

FROM THE EDITOR

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A journal like ours, which is run on a purely voluntary basis, with no fees payable by subscribers or authors, is an exception in itself. For the past 13 years and 48 issues *Teaching English with Technology* has been functioning only thanks to devotion and voluntary commitment of a team of people working as co-editors, webmasters, proofreaders, editorial assistants, members of the advisory board, and, most importantly, reviewers. Without competent and disciplined reviewers any journal would not function properly, issues would fall behind the schedule, and authors would complain about unfair treatment of their contributions.

Luckily, this is not the case with our Journal. Thanks to a great team of internationally acknowledged academics working as TEwT's reviewers, we are working hard to maintain high academic quality of our publications making sure that our authors get friendly yet informative advice in reviews. Double blind review, in our case, is a truly peer one – both reviewers and authors are peers in the process, and the review itself is more of a voice from a reader with suggestions for improvement rather than absolute judgment.

Recently, our team of reviewers has expanded a lot, with a number of enthusiastic responses triggered by our call for reviewers posted on *Teaching English with Technology* website (<http://www.tewtjournal.org>). Brian E. Hutchinson from Gyeongju University, South Korea; Bilge Öztürk from Kocaeli University, Turkey; Levent Uzun from Uludag University, Turkey; Mohamed Ali Abdullah Mohsen from Najran University, Yemen; Reza Dashtestani from University of Tehran, Iran; have recently joined our team and have started their work on helping to improve TEwT contributions. We wish them all good luck in their hard work “behind the scenes” as without them *Teaching English with Technology* would not have its current high academic standard.

The present issue opens with the article by Munassir Alhamami entitled “Observation of *YouTube* Language Learning Videos”. The paper focuses on two issues in creating *YouTube*

language learning videos: pedagogy and technology and presents a novel rubric that is directed towards a pedagogically sound basis for language learning in the *YouTube* learning environment.

Another article, “The Effects of Online Writing Evaluation Program on Writing Capacities of Korean Students” by Yae Jie Shim, takes under scrutiny *Criterion*, one of the most popular automated error-correction programs. The article tries to determine the extent to which second language learners can improve their writing capacities using a specific set of online instruction materials.

In the next article, Inna Kozlova and Marisa Presas take up the topic of learners’ perception of online resources in the context of Languages for Specific Purposes. Their paper tries to investigate the extent to which students are open to using language resources, whether they are willing to master their use and, finally, whether they use resources properly.

The final article in the present issue, “Teacher Development in the Digital Age” by Rachida Labbas and Abir El Shaban, reflects upon the changes in the teacher development process triggered by the current advancements in Information and Communication Technology. The paper aims at exploring the main factors that inhibit teachers from change, taking as subjects of analysis teachers from k- to college teachers in general.

This issue of *Teaching English with Technology* closes with a lesson plan entitled “Recycling” written by Abir Ali.

I wish you good reading and I encourage you to join the team of reviewers for *Teaching English with Technology*!