

FROM THE EDITOR

by **Jarosław Krajka**

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Opening the new year of publication is always some kind of opportunity to look back at what has been achieved so far. It is my pleasure to inform all readers that *Teaching English with Technology* has been given the highest acclaim possible by the Polish Ministry of Science and Higher Education, by being awarded a 10-point journal rank. This is the highest distinction a non-JCR and a non-ERIH journal can get, and it is the second year in a row that TEwT gets this appreciation. It is a great case of recognition of the academic quality of our Journal, its international impact and high editorial standards. Moreover, we are currently in the process of evaluation for inclusion of our Journal in the Scopus international database run by Elsevier. We hope this will be successfully completed, and indexing in Scopus (apart from EBSCO, Central and Eastern European Online Library and Index Copernicus) would help to increase the Journal's impact worldwide.

At the same time, we are striving very hard to manage a great number of submissions sent in for publication. Here I would like to welcome our new reviewers, Atef Odeh Suleiman AbuSa'aleek from Qassim University, Kingdom of Saudi Arabia; Arburim Iseni, University of Tetova, Macedonia; Anna Kamont, Higher School of Linguistics, Poland; Mohammed Ali Abdullah Mohsen, Najran University, Saudi Arabia and Md. Motiur Rahman, Qassim University, Kingdom of Saudi Arabia. It is the hard work of reviewers that makes it possible to maintain high academic quality of the articles, reviews and lesson plans published in *Teaching English with Technology*. We wish them much satisfaction in this challenging yet rewarding task.

The current issue of *Teaching English with Technology* starts with an article "Touch and Gesture-based Language Learning - Some Possible Avenues for Research and Classroom Practice" by Hayo Reinders from UNITEC, New Zealand. Hayo, himself a pioneer of innovation in language learning, offers suggestions for researching the impact of touch-based interfaces on learning and teaching, as well as ways in which teachers and materials developers can capitalise on these advances in technology to support more interactive and dynamic forms of learning.

On a different note, Laurie James from Western Washington University, USA, reports on a study aiming at evaluating the effect of a computerized reading program on the improvement of reading fluency. The findings revealed a correlation between the students who used the Waterford Early Reading Program and reading achievement scores of the students enrolled in the traditional reading program.

Text-to-Speech synthesis is the topic of the article by Hussein Meihami and Fateme Husseini from Iran. In particular, the authors investigated the effect of using TTS software in teaching reading features, coming to the conclusion that word stress, word intonation, pitch contour, and fluency have significantly improved as a result of using TTS software.

Melissa Small from Longwood University, USA, raises the topic of mobile applications and their use in language learning. The author presents a review of literature in the area, trying to relate the findings to selected theoretical frameworks.

In the next article, Liu Xiaobin, Zhang Wei, Zhong Huiwen and Jiang Lijun from South China Normal University, Guangzhou, China, examine the process of integration of Information Technology, language curricula and teacher knowledge within the TPACK framework. The article entitled “Chinese EFL Teachers’ Application of E-Educology of Foreign Languages: An Investigation Based on TPACK Framework” includes also strategies and suggestions for trainings on Educology of Foreign Languages.

Finally, Abeer Ali Okaz from Pharos University in Alexandria, Egypt, shows a practical implementation of online games used to motivate Young Learners to more effective second language acquisition.

We wish you a good reading!