To our colleagues from Japan and around the world, welcome to FLEAT 5 in Provo, Utah! 歓迎

This is only the second time FLEAT has been held in North America, and as host of the first one, I know how much we are looking forward to exchanging ideas with our colleagues from Japan. Please take advantage of this unique opportunity to find out how different and how complementary our work on both sides of the Pacific can be.

If this is your first visit to Provo, let me encourage you to visit some of the spectacular scenery the region offers. Personally, I’m looking forward to seeing the new home of our colleagues at Brigham Young University: the Joseph F. Smith Building. Last year at this time, during our Summer Leadership Meetings, it was a concrete shell, waiting for the finishing touches and equipment that should put CALL facilities at BYU firmly back where they began in the 1980s—at the forefront.

Of course, the main reason we are here is to find out what each of us has to say about our pet CALL projects and research. Read Gilgen and his Program Committee (Paul Aoki, Monika Dressler, Judi Franz, Andrew Ross, and Sharon Scinicariello for IALLT, and Akio Iwasaki for the LET committee) are very enthusiastic about the quality of the presentations they have assessed, and I’d like to thank them on all our behalf for their dedication to the process of putting this exciting program together. One feature of the program that is particularly encouraging is the number of new and young colleagues who are presenting.

Those of us who have hosted conferences know how much “invisible” effort and coordination go on behind the scenes before the conference starts. Last year, at the planning meetings, we all knew very quickly what good hands our conference was in. Harold Hendricks and his BYU colleagues Jerry Larson, Steve Trost, and Robert Holcombe deserve our warmest thanks for agreeing to host our conference in the first instance, and for taking care of the particular needs and challenges of a joint international conference like FLEAT. We can confidently look forward to an excellent colloquium here in Utah.

Peter Liddell
IALLT President

Dear Colleagues,

It is a pleasure for us to join forces at FLEAT 5 hosted by Brigham Young University, Provo, Utah—the Big West country in its beautiful surroundings. LET has high expectations of this joint effort. We are all aware that IALLT, under the leadership of President Peter Liddell, and its task force have worked hard to make this conference a great success.

As you know, FLEAT had its first conference in Tokyo in 1981, followed by FLEAT 2 in Nagoya in 1992. The third was hosted in 1997 at the University of Victoria, where Dr. Liddell teaches. FLEAT 4 was held in Kobe, and we now are beginning the fifth. During the past 25 years, our forerunners and predecessors from both IALLT and LET have paved the way, enabling us to continuously enjoy friendships and deepen the trusting relationship between us. Our joint efforts, I firmly believe, have fulfilled important tasks of modernizing language teaching in our respective countries. I’m confident that this, FLEAT 5, will be another accomplishment for both organizations and that all participants will be satisfied with this superb opportunity prepared by IALLT.

Hiroto Ohyagi
LET President
Dear Colleagues,

This being a church-sponsored university, I should start with a confession. Technology brings out in me buckets of unresolved ambivalence. On one hand, I am like Sven Birkets, who, in The Gutenberg Elegies: The Fate of Reading in an Electronic Age, laments our epoch’s frontal assault on the codex. We are like Jean-Luc Picard, standing in his quarters on the Enterprise, surrounded by the most remarkable gadgets: “Computer”—now personified—“tea, Earl Grey, hot.” Even as he nostalgically caresses a leather-bound classic, his companion technology demands that he adapt his syntax to its requirements. But I also respond to Janet Murray’s enthusiastic vision of the future in Hamlet on the Holodeck: The Future of Narrative in Cyberspace, when she writes of the Internet as “a truly revolutionary invention humankind is just of the verge of putting to use as a spellbinding storyteller.” Which is it? Does technology threaten or expand our ability to probe the imaginary realms, to stimulate thinking, to build private selves capable of performing as educated citizens in an increasingly complex public arena?

During these meetings you will have conversations about practices, tools (and toys!), developing pedagogies, stewardship for students, and service to their teachers. In your discussion of detail, I hope you will find time to help me think about how computer code and codex speak to each other, why we must read pictures as carefully as the thousand words they replace, and how our new tools initiate and sustain the human conversation. We are honored you chose to come to Brigham Young University. We look forward to learning from you, and hope that your stay with us is memorable.

John R. Rosenberg
Professor of Spanish
Dean of the College of Humanities
Brigham Young University

Dear Colleagues,

Welcome to the fifth Foreign Language Education and Technology (FLEAT) Conference, and welcome to Utah. Both the conference and the location are sure to be memorable. As the conference host, I am pleased with the exciting topics that have been assembled by our program committee. I am sure you will find many interesting research reports and innovative projects among the presentations. The FLEAT conferences have had a wonderful tradition of bringing the academic and technological cultures of Japan and North America together, and I am certain you will meet and make many new friends from around the world while in Provo.

The goal of this conference is to bring together those who are passionate about the development and implementation of technology in the language learning process. There is a wide scope of interest within this field, and many opportunities for innovation and exploration. My hope is that you will discover kindred spirits from other parts of the world who share your particular interests, sparking a collaboration that will help unite the world in cooperation and friendship while enhancing our abilities to communicate with each other in our native languages.

Please enjoy the natural beauty of the area, the campus and facilities of Brigham Young University, and the high-class service of the Provo Marriott Hotel. I wish you a productive and enjoyable conference and a pleasant stay in Provo. I and my conference staff are at your service.

Harold H. Hendricks
FLEAT 5 Conference Host
Humanities Technology and Research Support Center
Brigham Young University
KEYNOTE PLENARY PRESENTER
Tom Welch, Director of Department for Innovation and Commercialization

_Uniting the World Through Technological Innovation_

Tom Welch is currently Director of Seeding Innovation for the Department of Innovation and Commercialization for the state of Kentucky. He is responsible for conceiving of and directing the K–16 education initiatives for that office. He works closely with the Kentucky Department of Education, the business community, and governmental agencies.

Mr. Welch graduated from Asbury College, Kentucky with a BA in English and French. After teaching English and coaching debate, he was reborn as a French teacher, where his love of teaching, especially foreign language teaching, really took hold. His years as a full-time classroom teacher led to an increased discovery and use of the technologies of the day. He was the first teacher in his school with a personal computer, the first one with his own fax machine, the first to have an e-mail account, etc. His enthusiasm for using technology to help the student learning process was a key to his students' success. Mr. Welch was selected as Kentucky's Teacher of the Year. In 1992, he left the classroom to become the Foreign Languages consultant for the Kentucky Department of Education. During that time, he also was elected president of the state's foreign language teachers’ organization and also served as one of twelve members of the task force which authored the National Foreign Language Student Standards.

Next, he accepted the challenge of opening a new high school that would incorporate the latest technology and curriculum innovations. As principal, he insisted that all administrators also teach one class every day. During his time as principal, he taught not only foreign language, but an introductory math class, history, humanities, and a class in entrepreneurship. Always an ardent revolutionary when it came to school reform, Mr. Welch left the high school after six years as principal to assume his current position. His passion for the effective use of technology in education has never waned and he continues to challenge his colleagues at the annual conferences of ACTFL and ASCD about the role of technology in achieving the ultimate goal, which is improving the way we help students learn.

HENDERSON PLENARY PRESENTER
Rachida Primov, University of Miami

_Media Centers as Agents for Community Outreach: The University of Miami Model_

Given in memory of Robert T. Henderson, who was serving as President of IALLT at his passing, this honor is awarded to the best presentation proposal submitted, as judged by the FLEAT Program Committee.

Dr. Primov received her Doctorat de Troisième Cycle from the Université de Provence (Aix-Marseille I) in 1981. Her dissertation was on “Le Cinéma Américain de 1968 á Nos Jours: Du Rêve au Cauchemar” (“American Cinema from 1968 to the Present: From Dream to Nightmare”). She is the director of the Eleonore Graves Tripp Foreign Languages Laboratory and is also in charge of a community outreach program which helps teachers of foreign languages in the Miami-Dade International Magnet Schools to improve their curricula and incorporate new technologies in their classrooms.
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Information Desk
The FLEAT 5 registration and information desk is located in the Park Lobby by the hotel management offices. Please check the general schedule for the days and times of operation.

Name Badges
Badges must be worn at all conference events and will serve as your entry pass to workshops, the exhibit hall, presentations, and other activities that do not require a special ticket.

Internet Access at the Provo Marriott Hotel
Daily Internet access within your room or hotel lobbies may be purchased by registering with a credit card. This wireless service DOES NOT extend to the presentation rooms or exhibit hall. IBAHN is the Internet provider for the Marriott Hotel.

Internet Access at BYU
Open wireless internet access will be available within the presentation rooms of the Joseph F. Smith Building. Other wireless areas on campus will require a BYU Net ID. See https://oit.byu.edu/login/createNetID.cfm

Parking at the Hotel
Parking at the Marriott Hotel is complimentary to conference attendees. You will need a parking token to exit the parking structure. Please show your name tag to the front desk attendant and request a token.

Parking at BYU
There is limited parking for attendees on the BYU campus. Please park in the lot north of the Museum of Art (MOA). A map of BYU is included in this program (page 9). To park in the lot, you will need to pick up a parking pass from the information desk at the Marriott Hotel.

Buses
Buses will shuttle you to and from BYU for the afternoon breakout sessions. Please board the buses north of the Marriot Hotel (the street outside the doors of the Zion and Bryce plenary sessions). For your return to the Marriott Hotel, please board the buses west of the Joseph Fielding Smith Building (JFSB), the main breakout session building.

Meals
The opening reception will be held in the Marriott Hotel Zion room. Monday and Wednesday lunch will be held in the Marriott Hotel Arches and Canyon rooms. Tuesday’s lunch will be held at the BYU Garden Court in the Wilkinson Student Center (WSC). Tuesday night’s banquet will be held in the Marriott Hotel Arches and Canyon rooms. The Wednesday evening Western barbecue is a ticketed event. You may purchase a ticket at the registration desk. If you require a vegetarian meal, please contact the information desk with your request.

Emergency Contacts
The telephone number to use for urgent contact with conference attendees is the Provo Marriott Hotel general number, (801) 377-4700. Please request the FLEAT 5 conference information desk. A message board will be located next to the information desk in the Park Lobby (see page 7).
Business Center, Photocopies, Post Office
There is a business center located in the Marriott Hotel. For sessions held at BYU, there is a copy center located on the first floor of the JFSB next to the presentation rooms. The BYU Bookstore and Wilkinson Student Center both have mail and shipping facilities (see campus map, page 9).

Utah Valley Convention and Visitors Bureau
A UVCVB staff member will be at the information desk to answer questions you might have about the Utah Valley area. We thank the UVCVB for their support and involvement at the FLEAT 5 conference.

Wednesday Evening Entertainment
Come join us for an exciting evening of country western entertainment—barbeque, music, and dancing. Please go to the information desk to purchase your ticket.

Harold B. Lee Library
BYU’s Harold B. Lee library (HBLL) is one of the top libraries in the United States. Is it is located directly east of the JFSB (afternoon breakout session location).

Certificate of Attendance
Certification or verification of attendance is available on request at the registration desk.

FLEAT 5 T-shirts
FLEAT 5 T-shirts will be sold at the information desk. Prices: 1 for $10; 2 for $16.
Map of Provo Marriott Hotel

PROVO Marriott

101 West 100 North, Provo, Utah 84601
(801) 377-4700 Fax: (801) 377-4708

WEST CENTER STREET

100 WEST STREET

PARKING RAMP

100 NORTH STREET

BUS SHUTTLE STOP

100 WEST STREET

200 WEST FREEDOM BLVD

NORTH
1. Head east from W 100 N - go 0.1 mi
2. Turn left at N University Ave - go 1.4 mi
3. Bear right on Canyon Rd - go 0.2 mi
4. Turn right on Bulldog Ave (1230 North) - go 0.1 mi
Map of Joseph F. Smith Building Level 1 (Basement)
A Special Thanks to Our
Gold Sponsors:

- Ellis, Inc.
- Sanako
- Horizon Wimba

Silver Sponsors:

- UVCVB
- Uchida-Yoko

Exhibitor Area and Poster Sessions

01 Ultralingua Inc.
02 Auralog
03 Defense Language Institute
04 Fairfield Language Technologies
05 Sans
06 Sans
07 Uchida-Yoko
08 Power Glide Foreign Language Courses
09 Horizon Wimba
10 Horizon Wimba
11 ASC Direct Inc.
12 ASC Direct Inc.
13 Ellis, Inc.
14 Ellis, Inc.
15 Houghton Mifflin
16 Houghton Mifflin
17 GlobalLinguist Inc.
18 Imagine Learning
19 Sanako
20 Sanako
### FRIDAY, August 5

**SESSIONS HELD IN THE JFSB — JOSEPH F. SMITH BUILDING; HBLL — HAROLD B. LEE LIBRARY; MTC — MISSIONARY TRAINING CENTER; UPC — UNIVERSITY PARKWAY CENTER**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 A.M.—12:30 P.M.</td>
<td>JFSB</td>
<td><strong>31</strong> BYU Technology Tour—FREE</td>
</tr>
<tr>
<td></td>
<td>B161 JFSB</td>
<td><strong>35</strong> Using Revolution for Web Apps</td>
</tr>
<tr>
<td>8:30 A.M.—5:30 P.M.</td>
<td>B161 JFSB</td>
<td><strong>36</strong> Salt Lake Conference Center &amp; LDS A/V</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2231 HBLL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>37</strong> Technology Shy</td>
</tr>
<tr>
<td>8:30 A.M.—5:30 P.M.</td>
<td>JFSB</td>
<td><strong>32</strong> English Language Center &amp; MTC</td>
</tr>
<tr>
<td>1:30—5:30 P.M.</td>
<td>MTC</td>
<td><strong>33</strong> IALLT Lab Design Workshop</td>
</tr>
<tr>
<td></td>
<td>UPC</td>
<td><strong>34</strong> Sanako Lounge 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>38</strong> ExTemplate</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ARCLITE LAB 110 B-34</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>39</strong> ARCLITE: Producing Language Video</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2232 HBLL / 19 Capacity</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>41</strong> Auralog: Off-the-shelf—FR I &amp; II</td>
</tr>
</tbody>
</table>

**Note:** Shuttle Times—8:00 a.m., 12:30–1:30 p.m., 5:30 p.m.

### SATURDAY, August 6

**SESSIONS HELD IN THE JFSB — JOSEPH F. SMITH BUILDING; HBLL — HAROLD B. LEE LIBRARY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 A.M.—12:30 P.M.</td>
<td>2231 HBLL</td>
<td><strong>50</strong> Introducing Teachers to Moodle</td>
</tr>
<tr>
<td></td>
<td>B161 JFSB</td>
<td><strong>53</strong> Building a Configurable Media Loader</td>
</tr>
<tr>
<td>8:30 A.M.—5:30 P.M.</td>
<td>4010 JFSB</td>
<td><strong>IALLT B&amp;C Meeting</strong></td>
</tr>
<tr>
<td>12:30—5:30 P.M.</td>
<td>B181 JFSB</td>
<td><strong>55</strong> Basic Video Techniques for Web</td>
</tr>
<tr>
<td></td>
<td>B013 JFSB</td>
<td><strong>51</strong> Hacking Hot Potatoes</td>
</tr>
<tr>
<td>5:30—5:30 P.M.</td>
<td>B013 JFSB</td>
<td><strong>52</strong> Curb Cuts in the Digital Language Lab</td>
</tr>
<tr>
<td></td>
<td>B164 JFSB</td>
<td><strong>54</strong> Introducing CALL to Non-Native English Speakers</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>58</strong> TestFabrik</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>57</strong> IALLT Lab Management Workshop</td>
</tr>
<tr>
<td></td>
<td>1133 JFSB</td>
<td><strong>51</strong> Hacking Hot Potatoes</td>
</tr>
</tbody>
</table>

**Note:** Shuttle Times—8:00 a.m., 12:30–1:30 p.m., 5:30 p.m.
Conference Schedule

Friday, August 5, 2005
8:00 a.m.–8:00 p.m.  Registration and Information Desk Open, Main Lobby, Provo Marriott Hotel (PMH)
8:00–8:25 a.m.  Van Shuttle to BYU, Main Lobby, PMH
8:30 a.m.–12:30 p.m.  Preconference Workshops (see workshop schedule, page 13)
12:30–1:30 p.m.  Lunch (on your own) Van Shuttle between PMH and BYU
1:30–5:30 p.m.  Preconference Workshops (See workshop schedule, page 13)
5:30–6:00 p.m.  Van Shuttle to PMH
6:00 p.m.  Dinner (on your own)

Saturday, August 6, 2005
8:00 a.m.–6:00 p.m.  Registration and Information Desk Open, Main Lobby, PMH
8:00–8:25 a.m.  Shuttle to BYU
8:30 a.m.–12:30 p.m.  Preconference Workshops (see workshop schedule, page 13)
11:45 a.m.–1:30 p.m.  Lunch (on your own)/Van Shuttle between PMH and BYU
Noon–5:00 p.m.  IALLT Business Meeting w/Board and Council (open to all IALLT members; location 4010 JFSB, BYU)
1:30–5:30 p.m.  Preconference Workshops (see workshop schedule, page 13)
5:30–6:00 p.m.  Van Shuttle to PMH
6:00 p.m.  Dinner (on your own)

Sunday, August 7, 2005
4:00 p.m.–8:00 p.m.  Registration and Information Desk Open, Park Lobby, PMH
Special Event:  Day trips to area attractions; meet in the PMH main lobby.
6:00 p.m.–8:00 p.m.  Welcome Reception, Zion Room, PMH

Monday, August 8, 2005
6:30–8:30 a.m.  Breakfast (on your own)
7:00 a.m.–6:00 p.m.  Registration and Information Desk Open, Park Lobby, PMH
7:00–8:30 a.m.  New IALLT Member Breakfast, Juniper Room, PMH
8:00 a.m.–2:00 p.m.  Exhibit Hall Open, Aspen and Birch Rooms, PMH
8:30–10:00 a.m.  Opening Plenary and Keynote Address by Tom Welch, Zion Room, PMH
10:00–10:30 a.m.  Refreshment Break by Exhibit Hall, outside Aspen Room, PMH
10:15–11:00 a.m.  Poster Sessions, Exhibit Hall, Aspen and Birch Rooms, PMH
11:00 a.m.–Noon  Breakout Sessions at PMH (see breakout room schedule)
Noon–1:20 p.m.  Regional Groups Lunch, Zion Room, PMH
1:30 p.m.  Load Buses and Travel to BYU (north entrance by Zion Room, PMH)
2:00–3:45 p.m.  Breakout Sessions, BYU JFSB (see breakout session schedule)
3:45–4:15 p.m.  Refreshment Break, East JFSB Entrance
4:15–5:30 p.m.  Breakout Sessions, BYU JFSB (see breakout session schedule)
5:30 p.m.  Load Buses and Travel to PMH (west side of JFSB; see map, page 9)
5:45–6:30 p.m.  SWALLT Regional Group Business Meeting, JFSB B164
6:30 p.m.  Shuttle for SWALLT Members—Return to PMH
6:30 p.m.  Dinner (on your own)
Tuesday, August 9, 2005

6:30–8:30 a.m. Breakfast (on your own)
8:00 a.m.–6:30 p.m. Registration and Information Desk Open, Park Lobby, Provo Marriott Hotel (PMH)
8:00 a.m.–2:00 p.m. Exhibit Hall Open, Aspen and Birch Rooms, PMH
9:00–10:00 a.m. Henderson Plenary, Rashida Primov, Zion Room, PMH
10:00–10:15 a.m. Refreshment Break, Exhibit Hall outside Aspen Room, PMH
10:15–11:00 a.m. Poster Sessions, Exhibit Hall, Aspen and Birch Rooms, PMH
11:00 a.m.–Noon Breakout Sessions, PMH
Noon–12:30 Load Buses and Travel to BYU (north entrance by Zion Room, PMH)
12:40–1:40 p.m. Lunch, Garden Court, BYU Wilkinson Student Center
1:45 p.m. Walk to JFSB for Breakout Sessions
2:00–3:45 p.m. Breakout Sessions, BYU JFSB (see breakout session schedule)
3:45–4:15 p.m. Refreshment Break, East JFSB Entrance
4:15–5:30 p.m. Breakout Sessions, BYU JFSB (see breakout session schedule)
5:30 p.m. Load Buses and Travel to PMH (west side of JFSB; see map, page 9)
7:00 p.m. Banquet, PMH

Wednesday, August 10, 2005

6:30–9:30 a.m. Breakfast (on your own)
8:00 a.m.–5:30 p.m. Registration and Information Desk Open, Park Lobby, PMH
8:00 a.m.–2:00 p.m. Exhibit Hall Open, PMH, Aspen and Birch Rooms, PMH
8:00–10:00 a.m. IALLT Board and Council Meeting, Juniper, PMH
10:00–10:15 a.m. Refreshment Break by Exhibit Hall, outside Aspen Room, PMH
10:15–11:00 a.m. Poster Sessions, Exhibit Hall, PMH
11:00 a.m.–Noon Breakout Sessions, PMH
Noon–1:20 p.m. Lunch, Zion Room, PMH
1:30 p.m. Load Buses and Travel to BYU (north entrance by Zion Room, PMH)
2:00–3:45 p.m. Breakout Sessions, BYU JFSB (see breakout session schedule)
3:45–4:15 p.m. Refreshment Break, East JFSB Entrance
4:15–5:30 p.m. Breakout Sessions, BYU JFSB (see breakout session schedule)
5:30 p.m. Load Buses and Travel to PMH (west side of JFSB; see map, page 9)
6:30 p.m. Western Barbecue, Dub Reed Band, and Dance (ticketed event)

Arches and Canyon Rooms, PMH

Conference ends. Thank you for attending. Have a safe trip home!

See map for BYU locations and building acronyms (page 9).
## Schedule at a Glance

### MONDAY, August 8

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>iPods and Wireless and Deans, Oh My! Challenges and Opportunities . . . (Panel) (Samuels)</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>Simple and Complex: The Flavors of SAKAI (Crandall, Kautz, Browning)</td>
<td></td>
</tr>
<tr>
<td>11:45</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>CMC In (and Outside) the L2 Classroom: Tomorrow’s Technology (Lafford)</td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>Learning Culture and Language by a Bilingual Key-Pal Project (Edasawa)</td>
<td></td>
</tr>
<tr>
<td>13:15</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>Extreme Makeover: The Language Lab in a New Role (Schlau)</td>
<td></td>
</tr>
<tr>
<td>14:00</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>The Effect of Task Type on EFL Speaking Test Performance (Huei-Chun)</td>
<td></td>
</tr>
<tr>
<td>14:45</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>Collaborative Technology to Keep You Sane (Marston)</td>
<td></td>
</tr>
<tr>
<td>15:30</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>Kanji Alive: A Next Generation Online Kanji Learning Tool (Huei-Chun)</td>
<td></td>
</tr>
<tr>
<td>16:15</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>GILT-y Pleasures: Teaching Globalization and Localization (Smith)</td>
<td></td>
</tr>
<tr>
<td>17:00</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>Integration of Technology in Foreign Language Programs (Johnson)</td>
<td></td>
</tr>
<tr>
<td>17:45</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>A Report of an Out-of-Class Reading Activity (Takahashi)</td>
<td></td>
</tr>
<tr>
<td>18:30</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>Students’ Perceptions Toward Online Communication in Second-Language Acquisition (Honda)</td>
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<td>19:15</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>New Directions in Language Center Direction (Panel) (Gonglewski)</td>
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<td>20:00</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>Ten Questions to Ask: Adopting Web-Based Text Modules (Early)</td>
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<td>20:45</td>
<td>Poster Aspen</td>
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<td>The Hidden Benefits of a CALL Facility (30 min) (Abbot)</td>
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<td>Integration of Technology in Foreign Language Programs (Johnson)</td>
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<td>A Report of an Out-of-Class Reading Activity (Takahashi)</td>
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<td>Effective Use of Web-Based Lessons with Streaming Video Clips (Iwata)</td>
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<td>The Effects of I8-CALL on L2 Writing for Beginner FSL (MacDonald)</td>
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<td>Assessments in the Language Media Center (McCullough)</td>
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<td>Virtual Language-Learning and Culture in Context: A New Dimension (Saito-Abbott)</td>
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<td>Can CALL Really Help Advanced CFL Learners? (Chang)</td>
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<td>Email Tandem Language Learning Project: Students’ Awareness . . . (Sasaki)</td>
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<td>A Pilot Study to Search for Possibilities in English Study (Obari)</td>
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<td>Integrating Resources for Task-Based Interactive CALL Programs (60 min) (Graham)</td>
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<td>Blogs, Wikis, and Forms: Improving Learners’ Writing Skills (Kumahata)</td>
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<td>11:00</td>
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<td>A Multimedia Tool for Enhanced Feedback on Oral Performance (60 min) (Tsutsui)</td>
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<td>18:30</td>
<td>Poster Aspen</td>
<td>Birch</td>
<td>Mobile Photo Blogs in the Language Classroom (Daniels)</td>
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# Schedule at a Glance

**TUESDAY, August 9**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15–11:00</td>
<td>BRYCE</td>
<td>50 Aligning Service to Mission: Managing Technology in the Language Resource Center</td>
<td>Dressler</td>
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<tr>
<td>11:00–12:00</td>
<td>B002</td>
<td>66 Help! I Need a . . . Sharing Resources through Digital Repositories and Collections</td>
<td>Crandall</td>
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<tr>
<td>2:00–2:45</td>
<td>ZION</td>
<td>45 The Teachers’ Training for English Activities in Elementary Schools (Yanagi)</td>
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<tr>
<td>3:00–3:45</td>
<td>ZION</td>
<td>51 IALLT and Publishers Roundtable (Samuels)</td>
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<tr>
<td>4:15–4:45</td>
<td>CEDAR</td>
<td>53 Technology Marries Listening Comprehension with Culture (Sorgen-Goldschmidt)</td>
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<tr>
<td>5:00–5:30</td>
<td>B132</td>
<td>55 Content Representation and SCORM (Bush)</td>
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<td>B132</td>
<td>61 Digital Deutsch: Implementing Hybrid Language Courses (Thibeault)</td>
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<td>B132</td>
<td>67 Pair Interaction in Computer-Mediated Communication (Tan)</td>
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<td>B132</td>
<td>75 How Has the Difference Affected Retention? Two Empirical Studies . . . (Koyama)</td>
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<tr>
<td>10:15–11:00</td>
<td>ZION</td>
<td>46 Teaching Teachers to Use Technology: Individual Differences (Dewey)</td>
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<tr>
<td>11:00–12:00</td>
<td>ZION</td>
<td>52 Content Representation and SCORM (Bush)</td>
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<tr>
<td>2:00–2:45</td>
<td>B142</td>
<td>62 Integrating Insights from Multiple Disciplines: Crafting . . . (Wakefield) (30 min)</td>
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<tr>
<td>3:00–3:45</td>
<td>B142</td>
<td>68 DVD-Captioned Video and Foreign Language Comprehension (Markham)</td>
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<tr>
<td>4:15–4:45</td>
<td>B142</td>
<td>77 How to Assess English Proficiency with CASEC Computer Test . . . (Obari)</td>
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<tr>
<td>5:00–5:30</td>
<td>B142</td>
<td>76 Talking to Your Web Page: Speaking Practice Online (Hoopingarner)</td>
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<tr>
<td>10:15–11:00</td>
<td>B142</td>
<td>47 From PC to TV: Streaming Video from the Web . . . (Pals)</td>
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<tr>
<td>11:00–12:00</td>
<td>B142</td>
<td>63 Going Digital with Virtual Overhead (Soneson)</td>
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<td>2:00–2:45</td>
<td>B150</td>
<td>55 Language Learning: Physical Footprint, Virtual Footprint (Hammond)</td>
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<td>3:00–3:45</td>
<td>B150</td>
<td>69 Public Performance Rights for International Films (Sawhill)</td>
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<tr>
<td>4:15–4:45</td>
<td>B150</td>
<td>72 A New Model for Teaching Arabic Technological . . . (Belnap)</td>
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<td>5:00–5:30</td>
<td>B150</td>
<td>78 Publishing for the Profession: The IALLT Journal, Etc. (Panel) (Waltje)</td>
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<td>10:15–11:00</td>
<td>B150</td>
<td>48 Theta Rhythm at the Frontal Area of Brain Facilitates L2 English Learning . . . (Nakano)</td>
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<td>11:00–12:00</td>
<td>B150</td>
<td>56 Preview of LSU’s New Web Exercise and Online Testing Programs (Tabor)</td>
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<td>2:00–2:45</td>
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<td>64 Toward New Media: Music as Bridge in the French Curriculum (Confield)</td>
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<td>3:00–3:45</td>
<td>B150</td>
<td>70 Explore CMC in the Virtual SLA Learning Environment (Dong)</td>
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<td>4:15–4:45</td>
<td>B150</td>
<td>73 The Relationship between Japanese EFL Learners’ Listening . . . (Imai)</td>
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<td>5:00–5:30</td>
<td>B150</td>
<td>79 VIE: Virtual Italian Experience (Bayer)</td>
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<td>10:15–11:00</td>
<td>B150</td>
<td>46 Keypal Friendships in English Language Courses (Kitao)</td>
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<td>11:00–12:00</td>
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<td>57 Using Mobile Phones for FL Education (60 min) (Houser)</td>
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<td>2:00–2:45</td>
<td>B152</td>
<td>67 Proficiency Differences in CALL-Based Vocabulary Learning (Kawauchi)</td>
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<td>71 Proficiency Differences in CALL-Based Vocabulary Learning (Kawauchi)</td>
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<td>74 Corrective Feedback among EFL Learners in Chat (Zoran)</td>
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<td>10:15–11:00</td>
<td>B160</td>
<td>58 Five-Plus Years of Wireless Laptops: A Retrospective and a Look Ahead (Sawhill)</td>
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<td>B160</td>
<td>65 Continuous Improvement in Integrated CALL Learning Systems (South)</td>
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<td>2:00–2:45</td>
<td>B160</td>
<td>72 A New Model for Teaching Arabic Technological . . . (Belnap)</td>
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<td>59 Using ICT to Facilitate Learner Autonomy in Project-Based Learning (60 min) (Suzuki)</td>
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<td>64 Toward New Media: Music as Bridge in the French Curriculum (Confield)</td>
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<td>73 The Relationship between Japanese EFL Learners’ Listening . . . (Imai)</td>
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<td>4:15–4:45</td>
<td>B164</td>
<td>81 A Corpus-Based Lexical Analysis of the English Section . . . (Ishikawa)</td>
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<td>74 Cost-Effective Video for Language Learning Materials Development (60 min) (Bush)</td>
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<td>10:15–11:00</td>
<td>B164</td>
<td>60 Learning-Centered Strategies and Course Design (90 min) (Panel) (Miller)</td>
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<td>61 Digital Deutsch: Implementing Hybrid Language Courses (Thibeault)</td>
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<td>2:00–2:45</td>
<td>B190</td>
<td>67 Pair Interaction in Computer-Mediated Communication (Tan)</td>
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<td>75 How Has the Difference Affected Retention? Two Empirical Studies . . . (Koyama)</td>
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<td>76 Talking to Your Web Page: Speaking Practice Online (Hoopingarner)</td>
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<td>5:00–5:30</td>
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<td>77 How to Assess English Proficiency with CASEC Computer Test . . . (Obari)</td>
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<td>8002</td>
<td>Language Classes Come Alive with Animated PowerPoint (Yo)</td>
<td>Backward Design for Language Instruction and Technology (Sorgen-Goldschmidt)</td>
<td>WebCT to Moodle: Technical Issues and Student Performance (Blaine)</td>
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<td>3:00–3:45</td>
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<td>8002</td>
<td>Desktop Audio and Video: Boosting Oral Output through Technology (Sawhill)</td>
<td>Backward Design for Language Instruction and Technology (Sorgen-Goldschmidt)</td>
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<td>8132</td>
<td>Using CALL Programs to Teach EFL through Children’s Literature (Hsing-Chin)</td>
<td>Backward Design for Language Instruction and Technology (Sorgen-Goldschmidt)</td>
<td>WebCT to Moodle: Technical Issues and Student Performance (Blaine)</td>
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Monday Sessions

MONDAY—10:15 AM

2 Students' Perceptions toward Online Communication in Second-Language Acquisition
Junko Handa—Towson University

This presentation will discuss students’ perceptions toward using online communications for acquisition of a second language. The purpose of this study is to investigate the second-language learners’ perceptions of participating in online learning activities. The research question is how students felt about participating in both synchronous and asynchronous online discussions in Japanese Intermediate I course. The participants were students who enrolled in this course and who participated in both synchronous and asynchronous online discussions in fall 2004. Fourteen students participated in this study. Students used Blackboard, which is an online course management software program for online discussions. Students in Japanese Intermediate I participated in three synchronous discussion activities and six asynchronous discussion activities (three small group discussions and three class discussions). Each small group consisted of three or four students and one Japanese native speaker. In synchronous discussions, the participants used Romaji, which is a phonetic alphabet using English characters. In asynchronous discussions, the participants used Japanese characters. The data were collected using survey questions with the Likert scale; collected data were analyzed with descriptive statistics. This study found students’ perceptions of asynchronous and synchronous online discussions for reading, writing, and communication skills. The data indicate that both synchronous and asynchronous discussions are beneficial to students’ reading skills more than writing and communication skills. In addition, using asynchronous discussions is more beneficial to their writing skills than using synchronous discussions. More than 70 percent of students agreed that asynchronous discussion activities motivated students to construct sentences, but students enjoyed participating in synchronous discussions more. The data indicate that students have specific perceptions toward each discussion type. Using an appropriate online discussion format according to the learning goals seems a key aspect in second-language instruction.

3 A Step toward Compulsory English in Elementary Schools in Japan
Miyuki Takahashi—Hyogo University of Teacher Education
Yoshikazu Yanagi—Nagoya Gakuin University

The National Curriculum has required English language education since 2002 in public Elementary Schools in Japan. It now starts in the third grade as “English Activities.” However, in elementary school in Japan, English language education is not a compulsory subject as it is in Korea and Taiwan. It has been introduced as part of the “International Understanding Education” program to pursue foreign language conversation during the “Period for Integrated Study.”

4 The Effect of Task Type on EFL Speaking Test Performance
Huei-Chun Teng—National Yunlin University of Science & Technology

The purpose of the present study is to investigate the effect of task type on the performance of EFL speaking tests for Taiwanese college students. The major research questions explored in the study include: (1) Will test takers perform differently on various task types of EFL speaking tests? (2) Are there any differences in the accuracy, complexity, and fluency of test takers’ discourse in terms of different task types? (3) What are test takers’ perceptions toward the three speaking tasks? Subjects were 30 students mentoring in English at a university in Taiwan. The three task types adopted in the study consisted of answering questions, picture description, and presentation. The subjects were tested in a language-lab setting and responded on an audiotape. After completing the speaking test, subjects answered a questionnaire designed to elicit their affective reactions toward the three tasks. The tapes were scored independently by two English teachers (native speakers). The taped protocols were also transcribed for the analysis of accuracy, complexity, and fluency. Results indicate that Taiwanese college students performed better in the EFL speaking task of answering questions by exhibiting more fluency and complexity. By providing empirical evidences and descriptions of speaking assessment tasks, the study has contributed to our understanding of L2 speech performance, and further the implications of designing EFL speaking tests.

5 Development of Computer Software Providing an Environment for New Readability Formulas
Yoshinori Miyazaki—Shizuoka Sangyo University
Ken Norizuki—Shizuoka Sangyo University

Readability was originally developed in western countries and is defined as a function which outputs the easiness of English sentences. Readability statistics have been used for many decades in Japan also for teaching and research purposes. These statistics have generally been found reliable and valid for first-language learners of English, but only a limited number of studies have been conducted to test the reliability and validity of the measures for Japanese learners of English, and even fewer studies have been directed toward developing a new readability formula. The aim of the present study is twofold. First is to develop a computer program supporting the environment for English teachers to devise new readability formulas. Creating and verifying new readability formulas require a great deal of
Surveys are examples of measurements of use. Assessments should be used figures of the media center will help identify trends and prioritize how effectively human resources are being used. Evaluating the current methods devoted to various projects and tasks can help the media center manager track how effectively human resources are being used. Evaluating the current methods used to determine whether the center is meeting the needs of its users. Having a set of standard measurements is an important tool in the media center director’s toolbox, allowing the centers impact on teaching and learning to be shared easily with the administration. Standard measurements can guide strategic planning. The assessments recommended by this poster presentation draw on guidelines that are used in library media centers and will provide models of surveys and data collection tools that can be used by language media center managers.

7 E-mail Exchange Project at Elementary Schools between Japan and the U.S.

Mariko Shimizu—Gifu University

The purpose of this study is to encourage children to have motivation to study language English/Japanese and to create in children a curiosity towards people who live in other countries through email exchange at the elementary school level. International Cultural Exchange Education must be a good learning experience regardless of expense not only to study language. Still there are some difficulties in the limited budget of the public Elementary Schools. Relating to this issue we will use email because of the low cost. Also Children would learn how to use a computer. In this Poster Session we show the process how we were working with the Email Exchange Project during the school year.

6 Assessments in the Language Media Center

Heather McCullough—University of North Carolina at Charlotte

This poster presentation will demonstrate various types of assessment instruments that are vital to managing a media center. Assessments can be powerful tools in the administration of a media center and can be used to document a center’s impact on teaching and learning, to build support for a center, and to plan strategically for the future. This presentation outlines the uses of quantitative and qualitative assessments and gives an overview of the major methods of evaluation: questionnaires, interviews, numbers-gathering, and observation. The presentation discusses how to target the application of assessments to specific work done by the media center, including curriculum contribution and development, collection management, facilities, technology, personnel, and center usage. Assessments such as these can be used to evaluate the role of the media center in the department’s curriculum and to help strengthen its contribution to the departmental mission. Qualitative and quantitative measurements of the collections held by the media center help identify their strengths and weaknesses. Evaluations of the collection can target how resources are allotted by language, by technology type, by course, and by student. Tracking the use of facilities and the usability of the facilities can provide valuable information for renovation or new design planning, for budgeting, and for communicating needs to the administration. The impact of the media center staff’s work on teaching and learning can be recorded through assessments. Keeping records of the amount of time devoted to various projects and tasks can help the media center manager track how effectively human resources are being used. Evaluating the current use figures of the media center will help identify trends and prioritize spending. Circulation analysis, in-house use of materials, and facility use surveys are examples of measurements of use. Assessments should be ongoing measurements used to determine whether the center is meeting the needs of its users. Having a set of standard measurements is an important tool in the media center director’s toolbox, allowing the centers impact on teaching and learning to be shared easily with the administration. Standard measurements can guide strategic planning. The assessments recommended by this poster presentation draw on guidelines that are used in library media centers and will provide models of surveys and data collection tools that can be used by language media center managers.

20 MONDAY—11:00 AM

8 iPods and Wireless and Deans, Oh My! Challenges and Opportunities for Language Resource and Media Centers

Jeffrey D. Samuels—Goucher College
Paul Aoki—University of Washington
Sharon Scinicariello—University of Richmond
Mikle Ledgerwood—State University of New York at Stony Brook

Two language lab and resource center directors from small liberal arts and sciences colleges and two directors from larger institutions will hold a panel discussion featuring their experiences and perspectives about recent innovations in technology and the implications these innovations have upon their endeavors. Some of the questions this panel will address include: How do innovations such as iPods and iTunes work in a dedicated language learning space? What features do these and wireless technologies provide as an enhancement to current practices? Do they have shortcomings that prevent them from replacing a turnkey lab or one that is hardwired with dedicated software? How do infrastructures and demands for anytime, anywhere, computing jive with dedicated instructional spaces with fixed schedules and staffing? What are the budgetary and staffing implications of enhancing technologies such as wireless access and course management systems that are capable of hosting digital media? Will wireless laptops and compact external hard drives replace dedicated language learning spaces?
Will our positions be secure or will we find ourselves realigned within the college or university? What are the new responsibilities and roles for language lab and resource center directors, and what are the new skill sets they imply? To whom will they report? Daunting as these questions may be, the panelists will sift through the myriad of overlapping issues and present a historical and futurist perspective. Ample time will be allotted for audience members to discuss these subjects further.

9
New Directions in Language Center Direction
Judi Franz, Chair—University of California, Irvine
John Angell—University of Louisiana at Lafayette
Stayc DuBravac—Florida Atlantic University
Margaret Gonglewski—The George Washington University

The “Language Laboratory” will soon be a thing of the past—not because they are all being cut, but rather because they are all being renamed as “Language Centers.” Behind this name change is surely more than just a switch in word choice. It reflects a shift in the methodological approaches to language learning and teaching: there is an increased focus on interactive, content-based, student-centered and contextualized communicative language practice, as opposed to guided repetition or memorization of form for form’s sake alone. As a result, language centers have a new mandate for the 21st century: to transform their space, services, and technical and human resources to meet the new demands. Yet beyond changing the name from laboratory to center, many of those who find themselves in the position of needing to fulfill that mandate lack a concrete vision of what these new language centers can be. This predicament can lead to stagnant relationships with language departments or administrators and tons of unused or underutilized equipment. This panel examines some of the motivating forces behind the move from “laboratory” to “center,” as well as the possibilities it holds for language teachers, students, and administrators. The presenters in this panel, three language center directors who have recently taken on the task of transforming language labs into centers, describe the process they have undertaken to meet this 21st century mandate. They explore factors which influenced this general change, from the theoretical, such as new teaching philosophies, to the concrete, like students’ learning styles, technological advances, and diminishing resources. The three presenters will also outline the ways they approached the design, direction, staffing, and publicity of their centers to make them complement, enrich, and enhance language program missions. Examples of changes they instilled will be shown through visuals (e.g., before and after photographs) and statistics (e.g., surveys). The panel members will present concrete and practical ideas for transforming a “laboratory” to a “center,” including approaches to teaching instructors or directors appropriate use of technology, and strategies for moving toward a more constructivist use of the language center. Additionally, the presenters will encourage input from audience members about their own struggles and successes in this area.

10
Collaborative Technology to Keep You Sane
Pete Smith, Chair—University of Texas at Arlington
Jan Marston—Drake University
Clayton Mitchell—Drake University

Drake University’s Language Acquisition Program works, thanks to the technology that keeps its group of professionals organized, informed, and current on collaborative projects. We work in the glow of distributed dissemination of information. We use e-mail, chat, Wiki, Blackboard, dotMac, desktop video conferencing, and Web-shared databases to team-teach and manage over a hundred directed independent language learners. Without actually setting a magisterial foot in the door of a language classroom, we observe, guide, encourage, and evaluate students using a variety of technological tools. Herding cats pale in comparison to the challenge of coordinating so much information and so many individuals. In this session we will talk about the way our technological tools have enabled us to be everywhere at once, a many-headed “beast.” So ingrained is our use of these tools that when a member of our professional group (the coordinator of Asian and African languages) was stranded in Japan for the first three weeks of a semester, most of her students were unaware that she was not actually in Des Moines where they were. Of course, we make extensive use of technology for pedagogical purposes as well, but it is the technology for communications and dissemination of information that keeps us sane and informed.

MONDAY—2:00 PM

11
Simple and Complex: The Flavors of SAKAI
Marlene Johnshoy, Chair—University of Minnesota
Lynne Alison Crandall—University of Michigan
Bruno Browning—University of Wisconsin-Madison
Joseph Kautz—Stanford University

What is the SAKAI Project? Is it a good CMS for teaching foreign languages? Who are the participants and contributants? This session will explore why people interested in foreign language education should be interested in SAKAI, a CMS designed by university people for university people—an open-source model that is for everybody.

We’ll explore the set of tools as well as some of the look-and-feel options implemented at different campuses. This dynamically evolving CMS can change everything!
Ten Questions to Ask: Adopting Web-Based Text Modules

Hiroyuki Obari, Chair—Aoyama Gakuin University
Patricia N. Early—Georgia State University

Textbook publishers are embracing the online learning movement and rapidly developing WebCT and Blackboard modules across the curriculum, promoting these products as learner-centered, media-rich substitutes for textbooks, workbooks, and lab manuals. Marketed with names such as Eduspace (Houghton Mifflin), OneKey (Prentice Hall) and Quia (McGraw Hill), modules deliverable via Class Management systems address the interest of educators in providing audio, video, and interactive presentation components to students that correspond directly with adopted texts without the need to “retrofit” independent materials to a text-bound curriculum. Student access to text-aligned multimedia content is no longer limited to language labs, but is available at home or through any Web-enabled computer. In addition, these products offer administrative benefits to instructors, such as online automatic scoring of student work, evaluation and assessment tools that allow online testing, and instructor tools to customize content and interface options. For publishers, online content via class management systems provides the advantage of delivering multimedia content with access control, protecting both copyright privilege and development investments. Individual student access codes, coupled with Class Management system access control, guarantee that only those students who have purchased texts and access codes and are currently enrolled in courses utilizing those materials have access to the content of the module. Furthermore, the product cost for the publisher is shifted away from printing and shipping, and focused on product development, marketing, and support. At first glance, this new direction in learning technology appears to be a win-win proposal for educators, publishers and students alike, but as in any pioneering effort, the trail to successful implementation can be fraught with unforeseen challenges. This session explores the issues that should be addressed prior to the adoption of any textbook module. From the technological aspect, we will take into account technology support issues, consideration of network infrastructure demands represented by publisher-supplied modules, and security concerns. Students, instructors, and their level of technology acceptance will be discussed, including training considerations and equity in technology access. The “Ten Questions You Should Ask Before Adopting a Web-Based (WebCT or Blackboard) Textbook Module” are drawn directly from challenges encountered in the implementation of a WebCT module at Georgia State University and reflect the hidden issues that were uncovered and addressed during the first-semester of utilization. Anyone involved in textbook adoption, institutional technology support, and student technology support will benefit from this frank discussion of online commercial textbook modules and their integration.

Kanji Alive: A Next Generation Online Kanji Learning Tool

Hiroyuki Obari, Chair—Aoyama Gakuin University
Arno Bosse—The University of Chicago
Harumi Hibino Lory—East Asian Languages and Civilizations
Keiko Yoshimura—The University of Chicago

All Japanese language instructors are familiar with this dilemma: most students have no knowledge of kanji when they first begin their study of Japanese. However, the demanding schedule typical of beginning Japanese language classes often allows for only a small amount of class time to introduce kanji to students. To address this challenge, many institutions have turned to Web-based teaching aids to help students learn to write, read, and memorize kanji in their own time. But by what criteria should such online tools be measured? What set of features must a Web-based kanji teaching tool possess to make it both attractive and valuable to students? To find out, we conducted a survey of several existing online tools such as the WWJDIC and MIT J-PNET to learn from their strengths and weaknesses. We concluded that while each existing online tool had its advantages, no one solution provided the combination of features we considered attractive and pedagogically necessary for beginning and intermediate students who wished to learn kanji outside the classroom. We propose that a successful online kanji teaching aid must meet or exceed the following criteria: 1) a significant number of supported kanji, 2) beginner-friendly and flexible search features, 3) large, calligraphic as well pen-based kanji animations, 4) examples of kanji usage with translations and native pronunciation, 5) information about each radical, and 6) a stroke-by-stroke breakdown of each kanji. These features then formed the basis of our own online kanji teaching aid, Kanji Alive. Kanji Alive is a next-generation kanji teaching aid designed to supersede previous generations of Web-based options by fulfilling all of the criteria necessary for beginning and intermediate Japanese students in one unified interface. Kanji Alive also offers some unique features such as animations of the historical transformation of each radical. Kanji Alive is built using QuickTime and Flash technology. It utilizes modern MPEG-4 codes to provide very high-quality Japanese audio samples and large, clearly visible kanji animations. The tool requires only the free Apple QuickTime player and an internet connection—no Japanese fonts are necessary. It is compatible with Windows 98/ME/NT/2000/XP and MacOS 8.6/9.x/OSX.

Following two years of student use in Chicago with extensive feedback, we are confident that Kanji Alive can become a valuable resource for Japanese language programs at any institution, since it allows instructors to spend more time on conversation-based teaching. For further information, please see http://kanjialive.lib.uchicago.edu.
14 Effective Use of Web-Based Lessons with Streaming Video Clip
Margaret Gonglewski, Chair—The George Washington University
Jun Iwata—Matsue National College of Technology
EFL learners usually lack real-life opportunities to use the language they have studied and also have limited understanding of how the language is used in everyday situations. This presentation outlines Web-based lessons with original streaming video clips designed for elementary-level Japanese EFL learners. The streaming video clips integrated into the Web-based lessons are aimed at helping those EFL learners at our college to understand the context of the conversation and to help them practice the language in real-life settings. Each Web-based lesson consists of three tasks: a warm-up task aimed at attracting the students’ attention and building the expectation of what they may see and hear in the video clips, a watching task aimed at checking their comprehension, and a follow-up task aimed at giving them communicative activities relevant to the topic. The results of evaluation surveys conducted with the students show that Web-based lessons with video clips help them to understand the context of conversational patterns; they also indicate that the use of topics relevant to their lives, such as “Showing You around Our City in English” and “Introducing Yourself in English,” have motivated them in their study of English. Web-based lessons also help to shift the focus from a teacher-centered classroom environment to student-centered independent language learning where students can study at their own pace. During the presentation, typical lessons and how to make Web-based lessons with an authorizing system I have developed are demonstrated, and the results of evaluation surveys conducted with EFL students at our college are also outlined.

15 Virtual Language-Learning and Culture in Context: A New Dimension
Yoshiko Saito-Abbott—California State University, Monterey Bay
Gus Leonard—California State University, Monterey Bay
This presentation describes a Japanese language course, created and offered collaboratively among four CSU campuses. It introduces cultural knowledge in context through unique virtual environments designed specifically for this project. It describes the process of designing curriculum and creatively using technology to effectively deliver instruction and model effective practice, and shows how experts in the field of foreign language education and language lab directors have collaborated for course development. A sample module is demonstrated to show how this process adapted course content for the virtual community.

16 Hurricanes, Earthquakes, and Floods, Oh My!
Tanaka Sachiko, Chair
Judi Franz—UC Irvine
This session will address matters of emergency preparedness and emergency response for language resource center/lab managers and instructors who teach in computer lab settings. What hazards are there in a lab setting? What kinds of things can you do to prepare in advance, and how can you best help others during an event?

17 Making Wikis Work
Heather McCullough, Chair—University of North Carolina at Charlotte
Doug Worsham—University of Wisconsin—Madison
Wikis are collaboratively produced Web pages that turn the dynamics of traditional foreign-language writing assignments upside-down. That is a good thing! Unlike the short, product-oriented exercises in traditional classes, Wikis provide a motivating medium in which students can engage in an extended writing process, focusing not only on isolated elements of grammar, but also on the detail and development that characterize effective writing. While traditional assignments are generally written by a single author and forgotten within a week, Wiki assignments can be written and rewritten multiple times by anyone in the class at any time. As a result, the distinctions between author, audience, and evaluator are blurred, allowing students and teachers to approach foreign language writing in entirely new ways. Short-term, limited-focus homework assignments become highly extensible teaching tools. Authorship and ownership of a text, once limited to a single student, can now belong to the class as a whole. And most importantly, the writing assignment, once a lonely endeavor, becomes a collaborative social activity, much more capable of developing the student’s overall communicative competence. In this discussion, the presenters will describe their developing understanding of the role Wikis can play in foreign-language education. They will share the results found in three classes (advanced Spanish as a foreign language, low-intermediate Italian as a foreign language, and intermediate English as a second language), revealing the successes, failures, and lessons learned along the way. Participants will walk away with concrete examples of effective Wiki writing assignments as well as a greater understanding of what makes Wikis work.

18 A Multimedia Tool for Enhanced Feedback on Oral Performance
Michio Tsutsui—University of Washington
Because oral performances such as speeches and student-to-student dialogues do not allow instructors to give feedback interactively, providing effective feedback for these activities is a constant challenge. For these types of performance, the instructor usually provides oral comments or written evaluations as feedback after the activity. However, such delayed feedback is problematic for a number of reasons. For example,
It is difficult for the instructor to take adequate notes on students’ errors and problems while listening to the performance.

Consequently, comments are often incomplete and/or inaccurate. Additionally, students cannot easily connect the instructor’s feedback to their performance since they may not remember the utterance the instructor made a commented on or exactly what they had said or meant to say. They may also have forgotten the context or situation in which the utterance occurred.

When a performance consists of many utterances, students may not be able to correctly connect the feedback to the specific utterance.

Students are not guided to discover their own errors.

After receiving the feedback and corrected utterance, students do not have opportunities to reinforce the correct forms. Recognizing the problems inherent in delayed feedback and multimedia technology’s great potential for solving these problems, the University of Washington’s Technical Japanese Program developed a language-independent application for enhancing delayed feedback called Language Evaluator (LE). Language Evaluator consists of two components: LE Author (a commenting tool) and LE Student’s Interface (a feedback review tool). LE Author allows the instructor to thoroughly review the students’ digitally recorded performances and provide text and/or voice comments on errors. LE Student’s Interface, on the other hand, allows the students to review their performance with their instructor’s comments, which are connected to the corresponding utterances. When students review the performance, the Interface guides them in discovering errors on their own. LE Student’s Interface also allows students to practice the correct utterances orally and record them either for self-check or instructor review.

In this presentation, I will first discuss some critical issues related to delayed feedback. I will then introduce Language Evaluator with a brief demonstration, followed by a discussion on LE’s theoretical merits from the viewpoint of Second Language Acquisition. Finally, I will suggest ways of using LE in different instructional settings.

Integrating Resources for Task-Based Interactive CALL Programs
Teresa Johnson, Chair—Saint Louis University
C. Ray Graham—Brigham Young University
Deryle Lonsdale—Brigham Young University
BYU PSST Research Group—Brigham Young University

When we examine current software programs available for teaching foreign languages, we are struck by the fact that, with few exceptions, software programs provide learners with very little opportunity to go beyond a rather mechanical reproduction of oral language. While many programs may provide learners with some high-quality listening opportunities with lots of graphic support and enhanced input, opportunities for oral interaction are very limited. In fact, most of these programs require that students activate the learning materials using a mouse and keyboard and watch actors participate in oral interactions which serve as models for them to repeat and memorize. Thus, the learner becomes a third-person participant in the interaction. Instructions are most often presented in written form and often in the native language, and learners interface with the program via the keyboard and/or mouse. Our research group has been working for the past four years to show how noncommunicative learning activities in conventional CALL programs can become a part of a communicative learning environment where the student becomes a first-person participant in language interaction through the use of animated agents and speech technology. We show that animated conversational humanoid agents can direct the language experience of the learner through verbal communication and that the learner can interact both verbally and nonverbally with the agent. Our strategy has been to develop complex, multicomponent applications—selecting appropriate toolkits supporting existing technologies and integrating them together as seamlessly as possible. In this paper we discuss: (i) a theory of language learning which supports the interactive nature of our learning activities, (ii) core technologies (speech recognition, speech synthesis, dialogue engines, animated agents, and external knowledge components) that serve as the foundation for our work, and (iii) novel applications that we have developed to engage the learner in simulated communication with agents. We will conclude with a discussion of possible further work.

MONDAY—3:00 PM

20
CMC In (and Outside) the L2 Classroom: Tomorrow’s Technology
Peter Lafford—Arizona State University

Computer-mediated communication (CMC) technologies have begun to play an increasingly important role in the teaching of foreign/second languages. In this presentation, various established and “cutting-edge” CMC technologies that facilitate asynchronous and synchronous oral and written communication will be described, evaluated (and some demonstrated) vis-à-vis the feasibility of their pedagogical application to the teaching of foreign/second languages. This presentation concludes with a discussion focusing on the challenges facing the implementation of these technologies (e.g., accessibility, compatibility, financial considerations) and some possible solutions to those problems.

21
The Hidden Benefits of a CALL Facility
Sharon Scinicariello, Chair—University of Richmond
Alida Abbott—University of Victoria

The objective of this research was to conduct a small-scale “interpretive qualitative and quantitative” project in order to investigate the unseen advantages of a CALL facility. The principal goal was to determine how the sociocultural context of a computer-mediated environment affects the learning experience of its users. By sociocultural, it is meant that the prior language learning experiences of students, their attitudes and motivation towards learning another language, their cultural and linguistic background, and their exposure to computers and how these factors interact with one and have an effect on a computer-mediated environment. More specifically, this
research has centered on the backgrounds and attitudes of the learners and why they utilize this facility, and what it is that motivates and encourages them to persist in using this learning space. This research is concerned with an area which has received little attention, one that concentrates on the attitudes toward a computer-enhanced environment by both international and domestic students studying foreign languages in the CALL Facility at The University of Victoria.

22

GILT-y Pleasures: Teaching Globalization and Localization
Jan Marston, Chair—Drake University
Pete Smith—University of Texas at Arlington
Scott Williams—University of Texas at Arlington

The University of Texas at Arlington offers both undergraduate and graduate-level coursework in Globalization, Internationalization, Localization, and Translation (GILT), introducing students of modern languages at all levels to the newest generation of computer-network-based tools for cross-cultural communication and interaction. Worldwide, the GILT industry expends $20 billion annually, offering real-world applications and careers for language majors with interests in multilingual, multicultural computing, communications, and e-commerce. As multicultural media centers evolve for the 21st century, this presentation will suggest one area of expanded service by our profession to the community of students and scholars of world languages at colleges and universities. This paper will introduce the relevant concepts and then suggest ways in which language technology centers can address the needs of language departments as they face the challenges of the 21st century (including hardware and software currently in use around the world). Language labs will continue to play an important role in the learning of languages at all levels. One of the areas to which we should extend our attention and expertise is in specific uses of the knowledge of language and culture in a global context. We should address the technological needs of those who do translation and localization. Translators need basic computer skills, including the use of text editing options and non-English language components of Word and other programs. Also, professional translators are increasingly using Computer-Assisted Translation programs (such as teachable databases) like Trados, SDL, etc. Furthermore, instruction in Web page construction and design should be expanded to include Website localization. Labs should also consider to what extent they could assist in interpreter training. Furthermore, IALLT should also reach out to other organizations such as the American Translators Association, the American Association of Translation Studies, and Localization Industry Standards Association, as well as their international equivalents.

23

The Effects of IB-CALL on L2 Writing for Beginner FSL
Kimberly A. MacDonald—OISE/University of Toronto

The purpose of this study was to compare the writing achievement in French and the perceptions of two groups working collaboratively in an interactive, Internet-based computer-assisted language learning (IB-CALL) context: (1) a group interacting with francophones in another province via IB-CALL; and, (2) a group working with classroom peers of similar second language (L2) proficiency via IB-CALL. Participants were 75 beginning L2 learners of French as a second language (FSL) studying at the post-secondary level in eastern Canada. Research studies show that one of the most effective ways to foster L2 development is through face-to-face interaction with the target language group (Freed, 1995; MacFarlane, 2001; Warden, Lapkin, Swain, & Hart, 1995). However, face-to-face interaction is not always possible, especially for the student population described above. In this presentation, I examine this issue and report the results of an electronic exchange between university-level, FSL students and a francophone group, and compare this “exchange,” or IB-CALL group, with students working collaboratively within a comparison IB-CALL group of similar language proficiency. My theoretical framework draws on the Interaction Hypothesis (Hatch, 1978; Long, 1996), the Output Hypothesis (Swain, in press), and current L2 writing theory. I compare overall writing in the two interactive writing environments and examine learners’ perceptions of the writing context, the text, the composing processes, and cultural awareness, based on five data sources: writing samples, questionnaires, semistructured retrospective interviews, ongoing observations, and design experiment methodology.

24

Can CALL Really Help Advanced CFL Learners?
Linda Chang—Brigham Young University

This study investigated the effects of Computer Assisted Language Learning (CALL) on the Chinese verbal skills of advanced Chinese Foreign Language (CFL) learners. The CALL application attempted to enhance the speaking and listening aspects of CFL learners. A pretest/posttest control group designed with an intact class was employed to minimize treatment diffusion. Sixteen third-year undergraduate students from Brigham Young University participated in the study. Eight students in one section of an Advanced Chinese Conversation course served as the treatment group, and eight in another section of the same course became the control group.

The study lasted for fourteen weeks, during which participants of the intervention group previewed a Chinese CALL application prior to classroom instruction and reviewed similar materials during and after class. The nonintervention group took an equivalent course taught through traditional methods. Both control and treatment groups were administered criterion-referenced pre- and posttests where lab computers recorded their verbal responses. Data were analyzed using analysis of variance (ANOVA). Both groups also completed a language experience survey at the end of the study.

The Chinese CALL application utilized the cultural and social contexts via a culturally rich and popular Chinese talk-show video ShiHuaShiShuo (Tell it like it is). A live demonstration on using this PC- and MAC-compatible CALL application for previewing, reviewing course materials, and quiz-taking will be part of the conference presentation. The results reported in this study show that the Chinese CALL application has significantly helped improve CFL learners’ mastery of their advanced Chinese verbal skills over three and half months. On a course-evaluation survey, students commented that the CALL application was a time-saver and that they regarded it as a very helpful Chinese learning aid. Recommendations for future research are offered.
Contemporary language curricula require the use of technology in order for students to learn all aspects of languages. Currently, many programs help instructors develop their own material: WebCT, Blackboard, turnkey lab solutions, Wimba, etc. All of these require significant teacher preparation and materials development. In institutions where faculty have limited time or where resources are more limited, it may be advantageous to consider complete programs where the content has already been created. Although this approach should not be considered a final goal, we would like to call it “a first step into technology.” We will use “Tell Me More” (TMM) from Auralog as an example of such a first step. How can TMM be integrated to the language curriculum? How much training do instructors need to use TMM? What are students’ reactions to the use of TMM? What form of assessment is used? From a language lab perspective, how difficult is TMM to install, manage, support, and update? What are the technical requirements and challenges of the program? Are we able to measure progress students have made using this program in ways which are meaningful within the larger curriculum? How can experience with this first step contribute to a more comprehensive technology strategy for language learning? This presentation is not a sales pitch session sponsored by the company but rather a suggestion to an approach based on Rice’s experience with technology. We have used the program for six years in Chinese, French, Spanish, and German and are beginning to use it for Arabic. At our institution, TMM is used as a supplement to other technology, but we have also worked with a number of institutions in the U.S. and abroad who are using it as a “first step” toward technology or as the sole technology for those with limited resources. We will present the program from the perspective of instructors, students, technologists, and systems administrators. We will discuss the strengths and weaknesses of the program and emphasize how it can complement an evolving language curriculum.

Integrating the Wiki and Blog Authoring into EFL Classes
Heather McCullough, Chair—University of North Carolina at Charlotte
Shuji Ozeki—Chubu University

The presenter has built and utilized Wiki and blog sites for EFL classes since 2003. The practical examples and the advantages of these Web application programs in language teaching will be demonstrated in this session.

Learning Culture and Language by a Bilingual Key-Pal Project
Tanaka Sachiko, Chair
Yasuyo Edasawa—Doshisha Women’s College of Liberal Arts
Kaori Kabata—University of Alberta

This study investigates how a cross-cultural communication project benefits students with their second language and cultural learning. A collaborative e-mail exchange project has been conducted for the last four years between Japanese students learning English at Doshisha Women’s College and Canadian students learning Japanese at the University of Alberta. The project, which lasts approximately eight weeks, aims to provide students with an opportunity to freely communicate in the language they are learning, and thus to help improve their communication skills. It is also expected to give them a chance to deepen their understanding of the target culture.

The project is incorporated as part of a research project in each language/communication course. Students are required to select a specific research topic, one that is related to the target culture, and to present the results at the end of the project. Previous studies reporting similar exchange projects have unanimously portrayed a positive outcome, either in improving the language skills or in raising the cultural awareness (e.g., Aitsiselmi, 1999; Greenfield, 2003; Jogan, et al., 2001; Ruhe, 1998; Van Handle & Corl, 1998; Warschauer, 1999). Jogan, et al. (2001), for example, emphasizes the advantage of a project of this type in lowering students’ affective filter and motivating them to write about and learn culture.

However, the results of these studies have largely been based on the students’ self-evaluative data and/or comments through ad hoc interviews, and how this kind of exchange project actually helps students improve their language skills and/or cultural awareness has not yet been fully explored. In this study, we are interested in how students’ cultural and language learning occurs during the project period. Our study is based on quantitative data from pre- and post-project survey studies, as well as qualitative ethnographic data collected from the students’ exchanged messages. We address questions as to whether students actually improve their cultural and language knowledge through the e-mail exchange, and what the patterns of exchanges are that lead to a successful cultural and language learning. A preliminary study has indicated that students had a more active and successful exchange if they have developed a relationship close enough to ask each other personal questions. This study will further determine the pedagogical merit and identify some of the key factors for a success of a cross-cultural project of this kind.
MONDAY—4:15 PM

28
Integration of Technology in Foreign Language Programs
Lucinda Miller, Chair—Indiana University
Teresa Herrera Johnson—Saint Louis University
This is a presentation and discussion of the methodological issues involved in the integration of computers, course management tools, and other technology in the preparation and actualization of teachers of foreign languages. Current trends, especially at the secondary education level, include the requirement of laptop computers for the students, Smart Boards in the classroom, computer labs, and the presence of other technology which is meant to enhance the learning process. These innovations sometimes do not include proper instructor preparation to obtain maximum scholarly benefit from these technology acquisitions. This presentation will discuss different ways in which the systematic integration of different types of technology can aid, in a specific manner, the learning process and facilitate the acquisition of foreign languages. Special reference will be made to the updating of Methods courses and to the development of in-service seminars that include ways to maximize the pedagogical value of the integration of technology in order to meet a particular language program needs.

29
The Effects of Technology on Language Learning Research in Japanese Elementary School English Classes
Dianna Murphy, Chair—University of Wisconsin
David Aline—Kanagawa University
Yuri Hosoda—Kanagawa University
Research on technology is not only important for how it affects language learning, it is also important for how it affects language learning research. This paper presents the effects of technology on an observational study of the new Japanese elementary school English curriculum. In this paper we discuss the significance and effects of (a) the selection of the technology and the training needed for application of the technology, (b) the actual use of the technology in data collection, (c) the use of the technology in data analysis, and (d) the use of the technology in presentation and dissemination of research findings. For the selection of the technology to be used in our classroom observations, we first had to understand the extent to which we needed to analyze the language and interactive data collected. As we would be analyzing the institutional interaction through application of Conversation Analysis (CA) techniques, we needed to make a close transcription of the data. However, as we also needed to capture real interaction unimpeded by the technology, we avoided using microphones attached directly to the interactants, and opted to use various recording devices including two audio-recorders placed at either side of the front of the room and two video cameras with one directional microphone. The training required for application of the technology to the research project consisted of (a) familiarization with the specific equipment used for data recording, and (b) learning the software for transcription and for video data editing. Although the actual use of the technology presented difficulties which would not have been encountered if we had just taken observational field notes, these difficulties only slightly affected our observations. Once the equipment was set up, we were free to take notes on individual students as the video cameras were capturing the major activities and actions in the classes. This provided us with specific areas to focus on during the data analysis. The use of technology for dissemination of our research findings goes beyond simply using a word processor and PowerPoint. One major effect of technology is on the reliability of the research findings. By actually presenting our data in the form of video clips and transcriptions of the interaction, we can ensure our audience can understand how we reached the conclusions we did, and decide for themselves about the results. In conclusion, future research will benefit from but also be affected in numerous ways by the application of technology.

30
Adding Voice to Language Exchanges via the Internet
Samantha Earp, Chair—Duke University
Todd Bryant—Dickinson College
In an attempt to make our language classrooms truly communicative, many professors have made communication with a language partner an integral part of their course. Until now, the majority of these conversations have taken the form of text communication via e-mail or instant messenger. Although text can provide some advantages, for most of us it was a decision of necessity as audio communication over the Internet was of low quality and limited reliability. Fortunately, voice over the Internet communications have seen great improvements over the last year, and I will focus on one of the newest software applications in the field, Skype. Skype is an application that allows multiple users to communicate verbally over the Internet on a PC, Mac, or Linux machine between virtually any network regardless of configuration or firewall and with greater quality than the telephone at no cost. It is also extremely user friendly. Making a “call” is as simple as entering the person’s Skype name and clicking the green phone. I am hoping that this new technology will result in a rapid increase in the number of language exchanges around the world. In an attempt to facilitate this process, I have created a web site that will allow instructors and individual learners to find others interested in a language exchange via Skype. The site will allow anyone to search for users by language, display whether they are currently logged into Skype, and provide the ability to connect to them instantly via Skype or e-mail. Of course, as with any new technology, audio exchanges bring their own set of challenges. We will discuss these challenges and how they may best be overcome to create a truly authentic communicative driven course.
E-mail Tandem Language Learning Project: Students’ Awareness of Language, Language Learning and Language Use, and Its Application to English Teaching

Akihiko Sasaki—Kwansei Gakuin Junior High School

E-mail Tandem is a reciprocal language-learning method, in which two people (groups) of different native languages (L1) communicate by e-mail using the target language (L2, the partner’s L1), with the purpose of getting to know each other, finding out each other’s interests and culture, and helping each other improve language skills by giving feedback. Unlike the traditional pen-pal activity, where communication is held in one native language and students occasionally end up with feelings of disappointment or guilt toward the pen-pal’s unbalanced linguistic skills, tandem learning benefits both sides in terms of target language learning. Additionally, as this method requires each learner to be a teacher, it is expected to enhance the learners’ responsibility and autonomous attitude in learning.

The presenter explains the significance of adopting this method in his teaching setting, referring to some theoretical rationales. The project was integrated into an elective course for third year students at a private junior high school in Japan. The students, throughout their first two years of English learning, obtained a substantial amount of explicit knowledge about English, but had almost no chance to output the language. Swain (1995) argued that learners use explicit knowledge to produce utterances (i.e., output), through which they notice the gap between their intention and their ability, test hypotheses, and reflect on their language use.

Swain also suggested that feedback from the interlocutor enhances such cognitive activities. It was expected that E-mail Tandem, which provides learners with extensive output opportunities to an authentic audience (Johnson, 1999), would promote their English learning in their post-grammar-learning period.

The project was implemented in the 2003 and 2004 school years with 13 and 4 students, respectively (English proficiency: beginning-high). Each student was assigned to 4–7 students (keypals) who were learning Japanese as a foreign language at a private high school in California. After the eight week E-mail Tandem activities with 3–4 e-mail exchanges, students were asked to fill in the post-project reflection sheets about their findings on their own English use as well as the keypals’ Japanese use. A qualitative analysis of these sheets indicated that they obtained various types of awareness about language, language learning, and language use. The presenter will discuss the students’ reflections and suggest that obtaining such awareness by learners themselves in their post-grammar-learning period is effective in terms of facilitating them to shift their focus on English learning from form-focused to communicative use.

Communicative Language Learning in Virtual Realities

Sharon Scinicariello, Chair—University of Richmond

Matthew M. Schmidt—University of Missouri, Columbia

A myriad of implementation problems come into play when attempting to carry out communicative language exercises in the classroom. Virtual reality may provide a means to better implement communicative language exercises. The Croquet environment may provide a framework for realizing virtual communicative language teaching and review the literature on virtual reality and language learning will be presented along with a conceptual framework for a virtual communicative language learning environment. Finally, a demonstration of a prototype environment built on the Croquet project will be presented as a possible platform for a collaborative, communicative, virtual language learning environment. The presentation will be given in a lecture format and will be augmented with a multimedia slideshow.

Common activities in the communicative language classroom consist of such tasks as pair and group work, fluency-based activities, role-playing, and grammar and pronunciation exercises (Nunan, 1991). Such activities rely on students’ use of imagination and their ability to suspend disbelief to fill in the holes, as it were, in the linguistic context (Rose & Billinghurst, 1995). However, bringing meaningful contexts to language learners is now possible by means of online virtual environments (see Zohrab, 1996; Tolias et al., 2004). Virtual environments can bring language learners closer to the target language community and its speakers while also providing an array of tools for awareness-raising activities and critical reflection (Schwienhorst, 2002: 206). A tool for realizing these virtual environments is desktop VR. Because emerging desktop VR utilizes commodity hardware, the costs of development and implementation are relatively low, which makes this type of VR technology attractive for educational purposes. Research suggests that some of the benefits of using VR for communicative language learning include higher levels of learner engagement, improved participation, reduced anxiety, and a more equal and learner-centered learning environment. Although the research may be promising, few VR environments for language learning currently exist. Research on these environments is sparse, and the results are inconclusive. There is a need for more research on VR for communicative language learning. The Croquet project provides an environment for development of a collaborative, communicative VR language learning system. In such a system, it is conceivable that multinational groups of learners could meet online over a distance and collaborate in communicative activities in audio-enabled virtual worlds.

Blogs, Wikis, and Forums: Improving Learners’ Writing Skills

Marlene Johnshoy, Chair—University of Minnesota

Hajime Kumahata—Rice University

Blogs, Wikis, and discussion forums have become popular in recent years. Using these tools as class assignments is also gaining popularity. Since they are on the Web, anyone from anywhere in the world can participate.
Such interaction enriches learners’ language skills, knowledge, and perspective. Students are more eager to participate in course activities using these tools while they are popular in their subculture. Teachers must capture the opportunity to use these tools while they have this “cool” status. These online writing tools offer a rich writing environment; yet, each tool has its own intended use. In order to use these tools effectively, we must understand these uses. Blogs offer a first-person environment, while Wikis are communal. BBS focuses on topics rather than contributors. Nonetheless, because of the exposure to the world audience leading to higher expectations, all three tools motivate learners to perform with excellence. Blogs, or Weblogs, the most popular of three, have exploded in number of sites in the last few years. According to blogs (http://blo.gs), one of many blog tracking sites, more than 40 million blogs exist. This tool is intended for first-person writing. It is much like a diary or journal. Learners can add commentary on almost any subject. It is organized in a chronological manner, the new entry appearing at the top. Most blog entries can receive comments from others. Wiki is a type of Web site in which every visitor can become a contributor in writing. It becomes the oasis where learners can edit each other’s work or translations, contribute for collaborative writing, and co-author new knowledge. Because it is intended to keep records of who contributed or edited what and when, it is easy to revert the writing to its original form if necessary. Discussion Forums and Bulletin Board System offers a Web space where learners post questions, answers, and comments, organized by topic. Each topic and post is chronologically organized. This presentation will demonstrate these tools with some concrete examples from class use. It will also include discussion of different free tools, installation and implementation issues, and reactions of faculty members to these technologies. Online lists of such tools will also be shared and participants will be encouraged to contribute to such lists.

34 Teaching the Usage of Cultural Keywords by Using Corpora
Yuka Ishikawa—Hiroshima International University
Some words have significant meanings to a particular culture and society. We will investigate the usage by using corpora, which may reveal hidden attitudes or moral views that are shared by the people in the same culture.

35 Application of the EFR in English Language Learning
Soo-Young Choi—Korea National University of Education
DVD movies put language and culture in the context of a story, and feature movies grab the attention of students. However, one difficulty is matching movies with the ability level of the students, so that a movie is at least partially yet not fully comprehensible. The Electronic Film Review (EFR) approach uses a Windows PC equipped with a DVD-ROM drive and suitable software to provide educational wrap-around material (vocabulary, grammar, and culture notes) available to the student on demand. This interactive makes feature movies into cutting-edge language learning tools. This technology not only has applications for language learners, but for many other areas of discipline such as literature, history, film studies, and the sciences. This presentation introduces the authoring process and the tools used to author an EFR for a featured movie, October Sky. This authoring process involved a number of detailed intensive steps, from the initial segmenting of the movie into clips, to the final EFR production. There are two major Visual Basic 6 component programs involved in the EFR authoring process: EFR Maker and the VocTool. By using these processing tools, an entire EFR may be created for October Sky. Each step in the process is dependent upon various constraints and specifications which must be followed in order to produce a final functioning EFR. The entire authoring process from start to finish will be shown.

MONDAY—5:00 PM

36 Extreme Makeover: The Language Lab in a New Role
Margaret Gonglewski, Chair—The George Washington University
Georgia Schlau—College of Charleston
This presentation describes a new direction taken by the lab at the College of Charleston and how it has raised the profile of language study on campus. The language resource center serves students, but it also trains faculty in the use of software, supports language events (conferences, workshops, film festivals), and serves as the language program’s marketing arm (designing and printing posters, brochures, flyers, and Web sites). This presentation shows how an existing facility can be used to increase enrollments and improve the standing of the language program at your institution.

37 ARFIE: Testing Without Tape
Pete Smith, Chair—University of Texas at Arlington
Bruno Browning—University of Wisconsin—Madison
At University of Wisconsin—Madison we recently remodeled several labs, removing in the process stations with tape decks and replacing them with computers. This left us without an easy way to administer various audio-based tests, which we had always done with the tape decks. Consequently, we developed software we call Audio Recording for Instructor Evaluation, or ARFIE. This presentation will discuss what ARFIE can and can’t do.

38 A Report of an Out-of-Class Reading Activity
Sachiko Takahashi—Notre Dame Seishin University
This activity aimed to utilize the university computer intranet system and to provide Japanese university students with much input out of the classroom. By participating in this activity for one semester, students were expected to develop their metacognitive strategies and eventually to reduce their reading failure perception. A previous study (Takahashi, 2003) revealed that students in the same institution believed that they did not read English texts well. A factor analysis showed that the students attributed this failure to
their learning environment, ability, and effort and to text difficulty and task orientation. Furthermore, a significant relationship between the students’ perceptions of their ability and their reading proficiency was found in the study, which implies that students’ perceptions of their ability predict their reading proficiency. In other words, a strong belief in their ability might produce greater success in their performance. It was therefore proposed that students should have some metacognitive strategy training. In this study, twenty university students in western Japan participated in the activity which was assigned to them as an out-of-class reading activity for one semester. The out-of-class reading activity was independent of the in-class activities. This activity was conducted using the university computer intranet network. The students read a text from an English language newspaper at a comfortable reading level for themselves. As they performed the activity, they were expected to develop their reading and self-monitoring skills.

Specifically, students could choose any article from the newspaper which had been assigned as the week’s activity. The directions for their task were posted on the home page of the university computer intranet network. Every week, students had to answer some Likert-scale questions, which clarified their comprehension of the text, the difficulty of the text, their degree of interest, and their liking for the text. The statistical analysis indicated that a significant difference existed between the students’ answers at the beginning and those at the end of the study, only for the factor effort. Further study is now taking place; we have increased the number of participants and investigated whether or not students develop their metacognitive skills by this method.

39 Improving Oral Skills from a Distance
Doug Worsham, Chair—University of Wisconsin
Scott Despain—NC State University

Distance education courses, while certainly meeting the time and scheduling needs of the intended audience, may often allow students to easily avoid developing their listening comprehension and speaking proficiency. What strategies can we incorporate into our distance course to encourage listening and speaking skill development? This presentation will demonstrate “best practices” for course management and curriculum design changes and assessment strategies to encourage students to listen to and produce in the L2, and it will treat both the technical and the practical.

40 A Pilot Study to Search for Possibilities in English Study
Midori Kimura—Tokyo Women’s Medical University
Hiroyuki Obari—Aoyama Gakuin University

This is a report of an experimental study on a curriculum design of English language study with integrated use of cellular-phone with camera function (FOMA), WBT, and the Campus Learning Network System at Aoyama Gakuin University in Japan. Emphasis is especially on creative uses of FOMA for the purpose of making up for a shortage of computer study time. Various pedagogical activities using FOMA are presented, and advantages and disadvantages of this curriculum are discussed based on learners’ comments. We cannot spend a day without cellular phones these days; however, there are few studies on cellular phones especially those with camera function. Cellular phones are so widespread and their functions are so diverse that our experiment will take the initiative in this field of study. We have researched the integrated use of the ordinary cellular phone, WBT, and Campus Learning Network System for four years with laudable results. Wanting to improve our curriculum through better use of cellular phones with camera function, we developed new curriculum in June 2004 which considers two main points: learning environment and learning styles, and learning strategies which are specific to Japanese university students. Japanese students are at a great disadvantage with respect to practicing English. Most students don’t have opportunities to communicate with native speakers of English, and the classroom is the most logical place for them to speak English. For economic reasons it is often difficult for students to get audio-cassette tapes and videotapes which are used in class for home use. Also, most of them have to spend an hour or more commuting. Our new curriculum more than compensates for these disadvantages and creates a new learning style for them. It solves these problems and provides learners with as many chances as possible to use English daily. By practicing English while commuting, speaking English with friends on cell phones, watching English news video clips, answering TOEIC English question, researching presentation topic, and so forth.

41 Utterance Improvement among Communication Skills with Voice-Recognition Program
Rumi Tobita—Ashikaga Institute of Technology
Tsutomu Sato—Meiji Gakuin University
Hatsumi Kuniyoshi
Tomoko Nozawa—Keisen University

This presentation is intended for teachers who use computer-based training to teach English communication skills to students as a foreign language. Though similar types of programs may exist, our research concentrates especially on the improvement of students’ speaking skills along with gaining overall communication skills. Our presentation will be accompanied by a demonstration of the computer program and a video of the actual training. Computer-based English training in universities has recently become more focused in Asian countries, such as in Japan. Provided that each student has his or her own computer, schools with no CALL rooms could even offer effective language training programs, and students could choose their own learning time. Though the educational environment has changed favorably for students, yet improvement of communication skills is the main goal of English education. Accordingly, our research has set a goal to seek the effective use of computer-based training to improve students’ communicative skills along with their utterance level as well.

Our research was conducted by several undergraduate volunteer students. After initial evaluation of their English skills, they were provided with a personal computer with voice-recognition training software (called English communication 110). With the software’s unique interactive function, students could practice their communication skills, by first listening to the phrase spoken by the computer, then evaluating their pronunciation and
fluency with its voice-recognition function. In addition, students were divided into two groups. One group was given instruction by a teacher aiming to improve suprasegmental characteristics of their utterance along with the overall intonational patterns, while the other group received no instruction. By comparing these two groups, our research measured the difference in the improvement of the utterance and communication skill and evaluated the effectiveness of our program.

The evaluation was measured by both the voice-recognition computer tests and a native teacher’s scoring card. As a result, more positive results, such as higher levels of utterance, were achieved by the group of students supported by the teachers. The computer-based training itself has had positive effect on English training; however, in combination with the teachers’ guidance, students achieved higher levels of improvement. Though more advanced computer-based training may be developed, we suggest that teacher involvement is the key for better, more effective computer-based training.

42
Mobile Photo Blogs in the Language Classroom
Tanaka Sachiko, Chair
Paul Daniels—Kochi University of Technology

According to Merriam-Webster, blog was the most searched word on their Web site in 2004. This year, moblogs, or mobile blogs, are posed to take blogging to the next level. Moblogs allow users to submit images and accompanying text to a Web site using any camera-enhanced mobile device. Without a Web editor or image software, students are able to create eye-capturing Web pages with thumbnails, captions, and even slideshows. In fact, students do not even need a computer; they simply snap a shot with their mobile device, type a caption into the body of the e-mail message, attach the photo, and send it off. The moblog software takes over from here, checking the e-mail account, parsing the e-mail message, posting the image and comments, resizing the image, and even creating separate folders or albums for each user. Moblogging software can be a very powerful tool in the language classroom. It can be used to harmonize learners’ creativity and language processes by providing an authentic setting for online presentations or informal diaries anywhere, anytime. Moblogging allows students to capture and document activities outside of the classroom in a noninhibitive manner, and to bring these experiences into the language classroom for authentic communication activities. This presentation will first introduce several moblogging services and software packages available. Next, the presenter will illustrate ways moblogs can be incorporated into a language-learning classroom with examples of moblogs currently being used in a content-based classroom. Finally, the nuts and bolts of the installation and setup procedure will be outlined. Handouts along with a sample moblog script will be provided for attendees.

43
E-C Concord: A Computer Tool for Foreign Language Education
Lixun Wang—The Hong Kong Institute of Education

In recent years, computer technology has been significantly integrated into all areas of education. Corpus Linguistics, which makes use of computer technology to process authentic language data for linguistic research, is playing an ever greater and more active role in foreign language education. Monolingual concordancing software packages (such as Microconcord, Monoconcord, and Wordsmith), which are powerful computer programs that can search and process corpus data automatically, have been used with increasing frequency in local and international language classrooms. However, bilingual concordancing software packages, which allow users to study two languages side by side in their natural contexts of use, have not received as much attention. Especially, English-Chinese parallel concordancing, which has great pedagogical potential (considering the large number of speakers of the two languages), has been ignored to a great extent. This paper reports on the development of the English-Chinese Parallel Concordancer (E-C Concord) software package and examines its possible pedagogical applications. First, features and functions of both the PC and online versions of the program will be demonstrated. Then, an English-Chinese Parallel Corpus compiled for this research will be introduced. After that, pedagogical applications of the E-C Concord will be illustrated via the Data-Driven Learning (DDL) approach, which allows learners themselves to research and explore data sets and to generate hypotheses. And at the end, the value of using parallel texts in foreign language education will be discussed in detail. It is hoped that the E-C Concord will become a useful tool in English and Chinese language learning, so that more teachers will be encouraged to make use of this tool to develop innovative DDL teaching materials and consequently more learners will be guided to use the tool to enhance their language learning through the DDL approach.
TUESDAY—9:00 AM

44
Media Centers as Agents for Community Outreach: The University of Miami Model
Rachida Primov—University of Miami
B. Kenneth Clark—Ammons Middle School

The tremendous versatility of new technological capabilities has opened wide horizons for today’s media centers and language labs. We can take off in many different new directions and implement novel programs and services. We want to report on one such initiative, which is being carried out by the Eleonore Graves Tripp Foreign Languages Laboratory of the University of Miami. In response to the administration’s request for programs to improve and expand the university’s commitment to the general community, the Foreign Languages Laboratory created and implemented in 2002 an outreach program designed to provide technological and pedagogical support to the K–12 foreign language teachers in the magnet schools of the Miami Public School System. This program is characterized by:

• Creating a partnership with public school International Education Magnet programs.
• Sponsoring workshops that promote the use of technology in second-language instruction at the K–12 level.
• Facilitating cooperation and networking among K–12 language teachers teaching different languages.
• Supporting interaction among language teachers through the program Web site. Allowing participating teachers to earn continuing education credits toward certificate renewal.

This paper details how we planned and implemented our outreach program with very limited funding and what lessons we have learned.

Given in memory of Robert T. Henderson, who was serving as president of IALLT at his passing, this honor is awarded to the best presentation proposal submitted, as judged by the FLEAT Program Committee.

TUESDAY—10:15 AM

45
The Teachers’ Training for English Activities in Elementary Schools
Yoshikazu Yanagi—Nagoya Gakuin University
Miyuki Takahashi—Hyogo University of Teacher Education

In 2002, the use of English activities became part of the curriculum in Japanese public Elementary Schools. For this purpose, some teacher-training courses for the implementation of English activities have been established at universities and companies.

46
Teaching Teachers to Use Technology: Individual Differences
Dan Dewey—University of Pittsburgh

The challenges of preparing language teachers to deliver rich, authentic content in their classrooms using computers are widely recognized. Large class sizes and diversity in terms of pre-existing technical expertise make the task particularly formidable. This presentation will describe the results of using three methods for dealing with size and diversity when preparing teachers to use technology in their classrooms: an innovative peer tutoring method, focused journal writing, and a peer support discussion board. The impact of the three methods will be illustrated using journal and discussion board entries, class and interview transcripts, and results from pre- and post-study self assessments of technology awareness. Journal entries facilitated self-awareness of strengths and weaknesses, promoted focused efforts to improve in specific areas, and created goal-oriented dialogue between the instructor and students. Discussion Board entries produced similar results, but also promoted collaborative learning, thereby lessening the demand for instructors’ expertise. Finally, a peer tutoring process (“Expert for the Week”) increased learners’ confidence and lessened demand on the instructor, both in and out of class. The three methods helped overcome obstacles such as teachers’ belief systems (beliefs about technology, foreign language learning, etc.), which Rodriguez-van Olphen (2002) found to affect technical skill acquisition and the implementation of technology in the foreign language classroom.

47
From PC to TV: Streaming Video from the Web to the Traditional Classroom
Thomas Pals—Shizuoka University of Art and Culture

There is now a plethora of streamed video material available on the Internet ripe for use in foreign-language classrooms. While news programs designed specifically for students are aired daily in the U.S., the only way to utilize these resources in other countries is via the Internet. Additionally, the classes in which we would most often like to use these materials are not supported by CALL facilities. How then can instructors capture this wealth of media for use in a normal classroom? This poster session will show how to obtain an institution-wide license to use CNN Web-based educational materials, capture the streamed video they provide, perform simple video editing, and finally output this to a format (VHS, DVD, or QuickTime) for use in the traditional classroom. The technological aspect of this poster presentation is designed specifically for beginners. In addition to capturing the streamed video, the presenter will show how to obtain the transcripts, discussion questions, and other learning activities available on the CNN Student News Web site. Finally, the presenter will give examples of how to effectively use these materials once they are obtained from Internet sources.
48

**Theta Rhythm at the Frontal Area of Brain Facilitates L2 English Learning by Japanese Students**

Hideko Nakano—Kyushu Kyoritsu University  
Kiyohisa Natsume—Kyushu Institute of Technology  
Natsuko Yoshida—Kyushu Institute of Technology

Recently the authors measured theta power at Fz position (frontal area of the brain) of Japanese students who learn English as a Foreign Language (EFL) and reported that theta power at Fz position may be related to the Japanese process of learning English rhythm. For this, we analyzed electroencephalogram (EEG) measured at eight positions while Japanese students were learning English rhythm and found that the increase in theta power at the frontal area was greater than that in alpha and beta rhythms at any position.

In the preliminary study, we also measured EEG of a Hindi-English bilingual international student during the rhythm instruction and found that the increase of his EEG power, including alpha, beta, and theta rhythm, was not as great as that for Japanese EFL learners. These results suggest that theta power at the frontal area will be related to the Japanese process of learning English rhythm. The patterns of alpha, beta, and theta rhythm measured while Japanese EFL learners are learning English rhythm are different from those of the bilingual student. During the learning process, the subjects began to orally reproduce every line of the rhythm instruction materials at the moment when theta power at the frontal area was the highest.

From the recent neuroscientific study (Natsume et al., 1997), when theta rhythm occurs, long-term potentiation (LTP) at the neuronal synapse is enhanced. LTP is a basic neuronal phenomenon that takes place when the learning process in brain occurs. Therefore, the results of the present study suggest that the change in the theta power at the frontal area may facilitate Japanese EFL learners’ English rhythm acquisition learning process.

49

**Keypal Friendships in English Language Courses**

S. Kathleen Kitao—Doshisha Women’s College

In recent years, a wide variety of ways have developed to use the Internet as part of English language learning. One way that students can use the Internet is to correspond with English speakers by e-mail. Japanese students, along with other students in countries where English is not used in everyday life, have relatively few opportunities for interaction in English. Interaction can have an important influence on language acquisition, and computer-mediated instruction (CMI), including e-mail, can be a useful way for students in a foreign language situation, where there are few other opportunities for interaction in English. Many Japanese students say that they want to learn English to communicate with and make friends with native English speakers, and so such assignment of students to English speakers can be motivating to students. According to Parks and Floyd (1996), there are six dimensions of friendship. They are: 1) interdependence (the degree to which the friends depend on each other) 2) breadth of interaction (the variety of topics the friends discuss) 3) depth of interaction (the degree to which the friends reveal important, risky, or personal information) 4) personalized ways of communicating (the degree to which the friends had specialized ways of communicating) 5) commitment (the degree to which the friends desired and expected to continue the relationship) and 6) network convergence (the degree to which the friends knew people in each other’s circles).

TUESDAY—11:00 AM

50

**Aligning Service to Mission: Managing Technology in the Language Resource Center**

Judi Franz, Chair—University of California, Irvine  
Monika R. Dressler—University of Michigan

At a time when we are all being asked to do more for less, when were feeling the pressure to be on top of the latest and the greatest while still providing the best from the past, and when someone is pushing yet another new technology but not giving us time to digest it thoroughly, it so is easy to feel overwhelmed, stretched short, run ragged, and burned out. Similarly, my colleagues and I wondered why we were constantly finding ourselves reacting to each individual crisis as it arose, rather than being able to influence the outcome and create change before crisis hit. Seem familiar? In this presentation I will share ways in which the Language Resource Center staff at the University of Michigan has been involved in efforts to change the way we work, plan, teach, and manage facilities within the language center, across the college, and across the entire campus. These include grassroots efforts to promote academic technology and encourage sharing of ideas and resources across colleges in the university; the creation of a college teaching support group to coordinate the ways in which new technologies are adopted and which ones will be installed in classrooms; initiation of collaborative efforts to provide new videoconferencing services across departments without overburdening staff or budget; and the creation of commons groups so staff from different units can share knowledge and provide grassroots professional development. Although the different groups were motivated to meet for completely different reasons and each was entirely independent from the others, each was ultimately successful because participants examined and explored services and constituencies, identified commonalities in needs and similarities in services, and found points allowing complementary effort. Without any explicit mandate, we created a process by which services were better aligned with mission. Since we have been participating in these efforts, we have been able to leverage the strengths of others to implement change inside the language center, as well as across the college, and have strengthened collaboration across the university. Aligning services more closely with mission will not solve all problems, but it is a surprisingly positive way to affect change and create a spirit of cooperation. Not sure if you have a mission or how to revise the one you have now? We’ll take time to discuss this and share strategies, too.
51

IALLT and Publishers Roundtable

Cynthia Bravo, Chair—Boston College
Jeffrey D. Samuels—Goucher College
Mikle Ledgerwood—SUNY–Stony Brook

Please join IALLT’s Digital Exchange coordinator and Publisher Task Force coordinator as they host an interactive discussion with representatives from the textbook publishing industry. Each coordinator will define his group’s mission and past efforts, and then focus on the current status. Each will also discuss the path he foresees in the immediate future. Publishers’ representatives will respond to these statements and will share their own views. Those in attendance will be afforded the opportunity to ask questions and to share comments and experiences as well.

The Digital Exchange is a secured server from which IALLT members can download lab audio and HTML index pages for textbooks they have adopted, rather than having to undergo the painstaking process of digitizing, uploading, and writing indices for their students and faculty to use. The Digital Exchange is hosted by Dartmouth College and is moderated. The process for accessing the materials will be explained in the session.

The Publishers Task Force was created to allow IALLT to speak directly with publishers and to facilitate communication among the producers and users of language textbooks, materials, and technology. It has existed to help the IALLT membership to understand publishers’ attitudes and thoughts about publishers’ nontextual materials and understand how they may make available these materials to members’ student clientele.

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Content Representation and SCORM

Bruno Browning, Chair—University of Wisconsin
Michael Bush—Brigham Young University

Standards and proven engineering practices have been important in the development of any technology. This has been true in the past, and it is certainly true in the area of software engineering. Lessons of this sort learned in other fields have led to the development of the Shareable Content Object Reference Model (SCORM) that depends on XML-based metadata for the retrieval of instructional content. Unfortunately, resulting approaches often bury content within what are often complex amalgams of JavaScript, HTML, Flash ActionScript, etc., that may or may not be usable within future content delivery architectures. Work underway in the ARCLITE Lab of the Center for Language Studies is addressing instructional design issues for SCORM for content portability and reusability. We have been evaluating certain aspects of the SCORM specification and its implementation with industrial-grade learning management systems. This work has been possible in large measure because of our attention not only to SCORM but to international standards such as Unicode. Theoretically, software developed in accordance with SCORM is portable to other learning management systems. While we have converted an existing course to conform to SCORM, however, we have learned that there are several important techniques that will lead to cost-effective development processes. In particular, we have found that it is important that content not be lost in development, buried in a morass of programming logic and code. By separating content and presentation, it is possible to not only deliver content that is SCORM-conformant, but it is possible to reduce development costs in the process. Current efforts involve the application of the concept of “patterns” from software engineering to the development of abstract instructional design models. This presentation will provide demonstrations of actual content in Swahili on which current development efforts are based. Furthermore, a team at BYU is developing software that will enable easy authoring of materials in several languages, all the while maintaining a culturally sensitive look and feel using standard approaches based on XML schemas for content representation. Finally, we will provide an overview of leading-edge developments in the area of abstracting instructional design models using patterns.

TUESDAY—2:00 PM

53

Technology Marries Listening Comprehension with Culture

Ute S. Lahaie, Chair—Gardner-Webb University
Francoise Sorgen-Goldschmidt—University of California, Berkeley
Desiree Michee Pries—University of California, Berkeley

Listening comprehension often remains the neglected skill in spite of its immediate indispensability in any immersion situation, whether travel, study, or work. The Internet has facilitated our access to authentic multimedia to an unprecedented degree. As a result, it is clearer than ever before that Listening Comprehension and Culture are inseparable partners. For instance, a video clip of a conversation in an open-air market offers myriad opportunities to discuss the geographical area, its people, and the nature of its commercial exchanges as well as its regional accents. The cultural context cannot be divorced from our global comprehension of such a scene; it also facilitates our understanding of the language’s discrete points, such as those linguistic variations typical of speech. Following a brief exposition of these ideas, we will suggest a variety of practical, experience-based, easy-to-implement, yet technologically enhanced activities for transporting intermediate or advanced students towards a better understanding of a country’s cultures and languages. Our examples will include authentic audio and video excerpts, radio broadcasts, television broadcasts, film clips and trailers, and advertisements. One of our aims is to provide participants with readily usable activities. In English, with examples from French, German, and Italian (translated into English).
54  Videotexts: A Tool for Language and Cultural Learning
Carol Wilson-Duffy, Chair—Michigan State University
Dick Kuettner—Washington and Lee University
Greta McCaughrin—Washington and Lee University

This presentation proposes a technological tool to supplement or supplant the traditional textbook. It is a videotext, a conjunction of video and text. The video’s subtitles in the target foreign language provide the printed version of the spoken text. Videos include lectures, interviews, stories, skits, demonstrations, and poetry reading by native speakers. In addition, they utilize subtitling software which facilitates captioning of native discourse in the target language and script. The presentation will report on the application of such videotexts in beginning and early intermediate Russian language classes, which resulted in accelerated acquisition of both language and culture. Development and application is applicable to all languages at all levels. Selections will be shown. Methodologies to acquire desired outcome will be demonstrated. Advantages of such a method(s) will be discussed and data given to support findings. Students absorb culturally-based materials faster when they are presented via varied channels of learning simultaneously; subtitling has had a positive impact in both the depth and breadth of coverage of subjects.

55  Language Learning: Physical Footprint, Virtual Footprint
Jeffrey Samuels, Chair—Goucher College
Thomas Hammond—Harvard University

Harvard’s Language Resource Center was among the earliest adopters of streaming audio and video. Now, contemplating next steps and a new renovation, we face questions about the role of physical (bricks and mortar) space in an era when students increasingly expect information to be at their fingertips wherever and whenever they choose to access it.

56  Preview of LSU’s New Web Exercise and Online Testing Programs
Lucinda Miller, Chair—Indiana University
Andrew Tabor—Louisiana State University
Kaori Shimizu—Louisiana State University

LSU has committed to improving the technology available to our foreign language staff and students and has seen a special need in the area of the less commonly taught languages. In order to improve our programs and give our students the tools necessary to improve their oral and written skills, the Foreign Language Lab was given the task of creating two programs for our three languages, these programs were created to be used by all languages taught at LSU.

Our first program allows our faculty to produce online exercises that our students can utilize to practice reading, writing, and speaking along with grammar explanations. The types of exercises and the content can be altered easily by means of a simple template that is submitted online. The exercises can include video, audio, text, and picture formats. The types of exercises range from MC to conversation exercises with up to 10 video or audio clips presented in a row and the recording of student responses. There are 18 different types and combinations of exercises that can be created in order to provide meaningful and real-life activities for your students.

Our second program is an online examination version that is similar in content but will allow the instructor to give the exam to classes or individuals in a lab environment or off-campus. The current version contains 16 different types of exercises, and more are in the works. Both programs have very inventive features that will be of interest to institutions looking for a single solution for language practice and testing.

57  Using Mobile Phones for Foreign Language Education
Kristy Britt, Chair—University of South Alabama
Chris Houser—Kinjo Gakuin University
Patricia Thornton—Kinjo Gakuin University

We present our four years of experience researching the efficacy of education on mobile phones. First, we found that mobile phones show great potential as ubiquitous educational tools. We polled 333 Japanese university students regarding their use of mobile devices. All reported owning a mobile phone. Ninety-nine percent send e-mail on their mobile phones, exchanging on average some 200 e-mail messages each week. 66 percent e-mail peers about classes; 44 percent e-mail for studying. In contrast, only 43 percent e-mail on PCs, exchanging an average of only two messages per week. Next, we present Poodle, our course management system (CMS), or Moodle, for mobile phones. Poodle facilitates online education using mobile phones. We have prepared several modules, allowing instructors to easily distribute course materials, conduct quizzes and discussion forums, and run real-time polls (for example, to check student understanding in the middle of a large lecture class or field trip). Our research shows that cell phones make an efficient medium for learning. We e-mailed short vocabulary lessons at timed intervals to the mobile phones of Japanese university students, hoping to promote regular study. Compared with students urged to regularly study identical materials on paper or the Web, students receiving mobile e-mail learned more (p < 0.05). Seventy-one percent of the subjects preferred receiving these lessons on mobile phones rather than PCs. Ninety-three percent felt this was a valuable teaching method. Our research on input shows that Japanese college students can type texts on cell phones almost as quickly as on desktop PCs, so writing even long reports on mobile phones is entirely feasible. Further, our longitudinal tests show that students can quickly learn novel, more efficient input techniques, exceeding their desktop
speed with only a few hours of practice. Our explorations into rich media show that modern cell phones can support effective multimedia teaching materials. We created a Web site explaining English idioms using animation, video, audio, and text. Japanese college sophomores evaluated the site using video-capable mobile phones, finding few technical difficulties and rating highly its educational effectiveness. We are creating rich interactive media on mobile phones using Java and Flash. Our most recent work involves measuring the ease of learning various mobile input devices, measuring the effectiveness of various vocabulary learning and rehearsal strategies, and creating an automated tutor advising foreign language self-study students as to which materials and activities would enable them to learn most efficiently.

**58**

*Five-Plus Years of Wireless Laptops: A Retrospective and a Look Ahead*

Barbara Sawhill—Oberlin College
Read Gilgen—University of Wisconsin-Madison

At IALLT in 2001 (Rice University), a panel discussion focused on the use of wireless laptop computing, then considered a NEW technology. This panel will consist of members of that original 2001 group as well as other early adopters to discuss how wireless laptops are being used in the language classroom today, what future uses are anticipated, what has gone well, what has gone wrong, and so forth.

**59**

*Using ICT to Facilitate Learner Autonomy in Project-Based Learning*

Hiroko Suzuki—Research Institute of Educational Development Tokai University
Miho Fujieda—Foreign Language Center Tokai University

This paper analyzes the developmental process of learner autonomy in project-based learning, with particular emphasis on how information and communication technology (ICT) helps to facilitate this process.

A project-based educational model was designed as an integrative program for both university and high school EFL classes in Japan. The model features carefully sequenced tasks, all of which guide students to the accomplishment of a final project goal. In the final project, students experience an authentic and interactive activity using the linguistic and background knowledge they have mastered in the previous stages (Gaynor & Suzuki, 2002). Based on this model, two EFL classes were conducted and videotaped. The researchers employed the microethnographic research method (Shimizu, 2002) to observe how teacher-student and student-student interactions developed over the semester. Videotaped classroom data were analyzed along with student feedback, teachers’ field notes, and class materials.

ICT played a significant role in the various stages of learning. PowerPoint was especially effective, given the students’ limited target language proficiency. The class Web site served as a communication hub for students, teachers, and other communities. Exchange logs and survey results stored in the file server proved to be valuable resources for teacher reflection and planning.

By designing and implementing a project-based syllabus, the researchers have mastered in the previous stages (Gaynor & Suzuki, 2002). Based on this model, two EFL classes were conducted and videotaped. The researchers observed how teacher-student and student-student interactions developed over the semester. Videotaped classroom data were analyzed along with student feedback, teachers’ field notes, and class materials.

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By designing and implementing a project-based syllabus, the researchers incorporated recent developments in cognitive linguistics (Langacker, 1987, 1991; Yamanashi, 2000) and insights from educational psychology into the field of teaching EFL. Especially, the concept of situated learning introduced by Lave and Wenger (1991) explains that learning is not merely situated in practice but an integral part of generative social practice in the lived-in world. Thus, the experiential learning featured in the final stage of the project-based learning.

The researchers will show selected video clips from the classes and discuss how learning takes place and how students developed their autonomy in the project-based learning.

**60**

*Learning-Centered Strategies and Course Design*

Lynne Crandall, Chair—University of Wisconsin
Patricia Miller—California State University, Northridge
Judi Franz—University of California, Irvine
Gus Leonard—California State University, Monterey Bay
Harold Hendricks—Brigham Young University

The NEA Higher Education Advocate states that a “systematic learning-centered approach to course design offers the only chance we have to ensure that the majority of students will have a significant learning experience.” With this in mind, the panel presentation proposes to put forth a definition of what it means to be a learning-centered university.

We’ll discuss the effects that this “old concept in a new box” will have on the faculty/student relationship, the impact it will exert on the language curriculum, and the direction it will take toward a constructivist teaching approach. The panelists will bring into the discussion how technology has helped reshape our courses and how it has impacted language acquisition vis-a-vis the LC/constructivist approach.

The panelists will also demonstrate LC-centered activities that create an environment where students are invested in their learning and actively construct knowledge. The audience will be encouraged to share personal practices that already encompass the LC approach.

Questions for discussion will include: How can learning-centered practices be better incorporated into our pedagogy? How can some of the sample activities provided by the panelists be replicated, transferred, and/or scaled to be cross curricular? How can the support of various divisions of the university communities be summoned? The language learning environment has been at the forefront of the “learning centered experience;” how can we best disseminate our findings (within our institutions) and enlist the administration to support faculty research and efforts? Finally the purpose of the presentation will be to provide participants with sample exemplars of current learning-centered activities at various institutions.
TUESDAY—3:00 PM

61 Digital Deutsch: Implementing Hybrid Language Courses
Thom Thibeault—Southern Illinois University
In fall semester 2004, the Department of Foreign Language transformed a section of German and Spanish into a CALL-based hybrid format. The four-hour course consisted of three hours working with online workbooks and one hour of classroom instruction each week. The workbooks are produced by Quia, which contracts with various textbook publishers. The Quia system keeps detailed records of the students’ performance and allows asynchronous instructor feedback. The workbooks include sound streams, thus giving them a major advantage over printed workbooks. With the workbooks, students focus on more objective language concepts such as grammar and vocabulary. By spending more time in an interactive environment, students understand and retain information better than in a traditional classroom setting. The classroom session focuses more on communicative skills. The instructor does not have to spend valuable time explaining concepts that can be presented and tested by the interactive workbooks. The presentation will focus on the structure of the hybrid approach, presenting positive results as well as areas to improve. The results of student surveys will be discussed.

62 Integrating Insights from Multiple Disciplines: Crafting Effective English Language Development Software
Jeffrey Samuels, Chair—Goucher College
Clydie A. Wakefield—Imagine Learning
Effective and efficient computer-delivered instruction of a second language is both desirable and possible. It is desirable because acquiring a second language is not a minor proposition—it is a demanding task and, for American students, it is a necessity. The number of students with limited English proficiency in the U.S. has doubled over the last decade—approaching 10 percent of the current K–12 public school population. Many schools are not meeting the challenge and are unable to provide the support these students need as they shoulder the double burden of learning content in a language they are simultaneously learning.

Effective second language instruction is possible, because we now have a collection of insights emerging from multiple disciplines: (1) scaffolded instruction (Bruner, Vygostky, Collins, and Feuerstein, learning theorists) (2) ESL theories of instruction, including the creative construction theory (Krashen) and the second language interactionist view (Long) and (3) effective English literacy instruction. As students begin to perceive phonemes in words, they acquire the alphabetic principle—the notion that phonemes can be represented by letters which are combined to form words. Students benefit from learning which English phonemes are similar to phonemes in their first language, and which are unfamiliar. In this manner students develop their ability to perceive phonemes as well as their ability to pronounce them.

Efficient and effective second-language instruction is possible now more than ever because of the computer’s capabilities; it is adept at implementing many of the insights from the related disciplines.

63 Going Digital with Virtual Overhead
Kristy Britt, Chair—University of South Alabama
Dan Soneson—Southern Connecticut State University
This session will introduce Virtual Overhead, a multimedia management and presentation tool developed for use in classrooms equipped with a computer and LCD projector. It is primarily a nonlinear, interactive presentation tool that can be used on either Macintosh or Windows systems. The program combines the functionality of an overhead projector, slide projector, videocassette player, CD player, and blackboard. Instead of carrying all this equipment to a classroom, instructors can plug a flash drive into a computer in a smart classroom and use Virtual Overhead to present and annotate various media.

Instructors can use Virtual Overhead not only to present images of textbook line drawings for student interaction, but also to present graphics, texts, audio, and video. They can program buttons to link directly to Web pages which appear in a Web browser. They can compose presentable texts in class either as captions to graphics or as collections of words or phrases generated by the class. Instructors can also use drawing tools to draw on the screen. Finally, they can save work generated in class by capturing the screen in a graphics file, either for re-presenting or for subsequent storage on a Web site. The presenter will demonstrate the application and show how instructors can set up their own presentations with Virtual Overhead.

64 Toward New Media: Music as Bridge in the French Curriculum
Douglas W. Canfield—Purdue University, Calumet
Although our profession has seen an almost exponential increase of activity in enhanced learning technologies and pedagogies (CALL, TELL, WELL, MELL, etc.), and in spite of the fact that our students are almost constantly immersed in a sea of new, alternative media (MTV, MP3, MPG, VCD, DVD, etc.), we have not sufficiently called into question the suitability, value, and logic of the textual medium as the centerpiece of communicating the information necessary for L2 and C2 acquisition. Worse yet, we have settled for the pablum that passes for ancillary multimedia, which is too often text-derivative and/or inauthentic. Traditional teaching and learning styles that
do not appeal to students and the lack of having assimilated fundamental cultural awareness were the two main hypotheses that Davis, Gorell, Kline, et al. (1992) posited for what is seen as a chasm between enrollment in L2 and C2 courses in many schools.

This session will propose and demonstrate a potential curriculum shift for French. Using music and videoclips as a primary medium in L2 courses not only has appeal to both students and teachers, but the phenomenon of the French chanson texte is an existing bridge between oral and visual media—between popular and literary culture, and a promising bridge between French L2 and C2 courses. As Grellet (1981) has argued, only student tasks, not the texts, are modified to the appropriate proficiency level. Content can be securely delivered by any online CMS (WebCT, Blackboard, etc.), and corresponding learning modules or other apparatuses used to manipulate the online real estate (content, pre- and post- activities) can now easily be built by any curriculum author or faculty member with a user-friendly design tool such as Lectora.

The presentation will be useful to any language instructor interested in incorporating more authentic material into existing courses, or for curriculum designers interested in how new media might alter our understanding of L2 pedagogy.

65 Continuous Improvement in Integrated CALL Learning Systems
Doug Worsham, Chair—University of Wisconsin
Joseph Brodil South—Brigham Young University
C. Ray Graham—Brigham Young University
Kent Parry—Brigham Young University

Most CALL innovations do not benefit from long-term evaluation and regular improvement. Developers and implementers consider themselves lucky if money is budgeted for formative evaluation, feel extremely blessed if there are any funds for an evaluation after the first implementation, and become ecstatic if funds are then provided to implement improvements suggested by the evaluation. One of the major barriers to the long-term evaluation of CALL products is cost. Three critical cost centers are a) the cost of gathering relevant data from users and implementers, b) the cost of analyzing that data, and c) the cost of modifying the product accordingly and releasing an updated version. If these costs could be reduced, the overall return on investment for a given CALL product could be increased dramatically, as it would allow for multiple iterations of the product to be implemented based on feedback from actual users. Done consistently, an improvement cycle can be securely delivered by any online CMS (WebCT, Blackboard, etc.), and corresponding learning modules or other apparatuses used to manipulate the online real estate (content, pre- and post- activities) can now easily be built by any curriculum author or faculty member with a user-friendly design tool such as Lectora.

The purpose of this presentation is to demonstrate a prototype system that attempts to reduce the cost of gathering and analyzing data and implementing these data-driven changes. In order to accomplish this, however, we believe that these considerations need to be built into the structure of the product from the beginning. This does require a significant additional investment up front, but we believe that the long-term benefits of being able to insure that the product results in the desired learning gains will balance out the cost investment in the long run.

TUESDAY—4:15 PM

66 “Help! I Need a . . .” : Sharing Resources through Digital Repositories and Collections
Pat Miller, Chair—California State University, Northridge
Lynne Alison Crandall—University of Michigan
LeeAnn Stone—Houghton Mifflin
Stacey Powell—Auburn University

Creating multimedia instructional materials is often unnecessary. Why? Because others may well have already created just what you need. This session explores the issue of sharing materials and includes three presentations: a campus-based approach to creating a digital image database (University of Michigan’s Everyday Life in Thailand digital image database, a publicly accessible online resource), and two more broadly based repositories: the REALIA project (with a real focus, materials to convey the everyday life of cultures for language instruction), and the Merlot project (with a focus on learning materials, including lessons and activities).

67 Pair Interaction in Computer-Mediated Communication and Face-to-face Communication in Learning Chinese as a Foreign Language
Lan Liana Tan—The University of Melbourne

In spite of the widespread use of computer-assisted language learning (CALL) and its perceived facilitative role in second-language learning, there is little data on the nature of pair work in computer-mediated communication (CMC), and how CMC promotes the collaborative learning. Also, learner interaction has been studied closely from the perspective of input, output, and negotiation of meaning, but not many studies studied learner interaction from sociocultural perspective. This research investigated the relationship between learners in pair interaction in both face-to-face (FTF) and CMC in learning Chinese as a foreign language. It examined the patterns of learner interaction and what CMC features caused the differences in these patterns. In this longitudinal study, learners were asked to finish tasks in face-to-face mode in the classroom as in-class activities and tasks in CMC mode via chatting software. A Web site was designed and developed for providing learners the necessary information to complete those tasks. Performance of learners on the tasks was used as data. They were examined and analyzed in a sociocultural framework to explore the nature of pair work. This research found four patterns of learner relationship: collaborative, dominant, novice, and parallel. Language use, learner relationship, and learners’ language development are different in each pattern. There are more pairs found to be collaborative in the CMC mode than in FTF. It indicates that learner interaction showed different characteristics in FTF and CMC communication due to their motivation and attitude to computer-assisted language learning. Learners are found to be more collaborative in CMC, due
to CMC’s technological and interactional features. Learner relationship in the interaction in CMC is more equal than in FTF in terms of contribution, requesting, and interactivity. It suggests that CMC can be integrated into the practice of second-language learning to promote collaborative learning.

68

**DVD-Captioned Video and Foreign Language Comprehension**

Georgia Schlau, Chair—College of Charleston
Paul Markham—University of Kansas

The purpose of this paper is to review the relevant literature concerning the use of captions to enhance foreign language listening and reading comprehension, and to make recommendations as to how this information can be applied most effectively in the classroom. The paper briefly establishes how captions have been used to assist deaf learners with reasonably good reading skills, and remedial first-language readers with good listening comprehension, but weak reading word recognition and comprehension skills. The major portion of the paper is devoted to addressing the needs of second-language students with reasonably good listening comprehension coupled with weak reading skills, and assisting second-language students with reasonably good reading skills combined with weak listening comprehension skills. Several teaching considerations are presented and discussed to guide the instructional process.

69

**Public Performance Rights for International Films**

Lynne Crandall, Chair—University of Kansas
Barbara Sawhill—Oberlin College

This presentation will give information about how to obtain the public performance rights (PPR) for international film showings, a requirement for the showing of films to an audience outside of the language classroom. Securing the PPR for a showing date is the most cost-effective way to avoid hefty fines that can be imposed (sometimes in the thousands of dollars), and yet determining who has those rights is often a frustrating and difficult process. This presentation will provide important film contact information for participants and suggestions on how to acquire PPR information quickly and accurately.

70

**Explore CMC in the Virtual SLA Learning Environment**

Ye Dong—The University of Southampton

The idea of using the Web as a virtual classroom leads educators to rethink the very nature of teaching and learning. Within the domain of second-language teaching and learning and while computers have done an excellent job of providing drills and storing and retrieving large amounts of information for users/learners, few programs are able to provide the genuinely communicative environment that is seen as necessary for acquisition (Meskill, 1999). Computer-Mediated Communication can overcome this obstacle, since individuals can actually communicate with others within the electronic context. The purpose of this study is to study the nature of learners and teacher, learner and learner interaction in a synchronous/asynchronous CMC environment in the virtual English class. It aims to increase understanding of the role and significance of technological tools and the various ways in which they can become part of the academic community and the individual students’ study processes. It is anchored in the case study approach of the qualitative research paradigm, incorporating essential elements of ethnographic research. The research questions, which motivate this study, all have their origins in empirical second-language education research and/or theory. These questions try to illuminate the specific ways that CMC functions as a tool in a class of intermediate-level learners of English as a second language. The study took place in Nanjing, a medium-sized city in Southern China. The ELT project itself is nationwide, with thirteen universities/colleges participating, claiming some 30,000-odd registered students spreading all over China. However, my focus is only on the small group of students who registered this past summer in Nanjing to study English online as their second language. The whole data set includes the interviews, questionnaires, observations, and documents from the learners and the teachers. General interactional patterns will be analyzed, as well as learner and teacher perceptions of the use of CMC as a communication and language-learning tool. Finally, any changes in learner output will be analyzed. It is hoped that the combination of these research objectives will provide a deep insight into the nature of CMC as a language-learning tool. The study therefore can contribute to the body of literature on second language teaching and learning, as well as the growing body of literature on CMC.

71

**Proficiency Differences in CALL-Based Vocabulary Learning**

Mark R. Freiermuth, Chair—Gunma Prefectural Women’s University
Chieko Kawauchi—Kurume University

The study investigated the effects of CALL-based vocabulary learning, focusing on proficiency differences. A total of 30 Japanese learners of English in upper and lower levels, 15 each, were investigated throughout two semesters in terms of vocabulary tests, the amount of practice, and the learners’ feedback on the CALL program PowerWords by asking 12 questions such as liking, usefulness, goal of levels to master, preferred length of practice, etc. In order to estimate lexical gains over the period, two parallel tests, which served as a pretest and a posttest, were developed by using the beginning 5,000 words of the 12,000 wordlist. The pretest was administered in April and the posttests in July and December. The learners’ feedback was collected in the form of a questionnaire given in July and December in order to examine the changes of their perceptions. The results showed that the learners in the lower level significantly increased their vocabulary by the end of the second semester (December) in 1,000, 2000, and 4,000-word levels. On the other hand, the learners in the upper level failed to show any improvement. However, their total two posttest scores tended to correlate with the total amount of practice measured by the number of units they practiced in the two semesters.
The learners in the lower level showed significantly smaller amount of practice than those in the upper level, and the number of units they practiced significantly decreased in the second semester. The feedback indicated that there were no significant differences between these two groups except for the goals of vocabulary levels they wished to reach. The upper level learners hoped to master one level higher than the lower level learners. Moreover, the learners in both levels mostly maintained their favorable perceptions about the effectiveness of PowerWords throughout the two semesters. These results imply that CALL-based vocabulary learning contributes to autonomous learning regardless of the levels. However there was a tendency for the upper-level learners to lose their interest in this program in the second semester.

72
A New Model for Teaching Arabic: Technological and Pedagogical Implications for All LCTLs
R. Kirk Belnap—Brigham Young University
Marshall Ray—Brigham Young University
Jeremy Browne—Brigham Young University

Demand for Arabic since the tragedy of September 11 has overwhelmed already strained capacity. Experienced teachers who know how to help students move forward effectively in acquiring proficiency in Arabic are in short supply. The National Middle East Language Resource Center (NMERLC) will present several initiatives that address the challenges of training new teachers and offering far more students quality learning opportunities. These new approaches maximize human interaction through the judicious use of technology and have great potential for other less-commonly taught languages. Dr. Belnap will lead a panel covering programs such as the following: Arabic without Walls—an asynchronous hybrid distance learning program (a joint initiative of the University of California Consortium on Language Learning & Teaching and NMERLC), Arabic 101/102 video footage of a full first-year Arabic course on DVD, taught by a master teacher (for teacher training and stranded learners), online Arabic exercises, web-based in-service training for teachers of Middle East languages, model for moving into more advanced study (p. 142). Schmitt, Schmitt, and Clapham (2001) suggest that the next 1,000 words provide additional material for spoken discourse.

The participants of this study were 156 Japanese female college students majoring in English. We collected data from three sources: Test of English for International Communication (TOEIC), the Vocabulary Levels Test Version 2 (Schmitt et al., 2001), and a questionnaire concerning their listening and vocabulary learning. The subjects were divided into three proficiency groups (high, mid, and low) according to their TOEIC Listening section score.

We examined whether a 3,000-word level could be a threshold for Japanese undergraduate EFL learners to be able to comprehend authentic listening materials. Also, we investigated what differences there were among the three groups in relation to their vocabulary levels. Lastly, we conducted a survey to see what strategies Japanese EFL learners used for listening and vocabulary learning.

74
Cost-Effective Video for Language Learning Materials Development
Margaret Gonglewski, Chair—The George Washington University
Michael Bush—Brigham Young University

Video, with its capability to provide a motivating view of the world’s peoples and cultures, is an excellent source of interactive materials for computer-aided language learning (CALL). Unfortunately, video remains underexploited in today’s language classrooms as well as in online language learning materials. While video, DVD, and online instruction all have excellent promise today for addressing this situation, capturing the attention of publishers, teachers, and students, it is clear to all that the development process for producing video-based materials with the quality needed remains not only difficult but also expensive. Although new technologies have the potential of effecting significant drops in costs, developers are faced with a myriad of questions with respect to the best ways to plan and produce video that will be useful in CALL environments. For example, it is important to properly plan the materials themselves as well as all aspects of the production and post-production process. Furthermore, video developed
for one delivery system is not always portable to other systems. To address these challenges, our team has been working on several internally as well as federally funded projects in the development of new approaches for planning, producing, and implementing video and technology-based materials (DVD and online), the video for which having been produced in various locations around the world. In addition, we have captured the lessons learned during the various projects in a “how to” video that provides unique insights into what it takes to carry out a successful video project. In this presentation we will review projects of the ARCLITE Lab in the Center for Language Studies at Brigham Young University: the DVD version of Destinos, an original story on DVD for Beginners Romanian, original video from France for Business French, and Swahili filmed on location in Tanzania. Participants in this session will at the end better understand issues that affect the development of video as well as its delivery both online and DVD as well as the importance of content description standards such as MPEG-7.

**TUESDAY—5:00 PM**

**75**

*How Has Difference Affected Retention?: Two Empirical Studies on Electronic and Printed Dictionaries*

Toshiko Rokaya—Ohtani Women’s College
Osamu Takeuchi—Kansai University

Advances in technology provide a wider variety of learners’ dictionaries. Digitized dictionaries such as those on CD-ROM and the Web have become widespread throughout the world. Particularly, with the advent of handheld electronic dictionaries (henceforth ED), the number of ED users has been rapidly expanding in Japan.

The main purpose of the research is to explore the differences in learners’ look-up behavior and the retention of looked-up words between ED and printed dictionaries (henceforth PD). For this purpose, two studies under different conditions were conducted.

Subjects in the first study were 18 undergraduate university students. This experiment was divided into two sessions. The subjects (ED and PD conditions) performed two tasks in the first session: comprehending texts without a dictionary and answering vocabulary test questions with a dictionary. Some target words were selected from the texts.

In the second session, which was held the seventh day after the first session, recall and recognition tasks were assigned to them. The vocabulary test scores and the number of the words retained were compared between ED and PD formats. We found that the words looked up in PD format were better retained compared to those in ED condition, while no difference in the vocabulary test scores was observed. In the second study, 12 undergraduates (of the same university as the first study) participated. They were divided into ED and PD groups of approximately the same proficiency. Each group was assigned two tasks: to read texts by using designated dictionaries and to take quizzes. Neither time constraints nor target words to be looked up were set on the subjects during the session. Immediately after the second task, a vocabulary list, which was composed of the words in the texts, was distributed. The numbers of the looked-up words and of the retained words were examined respectively.

We found that the ED group looked up more words to comprehend the texts than the PD group did. However, no significant difference was found in the number of the words retained. The findings in the studies were: 1) the difference in word retention between two types of dictionaries was attributed to a longer searching process involved in PD and 2) increased look-up frequency using ED does not necessarily guarantee better retention of looked-up words. Some pedagogical implications will be suggested based on these findings.

**76**

*Talking to Your Web Page: Speaking Practice Online*

Dennis Magnuson, Chair—Luther College
Dennie Hoopingarner—Michigan State University

Web-based software enables users to record themselves and to share their recordings with their teacher. This presentation covers theoretical background, overview, and demonstration of the technology, as well as results of student surveys.

**77**

*How to Assess English Proficiency with CASEC Computer Test*

Hiroyuki Obari—Aoyama Gakuin University

This presentation is about the assessment of English proficiency with the integration of Aoyama Gakuin University Cyber Campus System (AGUCCS) and CaLabo EX Call system. Both CASEC computer tests and PowerPoint presentations have been used in order to assess English proficiency in CALL since April 2004. About one hundred students took the CASEC computer tests several times, checking their progress in English proficiency. At the same time, students made five-minute PowerPoint presentations while recording them to do later prosody analyses using multispeed software in terms of Fo, power, pause length, etc. The proficiency levels of the students were classified into two categories according to the CASEC test results. While making English presentations, they were also required to read 10 English sentences and step 2 English reading tests to collect speech samples. The two sample levels were analyzed in terms of prosody to assess students’ English proficiency.

In this presentation, I will demonstrate how the test results of CASEC will be analyzed to equate the prosody analyses of speech samples and presentations in English. At the same time AGU Cyber Campus System with a particular focus on a variety of computer tests, will be demonstrated together with speech recognition into the latest CALL system. Finally, I will discuss the characteristics of Japanese speakers of English in terms of Fo, power, pause length, and so on in order to apply them to the speech recognition system.
Ron Balko, Chair—Concordia College
Jorg Waltje—Ohio University
Barbara Sawhill—Oberlin College

The majority of IALLT members have all the necessary skills to contribute significantly to the study of second-language-acquisition theory, language technology, and curriculum design. Increasing numbers of language technology positions provide support and encouragement for research and publication in these areas—how can you contribute to the professional literature? Come meet with IALLT Journal staff to learn more about publication venues available to you and the steps you need to take to see your work in print.

VIE: Virtual Italian Experience
Marlene Johnshoy, Chair—University of Minnesota
Dan Bayer—University of Southern California
Edie Ann Glaser—University of Southern California

The Virtual Italian Experience is a product-in-development of USC instructors, students, and Language Center. At its core is a new, communicatively oriented beginning Italian instructional program developed by USC faculty. Upon this foundation is a game environment in which learners advance through an introductory Italian curriculum while experiencing an authentically rich 3D virtual simulation of sights and sounds. During the game, learners travel from an Italian classroom in the U.S. to Italy. During their journey, they manage information and perform tasks that correspond to curricular goals of beginning Italian. Learners’ success in the game is dependent on their ability to communicate successfully to perform a task. Instructional staff will monitor their students’ performance, which will allow them to adjust instructional time to pay attention to tasks with which students might have difficulty.

Corrective Feedback among EFL Learners in Chat
Annmarie G. Zoran—University of South Florida

This session will be a presentation and an interactive discussion based on an on-going study on corrective feedback in a synchronous environment with adolescent students studying English as a foreign language in grades 7–12. Online chat has been a growing medium for various language teachers in developing second languages with their students. This ongoing study examines how feedback is provided in the target language among peers using a free Internet-based chat tool. At the end of the session, participants will gain an understanding of current research on corrective feedback and computer-mediated communication and will have a better understanding of how corrective feedback is provided, the role of the learner, and the task when using chat in a foreign language classroom.

A Corpus-based Lexical Analysis of the English Section of the Daigaku Nyushi Center Test in Japan, the College Scholastic Ability Test in Korea, and the Scholastic Assessment Test in the USA
Shin’ichiro Ishikawa—Kobe University

A corpus-based lexical analysis reveals many facts about a given text. In this paper, we will investigate the lexical level, pattern, and features seen in the English sections of the Daigaku Nyushi Center Test (DNCT) in Japan, the College Scholastic Ability Test (CSAT) in Korea, and the Scholastic Assessment Test (SAT) in the USA.

DNCT originally aims to examine the applicants’ “attainment level of basic studies at high schools” and their “ability and aptitude required for college education.” CSAT is designed to evaluate applicants’ “comprehensive knowledge acquired in school” and “general scholastic ability for college or university education.” And the SAT, whose latest version was launched in 2005, aims to assess the “student reasoning based on knowledge and skills developed by the student in school coursework.”

It is true that the three tests are exactly alike in terms of their purpose and principle, but the vocabulary and the lexical structure used in the English or the verbal sections seem to be somewhat different.

In Ishikawa (2004), examining the number of words (types and tokens), the type/token ratio, the average word length, and the vocabulary level in DNCT and CSAT, the presenter pointed out some interesting discrepancies between them.

In this paper, we will attempt to conduct a more detailed research of the English vocabulary used in the three kinds of tests with a special focus on the Parts of Speech (POS) tagging analysis, and the “n-gram” (or sequence of n words) analysis.
**WEDNESDAY—10:15 AM**

**82**

*Colorful Responses: Maximizing Web Feedback for EFL Writers*

Seiko Oguri—Chubu University

This session will describe a pedagogical practice designed for online EFL writing. The author has been engaged in instructing EFL writing activities since 1990 at Chubu University, Japan. Since 1995, the author has implemented the Internet to encourage substantive revision of writing. The Internet increased the benefits in keeping track of instruction and revision as well as in making conversation between teacher and student broader. The interaction between teacher and student between drafts became much easier. Over the years, however, the author has been questioning whether or not giving feedback on students’ writing can really facilitate their learning. There were times when the amount of time devoted to responses did not seem to match the progress of students as writers. Although the goal of the instruction was to help students acquire grammatical competence and rhetorical awareness, the instruction processes seem to reach minimal success. If students got too used to receiving error correction from the instructor, they easily became dependent on the teachers' directives. If teachers' responses were not given deliberately, students even appeared to be distracted from their incentives to write. This session will focus on an online writing instruction forum designed by the author in 2003. The forum consists of the bulletin boards where the teacher gives instructions on assignments and the database where the teachers’ feedback is compiled. The most recent addition to the feedback delivery system on this forum is the “ERRMarker,” which allows instructors to indicate students’ errors in various colors according to the types of errors. The “ERRMarker,” developed by the author and Tetsuo Kato of Chubu University in 2004, enables “semi-direct” error correction. From mechanics, or word- or sentence- level corrections to stylistic or rhetoric suggestions, the teacher identifies places where improvements are necessary by tagging the target words, phrases, or sentences. On the Web, the draft can be seen with highlighted words, phrases, or sentences in different colors assigned for different types of errors. The “ERRMarker” comments from the instructor show students clues as to where revisions should be made. According to the error students attempt to study ways to make their writing more appropriate. This procedure of multiple drafting cycles will continue until their whole writing is complete. The “ERRMarker” also furnishes the number of errors identified for each student as well as for the whole class, with which students can grasp the number and types of errors they should work to avoid.

**83**

*Instructors’ Reaction to New Technology*

Sean P. Palmer—LaGuardia Community College

The Speech Center at LaGuardia Community College was brought into the 21st century with a new computerized language lab that came online in June 2004. The Speech Center is used primarily to teach speech and communication classes aimed at nonnative speakers. This new lab offers many innovative and exciting changes in both what is taught and how it is taught. The instructors’ reaction to this new piece of technology has been decidedly mixed. This study attempts to see, via surveys and lesson plans, instructors’ initial reactions to the new equipment and their actions after training on the new system was offered.

**84**

*VirtualTheater: Script, Draw, Voice—Act!*

Ryoko Yoshida Keaton—LangTech International

Japanese popular culture, especially animé (Japanese animation films), is definitely a determining factor in attracting a growing number of students to the study of Japanese. As any teacher knows, learning is often most effective when it addresses the particular needs and interests of the student. This presentation will demonstrate VirtualTheater, a unique teaching approach developed by the presenter that employs the popular PowerPoint presentation program to integrate computer technology, language learning, and the creative imagination of both teachers and students. VirtualTheater is derived from kamishibai, a traditional form of storytelling. In kamishibai, a storyteller would present a series of still pictures while providing a verbal narrative. VirtualTheater uses this same principle, inviting students to apply their knowledge of Japanese culture and language in creating the pictures and narrative for their own stories. By using PowerPoint as means of presenting stories or scenarios, however, students can introduce elements of animation and in effect create their own anime programs, thereby combining their language learning skills with their enthusiasm for anime. There are many other programs that could be used to create VirtualTheater, but PowerPoint is the most widely available program for foreign language teachers that is also simple to use.

This presentation includes a demonstration of student projects, the processes and uses of the projects, and technical tips. It also illustrates how to incorporate all the elements, including students’ drawings as well as Deai photos, with the use of theatrical functions of the PowerPoint program.
85

Internet-Based Personal Listening Program: A Program for Japanese EFL Learners

Hironobu Okazaki—Soka University
Haruhiko Nitta—Senshu University

This poster will present a multimedia listening program called Your Personal Listening Manager (PLIMA), which makes it possible for EFL learners in Japan to have more effective listening comprehension practice based on basic phonetics. PLIMA is designed for anyone to practice anytime, anywhere, if they are an Internet-accessible environment.

86

Learning Words and Its Relation to Implementing New Models of Reading Comprehension

Hamid Reza Rahmatian—Mazandaran Medical Sciences University
Hasan Siamian—Mazandaran Medical Sciences University

One of the main tasks in ESP is to increase the speed of reading among teachers; we therefore conducted a needs assessment among the ESP learners at Mazandaran University of Medical Sciences. We found that graduate medical students listed ESP as their second most important preclinical course, as 80 percent of all medical literature is written in English. In order to meet the needs of their patients, they must review a great deal of articles in English as part of their daily tasks. Of course, this effort requires great speed in reading in addition to advanced reading comprehension. Increasing the speed of reading among all English language learners is still a phenomenon, and reading optimum, which is defined as ability to read 350–400 WPM, could never be achieved unless learners acquire vocabulary skills of active learning such as collocation, hyponym, and the most important of all, contextualized vocabulary. Methods: We conducted an evidence-based search among English teaching methodology articles; it is worth noting that most of these articles collectively agreed that without the ability to decipher the meanings of the words while reading, and without incorporating vocabulary methods that do not advocate only memorization of the words, the students will never reach such speed and are not able to read at higher rates of than 100 WPM. However we will refer to the concept of contextualized vocabulary and other methods of active vocabulary learning. Conclusion: Teaching vocabulary is a very important task in English teaching. By using successful techniques to learn new vocabulary, student will find words easier to remember and will become more motivated in class. Expanding a learner vocabulary by using context clues is a way to reduce dictionary consultation and thereby increase reading speed. The contextualized approach may be a reinforcement tool for students in their reading.

WEDNESDAY—11:00 AM

87

Copyright 2005: Policies, Procedures, and Paperwork

Dianna Murphy, Chair—University of Wisconsin
Henny Halliburton—Rice University
Samantha Earp—Duke University
Carl Johnson—Brigham Young University
Julie Evershed—University of Michigan
Dick Feldman—Cornell University
Judy Shoaf—University of Florida

We will make short presentations on the theory, law, and practice of protecting and exploiting intellectual property for language learning. Including some of the big questions (why we should exercise our rights to fair use of materials) and the small ones (to whom do I write for permission to use this tape?).

88

Backward Design for Language Instruction and Technology

Marlene Johnshoy, Chair—University of Minnesota
Francoise Sorgen-Goldschmidt—University of California, Berkeley
Valerie Braimah—Insight Education Group

Backward Design (BD) is an instructional planning process that aligns standards to assessments and instructional activities. BD is commonly used in K–12 education to help teachers ensure that students are mastering grade-level standards. We will briefly review how it is used across the K–12 curriculum and then explore how English and foreign language teachers, in particular, use this process. The goals of this session are to discuss the implications of BD for post-secondary education and to investigate the role of technology in each stage of the backward (standards-based) instructional design process. When the field of second language acquisition shifted from a structure-based to a communication-based paradigm, we started to focus more on our target audience and on the end goals of language instruction. Though this is not the same as BD, it is analogous in that the Backward Design process begins with the end in mind. We will discuss how to apply this process to the official World Language standards, i.e., the five C’s of foreign language education (Communication, Cultures, Connections, Comparisons, and Communities) as defined by ACTFL. We will provide examples of how multimedia technology can be used to construct assessments and design learning and instruction for two of the standards: Communication and Cultures. It is our hope that a shared process for curriculum design will encourage and expand collaboration between all language educators, from pre-secondary to post-secondary levels. (This paper is an expansion of the poster presented at SWALLT in Fall 2004; it includes contributions from SWALLT participants as well as new experience and research.)
The online database, including many ready-to-use activities and materials, provides a precious resource for Japanese language teachers all over the world. Any teacher can access the database easily through the Internet. Teachers have freedom to modify and customize the activities so that they better fit their own classrooms. Presenters will demonstrate step by step how to implement the online materials into classrooms with computer technology. In order to illustrate how teachers can use activities and promote interaction in the classrooms, some classroom video will be presented. Presenters will also discuss the database project from the viewpoint of the Reusable Learning Object concept.

CJLEA would like to share its online database more widely and invite contributions from even more educators from all over the world. Since 1999 CJLEA members have been developing the online teaching materials database, and they will continue to work on this project. CJLEA welcomes other teachers’ participation through submission of their successful teaching activities and materials. Presenters believe the project will allow more and more Japanese language teachers to learn from one another and promote Japanese language education internationally through collaboration among K—16 Japanese language teachers.

**91**

**Can You Hear Me Now?™ Using an LMS for Oral Assessment and Practice**

Françoise Sorgen-Goldschmidt, Chair—University of California, Berkeley

Michael Heller—Montclair State University

A learning management system (LMS) such as Blackboard can be a valuable resource for faculty as they deliver a course. In departments with large enrollment, coordinated courses with multiple sections, language program coordinators at Montclair State University have created online Communities of Practice (COP) within Blackboard that contain materials such as sample syllabi, assessments, PowerPoint presentations, and textbook companion ancillaries. In addition, Language Learning Technology has deployed Wimba, a Java-based voice messaging system, within Blackboard, and language programs at Montclair are moving routine oral assessment and practice online for beginning- and intermediate-level courses. While these were not studied quantitatively, anecdotal evidence suggests that student oral fluency and comfort have increased. The presenter will demonstrate Montclair’s use of Wimba within Blackboard and discuss the rationale for increased use of technology in language courses, including the necessary course adaptation and redesign for successful technology infusion. Attendees will receive practical tips for their own use of technology in language courses.

**WEDNESDAY—2:00 PM**

**89**

**WebCT to Moodle: Technical Issues and Student Performance**

Ute S. Lahaie, Chair—Gardner-Webb University

Patrick Blaine—University of Washington

This presentation will show how institutions can benefit monetarily and pedagogically by using Moodle as an online course platform rather than relying on proprietary software that can easily cost upwards of $40,000 per year. Recently, the open-source, free software phenomenon has been taking the world of computing by storm. In online course building, however, Moodle seems to have gotten off to a slower start. The University of Washington’s Language Learning Center chose to use Moodle in the creation of new hybrid online courses in a number of languages. Our goal is to implement innovative instructional approaches while remaining as cost-effective as possible. My presentation will detail the pedagogical reasoning behind our decision to switch from WebCT to Moodle, as well as a comparison of some technical aspects of the two platforms, and their strengths and weaknesses in these contexts. Finally, I’ll briefly give the results of our statistical evaluation of student performance while using both platforms. My main example will be our hybrid Spanish course, our only WebCT course which had been operating on WebCT since 2000. This transition was not completely painless and brings up some important technical issues for anyone considering Moodle. We have been able to improve the course greatly since moving it to Moodle, however, and expect to integrate even more functionality in the future. In conclusion, I see our experience as a positive, beneficial one from which others could benefit as they choose a platform for online course development.

**90**

**Online Teaching Materials: Development and Implementation**

Mark R. Freiermuth, Chair—Gunma Prefectural Women’s University

Junko Fujimoto—University of Denver

Ryoko Yoshida Keaton—LangTech International

Colorado Japanese Language Education Association (CJLEA) will present its Online Teaching Materials Database at www.cjlea.org in order to share successful classroom activities among Japanese language teachers. The database is now used internationally as a freely available teachers’ resource. Presenters will demonstrate how to implement various ready-to-use materials for daily teaching with the use of the computer technology.

Colorado Japanese Language Education Association (CJLEA) Online Teaching Materials Database is a collection of successful activities and materials that have been created, modified, and improved by Japanese language teachers from all over the world through daily teaching experience. The database serves to share successful teaching practices among teachers, to adopt the National Standards explicitly into daily teaching, and to make articulation between levels clear and smooth. In addition, a collection of links to authoring programs that have been developed just for classroom teachers is included in the database in order to assist teachers who desire to create their own online materials.
centered environment. Learning Contracts are commitments written by learners, stating their own specific individual objectives to master over a given time frame. The proponents of Learning Contracts suggest that they respect the internal syllabus of a learner, emphasize the learning process, and individualize learning in a more meaningful, student-centered environment. As the topics for learning are self-driven, the learner is expected to have stronger motivation and develop a respect for the concept of lifelong learning. The use of Learning Contracts seems to go hand-in-hand with the use of Computer-Assisted Language Learning, as supporters of CALL also suggest that technology can help individualize instruction, allowing learners in a mixed-level classroom to develop at the skill level necessary for their advancement. In recent years, Internet users have seen a huge improvement in the Internet infrastructure with regard to bandwidth, and this, along with the hugely abundant resources from the Web, provides instructors access to varied materials to help personalize the language learning process. With this information in hand, the presenter has created a process whereby students in an American Culture Content-Based intermediate-level ESL class will create their own Learning Contracts. The presentation will examine how the process worked, from selecting topics, creating and meeting objectives, assessing activities and learning strategies, and evaluating results.

92 An Environment for Supporting Self-Instructed Foreign Language Learning
Sara Wilson, Chair—Tulane University
Patricia Thornton—Kinjo Gakuin University
Mike Sharples—University of Birmingham

Countless individuals around the world are learning languages on their own due to circumstances ranging from lack of taught courses to a desire for more convenient study times and places. Rather than participating in institutionalized learning programs such as classroom-based learning or institution-based self-access centers, they are planning and pursuing their own course of study. Self-instruction requires the learner to make decisions about many aspects of their learning typically made by teachers or formal educational institutions, including goals and objectives, contents, methods of study, scheduling, and evaluation. In this presentation, we will present data collected by questionnaires and interviews of self-instructed foreign language learners about their strategies, tools, successes, and failures in following a self-instructed course. Based on an analysis of this data, we will present a model of a virtual learning environment with four integrated functions to assist self-instructed learners in the decision-making processes and management of long-term self-instructed foreign language learning. Function 1: similar to an adviser in a self-access lab, includes needs analysis, identification and incorporation of learner preferences, advice about materials and study methods, and the ability to adapt and refine advice based on learner feedback. Function 2: learning management tools to support goal-setting, making learning plans and pathways, and tracking learned materials and evaluations. Function 3: materials library for storing, filing, and accessing text, audio, and video materials. Function 4: community collaboration tools, including scheduling pair chat sessions, finding tandem learning partners, supporting fellow self-study learners, and participating in online events. This system should assist learners in setting and reaching both short-term and long-term language learning goals.

93 Wicket 2.0: Managing the U Vic CALL Facility
Alida Abbott—University of Victoria
Scott Gerrity—University of Victoria
Ricardo Serrano—University of Victoria

Wicket 2.0, an application recently developed in-house, manages our very busy CALL Facility. The new user-friendly interface is configured (and configurable) in the image of the lab, and has revolutionized the way in which our staff check students in and out, track their time and use, and provide statistical information to instructors, students, and administrators. Wicket also instructs: based on the individual student’s profile, feedback from language instructors, CALL staff, and students previously enrolled in the same courses, Wicket provides suggestions for language learning resources both on the Web and within the CALL Facility. This presentation focuses on the evolution of this tool, its use and features, and the context in which it was developed. The evolution of the U Vic CALL Facility as a whole is that context, and the development of Wicket was tailored not only to address current trends within the facility but also future directions. Facility and centre administrators, staff, and developers are targeted for this presentation.

94 Flash and ObjectMover: Building New Tools for Foreign Languages
Sue Otto—University of Iowa
James Pusack—University of Iowa

Over the past decade, instructional technology and multimedia have emerged as vital components of language teaching and learning. In particular, Web-based documents from foreign cultures now offer a compelling pathway to authentic foreign-language resources at all levels of language study. Unfortunately, the obvious potential benefits of such resources often elude language learners because instructors cannot easily provide manageable assignments and accompanying comprehension aids. To put it most succinctly: the texts are too hard, so traditional tasks based on them are too difficult. Building on our experience of past software initiatives, we have created a new authoring tool, the ObjectMover, to address the need for a sophisticated means of creating visually stimulating interactions that learners can use to capture essential components of a Web-based text or a streaming video. Flexibility is a key feature of this tool, which enables developers to design layouts tailored to their needs. ObjectMover consists of two parts: a WYSIWYG Flash authoring program and a Flash player that runs on both Windows and Macintosh platforms in a variety of browsers. The student player runs either in stand-alone mode or within a CMS, which can provide the essential capability of recording student performance, making it possible to employ other features and interaction types provided by the CMS. The resulting interactions can be used to build listening/
reading comprehension skills in courses at many levels. The presenters will demonstrate the software and describe its underlying architecture, reflect on the challenges of creating and implementing the ObjectMover in Flash, and discuss how it complements other available tools, such as Hot Potatoes.

94
New Authoring Software and Video-Based Lessons
Dianna Murphy—University of Wisconsin-Madison

Language instructors need tools that enable them to frame video-based learning materials with proficiency-oriented learning tasks. This presentation will demonstrate new Web-based listening comprehension lessons in Russian and Swahili and a new authoring tool, the Multimedia LessonBuilder, that was used to create these lessons. The Russian and Swahili lessons, for intermediate-advanced level learners, are being developed under grants from the U.S. Department of Education and the National Endowment for the Humanities. The lessons, which target advanced-level listening comprehension proficiency, are based on excerpts from documentary and feature films and original interviews conducted in Russia and East Africa. The lessons consist of one or more video clips and other media (audio, images), an extensive array of interactive learning activities, and a comprehensive help feature, the Listening Assistant. The lessons provide students with guided learning activities targeting specific learning outcomes, explicit and implicit strategy instruction, graduated and contextualized help, and immediate feedback. The lessons incorporate content from nonlanguage discipline areas, especially history, politics, and culture. The lessons are available at no cost to teachers and enrolled students at other post-secondary institutions. Following a brief presentation of sample learning activities from the Russian and Swahili projects, I will demonstrate the Multimedia LessonBuilder, a new Web-authoring tool for language instructors developed at the University of Wisconsin-Madison. The Multimedia LessonBuilder enables language instructors to create browser-based lessons consisting of a variety of kinds of convergent and divergent learning activities (classify, essay, matching, multiple choice, sequencing, short answer, select-all-that-apply, among others) and present them to learners in an articulated sequence. Multimedia content (audio and images) can be incorporated into the questions and answers of activities. The Multimedia LessonBuilder can be used by language instructors with no experience authoring for the Web to create their own lessons incorporating video, audio, and images into a variety of types of proficiency-oriented convergent and divergent learning activities.

95
Japanese-English Parallel Corpus Application and CALL: A Powerful Tool for Vocabulary Learning
Kiyomi Chujo—Nihon University
Masao Utiyama—National Institute of Information and Communications Technology
Chikako Nishigaki—Chiba University

Over the last decade, there has been a growing interest in corpus applications in the classroom. While corpus use has been considered beneficial for language learning, few attempts have been made to use corpus directly in the classroom, particularly in Japan, because of the difficulty students have in understanding the English concordance examples retrieved.

The recent development of English-Japanese parallel corpus application has exciting potential for not only eliminating this barrier, but in facilitating inductive corpus-based language learning in ways that have not been possible in the past. This paper will demonstrate the potential for using corpus techniques with beginning level students in an EFL learning context and this research project investigates the learning outcomes and student responses to concordance-based teaching activities in various learning contexts and the optimum interface features between the corpus and the user.

Our team of associated researchers developed and combined a Japanese-English Yomiuri Shimbun parallel corpus with TOEIC Vocabulary 1, 2, 3 CALL teaching material to produce a set of corpus-based activities which were implemented as a case study in three Japanese university beginning-level CALL classes in 2004.

The objectives of the activities were (a) to provide an introduction to concordancing, (b) to gradually explore the awareness of the one-to-many relationships between the two languages (e.g., the Japanese word joshi and multiple English equivalents boss, supervisor, superior, subordinate; the English word decline and multiple Japanese equivalents geraku, genshou, suitai, teika, ochikomi), and (c) to explore the between-language lexicogrammatical and collocational patterns.

Students were able to expand their vocabulary and understand the systematic patterns that lie behind English and Japanese words. Questionnaires indicated that students enjoyed this corpus-based learning environment with a sense of achievement and autonomy, and expressed an interest in continuing to use it as a convenient dictionary tool.

Based on feedback from students on optimal user features, further developments were made, and both the parallel corpus and the activities are available on the Internet. Teachers can use these resources or apply the methodology used in this study to create their own needs-specific program. Further research will explore parallel-corpus application to grammar and the ongoing development of an online bilingual concordancer, which is available free on the Web.
96  ADA 508 Compliance: Tools and Approaches
Patricia Miller—California State University, Northridge
Gus Leonard—California State University, Monterey Bay
Judi Franz—University of California, Irvine
ADA compliance and accessibility issues have been at the forefront of committee work at many institutions. Because all learning, and particularly language acquisition, has inherent obstacles that must be overcome by students with disabilities and in view of the fact that technology-mediated learning is becoming more and more prevalent, discussion of this topic is crucial to the learning process and the efficacy of our teaching. This panel presentation is intended to disseminate information on creating Web documents that are equally accessible to all students enrolled in courses at our institutions of higher learning. The presenters will focus on the process of drafting policies that address campus needs and tech tools such as “Lift,” “Dreamweaver,” and Bobby that can be used to create ADA 508-compliant Web documents. Sample templates currently being used by the presenters will also be made available to the audience. The panel discussion will encourage participation from the attendees.

WEDNESDAY—3:00 PM

97  Language Classes Come Alive with Animated PowerPoint
Mimi Yu—University of Nevada, Reno
PowerPoint has been primarily used for making presentations—showing texts, graphics, and charts to the audience. However, it is also a very powerful tool for conducting a language class. PowerPoint can be used to generate electronic flashcards, to show visual aids, and to incorporate audio and video files; the sequence of all of the above-mentioned functions can be manipulated using animation to improve students' four language skills and cultural perception of the target language. This lecture demonstrates how to use PowerPoint to design language activities to make a language class come alive using a multimedia approach in the digital era.

98  Are You Still Listening? Audio in the 21st Century
Ron Balko, Chair—Concordia College
Sharon Scinicariello—University of Richmond
LeeAnn Stone—Houghton Mifflin
Once upon a time, reel-to-reel audiotape was essentially the only way of delivering listening and speaking activities. In most of North America, shortwave radio was the only way to hear broadcasts in target languages. Now we deliver audio files via computer networks and the Internet is a reliable source of television and radio broadcasts. Personal music players are widely used by students and faculty, sometimes provided by universities for educational purposes. Audio blogging and Podcasting are becoming increasingly popular. The presenters will discuss the present and future of audio in the teaching of language and culture. In attempting to define a unique role for audio, they will address such questions as: Has the use of audio for language learning changed with the advent of new technologies? Are the audio activities we stream across our networks significantly different from those we heard on reel-to-reel? What are the publishers’ perspectives on audio materials? How can teachers and students effectively use personal music players and audio blogs? How can we take advantage of the audio resources on the World Wide Web?

99  Give Your Course Management System a Voice!
Chair, Michael Heller—Montclair State University
Stacey L. Powell—Auburn University
What's missing in your CMS? Live interaction! Come learn how Auburn University is adding excitement and interaction to our language courses with Horizon Wimba's virtual classroom and voice tools. In foreign language education, one of the greatest challenges is getting students to speak the target language. With Horizon Wimba voice tools, this task becomes much easier. The best part is the way they integrate seamlessly into your Blackboard or WebCT course site. The newest releases of these tools are easy enough for the average faculty member to set up and use. Imagine having your students communicate in the target language through Voice Email or having oral discussions on the Threaded Voice Board. There is also a live conversation tool, an oral assessment tool, a voice authoring tool to embed voice messages anywhere in your CMS, and a virtual classroom with two-way audio, streaming video, application sharing, whiteboard, and more! This session will demonstrate all of the Horizon Wimba voice tools within a WebCT environment with examples and suggestions for implementation.

100  Adventures in Teaching: Helping Language Teachers Discover the Joy of Teaching with Technology
Françoise Sorgen-Goldschmidt, Chair—University of California, Berkeley
Jessamine Cooke-Plagwitz—Northern Illinois University
Today’s foreign language faculty must wear many hats. In addition to possessing the skills necessary for teaching language, literature, and culture, they must often also be competent in the use of new technologies. For all of the pressures placed upon them, many foreign language faculty, whether they are new to the work or full professors, have not been adequately trained in the use of instructional technology, nor do they have adequate opportunities to gain such training. In order to fill a gap in the training of foreign language professionals, the Department of Foreign Languages and Literatures at Northern Illinois University began its Graduate Certificate Program in Foreign Language Instructional Technology in the summer of 2003. The program combines foreign language study with the development of proficiency in the use of technology, and is intended for K–post-secondary foreign language faculty. Now two years into its existence, the program is thriving and the first batch of participants is poised to complete the requirements, while each new semester brings in new faces eager to learn...
Communicative competence. We are especially interested in methods of implementing an integrated English language program to maximize the effectiveness of learning. This early training would then be the foundation for a communicative competence of Japanese EFL learners at primary and secondary schools. We are particularly concerned with developing the communication skills of Japanese EFL learners at primary and secondary schools.

The primary purpose of our presentation is to report on and elicit responses to our progress in pursuing a grant which purpose is to propose plans and pilot studies for integrating the English as a foreign language curriculum in Japanese primary and secondary public schools.

Foremost among the aims of designing a new curriculum is to promote communicative competence of Japanese first-language learners at secondary schools. We are particularly concerned with developing the skills of clearly and logically expressing opinions through discussions after comprehending narratives. We believe that it is crucial to begin with a program for elementary school children that takes advantage of young children’s natural capacity for acquiring language through social interaction. Early training would then form the basis for a communicative emphasis in the design of secondary English language education. In this report we have specifically investigated the use of children’s narratives as a method of enriching the understanding of content taught in the target language and expressing their own opinions on the content. In this regard we have reviewed methods to promote learning at the appropriate stages of cognitive development. The use of technology and multimedia to maximize the effectiveness of learning is one of our main concerns in considering methods of implementing an integrated English language program.

The theoretical framework for this research has largely been elaborated by J. Cummins’ Linguistic Interdependence Principle in bilingual education. Within this framework we have been interested in observing and reviewing empirical research of EFL programs which have the specific aim of promoting communicative competence. We are especially interested in methods and approaches of sheltered English content courses and L2 immersion programs in Canada and the United States. We will focus on the ways in which the usual low level of contextualization in academic materials can be supplemented and enriched in a variety of ways, and outline our pilot study of upper elementary and lower secondary school students learning English using children’s narratives with the help of multimedia computers.

101 Using Interactive Media in Presenting Children’s Narratives: Enriching the Context for the Acquisition of Communicative Skills in a Second Language

Takaaki Okura—Ohtani Women’s University
Paul D. Boswell—Chiba University
Kazuko Nakajima—Nagoya University of Foreign Studies
Yuichiro Yoshinari—Tokyo Denki University
Kikuko Shiina—Chiba University

The rapid progress of the Internet has hastened the evolution of English into the standard language for the international community. The English proficiency of Japanese is generally poor, requiring improved training methods for understanding. In response to this requirement, we have developed a program for rapid reading using a chunking method. Japanese students tend to read each sentence more than once. This repetition slows reading speed and reduces the amount of reading. Reading by the chunk method is thought to be effective in training rapid reading, where meaning is grasped chunk by chunk from sentence beginning to end. (Anderson, J. R., 1985).

Using this approach, we tried to teach rapid reading to Japanese college students. We contrasted an experimental group class with a control group class. After the experimental trial, we evaluated the significance of this program for comprehension and vocabulary acquisition. The acquisition score of reading comprehension, the listening comprehension, and the vocabulary comprehension were measured pre- and posttest. We also recorded the reading speed (WPM). Reading by chunks was found to lead to significantly improved scores on all observable measures. We also anticipate that chunked reading may contribute to improved speaking ability. As an adaptation to the methodology, students tried to read stories aloud and recorded their voices using the Windows recorder (Microsoft Office application). Chunked reading also appeared to improve speaking ability. In conclusion, the chunked method appears to be a promising one for improving reading and speaking in Japanese students.
WEDNESDAY—4:15 PM

103 Desktop Audio and Video: Boosting Oral Output through Technology
Douglas Canfield, Chair—Purdue University Calumet
Barbara Sawhill—Oberlin College

Given the rising costs for maintenance of analog recording devices, the CILC at Oberlin College made the leap to recording student oral output with headphones/microphones via the computer during its lab upgrade in 2004. This presentation will discuss the tools we use, the language courses that are using them, and the tasks that are being assigned by the language professors. We will also discuss effective methods to support the use of digital audio and video in the lab. Survey data on student and faculty reactions to desktop audio and video will be included in this presentation.

104 Virtual Office Space Available: Inquire Within
Mark R. Freiermuth—Gunma Prefectural Women’s University

In Japan, English language teachers of large university classes are generally confronted with students who are not interactive, a problem that is often attributed to lack of motivation or indifference. However, it may be the case that students, who are struggling or who have the perception that they are struggling, may not feel comfortable asking the teacher for help either in or out of the classroom. This is often the case even in classrooms where the teacher possesses sufficient Japanese ability to be able to handle any inquiry that students may have. Ironically, the root of the trouble can be traced to ethics. Polite Japanese students are taught from an early age to do what a teacher requests of them. Posing questions is considered disrespectful, irrespective of the purpose. If a student lacks the appropriate understanding, it is better to ask another student rather than disturb the teacher. Unfortunately, this wall between teachers and students can result in misinformation being passed from one student to another.

A related problem faced by English language teachers is students’ hesitancy to communicate with one another in the target language in face-to-face settings. One suggested way to lower this barrier is to have students communicate with each other using online Internet chat (Warschauer, 1996; Freiermuth, 2001). Online chat allows hesitant students sufficient anonymity to address one another freely (Brown & Levinson, 1987). However, the teacher’s influence in such discussions has not been examined thoroughly. In our case, Internet chat was used as a discussion tool by students who needed to give an academic presentation to their peers in the classroom. After the teacher had modeled a presentation, students were divided into groups of 4 or 5 students to discuss their own presentations during three online chat sessions. Using Internet chat, students asked one another questions and were able to get a variety of opinions from their peers. Additionally, the teacher was able to guide misinformed students. The Internet chat sessions turned into a virtual office visit but with a difference. The teacher did not dominate the interaction but simply commented on students’ output. The result was that students were better informed about their presentations and so selected more appropriate topics to present.

We will look at the virtual office and examine some of the descriptive data the online chat sessions produced.

105 Learning Styles’ Effect on CALL
Linda Chang, Chair—Brigham Young University
Miho Endo—University of North Texas

What are learning styles? What effect does learning style, gender, or culture difference have on students’ success in learning a new language using face-to-face vs. Computer-Assisted Language Learning (CALL)? The presenter, at first, will define the concept of learning style and several measurements (e.g., the Myers-Briggs Type Indicator, the Gregorc Style Delineator, and the Learning Type Test) that could be used in teaching ESL/EFL. Since each person has a different character, all students learn in many different ways. Some students prefer information to be presented visually rather than with verbal explanations. Some students might be quiet in class rather than interact with their classmates. Some students want to study at their own pace rather than at a set pace. According to previous researches, serious mismatching of teaching and learning styles causes some students trouble, such as boredom, poor attendance, or low test grades. Is the CALL environment influenced by learning style? Who learns the second language better with technology? There is little research on learning style in CALL so far. The presenter will explain her recent research and show some results that compare learning styles, gender, and/or culture aspects in CALL. CALL provides different opportunities than traditional classes. The role the learning style plays needs careful consideration. Knowledge of students’ learning styles and advantages/disadvantages of CALL may give ESL teachers some ideas to modify their lesson plans with CALL.

106 Using Computers to Improve Reading Skills and Speed
Lee Abraham, Chair—Villanova University
Kenji Kitao—Doshisha University

In recent years, college reading textbooks in English have had fewer and fewer total words, and students, therefore, read less and less in reading classes. Their problems include reading speed, which is slow. Slow reading makes it difficult to remember the beginning of an idea by the time they reach the end of it. Therefore, it is important for second/foreign language learners to improve their reading speed as part of improving their reading proficiency. Then they can read more, which improves their reading proficiency. Computers provide different types of technology that can help students learn to read faster. I have developed materials using a stopwatch program and a calculator for reading speed.

I have also developed online materials using readings related to English-speaking cultures, accompanied by photographs. Students first see a pre-reading exercise, in which they see the title of the reading and one or two pictures and are asked questions about what they see in the picture(s) and what they think the reading will be about. Having expectations about the
information that will be in a reading and activating knowledge can help readers read more efficiently. They may also be shown questions that will be answered in the reading. Next they are presented with the reading. They click on start, which starts a stopwatch. When they finish reading, they click on stop. A calculator program tells them how many words they read per minute. After reading, they answer multiple-choice questions. On a record sheet, they record their reading speed and the percentage of correct answers. This is a program that my students have found useful in improving their reading speed and reading comprehension.

It can easily be created by teachers. In this presentation, I will explain this method for improving reading speed and how to develop similar materials. I will also show some simple programs which many teachers can make easily. I have found publishers who make CD-ROM materials for improving students’ reading speed and skills, software programs that emphasize reading phrase by phrase, reading along with a voice reading aloud, understanding key words in the texts, reading while predicting what will come next, reading without looking back, understanding paragraph construction, and understanding transitions. After I demonstrate how these programs work, participants will have a chance to compare teacher-made programs and commercially made programs to improve students’ reading skills and speed.

107 Computer-Displayed Reading among Japanese EFL Learners

Yuko Matsumura—Kyoto Tachibana University

While much attention is given to integrating computer-based resource material into EFL curriculum, the research regarding the performance of reading texts displayed on the computer has not been emphasized in the Japanese EFL context. Given the rapid proliferation of the Internet and the computerization of the TOEFL test, reading of computer-displayed texts will become increasingly important on the agendas of researchers of EFL reading. In particular, it is increasingly incumbent on teachers not only to familiarize L2 learners with reading from the computer, but also to help them improve their ability to read computer-displayed texts as fast and accurately as possible under time pressure. The current study is intended to investigate whether practice of computer-based reading has a facilitative effect on reading speed. Specifically, the current study taps the PowerPoint capability (i.e., rehearsal function) that allows the reader to log reading time accurately in order to examine whether the practice of slide-by-slide reading can increase both reading speed and reading efficiency (obtained by multiplying words per minute by correct response percentage). Participants are instructed to read texts presented on the slides as fast as possible under self-paced conditions, but they are reminded to meet the requirement of achieving 70 percent or more on post-reading comprehension questions without referring back to the text. In addition, this study inquires about the readers’ perceived use of reading strategies and their beliefs and attitudes toward computer-based reading, using Likert-scale questionnaires and unstructured interviews. Reading strategies, or the ways the individual readers approach a given text, have been widely investigated in both EFL and ESL contexts, but few studies have investigated what strategies learners perceive themselves using when they are instructed to read computer-displayed texts under time pressure. The research questions addressed in this study are: 1. Does the practice of time-conscious reading on the computer increase reading speed and reading efficiency? 2. What reading strategies do the participants perceive when reading from the computer? 3. Which strategies are the strong predictors of computer-displayed reading performance? 4. What affective factors, including beliefs and attitudes, do the participants hold toward reading computer-displayed texts? The presentation at the FLEAT conference will introduce the procedures and materials used in detail and report both quantitative and qualitative analyses of the results.

108 Constructing a Tutorial on a Bulletin Board System for Japan

Shota Yoshihara—Nagasaki Junshin Catholic University
Chizuko Suzuki—Nagasaki Junshin Catholic University
Yoko Watanabe—Nagasaki Junshin Catholic University

Using a computer to master a foreign language—in this case English—has proven to be effective. In order to give more opportunities to Japanese learners of English to improve their English writing skills, an all-purpose Web tutorial was designed by Junshin Online Academia (JOA). It is always accessible to students of English on campus and at home. The tutorial was constructed because these students struggle to clearly express their written opinions when discussing world issues or personal matters with their counterparts in Korea and Taiwan. The system meets the needs of learners who lack skills in vocabulary richness, basic grammar, correct sentence structure, and logical and cohesive expression. The JOA tutorial installed on Bulletin Board (BBS) is unique in that it is both flexible and easily updatable. Words and phrases that are included in the tutorial are registered as keywords. As a result, teachers can continually revise and expand the content of the tutorial through a Web page with a password attached. The advantages of the tutorial are its simplicity and accessibility for both teachers and learners, once a list of words and phrases on limited topics is registered in the system. Before a message is contributed by a learner to the BBS, a page to confirm the message written indicates the word or phrase marked in red when any registered keyword in the tutorial is used by the learner. When the keyword is clicked, a new window appears in which the learner can refer to the content of the tutorial consisting of an explanation and examples of the keyword. Then, the learner can revise his/her message if necessary. This system is so contrived that accumulation of messages contributed or revised by the learners using the tutorial will be shown on the system. Therefore, teachers gain a better understanding of how much the tutorial is used and how the learners’ written messages are revised. The details of how to enhance learners’ skills in learning a foreign language in relation to the use of the tutorial system will be discussed further in our presentation.
109
Development of a Hot Potatoes Quiz Module for XOOPS
Yoshimasa Awaji—Chubu University

In this session, the author presents an original module that manages quizzes created by Hot Potatoes on one of the leading content management systems (CMS) called XOOPS (pronounced zoops). With this module installed, teachers can create Hot Potato quizzes on their computers and upload them to their XOOPS sites, where students access to take the quizzes. Their scores are sent by e-mail to the instructor and the students and are stored on the online database. CMS evolved with certain features that are commonly used on the Web such as BBS, polls, and links. These features were implemented as individual scripts in the early stages of interactive uses of WWW, but later they were integrated into a single system along with other necessary site management features such as user management, authentication, and easy maintenance interface. In educational contexts, a similar system is called a course management system, and some examples are blackboard.com or WebCT. A later and more popular educational CMS is Moodle, a feature-rich offspring of WebCT. These all come with an integrated quiz authoring-management feature. However, one problem is that teachers basically need to create quizzes online by sending information via web forms provided by the CMS, although attempts are being made to help users prepare quiz contents offline. Also, noneducational CMS offers a wide collection of useful modules and features as well as flexibility, which are not necessarily available in educational CMS. A large number of supporters and developers for general CMS is yet another advantage. In order to better integrate general CMS into educational contexts, the author has developed a new module to handle Hot Potatoes quizzes on the Web sites hosted by XOOPS system. Since Hot Potatoes offers a quick and stable quiz authoring environment for different OS, the online interface can remain simple without cumbersome options for quiz authoring purposes. Created quiz files can be used as stand-alone documents on removable media. Longtime users of Hot Potatoes will benefit from this module by making use of their existing collection of quiz files. In the presentation, the author will demonstrate the module in action: uploading quiz files and managing and presenting quizzes on the Web. The instruction will also show how students do the online quizzes, what sort of feedback or information is provided by the system, and how such information is stored on the online database.

110
Making e-Learning More Effective by Taking Individual Psychological Factors into Consideration
Midori Kimura—Tokyo Women’s Medical University

This is a report of a two-year empirical study on English language learning for TOEIC (Test of English for International Communication) using two different IT devices: mobile phones with Internet function and computers. Based on the hypothesis that the outcomes of learning efforts are influenced by a variety of individual psychological variables (Ellis, 1994; Benson, 2002), we tried to find an effective e-learning model by using mobile phones and computers to prepare for a test. For this purpose, surveys taking individual psychological variables into consideration were conducted in two groups: computer groups and mobile phone groups. The data from the questionnaires together with the test scores of TOEIC were statistically analyzed and the results were compared. Individual variables that contributed to test scores, such as aptitude, personality, and learning strategies and learning style preferences, will be presented. Merits and demerits of the two types of learning will be discussed. Finally, e-learning of a language with an integration of computers and mobile phones will be advocated. These pilot projects were conducted as an AML (Aoyama Media Lab) project at Aoyama Gakuin University in Japan in 2002 and 2003. In the first year, about 50 university students were asked to practice TOEIC questions uploaded on the web site of their mobile phones, and the effectiveness of mobile-phone language learning was studied. Based on the result, the second-year experiment was conducted on nearly 100 students. These students were allowed to decide whether they would study for the TOEIC test by computer or mobile phone. In this experiment, the survey was focused on individual psychological factors, and the results were statistically analyzed. We performed cross validation and stepwise regression analysis to identify the independent valuables that are closely related with the variance of the dependent variable and test scores. The results of the first- and second-year experiments concluded that both mobile and computer learning have both merits and demerits, and their integration should be recommended for an effective e-learning.

111
Developing and Implementing MPEG-7 for Video Content Modeling
Samantha Earp, Chair—Duke University
Michael Bush—Brigham Young University
Alan Melby—Brigham Young University

Digital video recorders (DVRs), also known as personal video recorders (PVRs), have enabled a great deal of flexibility in determining when and where individuals view video programming. The resulting “time shifting” enables viewers to view which programs they want to view, and when they want to see them, but they do very little in enabling how these programs are viewed. Yet it is easy to imagine that professors, students, or TV programming consumers would like to determine which segments of a particular video program they view or perhaps NOT view. This concept, described as “customized video playback” (CVP), is dependent upon the existence of a content database that describes a particular video program. Such a capability relies on three coordinated technical components: (1) a standard content model known as a Video Asset Description (VAD) that is represented in XML, (2) standard methods for specifying video playback (for example, an ECMAScript API that references a standard video-segment playlist format), and (3) end-user tools that facilitate the creation of playback specifications from video asset descriptions. Not only is customized viewing enabled, but it becomes much easier to exchange video materials for the development of interactive language learning materials. This presentation will provide a brief history and update of the justification and description of the XML-based Video Asset Description Content Data Model (VAD), outlined in Educational Technology June—July, 2004 (Bush, Melby et al.). A VAD enables
customized video playback of time-based media based on MPEG-7 (ISO/IEC 15938), a content-description approach for time-based audiovisual media. Presenters will demonstrate development and instructional software in use at Brigham Young University (BYU) and discuss with attendees the potential and challenges for mapping between MPEG-7 and IEEE LOM elements. In addition, the presenters will address how video development and delivery fit with respect to these standards and to commercially available learning management systems.

WEDNESDAY—5:00 PM

112
Podcasting: A Solution in Search of a Problem
Douglas Canfield, Chair—Purdue University, Calumet
Read Gilgen—University of Wisconsin, Madison

As more and more students carry their music with them on hardware MP3 players, language resource centers may wish to consider a new model of audio material distribution—the podcast. Podcasting allows content providers to use ROSS feeds to deliver fresh material to listeners through subscription and the use of news aggregation software. DIY on-demand radio involving student- and faculty-produced material is now within the reach of nearly any institution.

113
Using CALL Programs to Teach EFL through Children’s Literature
Lee Hsing-Chin—University of Birmingham
Lixun Wang—The Hong Kong Institute of Education

Computer-Assisted Language Learning (CALL) is increasing in popularity among language teachers and learners around the world. Literature review also suggests that teaching EFL through children’s literature can be highly effective, and this paper intends to explore the possibility of using CALL programs to teach EFL through children’s literature. Teaching materials based on a small self-built corpus of Arthur Ransome’s children’s books have been developed for use with four CALL programs in EFL classrooms. The pedagogical applications of these materials will be discussed in detail. The research results suggest that the CALL programs have significant impact on vocabulary learning and have helped learners improve their reading skills significantly. Students were highly motivated when engaged in CALL activities, and the Data-Driven Learning (DDL) approach adopted in this study has been considered effective and innovative by the learners. It is hoped that this study will give language teachers new insights in EFL teaching and encourage them to develop their own CALL materials based on English children’s literature so that they can fully exploit the great potential of computer technology in foreign language education, and at the same time provide learners with an enjoyable learning experience through the study of children’s literature.

114
The Language Lab 2005: Making Online Speech Possible
Pat Miller, Chair—California State University, Northridge
Jeff Magoto—University of Oregon
Jim Duber—duber dot com

As on many campuses, foreign language and ESL students at the University of Oregon have had access to high-quality audio and video materials online for more than five years. Using our virtual language lab, hundreds of students a day, on or off campus, are able to do traditional listening comprehension exercises, take notes on short lectures, view clips from course books, and watch SCOLA broadcasts. Speech, however, still required trips to the language center (and its rapidly aging and increasingly unreliable console-based audio system). Teachers who wanted to collect and give feedback on their students’ speech still had to lug around a bag full of tapes. Beginning this academic year, that has changed. Students who want a virtual tape recorder to accompany their comprehension work now have one. Teachers who want to create Web-based surveys or quizzes that incorporate speech now have a tool to do so. And teachers and students to keep a web-based audio journal have a tool that allows them to extend class dialogue. In short, the foundation for making speech as easy to work with and practice online has now been laid. Determined not to repeat the same mistakes of the console era, we have gone to considerable efforts to make the tools unobtrusive and yet ubiquitous. Even more effort has been expended in training, from basic tutorials for all incoming students to extended training for instructors interested in multimedia production and editing. It’s still too early to draw any conclusions, but no one (except ETS) has asked to use the audio console recently. This demonstration, then, focuses on three Web-based speech (and video) tools and how they’re currently being used in language instruction and assessment at the University of Oregon. Software tools discussed include Flash Communications Server, Filemaker Pro, and Lasso.

115
Use of Movie Materials Presented through SMILE FOR ME
Yuko Matsumura, Chair—Kyoto Tachibana University
Junko Yamamoto—Niigata College of Nursing
Takaaki Okura—Ohtani Women’s University
Yoko Watanabe—Gunma Prefectural College of Health Sciences

With the advent of multimedia computing, English educators should be aware of a variety of materials available for improving students’ language skills. In the presentation we will demonstrate an integrative CALL system whose main focus is on improving students’ listening skills. Our computer program was designed so that students could become accustomed to the natural speed of spoken English. Materials that offer unnatural slow-speed speeches may prove inadequate, as Takahashi (1994) argues that learners who practice listening using nonauthentic materials are not necessarily able to cope with the natural spoken language (p. 120). However, authentic speech in a movie which is intended for native speakers is often too difficult
for English learners, especially beginners. Various CALL systems that display English captions of the movie have been on the market. Our latest version of the multimedia learning system goes one step further by combining a movie which has themes related to the learners’ specialties with synchronized captions and learner control functions. Synchronized Multimedia Interactive Learning Environment for Multi-mode Education, which is abbreviated as SMILE for ME, will hopefully produce the maximum benefit from movies and improve the students’ listening skills through the use of the learner control functions such as recording, role-playing, and the automatic quick presentation of audio and text. So far we have observed from questionnaires that the students are actively engaged in tasks to increase input and to understand important themes in the movie. We would like to suggest that the combination of movies and learner-centered multimedia learning system SMILE for ME will encourage learners to continue to listen repeatedly at their own pace and eventually improve their listening skills. [Reference Takahashi H (1994) A CALL System for English Listening practice with an audio output device].

116
The Effects of Learning English Outside of Japan—A Case Study of English Language Program in Perth, Australia
Yoshimi Funakoshi—Kobe Gakuin Senior High School

Recently, many Japanese senior high school students have gone on excursions overseas. According to the statistics of the Ministry of Education, Culture, Sports, Science and Technology, in 2002, more than 33,000 senior high school students went abroad on school trips. The most popular country to visit is Australia, and more than 10,000 students traveled there for sightseeing or studying English. Like Japanese college students, the number of senior high school students who study English in English-speaking countries is increasing. They join a general English course at an overseas college for two weeks or more than a year.

During the program, they stay with local host families, with Japanese school teachers serving as chaperons. Almost all the students are eager to study English in English-speaking countries, and they actually learn not only English but also Western cultures. The longer they study English in English-speaking countries, the more their English language abilities may increase. This presentation shows what kinds of English language abilities Japanese senior high school students had after they finished their English language program. A study was done on 24 second-grade Kobe Gakuin Sr. High School students. They went to Perth in March 2003 and took a four-week general English course at Edith Cowan University. They were pretested before going to Perth and a posttested after they returned home. Through the SLEP test their scores were compared with scores of students who did not go to Perth. This case study demonstrates that English listening abilities were increased the most, but reading and writing abilities were not significantly better.

117
Professional Development Initiatives for Foreign Language Faculty
Pete Smith, Chair—University of Texas at Arlington
Ute S. Lahaie—Gardner-Webb University

Since the days of the audio lab, technology has become part of everyday life for foreign language faculty members. During the early 1980’s, computers made their first appearance in the language labs. Soon, digital technologies started to replace the analog technologies. Many universities have invested a lot of money into technology, provided faculty members with computers, built departmental computer labs, and dedicated language learning centers and smart classrooms. But is this a mere technology façade, or are these tools really used to their potential? How can foreign language faculty members get involved in teaching with technology? What is needed to show them models for the effective integration of technology into the foreign language curriculum? What incentives are needed in order to get the faculty members interested in attending special technology training sessions?

The presenter shows examples of successful models for professional development, such as professionally sponsored workshops, grant-funded faculty development, teleconferences, Web-based training, and initiatives aimed at getting FL faculty involved in professional organizations. All models presented in this session can easily be adapted to or copied by other institutions.
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