Session descriptions

Conference program

Friday, October 15 (workshops)

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Authoring with ANVILL (1–5 p.m.)

Tauno Hogue, University of Oregon

Jeff Magoto, University of Oregon

Ginny White, University of Oregon

Since the early 90s when the term virtual language lab became popular, our field has pursued the goal of making speech an equal partner to text in web-based activities. Great strides have been made.

Three technologies are particularly crucial to that growth: easy to use (and open source) course management systems, a dramatic lowering of the cost and tools for implementing voice-over-IP (VOIP) and high quality audio/video codecs that permit natural sounding conversation.

A similar remarkable growth has been taking place in language teaching where tasks and practice activities are increasingly focused on negotiation of meaning. That is, both comprehension (input) and production (output) are seen as pivotal partners to the more traditional notions of just form vs. fluency.

Fortunately, virtual language labs have never been thought of as mere digital replacements for their form-oriented analog predecessors. Designers of such labs have always spoken about their power to lift the student out of the carefully controlled world of the language classroom to the place(s) where real communication occurs.

It is in this spirit and with this aim that we designed A National Virtual Language Lab (ANVILL), a free set of tools that will allow instructors and course designers to use speech in ways that are compatible with the best practices in the field.

ANVILL is built with Drupal and makes extensive use of Flash streaming media. Our presentation will be a witty balance of technical and pedagogical insight. Our group includes two developers, a Persian Language Teacher, and a language center director. Our hope is that NWALLT/SWALLT colleagues would leave this hands-on workshop with the ability to build their own course in ANVILL, some ideas about we could improve it, or even better, a plan to build a better version at their own institution.

Moodle and Beyond: Online Language Learning and Communication Tools (1–3 p.m.)

Mary Bucy, Western Oregon University

Jonan Donaldson, Western Oregon University

Alexis Smith, Western Oregon University

One of the major challenges in language learning online is the difficulty in providing practice for students to interact with one another and with the instructor.

During this presentation, we will introduce Moodle as a possible platform for language learning, focusing on both its benefits and its limitations. We will then discuss the challenges of assessing language skills and explore tools that can enable successful language learning online by providing the interaction needed for practice and feedback. These tools, which integrate seamlessly with Moodle, can be used to allow:

•   students to interact with other students in written form

•   students to interact with other students in audio form

•   students to interact with native speakers in real time

- teachers to interact with students in real time both in text and in audio

- teachers to listen to their students speak and provide audio feedback

We will conclude our presentation by opening up the floor for further discussion, questions, or comments. There will be time allotted for personal assistance throughout the training.

Digital Storytelling (3–5 p.m.)

Felix Kronenberg, Rhodes College

Participants will be introduced to the concept of and the best tools for digital storytelling in this workshop. We will discuss how to find suitable media, how to create a narrative, and how to evaluate and assess learning outcomes. Sample projects will be shown.

This hands-on workshop will take place in a computer lab, but participants may use their own laptops. The workshop is designed for all languages and ages, and no special knowledge or computer skills are required.

Saturday, October 16 (individual and panel presentations)

8:30–9:10 a.m.

Dynamic Assessment in Synchronous Computer Mediated Communication (SCMC)

Saman Ebadi

Parviz Birjandi

Islamic Azad University/Allameh Tabatabaie University

40-minute presentation

The theoretical motivation behind dynamic assessment (DA) emerges from Vygotsky's theory of the mediated mind. At the heart of Vygotskyan and sociocultural approaches to language learning and dynamic assessment are the concepts of mediation and social learning (Lantolf 2000; Lantolf & Thorne 2006). These key components of DA have taken on special relevance with the advent of social networks and online communities through web 2.0 technologies that are described by O'Reilly (2005) as an evolution from the linking of information to the linking of people with an increased emphasis on user generated content, data and content sharing and collaborative effort in synchronous computer-mediated communication (SCMC). The current study represents the first attempt to employ interactionist DA which follows Vygotsky's preference for cooperative dialoging in a SCMC environment using web 2.0 technology to shed light on learner microgenetic development of learners; L2 grammatical structure in writing. The present study sets out to open new horizons in DA implementation by employing the "bootstrapping effect" of SCMC that reduces the cognitive demand of L2 language production (Blake 2005), and Web 2.0 applications which provide for authoring flexibility, content creation and the generation of new knowledge through collaborative interaction. This study also addresses the inadequacy of proficiency levels obtained in the psychometric-based DIALANG in pinpointing learners' future potentials for development. It is argued that two learners who are at the same A1 level might have different potentialities for learning the target structure. From a DA perspective we make very different predictions of each learner's potentials for development and therefore prescribe different types of instruction. Through microgenetic analysis in DA via web 2.0 based SCMC in the current study, it might be possible to obtain a richer and more accurate understanding of students' potential level of development.

Video Projects in the ESL Classroom

David Martin, Intensive American Language Center, Washington State University

40-minute presentation

This presentation addresses the use of commonly available video tools to create language-rich video projects in a culturally based language class. Attendees will be able to view how low-cost video cameras along with inexpensive and/or free video editing tools were used to help students reflect upon their experiences as language learners and give advice to students planning to become language learners. In the process, they practiced their reading, writing, listening, and speaking skills in a stress-free learning environment that resulted in a useful final product. This experience represents how such tools can be a useful supplement to standard language practice assignments in and outside of the classroom without necessarily having advanced knowledge of video editing procedures. In the end, attendees will have the opportunity to brainstorm for ideas and opportunities for such projects in their own venues.

9:15–10:15 a.m.

Spanish as a Second Language: Learning and Teaching in Context

Ona Aliaj, Portland State University

Sarah Bentley, Portland Community College

Eva Nuñez, Portland State University

Javier Fernandez, Portland State University

60-minute panel presentation

Topics will include error correction in the second-language classroom; codeswitching and language learning; learning how to learn a language; and teaching language structures through culture.

Providing Cultural Experience: Multimedia DVD Program for Spoken Japanese

Masayuki Itomitsu, Linfield College

20-minute presentation

This presentation explains the pedagogical principles that inform a multimedia DVD program for intermediate and advanced learners of Japanese as a foreign language. The DVD is a comprehensive aid for the study of spoken Japanese, created to support a program of instruction or self-study. Underlying the design of the DVD program are the principles of performance-based pedagogy (Walker and Noda, 2000; Christensen and Warnick, 2006), which assumes that learning to communicate effectively requires experience in the target culture, the ability to adjust language depending on the context, and knowledge of the behavioral culture that sustains that language. The DVD program utilizes more than 1,400 original illustrations, 1,600 photographs, 60 video clips, and over 20,000 sound files. The rich multimedia program gives each learner the opportunity to experience performances many times until they become part of their repertoire. The presentation includes explanations of the key components of the lessons and demonstration of various functions available in the program.

Report on the 9th Teaching and Language Corpora Conference

Trevor Shanklin, LARC, San Diego State University

20-minute presentation

I attended the 9th Teaching and Language Corpora Conference in Brno, Czech Republic in early July, where I presented some research carried out at LARC on using spoken responses from an online oral proficiency test (CAST) to create a corpus that can be easily used by an instructor. The purpose of the corpus is to provide examples of successful communication, which can be fed into the curriculum. But as we go down this path, we discover the need for resources in the ten current languages of CAST—speech recognition software to make it possible to shadow the responses for quick transcription, vocabulary frequency lists, definitions of syntactic complexity—as well as the need for technological innovation, such as the ability to link audio and text in a Digital Talking Book. Finally, the very nature of learner corpora suggests an intersection of comp ling, applied linguistics and language pedagogy, each of these itself a complex field. I am very interested therefore in the progress that others have made in this area, and want

to share these with the NWALLT/SWALLT conference participants. Specifically, to what extent could providing access to learner corpora help resource center administrators document and research the use of performance-based assessment to promote acquisition of a foreign language? I look forward to a spirited discussion. And maybe the discussion will point us in the direction of using the student voice to characterize successful communication. Of course, I also intend to share discovered tools and resources.

10:30–11:10 a.m.

Using Wikis for Collaborative Writing: Revisions and Division of Labor

Nike Arnold, Portland State University

40-minute presentation

This presentation reports the findings of a study designed to investigate the collaborative writing and revision processes of foreign language learners in a wiki environment. Specifically, this study is based on a comparison of two intermediate German classes where small groups of students used wikis to collaborate on a project based on cultural and historical topics related to the novel *Am kürzeren Ende der Sonnenallee*. While the wiki assignment in one class was purposely unstructured, the other was heavily instructor guided concerning page content, due dates for a bibliography, outline and revised versions, and also included instructor and peer feedback.

Analysis focused on how learners collaborated on and revised their writing. To investigate the revision process, the archived versions of the wiki were analyzed for the amount, type, and quality of revisions using an adapted version of the Faigley & Witte framework (1981), which has been widely used in L1 and L2 writing research. Results indicate that both groups engaged in a large number of revisions, mostly concerning content and formal accuracy. While the group with the unstructured approach focused more on meaning changing revisions, the group with the instructor guided approach concentrated more on formal revisions and also achieved a slightly higher success rate in linguistic accuracy in their revisions. To investigate the degree and nature of collaboration among writers, we analyzed the amount and type of contributions group members made to their page. While the majority of students revised their own as well as their partners' writing, some groups suffered from unbalanced contributions and free riders.

Using Corpus to Teach Vocabulary

Luciana Diniz, Portland Community College

40-minute presentation

Corpus Linguistics tools have shown to be beneficial in assisting teachers and students to learn a second/foreign language. This presentation will focus on a variety of ways teachers can incorporate these tools into the teaching of vocabulary.

First, the presenter will provide a brief explanation of what corpus linguistics is and an overview of the tools (e.g., concordance lines, collocations, collocational frameworks, frequency, etc). Then, the presenter will demonstrate how teachers can make use of a series of (user-friendly) corpus-based tools when teaching vocabulary. More specifically, the presentation will focus on ways of prioritizing the vocabulary to be taught, teaching collocations, and fixed phrases, as well as teaching students how to use corpus tools by themselves, therefore, encouraging independent learning.

11:15 a.m.–12:15 p.m.

Sustainable Support of Language Programs: Using Learner Web to Orient, Train, and Educate

Errin Beck, Portland State University

Alexandria Cesar, Portland State University

Stephen Reder, Portland State University

Judy Reed, Portland State University

Darbra Smith, Portland State University

60-minute panel presentation

The panel from the Intensive English Language Program (IELP) Portland State University (PSU) consists of administrators, curriculum designers, and educators. The purpose of the presentation is to give other language learning programs an example of how the IELP has integrated an innovative online tool to enhance both the instruction and the administration of the

program. An overview of the language program and the online tool will be provided. The Learner Web is an online learning support system geared toward adults with specific learning goals. The panel will also address the Learner Webs capacity to reuse, recycle, and share courses. By using the Learner Web, the IELP has added variety to the modes of learning and layers of both

professional development and language learning. The panel will describe how a sustainable process of training, orienting, and educating has been implemented in the IELP. Demonstrations of the online courses offered to the students and faculty of the IELP will be given. Finally, the panel will present potential future expansion of the use of Learner Web in the IELP.

Fashion (Victims): A Translinguistic/Transcultural Discussion of Fashion in Contemporary Music Videos

William Heidenfeldt, University of California, Berkeley

20-minute presentation

How do we find new ways to use technology that is familiar to students while developing their translinguistic competence? How do we use accessible pop imagery situated in different cultures to spark discussion of transcultural understandings? By juxtaposing contemporary music videos and photographs from diverse cultures and asking students to reflect on the role of icons, fashion, and self-image in their own lives, foreign language teachers are able to offer students the opportunity to reflect critically on how different cultures create and use imagery to define themselves. Students and teachers will also be able to engage in appropriate use of technologies, such as YouTube and visual presentation software, to create projects that will put foreign language learning in the rich context of cultural learning and understanding. My proposal will offer a model of one such project that establishes the cultural-linguistic context in French studies at a large, urban, public American university. This presentation will also show how it addresses all aspects of students language learning, from listening to writing to critical thinking to self-reflection.

Integrating Meaningful Technologies into the World Language Classroom

Kathleen McKain, Saint Martin's University

20-minute presentation

I have been using technology extensively in my classes for over 5 years and have learned some valuable lessons regarding what is pedagogically sound in the World Language setting. In my presentation, I will demonstate some technologies that I have used with varying degrees of success in my face-to-face world language classes. These include Moodle, Voicethread, online laboratory manuals, online self-correcting exercises and other technologies.

iPads for Language Learning: A Pilot of HISP 101 Digital Course Materials

Bridget Yaden, Pacific Lutheran University

20-minute presentation

This summer I piloted the use of a digital textbook and workbook as well as the features of the iPad for both faculty and student use in a Spanish 101 course at the university level, in a four-week intensive summer term. Each student, without prior knowledge of the study, was given an iPad the first day of class

and purchased access to the digital textbook and workbook for the McGraw Hill textbook Sol y Viento. In addition, the students accessed a variety of iPad applications for language learning activities both inside and outside of class. The pilot project had the following goals: to evaluate the features of the iPad that support language learning and teaching through a pilot study; to describe the positive and negative results of this study; to identify impacts of the iPad on teaching and learning activities; to evaluate the features offered in the digital versions of the first and second year Spanish language textbooks currently in use in print format. Through student surveys, language learning assessments, interviews with students, and classroom observations, this study found many positive outcomes as well as a few, unavoidable pitfalls.

1:15–1:55 p.m.

Development and Utilization of Learner Corpora in Foreign Language Teaching

Olesya Kisselev, Portland State University

Anna Yatsenko, Portland State University

40-minute presentation

The presentation will discuss such new linguistic and pedagogical tools as the learner corpus. Presenters will describe benefits of using a learner corpus as a means for various pedagogical tasks such as analysis of student errors, creation of teaching materials, language progress assessment, etc.

As an example we will use a new Russian learner corpus that is being developed at Portland State University. The corpus consists of written texts by advanced students of Russian produced as homework or classroom assignments. The texts were collected over the period of two years.

During the session, we will review scientific challenges for the development of a learner corpus, i.e. technological issues such as tagging systems, sociolinguistic considerations, and methodological criteria of selection of learner material. We will then demonstrate how to analyze language data through corpus searches and, finally, discuss with the audience ways to apply the results to classroom practices.

Using Low-Cost Video Technology for Language Teaching and Assessment

Uri Horesh, Franklin & Marshall College

40-minute presentation

Creating original videos can be an intimidating task, as it suggests using expensive, complex audiovisual equipment, specialized software and time-consuming training. Yet in recent years, several low-cost pieces of hardware and cross-platform software, particularly those involving the so-called Web 2.0, have emerged, which have made video production more accessible and cost-effective than ever before. Equally importantly, it can be easily incorporated into the time slots already allotted for class, preparation (for both student and teacher), and assessment.

This presentation will exhibit several instances—and levels of technical complexity—of using such devices as the Flip video camera, iPod Nano (5th generation) and Apple's iSight camera with Photo Booth to create videos for language and culture instruction, in this case, for the instruction of Arabic and Middle Eastern cultures. We will show how such tools can be used by the instructor to construct assignments for students to do during class time or as a homework assignment. Another use that will be demonstrated is for communicating with students and for documenting classes for posterity.

Examples of both raw and edited videos will be presented, and tips will be offered for creative, yet easily implemented assignments and activities. Finally, we will leave time for the discussion of the purpose of such activities within the language (and culture) classroom, and address such questions as whether the effort is worth our while given other alternatives.

2:00–3:00 p.m.

Doing a Number On It: Going Crazy with the Blackboard and Embracing Moodle *en español*

Kyle Cramer, University of Puget Sound

Pepa Lago-Grana, University of Puget Sound

Brendan Lanctot, University of Puget Sound

Harry Velez-Quinones, University of Puget Sound

60-minute panel presentation

This, the last year for Blackboard at Puget Sound, finds members of the Spanish Program at the University fully embracing Moodle after several years as beta testers. The migration from one platform to the other has taken more time than we initially anticipated, but the delays have allowed us to experiment with Moodle in many more ways than we would have otherwise. Professors Lago-Grana, Lanctot, and Velez-Quinones and the Director of Instructional Technology at Puget Sound, Cindy Riche, chronicle this sometimes challenging but always exciting process. Whether it was a matter of using Moodle as the entry point for student generated audio recordings, as a repository for videocasts, or to provide an architecture to build organically a site that both facilitates, links, and archives class discussion, readings, and students self-guided projects, supplementing Moodle with other Web 2.0 apps such as Google.docs and Blogger.com, etc. we hope to some of the many ways in which we have gone crazy on Moodle while doing a number on it.

Unveiling a New E-learning Site for Interpretation and Translation

Masami Nishishiba, Portland State University

Yoichi Sato, Portland State University

Markus Weltin, Portland State University

Patricia Wetzel, Portland State University

60-minute panel presentation

This panel explores the technology and pedagogy innovations that underlie a new e-learning site for interpretation (Japanese to English) and translation (Arabic to English). The OSBIT (Online Skill-Building Interpretation and Translation) site is a 3-year project funded by the U.S. Department of Education. The online lesson modules and resource materials have been developed to (1) enhance and support language and culture studies across academic disciplines; (2) support individual self-study in interpretation/translation theory and practice. Materials are aligned with the Intermediate-Mid and Intermediate-High levels of the ACTFL Proficiency Guidelines as well as the Limited Performance Levels of the U.S. Inter-Agency Language Roundtable Skill Level Descriptions for Interpretation and Translation Performance.

Panel participants will provide 1. an description of the content, exercises and activities that are included in the modules along with a demonstration of the site. 2. an explanation of the pathway that the technology team followed in building an e-learning site for delivery of interpretation and translation training. This includes selection of a Content Management System and presentation layer. It also includes incorporating two non-roman writing systems into content. 3. a description of the challenges and solutions for developing on-line interpretation teaching material in the context of incorporating on-line modules into classroom instruction—in this case the beta-testing of the site in an existing university course in interpretation. Videos on actual classes are included. 4. a report on the project management aspect of the site—to include explanation of how activities were monitored and how clear communication among project stakeholders was maintained.

When the architecture of the site is complete in 2011 it will be readily adaptable to additional languages (Chinese and Russian are targeted) including language-for-special-purposes (such as a health-care interpretation extension, plans for which are underway).

3:20–4:00 p.m.

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WordChamp at Willamette

Maria Delgado, Willamette University

Natalia Shevchenko, Willamette University

Patricia Varas, Willamette University

40-minute presentation

Any language acquisition begins with learning new vocabulary through the combination of incidental and intentional learning; however, very often, in the classroom, we emphasize intentional vocabulary instruction through explicit exercises. According to Guo Yali (L2 Vocabulary Acquisition through Reading, 2010), reading involves not only incidental but also intentional learning and can increase direct vocabulary knowledge.

Reading authentic language learning materials such as newspapers or short stories for any language student, especially at the beginning and intermediate levels, can be very difficult. Looking up numerous unknown words in a dictionary, while the student struggles to achieve comprehension, can turn reading into a frustrating and labor-intensive exercise. Since comprehension of words predicts learners understanding of text (Baumann, Kameenui, and Ash, 2003), in order to facilitate reading comprehension, it is necessary that students have access to a wide range of tools in and outside the classroom.

This presentation will focus on the use of computer technology, specifically WordChamp, as a tool for language learners to build and learn vocabulary through reading authentic language material in the target language. WordChamp is one the webs fastest growing multilingual communities, providing a new platform for learning and teaching foreign languages and resources for networking across countries, languages, and cultures in more than 100 languages.

The Language Learning Center at Willamette University introduced WordChamp to the campus in 2007. It has become one of the most used and appreciated tools for learning and teaching. We will provide an overview of the WordChamp features both for students and teachers and will describe the steps for successful integration of this tool, showcasing the use of WordChamp by teachers and students of 2nd- and 3rd-year Spanish. We will also discuss WordChamps instructional tools to create and monitor assignments.

Harnessing Collaborative Tools to Enhance Online Language Courses

Cari Jiménez, Columbia Southern University

20-minute presentation

The aim of this presentation is to share practical applications of different collaborative tools in a virtual classroom. The presenter will demonstrate in practical ways how these tools can become a strategic process that move the learner from static to dynamic learning. The instructional strategy that guides the teacher is the student's need to connect, interact, and create a network that promotes active and participatory learning. The presenter will share her ideas, experience, and success using collaborative tools like chat rooms, web conferencing, desktop sharing, virtual whiteboards, and wikis in conjunction with a virtual language lab to achieve this goal. Examples will be given from Introductory and Intermediate Spanish online language course but can be adapted to any other target language.

Lights, Camera, Action! Using Student-Made Video for Evaluation of Oral Communicative Skills

Katya Nemtchinova, Seattle Pacific University

20-minute presentation

How many students can say that their oral final exam was an extremely enjoyable experience? This is what students think about the course requirement to make a video in the Russian language. Combining the advantages of a creative drama technique and digital video recording technology, this means of evaluation of oral communicative skills can be very beneficial for students as well as teachers. Students enjoy the opportunity to use meaningful language for communicative purposes in a creative way and to evaluate themselves from aside. Recording a rehearsed presentation on video diminishes test anxiety allowing students to perform to their best ability and turns an intimidating oral examination into a rewarding group project. At the same time the medium of video permits the instructor to bring a creative element into language testing, to assess students' linguistic progress in a dynamic situation that more or less closely mimics a real-life language encounter, and to consider various aspects of students' oral performance in a careful way that is not provided by traditional testing media. Drawing on the successful use of student-made video for assessment of the linguistic progress the presenter will point out its advantages, explain the process of incorporating the video into the course syllabus, discuss the evaluation guidelines and scoring criteria, and provide suggestions for using the technique in a language class. A video developed by second-year students will be presented.

4:05–4:45 p.m.

Five Home-Grown Language Placement Tests Administered Through Blackboard

Peter Janssens, Georgetown University

40-minute presentation

After several years of piloting on-line language placement tests as home-grown web applications, Georgetown University chose to adopt Blackboard as a standard environment for all on-line language placement testing in the summer of 2008. French, German, Italian, and Spanish placement tests were migrated to Blackboard and new Arabic placement tests were developed. I will explain the rationale for this choice of a single platform, especially in view of the diversity in test designs and objectives between the different departments. I will also address the challenges and benefits of this migration and the logistics of our work with faculty and department administrators. In addition, I will show relevant excerpts of various tests as well as video testimonials of several of the faculty project leads.

International Broadcast and Video: Supply On-Demand

Erica Andree, Pacific University

40-minute presentation

For international broadcast programming we once had to rely on a string of satellite dishes placed atop campus buildings capturing and decoding signals from a small number of channels. Today there are multiple options for accessing international programming, ranging from satellite TV providers, internet sources as well as an increasing number of programs available for rent or purchase on DVD. I will examine a variety of sources and devices for viewing or capturing international broadcast and video programming, examine their advantages and shortcomings, and discuss how to get the greatest video return on ones technology investment.

4:50–5:30 p.m.

Integrating Film Clips into the Curriculum

Mark Kaiser, University of California, Berkeley

40-minute presentation

Foreign language film is an underutilized resource in the foreign language classroom. Film can be used to model language in all its regional and socio-economic manifestations, to explore norms of behavior, and to expose students to cultural artifacts, e.g., a wedding, the workplace, a typical home, etc. In other words, film can be used to enhance, in Bourdieu's sense, the students cultural and symbolic capital, as well as

serve as a practical tool to improve listening comprehension. However, there remain significant obstacles to the wider exploitation of film in the foreign language curriculum.

In this presentation we will demonstrate how instructors at UC Berkeley use a library of 7600+ film clips to search for clips of interest, annotate the clips, and make them available for viewing either in class or as homework. We will discuss the underlying methodology for identifying films for inclusion into the database, for cutting and tagging clips, and the potential of the database structure to respond to user input and serve as a dynamic system responding to user needs.

Further, we will provide a number of examples of specific applications of film clips, examining the pedagogical goals of specific tasks. Assessment of student performance on the tasks assigned will also be covered. Finally, we will address the legal, technological, curricular, and cultural obstacles to a more extensive use of film in the classroom.

The WMF (Wikis, Moodle, Facebook) Smackdown

Eloise Ariza-Rodriguez, Intensive American Language Center, Washington State University

David Martin, Intensive American Language Center, Washington State University

Jeff Nelson, Intensive American Language Center, Washington State University

40-minute presentation

Educators have recently been inundated with solicitations to take their classroom into the digital world. In fact, there is so much information out there that its often quite difficult to filter out what would be a valuable tool and what is just a nifty trinket to show ones ability to navigate through cyberspace. In the end, we feel like we are in a tag-team wrestling match, being pulled in all directions and ending the match with a bigger headache than we started with. Three of the most talked about tools available online include Wikis, Moodle, and Facebook. Each tool has its own uses and distractions in the grander scheme of communicating ideas and helping students improve their English. The goal of this presentation is to give the listener a clear idea of the features of Wikis, Moodle, and Facebook, with their strengths and weaknesses for different academic/classroom purposes/needs. At the end of the presentation, the listener should have a good idea of which tool might suit his/her needs for a given classroom situation. Examples will be displayed of all three programs as they have been used by teachers in the Intensive American Language Center at WSU.