Guest Editorial Preface

Special Issue
Online and Mobile Language Learning

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With ever increasing communication across the borders and the development of educational technologies, learning languages online and via mobile devices are becoming more and more of a norm than of being peripheral, and the boundaries between formal and informal learning are becoming more blurred than ever before. Research studies into these new technologies, and associated teaching and learning beliefs and practices are still emerging. How do mobile technologies are employed to support informal language learning? Is mobile language learning effective with the school learners? How do learners engage in online non-formal project-based language learning? How do EFL learners negotiate meaning in computer-mediated communication environments? You will find answers to these questions in this special issue of IJCALLT: *Online and mobile language learning.*

The first article, by Kan and Tang, reported on a study of the impact of mobile devices on Chinese distance learners' English language learning practices, drawing on the notion of MALL in informal settings. Based on the data through surveys and email interviews, their study revealed that learners used mobile devices to support their formal language learning and some learners preferred specific places and times for mobile language learning, challenging the common wisdom of MALL taking place at any time and at any place. They argued that the integration of MALL into the curriculum needed consideration of learner practices and ongoing teacher professional development.

In the second paper, Morgana and Shrestha evaluated Italian secondary school teachers and students' perceptions and use of iPads for EFL learning in an action research project. The data was gathered through surveys, classroom observations, interviews and teacher meeting notes. This study demonstrated that both teachers and students were positive about the mobile device and thus felt motivated to teach and learn English through different learning tasks. They also showed increasing independence in the use of the mobile device despite initial challenges.

The third paper, by Li and Lewis examined meaning negotiations by Chinese EFL learners in audio synchronous computer mediated communication (SCMC) environments. The data consisted of audio SCMC interactions in gap-filling and problem-solving tasks and stimulated recall interviews. Based on their findings, they proposed an extended framework for examining meaning negotiations in audio SCMC which included Confirming Trigger and Confirming Indicator.

In the final paper of this special issue, Sampurna, Kukulska-Hulme and Stickler, investigated the participation of Indonesian university students and teachers in online non-formal project-based language learning. Research data via Web 2.0 tools such as WhatsApp and Google Docs, interviews and reflective writing indicated that the teacher's participation was markedly higher than that of students,

possibly due to many factors including the project being voluntary. The paper offered suggestions as to how learners could be engaged in online non-formal project-based language learning.

In conclusion, these four articles showcase online and mobile language learning in varied contexts and challenge us to consider affordances of MALL and new educational technologies with different types of learning, learners and learning tasks. We hope our readers find them interesting reads. The first two papers were sent out for review by the editor-in-chief and revised several times. Finally, they were accepted by other associate editors and the editor-in-chief.