

## FROM THE EDITOR

by **Jarosław Krajka**

Maria Curie-Skłodowska University

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

jarek.krajka @ wp.pl

The current issue of *Teaching English with Technology, A Journal for Teachers of English*, revisits the tradition of practical lesson plans and technology tutorials that have been a clear indicator of TEwT since its emergence in 2001. At the turn of the 20<sup>th</sup> century, with relatively low level of ICT literacy among language teachers all over the world, there was a clear need for simple and straightforward yet powerful tutorials, which were supposed to guide our readers in a step-by-step fashion to gaining quite deep (functional) expertise. Our Journal published a number of such practical articles, termed “A Word from a Techie”, with the humble undersigned acting as one of its main authors. Such a publication line clearly conformed to language teachers’ expectations, who often completed hours of technology-related courses that were usually not sufficiently geared towards achieving practical pedagogical goals in the language classroom.

The current issue of TEwT continues this tradition in relation to teaching in a paperless, board-less, BYOD (Bring Your Own Device) classroom. **Jason Byrne** and **Mariko Furuyabu** from Japan show how the paperless philosophy involves also digital material creation, and how delivery and submission can be accomplished via Google Classroom. Technical and pedagogical issues as well as troubleshooting tips for coping with Google Classroom can be found in the paper.

The second important mission that had been a trademark of our Journal since its first appearance back in 2001 was the publication of technology-based lesson plans. Starting with Internet-based lesson plans, gradually moving through multimedia and e-learning to mobile technologies, such ready-to-use lesson scenarios have always had their rightful place in our Journal. This time, **Terrill Reid McLain** (Korea) takes up an interesting issue of social media treasure hunt, giving teachers a ready-made procedure for practical lessons using Twitter in the classroom.

The practical side of TEwT is complemented by an app review (also very prominent throughout those 18 years, with website, multimedia or app assessment) of BBC VOA podcasts. **Samaneh Abdi** and **Hossein Makiabadi** from Iran take under scrutiny *Learning*

*English Listening & Speaking BBC/ VOA News*, which is a mobile app offering learners a massive archive of updated BBC and VOA podcasts both online and offline.

The practical papers are, obviously, balanced by research articles documenting different technology-based instructional procedures verified in a methodologically sound way. Online simulations and flipped learning as factors contributing to the development of oral production are investigated by **M. Laura Angelini** and **Amparo García-Carbonell** (Spain), who came to the conclusion that simulation-based instruction contributes to significant progress in four language-related areas: vocabulary, pronunciation, variety of expression and grammar.

**“The Role of Vocabulary E-Learning: Comparing the Effect of Reading Skill Training with and without Vocabulary Homework”** by **Faisal Mustafa**, **Syarifah Najla Assiry**, **Ahmad Bustari**, and **Ridha Ayu Nuryasmin** (Indonesia) attempted to determine the differences in reading achievement between students who were given either paper-based vocabulary homework or online vocabulary homework, in addition to classroom face-to-face interaction (experimental groups) and those who only participated in face-to-face interaction in the classroom (control group). The major finding was that both experimental groups outperformed the control group in the post-test.

The effect of video chat to provide interaction opportunities with native speakers in limited contexts was the issue investigated by **Julia Sevy-Biloon** and **Tanya Chroman** (Ecuador). An international language exchange program created with 17 students through video chat platforms resulted in their increased confidence in speaking, greater intrinsic motivation and increased fluency visible in overall communication skills.

Finally, the reality of implementing Communicative Language Teaching in a MALL (Mobile-Assisted Language Learning) environment is undertaken by **Rupert Walsh** (UK). As the author proves, findings from initial studies on MALL indicate not only the feasibility of using mobile devices for communicative purposes within classroom teaching, but also the opportunities they provide to implement a communicative approach more successfully than previously possible.

We wish you good reading!