

## **FROM THE EDITOR**

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The current issue of *Teaching English with Technology* opens up the 12th year of its publication. With 40 issues published so far, TEwT has become an established publishing venue both for quality research into CALL as well as practical technology-related teaching materials. It is this dual focus that has been purposefully maintained as we believe that it is only through the effective blend of research and classroom practice that Computer-Assisted Language Learning can become widespread in educational settings.

This issue sees as its important theme the exploration of attitudes of learners towards computer-based environments. Set in two distant parts of the world, namely Japan and Saudi Arabia, the two articles in the current issue examine the reality of computer-based learning as far as attitudes towards CALL, perceptions of ability and frequency of technology use are concerned. It is hoped that through such exploratory studies CALL researchers will be able to understand better learning contexts and learner needs.

“The Net Generation in Japan: a survey of Internet behaviours of students aged 13-21” by Keith Taynton examines the reality of the Net Generation as regards technology ownership, frequency of use, and perceptions of ability, frequency and type of use of the Internet and use and perceptions of institution websites. As the conclusion goes, Net-Geners tend to own a lot of Internet-connected technology, especially mobile devices, are familiar with and frequently use the Internet, and perceive themselves competent to do so. However, their use is mostly for entertainment and not for learning or content creation.

In the article “A pilot study on the potential use of Tomatis method to improve L2 reading fluency” Peter Tze-Ming Chou proves the Tomatis Method helps participants improve their reading fluency as well as increase the levels of confidence and motivation when learning the target language. Participants had significant improvements in the areas of fluency, tone, stress, and intelligibility, even though there was not a significant improvement in pronunciation.

“An innovative alternative to providing writing feedback on students’ essays” by Yvonne T.A. Hynson is a recount of practical teaching experience into the use of screen casts with Elementary English language learners for writing feedback and peer learning. As a result, accuracy improved, students were more engaged in redrafting and all the students started passing their final writing assessments. As well as allowing greater autonomous learning and increasing peer learning, it has been observed that screen cast-based methodology actually reduces the teacher’s work load and is as efficient as audio or handwritten feedback.

“Attitudes of students at Saudi Arabia’s industrial colleges toward Computer-Assisted Language Learning (CALL)” by Sultan A. M. Arishi aimed at identifying attitudes toward CALL of students of English as a foreign language (EFL) at industrial colleges in Saudi Arabia. As is reported by the study, learners had positive attitudes toward CALL, and a slight correlation was found between this variable and the students’ attitudes toward CALL. This was so even though other variables, such as students’ background knowledge of English, ownership of a computer, and their computer knowledge, were found to be irrelevant to their attitudes toward CALL.

We wish you good reading!