

## **FROM THE EDITOR**

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This month's editorial will start with a reflection on the place of Computer-Assisted Language Learning in the wider perspective of applied linguistics. In Poland we are currently experiencing a heated debate on the crisis of humanities, with a significant decrease in the number of students of faculties of humanities at universities, with complaints that humanities scholars are too constrained in their research efforts and too locally focused to gain a wider international recognition, finally, with unclear perspective of governmental funding and apparent staff reductions and faculty closings. However, out of humanities applied linguistics, reinforced by Computer-Assisted Language Learning, shines as a notable exception in this gloomy picture. With fairly stable figures of enrolled students and a safe funding perspective, applied linguistics is a perfect example of a research sphere well adaptable to the changing needs of the job market, while drawing from the particular disciplines it is at the intersection of (information technology, theoretical linguistics, social sciences, experimental psychology, neurolinguistics, and a number of others).

At the same time, Computer-Assisted Language Learning is a discipline that strives to solve global language learning problems based on locally researched solutions. Thus, the notion of 'glocal' is a perfect embodiment of the approach adopted in *Teaching English with Technology* to achieve proper international impact. While we are happy to accept papers recounting locally-investigated problems (e.g., Morocco, Poland and Iran in the current issue), we try very hard to make sure articles achieve a certain level of generalization in terms of their findings, to ensure a more relevant perspective to the majority of the Journal readers.

The current issue of *Teaching English with Technology* starts with an article "EFL Teachers' Knowledge of the Use and Development of Computer-Assisted Language Learning (CALL) Materials" by Reza Dashtestani from University of Tehran, Iran. With its multiple perspectives on CALL materials development, the paper attempts to unravel the current challenges and difficulties in enabling EFL teachers to acquire CALL materials development and

implementation skills.

In a similar vein yet from a different part of the globe, Brian Seilstad from Al Akhawayn University from Morocco explores varied approaches to the use of technology in language learning, with a special focus on grammar acquisition. As the study proves, grammar teachers employ a variety of pedagogical practices in their use of the CALL but the majority tends toward “tutorial” or “traditional” approach whereas only some of the practices employ the “authentic materials engagement” or “computer-mediated communication” approach.

Also the area of grammar instruction received a more specific research focus in the article “The Use of Internet Resources and Browser-Based Virtual Worlds in Teaching Grammar” by Mariusz Kruk from University of Zielona Góra, Poland. Throughout a well-documented study, the author investigates the effectiveness of using online activities and a browser-based virtual world in teaching the second conditional in English. The major finding, that the treatment students benefited from the instruction with the benefits being visible not only immediately after the treatment but also after four and eight weeks later, is a promising conclusion for similar research undertakings in the future.

Finally, Hassan Saleh Mahdi from Najran University, Saudi Arabia, raises the topic of contemporary research pathways in Computer-Mediated Communication. The author reviews the literature on the implementation of CMC in language learning, aiming at understanding how CMC environments have been implemented to foster language learning.

We wish you a good reading!