FROM THE EDITOR

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Who could imagine that the world of education in general, and foreign language education in particular, will suddenly turn completely digital and online at the spur of the moment? This is what happened to much of the world in March and April, with school and university lockdowns due to COVID-19 pandemic and threat of virus spread. Overnight, millions of teachers all over the world had to shift to the online mode of teaching, seeking most usable software solutions, adapting their instructional approaches and methods to the affordances of the tools on the one hand and student capacity on the other. All of a sudden, it turns out how different faces of technology-assisted language teaching are needed: not only real-time videoconferencing lessons and shiny self-study interactive quizzes, but also slightly forgotten web-based activities like treasure hunts or WebQuests, which proved to be a successful solution for low-tech contexts. Even more surprisingly, educators turned back to the good old email, with mail-based instruction seen as a last resort in case of low-quality internet connection and inadequate provision of computers at students' homes.

The global pandemic and the resultant online education calls for well-tested and well-researched instructional procedures, presented in the form that is practical enough for language teachers to readily implement in their day-to-day teaching. This is what a practical-academic journal like *Teaching English with Technology* attempts to do, bridging CALL researchers and language teaching practitioners from all over the world together in a quest for viable educational solutions.

The April issue of our Journal, as usual, addresses a wide range of topics featuring prominent use of innovative computer-assisted teaching procedures. To start with, **Budianto Hamuddin, Fathu Rahman, Abidin Pammu, Yusring Sanusi Baso** and **Tatum Derin** (Indonesia) examine the phenomenon of cyberbullying in blog-based instruction, showing most frequent motives and recommending solutions. Quite interestingly, the research shows that cyberbullying in a foreign language may not always be malicious, but rather stem from a need for linguistic wordplay.

Another article from the same part of the world, "Challenging EFL students to read: digital reader response tasks to foster learner autonomy" by **Truly Almendo Pasaribu**, deals with the problem of learner autonomy in reading instruction. The study shows that digital reader response tasks in a Moodle-based reading class enabled learners to plan, execute and evaluate their own learning, motivated learners to engage in meaningful language learning experience and encouraged them to nurture social dimensions of autonomy.

Teacher training for teaching with technology is a topic tackled by **Natalia Góralczyk** (Poland) in her contribution "Identity and attitudes towards the past, present and future of student teachers in the Digital Teacher of English programme". It is interesting to see what effect an MA training programme specializing in English language teaching with technology exerts on its graduates' perceptions of identity and perceptions of their future career.

David Ockert (Japan) revisits international student telecollaborations via *Skype*, subjecting experimental data to renewed data processing procedures. The study shows the potential of *Skype*-based virtual exchanges for foreing language teaching, especially in Japan, while still warning teachers of potential problems and dangers of using this method and proposing ready-made solutions to them.

As if competing with previously mentioned Pasaribu's article about *Moodle*, "Effect of blended learning using Google Classroom on writing ability of EFL students across autonomy levels" by **Wahyu Diny Sujannah, Bambang Yudi Cahyono** and **Utari Praba Astuti** (Indonesia) shows its major competitor, *Google Classroom,* in action while teaching writing. The writing ability of the EFL students taught by blended learning via *Google Classroom* was better than that of the control group. Besides, the high autonomous EFL students outperformed the low autonomous EFL students in their writing ability.

Another popular educational tool, *Telegram*, is the environment in which the research into learning strategies, vocabulary acquisition and podcasting conducted by **Atefeh Elekaei, Hossein Heidari Tabrizi** and **Azizeh Chalak** (Iran) was framed. As the study revealed, the choice of cognitive strategy in podcasting-based instruction via *Telegram* significantly affected the level of vocabulary gain and retention. In other words, learners who applied more cognitive strategies had higher levels in vocabulary gain and retention.

The issue is concluded with a media review of *Storyjumper* online tool by **Chioma Ezeh** (USA). The author describes the functionalities, educational opportunities and potential drawbacks of the program, showing how interactive storytelling with *Storyjumper* can lead to successful use of translanguaging in the language classroom.

We wish you good reading and good health in those hard times!