

FROM THE EDITOR

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New issue, new looks. The current issue of *Teaching English with Technology* is the first delivered in a newly redesigned website <http://www.tewtjournal.org>. We are all amazed by the clear layout, search capabilities, Facebook plug-in and many more. Great thanks go to our friends from University of Nicosia, in particular, to Christopher Alexander, who managed to put together a team of people and resources to give the Journal its rightly deserved look. Obviously, the period of transition may involve some minor problems with dead links but we hope things will get fine soon. The TEwT website will become, then, a true social networking place for CALL professionals from all over the world.

The current issue of *Teaching English with Technology* starts with the article “The Power of Story: Using Personal Narrative, Computer Technology and Podcasting with Young Adult English Language Learners” by Susan Jacques Pierson from Cabrini College, USA. It is interesting to see how young adult learners from diverse cultures, studying English as a second or other language at a community college, made use of computer technology to compose personal narratives and share them with others. Results indicate that using student stories as texts and sharing those texts via podcasting enhances literacy skills, increases student confidence and self-efficacy, and inspires them to work for the common good.

In the second article Islam Karkour from University of New Hampshire (USA) addresses the use of blended learning when teaching reading classes in English as a foreign language in the Egyptian context. In particular, computer-based text manipulation and text reconstruction activities are recommended as a vehicle for fostering learners’ reading skills.

Finally, in their article “An Exploratory Study of ICT Use in English Language Learning among EFL University Students” Dang Hoang Tri and Nhung Hong Thi Nguyen (Hoa Sen University, Vietnam) examined the use of ICT in terms of frequency of use, purposes, perceptions, and expectations, coming to the major conclusion that participants spent more time using ICT for private purposes than for English learning purposes. At the same time, most of

them showed their positive attitudes towards ICT use to study English and expected that ICT should be used more frequently in the classroom in order to maximize language learning and teaching, which is definitely a promising perspective to base upon.

We wish you a good reading!