

FROM THE EDITOR

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Three years ago I responded to a phone call from then president Ruth Trometer to take over as editor of the IALL Journal. I accepted the challenge, primarily because I felt that what I could contribute outweighed the sacrifices that would be required. I wanted to create a readable, practical, timely, and professional looking journal that was in step with the majority of our members. I also wanted to give some of myself to an organization that had given so much to me.

Thus it is with no small amount of reluctance that I have tendered my resignation as editor. Several factors led me to this decision. For one, demands on my time have accumulated to such an extent that I find it difficult to devote the energy required to keep up with the journal. Further, I think the journal is now at a point where it can and should move to the next plateau in terms of quality. However, I also feel that this will require time and energy I just can't offer right now. For the good of both me and the journal, I feel strongly that it's time for a change.

Fortunately, the organization is blessed with even better persons than me to step in and take over. I am extremely pleased that Marie Sheppard has agreed to assume the editorship. Having watched her efforts on behalf of the organization, and knowing her

background, expertise, and insight, I am convinced she will do a great job.

I am most appreciative of the professional opportunities and enrichment this activity has provided to me personally. My contacts with IALL leadership and members, the opportunity to participate in international meetings, and especially being able to work with Kelly Nelson and John Huy, all have made me a better lab director. I'm not sure all of this would have happened without this assignment.

Now, a word about my last issue. Last year the IALL board asked that we not publish the membership issue until the fall. It seems that some of us are a bit tardy in renewing our memberships, and this permits us to have a more up-to-date membership list. Thus, the bulk of this issue is devoted to a listing of our members, both individual and institutional. You also will find an interesting article on the language lab from a librarian's perspective, as well as two lab notes, one on networks and the other on lab upgrades.

I sincerely hope you have benefited from my efforts over the past three years and that you will continue to support the new editor with quality submissions.

Hasta pronto...

**IALL '93: Defining the Role of the Language Lab
June 2-5, 1993, at the University of Kansas**

"It's not just another conference."

CALL FOR PARTICIPATION

International Association for Language Learning (IALL)

Background

IALL members include the directors of Language Labs, ESL Labs, and other centers in which technology is applied to language teaching and learning, as well as second language teaching professionals at every educational level.

Conference Theme: Defining the Role of the Language Lab

Rapid advances in technology require that professionals constantly reassess their role and the role of their technology centers in the educational process. Frequent evaluation of all aspects of a language center is warranted, from its physical plan to its implications for the curriculum. The aim of this conference is to address these wide-ranging issues and to construct a framework for the role of the Language Lab in the coming century.

Issues:

Proposals are invited that present practical solutions as well as "cutting edge" ideas. Topics of interest to IALL membership include:

- Management of Facilities & Personnel
- Materials Development & Evaluation
- Technology for Teaching & Learning
- Designing Learning Centers
- Copyright/Legal Issues
- Networking
- Teacher Training

§ SESSIONS §

WORKSHOP

Workshops will be a central focus of this conference and are especially encouraged. They are typically intensive sessions in which topics are treated in depth. Workshops may involve hands-on experience and allow participants to acquire new skills or advance existing ones. The Planning Committee will look for a balance of workshops at all levels (beginning, intermediate/advanced); it is therefore critical that you clearly identify your audience as you develop your proposal.

Proposals for workshop sessions are suggested for, but not limited to, the following areas: *Computer networks: setup, management, pedagogical applications; Creating computer-assisted learning opportunities with authoring software; Digitized sound and images; Integrating technology into the curriculum; Interactive video; Lab design and planning: a) new construction, b) renovation; Lab leadership: personnel, time, budget and resource management; Creating multi-media presentations; Newsletter preparation; Task-based activities; Grant writing; Exploring the Internet.* Proposals for one aspect of a work-

shop may be submitted and the Planning Committee will attempt to identify co-presenters.

Half-day, Full day

ROUNDTABLE

A Roundtable should involve active participation in solving specific problems or generating ideas on clearly focused topics. The facilitator presents the topic and guides the discussion. Sample topics might include such things as getting started with video collections, managing software with a server, or courseware scripting tips. This is an excellent opportunity for first-time presenters. The use of "quiet" media is encouraged, as several Roundtables will be held concurrently in a single room.

25 minutes, 55 minutes

DEMONSTRATION

Product: Product demonstrations in a pedagogical or utilitarian context are appropriate. (*Product marketing demonstrations rightfully belong among the exhibits.*) Pre-

senters may demonstrate one product or show several under one topic. This could be a computer application that helps with vocabulary building, for example, or several ways to prepare visuals for the classroom. The use of media is expected.

Technique: The demonstration of a teaching, management, or problem-solving method that the presenter has found effective is appropriate for this session. Use of media is expected and audience participation should be encouraged.

20 min., plus 5 min. Q & A
45 min., plus 10 min. Q & A

LECTURE

This is the presentation of a research paper, a report of a research study underway, or a call to arms. Presentations should involve media or computer support and use of notes rather than reading of papers.

20 min., plus 5 min. Q & A
45 min., plus 10 min. Q & A

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