EDITOR'S MESSAGE
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The current issue of *Teaching English with Technology – A Journal for Teachers of English* closes the third year of its existence. During that time, the Journal has hosted a variety of authors dealing with a plethora of topics related to different aspects of Computer-Assisted Language Learning, Computer-Assisted Teaching, Computer-Based Testing, Computer-Managed Instruction, Computer-Mediated Communication, to name just a few. It seems that over these years we have seen the development of contributions from spontaneous applications in particular contexts to more systematic and well-thought-out approaches dealing with successful implementations of technology.

I would like to start this editorial with thanking the members of the editorial board, Jozsef Horvath, Maria Jose Luzon Marco and Guo Shesen, for their work of reviewing manuscripts and writing contributions, especially taking into account doing that on the voluntary basis.

Equally great thanks go to all the contributors of the Journal, especially those who have regularly devoted their time and effort to sharing their expertise with our readers from all over the world: Maria Jose Luzon Marco; Marcin Jonik; Hee-Jung Jung; Guo Shesen; Wlodzimierz Sobkowiak; Pawel Topol; Rachel Ellis; Katalin Fazekas; Shiao-Chuan Kung; Peiya Gu; Fang Ying; Jolanta Czarniakowska-Filipek and Miroslawa Podgorska. I would like to express our gratitude for understanding and cooperation during the publication process, which is necessary to maintain the high quality of the Journal.

The Journal, published by IATEFL Poland Computer Special Interest Group, acknowledges the great help of the Group, and especially the one of Wojciech Korput, the Group Webmaster, giving the final shape to the Journal issues on the Web at http://www.iatefl.org.pl/call/callnl.htm, and Ela Gajek, the Group Coordinator, encouraging us to continue the work. It is to be hoped that in the future the support of group members will be unfading.

The current, January, issue of *Teaching English with Technology* opens with the article "Computer-Mediated Communication: Practice, Projects and Purposes" by Caroline Mei Lin Ho, who reviews the field of computer-mediated communication (CMC) with a focus on work in instructional settings, considering English speaker contexts with attention given to work in Asia.

The Internet Lesson Plans section contains three activities that highlight different aspects of technology-enhanced instruction: "Film Scripts Online" by Marcin Jonik joins in one lesson listening comprehension work while watching DVD video and vocabulary practice by using subtitles. "Nosy Neighbours" by Shiao-Chuan Kung shows the effective application of online chatrooms in language instruction, while Rachel Ellis and Felicity McCardle, in their contribution "Instant Lessons – Both In and Out of the Classroom", demonstrate the possibilities of constructing Internet-assisted lessons using Reuters news stories.

Another contribution in the Internet English section, "Cookies and Coldfusion" by Katalin Fazekas, is another passage from an IT English Reader compiled by the author, which aims at increasing IT students' knowledge of specific vocabulary and improving their reading skills.

The Software section contains two articles – one being "Screen Recording Software – A Comparative Review" by Stan Bogdanov, a detailed comparison of different programs that can be used by teachers and teacher trainers to demonstrate instructions interactively. The other, "From Chatting to Oral Fluency – Using Chat to Improve Self-confidence and Increase Willingness to Communicate" by Lily Compton, describes how a synchronous chat freeware can be utilized to increase learners' self-confidence, and, in consequence, their willingness to communicate orally in a language class.

Finally, Mary Papayianni, in her contribution "The Web, Concordance and Virtual Reality in Studying Literature", focuses on the use of the three tools in the process of teaching and learning of literary and cultural studies. It is the author's purpose to demonstrate how literature students can be provided with a new perspective of stories, the ability to observe things in a different way, and the way of maintaining their interest in literature.

As demonstrated above, the current issue of *Teaching English with Technology* offers an extremely broad array of ideas and methods for implementing different aspects of technology in teaching EFL/ESL. It is hoped that the readers will find some of the issues applicable to their own teaching situations.

I wish you good reading.