SWALLT 2016 CONFERENCE

DIGITAL HUMANITIES & FOREIGN LANGUAGE LEARNING

APRIL 1-2
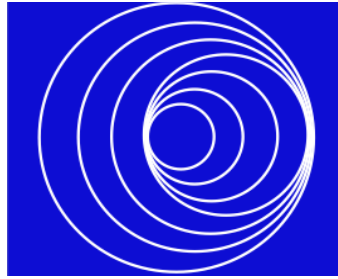
**Language Acquisition Resource Center
At
San Diego State University**

STORM HALL
204 - 205

ASC

A ReLANpro Company

swift
EDUCATION
SYSTEMS

mángo
languages

SAN DIEGO STATE
UNIVERSITY

Leadership Starts Here

Language Acquisition Resource Center

SWALLT 2016 CONFERENCE

SWALLT BOARD

- **President**…......…………..……..Adan Gallardo – Pomona College

- **Parlimentarian**……..………………….......…..Andrew Ross - ASU

- **Secretary**……………..……..……………Trevor Shanklin – SDSU

- **Treasurer**………………..…………………..Pat Miller - CSUN

- **2016 Conference Coordinator**...……..Shahnaz Ahmadeian - SDSU

LARC: The Tour!

The Language Labs: SH 204 and 205 [open study and class reservations]

Hardware: Smart board and projector, overhead, rows where students face each other, broadcasting system with ceiling speakers, wrap around whiteboards, conference table, printer, print and media inventory.
Software: Transparent Language, Adobe Creative Suite, Microsoft Office with language packs, ReLanPro and Sennheiser headsets.

PC Lab: 32 PCs; Server Room with two counter stations; SDL Trados, Wave Surfer.

Mac Lab: 34 iMacs; Skype with Call Recorder to record audio and video; large conference table with 70-inch digital TV and high definition camera; Sound Studio; Pilot DiLL Language Lab.

Three Seminar Rooms

Video Conferencing (SH 214): Sony PTZ EVI-HD7V (Thank you BYU!), Snowball Blue mic or ceiling audio – combine with Zoom or Skype. Modular conference tables and chairs from Steelcase (shout out to UCLA and our own ITS!)

Collaborative Learning Room (SH 208): Group tables, digital TV and smart board.

Converted Office (SH212): New wrap around whiteboards.

Digital Recording Suite (SH 210)

Soundproof Whisper room with phone, Behringer condenser mics, Sound Device 302 preamp, Tascam US-366 mixer, iMac w/Sound Studio. Desktop PC's with Articulate Storyline 2; VHS-DVD converter

Accessories

- Canon XA20 high definition camera with XLR inputs
- Shure wireless mics/ Behringer dynamic mic
- 12 Samsung 10.1 Galaxy Pro Tables
- 11 Samsung Galaxy 8 tablets
- Projectors, speakers, digital recorders, camcorders, cameras, laser disc players (!), desktop and laptop computers, . . .

The Library

- Digital Humanities Showcase Space & Resources

ITS

- The classroom space of tomorrow

Larc

Larc Lab

Dr. Clarissa Clo

Clarissa Clò is Associate Professor and Director of the Italian Studies Program in the Department of European Studies at San Diego State University. Her research interests include literature, film and cultural studies, migration and postcolonialism, feminist and queer studies, digital and transmedia storytelling. Her work has appeared in numerous journals, such as *Annali d'Italianistica*, *Diacritics*, *Diaspora*, *Forum Italicum*, *Italica*, *Italian Culture*, *Journal of Italian Cinema and Media Studies*, *Research in African Literatures*, and *Transformations*, and in book collections, including *The Cultures of Italian Migration* (edited by Graziella Parati and Anthony J. Tamburri) and *Postcolonial Italy* (edited by Cristina Lombardi-Diop and Caterina Romeo). She has edited a special double issue of *Il lettore di provincia* and co-edited one with Anita Angelone for *Studies in Documentary Film*. She is Reviews Editor of the journal *g/s/i*: http://www.gendersexualityitaly.com

Dr. Yoshiko Saito-Abbott

Yoshiko Saito-Abbott is Full Professor and Chair of the School of World Languages and Cultures at California State University, Monterey Bay. She also serves as Director of Monterey Bay World Language Project for 19 years providing professional development programs for world language teachers in the tri-county area of California's central coast. She received her Ph.D. in Foreign and Second Language Education at The Ohio State University. She teaches all levels of Japanese language and culture courses including Service Learning, Business Japanese and the Capstone course. Dr. Saito-Abbott currently serves as President of the American Association of Teachers of Japanese, is an Editorial Board member of Foreign Language Annals, and advisor of the Japanese Language Education Assistant Program as part of US- Japan Youth Exchange program. She has served on many regional and national committees and boards including the National Council of Japanese Language Teachers; Association of Teachers of Japanese; President of American Educational Research Association Research SIG; Advanced Placement (AP) Japanese College Board Advisor; AP Japanese and Culture Curriculum Development and Assessment Committee (CDAC), and World CDAC committee for the College Board. She has given numerous presentations, workshops and keynote addresses and has published many articles.

Conference Agenda

Friday 4/1/16*

12:30 – 13:00	Registration	SH 204
13:00 – 13:30	Meet and Greet	SH 204
13:30 – 15:00	Campus (Library + LARC) Tour	
15:00 – 15:20	Dill Language Lab	SH 205
15:20 – 15:40	Mango Languages	SH 204
15:40 – 16:00	BYOLL: A free Language Lab for any device	SH 204
16:15 – 16:25	Welcoming Remarks Chris Brown, LARC Managing Director	Scripps Cottage
16:25 – 17:15	**Keynote: Clarissa Clo**, Director of the Italian Studies Program SDSU Inventing the New Renaissance Generation: the digital humanities in the FL classroom through visual storytelling, student curation and geospatial scholarship	Scripps Cottage
17:15 – 18:00	Reception: Drinks and Appetizers	Scripps Cottage
18:30 – 20:30	Optional Dinner	Local Restaurant

*Coffee k-cup pods in SH 204 all day

Saturday 4/2/16*

08:15 – 08:45   Coffee, Bagels, and Cookies -SH 208

08:45 – 09:15   Presentations

SH 204	SH 205
Online Dictionaries: Not Just Words! Georgina Bushnell San Diego State University	What Language Centers Can Teach Digital Humanities Centers Jeremy M. Browne, PhD BYU

09:20 – 09:50   Presentations

SH 204	SH 205
Create Your Own Online Textbook Nikki Karl DeMatha Catholic High School	Face to face with two or more machines in between Maria Bolivar LARC/SDSU

09:55 – 10:25   Presentations

SH 204	SH 205
Media Persian, Open Your Laptop! Anousha Shahsavari University of Texas at Austin	Assessing Student Learning Outcomes of Online Class Activities within a Third Semester University Flipped-Spanish Classroom, Keige Tom, SDSU

10:30 – 11:00   Presentations

SH 204	SH 205
A Genre-Focused Course of Business English for EFL Learners: A Pilot Study Sansanee Punyalert University of Arizona	Making Content Available via Interactive Files: Persian grammar site Shahnaz Ahmadeian Fard LARC/ SDSU

11:00 – 11:15   Coffee Break - SH 208

11:15 – 12:15 **Keynote: Yoshiko Saito-Abbot**, Chair of the School of World Languages and Cultures CSU Monterey Bay -- Digital Connections: Integrating study abroad into the graduation portfolio through the student lens – SH 101

12:15 – 13:15   Lunch – SH 204

13:15 – 13:45   Presentation

SH 204	SH 205
Responsive Web Design: Tapping a Mobile Audience Jeff Winters CSU Long Beach	A Cultural walk with Animation Abdullah Lux LARC/SDSU

13:45 – 14:30   Vendors & Walk around

SH 204 / 205
DiLL, ReLanPro and Mango Languages

14:30 – 15:00   Presentation

SH 101
Managing a Language Resource Center in the Age of Digital Humanities Trevor Shanklin LARC/SDSU

15:00 – 15:15   Concluding Remarks

SH 101
Wrap Up: Hello to New SWALLT Board

15:15 – 16:15   Board Meeting

SH 101
SWALLT Board Meeting (All invited!!!)

SWALLT Abstracts

1. BYOLL: A free Language Lab for any device

Ralf Porankiewicz
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ReLANpro

BYOLL, Bring Your Own Language Lab, by ReLANpro provides the first free language lab for teachers and students. In this session we will show you how to create and access your free account, share materials, submit answers and provide feedback, using any device.
- Use authentic audio and video files
- Create gaps (recordings) in any audio or video file
- 100% preparation free
- Subtitles
- Teacher feedback
- Free for any teacher and their students (technology demo)

2. Assessing Student Learning Outcomes of Online Class Activities within a Third Semester University Flipped-Spanish Classroom

Keige Tom
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San Diego State University

Technology continues to emerge as an integrated teaching resource in the world of foreign language teaching. Currently as with any new technological integration, there is a constant need for a deeper understanding of how technological elements most appropriately fit into any foreign language curriculum. A process of design and assessment can help achieve this goal. In this thesis, I administered a survey in a university level Spanish class setting, and using a pedagogical lens, I collected perception data regarding the degree to which student-learning outcomes were promoted by an online homework program. The perceptions of the group of students and faculty were then analyzed for this project. My findings revealed that neither the students nor the faculty expressed overall satisfaction with the match between learning outcomes and online assignments. The thesis findings discussed have practical implications both for university students and foreign language departments interested in the integration of foreign language curriculum and technology use. For students, they have implications relating to their ability to understand their own learning experience within a student-centered learning model. The evaluative perception data illustrates the status of the implementation of the online program during the study,

which can also provide useful insight for the Department of Spanish and Portuguese that would have otherwise not been collected.

3. Face to face with two or more machines in between

Maria Bolivar
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San Diego State University

Interpretation stands today as the best example of why machines are both simplifying and making communications more complex. All we need is an interpreter? Think again, the simplest of transactions needs sound system, dictionary, descramblers, a protocol, and personal awareness of how doctor and patient, lawyer and defendant, and even mother and son are not alone in the room. On a single day an interpreter is called to assist a teacher parent conference, a legal deposition, and the conversation between a woman and her doctor as she goes into labor. Involved are not only three sets of glossaries and the good will of a well-versed language practitioner. Ramifications seem endless; a simple transaction goes beyond global sensitivity. From recording information to delivering messages individuals today have to rely on machines. Each transaction involves at least an engineer, a developer, an IT, a language expert, a professional, the patient, the citizen, the student. How prepared are we?

How many disciplines are involved in the profession of interpreter? Language learning, Linguistics, Language Technology? In this hands on presentation participants will experience some of the challenges of communication. They will be offered a short script to interpret and given specific tasks to solve using the technology at hand. There can only be as many participants as computers are available in the room. At the end of this presentations participants will be required to share the challenges faced and the lessons learned. They will recap on the uses of technology involved in their communications and they will reflect on how communications have revolutionized the profession of interpreter in the past two decades.

4. What Language Centers Can Teach Digital Humanities Centers

Jeremy M. Browne, PhD
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BYU

How BYU's language technology resources operate effectively as part of our Office of Digital Humanities. This is an interesting history with, as usual, language learning clearing the way and then, at least nominally, stepping aside for the "real" academics. DH centers could learn a lot from the service orientation of language centers.

5. Media Persian, Open Your Laptop!

Anousha Shahsavari
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University of Texas at Austin

This presentation will explain how Media and Technology are used to conduct a Persian course.This course, taught entirely in Persian, aims to introduce students to the language of media in Iran and the rest of the Persianate world. The main goal of the class is to enable the students to actively participate in a discussion on a wide range of news topics. The main section of the workshop will show how we (students and I) use Google Documents and Facebook as the main medium of the class to interact and collaborate. The presentation includes the details of how students prepare for the class through a constant interaction between with the instructor and them, how they receive feedback while they are doing their homework, and how they benefit from the collaboration which happen between all students from one side and the instructor from the other side before, during, and after the class. This workshop will include a short video of class, so it shows how this class looks like after as a result of all of these this interaction and collaborations. This video shows that students spend at least 90% of class time actively engaged with the materials through group work.

By drawing on a wide range sources, from social media and news programs to documentaries and political speeches, Media Persian targets students who have reached at least the intermediate-high level, and it is designed to help them achieve advanced-level proficiency and beyond. This presentation will show how we move towards achieving this goal.

6. Online Dictionaries: Not Just Words!

Georgina Bushnell
gbushnell@mail.sdsu.edu

SDSU

This presentation will explore the website of the dictionaries in the *Real Academia Española,* one of the most complete and free resources available online for enriching and improving our knowledge of Spanish language, including its variations among all the different countries which use this noble language. The presentation will include a step-by-step demonstration of the most useful features of this website, www.rae.es. Novice to proficient Spanish- language users will see how to access information not only for the denotative definition of words, but also for their regional uses, stylistic nuances and cultural connotations.

7. A Cultural walk with Animation

Abdullah Lux
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LARC/SDSU

This presentation discusses and showcases Computer Animation in the service of Computer Assisted Language Learning (CALL) as part of a year-long project for a set of Iraqi Arabic dialect materials. Aspects of some of the horizons for the integration of audio and visual input will be explored and examined with commentary on both more- and less-productive avenues and approaches. CALL and computer animation are here to stay given their extraordinarily potential and virtually unlimited frontiers; and, continued long-term stability of- and demand for the general format seems to be both assured and even expected by user communities.

8. Managing a Language Resource Center in the Age of Digital Humanities

Trevor Shanklin
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LARC/SDSU

There are four big areas that dominate the work we have been engaged in supporting foreign language courses at LARC, and I would like to think that these areas are equally relevant for language resource centers in general: big data and training; content creation and curation; digital recording quality; bringing dynamic content into instruction/ project work. In this presentation I will provide examples from all of these areas here at LARC. In the domain of content creation and curation, students are equally involved, and this level playing field also characterizes the age we live in. Finally, I believe from this vantage point we can better prepare for future needs that the resource centers will have to fulfill.

9. Making Content Available via Interactive Files: Persian grammar site

Shahnaz Ahmadeian Fard
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LARC/ SDSU

10.   Create Your Own Online Textbook

Nikki Karl
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DeMatha Catholic High School
Use Prezi and Weebly to make an online textbook that you customize to meet your objectives and your students' needs

11. A Genre-Focused Course of Business English for EFL Learners: A Pilot Study

Sansanee Punyalert
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In response to a call for revolution of language education due to the world of diversity, connection, production, and globalization, this study demonstrates the implementation of a pilot course which remodeled traditional ways of teaching literacies and communication practices for English as a foreign language (EFL) learners at a university in Thailand. It was a genre-focused course promoting the principles of holistic views of the genre and designed for developing learners' communicative competence and new literacies as well as enhancing understanding of authentic language use for professional activities in reality of work. The course comprised diverse language pedagogies, including game-enhanced learning, Global Simulation, task-based approach, and genre-based pedagogy. Within 5 weeks, ten participants were asked to play the simulation videogame RollerCoaster Tycoon 3 to simulate the world of amusement park management and worked collaboratively to form two imaginary companies (in groups of 5) where ran the amusement parks. They embraced and played different professional roles by acting, thinking, and using functional language and solving problems with knowledge of dispositions of the department heads of Financial Management, Technical Service Management, Customers Relationship Management, Legal and Operations Management, and Human Capital Management. Each week, they performed genre-based tasks based on communicative functions, including communicating business information, writing business memorandums, describing trends, and telephoning. The qualitative methods and analyses were employed, including learning artifacts (e.g., memorandums on emails, video recordings, slides for presentations, organization charts on Google Docs, and company and personal profiles on Linked In) and interviews. Results showed that participants had a lot of fun with this pilot course and more understanding of genuine workplace situations and authentic language use in systems of genre as well as developing their own sense of relevance and identity in the reality of function in a simulated environment of entrepreneurial cultures and business management.

12.   Culture of Use: Facebook in Arabic-English Intercultural Exchanges

Asma Alsahil **CANCELLED**
alsahil@email.arizona.edu

Employing emerging technologies in telecollaboration projects to enhance learners' intercultural competence (IC) has attracted many foreign language educators in recent years (e.g. Belz, 2002, 2003; O'Dowd, 2003; Thorn, 2003). Despite their great potentials, social networking sites haven't been fully explored in telecollaboration. This presentation will report findings of original research on how Facebook environment offers affordances that enrich intercultural exchange as well as impose some constraints that could limit students' interaction. For about eight weeks, twenty-eight participants (14 are Saudis and 14 Americans) were divided into seven Facebook groups. They worked on a series of authentic tasks informed by Byram's model of Intercultural competence (adopted from O'Dowd, 2007; and Furstenberg et al., 2001). Analysis of data, that were drawn from various sources including students' online discourse, surveys, students' reflection and interview, reveals that Facebook is a viable tool for online intercultural exchange as it offers pedagogical, social, and technological affordances that promote collaboration, authentic intercultural learning experience, and building personal relationship. However, due to the different culture of use (Thorne, 2003) of Facebook, there were some instances of mismatch between the American and Saudi students that led to misunderstandings. Examples of students' exchanges showing their use of Facebook affordances as well as their misuse will be presented and discussed.

13.Responsive Web Design: Targeting a Mobile Audience (?)

Jeff Winters
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CSU Long Beach

Today's web designers need to consider multiple user platforms from the smartphone screen to tablet devices and computer monitors. Not only are screen sizes an issue but the technology available on portable devices can be limited particularly when web pages make use of Flash technology for audio recording and interactive capabilities. The Bootstrap project and advances features in HTML 5 frameworks provide a simple solution to these issues. I would like to share how I converted older, interactive web sites that incorporated Flash to easily accessible, screen responsive sites using Bootstrap and HTML 5.

14.DiLL Workshop

 Joseph Captain
parth@swifteducation.com
Presenting DiLL Language Labs

15.Mango Languages

Ryan Lucia
Presenting Mango Languages

Parking

We have a limited number of parking passes. Please contact Trevor Shanklin beforehand or call his cell (619-549-4709) when you arrive so we can get one down to you. Otherwise there is a kiosk on the first and top floors of the parking structure.

Below are directions to the SDSU campus.

If you are coming from the North, or West:
1. Take 8 East
2. Exit Fairmount Ave South
3. Merge onto Montezuma Rd.
4. Turn Left on 55th Street
5. Follow 55th street to the third traffic light and turn right (still on 55th street)
6. At the Stop Sign, turn right
7. Parking Structure #4 will be on your left.
8. Park in any spot

If you are coming from the East:
1. Take 8 West
2. Exit College Ave, Turn Left
3. Turn Right on Canyon Crest Dr. (Continue until the T)
4. Turn Right to continue on Canyon Crest Dr.
5. Parking Structure #4 will be on your left.
6. Park in any spot

If you get lost please contact Trevor at (619) 549-4709.

Thank you.

SDSU map, restaurants, and contact information

Emergency, call Trevor at 619-549-4709
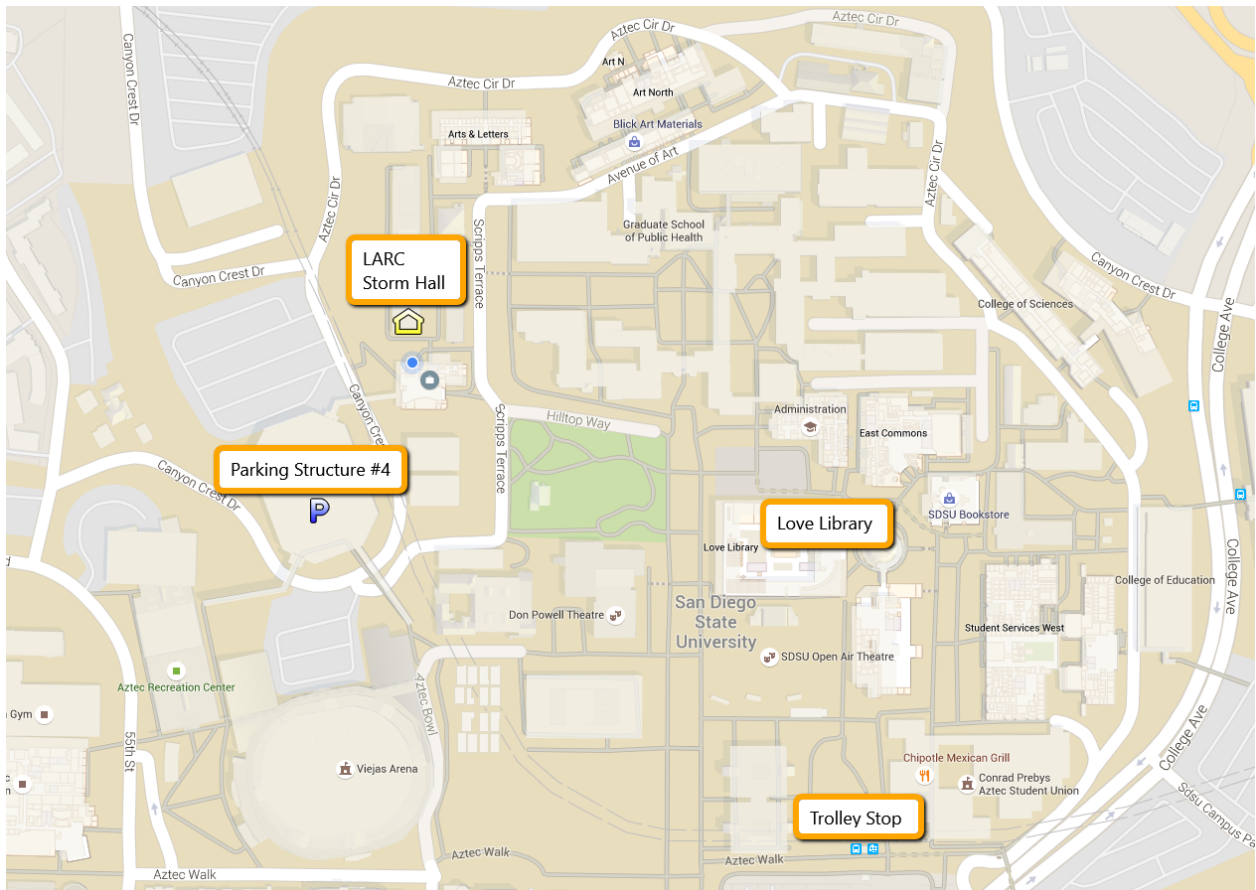
Dining on Friday and Saturday:
http://www.eatatsdsu.com/HoursLocations/RestaurantsandMarkets.aspx

NEARBY RESTAURANTS

1. Alforon (Mediterranean)
2. DZ Akin's (Burgers/Sandwiches)
3. Blind Lady Ale House (Pub Food)
4. Filippi's Pizza
5. Bleu Boheme (Bistro/French)
6. Antica Trattoria (Italian)
7. Que Huong (Vietnamese)
8. Super Cocina (Mexican)
9. El Zarape (Mexican)
10. Tiger Tiger (Gastropub)
11. IL Postino (Pizza/Italian)
12. Café 21 (American)
13. Trails Neighborhood Eatery (American)
14. Barnes BBQ (Seafood)
15. Ritual Kitchen & Beer Garden (Contemporary)
16. Terra Restaurant (American Bistro)