

Friday, May 29th 11:45 a.m.

1. **Language requirements and placement tests: Making sense of the data**

Many Higher Education institutions are using language placement tests to assess whether students have already fulfilled a particular language requirement. In many cases these instruments provide administrators with a rich dataset that can help improve student placement and even increase enrollment in higher-level courses. In the 2008-2009 academic year, Trinity College introduced a language requirement for all incoming freshmen. Together with this requirement, the College adopted a two-part online language placement system – using a questionnaire on language prior knowledge and an online test. These tools helped assess how many students had fulfilled the language requirement prior to attending the College and where to place those who had not. This session will review the process Trinity College undertook to put the language requirement into effect and discuss various ways to analyze the data provided by the questionnaire and placement tests to optimize its purpose.

**Eduardo Lage-Otero** (Trinity College)

2. **Video Production as a Tool for Language Instruction**

The presentation describes three projects in which university French and Italian students collaborated with local elementary students to produce video fairy tales. Language Resource Center staff provided on-going training and technical support to students. Video clips of these projects will be screened. Attendees will hear from a university language instructor about the important role video production has played in the language-learning curriculum. They will also hear from an LRC director about how to help instructors develop and support assignments that are both pedagogically and technically sound and how to plan and organized class sessions, participant collaborations and final presentations.

**David Shultz** (Grand Valley State University), **Carol Wilson** (Grand Valley State University), **Gisella Licari** (Grand Valley State University)

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| <p><b>3. Please note: Vendor session</b></p> | <p><b>MyLanguageLabs--A needs-based approach to technology!</b></p>   | <p>This exciting new offering from the Pearson Prentice Hall World Languages Division is a comprehensive, integrated web-based solution for courses of all types. MySpanishLab, MyFrenchLab and MyItalianLab provide online teaching and learning materials in a platform optimized for language content &amp; pedagogy. MySpanishLab combines more control and flexibility with ease of use.</p>  | <p><b>Robert Hemmer</b> (Pearson Education)</p>   |
| <p><b>4.</b></p>                             | <p><b>Language learning and field recording: lessons from linguistic anthropology</b></p>                     | <p>Field recording is an additional resource that can be used by language learning centers as a method for teaching students both world languages and underrepresented languages. My presentation will focus on how field recording can be implemented into regular classes and how it can be used as the focus of independent study, such as asking students to video-record events, conduct interviews, or simply record a conversation between native speakers. I will review the latest recording technology and demonstrate how students can record, upload and transcribe their own recordings, explaining how this process is beneficial to language learning.</p>  | <p><b>Kayla Price de Guadian</b> (University of Houston)</p>  |
| <p><b>5.</b></p>                             | <p><b>Start a new interactive English teaching model in universities of China—take NEIE as an example</b></p> | <p>In view of Chinese students' problems with listening and speaking English, the limitations of traditional classroom teaching, change and reform of the National College English Test, according to the College English Curriculum Requirements issued by the Ministry of Education of China, we developed and published an interactive and integrated Web-based multi-media English learning system called New Era Interactive English. Fully equipped with software, textbooks, MP3, network management platform and the assessments system, this system has been chosen by millions of university students in China, and has achieved outstanding teaching results and established a brand-new interactive English teaching model in China.</p> | <p><b>Li Gong</b> (Tsinghua University), <b>Xiaoyuan Xie</b> (Nanjing University of Aeronautics and Astronautics)</p> |

6. **Acceso: A Web-Based Approach to Translingual and Transcultural Competence**

Acceso is an initiative by the University of Kansas to create an open-access, web-based learning environment to foster the development of translingual and transcultural competence. Beginning with the concept of "Spanglish", the curriculum traces the expansion of the Spanish language as it spread from Spain to the Caribbean, Mexico, Central and South America before coming into contact with English in the United States. Acceso takes advantage of the wealth of materials on the web, and provides clickable audio maps, comparative timelines, self-correcting reading and audio exercises and a wealth of other activities to create a truly interactive experience for students.

**Amy Rossomondo** (University of Kansas), Jonathan Perkins (University of Kansas), **Rosalea Postma-Carttar** (University of Kansas)

7. **ePortfolio: Moving on to assessment**

Here at LaGuardia Community College, we have been using ePortfolio for several years. Now that we are rolling it out college-wide, we are beginning to use ePortfolio as a method to gather student work for program assessment. This includes speeches, digital stories and other recorded work by our large ESL population. This presentation will discuss how we collect the data, the benefits and pitfalls of our method and samples of student work.

**Sean Palmer** (LaGuardia Community College)