

<h1 style="font-size: 2em; margin: 0;">NEALLT</h1> <p style="font-style: italic; margin: 0;">northeast association for language learning technologies</p>	<p>President: Ed Dixon Vice President: Michael Jones Treasurer: Enza Antenos-Conforti Webmaster: Michael Jones Newsletter: Mary Toulouse</p> <p>Past Presidents: Nelleke Van Deusen-Scholl Michael Heller Claire Bradin Siskin Cindy Evans</p>
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2011 Newsletter

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	President's Corner
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Dear Colleagues,

Firstly, I would like to thank our members for their support of NEALLT and look forward to welcoming new members at Carnegie Mellon University for NEALLT 2012. Our members are doing many exciting things with technology that are transforming language education and opening opportunities for our students to study language and culture in increasingly more authentic and communicative learning environments. Please join us at Carnegie Mellon to meet your colleagues and learn more about what language instructors and technical support professionals from schools around the region are doing both inside and beyond the classroom. Incidentally, if you missed NEALLT 2011, you will soon be able to read articles submitted by the presenters in a special publication of the *International Journal of Virtual and Personal Learning Environments*.

	Note from the editor
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The 2011 NEALLT conference was one of the most well attended conferences that we have organized in recent years. Over 150 educators were present at the conference, which was held at the University of Pennsylvania; three quarters of the attendees were instructors or faculty members interested in implementing new or improving on existing technology use in their classes or at their institutions. They were not disappointed: the

event included over 50 educational panels, posters and presentations, vendor exhibits, a technology workshop on the e-Portfolio, and an opportunity to attend the Penn Language Center's internal grants showcase. Both the conference and the pre conference workshop were sold out. A very special thanks should go out to organizers, Ed Dixon and Christina Frei for this all their hard work and for making this such an exceptional event!

We are heading West in 2012! The call for proposals has gone out, and the conference will be held in Pittsburg at Carnegie Mellon University. We hope you will join us and, to encourage you all with ideas from last year, we've included below a short summary of our inspirational 2011 keynote address and selected session abstracts.

We hope you will be able to attend.

Cordially,
Mary Toulouse

2011 Keynote Address

“Identities, Borders, Change: (Trans) cultural Learning in Mediated Learning Communities”



The 2011 conference began with a wonderfully engaging Prezi presentation by Professor Sébastien Dubreil, Coordinator of the French Language Program at the University of Tennessee. He described the process of culturally contextualized language learning as similar to reading a wave moving across water mass and onto the beach. Quoting from Italo Calvino (1986), he emphasized that “isolating one wave is not easy”; it is equally difficult to isolate a course on language from its culture. Referencing work done on socio-cultural theory and language learning (Claire Kramsch, James Lantolf, and Steven Thorne) as well as work done on multiliteracies and classroom practice (The New London Group), Professor Dubreil concluded that cultural learning is an inquiry process; it is shared and mediated. Knowledge is not just transmitted; it has always emerged culturally, shifting over time.

During the second part of his presentation, Prof. Dubreil described a teleconferencing environment that he created where two American students were partnered with two French students. Students kept diaries where they transcribed the dialogues but also moved into the personal layers of meaning and identity that came about in these conversations: How do stereotypes come about?, How can a computer science engineer in France talk about philosophy?, Issues of inclusion & exclusion, and Being American.

What did the students learn from the experience? Notably, that effective dialogue begins with listening; they also gained a certain amount of epistemological humility—there are other voices in the world at all levels.

When Prof. Dubreil was asked what he thought the role of the instructor was in this class, he replied that, **as a profession, language teachers are more relevant than ever. We do global citizenship better anyone else!**

Take a minute and see the entire presentation at: <http://tinyurl.com/sdneallt2011> It is well worth it.

Quotes and Notes

- “With our on-line and hybrid courses, we are asking faculty to reconsider pedagogy and reconsider how we engage students.” (Nora Lewis, Vice Dean of the College of Liberal & Professional Studies, U. Pennsylvania)
- As educators our goal is to “ensure that all students benefit from learning in a way that allows them to participate in (*sic*) life.” (Sebastien Dubreil, quoting from the New London Group)
- “I was very inspired by the plenary speaker, Sébastien Dubreil. He showed how culture is naturally infused into the classroom experience when we have the opportunity to connect with individuals across the world via technology.” (Conference attendee)
- “The on-line format is perfect for students who cannot attend an in-person class. It is on par with, if not better than, other introductory language courses I have taken.” (Student, quoted in the Adobe Connect teleconference presentation)
- “Research should be curriculum. Everything in the classroom had to change to be integrated into the curriculum, now I want to change the curriculum.” (Nicole Mills, quoting from a teacher/researcher’s journal in her presentation on Action Research.)

Conference Nuggets

In the post-conference survey, attendees were asked which sessions inspired them most and why. The following abstracts represent sessions cited by several respondents as having been particularly meaningful:

Elena Lahr-Vivaz, Mike Jones. Swarthmore College. “From iPod to the Big Screen in Just an Hour (More or Less)”

A presentation on the use of an emerging technology in a language class, focusing on the use of iPod Touches in a fourth-semester Spanish class taught at Swarthmore College. Students in the course worked in small groups to script and perform 2- to 3-minute skits; they then filmed and edited these skits using iPods. To maximize the use of Spanish and minimize the potential technological hurdles involved in lengthy, complex editing, the students were required to complete their “shorts” in one 75-minute class. As such, a tight timeline was constructed, where students were required to complete each step of the process in a specified amount of time.

Ed Dixon, Christina Frei. UPenn / Columbia. “Brave new classroom: The future of distance learning”

The concept of “distance learning” and “online teaching” is increasingly gaining the interest of both teachers and administrators on college and university campuses as well as in many school districts. In this session we looked at 2 models of distance learning and discussed them within the context of the pros and cons of the traditional face-to-face classroom and those of these newer learning environments. Presenters compared the differences in methodologies between the online environment and the F2F classroom and showed how one environment can benefit and inform the other. Issues of proficiency, curriculum development, assessment, articulation and authenticity were considered.

Amber Marks. Committee on Institutional Cooperation. “Languages shared across 12 institutions: CIC CourseShare”

CIC CourseShare: Expanding student access to more than 120 LCTLs across 12 research institutions. This session described the approach currently used to share more than 2 dozen courses between 12 R1 institutions by live videoconference, 75 of them LCTL courses. The presenter identified lessons learned, tips for success, and opportunities for more extensive and future collaborations.

Maia Solovieva. Oberlin College; Allen Memorial Art Museum at Oberlin College. “Learning Culture through Art: Creating Personal Meanings in a Virtual Learning Environment

Culture learning as an essential part of language education has undergone significant shifts, namely, from understanding culture as eminently teachable and learnable facts to more recent models of culture as a complex, illusive, constantly changing concept. Viewing art as a symbolic text/discourse, we introduced artworks in the classroom to engage students emotionally and cognitively in their responses to deep cultural metaphors. The paper reported on the reflective type of assignments designed to help students create their own personal meaningful descriptions of cultural aspects introduced in class through art. Carefully selected objects from Oberlin’s art museum and art library offered a visual key to the Russians’ distinctive understanding of time, space, family, home, and history. Incorporating art in the teaching process elicited the students’ creative and sometimes emotional engagement with the artworks and led them towards productive self-reflection on the coding and meaning of different cultural notions. Reflective assignments in the format of blog submissions helped build a virtual learning environment in which students could express themselves and comment on their classmates’ posts.

Michelle Geofrion-Vinci, Mary Toulouse. Lafayette College. “Metacognition, Assessment and the ePortfolio”

As language learning becomes more proficiency-based, the Lafayette College faculty is exploring better ways to articulate what students know, what they are capable of doing and how to assess this learning. Thanks to a series of faculty development workshops and

a faculty-student collaborative research initiative, the College is adapting and testing various instruments originally described in the Common European Framework of Reference. These include a customized e-portfolio and a complement of rubrics, in particular, “I can” surveys of student self-perceptions of their communicative competency. The history, theoretical underpinnings, and pedagogical implications of e-portfolios as they relate to collegiate language-learning were explored.

Mohamed Maamouri. Linguistic Data Consortium, University of Pennsylvania. “Incorporating Resources and New Technologies in Language Education”

Of special interest to numerous attendees: The LDC Arabic Reading Enhancement Tool, <http://projects ldc.upenn.edu/art/>, is designed to support the development of reading skills for learning Arabic as a first and second language. The tool is based on a database containing readings from the three volumes of Al-Kitaab, the principal textbook for teaching Arabic in the United States. The toolkit also includes a concordance and a morphological analyzer which will be presented.

Gloria B. Clark. The Pennsylvania State University, Harrisburg Campus. “Where’s the Learning? Exploring the Gap Between Virtual Space and Undergraduate Perception of Learning”.

The fall of 2011 marks the fifth year that students of basic Spanish at Penn State Harrisburg will encounter the virtual world as part of their language curriculum. They have been on a journey with their professor to find the ways in which the virtual environment, specifically Second Life, enhances the learning of language and culture. Home base for students in Second Life is a Mexican-style hacienda, a cathedral, and an under-development Don Quixote experience on Penn State Isle. Their activities in Second Life have been integrated into the objectives for Elementary and Intermediate Spanish.

Zooburst Pop Up Books

Credited by several attendees as the software “find” of the conference.

	Board Bios
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Many people are curious to know who the NEALLT board members are and what their professional interests are. In answer to that question:

President: Ed Dixon is the Director for Technology in the Penn Language Center and Lecturer for German in the Department of Germanic Languages and Literatures. He is active in a variety of areas including classroom instruction, faculty training as well as implementation and evaluation of new technologies for language learning. In the summer of 2010, Ed designed and implemented the first entirely online credit language course from the University of Pennsylvania, which is now a model for other online language courses. In 2011, Ed received Penn's affiliated faculty teaching award for distinguished teaching in the College of Liberal and Professional Studies.

Past President: Nelleke Van Deusen-Scholl is Director of the Center for Language Study at Yale University. She co-edited Volume 4 of the *Encyclopedia of Language and Education* (Springer, 2008), serves as Review Editor for the *Heritage Language Journal*, and co-edits (with Nina Spada) the book series *Language Learning and Language Teaching*. She is President of the Consortium for Language Teaching and Learning and Past-President of the Northeast Association for Language Learning and Technology.

Treasurer: Enza Antenos-Conforti is Professor of Italian with the Department of Spanish and Italian at Montclair State University. She is the Teacher Education Coordinator for the Italian Program and Chair of the Academic Computing Committee. She teaches various language and culture courses. Her recent research interests explore emerging technologies (social networking, mobile computing) and their role in foreign language teaching and learning.

**Mark your calendars! March 30, 31 &
April 1
*NEALLT 2012 at Carnegie Mellon***

The NEALLT conference will be held this year from Friday, March 30 to Sunday, April 1, 2012 at Carnegie Mellon University in Pittsburgh, PA. In addition to joining us for what promises to be an informative and exciting event on the theme of "Teacher Roles and Practices in Technology-Enhanced Instruction," please consider submitting a proposal for a session that highlights your work on this topic.

Main Conference Threads:

Teacher as expert
Teacher as guide
Teacher as avatar
Teacher as co-learner
Teacher as learning manager
Teacher as "friend"

What happens to instructional practice within these newly defined roles? Is the catalogue of classroom instructional activity -- paired and group work, task-based learning, information gap activities, etc, etc — still valid within a context where increasing amounts of class communication may be computer-mediated, often without the possibility for synchronous intervention associated with face-to-face instruction, or in social sites whose primary purpose is not educational?

Connecting through Facebook!

Feel free to join the 150 fans, who are already connected to the NEALLT facebook page:
<http://www.facebook.com/pages/Northeast-Association-of-Language-Learning-and-Technology/129028417123610>.

NEALLT would like to extend a special thanks to **Adobe's Connect, Chester Technical Services, Inc., Cengage Learning Arts and Sciences, Linguistic Data Consortium** for their support of our conferences. Additional contributions were made by IALLT, McGraw Hill Publishing, the Penn Language Center, Penn SAS Computing and Multimedia Services, the African Studies Center, and the Center for East Asian Studies of the University of Pennsylvania.