The current issue of *Teaching English with Technology* marks its jubilee – it was four years ago, in January 2001, that the first issue of the Journal was published. When the group of enthusiasts from IATEFL Poland Computer Special Interest Group, headed by the humble undersigned, decided to start a practical journal for English teachers, it was not envisaged that the demand for this specific type of publication would be unfading and constantly growing, leading to a steady flow of contributions maintaining both the continuity and proper quality. It has to be stressed that what was to make the Journal distinct from other existing publications was the highly practical nature, with the greater space devoted to ready-made lesson plans, classroom activities, tutorials, software and website reviews, which could be taken by teachers and implemented in a wide variety of contexts. Also, the authors have tried really hard to make the Journal as universal as possible in its impact, without reference to highly specific teaching contexts. It is hoped that with further contributions of the same kind, *Teaching English with Technology* will continue to provide a wide range of classroom solutions, demonstrating the practical implementations of technology enhancing the teaching process.

The current issue, already bearing number 20 in a total count, reflects a wide range of issues that could be of interest to teachers, with three leading themes: pronunciation, culture and writing. On the one hand, Wlodzimierz Sobkowiak, in his article "Pronunciation in EFL CALL", provides a thorough study of a variety of aspects involved in the exploitation of computer capacities for pronunciation instruction. Another article in the issue, "Language Teaching and Culture: Australian Language and Culture on the Web" by Renata Setmajer-Chylinski, outlines the basic models of integration of culture and language teaching for the development of linguistic and intercultural awareness, providing also a comprehensive review of Australian culture sites. Following the same line, Monika Nader makes a website review of British culture sites, demonstrating how varied authentic online materials can provide interesting input for language learning.

Two contributions in the Internet Lesson Plans section show the applications of ICT in the area of writing instruction: on the one hand, Bernardine McCreeeh encourages teachers to introduce the issue of limericks to practise students' awareness of rhythm in English, which is shown in a comprehensive lesson with offline and online activities. Similarly, Gavin Dudeney focuses on the creative writing on the Net, using a Web-based novel to improve IT and reading skills, as well as provide practice in collaborative writing.

It is hoped that this issue of *Teaching English with Technology* will be found useful by many teachers interested in enhancing their instruction with Information and Communication Technology.