

## **Richard Donato**

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Pittsburgh, PA 15260  
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**Department of Teaching, Learning, and Leading**  
**School of Education**  
Foreign Language Education

**Secondary Appointments**  
Department of French and Italian  
Department of Linguistics  
Department of Hispanic Languages and Literatures

### **EDUCATION**

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|------|-------|--|
| 1988 | Ph.D. | University of Delaware, Department of Linguistics  |
| 1982 | M.A.  | University of Delaware, Department of Foreign Languages and Literatures, French Literature                     |
| 1972 | B.A.  | University of Delaware, Department of Foreign Languages and Literatures, French and Foreign Language Education |

### **PROFESSIONAL EXPERIENCE**

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|--------------|---|
| 2014-present | <i>Professor</i> , Department of Teaching, Learning, and Leading, University of Pittsburgh  |
| 2008-2020    | <i>Chair</i> , Department of Instruction and Learning, University of Pittsburgh (renamed the Department of Teaching, Learning, and Leading in 2020) |
| 1994-2014    | <i>Associate Professor</i> , Department of Instruction and Learning, University of Pittsburgh   |
| 1994-1997    | <i>Associate Chair</i> , Teacher Education, Department of Instruction and Learning, University of Pittsburgh  |
| 1989-1994    | <i>Assistant Professor</i> , Department of Instruction and Learning, University of Pittsburgh   |
| 1988-1989    | <i>Assistant Professor of French</i> , Department of Modern Languages, Loyola University, Maryland.   |

- 1985-1987 *Supervisor of Student Teaching in Foreign Languages*, Department of Linguistics, University of Delaware
- 1985-1986 *Director, Summer College for High School Students and Summer Foreign Language Camps*, Office of Special Sessions, University of Delaware
- 1982-1985 *Lecturer in French and Assistant Director of Student Teaching in Foreign Languages*, Department of Languages and Literatures, University of Delaware
- 1972-1981 *French Teacher*, St. Mark High School, Wilmington, Delaware

### HONORS AND AWARDS

- 2019 The Pennsylvania State Modern Language Association Frank Mulhern Award for *Outstanding Professional Leadership in World Languages and Cultures*. October 26, 2019
- 2016 *Provost's Award for Excellence in Research Mentoring* University of Pittsburgh
- 2006 & 1997 *The American Council on the Teaching of Foreign Languages/ Modern Language Journal Paul Pimsleur Award* for research in foreign language education (two-time winner).
- 2004 *Freeman Award* for best article published in 2002 on foreign language teaching.
- 2003 *Edouard Morot-Sir Pedagogical Prize* by the Institut Français de Washington for the best article on the teaching of French language, literature, and culture published in the *French Review* in 2002.
- 2001 Pre-conference workshop (full day) entitled 'Teachers as researchers: Re-seeing learning, re-thinking practice' selected as 'The Best of ACTFL 2001' (see National Conferences).
- 1999 Nominated for the *Modern Language Association Mildenerger Prize* for a journal article in the field of teaching foreign languages and literatures.
- 1996 Pennsylvania State Modern Language Association *Teacher of the Year Award*.
- 1986 Delaware Council on Teaching Foreign Languages *Teacher of the Year Award*.

## EDITORIAL & ADVISORY BOARDS

- 2019 – present *Language and Sociocultural Theory*, editorial board.
- 2016 – 2017 Center for Advance Language Proficiency and Research (CALPER), Penn State University, advisory board member.
- 2014 – present *Studies in Chinese Learning and Teaching*, editorial board.
- 2012 – present *Journal of English Studies*, Thammasat University, Thailand, editorial board
- 2012-present *PASSA* (trans. *Language*), Chulalongkorn University, Thailand, editorial board (re-appointed in 2020).
- 2012-present *E-Journal for Researching Teachers*, Chulalongkorn University. Thailand, editorial board.
- 2011 – 2015 Young Scholars of Western Pennsylvania Charter School, advisory board member.
- 2005-2015 The UCLA Language Materials Project, advisory board member.
- 2002-present *Critical Inquiry in Language Studies: An International Journal*, editorial board.
- 1997-2012 *Modern Language Journal*, editorial board.

## GRANTS

- Donato, R. Title XI National Resource Center grant. In partnership with The Pennsylvania State University. *Center for Advanced Language Proficiency Education and Research*, 2018 – 2022, \$134,385.
- Donato, R. (Co-principal investigator with G. R. Tucker). *Language, Literacy and the Early Foreign Language Learner: Foundations for Advancing Proficiency*. US Department of Education, Title VI International Research and Studies Program, July 1, 2005-June 30, 2007, \$119,250.00.
- Donato, R. (Co-principal investigator with G. R. Tucker). *Literacy and Early Language Learning: Acquisition and Assessment*. US Department of Education, Title VI International Research and Studies Program, July 2002-June 2004, \$91,925.00.
- Donato, R. (Co-principal investigator with G. R. Tucker). *Assessing a Japanese FLES Program Over Time: Preparation and Articulation*. US Department of Education, Title VI International Research and Studies Program, July 2000-June 2002, \$71,900.

- Donato, R. (Co-principal investigator with G. R. Tucker). *Teaching Japanese to Young Students: The Falk Experience*. The Freeman Foundation, March 2000, \$15,000.
- Donato, R. (Co-principal investigator with G. R. Tucker). *Assessing a Japanese FLES Program in Light of the Foreign Language National Standards: Ambiance and Achievement*. US Department of Education, Title VI International Research and Studies Program, July 1997-June 1999, \$58,063.00.
- Donato, R. (Project director). *Enhancing the Intermediate French Curriculum with Authentic Video*. College of Arts and Science, University of Pittsburgh, Curriculum Enhancement Grant, 1997, \$1000.00
- Donato, R. (Co-principal investigator with G. R. Tucker). *Monitoring and Evaluating an Innovative Japanese FLES Program*. US Department of Education, Title VI International Research and Studies Program, July 1996-June 1997, \$29,000
- Donato, R. (Co-principal investigator with G. R. Tucker). *Implementation and Evaluation of an Innovative Japanese FLES Program*. US Department of Education, Title VI International Research and Studies Program, July 1994-June 1996, \$50,305.00.
- Donato, R. (Project director). *Teaching Francophone West African Literature in the Undergraduate French Curriculum*. The Hewlett International Small Grants, Sept. 1994-August 1995, \$1000.00
- Donato, R. (Project director). *Language Education Seminar/Action Research Project: The Egyptian Peace Fellow Program*, The Egyptian Government and the University of Pittsburgh Institute for International Studies in Education, Sept. 1993-April 1994, award to IISE, University of Pittsburgh, (amount unknown).
- Donato, R. (Co-director of project with T. Fall and R. Gaal). *Teaching Authentic Children's Francophone West African Literature in a Cultural Context*. The National Endowment for the Humanities, 1992, \$100,000.00 award to Pittsburgh Public Schools.
- Donato, R. (Co-principal investigator with B. Adair-Hauck). *An Investigation into Grammar Explanation and the Learner's Zone of Proximal Development in Foreign Language Learning*. The University of Pittsburgh Faculty Research Grant, School of Education, 1991, \$1000.00

## PUBLICATIONS

### Books

#### 2021

Glisan, E. & Donato R. (2021) *Enacting the work of foreign language instruction: High leverage teaching practices*, Volume II. Alexandria, VA: ACTFL.

#### 2017

Glisan, E. & Donato, R. (2017). *Enacting the work of language teaching: High leverage teaching practices*. Alexandria, VA: ACTFL.

#### 2010

Donato, R., & Tucker, G. R. (2010). *A tale of two schools: Developing sustainable foreign language programs*. Clevedon, UK: Multilingual Matters.

#### 1994

Donato, R., & Terry, R. M. (Eds.). (1994). *Foreign language learning: The journey of a lifetime*. Lincolnwood, IL: National Textbook Company.

### Edited Journal

#### 2012

Glisan, E., & Donato, R. (Guest Eds.). (July, 2012). *Special issue of Foreign Language Annals, Research Priorities in Foreign Language Education*.

### Articles and Chapters

(\*Refereed publication)

#### In press (2022)

Donato, R. (in press). Foreword. In D. Zhang & R. T. Miller (Eds). *Crossing Boundaries in Researching, Understanding, and Improving Language Education: Essays in Honor of G. Richard Tucker*. Springer Publishing.

Donato, R. & van Compernelle, R. A. (in press). Toward a synthesis of concept-based instruction: The role of praxis. In van Compernelle, R. A. (Ed.), *Concept-based instruction: Principles and classroom applications*. Amsterdam: John Benjamins.

**2020**

\*Fernandez, L & Donato, R. (2020). Interacting with SCOBAs in a genre-based approach to Italian as a foreign language. *Language and Sociocultural Theory*, 7(1), 33-59.

**2018**

\*Donato, R. & Davin, K. (2018). The Genesis of classroom discursive practices as history-in-person processes, *Language Teaching Research*, 22(6), 739 – 760.

Donato, R. & Davin, K. (2018). History-in-Person: Ontogenesis and the professional formation of language teachers. In J. P. Lantolf, M. E. Poehner, & M. Swain (Eds.), *Handbook of sociocultural theory and second language learning* (457-471). New York, NY: Routledge, Taylor and Francis Group.

\*Davin, K.J., Chavoshan, I., & Donato, R. (2018). All your teachers are there when you teach. *System*, 72, 139-150. <https://doi.org/10.1016/j.system.2017.12.001>

**2017**

Glisan, E. W., & Donato, R. (2017). Effective foreign language teaching: Broadening the concept of content knowledge: A response to Kissau and Algozzine. *Foreign Language Annals*, 50: 821-828.

Donato, R. (2017). Foreign language teacher development: What's does identity have to do with it? In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 24-30). New York, NY: Routledge, Taylor & Francis Group.

**2016**

Donato, R. (2016). Sociocultural theory and content-based foreign language instruction: Theoretical insights on the challenge of integration. In L. Cammarata (Ed.), *Content-based foreign language teaching: Curriculum and pedagogy for developing advanced thinking and literacy skills* (pp. 25-50). New York, NY: Routledge, Taylor & Francis Group.

Curtain, H., Donato R., & Gilbert V. (2016). Elementary school foreign language programs in the United States:. In S. Berbeco (Ed.), *Foreign language education in America: Perspectives from K-12, university, government, and international learning* (pp. 19-41). London: Palgrave Macmillan.

Donato, R., & Adair-Hauck, B (2016). PACE: A story-based approach for dialogic inquiry about form and meaning. In J. Shrum & E. Glisan (Authors), *Teacher's handbook: Contextualized foreign language instruction* 5th ed. (pp. 206 – 230). Boston, MA: Cengage Learning.

**2015**

Donato, R. (2016). The Learner: Setting the stage for language. In H. Curtain & C. A. Dahlberg (Authors), *Language and learners making the match: World language instruction in K-8 classrooms and beyond* (pp. 1-28). Boston, MA: Pearson.

Donato, R., Tucker, G. R., & Hendry Annegan, H. (2015). Developing professional identities in applied linguistics: From doctoral study to professional practice. In Y. L. Cheung, S. B. Said, & K. Park (Eds.), *Advances and current trends in language teacher identity research* (pp. 217-234). London, UK: Routledge.

**2013**

Donato, R. (2013). Writing for Publication, *PASAA*, 46, 1-10. Retrieved from <http://www.culi.chula.ac.th/Publicationonline/files/article/PcXvO1b6fjMon113542.pdf>

\*Trojan, F., Davin, K., & Donato, R. (2013). Exploring a practice-based approach to teacher education: A work in progress. *Canadian Modern Language Review*, 69(2), 154-180.

\*Davin, K., & Donato, R. (2013). Student collaboration and teacher-directed classroom dynamic assessment: A complementary pairing. *Foreign Language Annals*, 46(1), 5-22.

**2012**

\*Trojan, F.J., Davin, K., Donato, R., & Hellmann, A. (2012). Integrated performance assessment (IPA) in an elementary school Spanish program. *Association for Childhood Education International: Focus on the Elementary*, 24(3), 1-5.

\*Herazo, J. D., & Donato, R. (2012). Making meaning in interaction: Researching the connection between professional development and teacher practice. In B. Yoon & H. K. Kim (Eds.), *Teachers' roles in second language learning: Classroom applications of sociocultural theory* (pp. 19-40). Charlotte, NC: Information Age Publishing.

Donato, R. (2012). Biography of G. R. Tucker. In C. Chapelle (Ed.), *Encyclopedia of applied linguistics*. Oxford, UK: John Wiley-Blackwell.

**2011**

\*Davin, K., Trojan, F., Donato, R., & Hellman, A. (2011). Research on the integrated performance assessment in an early foreign language program. *Foreign Language Annals*, 44(4), 605-625.

\*Trojan, F., Davin, K., & Donato, R. (2011). A step by step guide to IPA implementation in FLES programs. *The Language Educator*, 6(4), 47-51.

**2010**

Adair-Hauck, B., & Donato, R. (2010). Using a story-based approach to teach grammar. In J. Shrum & E. Glisan (Authors), *Teacher's handbook: Contextualized foreign language instruction* (4th ed.) (pp. 216–243). Boston, MA: Heinle Cengage Learning.

**2009**

\*Mitsui, A., Haxhi, J., Donato, R., & Tucker, G. R. (2009). Introducing writing activities into the Japanese-as-a-foreign-language (JFL) classroom: A teacher-researcher collaboration. *The Northeast Conference Review*, 64, 5-17.

\*Donato, R. (2009). Teacher education in the age of standards of professional practice. *Modern Language Journal*, 93(2), 267-270.

**2007**

\*Donato, R., & Tucker, G. R. (2007) K-12 language learning and foreign language education policy: A school-based perspective. *Modern Language Journal*, 91(2), 256-258.

\*Mitsui, A., Donato, R., & Tucker, G. R. (2007). What can you remember? Recall of Japanese after a one-year hiatus. *Learning Languages*, 12(2), 8 – 12.

\*Pessoa, S., Hendry, H., Donato, R., Tucker, G. R., & Lee, H. (2007). Content-based instruction in the foreign language classroom: A discourse perspective. *Foreign Language Annals*, 40(1), 102-121.

**2006**

\* Sapienza, B. A., Donato, R., & Tucker, G. R. (2006). Learning a “second” foreign language: A district-wide foreign language program reaches the middle school. *The Language Educator*, 1(5), 24-27.

**2005**

Dominguez, R., Tucker, G. R., & Donato, R. (2005). Documenting curricular reform: Innovative foreign language education in elementary school. In P. Bruthiaux, D. Atkinson, W. G. Eggington, W. Grabe, & V. Ramanathan (Eds.), *Directions in applied linguistics, essays in honor of Robert B. Kaplan* (pp. 56-71). Clevedon, UK: Multilingual Matters.

\*Mitsui, A., Morimoto, Y., Tucker, G. R., & Donato, R. (2005). “Intelligent” errors: Kanji writing as meaning making for Japanese FLES learners. *Learning Languages*, (11)1, 5-14.

Adair-Hauck, B., Donato, R., & Cumo- Johanssen, P. (2005). Using a story-based approach to teach grammar. In J. Shrum & E. Glisan (Authors), *Teacher's*



*handbook: Contextualized foreign language instruction* (3rd ed.) (pp. 189 – 213). Boston, MA: Thomson Heinle.

## **2004**

Donato, R. (2004). Aspects of collaboration in pedagogical discourse. In M. McGroarty (Ed.), *Annual review of applied linguistics: Advances in language pedagogy* (pp. 284-302). West Nyack, NY: Cambridge University Press.

\*Glisan, E., & Donato, R. (2004). "It's not just a matter of time": A response to Rifkin. *Foreign Language Annals*, 37(3), 470-476.

\*Donato, R., & Brooks, F. (2004). Literary discussion and advanced speaking functions: Researching the (dis)connection. *Foreign Language Annals*, 37(2), 183-199.

\**Recipient of the MLJ/ACTFL Paul Pimsleur award for research in foreign language education.*

## **2003**

\*Kinen, K., Donato, R., Tucker, G.R., & Igarahsi, K. (2003). Looking across time: Documenting middle school Japanese FLES students' attitudes, literacy, and oral proficiency. *Learning Languages*, 8(2), 4-10.

Tucker, G. R., & Donato, R. (2003). Implementing a district-wide foreign language program: A case study of acquisition planning and curricular innovation. In D. Tannen & J. E. Alatis (Eds.), *Georgetown University Roundtable on Languages and Linguistics: 2001. Linguistics, language, and the real world: Discourse and beyond* (pp. 178-193). Washington, DC: Georgetown University Press.

## **2002**

\*Wudthayagor, J., Donato, R., Tucker, G. R., & Igarashi, K. (2002). Self-assessment and the early language learner. *The Journal of Research Methodology*, 15 (3), 387-409.

\* Adair-Hauck, B., & Donato, R. (2002a). The Pace model: A story-based approach to meaning and form for standards-based language learning. *The French Review*, 76(2), 265-276.

\* *Recipient of the Freeman Award for best article in 2002 on foreign language teaching.*

\* *Recipient of the Edouard Morot-Sir Pedagogical Prize by the Institut Français de Washington for best published article in 2002 on the teaching of French language, literature, or culture published in the French Review.*

\*Adair-Hauck, B., & Donato, R. (2002b). The Pace model: Actualizing the standards through storytelling: "Le bras, la jambe et le ventre." *The French Review*, 76(2), 278-296.

\*Igarashi, K., Wudthayagorn, J., Donato, R., & Tucker, G. R. (2002). What does a novice look like: Describing the grammar and discourse of young learners of Japanese. *The Canadian Modern Language Review*, 58(4), 526-554.

Donato, R. (2002). Building knowledge, building leaders: Collaborating for research and change. In L. Wallinger (Ed.), *Teaching in changing times: The courage to lead* (pp. 89-119). Boston, MA: McGraw Hill.

### 2001

Tucker, G. R., Donato, R., & Murday, K. (2001). The genesis of a district-wide FLES program: A collaborative achievement. In R. L. Cooper, E. Shohamy, & J. Walters (Eds.), *New perspectives and issues in educational language policy: In honor of Bernard Dov Spolsky* (pp. 235-259). Philadelphia, PA: John Benjamins.

### 2000

\*Antonek, J. L., Donato, R., & Tucker G. R. (2000). Differential linguistic development in elementary school Japanese language learners. *Canadian Modern Language Review*, 57(2), 325-351.

\*Donato, R., Tucker, G. R., Wudthayagorn, J., & Igarashi, K. (2000). Attitudes, achievements, and instruction in the later years of FLES. *Foreign Language Annals*, 33(4), 377-393.

McCormick, D., & Donato, R. (2000). The discourse of teacher questions as scaffolding in an integrated ESL classroom, In J. Kelly Hall & L. Verplaeste (Eds.), *The development of second and foreign language learning through classroom interaction* (pp. 183-201). Mahwah, NJ: Lawrence Erlbaum Associates.

Donato, R. (2000). Sociocultural contributions to understanding the foreign and second language classroom. In J. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 29-52), Oxford, UK: Oxford University Press.

Adair-Hauck, B., Donato, R., & Cumo, P. (2000). Using a story-based approach to teach grammar. In J. Shrum & E. Glisan (Authors), *Teacher's handbook: Contextualized foreign language instruction* (2nd ed.). Boston, MA: Heinle and Heinle.

### 1999

\*Tucker, G. R., & Donato, R. (1999). Designing and implementing an innovative foreign language program: Reflections from a school district-university partnership. *Learning Languages*, 4(2), 4-12.

### 1998

\*Tucker, G. R., & Donato, R. (1998). Designing and implementing an innovative foreign language program: Reflections from a school district-university partnership. *Studia Angelica Posnaniensia*, 33, 451-462.

\*Forman, E., McCormick, D., & Donato, R. (1998). Learning what counts as a mathematical explanation. *Linguistics and Education*, 9(4), 313 – 339.

Donato, R. (1998). Assessing the foreign language abilities of the early language learner. In M. Met (Ed.), *Critical issues in early second language learning* (pp. 169-197), Glenview, IL: Scott Foresman-Addison Wesley.

### 1997

\*Brooks, F., Donato, R., & McGlone, V. (1997). When will they say it right? Understanding learner discourse during collaborative tasks. *Foreign Language Annals*, 30(4), 524-541.

\*Antonek, J. L., Mc Cormick, D., & Donato, R. (1997). The student teacher portfolio as autobiography: Developing a professional identity. *Modern Language Journal*, 81(1), 15-27.

*\*Nominated by the Modern Language Journal for the MLA Mildenerger Prize for a journal article in the field of teaching foreign languages and literatures.*

### 1996

\*Donato, R., Antonek, J. L., & Tucker, G. R. (1996). Documenting a Japanese FLES program: Ambiance and achievement. *Language Learning*, 46(3), 497-528.

*\*Recipient of the MLJ/ACTFL Pimsleur award for research in foreign language education.*

\*Tucker, G. R., Donato, R., & Antonek, J. L. (1996). Documenting growth in a Japanese FLES program. *Foreign Language Annals*, 29(4), 539-550.

### 1995

Tucker, G. R., & Donato, R. (1995). Developing a research component in a teacher education program. In J. E. Alatis (Ed.), *Georgetown University Roundtable on Languages and Linguistics: 1995. Linguistics and the education of language teachers: Ethnolinguistic, psycholinguistic, and sociolinguistic aspects* (pp. 453-469). Washington, DC: Georgetown University Press.

\*West, M., & Donato, R. (1995). Stories and stances: Cross-cultural encounters with African folk tales. *Foreign Language Annals*, 28(3), 392-405.

\*Antonek, J. L., Tucker, G. R., & Donato, R. (1995). Interactive homework: Creating connections between home and school. *Mosaic*, 2(3), 2-10.

### 1994

\*Adair-Hauck, B., & Donato, R. (1994). Foreign language explanations within the zone of proximal development. *The Canadian Modern Language Review*, 50(3), 532-557.

\*Antonek, J. L., Donato, R., & Tucker, G. R. (1994). Japanese in the elementary school: Description of an innovative Pittsburgh program. *Mosaic*, 2(2), 5-9.

\*Brooks, F., & Donato, R. (1994). Vygotskian approaches to understanding foreign language learner discourse. *Hispania*, 77(2), 262-274.

Donato, R. (1994). Collective scaffolding. In J. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language acquisition research* (pp 33-56). Norwood, NJ: Ablex Publishers.

\*Donato, R., Antonek, J. L., & Tucker, G. R. (1994). A multiple perspective analysis of a Japanese FLES program. *Foreign Language Annals*, 27(3), 365-378.

\*Donato, R., & McCormick, D. (1994). A sociocultural perspective on language learning strategies: The role of mediation. *Modern Language Journal*, 78(4), 453-464.

Adair-Hauck, B., Donato, R., & Cumo, P. (1994). Using a whole language approach to teach grammar. In J. Schrum & E. Glisan (Authors), *Teacher's handbook: Contextualized foreign language instruction* (pp. 90-111). Boston, MA: Heinle & Heinle Publishing.

### **1993**

Gaal, R., Donato, R., & Fall, T. (1993). *Legends and language learning: Bringing Africa to the French classroom*. Pittsburgh, PA: Pittsburgh Public Schools and the University of Pittsburgh, (nationally distributed K-8 unit plans).

### **1992**

\*Donato, R., & Adair-Hauck, B. (1992). Discourse perspectives on formal instruction. *Language Awareness*, 1(2), 73-89.

### **1991**

\*Savova, L., & Donato, R. (1991). Group activities in the language classroom. *English Language Teaching Forum*, 24(2), 12-15.

### **1990**

\*Donato, R., & Lantolf, J. P. (1990). Dialogic origins of L2 monitoring. In L. F. Bouton & Y. Kachru (Eds.), *Pragmatics and Language Learning, Vol. 1*, (pp. 83-98).

### **1985**

\*Donato, R. (1985, January). Increasing interaction in the foreign language classroom. *American Association of Teachers of French National Bulletin*, 10(3), 12.

**1984**

Donato, R., & Coen, D. (1984). A study of the effectiveness of the language laboratory and computer-assisted learning in the foreign language classroom. In J. Lantolf & A. Labarca (Eds.), *Delaware language symposium series IV*. Norwood, NJ: Ablex Publishers.

**1983**

\*Donato, R. (1983, November). Communicative activities from poetry. *American Association of Teachers of French National Bulletin*, 10(2), 18.

**MEDIA**

Donato, R. & Glisan, E. (May 15, 2021). From deconstruction to reconstruction: High-leverage teaching practices. (One hour webinar for ACTFL Research SIG, 100+ participants).

Donato, R. (March 25, 2021) Integrating language and culture in world language education. (One-hour webinar for Vista Higher Education Publishing, 130 participants, recorded for viewing).

Glisan, E. & Donato, R. (June 14, 2017). Enacting the work of language teaching: High leverage teaching practices. (One-hour live webinar for ACTFL, 100 participants, recorded for viewing by membership).

Donato, R. (2004). *Teaching foreign languages K-12 workshop: Connecting standards, research, and practice*. [Roundtable discussion leader for 8 video sessions]. WGBH Educational Foundation/ Annenberg/CPB. Retrieved from: <http://www.learner.org/workshops/tfl/>

**OTHER PUBLICATIONS**

Donato, R. (2014, Spring). Foreign language learning in the elementary grades: Research on school district acquisition planning, *AERA Second Language Research SIG Newsletter*, 9-11.

Bernstein-Danis, T., & Donato, R. (2011, Winter). Preparing teachers to work with English language learners. *School of Education Magazine*, Pittsburgh, PA: University of Pittsburgh.

Donato, R. (2010, 2004, 2002, 1994). Talk scores: A tool for assessing small group interaction. In J. Shrum & E. Glisan (Authors), *Teacher's handbook: Contextualized foreign language instruction*. Boston, MA: Cengage Heinle.

- Donato, R. (May, 2003). Action research: Re-seeing learning and re-thinking practice in the LOTE [Languages other than English] classroom. *LOTE CED Communiqué*, 8, 1-19. Retrieved from <http://www.sedl.org/loteced/communiqué/n08.html>
- Donato, R. (December, 2003). Action research. *Eric Digest*, EDO-FL-03-08. Retrieved from [http://www.cal.org/resources/digest/digest\\_pdfs/0308donato.pdf](http://www.cal.org/resources/digest/digest_pdfs/0308donato.pdf)
- Tucker, G. R., & Donato, R. (2001). Implementing a district-wide foreign language program: A case of acquisition planning and curricular innovation. *Eric Digest*, EDO-FL-01-03. Retrieved from <http://www.cal.org/resources/digest/0103implement.html>
- Donato, R., & Ntal-l'Mbirwa, A. (1997). *L'Utilisation des contes pour l'apprentissage d'une langue étrangère* [Use of stories for the teaching of a foreign language]. Le Guide du Maître [Teacher's Guide], Projet pour l'Amélioration de la Qualité d'Éducation [Improving Educational Quality]. Bamako, République du Mali: Institut Pédagogique National.
- Donato, R. (1995). Preface to Teacher's Guide. In A. Walqui-van Lier & R. A. Barraza (Authors), *Sendas literarias*. Boston, MA: Heinle and Heinle Publishers.
- Glisan, E., Fall, T., Donato, R., Remillard, V., & Saylor, W. (1995). *Guide to assessment: The Chapter Five foreign language outcome*. Pittsburgh, PA: Pennsylvania State Modern Language Association.
- Donato, R. (1994). New directions in foreign language teaching and learning. *The Quality Link*, 3(1), 11-12.
- Glisan, E., Fall, T., Donato, R., Gaal, R., & Martin, G. (1994). Content specific pedagogy standards for foreign language teaching. In J. Schrum & E. Glisan (Authors), *Teacher's handbook: Contextualized foreign language instruction*. Boston, MA: Heinle & Heinle Publishing.

### REPRINTED ARTICLES

- Antonek, J. L., Tucker, G. R., & Donato, R. (1998). Interactive homework: Creating connections between home and school. In A. Mollica (Ed.), *Teaching and learning languages* (2nd ed.) (pp. 169-184). Welland, Ontario: éditions Soleil publishing inc. (Reprinted from *Mosaic*, 2(3), pp. 2-10).
- Adair-Hauck, B., & Donato, R. (1995). Méthode d'enseignement des langues étrangères à l'intérieur de la zone de développement proximal [Teaching foreign languages in the zone of proximal development]. In S. Rehorick & V. Edwards (Eds.), *L'Apprentissage et l'enseignement des langues secondes* (pp. 245-277). (Reprinted and translated by *The Canadian Modern Language Review*).

## INTERNATIONAL CONFERENCES

### (\*Refereed presentation)

Donato, R. (June 1, 2019). *History-in-Person and Teacher Development*. (plenary address) 11<sup>th</sup> International Language Teacher Education Conference, Center for Advanced Research on Language Acquisition, University of Minnesota, Minneapolis, Minnesota.

Donato, R. & Davin, K. (October 31, 2014). *The genesis of classroom discourse practice as history-in-person processes*. (plenary address) 1st International and 7th National Foreign Languages Research Congress, Monteria, Colombia

\*Donato, R & Davin, K. (2014, August). The genesis of classroom discourse practices and history-in-person processes. In R. F. Young (chair), *Personal moments of classroom language learning in the history of persons*. Symposium conducted at the World Conference of Applied Linguistics, Brisbane, Australia.

Donato, R. (Oct 14-16, 2011). *Research insights into early language learning: Do we share common ground?* (plenary address) Hyogo University International Conference on Early Language Learning and Teacher Education, Kobe, Japan.

\*Donato, R., & Davin K. (May 19-21, 2011). *Exploring New Directions in the Preparation of Foreign Language Teachers*. Seventh International Conference on Language Teacher Education, Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN.

Donato, R. (July 24, 2010). *Cognitive and sociocultural approaches to instructed second language acquisition*. Thammasat University, lecture, Bangkok. Thailand.

\*Donato, R., & Chanyoo, N. (August 7, 2009). *A systemic functional linguistic analysis of the narratives of Thai EFL students*. Asia TEFL, Bangkok, Thailand.

\*Donato, R., & Riamliew, J. (August 9, 2009) *Teachers' concepts of literacy and the relationship to classroom practice*. Asia TEFL, Bangkok, Thailand.

Donato, R. (Nov 27-30, 2006). *The challenge of integrating language and content in innovative EFL programs* (plenary address). The 6<sup>th</sup> Chulalongkorn University Language Institute International Conference, Bangkok, Thailand.

Donato R. (March 8, 2006). *Sociocultural perspectives on foreign language learning* (plenary address) The University of the Thai Chamber of Commerce International Conference, Bangkok, Thailand.

Donato, R. (November 30, 2005). *Innovative language programs* (plenary panel member). Chulalongkorn University Language Institute National Research Seminar, Bangkok Thailand.

- Donato, R. (Dec 2, 2005). *Nurturing EFL learner development: Sociocultural perspectives* (plenary address). Chulalongkorn University Language Institute National Seminar, Bangkok, Thailand.
- Donato, R. (Dec 1, 2005). *Collaboration and composition*. Chulalongkorn University Language Institute National Seminar, Bangkok, Thailand.
- Donato, R. (Aug 4, 2005). *Research in foreign language learning* (one-day seminar). Chulalongkorn University, Bangkok, Thailand.
- Donato, R. (Aug 9, 2005). *Sociocultural theory and second and foreign language learning*. Chulalongkorn University, Bangkok, Thailand.
- Donato, R. (June 25, 2004). *Aspects of collaboration in pedagogical contexts* (plenary address). The Korean Association of Teachers of English, Seoul, Korea.
- Donato, R. (June 26, 2004). *Research perspectives on early language learning*. The Korean Association of Teachers of English, Seoul, Korea.
- \*Donato, R., & Wudthagorn, J. (January 18, 2002). *What a school needs to know about effective early language learning programs*. The 22<sup>nd</sup> Thailand TESOL International Conference, Chiangmai, Thailand.
- \*Donato, R., & Brooks, F. (1996). *Sociocultural approaches to understanding foreign language learner discourse during collaborative tasks*. 11th World Congress of Applied Linguistics/ Association Internationale de la Linguistique Appliquée 96, Jyväskylä, Finland.
- Donato, R. (1996). *The contribution of Vygotsky to understanding foreign and second language classrooms*, symposium participant, 11th World Congress of Applied Linguistics/ Association Internationale de la Linguistique Appliquée 96, Jyväskylä, Finland.
- \*Savova, L., & Donato, R. (1991). *Preparing teachers to develop authentic language activities*. International Conference on Second Language Teacher Education, Hong Kong (session presented by first author).
- \*Donato, R. (1990). *Collective scaffolding*. International Conference on Pragmatics and Language Learning, Champaign-Urbana, IL.
- \*Donato, R. (1989). *Dialogic origins of L2 monitoring*. International Conference on Pragmatics and Language Learning, Champaign-Urbana, IL.



## NATIONAL CONFERENCES

### (\*Refereed presentation)

Donato, R. & Glisan, E. (November 18, 2021). *Reconceptualizing the Design of Context in World Language Instruction, Pre-conference on-line session*. American Council on the Teaching of Foreign Language Education

\*Donato, R & Wells, B. (November 19-21, 2021). *Student Agency and Language Placement Testing: The Self-Assessment Instrument*. American Council on the Teaching of Foreign Language Education, on-line convention; on demand recorded research presentation.

\*Glisan, E. & Donato, R. (November 21, 2019). *Building a Classroom Discourse Community Through High-Leverage Practices*, American Council on the Teaching of Foreign Language Education, Washington, DC.

\*Glisan, E. & Donato, R. (November 15, 2018). *Enacting the Work of Language Teaching through High-Leverage teaching practices*, American Council on the Teaching of Foreign Language Education, New Orleans, LA.

\*Glisan, E. & Donato, R. (November 17, 2016). *Implementing High Leverage teaching practices in Foreign Language Education, Pre-conference 6-hour session*, American Council on the Teaching of Foreign Language Education, Boston, MA.

Donato, R. (November 19, 2016). *Research Plenary Session*. American Council on the Teaching of Foreign Language, Boston, MA. Teaching of Foreign Languages, Boston, MA.

\*Donato, R. (November 21, 2014). *Teaching languages to young children: Lessons learned over the decades*. American Council on the Teaching of Foreign Languages, San Antonio, Texas.

Donato, R. (March 17, 2013). *ACTFL at AAAL: The ACTFL research priorities project* (colloquium organizer). American Association for Applied Linguistics, Dallas, TX.

Donato, R. (November 17, 2012). *Introducing phase II of ACTFL's research priorities project* (plenary session panel member). American Council on the Teaching of Foreign Languages, Philadelphia, PA.

Donato, R. (November 19, 2011). *Research priorities phase I: Moving language education forward* (plenary session panel member). American Council on the Teaching of Foreign Languages. Denver, CO.

\*Donato, R., & Davin, K. (Nov. 18, 2011). *Toward a practice-based approach in second language teacher education*. American Council on the Teaching of Foreign Languages, Denver, CO.

Donato, R. (April 20-21, 2011). *Increasing the comprehensibility of the target language during instruction*. StarTalk Conference sponsored by The National Foreign Language Center, (two sessions), Albuquerque, NM.

Donato, R. (April 9, 2011). *Assessment in the Humanities at Notre Dame University* (panel respondent). American Association for Italian Studies. Pittsburgh, PA.

Donato, R. (November 19, 2010). *Sustainable foreign language programs: Research-based findings* (plenary session). American Council on the Teaching of Foreign Languages. Boston, MA.

Donato, R. (November 20, 2009). *Identifying research priorities for foreign language education* (plenary session panel member). American Council on the Teaching of Foreign Languages. San Diego, CA.

\*Donato, R. & H. Hendry. (November 21, 2009). *A longitudinal study of writing development in a middle school Spanish program*. American Council on the Teaching of Foreign Languages. San Diego, CA.

Donato, R. (October 21, 2005). *Foreign language education policy: A grassroots perspective*. University of California Language Consortium, A National Colloquium on US Language Educational Policy, Berkeley, CA.

Donato, R. (May 15, 2004) *Painting the chameleon: Research perspectives on early language learning* (keynote address). The Trevor Conference on Early Language Learning, New York, NY.

Donato, R. (Nov. 21, 2003). *Research and foreign language education* (plenary panel member). American Council on the Teaching of Foreign Languages, Philadelphia PA.

Donato, R. (Nov. 22, 2003). *Early language learning: Insights from research* (invited presentation by the National Network of Early Language Learning). American Council on the Teaching of Foreign Languages, Philadelphia PA.

\*Donato, R., & Brooks, F. (Nov. 15, 2002). *Do advanced language courses advance proficiency?* American Council on the Teaching of Foreign Languages, Salt Lake City, UT.

\*Donato, R. (Nov. 17, 2001). *Teachers as Researchers: Re-Seeing Learning, Re-Thinking Practice*. Pre-conference 6-hour workshop, American Council on the Teaching of Foreign Languages, Washington, DC.

Because this pre-conference workshop was selected as *The Best of ACTFL 2001*, it was also presented in 2002 at the following regional conferences:

- a) Southern Conference on Language Teaching (Baton Rouge, LA March 14, 2002),
- b) Southwest Conference on Language Teaching (Oklahoma City, OK March 6, 2002),
- c) Northeast Conference on the Teaching of Foreign Languages (New York, NY, April 18, 2002).

- \*Brooks, F., & Donato, R. (Nov. 17, 2001). *The dialogic partnership: Reflections on teaching Spanish to 5<sup>th</sup> graders*. American Council on the Teaching of Foreign Languages, Washington, DC.
- \*Donato, R. (Feb. 26, 2001). *Interactive practices in a JFL FLES program and their effects on language development*. American Association for Applied Linguistics, St. Louis, MO.
- Donato, R. (February 3, 2000). *The certification of teachers of Japanese as a foreign language*. American Association of Teachers of Japanese, Santa Monica, CA.
- \*McCormick, D., & Donato R. (March 20, 1998). *The discourse of teacher questions as scaffolding in an ESL classroom*. American Association for Applied Linguistics, Seattle, WA.
- \*Donato, R., Marshall, A., & Utley, B. (1997). *Integrative teaching methods seminar: Crossing disciplinary boundaries*. The American Association of Colleges of Teacher Education, Phoenix, Arizona.
- \*Donato, R. & Shieh, R. J. (1997). *Discursive positioning in L2 interactions*. American Association for Applied Linguistics, Orlando, FL.
- \*Donato, R., McCormick, D., & Antonek, J. L. (Nov. 1995). *The student teacher portfolio as autobiography of professional development*. American Council on the Teaching of Foreign Languages, Anaheim, CA.
- Donato, R., & Brooks, F. (1995). *Capturing L2 discourse development: A Synthesis of three studies*. Annual Meeting of the Sociocultural Theory and Language Learning Working Group. Athens, GA.
- \*Donato, R., and Brooks, F. (1995). *Sociocultural perspectives on the cognitive function of learner discourse during L2 collaborative tasks*. Penn State Conference on the Acquisition of Spanish as a First and Second Language, State College, PA.
- \*Donato, R. (1995). *Collaborative research as language planning: Improving educational quality in Mali*. American Association for Applied Linguistics, Long Beach, CA.
- \*Donato, R., & Brooks, F. (1995). *On the nature of continuous access in L2 acquisition*. American Association for Applied Linguistics, Long Beach, CA.
- Donato, R., & Kline, R. (March, 1995). *Research on foreign language learning*. Northeast Conference on the Teaching of Foreign Languages, New York, NY.
- \*Donato, R., Citton, Y., & Hicks, B. (November, 1994). *Portfolio assessment in the French conversation course*. American Council on the Teaching of Foreign Languages, Atlanta, GA.

- \*Donato, R., & Brooks, F. (1994). *Looking across collaborative tasks: Capturing L2 discourse development*. American Association for Applied Linguistics, Baltimore, MD.
- \*West, M., & Donato, R. (June, 1994). *Cross-cultural encounters with African folk tales*. American Association of Teachers of French, Québec City, Québec, CA.
- \*Adair-Hauck, B., & Donato, R. (November, 1993). *Whole language approaches to FL instruction*. American Council on the Teaching of Foreign Languages, San Antonio, Texas.
- \*Donato, R., & McCormick, D. (1993). *The development of a language learner*. American Association for Applied Linguistics Conference, Atlanta, GA.
- \*Forman, E., McCormick, D., & Donato, R. (1993). *The social and institutional context of learning mathematics: An Ethnographic study of classroom discourse*. Society for Research on Child Development, Atlanta, GA.
- \*Adair-Hauck, B., Donato, R., & Cumo, P. (1992). *Stressing skill-using before skill-getting*. American Council on the Teaching of Foreign Languages, Chicago, IL.
- \*Donato, R. (1992). *Discourse perspectives on formal instruction: Explanation or negotiation?* American Association for Applied Linguistics. Seattle, WA.
- \*Donato, R., & Brooks, F. (1992). *Vygotskian approaches to foreign language learner discourse*. American Association of Teachers of Spanish, Cancun, Mexico.
- \*Donato, R. (1991). *An investigation into the discourse of formal instruction*. Second Language Research Forum, University of Southern California, Los Angeles, CA.
- \*Donato, R., and Schwartz, M. (1991). *Teacher training and supervision in colleges of arts and science: An educational rationale and model*. The 44th Annual Kentucky Foreign Language National Conference, Lexington, KY.
- Donato, R. (1991). *Communication: Conduit or cognitive activity?* The Biennial meeting of the Society for Research on Child Development, Seattle, WA.
- Donato, R. (1985). *A psycholinguistic rationale for group work in the foreign language class*. Delaware Language Symposium VII, Newark, DE.
- Donato, R. (1984). *A study of the effectiveness of the language laboratory and computer-assisted instruction in foreign language instruction*. Delaware Language Symposium VI, Newark, DE.
- \*Donato, R. (December, 1983). *Implementing strategic interaction in the college foreign language class*. Modern Language Association, New York, NY.

## REGIONAL, STATE, & LOCAL CONFERENCES

### (\*Refereed presentation)

- Glisan, E & Donato, R. (October 24, 2019). *Using High-Leverage Practices to Enact the Work of Language Teaching*. Pre-Conference Session. Pennsylvania State Modern Language Association, 100<sup>th</sup> anniversary conference, State College PA.
- Glisan, E. & Donato, R. (October 25, 2019). *Deconstructing and Enacting Oral Interpersonal Tasks*. Pennsylvania State Modern Language Association, 100<sup>th</sup> anniversary conference, State College PA.
- Donato, R. (June 8, 2019). *Assessing the Language Department* (discussant). 2019 ADE-ADFL Summer Seminar, Pittsburgh, PA.
- Glisan, E. & Donato, R. (October 13, 2018). *High-leverage teaching practices: Deconstructing and Enacting Complex FL Teaching Practices*. Pennsylvania State Modern Language Association, Pittsburgh, PA.
- \*Donato, R. (April 21, 2017). *Teaching cultural perspectives in the world language classroom: the IMAGE model*. Indiana University of Pennsylvania Spring Methodology Conference, Indiana, PA.
- \*Donato, R. & Glisan, E. (February 10, 2017). *Feedback to oral language performance as a core practice in foreign language education*. The Northeast Conference on the Teaching of Foreign Languages, New York, NY.
- \*Donato, R. & Glisan E. (February 9, 2017). *Implementing High Leverage teaching practices in Foreign Language Education, Pre-conference 6-hour session*, The Northeast Conference on the Teaching of Foreign Languages, New York, NY.
- Donato, R. (January 28, 2017). *High leverage teaching practices in world language education*. Boston Public Schools, Institute for Learning, University of Pittsburgh.
- \*Hua, K. & Donato, R. (November 15, 2016). *Designing a methods course for Chinese language teachers*. Pennsylvania State Modern Language Association, Erie, PA.
- \*Donato, R. & Glisan E. (November 15, 2016). *High leverage teaching practices in foreign language education*. Pennsylvania State Modern Language Association, Erie, PA.
- Donato, R. (November 6, 2015). *Teaching language in cultural contexts: products, practices, and perspectives*. Clarion University Regional Teachers' Forum, Clarion, PA.
- \*Glisan, E. & Donato, R. (October 19, 2013). *What's happening in FL Education research and how does it connect to classroom practice?.* Pennsylvania State Modern Language Association Fall Conference, Pittsburgh, PA.

- Donato, R. (October 26, 2012). *Revisiting the role of comprehensible input for language learning*. Clarion University Regional Teachers' Forum, Clarion, PA.
- Donato, R. (April 27, 2012). *Exploring foreign language classroom discourse* (keynote address). Indiana University of Pennsylvania Spring Methodology Conference, Blairsville, PA.
- Donato, R. (April 27, 2012). *Revisiting comprehensible input: Expanding the concept*. Indiana University of Pennsylvania Spring Methodology Conference, Blairsville, PA.
- Donato, R. (Nov. 1 & Nov. 21, 2005). *Adapting and personalizing standards-based instruction: the WGBH/Annenberg project*. Pittsburgh Public Schools World Language Conference, Pittsburgh, PA.
- Donato, R. (March 2004). *Collaboration and standards-based instruction*. Regional Teachers Forum, Clarion, PA.
- \*Smith, M., Donato, R., & Zeppieri, R. (April 2004). *Teachers as researchers: Action research in the K-12 classroom*. Northeast Conference on the Teaching of Foreign Languages, New York, NY.
- Donato, R., Abbott M., & Phillips, J. (April 2004). *Using the WGBH/ Annenberg video library for professional development*. Northeast Conference on the Teaching of Foreign Languages, New York, NY.
- Donato, R. (May, 2003). *A university-school district collaborative project: Implementing and evaluating a K-12 sequence of Spanish instruction* (keynote address). University of Pittsburgh's Center for Latin American Studies Conference, Pittsburgh, PA.
- \*Donato, R. (April 19, 2002). *Can advanced literature courses advance language proficiency?* Northeast Conference of the Teaching of Foreign Languages, New York, NY.
- \*Donato, R., Gori, K., & Sukowski, B. (October, 2002). *Developing and implementing district-wide elementary school foreign language program*. The Pennsylvania School Board Leadership Conference, Hershey, PA.
- \*Donato, R. (March 28, 2001). *Teachers as researchers: Re-seeing learning, re-thinking practice* (3-hour pre-conference workshop). Northeast Conference on the Teaching of Foreign Languages, New York, NY.
- \*Donato, R., & Tucker, G. R. (Oct. 21, 2000). *Implementing and evaluating a system-wide Spanish FLES program*. Pennsylvania State Modern Language Association, Pittsburgh, PA.
- Donato, R. (Nov. 10, 2000). *Early language learning: Knowing, doing, seeing*. New Jersey Education Association Annual Meeting, Atlantic City, NJ.
- Donato, R. (Nov. 6, 1999) *Building professional community through narrative* (keynote address). Three Rivers TESOL Conference, Pittsburgh, PA.

- Donato, R. (Oct. 8, 1999). *Stories teachers tell: Reflecting on professional practice* (keynote address). Youngstown Conference on Teaching Foreign Language and Literature, Youngstown, OH.
- Donato, R. (April 10, 1999). *Imagining the future of foreign language education*. Northeast Conference on the Teaching of Foreign Languages, New York, NY.
- \*Donato, R., & Brooks, F. (1997). *Understanding classroom communication*. Indiana University of Pennsylvania Spring Methodology Conference, Greensburg, PA.
- \*Brooks, F., Donato, R., & Mc Glone, V. (1996). *Using information-gap tasks to foster communicative competence in the foreign language class*. Southern Conference on Language Teaching, Mobile, AL.
- Donato, R., Hicks, B., & Citton, Y. (1996). *Using portfolio assessment in the French conversation class*. Allegheny Foreign Language Association, Pittsburgh, PA.
- Donato, R. & Kline, R. (April 1994, 1995, 1996). *Leader for Special Interest Session on Research*. Northeast Conference on the Teaching of Foreign Languages, New York, NY.
- \*Donato, R., Senarius, R., Carlson, M., & White, L. (1995). *Speaking and listening strategies in the foreign language classroom: The teachers' perspective*. Pennsylvania State Modern Language Association Conference, Pittsburgh, PA.
- Donato, R. (1995). *Foreign language national standards and the Pennsylvania Chapter 5 outcome*. Tri-State Area School Study Council, Pittsburgh, PA.
- \*Donato, R., & West, M. (1993). *Multiculturalism in the undergraduate French curriculum*. The 17th Annual Youngstown State University Conference on the Teaching of Foreign Language and Literature, Youngstown, OH.
- Donato, R., & Macarelli, C. (1993). *Interactive activities for the foreign language classroom*. Pennsylvania State Middle School Association, Pittsburgh, PA.
- \*Donato, R., Adair-Hauck, B., & Cumo, P. (1992). *FL instruction as skill-using before skill-getting*. Indiana University of Pennsylvania Spring Methodology Conference, Indiana, PA.
- \*Donato, R., & Gaal, R. (1992). *Legends and language learning: Bringing francophone West Africa into the classroom*. Pennsylvania State Modern Language Association, Lancaster, PA.
- Glisan, E., Donato, R., & Saylor, W. (1992). *Understanding the PA Chapter 5 regulations for foreign language classroom*. Beaver County Foreign Language Teachers Association, Beaver, PA.
- \*Adair-Hauck, B., Donato, R., & Cumo, P. (1992). *Whole language approaches teaching foreign languages*. Duquesne Modern Language Conference, Pittsburgh, PA.

- \*Donato, R. (1991). *Drama activities in the ESL classroom*. Three Rivers TESOL Conference, Pittsburgh, PA.
- Donato, R., & Fall, T. (1991). *What research tells us about young foreign language learners*. Pennsylvania Department of Education Foreign Language in the Elementary School Conference, Harrisburg, PA.
- Donato, R., & Gaal, R. (1991). *Learning through interactive activities*. Pennsylvania Department of Education Curriculum Conference, Shippensburg, PA.
- Donato, R. (1990). *Cooperative learning in the foreign language classroom*. Pennsylvania Department of Education Curriculum Conference, Shippensburg, PA.
- \*Donato, R. (1990). *Drama in the FL classroom*. Pennsylvania State Modern Language Association Conference, Pittsburgh, PA.
- Donato, R. (1987). *Creating a language learning community* (keynote address). Kansas Foreign Language Association, Great Bend, KS.
- \*Donato, R. (1986). *Cooperative learning in the foreign language classroom*. Southwest Conference on Language Teaching, Phoenix, AZ.
- \*Donato, R. (1985). *Increasing interaction in the classroom*. Central States Conference on Language Teaching, Kansas City, MO.
- \*Donato, R. (1984). *Interaction in the foreign language class*. Central State Conference on Language Teaching, Chicago, IL.
- Donato, R. (1984). *Strategic interaction and total physical response methodology workshop*. Friends School Regional Meeting, Philadelphia, PA.

### **INVITED PRESENTATIONS (UNIVERSITIES & SCHOOL DISTRICTS)**

- Donato, R. (April 5, 2022). *Teacher Discourse in World Language Classroom: A History-in-Person Perspective*. IISE's International Brownbag Series. School of Education, University of Pittsburgh.
- Donato, R. (February 25 & March 25, 2022). *Developing Contexts for Language Instruction & Genre-based Approaches for Supporting Presentational Communication in Writing*. Indiana University / Perdue University & Ivy Tech, Building Global Learning and Pathways in the Undergraduate Curriculum, funded by Title VI US Department of Education grant.



- Donato, R. (March 26 & April 23, 2021). *Using the IMAGE Model for connecting cultural products and practices with critical cultural perspectives*. Indiana University / Perdue University & Ivy Tech, Building Global Learning and Pathways in the Undergraduate Curriculum, funded by Title VI US Department of Education grant.
- Donato, R. (March 6, 2020). *History-in-Person and Teacher Development*. Apple Lecture Series. Teachers College, Columbia University.
- Donato, R. (March 6, 2020). *Exploring Cultural Products, Practices, and Perspectives*. Apple Lecture Series. Teachers College, Columbia University.
- Donato, R. (March 13, 2019). *Writing for publication*, Mahidol University, Bangkok, Thailand.
- Donato, R. (March 15, 2016). *Researching Learning and Teaching in Foreign Language Classrooms*, Mahidol University, Bangkok, Thailand.
- Donato, R. (April 2015). *Content-based foreign language teaching: Exploring integration and assessment*. The Ohio State University, Columbus, Ohio.
- Donato, R. (December 2012). *Writing for publication*. Chulalongkorn University Language Institute, Bangkok. Thailand.
- Donato, R. (July 2012). *Lecture Series*. English Language Studies Ph.D. Program, Thammasart University, Bangkok, Thailand.
- Donato, R. (March 25-26, 2011). *Linking literature instruction to language learning*. Department of Modern Languages, Fordham University (lecture and workshop), New York, NY.
- Donato, R. (March 2010). *The language and literature (dis)connection*. Department of Spanish Language and Literature, Temple University, Philadelphia, PA.
- Donato, R. (2009). *Teaching for advanced language proficiency*. Columbia University & Barnard College, New York, NY.
- Donato, R. (2008). *Reassessing the foreign language curriculum in the age of globalization: Responses to the MLA report on foreign languages and higher education* (plenary address). The Consortium of Ivy League Colleges and Universities on Language Teaching and Learning, Brown University, Providence, RI.
- Donato, R. (2007). *The language and literature (dis)connection*. Cornell University, Ithaca, NY.
- Donato, R. (2007). *Language and literature: Researching the (dis)connection*. University of Miami, Miami, FL.
- Donato, R. (2006). *Grammar teaching as collaboration: The PACE Model*. Emory University, Atlanta, GA.

- Donato, R. (July 25 – July 8, 2005). *Graduate Seminar on Early Language Learning Research and Practice*. Summer Institute of Applied Linguistics. Penn State University, State College, PA.
- Donato, R. (October 4, 2004). *Collaboration and communication in foreign language learning*. Emory University, Atlanta, GA.
- Donato R. (February 6-7, 2003). *Research on teaching and teachers as researchers*. The Ministry of University Affairs, Collaborative Research Network, Ubon University, Ubon Ratchatani, Thailand.
- Donato R. (February 13-14, 2003). *Research on teaching and teachers as researchers*. The Ministry of University Affairs, Collaborative Research Network, Naraesuan University, Phitsanuloke, Thailand.
- Donato, R. (November 5, 2002, January 17, 2003, and May 30, 2003). *Designing action research projects*. Edison and West Windsor School Districts, Edison, NJ.
- Donato, R. (June 29-July 1, 2002) *Action research institute*. The National K-12 Foreign Language Resource Center, Iowa State University, Ames, IA.
- Donato, R. (September 26-27, 2002). *Action research initiative on the Texas standards framework*. The Southwest Educational Development Laboratory, Austin, TX.
- Donato, R. (Nov. 9, 2001). *Classroom discourse: Window into language learning*. Crete-Monee School District, Chicago, IL.
- Donato, R. (August 13, 2001). *Second language acquisition research and implications for teaching*. Fairleigh Dickenson University, Teaneck, NJ.
- Donato, R. (July 13, 2001). *Action research for language teachers*. Bennington College, Bennington, VT.
- Donato, R. (October 27, 2000). *Stories teachers tell*. The Pennsylvania State University. Penn State, PA.
- Donato, R. (September 21, 2000). *Classroom discourse: A window into foreign language learning*. Kent State University, Kent, OH.
- Donato, R. (June 26-27, 2000). *Second language acquisition research and implications for teaching*. Fairleigh Dickenson University, Teaneck, NJ.
- Donato, R. (March 13, 2000) *Teaching grammar in foreign language classes using a story-based approach*. Kasetsart University, Bangkok, Thailand,
- Donato, R. (August 16, 1999). *Second language acquisition research and implications for teaching*. Rowan University, Bridgeport, NJ.

- Donato, R. (March 26, 1999). *Understanding the communication goal of the foreign language national standards*. Medford Public Schools, Medford, MA.
- Donato, R. (August 29, 1998). *Communication in the foreign language class: Fact or fiction?* West Virginia University, Wheeling, WV.
- Hicks, B., Donato, R., & Citton, Y. (1996). *Using portfolios in language learning at home and abroad*. Department of French and Italian, University of Pittsburgh, Pittsburgh, PA.
- Donato, R. (1996). *Evaluating foreign language textbooks*. Gateway School District, Pittsburgh, PA.
- Donato, R. (1995). *Portfolio assessment in the German language class*. Pittsburgh Chapter of the American Association of Teachers of German, Pittsburgh, PA.
- Donato, R. (1996). *Using working portfolios as a tool to develop reflective practitioners*. The Ohio State University, Columbus, OH.
- Donato, R. (1996). *Using portfolio assessment in the foreign language classroom*. The Ohio State University, Columbus, OH.
- Tucker, G. R., Donato, R., & Antonek, J. L. (1995). *Documenting a Japanese FLES program*. Second Language Acquisition Group (SLAG). Carnegie Mellon University, Pittsburgh, PA.
- Donato, R., & West, M. (1994). *Using African literature in the undergraduate French curriculum*. Second Language Acquisition Group (SLAG). Carnegie Mellon University, Pittsburgh, PA.
- Donato, R. (1994). *New directions in language learning: Improving educational quality (IEQ)*. Presentation to researchers from Ghana, Guatemala, and Mali, University of Pittsburgh, Pittsburgh, PA.
- Donato, R. (1993). *Developing reading and writing skills in the foreign language class*. Washington County School District, Washington, Pa.
- Donato, R. (1993). *Innovations in foreign language teaching*. Diocese of Pittsburgh, Pittsburgh, PA.
- Donato, R. (1993). *Interaction and foreign language learning*. Pittsburgh Public Schools, Pittsburgh, PA.
- Donato, R. (1993). *Language-promoting interactions*. West Virginia University, Wheeling, WV.
- Donato, R. (1993). *Portfolio assessment for FL students and teachers*. Cornell University, Ithaca, NY.

- Donato, R. (1993). *The negotiation of meaning in the foreign language classroom*. Indiana University of Pennsylvania, Indiana, PA.
- Donato, R. (1993). *Through the eyes of portraits: Using the museum as a resource for foreign language learning*. The Carnegie Art Museum and Pittsburgh Public Schools, Pittsburgh, PA.
- Donato, R. (1992). *Developing speaking and listening skills*. Washington County School District, Washington, PA.
- Donato, R. (1992). *Portfolio assessment for teachers and students*. The Bush School, Seattle, WA.
- Donato, R. (1991). *Drama in the foreign language classroom*. Appalachian Language Educators Society, St. Francis University, Loretto, PA.
- Donato, R. (1991). *Exploring alternative assessment in the language classroom: A portfolio approach*. Cecil County Public Schools, Cecil County, MD.
- Donato, R. (1991). *New directions in FL instruction*. Washington County School District, Washington, PA.
- Donato, R. (1991). *The negotiation of meaning in the foreign language classroom*. Indiana University of Pennsylvania, Indiana, PA.
- Donato, R. (1990). *Innovative language instruction*. Pittsburgh Public School, Pittsburgh, PA.
- Donato, R. (1988). *Adapting textbook material to enhance classroom communication*. Delaware Department of Public Instruction, Dover, DE.
- Donato, R. (1988). *FLES, FLEX, and immersion: Understanding the difference*. Roland Park School, Baltimore, MD.
- Donato, R. (1988). *Implementing content standards in foreign language instruction*. Delaware Department of Public Instruction, Dover, DE.
- Donato, R. (1987). *Planning an effective TA training program*. University of Delaware,
- Donato, R. (1987). *Teacher effectiveness training seminar for ESL, bilingual education, and foreign language teachers*. Delaware Department of Public Instruction, Dover, DE.
- Donato, R. (1985). *Approaches to teaching foreign languages*. Cecil County Public Schools, Cecil County, MD.
- Donato, R. (1984). *Foreign language methodology*. Delaware Department of Public Instruction, Wilmington, DE.

Donato, R. (1984). *Total physical response (TPR) methodology*. Delaware Department of Public Instruction, Wilmington, DE.

Donato, R. (1983). *Testing in the foreign language classroom*. Delaware Department of Public Instruction, Newark, DE.

Donato, R. (1982). *Total physical response methodology*. Delaware Department of Public Instruction, Newark, DE.

### SELECTED PROFESSIONAL SERVICE

- 2021                    Universidad de Cordoba, Montería, Colombia. Developed and taught Contemporary Practices in L2 Teaching, MA in ESL program, June 14 – July 2, 2021.
- 2021- 2023           External Reviewer for Usage-Based Language Instruction: An Evidence-Based Approach to Improving and Strengthening the Teaching of Korean and Russian, The Pennsylvania State University
- 2017                    External reviewer for The School of Teacher Education, Florida State University (January 16-17, 2017)
- 2016                    External reviewer for Dept. of Curriculum and Instruction, University of Iowa (Oct. 31- Nov 1, 2016).
- 2014 – 2017           Advisory panel member, The Center for Advanced Language Proficiency, Education, and Research (CALPER), The Pennsylvania State University.
- 2013 – present       Co-chair, ACTFL Research Priorities Task Force.
- 2011 & 2012           National Foreign Language Center, StarTalk, task force member.
- 2011                    Common Core Standards-Foreign Language Standards crosswalk, external reviewer.
- 2010-2013            ACTFL Research Priorities Task Force, member.
- 2010-11                Computerized Dynamic Assessment (Title VI), The Pennsylvania State University, external reviewer.
- 2002 & 2011           ACTFL-MLJ Paul Pimsleur Award for Research in Foreign Language Education, member of selection committee.
- 2010                    *Keys to language assessment*, ACTFL Guide for Professional Language Educators, consultant to author.

- 2010 & 2005 *Modern Language Journal*, editor search committee, member of selection committee.
- 1994-2014 *Teacher's handbook: Contextualized language instruction* (five editions, 1994, 2000, 2005, 2010, 2014), consultant to authors.
- 2005 Foreign Language in the Elementary School Test Development Project, reviewer, Center for Applied Linguistics, Washington, DC.
- 2003-2004 WGBH Educational Foundation/ Annenberg/ CPB, foreign language professional development video series (8 videos), academic advisor.
- 2003 Mildenerger Award Committee, member of selection committee.
- 2003 Collaborative Research Network, consultant & presenter, Thailand.
- 2002 Praxis Licensure Examination for Foreign Languages, reviewer.
- 2001 & 2002 American Association for Applied Linguistics nominating committee, committee member.
- 2000-2003 INTASC, Council of Chief State School Officers, standards for initial foreign language teacher certification, 4-member development and writing committee.
- 2000 National Board of Professional Teaching Standards, foreign language teacher standards, consultant and reviewer.
- 1995-2010 Chartiers Valley School District, development of an elementary school foreign language program, university partner.
- 1997-1998 Northeast Conference on the Teaching of Foreign Languages, conference chair.
- 1995-1998 American Association for Applied Linguistics awards committee, co-chair of committee in 1996 & 1997.
- 1997-1998 American Association for Applied Linguistics nominating committee, committee member.
- 1996 *National standards for foreign language learning: Preparing for the 21st century*, reviewer.
- 1996 ACTFL/NYSAFLT Anthony Papalia Award for Excellence in Teacher Education committee, member of selection committee.
- 1996 Pennsylvania Department of Education, foreign language standards task force, committee member.

- 1994-1996 Improving Education Quality in Mali, in-country consultant for research and curriculum development, The Institute for International Research, Washington, DC.
- 1995-1997 Northeast Conference on the Teaching of Foreign Languages, executive committee member.
- 1991-1995 Pennsylvania State Modern Language Association, executive committee member.
- 1992-1995 Northeast Conference on Language Teaching, elected member of board of directors.
- 1995 & 1997 Northeast Conference on the Teaching of Foreign Languages awards committee, chair of committee.
- 1994 Northeast Conference on the Teaching of Foreign Languages nominating committee, chair of committee.
- 1993 Pennsylvania State Modern Language Association, Chapter 5 committee member.
- 1985-1988 Delaware Chapter of the American Association of Teachers of French, president.

### **SELECTED UNIVERSITY SERVICE**

- 2020-2021 Developed, piloted, and investigated a self-assessment placement test for French, The Department of French and Italian, University of Pittsburgh
- 2016 Consultant to Dietrich School of Arts and Science on revisions to FL general education requirement.
- 2014 Global Studies and European Union Center of Excellence, Title VI grant consultant, University of Pittsburgh (provided input on grant proposals since 1995).
- 2009-present Middle States Assessment of learning outcomes for foreign language general education requirement, project coordinator, School of Arts and Sciences, University of Pittsburgh.
- 2004-2008 Doctoral committee, chair, Department of Instruction and Learning, University of Pittsburgh.
- 2004-2006 School Council, co-chair, School of Education, University of Pittsburgh.

- 2003-2004 School Council, representative, School of Education, University of Pittsburgh.
- 1989-present Dissertation committee member / external reviewer: Carnegie Mellon University (3), Cornell University (1), Johns Hopkins University (1), Ontario Institute for Studies in Education, University of Toronto (5), University of Melbourne, (1), University of Delaware (1), University of South Australia (1), University of Otago, New Zealand (1), University of Malaya, Kuala Lumpur, Malaysia (1)
- 1989-present Coordinator, Foreign Language Education, Department of Instruction and Learning, School of Education.

## INSTRUCTION

### Language and Linguistics Courses

Introduction to Linguistics  
 Elementary, Intermediate, and Advanced French  
 French for Reading  
 Reading Strategies in French  
 Advanced French Grammar for Language Teaching  
 French Conversation  
 French Composition

### Foreign Language Teacher Education Courses

Theory and Method of Foreign Language Instruction  
 Teaching French, Italian, Russian, and Spanish  
 Current Issues in Foreign Language Education  
 Foreign Language Teaching Laboratory  
 Seminar for MAT and Professional Year students  
 Research Seminar for MAT students  
 Disciplined Inquiry for MAT students  
 Teaching Practicum for MEd foreign language education students

### Doctoral Courses

Current Research in Foreign and Second Language Learning  
 Sociocultural Historical Theory I and II  
 Approaches to Research in Applied Linguistics  
 Writing Seminar for Doctoral Students  
 Special Topics: Systemic Functional Linguistics  
 Special Topics: Research in Sociocultural Theory and Language Development  
 Special Topics: Cognitive Linguistics  
 Research Practicum