

FROM THE EDITOR

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The use of computer technology in language learning and teaching crosses national borders and helps language teachers solve classroom problems in all parts of the globe. Be it at primary, middle school or university level, in Japan, the Czech Republic, Jordan, Turkey or Ireland, technology-assisted teaching helps increase the effectiveness of language instruction, foster learners' motivation, as well as build up teachers' confidence, to name just a few benefits.

It is interesting to see how practical, classroom-based, research reported in the articles published in this issue of *Teaching English with Technology* naturally informs practitioners of the affordances of selected applications of computer technology in language instruction. We are happy to open up our Journal as the publishing venue for highly practical pieces well grounded in the classroom practice.

To start with, Lenka Kučirková and Martina Jarkovská in their paper "E-Learning in Business English Course – Results of the Questionnaire Survey" show quite a positive view of ESP students' perceptions of participation in e-learning, in particular, appreciating the effect of this mode of instruction on development of separate skills.

The next article, "The Application of Technology in Teaching Grammar to EFL Learners: The Role of Animated Sitcoms" by Zari Saeedi and Aso Biri from Iran addresses the question of how to use an English animated situation comedy (sitcom) as an authentic type of multimedia to teach a particular grammatical structure, namely conditional sentences. The study also aimed at investigating the learners' attitudes toward this approach to grammar instruction, pointing at the effectiveness of using the sitcom in teaching conditional sentences.

Based in the context of university education in Japan, Gilbert Dizon examines the efficacy of using Quizlet, a popular online study tool, to develop L2 English vocabulary. The results of the pre- and post-tests revealed that the learners were able to make statistically significant gains. Moreover, a questionnaire administered by the researcher indicated that the students had positive perceptions of Quizlet to study L2 vocabulary.

Another pair of authors from Iran, Meisam Mirzaee and Sajjad Gharibeh Gharibeh, analyse the role that personality characteristics of learners may play in technology-assisted classes. In particular, the study determined university students' introvert/extrovert personality types and examined their perception/ attitudes towards web-based language learning. The qualitative results indicated most of the participants considered internal, external, and psychological factors associated with the Internet use to be motivating, exciting, and stimulating.

“Examining the Effectiveness of Digital Video Recordings on Oral Performance of EFL Learners” by Nazlınur Göktürk reports the results of an action-based study aiming at examining whether digital video recordings would contribute to the enhancement of EFL learners' oral fluency skills. The paper also summarises the learners' perceptions of the use of digital video recordings in a speaking class. As was proved by the researcher, the utilization of digital video recordings may not only bolster the learners' self-confidence, but also encourage them to take risks with the target language.

In the next contribution, Ewa Kilar-Magdziarz from Ireland addresses the novel topic of BYOD classes (Bring Your Own Device), showing how to enhance a syllabus for Intermediate students of English and how to implement any syllabus changes. Furthermore, the impact of the changes introduced by BYOD teaching on the staff members and learners is analysed in the paper.

Finally, Ghaleb A. Rabab'ah, Bayan B. Rabab'ah and Nour A. Suleiman analyse the effect of modern technologies, and in particular Instant Messaging, on the language production of Jordanian students' writing output. The authors come to the conclusion that Instant Messaging language appears in students' writing, and teachers have reservations towards its use by their students in their writing. Teachers should raise students' awareness of this issue to help them effectively control and enhance the influence of Instant Messaging on their academic writing.

I wish you good reading!