

FROM THE EDITOR

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While computer technology has established its rightful place in a foreign language classroom, no longer being viewed as a novelty, an extra or a resource exerting a ‘wow factor’, it cannot pass unnoticed that the specific implementations of computer technology have been changing over the years of publication of *Teaching English with Technology*. Computer-Mediated Communication, e-learning or Internet-based language teaching are giving floor to m-learning, telecollaboration via social networking portals or virtual worlds. More and more powerful computers, more accessible smartphones and lower Internet transfer rates make learning in virtual worlds or mobile applications much more frequent than before. It is inevitable that also greater research interest will be devoted to these forms of Computer-Assisted Language Learning.

Thus, the publication strand from the January issue of *Teaching English with Technology* is continued in two different dimensions – on the one hand, we can see further explorations of the new subbranches of CALL mentioned above. It is useful to note that especially with Second Life we are moving from tutorial-based articles to more theoretical deliberations over the philosophy of learning underlying educational applications of SL. At the same time, well-developed studies into the application of MALL in the foreign language classroom clearly demonstrate the potential of such BYOD instruction (Bring Your Own Device) for language learning and teaching purposes.

The other publication strand, continued throughout a number of issues so far and quite visible also in the current volume, is expansion of technology-assisted instruction to all areas of the world. We are more than happy to welcome articles from Indonesia, Ecuador, Iran, Turkey and Poland, as we strongly believe that such a diversification of views on the role of computer technology in the FLT classroom will ensure constant interest of our readers.

In this month’s issue of *TEwT* **Anna Turula** (Cracow, Poland) explores a well-known concept of learner autonomy, showing its new manifestation in a course run in a social networking environment *Italki*. The author concludes that learner autonomy is fostered by

new learning tendencies and technological affordances of the new media, and it can be both self- and other-regulated, yet in its nature is determined by individual learner issues, motives and attitudes.

On a MALL note, **Farzaneh Khodabandeh, Jalal ed-din Alian and Hassan Soleimani** (Tehran, Iran) investigated the effect of mobile assisted language learning tasks (MALL) on participants' English grammar learning, realised within the framework of Task-Based Learning. The study concluded that sharing tasks in virtual networks can have positive results for language learning, specifically grammar learning.

“Using the *Second Life* Digital Environment for FL Education: A Postmodern Perspective” by **Levent Uzun** (Bursa, Turkey) puts forward Second Life as a useful model to focus on and investigate in order to derive some theoretical and practical guidelines and conclusions that will be consistent with all philosophies, applications, stakeholders, instruments, and conditions in educational settings in the current age of technology and in the future.

Referring to m-learning in an Indonesian context, **Priyatno Ardi** (Yogyakarta) highlights the opportunities created by *Schoology* m-learning platform, a social networking learning management system, for facilitating the exercise of autonomy in English language learning. The study reports how *Schoology* m-learning platform fostered learner autonomy in an EAP class at an Indonesian higher education.

Research on teacher technology use has been the topic of the article “Exploring the Use of Educational Technology in EFL Teaching: A Case Study of Primary Education in the South Region of Ecuador”. **Lida Solano, Paola Cabrera, Eva Ulehlova and Verónica Espinoza** show that technology is not commonly used in state schools of the south region of Ecuador and, if used, it is not adequately applied. Thus, the study calls for teacher trainers to work out methods of integration of technology tools with appropriate teaching strategies in EFL classrooms.

Finally, **Mohsen Ebrahimzadeh and Sepideh Alavi** examined the effect of a commercial digital video game on high school students' language learning motivation. Results indicated a significant language learning motivation increase over time. According to the authors, the use of commercial digital video games can help enhance high school students' language learning motivation.

We wish you good reading!