NEALL
Newsletter

North East Association for Language Learning Technology ‧   **Fall 1998**

NEALL '98 - Skidmore College

Kathy Lewis

Many thanks to Cindy Evans for the wonderful job she did in organizing the NEALL 98 conference. Cindy's state-of the-art arrangements in Skidmore College's Davis Auditorium and her attention to detail made for smooth sailing for all of the presenters.

The range of presenter topics meant that every attendee went away from the conference with a new insight, trick, or contact, reminding us all that we can be important resources for each other as we navigate the technology maze. Check out the NEALL web site for the conference program with email addresses for the presenters and URL's with more information.

Presenters and attendees alike were well fed throughout the weekend. Tandberg Educational hosted an elegant reception Friday evening at the Surrey, a beautiful building in which we were also served lunch on Saturday and Sunday. Saturday night, it was off to the races with a reception and dinner at the Saratoga Harness Track. Robin Lawrason, out going president of NEALL, was honored there for his service to the organization and wished well on his retirement to Mexico. We said a fond farewell to Wendy Baker-Davis, too, whose new job responsibilities take her on a different path. Both will be sorely missed.

Robin receives a "golden shovel" to use for ground breaking on his retirement home.

IALL Summer Leadership Meeting

From June 18 – 20 members of the IALL Board and Council met at the University of Maryland, College Park for the annual IALL Summer Leadership Meeting. The meeting was called to discuss IALL '99 plans, venues and logistics as well as future IALL projects.

Our host, Chris Higgins, presented us with a thoughtfully prepared packet of information regarding transportation, restaurants and sight-seeing in College Park and Washington D.C. Following a tour of the campus and a discussion of the venues for different events, several committees were established to assist Chris with conference planning. All indications from the leadership meeting are that this should be a great conference! More information is available on the conference web site.

(http://www.inform.umd.edu/IALL99/cfp.html)

Several Amendments to the NEALL Constitution have been proposed.

See page 3 for details.

Please Vote!

President's Column

It seems odd to be looking out at a wintery landscape at Swarthmore and to be writing to you about the quickly approaching Spring '99 NEALL Conference now scheduled for March 12-14 at Hamilton College. I hope you'll be able to join us for a look at yet another innovative new Language Learning Center and a chance to hear presentations by Colleagues from around the country.

One issue of some importance which is before the organization is a series of proposed constitutional amendments. I hope you'll take a look at the reasons we have for offering the amendments and then vote using the ballot on the final page of the Newsletter.

We have also included a new column in the Newsletter entitled "Conference Highlights." I am hoping that members will contribute to this column short, informational reviews of sessions they've attended at conferences as way of sharing useful information. If you see something that is worth sharing, please let me know.

As you know NEALL is an organization which relies heavily on the volunteer efforts of a number of individuals. As Kathy Lewis says in her article, we owe Cindy Evans and Skidmore College an enormous round of thanks for her work in organizing the last conference. Thanks also to Robin Lawrason for all his efforts on behalf of both NEALL and IALL and to Mary Beth Helderle Barth for agreeing to host our next conference.

Happy New Year and best wishes to all of you for a productive Spring semester.

Mike

Contents

1998 Officers:

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Director,
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Web Sites
NEALL - http://lrc.swarthmore.edu/NEALL/
IALL - http://polyglot.lss.wisc.edu/IALL/

How can we serve you better?

It would be extremely useful to get feedback about how NEALL (or IA LL on a national level) might be able to better serve its members. Please contact any of the officers if you have ideas for newsletter articles, conference topics or other kinds of regional activities!

NEALL Membership Information

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Proposed Amendments to NEALL Constitution

Michael Jones and Cindy Evans

IALL and its regional affliates have begun the process of seeking recognition as a non-profit organization because this status confers considerable benefits, including liability limits for officers, tax benefits, ability to open banking accounts in the organizations name, etc. In order for this status to be conferred by the IRS one of the requirements is that NEALL amend its constitution to ensure that in the event the organization should disband, any assets will be transferred to another non-profit organization. The proposed language of this Amendment is identical to that being proposed by IALL. The NEALL officers strongly recommend passage of this amendment.

In addition a series of proposed amendments reflect the change in our annual meeting time from Fall to Spring. There are two sections where the word "Fall" would be replaced by "Spring" in the Constitution. In addition, a change in the term of membership has been proposed, from "September through August" to "March through February" as membership dues are collected at the time of registration for the Spring conference.

The NEALL constitution is on the web @ http://lrc.swarthmore.edu/NEALL/

Please take a moment to fill out and mail the enclosed ballot to Wendy Baker-Davis, the immediate past-President of NEALL.

Call for Papers: NEALL '99

"Bringing Technology Into the Fold: Success Stories to Guide us in the Future"

The Northeast Association for Language Learning Technology (NEALL) is organizing its 1999 conference, to be held March 12-14, 1999 at Hamilton College in Clinton, New York. NEALL is the regional group of the International Association for Language Learning Technology (IALL) covering the states of Delaware, New Jersey, New York and Pennsylvania. Our membership and annual conference, however, are open to anyone who wishes to present or participate.

The overall intent of the Conference is to bring faculty members in foreign language together with language lab directors in the Northeast region to share ideas, strategies and applications of technology to foreign language teaching. We expect to have presentations representing individual or collaborative development efforts, and innovative uses of broad-based tools such as the internet or the networked classroom. Particular emphasis will be placed upon looking at -- in practice and in theory -- the process of integrating technology into language learning.

The program is designed to offer something for everyone who has an interest in integrating media whether traditional media or newer computer technologies. We invite papers, panels or demonstrations on the above topics.

Presentation time is 30 minutes for a paper, 45 minutes for a panel and 3 hours for a workshop (Friday only). Those who wish to present should email or send one (1) abstract of about 500 words in length to:

> Michael Jones
> mjones1@swarthmore.edu

The deadline is February 15. In addition to the abstract, please include the following information:

> Name
> Affiliation
> Title of the presentation
> Status
> E-mail address
> Postal address
> Telephone and fax numbers
> Co-author's name, if any
> Co-author's affiliation, if any
> Preferred session: paper, panel or workshop

The Language Center at Hamilton College completed a renovation two years ago with funding from the Culpeper Foundation. For the past two years the Colgate University-Hamilton College Mellon Consortium has supported a multitude of language faculty projects as well as the installation of a Remote Collaboration Facility (RCF) for videoconferencing.

Conference Highlights

NEALL '98: Skidmore College

Hamilton College and Colgate University Mellon Projects:
    Mary Beth Barth and De Bao Xu, *Hamilton College*

Mary Beth described the overall success of offering an introductory Italian course, taught by Professor Ross Ferlito of Colgate University, to seventeen Hamilton College students using their videoconferencing facilities. She explained the reasons for using the RCF (Remote Collaboration Facility); the preparations involved; the technological and pedagogical issues addressed; and student reaction, performance and course evaluations. Videoclips of the course were shown. DeBao demonstrated the multimedia, interactive features of two on-going projects developed with Macromedia Director by Hong Gang Jin and himself. The projects involve intermediate Chinese materials based on a textbook "Realities of Chinese Society and Culture", and beginning Chinese materials based on "Chinese Primer", a textbook published by Princton University.

<p align="center">http://www.hamilton.edu/academics/eal/
Software_for_Chinese.html</p>

Mary Beth Helderle Barth, Hamilton College

Providing Technical Support for Faculty Using Digital Non-Roman Text:
    Rebecca Fisher, *Union College*

Rebecca discussed the issues that plague non-Western web page authoring, comparing encoding options with saving text as graphics to avoid the inevitable problems with fonts and display. She introduced attendees to a process called fontburning, an ingenious solution that downloads the required fonts with the webpage, so that users need not have the required fonts on their machines.

Her description of the process is available at:
<p align="center">http://www.union.edu/RESOURCES/LANGWRIT/
LANGLAB/nonroman/dynamic.htm</p>

The proprietary software that she used is available at: http://www.hexmac.com/

Kathy Lewis, Haverford College

Developing Listening Comprehension Skills Via the Internet:
    Kathryn K. McMahon, *University of Pennsylvania*

Kate showcased the work that Penn French and Italian instructors have been doing with broadcast news as an authentic source of listening comprehension materials. Through the use of a clever forms format that allows students to select and submit work to their instructor, language students listen to radio broadcasts with accompanying graphics which serve as visual clues for the material. Instructors also maintain an on-line chat wherein students can discuss assignments before class, thus allowing more of the class time to be focused on language output rather than homework correction.

Kathy Lewis, Haverford College

Skidmore Mellon Projects
    Cindy Evans et al, *Skidmore College*

Skidmore faculty members presented completed projects and works-in progress supported by course-release time from our Mellon grant. All of the projects presented were created in the XMediaEngine Templates (David Herren, Middlebury College) and designed for use in elementary and intermediate level language courses in Chinese (Mao Chen), French (Susan Hiner), German (Mary-Beth O'Brien), Japanese (Masako Inamoto), and Spanish (Charlene Grant and Viviana Rangil). Faculty discussed the design and implementation of their projects and presented several common strategies for multimedia lessons, such as clickable maps, and various uses of digitized video and graphics with text.

Cindy Evans, Skidmore College

NEALL Website:

http://lrc.swarthmore.edu/Neall/

CALICO '98: San Diego

Are We on the Right Path to Reach our Long-Term Objectives?
Nina Garrett, *Yale University*

Nina Garrett characterized the use of technology for language learning to date as essentially focused on the enhancement and improvement of individual courses, with initiatives geared toward faculty and materials development. She emphasized the importance of broadening the focus at this point to curriculum development, rather than seeking solutions for pieces of the curriculum in isolation. She gave examples of the role of technology in the curriculum along a vertical axis (addressing problems of articulation by filling gaps in the curriculum) and a horizontal axis (making the language curriculum a part of the larger curriculum, through such programs as international studies or languages across the curriculum). Nina also outlined the missions identified in the Language Mission Project (NFLC, Washington, D.C.) and suggested that the field of language learning technology investigate ways in which technology can address the needs of the different missions. She offered several directions for pursuing a curricular approach to language learning technology: collaborative projects (interinstitutional and intradepartmental), consciousness-raising with funding agencies, and collaborative research designed to produce generalizable results.

Cindy Evans, Skidmore College

On-line Testing and Placement: A new way of Assessing Student's language Skills
J. Spencer & F. Lys, Northwestern University

The presenters described a web-based placement procedure for French, German, and Spanish that allows testing of students off-campus prior to the start of the academic year. Despite the inevitable technical and administrative hiccups that mark any such innovation, faculty and students provide positive feedback. The former are glad to avoid the administrative headaches associated with evaluating large numbers of students immediately before classes start, and appreciate the early contact with students that can lead to on-line discussion and may aid retention of students in the language already studied. Students are pleased with the timely feedback and advising, and feel overall that this system reduces their test-taking anxiety level.

Janet Doner, Bryn Mawr College.

Developing a Hybrid Multimedia CD-ROM: *Portes Ouvertes.*
Christopher Jones, *Carnegie Mellon University.*

Portes Ouvertes is a first-year French method (publisher: Holt, Rinehart and Winston) that incorporates text, video, audio CDs, and a CD-ROM designed and programmed by the presenter. This approach emphasizes cultural contextualization using authentic materials. It is task-based, and stresses strategy training and varied learning modalities. The CD-ROM itself is structured according to a sequence of 'Préparation, Compréhension, Production, Exploration'. The presenter demonstrated a number of the more creative activities to be found in the 'Exploration' segments. All seemed pedagogically sound, attractively designed, and likely to prove both appealing and helpful to students.
http://www.hrwcollege.com/french/introtext/

Janet Doner, Bryn Mawr College.

Transformations: Technology, Foreign Languages and Undergraduate Education, MIT

Redefining Authenticity: Information Technology for Language Learning
J. Noblitt , *University of North Carolina, Chapel Hill*

Noblitt's after-dinner talk focused on opening doors to foreign cultures via the use of products of that culture, such as opera and the study of individual personalities. He showed a great deal of software that presented music with transcriptions, translations and glossaries and spoke of its power to motivate even the most uninterested students. The captioning software (for Windows) is available from http://www.cap-media.com/ . He reminded the audience that just because something is engaging does not mean that it's "just entertainment," not learning.

Noblitt also cited the Library of Congress publication "Framework for Using Primary Sources with Students," available at http://rs6.loc.gov/ammem/ndlpedu/lessons/fw.html

Lisa Frumkes, Mellon Tri-College Consortium

NASILP '98: Crystal City, Virginia

An Introduction to NASILP (The National Association of Self-Instructional Language Programs)
   Carol Yaeger, *Georgia Perimeter College*

Over one hundred colleges and universities have established Critical Language Programs or SILPs (Self Instructional Language Programs) as a means to offer the less-commonly taught languages. Carol's session outlined the "Nuts & Bolts" of directing a self-instructional language program. She explained the mechanisms for establishing a program to enhance language offerings at an institution; the role of the director, the student, the tutor and the examiner; and other program components.

                http://www.coh.arizona.edu/NASILP/

   Mary Beth Barth, Hamilton College

Your Turn: An Open Forum for NASILP Veterans
   Dan Gross (*Grinnell College*), Linda Bunny-Sarhad (*CSU-Stanislaus*), Mary Beth Barth (*Hamilton College*)

Three directors of well-established programs provided a forum for discussion of issues which included the fostering of student confidence and maintenance of student motivation in a self-instructional program; the importance of student acceptance of responsibility for their learning and the acquisition of proper learning strategies; the unique role of the tutor as "conversational partner", not teacher; the examination process; and the essential role of the director to closely coordinate the program and insure the highest of standards.

   Mary Beth Barth, Hamilton College

Keep in mind...

Other Regional Groups - If you're interested in keeping up on Newsletters and Conferences in other regions take a look at the IALL website:

        http://polyglot.lss.wisc.edu/IALL/Groups.html

LLTI - If you're new to the field, keep in mind that the LLTI listserv is an invaluable resource. More information is available from the IALL website:

        http://polyglot.lss.wisc.edu/IALL/LLTI.html

Greetings from Robin Lawrason

Dear NEALL Friends:

Six months have passed since we picked up and left Philadelphia for Ajijic here by Lake Chapala in the State of Jalisco in Mexico. The trip in May was hot, dusty and smoky as Mexico and Texas suffered the worst drought and forest fires in many years. But with the first weeks of June, the annual rainy season began and turned our brown world beneath the mountains a vivid growing green.

Lake Chapala has suffered greatly and the water was at its lowest level in years. After a solemn and sacred procession of the Virgin of Zapopan along the lakeside, we had the best rainy season in years and the Lake has risen significantly. Now that the rains have ended and we have warm clear days in the 80s and breezy cool nights in the 50s. We do have seasons here. The late summer flowers on the hillsides and along the roads are now drying with patches of rich browns and yellows.

We live right in the village with cobblestone streets, horses clip-clopping along amidst the people on foot, cars, and occasional buses or trucks. The tree full of hens and roosters begin early in the morning next store and the dogs seem to bark all night. But the fiestas and fireworks and processions to the cemetery down the street has a charm and fullness of life despite the occasional annoyance. During this week&rsqu;fs Day of the Dead, everyone in the village came to the cemetery and each grave is draped with flowers and plastic tributes to their ancestors. Some of the homes and even the band shell in the town square have set up their own remembrances to loved ones. One of the shops in town had a tableau commemorating the life of Frank Sinatra in its front window. Such is the mix of Anglo and Latin cultures and religions here.

Life has never been fuller and is far from "retiring." Besides meeting so many new friends from the U.S., Canada and Mexico, we are becoming involved in several community activities. One of the most rewarding is with the Progama Pro Niños Incapacitados. Jim goes on Tuesday mornings to walk some of the children on horses for therapy and socialization. I am working on a new brochure to help promote the group among both Anglos and Mexicans here. We have also attended Garden and Culinary Club meetings.

The board and council also addressed other plans and projects to increase IALL's profile and the level of service it provides members. IALL has established a member services committee on intellectual copyright issues with Lynne Crandall as chairperson. She will recruit two or three other committee members to help her answer questions from the field, and maintain up to date information on trends in copyright practices. The committee will also seek copyright permission from past authors of IALL publications in order to begin transferring some publications into electronic form. A decision was also made to begin publishing the table of contents and abstracts of articles and columns from current issues of the IALL Journal on the web site. The editorial staff of the Journal has been given the discretion of selecting one article, lab note or column to publish electronically in PDF format. Permission was also given for back issues of the journal to be published electronically.

For future consideration we discussed the possiblity of IALL establishing a certification program whereby language lab directors, managers and instuctional technologists would participate in IALL led institutes and receive certification showing their training in the area of langauge learning technology. Details need to be worked out and it remains to be seen if there is sufficient interest to make such a program feasable, but this could be a considerable contribution to the professional development of members. The IALL board encourages ideas and feedback on this and any other issue.

IALL '99

Lab, Classroom, & Beyond: Evolving Technology in Language Education

June 22 - 26

University of Maryland College Park, MD

http://www.inform.umd.edu/IALL99/

Delaware Valley NEALL meeting hosted by Penn Language Center
Harold F. Schiffman

A number of members of NEALL in the Delaware Valley met at the Penn Language Center at the University of Pennsylvannia for several hours on November 7, 1997. The purpose of the meeting was to see whether there was anything collaborative that representatives of various institutions in the area could do to enhance the teaching of languages via distance learning, cooperation in the sponsorship of workshops, classes, or any other initiatives involving the Internet and the World Wide Web. Minutes of the meeting are available at:
        http://ccat.sas.upenn.edu/plc/neallsum.html

NEALL Ballot

Proposed Constitutional Amendments:

1) That the following paragraph entitled "Dissolution" be added to the NEALL constitution under "Article 1", to be know as "section 5".

Upon dissolution of the Association, the Executive Board of Directors shall, after paying or making provision for the payment of all the lawful debts and liabilities of the Association distribute all of the assets of the Association among such non-profit organizations having similar aims and objects as shall qualify as an exempt organization described in section 501(c) (3) of the Internal Revenue Code of 1954 or the corresponding provision of any future United States Internal Revenue law. The Executive Board shall determine the priorities of distribution."

I hereby cast my vote for the above NEALL Consitutional amendment:

_____ Approve

_____ Disapprove

2) That the follwing changes be made to the NEALL consitutiton.

Article I, Section 3. That the term of membership be changed from "September to August" to "March to February"

Article II, Section 3. That new officers begin their terms at the conclusion of the "Spring Meeting" instead of the "Fall meeting."

Article II, Section 4. That results of elections be announced at the "Spring Meeting" instead of the "Fall meeting."

I hereby cast my vote for the above NEALL Consitutional amendment:

_____ Approve

_____ Disapprove

Ballots must be received by March 1st and sent to:

Wendy Baker-Davis
Coordinator of Classroom Technology
Franklin & Marshall College
P.O. Box 3003
Lancaster, PA 17604-3003

This page may be detached, folded and mailed.