

FROM THE EDITOR

by **Jarosław Krajka**

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Similarly to the previous issue of *Teaching English with Technology*, also the current one exhibits a great range of country contexts in which diverse methods, procedures and tools of Computer-Assisted Language Learning are used to maximise the process of foreign language teaching and learning. We feel particularly proud to see that our Journal, originating in Poland, outside the affluent Western Europe and the USA, gives floor to foreign language researchers and practitioners from those parts of the world which do not always get their say in internationally acclaimed CALL journals. It is our hope that due to its more practical nature *Teaching English with Technology* will continue to entertain contributions presenting such great diversity of the technology-enhanced foreign language classroom.

To start with, Vahideh Sadat Vahedi, Behzad Ghonsooly and Reza Pishghadam from Iran undertake a meta-analysis of the effect of different hypertext gloss types (single vs. multiple glosses) on L2 vocabulary acquisition. The authors do that alongside the identification of the contextual factors that influence between-study variation through synthesizing 34 primary articles which satisfy the inclusion criteria.

The next paper, “Ethiopian EFL teachers’ perceptions and utilization of mediational potentials of the Internet in ELT” by Emily Boersma and Tesfamichael Getu investigate the challenges and barriers to effective use of the Internet as a mediational tool in the setting of Ethiopian tertiary education. Such factors as inadequacy of Internet access, students’ lack of Internet skills, lack of skills of using the Internet for ELT purposes, extra work-load as well as time constraints proved to be the major barriers to effective use of the Internet as a mediational tool.

Language assessment is the topic of the next article, “Exploring DIALANG’s diagnostic feedback in online L2 dynamic assessment” by Saman Ebadi from Iran. The findings of this study revealed the shortcomings of *DIALANG* test results and diagnostic feedback, and the effectiveness of online dynamic assessment mediation.

The paper entitled “Using *Quipper* as an online platform for teaching and learning English as a foreign language” by Herri Mulyono from Indonesia is of more practical

character, evaluating the affordability of *Quipper* as an online platform for teaching and learning EFL and focusing on the extent to which features available in *Quipper* may correspond to fundamental components of CALL pedagogy, namely L2-input exposure, interaction and linguistic production.

Nagaletchimee Annamalai from Malaysia undertakes the topic of fostering writing skills in social media contexts in the article entitled “Exploring the writing approaches in the *Facebook* environment”. The study concludes that *Facebook* proved to be conducive to developing product and genre approaches to writing, with the tool viewed as an extended space for language learning activities.

Finally, another author from Malaysia, Puvaneswary Murugaiah, addresses the topic of how to design innovative instruction using well-established tools such as *Microsoft PowerPoint*. The study revealed that the use of the Pecha Kucha presentation format to enhance the development of second language (L2) oral presentation skills is functional in supporting collaborative learning and fostering L2 oral presentation skills, yet it poses challenges to students with low proficiency levels.

We wish you good reading!