FROM THE EDITOR

by Jarek Krajka

Maria Curie-Skłodowska University,

Lublin, Poland

jarek.krajkaATwp.pl

The current issue closes the seventh year of the existence of *Teaching English with Technology*, a journal for teachers of English published by IATEFL Poland Computer Special Interest Group. Since the first issue in January 2001, the Journal has been the platform for the dissemination of ideas and concepts in various areas of Computer-Assisted Language Learning. TEwT, started by a group of volunteers from Poland and published until the present day with no fees or advertising of any kind, has managed to bring together researchers and practising teachers from all over the world. It was our aim to ensure that the publications reflect the use of educational technology in various local contexts, however, with sufficient generalisation to find global applicability. In this way, the experiences from various spheres lead to the enrichment of knowledge and enhancement of foreign language expertise all over the world.

As regards the original context in which the Journal came into being, which is Poland, the current day sees an important shift from emphasis on building computer literacy in ICT pre-service and in-service training courses to more conscious efforts to build computer-assisted language teaching methodology. The use of ICT tools to conduct language classes on the one hand and to assist the teacher's work on the other have been set as priorities by the Ministry of National Education, to be replicated on all levels of teacher training. Balancing both of these areas depends to a large extent on the specific needs of the participants, the technical resources available in their teaching contexts, administrative constraints on conducting technology-enhanced instruction and the like.

Taking into account the above, there is sound justification for *Teaching English with Technology* to try to satisfy both strands of ICT use in teacher's work. On the one hand, research articles and Internet lesson ideas set trends and show the application of online resources in the actual language teaching process. It is hoped that replicating the process described or applying the sample materials published gives TEwT readers a chance to add a new dimension to their instruction. On the other hand, the contributions to "A Word from a Techie" section still attempt to satisfy the need for hands-on ICT training, described conveniently in a step-by-step fashion.

The current issue of TEwT is the realisation of all the processes and decisions outlined above. To start with, the article "An exploratory study of Jordanian EFL students' perceptions of their use of the Internet" by a group of Jordanian researchers, Abdallah Ahmad Baniabdelrahman, Ruba Fahmi Bataineh and Rula Fahmi Bataineh, presents the application of statistical research into investigating the uses of the Internet.

Another contribution in the new section "Language Labs" by Christopher Alexander (University of Cyprus) provides a comprehensive coverage of key trends in language-lab historical development till the present day, focusing on such issues as language-lab advancement, implications of behaviourism and constructivism, autonomy as a construct, the digital revolution, and modern language-lab services.

The Internet lesson plans section features the contribution by the humble undersigned, Jarek Krajka (Maria Curie-Sklodowska University, Poland), showing a series of Internet-assisted lesson units designed for intermediate learners.

As regards A Word from a Techie section, Ferit Kilickaya from Middle East Technical University, Turkey, explores the opportunities of retrieving Internet materials of various kinds for later usage in EFL materials development, not only images and text, but also, more importantly, Flash animations and entire websites.

It is hoped that a rich mix of ideas, problems tackled and solutions proposed will inspire the readers of *Teaching English with Technology* to their own undertakings as far as the implementation of computer technology in ELT is concerned.

I wish you good reading.