



Lingo



PNCFL TURNS 60!

ANNIVERSARY ACTIVITIES AT
ACTFL IN SAN DIEGO. LEARN
MORE ON PAGE 3.

CONTENTS

From the Executive Director's Desk	3
Technology in Perspective	4
ANVILL: Your Solution for Oral & Aural Practice	6
Mini-network Makes a Big State Smaller	8
Technology Review: i-Culture	10
State Fall Conferences	11

PNCFL at Sixty: Looking Back

By Ray Verzasconi, Past PNCFL Executive Director

From my initial involvement in 1972 until my retirement in 1999, PNCFL offered me the opportunity to meet many superb people and to have formed lasting memories with them.

I could not list all of them, of course, but I will mention Harry Reinert of Vashon Island, WA, who talked me into succeeding him as executive director in 1978; Ann Tollefson of Casper, Wyoming; Suki Vance of Kalispell, Montana; Dennis Ohrtman of Lewiston, Idaho; Debbie Parks of Tacoma, Washington; recently deceased Wolf Hollerbach of Fairbanks, Alaska; and Carl Falsgraf of Eugene, Oregon. I remember gabfests with a few of them that sometimes lasted until 5 a.m. as we tried to resolve not only the problems facing our profession but also to rescue the very soul of education in the U.S.

I also remember working with many other people as we wrestled with the very same questions that challenge you today. How do we motivate our students who often come from very different backgrounds? How do we use technology without letting it use us? How do we foster a real and civil dialogue between all language teachers, K-16? What role does grammar play in the language classroom and at what level? How do we assess what our students do in all four skills and their understanding and appreciation for other cultures with both reliability and validity?

Thirty-seven years ago when I attended my first PNCFL conference, I was a mere thirty-four and looked solely to the future. I was part of the generation that led the student rebellion of the 1960s and whose academic security had been guaranteed by Sputnik (1957) and the Cuban revolution (1958). By the late 1970s, as enrollments plunged, some of us began looking back, not for a golden age but to understand what we had done right and where we had gone wrong. That in itself was an amazing journey. It taught me respect for our profession's own

Continued on page 2...

LINGO

Volume 10, Number 1
September 2009

Pacific Northwest Council for Languages

5290 University of Oregon
Eugene, OR 97403

Phone: 541-346-5699

Fax: 541-346-6303

Email: pncfl@uoregon.edu

Web site: <http://pncfl.org>

Mandy Lindgren

Publications Director

**Brenda Gaver, Greg Hopper-
Moore, Carolyn Taylor, &
Bridget Yaden**

Editorial Advisory Board

The Pacific Northwest Council for Languages publishes *Lingo* in March and September. PNCFL welcomes short articles, descriptions of innovative courses, reviews of teaching materials, and other items of interest to language teaching professionals.

Members may send submissions to the editorial board by email attachment or postal mail to the addresses above. Submission deadlines are February 15 for the March issue and August 15 for the September issue.

To obtain advertising information, please contact Mandy Lindgren at mandyl@uoregon.edu or 541-346-1773.

Ideas and opinions expressed in *Lingo* are those of the respective authors and not necessarily those of the council.

PNCFL thanks the Center for Applied Second Language Studies for its assistance in publishing *Lingo*.

PNCFL at Sixty *Continued from page 1...*



© Ray Verzasconi

PNCFLers strengthen their collegial network at the 1995 ACTFL Annual Convention & World Languages Expo.

***L to R: Bonnie Elliott, Ann Tollefson, Ray Verzasconi, Jeffrey
Harrison, and Mary "Dee" Young***

history. There really is very little new under the sun. The generation that preceded mine was already discussing and debating everything that the current generation thinks it invented. It just hadn't settled on nomenclature.

PNCFL was also central to my role as a father. Sitting around our dining room table, my daughters Deb and Steph helped me stuff many a PNCFL envelope and added many a mailing label back in the days before technology handled that. Attending PNCFL and ACTFL conferences with dad also helped solidify in them a love for other languages and cultures. They still remember quite vividly my PNCFL friends, sometimes with greater lucidity than I do! Although one is a pharmacist and the other an engineer, both are strong supporters of K-12 foreign language education, crediting their early exposure to other languages and cultures as still central to decisions they make in life.

At PNCFL's 50th anniversary celebration in Tacoma, PNCFL's co-founder Dr. Howard Nostrand stated that he had assumed after ACTFL was founded in 1967, PNCFL would no longer have a *raison d'être*. He admitted he was wrong. In 1999, when PNCFL came very close to bankruptcy, I had the same thoughts. I, too, was wrong. A new generation has given PNCFL a new life and a new reason for existing. No doubt, sixty years from now, PNCFL will still be playing an important role in our profession – even if it has yet again to reinvent itself. 🐼

PNCFL's Own Nominated for ACTFL President

PNCFL congratulates Barb Rupert on her nomination for ACTFL president.

Barb is the principal at Brookdale Elementary School in Tacoma, Washington. She served as PNCFL president from 2004-05, and she currently serves on the board as the PNCFL representative to the ACTFL council.

Watch for your ACTFL ballot this fall!

From the Executive Director's Desk

In addition to his role as PNCFL executive director, Greg Hopper-Moore leads professional development programs at the Center for Applied Second Language Studies (CASLS), including the nationally recognized Western Initiative for Language Leadership.

Congratulations to PNCFL's Incoming Vice President

Last spring, PNCFL members elected Laurel Derksen of Anchorage, Alaska, as the vice president. Laurel is an active member of the Alaskans for Language Acquisition (AFLA) and served as a state representative for PNCFL from 2005 to 2008. She has presented at seven national conferences and was selected to be a member of the ACTFL Teacher of the Year selection committee. Laurel currently works as the world language resource teacher with the Anchorage School District Curriculum Department. In this position, she supports all world language educators and immersion programs. She helped design and implement the first two-way immersion program for K-12 students in Alaska.

I would like to express gratitude to Brenda Gaver of Washington for her service as president and to welcome Dr. Carolyn Taylor of Wyoming as the incoming president. Special thanks to all members who participated in the election process this year.

PNCFL Member Experiences Mexico with Help from Scholarship

Last winter, the Cemanahuac Educational Community joined

PNCFL to sponsor one teacher's journey to "the land of eternal spring" in Cuernavaca, Mexico. This program includes one week of language immersion, intensive classes, and professional visits to schools and other educational centers in Cuernavaca. Jennifer Paulsen of Brush Prairie, Washington, received the scholarship and chose to travel to Mexico in August. She anticipates the program will give her many new techniques to improve second language acquisition in her Spanish I and II classrooms. We look forward to hearing from Jennifer about her experience!

Don't miss your opportunity to have an invaluable learning experience in sunny Cuernavaca, Mexico next summer. Applications for the second annual Cemanahuac Education

Program will be available during winter term. Please check the PNCFL Web site at <http://pncfl.org> for more information.

PNCFL Celebrates its Sixtieth Anniversary at ACTFL

As always, PNCFL will have a booth at the expo center at ACTFL. Stop by and help us celebrate our sixtieth anniversary. We are excited to visit with our members in San Diego this fall.

If you have any comments or questions about PNCFL, don't hesitate to contact me at hopperg@uoregon.edu.

Greg Hopper-Moore

THANKS TO EDUCATORS LIKE YOU, CASLS IS MARKING ITS 15TH ANNIVERSARY.

Help celebrate during the COFLT fall conference!
Visit our exhibit booth and register to win prizes,
including airfare and registration to ACTFL.

ATJO members can join a special anniversary presentation during the Saturday luncheon.

OCTOBER 9-10, 2009

RED LION

3301 MARKET ST NE, SALEM

Learn more about the COFLT conference
by visiting <http://coflt.net/conferences.htm>

<http://casls.uoregon.edu/>
info@uoregon.edu
541-346-5699



TECHNOLOGY IN PERSPECTIVE

By Bridget Yaden, Pacific Lutheran University

Bridget Yaden is an assistant professor of Spanish and director of the Language Resource Center at Pacific Lutheran University in Tacoma, Washington. She currently serves as past president of PNCFL. Here, Bridget highlights just a few of the many uses of technology in language teaching over the past sixty years.



© Pacific Lutheran University

Listening Lab, Pacific Lutheran University, circa 1970

PNCFL's sixtieth anniversary as our regional organization dedicated to language teaching presents a wonderful time to explore the last sixty years of technology for language teaching. What technologies were language teachers using in 1949 when PNCFL was just beginning? Just like today, I'm sure some were using more technology than others, some were still using "old" technology, and some were just-fine-thank-you-very-much with their chalkboards and textbooks.

The Modern Language Journal (MLJ) has articles dated as early as 1918 on the use of phonographs for language teaching, describing how such a novel teaching tool "stimulates memory," motivates, and teaches pronunciation and intonation (Salaberry, 40). The introduction of magnetic tape

and machines that could record was yet another "innovation" in 1946 that language teachers put to use. The MLJ also had articles on the use of radio and telephones. This was accompanied by the rise in popularity of the audiolingual method (ALM) and a continually increasing focus on oral/aural skills. Thus, the technological context in which PNCFL began was one that allowed for students to have "imitative practice (that) could be recorded, judged, erased, re-recorded, to the point of learning" (Salaberry, 43).

Not surprisingly, the new technologies of the 1940s and the popularity of ALM spurred the widespread development of language labs. According to Roby (2004), the modern language lab movement began in 1946. Prior to that, there had been phonetics

laboratories, with one of the first in the country housed at Washington State University in 1911! The new labs that sprang forth were extensions of these phonetics labs, but with new designs such as individual booths or carrels. These labs were later expanded to include projectors for movies, slides, and filmstrips. PNCFL got its start during this busy time for language methods and technology.

The real boom for language lab growth took place in the 1960s. In 1958, there were 64 high school labs and 240 labs in higher education institutions. By the mid-60s, there were 10,000 in high schools and 4,000 in colleges and universities. The International Association for Language Learning Technology (IALLT), an association with heavy

Continued on page 12...



Foreign Language Instructors
آموزگار زبان خارجی
معلمو لغات أجنبية
외국어강사
外语教师
Преподаватели Иностранных Языков
Yabancı Dil Öğretmenleri

Without you, we'd be **speechless.**

Foreign Language Instructors. Help the CIA meet its mission by educating others about world cultures. With your native-level fluency and expert knowledge of a region's history, customs, politics and economy, you'll strengthen your students' ability to communicate and work around the world. In return, earn a competitive salary and receive a hiring bonus — all while supporting the efforts of American foreign policy.

Applicants must successfully complete a thorough medical and psychological exam, a polygraph interview and an extensive background investigation. As part of the screening process, selected applicants must take proficiency tests in their native language. US citizenship is required.

An equal opportunity employer and a drug-free work force.

For additional information and to apply, visit: www.cia.gov



THE WORK OF A NATION. THE CENTER OF INTELLIGENCE.



© University of Oregon

ANVILL: Your Solution for Oral & Aural Practice

By Jeff Magoto, Yamada Language Center

Jeff Magoto directs the Yamada Language Center at the University of Oregon. Yamada provides language learning support for students and staff, and they coordinate self-study programs.

A National Virtual Language Lab or ANVILL is a Web-based replacement for the audio and video consoles of old, which used to be a prominent part of a high school or university foreign language facility.

ANVILL allows teachers and students to tell stories, share opinions, and practice the target language. ANVILL's tools can be stand-alone spaces, like an audio journal, or they can be linked as part of an instructional sequence. Although ANVILL

doesn't make material planning or creation any easier, it does simplify the process. For example, a teacher can assign a video-based lesson for homework and also include pre-listening and post-listening tasks. He can then create a Web-based lesson or quiz in about the same time it takes to do so on paper. The lesson could then culminate in a spoken task, allowing students to demonstrate their comprehension.

Every language class has students with a variety of skills and abilities.

ANVILL can't change that. It can, however, provide different kinds of practice. Maybe heritage learners need additional writing practice while non-heritage learners need more work on listening. Teachers can tailor cooperative activities like jigsaws or Webquests to meet those diverse needs and still provide a way for everyone to come back together. ANVILL's quiz and survey tools let teachers assemble media-based assessments, tailored for different students if necessary.

Technology can help provide interesting and challenging opportunities for students to interact in the target language. Yet, older language labs sanitize the language: breaking it down into too many small parts, oversimplifying content, and removing authenticity from tasks. Newer language labs provide so much content and authenticity that "unteaching" can occur. With its lesson templates and easy tools for editing, ANVILL helps teachers put digestible amounts of content in front of students.

ANVILL also simplifies and organizes what used to be difficult: collecting and keeping track of students' materials from several different classes. Teachers can easily find student productions using ANVILL. Like other learning management systems such as Moodle or Blackboard, ANVILL allows both teachers and parents to see and hear students as they learn, gauging the progress they're making.

Any teacher or student with Internet access – in class, at home, or sitting in a café – can use ANVILL to listen to the news, watch video clips, or submit voice- or video-based assignments. An Internet connection and

three common pieces of hardware and software are the only tools necessary: a microphone and/or webcam, a Web browser, and Adobe's Flash Player. Like ANVILL itself, these software tools are available for free.

ANVILL is a research project currently funded by the Yamada Language Center and the Center for Applied Second Language Studies (CASLS) at the University of Oregon. To set up your account and join a community of more than three hundred foreign language educators, visit <http://anvill.uoregon.edu>.

Anatomy of ANVILL's Tools

Voiceboard

- Adds spoken language to discussions, audio journals, pronunciation exercises, and other oral practice
- Allows teachers to add topics and edit messages

- Allows students to create and post their own messages as well as reply to others
- Create and publish in about two minutes
- Messages can be text, audio, or video
- Postings available only to those in class

Forum

- Blog-like discussion tool
- Incorporates multimedia in addition to text
- Useful for Web-based discussion tasks, such as continuation of an in-class discussion or a multimedia response to a cultural prompt
- Postings available only to those in class

Livechat

- Conferencing and tutoring tool
- Free of advertising
- Designed for audio, video, and text chats

- Only registered course participants have access
- Up to four people can chat at once

Quizzes and Surveys

- Quick production and grading
- Optimized for audio and video
- Media-rich
- Customizable

Lesson Planning Templates

- Quickly add audio, video, and images to lessons
- Link to external sites like TeacherTube
- Upload your own personal videos

Course Management

- Create and manage classes
- Allows students to work in a safe, monitored environment



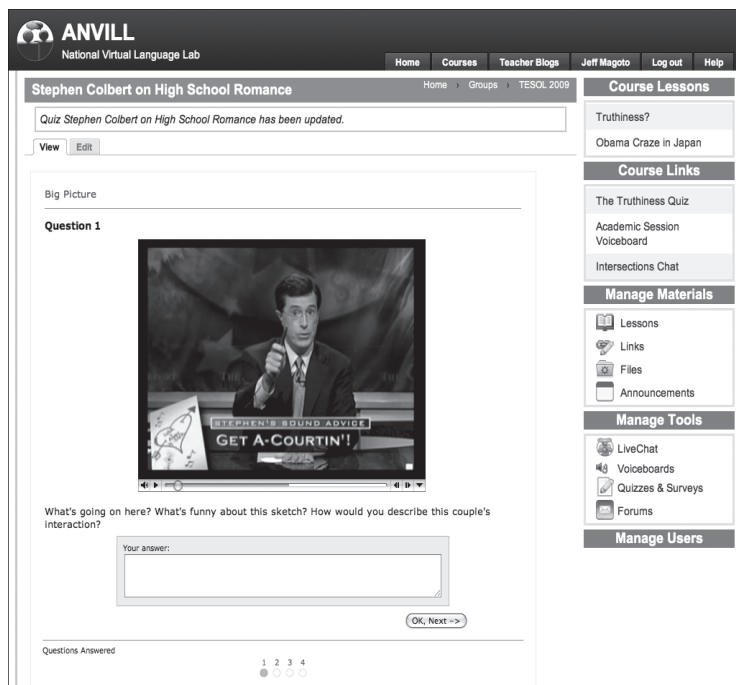
makes team teaching easy

Voiceboard, ANVILL's most popular tool, allows students to make personal connections with others.

ANVILL simplifies lesson planning while incorporating media-rich materials.



© University of Oregon



© University of Oregon

Mini-network Makes a BIG Sta

By Debra Abshier, Begich Middle School

Debra Abshier teaches French and Spanish at Begich Middle School in Anchorage, Alaska. She serves as the Alaska representative on the PNCFL board.

"It's overwhelming here. I feel like a rookie all over again," says a fifteen-year veteran teacher, newly arrived in Alaska. "I mean, it's not exactly like I've never taught before. Alaska is just so much harder than I thought it would be."

Teachers all over the state express similar sentiments in their first year of teaching here. The overwhelming combination of geographic isolation, wide cultural diversity, and lack of adequate preparation all impact incoming teachers. It's no wonder that the turnover rate for teachers in Alaska is above the national average.

- service and professional development programs using technology
- Develop a network-based mentoring and induction program
- Develop teacher leaders within network schools
- Support culturally responsive teaching and learning for all students

Within the greater AEIN community, mini-networks have emerged. The Language Acquisition Mini-Network, for example, creates an opportunity for educators to network in real time on a regular basis. Network coordinators Nancy Boxler and Jim Powell facilitate live meetings using Eluminate, a Web-based learning and collaboration site. Suddenly, teachers hundreds of miles apart, many in places not accessible by road, sat down simultaneously to chat, message, and share with each other.

Our bimonthly Web meetings consist of professional conversations about best practices that break through geographical and cultural boundaries. Each session is an opportunity to seek and share support from one another. Our questions have guided the network's ongoing dialogue. Does anyone out there use TPR? Can anyone share a good rubric for oral proficiency tests? What does place-based education look like in your community? As teachers of Yupik, Cu'pik, and Aleut share their use of traditional storytelling and dance in their classrooms, teachers in Anchorage begin to understand the richness of the culture into which they are expected to introduce Spanish or English. Clearly, the diversity of the group is its greatest strength.

Our members teach Yupik, Cu'pik, Aleut, English, and Spanish. An urban

There is, however, a network of educators working together to support Alaska's teachers. We are the members of the Alaska Educational Innovations Network

(AEIN). AEIN is a five-year, \$9 million grant from the U.S. Department of Education. This multi-faceted program provides support to students, teachers, and administrators in nine school districts throughout the state. The goals of the grant are to:

- Build stronger teaching and learning communities
- Create formats for delivering pre-



"Thanks to the support of my network colleagues, I'll be ready for whatever Alaska throws at me."

kindergarten teacher in Anchorage joined our group, because he believes that, as an early childhood teacher, he is the primary language acquisition teacher for his students. This group of teachers came together for a face-to-face meeting in conjunction with the 2008 Alaskans for Language Acquisition (AFLA) state conference. We identified our strengths and areas of inquiry, which became the basis of the network's bimonthly discussion topics. The group expressed interest in learning about each other's work and communities, the urgency of involving the learners' communities in language acquisition, culturally responsive teaching, and best practices both online and face-to-face.

In January 2009, members of the group again came together to present a short panel discussion at the Bilingual Multicultural Education and Equity Conference. The topic was the benefits of being part of a professional online network. The many advantages the members shared included:

- Talking with people who have similar programs
- Sharing resources and stories about teaching
- Gaining perspective
- Learning new things to use
- Feeling support
- Learning about a culture different than their own
- Staying aware and balanced
- Taking pride in themselves as educators
- Expanding our worldviews to help our students expand theirs

One newer member of the group pointed out that the panel discussion was the first time many of the members had actually met face-to-face, yet the

cohesiveness of the group was evident. Hands were shaken, hugs exchanged, and faces matched to names. The group was energized!

In spring 2009, the teachers began to make site visits to observe each other's practice. Through the visits, teachers are able to provide opportunities for their students to learn with their peers in other communities using technology. Urban educators become more culturally responsive teachers, and one rural teacher described the thrill of a lifetime when she stood in the hall of an Anchorage middle school as 1,200 students changed classes.

Although the AEIN grant is in its final year, the bonds between the members will continue to expand beyond the Internet and become long-lasting professional relationships. The Language Acquisition Mini-Network will continue to welcome new members as we continue our conversations.

And what of that overwhelmed, fifteen-year veteran teacher?

Well, that was me, and I can't wait for school to start again. I'm honored to be a member of this group of extraordinary language teachers. Thanks to the support of my network colleagues, I'll be ready for whatever Alaska throws at me. 🙌



The Alaska Educational Innovations Network helps teachers overcome geographic isolation.

Technology Review: i-Culture

By Brandee Mau, Campbell County High School

Brandee Mau teaches German at Campbell County High School in Gillette, Wyoming. She serves on the PNCFL board as the Wyoming representative and on the National Association of District Supervisors of Foreign Languages board. She is a graduate and mentor of the Western Initiative for Language Leadership (WILL).

Searching for a new resource? Need something that will keep itself current? Take a look at i-Culture, part of a suite of online resources offered through EMC Paradigm. i-Culture, available in German, Spanish, and French, contains short online video interviews of native speakers, usually a teenager, talking about some aspect of their lives.

Specific episodes that I have used are "Merlin trennt Müll" ("Merlin Sorts Trash"), which is about the environment, and "Vicki tanzt Hip-Hop" ("Vicki Dances Hip-Hop"). The spoken German is slower, and the speaker limits use of colloquialisms without sounding stilted. The interviews are filmed on location at a youth hostel for *Kai in der Jugendherberge*. Featured "stars" are available at the end of the month for an online chat in German.

i-Culture archives the previous two years, so you can show older episodes to new classes. You can turn on subtitles and even print the script. If you have searched for this kind of material online, you know the scarcity of anything even close to this resource.

If you decide to purchase i-Culture, you also receive access to several other

online resources. HitTicker is a popular song listing with scrolling lyrics, so your class can sing along. Newsticker compiles, condenses, and simplifies the language of the top five headlines each day. These two resources are archived as well, but Newsticker's archive can be difficult to navigate.


As a German teacher, I am always looking for something to use in my classes that is truly current, not just the same old material with a new cover. I need something that is authentic and relevant to my students. i-Culture is all of that and is updated every month school is in session.

Since my school has a site license, I assign students a current event report based on the Newsticker articles as homework. They come to school with additional images to support the summary sentence they have for the article. The videos supplement my thematic units and are usually provoking enough that my students are anxious to share their opinion about what they learned. The videos also are a great discussion topic, especially for those days wedged before breaks, testing periods, and the Friday doldrums. I end my day thinking, finally, some-



"I need something that is authentic and relevant to my students. i-Culture is all of that."

thing great for a German teacher like me!

As great as i-Culture is, there are some drawbacks. You cannot increase the size of the video, so on a normal screen, the video is about 4x5. You also cannot capture the video onto your hard drive nor can you watch it offline. The cost can be expensive. A German site license costs about \$900 a year; the license is free with a twenty textbook adoption for the life of your series. The cost for other languages is cheaper, about \$300-\$400. For more information, visit <http://www.emcparadigm.com> or go directly to the i-Culture site at <http://tinyurl.com/nyd96n>. 

State Fall Conferences

Alaskans for Language Acquisition (AFLA)

AFLA will host its fall conference "Discover Languages through Culture at the Springs" at Chena Hot Springs in Fairbanks on October 2-4, 2009. Visit <http://www.afla-alaska.org> for more information.

Confederation in Oregon for Language Teaching (COFLT)

COFLT celebrates its fortieth anniversary during their conference at the Red Lion Inn in Salem. Join them on October 9-10, 2009. Details are available at <http://www.coflt.net/>.

Idaho Association of Teachers of Language and Culture (IATLC)

IATLC will celebrate its fiftieth anniversary this year during its fall conference on October 1-2, 2009. The conference will be held at South Junior High in Boise. Learn more at <http://www.iatlc.org/>.


Montana Association of Language Teachers (MALT)

MALT's fall conference will take place in conjunction with the MEA-MFT Educators' Conference October 15-16, 2009, in Billings. Details available at <http://www.mea-mft.org/>.

Washington Association for Language Teaching (WAFLT)

WAFLT will hold its conference October 8-10, 2009, at the Davenport Hotel in Spokane. The conference theme is "I Skype, You Twitter, We all Interface: A New World of Languages." Find out more at <http://www.waflt.net/>.

Wyoming Association of Language Teachers (WFLTA)

WFLTA's fall conference will be October 15-17, 2009, at the Hilton Garden Inn in Laramie. For details, email rbeardall@park6.k12.wy.us. 

Invite your students to experience another culture as part of the family...

...or start planning your own homestay program abroad!



Take your students abroad next year! ANDEO offers many exciting options to fit your students' interests, schedule, and budget. Our 2010 locations include Costa Rica, Ecuador, France, Germany, Japan, Mexico, Peru and Spain. With all our programs, students stay with welcoming host families - the best way to experience another culture!

ANDEO offers custom designed programs in 9 countries for educators who want to refresh or deepen their knowledge of the language and culture they teach. You can take courses on indigenous cultures in Peru, gain fresh inspiration in a methodology workshop in France, or experience a different teaching environment through a community service project in Ecuador!

"I have taken students on three different programs overseas and I highly recommend ANDEO to anyone interested in traveling abroad with students!"
~Tim Shelderdine,
Lakeridge High School-



Contact us at info@andeo.org or at 800.274.6007 to explore the possibilities. We'd love to hear from you! You can also find program details and sample itineraries at www.andeo.org.



ANDEO is a Northwest-based nonprofit organization specializing in educational homestay programs since 1981.

ANDEO International Homestays 620 SW 5th Avenue, Suite 625 Portland, OR 97204
www.andeo.org 503.274.1776 or 800.274.6007 info@andeo.org



Pacific Northwest Council for Languages
5290 University of Oregon
Eugene, OR 97403-5290

NONPROFIT ORG
US POSTAGE
PAID
EUGENE OR
PERMIT NO. 17

Return Service Requested

Technology in Perspective

Continued from page 4...

involvement by language lab directors, was established in 1965.


The audiocassette developed in the late 60s and during the next decade replaced reel tape in language labs. Companies such as Sony and Tandberg “were producing machines with skip-back capability” by the end of the 1970s (Roby, 526).

The 1980s brought many innovations that language teachers are familiar with today, including computer and video resources. The Computer Assisted Learning and Instruction Consortium (CALICO) was founded in 1983 to help language educators evaluate technology. Some of the many programs that came out of the 1980s include writing assistant programs such as *Système-D*, reading software such as *Language Now!*, and

video programs like *French in Action*. The modern language learning center includes a variety of equipment to access the ever-expanding collection of software and audio/video resources for language learning.

The late 90s and the first decade of the twenty-first century can be summed up in two words: the Internet. Access to authentic resources is now just a click away. Email, iPods, social networking sites like Facebook, and virtual reality spaces such as SecondLife are common presentation and keynote topics at language teacher conferences around the country.

What will the next sixty years bring? To be sure, there will be newer tools that promise to “revolutionize” language teaching and learning. Just as sure, PNCFL members will discuss

and critically evaluate the new technologies. Newer is not always better. An informed understanding of our profession’s technological history is a must for us all. 

References:

Roby, Warren. (2004). Technology in the Service of Foreign Language Learning: The Case of the Language Laboratory. In David Jonassen (Ed.), *Handbook of Research on Educational Communications and Technology* (pp. 523-540). Mahwah, N.J.: Lawrence Erlbaum.

Salaberry, Rafael. (2001). The Use of Technology for Second Language Learning and Teaching: A Retrospective. *The Modern Language Journal*, 85(1), 39-56.