

FROM THE EDITOR

by **Jarosław Krajka**

Maria Curie-Skłodowska University

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

jarek.krajka @ wp.pl

The first wave of COVID-19 over, the first wave of massive online/blended/distance education over as well. While we are waiting for the second wave of both, reflection on how to transform language teaching into the technology-assisted mode is needed to better serve teachers and students in those hard times.

Interestingly enough, the 3-month period of online language teaching showed a need for resources, activities and tools that are less cutting-edge and less high-tech, but which might be more accessible to students in underresourced contexts. Such tried-and-tested concepts as WebQuest, LearningApps, Genial.ly, or even email-based teaching, are witnessing revival and renewed teachers' interest. It is very often the case that an "old" technology might gain new impact due to unorthodox instructional design or classroom grouping.

We are trying to respond to those contemporary educational challenges, mixing the theoretical with the practical, the cutting-edge with the traditional. *Teaching English with Technology* is always open to diverse teaching views, frameworks and proposals that find its application in the classrooms all over the world.

The July issue of our Journal tries to rejuvenate the well-tested concept of WebQuest in a contribution by **Ghada Awada** (Lebanon) and **Jack Burston** (Cyprus) entitled "Effect of Learner Proficiency Levels on Methodological Effectiveness: Case of STAD and WebQuest (STADIBTM)". The study showed the critical importance of integrating Student Team Achievement Division (STAD) and WebQuest on developing the advanced-level argumentative writing skills of L2 English university students. Most importantly, the study proved how the initial learner proficiency levels correlated with improvements in the specific areas covered by the evaluation rubric that guided the collaborative writing activities of experimental group students.

Using technology to enhance writing skills is the topic of one more contribution in this month's issue, "Integrating Instagram into EFL Writing to Foster Student Engagement" by **Octana Ayu Prasetyawati** and **Priyatno Ardi** (Indonesia). The study showed that *Instagram*

promoted student engagement by allowing the students to be more actively involved in the learning process, providing a new learning environment for the students, providing wider target audience, allowing the collaboration and interaction between the students, and enabling the students to choose their own learning style during the process of writing.

While pondering on the effectiveness of technology-assisted education of oral skills, **Ruba Fahmi Bataineh, Anwar Solaiman Migdadi and Muhammad Khalid Al-Alawneh** (Jordan) examined the potential of Web 2.0-supported project-based learning for Jordanian EFL eleventh-grade students' oral fluency and accuracy of grammar and vocabulary. The authors conclude that the participants instructed through the computerized project-based treatment outperformed those who were conventionally instructed in both oral fluency and accuracy of vocabulary and grammar.

A more general perspective is represented by **Heri Mudra** (Indonesia) in the article "Digital Literacy among Young Learners: How do EFL Teachers and Learners View its Benefits and Barriers?" The study highlights both positive and negative perceptions of young learners and EFL teachers towards benefits and barriers of digital literacy.

Finally, three practical papers show the application of technology-based research ideas in the TESOL classroom. To start with, **David Kent** (South Korea) explores the use of voice-user interfaces of digital assistants. The paper provides sound theoretical background, evokes most crucial previous studies, but also, more importantly, gives instructional strategies supported by examples. We particularly recommend the wealth of ready-made teaching resources (lesson plans, student handouts and evaluation rubrics).

Two final submissions, one by **Jelena Bobkina, Elena Domínguez Romero and María José Gómez Ortiz** (Spain) and the other by **Asnawi Muslem, Hajar Ibrahim and Teuku Zulfikar** (Indonesia) show the use of educational mini-videos in improving oral competence.

We wish you good reading and good health in those hard times!