

## FROM THE EDITOR

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Turkey, Malaysia, Morocco and Poland – these seemingly distant places are joined in this issue of *Teaching English with Technology* by the same teachers' desire to adapt their instruction to the needs of their learners. Be it through teacher-recorded materials, teacher-adapted activity structures or teacher-edited cartoons, the implementation of CALL in diverse educational contexts proves to maximize learning opportunities and increase effectiveness of foreign language instruction.

At the same time, it is interesting to note that CALL researchers, as exemplified in this issue, not only try to put forward the new (subtitled animated cartoons), but also apply the tried-and-tested (blogs) or adapt the well-established (WebQuests). It seems evident that CALL is developing in diverse directions, on the one hand getting closer to normalization of some of its areas, however, at the same time, seeking new solutions and proposing innovative frameworks on the other.

This issue of *Teaching English with Technology* opens up with the article by Ali Karakaş and Arif Sariçoban entitled “The impact of watching subtitled animated cartoons on incidental vocabulary learning of ELT students”. As the authors prove, the subtitle group did not outperform the no-subtitle group, since there were no significant differences between two groups according to t-test results. However, there was significant improvement in both of the groups from pre-test to post-test scores, which can be attributed to the presentation of target words in cartoons.

“The dynamics of blog peer feedback in ESL classroom” by Dilani Gedera is an attempt to investigate the students' experience of receiving and providing peer feedback using blogs that was integrated into a Life Sciences classroom in a private university in Malaysia. The findings indicate that students willingly used their blogs as an online portfolio, where they shared their experiences and posted writing assignments based on lessons and discussions.

In his article “Using tailor-made *YouTube* videos as a preteaching strategy for English language learners in Morocco: towards a hybrid language learning course”, Brian Seilstad

reports upon the research aiming at the use of teacher-made and annotated *YouTube* videos to introduce class-specific course content. Even though the results of the quantitative comparison between the final grades of non-preteaching video classes and preteaching video classes showed a small and not statistically significant effect between the two groups, the introduction of preteaching videos for ELLs in Morocco seemed to be a welcome intervention.

Finally, Kamila Burzyńska revives the well-known concept of WebQuest, showing its adaptation to the tertiary context. As defined and described in the article, EAPQuest is likely to have educational and motivational value especially when learners are confronted with tasks they find challenging, such as writing an academic essay.

I wish you good reading!