

Thursday, May 28th 4:00 p.m. (20 Minute Sessions)

1.	Technology Solutions for Collaborative Translation Projects	For group translations of long and complicated text, the co-translators often cannot be in the same place working at the same time for the whole process. There are now many tools available to help students and faculty work together to create a smooth translation while working independently. I will use my experiences with group translation projects that used Moodle, wikis, and Word as well as my own experiences with Google-docs and server-based file sharing to explore and discuss solutions for these projects.	Alison Sommer (Macalester College)
2.	ESL Writing with Google Map	This is a curriculum proposal for ESL and EFL writing class using Google Map. The curriculum combines task-based learning, process writing, academic writing, content-based instruction and CALL. The objectives are for students to build knowledge on the content area, to promote academic writing skills with collaboration, to foster technology-related literacy, and to do internet-based research. The presentation will mainly consist of demonstration of how to use Google Map with brief discussion on the pedagogical implications of the curriculum. This hands-on presentation would give practical insights for ESL and EFL teachers, who are seeking innovative ways of using technology.	Min Jung Jee (University of Texas at Austin)

3.	Teaching Otherwise: Effective Use of Online Discussion Forums in a Blended Literature Course	This presentation draws from my experiences while teaching an introductory Comparative Literature course entitled, "Comparative Science Fictions" in the blended course format (half of the weekly meetings took place in the classroom and the other half was conducted through online assignments). The argument that I would like to make is that by using a variety of discussion forum assignments completed outside of face-to-face meetings, if made a substantial component of a course, can facilitate and encourage increased interest in the development of critical reading and writing skills, as well as an understanding of complex literary or historical topics.	Matthew Russell (University of Wisconsin-Milwaukee)
4.	Using Second Life for Immersive and Interactive Literature Learning in Foreign Language Instruction	This proposal describes the considerations facing foreign language literature instructors using the features of Second Life to provide an immersive and interactive environment for their foreign language students. Second Life is a multi-user virtual environment (MUVE) and 3D cyber world created by Linden Labs in 2003. Participants create and customize their virtual personalities called "avatars," and through the avatar can join groups, explore a multitude of networking activities, and become a part of the rapidly-developing virtual presence in education. Considerations include user-orientation to the many interactive features of Second life and the adaptation of content to these features.	Harriette LaVarre Spiegel (University of Tennessee Knoxville), Yulia Kovatcheva (University of Tennessee Knoxville)
5.	Transitioning to an Online Workbook/Lab Manual in a Traditional Introductory Language Course	Presenter will share preliminary data of a pilot program of Introductory Spanish. This is the first foreign language group at this state university to transition from traditional workbook/lab manual to an online workbook/lab manual. Results from student surveys about the experience will also be shared.	Kristy Britt (University of South Alabama)

6.	Assessment of Bimodal Chat Tools in a University Virtual Japanese Classroom	This paper discusses students' perceptions of bimodal tools used during a university beginning Japanese synchronous online class. Data sources include survey results and transcriptions of interactions, consisting of oral and text chats. Sessions were recorded using a built-in archive tool in virtual class software, Wimba. The results suggest the participants' complex employment of bimodal tools. The instructor acted as a facilitator primarily through a voice tool. The students used both tools at near equal frequency. The voice tool was perceived to improve their listening skills and build confidence in speaking whereas the text tool was favored to socialize with peers.	Satomi Suziki (Georgia Institute of Technology and University of Georgia)
7.	Language and Identity - Cognate Bilingual Dictionaries	Sir William Jones' fascinating findings in the XVIII century, although widely accepted, have been scarcely implemented in applied linguistics. However, first, "There is little question that lexical similarities in two languages can greatly influence comprehension and production in a second language. Cognates can provide not only semantic but also morphological and syntactic information, and while some of the information can be misleading, some can facilitate acquisition." (Odlin 1989: 83) And second, the etymological background behind these lexical similarities could significantly blur cultural differences, unblock psycholinguistics processes associated with the acquisition of a new code and really contribute to a unified European -and global- identity as stated by the Common European Framework of Reference for Language Learning.	Domenech Mendez (LiveScripts Non-Profit Association)