

FROM THE EDITOR

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Anniversary celebration over, the publishing work of *Teaching English with Technology* continues with a new issue full of research ideas and teaching solutions in a variety of areas of technology-enhanced language teaching and learning. With the COVID-19 pandemic still strong (and even on the rise in some parts of the world) despite vaccination process, language educators need to continue remote education, trying to make the most of the affordances offered by the available systems and exploiting the whole difficult situation to the benefit of their students.

The current issue of *Teaching English with Technology* takes under closer scrutiny gamification as realized in most popular quizzing tools such as *Kahoot!*. Also known as ‘clickers’, programs of this kind have a great role in involving learners in the flow of the lesson eliciting their responses in the electronic mode in the ways difficult to achieve in a traditional classroom. At the same time, however, response times in clickers depend on the device one uses to reply, which means that students with correct and fast answers but using older and slower phones might be at some disadvantage in comparison to those with smarter machines.

Whether we like it or not, online tools such as *Kahoot!*, *Duolingo*, *Memrise*, *Quizlet* or *Genial.ly* have dominated language classrooms in the pandemic era. It is thus essential to find well-justified and pedagogically sound ways of using them to the greatest advantage of learners. We hope this issue of our Journal will help the teaching community do that.

The issue opens with the article by **Martín Flores Quiroz**, **Ricardo Gutiérrez**, **Franco Rocha**, **María Paz Valenzuela** and **Cynthia Vilches** (Chile), in which *Kahoot!* is investigated experimentally as a tool stimulating vocabulary acquisition. The results of the experimental treatment indicated an improvement regarding English vocabulary knowledge using the *Kahoot!* app, with a significant variation and a medium effect size.

Athip Thumvichit (Thailand) deliberates on the approaches and strategies used by language teachers in the times of the pandemic crisis. As indicated by the study, teachers’ agentic actions identified were endeavoring to create an interactive learning environment;

implementing social media platforms to compensate for the loss of face-to-face communication; working with students to adjust their teaching practices; promoting autonomous learning; and incorporating formative assessment approaches.

Mobile quizzing can also prove highly useful in the development of phonological abilities. Close-ended tasks authored in *Kahoot!* and *Moodle* were investigated by **Anita Buczek-Zawila** (Poland) to the purpose of improving university students' recognition. The study shows that matters such as student comfort, instant individual feedback and personal safety are most efficiently handled by the *Moodle* quizzes. Apart from providing well-balanced scores, they offer the least-threatening, stress-free environments for learning and assessment, thus enabling students to self-monitor their progress.

In a very different part of the world, also gamification and m-learning were investigated with the aim of reinforcing students' learner autonomy. A case study by **Linh Le Nhat Pham, Hoang Tan Nguyen** and **Van Thi Kieu Le** (Vietnam) scrutinizes the effectiveness of m-learning on students' language acquisition in autonomous contexts. The paper draws a connection between students' personal interest in the subject and their performance.

The new educational reality that emerges as a result of the COVID-19 crisis also requires a redefinition of CALL teacher education. **Hussein Meihami** (Iran) investigates Iranian EFL teacher educators' voice about the challenges of conducting CALL teacher education programs. The thematic analysis of the narratives, based on the principles of ethnography semantics, indicated that challenges such as inertia, ignorance of training CALL educators, insufficient time to address CALL compared to other topics, insufficient infrastructure, insufficient standards, and lack of established methodology to administrate CALL teacher education were among the main obstacles of conducting CALL teacher education.

The current issue of *Teaching English with Technology* would not be complete without a practical paper, offering ready-made lesson scenarios for use in the pandemic online teaching. **Fika Megawati, Nur Mukminatien, Alda Indah Permana, Lita Agusniasari Dewi** and **Fita Fitriati** (Indonesia) illustrate the practice of Emergency Remote Teaching and Learning by showing how *Canva*, *ZoomAnnotation*, *iSpringSuite* and *TikTok* can be utilized to accommodate language instruction and motivate learners to develop their communicative performance.

We wish you good reading!