FROM THE EDITOR

Read Gilgen

Ours is a business that is defined, to a large degree, by change. Technology, in general, is evolving so rapidly that it's hard to keep up. Just when we figure we have mastered the delivery of quality audio programs to students, we are faced with the challenges of doing the same with video and computers. Most of us not only accept, but actually relish the changes. We like to "play" with the technologies, and enjoy "learning" in the process.

At the same time, however, we must realize that we are decidedly in the minority. Most of our faculty colleagues are either content to use comfortable teaching tools (e.g. chalk and eraser), or simply are afraid to try new technologies. As a result, we are faced with several challenges. Among other things, we have to:

- Learn as much as possible about technology as it relates to learning, and determine what can be useful (and what not) in language teaching. Before you can sell others, you have to be sold yourself.

- Spend at least a part of your time promoting the use of technology among your colleagues. They need to see the positive effects of technology applied to language learning. Likewise, it's too easy to allow administrative routine to take over and push this activity aside.

- Do all you can to make these technologies available for students, as well as to your faculty colleagues themselves. You can't promote the use of technology, and 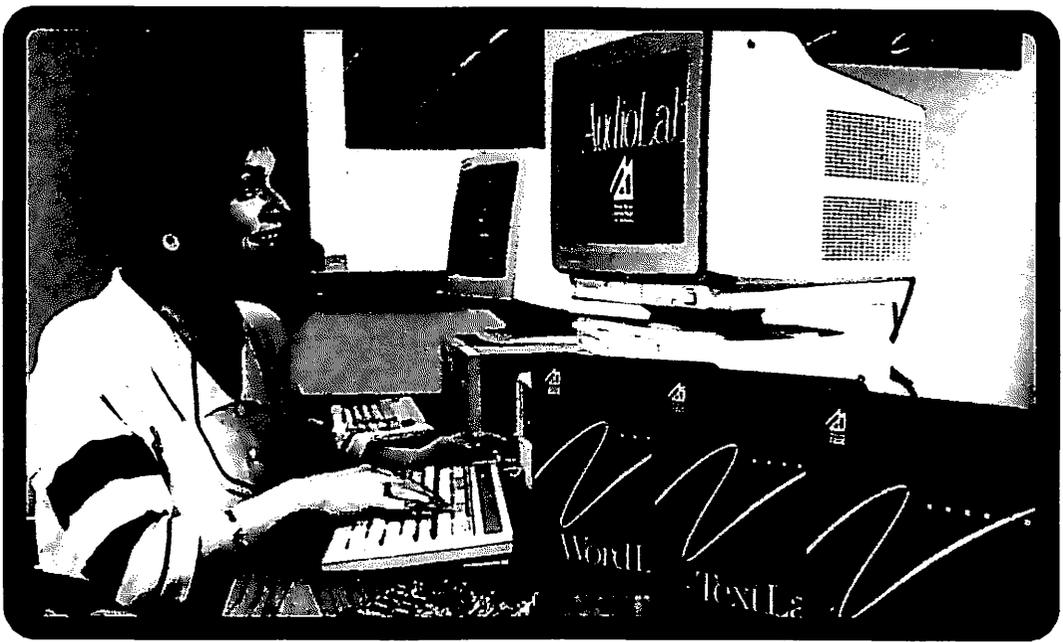then turn around and provide poor service, not maintain functioning equipment, or not be able work with faculty who seek help.

- Be patient with those who resist, but don't let up. If you're convinced of what you're doing (and you should be), then you'll feel secure as you go about your business. Lack of patience in this area can lead to an "us vs. them" attitude. We are all in this together.

That's part of what IALL and *The IALL Journal* are all about: to help you meet these challenges. We're particularly pleased that the contributions to the journal (i.e. your willingness to share) is increasing. Keep it up!

In this issue you'll find several interesting items: research into teaching with film and developing instructional software; a reprint of a still-timely article on "learning" in Language Learning Labs; two "how we did it" notes on working with faculty to develop media and developing a low-cost video lab; and information on special services, including the international bulletin board for Language Learning Technology.

Finally, let me welcome our newly appointed Editorial Board: Jerry Larson (Brigham Young University), Sharon Scinicariello (Case Western Reserve University), David Herren (Middlebury College), Inés Márquez Chisholm (University of Florida), and Donna Mydlarski (The University of Calgary). We look forward to their advice and direction as we strive to make the journal both professional and useful. Please feel free to contact any of us with suggestions (and articles!)

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4 Integrated System Components

Each → *Individualized*
→ *Instructional*
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