FROM THE MANAGING EDITOR

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I am pleased to present the first issue of the IALLT Journal for 2017. In this issue we present six feature articles, ranging from the use of iPads in sixth-and seventh-grade Italian to a report on surveys detailing the online language programs from 2012-2015. Our regular columnist Julie Evershed offers food for thought on authorship of pedagogical materials, along with the rights of the authors to their own creations.

The first article presents a follow-up study to one presented in Issue 45 of the *IALLT Journal*. Sonia Rocca, an Italian teacher in a French-speaking pre-K to 12 school in New York, presents further data on students in her sixth- and seventh-grade classes, comparing those who had access to a one-to-one iPad program and used those iPads extensively in their Italian homework and in-class

assignments, to students in the same level who did not use iPads for their Italian class. She demonstrates, by means of external tests that those who use iPads continue to show higher levels of performance than those who don't. Along with descriptions of some specific activities, this piece provides guidance on how to incorporate this mobile technology into language learning.

In our second article, Benjamin Thanyawatpokin presents a study of English language learners at a Japanese university who were assigned to play a single-player video game as a regular assignment for their English course. His study examines gains in reading rate, reading comprehension, and word recognition among these students. An interesting discovery regarding vocabulary size emerged in the study as well.

María Isabel Charle Poza identifies language-learning strategies that learners of Spanish employed to compose posts for a class blog. One of the most prevalent strategies that students identified in their blog projects was the use of their own background knowledge. When given the choice, students elected to write about subjects they already knew something about. The study reinforces the value in asking students to research and write about subjects that they care about. The use of a blog, as public writing, plays a role in student engagement as well.

A team of researchers from New York University Steinhardt present a study of high school English learners' reading recall of an online text. One group of students had access to explanatory material through hyperlinks embedded in the text, while the other group had access to this material in footnotes on the same page as the text. Miriam Eisenstein Ebsworth, Tommy McDonell, Anthony DeFazio, and Chence Cai administered a set of multiple choice questions about this text to both groups and found no significant difference in the accuracy of their responses. This is in contrast with a previous study of learners in higher education setting that showed that those students with hypertext links performed less well in the comprehension task. Perhaps leaving the page that houses the reading text is not as diverting as previously thought.

Another team from Yale University present their project to introduce and establish ePortfolios in language classes across the campus. Theresa Schenker, Suzanne Young, and David Malinowski outline the process of establishing an ePortfolio system, including technical considerations, rationale, and faculty training. They go on to report on the implementation of an ePortfolio in one advanced language class. They argue for institutional, curriculum, and instructor support of such a project in order for it to be successful.

Finally, in the sixth article of this issue, Kathryn Murphy-Judy and Marlene Johnshoy present the results of three surveys conducted over four years to determine the state of online language teaching in the United States. Data gathered gives us insight into "who is teaching what languages online." The field continues to evolve, and this report provides a snapshot of online language

offerings across the country, compared with other surveys of online course offerings in general, as well as with MLA survey data about enrollments in language courses in general. This survey data focuses specifically on language classes taught online, honing in specifically on language courses that are offered completely online.

As mentioned above, the issue concludes with Julie Evershed's discussion of authorship and ownership of pedagogical materials. She presents three case scenarios, any of which language instructors or language center personnel could reasonably expect to encounter, and talks through the legal issues that are or could be involved in each scenario. It is a timely topic, which gives us much to think about.

Finally, I am signing off as Managing Editor of the *IALLT Journal* with this issue. It has been a pleasure working with the authors of articles we have published, learning from you all about technology its application to the teaching and learning of a second language. As technology has become more ubiquitous in education in general, it is interesting to see how various aspects of technology are employed and how learning can be enhanced even further.

In closing, I want to acknowledge and praise the all-volunteer nature of the IALLT organization, from Board members to contributors to the Journal's columns, to the peer reviewers who devote their time to careful reading of submitted manuscripts. I have greatly appreciated the support of the IALLT Board in keeping the journal going. I also want to thank Jonathan Perkins and Keah Cunningham from the University of Kansas, who have been extremely helpful in archiving past journal issues and helping me get up and running with the new online journal site. I want to thank Harold Hendricks, who guided the ship through the transition from the previous web presence to the new one, including the new format of the journal, and all the reviewers who have helped make this a quality publication:

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Without your help, the journal would never get off the ground.

With profound thanks and best wishes to all,
Dan Soneson
Managing Editor