The Journal of Studies in Language, Culture and Society (JSLCS)

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Journal of Studies in Language, Culture and Society (JSLCS) is an academic multidisciplinary open access and peer-reviewed journal that publishes original research that turns around phenomena related to language, culture and society. JSLCS welcomes papers that reflect sound methodologies, updated theoretical analyses and original empirical and practical findings related to various disciplines like linguistics and languages, civilisation and literature, sociology, psychology, translation, anthropology, education, pedagogy, ICT, communication, cultural/inter-cultural studies, philosophy, history, religion, and the like.

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Technology is playing an increasing role in Foreign Language Learning (FLL). For example, it can support students in improving their language learning skills or help them organise their learning process. The aim of this special issue is to shed light on the various roles that (educational) digital media can have in the foreign language classroom, illustrating the vast potential that technology holds for increasing students' language learning and motivation. We invite contributions by scholars and practitioners alike, adding to the academic discussions revolving around technology in the classroom. All contributions should have a clear methodological focus, carving out the pedagogical potential of digital media and showcasing different technology tools. Possible topics to be discussed could, among others, include:

1. Learner autonomy

2. Virtual and augmented reality

3. Blended learning

4. Cooperative and collaborative learning

5. Audio recordings

6. Using blogs and wikis

7. Vocabulary learning

8. grammar learning

9. Skills training

10. Collaborative writing

11. Project- and task-based learning

12. Pronunciation

13. Assessment and evaluation

14. situated learning

15. Online reference tools

16. Using pod- and vodcasts

17. MOOCS and Webinars

18. Producing and consuming electronic materials

Foreword

First and foremost, the editor–in-chief, Dr. *Nadia Idri*, from the Faculty of Arts and Languages, University of Bejaia; the Associate editors; the members of the Scientific Committee; the Reviewers and the members of Language Editing Team wish to give a big hand to the guest editor, Dr. *Christian Ludwig, Essen* from Germany.

Technology continues to play an ineffaceable role in Foreign Language Learning. Digital media has the assertion to be a learning facilitator and an organizer. This special issue includes seven authors who in concert try to Illuminate to the understanding the exacting topic of pedagogy that has vexed us all hitherto. Undoubtedly, the authors have a knack for nailing the details about their issues discussed with exuberance hoping to make the readers capture the very essence in which the articles have been written.

I am not exactly qualified to judge a book, but regardless, I found it very interesting and I can see how readers will enjoy it. Whether through a ***Blended Learning Reading Course***; or ***Integrating Technology in English Language Classrooms***; or with the ***Employment of Speech Analyzer and Praat Programmes***; yet through ***Multimedia Related Vocabulary Learning Strategies*; across** *the Use of Computers in Teaching English*; by the way of the ***Use of ICT on Developing* Students' *Autonom*y**; or across ***Sharpening Students' 21*^{st} *Century Skills through Project-based Learning*** all the contributors from different universities have discussed academically and with a quirky style and in a celebratory mood the topic of technology in the classroom.

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