



FROM THE EDITORS

Dr. Lucinda Hart-González, who has been an editor of *Language Learning & Technology* for the last two years, is stepping down from the position as of this issue due to her other professional responsibilities as Director of English, Humanities, and Modern Languages at the University of Maryland University College. Dr. Hart-González's editorial guidance and wisdom have been central to the success of the journal. On behalf of the sponsors and co-sponsors of the journal, as well as the advisory and editorial boards, we extend a hearty thanks to Dr. Hart-González for all she has contributed to the journal. We would also like to congratulate her for recently winning the 1999 Peterson Award for Innovation in Distance Education given by the University Continuing Education Association (UCEA) for her design of an online Spanish 101 course. We are grateful that Dr. Hart-González will continue remain on the editorial board of LLT.

We would also like to congratulate our two main sponsoring organizations, the University of Hawai'i National Foreign Language Resource Center (NFLRC) and the Michigan State University Center for Language Education and Research (CLEAR), for recently being re-awarded new three-year grants from the U.S. Department of Education as national language resource centers. We thank NFLRC and CLEAR for their continuing support.

Two of the main articles in this issue examine how communication is changing in online realms. David Nunan, in [A Foot in the World of Ideas: Graduate study through the Internet](#), reports on a teacher training course taught online, examining the types of interactional dynamics which take place between instructor and students. Raffaella Negretti looks at learners' online interaction in [Web-Based Activities and SLA: A conversation analysis research approach](#). Our third main article, [A Model for Listening and Viewing Comprehension in Multimedia Environments](#) by Debra Hoven, also assesses the importance of new social aspects of online computing.

In our commentary section, Rafael Salaberry offers [CALL in the Year 2000: Still developing the research agenda](#), a thoughtful response to an earlier piece by Carol Chapelle. Chapelle keeps the conversation going with a reply to Salaberry, [Research Questions for a CALL Research Agenda](#). We think readers will find their comments quite useful and we encourage readers to submit their own [commentaries](#) on this and other issues raised in the pages of LLT.

This issue also contains our largest book and software review section to date, with reviews of three recent books, [CALL Environments: Research, practice, and critical Archives](#), edited by Joy Egbert and Elizabeth Hanson-Smith; [New Ways of Learning and Teaching: Focus on technology and foreign language education](#), edited by Judith A. Muyskens; and [Electronic literacies: Language culture and power in online education](#), by Mark Warschauer; as well as two software programs, [Un Misterio en Toluca](#), developed by by Walter C. Oliver and Terri J. Nelson; and [Cyberbuch](#), developed by Dorothy Chun and Jan Plass.

Finally, this issue includes our regular [On the Net](#) and [Emerging Technologies](#) columns, as well as [announcements from our sponsoring organizations](#).

Please note as well a call for papers for an upcoming special issue on "Computer-Assisted Language Testing."

This issue marks our final publication of the 20th century! Thank you for the support you've given us to date, and we hope that you will continue to support our journal by [submitting manuscripts and reviews](#) and by taking out a [free subscription](#). See you in

January with our upcoming special millennial issue on "The Role of Computer Technology in Second Language Acquisition Research."

Mark Warschauer and Irene Thompson, Editors