Editorial / Éditorial

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The first manuscript in this issue, *Bilingual Facebook Users' Cognitive Writing Processes*, investigated the cognitive processes of writing in two different languages on Facebook. Among the findings, this study revealed that for bilingual users there is an increased automaticity when converting thoughts in their higher language proficiency to nonstandard online communication.

The second manuscript, *Meeting the Challenges of Providing Flexible Learning Opportunities: Considerations for Technology Adoption Amongst Academic Staff*, explored the integration of technology in foreign language teaching. The results of this study revealed that the factors influencing technology adoption relate to perceived usefulness and ease of use. The findings of this study also indicate that there is a lack of attention to the pedagogical affordances by instructors, highlighting the need for leadership in promoting an awareness of the benefits of technology-enables teaching and learning.

The third manuscript, *The efficiency in the use of the computer keyboard with children who have autism spectrum disorder*, investigated the performance of children with autism spectrum disorder (ASD) and their achievement of tasks with the computer keyboard – as compared to children with normal development. The results suggest that children with ASD may be equivalent in their performance, higher or lower depending on their characteristics and the type of task. Suggestions for improving the knowledge and practice are provided.

The fourth manuscript, *Educational digital uses by recently immigrated allophone students*, conducted a profile of educational digital uses with allophone students, focusing on the connection with their non-educational digital uses and digital competence used to support their linguistic and academic integration. The results of this study indicate that the educational digital applications are not integrated with non-educational uses that develop within the students' educational contexts.

The final manuscript, *The Use of Video in Knowledge Transfer of Teacher-led Psychosocial Interventions: Feeling Competent to Adopt a Different Role in the Classroom,* provides the results of a survey with teachers, school administrators and professional regarding their perceptions of the use of training video for teacher-led psychosocial interventions. The results suggest training videos are perceived as being able to support knowledge transfer.