

Saturday, May 30th 10:15 - 11:15 a.m. (Poster Sessions)

1	A New Administration, a New Congress: What's in Store for Foreign Language Education Policies and Legislation on Capitol Hill?	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.	Betty Roser Facer (Old Dominion University)
2	The Way We Present Ourselves: a Review and Evaluation of Language Learning Centers Websites	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.	Roberto Perez Galluccio (Rochester Institute of Technology)
3	Enhancing the Community Building Characteristics of the Language Lab	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.	Jeff Winters (CSU Long Beach), Adan Gallardo (CSU Long Beach)

4	Gaming in the Foreign Language Classroom: An Annotated Webliography	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.	Edie Furness (Monterey Institute of International Studies)
---	---	---	--

Saturday, May 30th 11:30 - 12:30 p.m. (Panel Discussions)

1	The Best Language Class You've Never Been To: A Panel Discussion of Informal and Experiential Learning in Gaming and Virtual Environments	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.	Douglas Canfield (University of Tennessee), Felix Kronenberg (Pomona College), Patricia Early (Georgia State University), David Stone (Southern Polytechnic State University)
2	K-16 GPS: Navigating Language Learning Technology between the K-12 and University Communities	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!	Frank Kruger-Robbins (Pine Crest Preparatory School), Kristy Britt (University of South Alabama), Marlene Johnshoy (University of Minnesota), Marc Mallet (The Lovett School), Rachida Primov (University of Miami), Jeffrey Samuels (Capella University), Sharon Scinicariello (University of Richmond)

3	Language Center Technologies: Selection, Dissemination, Implementation, Training, and Management	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.	Claire Bartlett (Rice University), Hajime Kumahata (Rice University), Anthony Potoczniak (Rice University)
---	--	---	--

Saturday, May 30th 2:15 - 3:00 p.m. (45-Minute Concurrent Sessions)

1	The "Virtual Language Lab": Virtually Painless, Simply Real	This presentation will discuss the technology that has inspired and guided the design of a "virtual language center," at a major urban college. Included will be an objective assessment of the implementation and suggestions for implementing similar technology at other schools. The speaker will demonstrate why portable technology in the language classroom is beneficial to the student and the instructor, and how it brings the language classroom and curriculum into the realm of best practices for 21st-Century Learning.	Lunden MacDonald (Metropolitan State College of Denver)
2	SWALLT Online Series - An Alternative to Traditional Conferences	In times of shrinking travel budgets and efforts to reach out to K-12 instructors, SWALLT has implemented an online series of monthly presentations as well as a virtual conference with regional meeting nodes. In this session we will show how everything works and present our experiences with these new types of communication.	Felix Kronenberg (Pomona College)
3	Foreign Language Achievement Testing Online	Procedures will be discussed for developing and delivering on-line foreign language achievement tests for college credit. The tests include both commonly and uncommonly taught languages. The presentation will include a demonstration of one of the online tests.	Jerry Larson (Brigham Young University)

4	A Better Method for Learning Chinese Characters	Learning written Chinese is tough. We conducted a study last year and found that Chinese students only remember how to write 39% of the characters they had supposedly learned. We have created a web application that addresses this problem. Skritter lets students actually write characters on their computer, using a new kind of handwriting recognition algorithm that works well with a mouse. Students receive instant, stroke-level feedback and corrections and greatly improve their retention rate through use a customized spaced repetition system.	Georges Saines (Inkren LLC), Nicholas Winter (Inkren LLC), Scott Erickson (Inkren LLC)
5	Roadmap for Research: Navigating the Intersections Between CALL Research Foundations and the Future of the Field	Research in CALL is by definition interdisciplinary (applied linguistics/SLA, educational psychology, instructional technology). A consequence of the interdisciplinary nature of CALL is the competition of disparate research methods for prominence. In the midst of the maelstrom of analysis and meta-analysis of what constitutes "quality" in CALL literature, is there a way to clearly contemplate the current state of CALL scholarship to better ascertain how the field should advance? Our study examines five years of CALL journals, (2003-2007) in order to ascertain dominant research approaches, to see whether approaches differed by journal, and to identify areas needing further review by the profession.	Douglas Canfield (University of Tennessee), Debra Lee (University of Tennessee)
6	Social work in two different SCMC environments	This is an exploratory study for categorizing emerging patterns of students' interaction of two different synchronous computer-mediated communication (SCMC) learning environments: Second Life (avatar-based) and TeachNet (text-only). Based on socioconstructivism, this study elicits emerging categories in terms of managing exchanges and personal connection and explores their relationship to construct students' social work. The class is Computer-Supported Collaborative Learning (CSCL) at a graduate level of a large university in the US. The topic is academic debate on SL and later on TN. The data consist of pre-debate, debate, and post-debate sections of one group of four members and two moderators.	Min Jung Jee (University of Texas at Austin)

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

Saturday, May 30th 3:15 - 4:00 p.m. (45-Minute Concurrent Sessions)

1	The Perfect Storm – A Primer on How Not to Introduce New Technology	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.	Sue Breeyear (Saint Michaels College), Kellie Campbell (Saint Michaels College)
2	The digital studio is at school. Using Windows Movie Maker and iMovie to create portable digital media for high school German instruction.	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 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.	Peter Schultz (Kennesaw State University)

3	MOTIVATING FACULTY TO INTEGRATE TECHNOLOGY IN INSTRUCTION: A STRATEGIC APPROACH TO FACULTY DEVELOPMENT	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.	Sangeetha Gopalakrishnan (Wayne State University)
4	Anecdotes And Antidotes	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.	Justin Lőcsei (Oberlin College), Barbara Sawhill (Oberlin College)
5	Capturing Lectures: 10 Years of Experience in the FL Classroom	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.	Scott Despain (NC State University), Tom Zelickman (Echo 360)

6

<p>Social Perception of Animated Characters in Computer-Assisted Language Learning (CALL)</p>	<p>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.</p>	<p>Roberto Perez Galluccio (Rochester Institute of Technology)</p>
---	---	--