

## **FROM THE EDITOR**

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This issue starts the fifteenth year of publication of *Teaching English with Technology, A Journal for Teachers of English*. Way back in 2000, a group of CALL enthusiasts from IATEFL Poland Computer Special Interest Group decided to embark on a mission of publishing computer-assisted teaching materials of various kinds (research papers, website and software reviews, technology tutorials, conference reports) in a quarterly newsletter. TEwT soon grew into a full-fledged academic journal, with the predominance of papers reporting upon original research into various applications of Computer-Assisted Language Learning from all the parts of the globe.

Currently, the publishers of the Journal are three partner institutions, namely IATEFL Poland, University of Nicosia (Cyprus) and Maria Curie-Skłodowska University from Lublin (Poland), striving to give TEwT its proper academic status and to ensure the high quality of articles published. It is my great pleasure to inform that Maria Curie-Skłodowska University, the university where I am employed, has decided to contribute to the publishing process in a significant way.

This fifteenth year of the publication of the Journal opens up with a piece of great news. I was informed that on January 18, 2015, *Teaching English with Technology* was approved for inclusion in ERIH PLUS. The European Reference Index for the Humanities and the Social Sciences (ERIH PLUS) was created and developed by the European Science Foundation (ESF). The ERIH lists, which initially covered only humanities disciplines, were first published by ESF in 2008, while revised lists were made available in 2011-2012. With the maintenance and operation of ERIH transferred to the Norwegian Social Science Data Services (<https://dbh.nsd.uib.no/publiseringskanaler/erihplus/>), the new listing asserts that scientific journals in the humanities and social sciences meet the benchmark standards. Inclusion of TEwT in ERIH PLUS is an important sign of recognition of the increasing academic value of the Journal and strict editorial procedures enforced at all stages of the publishing process.

This issue opens up with the article by Haldun Kaya (Turkey) entitled “Blending technology with constructivism: implications for an ELT classroom”. Taking the foundations of constructivist pedagogy into consideration, the article aims to show practical applications and implications of how integration of technology in the modern language classroom can help improve students’ communication skills, make them active learners, and encourage them to reflect on their own learning.

Next, Yi-Ching Huang and Lung-Chuan Liao (Taiwan R.O.C.) address the issue of the use of Text-to-Speech technology in early language education. The research results showed that the use of digital material fostered the students’ English spelling ability and their self-directed learning.

Nada Soufi, Karen Saad and Maureen O’Day Nicolas (Lebanon) investigated the use of blogs in an intensive English program at a university in Lebanon. The paper reports on how blogs can contribute to language acquisition and the development of related literacy skills. The findings reveal that the use of blogs can nurture students’ critical thinking and enhance their motivation to read and use the target language.

Finally, “Examining the use of Web-based tests for testing academic vocabulary in EAP instruction” by Reza Dashtestani investigates the effect of four course-specific web-based tests of academic vocabulary. Questionnaires were employed to explore the EAP students’ perceptions and self-efficacy concerning web-based language testing. Also, the perceptions of the four groups of undergraduates were compared in order to identify the differences among their attitudes.

We wish you good reading!