

FROM THE EDITOR

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I would like to start this editorial with great news. After more than a year of careful scrutiny, *Teaching English with Technology* has been accepted for inclusion in Scopus, one of the major social sciences journal databases published by Elsevier. Scopus journal inclusion is a sign of recognition of high academic standards, valuable contributions, a clear thematic profile and rigorous reviewing and editorial policies. We are extremely happy with that since there are not that many teacher-oriented practical journals indexed in Scopus.

This means that right now our Journal contents can be found in Scopus, EBSCO, Central and Eastern European Online Library (CEEOL), Central European Journal of Social Sciences and Humanities (CEJSH), BazHum, Index Copernicus, Directory of Open Access Journals (DOAJ). Presence of a journal in bibliographic databases like these is immensely important since it increases virtual circulation of articles, the number of citations and has an influence on Journal's impact factor. While bibliometrics is not the only way to assess academic output, and it may be especially misleading in humanities, it cannot be denied that the whole academic world of today is more or less concerned with Impact Factors, IFs, H-index, citation numbers and the like. In some countries, such as Poland, bibliometric measures are one of the major evaluation criteria of academic value of a research grant applicant. We hope that thanks to increasing our Journal's Web presence and database indexing as well as Open Access policy making all TEwT contents available on the <http://www.tewtjournal.org> free-of-charge forever, our authors will find *Teaching English with Technology* a respectable and rewarding publishing venue.

The current issue of *Teaching English with Technology* starts with an article "Use of Facebook Group as Blended Learning and Learning Management System in Writing" by Noparat Tananuraksakul from Huachiew Chalermprakiet University, Thailand. With *Facebook* being the most popular website of today, it's no wonder that researchers try to find sound pedagogical reasons for using it in the foreign language classroom. As Noparat's study suggests, the Facebook

group can be used as blended learning (a hybrid instructional model) and learning management system (posting announcements and comments relevant to the class and their writing assignments) for the students to learn with, not to learn from, as facilitated by the instructor.

In the second article Yeh-Hui Wang from Chihlee Institute of Technology (Taiwan) reports upon a study which aimed at investigating the learner perceptions of a CALL component in a blended language learning context. Both language assessment results and participants' surveys proved the effectiveness of interactive Web-based exercises in improving reading comprehension and vocabulary learning.

Michael T. R. Madill from Hankuk University of Foreign Studies in Seoul (Korea) examined the quantitative and qualitative effectiveness of teaching Dolch Sight Words (DSW) in South Korean EFL classrooms by means of evaluating CALL devices in contrast to more traditional teacher-based approaches. The article entitled "The Path to English Literacy: Analyzing Elementary Sight Word Procurement Using Computer Assisted Language Learning (CALL) in Contrast to Traditional Methodologies" shows how different methodologies can influence DSW comprehension, motivation, and acquisition with a focus on whether CALL is more effectual than traditional practices.

In the final contribution Edyta Olejarczuk from Poznań University of Technology (Poland) shares her practical experience as a blended learning course author and facilitator. Her paper contains a brief overview of the basic issues that need to be taken into consideration while designing a blended learning course as well as a more detailed discussion of adopted solutions and encountered problems in the process of BL course design.

We wish you a good reading!