

Conference Reports

ACTFL Report

Karen Audant, Yorktown High School
Jaqueline Kaminski, Purdue University

The annual conference of the American Council on the Teaching of Foreign Languages was held November 17-19, 2000 in Boston, MA. In addition to hosting an information booth in the exhibit area, IALL sponsored three presentations and one interest meeting. Below are reports on each of these sessions. IALL's new brochures made a debut at the booth, and our presence at the conference generated a great deal of interest in our organization. Our sessions were well attended and successful. Many conference attendees stopped at the booth to learn more about us. In particular, many K-12 educators welcomed the opportunity to learn more about how IALL's resources could help them make convincing presentations before school boards, principals and other administrators and language departments concerning lab design, as well individual equipment and staffing requirements.

As the ACTFL affiliate representatives, we would like to thank all of our presenters, booth volunteers, and local members who provided a great deal of support and even equipment. Thank you for a successful ACTFL 2000, and we hope to see you at ACTFL 2001 in Washington DC!

FIPSE and B-WILD: Collaboration, Development, Dissemination

This session featured faculty-generated materials developed with funding from FIPSE by the Baltimore Washington Laboratory Directors (B-WILD) consortium. Materials included a selection and evaluation of multimedia instructional lessons for German, French and Japanese, as well as an on-line database for information on projects funded by FIPSE. The presenters were Edward Dixon, Chair (Georgetown University), Kelly Piper (Catholic University), and Yoshiko Mori, (Georgetown University).

Reported by Edward Dixon, Georgetown University

Technology-Enhanced Learning in first-Year Spanish Classes: Challenges and Outcomes

Carol Klee, Susan McMillan Villar, Marlene Johnshoy, Debbie Barrett and Frances Matos-Schultz (all from the University of Minnesota) presented an excellent session to a full house. They described their experiences in implementing technology - substituting class meeting time with technology-based activities - in some sections of second-semester Spanish, an experiment that echoes (although with some major differences) an approach taken at the University of Illinois for first-year Spanish. The technology enhancements consisted of computer-based activities developed at the University of Illinois in the Mallard system (a web course environment also developed at Illinois) for the textbook *¿Sabías que...?* (Van Patten, Lee & Ballman, McGraw-Hill) as well activities based on the *Destinos* videos (Van Patten, WGBH and others, 1992), delivered via the net in digital form.

The presenters detailed their philosophy behind the course materials, their student clientele, the differences between the technology-enhanced learning (TEL) version and the regular version of the class, and the nature of the computer-based activities and materials. In addition, they shared their perspectives on working with Mallard, the impact on teacher workload and planning, the dynamics between instructors and students, and the pros and cons of technology-enhanced courses. Finally, they outlined the technological implications of such an endeavor and reported the preliminary results of the study they conducted comparing the TEL and non-TEL students. Their thorough, frank discussion of their experiment was both articulate and informative. Anyone interested in more information about their project may contact the Department of Spanish and Portuguese Studies at (612) 625-5858 or spanport@umn.edu.

Reported by Sue Otto, University of Iowa.

Making the Move to ITV: Activity Adaptation

Lauren Rosen and Fumiko Fukuta of the University of Wisconsin system fully engaged the audience in demonstrating several communicative language activities for use in the two-way interactive video classroom. Upon completion of each activity, Lauren and Fumiko assisted participants in identifying the adaptations necessary to make the exercise practicable within the distance learning environment of ITV. A videotaped example of U. of Wisconsin students in Fumiko's Japanese class in the "origination" classroom and of those at the distant "receive" site served to illustrate the reality of the ITV experience. Both the benefits and pitfalls of this learning environment were discussed, with Fumiko and Lauren providing practical suggestions for overcoming potential problems. At the conclusion of the

presentation, session participants were given a handout describing 7 language activities and possible variations for each, their ITV adaptations, and references to publications and Internet resources related to distance education and foreign language instruction.

Reported by Cindy Bravo, Boston College

IALL Interest Session

Jacqueline Kaminski (Purdue University) and Karen Audant (Yorktown High School, Arlington, Virginia) presented an IALL information session to more than 60 ACTFL participants. The IALL Web site, publications, and LLTI Listserve were highlighted. The speakers and other IALL members present provided information on lab design and resources, followed by a question and answer session within regional groups. Topics included integrating technology into FL education on a daily basis for K-16 levels. K-12 educators were enthusiastic participants in the regional groups, which permitted them to interact with college/university colleagues in order to receive support and information concerning lab design and software and other resources.

CALICO Conference Report

Gamin Bartle, University of Alabama

The CALICO Conference took place at the University of Central Florida March 15 - 17, 2001. It was a beautiful setting, and the organization of the conference was outstanding, as usual. IALL had an exhibit booth, and sponsored four sessions including the IALL interest meeting. Thanks to all who presented and helped at the booth and the interest meeting.

Music for the Spanish Classroom

The first IALL session was "Music for the Spanish Classroom," presented by Karl Fisher, Lab Director at the University of the South. Funded by Middlebury's Project 2001 Mellon grant, this project is a collection of Spanish and Latin American songs for the classroom. The accompanying web site includes lyrics, cultural notes, MP3's of the songs, and JavaScript cloze exercises. Karl brought along a back-up system for his MP3's in case the digital format did not work — his guitar! He was also seen and heard later, singing at the IALL booth to draw in potential members.

Run Any Content with Any Engine

Next on the CALICO schedule of IALL sponsored sessions was a presentation by Richard Kunst, Director of the Humanities Computing Laboratory, Durham, North Carolina, and Adjunct

Professor of Asian Languages, Duke University. His session was entitled, "Interchangeable Parts: Using XML and the IMS Specifications to Run Any Content with Any Engine." In this talk, he discussed the difficulty courseware authors have in deciding which authoring tools to use to create their content. Much language-learning material has become inaccessible, as it has been superceded by newer technologies. Now the emerging standards of XML (Extensible Markup Language) and the specifications for managing instructional content of the IMS Consortium (<http://www.imsproject.org>) will permit truly interchangeable materials. Any engine which supports the IMS specifications can present any content, to the extent of its functionality. This presentation demonstrated how materials developed variously for CALIS, ToolBook, EIDS, PowerPoint, Authorware, and CourseInfo can be converted and presented interchangeably by future IMS-compliant tools.

***What's the Point?
PowerPoint in the
Foreign Language
Classroom***

Finally, the third IALL sponsored session as well as the final session at CALICO overall, was a well-attended presentation entitled, "What's the Point? PowerPoint in the Foreign Language Classroom," by Read Gilgen, outgoing President of IALL. Read's talk began with his PowerPoint version of the Gettysburg Address, which made his point in an unforgettable way. He went on to ask and answer the question "Why use PowerPoint in the foreign language classroom?" and then gave listeners pointers on how to get the most out of PowerPoint. The presentation included concrete examples of how animations, graphics, and multimedia elements can be used for more effective teaching and learning, including ways to adapt PowerPoint for the foreign language classroom.

***IALL Interest
Meeting***

The IALL interest meeting on Friday afternoon was attended mostly by current IALL members, but also a few potential members who had stopped by the booth in the exhibit hall. Everyone introduced himself or herself. We heard from Claire Bartlett about plans for IALL 2001, and from Read Gilgen about all kinds of other topics of interest to both potential and current IALL members.

Again, thanks to all for your help! ♦

Regional Reports

MWALL Conference

October 13-14, 2000
University of Wisconsin
Madison, Wisconsin

The title of the MWALL conference 2000 was "Digital Directions," and the presentations seem to have lived up to the name. There was one presentation that should be of particular interest to IALL members in general, and that is the collaborative session by Steve Siehr (Univ of Wisconsin) entitled: "Videoconferencing: Looking in on NERALLD." In his abstract, Siehr writes, "Watch the folks at NERALLD as they eat their lunch and learn about videoconferencing using the internet with H.323 standards based equipment." What an innovative and interesting way to interact with another IALL regional group.

With the sound and image connections a little erratic, the virtual lunch meeting with the NERALLD folks was better than no meeting but couldn't replace the real thing. There was no motion to have a virtual MWALL conference, so next fall in IOWA looks great.

Other presentations included "Creating Video-based Lessons Using VIXEn (Video Interactive Exercise Engine)," by Dennis Pollard and John Stewart, and "Digital Publishing: New Directions, New Options, and IALL's Publications," by Mikle Ledgerwood, Kathleen Ford, and David Pankratz. The conference concluded with a panel discussion called "Whither the Language Lab," moderated by Read Gilgen. Panel members were David Pankratz (Loyola Univ of Chicago), Harold Hendricks (Brigham Young University), Mike Ledgerwood (SUNY Stony Brook), and Kathleen Ford (UCLA). ♦

Adapted from MWALL Web site with help from Jenise Rowekamp.

