A CALL FOR RECONCILING EAP AND CALL

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The integration of technology in EAP courses is emphasized and recommended in previous research (Arno, 2012; Jarvis, 2009; Plastina, 2003). However, a closer look at the publications on CALL in recent years shows that only few studies have been directed towards the application of technology in EAP instruction. Research on ESP instruction and CALL is more common and popular among CALL and ESP researchers. At the same time, many EAP students across the world need to be socialized into their academic discourse communities, which demands interactions in electronic media. Nowadays, computer-mediated communication (CMC) tools occupy a pivotal role in integrating university students in online and traditional communities of practice. More importantly, the digital revolution has provided new options, discourses, genres, and communities of practice for EAP students (Kern, 2006). Depriving EAP students of using technology in learning academic English can restrict their academic literacy and digital literacy significantly.

As for the benefits of technology integration in EAP courses, Lawrence, Ahmed, Cole, and Johnston (2020) discuss that both learners and instructors can benefit from such integration. For students, technology-enhanced EAP instruction can expose students to digitalized and multimodal input, enhance the authenticity of interactions, pave the way for self-paced and personalized learning, and promote students' autonomy and critical digital literacy skills, which are necessary knowledge types that every higher education student should be equipped with in the contemporary educational systems.

EAP instructors can also introduce innovation to their teaching practices when digital tools are used in their instruction. As Kessler (2018) points out, the use of technology in EAP courses can enable instructors to use interactive teaching techniques and create a flexible and personalized environment for maximizing learning opportunities.

There exist several theoretical and pedagogical gaps with regards to the use of technology in EAP instruction. For instance, it is not clear how the emergence of online and digitalized genres has affected EAP students' and researchers' educational and research practices. Furthermore, the impact of EAP students' digital literacy on their academic literacy and academic English proficiency has been mostly under-researched. In the realm of EAP instruction, greater insight needs to be gained as regards the ways in which technology can be integrated into language teaching methodologies. The question that arises, thus, is whether we should consider findings of CALL research in general EFL contexts for EAP instruction as well? Various answers might be provided by different scholars, but there might be a consensus that the aims of general EFL courses and EAP courses are different. As Flowerdew and Peacock (2001, p. 8) argue, EAP instruction is "the teaching of English with the specific aim of helping learners to study, conduct research or teach in that language". These focuses, i.e. studying, carrying out research, and teaching, are not normally the aims of general EFL courses. Therefore, it is logical that in EAP instruction some specific and needs-based technologies be utilized.

Given the significance of EAP instruction for many countries in which English is regarded as a foreign language, we recommend that research on EAP and CALL should move more rapidly and be responsive to the ever-changing needs of EAP students across the world. EAP and technology should become an essential research line in our view. Considering the online learning movement which has changed the nature of education at colleges and universities, EAP instruction should keep abreast with the breakthroughs made in the field of educational technology. Otherwise, the exclusive transferring of the findings of CALL to EAP instruction may not be a wise and efficient decision due to the distinctive natures of EFL and EAP instruction.

Aiming at equipping students with language skills necessary for language performance in most typical university modes of work and genres (e.g., lectures, presentations, research articles or theses), English for Academic Purposes used to be viewed in terms of formal academic contexts. However, due to the changing face of the academia, university interactions are conducted more and more in the social media, less and less resembling traditional power-giving emailing. Judging how much university professors and their students interact on *Facebook*, *Twitter* or *Instagram*, the EAP contexts of today have largely changed their shape, becoming more open, more democratic and more spontaneous.

It is in particular the use of social media in English for Academic Purposes instruction that desires research interest (Chen, 2013; Khan, Ayaz and Faheem, 2016; Lin, Warschauer

and Blake, 2016). Communicating with students through the media they use for their own interactions, rather than forcing them to transfer to the "old" and "stifled" technologies such as emailing, in other words, transferring a part of instruction into the social media, might add the motivational aspect influencing effectiveness of language acquisition.

Another important area bringing the technology-enhanced EAP classroom much closer to the reality of prospective learners is mobile learning (Hwang, Lai and Wang, 2015; Lin & Yu, 2016; Stockwell, 2010). The move from computers and online platforms to mobiles and apps marked quite clearly the shift from CALL to MALL. Apparently, in many cases even inconveniences of mobile language learning such as small screen and typing constraints are much less important than the feeling of ownership and "domestication" of the device, so characteristic of many adolescent students these days.

Communication domains such as social media as well as devices such as mobile phones alone are not enough to bring about a qualitative change in the technology-enhanced English for Academic Purposes instruction. What is essential is innovative methodology, novel procedures and unique tasks which would give the language instruction its new dimension. Two such examples, more and more prominent in the classroom these days, are gamification (Buckley and Doyle, 2016; da Rocha Seixas, Gomez and de Melo Filjo, 2016; Deterding, 2012; Sanchez, Young and Jouneau-Sion, 2017) and flipped learning (Hsieh, Huang, Wu and Marek, 2017; Sung, 2015; Tucker, 2012). Applying scenarios, rules or points as assessment systems in group-based project work help accomplish the main tenets of the Communicative Approach while keeping the language instruction close to learners' everyday experience.

It goes without saying that this new face of English for Academic Purposes instruction, the transfer of the learning process into the technology-enhanced classroom, makes it much more challenging for the teacher in the technology-rich classroom (Chapelle and Hegelheimer, 2004; Compton, 2009; Hauck and Stickler, 2006). Teacher preparation gained during university education, often a number of years ago, even supplemented with the skills of teaching online gained in the CALL era quite recently, might not be sufficient to cope with the demands of technology-enhanced classroom of today or tomorrow. Hence, constant reflection is needed into teacher roles, most effective tricks, content presentation and integration techniques, in order to make instruction as effective as possible and to convince technophobic instructors to become enthusiastic or at least mildly positive supporters of computer-based EAP.

It is this wide range of issues that the special issue of *Teaching English with Technology* delivers to all the readers. Social media (**Espinoza-Celi** and **Morocho Pintado**), SMSs (**Arifani, Hidayat, Mulyadi** and **Wardhono**), Learning Management Systems like *Moodle* and other online tools and platforms (**Love**) are researched as the channels in which innovative EAP instruction can be designed. Cutting-edge methodologies using gamification and mobile betting (**Balula**, **Martins**, **Costa** and **Marques**) as well as mobile dictionary lookup (**Simanjutak**) are practical ways of how to use current technologies and media in curriculum and lesson planning. On top of these, the reflection on the role and shape of the teacher (**Dashtestani**) and the coursebook (**Nushi** and **Momeni**) in online EAP instruction is necessary for a complete picture of technology-enhanced methodology.

It is with this idea in mind that we present the current issue of *Teaching English with Technology* to our readers. We do hope that a range of topics, platforms, media, tools and tasks will enable many EAP teachers to find answers to their classroom problems or inspiration for new instructional procedures.

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