

CREATION	INNOVATION	COLLABORATION
 <a href="http://www.apacall.org">www.apacall.org</a> ASIA-PACIFIC ASSOCIATION FOR COMPUTER-ASSISTED LANGUAGE LEARNING		
<b>APACALL Newsletter</b> <b>Series No. 18, December 2014</b>		

### **PRESIDENT'S MESSAGE**

It has been another busy and productive year. Our Technology-Enhanced Language Learning Research Network (TELLRN) has been established and is currently active with an international research project. Also, we published our APACALL Book Series Volume 3 entitled 'Computer-assisted language learning: Learners, teachers and tools' in the middle of this year. In addition, we organised and participated in the GLoCALL 2014 conference and enjoyed our new experience in India. I would like to take this opportunity to thank everyone who has contributed to APACALL activities in various ways. I wish you all the best and look forward to working with you again in 2015.

*Jeong-Bae Son*  
President

### **NEWS FROM MEMBERS** (January – December 2014)

#### **► Publications**

Alavi, S.M., & Dashtestani, R. (2014). A cross-disciplinary analysis of higher education students' perspectives on the use of e-books for learning academic English. *The Asian ESP Journal*, 10(1), 2-27.

Alm, A. (2014). The socially networked language learner: Implications for tertiary language education. In B. Hegarty, J. McDonald & S.-K. Loke (Eds.), *Rhetoric and reality: Critical perspectives on educational technology* (pp. 693-697). Proceedings ascilite 2014.

Dashtestani, R. (2014). Exploring English as a foreign language (EFL) teacher trainers' perspectives on challenges to promoting computer literacy of EFL teachers. *The JALT CALL Journal*, 10(2), 139-151.

Dashtestani, R. (2014). English as a foreign language – Teachers' perspectives on implementing online instruction in the Iranian EFL context. *Research in Learning Technology*, 22. doi:10.3402/rlt.v22.20142

Dashtestani, R., & Samoudi, H. (2014). The use of laptops for learning English as a foreign language (EFL): Merits, challenges, and current practices. *The TESOL International Journal*, 9(1), 105-124.

## **COURSE OF INTEREST**

### **Summer courses on the use of technology in the classroom and for tele-collaborative (language) learning**

By Ton Koenraad

TELLConsult is coordinating summer courses for professionals in general and vocational education based on the results of a number of EU projects we participated in. The 2015 courses are on the use of electronic whiteboards to promote interaction in the classroom (all subjects and sectors) and technology to support the development of modern language oral interaction skills. They are offered in collaboration with the related project partners including: the Universities of Antwerp (Belgium), Nice (France), OU Catalunya (Spain), Utrecht (Netherlands) and the Kildare and Wicklow Education & Training Board (Ireland). The initiative is facilitated by the University of Valencia (Spain) and the Berlage Lyceum (Amsterdam, Netherlands). More details and (pre-)registration here: <http://www.koenraad.info/content/current-courses>



## **EVENT OF INTEREST**

### **TESOL CALL-IS Electronic Village Online: One of the best free annual online professional development opportunities on the planet**

By Vance Stevens

Higher Colleges of Technology, ADMC / CERT / KBZAC, Al Ain UAE

January and February each year always see another round of EVO, or Electronic Village Online. EVO was started in 2001 by the CALL interest section of TESOL as an idea to create a virtual precursor to the Annual TESOL conferences held in North America each year. The following year I started participating in EVO by moderating a session called Webheads in Action (WiA), designed to model to participants how to form a community of practice (CoP) by creating one. The WiA CoP is still going strong today, and so many who call themselves Webheads participate in EVO that the two are sometimes confused. After my initial WiA session, I put on several more, most recently a series of sessions on Multiliteracies, which eventually morphed into MultiMOOC, with each rendition since 2004 archived at <http://goodbyeutenberg.pbworks.com>

From 2003 I have been on the EVO coordinating team, sharing responsibility for organizing and maintaining the quality of EVO. EVO works on a cycle that is repeated each year. The public face of EVO is at <http://evosessions.pbworks.com>, but the coordinating team, headed for the past two years by Nina Liakos, fires up its private wikis (and this year, for the first time, a Google+ Community) over the summer each year when the first call for proposals is issued. EVO tries to attract teams of moderators who will commit to work together to mount sessions in January after submitting proposals by the first of September. The coordinating team reviews the proposals to decide if they appear to be viable sessions, and will give feedback if they appear to lack a clear direction or be wanting in scope. Almost all are accepted for training, and in October the revised proposals are written to a wiki where each is developed over four weeks of training conducted in October and November.

The training itself models and emulates what moderators might do during the course of their sessions. Moderators are acculturated to EVO and the challenges they will face in what might be for some a first go at conducting a course online. Each session is assigned a mentor, an experienced past moderator or coordinating team member, and throughout the process feedback is provided on progress made by each team. The training inculcates rigor in presentation of each session (we're not supposed to call them courses) and tests the moderating teams on their ability to meet deadlines and get sessions fully online by the first of December.

As the sessions are handed over for inspection the coordinators comment on each. We do not accept sessions whose moderators cannot find time to place online enough material to assure our quality control team that they would uphold the reputation of EVO in January, but in practice, moderators can work during December to fine tune them. Sessions are announced in mid-December, so must appear viable to onlookers by then, but enrollment does not begin until 5th January.

On January 11, EVO kicks off for 2015 with an online event that is open to anyone worldwide. In this event moderators introduce their sessions and acquaint themselves with one another and potential participants. The open nature of its offerings is a characteristic of EVO sessions. Some in fact have closed wikis or other spaces where participation is controlled (this is up to the moderators) but many of the sessions operate with no such controls and place their materials and even their forums on open access. Again, it's up to the moderators, but some sessions might require enrollment in spaces where people interact to ensure the integrity of that interaction (e.g., keep out spammers, ensure professional behavior) but place few restrictions if any on who can see the course materials online, on who enters the course, or even when. Some sessions end in February whereas others, my WiA and Multiliteracies sessions for example, have sustained communities for years, going on decades in the case of WiA.

My session this year will again aim toward open, all embracing, and sustained. It is called EVO Minecraft MOOC and though it would have to achieve a critical mass of participants to qualify as a true MOOC, it intends to operate as one in that participants are expected to network and cluster in units that will help each participant achieve his or her learning goals (in proportion to effort expended, of course). Besides the EVO Minecraft MOOC, other sessions this year include Dream Act, Educators and Copyright, eTextbook Teachers, Flipped Learning, ICT4ELT, International Writing Exchange, MachinEVO 2015, Non-Native English Speakers in TESOL, Teaching EFL to Young Learners, Teaching Pronunciation Differently, and two sessions on Moodle.

All are welcome to participate. To enroll in sessions, visit <http://evosessions.pbworks.com> and enroll in sessions of your choice for free starting Jan 5 (no need to be a member of TESOL, or of any other organization). Whether you enroll or not, or if still undecided, all are welcome to our first online synchronous event for 2015, at 1400 GMT on Jan 11. More information on this and many other online professional development opportunities can be found at Learning2gether, a year-round weekly presentation event started in 2010 and maintained by Vance Stevens ever since then: <http://learning2gether.pbworks.com/w/page/32206114/volunteersneeded>

