NEALLT

northeast association for language learning technologies

President: Ed Dixon
Vice President: Nicole Mills
Treasurer: Enza Antenos-Conforti
Webmaster: Michael Jones
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Past Presidents:
Nelleke Van Deusen-Scholl
Michael Heller
Claire Bradin Siskin
Cindy Evans

Fall 2010 Newsletter

Note from the editor

During the 2009-2010 academic year, we were very ambitious and hosted two conferences: a joint meeting with NERALLT in the fall at Yale and a joint meeting with NYS secondary teachers in the spring at Skidmore.

The fall theme, "Distance and blended learning environments", focused on new directions in language learning that occur primarily in non-traditional environments and that are supported by emerging technologies. In the spring, our topic was "Learning Globally through Web 2.0 Technology". Thanks to our two conferences, NEALLT members were privileged to hear excellent keynote speeches by two different speakers as well as over fifty presentations, some from as far away as England and Hawaii. I am sure everyone will join with me in thanking Nelleke Van Deusen-Scholl of Yale and Tom Hammond of Harvard as well as Cindy Evans of Skidmore for all their hard work in putting together these wonderful conferences.

In the summer of 2010, we also extended our communication network to include a NEALLT Facebook page. Feel free to join the 98 fans, who are already connected: http://www.facebook.com/pages/Northeast-Association-of-Language-Learning-and-Technology/129028417123610. A special thanks also goes out to Nicole Mills, of Harvard (formerly of Penn) for working out the Facebook logistics.

The upcoming NEALLT conference will be held at Pennsylvania on April 1, 2, 3. The theme is "Transcultural Collaborations: Language Learning in Virtual and Physical
Spaces. " There will be five basic strands:

- Telecollaborative Learning Environments
- Digital media, online resources, and e-textbooks
- Technology Enhanced Teacher Training, Education, and Development
- Language Learning Resource Centers of the Future
- Emerging technologies and new trends

We hope you will be able to attend.

Cordially,
Mary Toulouse

	2009 Keynote Address

"Neither here nor there: What happens to space, time, and culture in CMC videoconferencing exchanges?"

Rick Kern, UC Berkeley*

There is a *de spatialization* in computer-mediated communication (CMC). In a cell phone conversation, we don't know where the other person is; space is not important. In the case of written CMC, such as texting, again there is no spatial context; it is just a text being sent back and forth. Nevertheless, we should focus in an ethnographic way on how the text was written. With videoconferencing, the dynamics are especially complex; there is a "feeling of co presence", which is part delusion. The important issue is the illusion of sharing a space and acting as if it were shared in real time.

Prof. Kern showed examples from CMC exchanges between undergraduate French students at Berkeley and their language tutors, who were Masters Degree students in education from the University of Lyon. Using videotapes of interactions between the American students and their French interlocutors, Prof. Kern demonstrated that not everyone saw the same thing on his /her computer screen; webcams cut off gestures and surrounding, contextual activity. There were questions of technical reliability; students and tutors had to modify their behavior to adapt to this partial environment.

In conclusion, our speaker recommended a heuristic process of negotiation with what is happening in foreign cultures, even in situations of co-presence. "We need to consider behavior, language use, and communication strategies in terms of the medium of interaction, which includes the physical, social and virtual dimensions." An important resource for both the language learner as well as the teacher is to transform an interaction into analyzable text; this makes the "invisible" mediation process "visible".

* Rick Kern is Director of the Berkeley Language Center and a professor of French. His research interests include second language acquisition, psycholinguistics, reading, writing, and technology Appropriate to his topic, the talk was presented using videoconference technology.

"Learning Globally through Disruptive Technologies"
Claire Bradin Siskin, Excelsior College*

"Web 2.0 technologies are often referred to as 'disruptive,' but do we really need more disruption in education? Don't we have enough problems as it is? Although Web 2.0 can enrich the ways in which we teach and learn languages, fundamental changes in the 'normal' order of things may be involved in the process. How can we decide which Web 2.0 tools to use and how to use them to best advantage?"

Web 2.0 technologies (YouTube, Ning, Facebook,..) are collaborative and are defined by their ability to share information, opinions, photos, sound, and videos. There are concerns as to security, accuracy, and privacy. In what way are they disruptive? Drawing on Clayton Christensen's book, "Disrupting Class", our speaker reminded us that traditional education has not always adequately addressed the different learning styles of students. Without any fanfare, "student-centric learning" will replace one-half of traditional classrooms by the next decade. This kind of disruption is good!

Historically, there have always been concerns about innovative technologies: in 1703, folks were worried about the new use of slates and that they might break! In 1950, ballpoint pens were considered un-American –what about the fountain pen.   Our speaker exhorted the audience, which consisted of secondary and college professionals, to do great things with what is available and to educate students about Web 2.0 safeguards. She recommended starting with: http://www.thatsnotcool.com/

*Claire Bradin Siskin is currently the director of ESL Writing Online Workshop (ESL-WOW) at Excelsior College and a past president of NEALLT.

| | **Quotes and Notes** |

"The Answer to All Questions about Copyright: 'It depends'". Howard Barnaby

"With the advent of Web 2 technologies, distance learning courses are no longer confined to the video conferencing model where students sit in a classroom or multiple locations and interact with a language instructor through a monitor in real time from a remote site." Ed Dixon

According to FERPA laws, colleges need a dedicated server with firewall protection for storing student images and videos. (As per the Open Mic session)

"One of the challenges of a secondary school teacher is to maintain a high level of proficiency when teaching at a lower level. This is why a joint conference with NEALLT is so valuable." Peggy Sharkey, BOCES Language Resource Center

"People learn by participating in communities of practice." Nicole Mills

"Replacing the textbook with the internet—originally there were many skeptics; but we've doubled the enrollment and increased upper-level enrollment and independent study as well." Louise E Stroehr.

"In 2 to 3 years, the dominant form of textbooks will be the eTextbook." 2010 Horizon Report "How will teaching be different?" Eduardo Lage-Otero

	Conference Nuggets

The following is a list of the topics from the 2009-2010 programs. If you wish to follow-up on a topic, PowerPoint presentations for many of the papers may be found on the NEALLT (www.neallt.org) website. Otherwise, you may wish to contact the presenter; in most cases, our members are happy to discuss their research.

Assessment

Web 2.0 Foreign Language Proficiency Assessments
--**Dan Nikolai,** Saint Louis University

El uso de rúbricas en la evaluación de un portafolio de cultura
--**Ame Cividanes & Sebastian Diaz,** Yale University

Blended Learning Environments

Challenges of and New Directions for Language Teaching through Distance Learning
--**Grace Wu, Wei Zhang and Ed Dixon,** University of Pennsylvania

Replacing the Textbook with the Internet in the German Classroom
--**Louise Stoehr,** Stephen F. Austin State University

Copyright

Copyright Issues of the Language Instructor
--**Howard Barnaby,** Yale University
"The Answer to All Questions about Copyright: 'It depends'

Course Design

Not Another Survey: The Challenges of Course Design and Eliciting Feedback from Students in a Hybrid Format
--**Kathleen Kimber,** Genesee Community College

Designing a Distance Learning Course based on Social Interaction,
--**Ed Dixon,** Universtiy of Pennsylvania

Culture

Mapping Stories as a Road to Culture Learning
--**Eduardo Lage-Otero,** Trinity College

Our Generation—An Intercultural Project with American and German Students Using Computer Mediated Communication
--**Grit Matthias,** Cornell University

Distance Presentations

Task design for multi-literacy training in distance Language learning and teaching
--**Mirjam Hauck,** The Open University, UK

 Project: developing a comprehensive approach to longitudinal assess ment of language development
--**Scott Payne & Tony Beld, Amherst College and the Academic Consortium for Global Education. ,** The Open University, UK

Faculty Training

A Goal of Teacher Training: Engaging Students with Authentic Texts through online Learning
--**Ed Dixon,** University of Pennsylvania

Coping with the Gen Y and Z Technology Metamorphosis
--**Deanne Cobb-Zygadio,** Kutztown University

Gaming

Engaging the Learning of Chinese Language and Culture in Second Life
--**Wendy Sue Williams,** Seton Hall University

Williams Hall in 2nd Life: The Tower of Babble
--**Fulvia Serra & Ed Dixon,** University of Pennsylvania

Multimedia Showcase

Language Learning Applications for Smartphones, or Small Can Be Beautiful
--**Claire Bradin Siskin,** Consultant--edVista

Websites Becoming Useful Tools in the Language Classroom
--**Anna Iacovella,** Yale University

Using Blackboard for Distance Coordinating of Multiple Language Sections at the Elementary Level
--**Helen McFie-Simone,** University of Pennsylvania

Blackboard: Enhancing the L2 Experience for the Online Multimedia Generation
- **France 2 news and CMD: Threaded Discussions, Wikis**
- **Authentic Videos and Wikis in Business Spanish**
- **Imaginative, Playful Error Correction in Spanish**

--**Chantal Philippon-Daniel, Beatriz Saigal, Geraldine Lebaudy,** University of Pennsylvania

Time-stretched Audio and Personalized Provision in Instructor-led Digital Audio Labs
--**Thomas Plagwitz,** Loyola College

Preparing Students for Online Success: An Interdepartmental Collaboration at Quinnipiac University
--**Jennifer Reggerty,** Quinnipiac University

MyLanguage Labs-Online Learning and Assessment
--**Kellie Campbell,** Saint Michael's College

Social Networking

Facebook and the use of social networking tools to enhance language learner motivation and engagement.
--**Nicole Mills,** University of Pennsylvania

Social networking communities: Identity and relationship development
--**Nicole Mills,** University of Pennsylvania

The Social Class(room); Using Social Computer Mediated Communication in Foreign Language Learning
--**Michael Farina,** Yale University

Augmenting Student Social and Communicative Behavior via Experimentation with L2 Identities and Self-Authorship on Facebook
--**Luba Iskold,** Muhlenberg College

Ready, Set, Blog!-Web 2.0 Technologies in Foreign Language Classrooms
--**Jutta Schmiers-Heller,** Columbia University

Teaching and Learning Communities

Video Blog: A Teaching Community Through and Among Students in the Same Classroom
--**Carole Bergin, Kevin Guiney,** Harvard University

The Cultural Development of Virtual Communities
--**Barbara Spinelli, Roberto Dolci,** Columbia University—Universita per Stranieri di Perugia

More than the sum of its parts : A Case-Study of Wikis for Collaborative Language Learning--**Natalie Magnatta,** University of New Hampshire

Technology

Outils de recherché pour le monde francophone
--**Cindy Evans,** Skidmore College

e-Textbooks in the language Center: Promise or peril?
--**Eduardo Lage-Otero,** Trinity College

TEC-Technology Enhanced Correction
--**Charles E. Long,** Choate Rosemary Hall

A Web-based Korean Dictation Practice Program
--**Angela Lee-Smith,** Yale University

Video-Based Interactions

VIBE: Video Interaction-Based Education at Dartmouth College
--**Justin Rudelson, Anthony Helm, Otmar Foelsche,** Dartmouth College

Videoconferencing Formats for Substantive Language Acquisition & Cultural Exchange
--**Lance Atkildson,** University of Notre Dame

Panel Discussions and Workshops

Challenges, Pitfalls and Possibilities in Distance Learning
--**Richard Feldman,** Cornell University
-- **Michael Jones,** Swarthmore College
--John Graves, Yale University
--Nelleke Van Deusen-Scholl, Yale University

Digital Storytelling
--**Michael Jones,** Swarthmore College

	Board Bios

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.

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.

Vice President: Nicole Mills is currently the coordinator of the Elementary French Program at Harvard University and an adjunct faculty member at Bennington College in the Masters of Arts in Teaching a Second Language Program. Her research focuses on the psychology of language learning and teaching, specifically self-efficacy and its relationship to global simulation, project-based learning, action research, and technology
enhanced language learning contexts.

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!   April 1, 2, 3 NEALLT 2011 at the University of Pennsylvania

	Looking our best!

Pictures from the reception, some of the talks and whenever else I remembered to take out the camera!!
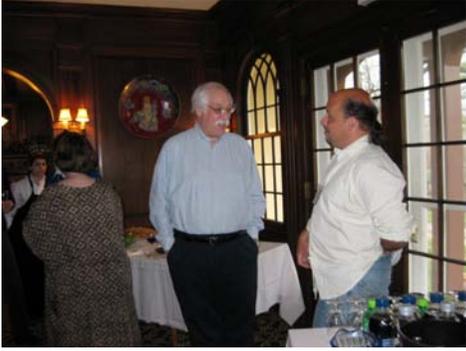
NEALLT would like to extend a special thanks to **Chester Technical Services, Inc. and Adobe Connect Software** for their support of our conferences.