Editorial Preface

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Welcome to volume 13 issue 2 (Q2 2021) of the *International Journal of Mobile and Blended Learning*. We have five articles in this issue, covering a review of digital tools to support reading in secondary school, the role of digital learning objects in mathematics, digital social reading for EFL learners, using mobile devices for note-taking in language learning and a Moodle-based e-textbook for academic writing course. Authors in this issue hail from New Zealand, England, Scotland, Turkey, Australia, and Colombia.

The first article in this issue addresses the "Effectiveness of Digital Tools to Support Pupils' Reading in Secondary School: A Systematic Review" by Danlei Chen and Gale Macleod from the University of Edinburgh, Scotland. This literature review investigates the effectiveness of digital tools for supporting reading in secondary schools. The selected articles suggest that digital tools are effective in motivating adolescents' reading interest and improving their reading skills and test scores. Teachers are also key facilitators in the process. The findings are in line with research with younger age-groups, suggesting the transferability of research across a wide age-range.

The second article is "Business as Usual or Digital Mechanisms for Change? What Student DLOs Reveal About Doing Mathematics" by Naomi Rosedale, Rebecca Ngaire Jesson and Stuart McNaughton of the University of Auckland, New Zealand. This study investigates the affordances of student-created digital learning objects, which offer learning potential that aligns with 21st century skill development. A mixed-methods approach was used to investigate features of students' multimodal design for learning and develop our understanding of transformative digital creation by students in mathematics.

Article 3 is "The Affordances of Digital Social Reading for EFL Learners: An Ecological Perspective" by Osman Solmaz, Dicle University, Turkey. This study illustrates the affordances mediated by digital socio-literacy practices of learners engaging in collaborative reading of texts from an ecological perspective. The construct of affordance was operationalized in an EFL digital social reading context through indicators derived from learners' annotations. The findings showed that digital collaborative reading practices had contextual, social, and linguistic affordances for EFL learners.

The fourth article in this issue is "Mobile Phones-Assisted Practice and Note-Taking in Foreign Language Oral Production" by Diana C. Durán-Bautista and Sandra Patricia Huertas-Malagón, Universidad de La Sabana, Colombia. This article investigates Mobile Assisted Language Learning as a portable option for computer-mediated learning and testing. The action research used for this study examined the implementation of mobile phones-assisted practice, combined with notetaking, as test-wise and test-management strategies. Findings revealed an improvement in students' oral performance, collaboration levels, and high acceptance of mobile phones-assisted practice, as a test preparation tool that facilitates autonomy, metacognition and peer-feedback.

The fifth and final article is "Designing and Applying a Moodle-Based E-Textbook for an Academic Writing Course" by Heejin Chang (University of Southern Queensland, Australia) and Scott Windeatt (Newcastle University, UK). This study explores the use of a Moodle-based electronic

textbook (e-textbook) created for an on-campus intensive academic writing course. The role of the e-textbook in facilitating collaborative writing practice and developing academic digital literacy skills as part of a blended learning approach is investigated. The results identify practical, pedagogical and affective aspects of student adaption to the e-textbook materials and to the blended learning approach.

As always, we hope that you find the breadth and depth of the articles we publish in IJMBL continue to meet the needs of the mobile and blended learning research community. Please remember that you are always welcome to submit your own work to the journal for review.

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