



FROM THE EDITORS

We are pleased to bring you Volume 8, Number 1 of *Language Learning & Technology*.

There have been a few administrative changes at LLT. Mark Warschauer resigned as Editor shortly after our September publication. Mark is the founder of LLT and we are pleased that he has agreed to continue providing input as a member of the Editorial Board. Batia Laufer has kindly accepted our invitation to become an Associate Editor. She will be joining our other Associate Editor, Richard Kern, in overseeing manuscripts and assisting guest editors with special issues.

This issue contains four articles that we believe will be of interest to you.

In the first article, "[Generalization Of Computer-Assisted Prosody Training: Quantitative and Qualitative Findings](#)," Debra M. Hardison reports on two experiments investigating the effectiveness of computer-assisted prosody training, its generalization to novel sentences and segmental accuracy, and the relationship between prosodic and lexical information in long-term memory. Taken together, the results of these two experiments demonstrate the effective pedagogical application of speech technology.

In the second article, "[Composition Medium Comparability in a Direct Writing Assessment of Non-Native English Speakers](#)," Wolfe and Manalo seek to determine whether performance on a direct writing assessment is comparable for TOEFL examinees when given the choice to compose essays in handwriting versus word processing. They found a weak two-way interaction between composition medium and English language proficiency, with examinees with weaker English language scores performing better on handwritten essays while examinees with better English language scores performed comparably on the two testing media.

In the third article, "[Towards An Effective Use Of Audio Conferencing in Distance Language Courses](#)," Hampel and Hauck present the pedagogical rationale underpinning the virtual learning and teaching environment. They examine the process of development and implementation of online tuition in terms of activity design, tutor training, and student support. Their findings highlight the complexity of the organizational and pedagogical frameworks that contribute to the effective use of online tuition via audio conferencing in distance education settings.

In the fourth article, "[Learners' Perspectives on Networked Collaborative Interaction with Native Speakers of Spanish in The US](#)," Lina Lee describes a network-based collaborative project that focused on the learning conditions non-native speakers (NNSs) of Spanish perceived to be necessary to satisfactorily communicate with native speakers (NSs). The results of this study demonstrated that the NNS and NS online collaboration promoted the scaffolding by which the NSs assisted the NNSs in composing meaning (ideas) and form (grammar). The author suggests some practical ideas for further research.

In their regular column "[On the Net](#)," LeLoup and Ponterio profile ICT4LT, "Information and Communications Technology for Language Teachers," which is an excellent resource for any FL teacher interested in becoming knowledgeable about technology and language instruction. In his column "[Emerging Technologies](#)," Godwin-Jones revisits the issue of dynamic Web page creation and describes what has changed since his 1998



article on the topic. In particular, he discusses [DOM](#), that is, the "[Document Object Model](#)" of a Web page that provides a standard way to represent and access all the items on the page, and [DAV](#) or WebDAV ("Web-Based Distributed Authoring and Versioning"), a technology that supplements traditional http protocols with a variety of additional actions.

Rafael Salaberry, our Book and Software Review Editor, brings you three helpful reviews. Jean E. Conacher reviews [Conversation and Technology](#) by Ian Hutchby, an investigation of the effects of technology on social interaction and the way humans use it to advance their own interests. Joy Egbert reviews "[Connected Speech](#)," a software program intended to improve communication skills of adult, non-native speakers of English. Pamela Couch reviews "[Business English: Meetings](#)," a multimedia CD-ROM designed to introduce non-native English speakers to the language and culture of North American business meetings through the use of live-action video, still pictures, audio, and text.

Finally, we would like to offer our sincere *mahalo nui* to [those who reviewed manuscripts during 2003](#). Their names are listed in this issue and we applaud and recognize them for their contribution to LLT.

A healthy and happy New Year to all readers and supporters of our journal.

Sincerely,

Dorothy Chun and Irene Thompson, Editors

Pamela DaGrossa, Managing Editor