

Editorial Preface

Bin Zou, Xi'an Jiaotong-Liverpool University, China

Since IJCALLT has been indexed in Scopus and ESCI, it is becoming more popular. We have received more submissions from all over the world. IJCALLT has helped many authors in the CALL field to publish their papers. We want to sincerely thank our dedicated associate editors, review board members and a number of anonymous reviewers for their hard work in reviewing submissions for IJCALLT. We especially thank our former Editor-in-Chief and associate editor, Professor Joy Egbert, for her tremendous and consistent support and contributions to IJCALLT. She has significantly helped IJCALLT sustain good quality and popularity.

The current issue includes five research articles, one theoretical review and one software review. In the first article, Massery and Fuentes examined using videoconferencing for listening comprehension among L2 Spanish learners in the USA. They found that learners can use online videoconferencing to reinforce their communicative skills. Their findings are of interest to teachers who are willing to consider videoconferencing environment in foreign/second language teaching and learning. In the second article, Hiscock investigated international students' perceptions of online learning. The findings suggested that learner participation should be strengthened during virtual learning environments. Thus, appropriate activities should be created in order to achieve more effective learning outcome for online learning. In the third paper, Caro Torres and her colleagues explored the use of e-portfolio in EFL teaching with the translanguaging strategy in Colombia. They suggested that using multimodal tools and the translanguaging strategy can enhance young learners' oral performance.

The fourth and the fifth articles were selected from CALICO 2019 and IALLT 2019 conference. Yeh and Mitric discussed an interesting topic-using social media for language learning in schools. They investigated how learners used Instagram with created activities to enhance language learning. Their positive findings can be a good sample of using social media for language learning. Next, Sebastian evaluated technology in language teaching and learning in the language center context in the USA. Language Center has acted a vital role for L2 language teaching and learning in many countries. This article showed an overview of the wide use of technology in L2 language teaching and learning in five language centers. Language centers in the USA have been keen to use technology in language education for a long time. I was impressed by their use of technology in language centers when I attended IALLT 2011 conference in the USA.

Marek and Wu in their theoretical review suggested a standard model of CALL after reviewing a number of studies. Since researchers argue that there is a lack of theoretical support to the CALL research, this conceptual review provides good theoretical background in CALL instructional designs. Finally, Sinnott and Xia reviewed the Moodle-based software for academic vocabulary practice. They focused on Moodle gamification in engaging students' vocabulary learning in an EAP context.

In summary, this issue provides good examples of online L2 teaching and learning which can be also used and adopted in special situations, for example, during the COVID-19 pandemic, online

teaching and learning has been encouraged to provide opportunities for ongoing education across all levels. Although the examples of online teaching strategies and methods in this issue may not be new, they revisit the use of online learning and give latest examples for teachers and institutions to consider and adapt for their online education.

Bin Zou
Co-Editor-in-Chief
IJCALLT