



# ***The IALLT Journal***

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## **FROM THE MANAGING EDITOR**



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It is my great pleasure to present the fall issue of volume 43 the *IALLT Journal for Language Learning Technologies*. In this issue we present three articles dealing in turn with the format of student recordings in formative assessment of spoken language, the relation between motivation and online opportunities to engage in target language communities, and the role of learner agency and motivation in participating in an online writing course.

In the initial article, “Effects of Technology Modes on Ratings of Learner Recordings,” Elizabeth (Betsy) Lavolette examines learner preference and rater preference with regard to format in recording and rating learner speech as a formative assessment. While preference for recording audio only or audio + video speech played a small role in how the speech samples were rated, she found a significant difference in ratings between audio and audio+video

recordings. She argues that student recordings for a particular assignment should all be of the same type (either audio only or audio + video), regardless of preference in order to assure consistency of rating across the board.

In “Cultures and Communities in the Virtual World: Beginning the Exploration.” Kelsey D. White writes about access to cultures and communities present on the internet and examines to what extent first-semester learners of German take advantage of this access to support and enhance their learning. While many students were indeed motivated to learn German, few took advantage of resources available to them outside of class. She argues for including more community-building resources as part of the regular curriculum and provides a number of concrete suggestions.

Jie Zhang provides a case study of two English language learners enrolled in an online ESL writing classroom at a university in the Northeastern United States in her essay “Learner Agency, Motive, and Self-Regulated Learning in an Online ESL Writing Class.” She examines behavior and attitudes of two English language learners, particularly in light of their motivation for taking the course, as well as their initiative and the degree of their participation in the course. She concludes that learners that employ good self-regulation strategies and are motivated to learn what the course provides are more likely to be successful in an online environment than those who take the course solely to fulfill a degree requirement. She proposes means to enable students to be self-directed and motivated in the online environment as well as suggestions for designing and delivering an online ESL course.

This issue also includes our regular columns. In “Legal Issues & LLT” Judy Shoaf writes about implications of the recent court decision regarding Google’s practice of digitizing millions of printed books. Deanne Cobb-Zigadlo writes about major issues that were discussed online in the LLTI listserv and in Facebook in the “LLTI Highlights” column. And guest columnist Jack Burston contributes to the “Language Learning Technology” column. He presents a case for considering Mobile Assisted Language Learning (MALL) along with the growing numbers of students who bring their own devices (BYOD) when planning updates and replacements for existing computer facilities.

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