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ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING

# APACALL Newsletter

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[President's Message – News from Members – Short Article – Book of Interest – AI Tool of Interest – TELTRN Invitation – Additional Notes]

## PRESIDENT'S MESSAGE

We have had another productive year while dealing with various challenges and opportunities. It was particularly pleasing to see many participants and presenters at the APACALL Online Symposium 2024 (<https://www.apacall.org/events/symposium/2024/>), which was successfully held online on the 25th of October 2024. It is also nice to see a variety of achievements made by our members and reported in this Newsletter. We continue our work to promote good research and practice in the field of CALL. I thank you for your continued collaboration and support throughout this year. I wish you well and look forward to working with you again in 2025.

*Jeong-Bae Son*  
President

## NEWS FROM MEMBERS (January – December 2024)

### ► Publications

- Alm, A., & Ohashi, L.** (2024). A worldwide study on language educators' initial response to ChatGPT. *Technology in Language Teaching and Learning Journal*, 6(1), 1141. <https://doi.org/10.29140/tltl.v6n1.1141>
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- Alm, A., & Watanabe, Y.** (2024). Machine translation in language education: Perspectives from advanced language learners. *Proceedings from EUROCALL2023, Reykjavík* (pp. 43–47). <https://doi.org/10.4995/EuroCALL2023.2023.16919>
- Du, J., & Alm, A.** (2024). The impact of ChatGPT on English for academic purposes (EAP) students' language learning experience: A self-determination theory perspective. *Education Sciences*, 14(7), Article 726. <https://doi.org/10.3390/educsci14070726>

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[https://www.xlinguae.eu/files/XLinguae1\\_2024\\_2.pdf](https://www.xlinguae.eu/files/XLinguae1_2024_2.pdf)
- Kılıçkaya, F.** (2024). Using artificial intelligence to generate content: Language lecturers' concerns about plagiarism and creativity. In Y. Özkan, H. Tuncer, & E. Bada (Eds.), *An approach to digitalization in language teaching from different perspectives: A reflection of empirical work* (pp. 31–44). Nova Science Publishers. <https://doi.org/10.52305/VVEQ4787>
- Kılıçkaya, F., & Liontas, J. I.** (2024). Artificial intelligence tools for question generation. In John I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching*. John Wiley & Sons.  
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- Sujana, I. K. B. A., **Santosa, M. H.**, & Mahayanti, N. W. S. (2024). Improving students' pronunciation skill using Cake application. *Journal of English Language Learning (JELL)*, 8(2), 590–600. <https://ejournal.unma.ac.id/index.php/jell/article/view/10148>

### ► Presentations

- Alm, A.** (2024, June). *Mindsets in motion: Developing growth language learning mindsets for learner agency in the age of AI* [Conference presentation]. International Conference Alsic - Lidilem – Icare, Université Grenoble Alpes.
- Alm, A.** (2024, June 20). *Conversational AI literacy in language learning: Concepts, applications, and hands-on exploration* [Seminar presentation]. Research Seminar, Sorbonne/Conservatoire national des arts et métiers, Paris.
- Alm, A.** (2024, October 25). *Exploring AI language learning mindsets: A theoretical framework and inventory development* [Symposium presentation]. APACALL Online Symposium 2024. Online.
- Alm, A.**, & Uehara, S. (2024, November). *Expanding mindset theory for language learning with AI: Introducing the artificial intelligence language learning mindset inventory* [Conference presentation]. Latin CALL 2024 Conference. Online.
- Kılıçkaya, F.** (2024, May 23). *Exploring automatic question generation in EFL teaching: Challenges, opportunities, and pedagogical significance* [Conference presentation]. The 31st Annual Conference of the College of Humanities, Language Studies, Journalism and Communication. Online
- Kılıçkaya, F.** (2024, June 25). *Unleashing the potential of online resources for self-directed professional development for EFL teachers in Turkey* [Keynote speech].

The 19th Conference on Translation, Interpreting, LSPs and Cultural Studies and 4th East European Consortium of Korean Studies (EECKS) and the International Conference on East Asian and Korean Studies. Adam Mickiewicz University in Poznan, Poland.

- Kılıçkaya, F.** (2024, October 25). *Emerging policies for AI-generated content in Turkish higher education: A document analysis study* [Symposium presentation]. APACALL Online Symposium 2024. Online.
- Kılıçkaya, F.** (2024, November 15). *AI enhanced lesson planning and material development* [Conference presentation]. The Second Technology-Enhanced Language Learning International Conference (TELIC2024), the University of Texas Permian Basin (UTPB), Odessa, Texas, USA. Online.
- McCarty, S.** (2024, October 21). *Teacher training to help implement the Japan-EU Digital Partnership* [Symposium presentation]. International Symposium on Digital Technologies and Policies, Sejong University, Seoul, South Korea. <https://www.researchgate.net/publication/384905982>
- Nozawa, K.** (2024, April 27). *Unlocking the potential of AI in language teaching: Opportunities and risks* [Keynote speech]. KOPI 2024 Conference, Indonesia. Online. <https://www.youtube.com/watch?v=KCUqrIYJw88>
- Nozawa, K.** (2024, May 19). *Pros and cons of themed-related discussions in English via Padlet* [Conference presentation]. JALT CALL 2024 International Conference, Meijo University, Nagoya, Japan.
- Nozawa, K.** (2024, October 26). *Enhancing language learning through pre-recorded video presentations and digital platforms: A multimodal approach* [Conference presentation]. LET Kansai Chapter 2024 Fall Conference, Osaka University of Education, Osaka, Japan.
- Santosa, M. H.** (2024, May). *Portraying inclusive education in a high performance athlete school in East Borneo: English teachers' narratives* [Conference presentation]. DIELE International Hybrid Conference, Soka University, Tokyo, Japan.
- Santosa, M. H.** (2024, July). *What puzzle your language classrooms?: Integrating research, technology, and pedagogy in language classrooms* [Conference presentation]. 2024 Indonesian Technology Enhanced Language Learning (iTELL) Conference, Salatiga, Indonesia.
- Santosa, M. H.** (2024, July). *Write to grow: A collaboration* [Conference presentation]. 2024 Indonesian Technology Enhanced Language Learning (iTELL) Conference, Salatiga, Indonesia.
- Santosa, M. H.** (2024, July). *Generative vs. creative: The crux of multimodal approaches in language learning in the omnipresent technology era* [Conference presentation]. 2024 Indonesian Technology Enhanced Language Learning (iTELL) Conference, Salatiga, Indonesia.
- Santosa, M. H.** (2024, October). *Perceptions of educators and students on AI integration in post-pandemic ELT: A mixed-methods study* [Conference presentation]. The 70th TEFLIN and 17th CONAPLIN International Conference, Universitas Pendidikan Indonesia, West Java, Indonesia.
- Santosa, M. H.** (2024, October 25). *Investigation of GenAI use of students' scientific writing in the Indonesian ELT learning context* [Symposium presentation]. APACALL Online Symposium 2024. Online.
- Son, J.-B.** (2024, June). *Digital literacy in language teaching: Challenges and strategies* [Keynote speech]. The 3rd APSCE International Conference on Future Language Learning, Ateneo de Manila University, Manila, Philippines.

- Son, J.-B.** (2024, October 25). *Digital competencies in language teaching: From digital literacy to AI literacy?* [Symposium presentation]. APACALL Online Symposium 2024. Live online.
- Son, J.-B.** (2024, December 11). *Digital literacy for language teachers* [Seminar presentation]. Castledown Webinar. Live online.
- Son, J.-B., & Park, S.-S.** (2024, August). *EAP students' experiences with online learning at an Australian university* [Conference presentation]. AILA World Congress 2024, Kuala Lumpur Convention Centre, Kuala Lumpur, Malaysia.
- Son, J.-B., Kohnke, L., Liu, M.-H., & Lee, K. W.** (2024, August). *Language teacher education in technology integration: Challenges and strategies* [Conference presentation]. AILA World Congress 2024, Kuala Lumpur Convention Centre, Kuala Lumpur, Malaysia.
- Son, J.-B., & Park, S.-S.** (2024, November). *International postgraduate students' research writing experiences in the Australian higher education context* [Conference presentation]. Applied Linguistics ALAA/ALANZ/ALTAANZ Conference 2024, The University of Tasmania, Launceston, Tasmania, Australia.
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#### ► Awards and Grants

- Antonie Alm received a Teaching Excellence Award from her university (University of Otago): <https://www.otago.ac.nz/news/newsroom/teaching-excellence-awards-2024>
- Maheen Zia was the 1st runner-up of the EDUHK Corpus-Based Lesson Design Competition 2024: <https://corpus.eduhk.hk/cap/results-of-eduhk-corpus-based-lesson-design-and-teaching-competition-2024/>
- Steve McCarty received a grant funded by the EU and partners in India, Japan, Singapore, and South Korea through the Indo-Pacific-European Hub for Digital Partnerships project as a Digital Education and Skills working group member (2024-2027).



#### **SHORT ARTICLE**

### **Utilizing TPACK and UDL Frameworks in English Language Teacher Development**

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#### **Background**

The COVID-19 pandemic sparked unprecedented changes in educational delivery worldwide. The shreds of evidence reflected online teaching as a challenge as well as an opportunity for many teachers, teacher educators, and teaching organizations all over the world. In the case of initial crisis responses in Nepal, educational broadcasts such as “Radio Pathshala” (Radio School) initiated by the Bagmati Province Directorate in collaboration with UNESCO and Prime FM became a foundational step towards remote

education during the lockdown. Later, a television broadcast from the Nepal Government followed suit to reach school-level students on a wider scale. In March 2020, online classes became mandatory in Nepal as a response to continued school closures, albeit accompanied by challenges related to digital divide concerns. Alternative learning platforms such as radio, television, and telephone-based learning were explored. However, online classes presented unique challenges due to limited digital literacy and technological access pointing at radio, television, and telephone programs as ineffective methods of manipulating the mass.

As soon as the virtual classes started around the globe including Nepal, the classes got comments from scholars in terms of policy (Gnawali, 2020; Shrestha et al., 2022), infrastructure (Nepal Economic Forum, 2020), technologically inept teachers (Ghanbari & Nowroozi, 2022), teaching methods and evaluation (Gonzalez et al., 2020), and diversified teaching methods (Zhao et al., 2020). Although some scholars pointed out problems in online classes, there were other proactive scholars (e.g., Shastri & Clark, 2021; Tao & Ma., 2022) who offered possible solutions to the problems. They highlighted teachers' knowledge of two educational frameworks: Technological Pedagogical Content Knowledge (TPACK) (Mishra & Koehler, 2006) and Universal Design for Learning (UDL) (CAST, 2018).

### **TPACK and UDL**

The initial phase of online classes raised the need for teachers to possess knowledge of educational technology, in addition to their expertise in content and pedagogy. Furthermore, as many students struggled to keep up, it became evident that traditional face-to-face pedagogical methods needed to be reimagined and adapted. This reimagining involved building on the foundational pedagogy to create a strategic pedagogy that could effectively address the challenges of online learning and teaching. Integrating the UDL framework was key to this process, ensuring that teaching strategies were inclusive and responsive to diverse learner needs. While TPACK focuses on the effective use of technology to deliver content through appropriate pedagogical methods, UDL emphasizes inclusivity by addressing learner variability through flexible and accessible instructional strategies. Aligning these frameworks ensures that teachers not only use technology purposefully but also design learning experiences that cater to the diverse needs of students in an online setting.

The TPACK framework emphasizes that teachers need a strong foundation in content knowledge, pedagogical strategies, and technological skills to design engaging and meaningful learning experiences. However, its adoption is not uniform across schools, as contextual factors play a significant role. Represented by the outer circle in the TPACK framework surrounding the intersecting domains of content, pedagogy, and technology, the context varies depending on each school's approach to professional development, its culture, and parental expectations. Nevertheless, in schools where technology is being implemented, it is essential for teachers to understand the TPACK framework and its seven knowledge domains: Technological Knowledge (TK), Pedagogical Knowledge (PK), Content Knowledge (CK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), Pedagogical Content Knowledge (PCK), and the overarching Technological Pedagogical Content Knowledge (TPACK).

During the COVID-19 pandemic, teachers were unfamiliar with integrating technology into their classrooms effectively. Even when they began using technology, they often failed to address the diverse needs of all students. The lack of engaging, communicative, and collaborative online sessions further hindered students' learning outcomes. In response to these challenges, some scholars (e.g., Shastri & Clark, 2021) have identified the Universal Design for Learning (UDL) framework as a potential solution.

According to Rose and Strangman (2007), teachers often struggle to meet the diverse needs of students because they continue to rely on outdated teaching methods and lesson planning approaches that have remained unchanged for years. What does it mean to design a lesson universally? Universal lesson design involves creating inclusive, flexible, and accessible learning experiences that cater to the needs of all learners. CAST's (2018) guidelines reflect Rose's foundational work for the successful utilization of the UDL framework by teachers. According to CAST 2.0 guidelines, teachers should carefully set comprehensible standards and objectives for students; rework on outdated and ineffective materials; should not tag students as weak, poor, and average; and revise assessment techniques to address the needs of all students. UDL is an educational philosophy centered on inclusivity, flexibility, and customization, recognizing that every student has unique strengths, weaknesses, and learning styles. Teachers should design lessons to meet their students' needs by setting clear goals, identifying potential learning barriers, and applying the UDL principles outlined by CAST (<https://udlguidelines.cast.org/>).

### **Systematic Review**

After gathering knowledge from empirical findings, the researcher systematically reviewed 30 relevant papers published between 2020 and 2023 to explore the application of TPACK and UDL frameworks in English language learning and teaching in Nepal's educational settings in comparison to other parts of the world. The research questions for the review were formulated using the PICO (Population, Intervention, Comparison, Outcome) framework, which is widely recognized for structuring clinical inquiries (Richardson et al., 1995) and has increasingly been adopted in social science research to systematically address complex questions (Methley et al., 2014). To ensure transparency and reliability in reporting, the review adhered to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) 2020 guidelines, an updated standard for reporting systematic reviews (Page et al., 2021).

The results of the review indicate that TPACK and UDL have emerged as pivotal frameworks in addressing the challenges of modern education. Integrating TPACK and UDL frameworks offer a holistic approach by enhancing pedagogical strategies and fostering inclusive teaching practices. During the COVID-19 pandemic, these frameworks profoundly impacted English language teachers' professional development, enabling them to adapt to the challenges of online learning and teaching (Chen et al., 2022; Rafiq & Yunus, 2022). These interventions have shown considerable potential in bridging educational access and outcome disparities, especially during times of crisis, by addressing diverse learner needs and fostering resilience in teaching practices. As such, prioritizing future research on TPACK and UDL is crucial for advancing effective and equitable education. Policymakers and practitioners are encouraged to implement training programs focused on these frameworks, as they hold promise for enhancing professional competencies and achieving inclusive education goals.

There is a significant gap in the utilization of these two frameworks within Nepalese educational settings. Most publications reviewed are limited to paper-based reviews, primarily focusing on TPACK and its potential in education, while research on UDL remains scarce. Consequently, Nepal not only falls short in implementing these frameworks in actual classroom practices but also lags behind other countries such as India and China. The systematic literature review underscores that UDL is a new concept in the Nepalese context. Furthermore, although some review papers (e.g., Nazari et al., 2020; Oner, 2020) considered teacher professional development, technological training during COVID-19 failed to address how TPACK could be effectively applied or how teachers should be trained to utilize it (Laudari & Prior, 2020; Li et al., 2022)

## Conclusion

It is important to adopt strategic pedagogies grounded in the TPACK and UDL frameworks to enhance English language teacher development. The pedagogies should be designed to ensure continuity and effectiveness, even during crises. School leaders are advised to gain a comprehensive understanding of the K-12 Digital Framework and actively implement it, reinforcing the integration of technology into classrooms. This approach not only addresses the immediate needs of contemporary education but also equips students with the critical skills required for success in the 21st century.

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**BOOK OF INTEREST**

**Insights into Digital Literacy in Language Teaching**

Author: Jeong-Bae Son

Publisher: Castledown

<https://doi.org/10.29140/9781914291210>

This book explores digital literacy, digital pedagogies, digital technologies, and digital language teaching. The book responds to the need for language teachers to develop and improve digital competencies and digital language teaching strategies. It highlights five key elements of digital literacy: information search and evaluation; creation; communication; collaboration; and online safety.



**AI TOOL OF INTEREST**

**Eigo.AI**

Developer: Paul Raine (paul.raine@gmail.com)

Eigo.AI (<https://eigo.ai>) is an innovative platform that leverages artificial intelligence (AI) to enhance English language learning. It offers a comprehensive suite of AI-powered lessons covering reading, listening, speaking, and writing skills, tailored to beginner, intermediate, and advanced learners. Each lesson begins with an engaging video, followed by interactive exercises and instant feedback on speaking and writing. The platform supports multilingual feedback, making it accessible to a diverse range of users. Eigo.AI's adaptive learning approach and extensive content library make it a valuable resource for both learners and educators seeking to integrate AI into English language education.



**TELTRN INVITATION**

The Technology-Enhanced Language Teaching Research Network (TELTRN) 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 for language teaching and are willing to participate in collaborative research projects are welcome to join the TELTRN research team as collaborators. If you have an idea or a proposal for research collaboration, please feel free to contact the Director:

<https://www.apacall.org/teltrn/>



**ADDITIONAL NOTES**

- Members are invited to send the APACALL Webmaster ([webmaster@apacall.org](mailto:webmaster@apacall.org)) their names and resource website addresses to be listed on the 'Resources' page (<https://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](mailto:webmaster@apacall.org)).

