FROM THE EDITOR

by **Jarosław Krajka**

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The seventeenth year of publication of *Teaching English with Technology* opens up with a new issue that contains a rich mix of approaches to and techniques of Computer-Assisted Language Learning. Together with the development of mobile technologies, we see more and more emphasis on mobile applications, mobility and openness, social networking, which are exploited in computer-mediated procedures and scenarios. Some of the "old" applications of CALL, such as computer-mediated communication, corpora or online multimedia, get their new life with cutting-edge technologies through virtual worlds, online messengers or mobile platforms. Many problems still demand attention with new generations of teachers and learners, for instance, what attitudes they have towards technology use in the classroom, what preferences for technology use they display and how they expect them to be implemented in foreign language instruction, or what technical skills need to be developed for a more successful participation in technology-mediated instruction.

These and many other issues are addressed in this month's articles, as usual, presenting a global mixture of authors coming from higher education institutions from the USA, Korea, Iran, Indonesia and Poland. To start with, David Kent from Korea makes a detailed discussion of pedagogical affordances and instructional strategies of using VoiceThread, an asynchronous online tool and associated mobile application for conducting audio conversations. It is especially interesting to see techniques essential for monitoring, producing, and guiding effective VoiceThread development through inclusion of specifically developed resources.

Computer-mediated communication is also the area of the second article in this issue, "L2 (Im)Politeness in the Synchronous Chat of Elementary School Learners" by Craig D. Howard and Jaewoo Do from the USA. The authors collected massive amounts of data from out-of-school gameplay chat in a virtual environment designed for elementary school learners. As their results suggest, learners can express pragmatic miscues to interlocutors in the media of synchronous chat.

Dominik Kudła addresses the question of translator training in his contribution entitled "Application of the Localisation Platform Crowdin in Translator Education". As the argument of the author goes, the online localisation platform Crowdin can be effectively used for the education of the future translators at universities and in private courses or workshops, on a par with commercial CAT software.

Data-Driven Learning is the topic of the next contribution, "Selecting and Creating a Word List for English Language Teaching" by Deny A. Kwary and Jurianto from Indonesia. The authors revisit the General Service List, proving that teachers should use freely available concordancers to create their own personalized and comprehensive wordlists.

In another contribution pertaining to virtual worlds and Second Life, Mariusz Kruk from Poland investigates student teachers' perceptions of Second Life as a language learning and teaching environment. The students perceived the use of Second Life to be beneficial for communication in English. The virtual world was found as a great source of the target language vocabulary and a useful resource while practicing writing skills and learning new words and phrases.

Finally, this month's issue of the Journal is concluded with a review of a popular mobile application Duolingo written by Musa Nushi and Mohamad Hosein Eqbali from Iran. The reviewers outline its strong and weak points and give recommendations for teachers, learners and parents.

We wish you good reading!