EDITORIAL PREFACE

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

In August 2012, as the Editor-in-Chief of the International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT), I was invited to speak in a panel symposium entitled "Publishing in CALL" with other editors of CALL journals including LLT, CALL, ReCALL, System, CALICO, CALL-EJ, JALTCALL and ALSIC at EUROCALL 2012 in Sweden, signifying that IJCALLT has been recognized as a major international CALL journal, despite being a fairly new publication in this field. Special issues guest-edited by CALL researchers such as Gary Motteram, Graham Stanley, Joy Egbert, Hsien-Chin Liou, Yu-Chih Sun, Siew Ming Thang, John Brine, Kean Wah Lee, Michael Thomas, Lara Ducate, Judi Franz, Mike Scott and Maocheng Liang have been or will be published in IJCALLT from international conferences including IATEFL, AILA, GloCALL, IALLT, CALICO, CTAL-2012 or specific topics. Their contributions enable IJCALLT to spread worldwide at an impressive speed. Due to its high quality of published manuscripts, IJCALLT has been subscribed by many institute libraries in the States, the UK, New Zealand, Finland, Singapore, China and some other countries. Submissions to IJCALLT come from all over the world. Citations to articles published in IJCALLT have been also significantly increased recently. I appreciate for the invaluable feedback to a number of submissions to IJCALLT from review board members of IJCALLT and many other anonymous reviewers. I would also like to welcome several new review board members: Paige Ware, Mike Scott, Alex Boulton, Jonathan White and Khalid Al Seghayer to join IJCALLT recently.

This issue of IJCALLT includes 6 papers focusing on a variety of topics in CALL. In the first article, Cédric Sarré investigates French biology students' perception of online tasks on a Master's degree module. Based on task-based language teaching (TBLT), he shows how to combine TBLT with other approaches to achieve English language teaching and learning. The questionnaire findings are positive on tasks within various scenarios which, as students perceived, benefit their ESP learning outcome. The second paper, Nur Eser Altun

and Senem Yıldız explore the impact of the use of communication strategies (CS) in a task-based CMC context. 36 students at a Turkish university participated in this study and the results of their study suggest that the use of various CSs in face-to-face communication is similar to CMC environments and CSs can be enhanced in the CMC context. In addition, appropriate tasks in a CMC situation, jigsaw-tasks in this research, can increase communications among EFL learners. Next, Yuping Wang and Jianqiu Tian evaluate the use of the negotiation of meaning by eTandem partners in a videoconferencing-supported context between Mandarin and English learners within various levels. Participants used Skype to orally communicate to each other on different topics. Data collection included Skype recorders, weekly student reflection journals and questionnaires. Their findings indicate that students should be trained on how to adopt interactional strategies to foster communication and how to use various media functions to assist interactions at online exchanges.

Then, Khalid Al Seghayer examines the effect of four reading motivational dimensions on EFL learner's online reading motivation. Participants included 300 college students from three universities in Saudi Arabia. The results suggest that the four online reading motivational constructs played active roles in motivating EFL learners to read online English texts. In the fifth paper, Rafael Vetromille-Castro and his colleagues review theoretical background of Learning Objectives (LO) and Language Learning Objectives (LLO) and their difference in a CALL environment. Then, they present the principles of Pedagogical Usability (PU) and Design Usability (DU) and their association. They finally suggest that LOs, which is redefined as LLOs in this article, should be developed with Communicative Language Teaching (CLT) principles aiming to reinforce EFL learners' communicative competence in the CALL context. Finally, Dilek Altunay presents the role of Open Educational Resources in EFL teaching and learning. The author revisits a number of Open Educational Resources (OER) and studies based on these resources, specifically for EFL learning and teaching. She shows the benefits of using OER and encourages language learners and teachers to use OER more effectively with creations and collaborations.

Bin Zhou
Editor-in-Chief
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