



The IALLT Journal

A publication of the International Association for Language Learning Technology

FROM THE MANAGING EDITOR



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I am pleased to announce the newest issue of the *IALLT Journal for Language Learning Technologies*. This is my second issue of the Journal, and I am appreciative of the efforts of our editorial staff in working with me to bring the issue to fruition. 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.

As this issue goes to press, we are already underway planning for the spring 2013 issue. We have several submissions under consideration and I look forward to receiving more contributions. Along with our president 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 2 of Volume 42 features 3 articles that address diverse current issues within the field of language learning technology: interpersonal communication within a wiki environment, the use of technology to access and work with

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authentic materials, and an evaluation scheme for assessing the appropriateness of off-the-shelf games within a language curriculum.

In the Issue's opening article, Mimi Li argues for the application and analysis of the "Discussion" feature of a wiki site, focusing on politeness strategies that participants use in accomplishing their collaborative task. She looks at the types of politeness strategies employed by a small group of English language learners who are originally not close friends and illustrates how their politeness levels and strategies evolve as they develop online relationships as well as how the strategies apply to specific tasks.

In our second article, Haiyong Liu, Pierluigi Erbaggio, Sangeetha Gopalakrishnan, and Sandra Hobbs argue for the importance of using authentic materials within both language and a culture-oriented classes, and for using instructional technology to take provide access and increase student engagement with these materials. They illustrate the use of technology in a French culture course, an Italian language course, and a Chinese language course and discuss how these materials help create an environment that is independent, social, and student-owned.

Turning to multimedia games, Felix Kronenberg develops nine criteria for evaluating commercial off-the-shelf games for their appropriateness and suitability for language learning. After discussing the criteria he then applies them to three specific games and illustrates how they may or may not fit in to a language curriculum

This issue concludes with our regular column by Judy Shoaf on *Legal Issues & LLT*. The topic is once again very timely and deals with a case currently before the Supreme Court involving the "first sale" doctrine. Since the case revolves around the country of origin of copyright protected materials, the Court's decision may have profound consequences for accessing materials produced outside the United States.

I am glad to present this publication. It has been a pleasure to work with the contributors and associate editors to bring this volume to light. I hope you enjoy it, and I encourage you to consider contributing to future issues.

Dan Soneson, Ph.D.

Managing Editor of the IALLT Journal for Language Learning Technologies