Special issue: Potential Links Among Technology-Based Instruction and Language Learning: How Do CALL, MALL, and Online Instructions Affect L2 Learningand Psychological Factors Involve in Learning?

Guest editor:
Ehsan Namaziandost, University of Applied Science and Technology, Khuzestan, Ahvaz, Iran; and Mehrarvand Institute of Technology, Abadan, Iran

The L2 language teaching tradition has been exposed to tremendous changes, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. In theWestern world, in the 17th, 18th, and 19th centuries, foreign language learning was limited to learning Latin and Greek, both supposed to enhance their users' intellectuality. At the time, it was of vital importance to concentrate on grammatical rules, and syntactic structures, along with rote memorization of vocabulary items and translation of literary passages. The common method of those days was the Grammar Translation Method which is still one of the most popular and common models of language teaching, especially in EFL contexts. This method was criticized forsome reasons including ignoring oral communications. After this method, several methods and approaches were proposed till we reached CLT which has focused on oral communications. CLTseems more effective than the previous methods but as we live in the era of technology, our educational system is influenced by technology in general and language teaching in particular. Technology-based instructions such as CALL and MALL can produce positive results in learningan L2. The mentioned new methods are more effective since they permit students to learn an L2 at any place and at any time. Unlike the traditional methods which cause codependency, CALL and MALL create independence which encourages students to solve their problems. The student-centered and collaborative features of CALL and MALL can pave the way for the students to develop their L2 learning. More importantly, in L2 language learning, different phycological factors are involved which can influence the language learning/teaching process. Some of these factors are anxiety, attitude, shyness, stress, aptitude, motivation, perception, beliefs, self-esteem, self-efficacy, etc. that can be affected by and controlled through using CALL andMALL and technology-enhanced instructions. For example, CALL and MALL can reduce the students' anxiety and develop their motivation, instead. They can also help shy and introverted students to learn an L2 out of the classrooms. Regarding the importance and the effectiveness of CALL and MALL, we intend to invite all researchers around the world to do different studies on the effectiveness of different technology-based tools to assist second/foreign learners to learn L2 language more easily and help them overcome their psychological learning problems. Thus, this Special Issue aimed to collate original research and review articles describing advances in this field.

The first article, "Workshop Activity Module In E-Learning for Maximum Vocabulary Exposure in An EFL Classroom" by **Elfiondri, Faisal Mustafa**, and **Yunisrina Qismullah Yusuf** investigated whether peer assessment through Moodle platform can facilitate vocabulary retention. The research used a quantitative design involving the use of posttests on 59 adult EFL learners. The

findings revealed that peer assessment in Moodle workshop activity module can facilitate sufficient vocabulary exposure for better retention.

The second paper with the title "A Look at Technology Use for English Language Learning from a Structural Equation Modeling Perspective," written by **Tubagus Zam Zam Al Arif, Urip Sulistiyo, M. Faruq Ubaidillah, Reli Handayani, Esti Junining,** and **Muhammad Yunus**, enhanced the unified theory of acceptance and use of technology (UTAUT) to examine the determinants that influence the acceptance of mobile technology use for English language learning. The study adopted a quantitative approach, collecting data through questionnaires. 342 pre-service teachers in an English department at a state university in Indonesia volunteered to take part in the research. The results demonstrated that determinants of mobile technology acceptance are the major factors influencing the usage of mobile technology. The study concluded that the usage behavior of mobile technology had been influenced by four main variables of UTAUT.

The third article, by **I Putu Indra Kusuma, Ni Putu Astiti Pratiwi, A.A. Gede Yudha Paramartha,** and **Ida Ayu Made Istri Utami** from Universitas Pendidikan Ganesha, Singaraja, is titled "Can E-portfolios Reduce Foreign Language Anxiety (FLA) in Online Speaking Courses during the COVID-19 Pandemic?". Kusuma and his colleagues investigated the effect of e-portfolios on students' FLA and the difference in FLA between male and female students given e-portfolios. Using a mixed-methods experimental design involving 120 participants, they concluded that students' FLA lessened significantly when they used e-portfolios in their online speaking course. Furthermore, no significant difference in FLA was identified between male and female students in the experiment group.

The fourth article is by **Marcel Pikhart, Liqaa Habeb Al-Obaydi,** and **Ragad M Tawafak** and it is titled "The Implementation of Critical Pedagogy in Digital Second Language Acquisition in Higher Education: Age and Gender Differences". They explored the intentional implementation or unintentional presence of critical pedagogy aspects in an online English language teaching environment. They also tried to show if there is an age or gender difference regarding the use of critical pedagogy in online language teaching. Using a sample consisting of 57 female and 47 male participants, the results indicated a notable presence of critical pedagogy aspects in online English language teaching. Pikhart and his colleagues also concluded that there is a prominent role for the female teachers over male teachers for using various aspects of critical pedagogy

The fifth article by **Zeinab Azizi** and **Afsheen Rezai** disclosed how online dialogic interactions lead to the development of high school students' writing skills. The study was conducted over 11 sessions in which students received online instruction: 18 female students participated. Moreover, the interactions between the teacher and students were recorded carefully and were subjected to microgenetic analysis. The findings evidenced that the online dialogic interactions had the potential to improve the students' writing skills significantly. The results of the microgenetic analysis evidenced that the students could benefit from the dialogic interactions tied with their ZPDs to co-construct the required knowledge to handle the writing tasks.

In article six, **Shouket Ahmad Tilwani, Tawfeeq Abdulameer Hashim Alghazali,** and **Indrajit Patra** evaluated the effectiveness of using TED Talks on improving EFL students' speaking fluency and accuracy. The study was conducted on 75 Saudi Arabian intermediate EFL learners which took part in 15 sessions of 55 minutes. They collected data using a speaking test, a speaking post-test, and an attitude questionnaire. After using One-way ANOVA, the findings showed that the experimental groups outperformed the control group on the post-test of speaking. Additionally, it was revealed that the experimental group participants showed positive attitudes toward the implementation TED Talks in Saudi Arabian EFL context.

Next, in the seventh paper entitled "Collaborative Writing Assisted with Edmodo Learning Management System (ELMS) in Indonesian EFL Classes: Learners' Attitudes and Learning Engagement," **M. Zaini Miftah** and **Bambang Yudi Cahyono** investigated learners' attitudes toward collaborative writing assisted with ELMS and their learning engagement in online learning.

Eight-five learners participated to complete a writing attitude survey questionnaire. Moreover, twelve learners were selected for in-depth interviews to explore their attitudes toward learning engagement in ELMS-assisted collaborative writing. After collecting ana analyzing the data, it was revealed that the learners showed positive attitudes toward ELMS-assisted collaborative writing. This research contributed to an understanding of how learners' positive attitudes and learning engagement contribute to the successful ELMS-assisted collaborative writing practices in online learning for the enhancement of their writing skills in EFL classes.

Yangxi Han, Ng Lee Luan, and **Shuo Zhao** in the eighth paper checked the impact of technology-mediated learning on student satisfaction based on self-determination theory (SDT). The study used a data set with more than 280 students from engineering disciplines in China. The data were collected through Questionnaires that aimed to examine their perceptions of the three instruction models (face-to-face, blended learning (BL), and flipped learning (FL)) from six dimensions. Furthermore, six semi-structured student interviews were conducted to explore students' feelings toward the learning models based on SDT. The results showed that both BL and FL groups result in a higher level of satisfaction than the face-to-face group. This indicates that technology-mediated learning facilitates student satisfaction with academic English learning. Moreover, no significant difference between BL and FL in student satisfaction was found which indicated that the inclusion of flipping does not necessarily satisfy more in their academic English learning. Lastly, Han and her colleagues reported that when the learning form is increasingly dependent on the technology-mediated learning mode, students tend to feel stressed about it.

Hassan Soodmand Afshar and **Narges Zareian**, in the ninth article, investigated the effect of strategy awareness-raising on the writing complexity, accuracy, and anxiety of IELTS candidates using Telegram as a social networking medium. Two groups (One experimental group (EG) and one Control Group (CG)) took part in this study. Five writing tasks were performed and the participants also completed an anxiety questionnaire. The results showed that through the Telegram, the participants' compositions were improved in terms of complexity and accuracy; however, their anxiety level was reduced. Also, the results of the retrospective think-aloud protocols showed that the strategies which were highly correlated with success in writing compositions of Iranian EFL writers included planning, monitoring or evaluating, revising, and compensating strategies.

In paper ten, **Masoud Khabir, Ali Akbar Jabbari, Ali Mohammad Fazilatfar,** and **Mohammad Hasan Razmi** investigated the effect of flipping IELTS readings on the participants' enhancement of reading achievement, grit, and autonomy. Utilizing a quasi-experimental design, 46 upper-intermediate students participated in 4 groups (CG1, CG2; EG1, EG2). Two administrations of academic IELTS reading tests from Cambridge 16 (tests 2 & 4), grit, and autonomy scales as pre- and post-tests were used. At the end of the treatment which lasted 16-session, the data were collected and then analyzed through independent and paired samples t-tests. The results demonstrated that implementing flipped classrooms in EFL contexts not only improves grit and autonomy but also consequently enhances the reading achievement of language learners.

In paper eleven, **Misnawati Misnawati, Yusriadi Yusriadi,** and **Saidna Zulfiqar Bin Tahir** conducted online research at Sekolah Tinggi Ilmu Hukum Pengayoman, located at Bone Regency, South Sulawesi, Indonesia with data collected from four meetings of Instagram feed-based tasks and peer feedback through a questionnaire with a Likert scale, focus group interviews, and observation. Using a mix-method research design, data were collected from 56 students comprising 35 women and 21 men aged 18-20 years. The findings showed that most students were familiar with Instagram to share and obtain information, making it possible to flip it into an L2 learning tool. Moreover, students' poor English skills impacted their lack of motivation, interest, and confidence in participating in flipping Instagram as a medium of writing activities using feed-based tasks. In contrast, peer feedback increased their motivation to interact with their friends using English.

The twelfth article by **Fidel Çakmak** investigated whether active participation makes a difference in the performance of language learners and explored pedagogical strategies for coping with the challenges to active participation when learning in a digital learning environment amidst the COVID-19 pandemic. In her study, 100 students studying English online during the Spring semester of 2022 participated. Roughly half of the participants (n=47) participated in classes real-time while the other half (n=53) took them asynchronously by watching video recordings of the classes. After collecting the data through a 50-item multiple-choice used as a pretest and posttest, it was revealed that there was a statistically significant difference between the students who were actively participating in the live classes via the platforms and those who instead received video classes. Moreover, three themes emerged that were associated with the active participation tasks: 1) interactivity 2) multimodality 3) teacher's professional standards.

In article thirteen, **Ferit Kılıçkaya** investigated pre-service EFL (English as a Foreign Language) teachers' experience using Symbaloo as a learning path for preparing online activities outside the classroom for fourth-grade level learners. The participants included 30 pre-service language teachers enrolled in an online elective course. As a partial requirement of the course, the participants were asked to prepare online activities using the tools/websites discussed throughout the course using Symbaloo as a learning path, which is a website that allows creating and integrating online materials in a lesson plan such as videos, quizzes, and educational games. The responses provided by the participants of the study indicated that they found Symbaloo helpful as a learning path since it enabled creating online activities from other websites quickly and efficiently. The findings indicated that the students found creating digital content for teaching EFL enjoyable despite several challenges, such as learning how to create digital content and working online. The students also underscored the importance of the efforts and time required to plan, create, integrate, and organize the materials and websites.

In the fourteenth paper of this issue, **Aygul Ibatova** investigated the effects of synchronous text-based chat and voice-based chat on Russian EFL students' speaking anxiety and motivation. Using a quasi-experimental research design, 90 Russian EFL learners at the upper-intermediate level were selected and assigned to three groups synchronous text-based, synchronous voice-based, and traditional (face-to-face). Then, the three groups were given the questionnaires of Attitude/Motivation Test Battery (AMTB) and Speaking Anxiety Scale (SAS) to measure their motivation and speaking anxiety before and after receiving the treatment. After analyzing the data through one-way ANOVA and the Post hoc Scheffe test, the results disclosed that there were remarkable differences between the post-test of the experimental participants and the control participants. The obtained outcomes depicted that the experimental participants noticeably outperformed the control participants in the motivation and speaking anxiety post-tests.

Article fifteen was a group effort of four researchers namely **Ali Derakhshesh, Jalil Fathi, Hamed Mohammad Hosseini,** and **Sepideh Mehraein.** This study aimed to test a model of online course satisfaction in which online learning self-efficacy and online learning climate served as the variables affecting online course satisfaction in the English as a Foreign Language (EFL) context. 186 Iranian intermediate EFL learners took part in an online survey. Structural equation modeling was utilized to analyze the structural model of online course satisfaction. The analysis of the collected data revealed that while both online learning self-efficacy and online learning atmosphere strongly influenced levels of satisfaction with online courses, the latter was a more powerful predictor than the former. In addition, it was found that the atmosphere of online learning had a significant impact, although a modest one, on how satisfied students were with their online courses.

The last article titled "An Account of Iranian EFL Learners' Speaking Complexity, Accuracy, and Fluency (CAF) and Foreign Language Speaking Anxiety (FLSA) in a Computer-Assisted Language Learning Environment" by **Mehdi Nasri, Sajad Shafiee,** and **Mehrdad Sepehri** addressed the importance of Computer-Assisted Language Learning (CALL) and its effects speaking

CAF and FLSA. Although this issue has also been the focus of numerous studies before, a rare study in the Iranian context has been done in this regard. Thus, to address this gap, Nasri and his colleagues did a quasi-experimental study in which 120 intermediate EFL learners participate (EG=60 & CG=60) and the data were collected through a speaking CAF Pretest and post-test and an FLSA questionnaire. Using a one-way ANCOVA for analyzing the data, it was revealed that CALL is a compelling alternative platform that can create a positive impact on EFL learners' speaking CAF and FLSA. It can provide EFL learners with a learning terrain that is learner-centered, supportive, and motivating with clear task orientation. This, in turn, can enhance their foreign language outcomes by reducing their foreign language speaking anxiety.

Finally, the editor would like to take this opportunity to thank the CALL-EJ Editor-in-chief, Dr. Kazunori Nozawa, and the following reviewers for their invaluable comments, advice, and counsel, both to the authors of the submitted articles, as well as to the editor.

Dr. Afsheen Rezai (University of Ayatollah Ozma Borujerdi, Borujerd, Iran)
Dr. Honggang Liu (Northeast Normal University Changchun, China)
Dr. Yongliang Wang (Henan University, Kaifeng, China)
Dr. Abdulbaset Saeedian (Allameh Tabataba'i University, Tehran, Iran)
Dr. Marcel Pikhart (University of Hradec Kralove, Czech Republic)
Dr. Masoomeh Estaji (Allameh Tabataba'i University, Tehran, Iran)
Dr. Liqaa Habeb Al-Obaydi (University of Diyala, Iraq)
Dr. Majid Elahi Shirvan (University of Bojnord, Iran**)**
Dr. Saman Ebadi (Razi University of Kermanshah, Iran)
Dr. Kiyana Zhaleh (Allameh Tabataba'i University, Tehran, Iran)
Dr. Saeed Khazaie (Isfahan University of Medical Sciences, Iran)
Dr. Mohammad Hasan Razmi (Yazd University, Iran)
Dr. Jalil Fathi (Department of English, University of Kurdistan, Sanandaj, Iran)
Dr. Fidel Çakmak (Alanya Alaaddin Keykubat University, Antalya, Turkey)
Dr. Neda Moshkabadi (Shahid Chamran University, Iran)
Dr. Zeinab Azizi (University of Ayatollah Ozma Borujerdi, Borujerd, Iran)
Dr. Hassan Mohebbi (European Knowledge Development Institute, Turkey)
Dr. Zohre Mohamadi Zenouzagh (Islamic Azad University, Karaj, Iran)
Dr. Yunisrina Qismullah Yusuf (Universitas Syiah Kuala, Banda Aceh, Indonesia)
Dr. M. Faruq Ubaidillah (Universitas Islam Malang, Indonesia)