

LLTI Highlights

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Welcome to the "LLTI-Highlights", which I am now writing from North Carolina. This column features a selection of important electronic discussions from the LLTI—Language Learning and Technology International—listserv. The discussions of this column were posted during the first half of the year 2003 and have been summarized and paraphrased by me. Otmar Foelsche, the moderator of the electronic discussion list, has assigned a reference number to each topic that appeared in the discussion list. This number can be used to search the LLTI archives. Instructions on searching the archives appear at the end of this column.

Seeking Digital Camera Recommendations

The first important discussion of the year was entitled "Seeking Digital Camera Recommendations" (#7000). Bradley Gano initiated this exchange of information with the following request: "I am seeking recommendations for models of digital (still) cameras, mostly for loaning to faculty for shooting stuff to go on the web. We are looking at the \$200-\$350 models. Ease of use is probably the major requirement.... We have two Kodaks now, a DC280 and DC3400, which are really easy to use. But, we are disinclined to buy more Kodaks because the zoom mechanism broke on both and required repair. We are now looking at the various Nikon Coolpix and Canon Powershot models, but I was wondering if anyone had specific suggestions...." Marty Dewindt was the first one to give advice and to provide resources: "We have used Olympus D series since 1999 for our student abroad programs. We have six to eight ... of several vintages. They have been handled and used and abused by hundreds of kids and are wonderfully reliable. B&H Photo is probably the best place for pricing, but check out the model on the Olympus site <http://www.olympusamerica.com/cpg_section/cpg_digital_dseries.asp>." The disadvantage is that you do need to have the Olympus software—Camedia—on any computer to download from the camera. I believe it uses SmartMedia for storage.... In that same price range are the Sony Mavica FD series (FD=Floppy Disk). These are larger, but equally sturdy.... For a little more money (\$500ish), the new Sony Mavica CD will hold way more pictures. It puts pictures on mini CDs.... This is my camera of choice unless size is an issue <<http://www.sonystyle.com/is-bin/INTERSHOP.enfinity/eCS/Store/en/-/US>>. The Olympus is smaller—great for travel. Marlene

Johnshoy preferred the Olympus as well: "I just bought the Olympus D-720 with an 8x optical zoom and 3.0 mega pixels - and I love it! You can set it on AUTO and it does everything for you, or you can set it specifically to change the aperture, shutter speed, everything.... When we compared 2 two Sony cameras and two different Olympus cameras ... we found the Olympus cameras to have much clearer photos and better color than the Sony models ... even at lower mega pixels. You don't need the Olympus software to download the photos. It comes with a USB cable. Just plug it in and it works like a floppy! But the software is really nifty for creating index sheets of all the photos you have got...." Read Gilgen added: "A photographer friend of ours swears by the Canon for ease of use. We have varying models (Epson, Olympus, HP) and all are pretty much point and shoot ... but we all know that users can make anything complicated.... "Tracy Dingess' advice: "My only suggestion is not to buy mechanical zooms for loan equipment if you don't really and truly need mechanical zoom. Other than that, the ease of connection for upload and download would be an issue to consider when not using removable storage media. Marianne Crusius also made some specific recommendations: "We have had success with the Canon S30 and S40. They just released the S45, which is a little pricey but has more features. The image quality on all three cameras is beautiful. All of the bodies are a nice size and durable. There is a point and shoot option for ease of use... The higher end Nikon Coolpix cameras do a great job with image quality. Their lower end models have not gotten good reviews." Otmar Foelsche liked several models and makers: "We have been using various Olympus (D-400- very old but good!) and Nikon models (950, 990, 995, 5000) and Canon S30 and S40 with compact Flash Cards and Smart Media cards. We provide our users with USB card readers that simplify the process of moving the images to a computer. All cameras have been used and abused on foreign programs, weekend trips, research travel and more... and none has ever failed."

Software or Program?

Ursula Williams launched a lively February discussion on "Software or Program?" (#7038) with the following: "A colleague is currently developing a 'thing' that will help students to learn idioms. It works on a computer. It is interactive and is multi-media based. It will be stored on a CD-ROM. What shall the colleague call this thing? Is it software or is it a program? Dictionaries seem to make no distinction. (Later on, when this colleague is up for tenure, what kind of publication would this be called?)" Several suggestions were quickly made—first by David Flores who recommended to call it an "Interactive CD-Rom." Judy Shoaf preferred the terminology "interactive multimedia CD-ROM." Peter Yang added: "It sound like 'courseware' and more specifically 'idiom ware' to me. This can be

referred to in a context of both its use and its publication. Barbara Siennicki offered definitions for the various terms: "The software/program question takes me to my favorite website: webopedia.com, and this is what it suggests: Program:(n) An organized list of instructions that, when executed, causes the computer to behave in a predetermined manner. Without programs, computers are useless. A program is like a recipe. It contains a list of ingredients (called variables) and a list of directions (called statements) that tell the computer what to do with the variables. The variables can represent numeric data, text, or graphical images.... When you buy software, you normally buy an executable version of a program. This means that the program is already in machine language—it has already been compiled and assembled and is ready to execute." Amelie Chapman had the following suggestion: "While it could probably be called a 'program'... , I would suggest calling it something like a 'computer-based learning module'. The primary reason for this somewhat lengthy categorization: it conveys the fact that intellectual property of an instructional nature underlies it, and I would think this would be important to convey." Zhaohui Chen suggested to call it, courseware, Bruce Parkhurst liked the term 'Idio-matic', whereas Lynne Crandall preferred to name it 'electronic publication'. Mike Ledgerwood's response focused on the tenure issue: "A part of Ursula's question no one has addressed yet is how the 'poor' professor is going to use this program for tenure and promotion. This is a huge question. In the US American system the vast majority of people doing the tenure and promotion process have no clue at all how to evaluate this kind of work for that kind of process. MLA tried to help with this and some of our members such as Joel Goldfield tried to help with that. However the final draft of this report wound up being quite unhelpful to many of us (especially those of us who work in administrative roles). Nina Garrett and others published a response to this report, which has (unfortunately) been widely ignored. I guess what I would say to all of you dealing with this issue, is that it is best dealt with locally. If you can get any kind of local ruling saying how a piece of software/program equates to a more traditional publication, you are ahead of the game...." Joel Goldfield: "Thanks to Mike Ledgerwood for bringing up the 1996 MLA document. Without getting too specific, there was a long period of slow interaction, punctuated by intensive meetings and demonstrations of materials, to update committee members both within and outside of the foreign language profession who represented somewhat different interests from many faculty involved with CALICO. I find the later committees' work to have been a natural evolution to this process and quite helpful. Perhaps others on LLTI also know of individual cases, as I do, where the existence and use of documents such as the MLA's have been reported by

campus tenure committees and faculty candidates themselves to have helped their tenure and promotion cases where CALL was involved. I am thinking of several examples, including one several years ago within Mike's own SUNY system. It would be interesting to hear of other examples. Please feel free to reply confidentially offline (joel@cs.fairfield.edu), if necessary. I am researching such material, related to my IALL 2001 and CALICO 2002 presentations, to be updated this March at CALICO 2003. The papers Mike references are helpful. However, in my experience, and as he also observes, each rank and tenure committee needs to be (re-)educated. Perhaps we might one day distribute a collection of case studies drawn from various types of institutions and positions that could remain anonymous. I think we are at a point where an organization rich in faculty representation like CALICO could step in with some very specific and helpful suggestions, where advisable and possible, relating CALL work to traditional conceptions of teaching, service and scholarship, building on current CALICO and IALL documents in addition to the MLA's report 'Making Faculty Work Visible' (Profession 1996 & online). We could also point out where, like the cinema evolving to its own art form from theatre, CALL can be its own hybrid discipline. This problem has often been confronted by those in humanities computing and literary computing and discussed over the past sixteen years on 'humanist'. For more information on the current incarnation of the MLA technology document, see <www.mla.org> and click sequentially through 'Reports and Documents,' 'Reports from MLA Committee on Information Technology,' and finally 'Guidelines for Evaluating Work with Digital Media in the Modern Languages.'" Carol H. Reitan: "I used testimonials from users of things I created for the web. Some were from students, others from faculty at both our school and other schools. Finally, I did a reverse link search to find pages that linked to mine and discovered there were servers on every continent except Antarctica linking to my pages. I told them that, too.... It is of course a much different situation at a 2-yr. school, since our tenure process is fairly new, and publications are a new issue here. They are not required, but are encouraged."

Recognition for CALL work

The tenure discussion evolved into another thread initiated by Derek Roff under its new title "Recognition for CALL work" (#7049) during the end of February. "... I am not very happy with the CALICO document on the value of CALL research and development, and I served on the committee that worked on polishing the final draft. It had to be short enough to be read quickly by deans and committees who might be considering CALL in tenure and promotion. This brevity sacrificed the specificity and persuasiveness that I had hoped for. The challenge and anxiety of the six-month polishing experience

taught me a few things. ... As a result of that experience, I don't know how a large group can produce a concise, specific document on which the majority can agree. We have different views on strategy, tactics, educational politics and the relative importance of every salient point and subtopic. It might be more productive for various individuals, or small groups, to produce their own position statements. ... The importance of CALL research and development might be convincingly demonstrated by this pluralistic approach. Suppose the CALICO, IALLT, EuroCALL and other groups had, in addition to their own concise position statements, a list of links to other more lengthy and detailed papers, which each group's members endorse. Something like 'the members of CALICO are in substantial agreement with the viewpoints expressed in these position papers: Nina Garrett's A Rational Approach to CALL Evaluation, Joel Goldfield's Survey and Analysis of CALL and Tenure, Ursula William's The Notre Dame Model for CALL, Mike Ledgerwood's Essential Criteria for evaluation of CALL Research, SoCALL's Recommendations for Promotion and Tenure in CALL, InSTIL's Proper Recognition of Speech Recognition Research, BYU's Foundations of CALL Evaluation, SFSU/LARC's Position Paper on CALL Development.' ... We need a way to demonstrate the widespread support for including CALL work in promotion and tenure, and give the detail needed for presenting model evaluation schema that cover all the different aspects of a diverse field like CALL. We need to progress more rapidly than large-group writing usually does. I think a pluralistic approach might be effective. ..."

Mike Ledgerwood added: "... The IALLT Board and Council discussed this very issue last summer at the Leadership Meeting. It is time to do this. However, using what we already have in a web format with links to appropriate document already out there is a super idea." Bob Peckham: "I am having my tenure review right now and using a number of CALL projects and web sites in the place of more traditional refereed paper publications. I guarantee I will be successful."

Recording Software

A March discussion evolved around the topic of "Recording software" (#7066). Jim Hogg initiated the discussion with the following: "Does anyone know of software that acts like a cassette deck made for language study like a Sony ER-90xx series deck? In essence, software that can play a pre-recorded model track and have the capability of recording a student's voice simultaneously. We have mostly Macs here, so Mac software is better for me, but any software would be of interest. Bill Hogue: "Divace does what you are looking for (see <<http://www.divace.com/language/divaduo.php?page=language>>)." John Dowling: "Did you say Macs? Check elanglab.com or wimba.com for cross-platform audio recording emulating the two

track format cassette decks...." Peggy C. Marcy gave the following advise: "I would ask your Sony Rep about that. I hear they have some competition for Tandberg. We use Tandberg/Divace Duo in my lab and we like it a lot. It is very pricey though and customer service is not that great...." Otmr Foelsche: "We have such a thing (an audio deck simulation) under development. It will be OS-X, 9.22, and Windows 2000/XP compatible. I will show the beta version at IALLT. We hope to make it open source once ready for distribution. I cannot provide any exact date for release yet...."

Lab Attendance Tracking

Bob Peckham started an April/May discussion, which on "lab attendance tracking" (#7135) with the following inquiry: "We are looking for a good way to track attendance in our 30-station networked lab. Student use is approximately 840 use hours per week because of a 2-hour per week lab requirement for students in all of our 111, 115, 122, and 222 language classes. This is a Mac lab running OS9, but as soon as I can convince people to dump some old software, we will move to OSX. Our university will have a 9.2% cut in budget next year, so we will need to find something very cheap." Bob Majors: "Apple Network Administrator Toolkit (ANAT) is an OS9 tool, but with OS X... it appears that Server Status (an OS X server tool free with the server...) is the closest Apple tool.... It has a Logs tab, then you can select AppleFile, and Access Log to get login and logout time per user, plus activity. The log should be readable into your favorite database/spreadsheet, where you could roll your own stats.... Also check: <<http://www.macosxlabs.org>> ...they might have some discussion there...."

Mariana Pomphile suggested another solution: "We use a card reader and students are required to sign in at the front desk when they come in and sign out when they leave. If a student forgets to sign out they loose all their time. Students can sign in with their ID card or with their social security number. IT wrote a protocol and it runs with the student database of the school.... At the end of the week we print out reports of all kinds..." Julia Pons: "Do you have anyone who checks the students in as the enter the lab? I have experimented with several different tracking programs, but the most reliable one so far has been to simply create an excel workbook with spreadsheets for individual classes and students. As students come in the lab, the student workers take their IDs and enter the day and times on their spreadsheets. It is easy as pie to add their total time spent in the lab this way!" Read Gilgen had a different opinion on student tracking: "Some time ago (like 15-20 yrs) we decided to get out of the business of monitoring student lab attendance. First, all you are doing is verifying that they are checking in/out, not what they are doing while there. Second, the only way to really tell if the student has been

working with the assigned materials is to quiz, test, or get them to use in class what they have learned. Too many instructors appease their conscience by getting these attendance stats but never take the time to know what the students have learned in the lab, or even what the lab materials are. . . . Today, nearly all of our materials are digital and online. Obviously, having tracking software. . . makes even less sense. . . .” To this, Jeremy Munson replied: “You raise an interesting point, and in an ideal world, I think you are correct; however, it is my understanding that in these times of budget cuts, there are powers outside of the language lab asking the labs to justify their budgets, staffing, and even space resources. Hence a good tracking system (with actual students to track) serves as ‘ammunition’ in these times of budget cuts and space disputes.” Mariana Pomphile added: “Because language learning is largely based in contact hours with the language. . . , faculty here require, suggest, or invite students to go to the lab. It has nothing to do with appeasing anything for us. Then, in terms of checking what they do while they are here, we have taken the time to create numerous materials with movies and other things to encourage students to do things other than the typical (sometimes boring) lab manual. We then not only monitor from the main desk what everyone is doing but also students are most times involved in an activity that requires some form of production that they have to turn in at the end. So we check attendance and what they do while they are here. . . .” Scott Williams: “Have you tried an old fashioned trip counter? It works well enough for us in tracking the physical traffic. I forgot to mention: While we use a trip counter for our own statistics, if students check out anything (tapes, software, etc) we swipe their cards and scan the bar code on the item and our own database tracks it. We don’t measure ‘sit time’. If they use any of the on-line stuff, . . . they have to log on through the database driven web application, and are thus tracked as well.” Mike Ledgerwood observed: “This is a long and difficult discussion. However, my experience from both the faculty and the staff side is that unless faculty chooses what activities students are supposed to do in the Center and . . . make those activities well integrated with the course as a whole, then students wind up doing only ‘seat time’. This is what Read was objecting to.” Read Gilgen added: “This is indeed a separate issue. We keep track of checkout information, and also web traffic, so we know how much materials are being used. But we don’t even attempt to try to keep information about individual students. I forgot to mention another issue that also turned us from this. . . there isn’t a library in the free world that will report to a third party just who has materials checked out (well, at least they shouldn’t). If we check things out as a library does, we really have to respect the privacy of the clients. If instructors want to know if a student is using the materials, they have to ask, or test, or quiz, or hold a class with the

students present. This really isn't just a "we won't do that" issue. It actually forces us to work harder with faculty to make sure we (and they) are providing the right materials, in the right way, so students actually use them...."

Bruce Parkhurst justified the tracking of student use: "We have kept track of lab usage for thirty-two years. I have found the data useful in defending budgetary requests, staffing increases and lab renovations. We use the stats also to see emerging trends: e.g. which departments are sending students to use materials or what operational changes have promoted increased usage. We based some of our billing on the data, too, for departments and programs that pay for lab services because they fall outside our normal service group. Our current system uses 4th Dimension for the Mac, a program we adopted in 1989 and have successfully customized to our needs over the years. With it, we do all our library cataloguing and circulation tracking. It is a very robust relational database that we now also use to serve library data via web (see <<http://glc.bu.edu:8080>>)... We scan the material/barcode, which pulls up title and call number. We scan the user ID card with a stripe reader, which pulls up the name, college of registration, and whatever courses they are enrolled in which we think might have brought them to the lab. (We download the expected user pool at the start of the semester, from the registrar's database...). The record is automatically date and time stamped. When the material is returned, we scan the barcode; this closes out the record.... We generate reports once or twice a semester for faculty. We consider the data on 'seat time' and individual student attendance to be confidential and do not release this type of info to faculty except under limited circumstances...."

iTunes

James Hogg started a May discussion on "iTunes" (#7148): "I am thinking of using iTunes 4 for delivering audio materials in our language center. With its sharing function it is possible to put the files on one computer and share them with the others in the center. I am not interested in providing the files beyond the language center's walls. Has anyone else experimented with iTunes 4 and thought of using it in a language center setting? One thing I would like to figure out is, if it is possible to organize playlists into folders. I would like to have folders for languages, subfolders for textbooks, then subfolders for chapters which would contain the audio tracks. This may not be possible at this time...." David Herren noted: "One thing to keep in mind is that there is a limit to the number of simultaneous connections allowed to a shared playlist.... The only thing you can do at this point is to set up multiple shares to individual playlists."

Otmar Foelsche replied: "I have not looked at iTunes4 to find out whether the directories are handled in different ways when compared to earlier versions of iTunes. We do have .mov streaming files on our servers and we have .mp3/iTune files on a station that synchronizes a pool of iPods that we loan out to students on weekends or for trips. The conversion of our existing files was simple - we used Cleaner for that. Establishing the directories within iTunes - to make them look similar to the directories on the server - was a real pain, to say it mildly. MP3 files, by the way, do not really stream. It is very easy to download them..." Keola Donaghy had another suggestion: "You can stream MP3s quite easily, without a special server. You simply need to create a meta file with the URL of the MP3, and send the correct Content-Type header, audio/x-mpegurl m3u. I created a little 2 line PHP script that automates this process. I originally did something like this in the UserTalk language (the programming language in Frontier) for http streaming of RealAudio files. ...If anyone is interested in the script let me know..." Otmar Foelsche added: "That is what Apple, Inc. (mistakenly) calls streaming... But, if I understand this correctly, it is only pseudo-streaming and you can still get at the file easily, if you want to. Real streaming requires a server, and real streaming files are fairly difficult to download.... We were particularly interested in using this approach for copyright enforcement, but gave up on it. It is either .mov files or MP4 files." Derek Roff replied to this message: "Otmar, your message seems to be saying that, by definition, streamed files can't be saved by the user/viewer.... My experience with the term 'streaming' is different. The usage that I am accustomed to would give the content author/provider the option of letting users save the material, or not.... The essence of streaming... is that the media can begin playing without the complete file being transmitted to the user's computer. If streaming media is, by definition, media that can't be saved by the user, then I would argue that there is no such media. Anything that the user can view, the user can save. Sometimes it is easy, sometimes it requires finding, copying, and renaming a few temporary files, sometimes it requires downloadable "hijack" software or sophisticated knowledge. For those of us providing copyrighted materials over a network, I am not sure what our responsibilities are. Certainly, we must make an effort to prevent copying. But can we, in good conscience, distribute the media knowing that it can be hijacked?... I am guessing that we need to make copying difficult enough that the users would have trouble doing it, and would have reason to know that they are breaking the law." To this, Keola Donaghy added: "Yes, it's still easy to get at, whether you wish to call it pseudo-streaming or streaming is up to you. Files streamed by Real servers or QTSS are not much more difficult to get at either, and there is always digital capture. My only

desire was for iTunes and other apps to think it was streaming and respond appropriately....”

Otmar Foelsche replied: “On my campus, too, streaming has become a more or less universal term for providing audio or video via the network - despite the fact that there is a lot of file-served and http-served material available. True streaming video... can be saved by a hacker, but for the average user this would be a challenge. True streaming audio is a little easier to capture.... I consider password protection, domain protection, even defined IP areas in laboratory settings in conjunction with true streaming services options for negotiating with copyright owners. We are entering the age of digital rights management, and I wouldn't be surprised at all, if streaming services in connection with transaction capabilities (as already spelled out in the next MPEG standards) will become part of our professional lives.”

IALLT Museum

A May/June discussion on tracking software for equipment checkout evolved into interesting, and often humorous exchanges about old technology. Eventually, Barbara Need picked this discussion up and turned it into a new, humorous thread entitled “IALLT museum” (#7176). Barbara's first posting was a reply to Ed Dente's question whether anyone still had some open-reel editing tools around: “We are still using them! I think I even have a wire recorder, though I won't swear it works. I also have a film projector designed to show one frame at a time, without burning the film!” Read Gilgen was quick to respond with a request: “Anyone who has old equipment (the older the better) and can take a digital picture of it, please send the same to me with information about what it is, your name and institution, and any other info you can think of that might be of interest. I will be happy to promote this at IALLT and to gather the pix and create a ‘museum’ on the IALLT website. Do you think we need Board approval? ...OK, all you IALLTers and friends... take the pictures and send them to me at <read@lss.wisc.edu>.”

Sara Wilson replied: “My first contribution to the virtual museum will be images of an opaque projector that resembles a small nuclear reactor, and the Insta-Vox digital audio player's floppy disk, which is approximately eighteen inches in diameter.” Barbara Sawhill added: “This recently was given to our lab by the East Asian Studies Department—a Chinese vocabulary ‘tutor’ that consists of boxes and boxes and boxes of manila cards with a magnetic strip on each of them that can be run through an electronic reader and, depending upon the speed with which you fling it through you can have very fast Chinese sounds or painfully slow, and somewhat monotone Chinese sounds. But the strip is only long enough for one or two

words...so creating audible sentences with this technology is an aerobic activity...cards flying, strips swiping..." Robert Mcfatter joined in: "Hello, I could not pass up the opportunity to bring this up. There is an old Cuban columnist in the El Nuevo Herald—the Miami Herald clone in Spanish—whose column is titled 'You are really old if...' So, the IALLT Tech Museum is not a bad idea, and a Virtual tech museum is a great idea. I remember the Brothers cutting into the mimeos back in the early 1950s in Cuba. I was fascinated by the smells, the inks—the messier it got the funnier it was, the mimeograph machine. I remember one year helping produce a tricolor mimeograph sheet for Christmas (Navidad). Do you youngsters have any idea how hard one had to hit those keys on the Underwood behemoths? And I think I was about eleven or 12 years old way back then. My love of streamlined portable typewriters was fierce after experiencing the technological impact of grown-up equipment on my poor little chubby fingers. I owned (a portable Underwood, which probably sells for about \$500-600 now.... The problem was that I tried to type as fast as I am typing now, and the keys would cause to entwine and sometimes refused to budge from their tight embrace... Oh, technofun! The IBM Selectric was a wondrous invention. I wrote short stories on it The sheer pleasure of listening to that ball strike paper and roller was better than eating chocolate bars! To this day I am in awe of such a great invention.... I was introduced to the concept of computers when you could buy parts at Radio Shack, and put all of those components together... . I trained on RadioShack's Tandy computers. I worked on Wang word processors I wrote a grant for five Vic computers for my multi grade elementary classes, and made them print text in a foreign language on a dot matrix printer. (All the experts said that it could not be done... but they did not read manuals.) My first real professional computer was a KAYPRO, which I still have at home, somewhere in the garage, and after twenty years it still works...." Ed Dente: "How long did it take computing to equal the ease of working with non-Roman fonts that the Selectrics had? Years! Want to use a Cyrillic font? Slip out the English ball, slip on the Cyrillic one! Didn't take three CALICO and IALLT workshops to master that...." Philomena Meechan had one wish: "I hope all these stories and experiences with technology will be posted into a guest book (one for each piece of 'machinery'?) on the virtual museum site...." Read Gilgen replied: "I have gotten several suggestions for what to include, but no pictures! Take digital pix and send them along. I think we can have some fun with this museum idea." Irene Starr added: "Here is a contribution of old technology: I learned video editing in 1979 on Sony half Inch EIAJ open reel VTR's. Pictures and details of the equipment are available at <http://www.labguysworld.com/>. A source deck and editing deck were connected directly to each other. One had to manually rewind

both the source reel and the recording reel a distance that corresponded to approximately five seconds. A special paper guide was taped to the reel to help one estimate how many revolutions of the reels were needed. More revolutions were needed if one was near the end of the tape. The next step was to press play on both decks. After five seconds, at the desired position one pressed the record button. These steps were later done with an editing controller." To this, Ralph Schultz wrote: "Irene, it sounds like you have come along way."

The discussions of the Language Learning and Technology International (LLTI) listserv have been archived and posted on the web. These LLTI archives can be accessed from the IALLT Home page, which is located at <http://www.iall.net/>. A link to the LLTI listserv appears at the top level of the IALLT Home page. The LLTI listserv page gives instructions on how to subscribe or unsubscribe to the listserv. In addition, there is a link to the LLTI archives. These archives can also be accessed at <http://listserv.dartmouth.edu/archives/llti.html>. To search the archives, type the subject in the first search field. The search engine will match the subject with the subject headings of the archived messages. You may also type a key word or words in the second search field. This search will look for the key words in the body text of all messages. If the reference number that has been assigned to a discussion topic is entered in this field, the search will bring up a complete list of all discussions dealing with the topic. You may also want to restrict search by limiting it to a specific author or by entering beginning and ending dates. Such a restriction is particularly useful for searches on frequently occurring topics. Any questions or comments related to the LLTI listserv may be addressed to Otmar Foelsche, the moderator of the LLTI discussion list.

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