



## FROM THE EDITORS

### News

We would like to share some good news with our readers. A 2008 [article](#) by Julie Belz and Nina Vyatkina entitled “The pedagogical mediation of a developmental learner corpus for classroom-based learner instruction,” received the prestigious ACTFL Pimsleur award in 2009. We would like to congratulate these authors for their fine achievement.

A 2009 Thomson Reuters report in ScienceWatch placed LLT in the top 20 Education Journals based on our 2007 ISI (Institute for Scientific Information) impact factor of 1.222. In 2008, our impact factor rose to 1.700 and our five-year impact factor was 2.067. In addition, a 2009 article by Bryan Smith and Barbara A. Lafford in the [Modern Language Journal](#) found that LLT was ranked by CALL experts as the top journal in the field. Finally, current figures show our number of subscribers as 15,430, an increase of 14% since 2008 and 81% since 2006. Of course, the continued growth and success of our journal would not be possible without the support of our readers, authors, and reviewers.

In other news, in June 2010, Sigrun Biesenbach-Lucas will step down as Reviews Editor. We wish to sincerely thank Sigrun for all her work over the past five years and wish her continued success in all her future endeavors. Paige Ware will be joining us as the new Reviews Editor starting with our October 2010 issue. We would like to warmly welcome Paige to the LLT editorial team and look forward to working with her.

June will also bring some changes to our [editorial board](#). We would like to express our gratitude to Michelle Knobel, Noriko Nagata, John Norris, Lourdes Ortega, and Joy Peyton for their years of service and warmly welcome Tracey Derwing, Regine Hampel, Claire Kennedy, Lina Lee, and Bryan Smith as incoming members.

### About this volume

It is our pleasure to introduce Volume 14 number 2, a special issue reporting on research into the ways that multimedia can contribute to the learning of foreign language vocabulary. This special issue completes our Back to Basics series and contains an introductory commentary, four articles, a column, and two reviews.

In their invited introductory commentary [Vocabulary](#), Ron Martinez and Norbert Schmitt discuss the four research papers included in this volume both from the point of view of their contributions to our knowledge about the role of technologies in the acquisition of vocabulary and perhaps most importantly from the point of view of further questions engendered by the studies.

Yu-Hua Chen and Paul Baker in [Lexical bundles in L1 and L2 academic writing](#) adopt an automated frequency-driven approach to identify frequently-used word combinations (i.e., *lexical bundles*) in academic writing. Their study shows that a computer can facilitate the comparison of phraseological patterns between what native experts and learners write. Based on these comparisons, the authors suggest ways in which students can improve their writing skills.



In *Modality of input and vocabulary acquisition* Tetyana Sydorenko investigates the effect of input modality (video, audio, and captions) on the learning of written and aural word forms by beginning L2 learners. Her findings indicate that captioned video tends to aid recognition of written word forms and the learning of word meaning, while non-captioned video tends to improve listening comprehension as it facilitates recognition of aural word forms.

Jonathan DeHaan, W. Michael Reed, and Katsuko Kuwada in *The effect of interactivity with a music video game on second language vocabulary recall* investigate the effect of video game interactivity on the noticing and recall of second language vocabulary. They asked participants to either play or watch a video game, and tested them on what words were learned under each condition. Players recalled significantly less vocabulary than the watchers possibly as a result of the additional cognitive load induced by the interactivity of the game. The authors suggest that future studies should explore how the interactivity of video games affects cognitive load and knowledge building by investigating a wide variety of video game interactivities and their various cognitive effects.

In *Using mobile phones for vocabulary activities: Examining the effect of platform*, Glenn Stockwell used data collected from three cohorts over a three-year period to examine the use of mobile phones by L2 learners. His results show that when learners had the option to use a personal computer or a mobile phone to perform language learning activities, they preferred the computer nearly 80% of the time. Reasons given by the participants included issues with mobile phone screen and keyboard size, as well as data transmission speed. These issues will no doubt be solved with improvements in mobile technology.

Robert Godwin-Jones' popular Emerging Technologies Column *From memory palaces to spacing algorithms: Approaches to second-language vocabulary learning* describes the integration of sophisticated technological tools for dedicated study of vocabulary into online L2 learning environments.

Sigrun Biesenbach-Lucas has assembled reviews of two recent books on technology and L2 acquisition. Sonja Lind reviews *Learning Language and Culture via Public Internet Discussion Forum* by Barbara Hanna and Juliana de Nooy. The authors propose that language instructors consider using public internet forums in their curriculum in order to help students learn appropriate cultural behavior. The book will be of interest to language teachers who teach writing to advanced learners and who want to focus on content and writing conventions as part of a genre approach to writing instruction and who want to foster a more relaxed learning environment.

Is'haaq Akbarian reviews *Information Technology in Languages for Specific Purposes: Issues and Prospects*, edited by Elisabet Arnó Macià, Soler Cervera Antonia, and Carmen Rueda Ramos. The book is based on papers presented at the 6<sup>th</sup> International Conference on Languages for Specific Purposes (LSP) held in January 2003 in Barcelona, Spain. The reviewer notes that readers interested in the use of technologies in language for special purposes instruction will benefit from the variety of perspectives adopted by contributors to the volume.



We have an important reminder for our authors and reviewers. All articles, columns, and reviews should now be submitted online through ScholarOne Manuscripts. Full instructions and support are available at <http://mc.manuscriptcentral.com/lt> and a user ID and password can be obtained by authors and reviewers on their first visit. We thank you for your patience during the transition period.

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.

We wish you a restful summer and look forward to receiving contributions from all over the world and especially those dealing with L2s other than English.

Sincerely,

Irene Thompson and Dorothy Chun

Editors-in-Chief