



# ACTIVE LEARNING for WORLD LANGUAGES: WHERE, WHEN and HOW?

Saturday, January 17, 2015

Class of '49 Auditorium, Second Floor, Houston Hall  
3417 Spruce Street, Philadelphia, PA 19104

## SYMPOSIUM PROGRAM

8:30-9:00	REGISTRATION AND CONTINENTAL BREAKFAST
9:00	WELCOME
	Christina Frei, University of Pennsylvania
9:15-10:15	KEYNOTE PRESENTATION
	<p>Eileen W. Glisan, Indiana University of Pennsylvania</p> <p><b>ACTIVE LANGUAGE LEARNING: ON THE ROLE OF MEANING, INTERACTION, AND NOVELTY</b></p> <p>The talk will treat the concept of "active" language learning in relation to current research in second-language acquisition and brain-based research. Participants will explore three key components that are pivotal for active learning to occur: a meaning-based classroom, engagement of learners in interaction with one another and the community beyond the classroom, and activities and tasks that present "novelty" to stimulate the brain.</p>
10:15-11:15	PRESENTATION
	<p>Christelle Palpacuer Lee, Rutgers University</p> <p><b>LEARNING TO LOOK, LEARNING TO SEE: ADOPTING AN INQUIRY STANCE IN THE WORLD LANGUAGE CLASSROOM</b></p> <p>Lee's presentation delineates the pedagogical potential of dialogic inquiry in the world language classroom and discusses how art and museum visits can facilitate students' active engagement with the target language(s) and culture(s) through portfolios. Preparing world language educators as intercultural mediators in their classrooms requires a critical development of their intercultural gaze which requires opportunities to look at, investigate, and see culture in context (Shrum &amp; Glisan, 2009). Expanding on Kramsch's approach to teaching language and culture as dialogic, Lee's presentation includes an understanding of language acquisition as "dialogic inquiry" (Hall, 2013; Kramsch, 2010).</p>
11:15-11:30	BREAK
11:30-12:30	PRESENTATION via Adobe Connect
	<p>Joshua J. Thoms, Utah State University</p> <p><b>MOVING BEYOND THE LANGUAGE-LITERATURE DIVIDE IN FOREIGN LANGUAGE PROGRAMS: THE USE OF DIGITAL ANNOTATION TOOLS</b></p> <p>In light of the renewed focus on the teaching of language via literary-cultural content in a number of language learning contexts, coupled with the omnipresence of technology in the academic and social lives of our students, this talk will address the use of digital annotation tools in FL learning environments. Similar to e-readers, digital annotation tools allow learners to digitally annotate texts while also making comments that others can collectively read in a virtual space. Thoms will illustrate the ways in which digital annotation tools can be used to promote a social/collaborative reading experience that unites the teaching of language and literature. He frames his talk within a multiliteracies perspective on FL learning and teaching (Allen &amp; Paesani, 2010; Cope &amp; Kalantzis, 2009; Kern, 2000, 2011).</p>



12:30-2:00	LUNCH BREAK
2:00-3:00	PRESENTATION
	<p><b>Lisa Minetti</b>, Columbia University  <b>USING BACKWARD DESIGN PRINCIPLES TO PROMOTE ACTIVE LEARNING</b></p> <p>The talk will explore how faculty use the principles of backward design and effective feedback to deliver outcomes-driven instruction in both face-to-face and hybrid modalities at Columbia University's School of Continuing Education. Participants will examine successful course designs in several oral communications courses, and walk away with a few activity design templates to consider for their own teaching.</p>
3:00-4:00	ACTIVE DISCUSSION
	<p><b>Christina Frei</b>, University of Pennsylvania  <b>Diane Larsen-Freeman</b>, University of Michigan  <b>Nora Lewis</b>, University of Pennsylvania  <b>Lisa Minetti</b>, Columbia University  <b>OUR BURNING QUESTIONS</b></p> <p>Join presenters and Penn educators in a discussion about questions that you posted during your registration or you developed during today's symposium. Engage in an active discussion with each other.</p>
4:00	RECEPTION in Ben Franklin Room, Houston Hall 218

## PRESENTERS



**CHRISTINA FREI** is the inaugural Executive Director of Language Instruction for the School of Arts & Sciences. This position recognizes her deep commitment to the university and the language education community across SAS, Wharton, LPS, The Graduate School of Education and the School of Engineering and Applied Sciences. She is also a member of the Online Learning Faculty Advisory Committee. Since 2009, Frei chairs the Penn Language Center, home of many less commonly taught languages. She currently is co-authoring a textbook for introductory German language and culture, *Augenblicke: German through Film, Media and Texts*, and has received the 2010 SAS Dean's Award for Distinguished Teaching by Affiliated Faculty honoring her application of technology in language education. She studied at the University of California at Davis and received her Ph.D. in German with a Special Emphasis in Second Language Acquisition.



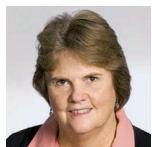
**EILEEN W. GLISAN** is professor of Spanish and Foreign Language Education, where she coordinates the Spanish Education K-12 Program.

She received the distinguished title of University Professor by IUP in 2000–2001. She holds a Ph.D. in Spanish Applied Linguistics/Teaching Methodology from the University of Pittsburgh. In 2004–2005, she was the Distinguished Visiting Professor at the U.S. Air Force Academy in Colorado Springs. Glisan was elected to serve as president of the American Council on the Teaching of Foreign Languages (ACTFL) for 2010, and is directing the ACTFL Research Priorities Project designing to develop and promote a national research agenda in foreign language education.

She is certified by ACTFL as an oral proficiency tester of Spanish and codirected the project that created the ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers, approved by the National Council for Accreditation of Teacher Education in 2002. Glisan was chair of the Northeast Conference on the Teaching of Foreign Languages (NECTFL) in 1997 and president of the Pennsylvania State Modern Language Association in 1992–1994.

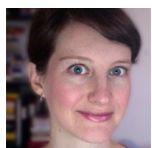
Glisan's areas of research include standards-based instruction, proficiency assessment, listening comprehension, and teacher preparation, having published numerous articles in edited books and scholarly journals such as *The Modern*

Language Journal, Foreign Language Annals, and The Canadian Modern Language Review. She is coauthor of *Teacher's Handbook: Contextualized Language Instruction*, a leading methodology text now in its fourth edition. Glisan was the 1996 recipient of the Anthony Papalia Award for Excellence in Teacher Education, given by ACTFL and the New York State Association of Foreign Language Teachers. She was the recipient of the 2008 Stephen A. Freeman Award given by NECTFL for the best published article on language teaching techniques that appeared in 2006: "The Integrated Performance Assessment (IPA): Connecting Assessment to Instruction and Learning," *Foreign Language Annals* (coauthored). She also received the 2008 Nelson H. Brooks Award for Distinguished Service and Leadership to the Profession, given by NECTFL. In 2012, she received the Frank Mulhern Leadership Award for Outstanding Professional Leadership in World Languages and Cultures by the Pennsylvania State Modern Language Association.



**DIANE LARSEN-FREEMAN** received her Ph.D. in linguistics from the University of Michigan. Following appointments at UCLA and the Graduate SIT Institute (where she remains affiliated as distinguished senior faculty fellow), she returned to the University of Michigan in January 2002 to direct the English Language Institute for six years. She is currently a research scientist emerita at the English Language Institute, as well as a professor of education emerita, a professor of linguistics emerita, and a faculty associate of the Center for the Study of Complex Systems at Michigan. Larsen-Freeman has made presentations in sixty-five countries around the world and is the author of eight books. She was the editor of the journal *Language Learning* for five years.

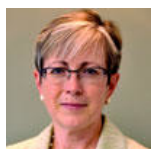
Larsen-Freeman focuses her research and interests on attempting to understand the process of second language acquisition. She also researches English grammar. She regards English grammar not only as a set of structural patterns, but also as an important resource for making meaning and for adapting language appropriately to the communicative context. In addition, she has found that chaos/complexity theory provides new insights into language, its acquisition, and its use. She sees all three as complex, non-linear, dynamic processes. Such a perspective has contributed to her dynamic view of language, which she has applied to teaching grammar, or "grammaring" as she calls it. The approach also acknowledges the individual paths that students chart to second language success and views teaching as fundamentally a process of managing learning.



**CHRISTELLE PALPACUER LEE** is an applied linguist and a world language/EFL educator. She taught French in France, England, India and in the US at different levels and in various institutions before joining the Language Education program at the Graduate School of Education. She is the former director of the French Resource Center, a joint initiative between Rutgers and the French Embassy in New York City.

Her teaching focuses on the preparation of world language, ESL/EFL, and bilingual teachers. Palpacuer Lee believes that learning and teaching a second/foreign language is a creative and transforming sociocultural activity. In line with this philosophy, she has developed a professional development course for teachers of French at the Louvre Museum in Paris, France.

Palpacuer Lee is committed to prepare classroom teachers be effective educators, critical thinkers, and life-long learners.

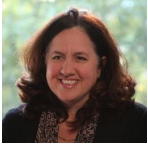


**NORA LEWIS**, appointed Vice Dean for Professional and Liberal Education in 2010, has been a member of the full-time professional staff in the School of Arts and Sciences since 1993. Prior to becoming Vice Dean, she was Executive Director of the College of Liberal and Professional Studies (LPS). She has also served as Executive Director of LPS and interim director of Penn's English Language Programs.

Lewis has 20 years of experience in international higher education. Her responsibilities have included teaching English as a second language, program development and coordination, marketing, recruitment, student services and advising, and general administration. Her publications include journal articles and book chapters on the role of input and interaction in second language acquisition (with Teresa Pica and Lloyd Holliday); on intergenerational approaches to adult literacy and ESL programming (with Gail Weinstein-Shr); and on language planning and policy in the former Soviet republics. Her research interests focus on the role of learner production and feedback in second language acquisition. She is a member of NAFLSA, AACRAO, TESOL, and UPCEA.



Lewis holds a B.A. in English from the College of William and Mary and a Certificate of Advanced Study in Educational Linguistics from the University of Pennsylvania.



**LISA MINETTI** is the Associate Dean of Curriculum Design and Assessment at Columbia University. And as such she leads the instructional design and development of SCE's new and existing programming initiatives, serves on program curriculum committees and the Committee of Instruction, and works closely with the Dean and the Vice Deans to envision and execute faculty development initiatives, integrate technological advances into the teaching and learning environment, and execute school-wide assessment activities. In her role as an adjunct, she teaches a blended course on Oral Communications Skills to international scholars.

Minetti has been engaged for 20 years as an instructor, curriculum designer and program developer at top tier universities in the US. Her professional consultancy work has included the design and management of educational programs in both higher ed and corporate domains, both here and abroad.

For the past eight years, Minetti has been investigating how top tier universities package educational offerings and open educational resources for "non-traditional" audiences of learners, and is especially interested in how the emergence of social media technologies impact teaching and learning. At Penn and Columbia, her work has aimed at the design and assessment of low residency hybrid and online professional master's degrees, post-baccalaureate certificates, and undergraduate courses. Her interests center on the design of new learning platforms and the new pedagogies they require.



**JOSHUA J. THOMS** is an Assistant Professor of Spanish and Applied Linguistics at Utah State University. He received his Bachelors degree in Spanish with a minor in Secondary Education at St. John's University in 1997 and continued on to earn his Masters in Spanish Literature from the University of Iowa in 2003. In 2008, Thoms finished his Ph.D. in Second Language Acquisition at the University of Iowa as well.

His regular courses at Utah State University include undergraduate classes such as The Study of Language and Advanced Spanish Grammar as well as graduate courses for a Masters in the Second Language Teaching Program such as Technology for Language Teaching and Second Language Acquisition.

Thoms' current research interests include classroom discourse in Spanish language and literature classrooms, computer-assisted language learning, and foreign language textbook/materials issues.