

Thursday, May 28th 4:35 p.m. (20 Minute Sessions)

1.	What Is It Like to Be the New Director? End-Of Year Reflections from a New Hire	Language Center directors embody a unique combination of technological, managerial, and pedagogical expertise. Similarly, each language center has a unique combination of culture, traditions, and internal organization. Thus, when a new director is hired, a process of mutual adaptation takes place between the new hire and their department. This presentation will provide the perspective of a new hire in a foreign language technology center. Issues of adapting vs. adopting, change management, and policies and regulations will be discussed. Language directors who may be moving to new positions, or graduate students entering the profession, may find this session enlightening and informative.	Roberto Perez Galluccio (Rochester Institute of Technology)
2.	EFL learners' language production in using chatbot as a language practice tool	A chatbot is a computer program that can engage language learners in intelligent conversations via auditory or text input. It has been offered as a foreign language learning tool because it can provide instant feedback using natural language. In this paper, we present a case study of Chitchat with Peedy, a chatbot made available as a self-learning tool on an online EFL learning system in China. The focus of our discussion is on the quantity and quality of EFL learners' language production and their use of strategies for dealing with communication breakdowns when they engage in conversations with the chatbot.	Jun Da (Middle Tennessee State University)

3.	Using Voicethread in (and out of) the Foreign Language Classroom	As a foreign language teacher, I use technology as a means of encouraging students to express themselves in the target language and to enhance classroom discussions about literary texts, film and current events. Currently, I am using Voicethread (Voicethread.com), which is a free web application that provides a way to record text and audio comments about uploaded images or even short videos. This technology has unlimited creative potential, and it can be particularly outstanding for foreign language courses.	Maggie McCullar (University of Colorado, Boulder)
4.	Exchange Project: Collaborative tools and Video-communications	The Partnering teaching method consists on producing one to one interaction with Spanish and English speaking students, to practice their language skills, and have a feel of the culture diversity. During this study we incorporated technology to formalize this interaction into graded curricular activities, and to ensure students' engagement. Traditionally partnering students has being a text only relationship; we extended the partners involvement by adding classroom-based video communications sessions. We assess our use of technology and the addition of videoconferencing by surveying perception and comfort levels of both Spanish and English speaking students.	Victoria Arbizu-Sabater (Rice University)

5.	Virtual Simulations in the Russian-language classroom	Second Life provides students and teachers with new and unique opportunities for developing language skills. This presentation will give preliminary results of a project that is using Second Life to make a simulation of a small Russian city. Second Life gives a particularly rich experience for the topic of the city because of its “embodied” experience and the importance of the concept of space. I will discuss the motivations behind the choices made in the project, the building of the city, and the use of the virtual city with beginning Russian students.	Shannon Spasova (Dalhousie University)
6.	Negotiations of Meaning in the Bimodal Chat Room: a Critical Self Case Study	If SLA is a social activity based on human interaction, in what ways can the technological medium of Distance Language Learning offer truly communicative learning experiences? The author, a university Spanish language instructor trained in communicative SLA methodology, conducts a critical self-case study as a student in an introductory online Arabic course. Data analysis from the course’s bi-modal chat sessions conclude that the chats offered fully communicative exchanges with opportunities for negotiations of meanings not present in the traditional classroom and that students engaged more frequently, with greater confidence and enthusiasm than is characteristic of similar students in traditional classrooms.	Matthew Russell (University of California, Davis)