



The IALLT Journal

A publication of the International Association for Language Learning Technology

FROM THE MANAGING EDITOR



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I am very pleased to announce the newest Issue of the *IALLT Journal for Language Learning Technologies*. This is my first issue as Managing Editor, and I am delighted with the excellent quality and timely nature of these articles. First, I would like to thank Lance Askildson, who got me up and running with the nature of the job. Lance provided valuable insights and suggestions for organizing content and working with both contributors and the editorial team to bring this issue together. And he has been extremely helpful in guiding me through the process of publishing the material, acquainting me with the website and the process of formatting and uploading the contents. Thanks go also to the editorial team: Yan Tian, Elina Vilar Beltrán, Jian Wu, Wendy Freeman, and Lance Askildson, who provided insightful comments and suggestions to our authors.

Lance has set an excellent example, consistently producing two issues of the *IALLT Journal* per year. We are on schedule to maintain this pace, with five articles this issue and several in the pipeline that may appear in the fall. Along with Ute Lahaie I encourage you to think about contributing to the greater conversation

within our profession by sharing your experiences and research results in the form of a *Journal* submission.

Issue 1 of Volume 42 features articles that address current issues within the field of language learning technology: hybrid and online course development, electronic portfolios to showcase students' work and provide them with opportunity for reflection on the process, and Web 2.0 tools such as wikis and blogs used to foster collaboration as well as enhance appropriate verb tense choice.

In the Issue's opening article, Amy S. Thompson and Sandra L. Schneider report on an extensive project at the University of South Florida to develop online modules for learners of Dari, Pashto, and Urdu. Based on principles for Communicative Language Teaching, the Center for the Study of International Languages and Cultures created freely accessible self-contained content-based lessons spanning levels 1-3 on the ILR scale.

Similarly, Li Jin provides an account of a hybrid course that she developed for elementary Mandarin Chinese, informed by principles of Sociocultural Theory. She outlines how Sociocultural Theory provides the framework for incorporating both online and campus-based resources to address the needs of small groups of novice learners.

As a follow-up to his 2011 article in the *IALLT Journal* Daniel Castaneda focuses on the use of wikis and blogs as vehicles for enabling students to differentiate between the use of the preterite and the imperfect in Spanish. His comparative study outlines significant differences among three groups of learners in Spanish II, each exclusively using an online workbook, a blog, or a wiki to construct open-ended narratives as a culminating activity for each unit throughout the semester.

Rob A. Martinsen and Andrew Miller describe their study of student experience using a wiki to construct a collaborative text as opposed to constructing a text as a group to be submitted on paper. The study is also informed by Sociocultural Theory and a focus on collaborative work within the context of a first-year Spanish curriculum.

Marc Cadd describes the implementation of electronic portfolios within language curricula at Drake University. He outlines how students make use of the portfolio to provide evidence of having met the linguistic and cultural objectives for the language courses they take, highlighting the reflective aspect of the project, and providing detailed rubrics for evaluating the ePortfolio and its contents.

Authors Name

This issue includes columns from our regular contributors as well. Jörg Waltje presents the extensive library of photographic images available in the Culturally Authentic Pictorial Lexicon (CAPL) in his column on *Language Technology Review*. In her *LLTI Highlights* column, Tina Oestreich returns with a discussion of current issues within the Language Learning & Technology International (LLTI) Listserv community. This time the spotlight is on lab and learning space design. Finally, Judy Shoaf concludes this volume in her column on *Legal Issues & LLT* with a very timely discussion of the Georgia State University case decision regarding Fair Use and considers the implications of this decision for our community.

I am excited to be involved with the production of this publication. It has been a pleasure to work with the contributors and associate editors to bring this volume to light. I look forward to continuing to collaborate with the members of IALLT for many issues to come.

Dan Soneson, Ph.D.

Managing Editor of the IALLT Journal for Language Learning Technologies