

FROM THE EDITOR

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The effect of computer use in diverse spheres of education needs constant exploration as new tools and processes come into being. While teachers look for new ways of enhancing foreign language instruction with Computer-Assisted Language Learning procedures, research is needed into learners' gains in terms of language proficiency on the one hand and their perceptions of newly acquired technology-enhanced strategies on the other.

At the same time, it is interesting to note how applications of CALL permeate foreign language education in various parts of the globe. Rather than continuing the well-known concept of Digital Divide, *Teaching English with Technology* strives to document different research attempts both in developed and developing countries. New methodological applications usually require new or revised research instruments, which are useful for the whole CALL community, and adaptation of existing tools or scenarios to new country contexts gives an interesting perspective on the procedures of materials adaptation.

The present issue of our Journal tries to respond to the two thematic strands described above. On the one hand, research into the effect of a computerized instructional program in the article of Bataineh and Bani Hani is complemented by investigation of learner perceptions of CALL in the same article as well as in the contributions of Kohnke and Karakas. As is proven by Bataineh and Bani Hani, teachers and students have positive attitudes towards computer use, and teachers are committed to computer use in language teaching, more so for those with a computer background. At the same time, Kohnke calls for greater training and awareness-building as regards information and knowledge of how to integrate CALL applications into learning and teaching. Finally, according to Karakas, learners mainly make use of computers for communication, learning, achievement and empowerment, however, their personal aspects, except for computer knowledge, related to computers, do not significantly affect the participants' motivational attitudes towards the use of computers.

The second sphere of interest in this issue of the Journal was to indicate diversity in the way CALL is conceptualized and implemented in different parts of the world. It is interesting to compare perceptions, practices and expectations towards computer use in Oman,

Jordan and Turkey, in order to gain fresh perspective on what CALL procedures might be most feasible and effective also in less technologically-advanced contexts.

The articles in the present issue are complemented by two reviews. A software review of *Study Skills Success* by Eman Elturki and Ibtesam Hussein draws our attention to the most appropriate ways of using CALL in developing English for Academic Purposes. Finally, Ferit Kiliçkaya reviews *WorldCALL: International Perspectives on Computer-Assisted Language Learning*, an important handbook of state-of-the-art research into applications and trends in computer use worldwide.

We wish you a good reading!