Guest Editorial Preface

Special Issue From the GLOCALL 2019 Conference

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Welcome to the GLOCALL 2019 Special issue of IJCALLT. This special issue is a culmination of a few months of hard work reviewing selected papers from GLoCALL 2019 International conference held in Danang, Vietnam. The selected papers reported in this issue came from a range of CALL-related academic work carried out by researchers from Japan, Brunei, South Korea, China, Malaysia, and Vietnam. For ease of reading, we have categorised the selected articles under the themes of (1) application of CALL in language teaching; and (2) analysis of CMC.

Under the first theme on application of CALL in language teaching, the first article is entitled "Students' Attitudes and Preferences Towards Google Docs as a Collaborative Writing Platform" by Lee K.Y. & D. G. Hassell. They examined the application of Google Docs as a collaborative writing platform for a research report assignment. Using a mixed method study using two sets of questionnaires, students' attitude and preference towards the approach was investigated. Findings indicated that a mixed-blend of online and face-to-face meetings was most suitable to maximise student learning.

Van Huynh Ha Le & Huy Ngoc Nguyen article on "Mobile Phones' Video Recordings Tool: A Solution to Freshmen's English-Speaking Anxiety" is next. Their article addressed the issue of foreign language anxiety (FLA). They explored the application of video recording tool to decrease foreign language speaking anxiety (FLSA) in the Vietnamese context. Their results indicated that video recording tool significantly lowered EFL speaking anxiety.

The third paper, "The Use of Communication Strategies in Mobile Asynchronous Chat" by X.Y. Chai & Subramaniam is from Malaysia. They employed a mixed methods case study approach to examine the communication strategies used by postgraduate students, using the asynchronous WeChat mobile app for academic problem-solving purposes. The findings shed light on teaching and learning via oral-based asynchronous medium pertaining to the types of tasks and learning objectives to be achieved.

The next theme focuses on issues related to computer mediated communication (CMC) analysis. There are three papers here. The first paper by Deliang Man and his multinational friends from Brunei, Malaysia, and United States is titled "Learning to Evaluate Through That-Clauses: Insights From a Longitudinal Corpus Study of Bruneian Students' Writing." Their study examined the use of evaluative that-clauses in academic writing. Using a longitudinal corpus of 304 argumentative essays, they studied the undergraduates' dynamic use of language resources over time. Several implications for language teaching were provided, including a revised role for teacher feedback and the use of longitudinal learner corpora for students' learning.

Another corpus-based paper is by Shin'ichiro Ishikawa from Japan. Unlike the earlier paper, Ishikawa examined learner-corpus based on the "L2 English Learners' Performance in Persuasion Role-Plays." Here, Ishikawa compared Japanese learners of English (JLE) and those of English native speakers (ENS). There were obvious differences between the two sets of corpora. Drawing on the findings, Ishikawa provided recommendations for the development of new teaching materials and curriculums to enhance L2 learners' persuasion skills.

The final paper was by a group of Malaysian researchers on developing data collection guidelines for eye-tracking on Reading research. Hazita Azman, Warid Mihat & O.K. Soh's paper is titled "Analyzing Stimuli Presentations and Exit-Interview Protocols to Improve Wearable Eye-Tracking Data Collection Guidelines for Reading Research." While acknowledging a dearth in the literature on data collection guidelines, the researchers reviewed the use of a wearable eye tracking apparatus with authentic materials and interview protocols. They also provided considerations for research procedures and instrument designs.

One of the motivations of the GLoCALL organizing committee in organizing annual conference such as the one in Danang in 2019 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 several colleagues, and to whom we are grateful for the generous contribution of their 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 Special issue of IJCALLT are listed as follows: Noraini Said (PhD), Rajeevnath Ramnath (PhD), Gavin Junjie Wu (PhD), Ken Lau (PhD), Michael Hall (PhD), Csaba Zoltan Szabo (PhD), Tan Choon Keong (PhD), Pramela Krishnasamy (PhD), Goh Lay Huah (PhD), To Nhu Pham Thi (PhD), Pham Ngoc Thach (PhD), Kim Anh Vo Thi (PhD), Van Tuyen Nguyen (PhD), Bao Kham (PhD), Vu Phi Ho Pham (PhD), Ngoc Vu Nguyen (PhD), Thi Thuy Trang Nguyen (PhD), Tan Tin Dang (PhD) & Quang Nhat Nguyen (PhD).

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.

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