GUEST EDITORIAL PREFACE

Special Issue on CALICO 2012 Conference "Open Education: Resources and Design for Language Learning"

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This issue of the *International Journal of Computer-Assisted Language Learning and Teaching* edition features highlights from the CALICO 2012 conference entitled "Open Education: Resources and Design for Language Learning." As with all CALICO conferences, the presentations spanned a variety of CALL topics examining various types of tools, learning strategies, and methods of analysis. In accordance with the theme, many studies dealt with open education, including hybrid and blended learning, and open source language learning. Tools for open education, such as Livemocha, telenovelas, Facebook, Second Life, blogs, wikis, and gaming were explored, as well as iPods, smart phones, and iPads for mobile learning.

The articles in this journal issue also span a range of topics that are representative of the variety within the conference, including Web 2.0, social networking, pronunciation, automated writing evaluation, and questionnaires in CALL. Luo's article, for example, provides an overview of recent studies that employ Web 2.0 technologies, the types of methodologies and data employed, the benefits and challenges involved when conducting such research, and pedagogical implications gleaned from a review of the recent studies. Reinhardt and Ryu explore how Facebook encouraged students in an elementary Korean course to gain more awareness of socio-pragmatics, specifically Korean honorifics. Students invented Facebook profiles and, through analysis and role play, increased their understanding of socio-pragmatics as evidenced by their awareness of how the context of Facebook influences the use of honorifics and how the learners were able to creatively apply the honorifics in their posts. Also within the topic of social networking, Lord and Harrington examine how students in a Spanish phonology course form communities of practice to improve their phonological production. While they found that students were able to become more aware of their pronunciation through recordings and self-analysis, the community did not seem to be an integral part of the process.

The remaining two articles concentrate on more user-focused aspects of CALL. Hamel investigates the effectiveness and efficiency of an online dictionary task through pre- and post-questionnaires to illustrate the usability and user satisfaction of the tool. The questionnaires also served as an effective way to prepare learners for the task and to help them to reflect on the task after its completion. Finally, Cotos and Huffman examine the learner fit quality of an automated writing evaluation tool, Research Writing Tutor, and discovered that the feedback offered learners appropriate and individualized feedback to more successfully complete their revisions. The diversity of studies encompassed in this special CALICO edition of IJCALLT provides a collection of thought-provoking CALL inquiries that encompass a variety of topics and research findings to spur new research questions and pedagogical applications.

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