

GUEST EDITORIAL PREFACE

Special Section from the International Association for Language Learning Technology (IALLT)

Judi Franz, University of California, Irvine, USA

The International Association for Language Learning Technology (IALLT) is a professional organization devoted to the advancement, integration, evaluation, and management of instructional technology for the teaching and learning of language, literature and culture. The organization is open to all language and culture instructors whether K-12 or post-secondary, to individuals affiliated with a media center or language lab, to developers of language technology, and to individuals interested in any facet of language learning technology. The biennial IALLT conference attracts participants world-wide and offers a rare, international perspective into the future of educational technology for language and cultural learning.

The theme for the 2011 conference, “California Dreamin’: New Horizons in Language Learning Technology,” reflected both a nostalgia for the early dreams of the language technology pioneers of the 60s and 70s and a look forward to the many possibilities which exist in the current world of global social networks and seamless, mobile technologies. The host of the conference, University of

California Irvine, is a dynamic, multi-cultural campus situated in one of the most linguistically diverse counties in the country.

Over 160 participants came from around the world (Qatar, Thailand, India, England, Canada, China, Turkey, Australia, Taiwan and Israel) to share ideas and learn from each other at IALLT 2011. Topics ranged from showcasing specific tools (predominantly web 2.0 online resources) to teaching online, managing technology resources, and research on the effectiveness of various methods of integrating technology into language teaching. The conference program is available online here: http://www.iallt.org/event/iallt_2011_uc_irvine/conference_program. Two of the presenters’ papers are included in this issue of IJCALLT.

Steven Sharp (University of Maryland, College Park) explores how teachers acquire knowledge of technology use and its appropriate pedagogical integration, and the effects of this acquisition on students. He discusses the experiences of four teachers who attempted to integrate technology into their lessons, with varying results, and analyzes their relative successes or failures through the Cultural Histori-

cal Activity Theory paradigm. The interplay between the level of training received by the teacher, both through their formal education and personal exploration, their participation in communities of practice and their teaching methodologies can create contradictions which determine the success of the activities.

In “*Developing Intercultural Awareness and Language Speaking Proficiency for Foreign Language Learners through Cross-Cultural Voicemail Exchange*,” Amber Yayin Wang (National Taichung University of Education) and Wan-Jeng Chang (The Overseas Chinese University) discuss the results of their study into the effectiveness of using an online recording tool during a project that brought together English learners in Taiwan with students of Chinese in Minnesota (USA). They measured both language proficiency development and intercultural awareness, and also look

at student motivation related to participation in intercultural exchanges.

IALLT members will next gather at a joined meeting with the Computer Assisted Language Instruction Consortium (CALICO) at the University of Notre Dame from June 12-16, 2012. More information can be found at <https://www.calico.org/page.php?id=492>.

IALLT 2013 will be hosted jointly by The Pinecrest School and Florida Atlantic University in Fort Lauderdale, Florida. The hosts have started a blog as they begin their preparations:

<http://iallt2013.wordpress.com/> and information on previous IALLT conferences, membership and benefits is available at <http://iallt.org>.

Judi Franz
Guest Editor
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