

The Center for Integrated Language Communities Presents:

Community- College- Language Forum 2018



May 4, 2018
The Graduate Center
City University of New York

[#CCLforum](https://twitter.com/CCLforum)

sessions may be recorded and/or webcast

10:00 – 10:30 Registration and Welcome Breakfast

10:30 – 11:00 Opening Remarks

Alberta Gatti, Director, CILC

Chase Robinson, President, The Graduate Center

Paul Arcario, Provost and Senior Vice President for
Academic Affairs, LaGuardia Community College

11:00 – 11:50 Articulation, Retention, and Student Success

Moderator: **Alexander Funk**, CILC

*“The View from the Back Page: Languages in North
Carolina’s New Comprehensive Articulation
Agreement”*

Chris Moore De Ville, Pitt Community College

*“The Impact of Tutor-Led Modern Language Labs on
the Engagement of Community College Students in
Modern Language Courses”*

Lorna Feldman, LaGuardia Community College

Julio Rosario, LaGuardia Community College

*“Return/Graduation Success of Students Taking the
Heritage Language Course”*

Tomonori Nagano, LaGuardia Community College

12:00 – 12:45 Invited Presentation
Results from the 2016 MLA Language
Enrollment Census: The View from
Community Colleges

Dennis Looney, Director of Programs and ADFL, Modern
Language Association

Natalia Lusin, Associate Director of Research, Modern
Language Association



This talk will present findings from the 2016 MLA Language Enrollment Census with a focus on the applicability of specific data to colleagues in community colleges. Topics include: highlights of the survey and enrollment trends, how faculty members can use the data to advocate for the study of language(s) on their home campus, and the distribution of enrollments by institutional or program type in postsecondary education.

12:45 - 2:00 Lunch provided by CILC

2:00 – 2:35 Applying Open Educational Resources

Moderator: **Alberta Gatti**, CILC

“Expanding Practical Approaches to Teaching with Open Educational Resources (OER) in the Language Classroom”

Laurie Lomask, Borough of Manhattan Community College

“OER or Z? The case of Montgomery College”

Sharon Fechter, Montgomery College

2:40 – 3:30 Pedagogical Applications of Technology

Moderator: **Eric Ketcham**, CILC

“Learning Languages in the Digital Age: Best Practices and Alternatives for Developing Oral Skills and Fostering Student to Student Interactions in Online Instruction”

Silvia Roig, Borough of Manhattan Community College

“Promoting Intercultural Community Competence, Critical-Thinking and Problem-Solving Skills through Virtual Collaborative Learning Partner Projects with College English-Language Learners in China”

Dali Tan, Northern Virginia Community College

“Telecollaboration in the Heritage Language Class: A Tool for Dialectic and Critical Analyses of Latinx Identity”

Aránzazu Borrachero, Queensborough Community College

Coffee Break

3:45 – 4:35 Translation and Interpretation

Moderator: **Aída Martínez-Gómez**, John Jay
College of Criminal Justice

“Teaching Translation for Professional Purposes at
the Community College”

Ana María Hernández, LaGuardia Community
College

María Cornelio, Hunter College

“Court-Interpreter Internship Pilot Program for
Multilingual Students: Challenges and
Accomplishments”

Habiba Boumlik, LaGuardia Community College

Ann Ryan, New York Courts

“Successes of the Medical, Legal and
Community Interpreting Program at Tulsa
Community College”

Rita Weil, Ricarti Group

Tina Peña, Tulsa Community College

4:40 – 5:30 Keynote Address
Speaking Up for Language
Education: It's Everybody's Business

Marty Abbott, Executive Director, ACTFL



What is the role of language educators in the current climate of disruption to the notion of acceptance of those who speak other languages and come from other cultures? How can we equip ourselves not just to survive, but to thrive, during these times? Several national initiatives have provided important tools that language professionals can use to spur students and our expanded communities to speak up, take action, and effect change in order to bridge America's language gap.

5:30 Closing Remarks, Alberta Gatti

Reception to follow

With Special Thanks To:

Valeria Belmonti, Alexander Elinson, Aranzazu Borrachero, Tom Means, Olga Aksakalova, Luisanna Sardu, and Kyoko Toyama for developing and leading pre-conference workshops. Tomonori Nagano and Alex Funk for their commitment to CILC's community college initiatives. Dennis Looney and the talented MLA team who have always been so generous with their time. Michael Rolland for stepping in every time we needed him, and the other CILC research assistants, Miriam Atkin, Tyler Peckenpaugh, and Katie Etingar for their generous dedication to many organizational aspects of the conference. And finally, Danielle Wetmore, the true motor behind all things forum, who always approached the many tasks involved with professionalism, a collaborative spirit, and a positive attitude.

Alberta Gatti, Director &
Eric Ketcham, Assistant Director, CILC

The ADFL is a central resource for the language and literature community in the United States and Canada. ADFL's broad membership base of departments in diverse languages and every type and size of postsecondary institution makes it an ideal context for the examination and articulation of issues confronting the field and the development of fieldwide policy. Approximately one thousand college and university departments are members. They are represented by the chair in association activities.

ADFL
ASSOCIATION OF DEPARTMENTS OF
FOREIGN LANGUAGES

Modern
Language
Association

MLA

The Modern Language Association of America provides opportunities for its members to share their scholarly findings and teaching experiences with colleagues and to discuss trends in the academy. MLA members host an annual convention and other meetings, work with related organizations, and sustain one of the finest publishing programs in the humanities. For more than a century, members have worked to strengthen the study and teaching of language and literature.

The **Center for Integrated Language Communities (CILC)** is a National Language Resource Center that focuses on language education in the community college context, heritage learners, and the use of educational technology to foster intercultural connections. CILC's projects strengthen awareness of and links between linguistic communities, helping American students develop the translanguing and transnational competence necessary to navigate through their many communities.

@CILC_CUNY



Title VI of the Higher Education Act supports sixteen **Language Resource Centers (LRCs)** at US universities, creating a national network of resources to promote and improve the teaching and learning of foreign languages. LRCs create language learning and teaching materials, offer professional development opportunities for teachers and instructors, and conduct and disseminate research on foreign language learning.

The Institute for Language Education in Transcultural

Context (ILETC) supports and promotes the teaching and learning of languages at CUNY. As a research center, ILETC supports projects by language scholars and instructors in the fields of language pedagogy, second language acquisition theory, and translanguing and transcultural communication. As a resource center, ILETC collaborates with the language programs and faculty at CUNY to cultivate opportunities for professional development and promote the production and dissemination of materials for language education. ILETC is supported through university-wide funding, as well as through individual support of Hunter College, Queens College, the College of Staten Island, and the Graduate Center.

@CUNYILETC



The **Graduate Center** is located in the heart of Manhattan and set within the large and multi-campus City University of New York. It fosters advanced graduate education, original research and scholarship, innovative university-wide programs, and vibrant public events that draw upon and contribute to the complex communities of New York City and beyond. Through a broad range of nationally prominent doctoral programs, the Graduate Center prepares students to be scholars, teachers, experts, and leaders in the academy, the arts and in the private, nonprofit, and government sectors. Committed to CUNY's historic mission of educating the "children of the whole people," we work to provide access to doctoral education for diverse groups of highly talented students, including those who have been underrepresented in higher education. @GradCenterNews

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