

## **FROM THE EDITOR**

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Foreign language teaching takes place in diverse contexts around the world, with a huge variety in the form of methodologies used, the shape of learning environments, competence and skills of language teachers, finally, needs and capabilities of learners. Technology (or rather, technologies) can be the answer to a number of educational shortcomings all over the world, provided they are consciously embedded in language instruction and skillfully integrated in regular teaching.

The present issue of *Teaching English with Technology* shows some of the pathways for technology-mediated language methodology in the areas of vocabulary acquisition, language assessment, learner autonomy, developing communication abilities or expanding reading skills. The solutions come from varied educational contexts, yet they are equally universal and applicable elsewhere.

It seems the strength of TEwT, its truly global and democratic character, is well embodied in the current issue. A journal edited by scholars from Poland and Cyprus contains articles from Thailand, Turkey, Saudi Arabia, Indonesia, Iran, the USA and Israel, all carefully reviewed and scrutinized by a team of international reviewers.

To start with, the article “The Effect of Online Dictionaries Usage on EFL Undergraduate Students’ Autonomy” written by Noparat Tananuraksakul from Thailand shows how selected online dictionaries can affect undergraduate students’ autonomy or self-reliance in a Thai EFL context. As the author reports, students have positive attitudes toward using online dictionaries as a tool to improve their English and concurrently have motivation in learning English.

In a similar vein, technology use in fostering learner autonomy by means of implementing portfolio assessment in the electronic format is a topic of the article “Online English Language Learners’ Perceptions of Portfolio Assessment” by Meltem Huri Baturay (Turkey). The findings indicated that learners had very positive feelings towards portfolio use in the course, as it helped them reflect on what they learned, acquire ownership of their work, and take responsibility for their learning process with increased enthusiasm and motivation.

Tengku Maya Silviyanti and Yunisrina Qismullah Yusuf address the question of teacher perceptions of technology-mediated teaching in Indonesia. It is particularly interesting to see how the education of the tsunami-affected regions recovered and how teachers perceive the use of technology to level out some of the educational disparities.

A completely different educational context, that of a US higher education institution, is the starting point for Gary Dean Hewgley's article "Augmenting The Reading Curriculum: Alternative Video Technology Strategies". The strategies recommended by the author, such as readingcasts, dramatic read-alongs, digital booktalks, recorded video of students reading for feedback, and video feedforwarding, could be applied to accomplish diverse educational purposes.

Assessing oral skills in large Business English classes in the Israeli context is addressed by Tal Levy and Hedy Gertler in their article entitled "Harnessing Technology to Assess Oral Communication in Business English". The authors show how various channels, including video recordings, can be used to develop learners' communicative abilities.

The currently hot topic of educational usage of social media in general and Facebook in particular is tackled in the article by Atef Odeh AbuSa'aleek (Saudi Arabia). As the study reports, students believe that FB as an online learning environment facilitates, supports, and encourages their English language learning. In addition, the findings indicate that students' motivation and confidence towards English language learning improved via FB.

Finally, Zari Saeedi and Hussein Meihami (Iran) explore the effect of using electronic portfolio (EP) platform in providing corrective feedback (CF) on EFL students' overall and micro-componential writing performance.

We wish you good reading!