Editorial

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This last issue of the current volume of ReCALL brings together articles from a broad range of new and old areas of interest to the CALL community, and offers a snapshot of current research across different continents and cultures. As Second Life increasingly attracts attention from second language educators and researchers, Mark Peterson reports on an exploratory case study of synchronous text-based interaction within the 3D virtual world. Filling a definite gap in the literature, the author examines the participation patterns, behaviour, and strategies deployed by Japanese and Chinese learners of English engaged in language learning tasks within Second Life affordances. Christine Develotte, Nicolas Guichon and Caroline Vincent also begin to fill a gap in the teacher education literature. Their study of semio-pedagogical webcam techniques carried out among a group of French as a Foreign Language teacher trainees provides welcome insights into the complexity of those professional skills that future language teachers are likely to require in order to exploit the multimodality that is characteristic of today's online communication. From Turkey, Meltem Huri Bataray, Ayesul Daloglu and Soner Yildirim allow us to revisit the teaching and learning of grammar and remind us that students' attention and satisfaction can be enhanced by well designed web applications. Looking at the adoption of Course Management Systems by both language students and teachers from Taiwan, Wen-Kai Yu, Yo-Chih Sun and Yu-Jung Chang call for the development of discipline-specific CMS as well as the provision of adequate technical, pedagogical and financial support to language teachers. Saleh Al-Shehri and Christina Gitsaki focus on online reading and investigate the influence of split-attention and integrated instructional formats on the cognitive load experienced by Chinese and Arabic native speakers. And finally, Annick Rivens Mompean explores the pedagogical added value of blogs for the development of writing proficiency among French learners of English and proposes an in-depth discussion of factors contributing to or preventing participation in such a learning environment.

As we are about to close the 22nd volume of ReCALL, we are indebted to the reviewers who continue to provide constructive feedback to all authors. Without their commitment to CALL research and publishing, many articles will not come thus far.

Reviewers for Volume 22
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