

FROM THE EDITOR

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Teaching English with Technology, an international peer-reviewed journal for teachers of English as a foreign/second language, presents its readers with another issue, thirty-first in the total count. As usual, we are trying to reflect the current trends in Computer-Assisted Language Learning, making an attempt to bring together both new developments in the era and well-established classroom practices.

The expectations of contemporary students, being more and more ‘digital natives’ (to use Mark Prensky’s famous catch-phrase), enforce teachers, still ‘digital immigrants’ to a large extent, to integrate some of the strategies, tools and procedures used by them in everyday life into the language classroom. Effective exploitation of familiar Information and Communication Technology tools for language development seems to be central to maintain students’ interest in the use of the Web as a teaching medium. It is crucial especially taking into account the fact that the very ‘wow factor’ of the Web itself seems to be largely gone. On the other hand, the implementation of various state-of-the-art technological solutions to create new learning environments is another direction which might need to be pursued by the language teachers of today.

The first issue is addressed in the article contribution by Lilian Farag Allah entitled “Electronic feedback: is it beneficial for second language writers?”. The author reflects on the pedagogical implications of feedback delivered electronically, without being confined to a particular software solution, but rather touching upon the fundamental issue itself. It seems that the well-known word-processing solutions such as Microsoft Word or OpenOffice Writer will be successfully exploited for administering meaningful feedback thanks to the set of useful guidelines included in the article.

The need to promote authoring to create more effective virtual learning environments is in the focus of the contribution of Journal’s co-editor, Christopher Alexander, who makes a detailed presentation of LAMS (Learning Activity Management System), the software solution likely to find large-scale educational applications equivalent to Blackboard or Moodle. Thanks to the comprehensive discussion of features and opportunities of the system,

one may develop the awareness of the characteristics of the learning process mediated by LAMS.

The established practices in Computer-Assisted Language Learning, namely using the Internet websites as a medium for instruction, are in the centre of attention of Agnieszka Penar. The author contributes a series of Web-based lesson plans forming an ESP supplement to an existing coursebook, thus showing the possibilities of materials adaptation with the use of the Web.

Finally, Bin Zou in the Software section brings us up-to-date with new developments in the area of software, in the review “Using *EASE: Seminar Skills 1: Presentations* to improve presentation skills”. The necessity to develop oral skills of learners, so vital in the academic setting, can be developed with this series of interactive CD-ROMs. The reviewer takes a closer look at how this self-study program may help students develop speaking skills in giving presentations in English for academic purposes.

As usual, the editorial board hopes that the range and quality of the contributions will be highly satisfactory both for practising teachers and CALL researchers. We wish you good reading!