

From the Editor

by Jarek Krajka

Division of Applied Linguistics,
Maria Curie-Skłodowska University,
Lublin, Poland
jarek.krajka @ wp.pl

Together with the current issue we mark the opening of the 10th year of publication of *Teaching English with Technology, A Journal for the Teachers of English*. Much has changed since January 2001 when we prepared the first issue for publication, mainly in terms of the role of CALL in the higher education system and foreign language teacher training.

It is promising to see how Computer-Assisted Language Learning as the area of research and practical applications is flourishing, with more and more new handbooks published, more and more new journals coming into existence and an increasing number of papers covering different aspects of the field. CALL has been integrated into university curricula in modern philologies to a considerable extent, with both basic ICT literacy training being catered for, mainly at the B.A. level, and more sophisticated CALL methodology usually dealt with at the graduate level. The integration of selected methods, procedures and activities in the language classroom has become the subject of research for students' individual projects and M.A. theses, thus contributing to the literature in the field.

The evidence for this process can be found in the current issue of the journal: on the one hand, the seminal article "Blended learning and its potential in expanding vocabulary knowledge: a case study" by Monika Pazio, Jagiellonian University, Cracow, Poland, reports the practical study aiming at investigating the effectiveness of the application of the blended approach to teaching a foreign language. In the design, the author blended within the face-to-face component asynchronous computer mediated communication in the form of e-mail exchanges between a native speaker of English and a Polish learner of English. The readers can follow the whole process, with the design of the study, the data and the sample materials. On the other hand, the Internet Lesson Plans sections contains two projects of graduate students from Maria Curie-Skłodowska University, Lublin, Poland, which exemplify the work undertaken into practising Web-based lesson design.

The other major contribution in the current issue of TEwT, "Digital games for English classrooms" by Nancy B. Sardone and Roberta Devlin-Scherer (Georgian Court University and Seton Hall University, New Jersey, USA, respectively), set in the context of the American

university, shows similarly high-profile application of CALL, exemplified by online digital games, in pre-service teacher education. The article describes the games played, highlights reactions of pre-service teachers and their students, as well as suggests ways inservice teachers can use games in the current curriculum.

The final contribution in the current issue is a review of *CALLing All Foreign Language Teachers: Computer-Assisted Language Learning in the Classroom* by our co-editor, Ferit Kiliçkaya, from Dept. of Foreign Language Education, Faculty of Education, Middle East Technical University, Ankara, Turkey. The book is an interesting introduction to the field, of great help both to novice language teachers willing to integrate technology into their classrooms, but also seasoned CALL practitioners.

We wish you good reading!