EDITORIAL PREFACE

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At the beginning of my webpage design for English as a second language (ESL) teaching in the 1990s, I became interested in using the computer in language teaching. Part of this role included learning how to use Frontpage within Web 1.0, which was not an easy task for a language teacher. At the time I was unaware of the fact that it is an extremely simple technique to design a website within Web 2.0 environments. This interest encouraged me to focus on exploring the use of computer technologies in ESL teaching and learning when I conducted my PhD research at the University of Bristol, UK.

While computer technologies have developed for educational purposes, for some of the last decades, Computer-Assisted Language Learning (CALL) has increasingly become one of the hot topics in the language field. CALL programs have been found to bring many benefits and provide opportunities for students' language skill development. Younger people of the 21st century are regarded as the digital generation and how to teach a second language to this new generation with new technologies has become both stimulating and challenge for teachers. In recent years, Blog, Wiki, Facebook, Youtube and Ning have been integrated into ESL teaching and learning around the world. These functions within Web 2.0 may have increased interest and motivation for ESL learners. A large numbers of researchers and language teachers have made valuable contributions to this fascinating area. Not only language teachers but also learners have shared their experience and resources including word, audio and video files in a variety of web formats. However, compared with other areas in language acquisition, CALL may be the most unexpected trend for teaching and learning in the future. In the next decade, Web 3.0 and even Web 4.0 may emerge and bring more significant improvements in language education. Thus, due to the fast pace of technological change, it is extremely important that innovative teaching approaches and strategies are developed in order to successfully integrate new technologies into language teaching.

CALL journals such as Language Learning and Technology, Computer Assisted language learning and RECALL have provided opportunities for researchers and teachers to share their experience in using CALL and discuss the development of research. Despite this, there still exist some hidden problems. For example, a large number of teachers do not know how to use the technology or dislike using CALL materials in language teaching due to their reluctance or concern in revealing their lack of knowledge of technology compared with their students. Although the technology has brought huge benefits to language education, teachers

can decide whether to bring the technology into the classroom or not. Therefore, the most crucial role for using CALL in class is the teacher, because if he or she refuses to use or does not know how to apply the new technology efficiently in classrooms, the technology and CALL programs and activities will not fulfill the goals of language teaching. Some teachers may still not be aware of how to edit word documents in Microsoft Word or PowerPoint to enhance teaching and using CALL programs can be a significant challenge to them. It is not only a responsibility for teacher education programmes but also a liability in professional development and teacher training (see e.g., Chapelle, 2001; Bax, 2003; Hubbard & Levy, 2006; Zou, 2009; Egbert, 2010). Nevertheless, the situation in many cases is that institutes/schools may not offer sufficient training to teachers, and therefore the benefit of using CALL programmes may be decreased. Hence, more training should be arranged to support teachers in using the technology effectively and confidently in class (see e.g., Chapelle, 2003; Zou, 2007). Though a number of studies have demonstrated possibilities and made recommendations in concerning issues above, many problems in the actual field are still being uncovered.

Compared with other areas in the language field, CALL may still be fresh and the number of journals needs to be extended to offer researchers and teachers increased options for publishing their research findings and sharing their teaching experience. In addition, I have realized that these current well-known CALL journals are edited mainly by researchers in America and Europe, and it is possible that there might be a lack of CALL journals edited by CALL researchers in Asia, though some Asian journals may cover papers in the CALL field. Because of that, my dream was to release and edit a CALL journal after I came back to China. On the one hand, it can provide language teachers or researchers from various countries with more options to evaluate and improve teaching pedagogies and tactics in the use of CALL. On the other hand, this may

provide Asian researchers and teachers more opportunities to give their voices to CALL themes and development.

As part of this dream, the *International Journal of Computer-Assisted Language Learning and Teaching* (IJCALLT) has been established with the support of IGI Global, USA. It serves as a forum for researchers, practitioners, and education professionals to share their ideas, experience, strategies and knowledge in combining computer technologies with language teaching and learning. This journal provides opportunities to evaluate, improve, and apply such strategies in the fields of CALL and foreign/second language learning. The mission of the IJCALLT is to publish research that addresses the impact of information communication technologies in advancing foreign/second language learning and teaching. It aims to expand on the principles, theories, design, and implementation of computer-assisted language learning programs. In addition to original research papers, this journal welcomes CALL-related book reviews and case studies.

Launching this journal has been a enjoyable and challenging journey and I have been encouraged and helped by a number of people including my PhD supervisors, Dr Sally Barnes and Professor Pauline Rea-Dickins as well as Professor Michael Crossley from the University of Bristol, who is the editor and chair of the journal of Comparative Education. I would like to express my special thanks to the publisher, IGI Global, USA, who assisted me in launching this journal and also for their continuous support in the future. IGI Global provides the international vision to help meet the goals of IJCALLT. Warm thanks are also due to CALL experts around the world who have joined in IJCALLT as either associated editors or editorial review board members to give their backing to this journal. From its inception, I have been fortunate to receive invaluable suggestions from two of associated editors, Hayo Reinders and Ingrid Barth. I would like to take this opportunity of thanking four CALL researchers, Joy Egbert, Mary

Ellen Butler-Pascoe, Glenn Stockwell and Hsien-Chin Liou for their contribution to the inaugural issue and for sharing their knowledge and experience with readers in IJCALLT. I am also grateful to Gary Motteram and Graham Stanley who have worked as guest editors for the second issue of IJCALLT - a special issue on the CALL theme. With their support, the future for IJCALLT is an exciting one and my hope is that this journal will contribute to the CALL field and offer more opportunities to CALL researchers and language teachers not only from Asia but also from all over the world to publish their work and provide guidelines for the application of computer technologies in second language teaching and learning. I hope readers of IJCALLT will be happy with the way in which this journal develops.

The first two manuscripts in this inaugural issue summarize the field of CALL, its history, implications, trends and developments. The last two papers are research articles which examine the application of CALL in developing vocabulary and writing skills. They will contribute to creating a foundation for the journal's scholarly potential and serve as a benchmark for new manuscript submissions. In the first article of this issue, "Moving Forward: Anecdotes and Evidence Guiding the Next Generation of CALL", Joy Egbert and her colleagues focus on crucial research in the CALL field and provide invaluable suggestions. They first review research focusing on the usefulness of CALL and raise questions about the effectiveness of integrating CALL in ESL teaching. Secondly, they explore teacher education in CALL and suggest that teachers have a good understanding of students' needs and choices and how to assess students' performance in CALL learning situation. More importantly, as crucial to the CALL endeavor, they address how teachers can learn to apply CALL programs in their diverse teaching contexts efficiently. In classroom practice, some principles which have been proved by both theories and practical examples are recommended in using CALL resources in teaching. However, they also argue that it is not the computer itself which can bring benefits to learners, but that how it is used by teachers is most important. Whereas in language learners' computer self-study, they assert that students may not be engaged in CALL activities as teachers have expected. Egbert and her colleagues have also provided suggestions on designing CALL activities after summarizing several scholars' engagement models including connections to the real world, collaboration, interesting topics, rewards and teacher's involvement. These considerations will be extremely important for students engaged in CALL activities in the future. Finally, the ongoing developing technologies used in language learning are presented. More interestingly, they point out that recent developed mobile devices (e.g., a smartphone with computer-like functions) have created mobile learning environments which may offer new changes to language learning. However, how to use the advanced technology creatively also needs to be discovered. They conclude that research should focus on how to use the technology to support language learning, not rely on the technology itself.

In the second article, "The History of CALL: The Intertwining Paths of Technology and Second/Foreign Language Teaching", Mary Ellen Butler-Pascoe provides a rigorous overview of history in the CALL field. She kindly brings us to the early stage of the use of courseware in second language teaching starting from the 1960s. Despite the restricted technology at that time, positive research findings concluded the potential benefits for foreign language learning from the use of the computer, which closely connected with typical learning theories and second language pedagogies. Since the early 1990s, the use of multimedia with audio, video, animation and opportunities for interaction have expanded language teaching and learning. These new functions which have been confirmed by a number of studies have stimulated and motivated students to learn a foreign language on the computer. Then, Butler-Pascoe affirms that task-based learning and content-based teaching have been enhanced with the devel-

opment of technology in the 21st century and the Internet has also improved communicative learning and collaborations between learners from all over the world, as Web 2.0 tools such as blogs, wikis and postcasts can foster collaborative learning. Evidence has shown that computer-media communication (CMC) via asynchronous or synchronous tools have provided opportunities to successfully develop all language skills. More importantly, the multiple assessments based on the computer and web tools are available for both teachers and students to evaluate their understanding and language learning process. Finally, she asserts that second language teachers should take responsibilities to evaluate CALL tools and employ CALL to promote learners' language, and at the same time, apply a variety of activities within theoretical and pedagogical principals when using CALL resources.

The third paper, "Online Approaches to Learning Vocabulary: Teacher-Centred or Learner-Centred?", by Glenn Stockwell, takes us to Japan and presents a study of learning vocabulary through a designed online program based on Moodle. Stockwell firstly reviews the literature on vocabulary learning on the computer and lists several practical strategies for implementing the technology in vocabulary learning. These approaches including the learner-centered method can effectively develop learners' vocabulary skills. However, there also exist some constraints in these tactics and studies with regard to limited contexts and information as well as restricted data collection. In this study, participants were 55 pre-intermediate level ESL learners at a university in Japan, within two classes: the teacher-centered (n=28) group and the learner-centered (n=27) group. Data collection which lasted for 13 weeks includes pre- and post-tests along with questionnaires. The results show that the learner-centered approach may have been less effective than the teacher-centered one in terms of time spent on vocabulary tasks on the online program. Secondly, the test results demonstrate that the teacher-centered group achieved slightly higher performance in

vocabulary than the learner-centered group. Almost all participants perceived that vocabulary activities are valuable and that learners would benefit more if they took the key role in learning activities on the online program compared within the teacher-centered environment.

In the fourth article of this first issue, "How Wiki-Based Writing Influences College Students' Collaborative and Individual Composing Products, Processes, and Learners' Perceptions", Hsien-Chin Liou and Shiu-Lin Lee demonstrate the application of wikis in a collaborative writing project in Taiwan. The study aims to explore the differences between collaborative and individual writing processes on wiki alongside students' perspectives. The participants were 18 university students who used designed tasks for collaborative learning and individual input on a wiki platform. The Data collection covers qualitative and quantitative methods within five types of sources including students' writing products, record of participation and questionnaires. T-units and clauses were employed to measure fluency, accuracy and complex structures. The findings illustrate that collaborative work involved more time in writing on wiki and contributed lengthier and more accurate texts, but there was no difference in complex texts between the two groups. Another interesting finding is that students who worked in pairs tend to show more confidence in changing texts than those working individually. The questionnaire data showed that participants enjoyed collaborative writing process on wikis and were highly satisfied with their achievements with their learning partners. In addition, compared with individual work, they agreed that pair work is better in the writing project and they benefitted a great deal through collaborative work.

Taken together, these four articles provide an interesting set of insights about CALL research and teaching. More specifically, they highlight the crucial role of the teacher in CALL teaching and learning regarding guidelines, design of tasks and responsibilities in engaging learners in CALL tasks. Each paper, in its own way, illustrates the critically vital role of CALL

research in contributing to our understanding of the goals of implementing the developed technology in language teaching and learning. I hope you enjoy this inaugural issue and learn from it as much as I did.

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