GUEST EDITORIAL PREFACE

Special Issue from the GLoCALL 2010 Conference:
Specific Applications of Technology to the Teaching of Second/Foreign Languages

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Welcome to the January-March 2012 issue of *International Journal of Computer-Assisted Language Learning and Teaching* (IJCALLT). Since 2005, the PacCALL and APACALL organisations have jointly organized an annual conference to bring together participants who have an interest in CALL within the Asia Pacific region. In this issue, it is the pleasure of the editors, John Brine, University of Aizu, Fukushima, Japan, Kean Wah Lee, Universiti Malaysia Sabah, Malaysia, and Siew Ming Thang, Universiti Kebangsaan Malaysia, Selangor, Malaysia, to publish four selected papers from the GLoCALL 2010 conference held at Universiti Malaysia Sabah, Malaysia (1–3 December 2010).

The selected articles report on the results of a range of CALL-related academic work carried out by researchers from Vietnam, Malaysia, and Japan. The studies have examined a range of topics including research articles and textbooks for medical science students and linguistic analysis of social science texts. ESP contexts studied include university entrance examinations and web-based instructional environments.

The first article, "Digital Storytelling and Oral Fluency in an English Reading Class at a Japanese University" by Midori Kimura is an examination of the effectiveness of digital storytelling (DST) in improving oral reading fluency by having 35 students carry out the recording and revision of narrations based on nursing episodes in a textbook. Often, English language teaching in Japanese universities is still dependent on lecturing and reading/translation teaching methods. DST enabled students to interact with authentic materials in a more engaging way than is normally the case in the Japanese context.

Phuong Nguyen's "Peer Feedback on Second Language Writing through Blogs: The Case of a Vietnamese EFL Classroom" is concerned with the influence of comments by

EFL students on writing revision practices and outcomes of their classmates. Writing drafts, peer comments, and questionnaire responses were analysed to determine whether students were receptive to and made use of peer feedback. Implications for teaching practice are considered.

Also from Japan, "A Corpus-Driven Approach to English Expressions Based on Comparison: Not so Much A as B and Not so Much A but B" by Yae Furuta reveals how the tools related to corpus-driven linguistics (CDL) are instrumental to the analysis of syntactic patterns and variations in English. Without these tools teachers and students are less able to elucidate complex structures which are now available in the vast textual resources found in internet-linked databases. Nuances of meaning in varied textual expressions are important to explicate in social science and humanities literatures where they tend to occur more frequently than in science and engineering texts.

The fourth and final paper, "The Effects of Blended Learning Approach through an Interactive Multimedia E-Book on Students' Achievement in Learning Chinese as a Second Language at Tertiary Level" by Siew Pei Hwa, Pang Set Weei, and Lew Hoi Len investigates the efficiency of a blended learning environment in Malaysia where instructions are imparted through a blend of existing instructional methods and an interactive multimedia e-book on the students' achievement in Chinese language proficiency.

One of the early motivations in launching our annual conference 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 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.

We are indebted to several colleagues, and to whom we are grateful for the generous contribution of their time and effort in reviewing and proofreading the articles that were submitted for consideration. The reviewers and proofreaders for this issue of IJCALLT are listed as follows:

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