

## **Guest Editor's Introduction to Special Theme Issue: Working with CALL**

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### **Introduction**

This special theme issue publishes a set of refereed papers from APACALL (<http://www.apacall.org/>) and the GLoCALL 2008 Conference, which was held in Jakarta and Yogyakarta, Indonesia, from 7 to 12 November 2008. It discusses practical aspects of working with computer-assisted language learning (CALL) in several different contexts. The authors of the articles share their experience on how to use CALL to make language learning more effective and how to develop language teachers' knowledge and skills for the use of CALL.

### **Overview**

A total of six anonymously peer reviewed articles have been selected for inclusion in this issue. The first article, by Mari Yamauchi, presents a case study of the integration of CALL activities into the author's own English as a foreign language (EFL) classroom. Through the analysis of her students' blog postings and responses to a survey, the author argues that online activities using *Moodle* and Web tools help students feel comfortable and engage with their course actively.

Chizuko Suzuki, Yoko Watanabe, Shota Yoshihara, Kyutae Jung and Kyungsuk Chang use the second article to report the results of an international collaborative project using an action research approach for Internet-based interactive learning in process-oriented writing classes. By analyzing data from writing tests, interviews, a questionnaire, online class observation and teachers' retrospective journals, the authors claim that action research can be effectively employed to raise students' language awareness and to allow teachers to become reflective about their own teaching.

In the third article, Faizah Mohamad compares two grammar teaching methods: Internet-based grammar instruction (IBGI) and conventional pen and board instruction (CPBI). The results of the study indicate that students in IBGI performed better than students in CPBI in the learning of certain grammatical items and the writing of essays. The author maintains that the Internet can be a useful tool for teaching grammar.

The fourth article, by Zhihong Lu, Ping Li and Peifeng Du, looks at interactive patterns in a student-centered English audio-video speaking class. Based on the results of the study, the authors assert that three interactive patterns, namely, S-Ss (oral presentations), S-S (pair work dialogues) and Ss/Ss (discussions within groups of 3-5 students), are highly conducive to the improvement of students' communicative language ability in CALL environments.

In the fifth article, Kenji Kitao and Kenichi Kamiya present an authoring program called *Cloze Generator* (CG) and explain how it can be used for English language teaching. The authors support the view that cloze exercises are useful for language learning and recommend teachers to use CG for making cloze exercises in an easy way.

The final article, by Chan Nim Park and Jeong-Bae Son, explores factors affecting EFL teachers' use of computers in classrooms. The results of the study indicate that external factors such as lack of time, insufficient computer facilities, rigid school curricula and textbooks and lack of administrative support negatively influence the implementation of CALL while internal factors such as teachers' computer skills, knowledge about computers and beliefs and perceptions of CALL also seem to significantly affect teachers' decisions on the use of CALL in the classroom.

It is clear that these six articles demonstrate considerable efforts to work with CALL. They expand our understanding of CALL research and practice and provide us with ideas of how CALL can be integrated into actual classrooms. The editor hopes that this issue encourages readers to be creative and active in the implementation of CALL.

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