

FROM THE EDITORS

by **Chris Alexander**

University of Nicosia, Cyprus

alexander.c@unic.ac.cy

Speaking as ‘fellow’ Editor-in Chief of the Journal of Teaching English with Technology, firstly, I would like to say it has been a privilege to have been part of this wonderful and fascinating academic initiative for so many years. Moreover, and more importantly, it has been an honour to have known journal founder Jarek Krajka during this period. Jarek, who is very open to international collaboration, is an extremely dedicated, highly ethical and exceedingly competent individual.

A formalised publisher University Letter-of-Intent agreement was therefore suggested for TEwT by Jarek in 2020, and then we arranged for its successful signing by the Rectors of Maria Curie-Skłodowska University, UMCS (Poland) and the University of Nicosia, UNIC (Cyprus) in January 2021. Furthermore, new Journal infrastructural developments are now being implemented. For instance: (1) a new more-professional-looking Amazon-AWS-hosted WordPress Avada [page](#) was launched on 3 June this year by the Technology Enhanced Learning Centre of UNIC; (2) DSpace is planned to be installed in the short-term to enable quick text searches of the entire TEwT database; (3) an article management system is being developed to help better manage the submission, review and publication processes.

In addition, TEwT has enjoyed some recent 2020 successes announced by Scopus: it now has a percentile of 87 (higher by 4), a CiteScore of 2.2. (a jump of 0.6 higher) and it has moved to a journal position of 106 out of 879 academic Language and Linguistics journals (a leap upwards of 33 positions). What’s more, the TEwT IT and multimedia support team has grown recently with the addition of Dr Dmitry Apraksin (the Director of IT at UNIC), Mr Panayiotis Toumpas (Team Lead, Intelligent Web Development Team, UNIC IT Department) and Mr Vladislav Kolev (Multimedia specialist and Learning Technologist of the UNIC Technology Enhanced Learning Centre).

One might say that TEwT is truly unique: not only does it have an increasingly popular main research focus of ELT with technology, and not only does it bring closer together two dynamic and forward-thinking Universities, but in a small but yet noteworthy way, it also brings two up-and-coming EU countries a little closer together!

TEwT Issue 3 of 2021 comprises six papers. The first paper by Anna Turula of Pedagogical University, Krakow, Poland, looks at how an eclectic, gamified course design affects student attitudes to learning grammar as well as how effective such a design is in terms of final-exam results. Paper two, written by Ida Dringó-Horváth and Zsófia Menyhei of Károli Gáspár University of the Reformed Church in Hungary, sets out to explore English Language Teaching (ELT) and German Language Teaching (GLT) coursebook packages available for use in Hungarian secondary education in terms of their print and digital components, shedding light on the ways in which publishers are trying to keep pace with freestanding digital materials.

The third paper is by Saman Ebadi and Ali Alizadeh Razi University, Iran. This study reports the results of a mixed-methods approach to investigate the impact of peer online learner driven feedback (LDF) using Google Docs and peer-editing in a face-to-face classroom on EFL learners' writing skill. The fourth paper was written by Damar Isti Pratiwi of Politeknik Perkeretaapian Indonesia Madiun, Indonesia and by Ubaedillah Ubaedillah, Universitas Muhadi Setiabudi, Indonesia. This study aimed to investigate students' learning achievement and their feedback in digital vocabulary class, which utilized Kahoot! and Socrative as drilling practice tools. It was quasi-experimental research on first-year students of the Railway Mechanical Technology program in Indonesian Railway Polytechnic (N=48). In the fifth paper of Issue 3, Yustinus Calvin Gai Mali of Universitas Kristen Satya Wacana, Salatiga, Indonesia, introduces Postermlywall and presents three lesson plans that integrate the technology based on the relevant literature and the International Society for Technology in Education standards to support English language learning and practise students' communication and creativity.

Paper six, whose author is Robert Oliwa of East European State Higher College in Przemyśl, Poland, investigates the process of designing the functionalities of an online learning platform put forward by three types of its users: students, academics and admin staff. Moreover, the study intends to get an insight into the impact the attitudes of the participants of the instruction process have on the process of the platform construction.

The strong and consistent improvement in TEwT's Scopus CiteScore has undoubtedly led to the growing international interest it is now enjoying. Additionally, TEwT's meteoric Scopus Citescore increase over the past five years may be suggesting, in particular, the journal's area focus is becoming trendier internationally. Moreover, article submissions have increased proportionally too. I would therefore like to thank our Authors, Reviewers and Readers who have helped us achieve these successes.

Finally, we wish you good reading and good health in these difficult times!