

Guest Editorial Preface

Special Issue From the GLOCALL 2021 Conference

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Welcome to the Volume 12 Issue 4 Special issue of IJCALLT 2022. This special issue is a culmination of a few months of hard work reviewing selected papers from GLOCALL 2021 International conference held in Kuala Lumpur, Malaysia. The selected papers reported in this issue came from a range of CALL- and education-related academic work carried out by researchers from Malaysia, Brunei, South Korea, and Vietnam.

The first article is entitled “ESL Learners’ Processes and Perceptions of Using Google Docs in Collaborative Academic Writing” by Azlin Zaiti Zainal and Fei Fan Ma. The authors investigated the processes of learners’ collaborative writing using Google Docs and their perceptions of the collaborative process. The study involved twenty-four undergraduate ESL learners undertaking an academic writing course in a public university in Malaysia.

Shana Mat Salleh’s “University Student Perceptions on the Use of Online-Based Technology in Flipped Classrooms” is next. This article explored the experiences and perceptions of first-year university students on flipped learning systems, over the course of one semester in Brunei.

The third paper is “An Investigation on the Online Learning Engagement of Malaysian Secondary School Students From Different School Types” by Nurjanah Mohd Jaafar, Ng Lay Shi, Najihah Mahmud, Thang Siew Ming, and Warid Mihat. This study explored the perceptions of students from different types of schools towards their online learning engagement during COVID-19’s movement control order involving 768 students from 4 different types of secondary schools, namely national-type, independent Chinese schools, international schools, and high performing schools in Malaysia.

Sue Chee Hao, Thang Siew Ming, Wong Hoo Keat, Jennifer Tan Poh Sim, Loo Fung Lan, and Rosalind Ahju’s paper, “To What Extent Do Pictures Support Malaysian Children’s Comprehension of Stories? An Eye-Tracking Experiment” is the fourth paper. This study employed an experimental procedure created with eye-tracking technology on 22 prereaders (aged 5 to 6) in a Malaysian Kindergarten. The objective of the study was to test which content of pictures helped the students understand the narration and the text.

The fifth paper by Soon Seng Thah is titled “Malaysian Language Teachers’ ICT Competencies.” The study was conducted to determine the level of ICT competencies among Malaysian language teachers at both the primary and secondary schools. The focus was on 4 specific domains, i.e., technological concepts and operational skills, pedagogical skills, professional skills, and social, ethics and security skills comprising 761 teachers in which 480 were from primary schools and 281 from secondary schools in Malaysia.

The sixth paper is titled “Comic Books: Overcoming Challenges in Online Collaborative Learning.” Researching in a Vietnamese context, Van Huynh Ha Le and Oanh Thi Kieu Doan

investigated the impact of online collaborative learning by designing comic books on diminishing the learner's isolation and exploring the obstacles to making online comic books involving 150 freshmen.

The seventh and last article is titled "EFL Preservice Teachers' Perceptions of Flipped Learning" and written by Park Eunjeong from South Korea. The purpose of the study was to examine the 30 ELF preservice teachers' perceptions of and experiences with flipped learning.

GLoCALL 2021 was organized as a virtual conference for the first time in the history of GLoCALL conferences due the Covid-19 pandemic. Despite being a virtual conference, the support from GloCALLians have been heart-warming. It shows the clamour for GLoCALL conferences remains strong and encouraging. One of the motivations of the GLoCALL organizing committee in organizing annual conference such as the one in Kuala Lumpur in 2021 was to introduce academics in language teaching to available CALL tools that could be adapted to academic contexts with minimal computing resources. Rapid technological change in the host countries has led to increasing experience with computer-assisted language learning and teaching, and we expect that this trend will continue.

We are indebted to many colleagues, and to whom we are grateful for the generous contribution of time and effort in reviewing the articles that were submitted for consideration. Without their support and help, this issue will certainly will not come to fruition. The reviewers for this 2021 edition of Special issue of IJCALLT are listed as follows: Noraini Said (PhD), Goh Lay Huah (PhD), Rajeevnath Ramnath (PhD), Tan Choon Keong (PhD), Wirawati Ngui (PhD), Gurcharan Singh (PhD), Csaba Zoltan Szabo (PhD), Chai Xun Yu (PhD), Chu Shi Wei (PhD), Kieu Huyen Tram, Zhu Cheng Hao, Amanda Lam Tara, Chen Shuang, Amy Leow, Pham Thi To Nhu (PhD), Kim Anh Vo Thi (PhD), Nguyen Quang Nhat (PhD), Soon Seng Thah (PhD), Jennifer Tan Poh Sim,

We hope you will enjoy reading these collected articles and that you will find the research findings and instructional implications relevant to your own research interests and teaching purposes. Thank you.

Sincerely

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Guest Editors IJCALLT