GUEST EDITORIAL PREFACE

WorldCALL 2013 Special Edition

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In July 2013, the 4th WorldCALL conference took place at the Scottish Exhibition and Conference Centre, Glasgow, organised by the University of Ulster in Northern Ireland. Over 320 delegates from across the world attended the conference to hear 200 papers discuss the primary theme of the conference, *Sustainability and CALL*. The conference concentrated on the need to ensure that all aspects of CALL development evolve and adapt to remain relevant to the changing learner and teacher needs as well as the developing technological context.

The special edition of the International Journal of Computer-Assisted Language Learning and Teaching draws together a selection of six papers from the conference, looking at three main areas. The first three papers examine the role of recent technologies, such as online games, tablets and talking books in enabling language learning. The next two papers look at developments in learner and teacher strategies. The final paper looks a well-established CALL tool, *E-Tutor*, and considers ways to ensure the tool is effectively embedded into the learning process through a systematic approach to its implementation.

In the first paper, Julie Bytheway evaluates the role of World of Warcraft® affected participants' use of vocabulary learning strategies. The research project concluded that this game had an important impact on how gamers used vocabulary learning strategies and argues for more sustained research into the value of commercial off-the-shelf MMORPG (Massively multiplayer online role-playing games).

In the second paper, also looking at the use of quite recent technologies, Martine Pellerin considers the use of mobile technologies such as tablets (iPads) and handheld MP3 players (iPods) in developing oral language production among young language learners in a western province of Canada. The study concluded showing the possibilities for new mobile technologies to provide opportunities for young language learners to bring their own knowledge and past experiences to the interactions with the devices to create a new dynamic for language learning.

Viviane Lohe and Daniela Elsner's paper, the third in the section examining new technologies, considers the role of a talking book initiative, the Multilingual Virtual Talking Books (MuViT) in supporting the monolingual and multilingual skills on primary school pupils across a range of languages. The paper concludes that MuViT makes a very positive contribution in raising the awareness of primary school pupils to the diversity of languages they experience and, by extension, to help them develop their linguistic skills.

The next section of this special edition looks at broader language learning and teaching strategies facilitated by technology. Jim Ranalli looks at how technology supports L2 strategy instruction for learners and concludes that technology can make a valuable contribute to helping students develop suitable approaches to language learning, although this is dependent on the identification of appropriate learning targets in the first instance. In other words, if students learn how to interrogate the technologies, it will help them to learn.

In the fifth paper (and final one in this section), Geoff Lawrence considers the impact of teacher perceptions in using technologies to support language learning. Providing an importance review of literature of factors such as teacher resistance, Lawrence suggests that, in general, L2 teachers do not appear to seem prepared to work with technology in their classrooms. He posits that the position of teachers has not changed radically and that they need to have greater understanding of the potential for the use of technology in language teaching in order to reflect on the potential of CALL to support their teaching.

In the final article in this WorldCALL edition, Trude Heift and Catherine Caws looks at how a well-established language learning environment, *E-Tutor*, uses the ADDIE framework (analysis, design, development, implementation, evaluation) to incorporate additional pedagogical tools. They conclude that a key aspect of the success of embedding a corpus into the *E-Tutor* system was the use of a cyclical design framework that ensures the learners plays a key role in the development and evaluation of the new tools. This type of approach is critical to ensuring that the future development of CALL in general is influenced by both tutor and learner.

In the continually-evolving world of the use of CALL, the findings from these six articles provide useful recommendations about the use of new technological developments in supporting language learning and methodological affordances to be considered to ensure the effective integration of technology into the language learning and teaching process. The underlying message of these articles is that technology in not a panacea for language learning and teaching but if used judiciously, enriches the experience. An acceptance of the limitations of the technology is surely key to the sustainability and development of CALL.

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