

FROM THE EDITOR

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What makes a good journal? Out of a number of possible characteristics, I think one is particularly worth mentioning – the ability to stimulate academic discourse. In this issue of *Teaching English with Technology* we can find a commentary on one of the previously published articles. The commentary can be critical but, definitely, it is an opportunity to reflect more on the original research, estimate its applicability in some other contexts or evaluate the validity of the claims made. We hope in the future more and more such discussions will get started as this will only help to make our Journal an even more important publishing venue for the CALL profession.

Thus, in the present issue the article entitled “One-time treatment for incidental vocabulary learning: call for discontinuation” by Stan Bogdanov from Bulgaria makes a critical review of Ali Karakaş and Arif Sariçoban’s “The impact of watching subtitled animated cartoons on incidental vocabulary learning of ELT students”, which was published in volume 12, issue 4 of TEwT (<http://www.tewtjournal.org/VOL%2012/ISSUE4/ARTICLE1.pdf>). Stan reviews the validity of one-time intervention in vocabulary acquisition, advocating devoting greater attention to research design validity.

The opening article of this issue, “Between deference and demeanor: The outstanding mind in online collaboration contexts. Some insights based on the five-factor model of personality traits” by Anna Turula from Poland, looks at the problem of how individual differences, and learning styles in particular, can be catered for in online collaborative projects. As the study concludes, the teacher needs to skillfully mingle groupwork and individual activities, as well as carefully choose tasks so that they foster genuine collaboration.

Another article also addresses the issue of online collaboration, taking a closer look at wikis as a learning environment. Salomi Papadima-Sophocleous and Christina Yerou from Cyprus decided to explore students’ perceptions regarding the use of wikis in English for

Specific Academic Purposes instruction, concluding that the wiki experience was positive overall, even though a number of problems and pitfalls were recorded in the course of the study.

The use of computers in language assessment is the main topic of the article “Computer-assisted assessment: Highlights and challenges” by Soheila Tahmasebi from Iran and Ali Rahimi from Turkey. The study points to the possibility of using computer-assisted assessment as an alternative to the present mainstream testing system.

Finally, this issue closes with the review of *U.S.A. Learns* online software written by Abir El Shaban from the USA. The review provides a general description of the software and then evaluates it in terms of the pedagogical framework provided by Cummins, Brown, and Sayers (2007).

I wish you good reading and I encourage you to comment on articles in further issues of *Teaching English with Technology*!

Reference

Cummins, J., Brown, K., & Sayers, D. (2007). *Literacy, Technology, and Diversity: Teaching for Success in Changing Times*. Boston: Pearson Education, Inc.