Language Learning GPS: navigating the world of technology

IALLT 2009 * May 26 - 30, 2009
Georgia State University * Atlanta, GA

CONFERENCE PROGRAM
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Welcome to Georgia State University

Welcome to Georgia State University! And welcome to Atlanta!

I’m so glad to have this opportunity to host you in my hometown and in my own home institution. As an alumna of Georgia State University, I’m very proud of my Alma Mater, but as the Language Lab Coordinator for the Department of Modern and Classical Languages, I’m thrilled to be able to share with you my professional home, the LARC.

Like many others at this conference, I never imagined that I would one day be the language lab director. I studied Spanish with the intention of teaching high school, then quickly fell in love with the literature and decided to stay for an MA with a specialty in medieval and Golden Age Spanish Literature. As a GRA and an adjunct I taught Spanish classes for MCL and thought that was my professional destiny. But one year (2001, to be exact), a funny thing happened on my way to the future: I volunteered to oversee the remodeling of the LARC from an analog lab to a digital lab. What had started as an interest in Language Learning Technology had become a passion, and the young professional who started as a Spanish teacher became a Language Lab Coordinator during the summer of 2002. Overnight. Literally. As in, “Poof! You’re the new Language Lab Coordinator!”

Fortunately, MCL was very supportive of the transition and encouraged me to attend the IALLT conference of 2003 so that I could learn more about my new position. I consider the decision to attend one of the watershed moments of my career. It was IALLT that helped me define my new job into a new profession, and although I came away from that first conference realizing that I knew so little about my job, I also met the kindest, most helpful, most informative, and most visionary people I could ever imagine. I knew that, no matter what the future of language learning, technology, and my career might hold in store for me, that the members of IALLT would be there to share them with me and inspire me.

Hosting this conference is a great honor and a great pleasure for me, because in a way, it is my way of saying “Thank you” to IALLT. It gives me the opportunity to bring the two most formative institutions together in my own hometown: IALLT and GSU.

I look forward to visiting with you during the conference, learning alongside you in sessions, and enjoying our social times together. I sincerely hope that you find our Southern hospitality to be as warm as our weather, our graciousness to flow like the Chattahoochee, and that you leave Atlanta with a smile as bright as moonlight through the Georgia Pines!

Welcome to IALLT 2009!

- Patricia Early
Welcome to Georgia State University

Dear Attendees of IALLT,

It is my sincere pleasure to welcome you to IALLT 2009 on behalf of the College of Arts and Sciences at Georgia State University. The College of Arts and Sciences works to bring a global perspective to all aspects of student, faculty, and academic life through coordination and implementation of strategic international initiatives, study abroad programs, and international exchanges. In doing so, we recognize the value of language learning and we incorporate an international focus into our core curriculum and class offerings. Through these efforts, Georgia State works to improve intercultural understanding within the faculty, the student body, and the Atlanta community.

International exchanges and study abroad programs still form the strong backbone of our intercultural studies, but as technology advances and permeates all aspects of campus life, the possibilities for multimedia-enhanced “virtual” intercultural and international experiences are growing more exciting than ever before. Thanks to the work of organizations such as IALLT, we can envision a learning environment that is not constrained by walls and borders, but is accessible to students everywhere around the globe.

While you meet in sessions and discuss the role of technology in language learning, I remind you to remember that the topics of your sessions do not benefit the practices of second language departments alone, but are generalizable across the curriculum, supporting and extending the academic goals of not only your language departments, but to your institutions as a whole. I encourage you to take the ideas, practices, resources, opportunities, and possibilities that you discover while attending IALLT 2009 back to your home institutions and share them with others in other disciplines. In this way the academic community as a whole will continue to learn and grow, expanding beyond our physical classrooms and taking our places in the global classroom.

Welcome to Georgia State University, and welcome to IALLT 2009.

Dr. Carol Winkler
Associate Dean, Humanities

Welcome to Georgia State University! The Department of Modern and Classical Languages is proud to host the 2009 IALLT Conference: Language Learning GPS. We sincerely hope that you enjoy our hospitality here in Atlanta while expanding your professional network.

Georgia State University is a relatively young urban university that has experienced incredible growth thanks to its central location in downtown Atlanta. Particularly since the 1996 Olympics, our language enrollments have increased exponentially with each passing year. This gives us constant encouragement in our efforts and makes us always seek the most effective ways to convey the excitement and multiple benefits of second language proficiency. As technology becomes ever more ubiquitous in our learning environment, new models for best teaching practices which incorporate technology of every kind must be sought out, tested, and implemented when proven to be pedagogically sound and effective. For institutions, such as Georgia State University, that guide and train the future corps of second language instructors, it is even more imperative that pre-service teachers leave our programs with a solid understanding of the possibilities for rich content that are presented by new technology.

The Department of Modern and Classical Languages supports the efforts of IALLT in exploring the new and expanding frontiers in language learning and teaching that are made possible with multimedia resources. On behalf of all of us, welcome to IALLT 2009!

Dr. Fernando Reati
Chair, Department of Modern and Classical Languages
Welcome to IALLT 2009

As the President of IALLT, I am delighted to have this opportunity to welcome you to IALLT 2009, hosted by Georgia State University.

If this is your first IALLT conference, you might be somewhat taken aback by the friendliness of this event. IALLT conferences are noteworthy not only for the practical, well-reasoned information our members are here to share, but also for the spirit of collaboration and collegiality that permeates our meetings. For many of us, IALLT conferences are like homecomings; this is a meeting where we can be surrounded by colleagues who understand the work we do and celebrate how we do it.

We work hard, and we play hard as well. Be sure to join in on some of the social events that happen during the conference but once the presentations are over. We all know that interesting and important conversations at conferences can happen over refreshing beverages and a meal. Undoubtedly, it will be the same here at IALLT09. Be sure to extend your opportunities for professional growth by playing whirlyball, climbing Stone Mountain, or doing any of the many wonderful things Atlanta offers.

IALLT believes in the practical application of technologies, not only for teaching and learning, but also for our mutual professional development as members of this organization. We also rely upon our members to help us grow as an organization. Interested in helping out? Please let me know!

May your time at IALLT09 be productive, informative, professionally stimulating and fun.

- Barbara Sawhill
IALLT President
As IALLT President-Elect I’d like to add my welcome as well. I’d like to welcome you or welcome you back to IALLT as well as welcome you to my native (and now readopted) Southeastern U.S! Welcome to IALLT’s 20th Anniversary since its reorganization in 1989! As Barbara says so well above, IALLT is known as a very friendly and open group. I’d even go so far as to say that our conference is also known as a "hugging conference". IALLT members tend to genuinely like each other. We are a group that understands how to connect machines together and the insides of computers as well as finer points of academic discourse. We tend to be a practical group of people as well as a friendly one. Many of us are Language Center Directors. This means we have to be able to unpack boxes full of all kinds of technology, read the manuals, understand them, set up the new technology in the right way and in the right places. We have to teach both students and their teachers how to use the technology in the best ways, understand the appropriate pedagogy for the technology, and direct a space in which the technology is available at the right hours, often enough, for the most effective use of it. We do this sometimes all by ourselves and almost always with not a great deal of help. Even bigger centers with several people will identify with this job description. To finish the description, those working in this field then have to keep learning and exploring new technologies and new pedagogies and then have to be prepared for new boxes of new technology and, using the same process, make the new technology work in new spaces for new clients. People who do this job have to be flexible, talented, practical, and welcoming. This is the core of IALLT. Being able to be among peers at this conference who have the same wonderful and difficult job leads to people hugging each other.

Yet IALLT is also a lot of other people and other positions. We have members who are translators. We have part-time faculty members. We have K-12 members. We have business members and members who develop technology for language learning for a variety of firms. We have members who teach ESL as well as languages other than English. Some of us are full time faculty. In fact, some of us, are full professors and Chairs of departments. We have members from all over the world. Our President was the only organization head invited to a major UNESCO conference in China in March. We have a wonderful journal and a variety of publications. We have a special standing with the major language organizations in the United States from ACTFL and MLA’s ADFL to regional and state groups. We’ve been asked to form a regional group in SE Asia. IALLT truly plays a role on so many stages.

Ultimately, though, IALLT is about people. It is about working together, helping each other, and about our accomplishments and challenges. It's about remembering our members who have died untimely and awards in their names. It's about a conference I've attended every time since 1989. So IALLT is about us and about you. Please be welcomed and please feel invited to play any role you feel ready to play to keep this as a wonderful organization.

- Mike Ledgerwood, IALLT President-Elect

P.S. Feel free to ask for a hug, too. I'm happy to give them out!
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President-Elect: Mike Ledgerwood
Programs Director: Judi Franz
Secretary: Ute Lahaie
Treasurer: Ron Balko

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Past President: Claire Bartlett

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Mid-Atlantic: Peter Janssens
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New England: Richard House
Northeast: Nelleke Van Deusen-Scholl
Northwest: Paul Aoki & Bridget Yaden
South Central: Don Weasenforth
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CALICO: Cindy Evans
EuroCALL: Sue Otto
JNCL: Betty Rose Facer
LET/FLEAT: John Stewart
NEC: Kevin Gaugler
ADFL: Mike Ledgerwood
Keynote Plenary Speaker
GSU Student Center - Speakers Auditorium
Thursday, May 28th  9:00am - 10:30am

Barry Adams, Ed.D.
Apple, Inc.

Teaching and Learning in the 21st Century: New Communities, New Content, New Conversations

The changing nature of the 21st century learner requires that educational institutions re-examine how they will deliver and evaluate the information needed by contemporary workers to survive in a global economy. The workplace and its expectations for excellence are no longer tied to local geographies thanks to the expansion of global communication of digital content. In this evocative session we will examine some of the trends in teaching and learning in active learning environments and look to understand how we can offer new, exciting information transfer systems to our students.

Barry has worked for Apple since 1987 in a variety of positions but always within the company’s education division. After serving as a field sales executive, he quickly moved into a newly created position as an Education Technology Consultant. This industry-first position afforded Barry an opportunity to use his extensive training in education with education policy makers throughout the nation. After holding this post for a number of years, he was again promoted to another industry-first job, Director of Strategic Alliances, working under the tutelage of Dr. David Dwyer, Apple’s noted education researcher and author of the ACOT (Apple Classrooms of Tomorrow) program. Barry’s stimulating presentations and workshops have been chosen by state conferences, national and international organizations as models for understanding the changing nature of education. Dr. Adams holds academic titles through the doctorate in Psychology, Counseling and Educational Administration. He was a member of several university and college faculties in Iowa, North Carolina, and Georgia. He culminated his academic growth as a Dean at two colleges where he authored two books on future trends in education. After leaving education in the early eighties, he formed a small company in the Research Triangle Park of North Carolina to build and distribute interactive laser discs for business and industry clients. He lives in Roxboro NC, with his wife of thirty three years (also an Apple employee) and is now “empty-nested” with two college-graduated children.
Conference Planning Committees

Conference Hosts: Patricia Early
Georgia State University

Stacey L. Powell
Auburn University

Kristy Britt
University of South Alabama

Program Committee: Mary Morrisard-Larkin (Chair)
College of the Holy Cross

Cynthia Bravo
Boston College

Kristy Britt
University of South Alabama

Doug Canfield
University of Tennessee, Knoxville

Judi Franz
University of California, Irvine

Harold Hendricks
Brigham Young University

Susan Pennestri
Georgetown University

Exhibitor Liaison: Stacey L. Powell
Auburn University

Conference Advisor: Harold Hendricks
Brigham Young University

Publicity Coordinator: Sharon Scinicariello
University of Richmond
Additional Credits

Conference/Technical Support:  Matt Lubeck
          University of Miami

Program Cover Art Designer:  Sharon Scinicariello
          University of Richmond

IALLT 2009 Graphics Designer:  Jonny May

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    Aquarium: Mike Johnston
    Stone Mountain: Peter Kaminski

Conference Staff:  Skye Bartlett
          Raegan Lemmond
          Matt Lubeck
          Christine Rinne
          Ashleigh Thacker

University of South Alabama
IALLT 2009 Sponsors

**PLATINUM**
Sanako/Tandberg Educational

**GOLD**
Heinle, a part of Cengage Learning

**SILVER**
World of Reading, Ltd.

**Individual Sponsors**
Keynote Speaker Plenary Session: Apple, Inc.
Banquet: Sanako/Tandberg Educational
Conference Badges: University of South Alabama
Welcome Luncheon: Heinle, a part of Cengage Learning
Regional Group Luncheons: SCOLA
Closing Party: SEALLT

Thursday Afternoon Refreshments with Exhibitors:
World of Reading, Ltd.
About Georgia State University

Located in the Southeast’s governmental, financial, retail, health and legal center — downtown Atlanta — Georgia State is a place where teaching, research and service are woven together to create a meaningful learning experience.

Quick Facts about GSU

- **Location:** Atlanta, Georgia
- **Founded:** 1913
- **Status:** Public
- **Libraries:** University and Law combined holdings (volumes and micro text): 4.97 million
- **Degrees:** 52 degree programs with 250 fields of study offered through six colleges.
- **Enrollment:** 28,238 undergraduate and graduate students as of fall ‘08
- **Graduation:** Total degrees conferred: 179,624; degrees conferred in FY08: 5,800
- **Economic impact:** More than $7 million daily to Georgia’s economy.

Tuition (full course load per semester for FY08)

- **Resident:** $2,428 undergraduate; $2,861 graduate; $3,048 graduate nursing; $3,708 graduate business; $4,680 law.
- **Nonresident:** $9,712 undergraduate; $11,439 graduate; $12,132 graduate nursing; $13,200 graduate business; $14,508 law.

Faculty

- **Total full time:** 1,046
- **Tenured or tenure track:** 72.1 percent

Athletics

- **16 NCAA Division I intercollegiate athletic teams**
- **Nickname:** Panthers
- **Mascot name:** Pounce
- **Colors:** Blue and White
- **Conference:** Colonial Athletic Association

About Georgia State

Georgia State University, founded in 1913, has a mission of excellence in teaching, research and service. Located in the heart of downtown Atlanta, this major research university has an enrollment of 28,238 undergraduate and graduate students in six colleges. Georgia State is the second largest university in the state, with students coming from every county in Georgia, every state in the nation and from over 145 countries.
General Conference Information

Announcements
Want to find out the latest in conference scheduling changes? Find others interested in the same things you are? Need to contact someone? Share a cab ride to the airport? Get a group together for dinner? Be sure to regularly check the conference bulletin board located at the Conference Registration Desk in the Student Center.

Help create a virtual IALLT 2009
We all know how valuable it is to meet face-to-face, but not everyone can make it to Atlanta. And, of course, even those in attendance can't attend all the interesting sessions held simultaneously during the conference. Virtual IALLT 2009 can help meet these needs. Here's how to get started:

Tweet the conference. The hashtag for IALLT 09 is #iallto9. Include this in your tweets to help us create a streaming record of our time in Atlanta. All you have to do is include #iallto9 in your tweet. Note: If your tweets are protected, your tweets will not be included in the feed. Why not (a) unprotect your tweets for the duration of the conference or (b) create a second unprotected account?

Use a common tag. Are you uploading photos to Flickr or another photo-sharing site? Are you sending clips to YouTube or UStreaming sessions? Are you blogging? Let everyone share your efforts by using the tag iallto9. And be sure to tweet about your activity!

Blog the conference. Whether you jot down notes or summarize in paragraphs, your blog posts are the best way to bring conference sessions to life for those who can’t be there. Let people know you’re blogging and use the iallto9 tag for your posts. If you don’t have a blog, consider joining the IALLT Learning Ning (http://ialltlearning.ning.com), where you can start a blog that will be read by people eager for IALLT 09 news.

Emergency?
If you have a medical/security emergency during the conference, call campus police at 404-413-3333.
Conference Shuttle
Complimentary shuttle service is provided between the Residence Inn, the University Commons, and the Georgia State University Student Center, site of IALLT 2009.

**Ride to/ from Residence Inn & GSU Student Center**

*hotel stop = Valet area
*GSU stop = Gilmer Street

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**Ride to/from the University Commons & GSU Student Center**

*University Commons stop = corner of Dobbs & Piedmont Avenues
*GSU stop = Gilmer Street

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<td></td>
<td>Panther Express is up and running regularly between the University Commons &amp; Student Center</td>
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**Technology Checks**
If you would like to check your technology needs prior to your presentation, please take advantage of one of the following scheduled times to do so.

*Checks for workshops only:*
As there are five separate workshop locations, please make an appointment in advance for one of the following times with Matt Lubeck at matt@miami.edu. Appointments will be honored in the order received.

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*Session Checks: Classroom South Building Rooms 503* & 505.* Both rooms will be staffed for your convenience. *technology is same in all presentation rooms

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Plug in & Log on
Need to check your email? Plug in at the IALLT 2009 Exhibit Hall. Booth 100 is provided to meet your basic computing and printing needs during the conference. Please limit your printing to a maximum of 10 pages. Photocopying services (fees apply) are available in the library. Around campus, IALLT registrants will have wireless internet access. You will find information regarding login procedures, etc. in your registration packet.

Surveys
We ask that you participate in two types of surveys for IALLT 2009. You will find a conference survey in your registration packet you will find a conference survey. Please complete and return that survey no later than 3:00pm Saturday to the staff at the Conference Registration Desk. Additionally, when you attend any workshops/sessions/panels at IALLT 2009, please be sure to complete a survey of that presentation. Include the session number, title, and presenter if possible, and remember that the surveys are anonymous. These surveys will be collected by a Session Chair at the end of each presentation. Blank surveys are also available at the Conference Registration Desk and may be turned in at the desk; please make sure to label the session clearly. After the conference, survey results will be shared with the presenters. Conference survey results directly impact future IALLT conferences.

Conference Buildings
The IALLT 2009 conference will be conducted in the Student Center and Classroom South buildings. Events will be held on the first floor of the Student Center and the 4th and 5th floors of Classroom South. (There are elevators and multiple staircases in the classroom building.) Highlighted floor plans for both buildings are included in the map section of the conference program.
**Special Events**
A trip to an IALLT conference just would not be complete without exciting special events, and IALLT 2009 is no exception! A myriad of extra-conference social events are planned to give you an opportunity to learn more about historic and exhilarating Atlanta, while providing fun escapes with time to network with your colleagues and swap inspiration and information. Please note that these events require a small additional charge in order to provide transportation and local cuisine. Prior registration is required. Please check with the Registration Desk to see if space is still available. More information can be found on the Special Events page of the conference program.

**Name Badges**
Badges must be worn at all conference events. For those events that do not require a Special Event registration, your name badge will serve as your entry pass to workshops, presentations, and other activities. If you lose your badge at any time during the conference, please see the staff at the Conference Registration Desk located in the Student Center.

**Parking**
Parking on campus is $6 per day; less expensive parking can be found in private lots around campus. Please be advised that parking in the general area is extremely limited and plan your trip accordingly. A conference shuttle will also be available for travel between the dorms/conference hotel and the campus.

**Food**
The following food events are included in your conference registration and take place in the Student Center:
- **Wednesday, May 27:** Opening Reception (Cash Bar)
- **Thursday, May 28:** Continental Breakfast; Morning Beverage Break; Welcome Luncheon; Afternoon Refreshments
- **Friday, May 29:** Continental Breakfast; Morning Beverage Break; Regional Group Luncheon; Afternoon Refreshments; Banquet (Cash Bar)
- **Saturday, May 30:** Continental Breakfast; Morning Beverage Break
Special Event Information

advance registration required

**Whirlyball!**  
*Tuesday, May 26th - $35/person (cash in hand)*

Come help ring in the opening of IALLT 2009 at Whirlyball Atlanta! Whirlyball, aka "the second funnest thing in the world," combines elements of basketball, hockey, and lacrosse with bumper cars. Sound crazy? It's crazy fun, that's fer darn sure. Bus transportation is provided. We will be meeting as a group to eat dinner in a close-to-campus, sure-to-please favorite and then proceeding to the mayhem! RSVP for this event through the main IALLT 2009 registration process; payment via cash-in-hand is required at the start of the event.

**The IALLT Pub Crawl**  
*Wednesday, May 27th — $25/person*

Continuing the IALLT tradition, this year the adventurous and collegial alike will explore the best in casual entertainment that Atlanta can offer! Due to our situation in an urban and business setting, participants will board a chartered bus to be conveyed in ease and style to the watering holes deemed most popular by Atlanta locals. The bus will depart from the Student Center at 8pm.

**Stone Mountain Laser Show**  
*Thursday, May 28th — $35/person*

The Stone Mountain Laser Show is a regional favorite from Memorial Day through Labor Day each year. This excursion provides bus transportation from GSU to Stone Mountain Park, entry into the park and dinner! The bus will depart from the Student Center at 6pm, and with the laser show scheduled to begin at 9:30pm, participants will have time to eat and explore the park.

**Walking Tour of Historic Atlanta**  
*Friday, May 29th — $10/person*

Georgia State University is conveniently located just blocks from the Historic epicenter of Atlanta, including the birthplace of Martin Luther King, Jr, Ebenezer Baptist Church, and the King Memorial Center. Join us as one of Georgia State University's foremost authorities on Historic Downtown Atlanta guides us on a tour of the history, and the drama, of this remarkable city. The tour will depart from the Registration Desk at 3:00pm.

**Ever-Popular IALLT Closing Party**  
*Saturday, May 30th — $35/person*

What could be a better ending to a week filled with learning, experimentation, networking and visioneering the future of language education than a party filled with great food, wonderful friends, and lively entertainment? Join us as we celebrate another IALLT conference and friendships both old and new. Bus transportation is provided. The bus will depart from the Student Center at 6pm and go to the nearby Wren's Nest, home of Joel Chandler Harris, author of the Uncle Remus Tales in which he recreated the oral tradition of the Brer Rabbit tales in print between 1876 and 1908. Joining the IALLT partygoers will be one of the Wren’s Nest Ramblers spinning yarns in the home and garden during the festivities.
SANAKO helps schools create a modern learning environment and develop state-of-the-art virtual learning solutions.

SANAKO’s live learning solutions all place the teacher at the center of learning, and include interactive teaching software, voice-enabled e-learning solutions, modern PC-based multimedia suites, traditional language learning solutions, and a range of IT classroom management tools.
# IALLT 2009 Conference Schedule

*Items denoted as a Special Event require advance registration and extra fees may apply.*

## Tuesday, May 26th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30am - 5:00pm</td>
<td>Registration and Information Desk Open (Student Center)</td>
</tr>
<tr>
<td>8:00am - 12:00pm</td>
<td>Pre-Conference Workshops (Classroom South)</td>
</tr>
<tr>
<td>12:00pm - 1:30pm</td>
<td>Lunch on your own</td>
</tr>
<tr>
<td>1:30pm - 5:30pm</td>
<td>Pre-Conference Workshops (cont.) (Classroom South)</td>
</tr>
<tr>
<td>7:00pm - ??</td>
<td>Special Event: Whirlyball Outing (meeting location TBA)</td>
</tr>
</tbody>
</table>

## Wednesday, May 27th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30am - 5:00pm</td>
<td>Registration and Information Desk Open (Student Center)</td>
</tr>
<tr>
<td>8:00am - 12:00pm</td>
<td>Pre-Conference Workshops (Classroom South)</td>
</tr>
<tr>
<td>12:00pm - 5:00pm</td>
<td>IALLT Business Meeting w/Board &amp; Council (open to all IALLT members, Student Center-Dalton Suite)</td>
</tr>
<tr>
<td>12:00pm - 1:30pm</td>
<td>Lunch on your own</td>
</tr>
<tr>
<td>1:30pm - 5:30pm</td>
<td>Pre-Conference Workshops (cont.) (Classroom South)</td>
</tr>
<tr>
<td>6:00pm - 8:00pm</td>
<td>Opening Reception (State Ballroom)</td>
</tr>
<tr>
<td>8:00pm - ??</td>
<td>Special Event: Pub Crawl (Meet at Student Center for transportation)</td>
</tr>
</tbody>
</table>

## Thursday, May 28th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am - 5:00pm</td>
<td>Registration and Information Desk Open (Student Center)</td>
</tr>
<tr>
<td>8:00am – 9:00am</td>
<td>Wake-Up Refreshments – Continental Breakfast (State Ballroom)</td>
</tr>
<tr>
<td>8:00am - 4:00pm</td>
<td>Exhibit Hall Open (State Ballroom)</td>
</tr>
<tr>
<td>9:00am - 10:30am</td>
<td>Welcome and Keynote Address (Speakers Auditorium)</td>
</tr>
<tr>
<td>10:30am – 11:00am</td>
<td>Morning Beverage Break with Exhibitors (Student Center)</td>
</tr>
<tr>
<td>11:15am – 12:00pm</td>
<td>Morning Conference Sessions (Classroom South)</td>
</tr>
<tr>
<td>12:00pm - 1:30pm</td>
<td>Welcome Luncheon (State Ballroom)</td>
</tr>
<tr>
<td>1:45pm - 2:30pm</td>
<td>Afternoon Conference Sessions (Classroom South)</td>
</tr>
<tr>
<td>2:30pm - 3:45pm</td>
<td>Afternoon Refreshments with Exhibitors (State Ballroom)</td>
</tr>
<tr>
<td>4:00pm - 4:20pm</td>
<td>Afternoon Mini-Sessions (cont.) (Classroom South)</td>
</tr>
<tr>
<td>4:35pm - 4:55pm</td>
<td>Afternoon Mini-Sessions (cont.) (Classroom South)</td>
</tr>
<tr>
<td>5:15pm - 6:00pm</td>
<td>Special Interest Group Discussions (see Announcement board at Registration Desk)</td>
</tr>
<tr>
<td>6:00pm</td>
<td>Special Event: Stone Mountain Laser Show Excursion (Student Center)</td>
</tr>
<tr>
<td></td>
<td>Evening Dinner on your own</td>
</tr>
</tbody>
</table>
**Friday, May 29th**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Registration and Information Desk Open</td>
<td>Student Center</td>
</tr>
<tr>
<td>8:00am - 4:00pm</td>
<td>Exhibit Hall Open</td>
<td>State Ballroom</td>
</tr>
<tr>
<td>8:00am – 9:00am</td>
<td>Wake-Up Refreshments - Continental Breakfast</td>
<td>State Ballroom</td>
</tr>
<tr>
<td>9:00am – 10:00am</td>
<td>Henderson Award Plenary Address</td>
<td>Speakers Auditorium</td>
</tr>
<tr>
<td>10:00am - 10:30am</td>
<td>Morning Beverage Break with Exhibitors</td>
<td>State Ballroom</td>
</tr>
<tr>
<td>10:45am - 11:30am</td>
<td>Morning Conference Sessions</td>
<td>Classroom South</td>
</tr>
<tr>
<td>11:45am - 12:30pm</td>
<td>Morning Conference Sessions (cont.)</td>
<td>Classroom South</td>
</tr>
<tr>
<td>12:30pm – 2:00pm</td>
<td>Regional Group Luncheons</td>
<td>State Ballroom</td>
</tr>
<tr>
<td>2:15pm – 3:00pm</td>
<td>Afternoon Conference Sessions</td>
<td>Classroom South</td>
</tr>
<tr>
<td>3:00pm – 3:45pm</td>
<td>Afternoon Refreshments with Exhibitors</td>
<td>State Ballroom</td>
</tr>
<tr>
<td>4:00pm - 4:45pm</td>
<td>Panel Discussions</td>
<td>Classroom South</td>
</tr>
<tr>
<td>5:00pm - 6:00pm</td>
<td>Special Interest Group Discussions</td>
<td>(see Announcement board at Registration Desk)</td>
</tr>
<tr>
<td>6:00pm – 7:00pm</td>
<td>Cocktail Hour [Cash Bar]</td>
<td>State Ballroom</td>
</tr>
<tr>
<td>7:00pm - 9:30pm</td>
<td>Formal Banquet &amp; Membership Meeting</td>
<td>State Ballroom</td>
</tr>
</tbody>
</table>

**Saturday, May 30th**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am – 3:00pm</td>
<td>Registration and Information Desk Open</td>
<td>Student Center</td>
</tr>
<tr>
<td>8:00am - 12:00pm</td>
<td>Exhibit Hall Open</td>
<td>State Ballroom</td>
</tr>
<tr>
<td>8:00am – 9:00am</td>
<td>Wake-Up Refreshments – Continental Breakfast</td>
<td>State Ballroom</td>
</tr>
<tr>
<td>9:00am – 10:00am</td>
<td>Henderson Award Plenary Address</td>
<td>Speakers Auditorium</td>
</tr>
<tr>
<td>10:00am - 10:30am</td>
<td>Morning Beverage Break with Exhibitors</td>
<td>State Ballroom</td>
</tr>
<tr>
<td>10:15am - 11:30am</td>
<td>Poster Sessions</td>
<td>State Ballroom</td>
</tr>
<tr>
<td>11:30am - 12:30pm</td>
<td>Panel Discussions</td>
<td>Classroom South</td>
</tr>
<tr>
<td>12:30pm – 2:00pm</td>
<td>Special Event: Box Lunch in the Park (lunch pick-up location: Registration Desk)</td>
<td>Registration Desk</td>
</tr>
<tr>
<td>2:15pm – 3:00pm</td>
<td>Afternoon Conference Sessions</td>
<td>Classroom South</td>
</tr>
<tr>
<td>3:15pm – 4:00pm</td>
<td>Afternoon Conference Sessions (cont.)</td>
<td>Classroom South</td>
</tr>
<tr>
<td>4:15pm - 5:00pm</td>
<td>Special Interest Group Discussions</td>
<td>(see Announcement board at Registration Desk)</td>
</tr>
<tr>
<td>6:00pm – 10:00pm</td>
<td>Special Event: Closing Party (meet at Student Center for transportation to Wren’s Nest)</td>
<td></td>
</tr>
</tbody>
</table>

**Sunday, May 31st**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am – 12:00pm</td>
<td>Board Meeting and Breakfast</td>
<td>Student Center-Golden Key</td>
</tr>
<tr>
<td>Time</td>
<td>Venue/Room</td>
<td>Session Title</td>
</tr>
<tr>
<td>--------------</td>
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<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7:30 am</td>
<td>LARC (GCB128)</td>
<td>Registration Desk Open</td>
</tr>
<tr>
<td>8:00 am - 12:00 pm</td>
<td>CS 100</td>
<td>TM1. How's and Why's of Video Podcasting in the Language Learning Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TA1. Get Students Talking with Voice, Threads, and Podcasts</td>
</tr>
<tr>
<td></td>
<td>CS 411</td>
<td>TA2. Making Blackboard Interactive: A task-based approach to extending Blackboard's usability</td>
</tr>
<tr>
<td></td>
<td>CS 403</td>
<td>TA3. Taking Advantage of ANVILL (A Natl Virtual Language Lab) (cont.)</td>
</tr>
<tr>
<td>12:00 pm - 1:30 pm</td>
<td></td>
<td>Lunch on Your Own</td>
</tr>
<tr>
<td>1:30 pm - 5:30 pm</td>
<td></td>
<td>Special Event: Whirlyball Outing</td>
</tr>
<tr>
<td>7:00 pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Wednesday, May 27**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location 1</th>
<th>Location 2</th>
<th>Location 3</th>
<th>Location 4</th>
<th>Location 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am</td>
<td>Registration Desk Open</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8:00 am - 12:00 pm</td>
<td>LARC (GCB128)</td>
<td>Exchange</td>
<td>CS 100</td>
<td>CS 401</td>
<td>CS 403</td>
</tr>
<tr>
<td>12:00 pm - 1:30 pm</td>
<td>Lunch on Your Own</td>
<td></td>
<td></td>
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<tr>
<td>6:00 pm - 8:00 pm</td>
<td>Opening Reception (Cash Bar)</td>
<td></td>
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<tr>
<td>8:00 pm</td>
<td>Special Event: Pub Crawl</td>
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</table>
# Thursday, May 28

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>Registration Desk Open – Wake-Up Refreshments</td>
</tr>
<tr>
<td>9:00 am - 10:30 am</td>
<td>Keynote and Opening Remarks – Speakers Auditorium</td>
</tr>
<tr>
<td>10:30 am - 11:00 am</td>
<td>Morning Beverage Break with Exhibitors</td>
</tr>
<tr>
<td>11:15 am - 12:00 pm</td>
<td>CS411: Exploring Distance Learning Models</td>
</tr>
<tr>
<td></td>
<td>CS501: Expanding the Speech Center’s Role</td>
</tr>
<tr>
<td></td>
<td>CS503: Partnering with Technology for Successful Language Acquisition</td>
</tr>
<tr>
<td></td>
<td>CS505: Fear 2.0 &amp; Language Learning</td>
</tr>
<tr>
<td></td>
<td>CS507: Clickers and Bloom taxonomy questions</td>
</tr>
<tr>
<td></td>
<td>CS508: Expanding Opportunities for Meaningful Tasks</td>
</tr>
<tr>
<td></td>
<td>CS510: From the Old to the New</td>
</tr>
<tr>
<td>12:00 pm - 1:30 pm</td>
<td>Welcome Luncheon - State Ballroom</td>
</tr>
<tr>
<td>1:45 pm - 2:30 pm</td>
<td>RA1: Task-Based Language Learning in 21st Century</td>
</tr>
<tr>
<td></td>
<td>RA2: Meeting Assessment, Research, Data Collection and Compliance Needs</td>
</tr>
<tr>
<td></td>
<td>RA3: Learning with Pageflakes and Netvibes</td>
</tr>
<tr>
<td></td>
<td>RA4: Using Google Earth to Travel the World!</td>
</tr>
<tr>
<td>2:30 pm - 3:45 pm</td>
<td>Afternoon Refreshments with Exhibitors</td>
</tr>
<tr>
<td>4:00 pm - 4:20 pm</td>
<td>RA5: Assessment of Bimodal Chat Tools in a University Virtual Japanese Classroom</td>
</tr>
<tr>
<td></td>
<td>RA6: Language and Identity - Cognate Bilingual Dictionaries</td>
</tr>
<tr>
<td>4:35 pm - 4:55 pm</td>
<td>RA7: Charting a Course Toward the Interactive Language Lab Using DILL</td>
</tr>
<tr>
<td></td>
<td>RA8: Negotiations of Meaning in the Bimodal Chat Room</td>
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<td>RA9: Virtual Simulations in the Russian-language classroom</td>
</tr>
<tr>
<td></td>
<td>RA10: Exchange Project: Collaborative tools and Video-communications</td>
</tr>
<tr>
<td>5:15 pm - 6:00 pm</td>
<td>Special Interest Groups - See Announcement Board at Registration Desk</td>
</tr>
<tr>
<td>6:00 pm - 11:00 pm</td>
<td>Special Event: Stone Mountain Laser Show Excursion</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
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<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8:00 am</td>
<td>Registration Desk Open – Wake-Up Refreshments</td>
</tr>
<tr>
<td>9:00 am - 10:00 am</td>
<td>Henderson Award Plenary Address (Speakers Auditorium)</td>
</tr>
<tr>
<td>10:00 am - 10:30 am</td>
<td>Morning Beverage Break with Exhibitors</td>
</tr>
<tr>
<td>10:45 am - 11:30 am</td>
<td>CS 411: Tracking, Data-mining, and Reporting LLC Services</td>
</tr>
<tr>
<td></td>
<td>FM¹1. Teaching Transparently: Opening our teaching to the outside world</td>
</tr>
<tr>
<td></td>
<td>FM¹2. Problem-Based Instruction at a Distance in Spanish and Technology</td>
</tr>
<tr>
<td></td>
<td>FM¹3. You Can Teach in a Full Immersion Classroom Today!</td>
</tr>
<tr>
<td></td>
<td>FM¹4. Designing and Managing a Faculty Development Lab</td>
</tr>
<tr>
<td></td>
<td>FM¹5. Global Scholars</td>
</tr>
<tr>
<td></td>
<td>FM¹6. Placeshifting and Timeshifting: bringing video into the classroom</td>
</tr>
<tr>
<td>11:45 am - 12:30 pm</td>
<td>FM¹2. Video Production as a Tool for Language Instruction</td>
</tr>
<tr>
<td></td>
<td>FM¹6. Acceso: A Web-Based Approach to Competence</td>
</tr>
<tr>
<td></td>
<td>FM¹1. Language requirements and placement tests: Making sense of the data</td>
</tr>
<tr>
<td></td>
<td>FM¹7. ePortfolio: Moving on to assessment</td>
</tr>
<tr>
<td></td>
<td>FM¹5. Start a new interactive English teaching model in universities of China</td>
</tr>
<tr>
<td>12:30 pm - 2:00 pm</td>
<td>Regional Luncheon - State Ballroom</td>
</tr>
<tr>
<td>2:15 pm - 3:00 pm</td>
<td>FA¹1. Helping teachers learn: Best practices for professional development</td>
</tr>
<tr>
<td></td>
<td>FA¹5. ESP for busy college students: is the blend of mobile and online learning the answer</td>
</tr>
<tr>
<td></td>
<td>FA¹6. Some Assembly Required: Making Your Own Online Language Lab</td>
</tr>
<tr>
<td></td>
<td>FA¹7. Learning and Teaching with Google Earth</td>
</tr>
<tr>
<td></td>
<td>FA¹4. Why they (won’t) blog</td>
</tr>
<tr>
<td></td>
<td>FA¹3. Digital Storytelling: Focus on the Content</td>
</tr>
<tr>
<td></td>
<td>FA¹2. Foreign Language Achievement Testing Online</td>
</tr>
<tr>
<td>3:00 pm - 3:45 pm</td>
<td>Afternoon Refreshments with Exhibitors</td>
</tr>
<tr>
<td>4:00 pm - 4:45 pm</td>
<td>CS 401 - FA¹8. Foreign Language Achievement Testing Online</td>
</tr>
<tr>
<td>5:00 pm - 6:00 pm</td>
<td>Special Interest Groups - See Announcement Board at Registration Desk</td>
</tr>
<tr>
<td>6:00 pm - 7:00 pm</td>
<td>Cocktail Hour (Cash Bar)</td>
</tr>
<tr>
<td>7:00 pm - 9:30 pm</td>
<td>Banquet &amp; Membership Meeting</td>
</tr>
</tbody>
</table>
### Saturday, May 30

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>Registration Desk Open – Wake-Up Refreshments</td>
</tr>
<tr>
<td>9:00 am - 10:00 am</td>
<td>Plenary Address (Speakers Auditorium)</td>
</tr>
<tr>
<td>10:00 am - 10:30 am</td>
<td>Morning Beverage Break with Exhibitors</td>
</tr>
</tbody>
</table>

**Poster Sessions - State Ballroom**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15 am - 11:30 am</td>
<td>SM¹3. Enhancing the Community Building Characteristics of the Language Lab</td>
</tr>
<tr>
<td></td>
<td>SM¹1. A New Administration, a New Congress: What's in Store for Foreign Language?</td>
</tr>
<tr>
<td></td>
<td>SM¹6. Distance Learning Programs for the Foreign Language Professional</td>
</tr>
<tr>
<td></td>
<td>SM¹2. The Way We Present Ourselves: a Review and Evaluation of Language Learning Centers Websites</td>
</tr>
<tr>
<td></td>
<td>SM¹5. Structural Methodology and LiveScripts versus a Multifunctional Approach to FLT</td>
</tr>
<tr>
<td></td>
<td>SM¹4. Gaming in the Foreign Language Classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30 am - 12:30 pm</td>
<td>SM²1. The Best Language Class You've Never Been To: A Panel Discussion of</td>
</tr>
<tr>
<td></td>
<td>SM²2. K-16 GPS: Navigating LLT between the K-12 and University Communities</td>
</tr>
<tr>
<td></td>
<td>SM²3. Language Ctr Tech: Selection, Dissemination, Implementation, Training, and Management</td>
</tr>
<tr>
<td>12:30 pm - 2:00 pm</td>
<td>Special Event - Boxed Lunch in the Park or Lunch on your Own</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:15 pm - 3:00 pm</td>
<td>SA¹5. Roadmap for Research: Navigating the Intersections</td>
</tr>
<tr>
<td></td>
<td>SA¹2. SWALLT Online Series - An Alternative to Traditional Conferences</td>
</tr>
<tr>
<td></td>
<td>SA¹1. Digital Curricula for a Variety of Student Needs</td>
</tr>
<tr>
<td></td>
<td>SA¹6. Social work in two different SMC environments</td>
</tr>
<tr>
<td>3:15 pm - 4:00 pm</td>
<td>SA¹5. Capturing Lectures: 10 Years of Experience in the FL Classroom</td>
</tr>
<tr>
<td></td>
<td>SA¹6. Social Perception of Animated Characters in CALL</td>
</tr>
<tr>
<td></td>
<td>SA¹3. Motivating Faculty to Integrate Technology in Instruction: A Strategic Approach</td>
</tr>
<tr>
<td></td>
<td>SA¹1. Collaborative Learning Technologies for Language</td>
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<td>SA¹4. Anecdotes and Antidotes</td>
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<td>SA¹2. The digital studio is at school. Using Windows Movie Maker and iMovie to create media</td>
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<th>Time</th>
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<tr>
<td>4:15 pm - 5:00 pm</td>
<td>Special Interest Groups - See Announcement Board at Registration Desk</td>
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<tr>
<td>6:00 pm - 10:00 pm</td>
<td>Special Event: Closing Party</td>
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TUESDAY, MAY 26TH, 2009

REGISTRATION AND INFORMATION DESK OPEN (STUDENT CENTER)
7:30am - 5:00pm

PRE-CONFERENCE WORKSHOPS

TF1. Get a Second Life, and Teach There, Too! An Introductory Workshop
Full-Day
CS100  8:00 am – 12:00pm & 1:30 pm - 5:30 pm
Douglas Canfield (University of Tennessee)
Paula Christopher (Georgia State University)
This workshop will provide an introduction to one of the most popular and accessible virtual worlds, Second Life, and will explore its potential in the context of language teaching and learning. The first half of this workshop will concentrate on learning the basics of Second Life in preparation for creating activities in the second half that are student-centered and maximize the real potential of virtual worlds. A primary goal of the workshop is to get participants thinking about language classes and how the tools used in Second Life can be personalized for the learning environments that they want to create.

TM1. The How’s and Why’s of Video Podcasting in the Language Learning Environment
Half-Day - Tuesday am
Exchange  8:00 am – 12:00 pm
Julian Allen (Georgia State University)
In this hands-on workshop, we will investigate opportunities for teacher-generated and student-generated video podcasts. Students today live in the world of YouTube and video camera phones, iTunes and webcams. Harness these technologies as you plan interactive lessons for your class. We’ll start by exploring a range of examples of video podcasts in the language-learning environment. Attendees will then participate in the creation of a classroom-based podcast. Finally, we’ll work hands-on with iMovie to edit a simple video-based language lesson, including a variety of special effects.

LUNCH ON YOUR OWN
12:00pm - 1:30pm

PRE-CONFERENCE WORKSHOPS (CONT.)

TA1. Get Students Talking with Vokis, VoiceThreads, and Podcasts
Half-Day - Tuesday pm
LARC (GCB128)  1:30 pm - 5:30 pm
Sharon Scinicariello (University of Richmond)
Interested in getting students talking not only with each other but with the world? Participants in this workshop will become familiar with tools they can use immediately in their classrooms to help students create talking avatars, tell digital stories, and produce podcasts. They will work together to create lesson plans that incorporate these tools and discuss not only pedagogical but practical management issues.

Session IDs reflect day & time of the presentation. (T)uesday, (W)ednesday, Thu(R)sday, (F)riday, (S)taturday, (M)orning, (A)fternoon, (F)ull-Day. Superscript #’s are assigned as needed for multiple presentations within a morning or afternoon. The last # of the ID distinguishes simultaneous presentations.
**TA2. Making Blackboard interactive: A task-based approach to extending Blackboard’s usability**
Half-Day - Tuesday pm
CS403 1:30 pm - 5:30 pm
**Eduardo Lage-Otero** (Trinity College)
Do you find course management systems (CMS) such as Blackboard too constraining for effective classroom teaching? Would you like to include interactive activities and tap into authentic multimedia content available online? During this workshop participants will learn various ways to harness and expand the built-in functionality of Blackboard by developing a range of interactive exercises and activities. Many of the authoring applications used are available online or downloadable free of charge—such as Hot Potatoes or Audacity—whereas others require users to have a Blackboard extension or building block installed such as the Wimba Voice tools. The principles and ideas discussed during this session are applicable to any CMS although the workshop will use Blackboard as the platform of choice. The presenter will discuss how learning theories can inform the design of these activities to make them a more effective learning tool.

**TA3. Taking Advantage of ANVILL (A Nat'l Virtual Language Lab)**
Half-Day - Tuesday pm
CS401 1:30 pm - 5:30 pm
**Jeff Magoto** (University of Oregon)
This workshop will be a hands-on exploration of ANVILL, the University of Oregon’s latest web-based toolkit for language teaching and training. ANVILL is a set of Flash-based audio-video conferencing tools (chat, forum, quiz, etc.) packaged in a course management system (CMS) that makes lesson authoring with multimedia dramatically easier—no programming is required. Whether for an online or traditional class, ANVILL’s templates allow teachers to focus on their content and not have to worry about design or media issues. Participants will leave the workshop with a mini-course constructed and full access to the software for their own teaching and learning.

**SPECIAL EVENT: WHIRLYBALL OUTING**
Meeting location: TBA 7:00pm
**WM3. IALLT Language Center Design Kit Workshop**
Half-Day - Wednesday am  
CS411 8:00 am – 12:00pm  
**Felix Kronenberg** (Pomona College)
This workshop uses IALLT’s Language Center Design Kit to help attendees design new language centers as well as accomplish successful rehabs of existing centers. Topics include needs analysis, types of labs and facilities, space for non-instructional needs, examples of successful centers from around the world, the turn-key lab, digital labs, and future facilities. Although attendees are not required to purchase the IALLT LCDK, it is encouraged. Come with questions about spaces for language-learning and leave with answers.

**WM4. Learning through Doing: Creating Meaningful Tasks with Web-Based Resources**
Half-Day - Wednesday am  
CS401 8:00 am – 12:00pm  
**LeeAnn Stone** (Cengage Learning)  
**Doug Canfield** (University of Tennessee)
With the expansion of networked communications and advent of Web 2.0 applications, students are able to communicate synchronously with target-language and other speakers worlds away, to view actual apartments in a city they would like to live in, to see examples of dance performances of the students’ choice and learn enough to teach classmates, to use the language center as a production hub for content development of their own, and to collaboratively find, build, touch and move objects that they wouldn’t otherwise have access to in virtual worlds. In short, computing technologies are no longer relegated to the delivery of instruction, but rather can now support tasks that promote active, interpersonal, communicative learning. In this hands-on workshop, participants will work with some of the contributors to IALLT’s Task-Based III: Expanding Opportunities for Meaningful Tasks through the Web to explore, collaboratively brainstorm and create a range of technology-supported and/or mediated task ideas with models drawn from that publication, with a focus on creating opportunities for student to do with the language meaningful things that draw them further into the world and culture of the target-language community.

**IALLT BUSINESS MEETING W/ BOARD & COUNCIL (OPEN TO ALL IALLT MEMBERS, STUDENT CENTER-DALTON SUITE)**
12:00pm - 5:00pm

**LUNCH ON YOUR OWN**
12:00pm - 1:30pm

**PRE-CONFERENCE WORKSHOPS (CONT.)**

**WA1. Capture the Action, Capture their Attention!**
Half-Day - Wednesday pm  
CS403 1:30 pm - 5:30 pm  
**Melissa Schwartz** (Georgia State University)
Ever wanted to capture something on your computer and share it with your students? Camtasia might be right for you. This screen recording and editing software allows you to make professional looking videos. You can capture and record presentations, lectures, or technical techniques. Make your videos interactive by including surveys and quizzes, add subtitles, callouts, and insert audio. This beginner’s workshop will teach you how to capture a presentation and use basic editing techniques so it can be shared on the web, an iPod, or your school’s server.

**WA2. Creating Media-Rich Word Lists with Sona Vocabulary Assistant**
Half-Day - Wednesday pm  
LARC (GCB128) 1:30 pm - 5:30 pm  
**Curtis Ford** (University of South Carolina)
Sona Vocabulary Assistant is a cross-platform tool that automatically generates eight different activities and games for vocabulary acquisition. Sona supports multiple definitions, examples in context, notes on usage, images, multiple sounds, web links, and online search. Participants will create own word lists for Sona (no programming required!) and are encouraged to bring lists of about twenty words with examples, notes on usage, links, and .jpg or .png images, as well as an .mp3 file with recordings of words, examples, and notes. Sample materials with Dutch will also be provided. Participants will receive a free copy of the software.

Session IDs reflect day & time of the presentation. (T)uesday, (W)ednesday, Thu(R)sdhay, (F)riday, (S)taturday, (M)orning, (A)ftermoon, (F)ull-Day. Superscript #’s are assigned as needed for multiple presentations within a morning or afternoon. The last # of the ID distinguishes simultaneous presentations.
Half-Day - Wednesday pm
CS100 1:30 pm - 5:30 pm
Jörg Waltje (University of Michigan)
This workshop will look at a selection of tools designed to organize our materials and create interactive exercises (Blogger, Wikis, Quia, Google Docs), as well as at applications like ChinSwing, Skype, Audio Portfolios, PodBean, and DimDim, that can enable us and our students to work effectively on our listening, speaking, and presentation skills.

OPENING RECEPTION (CASH BAR) (STATE BALLROOM)
6:00pm - 8:00pm

SPECIAL EVENT: PUB CRAWL (MEET AT STUDENT CENTER FOR TRANSPORTATION)
8:00pm

THURSDAY, MAY 28TH, 2009

REGISTRATION AND INFORMATION DESK OPEN (STUDENT CENTER)
8:00am - 5:00pm

EXHIBIT HALL OPEN (STATE BALLROOM)
8:00am - 4:00pm

WAKE-UP REFRESHMENTS – CONTINENTAL BREAKFAST (STATE BALLROOM)
8:00am – 9:00am

OPENING WELCOME AND KEYNOTE ADDRESS SPONSORED BY APPLE, INC.
(SPEAKERS AUDITORIUM)
9:00am - 10:30am
Teaching and Learning in the 21st Century: New Communities, New Content, New Conversations
Barry Adams (Apple, Inc.)
The changing nature of the 21st century learner requires that educational institutions re-examine how they will deliver and evaluate the information needed by contemporary workers to survive in a global economy. The workplace and its expectations for excellence are no longer tied to local geographies thanks to the expansion of global communication of digital content. In this evocative session we will examine some of the trends in teaching and learning in active learning environments and look to understand how we can offer new, exciting information transfer systems to our students.

MORNING BEVERAGE BREAK WITH EXHIBITORS (STATE BALLROOM)
10:30am – 11:00am

MORNING CONFERENCE SESSIONS (CLASSROOM SOUTH)
11:15am – 12:00pm
RM1. Exploring Distance Learning Models: Programmatic, Technological, and Pedagogical Considerations
CS411 11:15am – 12:00pm
Trip Kirkpatrick (Yale University)
Nelleke Van Deusen-Scholl (Yale University)
In this paper, we present the results of a pilot initiative at Yale University to offer less commonly taught languages through distance learning. The presenters will assess the outcomes of the different models that were used from different perspectives, focusing on programmatic and pedagogical issues as well as technological and logistical challenges. We discuss the benefits of providing greater access to less commonly taught languages through distance learning and will evaluate the potential for language learning within a real-time online environment. We end with a critical evaluation of the data gathered from our three pilot models.
RM2. From the Old to the New: Renovating Your Language Center  
CS510  11:15am – 12:00pm  
Audrey Sartiaux (Union College)  
In this presentation, I will discuss the steps involved in evaluating the needs in space, equipment and support to write a proposal for funding to renovate a language center in a small liberal arts college (we received $20,000) with the new concept of learning spaces in mind. I will continue by explaining what to do once you receive the funding. How to conduct research on products and vendors (i.e. smartboards), problems and issues that may arise and discuss the final product and how it has supported the mission of our language center at Union College.

RM3. Expanding Opportunities for Meaningful Tasks through the Web  
CS508  11:15am – 12:00pm  
LeeAnn Stone (Cengage Learning)  
This presentation will explore a wide variety of web-supported task-based activities involving students at the center of the production process and explore the implications this has in terms of the ongoing transformation of the Language Center.

RM4. Clickers and Bloom taxonomy questions  
CS507  11:15am – 12:00pm  
Rifka Cook (Northwestern University)  
The purpose of this paper is to share with you my experience, as a teacher, using clickers in foreign language classes. I am confident that when students feel comfortable with one another and with their professor they will be more open to the whole experience of learning and less afraid to make mistakes. By using the Student Response Systems, known as clickers, I engage student attention and participation. A group of questions, based on Bloom’s taxonomy, allows me to evaluate some objectives I want to achieve in the class. Along this presentation I will show you how I did it.

RM5. Fear 2.0 & Language Learning: How the Academy is Getting in the Way of Language Learning  
CS505  11:15am – 12:00pm  
Barbara Sawhill (Oberlin College)  
Ryan Brazell (University of California-San Francisco)  
Laura Blankenship (Emerging Technologies Consulting)  
Many language teachers have developed innovative educational models which help students integrate themselves into the new world economy. For some others, that development has been thwarted by the rise of the CMS, widespread equation of file repository usage with educational technology, and the compartmentalization of learning within the Academy. In this presentation we will address the institutionalized fear that prevents students and teachers from achieving their goals, showing specific examples of how social software can benefit language learning within our institutions and also better prepare our students for the world beyond.

RM6. Expanding the Speech Center's Role  
CS501  11:15am – 12:00pm  
Sean Palmer (LaGuardia Community College)  
When the Speech Center was renovated in 2004, we were charged with expanding its mandate. Now, we host classes from many disciplines, offer video and audio recording services, are involved with college wide initiatives such as ePortfolio and Digital Storytelling and, most recently, offering technological assistance to instructors. This presentation will focus on what we do now and how we juggle these new responsibilities alongside our traditional roles of tutoring and lab hours for speech classes.

RM7. Partnering with Technology for Successful Language Acquisition (Exhibitor Session)  
CS503  11:15am – 12:00pm  
Boris Morew (Tell Me More)  
Is technology your teaching partner? Technology-based language learning is easier to use than you’d think. Your students are tech-savvy so they won’t have any difficulties; plus they typically have a “love” for anything technical. Learn how to put technology to work for you and your students.

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WELCOME LUNCHEON SPONSORED BY HEINLE, A PART OF CENGAGE LEARNING (STATE BALLROOM)
12:00pm - 1:30pm

AFTERNOON CONFERENCE SESSIONS (CLASSROOM SOUTH)
1:45pm - 2:30pm

RA¹1. Task-Based Language Learning in 21st Century (HENDERSON FINALIST)
CS505  1:45pm - 2:30pm
Felix Kronenberg (Pomona College)
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.

RA¹2. Meeting Assessment, Research, Data Collection and Compliance Needs: The OWL Testing Software Solution (Exhibitor Session)
CS507  1:45pm - 2:30pm
Greg Russak (OWL Testing Software)
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.

RA¹3. Learning with Pageflakes and Netvibes
CS503  1:45pm - 2:30pm
Sharon Scinicariello (University of Richmond)
Enza Antenos-Conforti (Montclair State University)
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.

RA¹4. Using Google Earth to Travel the World!
CS501  1:45pm - 2:30pm
Susan Pennestri (Georgetown University)
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.

RA¹5. Multimedia Exams: Computerized Testing at BYU
CS508  1:45pm - 2:30pm
Russell Hansen (Brigham Young University)
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.

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RA’6. Networking your Students with Native Speakers  
CS510  1:45pm - 2:30pm  
Todd Bryant (Dickinson College)  
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 of these exchanges are organized and integrated into the course as well as technologies including Skype, social networking software, and virtual environments.

RA’7. Charting a course toward the interactive language lab using DiLL (Digital Language Lab)  
CS411  1:45pm - 2:30pm  
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)  
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.

RA²1. Technology Solutions for Collaborative Translation Projects  
CS510  4:00pm - 4:20pm  
Alison Sommer (Macalester College)  
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.

RA²2. ESL Writing with Google Map  
CS508  4:00pm - 4:20pm  
Min Jung Jee (University of Texas at Austin)  
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.

RA²3. Using Second Life for Immersive and Interactive Literature Learning in Foreign Language Instruction  
CS507  4:00pm - 4:20pm  
Harriette LaVarre Spiegel (University of Tennessee Knoxville)  
Yulia Kovatcheva (University of Tennessee Knoxville)  
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.

RA²4. Transitioning to an Online Workbook/Lab Manual in a Traditional Introductory Language Course
CS505 4:00pm - 4:20pm
Kristy Britt (University of South Alabama)
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.

RA²5. Assessment of Bimodal Chat Tools in a University Virtual Japanese Classroom
CS503 4:00pm - 4:20pm
Satomi Suziki (Georgia Institute of Technology and University of Georgia)
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.

RA²6. Language and Identity - Cognate Bilingual Dictionaries
CS501 4:00pm - 4:20pm
Domenec Mendez (LiveScripts Non-Profit Association)
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.

AFTERNOON MINI-SESSIONS (CONT.) (CLASSROOM SOUTH)
4:35pm - 4:55pm

RA³1. What Is It Like to Be the New Director? End-Of Year Reflections from a New Hire
CS510 4:35pm - 4:55pm
Roberto Perez Galluccio (Rochester Institute of Technology)
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.
**RA³2. EFL learners’ language production in using chatbot as a language practice tool**

**CS508** 4:35pm - 4:55pm

**Jun Da** (Middle Tennessee State University)

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.

**RA³3. Using Voicethread in (and out of) the Foreign Language Classroom**

**CS507** 4:35pm - 4:55pm

**Maggie McCullar** (University of Colorado, Boulder)

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.

**RA³4. Exchange Project: Collaborative tools and Video-communications**

**CS505** 4:35pm - 4:55pm

**Victoria Arbizu-Sabater** (Rice University)

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.

**RA³5. Virtual Simulations in the Russian-language classroom**

**CS503** 4:35pm - 4:55pm

**Shannon Spasova** (Dalhousie University)

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.

**RA³6. Negotiations of Meaning in the Bimodal Chat Room: a Critical Self Case Study**

**CS501** 4:35pm - 4:55pm

**Matthew Russell** (University of California, Davis)

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.

**SPECIAL INTEREST GROUP DISCUSSIONS**
(SEE ANNOUNCEMENT BOARD AT REGISTRATION DESK)
5:15pm - 6:00pm

**SPECIAL EVENT: STONE MOUNTAIN LASER SHOW EXCURSION (STUDENT CENTER)**
6:00pm

**DINNER ON YOUR OWN**
FRIDAY, MAY 29TH, 2009

REGISTRATION AND INFORMATION DESK OPEN (STUDENT CENTER)
8:00am - 5:00pm

EXHIBIT HALL OPEN (STATE BALLROOM)
8:00am - 4:00pm

WAKE-UP REFRESHMENTS – CONTINENTAL BREAKFAST (STATE BALLROOM)
8:00am – 9:00am

HENDERSON AWARD
PLENARY ADDRESS
(SPEAKERS AUDITORIUM)
9:00am – 10:00am

The Evolution of Teaching Language, Culture and Literature with Technology: Has the Role of Technology Changed?

Sangeetha Gopalakrishnan (Wayne State University)
The Language Labs of the 50’s and 60’s have gradually evolved into “Language Resource Centers” and analog has given way to digital. Technologies that are “hot” and “emerging” become outdated rapidly. Instructors struggle to keep pace with rapid advances in technology and to envision its application in instruction. It behooves us to reflect on the role of technology – past, present and future. How does the current student generation relate to technology and what are their learning preferences? Will the changing technologies impact the way language is taught? Or learned? Will media trump method? Should it? Using the evolution of the “Language Lab” at my institution as a backdrop I will explore these questions using specific examples from my institution. Examples will include Podcasts, Oral Exams, Online Assessments, Digital Audio and Video material, and a Virtual Textbook.

MORNING BEVERAGE BREAK WITH EXHIBITORS (STATE BALLROOM)
10:00am - 10:30am

MORNING CONFERENCE SESSIONS
(CLASSROOM SOUTH)
10:45am - 11:30am

FM¹1. Tracking, Data-mining, and Reporting LLC Services
CS411 10:45am - 11:30am
Fuqiang Zhuo (University of California, Davis)
In addition to collecting qualitative data from surveys and gathering feedback from faculty, instructors and students, a language learning center should track, analyze and report its services for various reasons—evaluating LLC services and staff workload, recognizing accomplishments, budgeting, writing grant proposals, managing and renovating the facilities. Looking at the data over time can also show trends or progress. This presenter will discuss how to keep track of all the various kinds of facility use at an open LLC showing locally-created databases, spreadsheets, QuickTime streaming logs, extracted data examples based on various criteria, and the results with visual graphs.

FM¹2. Teaching Transparently: Opening our teaching to the outside world
CS501 10:45am - 11:30am
Barbara Sawhill (Oberlin College)
In the past few years, language teachers have discovered the benefits of social software (blogs, wikis), virtual reality tools (Second Life), and MMORPGs (World of Warcraft) for promoting authentic language and interaction with native speakers. In order for the benefits of these tools to be fully realized teachers need to adopt a student-centric teaching methodology, and create what James Paul Gee calls “passion communities.” And yet simply adopting these tools does not always result in a shift away from the teacher-centric models; teachers, it seems, continue to struggle with letting go of control, with guiding vs. directing. In the Fall of 2008, I realized that I might indeed be one of those teachers, and knew that this needed to change. In the Spring of 2009, I opened my teaching practice to the world...to my students, my colleagues, my friends, and to complete strangers via my blog. This session will review what happened, and what I learned as a result.

FM¹3. Problem-Based Instruction at a Distance in Spanish and Technology
35
Problem-Based Instruction seeks to encourage analytical thinking and group collaboration. As such, it presents an opportunity for L2 instruction at a distance mediated by technology. The presenter will discuss a course he taught on Spanish and Technology, in which students modeled the configuration and endeavors of a fictitious community organization. The instructor took on the role of the director of the organization, while the on-ground students met face-to-face and virtually, defining roles and carrying out instructions conveyed to them via business-style communications in the target language, and deliverables were technology-intensive and included the required use of social networking tools.

In this presentation I will share my experience of how I built a FDL from scratch, starting from designing the lab to equipping everything in the lab. Specific issues such as effective usage of limited space, furniture layout, networking, electrical setup and equipment demands and needs will be discussed. Then, I will talk about managing the FDL. Managing the FDL seems no less important than building up the physical lab. I will focus on three aspects: 1) staff management; 2) equipment management; 3) project management. The use of a course management system and a project model make FDL more productive.

This session presents possibilities for using video in classrooms and other settings that are not necessarily equipped with high-speed internet connections, multi-region DVD players or VHS recorders, cable/satellite television feeds, or where internet access may be restricted due to school policy. Technologies to be discussed and demonstrated include digital video recorders (DVRs), both commercial and home-built, DVD recorders, and streaming video services such as Slingbox, Orb, and Hava.

The University of Michigan has embarked on a very unique opportunity for students to learn about other cultures in a face-to-face environment without having to leave their classroom. The Global Scholars Program is designed to make the most effective use of interactive technologies to give students an opportunity to communicate with peers in different countries in a ‘live’ environment.

You can teach entirely in the Target Language? We can show you how! Come to this fun, high impact presentation to learn how to get your students to speak more in and out of the classroom. We’ll show you teaching techniques that will turn your classroom into a full immersion environment that ensures every student can learn more efficiently and effectively. We’ll show you how to present your current materials and curriculum so that each student is more capable of participating and succeeding. We can help you create highly effective student-teacher interactions by motivating and encouraging students to speak and explore the language independently.

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.

**FM²2. Video Production as a Tool for Language Instruction (HENDERSON FINALIST)**

CS411 11:45am - 12:30pm  
**David Shultz** (Grand Valley State University)  
**Carol Wilson** (Grand Valley State University)  
**Gisella Licari** (Grand Valley State University)  
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.

**FM²3. MyLanguageLabs--A needs-based approach to technology! (Exhibitor Session)**

CS508 11:45am - 12:30pm  
**Robert Hemmer** (Pearson Education)  
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 & pedagogy. MySpanishLab combines more control and flexibility with ease of use.

**FM²4. Language learning and field recording: lessons from linguistic anthropology**

CS510 11:45am - 12:30pm  
**Kayla Price de Guadian** (University of Houston)  
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.

**FM²5. Start a new interactive English teaching model in universities of China—take NEIE as an example**

CS507 11:45am - 12:30pm  
**Li Gong** (Tsinghua University)  
**Xiaoyuan Xie** (Nanjing University of Aeronautics and Astronautics)  
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 multimedia 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.
FM²6. Acceso: A Web-Based Approach to Translingual and Transcultural Competence
CS501  11:45am - 12:30pm
Amy Rossomondo (University of Kansas)
Jonathan Perkins (University of Kansas)
Rosalea Postma-Carttar (University of Kansas)
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.

FM²7. ePortfolio: Moving on to assessment
CS505  11:45am - 12:30pm
Sean Palmer (LaGuardia Community College)
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.

FA¹1. Helping teachers learn: Best practices for professional development
CS510  2:15pm – 3:00pm
Marlene Johnshoy (University of Minnesota)
Many of us are involved with the professional development of language teachers, either with faculty on our campuses, or offering workshops regionally and nationally. The workshop is the standard traditional format, but is it the best way for teachers to learn and improve their teaching? This presentation will outline the results of a literature review on best practices for professional development and participants will discuss various models suggested for providing professional development for teachers. Building on this discussion, differences will be described for the preparation needed to teach online.

FA¹2. The Perfect Storm – A Primer on How Not to Introduce New Technology
CS411  2:15pm – 3:00pm
Sue Breeyear (Saint Michaels College)
Kellie Campbell (Saint Michaels College)
The language lab at Saint Michaels College falls under Instructional Technology, which is in turn managed by the Information Technology department. When our Spanish faculty brought in a web-based language application as the centerpiece for beginning Spanish courses, IT policies and procedures clashed with academic need to create the perfect storm. In this presentation, we will suggest some less painful ways to bring new technologies to college campuses, and suggestions for working with IT--instead of against it--to make a smoother transition for faculty and students.
FA'3. Digital Storytelling: Focus on the Content
CS508  2:15pm – 3:00pm
Hiroyo Saito (Haverford College)
Yukino Tanaka Goda (Haverford College)
Have you asked your students to create digital storytelling projects and realized they spend too much time on editing videos or making slideshows? In this presentation, we will discuss some digital storytelling programs that allow students to focus on the content and the target language. The programs include QuickTime Pro, FlipVideo, and VoiceThread. We will discuss pros and cons, and project ideas for each program. We will share projects students created using VoiceThread and discuss how students prepared for the projects and presented them to their classmates. We will share our student’s reactions to the VoiceThread projects.

FA'4. Why they (won't) blog
CS507  2:15pm – 3:00pm
Marcel Rotter (University of Mary Washington)
This presentation explores the pedagogical implications of blogging in foreign language education. It outlines a framework of online and offline conditions to create a successful learning community. Taking our recently launched university blogging platform UMWblogs as example, I examine the strengths and weaknesses of blogging in developing foreign language competency.

FA'5. ESP for busy college students: is the blend of mobile and online learning the answer (HENDERSON FINALIST)
CS501  2:15pm – 3:00pm
Aga Palalas (Athabasca University, George Brown College)
What combination of instructional design and delivery media will best produce the desired learning outcome for ESL college students and prepare them for the workplace? Following proven CALL and MALL principles, a hybrid ESP course was developed and piloted at George Brown College in Toronto. The course comprised three components: in-class, online, and mobile learning. The pilot sought to establish what kind of learning resources, supports and delivery format would be most effective for the target group. The effectiveness of iPod Touches was evaluated using Bate’s ACTIONS model. Challenges and opportunities of mobile learning were explored.

FA'6. Some Assembly Required: Making Your Own Online Language Lab
CS503  2:15pm – 3:00pm
Justin Lőcsei (Oberlin College)
If you want to make your own online language lab, upgrade an existing one or are curious about what it takes to create one, my presentation might be of interest to you. I will share my experience of creating Case Western Reserve University’s Online Language Learning Center, working alone and using largely free, open source software. I will use this experience as a demonstration of how you can create your own online language lab with very little money and a bit of time, and will then discuss how it is becoming ever easier and cheaper to create such applications.

FA'7. Learning and Teaching with Google Earth (Exhibitor Session)
CS505  2:15pm – 3:00pm
Andrew Tabor (Cengage Learning)
This session will demonstrate creative activities and projects that can be completed using Google Earth. Participants will learn all of the main features and resources associated with Google Earth and will see how this Web 2.0 technology can be used with almost any topic or theme. Participants will leave with useful tutorials and links that will allow them to begin using this resources immediately.

FA'8. Foreign Language Achievement Testing Online
CS401  2:15pm – 3:00pm
Jerry Larson (Brigham Young University)
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.

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Panel Discussions (Classroom South) 4:00pm - 4:45pm

FA21. From Language Lab to Language Learning Space: Designing for the Future
CS505 4:00pm - 4:45pm
Harold Hendricks (Brigham Young University)
Sharon Lee Boyle (Brigham Young University)
Cherice Montgomery (Brigham Young University)
Dennie Hoopingarner (Michigan State University)
Daryl Glazier (Missionary Training Center)
Julie Kay Cloward (Brigham Young University)

Having just traversed the road from analog to digital, many language labs and centers must now merge physical and virtual resources in ways that are conducive to support language learning. With these changes in technology come new visions of what a learning environment can and should be. This panel will address some of the current thinking on learning space design and how these concepts may transform our labs into innovative learning spaces where social, collaborative interactions are supported by physical environments that are aesthetically pleasing, have flexible functionality and incorporate relevant technologies.

FA22. Spreading the Word: Reaching Out to Students and Faculty
CS510 4:00pm - 4:45pm
Sharon Scinicariello (University of Richmond)
Susan Pennestri (Georgetown University)
Heather McCullough (University of North Carolina-Charlotte)
Betty Rose Facer (Old Dominion University)

LRC directors spend hours developing newsletters and training materials, both print and electronic. They announce new resources and opportunities using every tool from posters on walls to blogs. Yet they still hear students say, “This is awesome! Why did I just discover the LRC three days before graduation?” Faculty still routinely ask, “You can do that?” Members of this panel will discuss ways they have attempted to bridge the communication gap and spread the word about effective uses of technology. With the participation of the audience, they’ll explore how new communication tools can combine productively with more traditional outreach methods.

CS501 4:00pm - 4:45pm
Tina Deveny Oestreich (Case Western Reserve University)
Mingyu Sun (University of Wisconsin at Milwaukee)
Clara Lipszyc-Arroyo (Case Western Reserve University)
Michael Kramizeh (Michigan State University)
Brett Lipshutz (Case Western Reserve University)
Alejandra Zegpi (Universidad Catolica de Temuco)
Susana Pasten (Universidad Catolica de Temuco)

Video conferencing partnerships provide students with opportunities to increase their language and cultural skills in a flexible, motivating, and highly immersive environment. We propose a panel discussion that will present various options for video conferencing, including one-to-one and group-to-group video conferencing options using such programs as iChat, Skype, Adobe Connect, and H.323 protocol used in Polycom and other video conferencing systems.

Special Interest Group Discussions (See Announcement Board at Registration Desk)
5:00pm - 6:00pm

Cocktail Hour [Cash Bar] (State Ballroom)
6:00pm - 7:00pm

Formal Banquet & Membership Meeting Sponsored by Sanako/Tandberg Educational (State Ballroom)
7:00pm - 9:30pm

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### SATURDAY, MAY 30TH, 2009

<table>
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<tr>
<th><strong>REGISTRATION AND INFORMATION DESK OPEN (STUDENT CENTER)</strong></th>
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<th><strong>EXHIBIT HALL OPEN (STATE BALLROOM)</strong></th>
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<th><strong>WAKE-UP REFRESHMENTS – CONTINENTAL BREAKFAST (STATE BALLROOM)</strong></th>
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<th><strong>PLENARY ADDRESS (SPEAKERS AUDITORIUM)</strong></th>
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**The "Virtual Language Lab": Virtually Painless, Simply Real (HENDERSON FINALIST)**

Lunden MacDonald (Metropolitan State College of Denver)

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.

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<th><strong>POSTER SESSIONS (STATE BALLROOM)</strong></th>
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**SM¹1. A New Administration, a New Congress: What’s in Store for Foreign Language Education Policies and Legislation on Capitol Hill?**

Betty Roser Facer (Old Dominion University)

This presentation will focus on the latest developments of the 111th Congress concerning foreign languages and international education from JNCL (Joint National Committee for Languages) and Capitol Hill. Learn more about the mission of the Joint National Committee for Languages (JNCL) and the National Committee for Languages and International Studies (NCLIS) and their active role on Capitol Hill. Understand current policy issues affecting the field of language professionals from the 2009 Delegate Assembly and Legislative Forum in Washington, DC. Be more informed on how JNCL identifies, advocates, and helps to develop policy on key issues related to foreign language education.

**SM¹2. The Way We Present Ourselves: a Review and Evaluation of Language Learning Centers Websites**

Roberto Perez Galluccio (Rochester Institute of Technology)

This session will describe a review and evaluation process that was conducted on language learning center websites. The review looked at the type of sections each website included, the type of information, content, services, and functionalities present in each section. The evaluation considered, among other things, whether the websites were embedded in, or separate from, the departments or colleges the center belonged to; whether the designs followed a traditional pattern (e.g., headers and left-side menus), or a more innovative one; whether websites seemed to be updated regularly; whether all links were operational; and whether all individual pages followed an integrated, consistent design.

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<th><strong>MORNING BEVERAGE BREAK WITH EXHIBITORS (STATE BALLROOM)</strong></th>
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SM'3. Enhancing the Community Building Characteristics of the Language Lab
State Ballroom 10:15am - 11:30am
Jeff Winters (CSU Long Beach)
Adan Gallardo (CSU Long Beach)

The function of the language lab has been evolving at an alarming rate, yet some services provided by the lab have remained consistent. One of these services, a benefit easily overlooked, is the impromptu organization of learning communities. Language learning communities provide a variety of intellectual and emotional support vital to learning a second language. This presentation will explore how the community building characteristics of the language lab can be extended through the application of online social networking tools to stimulate the organization, utility, and continuity of language learning communities.

SM'4. Gaming in the Foreign Language Classroom: An Annotated Webliography
State Ballroom 10:15am - 11:30am
Edie Furness (Monterey Institute of International Studies)

This session will provide an overview of resources related to gaming in foreign language education. Computer and video games are becoming useful educational tools; in response to this trend, the presenter has created a wiki for readers interested in gaming in the foreign language classroom. The wiki consists of an annotated webliography of relevant literature, sites, research, teacher-created projects, and games, with a focus on gaming in Russian teaching applications, but with reference to other languages as well. This space will aid foreign language instructors, language center administrators and information technologists as they investigate gaming in the foreign language classroom.

SM'5. Structural Methodology and LiveScripts versus a Multifunctional Approach to FLT
State Ballroom 10:15am - 11:30am
Domenec Mendez (LiveScripts Non-Profit Association)

After 20 years of a multifunctional approach to FLT, which supposedly pays equal attention to all four skills, many teachers will agree that it is not giving the results expected from years of obligatory schooling. We suggest a more traditional, systematic and structural methodology like that of intensive media courses based on the direct method together with a more modern audiovisual methodology of reading scripts -from TV episodes, complete feature movies and documentaries- before watching them on the screen. Recently created LiveScripts can legally edit a paper magazine with the movie script from the next DVD or TV premier, or even bring out a pack of magazine and DVD of those movies which now belong to public domain; and we are now trying to reach formal agreements with the Writers Guild of America and other unions for an International LiveScripts Association.

SM'6. Distance Learning Programs for the Foreign Language Professional
State Ballroom 10:15am - 11:30am
Farryn Valderramos (Valde Consulting)

As instructors we are encouraged to seek out technology to assist our students learn a language, but what happens to our own professional development needs? Now there are more options than ever for instructors to use technology to learn a language or improve their language skills. Join us as we take a look at language certificate and degree programs at accredited colleges and universities that will help you, the instructor, with your own language proficiency... without leaving your home!

Panel Discussions (Classroom South)
11:30am - 12:30pm

SM'1. The Best Language Class You've Never Been To: A Panel Discussion of Informal and Experiential Learning in Gaming and Virtual Environments
CS501 11:30am - 12:30pm
Douglas Canfield (University of Tennessee)
Felix Kronenberg (Pomona College)
Patricia Early (Georgia State University)
David Stone (Southern Polytechnic State University)

In this 1-hour panel, four directors working within different virtual frameworks will relate their experiences with role-playing games, massively multiplayer online role-playing games,
and multi-user virtual environments in language learning and instruction. The panelists will provide practical tips and concrete examples of how to integrate these technologies in the language class. Example activities will be shared with the audience, and presentations will be followed by open discussion with the audience about the future of these technologies in the L2 curriculum.

SM²2. K-16 GPS: Navigating Language Learning Technology between the K-12 and University Communities
CS505 11:30am - 12:30pm
Frank Kruger-Robbins (Pine Crest Preparatory School)
Kristy Britt (University of South Alabama)
Marlene Johnshoy (University of Minnesota)
Marc Mallet (The Lovett School)
Jeffrey Samuels (Capella University)
Sharon Scinicariello (University of Richmond)

Navigate to this session to see how K-12 and college instructors collaborate to meet the needs of language learners in our modern world! Panelists report on successful programs and resources already making a difference in the delivery of language instruction at all levels. See how the University of Miami’s “K-12 Language Teachers Outreach Program”, Moodle and Wimba at the Lovett School in Atlanta, efforts of the Maryland Foreign Language Association, the Virtual School Symposium, FLEX of Central Virginia, and a K-16 “Blackboard” Language Resource Site hosted by Pine Crest School in Fort Lauderdale are changing the way language instructors and learners use technology!

SM²3. Language Center Technologies: Selection, Dissemination, Implementation, Training, and Management
CS510 11:30am - 12:30pm
Claire Bartlett (Rice University)
Hajime Kumahata (Rice University)
Anthony Potoczniak (Rice University)

Using Rice University’s Language Resource Center as an example, we will show a variety of technologies: from video production to video conferencing; from learning management systems to wikis, blogs, and podcasts; including both open source and commercial software programs. We will discuss their selection, dissemination, and implementation while highlighting some of the challenges we have faced with training, management and budget. Some statistics and survey results will also be shared to show the significant role they play in providing budget justifications. We will have on hand experts to answer systems administration questions.

SPECIAL EVENT: BOX LUNCH IN THE PARK
(LUNCH PICK UP LOCATION: REGISTRATION DESK)
12:30pm – 2:00pm
OR Lunch on your own

AFTE RNOON CONFERENCE
SESSIONS (CLASSROOM SOUTH)
2:15pm – 3:00pm

SA¹1. Digital Curricula for a Variety of Student Needs (Vendor Session)
CS507 2:15pm – 3:00pm
Lisa Frumkes (Apex Learning)

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.

SA¹2. SWALLT Online Series - An Alternative to Traditional Conferences
CS505 2:15pm – 3:00pm
Felix Kronenberg (Pomona College)

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.

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CS508 2:15pm – 3:00pm
George Saines (Inkren LLC)
Nicholas Winter (Inkren LLC)
Scott Erickson (Inkren LLC)

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.

SA¹5. Roadmap for Research: Navigating the Intersections Between CALL Research Foundations and the Future of the Field
CS501 2:15pm – 3:00pm
Douglas Canfield (University of Tennessee)
Debra Lee (University of Tennessee)

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.

SA¹6. Social work in two different SMC environments
CS510 2:15pm – 3:00pm
Min Jung Jee (University of Texas at Austin)

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.

SESSIONS (CONT.) (CLASSROOM SOUTH)
3:15pm – 4:00pm

SA²1. Collaborative Learning Technologies for Language (Exhibitor Session)
CS507 3:15pm – 4:00pm
Ashleigh Thacker (DeKalb Online Academy)
Brian Reed (WIMBA)

Wimba collaboration solutions are pedagogically designed, easy to use, and universally accessible to best support teaching and learning. This session will outline selected features of the Wimba Collaboration Suite (new Voice assessments) and how they are being used in language learning at Dekalb Online Academy and other schools. DeKalb OnLine Academy is DeKalb County School System’s virtual school right here in Georgia. DeKalb OnLine Academy is designed to enhance the educational experience for students by providing greater access to learning via online courses. DeKalb OnLine Academy offers a comprehensive curriculum that includes core courses required for graduation, Advanced Placement courses, as well as elective courses.

SA²2. The digital studio is at school. Using Windows Movie Maker and iMovie to create portable digital media for high school German instruction.
CS510 3:15pm – 4:00pm
Peter Schultz (Kennesaw State University)

I will present iMovie and Windows Movie Maker as innovative technology tools for video production in German for high school teachers and learners. These programs are products that teachers and students can learn and implement easily to produce quality speaking and visual portfolios. Portable digital video portfolios support curriculum planning by meeting foreign language standards by state education

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departments, and address the National Standards for Foreign Language Standards and ISTE’s NETS standards. This work can add to the latest research in teacher education by informing teachers and researchers of innovative uses of digital portfolios in high school foreign language instruction.

SA²3. Motivating Faculty to Integrate Technology in Instruction: A Strategic Approach to Faculty Development
CS505 3:15pm – 4:00pm
Sangeetha Gopalakrishnan (Wayne State University)

Despite a plethora of powerful technology tools and technology-based instructional media use of instructional technology by faculty is not always optimal. I will present a strategic approach adopted at my Center to facilitate technology integration in foreign language instruction by faculty. Best practices include offering grants to faculty and adopting a systemic approach for managing the change to technology. Using specific examples of projects I will describe how faculty are supported through the processes of analyzing their instructional needs and matching it with an appropriate technology, of designing their instructional intervention, planning and managing the development process, implementing their instructional technology intervention in the classroom and evaluating it with their students. Examples will include Podcasts, Oral Exams, Online Assessments, Digital Audio and Video material, and a Virtual Textbook.

SA²4. Anecdotes and Antidotes
CS508 3:15pm – 4:00pm
Justin Lõcsei (Oberlin College)
Barbara Sawhill (Oberlin College)

Not everyone thinks that language labs are the most amazing thing ever. Some might not see a reason for their existence. Some might even base these views on little more than anecdotes and hearsay. In our presentation, we will recount our experiences at Oberlin College of fighting anecdote-based decision making and justifying our existence through hard data, first discussing our methods of gathering lab usage and attendance data and how we have used this data to inform our decisions, then talking more generally about the shifting yet unquestionably important role of language labs in an increasingly virtualized world.

SA²5. Capturing Lectures: 10 Years of Experience in the FL Classroom
CS501 3:15pm – 4:00pm
Scott Despain (NC State University)
Tom Zelickman (Echo 360)

Lecture capture has been shown to be a powerful tool for review, accessibility, student retention, and can even be a competitive differentiator between programs. Lecture capture technology has been promoted in leading technology magazines and national newspapers, but can lecture capture be applied to all disciplines in the same way? This presentation will discuss the unique challenges of capturing foreign language materials and classes as well as present strategies and best practices for creating and delivering this content to students.

SA²6. Social Perception of Animated Characters in Computer-Assisted Language Learning (CALL)
CS503 3:15pm – 4:00pm
Roberto Perez Galluccio (Rochester Institute of Technology)

Well designed language learning software is based on a sound pedagogical framework that supports the students’ learning experience. In order to provide more natural communication some programs include animated characters that use facial expressions and gestures to enhance their verbal input. But as these characters are portrayed with a certain appearance and a certain accent, they may trigger social perceptions that, studies show, are already present in the language classroom. This presentation will discuss a study conducted with animated characters teaching Spanish in a computer-assisted language learning (CALL) setting to test the role of social perceptions in language learning software.
Exhibit Hall and Exhibitor Information

Exhibit Hall

The Exhibit Hall is located in the State Ballroom in the GSU Student Center.

Hours are:

Thursday, May 28:  8:00am - 4:00pm
Friday, May 29:  8:00am - 4:00pm
Saturday, May 30:  8:00am - 12:00pm

Exhibitors

ASC Direct, Inc. 108-109
15 Vineyard Dr., San Antonio, TX  78257
www.ascdirect-usa.com
ASC Direct, a digital language lab and computer lab solutions company offers the broadest range of new language technology in the US including wired, wireless and ASL systems. Our new courseware partner, EuroTalk offers server-based, scaleable language software in 115+ languages and 300+ levels. EuroTalk is PC and Mac compatible!

Auburn University 203
Auburn, AL 36849
www.auburn.edu
Auburn University is a comprehensive land, space and sea grant research institution blending arts and applied sciences. The main campus had an enrollment during fall of 2008 of 24,530, and offers degrees in 13 schools and colleges at the undergraduate, graduate and professional levels. Auburn University is the only university in the country to offer an undergraduate degree in wireless engineering, and the first in the Southeast to offer degrees in software engineering.

CALICO 204
Mrs. Esther Horn, CALICO Coordinator
214 Centennial Hall, 601 University Drive, San Marcos, TX 78666
www.calico.org
CALICO, the Computer Assisted Language Instruction Consortium is a professional organization that serves a membership involved in both education and technology. CALICO publishes an online journal, three issues a year, as well as a separate edited volume published annually in hard copy with current technology and language education topics. Visit CALICO at http://calico.org.
Georgia State University
Atlanta, GA 30460
www.gsu.edu
Georgia State University, founded in 1913, has a mission of excellence in teaching, research and service. Located in the heart of downtown Atlanta, this major research university has an enrollment of 28,238 undergraduate and graduate students in six colleges. Georgia State is the second largest university in the state, with students coming from every county in Georgia, every state in the nation and from over 145 countries.

Heinle, a part of Cengage Learning
10 Davis Drive, Belmont, CA 94002
www.cengage.com/heinle
At Heinle, we have long recognized that the instructors and learners we serve have diverse needs. Accordingly, we offer a wide range of language programs—from introductory to upper level, representing a variety of methodologies and approaches—that give students the finest learning experience possible by balancing authoritative scholarship, engaging pedagogy, and an effective mixture of print and digital components. We are committed to providing you with the authorship of respected scholars and experienced teachers, thoughtful product development, meticulous design and production, and attentive customer support at every level of our organization. As methods for delivering educational materials continue to evolve, we continue to seek out ways to further tailor our teaching and learning solutions for you. This year, we are pleased to present iLrn™: Heinle Learning Center, a powerful, easy-to-use, all-in-one online environment that increases instructional efficiency and enhances the language-learning experience.

IALLT
www.iallt.org
Established in 1965, IALLT is a professional organization whose members provide leadership in the development, integration, evaluation and management of instructional technology for the teaching and learning of language, literature and culture. Its strong sense of community promotes the sharing of expertise in a variety of educational contexts.

OWL Testing Software
1484 Washington Road, Pittsburgh, PA 15228
www.owlts.com

PeanutButter
18823 Pintail Lane, Gaithersburg, MD 20879
www.peanutbuttersticks.com
PeanutButter™ was specifically designed to be the most effective desktop software for learning and re-enforcing languages. Conversations between native speakers provide realistic situations that teach sentence structure, vocabulary, and grammar in a razor sharp video format. Review the common phrases sections to explore frequently used terminology. You can dig deeper by searching the extensive database of audio phrases, concentrate on grammar with in depth grammar features, or use one of many other features unique to the program. PeanutButter™ can be used to demonstrate what is being taught in class or review a lesson in a language lab. PeanutButter™ -Language Learning that Sticks
Pearson Higher Education
One Lake Street, Upper Saddle River, NJ 07458
www.pearsonhighered.com
Pearson Higher Education is dedicated to publishing the most innovative print and cutting-edge multimedia language programs for higher education. Committed to partnering with educators to produce products that meet the needs of today's diverse student population, we welcome you to join us at our booth!

Routledge Journals
Taylor & Francis Group
4 Park Square, Milton Park, Abingdon, Oxfordshire OX14 4RN, UK
www.tandf.co.uk/journals
Routledge are a leading, international publisher who publish a wide range of academic books and journals every year. Amongst the extensive journal portfolio that they offer are the following renowned titles 'Computer Assisted Language Learning', 'Language and Education', and 'Perspectives: Studies in Translatology.'

Sanako/Tandberg Educational
301 Fields Lane, Brewster, NY 10509
www.sanako-us.com
SANAKO, the world leader in live learning solutions, offers a range of quality products generally known by the brand name of TANDBERG Educational. Our products range from digital language labs to state-of-the-art virtual classrooms. We develop innovative solutions to help teachers easily create interactive environments for effective learning. Sanako award-winning solutions are used in tens of thousands of schools and higher educational institutions worldwide.

SANS Inc./Sony Language Learning Technology
10 White Wood Lane, North Branford, CT 06471
www.sansinc.com
To keep pace with technology SANS is continually moving forward in its technology development for language learning. Focusing on the continued progression of the Sony Virtuoso™ and Soloist® instructional language learning software suite, Sony and SANS technologies address the needs of language teachers and learners of spoken and visual languages. We provide technology for network based instructional, real-time as well as internet based virtual language learning and course management. Our latest offerings include Virtuoso DE to share instructional control and communication across multiple campuses; Virtuoso and Soloist ASL for Sign Language Studies Programs; and the SANSSpace Virtual Language Learning platform with synchronous and asynchronous communication and tracking. In addition to our core technologies, we are now offering EuroTalk courseware with content in over 100 languages.
SCOLA
21557 270th St, McClelland, IA 51548
www.scola.org
SCOLA is a non-profit educational organization that receives and re-transmits television programming from around the world in native languages. These programs are available via satellite, cable TV and the Internet to students of language study, ethnic communities, and anyone seeking a global perspective. SCOLA currently provides seven 24/7 channels of programming.

SCOLT
Lynne McClendon, SCOLT Executive Director
165 Lazy Laurel Chase, Roswell, GA 30076
www.scolt.org
SCOLT organizes and hosts joint conferences with SCOLT State organizations to share and promote world languages education and research. SCOLT recognizes regional professionals through awards, scholarships, and professional development.
Publications: Dimension (journal); SCOLTalk (newsletter). SCOLT/ FLANC/AATSP-NC/NNELL Conference, April 15-17, 2010: Winston-Salem, NC: Communication Beyond the Classroom.

Skritter
George Saines
48 West Vine Street, Oberlin OH 44074
Website - www.skritter.com Email - george@skritter.com
George Saines graduated from Oberlin college in 2008 and has been working since then building Skritter, which is an online tool to help students of the Chinese language better learn and remember their characters. George's equal partners in the venture are former room mates and friends Nicholas Winter and Scott Erickson. George will be presenting the results of a study conducted last year regarding student character retention rates, available character-learning methodologies, current available software implementations of those methods, and ways to improve student retention while lowering new character acquisition times. Outside of his work, George is a film buff, enjoys talking cars, and loves building computers.

TELL ME MORE
3710 E University Drive #1, Phoenix AZ 85034
www.tellmemore.com
TELL ME MORE - comprehensive, self-paced, language learning software that addresses speaking, listening, reading, and writing. Speech recognition technology, culture-relevant materials, videos, current events, built-in tests and interactive exercises immerse learners. Auralog was the first publisher in the world to apply speech recognition technology to language learning. Used daily in over 10,000 schools and organizations and by 7 million consumers worldwide.
University of South Alabama
Mobile, AL 36688
www.southalabama.edu

The University of South Alabama, a diverse and vibrant public university, offers a wide range of high-quality undergraduate and graduate academic programs in 10 schools and colleges, and the USA Health System, which includes the College of Medicine, USA Physicians, USA Mitchell Cancer Institute and USA Hospitals, provides state-of-the-art health care and medical education. Enrollment at USA now tops 14,000, and the recent addition of several new academic programs provides greater opportunities for students while improving the quality of health care, safety and economic well-being of the upper Gulf Coast region. Some of these new programs include a new online master’s degree in ESL and master’s degree programs in environmental toxicology, and doctoral programs in instructional design and development, audiology, physical therapy, nursing practice, combined clinical and counseling psychology.

Wimba
10 East 40th Street, 11th Floor, New York, NY 10016
www.wimba.com

Wimba is a leading provider of collaborative-learning software and services for the education industry. Our software, designed to bridge the gap between technology and pedagogy by supplementing course management systems, benefits the online and blended education markets. Wimba solutions bring the best of teaching and technology together—to help people teach people.

World of Reading, Ltd.
Cindy Tracy - President
P.O. Box 13092, Atlanta, GA  30324-0092
Website - www.wor.com, Email - polyglot@wor.com

World of Reading, since 1989, has been a resource of foreign language and ESL products. We provide software in over 100 languages, for all ages, from publishers worldwide as well as foreign films on dvd from 3 world regions. Choose from software for learning another language and learning IN another language. Visit us online at www.wor.com or call us to get a recommendation on which software best fits your needs and provides the best value for your money.
The New Classroom: Beyond Brick and Mortar

Join and explore with the members from NEALLT and NERALLT the growing field of blended learning in foreign language education. Present with us your own vision of the future of language learning and our profession.

Keynote:
Richard Kern, UC Berkeley  Video Encounters between French and US Students

Watch for more information about the conference and a call for papers at our web sites: www.neallt.org and www.nerallt.org
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### Saturday

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  - Perez Galluccio: CS502
PRESENTER INFORMATION

Allen, Julian
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The Alabama Gets Caught Reading project catches famous Alabamians reading their favorite book. The Alabama Center for the Book, a program of the Caroline Marshall Draughon Center for the Arts & Humanities in the College of Liberal Arts at Auburn University, annually sponsors the award-winning project.

The College of Liberal Arts is committed to promoting lifelong literacy, and through the Center, it sponsors the annual Alabama Book Festival and the statewide River of Words and Letters About Literature contests, as well as This Goodly Land: Alabama’s Literary Landscape, an online literary map of the state.

AGCR was awarded a Library of Congress Boorstin Award and was named a national model by the Association of American Publishers.

For AGCR posters, or to become involved in any of these projects, go to www.alabamabookcenter.org, call 334.844.4946, or email acftb@auburn.edu.
University Commons/Student Center Day Route

Hours of Operations
Monday - Friday 7:00 a.m. - 5:00 p.m.

For more information, please call 404-413-9500 or visit us on the web at www.gsu.edu/parking.

Revised 7/08
Atlanta’s Ambassador Force

The Atlanta Ambassador Force is a 50-plus person hospitality/security group that patrols downtown and assists visitors with helpful information about the city. The Ambassadors work with the Atlanta Police Department to serve as extra "eyes and ears." They also serve as personal escorts within the downtown district during the following hours:

- Monday through Friday: 7:30 a.m. to 10:30 p.m.
- Saturday: 8 a.m. to 11:30 p.m.
- Sunday: 8 a.m. to 8 p.m.

If you'd like an escort when walking the downtown area in Atlanta, just call 404-215-9600. Give your name and location, and an Ambassador will respond.

Things to see and do:

Atlanta is a metropolitan city that offers a variety of attractions. Take some extra time to check out the fine dining, museums, shopping and world-class sporting events. Visit http://ata.atlanta.net but in the meantime here are just a few suggestions:

**Atlanta Botanical Gardens:** (404) 876-5858 - Piedmont Road at the Prado, in Midtown. In the heart of Atlanta, you will find tropical plants, orchids, a variety of roses, herbs, camellias, and a Japanese garden. The Fuqua Conservatory features exhibits of endangered tropical and desert plants from around the world.

**Atlanta Cyclorama:** (404) 642-1071 - 800 Cherokee Street, SE (Grant Park) in Downtown. See a multi-media presentation depicting the 1864 Battle of Atlanta that includes an oil mural from 1880.

**Atlanta Historical Society:** (404) 261-1837 - McElreath Hall, 3101 Andrews Drive, NW in Buckhead. The crown jewel of Buckhead homes, the Swan House is just one attraction at McElreath Hall. You will also find an excellent collection of Civil War artifacts, a research library, a restaurant and gift shop.

**Atlantic Station:** This is the national model for smart growth and sustainable development. Picture a community with unsurpassed architectural quality, a fusion of functionality and finesse that combines an attractive mix of affordable, middle-income, and up-scale housing with world-class restaurants, theaters, and retailers. http://www.atlanticstation.com/home.php

**Carter Presidential Center:** (404) 331-3942 - One Copenhill Avenue at Inman Park in Downtown. The Carter Center's museum offers a glimpse of the 39th president’s term in office, including a replica of the Oval Office and an exhibit about the Camp David Accords.

**CNN Studio Tour:** (404) 827-2300 - CNN Center at the intersection of Techwood Drive and Marietta Street in Downtown. Get an inside look at Turner Broadcasting Networks, CNN and Headline News. View the TBS Collection, TNT, MGM Movie Classics Library plus exhibits on the Atlanta Braves and Hawks. Walk up tour $7.00 Adult; $4.50 children 12-6 years (6 and under not admitted); 65 years and up $5.00. For Talk Back Live Audience call 1-800-410-4CNN. Group rates available for 35 or more. Walking Tour estimated as 40 minutes for CNN. Tour Guide daily
9am–6pm. Reservations 8:30–5:30pm one day advance, requires credit card guarantee, 24 hour cancellation required. Accepts cash, traveler’s checks, visa, and Amex only, no personal or company checks are accepted. Centennial Park is located across the street.

**Georgia Aquarium:** (404) 581-4000 – 225 Baker Street in Downtown Atlanta. The Georgia Aquarium promises to be entertaining...intriguing... and educational for guests of all ages. While promoting a fun and entertaining learning experience, the Aquarium will instill a new appreciation for the world’s aquatic biodiversity.

**High Museum of Art:** (404) 892-HIGH - 1280 Peachtree Street in Midtown. The permanent collection features more than 8,000 objects and shows approximately seven traveling exhibitions each year. www.high.org

**Martin Luther King Jr. Center:** (404) 524-1956 - 449 Auburn Avenue in Downtown. The center is the only national and international memorial dedicated to the life and legacy of the civil rights leader. King’s tomb, lit by an eternal flame, sits amid a five-tiered reflecting pool. No charge for admission.

**Stone Mountain Park:** (770) 498-5690 - US Highway 78 16 miles east of Atlanta, A 3,200 acre-park surrounds the world’s three Civil War heroes. Nature trails, swimming, golf, train rides and a summer nighttime laser show are just a few attractions.

**Underground Atlanta:** (404) 523-2311 - The Intersection of Peachtree, Central Avenue and Alabama Street in Downtown. This renovated area represents some of the only remaining buildings in Atlanta after Sherman marched to the sea. This area teams with nightlife, restaurants and retailers.

**World of Coca-Cola:** (404) 676-5151 - Unique three-story pavilion houses the history as well as the future of the world’s best selling soft drink. More than 1000 artifacts and memorabilia help tell the Coca-Cola story. Hours are Monday-Saturday 10:00am – 8:00pm; Sunday 12:00pm – 5:00pm. Free admission for children 5 years & under; $3.00 for 6-12 year olds; $6.00 for adults; $4.00 for senior citizens.

**Zoo Atlanta:** (404) 624-5600 - 800 Cherokee Avenue in Downtown. Over 1000 animals inhabit this redeveloped zoo. New additions include the ‘Giant Pandas’. $0.50 off for groups of 20 or more. Special rates for groups after 5:00pm – touring.

**Don’t forget** that Atlanta is one of the nation's top sports cities and home to six major sports teams and several world-class event facilities. The city is also known as a great place to catch a good game so maybe you can find out for yourself before leaving IALLT 2009.

**Places to eat:**

**Wow, this is tough! We thought the Atlanta.net website summed it up best for you; however, we have included some of our personal favorites in the back of the program.**

http://www.atlanta.net/dining/index.aspx “Everyone, from neighborhood hopping café dwellers to art aficionado snooty foodies can find something in Atlanta restaurants. Atlanta dining is known for its exquisite cuisine and friendly service, and now Southern cooking makes a comeback. Traditional Southern fare is the historic beginning of today’s popular farm-to-table menu. While it’s substantial and uncomplicated, its nicknames are across the board: home-style, country cooking, old-fashioned southern eats or soul food. Downtown Atlanta is emerging as a dining destination. Some new restaurants are Il Mulino, Laurent Tourondel’s BLT Steak, Legal Sea Foods, Peasant Bistro, and Rise Sushi Lounge.”
A special thanks to
THE MOOSE
- From the Ya Ya Sisterhood

MR ducks
MR not ducks
OSARCM wings
LIBMR ducks
May we suggest...

Patricia Early
You mean I have to pick TWO??

Six Feet Under
www.sixfeetunderatlanta.com
437 Memorial Drive S.E.
Tel: 404-523-6664
This is absolutely my favorite casual dining place. I love the chicken fajita soup with jalapeño peppers and the fried green tomatoes.

Stacey L. Powell
My two personal favorite Atlanta restaurants come from two extremes:

The Varsity
www.TheVarsity.com
61 North Avenue
Tel: 404-881-1706
"What'll ya have?"
Best chili cheese dogs and greasy burgers, fries and onion rings around. And don't forget the fried fruit pies and Frosted Orange drink!

Tin Lizzy’s Cantina
www.tinlizzyscantina.com
415 Memorial Avenue
Tel: 404-554-8220
Causal Texican soft tacos, draft beer, good guacamole. Their soups are also very good. A local favorite with the GSU lunch crowd.

Pittypat's Porch
http://www.pittypatsrestaurant.com/
25 Andrew Young International Blvd. NE.
Tel: 404-525-8228
This is within walking distance of the hotel. Go north on Peachtree St. NW and turn right on Andrew Young Intl. Blvd. It is pricey, but well worth it for the full "Southern experience."

Further afield:
Taurus
www.taurusrestaurant.com

Kristy Britt
Two restaurants that I think you will like are:

Baraonda
www.baraondaatlanta.com
710 Peachtree St NE
Atlanta, GA 30308
Tel: 404-879-9962
This Italian restaurant has amazing brick oven pizzas and better than you would ever expect daily fish specials. Being from the Gulf Coast I say that seriously, folks!

Landmark Diner
www.landmarkdiner.com
Luckie & Forsyth Streets
60 Luckie St NW
Tel: 404-659-1756
And if you just “gotta eat” you can’t go wrong with a Landmark Diner. The one above is within walking distance of the conference hotel. Consider yourself forewarned: the portions are HUGE!
Thank you from the hosts

Trish, Stacey, and I certainly hope that you have enjoyed your trip to the South. Personally, I hope that you have been able to try some of our specialties: sweet tea, Georgia peaches, pecans, fried green tomatoes, hush puppies, barbecue, collards, and grits (seasoned with butter, salt & pepper, cheese--if you must.)

Most of all we hope that you have had a wonderful conference. Before I attended my first IALLT in 2003, I deemed a conference a success and worth my time and effort if I got one new piece of information out of it. After having attended my first IALLT, the bar had been raised. Not only had I been introduced to many new items, often overwhelmingly so, but I had found a place that understood where I was coming from professionally---something I shared with no one else on my own campus. I remember at that conference I was mortified that my name badge was emblazoned with FIRST TIMER on it. Turning my back from the registration desk, I immediately tore that away only to quickly regret that very action. I watched the friendliest bunch of professionals greet and embrace the “first timers” and wished I could replace that ribbon on my badge.

While in Ann Arbor, I did hear a few other southern accents and it was there that Trish, Stacey and I first met; it was the first IALLT conference for all three of us. If anyone can believe this, we actually talked about us working together to perhaps host an IALLT conference at one of our institutions. All three of us realized the value of the organization and its members before we ever left the University of Michigan campus.

Teaming up again at Brigham Young University for FLEAT 5/IALLT 2005, we told a couple of other IALLTers what we were thinking of planning. Our newness to the organization was trumped by our enthusiasm and commitment to partner with one another in bringing IALLT to the Southeast.

It was not too much later that some IALLT members deemed us the Triumvirate of Southern Charm and the Divine Ya Ya Sisterhood; some might find it hard to believe that we became such fast friends, but that would only be those who had never attended an IALLT. We wanted to tell our “story” in the hopes that each of you understands it on a personal level after having now attended the conference and we especially hope that you have experienced something equally as fulfilling with IALLT.

Again, we thank you for coming and hope to see you in Irvine in 2011!

(l-r) Kristy, Stacey, and Trish in the GSU LARC during our first IALLT 2009 planning meeting. September 2005