

## FROM THE EDITOR

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What is the future of CALL? The question posed at the beginning of the century by Mark Warschauer, Stephen Bax and many other scholars sparked a lot of interest, with suggestions ranging from Artificial Intelligence, virtual worlds, blended learning, digital whiteboard-enhanced pedagogy to normalized, invisible, technology-enhanced language teaching. Looking at the current issue of *Teaching English with Technology, A Journal for Teachers of English*, we can most probably give a different answer – the future of CALL seems to be, at least in the current moment, mobile-based learning in social media contexts. The amount of research into mobile-assisted language learning and the number of mobile apps for language learning start to prevail over more traditional computer-based programs. The traditional learning setup of lessons conducted in a language lab is more and more often replaced by BYOD (Bring Your Own Devices) smartphone-based instructional contexts. Opportunities for seamless integration of clickers such as *Kahoot!* in different moments of language lessons and increased interaction via social media (mainly *Facebook*) to maximize authentic language exchanges are shaping the language education of today.

At the same time, the future of CALL may be MALL-based virtual and augmented reality. Rather than virtual worlds such as *Second Life*, which seems to have lost at least some of its initial appeal, the availability of smartphones integrated with AR/VR devices opens interesting opportunities for language education. As the article by **Euan Bonner** (Japan) and **Hayo Reinders** (New Zealand) proves, a number of practical tasks and activities can be redefined and can be given a new dimension by the use of AR/VR.

The current issue of our Journal goes abreast with the focus on mobile use and social media interaction in language instruction. To start with, **Félix David Estrella Ibarra** from Ecuador shows how the use of *Facebook* for writing practice helps reduce the level of stress and anxiety while working online as well as lower students' affective filter.

The use of mobile devices with student response systems (also known as clickers) has been addressed in the article by **Mehmet Asmalı** from Turkey. The author showed how a 10-

week implementation of *Kahoot!* with the students of tourism and hospitality in the experimental group resulted in their better performance in comparison to the ones who responded to the same quiz questions without using *Kahoot!*.

“Investigating EFL Learners’ Perspectives on Vocabulary Learning Experiences through Smartphone Applications” by **Saman Ebadi** and **Saba Bashiri** from Iran reports upon the study which examined the effects of learners’ proficiency level and gender differences with regards to the use of the *Vocabulary Flashcards 2016* application. The users held favourable attitudes towards the application because it influenced their learning positively and provided them with both form and meaning-focused instruction, but they were dissatisfied with the app’s levels and authenticity.

A more general perspective on mobile language learning can be found in the contribution by **Natalia Mospan** from Ukraine, who investigated how university learners from Poland and Ukraine perceive effectiveness of mobile devices in the process of teaching and learning English.

The way modern technologies are to be integrated with regular classroom instruction is the topic addressed by **Lantip Diat Prasajo, Amirul Mukminin, Akhmad Habibi, Lenny Marzulina, Muhammad Sirozi, and Kasinyo Harto** (Indonesia). The authors examined the extent of ICT integration used by student teachers from a public university, concluding that despite good competency levels, experience in the use of technology and beliefs in benefits of technology-enhanced learning, language instructors still do not sufficiently integrate ICT in their teaching practices due to inadequate provision of technology.

“The effect of CALL-based tasks on EFL learners’ grammar learning” by **Jalal ed-din Alian, Farzaneh Khodabandeh, and Hassan Soleimani** from Iran shows how important it is to design CALL tasks in a proper way so that they have a motivating power and can trigger positive attitudes toward language learning. Computers made opportunities for participants to present various tasks enthusiastically, which led to increased practice opportunities.

Finally, motivation of learners was also addressed in a contribution “Nonlinear Dynamic Motivation-oriented Telecollaborative Model of Language Learning via Formulaic Sequences to Foster Learner Autonomy by **Akbar Bahari** (Iran). Empirical verification of a model of dynamic conceptualization of language learning in CALL context indicated improvement and confirmed effectiveness of NDM-oriented telecollaborative model’s strategies at sociolinguistic, ethnolinguistic, and psycholinguistic levels.

We wish you good reading!