



The IALLT Journal

A publication of the International Association for Language Learning Technology

FROM THE MANAGING EDITOR



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With the fast pace of technology development and adoption, what we know and do with technology to support the teaching and learning of languages morphs rapidly as well. Although smart phones, based on the iPhone model were first introduced in 2007 and the tablet concept is only five years old, the concept of Mobile-Assisted Language Learning (MALL) has quickly taken hold. In this issue I am pleased to present three articles that address the use of handheld devices to support language learning, as well as an article that addresses the use of Facebook in a multi-level Spanish project. In addition, we welcome Julie Evershed as our new columnist for Legal Issues and LLT.

This issue opens with a presentation by Dana Lindaman and Dan Nolan describing the development of useful and usable apps for mobile language learning. They argue for the necessity of collaboration among a variety of units and populations to ensure the success of such a project. Pedagogical input from faculty of various departments, including Foreign Languages and Literatures, Computer Science, Art & Design, and Communication Sciences and Disorders at the University of Minnesota Duluth worked together, along with students, to develop mobile apps for ready use in the classroom and beyond. In this piece they outline the principles behind this collaboration and describe two apps that have resulted from it.

At the elementary school level, Sonia Rocca discusses the effectiveness of iPads among sixth-grade learners of Italian. She compares the learning of a class of sixth-graders using iPads with a class of seventh-graders who had begun their learning the previous year as sixth-graders and had continued a second year, but did not have access to this technology. Using the Common European Framework of Reference for Languages (CEF) as a framework, she analyzed the performance of students in each group in all four language skills. She puts forth suggestions as to why the mobile-enhanced group performed beyond grade level in this study.

The third article in this issue involves the use of Facebook to bridge two Spanish language classes and two Spanish teaching methods classes. Paul L. Sebastian and Rob A. Martinsen present a qualitative case study which analyzes student interactions in Facebook to examine how Facebook was used, how virtual and physical learning spaces were connected, student attitudes toward the project, and the genuineness of student contributions. The online social environment provided opportunities for students at both levels to ask questions, either about aspects of the language or culture, or about ways to explain or illustrate language/culture concepts.

In the fourth article of this issue Travis Cote and Brett Milliner discuss the use of a mobile online graded reading platform to provide opportunities for English learners at a private Japanese university to do extensive reading in English. They present benefits and potential drawbacks of using mobile phones for extensive reading and report on a semester-long project, discussing reading speeds, volume of reading and correlations with TOEIC IP test scores. They reflect on student attitudes and perceptions of reading on these devices and conclude with recommendations for implementation.

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Finally, this issue welcomes Julie Evershed, our new columnist on Legal Issues and LLT. Julie presents the concept of the First Sale Doctrine, which allows the purchaser of a tangible work to use, lend, or transfer ownership of a tangible work. She outlines how the intangibility of digital products has changed this game and in this evolving environment in which private industry owns and licenses the rights to digital materials she asks us to consider how we might still preserve cultural and historical heritage.

As always, I am very grateful to our team of associate editors: Julie Evershed, Mary Beth Helderle, Bill Koulopoulos, Betsy Lavolette, Barbara Lindsey, David Pankratz, Lauren Rosen, Sharon Scinicariello, Yan Tian, and Jianxong Wu. Thank you so much for your input and support in putting together the IALLT Journal.

Finally, I also want to thank Harold Hendricks for his leadership as IALLT President over the past two years and for his support of our work on the Journal. It has been a true pleasure working with him.

I am looking forward to an exciting conference at Harvard to celebrate the 50th anniversary of IALLT, and to another successful 50 years.

With best wishes,
Dan Soneson
Managing Editor