

## Instructions for contributors

### Aims and scope

*ReCALL* is the journal of the European Association for Computer Assisted Language Learning (EUROCALL). It seeks to fulfil the stated aims of EUROCALL as a whole, and more particularly to promote the use of foreign languages within Europe and beyond, providing an international focus for the promulgation of innovative research in the area of computer-assisted language learning and technology-enhanced language learning in education and training.

Typical subjects for submissions include theoretical debate on second language acquisition and development in technology-rich learning environments and their influence on design; practical applications at developmental stage; evaluative studies of the use of technology in the teaching and learning process; assessment of the potential of technological advances in the delivery of language learning materials and enactment of language learning activities; exploitation of on-line information systems; and discussions of policy and strategy at institutional and discipline levels. Survey papers are welcome provided that they are timely, up-to-date and well-structured.

All submissions to *ReCALL* are peer-reviewed. The names of authors and other identifying features are removed, as far as possible, before manuscripts are sent to reviewers.

Papers submitted to the *ReCALL* journal should meet the following criteria for original academic research in the CALL field:

- There should be a clearly-stated **topic of investigation**, under a suitably academic title, supported by a rationale which relates the investigation to specific areas of research and/or development and/or practice in CALL.
- The topic should be **located with regard to other work in CALL** and related fields, by means of a literature or state-of-the-art review, which makes it clear what has been learned from the work of others, and what is original about the current investigation.
- There should be a **coherent and appropriate method** of investigation, in which the nature of actual or potential findings, outcomes or products is clearly indicated. Methods may include theoretical discussion, experimental or ethnographic studies, design or evaluation methodologies, action research, or any other systematic way of generating an outcome to the investigation.
- Where appropriate, there should be evidence, or consideration, of relevant **data analysis** and its role in indicating, supporting or confirming findings or conclusions. This should specify whether data is actual or potential, whether analysis is quantitative or qualitative, and whether the investigation is repeatable or replicable.
- Actual or potential conclusions or products should have a relevance to research, development, or practice in CALL **beyond the context of the investigation itself**.

Before being sent to reviewers, each submission is first checked by the editors for its suitability for *ReCALL*. The following checks are performed, including for:

- Relevance (i.e. the relationship between technology and language teaching/learning is clearly explicated in the article)
- Originality/substance (i.e. the paper brings something new to the field)
- Indication, where appropriate, of rigorous data collection and analysis
- Bibliography (i.e. up-to-date and relevant to CALL)
- Language (non-native speakers of English are advised to have their article proof-read by a native speaker prior to submission)
- Form (i.e. compliance with manuscript requirements, structure and style appropriate to an academic international publication)
- Plagiarism

If any of the above is deemed unsatisfactory, the editors will notify the authors that their paper is not suitable for *ReCALL* at this time.

### General instructions

- Submission of a paper to *ReCALL* is held to imply that it represents an original contribution not previously published and that it is not being considered elsewhere.
- The language of *ReCALL* is normally English. However, papers in other major European Languages, with an abstract in English, are welcome.
- Authors should be aware that editorial licence may be taken to improve the readability of an article.

Before submitting a paper, authors should consult the complete guidelines for contributors at <http://www.eurocall-languages.org/publications/recall/instructions-for-contributors>. Guidelines for authors of software and book reviews can be found at <http://www.eurocall-languages.org/publications/recall/notes-for-reviews>.

Papers should be submitted electronically to [recall.editorial@cambridge.org](mailto:recall.editorial@cambridge.org). Other queries should be sent to one of the *ReCALL* editors: Françoise Blin: [francoise.blin@dcu.ie](mailto:francoise.blin@dcu.ie) or Alex Boulton: [alex.boulton@univ-lorraine.fr](mailto:alex.boulton@univ-lorraine.fr)

### CONTENTS

Editorial <i>Françoise Blin and June Thompson</i>	1
Language-related computer use: Focus on young L2 English learners in Sweden <i>Pia Sundqvist and Liss Kerstin Sylvén</i>	3
Is less more? Effectiveness and perceived usefulness of keyword and full captioned video for L2 listening comprehension <i>Maribel Montero Perez, Elke Peters and Piet Desmet</i>	21
Captions and reduced forms instruction: The impact on EFL students' listening comprehension <i>Jie Chi Yang and Peichin Chang</i>	44
The effects of audiovisual support on EFL learners' productive vocabulary <i>Wenhua Hsu</i>	62
The effects of L1 and L2 e-glosses on incidental vocabulary learning of junior high-school English students <i>Si-Min Hu, Viphavee Vongpumivitch, Jason S. Chang and Hsien-Chin Liou</i>	80
Barriers to the adoption of ICT in teaching Chinese as a foreign language in US universities <i>Chun-Yu Lin, Chung-Kai Huang and Chang-Hua Chen</i>	100
Book review	117

*Printed by Bell and Bain Limited, Glasgow*

#### Cambridge Journals Online

For further information about this journal please go to the journal website at:  
**[journals.cambridge.org/rec](http://journals.cambridge.org/rec)**



**MIX**  
Paper from  
responsible sources  
**FSC® C007785**

**CAMBRIDGE**  
UNIVERSITY PRESS