



FROM THE EDITORS

We are pleased to introduce Volume 12, Number 3, of *Language Learning & Technology*, a regular issue of our journal. We hope all our readers had a pleasant summer and are prepared for the challenges of the academic year ahead. We have assembled five articles, one column, and two reviews covering a wide range of CALL topics and languages (Chinese, English, German, Portuguese, and Spanish).

["The pedagogical mediation of a developmental learner corpus for classroom-based language instruction"](#) by Julie A. Belz and Nina Vyatkina explores the impact of corpora on language teaching and learning by describing individual learners' language development in reaction to corpus-driven instructional units for German modal particles and pronominal *da*-compounds. The authors show how a developmental learner corpus can contribute to L2 research by providing a detailed documentation of changes in learners' L2 use over time.

["Focus-on-form through collaborative scaffolding in expert-to-novice online interaction"](#) by Lina Lee reports on how corrective feedback was negotiated through expert-to-novice collaborative scaffolding with subjects working on three different tasks – jigsaw, spot-the-differences, and open-ended questions. Her findings suggest that text chats supported the focus-on-form procedure through collaborative engagement. The study concludes that it is not easy to provide corrective feedback while attending to linguistic errors in a timely manner during meaning-based interactions. The author suggests that the long-term effect of focus-on-form procedures in CMC should be explored in future studies.

["Evaluating automatic detection of misspellings in German"](#) by Anne Rimrott and Trude Heift investigates the correction rate of the *Microsoft Word*[®] spell checker on misspellings of learners of German. Their study classifies misspellings of Anglophone learners of German into different error categories that influence correction rates. The study concludes with computational and pedagogical recommendations for enhancing spell checking in CALL.

["Effects of short-term memory and content representation type on mobile language learning"](#) by Nian-Shing Chen, Sheng-Wen Hsieh, and Kinshuk addresses the issue of content adaptation in mobile language learning environments. Their study suggests that providing learning content with pictorial annotation in a mobile language learning environment can help learners with lower verbal ability and higher visual ability because such learners find it easier to learn content presented in a visual rather than in a verbal form. Their findings also suggest that providing just the basic learning materials is more helpful to learners with low verbal and visual abilities.

["Measuring oral proficiency in distance, face-to-face, and blended classrooms"](#) by Robert Blake, Nicole L. Wilson, María Cetto, and Cristina Pardo Ballester examines the case of *Spanish Without Walls*, a first-year language course in hybrid and distance-learning formats. The results from classroom and distance-learning students indicate that classroom, hybrid, and distance L2 learners reach comparable levels of oral proficiency during their first year of study, evaluated by the 20-minute *Versant for Spanish* test, delivered by phone and automatically graded. The article concludes with an examination of the rationale for offering language courses in either hybrid or distance formats.



In addition, this issue includes our regular "[Emerging Technologies](#)" column by Bob Godwin-Jones entitled "Mobile-computing trends: Lighter, faster, smarter." Godwin-Jones presents a fascinating survey of the fast evolving field of mobile technologies that promises to add to the growing arsenal of useful tools for language learning and teaching.

We would like to offer our heartfelt thanks to Jean LeLoup and Bob Ponterio for their excellent column, "On the Net," which has been a staple of LLT since the journal's inception in 1997. While the column is being discontinued as of this issue, we know that many scholars and teachers have benefitted from "On the Net" over the years.

Two software reviews edited by Sigrun Biesenbach-Lucas round out this full issue. In [the first review](#), Ricardo Vasconcelos evaluates *Aprender Português – Centro Virtual Camões*, a website that offers practice tools in speaking, listening, and reading for adolescent to adult learners of Portuguese at different proficiency levels, tools that can be used for independent study or in conjunction with classroom-based instruction. In [the second review](#), Scott Chien-Hsiung Chiu describes *Active Chinese*, a commercial Internet-based language learning environment aimed at beginning and low-intermediate adult learners of Chinese interested in acquiring some Chinese language skills and cultural knowledge for business purposes.

We would also like to share some good news with our contributors, reviewers, and readers. The Social Science Citation Index (SSCI) ranks *Language Learning & Technology* #13 among 55 international journals classified under "Linguistics" with an Impact Factor of 1.22. The 12 journals ranked above LLT are all hard-copy, subscription-based publications, and none of them are available for free on the World Wide Web.

If you are not already a subscriber, please take a few minutes to fill out our free [subscription form](#). This enables us to compile useful statistics about the readership of our journal.

The editors of LLT wish you a productive year and look forward to continuing to receive quality contributions.

Sincerely,

Irene Thompson and Dorothy Chun

Editors