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RESEARCH & TEACHING INTERESTS

Second Language Acquisition, Multimedia Learning, Cognitive Theory, Spanish Language Pedagogy (*ELE or Español como Lengua Extranjera*), Language Policy, and Hispanic Studies

EDUCATION

Ph.D. Educational Communication and Technology (ECT) September 2007
New York University, Steinhardt School of Education New York, NY
Dissertation: "Reading to Write in an SLA Multimedia Environment: A Cognitive Approach"

M.A., Spanish Language & Literature December 1993
Washington University in St. Louis, Department of Romance Languages St. Louis, MO

B.A., English Language & Literatures May 1992
University of Santiago de Compostela Spain

ADDITIONAL CERTIFICATION

UNED Certificate on "Actividades y Destrezas: La comprensión, expresión e Oct-Nov 2021
interacción orales en ELE" (30 hrs.) Spain
Universidad Nacional de Educación a Distancia (UNED)

UBC Certificate on Curriculum and Pedagogy in Higher Education September 2018
University of British Columbia, Faculty of Education Vancouver, CA

Teaching and Learning Certificate May 2006
New York University, Center for Teaching Excellence New York, NY
Graduate School Educational Development Program

ACADEMIC APPOINTMENTS

VISITING ASSISTANT PROFESSOR OF SPANISH AND DIGITAL HUMANITIES (*NYU ABU DHABI*) 2022-Present
Developed the University's Spanish curriculum and taught language and culture courses. Coordinated different aspects of Spanish language instruction at NYU Abu Dhabi.

SENIOR LECTURER & DEPUTY DIRECTOR OF LANGUAGE STUDIES (*YALE-NUS College*) 2017-2001
Developed the College's language curriculum and hired instructors to teach both modern and classical language courses. Coordinated different aspects of language instruction at Yale-NUS and liaised with institutional partners at Yale University, the National University of Singapore, and the American Institute of Indian Studies. Taught Spanish courses at all levels. See languages.yale-nus.edu.sg

INAUGURAL COLLEGE VICE RECTOR (*YALE-NUS College*) 2013-2017
Worked closely with students, faculty and staff at the College to realize the full potential of a living and learning community in a Liberal Arts context. Implemented various aspects of academic advising and coordinated curricular and co-curricular efforts and initiatives together with other campus offices.

LECTURER & LANGUAGE COORDINATOR (*YALE-NUS College*) 2013-2017
Developed and taught courses in Hispanic Studies using a range of technological resources and pedagogical approaches. Coordinated language offerings at Yale-NUS in partnership with the NUS Centre for Language Study and Yale University.

LANGUAGE CENTER DIRECTOR (*Trinity College, USA*) 2008-2013
Developed and provided administrative and instructional guidance for the Blume Language and Culture Learning Center, a multipurpose facility designed to foster the teaching and learning of foreign languages.

HISPANIC STUDIES LECTURER (*Trinity College, USA*) 2008-2013
Taught intensive introductory courses in Hispanic language and culture using a range of materials and technological resources with emphasis on communication and proficiency. Also taught writing-intensive seminars as part of the First-Year Program.

LANGUAGE AND TECHNOLOGY SPECIALIST (*New York University, USA*) 2000-2006
Developed language materials and innovative ways to use a learning management system (LMS) for language instruction. Conducted campus-wide evaluation of LMS support practices for the IT Department.

LANGUAGE LABORATORY DIRECTOR (*Washington University in Saint Louis, USA*) 1994-2000
In charge of day-to-day operations of the facility in addition to supervising teaching staff and budgeting for maintenance and replacement of equipment. Provided pedagogical and technical instruction. Worked with language faculty on the development of the language programs on campus.

TEACHING EXPERIENCE

BEGINNING SPANISH I and II (*YALE-NUS College*) 2013-Present
An intensive introductory language sequence emphasizing oral practice, basic grammar skills, composition methods, and reading comprehension. The course uses a dynamic communicative approach with selective use of technology tools. (*Textbook: "Tu Mundo" and Canvas LMS*)

ADVANCED SPANISH: SPAIN, A MOSAIC OF CULTURES (*YALE-NUS College*) 2015-Present
This course focuses on a representative selection of texts and related materials from various regions and historical periods of the Iberian Peninsula. The course addresses questions such as, How did Spain become the democratic state we know today? What is the influence of Spanish history on present-day political and cultural debates? Students analyze and contextualize the readings via in-class discussions and presentations. (*Textbook: Selection of readings from various authors. Canvas LMS*)

ADVANCED SPANISH: LATIN AMERICA, BORDERS AND IDENTITIES (*YALE-NUS College*) 2016-Present
This advanced course focuses on a representative selection of texts from Latin America to address questions related to its colonial past, the region's relationship with the United States, and similarities and differences

across the region. It emphasizes students' oral participation and written production, paying special attention to language fluency and accuracy. (*Textbook: Selection of readings from various authors. Canvas LMS*)

INTERMEDIATE HISPANIC STUDIES (*Trinity College, USA*) 2012
An intermediate language and culture course that combines a review of key grammar concepts with oral practice and an introduction to literary analysis. (*Textbook: "Punto y Aparte"*)

INTENSIVE INTERMEDIATE HISPANIC STUDIES (*Trinity College, USA*) 2010- 2012
Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, composition skills, and reading comprehension. (*Textbook: "Dos Mundos"*)

FIRST-YEAR SEMINAR 149 – TEXTUAL GEOGRAPHIES (*Trinity College, USA*) 2009-2011
The goal of this self-designed course was to give students an understanding of the significance of travel narratives, from Cabeza de Vaca to Borges and Cortázar, and how new mapping tools can help us visualize the various cultural and literary elements contained in these stories.

FIRST-YEAR SEMINAR 126 – GAME CHANGERS (*Trinity College, USA*) 2010-2012
This original, self-designed course explored a sub-genre within the gaming culture - games for social change - to identify how computer games can be designed and used to address urban social problems in marginalized Hispanic communities and foster student engagement in the classroom.

EDUCATIONAL STATISTICS I AND II (*New York University, USA*) 2003- 2005
Assisted with online instruction and grading of students' work on a two-semester sequence designed to introduce students to SPSS, a tool for data analysis in the Social Sciences.

CO-CURRICULAR EXPERIENCE

LEARNING ACROSS BOUNDARIES (LAB) EXPERIENTIAL TRIPS
"Al-Andalus, Andalucía and National Identity in Southern Spain" 2019
Designed and led an experiential learning trip to southern Spain to explore how the Moorish conquest of and rule over the Iberian Peninsula for seven centuries shaped the region and the country. By combining a rich historical and cultural understanding of Andalucía, students developed their own interpretation of some of the issues it has faced over time (e.g., migration, national/regional identities, religious tolerance) and continue to encounter today. Students worked on short research projects that they presented to their peers on campus.

"Cuba in Transition: History, Revolution, and the Road Ahead" 2016
Designed and led an experiential learning trip to Cuba with 15 students and a supporting staff member to learn about Cuba's past and recent history, the challenges the country has faced, and how it adapted to a new reality after the end of the Soviet Union. During this trip, students conducted research on the evolution of Cuban society and the Obama Administration's attempts to find a new understanding with the Castro regime.

COURSE-RELATED FIELD TRIPS
"Advanced Spanish Trip to the Philippines (Manila and Vigan)" 2019
As a complement to my Advanced Spanish course on Latin America, I took students to the Philippines at the end of the semester to learn about the Spanish colonial legacy in this country. In Manila, we learned about the history of *"Intramuros"*, the colonial heart of the city and its significance in the trade between the Spanish empire and China. We also learned about the destruction of Manila at the end of WWII and how the country

has dealt with its colonial past. Additionally, we visited Vigan, an old colonial town in the north of the country, as an example of well-preserved colonial architecture and town planning while discussing how to combine preservation and economic development.

“Advanced Spanish Trip to Buenos Aires, Argentina”

2016

As a complement to my Advanced Spanish course on Latin America, I took my students to Buenos Aires at the end of the semester. The trip entailed visits to significant sites in the country’s history (the Presidential Palace, the Plaza de Mayo, the University of Buenos Aires, or the History Museum “Casa por la Identidad”) and discussions of selected readings by Argentinian authors (Borges, Cortázar, Hernández, Sarmiento, and Storni) while visiting some of the places that marked their lives.

“Advanced Spanish Trip to Madrid-Toledo-Alcalá de Henares”

2014-2017

As a complement to my Advanced Spanish course on Spain, for several years in a row, I took my students to learn about Spain’s history and culture in Madrid and surrounding areas. In Madrid we visited the Royal Palace, the Prado Museum, the Parliament, and many of its vibrant neighborhoods. In Toledo we learned about the translation school set up in the 11th century to preserve the wealth of knowledge in Arabic and Hebrew and make it available in a new language, Castilian. In Alcalá de Henares, we talked about Don Quixote and Miguel de Cervantes, the Catholic Kings and the University of Alcalá, and the lasting impact of the Spanish Civil War.

RESEARCH PROJECTS AND EXPERIENCE

SELF-REGULATED LANGUAGE LEARNING VIA LANGUAGE PORTFOLIOS (Principal Investigator)

2021-

Taking as reference the *European Language Portfolio (ELP)*, this project developed a localized version of the ELP using the Canvas LMS system to help students set goals and monitor their language trajectory over their college career. The Portfolio project looks at how to engage students and instructors to revise the language curriculum and weave together language experiences in and out of the classroom into their portfolios. This project is funded by the NUS Centre for the Development of Teaching and Learning.

LANGUAGE LEARNING STRATEGY TRAINING VIA H5P (Principal Investigator)

2021-

Developed a series of interactive activities to help language learners understand and incorporate effective language learning strategies. Using a range of H5P tools, language learners can complete a series of relevant tasks to see language learning strategies in action. This project is funded by the Yale-NUS Centre for Teaching and Learning.

LANGUAGE POLICY AND FOREIGN LANGUAGE CHOICE IN ASEAN (Principal Investigator)

2020-

This project analyzes how secondary and tertiary educational institutions in ASEAN organize their foreign language curriculum to accommodate various national and regional language policies, and how this may impact students’ study of foreign languages. This project is funded by a Yale-NUS Seed Grant.

SPANISH INSTRUCTION IN SOUTHEAST ASIA (Principal Investigator)

2020

Analyzed the current state of Spanish language instruction in the ASEAN member states to identify trends in how the increasing interest in Spanish is affecting language instruction and employment opportunities. Funded through Yale-NUS Summer Research Programme.

CURRENT CHINA-LATAM AFFAIRS (Principal Investigator) 2020
Funded through a Yale-NUS pocket grant, I conducted a review of recent research on China's efforts to use soft power and cultural diplomacy to gain influence in Latin America. The final report identified areas in which China has displaced Taiwan in the region as the preferred partner and how Chinese language instruction has benefitted as a result.

OPEN EDUCATIONAL RESOURCES (OER) MOVEMENT 2007
Conducted research on the Open Educational Resources (OER) Movement and its impact within the United Nations to explore potential uses of OER for UNITAR's training initiatives worldwide.

PUBLICATIONS

Ling, M., & Lage-Otero, E. (2022, May 2). Promoting Students' Self-Reflexivity and Motivation in Language Learning via Language Dossiers. *The FLTMag*. <https://fltmag.com/self-reflexivity-motivation-language-dossiers/>.

Lage-Otero, E., & Ling, M. (2021, Aug 26). Self-reflection in language learning via a language portfolio. *Teaching Connections*. <https://blog.nus.edu.sg/teachingconnections/2021/08/26/self-reflection-in-language-learning-via-a-language-portfolio/>.

Lage-Otero, E. (2014). Innovative Second and Foreign Language Education in Southeast Asia. In May, S. & Van Deusen-Scholl, N. (Ed.), *Encyclopedia of Language and Education. Second and Foreign Language Education, 2nd Edition*.

Lage-Otero, E. (2012). The LLC's role in technology training and professional development. In A. F. Ross (Ed.), *IALLT Language Learning Center Management Manual, 3rd Edition*.

GRANTS

Yale-NUS Seed Grant (<i>Principal Investigator, SGD \$15,000</i>)	2021
Yale-NUS Teaching Engagement Grant (<i>Principal Investigator, SGD \$5,000</i>)	2021
NUS Teaching Enhancement Grant (<i>Principal Investigator, SGD \$23,000</i>)	2021
Yale-NUS Teaching Innovation Grant (<i>Principal Investigator, SGD \$5,000</i>)	2017
Bryn Mawr College, Faculty Stipend for Blended Learning Course Development	2012-2013
Trinity College, Course Development Grant (CUGS)	Summer 2010
Trinity College, Course Development Grant, (CTL)	Summer 2009
New York University, Dean's Grant for Graduate Research	Fall 2003

AWARDS

Finalist, Yale-NUS College Distinguished Teaching Excellence Award	2021
Finalist, Yale-NUS College Distinguished Teaching Excellence Award	2020
New York University, President's Service Award for Programming	Spring 2006
New York University, President's Service Award for Leadership	Spring 2005
The Pew Teaching Leadership Award	Fall 1993

CONFERENCE PRESENTATIONS AND INVITED LECTURES

"El Desarrollo de actividades para la enseñanza de estrategias de aprendizaje." XI EPPELE- Encuentro Práctico de Profesores E/LE, Online Conference, India, December 4-5. 2021

"Introducing the European Language Portfolio into the language curriculum: Challenges and opportunities for self-regulated language learning." <i>International Association of Language Learning Technology</i> , Online Conference, USA, June 16-18.	2021
"ASEAN national language policies and their impact on foreign language instruction." <i>55th RELC International Conference</i> , Singapore, 15-17 March.	2021
"El plurilingüismo y la comunicación intercultural en Singapur: Sus Efectos en la Clase de ELE." <i>30th Congreso Internacional de ASELE</i> , Portugal, September 4-6.	2019
"Fostering Self-Regulated Learning via Technology In and Out of the L2 Classroom." <i>FLEAT 7, International Conference on Foreign Language Education & Technology</i> , Japan, August 6-9	2019
"El Método Comunicativo y sus Limitaciones: La Importancia del Contexto." <i>I Jornadas de Profesores de ELE</i> , Singapore, March 15-16.	2019
"Does the Textbook Matter? The Role of Language Textbooks in Fostering Students' Motivation to Learn." <i>The Eighth CLaSiC International Conference</i> , Singapore, December 6-8.	2018
"When East meets West – Language Learning at a Distance in Singapore." <i>II International Conference on New Trends in Foreign Language Teaching</i> , Granada, Spain, May 17-18.	2018
"How Collaboration Builds Sustainable Programs: Growing and Diversifying Language Offerings on a Dime." <i>International Association of Language Learning Technology</i> , Concordia College, USA, June 19-24.	2017
"The Horizon Report and the Event Horizon: On the Future of Language Centers." <i>New England Regional Association for Language Learning Technology</i> , Trinity College, Hartford, CT, USA, October 11-12.	2012
"Language learning and the maker culture." <i>26th Japanese Language Teachers' Association of the Northeast Region</i> , Trinity College, Hartford, CT, USA, June 2.	2012
"Charting new courses: Teachers as cartographers." <i>New England Association for Language Learning Technology</i> , Carnegie Mellon University, Pittsburgh, PA, USA, March 30.	2012
"Culture podcasting: Globalizing the local." <i>New England Regional Association for Language Learning Technology</i> , Union College, Schenectady, NY, USA, October 14.	2011
"Language Learning and Social Media Sites: Broadening the Language Learning Experience." <i>NEALLT Conference</i> , Philadelphia, USA, April 1-3.	2011
(Invited Lecture) "e-Textbooks for Language Instruction: Hype and Hypertext." Plenary session at Yale University. Spring Workshop of the <i>Consortium for Language Teaching and Learning</i> , New Haven, CT, USA, May 26.	2010

- "Freedom of speech: Open source voice tools in Moodle." *New England Regional Association for Language Learning Technology*, Boston, MA, USA, April 16. 2010
- "e-Textbooks in the Language Center: Promise or peril?" *New England Association for Language Learning Technology*, Saratoga Springs, NY, USA, April 9-11. 2010
- "Mapping stories as a road to culture learning." *NEALLT-NERALLT Joint Conference*, New Haven, CT, USA, October 30-31. 2009
- "Reading/Writing interaction in an L2 multimedia environment: A task-based approach to knowledge transfer." Kentucky Foreign Language Conference, Lexington, KY, USA, April 20-22. 2006

EDUCATIONAL TECHNOLOGY EXPERIENCE

Extensive experience with HTML, CSS, and various LMS platforms (Blackboard, Moodle, Canvas), blogging platforms (WordPress), CMS systems (Drupal, Sharepoint), page layout software (InDesign, Publisher), image editing tools (Photoshop), Statistical Software (SPSS, Excel, Tableau) and other assorted software packages.

ASSESSMENT OF LANGUAGE LEARNING (Trinity College, USA, and Yale-NUS College, Singapore)

Coordinated the development of an e-Portfolio project to assess students' language and culture learning, foster autonomy and enhance self-regulated learning.

ONLINE LANGUAGE LEARNING (Trinity College, USA, and Yale-NUS College, Singapore)

Launched a campus-wide initiative to offer online introductory language lessons in 17 languages to all Trinity College students, faculty and staff. At Yale-NUS College, developed a program to partner with Yale University in the United States and the American Institute of Indian Studies to offer several language courses via teleconference.

STUDENT TECHNOLOGY ASSISTANT PROGRAM (Trinity College, USA)

Instituted a student-centered support unit in collaboration with Academic Computing to assist all Trinity faculty and students with their day-to-day use of technology.

LANGUAGE TEACHING AND TECHNOLOGY EVENTS (Trinity College, USA)

Organized regular activities for colleagues from the Language and Culture Studies Department to promote the use of new language learning tools and the effective application of instructional technology in the language classroom. Established regular events to bring language and culture colleagues together to share teaching ideas and best practices. Hosted a regional conference (<http://www.nerallt.org/>) on language teaching and technology.

PROFESSIONAL MEMBERSHIPS

American Council on the Teaching of Foreign Languages (ACTFL)

International Association for Language Learning Technology (IALLT)

American Association of Applied Linguistics (AAAL)

International Association of Teachers of Spanish as a Foreign Language (ASELE)

LANGUAGES

Native-like Proficiency: Galician, Spanish, English

Advanced Reading/Speaking Proficiency: French, Portuguese

Intermediate Reading Proficiency: Italian

PROFESSIONAL REFERENCES

Available upon request