

FROM THE EDITOR

by **Jarosław Krajka**

Maria Curie-Skłodowska University

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

jarek.krajka @ wp.pl

The new year marks the opening of the nineteenth volume of *Teaching English with Technology*, a journal joining academic research and practical applications in a single publication. Throughout all those years since 2001 we have been trying to make sure that both well-documented carefully-conducted studies and literature-based practical proposals will find their way to the general teaching audience. We believe foreign language teaching is the area where theory and practice are so closely intertwined that any attempt at separation or exclusion of practice-based accounts would be artificial and counter-productive.

This middle-of-the-road position does not mean less strict editorial standards or acceptance of any kind of personal accounts from the classroom. Understanding classroom problems and evaluating the validity of individually-proposed solutions must be based on prior literature review, on a required level of methodological rigour to achieve objectivity, not to mention linguistic and editorial precision. We hope the readers of *Teaching English with Technology* will find these qualities properly represented in each and every issue.

The January issue is the first one in which the editorial team has been supported by a new assistant to editor, Marcin Mizak, Ph.D., from Maria Curie-Skłodowska University (Poland). Himself a highly creative phonetics teacher and linguist, Marcin will take over the duties of monitoring submissions, managing reviews and contacting authors. TEwT will surely expand its presently wide scope with this renewed energy and skills brought by Marcin.

The current issue of the Journal presents a rich mix of topics, countries and contexts in which technology-mediated instruction takes place. Quite predictably, differences in access, provision of technology, development of CALL teacher training will result in diverse views and proposals from different countries. In this way or another, all the authors try to enhance and improve the quality of language teaching via implementing computer-based procedures.

The issue opens with the article “Using Whatsapp to Extend Learning in a Blended Classroom Environment” by **Nagaletchimee Annamalai** from Malaysia, who reveals strengths and limitations of Whatsapp as an EFL interaction environment. The topic of learners’ interaction in Computer-Mediated Communication settings is continued in the article

by **Maryam Farnia** and **Keihaneh Karimi** from Iran, who show how humour can be conveyed in Viber-based text chat, distinguish a number of categories and prove emoticons outweigh other categories of humour.

The effect of flipped instruction on writing improvement was investigated by **Ramyar O. Qader** and **Fadime Yalcin Arslan** (Turkey), who showed a statistically significant difference in writing skills of the group exposed to Flipped Classroom Instruction. A similar university context, however, with social media used in ESP instruction, has been taken up by **Hadoussa Slim** and **Menif Hafedh** from Saudi Arabia. The study proved high satisfaction level and motivation-building effect of Facebook-tutored instruction, even though no statistically significant difference was found in terms of vocabulary improvement.

Mobile-based learning is a highly researched topic nowadays, hence, its coverage also in this issue of TEwT. **Graham Howlett** and **Zainee Waemusa** (Thailand) investigated school students' beliefs about learner autonomy in mobile-based learning, concluding that since mobile devices increase satisfaction, modern learners are ready for autonomous learning in a technology-rich setting.

Computer-based testing has been taken up by a team of researchers from Iran (**Hooshang Khoshima**, **Seyyed Morteza Hashemi Toroujeni**, **Nathan Thompson** and **Mohammad Reza Ebrahimi**). The current study conducted to investigate whether test scores of learners were equivalent across Computer-based testing and Paper-based testing modes showed high preference and more advantages for CBT over PBT, with, however, insignificant outperformance of CBT over PBT learners.

Access to and use of new technological devices by university students who are not native speakers of English was investigated in the study by **Salah Alfarwan** (Saudi Arabia). The research proves that smart phone has the greatest potential for further exploitation in relation to English. Pedagogical recommendations on reaching learners in possession of those different devices can be found in the article.

The same country yet a different context (automated writing feedback) is the topic of the article by **Mohammed Ali Mohsen** and **Abdulaziz Alshahrani**. The authors found that under the hybrid condition (automated writing evaluation+teacher assessment) students significantly outscored the learners with the AWE program only.

The issue concludes with a software review of *Telegram* by **Sajad Faramarzi**, **Hossein Heidari Tabrizi** and **Azizeh Chalak**, which guides our readers step-by-step into setting up, operating and exploiting the program in everyday teaching.

We wish you good reading!