

FROM THE EDITORS

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The Journal of *Teaching English with Technology* (TEwT) strives to be as close as possible to what is considered cutting-edge educational technology suitable for the teaching and learning of English as a second or foreign language. With this pivotal objective in mind, recently, an analysis was undertaken of published TEwT papers with high numbers of reader downloads as part of a move to a new and updated TEwT [site](#), which was launched recently in January 2022. Moreover, the top twenty downloaded papers and the top downloaded three issues by overall downloads on the old site have been made available [here](#) on this new site. Unsurprisingly, topical and contextualised ESOL research focussed strongly on innovative educational technology use appears to resonate the most with our readers. In addition, with regard to the new TEwT site, more features have been added. For instance, all TEwT papers now have laboriously been tagged, and with the use of the ‘search’ field, on the right of the menu bar, it is hoped that paper visibility, searchability and even citability will be improved significantly. There is also a dedicated resource [page](#) for lesson plans now, and please note that as of this year, lesson plans will be published on this resource page rather than in actual issues, which are more academic in nature. Furthermore, a past reviewers’ [page](#) has also been included to document the invaluable support previous academics have given to the Journal over the years. Additionally, to enhance support for aspiring authors, the TEwT submissions’ page is being upgraded with more information on the submission process. Likewise, there is a new quick-reference full issues’ [page](#) for issues from 2016 onwards, and the new site Download Manager has a much more professional ‘look and feel’ to it—click [here](#) to see an example of this new and impressive article link format!

We would like to thank Vlad Kolev of the Technology Enhanced Learning Centre and Panayiotis Toumpas of the Computer Centre at the University of Nicosia for their support of the Editors in this move to the new TEwT web page.

It is in this new and shiny online packaging that we bring to you the best *Teaching English with Technology* can offer, cutting-edge research in technology-enhanced teaching and learning procedures. As usual, a rich mix of interests, contexts, countries and learners makes a new issue a truly inspiring read.

To start with, social media use during the COVID-19 pandemic teaching is investigated in the context of Indonesian higher education by **Amirul Mukminin, Muhaimin Muhaimin, Lantip Diat Prasajo, Khaeruddin Khaeruddin, Akhmad Habibi, Lenny Marzulina** and **Kasinyo Harto**. The authors put to test a valid and reliable model that explains variance to measure factors affecting social media use in TEFL during the COVID-19 pandemic, which, given its consecutive waves (fifth in Poland at the moment!), is bound to be of even greater importance in the near future.

The use of vlogging in enhancing speaking performance of secondary school students has been investigated by **Shoba Andiappan, Goh Hock Seng** and **Soo Ruey Shing** (Malaysia). The quasi-experiment proved statistically significant improvement in students' speaking scores after vlogging-enhanced instruction.

As no issue would be complete without a paper on m-learning, also this month mobile-assisted learning is brought up by **Thana Hmidani** (Turkish Republic of Northern Cyprus) and **Narges Zareian** (Iran). The study entitled "Mobile-Mediated Interactional Feedback (MMIF) Effect on Iranian Learners' Acquisition of English Articles" explored interactional feedback (IF) in a Telegram-mediated environment (MMIF) and compared it with in-class IF to solve the problem of students who were unable to attend classes regularly due to family or schoolwork conditions.

YouTube-based ESP instruction is the context for the next contribution by **Manuel Rodríguez-Peñarroja** (Spain). The study examined the effects of merging of project-based learning sequenced into different communicative tasks on ESP students' motivation, revealing that high mean scores in the motivation subscales studied along with positive correlations between motivation and participants' academic performance.

Finally, a team of Indonesian researchers (**David Imamyartha, Eka Wahjuningsih, Alifiyah A'yunin, Asih Santihastuti, Mitasari, Dinda Laura Trisna Ayu Fauzie** and **Ervin Candra Hari Andika**) portrayed EFL learners' interactivity and motivational dynamics when engaged in team-based mobile learning (TBML) through WhatsApp within the environment of English for Academic Purposes. The findings emphasize the potency of WhatsApp as a learning platform which engages language learners in supportive micro and macro learning environment as the pre-cursor to elevated motivation, self-regulation, and pedagogical rethinking.

We wish you good reading and much health in those troubled times!