FROM THE MANAGING EDITOR

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I am pleased to present the first issue of volume 43 of the IALLT Journal for Language Learning Technologies. This issue contains one invited article and two reviewed articles dealing, in turn, with contemporary issues of language centers, develop of word accent accuracy in Japanese, and a case study of the use of Facebook in a fourth-level Chinese class.

In the opening article, "Language Center Design and Management in the Post-Language Laboratory Era," Felix Kronenberg was invited to compile and analyze data from a survey conducted by IALLT in 2013. His presentation of survey results provides us with perceptive insights regarding ongoing changes in the environment and mission of language centers, the organization of physical space and the role of the director and language center staff. He argues for flexibility and adaptability to maintain relevance in a changing environment.

The second essay, "Effects of Oral Repetition on Learners' Japanese Word Accentuation" by Kayo Yoshida and Atsushi Fukada, addresses the critical issue of the appropriate, meaning-conveying placement of accent within similar, but

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semantically different words in Japanese. While current practice suggests students memorize accent location by rote, the authors argue for a return to "listen-and-repeat" exercises. Such exercises, performed within a computer application, allow for drilling appropriate accentuation individually and enabling students to identify and produce appropriate word stress. Their research shows that such online independent activity leads to greater accuracy, while classroom instruction alone was not sufficient to produce significant gain.

In the third article, "Incorporating Facebook in an Intermediate-Level Chinese Language Course: A Case Study," authors Shenggao Wang and Deoksoon Kim present a qualitative case study of four students in an intermediate-level Chinese course who used Facebook to carry out course activities. They present and analyze samples from students' Facebook group production and statements from participants gathered from surveys and interviews to illustrate positive aspects of social media when conducting authentic and meaningful tasks within the context of language learning.

The regular columnists return in this issue, beginning with Judy Shoaf continuing the discussion of "orphan works" in her column on "Legal Issues and LLT." Such works include those for which there is no easy way to contact the copyright holder to obtain permission to use them. While the area surrounding orphan works continues to be murky, she provides some guidelines for ensuring that materials are attributed correctly and for retaining the identity of the copyright holder of materials that we use. In his column, "Language Learning Technology Review," Jörg Waltje presents EduCanon, an online learning tool that allows instructors to create interactive lessons based on internet video materials. Such a tool can be useful for providing individualized instruction or for flipping the classroom.

Deanne Cobb-Zygadlo's compilation of issues occurring on the LLTI listserv and the IALLT Facebook Group nicely ties together some of the issues addressed in this issue's articles. The issues addressed in the IALLT survey which Felix Kronenberg reports on remain relevant in the posts to both forums. There is much continuing interest in the role of the Language Center on campus, the role of the Director of the center, and what kinds of software and hardware are available to provide support for language teaching and learning. In addition, consistent with Wang and Kim's findings regarding authentic communication on Facebook, Deanne notes a strong and growing propensity for IALLT members to communicate via Facebook, raising meaningful issues that generate quick

responses from the community, noting a change, not only in language center orientation, mission, space, and purpose, but also in the way we communicate.

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