

Editor's Message

The seventh year of publication of *Teaching English with Technology, A Journal for Teachers of English* opens with the new issue which starts to clearly demonstrate a change in the approach to educational technology in the foreign language classroom. Rather than instruct teachers in applications, the authors of TEwT ask higher order questions on the integration of technology in the language learning process, trying to illuminate the future opportunities for a technology-enhanced classroom. After the initial years of enthusiasm for ICT tools and services exhibited in articles and practical lesson outlines, the focus is shifting on investigating the underlying assumptions behind the integration of technology and language instruction.

This strand is demonstrated in the feature article "Asking useful questions: Goals, engagement, and differentiation in technology-enhanced language learning" by Joy Egbert. Joy's contribution underlines the importance of asking questions and formulating language classroom goals, proceeding to reflect on two related, essential strategies for language teaching and learning: engagement and differentiation. The argumentation is illustrated with examples of how technology can be used to engage and differentiate learners and support goal-centered learning.

In the contribution in the Internet Lesson Ideas section Galina Kavaliauskienė discusses a practical application of weblogging in English classes. A series of activities proposed take students through the whole procedure necessary for effective use of the tool in the language learning process, starting with the basics of setting up a weblog and proceeding to more advanced applications such as listening practice or a self-assessment essay.

Cristina Pennarola, in her contribution "English Language Learning on the (Hyper)Way: A guided tour of EFL websites", attempts to give insights into how English language learning websites shape students' learning. The analysis of a selection of free access EFL websites aims to ascertain to what extent the English language practice provided by the websites mirrors or deviates from online class procedures as well as from self-access materials such as books and CD-ROMs.

The other contribution in "On the Web" section, "Designing Web-based multimedia material" by Vida Zorko, contains a detailed description of the design of an ESP multimedia resource site. Based in the reality of English for Sociology, the author tries to indicate the possible developments of autonomous learning at a higher education institution.

Finally, Ferit Kiliçkaya describes the study exploring the effect of computer assisted language learning (CALL) on the undergraduate students' achievement on the TOEFL exam. The quasi-experimental research conducted showed that there was no statistically significant difference between the control and experimental group in overall scores and in the structure section. However, statistically significant differences were found in the reading and listening sections.

It is hoped that a rich mix of practical and theoretical, research and classroom contributions included in the present issue will serve diverse interests of wide readership.

I wish you good reading.