

The 7th Annual WashU
*Language
Teaching Fair*

August 21, 2025

WELCOME (2:15-2:40 PM)

Welcome from the Center for Teaching and Learning
Goldberg Formal Lounge, Danforth University Center

Opening Remarks

Meg Gregory, College Writing Program; Elina Salminen, Center for Teaching and Learning

Find Your Fit: Quick Tips for Exploring EdTech for the Language Classroom

Natalie Monzyk, Center for Teaching and Learning

SESSION 1 (2:45-3:40 PM)

Session 1A: Communicative Competence I
Danforth University Center 239

Gamifying Graduate-level Latin Prose Composition

Rebecca Sears, Classics

Teaching Pragmatics through a Speech Act Project: Engaging Students with Real-World Language Use

Chris Meierotto, English Language Programs

Padlet for Integrating Writing Skills: Focusing on Making Inquiries in L2

Taewoong Kim, East Asian Languages and Cultures

Session 1B: Intercultural Competence
Danforth University Center 241

Elevating Advanced Korean Classes: Enhancing Language and Cultural Understanding through Dynamic Interviews

Hea Young Chun, East Asian Languages and Cultures

Developing Intercultural Competence in the Language Classroom

Marisa Barragán-Peugnet, Romance Languages and Literatures

SESSION 2 (3:50-4:45PM)

Session 2A: Communicative Competence II

Danforth University Center 239

Mastering the Art of Sports Broadcasting

Vincent Jouane, Romance Languages and Literatures

Enhancing Communicative Competence through Student-Created Digital Comics in Korean and ESL Classrooms

Jiyoon Lee, East Asian Languages and Cultures; Chris Meierotto, English Language Programs

From ENFP to ISTJ: Customizing the Path to Language Proficiency

Andi Ghaderi, Romance Languages and Literatures

Session 2B: Generative AI & Course Policies

Danforth University Center 241

Key Considerations for Adopting Generative AI Use Policies in a Language Classroom

Anna Cunningham, Center for Teaching and Learning

AI in the Language Classroom: Ethics, Policy, and Student Partnership

Mimi Kim, East Asian Languages and Cultures

The AI-Aware Rubric: Strategies That Reward Student Skill, Not AI Output

Kat Haklin, Romance Languages and Literatures

HAPPY HOUR (4:45-5:30PM)

Goldberg Formal Lounge, Danforth University Center

Join us for a brief happy hour to celebrate the start of the semester!

Language Teaching Fair

PRESENTATION ABSTRACTS

SESSION 1 (2:45-3:40PM)

Session 1A: Communicative Competence I

Danforth University Center 239

Gamifying Graduate-level Latin Prose Composition

Rebecca Sears, Classics

Latin Prose Composition is a required course for graduate students in both the MA and PhD programs in Classics at WashU. Resources for teaching this course are extremely limited and impressively outdated (the standard, and still best, textbook, Bradley's *Arnold*, ultimately dates back to the 1830's!). In order to increase student motivation in this course, I decided to design a roleplay game (*Memento Romane Regere*) to permit students to write their practice sentences and compositions in character, tying their language acquisition and practice to other coursework and knowledge bases in the field. This experiment was successful in some respects—particularly with students who enthusiastically embraced the experimental design of the course—but will require significant changes in others to respond to my observations and student feedback. In particular, I am not certain that students learned more grammar or became better Latinists than in traditional version of the course. I would like to talk about the successes and failures, and how it can be difficult to challenge student expectations for a course.

Teaching Pragmatics through a Speech Act Project: Engaging Students with Real-World Language Use

Chris Meierotto, English Language Programs

This interactive session presents the Speech Act Project, a pragmatics-based teaching activity used in an English communication course for international graduate students and postdocs. The project deepens students' understanding of how language functions in real-world contexts by engaging them in the study of speech acts, such as requests, invitations, refusals, apologies, complaints, compliments and compliment responses, and warnings, through a combination of literature review, real-world data collection, and analysis. Designed to support students' intercultural communication and overall communicative competence, the project culminates in a capstone presentation in which students define a specific speech act, analyze its use, provide authentic examples, and lead practice activities. Session participants will gain practical strategies, adaptable resources, and guidance on scaffolding the activity, addressing intercultural dimensions, and balancing analytical and productive components.

Session 1A continued: Communicative Competence I

Padlet for Integrating Writing Skills: Focusing on Making Inquiries in L2

Taewoong Kim, East Asian Languages and Cultures

Formulating meaningful questions in the target language is a key skill required to reach Intermediate-level proficiency (ACTFL Proficiency Guidelines, 2024). This session shares how the presenter has utilized the web-based tool Padlet to integrate writing skills with question creation as part of a one-minute speech activity. In a second-level modern Korean class, while one student delivered a one-minute speech, the other students were prompted to use Padlet as an electronic scratch paper to write and post questions relevant to the speech. These e-scratch paper entries were shared with peers in real time, enabling students to later pose their questions orally in class. Students reported that using Padlet offered a valuable space to brainstorm, practice, and actively engage with the target language. This presentation will include a detailed description of the activity design as well as samples of student work.

Session 1B: Intercultural Competence

Danforth University Center 241

Elevating Advanced Korean Classes: Enhancing Language and Cultural Understanding through Dynamic Interviews

Hea Young Chun, East Asian Languages and Cultures

This presentation aims to introduce examples of interview-based lessons focused more on the Communities component of the 5C (World Readiness Standards for Learning Languages) framework, which were conducted with advanced-level students. It will examine two cases of utilizing interview activities: one where students practice job interviews with Korean companies they might encounter in actual Korean society, and another where students learn about the history of Korean immigrants in the United States over the past 60 years through interviews with local Korean immigrants.

Developing Intercultural Competence in the Language Classroom

Marisa Barragán-Peugnet, Romance Languages and Literatures

What does this mean? Why is it important? How does one incorporate intercultural competence into the language learning classroom? This presentation will share a few ideas on how to incorporate Intercultural Competence into the language learning classroom.

Session 2A: Communicative Competence II

Danforth University Center 239

Mastering the Art of Sports Broadcasting

Vincent Jouane, Romance Languages and Literatures

In this activity (used in my advanced 'Sports and Society' French course) students will play the role of sports broadcasters and will provide oral commentaries of a specific sporting event on TV. I will show the different steps necessary to achieve this goal, including acquiring vocabulary and expressions related to a specific sport, using a descriptive and informative language, and finding a voice that will convey the emotions of a live sporting event.

Enhancing Communicative Competence through Student-Created Digital Comics in Korean and ESL Classrooms

Jiyoon Lee, East Asian Languages and Cultures; Chris Meierotto, English Language Programs
This presentation examines the use of student-created digital comics as a tool to support communicative competence in Korean and ESL classrooms. By designing comics with online platforms, students practice vocabulary development, discourse organization, and pragmatic language use in contextually rich and creative ways. Digital comics require learners to construct dialogue, sequence interactions, and convey meaning visually and linguistically, reinforcing their ability to communicate effectively. This multimodal task engages students in organizing conversations, using appropriate speech acts, and incorporating cultural references which are key components of communicative competence. It also promotes deeper engagement and ownership over language production. Participants will explore a range of free, user-friendly digital tools for comic creation and view classroom examples illustrating how this approach fosters language development across multiple dimensions. The presentation will also share practical strategies for integrating comics into curriculum and assessment, including scaffolding techniques and evaluation criteria aligned with communicative goals. Ultimately, this session demonstrates how comics can make language learning more interactive, personalized, and meaningful, thus helping students apply their linguistic knowledge in ways that reflect authentic communication.

From ENFP to ISTJ: Customizing the Path to Language Proficiency

Andi Ghaderi, Romance Languages and Literatures

This presentation explores how personality type influences language learning strategies and outcomes. Students will take an online MBTI-style test, then complete an initial speaking and writing task. Using their personality profiles, we'll identify patterns in problem areas and offer tailored feedback during office hours. These meetings will serve both as targeted language coaching and as a welcoming space where students feel supported, fostering both proficiency and a sense of belonging.

Session 2B: Generative AI & Course Policies

Danforth University Center 241

Key Considerations for Adopting Generative AI Use Policies in a Language Classroom

Anna Cunningham, Center for Teaching and Learning

Clear and thoughtful syllabus policies are more important than ever as generative AI tools become increasingly embedded within the educational landscape. Whether you choose to allow students to use AI, prohibit its use, or are looking for something between, thoughtful design and transparent communication of your policy is key. In this session, we will explore options and considerations for the range of possibilities along the AI use spectrum so that all participants are able to start the semester with confidence and clarity.

AI in the Language Classroom: Ethics, Policy, and Student Partnership

Mimi Kim, East Asian Languages and Cultures

As generative AI tools rapidly enter language learning spaces, instructors face new opportunities and challenges in balancing innovation with ethical, equitable, and culturally informed teaching. This presentation shares a collaborative model for co-creating classroom AI guidelines with students—aligning institutional policies with course-specific needs. Drawing on practical examples from the language class, it addresses topics such as academic integrity, bias and misinformation, accessibility, and the evolving role of teachers in the AI era.

The AI-Aware Rubric: Strategies That Reward Student Skill, Not AI Output

Kat Haklin, Romance Languages and Literatures

As generative AI becomes an increasingly common tool, traditional grading rubrics risk rewarding AI-generated output rather than original language use. This round table presentation will explore practical strategies for adapting rubrics to both reinforce meaningful skill development and address the realities of AI's influence in the classroom. Drawing from experience in the university-level French classroom, I will share examples of how rubric criteria can be reframed to emphasize skills where AI falls short, integrate reflective components, and assess competencies that AI cannot easily replicate. Participants will leave with adaptable rubric strategies and fresh ideas for aligning grading criteria with evolving learning goals, no matter how restrictive, integrative, or exploratory their AI policy may be.