

FROM THE EDITOR

by **Jarosław Krajka**

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With the current issue of *Teaching English with Technology, A Journal for Teachers of English*, I am proud to present the international readership with the selected works of Polish scholars dealing with Computer-Assisted Language Learning at higher education institutions in two major Polish academic cities, Cracow and Lublin. The Polish CALL community, though not very numerous, is extremely active at organising annual PL-CALL conference (first two editions in 2013 and 2014 in Warsaw, then next two in 2015 and 2016 in Cracow – Anna Turula), publishing TEwT journal (Jarosław Krajka, Kamila Burzyńska), participating in technology-related projects (Małgorzata Kurek, Elżbieta Gajek) or conducting CALL and e-learning consulting and Moodle management (Przemysław Stencel, Tomasz Walasek). Quite a few Polish CALL scholars are active at investigating particular aspects of technology-enhanced language acquisition – Włodzimierz Sobkowiak dealing with CALL and Second Life in pronunciation instruction, Krzysztof Kotuła researching language acquisition in a gaming environment, Agnieszka Leńko-Szymańska interested in corpus linguistics, Przemysław Krakowian undertaking studies of computer-assisted assessment, Mariusz Marczak investigating translator education in the cloud, Marcin Kleban involved in research into technology use in rural areas, Wojciech Malec dealing with language acquisition via authored e-learning platform or Anna Turula investigating digital language learners, to name just a few.

It is my great pleasure to see how the initial support of The British Council Sprite (then ICT for teachers) projects, headed by Aidan Thorne followed by Wojciech Drajerczak, led to development of CALL studies in Poland, manifested in digital teacher training specialisations at English departments at a number of Polish universities, robust sections devoted to CALL in Poland-based EFL magazines such as *The Teacher* or *Języki Obce w Szkole*, participation in a number of CALL projects with European partners (for instance, ClipFlair, CEFcult, Social media and language learning, LangOER, INTENT). With a number of Ph.D. theses in CALL well under way in Poznań, Warsaw, Cracow and Lublin, the

Polish CALL community is bound to grow to better serve the needs of language teachers at home and abroad.

This issue of *Teaching English with Technology* features three papers presented at the 2015 PL-CALL conference in Cracow. Ewa Zarzycka-Piskorz undertakes the topic of gamification in language learning, asking an interesting question “Kahoot It or Not?” The author aimed at investigating the role of the popular online game tool in fostering grammar acquisition. In the next paper, Krzysztof Kotuła explores the ways language instructors teach with a synchronous multimodal setup (Skype), reporting on research which evaluated how over 120 teachers use technologies to enable them to work in distance learning contexts. Finally, Anna Turula asks another important question, namely, “What the Good Digital Language Learner Can Teach Us?” The study gives a number of insights into how learners augment their language education with the use of the new media as well as show areas in which they still need the assistance of the (digital) teacher.

Another paper, “The Effect of Technology Integration on High School Students’ Literacy Achievement” by Kara Robinson, presents a critical overview of current research into the role of technology integration in high school students’ literacy achievement. The author identifies the gaps within the research through comprehensive analysis and explores the challenges faced by more and less tech-savvy educators.

In quite a novel strand of research, Jason Byrne uses Google Analytics data collected from two EFL learning mobile apps, gathered over a five month period from more than 6,000 cities worldwide. The analysis of big data allows the author to provide a sample of actual user behaviour and prove that independent study is the main form of MALL activity.

Flipped classroom, and in particular flipped teacher development, is the topic undertaken in their contribution by Rafiza Abdul Razak, Dalwinder Kaur, Siti Hajar Halili and Zahri Ramlan. The authors propose an implementation framework of flipped professional development program, integrating theories of Zone Proximal Teacher Development (ZPTD) and revised Bloom’s Taxonomy.

Finally, computer-aided assessment is the topic of the book “Assessment in Online and Blended Learning Environments” reviewed by Ferit Kılıçkaya. This important 2015 publication brings together both theoretical and practical information on how assessment in online and blended learning environments can be conducted.

I wish you good reading!