

FROM THE EDITOR

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The impact of educational technology on the development of foreign language proficiency as the focus of coverage of *Teaching English with Technology* finds its more specific manifestations in how different language skills and abilities are to be fostered in computer-mediated environments. While the use of computers for vocabulary and grammar practice as well as mastery of receptive skills and translation in close-ended tasks has been thoroughly investigated since the first days of CALL and the PLATO system, the use of technology-assisted teaching to stimulate the development of oral proficiency has only recently attracted more attention. Taking into account how essential communicative competence is in the contemporary world, and given a wide range of tools and technologies that are at teacher's disposal nowadays, it seems necessary to seek ways of increasing mastery of speaking skills in a technology-rich classroom. Any attempts to verify the influence of technology itself or the way of stimulating learners' oral proficiency enabled by technology are more than welcome.

Many of the articles of the October issue of *Teaching English with Technology* try to satisfy the demand for studies into speaking development. To start with, **Noparat Tananuraksakul** (Thailand) explores how the indispensable component of speaking ability, pronunciation, can be successfully mastered in Internet-mediated learning with the use of a selected phonetics website.

A great amount of speaking practice is also generated through planning, executing, presenting and peer-evaluating multimedia projects. Here, **Ismail Anas** (Indonesia) takes up the challenge of showing how to successfully organize and implement student-made video projects to ensure active learning.

“Encouraging English language production using TED Talks at the tertiary level: A study in a technical college” by **Martha Thindle Karunakar** (India) proves that that using TED Talks as a resource in the ESP classroom improves English language production in terms of speaking and encourages learners to confidently use the language.

As it is interesting to find out what patterns of interaction are generated in different media environments and how the medium influences the message, **Farahnaz Rostami** and **Farzaneh Khodabandeh** from Iran undertook a comparative study of language style variations in e-mail and *Telegram* messages. The conclusion reached was that the essays sent by *Telegram* (containing 5 factors including contractions, questions, modal verbs, opening sentences, vocabulary) were recognized to use more informal styles of writing than emails.

"The impact of immersive strategy with English video clips on EFL students' speaking performance: an empirical study at senior high school" by **Asnawi Muslem, Teuku Zulfikar, Ibnu Hajar Ibrahim, Arifin Syamaun, Saiful and Bustami Usman** (Indonesia) reports upon the research which proves, beyond any doubt, that the students participating in the immersive strategy through English video clips group outperform the students subjected to the immersive strategy through English audio.

On top of all these articles devoted to fostering speaking skills, the October issue contains also a reflection on how learners perceive the effect of digital storytelling on their vocabulary learning (**Amelia Chiew Har Leong, Mohamad Jafre Zainol Abidin** and **Jamalsafri Saibon** from Malaysia) and a detailed examination of major learning theories and frameworks used in CALL studies over the last 20 years (**Sedat Akayoğlu** from Turkey).

We hope that a rich mix of topics, teaching contexts and tools used to organize technology-mediated instruction will serve as inspiration for all educators interested in increasing the impact of their instruction with modern teaching aids.

We wish you good reading!