FROM THE EDITORS

One common thread in this issue of Language Learning & Technology is the learning, manipulation, and evaluation of discourse. This thread begins with Claire Kramsch and Roger W. Andersen's approach to understanding cultural context from video in Teaching Text and Context through Multimedia, and in Marie-Noëlle Lamy and Robin Goodfellow's report on Reflective Conversation in the Virtual Language Classroom. Effective discourse is an essential goal of language proficiency assessment in Patricia Dunkel's Considerations in Developing or Using Second/Foreign Language Proficiency Computer Adaptive Tests. Similarly, creating conditions for contextualized practice is one of the special challenges to automatic speech processing in Maxine Eskenazi's article, Using Automatic Speech Processing for Foreign Language Pronunciation Tutoring: Some Issues and a Prototype.

This issue takes discourse a step further by opening a scholarly dialogue with Warren B. Roby's commentary "What's in a Gloss?" on Lara L. Lomicka's article "To Gloss or Not to Gloss": An Investigation of Reading Comprehension Online (Vol. 1, No. 2). Beginning with this inaugural commentary, readers are invited to submit substantive responses to all articles in the journal, or otherwise offer well-documented opinions on issues related to language learning and technology (see our information for contributors for guidelines on submitting commentaries).

Our reviews also contribute to discourse issues. The Oral Language Archive, reviewed by Claire Bradin, provides authentic language samples in French, Spanish, and Japanese, with efforts underway to expand the language pool even further. The collection by Swaffar et al., Language Learning Online: Theory and Practice in the ESL and L2 Computer Classroom, continues the examination of online discourse in the writing classroom.

This issue of Language Learning & Technology also keeps you up to date on important events and resources in the field of computer-assisted language learning. In addition to our regular columns, On the Net and Emerging Technologies, you will find Announcements of meetings and new publications from each of our sponsoring organizations.

Language Learning & Technology has grown in readership and content over the past two years. We invite you to keep the momentum going by considering our call for papers for the upcoming special issue on Literacies and Technologies. You can also show your support by taking out a free subscription if you have not already done so.

Finally, we would like to take this opportunity to recognize and thank two outgoing members of our editorial team. Chad Green and Devon Thagard have served as editorial assistants since the first issue of Language Learning & Technology in July 1997. Their professionalism and editorial work have been essential to the launching and development of the journal, contributing much to its overall look and feel. We wish them the best in their future endeavors.

Irene Thompson, Mark Warschauer, and Lucinda Hart-González, Editors