

From the Editor-in-Chief

Andrew Ross

Brown University

Goodbye.

This is my last issue as the Editor-in-Chief of the IALLT Journal for Language Learning Technologies. It's been a privilege to serve the IALLT membership in this role since 2002, and to work on the Journal since 2001. Over the course of the last five years, I've come to know and appreciate the friendship of IALLTers from everywhere, and to work with terrific assistant and managing editors and insightful, eloquent authors whose words we've published. Many, many thanks are due to all of you.

The IALLT Journal continues to be a volunteer effort relying on the kindness and diligence of people who have full-time jobs and then some, on the scholarly work of members of our profession whose scholarship isn't part of their rewarded responsibilities, and on the work of editors, reviewers and proofreaders who fit the Journal's demands into their schedules because they believe in its importance to the profession. We balance the need for pages of copy with our obligation to print what's good and useful to our membership, we encourage and support budding authors while trying to maintain standards of publication that compete with other scholarly journals in the field. We believe in what the Journal is, and in what it may someday be – a venue for world-class scholarship in language technology, pedagogy and theory.

I do not know who will take on the happy responsibility of editing the Journal after I'm gone. I hope that it will be someone who cares deeply about the work we do and who can find a balance between presenting the technical expression of our work and the theories and research behind it. As language technologists, we stand between. Between information technology and teachers, between information resources and patrons, between language and its expression in electronic media. Our work is in the interstices of academic and administrative structures, helping communication between two camps that often fail to understand one another, brokering knowledge and services and supporting instruction and learning. It's no wonder we have difficulty deciding what to write about, or whether to write at all. Too few of us do.

But now I'm standing between you and the content of this issue of the Journal: the IALLT Survey of the Profession, insightful essays by some of our colleagues on the state of our profession and the state of their centers, and an article on ways in which basic technologies can provide learners with rich resources for vocabulary acquisition. Let me step out of the way ...