

Editorial

MARTIN BEAUDOIN

University of Alberta, Canada

MIKE LEVY

Griffith University, Australia

This special issue of ReCALL is composed of 17 articles selected from presentations made at the WorldCALL 2003 conference, held May 7–10 2003 in Banff, Canada. Against all odds, during the heat of the war on terrorism, in the middle of the SARS crisis, approximately 250 people gathered in a breathtakingly beautiful town in the Rocky Mountains to discuss the latest advances in the field of Computer Assisted Language Learning (CALL). Registrants came to Banff for four spring days from fifty countries to take part in 158 lectures and poster sessions. The conference was steered by an international committee composed of members from twelve countries and organized by researchers from the Faculté Saint-Jean (Edmonton, Alberta), the University of Alberta (Edmonton, Alberta), and the University of Calgary (Calgary, Alberta). The programme committee was established at the University of Victoria (Victoria, British Columbia). The specificity of WorldCALL conferences is that they are truly international, taking place in various parts of the world and attracting specialists from all parts of the planet. One of the unique contributions of this conference is that participants from underserved regions of the world are particularly encouraged to share their experience in CALL. In this respect, the conference was very successful. This was made possible by awarding eleven scholarships to participants from selected countries. WorldCALL 2003 was particular in one respect: being held in Canada and organized by French and English speakers, the organizers decided to provide a bilingual environment where presentations could be made in either of Canada's official languages. This is reflected in the selected papers by the fact that some of the articles are in French.

Most of the selected papers follow one of three streams. The main theme is the integration of CALL in various educational environments, including developing countries. For example, Trépanier presents his experience in implementing CALL activities in a Vietnamese university and Egbert and Yang present strategies for integrating technology where resources are scarce. Lotherington and her colleagues study how conventions establish themselves as students use languages in written conversations. This issue also includes a number of theoretical papers, such as Hubbard's article on the role of tutorial CALL or Blin's discussion on the Cultural Historical Activity Theory. The last topic that clearly emerges is evaluation. Laurier's article reviews the place of technology in L2

assessment. Hémond shows how important evaluation is in the design process. A number of articles in this special issue complement the three main themes. Heift, for example, tested the impact of two types of corrective feedback and individual characteristics on learners' uptake. The articles included here cover, as a whole, most aspects of CALL.

We would not want to miss the opportunity to thank the people involved in making WorldCALL 2003 and this publication a reality. The steering committee of WorldCALL, chaired by Graham Davies, oversaw the planning and provided much-needed support to the organizing committee. The programme committee, chaired by Peter Liddell, received the proposals, selected the presentations, and established the timetable. The local organizing committee, chaired by Martin Beaudoin, managed budget, pre-conference planning and conference logistics. The technical committee, chaired by Terry Butler, planned the onsite access to computers and media throughout the conference, and did excellent work. The scholarship committee, chaired by Claire Bradin Siskin, selected ten scholarship recipients. Martin Beaudoin was in charge of publishing the proceedings online (<http://www.pomme.ualberta.ca/wcdb>). Last but not least, thanks are due to Mike Levy for his dedicated work on this issue, and to June Thompson, chief editor of ReCALL, for making this publication possible.

Ce numéro spécial de ReCALL constitue une publication des articles primés ressortis des communications faites dans le cadre du colloque international WorldCALL 2003, tenu à Banff, au Canada, du 7 au 10 mai 2003. Le colloque a eu lieu malgré la guerre au terrorisme, au milieu de la crise du SRAS, recevant environ 250 participants provenant d'une cinquantaine de pays, dans un environnement d'une inlassable beauté. En tout, 158 communications ont été présentées en salle ou en posters. Le colloque a été organisé par la Faculté Saint-Jean (Edmonton, Alberta), la University of Alberta (Edmonton, Alberta), et la University of Calgary (Calgary, Alberta). Le comité scientifique siégeait à la University of Victoria (Victoria, Colombie-Britannique). Une des particularités des colloques de WorldCALL est qu'ils accueillent bon nombre de participants provenant de pays en voie de développement. Ceci est favorisé par l'offre de 11 bourses. De plus, le colloque WorldCALL 2003 ayant eu lieu au Canada, les organisateurs ont décidé que les communications pouvaient être données dans l'une ou l'autre des langues officielles du pays. Ceci se reflète dans la composition de ce numéro spécial, qui compte quelques articles en français.

N.B. Uschi Felix's keynote paper was published as a book chapter: 'Pedagogy on the line: identifying and closing the missing links, in Felix, U (ed.) *Language Online Learning: Towards Best Practice*, Lisse, Swets & Zeitlinger (now Taylor & Francis), 147–171.