

FROM THE EDITOR

by **Jarosław Krajka**

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The editorial for the October issue of *Teaching English with Technology* is a tribute paid to a very special person who has influenced the development of our Journal to a great extent. After six years of extremely devoted voluntary work, Kamila Burzyńska steps down as assistant to the editor of TEwT. Due to changes in her professional life Kamila is no longer able to devote so much time and energy to managing the Journal as she used to do over those years.

We are very honoured to have had this opportunity to work with Kamila. All our authors, reviewers and editors are equally amazed at the way she could manage submissions, oversee the reviewing process, keep track of how papers are revised to fit the high standards that we set for *Teaching English with Technology*. We can say without any doubt that reaching the current status of TEwT as a well-recognised and highly readable international journal, indexed in Scopus, ERIC, EBSCO, ERIHPlus, CEJSH, CEEOL, Index Copernicus and many others, is mainly thanks to the high editorial standards that Kamila established and put into work.

All the people who have had a chance to work with Kamila are well-aware of how her tactful yet strict approach has made the publication process smooth and undisturbed, largely facilitating the job of editors and guaranteeing timely publication of issues. Given the fact that our Journal is a quarterly, that was actually continuous work, virtually day and night.

We would like to take this opportunity to express our gratitude to Kamila for all she has done for the international CALL community over those six years and dedicate the last issue she has prepared to her. We are certain that the new editorial assistant, Marcin Mizak, Ph.D., from Maria Curie-Skłodowska University, Lublin, Poland, will keep up Kamila's great job and will follow the high standards to ensure proper management of such an important research enterprise. We wish Marcin much satisfaction in the new job, hoping to see his involvement as long and as intensive as Kamila's.

This issue of our Journal gives voice to the many places in which foreign languages are taught with the use of technology, showing how the local contexts may influence the

choice of technologies, their modes of classroom use, degree of implementation and rate of adoption. To start with, **Rastislav Metruk** (Slovakia) investigates the self-reported frequency of watching authentic English videos by university EFL students with the intent of practicing listening comprehension skills, showing how practicing listening outside classroom through viewing English videos proves to be beneficial to the development of their listening skills.

Bringing the reality of Oman to our readers, **Joseph Decena Dayag** reports on the results of a qualitative study aimed to shed light on the stakeholders' perception towards Virtual Learning Environments as well as the significant concerns and challenges encountered by EFL lecturers and their students on their actual use of VLEs in a higher education institution.

Implementing Blended Learning and Flipped Learning in the university setting is the topic tackled by **Noor A. Sulaiman** (Jordan). The study concludes pointing out what factors a teacher should take into account when introducing blended learning and flipped classroom models in the classroom.

The contribution by **Kewalin Angkananon** (Thailand) and **Mike Wald** (United Kingdom) investigated whether the innovation of online video media spoken in both Thai and English with appropriate subtitles improved English skills for new students in Business Computing at a Thai university. Learning online using video and subtitles proved to help Thai students learn English IT content better than just learning face-to-face with similar content. Thus, it can be concluded that English could be learnt by Thai students through teachers providing similar online video materials with subtitles for the content of other subjects as well as IT.

Finally, a report on teachers' digital literacy in a Japanese setting provided by **Travis Cote** and **Brett Milliner** demonstrates how the investigated English teachers were very confident using digital technology to support their teaching both inside and outside their classrooms, however, they recognised the importance of developing their digital literacies and they were actively pursuing advanced skills.

We wish you good reading!