

FROM THE EDITOR

by **Jarosław Krajka**

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The recent days brought about good news proving increased recognition, visibility and academic prestige of *Teaching English with Technology, A Journal for Teachers of English*. The Polish Ministry of Higher Education and Science published an officially authorized list of academic journals together with points assigned to them on the basis of internationalization, recognition, bibliometrics as well as inclusion in international databases. The decision on which journals are included in the list and which are not, and also what point values are assigned to those which are included in the list, is crucial for all academics in Poland. It is on the basis of point rankings that the Ministry conducts evaluation of scientific merit of universities and grants them categories connected with funding.

It is my pleasure to inform that *Teaching English with Technology* has been included in the list with the 40-point ranking, which puts us well ahead of a number of journals not included in the list at all and a great deal of those with 20-point ranking. Hopefully, our hard work will lead to increase of the ranking, to the 70, 120, 140 or 200 level.

The current issue of TEwT addresses a number of topics of wide interest to international readership from different countries, which means it does not deal with local issues pertaining only to the country of its publication, Poland. It is interesting to see how the same technologies and technology-mediated classroom activities, procedures or techniques are perceived and used in different countries. Hence, **Dara Tafazoli, M.^a Elena Gómez Parra** and **Cristina A. Huertas Abril** explore the relationships of second and foreign language teachers' and students' attitudes towards Computer-Assisted Language Learning (CALL) in terms of their gender, age group, and educational level in two countries, Spain and Iran. It was interesting for authors to investigate whether the relationships from a developed country (Spain) and a developing country (Iran) are the same and to find out to what extent the findings of a research on a developed country can be utilized in a developing country and vice versa.

The examination of perceptions and attitudes is the topic of another article, "Learners' Perceptions and Attitudes towards L2 Vodcasting Tasks in an E-Learning Project" by **Sajad**

Faramarzi, Hossein Heidari Tabrizi and **Azizeh Chalak**. The authors aimed at exploring the use of vodcasting technology and the learners' perceptions and attitudes towards practicing L2 vodcasting tasks. As it appears, the vodcasting technology can change the studying habits of learners, facilitate the monitoring process and the assessment system, maximize cooperation among the learners, and improve the relationship between the learners and the instructor.

The interaction between L2 readers and the reading text equipped with four different annotations or glosses (text-only, audio-only, text-picture and audio-picture annotations) has been subjected to empirical research by **Alireza Karbalaee** and **Amaneh Zare**. The research proved that text-only and audio-only were more effective than other kinds of annotation and providing the new words whether in audio or text annotation during reading comprehension can help students to become more effective readers.

Assisting vocabulary acquisition with computer technology is the topic of the next article in the current issue, "The Impact of Asynchronous Computer-Mediated Instruction (CAI) on EFL Learners' Vocabulary Uptake across Different Proficiency Levels" written by **Zahra Fakher Ajabshir** and **Karim Sadeghi**. The study investigated the effect of computer-assisted instruction (CAI) on adult second language (L2) learners' vocabulary recognition and production across high and low proficiency levels. The comparison of vocabulary recognition and production pretest and post-test scores revealed the significant effect of CAI on L2 learners' vocabulary uptake in the immediate and delayed post-tests.

The final article published in the July issue of *Teaching English with Technology* addresses the question of formative assessment. **David Kent** shows how *Plickers*, an SRS (Student Response System) application, can lead to increased engagement with content and reflection on learners' knowledge gaps.

We wish you good reading!