

FROM THE EDITOR

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The current issue of *Teaching English with Technology, A Journal for Teachers of English*, already 45th in count, marks the opening of the thirteenth year of Journal's publication. I would like to devote this editorial to indicating some of the profound changes that have been taking place around *TEwT* recently.

Most importantly, the editorial team of *TEwT* got significant reinforcements on both sides, in Poland and in Cyprus. I would like to welcome at this point Kamila Burzyńska from Foreign Language Teacher Training College in Radom, Poland, who kindly agreed to volunteer her time and energy to act as an Assistant to the Editor. Kamila has taken over all the duties of managing articles on the whole process from initial submission through reviews, author redrafts, re-reviews, author re-redrafts up to the final shape. She has already showed her skills in this domain and we are sure her devotion will lead to greater professional value of our Journal.

On the other hand, the technical side of the Journal has greatly benefited from the work of Pooya Charmarai Tohidi (newly appointed *TEwT* technology editor), Gregoris Vishnumolakala and Christos Savva (*TEwT* site administrators). Thanks to these members of the Distance Learning IT Unit of the University of Cyprus the website of our Journal has become a real treasure trove of CALL-related resources in a number of spheres. Judging by the number of members of *TEwT* Journal website (<http://www.tewtjournal.org>), both the Journal and CALL resources have gained great popularity worldwide.

At the end of 2012 we also witnessed remarkable recognition of the Journal's academic prestige. During nation-wide journal accreditation by the Polish Ministry of Science and Higher Education *Teaching English with Technology* got the highest possible rank, 10 points on a 0-10 scale, in appreciation of its internalization, open access character, scientific merit of publications and transparent editorial and reviewing procedures. Taking into account the fact that very few journals got the highest rank, this great honour is at the same time an even greater challenge for

the editorial team, to make sure that this rating is maintained throughout prospective evaluation rounds.

This issue of *Teaching English with Technology* opens with the article entitled “The effects of using technology and the Internet on some Iranian EFL students’ perceptions of their communication classroom environment” by Nabi.A Ebrahimi, Zahra Eskandari and Ali Rahimi. The authors explored the effects of implementing a CALL framework on the students’ perceptions of their communication classroom environments, concluding that the CALL-informed communication class led to a learning environment that was perceived by students as more efficient and learner-centered.

On a more practical note, Thaddeus M. Niles reflects on course management software for delivering content electronically and managing collaborative coursework, either blending with face-to-face interactions or as the core of an entirely virtual classroom environment. In his article “Dropbox brings course management back to teachers” the author advocates the use of freely available Dropbox software over its more widely known commercial CMS competitors.

“Selecting an e-(text)book: evaluation criteria” by Mariusz Marczak is an attempt at proposing a repository of pre-use evaluation criteria for language teachers who wish to introduce e-books or e-textbooks to their own teaching practices. The author suggests a list of evaluation criteria pertaining to three aspects of an e-book: (i) layout and design; (ii) content and functionalities; and (iii) the reading device, file format and distribution, thus making an important step towards conceptualising e-books as language teaching resources.

Finally, Ali Farhan AbuSeileek and Ghaleb Rabab'ah report upon a study whose aim was to explore the discourse generated by English as a foreign language (EFL) learners using synchronous computer-mediated communication (CMC) as an approach to help English language learners to create social interaction in the classroom. The article “Discourse functions and vocabulary use in English language learners' synchronous Computer-Mediated Communication” revealed that gender played a major role in shaping the quantity of discourse (total words), lexical range (variety), and linguistic output (i.e., the quantity and type of discourse functions) that was generated using synchronous CMC mode.

We wish you good reading!