryland, “Understanding and Fostering student interaction in Threaded Discussion” by Robert Williams of the American University in Cairo, “Supporting oral production for professional purpose in synchronous communication with heterogeneous learners” by Anna Vetter and Chanier Thierry of Université de Franche-Comté, and “Users' Perception of Computer-Mediated Communication for Language Learning” by S. Kathleen Kitao of Doshisha Women’s College and Blake E. Hayes of Kyoto Sangyo University.

There were two major social events. The first was the Polish Evening at Zalesie in the countryside near Krakow, where participants could eat traditional Polish food and enjoy traditional dancing and singing. The second was held at the Wieliczka Salt Mine near Krakow. Participants had a tour of the salt mine and its fascinating rock salt sculptures before dinner. We started dinner after 10 and finished after midnight.

EuroCALL 2006 will be held in Granada, Spain on September 4-7. Its theme will be “Integrating CALL into Study Programmes.”

Here are some reports of previous EuroCALL conferences:

EuroCALL1998 <http://www.cis.doshisha.ac.jp/kkitao/library/report/eurocall1998.htm>

EuroCALL2003 <http://www.apacall.org/news/Newsletter4.pdf>

EuroCALL2004 <http://www.apacall.org/news/Newsletter6.pdf>



FORTHCOMING CONFERENCES

◆ 5th Language for Specific Purposes International Seminar (LSP 2006): Johor Bahru, Johor, Malaysia. 13-15 April 2006. <http://www.lsputm.org/>

◆ 6th Malaysian International Conference on English Language Teaching (MICELT 2006): Hotel Equatorial Melaka. 8-10 May 2006. <http://www.micelt.com.my/>



CALL FOR PAPERS

◆ APACALL Book II: <http://www.apacall.org/research/research.html>

◆ GEMA Journal of Language Studies: <http://www.fpbahasa.ukm.my/journal/>

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 Webmaster@apacall.org.

