FROM THE EDITOR

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The current issue of *Teaching English with Technology* adopts a truly global perspective, focusing to a great extent on the issues in the implementation of different aspects of Computer-Assisted Language Learning and Teaching in diverse parts of the world. As it inevitably turns out, the problems and challenges that teachers and researchers willing to apply technology to assist language instruction are very different across the globe, even though technology-wise the world has become a much smaller place than it used to be even in the early days of the Internet 1.0 era.

This issue of the Journal opens up with the article "Open Educational Resources, ICT and Virtual Communities for Content and Language Integrated Learning" by Letizia Cinganotto and Daniela Cuccurullo. The authors describe how Open Educational Resources and digital tools have reshaped the educational landscape and how the opportunities they have offered for CLIL teachers and trainers resulted in increased interaction among teachers, building up virtual communities of practice and enhanced sharing of ideas and good practices.

"Planning Future Instructional Programs through Computerized L2 Dynamic Assessment" by Saman Ebadi and Abdulbaset Saeedian proves how learners with different zones of proximal development (ZPDs) require customized instructional programs to reflect their individualized needs. This customization can be achieved in the area of assessment by exploiting the power of computers to deliver Computerized Dynamic Assessment (C-DA).

Fariba Haghighi Irani and Azizeh Chalak address the problem of target language interaction in asynchronous learning environment. The investigation of the form and sequence of the questions and answers from a non-interventionist point of view proves the absence of the Initiation, Response and Feedback/Inquiry (IRFI) pattern in asynchronous environments and calls for careful design of instructional patterns according to the needs of the new contexts.

Another article in this issue, "Blended E-Learning as a Requirement for Teaching EFL in a Thai Academic Context" by Noparat Tananuraksakul, evaluates the extent to which

blended e-learning as required by an institution can motivate learners extrinsically to learn EFL and can enhance their positive attitudes towards foreign language learning. As it appeared from the study, required blended e-learning may not be the best teaching tool for all groups of EFL learners, as some might identify themselves with social media, especially Facebook, better.

Finally, Seyed Mohammad Alavi, Davood Borzabadi and Reza Dashtestani in their paper "Computer Literacy in Learning Academic English: Iranian EAP Students' and Instructors' Attitudes and Perspectives" report upon the perceptions of Iranian English for Academic Purposes students on their computer literacy levels. The participants perceived students' computer literacy levels as low and insufficient for the efficient implementation of CALL in EAP. The study pinpoints several constraints and barriers which would discourage EAP students from promoting their computer literacy and using computers for learning EAP.

I wish you good reading!