

A 'New' Newsletter from the FLTC!

By Sangeetha Gopalakrishnan, *Instructional Technology Coordinator, FLTC*



The Foreign Language Technology Center is pleased to present this inaugural issue of our newsletter and we plan to publish one or more every semester. The FLTC aims to provide faculty and those interested in instructional technology opportunities to know more about integrating technology in foreign language and culture instruction through workshops, seminars and other events. Among other things, this newsletter will highlight successful efforts at integrating technology in

foreign language and culture instruction. This, we hope will provide an opportunity for faculty to learn more about specific projects, and uses of technology by fellow faculty.

This newsletter also contains information about the latest updates on services and technology being provided by the Foreign Language Technology Center to faculty and students. Foreign language faculty and others who are making instructional use of technology and would like to share their experiences are encouraged to contact me.

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FLTC Instructional Technology Showcase

Faculty talk about their use of technology in the teaching of foreign languages. See page 2 and page 3.



Baby Steps to Blackboard or Work in Progress
Charles Stivale, *Dept. of Romance Languages and Literatures*



Phonetics and Technology
Sandra Hobbs, *Department of Romance Languages and Literatures*



Digital Interviews, Listening Skills, and Cultural Understanding.
Dr. Lisa Hock, *Department of German and Slavic Studies*

2003 FLTC Mini Grant Recipients

For a description of the recipient and their projects see page 2.



Suzanne
Hilgendorf



Ed Messinger



Yue Ming



Rie Masuda

Instructional Technology Showcase

In each issue of our newsletter the FLTC will feature successful uses of technology in foreign language instruction in the past few semesters and in the current semester. In this issue we feature Dr. Charles J. Stivale, Department of Romance Languages and Literatures and his use of Blackboard.

Baby Steps to Blackboard or Work in Progress

By Charles Stivale,
Department of Romance Languages and Literatures



“Necessity is the mother of invention!”

“Baby Steps to Blackboard or Work in Progress” Charles Stivale, Department of Romance Languages and Literatures, on the use of Threaded discussions in Blackboard in his French course.

I started developing the Blackboard-based course in Fall 2002 with the FRE 6450, French Civilization course (in French). There, I mainly used two functions: the Course documents in order to place online the course’s study questions and also supplementary material outlining the phases of French socio-political development; and the Assessment facility to place Quizzes online for students “in advance of and then following certain classes, much as I have done in FRE 2720.

The topic of FRE 2720, “The Contemporary French,” is “Why Are The French So ...?” In this course participants study issues of cultural difference and similarity, with the goal of helping students to comprehend the multifaceted love-hate relationship between the American and French cultures. This course is part of the WSU General Education Program and it satisfies the Foreign Culture (FC) requirement.

My new use of Blackboard for 2720 falls under the dictum, “necessity is the mother of invention.” Since I proposed a Freshman Seminar which was to have 10 students maximum, I felt that the extended use of Blackboard, using the Discussion Board especially, would be manageable. However, when that course did not make and I shifted to the main

section of FRE 2720 (approximately 20 students), I continued the development in Blackboard.

The FRE 2720 course includes a Web component via Blackboard to make materials available, allow students to discuss topics via threaded discussion, and to remain in contact with the course instructor. The course includes an online participation component where students will be required to post to the course’s Threaded Discussions. I have provided detailed notes to students about posting Responses to Threaded Discussions on Blackboard. In grading responses, I reward careful presentation of textual evidence, intellectual risk-taking, and efforts to provide material for class discussion. I also expect students to write in standard prose, as opposed to the less formal language of email.

About writing responses for the Threaded Discussions, I borrow from Erik Simpson’s work with online discussions in warning students: “**Do not compose responses in Blackboard. You WILL get burned if you do, and I will not be sympathetic because I am warning you, in bold print even, of the danger.**” In principle at least, all students should have read the Threaded Discussions before class, and so students are expected to post their responses by 8 PM the evening before class. This rule has been modified (to a midnight deadline) mainly to accommodate students’ work schedules.

Another popular phrase also has helped me work with Blackboard, specifically, and with course planning, more generally, from the Bill Murray movie “What About Bob?”: “Baby Steps!” One can use as little as one wants with Blackboard as long as it serves the teaching goals. One can then add, in baby step fashion, different components from Blackboard, again only to the extent they support course goals and students’ needs. The technology is useful, but it does not and cannot replace good teaching and communication.

More Uses of Instructional Technology

Phonetics and Technology

By Sandra Hobbs,

Department of Romance Languages and Literatures



I am using CAN 8 technology in the instruction of the FRE 5200 course (French Phonetics). Using this technology, students can play back their work on specific pronunciation problems. They do this both within scheduled class

time, and on their own time. The advantage of using CAN 8 is that it requires very little set-up on the instructor's part: students do exercises already included with their textbook. In addition to this self-correcting function, students record pronunciation tests on CAN 8 and I am able to correct their work and even give feedback.

Digital Interviews, Listening Skills, and Cultural Understanding

By Dr. Lisa Hock, Department of German and Slavic Studies



I am currently working on an on-line, multimedia project entitled *Blickpunkte*, or Viewpoints. This on-going project consists of a series of digitized interviews with native speakers of German that I use in German 2000- and 3000-level classes. *Blickpunkte I* is on-line at - <http://www.langlab.wayne.edu/blickpunkte/welcome.html>, and I am currently completing work on a second series of interviews.

The *Blickpunkte* interviews expose students to the accents of a wide variety of native speakers and give students at the intermediate/ intermediate-advanced

level the control they need to practice listening to the language so that they can, in turn, really think about what they hear. It also gives students an opportunity to think about cultural differences and engage with current-events topics.

I will be speaking at the FLTC Brown Bag session in Fall. In my presentation I will begin with a discussion of the conception and development of the project and the technical and financial support needed to complete it. I will then turn to the manner in which I use the project in the classroom and student responses to the activities. Finally, I will offer an assessment of the strengths and weaknesses of the project in its present form.

Brown Bag Sessions

The FLTC provides faculty and those interested in instructional technology opportunities to know more about integrating technology in foreign language and culture instruction. With this in view the FLTC is taking another initiative. A NEW "Brown Bag" series - In each session we will feature, as speaker, a faculty member who is making meaningful and successful use of technology in foreign language instruction. Each session will also feature a faculty member talking about a faculty member will talk about how he/she uses technology, how it enhances the teaching and learning process, what obstacles there were and how he/she got over them, what works and what does not, both in terms of pedagogy and technology. This will then be followed by a Q & A session. Some of these sessions will be held at the Office of Teaching & Learning and all sessions will be open to the campus community. Foreign language faculty who are making instructional use of technology and would like to share their experiences are encouraged to contact the FLTC.

The schedule of Brown Bag sessions:

Charles Stivale – Winter Semester —“Baby Steps to Blackboard, or Work in Progress”

Ed Messinger – Winter Semester

Yue Ming— Winter Semester

Lisa Hock – Fall Semester

Suzanne Hilgendorf – Fall Semester

2003 Grant Recipients

Suzanne Hilgendorf, *Department of German & Slavic Studies*

Yue Ming, *Department of Near Eastern and Asian Studies*

Rie Masuda, *Department of Near Eastern and Asian Studies*

Ed Messinger, *English Language Institute*

The Foreign Language Technology Center introduced in 2003 MINI-GRANT incentives to promote the use of technology in foreign language instruction. The FLTC provided \$4,000 in incentive grants to encourage faculty to explore innovative uses of technology in teaching. The FLTC selected 4 projects and awarded each one \$1,000. All full-time and part-time faculty and Graduate Teaching Assistants teaching foreign languages were eligible to submit a proposal. *More details on FLTC Grants on page 5*

Online Assessment in the Basic German Language Program



For this project, Dr. Suzanne Hilgendorf, Department of German and Slavic Studies created an online component for quizzing and testing student performance using Black-

board. Paperbased based quizzes and tests were replaced gradually by the online format.

Courses Impacted: all sections of GERMAN 2010, and eventually all sections of GERMAN 1010, 1020, and 1060

Improvement of Phonetic Skills in Chinese



As part of her grant project, Dr. Yue Ming, Department of Near Eastern and Asian Studies, authored Chinese pronunciation exercises on

CAN8, sothat students can work on their Chinese Speaking skills outside the classroom. She also developed assignments involving the use of Chinese Satellite TV to improve students listening comprehension skills.

Courses Impacted: Chinese 1010, 1020, 2010

Testing Competencies in English



Ed Messinger, English Language Institute, developed two full-length practice tests for use by all teachers and students at the English Language Institute. These

tests were developed for the CAN8 system and include listening, grammar, and reading sections. By using CAN8 lower level students work at their own pace, repeat and review as often as they want.

Courses Impacted: All English Language Institute Courses

Promoting Computer Bilingualism in Japanese



For this project, Rie Masuda, Department of Near Eastern and Asian Studies proposes the development of bilingual (Japanese-English) websites, which

will include course material, instructional material and cultural material.

Courses Impacted: Japanese 1010, 2010, 3010, 4010



Did you know?

The Student Self-Access Lab has now 'Cubicles' where students can record themselves!

FLTC Grants

It is time again for the awarding of the 2nd annual MINI-GRANT incentives!!! The FLTC will award incentive Mini-Grants to promote the use of technology to enhance foreign language instruction. The FLTC will provide \$4,000 in incentive grants to encourage faculty to explore innovative uses of technology in teaching.

The FLTC will select 4 projects and award each project \$1,000. All full-time faculty teaching foreign languages are eligible to submit a proposal. Part-time faculty and graduate teaching assistants can also apply, provided they work on the project together with a full-time faculty member. The full-time faculty member should also serve as the lead contact person for the project.

Proposals are generally due by the end of the Winter semester.

The FLTC will fund projects that incorporate the use of the following technologies into existing courses.

- Blackboard
- International Satellite TV
- CAN8
- Videoconferencing

Grant applicants may use the above technologies to do any or all of the following:

- enhance instruction in ONE particular unit/segment of a course.
- incorporate a technology-based component into a course.
- use technology to solve a pedagogical problem in a course.

Funds awarded may be used to hire student workers or graduate student assistants to help with the development of a project.

Funds may **not** be used for personal or departmental equipment purchases.

Project Proposal Guideline:

Please include the following information in your proposal:

1. Project title
2. Project leader and key contact person for project
3. List of all other project participants
4. Courses directly affected by project
5. Number of students in the course
6. Project Description and Impact - please use the following questions to guide your response, please limit to one page.
 - What educational goals does your project address?
 - How does the use of technology accomplish those goals?
 - How does the use of technology enable you to do something that was not possible without the use of technology?



Did you know?

The Student Self-Access Lab has now Scanner Stations and Laptop Stations for student use!



Did you know?

You can search for a Video using our Online Video Catalog and it is much quicker and more efficient than browsing through our paper-based catalog!

Tech Tips

A World of Television



By Bruce Roffi, Senior Technician, FLTC



We live in an era of a global economy. Advanced communications and the Internet have removed the traditional borders which separate people who live in different nations. So why is international TV so complicated?

First, television came into being during times when nations were much more isolated, so each nation was free to decide on a unique set of standards. Since television was broadcast, and there was only the most rudimentary means to record it, this really wasn't a problem.

In the 1970's, when home VCRs appeared, the incompatibility of the various systems in use around the world became apparent. Although the VHS system became the world's dominant videotape format for home use, we still had to deal with these incompatible TV formats in order to view tapes made in Europe for example.

There are three main television systems in use: NTSC in North America and Japan, Secam in France and some French speaking nations, and PAL in most of the rest of the world. More recently, manufac-

turers of VCRs have produced inexpensive multi-system VCRs and TVs to alleviate the problem.

This is the 21st century, however, and DVD (digital video/versatile disk) is fast becoming the standard for home video playback. Before the DVD format was released to the public, the industry had to deal with concerns over digital piracy. The result was a new complicating factor: a global zone system with built-in incompatibility between disks produced on each continent.

So now if you have a multi-system TV, you still can't play a disk from overseas because it is electronically restricted to play only on machines designated for that zone. This severely restricts the legal play back of DVDs purchased abroad, which are largely unavailable at home.

For those of us interested in viewing the vast store of recorded video from abroad, this zone system is an unnecessary impediment to the legitimate use of these materials and does little to stop piracy, but now FLTC can help you. If you have a non zone-one DVD, which you would like to use in your class, please contact me for help.

Contacts



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Location & Hours

The Foreign Language Technology Center is located at:
385 Manoojian Hall, 906 W. Warren Ave.
Office Hours:
Monday - Friday: 8:30 a.m. - 5:00 p.m.
Phone: (313) 577 3022
Fax: (313) 577 3041

Student Self-Access Lab
Location: 328 Manoojian Hall
Help Desk: (313) 577 0451

Fall & Winter Hours:
Monday - Thursday: 8:30 a.m. - 8:00 p.m.
Friday: 8:30 a.m. - 5:00 p.m.

Spring/Summer Hours:
Monday - Thursday: 8:30 a.m. - 1:00 p.m.
Friday: 8:30 a.m. - 1:00 p.m.

The Student Self-Access Lab is closed weekends.