

## FROM THE EDITOR

by Jarek Krajka

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With the current issue of *Teaching English with Technology, A Journal for Teachers of English*, the editorial team would like to mark the closing of the eighth year of its existence. During this time 33 issues have been published, each with 4-6 contributions of different types. It seems that the diversity in publication type on the one hand, and the varied author profile on the other, constitutes the greatest strength of the Journal distinguishing it from more scholarly publications in the field. Publishing a whole range of contributions, from fully-fledged articles, through practical technology tutorials, software and website reviews to technology-enhanced lesson plans, gives the readers the opportunity to become authors and share the findings of their work on different levels.

This heterogeneity of articles is in line with a similarly varied author profile – the Journal has seen articles by university researchers and lecturers, technology trainers, practising language teachers, but also graduates presenting the major findings of their M.A. or Ph.D. theses. As such, our Journal is the meeting point for language specialists interested in educational technology, however, coming from different backgrounds and relating the contents to various teaching contexts. It needs to be stressed that this predominantly open character of the Journal is carefully maintained in the reviewing process – contributions are reviewed in view of meeting standards for a specific Journal column, thus, practical lesson plans, for instance, conform to a completely different set of requirements as compared to research articles.

Writing the above, on behalf of the editorial and reviewing team, I would like to stress a highly democratic character of the Journal, encouraging at the same time readers to share their reflections and expertise of educational technology by submitting manuscripts for publication in prospective issues of *Teaching English with Technology*.

This issue features the article “Unpacking L2 writing responses: A corpus-based study on teacher feedback to student writing” by Tamás Merckle from University of Pécs, Hungary. The paper reports researcher’s investigation of a new area of Data-Driven Learning, namely the creation of a corpus of teacher language as reflection of strategies of feedback giving.

The Language Lab section continues coverage of LAMS (Learning Activity Management System), a new learning environment rapidly gaining ground in language

teaching institutions all over the world. This time, Lorna Burns from Barnet College (London) reflects on the issue of Learning Design and shows the application of LAMS in teaching low-level adult learners.

The Journal contains also lesson plans, this time showing the use of real-time conferencing tools such as Skype and Instant Messaging software in developing oral communication. Kaja Fronczyk from Maria Curie-Skłodowska University (Lublin, Poland) shows the integration of online and offline work, as well as development of all language skills, in a sequence of three CMC lessons.

Finally, Galina Kavaliauskienė from Mykolas Romeris University, Vilnius, Lithuania, makes an investigation of podcasting in the ESP instruction at university level, presenting the results of a mini-research into the use of podcasts and giving a large number of practical hints concerning the organisation and management of such a podcast-assisted language course.

We wish you good reading!