

Editorial Note: Inclusive Computer-Assisted Language Learning

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Rationale

The landscape of language education has been profoundly transformed by technological advancements, fostering new opportunities for enhancing learning experiences. However, the integration of technology also necessitates a critical examination of inclusivity within computer-assisted language learning (CALL). This special issue, *Inclusive CALL*, emerges as a pivotal contribution to the growing discourse on equity in digital language education. It brings together diverse research perspectives that explore the multifaceted dimensions of inclusivity, ranging from theoretical frameworks to practical applications in various educational contexts.

The significance of this special issue lies in its commitment to addressing the systemic barriers that marginalize certain learner groups, including those with disabilities, from underprivileged backgrounds, and with diverse linguistic and cultural identities. By highlighting innovative pedagogical practices, professional development strategies, and technology-mediated interventions, this collection of articles underscores the transformative potential of CALL in fostering equitable learning environments. The research presented here not only advances theoretical understandings of inclusive CALL but also offers practical insights for educators, policymakers, and researchers dedicated to promoting diversity, equity, and inclusion in language education.

Overview of Selected Articles

The first article, *A Conceptual Model for Inclusive Computer-Assisted Language Learning: A Collaborative Ethnography* by Tafazoli et al., addresses critical gaps in the understanding of inclusivity within CALL environments through a collaborative ethnographic approach. The authors propose a conceptual model that highlights key factors influencing inclusive CALL practices, emphasizing the importance of professional development, equitable institutional

policies, and societal advocacy. This model serves as a foundation for future research and practical implementations aimed at designing accessible and adaptable CALL environments.

Following this, *Supporting Diversity in CALL Settings: A Study of Teacher Trainers' Perceptions and Practices* by Palacios-Hidalgo and Huertas-Abril explores the perceptions and practices of Spanish higher education language teacher trainers regarding diversity and inclusion in CALL. The findings reveal that while technology is used to personalize learning and address student diversity, there is a need for more comprehensive strategies to support inclusive practices. The study underscores the role of teacher attitudes and the importance of classroom observation in understanding and meeting diverse learner needs.

In *Service-Learning as Inclusive CALL: A Hong Kong Case Study* by Shi and Cheung, the focus shifts to the intersection of CALL and service-learning (SL). This case study examines how language educators in Hong Kong integrate SL into their teaching to support underprivileged communities. The research highlights the benefits and challenges of combining CALL with SL, including the impact of emerging technologies like podcasting and generative AI. This study contributes to understanding how inclusive pedagogies can be effectively implemented in diverse educational settings.

Teaching Presence for Inclusiveness in Blended Learning Classrooms: Perspectives from English Language Educators by Krsmanović et al. investigates the role of teaching presence in fostering inclusivity within blended learning environments. This mixed-method study finds that strong teaching presence correlates with increased confidence and readiness among educators to implement inclusive practices. The study calls for enhanced professional development to equip educators with the skills and resources needed to create inclusive digital classrooms.

A Case Study into Turkish EFL Pre-Service Teachers' CALL-Mediated Professional Development for Global Citizenship Education Through Inclusive Webquest Task Design, by Kaçar, is an exploratory case study that examines the professional development of Turkish EFL pre-service teachers through the design of inclusive webquests focused on global citizenship education. The findings highlight the development of digital competencies and pedagogical strategies for creating differentiated, inclusive learning tasks that cater to diverse student needs.

From Classroom to Caregiving: Technology as a Tool for Special Educational Needs Inclusion, a Case Study by Torsani explores how technology supports caregivers in assisting children with special educational needs (SEN). Focusing on a caregiver's use of digital tools to support her dyslexic and ADHD son, the study reveals the critical role of caregiver attitudes and knowledge in effectively leveraging technology for inclusive education. The findings

suggest the need for teacher and parent training programs to enhance the support provided to SEN learners.

Learning Effects, Gender Variances, and Teacher Dynamics in Funds-of-Knowledge-Featured Mobile-Assisted Writing for Latinx English Learners, by Chen et al., investigates the impact of a mobile-based writing tool on Latinx English learners in the U.S., identifying significant improvements in narrative writing skills, with notable gender-based differences in outcomes. The research emphasizes the potential of mobile-assisted language learning (MALL) to support diverse learners and highlights the importance of teacher involvement in fostering inclusive practices.

Exploring the Creation of Online English Self-Learning Materials by Thai Pre-Service Teachers by Boonmoh and Kulavichian examines how Thai pre-service teachers use their own language learning experiences to create online English self-learning materials. The findings underscore the value of learner-generated content in promoting active learning, critical thinking, and the integration of technology to address specific language learning challenges.

Finally, *Analysis of the Integration of Intercultural Competence through CALL in Primary Pre-service Teaching Syllabi* by Bobadilla-Pérez et al. analyzes Spanish pre-service primary teacher training syllabi, revealing that while digital technologies and intercultural competencies are present, they are often addressed separately. The study advocates for a more cohesive integration of these elements to better prepare future educators for inclusive, intercultural language teaching.

Conclusion

This special issue of *Inclusive CALL* showcases a rich tapestry of research that collectively advances our understanding of how technology can be harnessed to promote inclusivity in language education. The diverse studies presented here highlight the critical need for ongoing professional development, the integration of inclusive practices into teacher training, and the thoughtful design of technology-mediated learning environments. As we continue to navigate the evolving landscape of digital education, the insights from this issue serve as a guiding framework for creating more equitable and inclusive language learning opportunities for all.