FROM THE EDITOR

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Revisiting well-tried procedures and tapping into established approaches in the area of Computer-Assisted Language Learning might be frowned at as not 'innovative enough'. There is a frequent assumption that equates CALL methodology with 'newness' – new technologies, new tools, new online services. Many researchers desperately strive for this newness, trying to find constantly novel applications to locate their research in.

However, many 'old' CALL procedures, the ones introduced some 5 or 10 years ago, still need further empirical studies in various methodological designs in order to truly verify the effect that those specific digital environments have on the learning outcomes. As evidenced in this issue of our Journal, the continuous interest in such familiar technologies as wikis or concordancers will still find its place to international CALL audience, given, of course, innovative research design and careful methodology.

At the same time, finding new applications and implementing them in classroom experimentation is an inevitable process, leading to enlarging the language teacher's toolkit. Such novel uses of technology as Backchanneling (this issue) or Touch-based Language Learning (January issue) open up new instructional opportunities in the area of educational technology.

Thus, the current issue of *Teaching English with Technology* starts with an article by Ahmed A. Al Khateeb from University of Southhampton (UK) entitled "Wikis in EFL writing classes in Saudi Arabia: identifying instructors' reflections on merits, demerits and implementation." The author integrated wiki-mediated collaborative tasks with standard writing instruction, and collected instructors' reflections on such an approach to teaching writing.

On a slightly different note, Danuta Nowak from The Catholic University of Lublin (Poland) tackles an ever-important problem of copyright of online materials. The author reviews copyright restrictions in different countries and gives advice on how to become involved in digital materials development within the fair use of Web content. The article contains sample picture-based materials prepared in accordance with the procedures outlined by the author.

Jenell Krishnan and Elizabeth Poleon (State University of New York at Fredonia, USA) introduce the notion of backchanneling as an innovative technology to promote student engagement and low-risk participation. The technology is implemented in an English 11 classroom struggling with the reading of Shakespeare's *Macbeth*. It seems such a combination of state-of-the-art delivery method with canonical content should guarantee greater involvement of students.

Finally, Sanja Marinov from the University of Split (Croatia) takes our readers step by step through a highly elaborate study design in which ESP students were trained in using a small ad-hoc specialised corpus in linguistic investigations. The paper is particularly noteworthy for its comprehensive coverage of a great variety of corpus uses and a systematic training procedure.

We wish you a good reading!