LLTI Highlights
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LLTI Highlights provides regular updates on recent discussions which have taken place on the LLTI—the Language Learning & Technology International listserver. The LLTI is growing—at the time of this writing, it had reached 500 subscribers, some 200 more than one year ago! For information on how to subscribe to the LLTI, see the end of this column.

As before, the topics addressed here have been paraphrased in my own words; please excuse any misinterpretations, omissions or errors—these summaries are intended to be "highlights," not case studies! You will notice that for the first time each topic is followed by a number in parentheses. As messages come in, Otmar Foelsche, LLTI moderator, assigns each message a topic number. This makes it easier for readers to identify responses that address the same topic and facilitates a search of that topic in the LLTI archive. For example, the first topic discussed here could be searched for under "#640." Please refer to the Winter 1994 issue of the *IALL Journal* as well as the section below entitled "Notes on Using the LLTI Listserver" for information on searching the archive.

Satellite TV from Latin America (#640), Nov. 1993 & Jan. 1994

If one doesn't want to rely solely on SCOLA, are there alternative satellite sources for programs from Latin America? Yes! The one readers mentioned most was SUR—a South American network which broadcasts feeds from many South American countries. It's found on Spacenet 2, Channel 4, and your receiver must have VideoCypher Plus because the signal is scrambled. Subscription is $130.00. Also available on the same bird (Spacenet 2) are "Canal de noticias NBC" on Channel 5, and USIA-Worldnet, CSPAN/Voice of America on Channel 3. And for movie lovers there is "Gems TV" on Channel 2. Thank you, Victor Aulestia, for the good leads!

Also mentioned was Galavisión, but left unanswered was the question of whether Galavisión programs could be taped and used in class without permission. Several readers expressed doubt on this, and advised caution.

Multi-Standard Videodisc Players (#666), Dec. 1993

What multi-standard videodisc players are available in the U.S., and do they have a serial port for a computer interface? Most readers responding to these questions referred to the Sony LDP-3600D. It does have an RS-232C interface, although there was a question as to whether the Voyager video drivers, for example, would work with it. The Pioneer LD-V4300 was also mentioned and was reported to have an RS-232 computer interface as well, but it may be more difficult to purchase this player—the sales addresses in one reader's brochure were in Japan, the UK, Belgium and Australia. By the way, these multi-standard machines play only PAL and NTSC standards. The participants in this discussion had not encountered discs in the French SECAM standard.

Videotape Copyright (#811), Feb. 1994

The ball got rolling on this topic when a reader expressed concern and a little anxiety over the changing policies at his institution regarding the archiving/dubbing of videotapes. At this school the policy had been to make a copy of the original and then keep the original in storage until another copy was needed, an approach which seemed practical. A new administrator decided, however, that this procedure would not be continued. In the future, video tapes would NOT be dubbed, but had to be used until they broke or disappeared, at which point they would have to be re-purchased. Help!

Most readers expressed empathy (and a little sympathy) with his plight, but all who responded basically agreed that it is indeed not allowed to make copies of videotapes without permission of the publishers. Tapes are generally sold on a "life of the tape" basis. Read Gilgen stated quite lucidly: "Remember that inconvenience and expense are not legal arguments for copyright violation." More than one reader said that their institutions take the liberty of making a copy that is used only when the original breaks, at which point a replacement is ordered immediately. Lynne Crandall provided an extensive list of reference books addressing copyright issues, including one entitled *Using Copyrighted Videocassettes in Classrooms, Libraries and Training Centers*, by J. Miller, ISBN: 0-914143-14-X, available from: Copyright Information Services, P.O. Box 1460, Friday Harbor, WA 98250. As Ruth Trometer pointed out, however, it is probably best to read the actual copyright law itself, which is the basis for all debates.

About that Teleconference... (#827), Feb. 1994

One concerned (and maybe blushing?) reader lamented the fact that her institution had invited all the foreign language faculty to a teleconference sponsored by McGraw-Hill entitled "From Theory to Practice: The Natural Approach." She felt

she had been "taken"—that the conference had not lived up to expectations. Other LLTIers agreed with her sentiment, referring to the whole affair as an "infomercial"—informational, yes, but commercially motivated as well. One reader suggested that we must expect a conference sponsored by a publishing company to endorse certain products. There were split judgments on the quality of the teleconference, most agreeing that the first part of the presentation that dealt with the pedagogical aspects of the Natural Approach was worthwhile, but that the second half of the program degenerated into something less interesting: a poor video clip and poor handling of at least one caller's question.

The thematic thread throughout this discussion was whether or not a lab director, for instance, should make a teleconference such as this into an "event" without really knowing what the content will be. A suggestion was made by LeeAnn Stone: "The safest solution is probably to tape the teleconference, view the tape yourself, and then decide if segments warrant a showing to department faculty." This approach, however, would not allow viewers to call in a question or a response "live." Food for thought...

Reliability of C-120 Cassette Tapes (#816), Feb. 1994

What about using C-120 audio cassette tapes? The answers were all resounding NOs. The longer the tape, the thinner the tape, and that's bad. Thin tape results in poor audio quality, but even more importantly, in broken tape and more frequent jams, potentially damaging the equipment. A good line to wannabe users of 120s: "Our machines eat 120s for snack food!"

Equipment in Classrooms (#794), Feb. 1994

How do you keep equipment in classrooms from sprouting legs and running off? The original question was actually posed much more eloquently by Bruce Parkhurst: "Has anyone found a good method of mounting and/or protecting equipment in classrooms? I am concerned about security, and user access."

Several readers explained how this was handled at their schools and offered suggestions. More than one reported that they avoided installing equipment in classrooms entirely because of security problems, but relied on keeping equipment on portable carts stationed in nearby closets that could be accessed by faculty. Others mount the equipment inside cabinets that stay in the rooms. Anchor pads are used by many to secure equipment to either carts or cabinet shelves. One reader even reported that they tend to use TV monitors so large, for

example, that nobody in their right mind would try to haul them off!

Other options are more costly, but probably very effective. A closed circuit video monitoring system is a possibility. If your school already has such a system in place, maybe you could have your room(s) added. Or, you may want to consider fiber-optic cabling. Kelly Nelson explained that a fiber-optic cable can be looped through all the components, including ones in cabinets, and fed back into a security system located in the lab. One tug on any component sends an alarm to security. All respondents seemed to agree that no matter what the system, it is important to give high priority to providing relatively easy access to the equipment by authorized faculty.

Notes on Using the LLTI Listserver

When you are going to be out of the office for several weeks and don't want to return to a stack of email, there is no need to sign off (unsubscribe) and then sign on (subscribe) again when you get back. Rather, you can send a command to the listserv address that reads SET LLTI NOMAIL. When you want your mail to start coming in again, you send the command SET LLTI MAIL. The preferred listserver address is now *listserv@dartmouth.edu.*

LLTI Archive

Did you know that all discussions which have taken place on the LLTI have been archived? Otmar Foelsche, LLTI moderator, reports that this archive, a valuable research and resource tool, is in use and growing slowly. The archive is located on ftp.dartmouth.edu.

Here are three ways to access the archive:

1) You can retrieve information on specific topics by sending search (and print) commands directly to the listserver. Refer to "LLTI Highlights" in the Winter 1994 issue of the *IALL Journal* (p. 71 – 72) on how to search the archive in this manner.
2) For those familiar with Gopher, you can access the information via the Dartmouth College Gopher Server.
3) Finally, the information is available via anonymous FTP to **ftp.dartmouth.edu:/pub/LLTI-IALL**. Otmar reports that users "can download the stuffed versions of all messages up to [topic] #799."

The LLTI-IALL Directory contains files, public domain software, and other data, including the LLTI archive mentioned above. For more information about Gopher or "FTPing," contact your academic computing center. See also Jane Backer's Internet article on page 59 of this issue.

How to Subscribe to LLTI

First, you must have access to Bitnet or Internet so that you can use electronic mail. Your "email" I.D., which becomes your "email" address, must be obtained from your institution's computing services department.

To subscribe to LLTI, send an electronic message to: **LISTSERV@DARTCMS1.BITNET** or **listserv@dartmouth.edu (preferred)**. (Note that this is a new Internet address since last published in the Winter 1993 issue.)

Type the message (Important! In your message, the following must be entered on a single line):

SUB LLTI yourID@hostname yourfirstname yourlastname

When your message is received, the listserver will respond with a message describing various basic procedures. You can now begin receiving messages posted by other users. You can respond to any of them by **replying,** or, for a posting on a new topic, send your message to LLTI@DARTCMS1.BITNET or llti@dartcms1.dartmouth.edu.

To learn more about LLTI, send a message REVIEW LLTI. If you have problems, you may send mail directly to Otmar at otmar.foelsche@dartmouth.edu. Or, contact a fellow LLTIer! ■

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