Preface: Motivation in Using Computer Technology in Language Learning, Teaching and Research

INTRODUCTION

The development of computer technologies has provided incredible opportunities and support to education all over the world. Information and Communication Technology (ICT) has been significantly integrated into education and has successfully reinforced teaching and learning in all disciplines. In language field, a large number of teachers and students around the world have used Computer-Assisted Language Learning (CALL) resources and tasks to enhance their language teaching and learning. Many CALL studies have been conducted to examine its effectiveness including strengths and weaknesses and explore how to use CALL environments to improve language teaching and learning efficiently. Many studies have found that language learners can use CALL programs to develop their language skills by individual and collaborative learning on the computer (e.g. Chapelle, 2003; Mak & Coniam, 2008; Zou, 2010; Godwin-Jones, 2009; Kessler & Bikowski, 2010; Zou, Xiang & Stephen 2012).

CALL has increasingly become a key area in Applied Linguistics in recent years. One of the CALL journals, *Language Learning and Technology*, was ranked as Top 3 by ISI Journal Citation Reports Ranking among journals in linguistics and education in 2009 with its impact factor of 2.53, which has shown the position of CALL in language research and education (http://www.sciencewatch.com/dr/sci/11/jan2-11_1/). The motivation to apply CALL to language teaching and learning has been significantly increased among teachers and learners. Many researchers and practitioners are also highly interested in research into CALL.

Despite this, however, a number of teachers are still not aware of how to use CALL or unwilling to use CALL in their teaching. One of the main concerns is that there is still a lack of linguistics literatures to support the integration of CALL in normal language teaching. Another key obstacle is teachers' lack of knowledge and familiarity of computer technology and pedagogies to counteract this threat and their fear with using CALL. The new technology has developed extremely in quickly, and even CALL teachers have to constantly learn how to use new tools in new software or CALL environments. Therefore, more research into establishing more links between CALL and linguistics literatures and exploring the use of CALL tools and pedagogies should be taken into account. Although there are several international CALL journals focusing on these issues, it is still insufficient to publish CALL research and practice, compared with other traditional language journals.

THE AIMS OF IJCALLT

The *International Journal of Computer-Assisted Language Learning and Teaching* 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 more opportunities for teachers, researchers and postgraduate students to evaluate, improve, and apply such strategies in the fields of CALL and foreign/second language teaching and 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. Topics to be discussed in this journal include (but are not limited to) the following:

- CALL and second language acquisition
- Computer games in language learning and teaching
- Corpora
- Courseware design
- Distance language education
- Evaluation of CALL program
- Intelligence in CALL
- Language testing in CALL environments
- Mobile learning and teaching
- Monitoring and assessment in online collaborative learning
- Multimedia language learning and teaching
- Research methodology in CALL
- Social networking in language learning and teaching
- Software programs for language learning and teaching
- Teacher education

The associated editors and editorial review board members of *IJCALLT* who are experts in CALL, Linguistics and ICT come from more than 15 countries. Associate editors are Joy Egbert, Washington State University, USA, Mary Ellen Butler-Pascoe, Alliant International University, USA, Yueguo Gu, Chinese Academy of Social Sciences, China, Hsien-Chin Liou, National Tsing Hua University, Taiwan, Gary Motteram, the University of Manchester, UK, Hayo Reinders, Middlesex University, UK, Glenn Stockwell, Waseda University, Japan, Siew Ming Thang, Universiti Kebangsaan Malaysia, Malaysia, Michael Thomas, the University of Central Lancashire, UK, Sally Barnes, the University of Bristol, UK and Ingrid Barth, The Open University of Israel, Israel. Editorial Review members include Michael Hoey, Stephen Bax, Theo Van Leeuwen, Mat Schulze, Pauline Rea-Dickins, Hiroyuki Obari, Jannis Androutsopoulos, Richard Andrews, Philip Benson, Lifei Wang, Gavin Dudeney, Peiya Gu, Vera Menezes, Paul Slater, Yu-Chih Sun, and so on. Their involvement has ensured the high standardaziation of *IJCALLT* and helped raise the status of this journal. *IJCALLT* has currently published papers whose authors are from more than 10 countries including some top CALL professors and researchers such as Joy Egbert, Mary Ellen Butler-Pascoe, Glenn Stockwell, Hsien-Chin Liu, Stephen Bax, Cynthia White, Philip Benson, and Yu-Chih Sun, et cetera. Their publications have built up benchmark articles within

IJCALLT and extended the vision of *IJCALLT* and its academic credibility. Moreover, *IJCALLT* has provided opportunities for other CALL scholars, practitioners, junior researchers and even students to publish their research in CALL. Their publications have afforded chances to more teachers and students and stimulated them to publish their CALL manuscripts in an international journal. Topics published in the first volume of *IJCALLT* include literature reviews for CALL history and next generation, CALL Normalisation, online learning, Web 2.0 environments, mobile and video learning, collaborative learning, listening, speaking and teacher training, et cetera.

Special issues and selected papers from conferences have been published in *IJCALLT* as well, for example, IATEFL and IALLT. More special issues and selected papers from conferences will be published in *IJCALLT* in the near future such as IATEFL 2012, GLoCALL 2012, and AILA 2014. *IJCALLT* has gained tremendous support from associate editors, in particular, Gary Motteram, Siewming Thang, Joy Egbert, Hsien-Chin Liu, and Michael Thomas. They helped edit special issues or regular issues of *IJCALLT*. Some CALL researchers have also contributed or will contribute to editing special issues in *IJCALLT*, such as Graham Stanley, Judi Franz, John Brine, Lee KeanWah, and Jeong-Bae Son. The editor of this book met some associate editors and editorial review board members personally at conferences or seminars including Professors Michael Hoey, Pauline Rea-Dickins, Yueguo Gu, Philip Benson, Hayo Reinders, Hsien-Chin Liu, Siewming Thang, Yuping Wang, Peiya Gu, Maocheng Liang, Lance Askildson, and Hiroyuki Obari in order to express my special thanks for their contributions and seek further support to the journal. They are happy to continue their support for *IJCALLT*, either editing a special issue submitting or reviewing papers. I also met Dr Christina Gkitsaki at AILA 2011 in Beijing who will be the Conference Chair of AILA 2014 and she will be happy to edit a special issue of *IJCALLT* at AILA 2014 in Australia. Furthermore, I have met two top linguistics journal editors at AILA 2011 conference in Beijing, Professors Martin Bygate who was the editor of *Applied Linguistics* and Chair of AILA and Ken Hyland who is the editor of *Applied Linguistics*. They gave me invaluable suggestions, which have increased my confidence for the future of *IJCALLT*. Additionally, a number of people have reviewed and provided precious comments and suggestions on submissions to *IJCALLT*. I also thank many other anonymous reviewers for their hard work for *IJCALLT*. The review process strictly adhered to the standards of the publisher, and many publications have been revised again and again until the reviewers were satisfied with their revisions. Authors of *IJCALLT* substantially benefit from these valuable reviews. Their support and contributions ensure that *IJCALLT* can publish manuscripts with incredibly high quality.

Due to the high quality of *IJCALLT*, more readers are interested in reading articles in *IJCALLT* and have recommended their institutions to subscribe *IJCALLT*. One of the review board members of *IJCALLT*, Yan Jin, who is a Professor at Shanghai Jiao Tong University and Director of the National College English Testing Committee in China, commented on articles in *IJCALLT*: "I read some of the articles in the journal. They are of high quality!" The reputation of *IJCALLT* has also been significantly increased. Submissions to this journal have increased from all over the world. More organizers of international conferences in the language field are willing to edit special issues and publish papers in *IJCALLT*. More importantly, as the Editor-in-Chief of *IJCALLT*, the author of this preface has been invited to join a symposium with other editors of major international CALL journals including *LLT, CALL, System, CALICO* and *ReCALL* at the EUROCALL Conference in August 2012 in Sweden. It means that *IJCALLT* has been recognized as one of major international CALL journals. It is exciting to see that *IJCALLT* has been identified as a good reference journal in the CALL field by other editors after its first year anniversary.

THE COLLECTION OF THIS BOOK

This book has collated 20 papers published within 4 issues in volume 1 of *IJCALLT* in 2011. Topics cover a variety of key themes in the CALL field and the contents are categorized in several sections, such as CALL literatures, Online learning, Web 2.0 technologies, Teacher education, Courseware design, and Mobile learning. All these manuscripts have highlighted the vital aspects of CALL in language teaching and learning. They provide interesting insights for readers to discover CALL literature, the latest CALL research, and practice.

CALL Literatures

CALL is frequently not acknowledged as a key area compared to other traditional applied linguistic research. One of the main current challenges for the efficiency of using CALL in language education is a theoretical framework. Many Applied Linguistic researchers argue that there is a lack of underpinning theory to support CALL as a normal tool used by all language teachers in their teaching. Therefore, in order to identify CALL as a normal and key area of language teaching and research, exploring supplementary literature for CALL is essential. Four papers in this book draw on discussions of theories to support the integration of CALL in the language class. It is expected that these articles will fill the gap in theoretical background for the use of CALL in normal language classrooms.

The first two papers provide important literature for Web2.0 technology in recent years. The main authors of the two papers, Professor Joy Egbert and Professor Mary Ellen Butler-Pascoe are major CALL researchers and have published a number of important books and journal papers in CALL field. Their precise reviews of research offer a scope of theories related to CALL in the past and in the future. The first article, "Moving Forward: Anecdotes and Evidence Guiding the Next Generation of CALL," is authored by Professor Joy Egbert, Omran Akasha, and HyunGyung Lee from the Washington State University, USA and Leslie Huff from Hokkaido University, Japan. They review previous key research in the CALL field and deliver valuable recommendations. They discuss whether using CALL is efficient for language learning. Then, they highlight the importance of teacher education in CALL due to the fact that teachers need to learn themselves how to integrate CALL programs into their diverse teaching contexts professionally. They suggest that teachers have a good understanding of what students need, what students can choose, and how to assess students' learning outcome in the CALL class. Though some suggestions and examples have been offered to teachers in class teaching practice in CALL, they argue that it is not the computer itself which can bring benefits to learners, but rather that, how to use it in the CALL class is more significant. However, in language learners' self-study on the computer, they argue that students may not be engaged in CALL activities as teachers have expected. Furthermore, they provide suggestions on designing CALL activities after summarizing several scholars' engagement models. These reflections will help learners to participate in CALL activities. Finally, the constant developing technologies used in language learning are discussed. They also address that recent developed mobile devices have created mobile learning environments, which may offer new changes to learn languages. However, how to use the advanced technology creatively also needs to be discovered.

In the second paper, "The History of CALL: The Intertwining Paths of Technology and Second/Foreign Language Teaching," Professor Mary Ellen Butler-Pascoe delivers a rigorous overview of the history of the CALL field. She reviews the early stage of the use of courseware in second language teaching starting from 1960s. In spite of the restricted technology at that time, positive findings indicated the

potential benefits for foreign language learning from the use of the computer, which closely connected with typical learning theories and second language pedagogies. The use of multimedia with audio, video, animation, and opportunities for interaction since the early 1990s has expanded language teaching and learning. These new functions, which have been proven by a number of studies have stimulated and motivated students to learn a foreign language on the computer. Then, task-based learning and content-based teaching have been improved with the development of the technology in the 21st century. The Internet also has enhanced communicative learning and collaborations between learners from all over the world. Evidence has shown that computer-media communication (CMC) via asynchronous or synchronous tools have offered opportunities to successfully develop all language skills. More importantly, the multiple assessments based on the technological tools are available for both teachers and students to appraise their understanding and language learning process. Finally, she highlights the argument that second language teachers should take responsibility in evaluating CALL tools and use CALL to reinforce learners' language learning, and at the same time, organize activities within most efficient theoretical and pedagogical principals when using CALL resources.

The third paper, "Normalisation Revisited: The Effective Use of Technology in Language Education," by Stephen Bax, University of Bedfordshire, UK, reflects the idea of normalization, examined by Bax in 2003. Dr. Bax is also a major CALL researcher in the UK. In this article, Bax explores more details of the concept of normalization, supported by reviewing a number of updated literatures. He argues that although the technology is not considered on the same level as pens and textbooks in normalization in language education, it can be seen as a normal role to scaffold adults and children's learning process. To support the normalization of technology in language teaching and learning, and to respond to the challenge of this concept, Bax seeks more substantial theories in this article. First, he examines socio-technical change for the role of the technology and affirms that technology should be into taken account in terms of its change in the society rather than as a single agent. He also suggests that we should use a neo-Vygotskian perspective to understand and support normalization of CALL. He then gives suggestions on how to help language teachers to achieve the normalization of the technology in language teaching including access, participation and interaction, expert scaffolding, modeling, and challenge and contradiction. A learning plan can also achieve the same result. The significance of this article is that Bax discovers further depth of theories to support the normalization of CALL in language education and provides crucial suggestions to implement the new technology in language classes.

The fourth paper, "A Review of CALL and L2 Reading: Glossing for Comprehension and Acquisition," was written by Lance R. Askildson, University of Notre Dame, USA, who is a committee member of the International Association of Language Learning Technology (IALLT) and the editor of IALLT Journal. He reviews literatures on the relationship between CALL and second language reading and explores the argument that CALL glossing is effective for reading comprehension. He argues that although many studies demonstrate that CALL facilitates reading comprehension, other researchers contend that research in CALL does not provide sufficient evidence of this efficiency and facilitation. However, the CALL glossing tools have been found effective for vocabulary acquisition in classroom and self-study contexts. Finally, he suggests that additional research in light of multimedia aids in reading comprehension need to be carried out to provide further evidence.

Online Learning

Online learning is a key language learning process in the CALL context. Online learning can occur anywhere and anytime on the computer, mobile phone, and tablet PC with broadband or wireless connections. Four articles in this book discuss online language learning. The first, "Online Approaches to Learning Vocabulary: Teacher-Centred or Learner-Centred?," by Glenn Stockwell, reports a study of learning vocabulary on a designed online program based on Moodle in Japan. He firstly reviews the literature on vocabulary learning on the computer and lists several useful tactics of applying the technology to vocabulary learning. These methods including learner-centered methods can efficiently improve learners' vocabulary skills. Despite it, there also exist some restrictions in these strategies and studies regarding limited contexts and information as well as limited data collection. In this study, subjects were 55 pre-intermediate level ESL learners at a university in Japan, within two classes: the teacher-centered group and the learner-centered group. Data collection, which lasted for 13 weeks, includes pre- and post-tests along with questionnaires. The findings illustrate that the learner-centered method may have been less efficient than a teacher-centered one regarding 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 learners would benefit more if they take the key role in learning activities on the online program compared with a teacher-centered environment.

Professor Phil Benson, Hong Kong Institute of Education, and Alice Chik, City University of Hong Kong, discuss naturalistic CALL out of classroom based on their video-game project in their article: "Towards a More Naturalistic CALL: Video Gaming and Language Learning." Data collection included interviews and threads on language learning with video games. They interviewed ten undergraduate students in Hong Kong who often play video games online to explore their language learning while playing video games. Another 60 interviews with gamers were conducted by the ten students. The results demonstrate that although language learning is a secondary motivation in playing video games for the most part, participants pointed out that they have motivation to improve foreign language skills while playing games. They can also communicate with overseas players in English because they are able to play some video games with other gamers all over the world and chat with them on forums virtually. They can easily memorize vocabulary and dialogues, particularly when playing English games. They prefer unstructured learning and self-directed playing on video games. Hence, naturalistic CALL and informal learning online is an interesting area to research in the CALL field.

The article, "The Nature of 'Talk' in Synchronous Computer-Mediated Communication in a Vietnamese Tertiary EFL Context," written by Long V. Nguyen, University of Danang, Vietnam, and Cynthia White, Massey University, New Zealand, was an initiated study in computer-mediated communication (CMC) which contributed to the request for the application of computer technology in education from the Vietnamese government. It explores natural talk in synchronous CMC and face-to-face communication among EFL learners in a university in Vietnam. The findings suggest that students in CMC setting showed more process-oriented learning, compared with more product-oriented discussion in face-to-face groups. Students had motivation to spend more time involving discussion and negotiation in synchronous CMC, but encountered more difficult to achieve agreement in the discussion than face-to-face communication. The results indicate that the tertiary students in Vietnam also need more knowledge, familiarity, and skills in using computer technology in English learning.

The fourth paper, "An Exploratory Study of the Effects of Extended Online Thematic Listening Tasks on the Development of Listening Comprehension," was authored by professors Yu-Chih Sun, Wen-Li Chang, and Fang-Ying Yang from Taiwan. Their study explores the outcome of online listening integrated into a normal English course. The results illustrate that extended online thematic listening activities integrated with reading and writing courses which were created by teachers to enhance students' listening comprehension. However, they also found that students' interest in online listening declined gradually. They suggest that teachers should guide and provide assistance for students in order to foster students' autonomous learning in using CALL. Future research into a combination of online listening with the other three language skills including reading, writing, and speaking should be taken into account because it may contribute reinforcement of overall language development.

Nobue Miwa and Yuping Wang from Griffith University, Australia, in their article: "Online Interaction between On-Campus and Distance Students: Learners' Perspective," discuss collaborative learning through online interaction among postgraduate students between Campus and Distance. Participating on-campus students perceived that they were unwilling to have online interaction with distant students and did not consider it as crucial as face-to-interaction due to several indentified factors including miscommunication and time consumption, lack of need or obligation, and lack of visibility. They recommended that in order to encourage online interaction between on-campus and distance students, collaborative tasks should be structured; training to support students on the use of online tools should be provided; and online visibility could be established between learners when organizing meeting online between the two groups of students.

In the paper, "Developing Intercultural Awareness and Language Speaking Proficiency for Foreign Language Learners through Cross–Cultural Voicemail Exchange," Amber Yayin Wang and Wan-Jeng Chang discuss online communication and intercultural awareness via voicemail between ESL learners in Taiwan and CFL learners in the USA. They adopted ePals Global Community (http://www.epals.com/) as a forum for participating students to share ideas and Vocaroo (http://vocaroo.com) as a platform for participants to exchange voicemails. The results show that ESL learners were motivated to practice speaking through voicemail exchange and they improved their speaking performance. Meanwhile, students communicated via email, which also helped them develop writing skills. Finally, communications with voicemails and e-mails helped students to make progress on intercultural awareness. Their study focusing on the application of online voicemail has filled the gap in the lack of specific research in this field.

Web 2.0 Technologies

Language teaching and learning in Web 2.0 environments is a hot topic in recent years. Web 2.0 tools including Blog, Wiki, Facebook, Podcasts, MySpace, YouTube, Second Life, et cetera, provide more opportunities for collaborative learning. Four papers in this section explore effectiveness for English language learning in Web 2.0 context, in particular, collaboration in a Wiki space for learners, from children to university level. In the first article, "How Wiki-Based Writing Influences College Students' Collaborative and Individual Composing Products, Processes, and Learners' Perceptions," Professor Hsien-Chin Liou and Shiu-Lin Lee show 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 results demonstrate that students undertaking collaborative work spent more time in writing on wiki and contributed longer and more precise texts, but there was no difference in complex texts between the two groups. Another interesting result is that learners who

worked in pairs have more confidence in changing texts than with individual work. Moreover, compared with individual work, they agreed that collaboration is better in the writing project and they benefitted a lot through pair work.

Traditionally, school education is a good learning environment for children. Although many schools have adopted computer technologies in ESL teaching, teachers are still willing to use the computer in the classroom or a computer room and give instructions during children's learning. The second study, conducted by Shelly Terrell in Germany, "Integrating Online Tools to Motivate Young English Language Learners to Practice English Outside the Classroom," explores effective ways of using Wiki to motivate young learners to learn English outside the classroom. This study was based on her rich experience of designing and editing web tools and resources in her English teaching. Terrell first introduces research background and her motivation for the study. She found in her teaching practice that it is difficult for young learners to practice English outside of the class. She thinks that Wiki may be able to provide an opportunity for children to practice English at home with support from parents. She set up a Wiki page to upload her teaching resources including videos, games, songs, web links, et cetera. This Wiki page was designed as a private space and accessed only by the teacher, parents, and their children, which ensured that young learners would not be invaded by others. She first taught parents how to use Wiki and how to add materials on Wiki. 10 primary school EFL young learners, aged from 5-10, and their parents participated in this study. All students can access the computer and the Internet as well as the wiki space at school or home. Research methods included parent interview and class observation. The results indicate that students appear motivated to practice listening and speaking with resources on Wiki and improved their learning outcome. More importantly, all parents helped their children practice English on Wikis, and this scaffolding is reflected by Vygotsky's socio-cognitive theory. Terrell's study offers an interesting and effective way with Wiki to motivate young learners to improve their foreign language skills.

In the third paper of this section, "ESAP Students' Perceptions of Skills Learning in Computer-Mediated Intercultural Collaboration," Rachel Lindner from Munich University, Germany discussed students' collaborative learning in English for Specific Academic Purposes (EAP) context between the University of Munich in Germany and the University of Ljubljana in Slovenia on a Wiki space. Seven students in Germany and eleven students in Slovenia involved in this intercultural project. The tasks in this exchange programme included discussion on selected audio and video materials on sociology, related to their subjects. Then, students needed to write reports based on their discussions. Students obtained support from peers or teachers. Finally, the teachers conducted focus group interviews to explore students' perceptions of working on the wiki space for telecollaboration. The findings suggest that students were highly engaged in collaborative learning between the two countries. Overall, a positive learning outcome in their academic English was achieved.

Similarly, Dongshuo Wang, Bin Zou, and Minjie Xing examine the interaction between students in the UK and China in a language exchange program on Wikispaces in the paper: "Interactive Learning between Chinese Students Learning English and English Students Leaning Chinese on the Platform of Wiki." In this language exchange programme on Wikispaces, tertiary EFL learners in China and students in a UK university who are learning Chinese as a foreign language (CFL) help each other correct language mistakes in writing products. The results show that students in China help CFL learners in the UK identify their language errors and reorganize sentences. They also discussed their corrections in further interaction on Wiki. The findings suggest that students in the UK reinforce their Chinese learning with the help from their Chinese partners on Wiki. This study recommends that interactive activities can encourage students to involve this type of collaborative learning on Wiki space.

Teacher Education in CALL

Teacher's role is extremely crucial in using CALL for language teaching and learning because without teachers' guide and direction, learners may not be able to use CALL programs more effectively (Egbert, 2005; Fryer & Carpenter, 2006; Chambers & Bax, 2006; Wang, Chen, & Levy, 2010; Zou, 2012). Therefore, teachers need to be trained in how to integrate CALL in language teaching effectively and help students to use CALL efficiently (Hubbard and Levy, 2006). Teacher education in CALL is also discussed in this book. Marisa Constantinides (CELT Athens, Greece) in her article, "Integrating Technology on Initial Training Courses: A Survey Amongst CELTA Tutors," explores teacher trainers' perception of the use of CALL in teacher training courses. 92 participants, who are Cambridge CELTA tutors and assessors from all over the world, completed questionnaires. The findings prove that the majority of teachers are not ready or willing to use CALL in their courses or support their trainees to integrate CALL into their teaching in the future. The reasons include fear of CALL, due to lack of knowledge or training, unwillingness to make some changes, and unavailable or unstable technology in classroom. Only approximately one third of teachers confirmed that they are willing and have confidence to integrate CALL in their teaching. This result indicates that CALL is not normalized in many of training courses in CELTA. Therefore, normalization of integration of CALL in courses is still a challenge for many institutions and training centres. Without sufficient training for teachers, CALL is still difficult to be adopted by many language teachers, although, of course, some teachers are capable to use CALL confidently.

However, there are some limitations inherent in this research, due to the fact that many respondents are freelance teachers and do not have opportunities or time to obtain sufficient training in CALL by institutions, thus, insufficient training has become one of major obstacles for teachers to use CALL in teaching. Any qualified foreign language teacher has to attend special courses at least for several months, or even for several years. Hence, a few hours or several days training are insufficient for teachers to become a qualified CALL teacher.

Steven K. Sharp, from the University of Maryland, USA, in his paper: "Teachers Acquisition of CALL Expertise," examines teacher education in CALL environments. Based on a review of CALL literatures, he argues that teacher education programs do not provide adequate CALL training although teachers need it. Therefore, he discovers possible practice for teachers to develop CALL competence in teaching in his article. His research tools included teacher interviews and observations at a university in the USA. All participants, including teachers and students, have experience of using CALL in their teaching of a second language. The findings showed that some teachers achieved success in the use of technology in their teaching despite of lack of training. They boosted their technological skills and pedagogies during their teaching. The results support the need for technological training in teacher education programs, but also the need for the development of a community to support and encourage teachers to develop technological competence in their work and teaching environment.

Joy Egbert and Leslie Huff investigate teachers' awareness of the use of the Internet in classroom in their paper: "You're a Winner": An Exploratory Study of the Influence of Exposure on Teachers' Awareness of Media Literacy." They argue that few studies have focused on Internet hegemonies and their influences on learners and media literacy for both learners and teachers. In their study, they look at pre-service teachers' media awareness and its influence on their teaching and students in a teacher education program in a large university in the USA. Participants include four pre-service teachers and

70 teacher education students both in primary and secondary education. The findings indicate that media literacy should be taught in a teacher education program during or after teachers develop content and pedagogical awareness in order to help teachers integrate technology into teaching efficiently and students to use the Internet well and critically.

CALL Courseware Design

Good CALL courseware program for specific needs can help language learners enhance their language learning proficiently. Therefore, courseware design is a vital area in the CALL field. Ingrid Barth and Esther Klein-Wohl, from The Open University of Israel, discuss their design of a text-profiler to help students learn vocabulary by the software in their article: "Teaching Students to Use Text-Profilers: A Needs-Based Approach to Tertiary Level English Vocabulary Instruction." They designed the *Roads to Academic Reading* website to improve their students' reading comprehension in academic English including vocabulary, skills and strategies (http://telem.openu.ac.il/RoadsToAcademicReading/BarHome). They provide a rationale to support their pedagogies of the design which is reasonable and innovative. They argue that although there are some existing text-profilers with similar valuable resources, they are not exactly related to their students' needs based on students' feedback. They therefore focus on inserting learner-oriented characteristics for their students' specific needs. According to their survey, the majority of participating students offered positive comments on the courseware they designed. This indicates that although there are a number of existing CALL programs, designing CALL courseware for particular needs and integrating existing ones into a specific context is still crucial.

Similarly, Lifei Wang and Jianling Wan discuss their design of courseware for Business English course context at the tertiary level in China. In the article: "Developing Business CAT Teaching System and Course for Chinese Universities," the authors first introduce the context of Business course in CALL environments and indicate that there are very few existing CALL programs for business course specifically in China. They then discuss rationales related to their design of Computer-Aided Business Translation Teaching System. Next, they elaborate the structures and functions of the system including learner, teacher control, teaching, and research tool platforms. More importantly, they established a business translation parallel corpus with the system, which is particularly suitable for Business translation teaching. The significance of this courseware is that it fills in the gap in the use of CALL for specific needs in Business English teaching in China.

Mobile Learning

The development of mobile and hand held devices has provided opportunities for language learners to practice language skills with mobile phones, PDAs, iPods, iPhones, iPads, et cetera. Mobile learning has increasingly become another interesting area in the CALL field. The current young generation can be considered as the "Mobile Generation," because they use mobile devices more than any other generation in an incredibly addictive way. Simon Bibby, from the University of Manchester, UK, in his article, "Do Students Wish to 'Go Mobile'?: An Investigation into Student Use of PCs and Cell Phones," explores the possibility for students to use mobile phones for language learning. Data was collected from a questionnaire completed by Year One female students of a child science program from a university in Japan. Students were asked to compare the use of PCs and cell phones for completing homework on Moodle.

The results suggest that students preferred to use cell phones to complete homework online, rather than PCs because cell phones are easy to use, whereas PCs are inconvenient. He finally offers recommendations for the use of mobile devices for English learning including material design on Moodle, size of materials, and comparison of various mobile devices.

FUTURE TRENDS OF THE COVERGAGE OF IJCALLT

The development of Web 2.0 technology has enriched technological environments for language teaching and learning. Many types of Web 2.0 tools provide a variety of platforms for teachers to upload and edit language learning resources for their students. Learners also communicate with other learners from distance by contributing resources, editing messages, and exchanging perceptions of language learning and cultural understanding on these platforms. A large number of foreign language teachers all over the world like to use these Web 2.0 tools to enhance their language teaching. In recent years, more innovative Web 2.0 tools have been established and provided more fascinating environments for language teaching and learning, for example, Animoto, Mindomo, Fotobabble Audioboo, Weebly, Goanimate, Poll Everywhere, et cetera. However, the challenge for language teachers is how to develop their capability to integrate these new tools and environments into their teaching effectively. Therefore, *IJCALLT* will provide a further platform to CALL teachers and researchers to share their experience and research in teacher learning of technology, pedagogies and strategies in the use of CALL, as well as teaching practice in CALL contexts with other language teachers around the world.

In addition, since more mobile devices are available and develop their technology is now well developed, more learners might be willing to use iPhones or other mobile phones with android systems and iPad or other tablet PCs to enhance their language learning, rather than using a desktop or laptop for language learning. Thus, innovative pedagogies and strategies of applying these mobile devices for language teaching and learning will be further explored in *IJCALLT*. Moreover, traditional CALL areas such as online learning, courseware design, collaborative learning, and CALL book reviews will be also strengthened in *IJCALLT*. *IJCALLT* is willing to motivate more teachers to use CALL in language teaching by providing sufficient and effective research and practice publications. I sincerely wish that readers can enjoy reading this book and publications in *IJCALLT*. Although the editor is keen on using CALL in language teaching and research and has had some experience in CALL, after reading all the articles in this book, he feels that he has greatly benefited from them. In particular, he learned more new strategies and new tools to enhance his language teaching in the future, and can now recommend valuable pedagogies and new CALL platforms to m colleagues and other teachers to enhance their teaching.

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