



FROM THE EDITORS

We are pleased to present Volume 12, Number 2 of *Language Learning and Technology*, which is a special issue on “Technology and Learning to Write,” guest edited by Joel Bloch. Together with our indefatigable Associate Editor, Rick Kern, Joel has assembled four articles that report on the latest research in how technology can be helpful for L2 writers. Please see the [From the Special Issue Editor](#) column for a description of the content of this special issue.

In conjunction with the four articles, Bob Godwin-Jones provides an excellent, timely overview of cutting-edge modes and uses of writing online in the "Emerging Technologies" column. His column "[Web-writing 2.0: Enabling, documenting, and assessing writing online](#)" describes new tools and services that facilitate online composing, editing, and assessing writing.

The issue also includes two reviews, compiled and edited by Sigrun Biesenbach-Lucas. The [first review by Lesley Huff](#) evaluates *NetTrekker d.i.*, a web-based search engine that helps teachers and students in English-speaking classrooms find appropriate learning materials for a wide range of subjects and for multiple levels of ability. It is especially helpful for teachers who need to provide "differentiated instruction" for different types of learners in their classroom, e.g., for students whose first language is not English. There are specific tools and resources for English language learners, such as translation tools that translate between English and 14 other languages. The [second review by Jody Gabler](#) examines the 2005 book *A Practical Guide to Using Computers in Language Teaching*, which is targeted towards teachers who are new to using technology in instruction and is designed to help them integrate computer technology into their language teaching – from providing the rationale for doing so to numerous ideas for classroom activities to technical considerations for both teachers and administrators.

We would like to share some good news with our readers. First, we are delighted to welcome two excellent additions to our LLT team: Trude Heift and Carla Meskill have accepted our invitation to become Associate Editors. We would like to thank Rick Kern for his many years of outstanding service to the journal.

Second, in a recently completed survey of senior experts around the world, reported at the Computer Assisted Language Instruction Consortium (CALICO) conference held in San Francisco, March 18-22, 2008, LLT was ranked highest for overall quality among 19 educational technology-related journals. Researchers Bryan Smith and Barbara Lafford also reported that more than twice as many of these experts try to publish their own work in LLT than in the next two highest rated journals combined. LLT was also included in *two* of the European Science Foundation's 2007 lists of exemplary journals; the first list was for Linguistics journals, and the second for Pedagogical and Educational Research journals. No other journal dealing with the uses of technology in language teaching and learning was included in both lists.

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One final note: Starting with this issue, LLT will be publishing PDF files only, discontinuing the HTML version. We wish you all a relaxing and productive summer!

Irene Thompson & Dorothy Chun