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IUP is approved by the Pennsylvania Department of Education as a provider of continuing professional education courses/activities. At the end of the conference, you will receive a letter that verifies your participation in 6 hours of continuing professional education activity. See registration form and our website ([www.iupmethodologyconference.com](http://www.iupmethodologyconference.com)) for important details regarding how to obtain these 6 hours. For weekly updates, please “LIKE” us on Facebook (IUP Methodology Conference on Foreign Language Teaching) and follow us on Instagram.

**To Apply For Act 48 Credit:** Please go to our website and download, print, and fill in the requested information on the **REGISTRATION FORM and the ACT 48 FORM**. Then return BOTH FORMS to the address indicated.

**Important Note:** Conference presenters and attendees who wish to earn 6 hours of Pennsylvania Act 48 continuing professional education credit must submit the Act 48 form and attend the full conference, i.e., the Keynote Address and one session in each of the three session series. Attendance will be verified by a review of the Zoom participant log.

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## KEYNOTE SESSION

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**8:30 – 9:00 a.m. The Parma and London Ballroom**  
**Welcome and Introduction**  
Dr. JL Dassier, Conference Co-Chair

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**IUP Welcome & Opening Remarks**  
Dr. David M. Piper, IUP Senate Chair

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**9:00-10:00 a.m. The Parma and London Ballroom**  
**Keynote Address: “Is Less More?: On Leveraging Our Teaching Practices”**

**Dr. Eileen W. Glisan**  
*Professor Emeritus, Indiana University of Pennsylvania*

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### Conference Planning Committee

Dr. JL Dassier, Conference-Co Chair  
Dr. Sean McDaniel, Conference Co-Chair  
Dr. Vicente Gomis-Izquierdo  
Dr. Christina Huhn  
Dr. Jason Killam  
Dr. Shijuan “Laurel” Liu  
Dr. Charles McCreary  
Dr. Begoña Vilouta-Vázquez

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## SESSION SERIES #1: 10:30 – 11:30 a.m.

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**Parma: “Don’t Take It Out of Context!: Leveraging Foreign Language Teaching Practices”**

The phrase, “You took what I said out of context!” illustrates the pivotal nature of context in communication. This session will examine the high-leverage practice of establishing a meaningful and purposeful context as a first step in backward-design instructional planning. Participants will deconstruct the steps involved in this critical practice.

**Dr. Eileen Glisan**, *Professor Emeritus, Indiana University of Pennsylvania*

**London: “Create a Learning Journey with Nearpod”**

Nearpod helps provide more engaging learning experiences, prompts student-driven learning, and enables teachers to provide diverse resources for students. Discover how to create immersive, interactive learning journeys with Nearpod. Explore resources for creating engaging lessons that expand the boundaries of your classroom, all with one multi-purpose tool. Walk away with lessons to use tomorrow!

**Rachelle Dene Poth**, *Riverview High School*

**Victorian: “Be the Learner During a TPRS Demonstration and Monitor What Facilitates Your Language Acquisition”**

You may have taught using TPR Storytelling, but have you ever stopped to analyze the learners’ experiences? Come put yourselves in the learners’ shoes by participating in a novice-level storytelling either in Japanese or Latin. Share your thoughts about your experience with your colleagues.

**Dr. Junko Yamamoto**, *Slippery Rock University*

**Crystal: “PACE and Processing Instruction: Exploring two unique ways to incorporate grammar in the classroom”**

Would you like to have several valid, studied models for the introduction of grammar in your classroom? In this session, you will learn about PACE and Processing Instruction models, understand how their approaches differ, and have an opportunity to view and interact with lessons created using both approaches.

**Dr. Jason Killam**, *Indiana University of Pennsylvania*

**Mr. Jesse Carnevali**, *Franklin Regional High School*

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**LUNCH BREAK: 11:45 - 12:45 p.m.**

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## SESSION SERIES #2: 1:00-2:00 p.m.

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**Parma: “How do you say QUEER in your target language?”**

As a follow up to a recently published article in the Pennsylvania Language Forum (Fall 2020) on supporting queer students in world language classrooms, this session will dig deeper into ways that language teachers can create truly inclusive classrooms. Topics addressed include common vocabulary and terminology in English as well as other more commonly taught languages, gendered language concerns with trans and gender expansive students, and ways to empower our queer students to find their own voice in their language learning experience.

**Devin Browne**, *Pittsburgh Brashear High School*

**London: “Go Rogue: Creating Chaos to Re-energize Your Classroom!”**

Finding ways to reach all students and effectively implement new strategies and digital tools into the classroom can be overwhelming. It is time to take some risks! Discover ideas for creating a flexible, student-driven learning environment, where students build confidence, relationships, and collaborate in a learning adventure.

**Rachelle Dene Poth**, *Riverview High School*

**Victorian: “Incorporating Discourse Markers in the FL Classroom: A Way to Enrich FL Students’ Discourse”**

Discourse makers such as “bueno” and “me explico” provide two types of information: the speaker’s attitudinal comments and connectivity between utterances. Join us and learn how to help students become pragmatic and competent members and enrich their discourse in the foreign language classroom using pragmatic discourse markers.

**Dr. Marjorie Zambrano-Paff**,

*Indiana University of Pennsylvania*

**Crystal: “Developing the ‘Fifth Skill’: Teaching Translation to Connect Language and Cultural Study”**

This workshop puts translation-related projects using authentic texts at the heart of language learning in the communicative classroom to spark intellectual curiosity and a sense of purpose in language learning, and to integrate language and cultural study. Emphasis on intermediate/advanced levels, but with examples for elementary levels, as well.

**Dr. Lynn E. Palermo**, *Susquehanna University*

**Parma: “Gamifying the IPA with Digital Games and Simulations”**

Experience gamification websites with embedded, authentic artifacts for interpretive activities. Discover and reflect on digital games and simulations around a variety of topics (including social justice issues). Participate in scavenger hunts that promote critical thinking and interpersonal speaking skills. Design your own digital games for presentational tasks. Bring your own technology (BYOT)!

**Dr. Silvina Orsatti**, *University of Pittsburgh at Greensburg*  
**Mrs. Jennifer Bennett Brown**, *Sewickley Academy*

**London: “Pop Culture in the Foreign Language Classroom”**

Interested in developing new ways of engaging your students in learning culture? Using concrete examples from my own teaching and demonstrating how I made it all come together in a cohesive whole, we will review the use of pop culture, analyze various elements to use, and create different teaching units.

**Dr. Vicente Gomis-Izquierdo**,  
*Indiana University of Pennsylvania*

**Victorian: “Writing Across the Curriculum and Proficiency-Based Writing: Making the Connection”**

The Writing Across the Curriculum (WAC) movement focuses on the incorporation of writing in all disciplines, throughout instruction, rather than as a separate skill or process. This session will bring the discussion into the world language classroom and provide participants with a new perspective on the role of writing.

**Dr. Christina Huhn**, *Indiana University of Pennsylvania*

**Crystal: “The UbD Curriculum Framework: Backward Design for Forward-moving Language Proficiency Outcomes”**

The UbD model (Understanding by Design) has been embraced by the Pennsylvania Department of Education. However, most documentation about UbD tends to ignore Foreign Language teachers and their unique concerns. After exploring examples of backward design and UbD as it relates to Foreign Language Education, participants will brainstorm cross-curricular projects to utilize in their schools and beyond.

**Dr. Maggie Broderick**, *Northcentral University*

**REGISTRATION AND DEADLINES**

FULL REGISTRATION FEE: **\$30.00**. Full registration include access to all conference sessions.

FIRST-TIME REDUCED REGISTRATION FEE: **\$20.00**. If you are registering for the **very first time**, you qualify for this one-time offer to benefit from the reduced rate of **\$20.00** for the full conference registration.

STUDENT REGISTRATION FEE: **\$10.00**. If you are a student in a Foreign Language Education/Certification program, please send us a copy of your 2020/2021 student ID card as well as the name and contact information for your advisor, and you will receive full conference registration at the discounted rate of **\$10.00**.

Please note that we are accepting payment either by check mailed to the address below, or by credit card through the conference website.

All registrations, Act 48 forms, and checks/payments must be postmarked **ON OR BEFORE FRIDAY, APRIL 9, 2021**. Please mail to:

**IUP Methods Conference 2021**  
**c/o Michelle Loughner**  
**IUP Research Institute**  
**1179 Grant Street Suite 1**  
**Indiana, PA 15701**

**MAKE CHECKS PAYABLE TO:**  
**IUP RESEARCH INSTITUTE**

In an effort to make each of our workshops as interactive as possible we are limiting the conference to the first 200 participants who register. **All UNPAID registrations as of APRIL 15, 2021, will be CANCELED.** When we receive your registration fee, we will send you an email of confirmation. Payment receipts will be provided at the conference. **Absolutely NO refunds/cancellations after APRIL 15, 2021.**

For more information about the conference, please check our website:

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SPRING METHODOLOGY  
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**FRIDAY, APRIL 16, 2021**

**Virtual Conference**

*Sponsored by:*  
**Department of Foreign Languages**  
**Indiana University of Pennsylvania**

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