

FROM THE EDITORS

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Change, change, change. That's what readers of *Teaching English with Technology* must have noticed from the very start of this issue. The eleventh year of its existence is marked by major changes in everything that makes up our Journal.

Firstly, the new co-publisher. The International Association of Teachers of English as a Foreign Language – Polish branch, Computer Special Interest Group, the original publisher since 2001, was joined by the University of Nicosia (Cyprus) as a co-publisher. IATEFL Poland's support for the Journal was not to be underestimated. However, as a result of its non-profit nature, the organisation had to be complemented by other partners. My sincere thanks go here to all those people whose care about *Teaching English with Technology* led to the acceptance of the University of Nicosia as a co-publisher, and specifically to Jarosław Kawatek, Honorary President of IATEFL Poland and Ela Gajek, IATEFL Poland Computer SIG's coordinator.

Secondly, even more importantly, a new co-editor-in-chief. The humble undersigned was joined by TEwT's long-time contributor, then acting editor, Dr Chris Alexander, as a co-editor responsible for the entire Journal. I am truly grateful to Chris for inspiring me to continue the work on the Journal and for all his efforts put into the whole enterprise. But for Chris's commitment, my single-handed publishing voyage would have come to an end a long time ago.

Thirdly, TEwT friends and supporters. We invited a number of eminent researchers to join us in the reviewing and publishing process (Editorial Board) and help us by giving advice on the Journal's policy (Editorial Advisory Board). We are happy that such distinguished CALL personalities as Antonie Alm (New Zealand), Abdelmajid Bouziane (Morocco), Leanne Cameron (Australia), Maria Carmen Campoy Cubillo (Spain), Saadiyah Darus (Malaysia), Robert Debski (Poland), Elżbieta Gajek (Poland), James Leigh (Cyprus), Kristi Jauregi (the Netherlands), Maria Jose Luzon Marco (Spain), Anna Franca Plastina (Italy), Włodzimierz Sobkowiak (Poland), Vance Stevens (Abu Dhabi), Ursula Stickler (UK),

Michael Thomas (UK), Mark Warschauer (USA) and Shona Whyte (France) have agreed to guard the Journal's policy. At the same time, on the practical level, we are indebted to newly appointed members of the editorial board and acting reviewers: Katarzyna Alexander (Cyprus), Tita Beaven (UK), Stan Bogdanov (Bulgaria), James Dalziel (Australia), Eva Dobozy (Australia), Joy Lynn Egbert (USA), Alejandro Curado Fuentes (Spain), Jozsef Horvath (Hungary), Ferit Kilickaya (Turkey), Maria Kordaki (Greece), Vladimir Krasnopolsky (Ukraine), Spyros Papadakis (Greece), Salomi Papadima (Cyprus), Cornelia Tschichold (UK), Katarina Tuinamuana (Australia), Senem Yildiz (Turkey) and Katerina Zourou (Luxembourg). We are sure that with such a truly multicultural mixture of different backgrounds the articles published in *Teaching English with Technology* will prove even more relevant to a worldwide audience.

Fourthly, the website. Owing to the unbounded enthusiasm and resourcefulness of Chris Alexander, the Journal has been given what it has deserved since its beginning: a truly recognizable domain (<http://www.tewtjournal.org>), elegant website layout, state-of-the-art Content Management System and pdf conversion of archived papers. Readers can now easily find all the articles using either Current Issues for 2011-Past Issues link, or, alternatively, follow the Quick Listing Index and do a page keyword search throughout all the archived contributions. Thematically organised resources collected by the team at the University of Nicosia make *TEWTJournal.org* a true CALL repository, while the Members' area helps build a community around the Journal.

Fifthly, access. The very first idea behind starting a journal, conceived in late 2000, was to start publishing a free-of-charge CALL resource that would be a friendly publishing venue not only for researchers, but more importantly for practising language teachers. Thus, despite recent offers from publishing houses and electronic databases to make TEwT payable, we have strived very hard to raise its quality while retaining the open access character.

Sixthly, authors. This issue contains three articles and two lesson plans dealing with various aspects of the use of computers in the language classroom. "Corrective Feedback in a Computer-Mediated Communicative Context and the Development of Second Language Grammar" by Parisa Razagifard & Vida Razzaghifard is a report upon experimental study into the types of corrective feedback in CMC, justifying the primacy of metalinguistic feedback in comparison to recast feedback. The second article, "Using Videos of Students in the Classroom to Enhance Learner Autonomy" by Phyllis Wachob, is a useful guide to the intricacies of videotaping student performance in the classroom. Aleksandra Szymańska and Alicja Wujec Kaczmarek, in their contribution entitled "Reading Efficiency in Blended

Learning Context”, describe an experiment aiming to find out whether reading efficiency is higher when reading from printed material or from a computer screen and if the effectiveness of reading depends on the attitude towards a text presentation format. Finally, two lesson plans by Lucas Kohnke, developed using Gilly Salmon’s 5 step model in creating e-tivities, encourage learners to broaden their knowledge of the world while developing language skills.

Seventhly, readers. We count on readers, hoping they might find the resources published in our Journal useful, spreading the word, considering *Teaching English with Technology* as a prospective publishing venue for their own research findings and practical ideas.

We wish you good reading!