

**Thursday, May 28th 11:15 - 12:00 noon (45-Minute Concurrent Session)**

1	Exploring Distance Learning Models: Programmatic, Technological, and Pedagogical Considerations	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.	Trip Kirkpatrick (Yale University), Nelleke Van Deusen-Scholl (Yale University)
2	From the Old to the New: Renovating Your Language Center	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.	Audrey Sartiaux (Union College)
3	Expanding Opportunities for Meaningful Tasks through the Web	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.	LeeAnn Stone (Cengage Learning)

4	Can we ask "the big questions" in the beginning language classroom? Using technology to "complexify" learning.	In language and culture studies, appreciating complex, connected texts and cultural contexts is routinely reserved for upper-division language students, "after the basics of structure and vocabulary have been mastered." But the Drake University Language Program--which combines on-campus native speaker mentoring sessions with network-based language study and work--demonstrates that technology can enable connected, constructivist, and holistic approaches in the first- and second-year language classroom. Curricular examples from French and Russian will be included; beginning students in both of these languages at Drake explore complex concepts such as national identity through constructivist work with Internet texts and sources.	Pete Smith (University of Texas Arlington), Jan Marsten (Drake University)
5	Clickers and Bloom taxonomy questions	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.	Rifka Cook (Northwestern University)
6	Fear 2.0 & Language Learning: How the Academy is Getting in the Way of Language Learning	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.	Barbara Sawhill (Oberlin College), Ryan Brazell (University of California-San Francisco), Laura Blankenship (Emerging Technologies Consulting)

**Thursday, May 28th 1:45 - 2:30 p.m. (45-Minute Concurrent Sessions)**

1	Task-Based Language Learning in 21st Century	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.	Felix Kronenberg (Pomona College)
2	Learning with Pageflakes and Netvibes	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.	Sharon Scinicariello (University of Richmond), Enza Antenos-Conforti (Montclair State University)

3	Using Google Earth to Travel the World!	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.	Susan Pennestri (Georgetown University)
4	Multimedia Exams: Computerized Testing at BYU	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.	Russell Hansen (Brigham Young University)
5	Networking your Students with Native Speakers	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 these exchanges are organized and integrated into the course as well as technologies including Skype, social networking software, and virtual environments.	Todd Bryant (Dickinson College)

6	Charting a course toward the interactive language lab using DiLL (Digital Language Lab)	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.	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)
7 <b>(Vendor Session)</b>	Meeting Assessment, Research, Data Collection and Compliance Needs: The OWL Testing Software Solution	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.	Chris Dalessandri (OWL Testing Software), Thekla Fall (Pittsburgh Public Schools)

**Thursday, May 28th 4:00 - 4:20 p.m. (20-Minute Mini-Sessions)**

1	Technology Solutions for Collaborative Translation Projects	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.	Alison Sommer (Macalester College)
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2	ESL Writing with Google Map	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.	Min Jung Jee (University of Texas at Austin)
3	Teaching Otherwise: Effective Use of Online Discussion Forums in a Blended Literature Course	This presentation draws from my experiences while teaching an introductory Comparative Literature course entitled, "Comparative Science Fictions" in the blended course format (half of the weekly meetings took place in the classroom and the other half was conducted through online assignments). The argument that I would like to make is that by using a variety of discussion forum assignments completed outside of face-to-face meetings, if made a substantial component of a course, can facilitate and encourage increased interest in the development of critical reading and writing skills, as well as an understanding of complex literary or historical topics.	Matthew Russell (University of Wisconsin-Milwaukee)
4	Using Second Life for Immersive and Interactive Literature Learning in Foreign Language Instruction	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.	Harriette LaVarre Spiegel (University of Tennessee Knoxville), Yulia Kovatcheva (University of Tennessee Knoxville)

5	Transitioning to an Online Workbook/Lab Manual in a Traditional Introductory Language Course	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.	Kristy Britt (University of South Alabama)
6	Assessment of Bimodal Chat Tools in a University Virtual Japanese Classroom	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.	Satomi Suziki (Georgia Institute of Technology and University of Georgia)

**Thursday, May 28th 4:35 - 4:55 p.m. (20-Minute Mini-Sessions)**

1	What Is It Like to Be the New Director? End-Of Year Reflections from a New Hire	Language Center directors embody a unique combination of technological, managerial, and pedagogical expertise. Similarly, each language center has a unique combination of culture, traditions, and internal organization. Thus, when a new director is hired, a process of mutual adaptation takes place between the new hire and their department. This presentation will provide the perspective of a new hire in a foreign language technology center. Issues of adapting vs. adopting, change management, and policies and regulations will be discussed. Language directors who may be moving to new positions, or graduate students entering the profession, may find this session enlightening and informative.	Roberto Perez Galluccio (Rochester Institute of Technology)
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2	EFL learners' language production in using chatbot as a language practice tool	A chatbot is a computer program that can engage language learners in intelligent conversations via auditory or text input. It has been offered as a foreign language learning tool because it can provide instant feedback using natural language. In this paper, we present a case study of Chitchat with Peedy, a chatbot made available as a self-learning tool on an online EFL learning system in China. The focus of our discussion is on the quantity and quality of EFL learners' language production and their use of strategies for dealing with communication breakdowns when they engage in conversations with the chatbot.	Jun Da (Middle Tennessee State University)
3	Using Voicethread in (and out of) the Foreign Language Classroom	As a foreign language teacher, I use technology as a means of encouraging students to express themselves in the target language and to enhance classroom discussions about literary texts, film and current events. Currently, I am using Voicethread (Voicethread.com), which is a free web application that provides a way to record text and audio comments about uploaded images or even short videos. This technology has unlimited creative potential, and it can be particularly outstanding for foreign language courses.	Maggie McCullar (University of Colorado, Boulder)
4	Exchange Project: Collaborative tools and Video-communications	The Partnering teaching method consists on producing one to one interaction with Spanish and English speaking students, to practice their language skills, and have a feel of the culture diversity. During this study we incorporated technology to formalize this interaction into graded curricular activities, and to ensure students' engagement. Traditionally partnering students has being a text only relationship; we extended the partners involvement by adding classroom-based video communications sessions. We assess our use of technology and the addition of videoconferencing by surveying perception and comfort levels of both Spanish and English speaking students.	Victoria Arbizu-Sabater (Rice University)

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