



FROM THE EDITORS

Happy 2010 to all our contributors, reviewers, and readers! We hope that you are ready to face the challenges and opportunities that the New Year will bring. We are happy to report that we have received 139 submissions from 26 countries in 2009 and are looking forward to another productive year. Our readership remains robust worldwide: just in the last two weeks of December 2009, we had 4,231 visits from 120 countries/territories.

It is our pleasure to introduce Volume 14 number 1, a regular issue of our journal. We have assembled one commentary, three articles, one column, and two reviews covering a range of CALL topics and a variety of languages (Arabic, Chinese, English, Italian, Russian, and Spanish).

In his invited commentary “[New Tools for Teaching Writing](#),” Mark Warschauer discusses the importance of learning to write in a second language, as well as the role of digital media in writing instruction.

In “[Corpus-Assisted Creative Writing: Introducing Intermediate Italian Learners to a Corpus as a Reference Source](#),” Claire Kennedy and Tiziana Miceli describe three case studies that provide a starting point in the process of developing corpus-consultation literacy in the context of learning Italian as a foreign language. The authors see the process of “making the corpus your own” as a matter of developing not only skills in conceptualizing and executing searches and interpreting examples, but also understanding the principles that underlie the effective use of corpora and reference resources in general.

“[Using Synchronous Online Peer Response Groups in EFL Writing](#)” by Mei-Ya Liang proposes an analytic framework for describing L2 interaction during synchronous computer-mediated communication. The results of the study showed that students tended to focus more on content discussion than on negotiation and error correction and that the quantity and quality of each type of interaction were dependent on groups and tasks. The author proposes ways in which the proposed analytical framework can be applied to writing instruction.

“[The Effects of Captioning Videos Used for Foreign Language Listening Activities](#)” by Paula Winke, Susan Gass, and Tetyana Sydorenko reports on the results of a study that investigated the effects of captioning during video-based listening activities designed for learners of Arabic, Chinese, Spanish, and Russian. The results showed that captioning was more effective than no captioning. For learners of Spanish and Russian, captioning first was more effective than captioning second, while for Arabic and Chinese learners, there was a trend toward captioning second being more effective. Interview data showed that students used captions to increase attention, improve processing, reinforce previous knowledge and decompose language, although some learners reported using captioning as a crutch.

In his popular [Emerging Technologies](#) column, Bob Godwin-Jones describes recent developments in Web browsing and authoring and their implications for language learning. He discusses some of the significant transformations of the Web that expand and supplement its ability not only to retrieve and display data, but also to make it a vehicle for delivering Web-based applications and server-stored programs with sophisticated user interfaces and a full range of interactivity. This added Web functionality will support the creation of interactive Web pages for language practice



and the design of collaborative environments for group interactions.

We are pleased to present two book reviews, edited by Sigrun Biesenbach-Lucas.

[Ulugbek Nurmukhamedov](#) reviews *Second Language Teaching and Learning in the Net Generation* edited by Raquel Oxford and Jeffrey Oxford. Most chapters in the book describe empirical studies of different innovative technologies and state-of-the-art tools, present ideas for pedagogical applications, discuss effective strategies, and offer useful suggestions on how these technologies could be applied to improve language teaching and learning. [Mandy Reinig](#) reviews *The Theory and Practice of Online Learning* (second edition) edited by Terry Anderson. The book explores technologies developed in the five years since the publication of the 1st edition such as increased use of social networking sites and audio and video support in the classroom, illustrated by experience gained in the distance education program at [Athabasca University](#). The volume offers a good starting place for institutions interested in the development of online courses by providing useful information on the pedagogical applications of different technologies and the need for support services tailored to online learners.

We have an important announcement for our authors and reviewers. Due to the large number of submissions that LLT receives, and through the support of the [National Foreign Language Resource Center](#) of the [University of Hawai'i](#) and the [Center for Language Education and Research](#) of [Michigan State University](#), we have adopted [ScholarOne Manuscripts™](#) (Formerly Manuscript Central) for managing our online submission and review processes. Starting on February 15, 2010, all articles, columns, and reviews should be submitted online through ScholarOne. Full instructions and support will be available on the site and a user ID and password can be obtained by authors and reviewers on the first visit. We appreciate your patience during the transition period.

Sincerely,

Irene Thompson and Dorothy Chun

Editors