

The Journal of Educational Techniques and Technologies welcomes letters to the editor from its readers. Letters should be sent to Suzanne E. Lindenau, Editor, *J.E.T.T.*, 304C Moore College Building, UGA Language Laboratories, University of Georgia, Athens, Georgia 30602, U.S.A.

All letters become the property of the editor and are subject to editing.

RELEVANT JOURNAL TO MY FUNCTION AS LAB DIRECTOR

The first issue of *J.E.T.T.* was impressive; the second one is *superb*—Congratulations! With this issue I can say that *J.E.T.T.* is the most relevant journal to my function as Lab Director that I receive.

I presently have 6 “Post-It” notes stuck to pages of this issue with reminders to send certain info to one person on campus, order materials for the facility, etc. I particularly found the “UPCOMING EVENTS” section informative, and personally appreciated your editorial.

Keep it up.

L.S.

University of California-Irvine

MOST-OFTEN ASKED QUESTIONS ABOUT *J.E.T.T.*

For our readers' information, we (the editors) have compiled the most-often asked questions about *J.E.T.T.* and would like to share them (and our answers) with all our readers.

Question: Do you publish every manuscript you receive?

Answer: No. For those that have been written on Mt. Sinai on two tablets of stone we recommend submission to the *Vatican Quarterly* instead of *J.E.T.T.*

Question: How would you describe the objectives of your editorial policies?

Answer: Perhaps, we can best describe our editorial intent in the following context: In the cover letters accompanying their manuscripts,

prospective authors often warn us about the virtues of the passive voice as opposed to the vices of the active voice in English composition. The passive voice, we are told, is as much a part of an author's style as it is part and parcel of academic written discourse; would we please, therefore, note how generously and frequently the passive voice appears on the pages of traditional, prestigious journals.

True enough, perhaps. However, the passive voice (frequently the most over-used “mechanical” of an author's manuscript which requires, in our judgment, extensive editing) is not as effective in giving the containers of meaning, the words, the vigor that important ideas need to grab the attention and interest of the reader. Authors whose manuscripts have appeared in *J.E.T.T.* have noticed how often we re-arranged their use of the passive voice, and thereby, invigorated the carriers (words) of the important ideas in the manuscript.

Although it is never our editorial intention to violate the spirit of an author's style, the intended meanings he or she wished to convey, or the accuracy of the statement presented, we do not always succeed in avoiding such violation. This is often due to the complexities of communication.

We must remember that meanings are not in words; they are in people. It is the responsibility of the author (the sender of meaning) to select those words (carriers of meaning) which will not permit the editors (readers) to inject any other but the author's intended meaning. What happens all too often is that we write as if words had meanings. We assume that every person seeing or hearing the same word automatically injects the same meaning into it. This is not always the case. Take for example what happened to one of our editors when she stayed near London in a small country-side inn, complete with night watchman. Having struck up a friendly conversation with the man, he walked her to the back stairwell leading to her room. As she was about to go up the stairs, the man turned to her and asked, “What time would you like to be

knocked up in the morning?" Quite taken aback, she looked at him somewhat dumbfounded. With a twinkle in his eye, he smiled, and as he turned to the side of the inn, he lifted his night stick, and tapped the wall with the stick; he repeated, "You know...what time would you like to be knocked up so you won't oversleep and not get to London on time. Knocking on our guests' doors is a bit old-fashioned, but it's more reliable than an alarm clock at times."

When authors use words that can mean many things to many people, editors—being people—inject the meanings they think the author intends; as in the case of the night watchman and the editor, the meanings do not always match.

Our editorial intent with each manuscript we edit is the same: We wish only to put the best construction on everything and make our authors—and the publication—sound and look as good as possible.

Question: What "bugs" you the most about the manuscripts you receive?

Answer: As perhaps you have heard, editors are not supposed to get bugged by anything including manuscripts with incorrect English, coffee stains on every other page, deadlines, etc. However, we do get bugged. What bugs us the most?

Imagine yourself as editor. You receive a manuscript with an attention-grabbing title announcing a subject that's perfect for *J.E.T.T.* The cover letter accompanying the manuscript reads as follows: "Dear Editor: Enclosed is an article for publication in *J.E.T.T.* Since I know the Executive Board of IALL personally, they have assured me that this is just the kind of article you are looking for. Since I need to get this published somewhere very soon (promotion and all coming up), I have also submitted this article to the *Modern Language Journal*. Since I have followed the submission guidelines in the most recent issue of *J.E.T.T.*, there should be very few revisions, if any, necessary prior to publication. Please let me know if and when you will publish the article."

You look at the manuscript and find the following: only one copy of a single-spaced, 12-page manuscript (*J.E.T.T.* Submission Guidelines in every issue specify doubled-spacing

and the original and *three* clean copies of the manuscript); the actual print-out is an almost illegible, light blue dot-matrix print. (*J.E.T.T.* Submission Guidelines in every issue specify typewritten or letter quality print-outs); the style or format of the entire manuscript resembles a hit-and-miss interpretation of the MLA Style Sheet (*J.E.T.T.* Submission Guidelines in every issue specify APA Style); the cover letter indicates that this article has also been submitted to another journal (*J.E.T.T.* Submission Guidelines in every issue specify no simultaneous submissions); and the reference to the IALL Executive Board not only bugs the editors; it infuriates us (*J.E.T.T.* Submission Guidelines in every issue specify that we adhere to a "blind" peer review of *all* manuscripts, including those submitted by members of the IALL Executive Board)! Would this manuscript bug you?

Question: Who should submit articles to *J.E.T.T.*?

Answer: Anyone, anywhere, who has something to say about practices and products for today's foreign, second, and native language learning.

Question: If I submit my article in a language other than English, will it not be considered for publication in *J.E.T.T.*?

Answer: Provided the manuscript meets all other *J.E.T.T.* submission requirements, the language in which it is submitted does not prohibit it from publication consideration. However, since most of our readers are in English-speaking countries, we publish in English. A particularly meritorious article could appear in both English and the language in which it was written. Since editors and readers of *J.E.T.T.* manuscripts are multilingual, the decision to publish the article can be made prior to translation. If the article will be published in *J.E.T.T.*, it will have to be translated into English as well. If *J.E.T.T.* makes arrangements for translation, the author covers the costs of the translation.

Question: What are your manuscript acceptance percentages?

Answer: 10% of manuscripts submitted meet most of the *J.E.T.T.* submission requirements, are praised by at least three readers in the peer review, and are published—with only minor

revision—in *J.E.T.T.* 90% of manuscripts that go through the peer review are unpublishable in the form submitted; all reader comments, suggestions, and criticisms are compiled—readers' identities are not revealed—and sent to the author with recommendations for incorporation of the comments, suggestions for revision, and a request that upon revision the manuscript be re-submitted to *J.E.T.T.* Of this 90%, half are revised, re-submitted and published in *J.E.T.T.*

Question: Who are the *J.E.T.T.* readers who participate in the peer review of all manuscripts submitted to *J.E.T.T.*?

Answer: At *J.E.T.T.* we are most fortunate in having a growing family of outstanding men and women who serve the publication in the important function of reader. These men and women have volunteered to give prospective authors the all-important perspective of how their manuscript "plays in Peoria." The comments and suggestions for improvement that come out of the peer review process are indispensable for any author who wishes to improve his or her manuscript.

The identities of *J.E.T.T.* readers are confidential. We encourage all of our readers to be honest in their evaluation of manuscripts without the pressure of authors knowing who "said all those nasty things about my article." Under no circumstances, do we reveal the identities of *J.E.T.T.* readers to authors or to our readership.

Question: Do *J.E.T.T.* advertisers influence the content of *J.E.T.T.* in any way?

Answer: No. Advertisers influence only the content of their advertising.

Question: Are the reviews of practices and products written by *J.E.T.T.* reviewers subject to editing?

Answer: Yes.

Question: Are the views expressed in the reviews of textbooks, for example, those of the reviewers or of the editorial staff?

Answer: All views expressed in the reviews appearing in *J.E.T.T.* are those of the reviewer whose name appears in the Contributor Profile at the end of the review. The views expressed do not reflect those of *J.E.T.T.* or the International Association for Learning Laboratories.

Question: Is *J.E.T.T.* the copyright owner of an article that appears in any of its issues?

Answer: Yes. When an article is published in *J.E.T.T.*, *J.E.T.T.* receives copyright ownership of the article from the author. If the author wishes to use or publish the article or any portion of it *exactly as it appeared in J.E.T.T.*, he or she must get written permission from the Editor.

Question: Who came up with the name, *The Journal of Educational Techniques and Technologies*, the format and the various features of the journal?

Answer: The title, *The Journal of Educational Techniques and Technologies*, its emphasis on practices and products for today's foreign, second, and native language learning, its format, and its various features were developed by Suzanne E. Lindenau and presented to the Executive Board of the International Association for Learning Laboratories after Suzanne E. Lindenau had been nominated for the position of Editor-in-Chief of the IALL journal. Upon acceptance of the title, emphasis, format, and features by the IALL Board, Suzanne E. Lindenau assumed her duties as editor.