



The IALLT Journal

A publication of the International Association for Language Learning Technology

FROM THE MANAGING EDITOR



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I am extremely pleased to announce the newest Issue of the IALLT Journal for Language Learning Technologies and the second of this most recent Volume, Number 41. Not only does Volume 41 represent a return to a standard publishing cycle, but it also represents a more significant return to a twice annual publishing schedule.

This more progressive approach to publishing is a consequence of the IALLT Journal's transition to an open-access online format – accompanied by significant reductions in associated publishing costs – as well as an increase in submissions and interest in language learning technology as a whole.

Issue 2 of Volume 41 features a number of articles addressing emerging trends within the field of language learning technology as well as contributors who offer new insights into longstanding areas of disciplinary interest. In the Issue's opening article, Christina Huhn reexamines the application of the ACTFL Proficiency

Guidelines as a part of a computer-mediated course component and elucidates a nuanced approach to writing assessment in the course of her case study research.

In an innovative development of a new web-based program for L2 pragmatics instruction, Victoria Russell and Camilla Vásquez provide a compelling account of both the platform and pedagogy for teaching and assessing intracultural language proficiency with significant implications for the future of online language learning.

In a similar manner, Jack Burston provides a novel account of a mobile language instruction platform via the European *MobLang* project and suggests the considerable potential that this approach holds for much of the world's language learners. Jack's article is particularly timely in that it extends discussion on the topic of mobile language learning initiated by two articles featured in the last Issue of the IALLT Journal.

Peter Swanson and Patricia Nolde contribute to this Issue with another timely article addressing the burgeoning need for more substantive and technologically flexible multimedia to address oral language proficiency. They also highlight the importance of aligning such technology-mediated assessment with traditional rubrics of criterion-based language assessment.

Per Urlaub and Joseph Kautz contribute the fifth and final feature article to this Issue. Theirs is a truly pioneering and creative case study of the role of technology and language technology mediators – through the Stanford Language Lab, in this case – in the development of an ambitious student 'rap contest' combining cross-linguistic and trans-cultural co-curricular programming with striking creativity and community outreach.

In addition, this Issue adds two new serial columns to the Journal in the form of Tina Oestreich's *LLTI Highlights* column – devoted to examination of current issues within the Language Learning & Technology International (LLTI) Listserv community – as well as Judy Shoaf's new biannual treatment of *Legal Issues & LLT*, which examines the legal considerations of copyright, fair use and ownership within the context of language teaching and learning. These columns join the existing *Language Technology Review* column under the authorship of Jörg Waltje.

In sum, these contributions to this Fall 2011 Issue of the IALLT Journal provide a persuasive example of the depth and relevance of both language learning technology and organizations like IALLT. I hope that you find them as insightful and fascinating as I have.

Lance R. Askildson, Ph.D.

***Managing Editor of the IALLT Journal for Language Learning Technologies
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