

Editorial

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This volume of *ReCall* brings together a variety of aspects of technology-integrated language learning, both from the practical and also from the research perspective. Most of the papers are presentations from the EUROCALL 2002 conference, held in Jyväskylä, Finland. The theme of the conference was “Networked language learning – a link missing?”. Through this theme we wanted to focus on the fact that a successful language learning environment comprises not only solid technological applications and trendy learning theories, but also an understanding of the broader issues, on both individual and organisational levels. These issues include, for example, a need for an analysis of current teaching practices and core content, and a shared appreciation of learning objectives and expected outcomes, staff development and learner training. Changes in the core practices will inevitably lead to a need for changes in the broader contexts of evaluation, assessment and learner guidance.

The keynote speakers at the conference (whose contributions are unfortunately not included in this journal but are available in other publications) were invited to bring forward these different aspects in their presentations. Dr. Leo van Lier gave an interesting systems view on the challenges and opportunities of CALL. Dr. Uschi Felix continued along the same lines and talked about the ‘myths’ and promises of CALL. Both speakers were optimistic about the future of CALL/WELL, but also cautioned us to put things into the bigger picture and look for solutions that really bring added value to the language learning environment. Dr. Kaisa Kautto-Koivula presented an organisation’s view on setting joint goals and putting these goals on a timescale with different levels of action, benchmarks and checkpoints. Dr. Gilly Salmon’s presentation challenged us to go beyond responding to new technologies. Instead she suggested that we prepare ourselves to create new engaging and collaborative opportunities for language learners. Both Dr. Salmon and Dr. van Lier also ran well-attended workshops on their keynote topics.

More than 120 presentations were included in the conference. These included academic papers, ‘Show & Tell’ presentations and Posters. Fifteen papers were submitted for publication and six have been selected for publication in this issue of *ReCALL*. All these papers carry great relevance for helping us consider the important aspects and

elements when thinking of the language learning scenarios that suit our needs. Rebecca Hincks examines speech technology as an aid for pronunciation teaching and documents promising results of the feasibility of her ideas and the application used in the study. Regine Hampel uses audio for a different purpose: to provide distance learners with opportunities for communicative practices with the help of audio-graphic conferencing. Both papers bring meaningful contributions to research into methodologies for including the all-important sound element in the varying language learning settings and for different language learner needs. Glenn Stockwell takes the interaction element further and looks for ways in which to improve electronic conversations and their sustainability. Tuija Lehtonen and Sirpa Tuomainen discuss the implications and practicalities of a computer supported collaborative learning (CSCL) approach as a part of their language learning process design. This work is an exciting contribution towards developing structures and offering ideas for promoting and catering for the teaching of less widely used languages.

David Barr and John Gillespie create a language learning environment where the complex nature of language learning has been taken carefully into account. Their approach includes the human, technical and physical resources, communicative structures, information management and cultural contexts. Ruth Trinder's article deals with similar issues and proposes an interesting framework for including the content, approach and technology in a successful combination for learning. The article by Marisol Fernadéz-García and Asunción Martínez-Arbelaiz is a regular paper but it fits more than well into the conference themes which predominate in this issue, examining oral and written conversations in learner interactions.

Also included is a paper by Gabriela Adela Gánem Gutiérrez, the EUROCALL 2002 Research Award Winner. I would like to extend my sincere congratulations on the good work Gabriela!

Once again, I would like to take this opportunity to thank the EUROCALL executive committee for their invaluable support and confidence (and especially June Thompson for her everlasting patience and resourcefulness) before, during and after the conference. I would also want to thank each and every one of the participants: you made the conference such a great event. Thank you! Or 'Kiitos paljon!', as we say here in Finland.