

Thursday, May 28th 1:45 p.m.

1. **Task-Based Language Learning in 21st Century**

Recent advances in technology have created new possibilities for task-based language learning and instruction. While enabling learners to interact with speakers around the globe or to create polished multimedia projects, there are numerous factors that prevent educators from utilizing these powerful new tools, ranging from fear to lack of training and support. I will discuss how to deal with these concerns and encourage faculty and language assistants. Faculty development and support are integral part of the success of task-based learning projects. Several successful projects from Pomona College's language courses will be presented and discussed.

Felix Kronenberg
(Pomona College)

2. **Meeting Assessment, Research, Data Collection and Compliance Needs: The OWL Testing Software Solution**
Please note: Vendor session

OWL Testing Software provides the tools instructors need to create, administer, and score or rate tests in any language (as well as collect data for research and compliance requirements) with ease! OWL makes it easy to assign tasks, do blind ratings, and create data reports whether students and raters are here or abroad. OWL can greatly expand your research and testing capacity as an integrated solution with Blackboard, Moodle, ANGEL, and most other course management systems. All participants will receive a packet of speaking proficiency test-prep materials.

Chris Dalessandri
(OWL Testing Software), **Thekla Fall** (Pittsburgh Public Schools)

3. Learning with Pageflakes and Netvibes

Pageflakes and Netvibes are two web-based services for easily building customized web pages that aggregate information from a variety of networked resources. This session demonstrates how these tools can be used (1) by individual teachers and learners to create personal learning environments, (2) by faculty and students as an alternative to course management systems like Blackboard, and (3) by Language Resource Centers to disseminate information to different groups of users. The presenters use 'real-life' examples to show the strengths and weaknesses of these services. Participants will receive links to the examples and to 'quick start' guides.

Sharon Scinicariello
(University of Richmond), **Enza Antenos-Conforti**
(Montclair State University)

4. Using Google Earth to Travel the World!

Google Earth is a powerful tool which uses satellite imagery, aerial photography, and real-world data to take you on virtual field trips to places all around the world. Come explore the possibilities of using Google Earth in new and existing lessons to enhance learning. You'll learn how to navigate the interface, explore rich geographical content, and create, customize, and save toured places to share with others. This session will also report on the way an intermediate Spanish course at this institution uses Google Earth to re-map Che Guevarra's journey through Latin America. The pedagogical implications of this technology for learning will be discussed.

Susan Pennestri
(Georgetown University)

5. Multimedia Exams: Computerized Testing at BYU

The College of Humanities at Brigham Young University initially established a multimedia examination lab to give computerized exams for lower-level Spanish and German courses. This lab has now expanded to provides services to a broader spectrum of courses and languages. The use of computers to administer exams has not only avoided encumbering valuable language class instruction and interaction, but it has also enabled instructors to employ several different types of media in their exams in a seamless fashion while collecting student responses in a more agreeable format.

Russell Hansen
(Brigham Young University)

6. Networking your Students with Native Speakers

Dickinson College has integrated CMC between language learners and native speakers in a majority of its intermediate language courses. Each language has adopted its own pedagogical model for these exchanges; however, their motivations are rather uniform. In addition to the well researched linguistic benefits of CMC with native speakers, professors have also found increased interest among the students for the exchanges themselves, the target culture, and study abroad. I will discuss how each these exchanges are organized and integrated into the course as well as technologies including Skype, social networking software, and virtual environments.

Todd Bryant
(Dickinson College)

7. **Charting a course toward the interactive language lab using DiLL (Digital Language Lab)**

This session will introduce a new language lab system, DiLL, created by Northwestern University and how it has been shared to and used by both university and K-12 peer institutions including Grand Valley State University and the University of Chicago Laboratory Schools. Both schools have seen impressive results using the software including improved ease of use, an increase in lab demand, an increase in number of faculty users, unprecedented levels of student interest and involvement, and the development of new and innovative teaching techniques that have been made possible only through the use of this new software.

David Shultz (Grand Valley State University), **Allison Weiss** (University of Chicago Laboratory Schools), **Matthew Taylor** (Northwestern University), **Zachary Schneirov** (Northwestern University), **Johnathon Beals** (Grand Valley State University)