

FROM THE EDITOR

by **Jarosław Krajka**

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After one thematic issue devoted to technology-mediated task-based language learning, a highly successful and important one, we are happy to provide our readership with another regular issue of our Journal. Before I make an overview of the particular articles we have managed to collect, I would like to make a few remarks on the current state of *TEwT*. Most notably, I would like to express my apologies to our authors for sometimes relatively long period to get the reviewing outcome. We do have a number of articles in our publication queue, thematic issues such as the last one slightly disrupt the standard publishing timeline, and it may be the case that prospective authors will hear from us not earlier than after six months from the article's submission. *TEwT*'s editorial assistant, Ms. Kamila Burzyńska, is doing a tremendous job to make sure submissions are properly tracked and dispatched for review. In any case, however, prospective authors are kindly encouraged to send a reminder either to Kamila or to myself, and we will be happy to provide them with the update on the submission.

At the same time, we are doing great efforts to seek new reviewers, encourage submissions and improve the Journal's quality even more. It is my pleasure to welcome Mr Hussein Meihami as a social media assistant and thank Hussein for the work already done on LinkedIn. Constantly increasing number of followers, new applications for reviewers, all indicate great need for promotion of *Teaching English with Technology* using the social media channels.

The current issue of the Journal opens up with a discussion of the effect of corrective feedback modes on developing students' writing proficiency, undertaken by Sabah Ibrahim Al-Olimat and Ali Farhan AbuSeileek from Jordan. The authors reveal that there were significant differences between the mean scores of the control group and the experimental groups due to the method of teaching in favor of the experimental groups which received corrective feedback. Furthermore, the findings revealed that there was a significant effect for the mean scores between teachers' feedback, students' feedback or both, in favor of both where students received corrective feedback from their peers and the teacher.

Seyed Abdollah Shahrokni and Leila Sadeqjoola, in their article entitled “Iranian EFL teachers’ perception, familiarity and use of Web 2.0 tools in TEFL”, attempt to assess the extent to which Web 2.0 tools have become normalised in the EFL teachers’ practice. Quite surprisingly, even though most respondents consider computerized tools to be effective in the teaching-learning process, they exhibited low degrees of familiarity and use towards the technologies under investigation.

“Skype-based English activities: A case for compelling input? Correlational changes before and after Skype exchanges” by David Ockert (Japan) reports upon an attempt to investigate the impact of a series of Skype exchange activities with students in Australia on Japanese elementary school students’ affective variables toward EFL. As it turned out, Skype-based language activities did provide input that is not only comprehensible, but, more importantly, compelling as well.

In the next contribution, Krzysztof Michalak (Poland) describes the way in which online translation platforms can facilitate the process of training translators, taking *Zooniverse*, a website hosting a variety of citizen science projects in which everyone can take part, as an example. Apart from the discussion of advantages and drawbacks of *Zooniverse*, the article contains also ideas for practical implementation of the platform in translator education.

The present issue concludes with two book reviews: Mahmoud Abdi Tabari (USA) reviews *Crafting Digital Writing Composing Texts Across Media and Genres* written by Troy Hicks and published by Heinemann, while Kamila Burzyńska (Poland) makes an overview of *Developing Online Language Teaching. Research-Based Pedagogies and Reflective Practices*, edited by Regine Hampel and Ursula Stickler and published by Palgrave Macmillan.

We wish you good reading!