

FROM THE EDITOR

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The eighteenth year of publication of *Teaching English with Technology, A Journal for Teachers of English* marks its opening with a rich mix of instructional contexts, digital applications and practical activities for the process of technology-enhanced foreign language learning and teaching. It is truly enriching to see how diverse the uses of similar technologies can be in different parts of the world, how, at the same time, foreign language teaching with technology can either be facilitated by the adoption of electronic solutions in the country or, on the other hand, suppressed by obstacles and barriers to technology use in all spheres of life. It is striking that the digital divide, so aptly described by Mark Warschauer and his colleagues at the beginning of the century, is still to be found in instructional contexts. At the same time, together with an increased focus on e-democracy, electronic citizenship or digital participation in administrative life of many countries, the climate for successful digitally-enhanced teaching is changing for better.

It is in this context that the current issue of *Teaching English with Technology* presents selected research studies and classroom applications from all over the world. First of all, **Asnawi Muslem, Yunisrina Qismullah Yusuf*** and **Rena Juliana** (Syiah Kuala University, Indonesia) address the perennial question of obstacles and barriers to ICT use among senior high school instructors. The authors conclude that limited time and tools, coupled with a poor Internet connection and a lack of knowledge and experience of ICT training still prevent teachers from taking full advantage of educational technology.

On a different note, “**The Impact of Storytelling Techniques through Virtual Instruction on English Students’ Speaking Ability**” by **Farzaneh Khodabandeh** (Payame Noor University, Iran) examines the use of *Telegram* online tool for fostering oral language production through storytelling. The results of the study confirmed the positive effect of storytelling and answering the questions on *Telegram* on learners’ improved speaking skills.

Rather than exploiting one particular tool, the way that technology is to be intertwined with content and language integration is the topic of the article “**Learning English while Exploring the National Cultural Heritage: Technology-Assisted Project-Based Language**

Learning in an Upper-Secondary School” by **Joanna Pitura** and **Monika Berlińska-Kopeć** (Cracow and Warsaw, Poland). The article outlines a class project that illustrates the integration of project-based learning approach in language (English) and content (Polish language and culture) learning, the execution of which necessitates collaboration in groups, as well as the use of technology in task-based instruction.

Paola Cabrera, Luz Castillo, Paúl González, Ana Quiñónez and **César Ochoa** (Universidad Técnica Particular de Loja, Ecuador) examined the use of *Pixton* comic strip generator tool for enhancing grammar and vocabulary teaching in a public high school. As the results indicate, *Pixton* proves to be an effective teaching tool that motivates students to learn grammar and vocabulary in an enjoyable way.

Fostering learner motivation through the use of digital games is addressed in the next article, **“Enhancement of Performance and Motivation through Application of Digital Games in an English Language Class”** by **Saovapa Wichadee** and **Fasawang Pattanapichet** (Bangkok University, Thailand). This is another study to prove statistically that gamification in the *Kahoot* environment makes a positive change to the language classroom.

In the Reviews section, two interesting apps are evaluated: **Musa Nushi** and **Mohamad Hosein Eqbali** (Shahid Beheshti University, Iran) take a closer look at *50LANGUAGES*, a multi-language translation and learning tool; while **Seyed Abdollah Shahrokni** (Washington State University, USA) scrutinizes an interactive video application *PLAYPOSIT*. It is to be hoped that soon the two applications will be researched in controlled settings, to see what their effect on language learning and teaching actually is.

We wish you good reading!