

2017 PROGRAM

The Northeast Association for Language Learning Technology

The Annual NEALLT Conference



@ *M* Muhlenberg College

*Learning Environments for
Languages and Cultures*

Friday, March 3 to Sunday, March 5

KEYNOTE SPEAKER:
Felix A. Kronenberg, Ph.D.
Rhodes College

Co-sponsored by the Department of Languages, Literatures & Cultures, Office of the Provost, Associate Dean for Digital Learning

NEALLT 2017 @ Muhlenberg

NEALLT

Northeast Association for Language Learning Technology

Executive Committee:

President	Dick Feldman (Cornell University)
Vice-President	Lillyrose Veneziano Broccia (University of Pennsylvania)
Treasurer	Elizabeth Lavolette (Gettysburg College)
Past-President	Marc Siskin (Carnegie Mellon University)
Web page	Michael Jones (Swarthmore College)

Welcome to the Annual NEALLT Conference!

Dear Colleagues and Friends,

On behalf of NEALLT and Muhlenberg College, I would like to welcome you to our Spring 2017 meeting.

We are proud to offer a rich and diverse program that emphasizes the *nexus* between research, teaching practices, and exploration of emerging technologies.

Spaces, both physical and virtual, can impact learning. This year's theme, *Learning Environments for Languages and Cultures*, focuses on new directions in language and culture learning settings enhanced by emerging technologies. Shaped by colleagues from a broad range of institutions, the conference program underscores exciting new possibilities, for creating connections between students and the target languages and cultures, for increased dialogue among colleagues, and for developing collaborations within and among institutions.

We look forward to informative and thought-provoking presentations and panel discussions, as well as to valuable informal conversations. We hope this conference will provide you with stimulating opportunities to discuss your work and exchange ideas with colleagues from institutions across the Northeast region.

Included in this packet you will find:

- Registration and check-in information
- Conference schedule
- Campus map with marked conference venues
- On-campus parking information and a parking permit
- Information on accessing Muhlenberg network
- Shuttle information
- Suggested local restaurants

*Feel free to print out the parking permit and leave it on the dashboard of your car.

Thank you for your participation in the conference! Please do not hesitate to contact me with questions.

Sincerely,




Dr. Luba Iskold
Professor and Director, Russian Studies
Director, Language and Culture Commons
lubaiskold@muhlenberg.edu
484.664.3516

Keynote Speaker

Embracing Hybridity in (Language) Learning Space Design



Felix A. Kronenberg, Ph.D.
Rhodes College

Dr. Felix Kronenberg is an Associate Professor of Modern Languages and Literatures and the Director of the Language Learning Center at Rhodes College in Memphis, TN. His research and professional interests include physical, virtual, and hybrid learning spaces: classroom and informal learning space design, language center design, digital storytelling, computer simulations/games and L2 acquisition, and blended learning.

Dr. Kronenberg is currently the President-Elect of the International Association for Language Learning Technology and an advisory board member of the Learning Spaces Collaboratory. He has served as the president of the SouthWest Association for Language Learning Technology, has been a fellow for the National Institute for Technology in Liberal Education, has been a learning spaces and language center design consultant for various colleges and universities and a keynote and plenary speaker at local, state, regional, national and international conferences. In the Fall of 2016, he gave the keynote address at three conferences, including the Rassemblement National Higher Education Language Centres conference at the Université Paris-Sorbonne in France.

Selected Publications:

Kronenberg, F. A. (2016). Curated language learning spaces: Design principles of physical 21st century language centers. *IALLT Journal*, 46(1), 63–91.

Kronenberg, F. A. (2013). The LLC and public relations: Promoting the language learning center. In *IALLT Management Manual* (pp. 121–132). International Association for Language Learning and Technology.

Kronenberg, F. A. (2013). Computer games as agentive and immersive spaces for language learners. In B. Bigl & S. Stoppe (Eds.), *Playing with virtuality, theories and methods of computer game studies* (pp. 313–332). Peter Lang.

Kronenberg, F. A. (2013). Technology and the changing nature of narrative in L2 learning and teaching. In L. A. Wankel & P. Blessinger (Eds.), *Increasing student engagement and retention using multimedia technologies: Video annotation, multimedia applications, videoconferencing and transmedia storytelling*, Cutting-edge technologies in higher education (Vol. 6, pp. 95–119). Emerald Group Publishing Limited.

Kronenberg, F. A. (Ed.). (2011). *Language center design*. Moorhead, MN: International Association for Language Learning and Technology.

Professional homepage: <http://felixkronenberg.com/>

The Annual NEALLT Conference @ Muhlenberg College



Learning Environments for Languages and Cultures

Friday, March 3

2:00 — 5:30 pm Registration and check-in, Ettinger 1st Floor Lobby

<p>3:00 – 5:00 pm</p> <p>LC Commons Ettinger 103</p>	<p>Workshop (optional). If interested, please sign up with registration.</p> <p><i>'Built'</i> Pedagogies: Planning, Design and Implementation</p> <p>Luba Iskold (Muhlenberg College) Tom Sciarrino (Muhlenberg College)</p> <p>Space, whether physical or virtual, can have an impact on learning (Oblinger, 2015). Planning a new space or enhancing the old one can be challenging. This workshop will take place in the newly transformed Language & Culture Commons and will examine the principles and practices of learning space design. The session will consist of three parts: (1) Drawing on the strategies implemented by the presenters, the participants will prepare Needs Assessment Instruments that align with their own objectives. (2) The attendees will be walked through the technologies that “talk to each other” and tie-in our collaborative space: Epson Brightlink Interactive Projector, Smart Kapp boards, Samsung Smart TV, Mirroring 360, Zoom, and Interactive Digital Map. (3) During the hands-on part of the session, the participants will work in small groups to try out the available technologies and brainstorm student activities for their own technology-rich learning environments. Participants may expect to develop their own strategies and ideas for learning space planning and design.</p>
<p>5:30 – 7:30 pm</p> <p>Hoffman House</p>	<p>Opening Reception (included in registration)</p> <p>Address: 325 N. 23rd Street, Allentown PA, 18104</p>

NEALLT 2017 @ Muhlenberg

Saturday, March 4

8:00 — 1:00 pm Registration and check-in, Ettinger 1st Floor Lobby

SHUTTLES from RENAISSANCE HOTEL to Campus depart at 8:00 am and 8:30 am

8:00 – 9:00 am
Ettinger
2nd Floor Lobby

BREAKFAST

9:00 – 9:15 am
Ettinger
201

WELCOME

Luba Iskold, Professor of Russian and Director, LC Commons, Muhlenberg College
Dick Feldman, NEALLT President, Cornell University

9:15 – 9:30 am

Ettinger
201

OPENING REMARKS

Lora Taub-Pervizpour, Associate Dean for Digital Learning, Professor of Media and Communication, Muhlenberg College

SESSION 1

9:30 — 10:00 am

9:30 – 10:00 am

Ettinger
201

First Step in my Intercultural Journey: An Online Experience for Intercultural Communication

Elisabeth Arevalo-Guerrero (UMBC)

In a rapidly increasing technological and intercultural world, the need to learn about how to experience and be aware of meaningful interactions across cultures is a must for intercultural educators and trainers. Online teaching and learning modalities can facilitate an alternative venue to find a common space where to share with each other, reflect, and experience intercultural communication.

9:30 – 10:00 am

Ettinger
211

Web Audio Lab: Platform for Fluency, Pronunciation, Listening and Community

Dick Feldman (Cornell University)

Audio Lab, written by Slava Paperno at Cornell, is a full scale platform for speaking and listening practice, with innovative affordances for student control over their learning as well as community building. The presentation will demonstrate student environments for several languages, the teacher interface, and survey results. The program can be used, and materials developed, by other institutions. The program has recently been upgraded with multiple new features, including text response by students, multiple video modes, and a unique flash card approach to listening comprehension, where students can choose parts of a passage to focus on, including selective repetition. Students can upload their own media and commentary for other students. The authoring interface affords choices by the teacher of practice versus test modes.

NEALLT 2017 @ Muhlenberg

Saturday, March 4

8:00 — 1:00 pm Registration and check-in, Ettinger 1st Floor Lobby

SESSION 2

10:05 — 10:35 am

<p>10:05 – 10:35 am</p> <p>Ettinger 213</p>	<p>Maximizing Language Learning through Telecollaboration in a Discussion Forum</p> <p>Theresa Schenker (Yale University)</p> <p>This presentation outlines a telecollaborative project between learners of German using a discussion forum. The 13-week project aims at exploring how language learning in a discussion forum format can be maximized by analyzing the effects of group set-up on the type and amount of interaction that takes place. To that end, different groups were set up in which learners of German at a small university in CT engage in online discussions with either a) learners of German at other US colleges, or b) learners of German across the world, or c) native speakers of German. The purpose is to find out if group set-up affects students' enjoyment of the telecollaborative exchange, their participation, and language learning. The project is ongoing and preliminary results will be presented.</p>
<p>10:05 – 10:35 am</p> <p>Ettinger 205</p>	<p>Use of Multimedia Technology in an Innovative Chinese Curriculum</p> <p>Frances Yufen Lee Mehta (Cornell University)</p> <p>I adopt only authentic multimedia materials for the Intermediate High Chinese course. To develop confidence in becoming autonomous learners, students are exposed to information designed and used by native speakers. Implementation of multimedia technology involves each individual's utmost effort to ensure better use of lexicon, structures, pronunciation, and social-cultural appropriateness. Working collaboratively helps students acquire a deeper understanding through creativity and further strengthens community among themselves. Modified oral proficiency interviews and film projects are dynamic ways to effectively extend students' learning and assess their proficiency. I will address the benefit of integrating oral proficiency interviews and film projects as a holistic way of purposeful learning, and how all Chinese language skills are met while exploring issues occurring in the Chinese speaking regions in the real world. Preparation process from class activities, brainstorming, plans for the task, post-screening tasks will be discussed. The result and its effect on learning Chinese will be presented.</p>
<p>10:05 – 10:35 am</p> <p>Ettinger 211</p>	<p>Video Essays - A Flexible Vehicle for Student Analysis of Media Content</p> <p>Michael Jones (Swarthmore College)</p> <p>We were asked by several Professors to facilitate student analysis of course Media content using media tools. The assignments have typically asked students to create a 5-minute video essay elaborating or responding creatively to a key theoretical point made in a course reading (through text, image, sound, annotation) using video/images captured from a film or television show from class. The assignment has proven popular and adaptive to a wide variety of classes and content.</p>

NEALLT 2017 @ Muhlenberg

Coffee Break - Ettinger 2nd Floor

10:35 – 10:55 am

MORNING BREAK

Ettinger
2nd Floor

Sponsored by Chester Technical Services, Inc, bringing you... **SANSSpace™ LIVE**

SANSSpace™ LIVE offers the virtual language learning platform that connects your students to content, collaboration, and feedback 24/7. And with the Sansspace Mobile App teachers and students can now have access to virtual language lab functionality with real time speak to class, speak to student, pairing, recording, collection of recordings, etc. Record anywhere, anytime, with any device, with any browser. Track students progress with online reports, and set up tutoring or collaboration with Chat.

SESSION 3

10:55 — 11:25 am

10:55 – 11:25 am

Enhancing the Study Abroad Experience

Ettinger
103

Mary Toulouse (Lafayette College)
Katherine Stafford (Lafayette College- Engineers in Spain)

In this presentation, we will report on a Lafayette College initiative to strengthen student connections with its semester-long engineering program in Spain. Faculty combined mixed technologies--paper news blasts, QR codes, digital-portfolio class and travel blogs-- to bring home and engage the students in the real-life, study abroad experience.

10:55 – 11:25 am

Developing Teaching Portfolios: from Paper-based Folder to Web-based Product

Ettinger
201

Dongdong Chen (Seton Hall University)

Students trained to be language teachers for the K-12 setting often develop portfolios to present their understanding of theories and knowledge of practices. Usually the final product is a paper-based folder, that may contain, among others, resume, teaching philosophy, lesson plans, and teaching activities. While students possess the end product, it cannot be easily shared with potential or future employers. With advanced technology, students are now able to develop dynamic and engaging online portfolios, which can even include videos of teaching demonstration. This presentation reports how pre-service teachers in a graduate program took up the challenges in creating their e-portfolios via the open-source tool Wordpress, and what they eventually accomplished. In describing the process and the product, we show that the development of electronic portfolios would empower students to think critically, and to reflect on what they have learned.

10:55 – 11:25 am

Coding and Languages: Report on Two Initiatives

Ettinger
213

Jeff Ruth (East Stroudsburg University)

I will relay details from a recent and fruitful pair of modest initiatives that marry coding activity with language learning. The first is a small, grant-funded activity in which students with coding skills help develop apps that promote language learning. The second is the creation of a Girls Who Code club on campus, with the purpose of focusing the sample projects in that club toward language learning apps and games. Both initiatives are underway, new and promising. They are a collaborative effort between Modern Languages and Computer Sciences.

NEALLT 2017 @ Muhlenberg

Saturday, March 4

8:00 — 1:00 pm Registration and check-in, Ettinger 1st Floor Lobby

SESSION 4

11:30 — 12:00 pm

11:30 – 12:00 pm Study Abroad Integrated Learning: Culture, Media, and Social Movements in Senegal

**Ettinger
201**

Eileen McEwan (Muhlenberg College)
Paul McEwan (Muhlenberg College)

The presenters will share a short-time study abroad program in which the students learned about the multimedia industry of Senegal (radio, TV, cinema) and the ways in which the hip-hop movement has benefited from digital technology to spread its message of social justice and political change. The students spent the spring 2015 semester studying the history, culture, politics, social movements, and media industries of Senegal prior to traveling to Senegal for 10 days to work with a particular hip-hop group. Their collaboration with this group led to the creation of a new music video produced in French, Wolof, and English.

11:30 – 12:00 pm To Blog or Not to Blog: The Use of Blogging in the Russian Heritage Classroom

**Ettinger
211**

Svetlana Korshunova (Princeton University)

This presentation will introduce an interpretive case study investigating the use of blogging in the Russian heritage classroom. What benefits does blogging provide to heritage learners of Russian who usually have certain speaking and listening skills but lack reading and writing skills? What are the limitations of blogging as a teaching tool? What are the heritage students' reflections upon this activity? This study will help us to set up the criteria for an effective use of blogging.

11:30 – 12:00 pm Pocket English Bangladeshi Style

**Ettinger
213**

Claire Bradin Siskin (English Language Specialist)

A team of professors of English at Daffodil International University (DIU) in Dhaka, Bangladesh is creating language learning apps for smartphones. This project is an effort to provide additional language practice outside the classroom while at the same time reflecting and reinforcing the curriculum in place at DIU. First-year students at DIU have very little access to desktop computers, laptops, or tablet. Almost all the students have Android smartphones, so the decision to develop a smartphone app was a logical one. The team has used the software tool LiveCode to develop the app, which is available free of charge in the Google Play Store. The presenter will demonstrate some of the language learning activities available in the app. If time permits, she will outline the steps involved in developing the app.

NEALLT 2017 @ Muhlenberg

Lunch - Ettinger 3rd Floor

12:00 – 1:00 pm
Ettinger
3rd Floor

LUNCH

SESSION 5

1:00 — 1:30 pm

1:00 – 1:30 pm

Ettinger
213

Extensive Reading and Language Centers: A Perfect Match

Elizabeth Lavolette (Gettysburg College)

One of the ways that language centers (LCs) can effectively support language learning while making efficient use of space is to host extensive reading (ER) clubs. Extensive reading (ER) is a technique for language learning in which learners read large quantities of text. The texts are at an easy level to read without a dictionary, and the content is interesting for readers. Both SLA theory (e.g., Krashen, 2015) and empirical research (e.g., Nakanishi, 2015) show the promise of this technique. In this presentation, I will introduce the Japanese ER club that the Gettysburg LC hosts by providing books, ebooks, culturally appropriate snacks, space, equipment, and organizational support. Students in Japanese classes attend as an optional course component, and students no longer taking Japanese classes attend to keep in contact with the language. I will also comment on the on-going process of organizing Spanish and Chinese ER clubs.

1:00 – 1:30 pm

Ettinger
103

Integrated Visual Learning: Using Google Earth to Co-construct Literary Trips

Luba Iskold (Muhlenberg College)
Daniel Cojocaru '18 (Muhlenberg College)

Since their launch in 2005, Google Maps and Google Earth have had an enormous impact on the way we think and learn. Similarly, these tools have grown organically in the niche between literature and media. With easy access to spatial and cultural information, Google Earth is appealing to instructors for its ability to populate maps with “objects” that aim at enhancing student motivation and, at the same time, scaffolding learning. While there is lack of empirical evidence, many educators argue that literary trips built with Google Earth allow learners to relate to text in a more personalized and meaningful way. The presenter will discuss the benefits, as well as the challenges, of a virtual exploration co-constructed by students to connect in time and space to the events described by Svetlana Alexievich (Nobel Prize in Literature, 2015) in her highly praised oral history *Voices from Chernobyl*. Examples of student work will be provided in English.

1:00 – 1:30 pm

Ettinger
201

From Special Collections to Twitter: Library and Social Media as Laboratory for Becoming a Citizen of the World

Sophie Degât-Willis (University of Pennsylvania)
Vickie Karasic (University of Pennsylvania/Penn Libraries)

Part of learning another language involves becoming a citizen of the world. Increasingly, social media is being used as a vehicle not only to follow cultural trends, but also to connect students with resources in their target language. In a “French in the World” course, such resources become critical to explore how French is spoken across the continents. This project involves a movement from the print to the digital and social in tracking the evolution of the French language. Using library resources, students explore Francophone language and culture, collecting their discoveries on Twitter, where they also “follow” key Francophone organizations. The library – as a hub for teaching, learning, and technology – is uniquely positioned to strengthen students’ relationships with both print and digital resources by incorporating research and technology best practices into the course. With this project, students engage their learning of French language and culture beyond the classroom.

NEALLT 2017 @ Muhlenberg

Saturday, March 4

Afternoon Sessions

SESSION 6

1:35 — 2:05 pm

<p>1:35 – 2:05 pm</p> <p>Ettinger 107</p>	<p>Virtual Exploration: Learning Geography and Topography Vocabulary in Spanish</p> <p>Christine Fernández (United States Military Academy, West Point)</p> <p>This presentation illustrates how various Web 2.0 applications are currently used to teach geography and topography for L2 learners in Spanish. The use of Google apps, such as My Maps and Google Maps, allows L2 learners at the United States Military Academy to familiarize themselves with vocabulary and the spatial orientation of Latin American geography and topography in a recently revitalized Spanish American Civilization and Culture course. This presentation will also include sample flipped learning assignments, which along with the United States Military Academy's own pedagogical approach, the Thayer Concept, helps facilitate L2 learners acquire vocabulary, culture, and become autonomous learners by virtually exploring and applying previously read cultural background knowledge.</p>
<p>1:35 – 2:05 pm</p> <p>Ettinger 211</p>	<p>Digging Technology or Ditching it: Considerations on Student Speaking Time in the Language Classroom</p> <p>Daniela Viale (Muhlenberg College)</p> <p>If we assume that the instructor is a valuable source of comprehensible input in the target language, that the instructor's speech is not to be frowned upon but to be utilized intelligently and in moderation, and that comprehensible input is an absolute necessity for learning a second language, then the question still remains: how do we maximize student speaking time (SST) in the classroom? I argue that SST can be enhanced in many cases thanks to a judicious use of technology, while in other cases it will be enhanced precisely by doing the opposite: by avoiding the use of technology. I will showcase a few communicative activities that I have designed and implemented, and focus on how they either benefited from the use of technology (simultaneous screens; google maps; text messaging) or benefited from the absence of technology.</p>
<p>1:35 – 2:05 pm</p> <p>Ettinger 105</p>	<p>The Language Resource Center's Role in Assessing Proficiency</p> <p>Michael Stone (Seton Hall University)</p> <p>The presenter will review some of the methods and tools for testing language proficiency such as the use of national and international benchmark data, speech contests and student portfolios, evaluating audio recordings and the use of audio-drop boxes, interactions between students and native speakers, and OPI-style testing. Research regarding the use of authentic language materials and rubrics to rate communication skills and comprehension will also be covered. The program will conclude with a discussion of the barriers and challenges to implementing assessment strategies across different languages within a department. These issues include balancing academic freedom versus the need for consistent quality throughout an academic institution. The presenter will facilitate a group discussion on how to develop a coherent strategy for evaluating students' progress which acknowledges the fundamentally different character of various language groups and how to address potential faculty resistance. Other complexities include integrating part-time instructors into an assessment program.</p>

NEALLT 2017 @ Muhlenberg

Coffee Break - Ettinger 2nd Floor

2:05 – 2:25 pm

AFTERNOON BREAK

Ettinger
2nd Floor

Sponsored by Chester Technical Services, Inc, bringing you ... **SANSSpace™ LIVE**

SANSSpace™ LIVE offers the virtual language learning platform that connects your students to content, collaboration, and feedback 24/7. And with the Sansspace Mobile App teachers and students can now have access to virtual language lab functionality with real time speak to class, speak to student, pairing, recording, collection of recordings, etc. Record anywhere, anytime, with any device, with any browser. Track students progress with online reports, and set up tutoring or collaboration with Chat.

SESSION 7

2:25 — 2:55 pm

2:25 – 2:55 pm

Mapping the Italian Renaissance Epic

Ettinger
103

Daniel Leisawitz (Muhlenberg College)

I will present my work on a digital humanities project which seeks to analyze Ludovico Ariosto's 16th-century masterpiece, the Orlando Furioso, through the use of digitally annotated text and digital mapping technology. I am attempting to build a digital tool to explore and analyze the modalities, patterns, and characteristics of travel in this sprawling work of the early modern imagination. By mapping characters' journeys onto a map contemporary to the writing of the poem (M. Waldseemüller's Universalis Cosmographia, 1507) I hope to allow users to re-conceive of the world as Ariosto and other European humanists were imagining it during the first half of the 1500s – an age which saw the explosion of common beliefs about the size and shape of the earth, which had been accepted as fact since the astronomers of Ancient Greece. In other words, this project attempts to allow users a glimpse at the worldview of an early-16th-century Italian poet through the use of 21st-century digital technology.

2:25 – 2:55 pm

DILL Mac Language Lab and Hybrid Environments as an Enhanced Platform for Language Acquisition (Part I)

Ettinger
108

Scott Martindale (University of Vermont)
Marielle Aunave Macias (University of Vermont)

In a time when technology is ubiquitous, the need for central computing centers is often difficult to explain. The University of Vermont Language Learning Center, under the direction of Scott Martindale, identifies new technologies and innovative ways to support language learning. This presentation will feature the DILL Mac Language Lab, or DILL, one of the technologies currently employed in foreign language and linguistics courses at UVM, which provides a platform for technology-mediated experiences that support the acquisition of translingual and transcultural competence. The presenters will begin by describing Dill's basic components and the philosophy behind its selection as it aligns with the Center's research of new technologies for language instruction. Two examples, one from a French class and one from Spanish, will demonstrate the variety of tasks this technology can support, including the areas of audiolingual communications and authentic language immersion.

NEALLT 2017 @ Muhlenberg

Saturday, March 4

Afternoon Sessions

SESSION 8

3:00 — 3:30 pm

<p>3:00 – 3:30 pm</p> <p>Ettinger 108</p>	<p>DILL Mac Lab and Hybrid Environments as an Enhanced Platform for Teaching Literature (Part II)</p> <p>Maria A. Woolson (University of Vermont)</p> <p>The presenter will demonstrate the variety the DILL Mac Language Lab can support for the teaching literature in a hybrid environment. Preliminary results of the past two years show very encouraging results. In language acquisition, we have seen increased volume of weekly audiolingual exchanges and authentic language use that resulted in higher pronunciation accuracy and increased precision when using basic linguistic structures. In addition, technology-mediated frequent exchanges lowered affective filters that fostered higher student engagement and confidence when learning new material. The platform also provided ample opportunities for differentiated instruction regardless of class size. Lastly, it facilitated an unexpected novel way to enter into a literary text that increased students' engagement, which can in turn be traced to the dynamic nature of DILL-mediated interactions</p>
<p>3:00 – 3:30 pm</p> <p>Ettinger 201</p>	<p>Flipping the Classroom with Computer Mediated Tools</p> <p>Geraldine Lebaudy (University of Pennsylvania)</p> <p>This session will demonstrate ways of using computer mediated tools in Canvas to flip the classroom and thus maximize class time. I will show examples of lesson plans and content units of an Advanced Conversation course in the context of Business Spanish that integrate Canvas quizzes and Canvas Voicethread voice-over powerpoints that prepare students outside of the classroom (examples can be applied to other Advanced Language courses as well). I will show how these tasks expose students to language, abstract concepts, authentic cases and current events, thereby providing students with opportunities for improved preparation and understanding of course materials, fostering cross cultural awareness, critical thinking skills, and connections with other fields. Finally, the presenter will share students' feedback that seem to confirm that these computer-mediated tools have helped them develop language and cultural competencies, including accuracy, understanding, and self confidence.</p>
<p>3:00 – 3:30 pm</p> <p>Ettinger 213</p>	<p>Exploring the Effect of Tolerance of Ambiguity on L2 Listening Comprehension</p> <p>Alba Fano-Trabanco (University of Delaware)</p> <p>In-class listening activities are generally one of the most stressful tasks for students. Many students feel discouraged if they do not understand every single word. For this reason, they disengage from the listening activities very easily. Focusing on the concept of tolerance for ambiguity (TA)—which refers to the degree of acceptance of uncertainty—the present study investigates the way in which students tackle listening activities and whether their level of tolerance for ambiguity has an impact on their listening comprehension. The study was carried out following an explanatory mixed-method research design, and was experimental since a group comparison analysis was used to identify the effectiveness of a listening model specifically designed to increase the students' level of TA. The experimental group was trained to develop listening comprehension strategies aimed at increasing their level of TA, whereas the control group was exposed to regular listening instruction based on comprehension checks.</p>

NEALLT 2017 @ Muhlenberg

Afternoon Sessions and Keynote Speaker

SESSION 9

3:35 — 4:05 pm

3:35 – 4:05 pm

Ettinger
205

Minding | Mending the Holes

Melanie Peron (University of Pennsylvania)

This presentation discusses a course that explores the dark years of the French Collaboration and the holes it left in the national memory. To deepen their comprehension and engagement, the students created characters who lived during the time period and wrote their memoirs. The narrative combined traditional fiction and experimental writings under constraints. The interweaving of the different structures aimed at representing the holed memory. It was written on a blog before being turned into a printed text. As a final project, students completed Warburg's Mnemosyne Atlas with their own digital panel called "Ghosts." These technology-mediated projects enabled the students to weave connections between there and here, then and today but also between the other and I. What started as a linguistic and cultural project quickly turned into a means to motivate positive personal and social change. The presenter will also discuss her project of an interactive digital map of occupied Paris.

3:35 – 4:05 pm

Ettinger
103

Language Center Tasks and Training: Student Workers' Voices

Angela Pegarella (Gettysburg College)
Elizabeth Lavolette (Gettysburg College)

Undergraduate student workers are the largest group in the workforce of many language centers (LCs), and they are often the first employees encountered when entering a LC (Parkhurst, 2003). However, little has been written about LC student workers, and their own voices are rare in the literature (cf. Fujishima, 2015). The importance of LC student staff interaction with LC stakeholders is one impetus for effective and efficient training, and we hope to discover suggestions for achieving this.

The current project, a collaboration between a LC director and an undergraduate student worker, explores the role of student workers in their own words, with a focus on their tasks and how they are trained. The first author conducted exploratory interviews with LC student workers at institutions of various sizes. Based on a thematic analysis of the interviews, the authors are developing a questionnaire for wider distribution and invite audience feedback on it.

4:10 – 5:10 pm

Moyer Hall
Miller Forum

KEYNOTE ADDRESS

Light refreshments will be served

Embracing Hybridity in (Language) Learning Space Design

Felix A. Kronenberg (Rhodes College)



NEALLT 2017 @ Muhlenberg

Saturday, March 4

LC Commons Tour, Shuttle Info and Dinner in Allentown

SHUTTLES from CAMPUS to RENAISSANCE HOTEL depart at 5:30 pm and 6:00 pm

5:15 – 6:00 pm Language & Culture Commons Tour

**Ettinger
103**

LC Commons Staff
Luba Iskold, Fulvia Alderiso, Daniel Cojocar, Miranta Louka and Dylan Ahston



7:00 – 9:00 pm **DINNER @ The Dime** (requires extra registration—Shuttles available at 5:30 and 6 pm)

Dinner

The Dime Restaurant & Bar
Renaissance Hotel's classy restaurant serving locally sourced, regional American fare in chic digs.

Address:
12 N. 7th St, Allentown, PA 18101
484-273-4010

NEALLT 2017 @ Muhlenberg

Sunday, March 5

Check-in, Breakfast and Panel Presentations in Seegers Union

PANEL PRESENTATIONS

9:30 am — 12:00 pm

9:00 – 9:30 am Light Lounge	CHECK-IN and BREAKFAST @ Light Lounge in Seegers Union
9:30 – 10:30 am Seegers 111	Panel: Next Generation Learning Spaces Michael Jones (Swarthmore College) Luba Iskold (Muhlenberg College) Felix A. Kronenberg (Rhodes College)
10:30 – 11:30 am Seegers 111	Panel: Increasing LC Visibility: Building Partnerships on Campus Moderator: Luba Iskold (Muhlenberg College) Monica Cocca (Muhlenberg College) Fulvia Alderiso (Muhlenberg College) Tom Sciarrino (Muhlenberg College) Jenna Azar (Muhlenberg College) Once the LC space has been transformed, how do we make sure it contributes to the College's objectives of global learning and international education? Who knows about this space and how do students, faculty, and staff from across the campus use it? This panel will discuss LC Commons partnerships with Academic Resource Center, OIT, Digital Learning Team, Trexler Library, Office of International Recruitment and Support, and other departments. The panelists will present examples of collaborative work they have already done in the newly transformed space and will discuss ways to move forward. Attendees are encouraged to participate in discussion.
11:30 – 12:00 pm Seegers 111	Your Turn ... discussion and Q&A
12:00 – 1:00 pm Seegers 109	BUSINESS MEETING
12:00 – 1:00 pm Light Lounge	BOXED LUNCH (requires extra registration)

NEALLT 2017 @ Muhlenberg



Parking on Campus:

Please park in commuter parking lot, Upper Village @ 23rd & Chew Streets

Additional parking may be found along 23rd Street and Gordon Street lot

Street parking (free) is available on 23rd Street and on Chew Street

Feel free to print out the parking permit and leave it on the dashboard of your car

MUHLENBERG COLLEGE

NEALLT 2017 Temporary Parking Pass

JAN	FEB	MAR	APR	MAY	JUNE					
JUL	AUG	SEP	OCT	NOV	DEC					
1	2	3	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	28	29	30	31

Expires at 5 a.m./p.m. on date shown above

Parking area _____

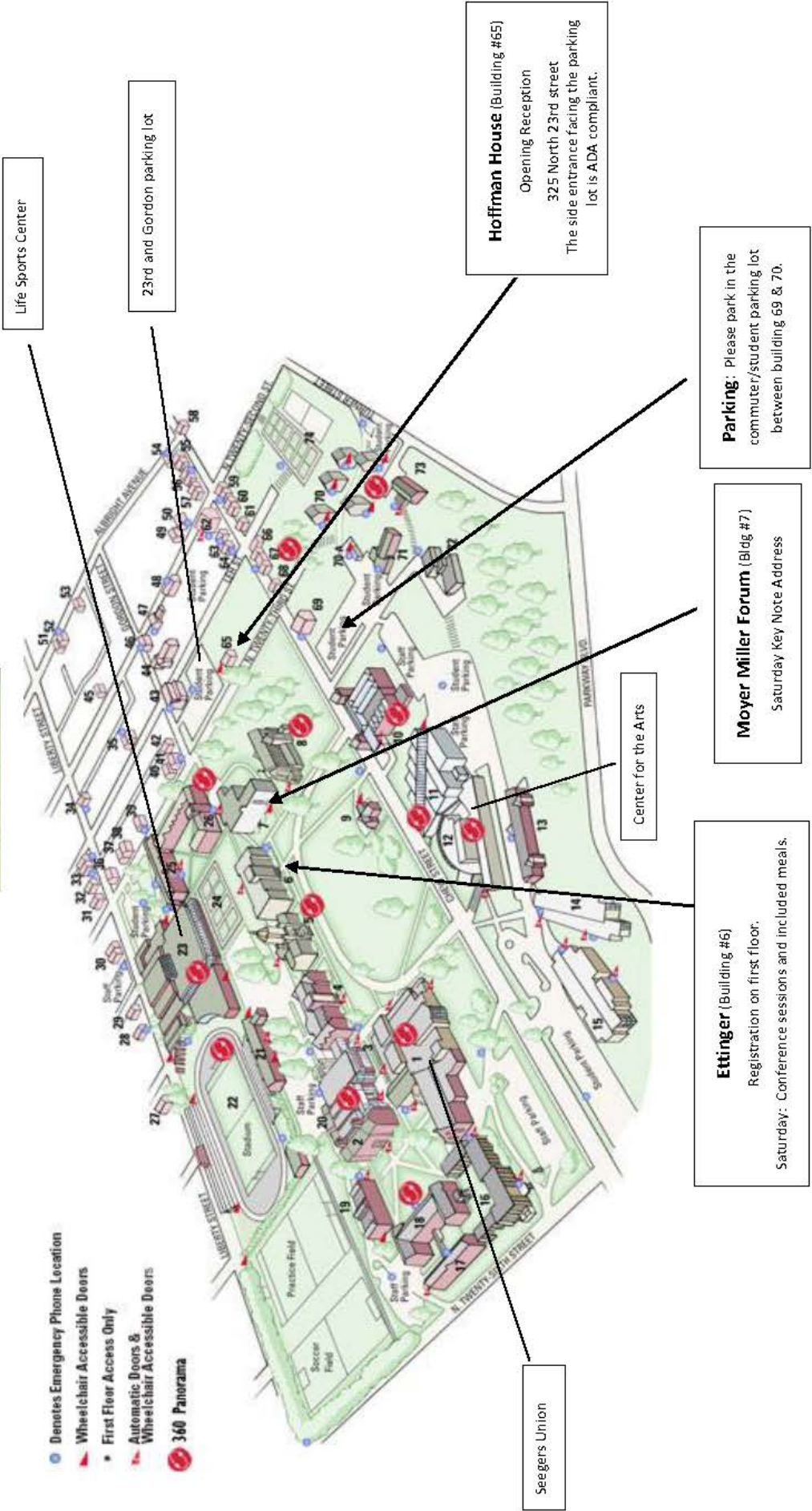
Authorization _____


Campus Safety Officer's Signature

(place on dash board- driver's side)



Address:
 Muhlenberg College
 2400 Street
 Allentown PA, 18104
 tel.484.664.3339



- Denotes Emergency Phone Location
- ▲ Wheelchair Accessible Deors
- First Floor Access Only
- ⚡ Automatic Doors & Wheelchair Accessible Deors
- 📷 360 Panorama

Hoffman House (Building #65)
 Opening Reception
 325 North 23rd street
 The side entrance facing the parking lot is ADA compliant.

Parking: Please park in the commuter/student parking lot between building 69 & 70.

Moyer Miller Forum (Bldg #7)
 Saturday Key Note Address

Ettinger (Building #6)
 Registration on first floor.
 Saturday: Conference sessions and included meals.

Seegers Union

Center for the Arts

NEALLT 2017 @ Muhlenberg

Classroom Technology and Wireless Network Access

Built-in technology

The classrooms are equipped with a standardized “Tech Wall” system. This system includes a built-in projector, screen, sound system, Windows PC, Blu-ray/DVD player, VHS player, document camera and laptop connections (both HDMI and analog VGA). If you plan to use your own **Apple laptop, you will need an adapter.** If you do not have one, we can provide one for you. The rooms are all fully controlled with a touch panel located directly on the podium. Wi-Fi connection is available throughout.

Becoming familiar

If you would like to test your presentation or familiarize yourself with your designated presentation space, we’ve set aside time to do so on Saturday, March 4th, from 8:00-9:00 am and 12:00-1:00 pm. We will be available to answer any questions about the technology and help with connectivity.

For questions please contact **Jeff Yorgey**, Media Services, 484-664-3489
email: jeffreyyorgey@muhlenberg.edu

Muhlenberg Wireless Network Registration *Instructions for Guests of the College*



Muhlenberg College Campus Network Name: **BergWiFi**
Password: **muhlenberg** (all lower case)

Step 1:

- Select *New Wireless Connection*: **BergWiFi**
- Click **Connect /Join**
- When prompted, enter **Password** : **muhlenberg** (all lower case)

Step 2:

- Launch your device’s *Internet Browser*
- You should see the “**BSi Campus Manager**” web page

UserName: GuestSeegers

Password: welcome

Select your device from the drop down menu for “**HW Description,**” click **Apply**