

## From the Editor

When Bob Blake, Professor of Spanish at UC Davis and founding Director of the UC Consortium for Language Learning and Teaching (UCCLLT), approached me last year with the idea of founding a new electronic journal to be housed in the e-scholarship repositories of the University of California and invited me to become its first editor, I responded with great enthusiasm. Over the last seven years, the Consortium has energized language teachers and second language acquisition researchers on all ten UC campuses. Thanks to the vision of its founding director and his tireless efforts to exploit the unique multilingual resources of the University of California, and thanks to the generous support of the Office of the UC President and the contributions of each of its campuses, the UC Consortium has funded exciting research over the years that has improved the teaching of foreign and heritage languages, commonly and less commonly taught languages, at all levels of the undergraduate curriculum. It has developed exciting new pedagogic materials, both classroom-based and distance learning materials. It has engaged California language educators in the national debates going on right now about the goals and educational approaches to the teaching and learning of foreign languages in the twenty-first century. It has run several high-profile conferences that have helped frame the issues and set the agenda. In general, it has inordinately enriched research on language study in American academia and raised the profile of foreign language learning and teaching as an educational endeavor. One of the purposes of this journal is to give back to the University of California the fruits of its intellectual commitment to foreign languages.

The *L2 Journal* is a fully refereed, interdisciplinary journal that aims to promote the research and the practice of language learning and teaching. In line with the efforts of the Consortium, it publishes articles in English on all aspects of applied language studies broadly conceived, i.e., second language acquisition, second language pedagogy, bilingualism and multilingualism, language and technology, curriculum development and teacher training, and testing and evaluation. The name of the journal, *L2*, is intended to signify not only a language other than the native language, but also the fact that what unites the teaching of language, literature, and culture within language departments is precisely the second language in all its forms: communicative, literary, and cultural. It thus invites explorations of the relationship between the teaching of language and the teaching of literature and culture, and between applied linguistic research and literary scholarship within foreign language and literature departments. It welcomes contributions that build bridges between theory and practice, and that draw on relevant fields in the humanities and the social sciences.

Even though the *L2 Journal* is based at the University of California, and the members of its editorial panel are all UC faculty, it welcomes submissions from outside the UC system and sees itself contributing to research in the general field of applied linguistics. We welcome contributions in the form of reports from classroom practice, evaluation of pedagogic materials, debates/dialogues on specific themes, interviews with or conversations between scholars, synopses of funded projects, doctoral research reports, reports of quantitative and qualitative research, and think pieces. We encourage single-authored submissions as well as papers co-authored by senior and junior scholars, or by teachers and students. The open access and the rolling publication schedule makes *L2*

more flexible to scholars than traditional paper-based journals; its rigorous peer-refereeing ensures scholarly quality. The journal is administered through the Berkeley Language Center (BLC), where Richard Kern, Director of the BLC and member of the *L2* Executive Board, Karen Moller, Language Program Coordinator of Scandinavian Languages and *L2* Managing Editor, and myself are based.

We launch the journal with three articles that examine the core of what we do as language teachers, namely, provide (comprehensible) input and evaluate/correct the output of our students. Rod Ellis's paper, delivered as the keynote at the UCCLLT spring conference at UC Santa Barbara in April 2008, gives a state of the art synthesis of current thinking regarding corrective feedback in SLA research. Glenn Levine expands the psycholinguistic notion of feedback through the sociolinguistic notion of "Talk-about-Language" offered not only by teachers in classrooms but by peer interlocutors in natural settings. Eve Zyzik revisits the notion of input, from a nativist, universal grammar-based to a usage-based, emergentist theory of SLA. I look forward to receiving further submissions on all aspects of language learning and teaching. Please consult the guidelines for submissions at: <http://L2journal.org>  
I look forward to hearing from you!

Berkeley, February 2009  
Claire Kramsch, Editor