

**Session 1****9:30 a.m.– 10:00 a.m.****Using Wikis in Beginning and Advanced Language Instruction***All languages – All Levels*

Wiki technology is an ideal medium to integrate research about a cultural topic and practice writing skills in foreign language classes. The use of a wiki for student class projects has several advantages: a) Students' work serves a real communicative purpose because it has a wider audience than just the teacher. A wiki can be set up to either be accessible to all class members or to the public; b) Wikis foster collaboration and focus on writing as a process. In the different stages of the wiki students give each other feedback on the content and language; and c) Students engage in depth via research on a cultural topic related to the content of the course.

While many instructors are familiar with and use Wikipedia, they are not familiar with a wiki project's pedagogical potential. In addition, in order to be successful a class wiki requires clear instructions tailored to a project and a timeline: who is in charge of which content, which resources to use, how to give feedback and on which aspects (e.g. content and/or language).

In this presentation we will first outline the pedagogical advantages of the use of wikis and provide examples from beginning and advanced language instruction. We will show example set-ups and students' productions from German, French, Russian and Japanese language or culture courses. In addition, we will provide handouts we have developed for instructors (how to set up a wiki) and for students (timeline and expectations). Finally, we will report about the learning outcome for students and provide insights into the problems that came up during the course of the semester.

**Presenters:**

Susanne Rott, Charity Anne Caldwell, Adam Gacs, Michiko Kato, Caitlin Cornell, Ellen McClure, Colleen McQuillen; University of Illinois at Chicago

10:00 a.m. –10:30 a.m.

**Designing Reading-based Writing Tasks for Intermediate Chinese Learners**  
*Chinese – Intermediate*

Learning how to write in Chinese is a slow and often painful process. For most, if not all, learners of the Chinese language, writing is the most difficult skill, taking more time and effort to develop than other three skills, largely due to the difficulty of the Chinese writing system.

When designing intermediate Chinese writing curriculum, bridging the gap between the *transcribing* activities and *composing* activities is the most challenging task. This paper argues that writing prompts that incorporate a reading task can effectively bridge the gap between the two types of writing activities because: (1) by reading texts, students reinforce their Chinese linguistic knowledge (such as new vocabulary, structures and characters); (2) close textual analysis of the writing prompt helps students learn about organizational flow, the use of different discourse devices and Chinese writing conventions that produce cohesive writing; (3) the reading provides background knowledge about the writing assignment especially when the topic is not about students' personal experiences; (4) sometimes, the reading passage can serve as a model of the topic for students to imitate and follow.

When designing such reading-based writing tasks, there are several practical issues that the instructor should consider, such as creating reading materials appropriate for intermediate Chinese learners, guiding students by explicitly directing their attention to various linguistic and discursive features, combining reading-based writing tasks with speaking practice, defining the role of word processing in writing assignments.

During the presentation, sample writing tasks and analyses of students' writing samples will be shared and discussed.

**Presenter:**

Yang Wang, Brown University

10:30 a.m. – 11:00 a.m.

**Navigating between Linguistic Convention and Personal Expression:  
Personal Letter Writing in the Advanced L2 Classroom**

*German – Advanced*

Knowing which linguistic expressions most aptly construe an individual's communicative intentions poses a challenge for advanced L2 learners, who are developing sensitivity to the inherent tension in language between systems of patterns and conventions on the one hand, and variation and distinctiveness on the other. This interplay of 'centripetal' and 'centrifugal' forces (Bakhtin, 1981) can be clearly seen in the socially-constructed framework of genre that represents stable discourse configurations language users draw on to accomplish specific communicative purposes.

In this presentation, I share findings from a contrastive discourse analysis of evaluative features across the *personal letter*, a genre that offers a productive site for observing how linguistic convention and individual expression are negotiated by writers and their contexts. The study draws on 'appraisal analysis' (Martin, 2000; Martin & White, 2005), an analytic framework rooted in Systemic Functional Grammar that accounts for attitudinal values representing feelings, judgments and aesthetic evaluations. Data consist of fictive letters by 9 L1, and 21 advanced L2 writers of German situated within a content-based German language course.

The analysis suggests two different challenges that advanced L2 writers encounter in expressing stance across the personal letter genre: the challenge of 'native-like selection' (Pawley & Syder, 1983) of highly conventionalized evaluative language typically found in the letter's frame, and the challenge of extending one's linguistic palette to include more diverse evaluative forms that meet the high levels of intensity and preciseness of meaning found in the 'body' of the L1 letters. Pedagogical implications with concrete suggestions for addressing these challenges are provided.

**Presenter:**

Cori Crane, University of Illinois at Urbana-Champaign

**Session 2****11:30 a.m. –12:00 p.m.****Writing in a Communicative Context: Exploring Decision-making Processes and Discourse Genres within a Brazilian Cultural Background***Portuguese – Advanced*

In the context of language learning, the task of writing is probably one of the most challenging. It involves skill-getting and skill-using activities and the teacher should know how to bridge the gap between them. Ommagio (1986) points out that a good way to do this is to use continuum writing activities in both ends: to start the process, as taking notes and organizing ideas and thoughts, and to conclude it: writing to accomplish a communicative goal in self-expression.

Discourse analysts observe that communicative activities characterize distinct discourse genres which reveal the *types of interaction inherent to a society* (Maingueneau, 1998). When offering writing activities to second language learners, it is important to place them in a context where a communicative task would be used in a current interaction between native speakers (Cheng, 2007).

With this purpose in mind, I have offered high intermediate students in Portuguese at Northwestern University a simulation-based approach to second language reading and writing instruction. The students performed a dual role: they were journalists who covered Brazil's Carnival in the streets of Salvador, but they also had another important mission: the Abin (Brazilian Intelligence) had hired them to dismantle a gang behind money laundering in the city. In order to accomplish their double mission, they were asked to write according to distinct discourse genres: formal and informal letters, online forums, blogs, newspaper articles and reports to the Abin. With the increase of self-awareness to accomplish their tasks, the students showed improvement in their writing ability.

**Presenter:**

Ana Williams, Northwestern University

12:00 p.m. – 12:30 p.m.

**Collaborative Multimedia Artifacts for Student Portfolios: How Can Wikis Improve Language Learners' Written Work?**

*French – All Levels*

We foreign language instructors all agree that mastering a foreign language is a communicative skill best learned in a context that includes others. Wikis can facilitate the communicative context wherein students of every level of foreign language acquisition can interact meaningfully in the target language and co-produce meaningful artifacts that may be used in a student portfolio designed either to show best work or progress toward fluency.

Wikis do more than merely eliminate scheduling conflicts and add personal accountability to promote teamwork. Wikis can provide a shared storage space for gathered information, become the vehicle and support for multimedia collaborative artifacts, and make such artifacts available to the whole class for discussion and review.

I would like to discuss three group projects designed for first-year, second-year and third-year French students which would be substantively enhanced by Wikis. The first is a virtual move to France. The second is a virtual trip to a Francophone country. The third is a sophisticated four-corners exercise to provide historical context to literary readings.

I will describe my rationale for how I designed the respective assignments and rubrics, and will compare intended learning outcomes with actual learning outcomes. I will argue that Wikis enable foreign language students to engage in a virtually authentic learning experience and to produce high quality written work in the target language.

**Presenter:**

Jennifer Morrissey, North Park University

12:30 p.m. – 1:00 p.m.

**Building Advanced Proficiency: Teaching Methods in a Japanese Essay Writing Course**

*Japanese – Advanced*

ACTFL Writing Proficiency Guidelines (2001) characterize that advanced-level writers possess the ability to write narratives, descriptions, and summaries of a factual nature; to narrate and describe in major time frames, using paraphrase and elaboration to provide clarity, in connected discourse of paragraph length; and to express meaning that is comprehensible to those unaccustomed to the writing of non-natives, primarily through generic vocabulary, with good control of the most frequently used structures.

This “Introduction to Japanese Essay Writing” course aims at developing students’ proficiency towards the ACTFL Advanced Level using “reflective writing—planned and organized writing through rereading, revising, editing, and rewriting (ACTFL Writing Proficiency Guidelines 2001)” of narrative, descriptive, and persuasive essays. Specifically, the students develop their writing skills through native writing sample reading, different types of pre-writing brainstorming activities, multiple draft writing, self and peer editing, grammar and vocabulary reviews, and writing clinics. Throughout the quarter, the students also gain opportunities to observe their own writing processes and writing skills development by creating a writing portfolio in order to develop effective language and writing strategies. At the end of the quarter, the students reflect on their own writing skills development as well as on these learning activities.

This presentation will share sample activities that target developing the advanced-level proficiency outlined in the ACTFL Writing Proficiency Guidelines and discuss student perceptions on the effectiveness of these activities based on the results of the student surveys. It will also address the successes and challenges in designing an effective upper-level writing course.

**Presenter:**

Yumi Shiojima, Northwestern University

**Session 3****2:00 pm – 2:30 pm****Perceptions and Expectations of Feedback by Students and Instructors: A Case Study in Advanced Spanish Writing***Spanish – Advanced*

Our paper will examine the preliminary results of a study of Advanced Spanish Writing students and instructors at Duke University. Our research provides useful data on student and instructor perceptions and expectations with regard to feedback on language usage in L2 writing. As the literature shows, feedback needs to be targeted in order for students to comprehend the input, convert it to intake, and apply it to subsequent output. This investigation sheds light on the perceptions of the efficacy of different types of feedback on language usage, including: spoken and written feedback with/by peers, written feedback in the margins and end notes on the entire essay from the instructor, a targeted sample of the text with coded and underlined feedback on the part of the instructor, face-to-face interaction with the instructor, and recorded spoken feedback from the instructor. The application of our findings will be centered on modifying the perceptions and expectations of L2 students and instructors regarding feedback on writing, in order to improve input, intake, and output at all levels of L2 learning.

**Presenters:**

Joan Clifford, Melissa Simmermeyer, William Villalba; Duke University

**2:30 – 3:00 p.m.**

**Foreign Language Peer Writing Tutors: From Program to Practice**

*All languages – All Levels*

This brief two-part session will review the programmatic development and pedagogical practice of a peer writing tutor program in the Department of Romance Languages & Literatures and the Center for the Study of Languages & Cultures at the University of Notre Dame. Patrick Vivirito will report on the programmatic design and impact of this tutoring variety following a recent program review, while Lance Askildson will report on an ethnographic study of individual tutoring sessions within this program and the interactional routines of negotiating meaning and consciousness-raising that characterize its pedagogical effects. Tentative programmatic and individual outcomes will be reported alongside plans and implications for pilot programs for tutoring via synchronous chat and web-based videoconferencing. Each speaker will limit himself to 10 minutes in order to allow time for questions and discussion.

**Presenters:**

Lance Askildson, Patrick Vivirito; University of Notre Dame

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