

Saturday, May 30th 2:15 p.m.

1. **The "Virtual Language Lab":
Virtually Painless, Simply Real**

This presentation will discuss the technology that has inspired and guided the design of a "virtual language center," at a major urban college. Included will be an objective assessment of the implementation and suggestions for implementing similar technology at other schools. The speaker will demonstrate why portable technology in the language classroom is beneficial to the student and the instructor, and how it brings the language classroom and curriculum into the realm of best practices for 21st-Century Learning.

Lunden MacDonald
(Metropolitan State College of Denver)

2. **Digital Curricula for a Variety of
Student Needs**

**Please
note:
Vendor
session**

Apex Learning provides digital curricula for differentiated instruction. Our online learning solutions are used in credit recovery, remediation, alternative schools, and distance learning situations, as well as in traditional classroom settings. Apex Learning's complete high school curriculum currently includes French I, French II, AP French, Spanish I, Spanish II, and AP Spanish. In this presentation, the developer of these courses will demonstrate how these materials can be used at the secondary and post-secondary level to meet students' varying foreign language education needs in cost- and time-effective ways.

Lisa Frumkes (Apex Learning)

3. **SWALLT Online Series - An
Alternative to Traditional
Conferences**

In times of shrinking travel budgets and efforts to reach out to K-12 instructors, SWALLT has implemented an online series of monthly presentations as well as a virtual conference with regional meeting nodes. In this session we will show how everything works and present our experiences with these new types of communication.

Felix Kronenberg
(Pomona College)

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| 4. | Foreign Language Achievement Testing Online | Procedures will be discussed for developing and delivering on-line foreign language achievement tests for college credit. The tests include both commonly and uncommonly taught languages. The presentation will include a demonstration of one of the online tests. | Jerry Larson
(Brigham Young University) |
| 5. | A Better Method for Learning Chinese Characters | Learning written Chinese is tough. We conducted a study last year and found that Chinese students only remember how to write 39% of the characters they had supposedly learned. We have created a web application that addresses this problem. Skritter lets students actually write characters on their computer, using a new kind of handwriting recognition algorithm that works well with a mouse. Students receive instant, stroke-level feedback and corrections and greatly improve their retention rate through use a customized spaced repetition system. | Georges Saines
(Inkren LLC),
Nicholas Winter
(Inkren LLC), Scott Erickson (Inkren LLC) |
| 6. | Roadmap for Research: Navigating the Intersections Between CALL Research Foundations and the Future of the Field | Research in CALL is by definition interdisciplinary (applied linguistics/SLA, educational psychology, instructional technology). A consequence of the interdisciplinary nature of CALL is the competition of disparate research methods for prominence. In the midst of the maelstrom of analysis and meta-analysis of what constitutes “quality” in CALL literature, is there a way to clearly contemplate the current state of CALL scholarship to better ascertain how the field should advance? Our study examines five years of CALL journals, (2003-2007) in order to ascertain dominant research approaches, to see whether approaches differed by journal, and to identify areas needing further review by the profession. | Douglas Canfield
(University of Tennessee), Debra Lee (University of Tennessee) |

7. Social work in two different SMC environments

This is an exploratory study for categorizing emerging patterns of students' interaction of two different synchronous computer-mediated communication (SCMC) learning environments: Second Life (avatar-based) and TeachNet (text-only). Based on socioconstructivism, this study elicits emerging categories in terms of managing exchanges and personal connection and explores their relationship to construct students' social work. The class is Computer-Supported Collaborative Learning (CSCL) at a graduate level of a large university in the US. The topic is academic debate on SL and later on TN. The data consist of pre-debate, debate, and post-debate sections of one group of four members and two moderators.

Min Jung Jee
(University of Texas
at Austin)