Welcome to another year of exploring the many manifestations of human language! The tragic events of September 11 and their aftermath have underscored the importance of seeking to understand the variety of cultures in our world, and the study of language is integral to depth of understanding.

Language study has long made use of technology to capture and analyze the transitory production that is speech. The facilities of the Language Laboratories and Archives (LLA) maintain a large inventory of equipment and archives of media to assist you in your research and teaching. If you are unsure of what the Labs have to offer, please visit the LLA website (http://humanites.uchicago.edu/lla) and also ask the Labs’ managers (Michael Berger, Barbara Need and Kay Yang) to give you a tour. They will be happy to schedule an appointment.

If you are curious about how technology may assist you in your work, I invite you to attend the seminars and workshops offered by the LLA throughout the year. You may also find articles of interest in the IALL (now IALLT) Journal of Language Learning Technologies. The LLA has copies of the journal available for you to use. You may also want to become a member of IALLT (http://www.iallt.org) or its regional affiliate, MWALL (MidWest Association of Learning Laboratories). The Labs’ managers are good sources of information about these organizations. You may also consider subscribing to Language Learning Technologies, an e-journal from the University of Hawaii. Access to this journal is free (http://llt.msu.edu), but if you sign up for a free subscription you are provided with the benefit of having an e-mail message sent to you when a new issue is ready.

If you are in search of a diverting read during this very hectic part of the year, I recommend a recent offering in The New Yorker (September 17, 2001): “Latin Lover”. This article describes the efforts of an Italian high-school Latin teacher to promote Latin as the language for contemporary scholarly discussion, writing and research.

Karen Landahl, Academic Director

http://humanites.uchicago.edu/lla
"It was hot and it was humid, but it was fun and very informative, too!" This was the assessment of one of the participants of IALL2001, the seventh biennial conference of the International Association for Language Learning Technology (IALLT) conference held at Rice University in Houston from Thursday, May 23rd to Saturday, May 25th. Barbara Need and Michael Berger of the Language Labs and Archives attended. Miss Need read Karen Landahl and Judith Moses’s paper: “A Technology-Rich Intensive EFL Program”, a description of the EFL program for Japanese students which has been organized by the LLA and the MAPH-Japan program for a number of years. (Ms. Landahl and Ms. Moses were unable to attend the conference.) Both Miss Need and Mr. Berger went to many workshops, demonstrations and presentations.

Presenters from universities, other institutions and companies in the United States, Canada, the United Kingdom, the Netherlands, Malaysia, Korea, China, France, Taiwan and elsewhere filled three days with sessions on a variety of technological and pedagogical subjects ranging from how to build a multimedia language program to how to avoid copyright lawsuits (a very popular subject among educators).

There was a plenary session each day: the featured speaker for Thursday’s session was Kenneth Bowersox, a NASA astronaut training to serve on the Space Station with Russian cosmonauts; Friday’s talk was delivered by Peter Liddell of the University of Victoria—British Columbia (president-elect of IALLT); and Saturday’s plenary session was presided over by Monika Dressler of the University of Michigan’s Language Resource Center.

The people serving on the International Space Station need to be able to communicate with each other, and the languages for the station are English and Russian. Captain Bowersox found that his language training in class only partially prepared him for such communication. It is not enough simply to know the vocabulary; it is imperative that any communication be expressed correctly in an emergency. Learning to just chat with the Russian cosmonauts about everyday things helped him to use Russian when it was essential. Mr. Liddell spoke about the three waves of technology (Plato’s pencil, the book and the internet) and the three waves in media and society (industry, information and networking) and looked at where language labs fit into these waves. He described how the “new” language center is a unique product of its local culture but shares many common features with language centers at other institutions. He talked about the role of the language lab in the new center and about how it can best adapt for its changing mission. For example, a decentralized model of the language lab still requires a “hub” of activity where research, curriculum development, training and consultation can occur. Ms. Dressler presented the results of the most recent IALLT survey of the profession and compared the preliminary results with results from two earlier surveys. One interesting revelation from the survey was that male language center directors earn about $5,000 more than their female counterparts.

On Friday morning after the plenary, there was a new feature: several FORUM Sessions were offered. These sessions were designed to “give conference participants a chance to discuss specific issues of concern related to the use of language learning technology and administration of lab facilities”. Miss Need attended one on “Going Digital”, during which concerns such as copyright, quality of digitizing, costs and time constraints were addressed.

During the rest of the conference there were between three and seven concurrent sessions, and it was not easy choosing which ones to attend. On Thursday, Miss Need attended “Where Are We Headed with the LCTLs [Least Commonly Taught Languages]?”, which dealt with the development of the new Language Resource Center at Columbia University. The following session, “Curb Cuts in the Digital Language Lab: Making Materials Accessible” described why much of the digital material streamed over the web is not accessible to persons with disabilities (please see the Humanities Guide to Accessibility on the Web at the following URL: http://humanities.uchicago.edu/web-guide/accessibility.html). In “Interconnection, Technology and the Future: The Road to Effective Uses of Instructional Technologies”, questions were posed about where we...
Distributed Digital Archives

Barbara Need

At the IALL2001 meeting in Houston, TX, Bruno Browning of the Learning Support Services, University of Wisconsin-Madison spoke about the need for schools with language archives to work together to better maintain their older holdings. He said that the idea sprang from a conversation he had had with me at IALL in June 1999. We had a chance to talk about this issue again at the MWALL meeting in October 2000, which was held in Madison. At that time, I mentioned to him that the University of Chicago had a large collection of Mayan language recordings (especially Yucatec and Quiché) and that we were creating digitized teaching materials from these recordings. He mentioned Madison’s rather large collection of recordings of African languages, and we agreed that it would be really nice to be able to convert our holdings from analog to digital format (especially for those materials unique to each institution). But many issues face us in making such a conversion: time and trained staff among them. Among the biggest issues are storage and security: where would the digital recordings be stored and how can we ensure that the recordings are not lost due to the deterioration of media or to a technical problem like a power failure. Well, Bruno went home and began to consider the options, and at IALL2001 he proposed that members of IALLT coordinate the production of digital recordings. In addition, he suggested that we might be able to include digital versions of published course recordings (copyrights permitting). Some of these materials may need to be converted and some may already be in digital format.

The basic idea is that a number of schools would maintain servers with digital recordings stored on them. On a regular basis, say every night or every week, the servers would back each other up: so Madison would back up Chicago’s server and Chicago would back up Madison’s server. This way, there would be more than one copy of any recording and a power surge in Madison would not destroy the only copy of a particular language series. In addition, this network could serve as a distribution network for digital recordings.

With permission from the publishers, some schools are putting digital copies of recordings for programs like Paroles or Neue Horizonte on servers. However, some programs may not be available from the publisher in digital format, which means that the language center has to do the digitizing—and sometimes several schools will each digitize the same materials. There are no standards for the quality of the digitized sound, and duplication of effort wastes what little time the staff of these facilities have. If a network of institutions could arrange to share these digitized materials (with arrangements with the publishers to protect copyright), it would reduce the amount of duplicated effort required by each institution; and staff could be employed on other projects. This could be part of the same distribution network mentioned above.

This is still a work in progress: the back-up network at this moment consists of several computers on the Madison campus and standards need to be established for consistent delivery of high-quality digitized recorded sound. But when this and other issues are worked out, it is a project with which we hope to become involved.

Barbara Need is the manager of the SS4 site of the LLA and also serves as the LLA’s computer specialist and archivist.
Practical Issues in Intellectual Property for Language Learning Technology Professionals

Michael Berger

Copyright lawyer Elizabeth Hall spoke about “several copyright issues that educational professionals face every day in performing their duties” at the IALL2001 meeting in Houston, TX. These are important issues that must be considered when educators want to use other people’s work in their classes. Ms. Hall addressed the timely and complicated issue of Fair Use because there have been some recent changes in the Fair Use Guidelines that address the use of multimedia in web-based pedagogical materials.

Ms. Hall began by saying that it is important and potentially time-saving to make the effort to identify all the copyrighted materials that are to be used in the classroom or as educational materials on the web. Make sure to note the name and address of the copyright holder as well as other contact information. This information will make it easier to extend the use of these materials in the future beyond the original period of permitted use.

What are a user’s rights vs. a copyright owner’s rights? Only the copyright owner can authorize a modification or translation of his/her materials, or distribute copies of them. Additional rights of the copyright owner include attribution (ownership or authorship of the work must be attributed), and integrity (i.e., the author has the right to prevent “any intentional distortion, mutilation, or other modification” to his/her work).

Are you authorized to use the materials you have collected? If not, get written permission, even from faculty developers at your own university, because a problem could occur if they leave and want to take their work with them. Determine if the materials you want to use are in the public domain. How can you find this out? It is sometimes stated on the materials themselves that they can be copied and freely distributed. If the materials were created by Federal Government employees (but not necessarily government contractors) the materials can be freely used. Works consisting entirely of facts are considered to be in the public domain. Older materials with expired copyrights can be used, but their fair use can be difficult to ascertain. However, according to Ms. Hall, any book published prior to 1923 is now in the public domain. Foreign works previously in the public domain had their copyrights restored on January 1, 1996, so one should be especially careful when using older foreign books, and check their copyright status. For example, works originally published without copyright in former Eastern-bloc countries now may be covered by copyright.

Portions of copyrighted works can be used in another author’s work without the permission of the copyright owner if the user complies with the Fair Use Guidelines of the Copyright Act. Acceptable uses include criticism, comment, news reporting, teaching, scholarship or research. Some of the factors that must be considered when using copyrighted works within the Fair Use Guidelines are:

- Practical Issues in Intellectual Property for Language Learning Technology Professionals

South entrance to the Humanities Quadrangle from 59th Street.
One thing I try to emphasize when I write about maintaining archives is that the process is an **active** one. Just cataloguing and providing storage for one’s collections does not guarantee the preservation of the materials. This is particularly true when dealing with unstable recording media such as audio tape and motion picture film. These deteriorate over time, and preservation of their contents requires timely intervention in the form of making copies on more stable media. Even when deterioration is not an issue, copying (or “dubbing”) of materials onto contemporary media is imperative on account of another factor: as time goes on, machines that play older media become increasingly hard to find.

A project I worked on last May brought all these issues to mind. John Eaton (now professor emeritus in the Music Department and the College) approached the LLA with a special request: how could he transfer some of his personal recordings, which were on phonograph records and open-reel tapes, to digital format? He wanted to be able to listen to the recordings as well as distribute them on compact disc (CD).

I recommended that I first dub everything onto digital audio tape (DAT). Strictly speaking, I would not call this process making an “archival” copy: the tape inside the DAT cartridges is quite thin and fragile, and the “reading” of the tapes requires that a rotating head make repeated contact with the tape. (By contrast, a CD is “read” by a laser.) I stressed, rather, the sheer convenience of using this medium: one can store up to two hours of audio on one small cartridge, and the format of the recording is already digital. With no detectable loss of fidelity one can transfer data directly from the DAT to a computer. It is only one more step to copy the computer file to a CD.

The real challenge of the project was accessing the signals from Mr. Eaton’s original recordings. Transferring the sound from the phonograph records proved the easiest: the LLA has a turntable with three speeds (33 1/3, 45 and 78 rpm) and styluses that can read both old 78 rpm discs and the later 33 1/3 rpm records. But one of Mr. Eaton’s audiotapes was recorded in the “quarter-track” format. This required breaking out of storage a 30-year-old machine that has four-track playback heads. A final tape presented yet another problem: it was recorded on tape stock with a peculiar flaw. Over time it absorbs moisture so that eventually the tape skips and skids over the playback head, adding an unwanted vibration to the signal. There is a solution that we were able to recommend to Mr. Eaton: have the tape “baked” to drive out the moisture. As of this writing, the tape remains unbaked, and that one challenge remains unmet.

Michael Berger, the manager of the LFRC, is also faculty liaison and grants administrator for the LLA.

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**From the Archives**

*Joseph Toth*

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Joseph Toth is manager emeritus of the Language Laboratories and Archives, and since his retirement in 1998 has worked on a part-time basis at the LLA as an assistant for special projects.
are going with all the materials and equipment we have for language instruction. The next session was “Streaming Video and Audio into Interactive Multimedia Applications”, which looked at one school’s experience with a multimedia server. In the final session of the day, “Analog to Digital: Start to Finish”, the presenter discussed the specific technologies available for creating a virtual language lab and some of the procedures for making the transition to digital.

On Friday, after the FORUM Sessions, Miss Need attended “From Physics to Fluency: The Role of Digital Language Laboratories in Second Language Acquisition”, which examined the changing role of the digital lab from supporting role to central learning resource. In the session entitled “Speech Recognition Technology Can Lower the Cost of Functional Communicative Language Learning”, the use of speech recognition technology in automatic testing was discussed. The following session, “Nurturing Foreign Language Instructors: Resources, Programs, Services and Suggestions”, described how one language center created ways to encourage instructors to “explore and adopt foreign language instructional technology strategies” through training, workshops, grant initiatives and mentoring opportunities. In the next session, “Testmaker: an Interactive Multimedia Template for Assessing Communicative Competence”, a template for developing a multimedia-based test for listening, speaking, reading and writing was presented. The final session of the day was “Digital Technology: Where We Are, Where We Are Going”, during which the current and upcoming Sony technologies for delivering digital content were demonstrated.

Mr. Berger also attended several presentations during the three-day conference. On Thursday he started the day with “So You Want to Build a Multimedia Language Learning Program: Some Things You Need to Know Before You Start”, in which the often conflicting issues of time/money were contrasted with needs and results. He then attended “The Ah-Hah! Factor—Tips on Encouraging Faculty to Integrate Technology in Their Teaching”, during which the presenter described ways to overcome faculty reluctance (for whatever reasons!) to employ new technologies. In “Designing Interactive Multi-Purpose Learning Resource Centers: Dos & Don’ts” a panel of experts presented an overview of the planning process for multimedia teaching facilities for educators and administrators in the humanities. “Examining What Works and What Doesn’t: Web-Based Course Management Tools in Language Learning And Teaching”, explored the complexities of an on-line learning environment. In the last session of the day, “Check It Out!: Alexandria Library Software for Language Laboratory Administration”, Companion Corporation’s Alexandria library management software was demonstrated, which was of interest because the LLA has been exploring ways to implement a barcode system for managing its media and equipment.

On Friday, Mr. Berger attended “New Technologies: Scoping the Horizon”, which posed the questions: “Can one identify a dead end technology (before one invests in it)?” and, “Can a flexible pedagogy be maintained that can be translated to any technology?”. The next session, “DVD—the Next Generation of Language Courseware Creation and Delivery” showed how video-based (DVD) courseware could be developed using Macintosh hardware, DVD-R writer and Apple software. “Extemplate: A Multimedia Web-Based Tool to Assess Language Learning” explored the use of a

On Saturday, Miss Need attended “Distributed Archiving of Digitized Materials”, which looked at methods of sharing digital materials among institutions for the purposes of back-up storage and distribution to users (see article on p. 3 of this issue for a detailed description of this session). During the next session, “Practical Issues in Intellectual Property of Language Learning Technology Professionals”, the presenter discussed the knotty questions of copyright and fair use. (For more detailed information on this session see the related article on p. 4.) In “Serving Streaming Media: A Systems Management Perspective” Rice University’s use of streaming video was explored. “The Critical Language Series CD-ROMs for LCTLs” focused on multimedia courseware developed at the University of Arizona for teaching languages such as Kazakh, Cantonese and Korean. The final session that Miss Need attended was “Multimedia Delivery and Innovations for Language Learning: Print and Audio Access to Cross-Cultural Issues in Language Learning via the Internet”, which described the development and use of a program using interviews of people from different countries talking about their reactions when they first went to another country (e.g., American vs. German attitudes towards dogs, beer or nudity).
web-based authoring tool, developed at Rice University for creating exercises, quizzes, and placement tests. Friday’s final session was “Grassroots Technology: How a Web-Based Course Management System Has Changed Language Instruction at Duke”, in which the use of Blackboard at Duke University (the same course management system used at the University of Chicago—contact Ken Sadowski at NSIT for more information) was described.

After Saturday’s morning plenary session, Mr. Berger attended several additional presentations. These presentations included “Practical Issues in Intellectual Property for Language Learning Technology Professionals”, which is described in detail on p. 4 of this issue of The Native Speaker. In “Distant Language Learning: Tools Available Using the Internet as a Support”, the Auralog courseware authoring system was demonstrated. In “Focus on Teachers: How to Spark Interest by Individualizing the Computer Classroom” the presenter described how instructors were encouraged to create their own teaching materials for the computer classroom with lots of support from the language resource center at St. Mary’s College. And in the final presentation of the day (and the conference) creating DVD teaching materials and “Using DVD [based video materials] in the Classroom” were described.

As usual, there was also plenty of time to talk with fellow IALLT members and to walk around the beautiful campus. The next meeting will be in Spring 2003 in Ann Arbor, Michigan. A complete program from the 2001 conference is available at both the LFRC and the SS4 Sites of the LLA. Mr. Berger and Miss Need would be happy to answer any questions relating to the IALLT conference or to membership in IALLT or the MidWest Association of Learning Laboratories (MWALL). MWALL is a regional affiliate of IALLT, which was established in 1965. It is a professional organization dedicated to promoting effective uses of media centers for language teaching, learning and research.

Focus on Staff: Kay Yang
Manager and Multimedia Specialist

Ms. Kay Yang has been working at the LLA since May 2000 as Manager and Multimedia Specialist. She assists the faculty, staff and students of the Humanities Division, especially language instructors and researchers, with video production, computer graphics and the use of multimedia. Along with Karen Landahl, the Academic Director of the LLA, Ms. Yang designed and published the LLA’s web site in 2000. Because of her expertise in web design, Ms. Yang was called upon to help develop standards for designing and maintaining web sites for each unit in the Division. During the last eight months she has been providing technical assistance in updating each departmental web site, and helping to build a more viable system connecting the Division and each of its units for better maintenance of their web sites.

Prior to working at the University of Chicago, Kay worked on a number of video projects in Chicago and served as a multimedia intern and consultant at the Northwestern University Advanced Media Production Studio (NUAMPS). She graduated from Columbia College with a BA in film and video production in January, 2000.

Ms. Yang works at both sites of the Language Laboratories and Archives and can be contacted at the LFRC, Cobb 211 F (2-9772) or at the SS4 Site, Social Science Room 4 (2-7045). Her email address is kyang@uchicago.edu.

THE NATIVE SPEAKER is the newsletter of the Language Laboratories and Archives. Comments, inquiries and submissions can be directed to the editor, Michael Berger, at the LFRC. To receive the newsletter, send your name, department, affiliation and address to the LFRC at lfrc@uchicago.edu. The Native Speaker is also available to view and print as a PDF (Portable Document File) format on the LLA web site, http://humanities.uchicago.edu/lla.