

FROM THE EDITOR

by **Jarosław Krajka**

Maria Curie-Skłodowska University

Ul. J. Sowińskiego 17/336, 20-041 Lublin, Poland

jarek.krajka @ wp.pl

In the era of ubiquitous social media and widespread access to mobile devices, the BYOD (Bring Your Own Device) paradigm of technology use in the classroom is gaining more and more teachers' attention. Mobile applications make it easier to energise learners in class, involve them actively in the stream of the lesson inside the classroom or enable exposure to foreign language input outside the school. Smart use of mobile learning, and, in particular, its integration with (or, to be more precise, subordination to) classroom instruction makes foreign language study a new and enhanced experience. Thus, it seems we will see more and more research studies into and pedagogical reflection on how to join face-to-face and online, computer-based and mobile-based, individual and networked learning. At the same time, the way that mobile applications facilitate the work of the language teacher in its many different areas, such as materials development, lesson planning, monitoring classroom interaction or assessing learners' progress, is not to be underestimated.

The effect of global culture, with the increased interest in gaming and expanding market share of video industry, is waiting to be discovered for language teaching. While ELT methodology has well-established patterns of video use with video-viewing techniques that date back to 1980s, researchers' interest is needed to explore the affordances of contemporary cutting-edge online video environments. Hopefully, soon we will see more and more guidelines on how to use online games, video on demand, video sharing sites and social media video content in foreign language instruction.

The current issue of *Teaching English with Technology* attempts to address many of these issues, taking video games and gamification as one of its major themes. First of all, **Mark Love (Woosong University, South Korea)** tries to familiarize language educators with the ways in which videogames convey meaning as a media form, lay the foundations of the videogame theory and show how educators in intermediate and advanced English as a Foreign Language classrooms can teach critical media literacy.

The application of video clips to foster different interaction patterns during language lessons has been the research focus of **Asnawi Muslem, Faisal Mustafa, Bustami Usman**

and **Aulia Rahman (Syiah Kuala University, Indonesia)**. In their study, the authors prove that the application of video clips in Small Group Activities gave better results than teaching with Individual Activities. Thus, learning speaking with video clips using Small Group Activity techniques could be one of the best alternatives to improve Young Learners' speaking performance.

Continuing the vein of gamification in activating learners, **Abir El Shaban (Washington State University, USA)** describes the benefits of using a student response system *Socrative* in supporting ESL students' active learning. The results showed that the synergy of both techniques (SRS and active learning activities) contributes to increasing the students' level of engagement, promotes their critical thinking, and stimulates collaboration.

The other theme appearing quite prominently in this issue is the way pronunciation skills can be fostered by technology. To address that topic, **Rastislav Metruk (University of Žilina, Slovakia)** explores the way Slovak learners of English use electronic dictionaries with regard to pronunciation practice and improvement, indicating the directions for increasing the impact of pronunciation conveniences of such tools. In a similar vein, **Noparat Tananuraksakul (Huachiew Chalermprakiet University, Thailand)** shows how pronunciation instruction designed around a selected phonetics website builds up Thai students' positive attitudes toward their non-native English accented speech, making them more motivated to learn.

The way technology can facilitate teacher's work in the area of assessment is addressed by **Ferit Kılıçkaya (Mehmet Akif Ersoy University, Turkey)**, whose study aimed at determining EFL teachers' perceptions and experience regarding their use of *GradeCam Go!* to grade multiple choice tests. As the author proves, *GradeCam Go!* seems to pave the way for easy and efficient regular assessment through facilitating frequent quizzes, providing immediate feedback, and monitoring student progress.

This issue is concluded with **Herri Mulyono's (University of Muhammadiyah Prof. DR. HAMKA, Indonesia)** review of A.W. (Tony) Bates's book *Teaching in a Digital Age*. The review alerts TEWT readers of the need to reconcile theory and practice of technology-assisted instruction and recommends the book as offering alternative classroom procedures to teach students within a digital environment.

We wish you good reading!