Editorial Preface

Editorial Preface

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

The *International Journal of Computer-Assisted Language Learning and Teaching* (IJCALLT) achieved an outstanding publication in 2022. More than 40 excellent papers have been published in IJCALLT after rigorous reviewing and revision processes. The Citescore of IJCALLT is also increased due to more citations from IJCALLT. These publications and increased citations indicate the quality and popularity of IJCALLT in recent years. I want to sincerely thank all dedicated associate editors, review board members and a number of anonymous reviewers for their incredible, consistent support and contributions to IJCALLT. They significantly helped IJCALLT sustain decent quality in computer-assisted language learning (CALL). I would also thank all authors' siginificant contributions to publications in IJCALLT.

Moreover, I sincerely thank all guest editors who edited special issues this year, including Carolin Fuchs, Marina Orsini-Jones, Kean Wah Lee, Chau Meng Huat, Priyadarshini Muthukrishnan, Rining Wei, Barry Lee Reynolds, Minjie Xing, Zhiyan Guo and Derek Hird. They also worked hard to adhere to the publication standards in IJCALLT and selected exceptional papers after organizing review processes. I am sincerely happy to work with them.

Papers published in IJCALLT in 2022 covered many topics in the CALL field, such as general online learning (Zou, et al, 2016), virtual exchange (Shih, 2020), MOOCs (Zhou, 2016), mobile language learning (Kohnke, 2020; Zou, et.al, 2018), online teaching and learning during the pandemic control (Gao & Zhang, 2020; Zou, et al, 2021) multimodal learning (Li, 2020) and intercultural issue (Oskoz & Gimeno-Sanz, 2020). These papers represent research in teaching and learning using various technologies and can significantly contribute to these fields. Among the papers published in IJCALLT in 2022, several articles were published in Open Access (OA) mode so that readers can download them without any charge fee.

In recent years, many journals have been converted o gold open access, and they are seeing an extraordinary increase in submissions and indexing inclusion. In order to make IJCALLT highly successful as many OA journals, with the support from the publisher, IGI Global, IJCALLT will also be converted to gold OA from 2023, making access to all its published contents moving forward freely available globally with no individual or institutional subscription required. This move will create tremendous opportunities for increased visibility of IJCALLT and is sure to accelerate the citation impact of published articles from authors. Greater content access also increases the potential of piquing the interest of other researchers in the CALL field for future collaboration and research funding opportunities. Thus, authors can benefit from OA publications. In order to help authors, we are working with a number of funding organizations and on various initiatives that will help researchers secure funding. We look forward to this OA move for IJCALLT and increasing visibility and citations for both authors and the journal.

REFERENCES

Gao, L. X., & Zhang, L. J. (2020). Teacher learning in difficult times: Examining foreign language teachers' cognitions about online teaching to tide over COVID-19. *Frontiers in Psychology*, *11*, 1–14. doi:10.3389/fpsyg.2020.549653 PMID:33071866

Kohnke, L. (2020). Exploring Learner Perception, Experience and Motivation of Using a Mobile App in L2 Vocabulary Acquisition. *International Journal of Computer-Assisted Language Learning and Teaching*, *10*(1), 15–26. doi:10.4018/IJCALLT.2020010102

Li, M. (2020). Multimodal pedagogy in TESOL teacher education: Students' perspectives. *System*, *94*, 102337. doi:10.1016/j.system.2020.102337

Oskoz, A., & Gimeno-Sanz, A. (2020). Exploring L2 learners' engagement and attitude in an intercultural encounter. *Language Learning & Technology*, *24*(1), 187–208.

Shih, Y. (2020). Vocabulary Acquisition From a Virtual Street-View Context. *International Journal of Computer-Assisted Language Learning and Teaching*, *10*(4), 14–32. doi:10.4018/IJCALLT.2020100102

Zhou, M. M. (2016). Chinese university students' acceptance of MOOCs: A self-determination perspective. *Computers & Education*, *92*, 194–203. doi:10.1016/j.compedu.2015.10.012

Zou, B., Huang, L., Ma, W., & Qiu, Y. (2021). Evaluation of the effectiveness of EFL online teaching during the COVID-19 pandemic. *SAGE Open*, *11*(4), 1–17. doi:10.1177/21582440211054491

Zou, B., Li, H., & Li, J. (2018). Exploring a curriculum app and a social Communication app for EFL learning. *Computer Assisted Language Learning*, *31*(7), 694–713. doi:10.1080/09588221.2018.1438474

Zou, B., Wang, D. S., & Xing, M. J. (2016). Collaborative tasks in Wiki-based environment in EFL learning. *Computer Assisted Language Learning*, *29*(5), 1000–1016. doi:10.1080/09588221.2015.1121878