

FROM THE EDITOR

by **Jarosław Krajka**

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Expanding the publication basis of *Teaching English with Technology*, reaching out new audiences in different parts of the world, overcoming the digital divide not only visible in terms of inequalities of access to ICT tools, but also in the publishing opportunities that researchers and teachers from outside the Western world face, has always been the major focus of the Journal. Originally from Poland, *Teaching English with Technology* has managed to establish its reputation for promoting independent and practical research into educational technology in every corner of the world. Having said that, I am happy to announce that in this issue we manage to broaden our publication basis into India and Lebanon. It is truly fascinating to see how foreign language teaching assisted by technology is flourishing in many countries while overcoming problems and trying to win its proper place in some others. Whenever possible, we are going to expand the geographical reach, by promoting authors from the countries that have not published with us before and that have limited publishing opportunities elsewhere.

The current issue opens with a contribution “**Collaborative Academic Projects on Social Network Sites to Socialize EAP Students into Academic Communities of Practice**” by **Reza Dashtestani** from Iran. The author examined the use of collaborative projects designed within *Facebook*, *LinkedIn*, and *ResearchGate* social portals. The students showed a preference for using *Facebook*; however they did not agree on their interest in the use of *ResearchGate* and *LinkedIn*.

Ruba Fahmi Bataineh, Raghda Fayez Al-Hamad and **Dina Abdulhameed Al-Jamal** (Jordan) investigated the utility of a popular mobile app *WhatsApp* with respect to gender. The study proved that *WhatsApp* is a potential catalyst for writing performance across gender, more so for female students than their male counterparts.

Cross-cultural aspect of computer-assisted language instruction is the focus of the next article, “**A Cross-Cultural Study on the Attitudes of English Language Students towards Computer-Assisted Language Learning**” by **Dara Tafazoli, M^a Elena Gómez Parra** and

Cristina A. Huertas Abril from Spain. The attitudes of Iranian and non-Iranian English language students' attitudes towards Computer-Assisted Language Learning (CALL) were investigated, with a special focus on effect of gender, education level, and age. The findings of the study revealed that there is no difference between the attitudes of Iranian and non-Iranian learners towards CALL.

The topic of ESP instruction delivered through the Second Life virtual world has been addressed in the article by **Mercedes Rico García** and **Paula Ferreira da Silva** from Spain. Focusing specifically on developing ESP learners' intercultural competence, the authors conducted a four-phased in/out SL instruction. Questioning about the differences between the mean score obtained by experimental and control groups shows no significant differences in the acquisition of language regarding face to face and Second Life interaction, but demonstrates a positive tendency in the case of intercultural competences.

“Effect of Glogster and Cooperative Learning Differentiated Instruction on Teachers' Perceptions” is a study conducted by **Ghada M. Awada** and **Kawthar H. Faour** from Lebanon. The research with Science and English teachers showed that utilizing Glogster and cooperative learning as a multifeatured model could improve students' English and Science projects and enhance Science and English language teachers' perceptions of differentiated instruction.

Finally, Divya John from India shows how to practically ensure student engagement in the instruction of all the four skills through tasks demanding student editing of films. As evidenced by the study, the whole process of the film task provided a rich input for listening and reading, and subsequently a productive language output in speaking and writing.

We wish you good reading!