

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**2014 Language Resource Centers (LRC) Program Application for New Awards CFDA 84.229A**

**CFDA # 84.229A**

**PR/Award # P229A140004**

**Grants.gov Tracking#: GRANT11697234**

OMB No. 1840-0808, Expiration Date: 05/31/2017

Closing Date: Jul 09, 2014

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<i>Attachment - 1 (1236-UOGEPA427)</i>	e10
<b>5. Grants.gov Lobbying Form</b>	e22
<b>6. ED Abstract Narrative Form</b>	e23
<i>Attachment - 1 (1235-UOAbstract)</i>	e24
<b>7. Project Narrative Form</b>	e25
<i>Attachment - 1 (1252-UONarrative)</i>	e26
<b>8. Other Narrative Form</b>	e76
<i>Attachment - 1 (1237-UOObjectives)</i>	e77
<i>Attachment - 2 (1238-UOLetters)</i>	e87
<i>Attachment - 3 (1239-UOPMFC1G1)</i>	e115
<i>Attachment - 4 (1240-UOPMFC4G2)</i>	e118
<i>Attachment - 5 (1241-UOPMFC4G3)</i>	e119
<i>Attachment - 6 (1242-UOTimeline)</i>	e120
<i>Attachment - 7 (1243-UOCVs)</i>	e127
<i>Attachment - 8 (1244-UOPMFC1G2)</i>	e282
<i>Attachment - 9 (1245-UOPMFC1G3)</i>	e284
<i>Attachment - 10 (1246-UOPMFC2G1)</i>	e287
<i>Attachment - 11 (1247-UOPMFC2G2)</i>	e289
<i>Attachment - 12 (1248-UOPMFC2G3)</i>	e291
<i>Attachment - 13 (1249-UOPMFC3G1)</i>	e293
<i>Attachment - 14 (1250-UOPMFC3G2)</i>	e295
<i>Attachment - 15 (1251-UOPMFC4G1)</i>	e297
<b>9. Budget Narrative Form</b>	e299
<i>Attachment - 1 (1234-UOBudget)</i>	e300
<b>10. Form ED_524_Budget_1_2-V1.2.pdf</b>	e322
<b>11. Form ED_SF424_Supplement_1_2-V1.2.pdf</b>	e324

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

**\* 1. Type of Submission:**

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

**\* 2. Type of Application:**

- ☒ New  
☐ Continuation  
☐ Revision

**\* If Revision, select appropriate letter(s):**

**\* Other (Specify):**

**\* 3. Date Received:**

07/07/2014

**4. Applicant Identifier:**

**5a. Federal Entity Identifier:**

**5b. Federal Award Identifier:**

**State Use Only:**

**6. Date Received by State:**

**7. State Application Identifier:**

**8. APPLICANT INFORMATION:**

**\* a. Legal Name:**

University of Oregon

**\* b. Employer/Taxpayer Identification Number (EIN/TIN):**

**\* c. Organizational DUNS:**

**d. Address:**

**\* Street1:**

c/o Sponsored Projects Services

**Street2:**

5219 University of Oregon

**\* City:**

Eugene

**County/Parish:**

Lane

**\* State:**

OR: Oregon

**Province:**

**\* Country:**

USA: UNITED STATES

**\* Zip / Postal Code:**

97403-5219

**e. Organizational Unit:**

**Department Name:**

Ctr Applied Sec Lang Studies

**Division Name:**

**f. Name and contact information of person to be contacted on matters involving this application:**

**Prefix:**

**\* First Name:**

Kari

**Middle Name:**

**\* Last Name:**

Vandergust

**Suffix:**

**Title:**

Sponsored Projects Administrator

**Organizational Affiliation:**

University of Oregon

**\* Telephone Number:**

**Fax Number:**

**\* Email:**

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

U.S. Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

### \* 12. Funding Opportunity Number:

ED-GRANTS-060614-001

\* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

### 13. Competition Identification Number:

ED-229A2014-1

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

University of Oregon Language Resource Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments



**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="799,847.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="799,847.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> 	<b>TITLE</b> Interim V.P. for Research and Innovation
<b>APPLICANT ORGANIZATION</b> University of Oregon	<b>DATE SUBMITTED</b> 07/07/2014

Standard Form 424B (Rev. 7-97) Back

## DISCLOSURE OF LOBBYING ACTIVITIES

**Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352**

Approved by OMB

0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
☒ Prime    ☐ SubAwardee  
  
 \* Name   
  
 \* Street 1     Street 2   
  
 \* City     State     Zip   
  
 Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input style="width: 450px;" type="text" value="U.S. Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input style="width: 450px;" type="text" value="Language Resource Centers"/>  CFDA Number, if applicable: <input style="width: 100px;" type="text" value="84.229"/>
---	--

<b>8. Federal Action Number, if known:</b> <input style="width: 450px;" type="text"/>	<b>9. Award Amount, if known:</b> \$ <input style="width: 150px;" type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**  
  
 Prefix     \* First Name     Middle Name   
  
 \* Last Name     Suffix   
  
 \* Street 1     Street 2   
  
 \* City     State     Zip

**b. Individual Performing Services** (including address if different from No. 10a)  
  
 Prefix     \* First Name     Middle Name   
  
 \* Last Name     Suffix   
  
 \* Street 1     Street 2   
  
 \* City     State     Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* Signature:</b> <input style="width: 250px;" type="text"/>	<b>* Name:</b> Prefix <input style="width: 80px;" type="text"/> * First Name <input style="width: 150px;" type="text"/> Middle Name <input style="width: 150px;" type="text"/>  * Last Name <input style="width: 150px;" type="text"/> Suffix <input style="width: 80px;" type="text"/>	
<b>Title:</b> <input style="width: 250px;" type="text" value="Sponsored Projects Administrator"/>	<b>Telephone No.:</b> <input style="width: 150px;" type="text"/>	<b>Date:</b> <input style="width: 100px;" type="text" value="07/07/2014"/>

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

## Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

UOGEPA427.pdf

Add Attachment

Delete Attachment

View Attachment

## **CENTER FOR APPLIED SECOND LANGUAGE STUDIES: GEPA 427 STATEMENT**

The projects included in the proposal submitted by the Center for Applied Second Language Studies (CASLS) at the University of Oregon (UO) will be accessible to educators and students of any gender, race, national origin, or sexual orientation. CASLS has identified the following as potential barriers to equitable access for each project and provided ways to ameliorate these barriers.

### **I. THE BRIDGING PROJECT**

The Bridging Project will utilize mobile technology to create meaningful, place-based learning experiences for high school students in Chinese, Japanese, Swahili, Spanish, and Russian. Students participating in the Bridging Project will work in teams to create a place-based experience for members of their local community.

#### **Learning Disabilities**

Students with learning disabilities can work with others who complement areas where they need additional help. Instructors and/or paraprofessionals can also help students with learning disabilities complete tasks that may be assigned to them as their part of the project. Students and their groups can work at their own pace so those who need more time to complete assignments and tasks will have the opportunity to do so.

#### **Deaf or Hard of Hearing**

To participate in the Bridging Project, students will need to work in groups. Students who are deaf or hard of hearing may request a sign language interpreter to help them follow staff instructions and to both follow and participate in conversations among peers.

### **Blind or Visually Impaired**

Students who are blind or visually impaired may not be able to operate the mobile technology necessary for the project or will be able to use accessibility features built into the device. However, because students will be working in teams, these students can fully participate in the group project by working on other project components such as developing tasks to be used in the mobile experience.

### **Physical Disabilities**

Students will need the ability to physically operate mobile technological devices. These students can use accessibility features and get assistance from other team members. Students who are unable operate the device may participate in the group project by working on other components, such as developing tasks to be used in the mobile experience or conducting research on the content area.

## **II. A TRANSFORMED RESIDENTIAL IMMERSIVE EXPERIENCE: GLOBAL SCHOLARS HALL**

The Transformed Residential Immersive Experience: Global Scholars Hall will integrate place-based experiences in a residential immersive context for students of Chinese, French, German, Japanese, Spanish, and Russian. A design team of experts will design and implement three task types – collaborative simulation, scavenger hunt, and community connection – for use in the place-based learning experience. Students will participate in these tasks, and the research team will examine research data focused on proficiency outcomes, learner perceptions of the experience, and the use of curricular content.

## **Learning Disabilities**

Students with learning disabilities can work with other students, instructors, and/or paraprofessionals to complete the tasks included in the place-based learning experience. Students can work through the tasks at their own pace, taking the amount of time needed.

## **Deaf or Hard of Hearing**

To complete tasks in the Transformed Residential Immersive Experience, students will need to interact with peers and others in their local community. Students who are deaf or hard of hearing may request a sign language interpreter to help them complete tasks included in the place-based experience.

## **Blind or Visually Impaired**

Students who are blind or visually impaired may not be able to see the screen of a mobile device in order to read instructions. These students can download an application to read aloud the text presented on the screen. They may also opt to work in a group with other students, an instructor, and/or a paraprofessional who can dictate the text included in the mobile interface.

## **Physical Disabilities**

Students will need the ability to physically operate mobile technological devices. Students who are unable to do so may opt to work in a group with other students or request assistance from an instructor and/or paraprofessional.

Students will also need the ability to physically move around spaces in their local community. Those who are unable to do so may select different tasks within the place-based learning experience that require less mobility.



### **III. DATABASE OF PLACE-BASED EXPERIENCES FOR LANGUAGE LEARNING**

The Database of Place-based Experiences for Language Learning will contain information on relevant place-based experiences for language learners. The online database will be tagged according to language, level, and content area.

#### **Learning Disabilities**

Teachers with learning disabilities can access the database on their own or with assistance from a colleague and/or paraprofessional. Educators who may need more time to navigate the site and locate resources will have the opportunity to do so because inactivity will not log the user out of the system.

#### **Blind or Visually Impaired**

Visually impaired teachers will be able to enlarge the text on the web browser to better navigate the database. Those with complete loss of vision and those who cannot adjust the text large enough can enlist the assistance of a paraprofessional to read the screen for them.

Educators may also opt to purchase and download a program that reads aloud text presented on the screen and included in the database.

#### **Physical Disabilities**

Teachers will need to manipulate a mouse to navigate through the online database. Those who cannot perform these movements on their own may enlist the assistance of a colleague and/or paraprofessional. They may also request printed versions of the database from CASLS staff.

### **IV. COMMUNITY COLLEGE AND UNIVERSITY LANGUAGE PROGRAM ARTICULATION**

The Community College and University Language Program Articulation will establish a four-year articulation cycle to determine ways in which curricula between the Lane Community

College and the University of Oregon can be better aligned and improved in ways that will prepare students for successfully achieving high levels of language proficiency. CASLS staff will collaborate with Lane Community College to conduct a needs analysis, complete annual data analyses of student outcomes, and complete a summative strategic plan. CASLS will publish practical suggestions for initiating and maintaining strong articulation between language programs at community colleges and universities. This section specifically addresses access to the publication. CASLS expects that, at minimum, the publication will be made available on its website.

### **Learning Disabilities**

Teachers with learning disabilities can access the publication on the CASLS website on their own or with assistance from a colleague and/or paraprofessional. Educators who need more time to navigate the site and download the publication will have the opportunity to do so since inactivity will not log the user out of the system.

### **Blind or Visually Impaired**

Visually impaired teachers will be able to enlarge the text on the web browser. Those with complete loss of vision and those who cannot adjust the text large enough can enlist the assistance of a paraprofessional to read the screen for them. Educators may also opt to purchase and download a program that reads aloud text presented on the screen. Upon request, CASLS will mail educators a copy of the publication in braille.

### **Physical Disabilities**

Teachers will need to manipulate a mouse to navigate through the website and download the publication. Those who cannot perform these movements on their own may enlist the assistance

of a colleague and/or paraprofessional. They may also request printed versions of the database from CASLS staff.

## **V. SUSTAINED FACULTY LEARNING COMMUNITY**

The Sustained Faculty Learning Community will establish a professional development cohort consisting of both two-year and four-year college faculty. The community will address core challenges identified in the Community College and University Language Program Articulation project discussed above and seek to transform teaching and learning practices at both Lane Community College and the University of Oregon.

### **Learning Disabilities**

Teachers with learning disabilities who participate in the professional development community may request accommodations for face-to-face meetings so that they can best learn the material presented. Materials presented in the modules and the content guides will likely be presented in multiple formats. CASLS expects information to be both multimedia and text-based, so educators can identify a method that best fits their strengths.

### **Deaf or Hard of Hearing**

Teachers who are deaf or hard of hearing may request accommodations at the meetings. CASLS will work with the University of Oregon to provide a sign language interpreter as needed. Materials presented in the modules and the content guides will likely be presented in multiple formats. Teachers who are hard of hearing can manually increase the volume on their computer to listen to multimedia texts. Those with complete hearing loss and those who cannot adjust the volume loud enough may access similar information in a text-based format.

### **Blind or Visually Impaired**

Teachers who are blind or visually impaired may request accommodations at the meetings. CASLS will work to present text material to visually impaired teachers using large fonts and will work with the University of Oregon to provide materials in braille as needed. Materials presented in the modules and the content guides will likely be presented in multiple formats. Visually impaired teachers will be able to enlarge the text on their web browser. Those with complete loss of vision and those who cannot adjust the text large enough can enlist the assistance of a colleague and/or paraprofessional to read the screen for them.

### **Physical Disabilities**

Teachers with physical disabilities who attend meetings may request accommodations. CASLS and the University of Oregon will do their best to meet reasonable requests. Teachers will need to manipulate a mouse to navigate through the modules and content guides. Those who cannot perform these movements on their own may enlist the assistance of a colleague and/or paraprofessional.

## **VI. DIGITAL SIMULATION TO ASSESS INTERCULTURAL COMPETENCE**

Partnering with the Center for Applied Linguistics, CASLS will create a digital simulation for assessing learners' abilities to interact in culturally appropriate ways. Three scenarios will be developed to engage learners in a life-like experience to assess their intercultural competence.

### **Learning Disabilities**

Students with learning disabilities can work with a proctor and/or paraprofessional during the digital simulation. Teachers may also choose to allow students with learning disabilities additional time to complete the simulation.

### **Deaf or Hard of Hearing**

Students who are hard of hearing will be able to manually control the volume of the simulation to hear the scenario presented. For those with complete hearing loss and for those who cannot adjust the volume loud enough, a proctor and/or sign language interpreter may provide the simulation's context so that students can determine their responses to the presented scenarios.

### **Blind or Visually Impaired**

Visually impaired students will be able to enlarge the text on the web browser to better read the text presented in the simulation. Teachers may provide a proctor to read and/or dictate visually presented information.

### **Physical Disabilities**

Students will need to manipulate a mouse and type to complete the simulation. Teachers may provide a personal proctor to assist students who cannot perform these movements on their own. Proctors may make answer selections and type dictated text on behalf of students.

## **VII. LINGUAFOLIO ONLINE**

LinguaFolio Online is an e-portfolio system that provides a record of students' language proficiency through self-evaluations, goals, reflections, standardized assessment scores, and work samples. The portfolio is organized using the NCSSFL-ACTFL Can-Do Statements and designed to help learners see their progress and meet target learning goals.

### **Learning Disabilities**

Students with learning disabilities can work with a proctor and/or paraprofessional to develop and update their LinguaFolio Online portfolio. Teachers may also choose to allow students with learning disabilities additional time to work on their portfolios.

### **Blind or Visually Impaired**

Visually impaired students will be able to enlarge the text on the web browser to better read the text included in LinguaFolio Online. Teachers may provide a proctor to read the text and prompts included in the portfolio and to help students upload evidence in the appropriate section.

### **Physical Disabilities**

Students will need to manipulate a mouse and type to create and update their portfolios. Teachers may provide a proctor to assist students who cannot perform these movements on their own. Proctors may type information and upload evidence on behalf of students.

## **VIII. INTERCOM**

InterCom is a customized weekly digest designed specifically for language educators. Each issue contains an original topic of the week examining an aspect of language pedagogy and theory, a usable classroom activity, and a curated collection of articles tagged by language, focus, and level. Teachers can access InterCom either through their mail client or through a web browser.

### **Learning Disabilities**

Teachers with learning disabilities who need more time to read and understand the material included in InterCom will have the opportunity to do so, because inactivity will not log the user out of the system.

### **Blind or Visually Impaired**

Visually impaired teachers will be able to enlarge the text on their email client or web browser to better read InterCom. Those with complete loss of vision and those who cannot adjust the text large enough can enlist the assistance of a colleague and/or paraprofessional to read the

screen for them. Educators may also opt to purchase and download a program that reads aloud text presented on the screen.

### **Physical Disabilities**

Teachers will need to manipulate a mouse to navigate their mail client or web browser. Those who cannot perform these movements on their own may enlist the assistance of a colleague and/or paraprofessional.

## **IX. TEACHING INTERNATIONAL STUDENTS**

The Teaching International Students simulation will provide pedagogical assistance to instructors who teach courses with a significant number of international students enrolled. The simulation will highlight challenges of maintaining academic integrity of the course while allowing flexibility for cultural considerations. The simulation will also offer potential solutions to increase student engagement.

### **Learning Disabilities**

There will be no time limit for completing the simulation. Educators with learning disabilities can use as much time as they needed to complete the simulation. They will also be able to return to previous segments of the simulation to review them more than once if desired.

### **Deaf or Hard of Hearing**

Educators who are hard of hearing will be able to manually control the volume of the simulation to hear the scenario presented. For those with complete hearing loss and for those who cannot adjust the volume loud enough, a proctor and/or sign language interpreter may provide the simulation's context so that the educator can review the material.

### **Blind or Visually Impaired**

Visually impaired educators will be able to enlarge the text on the web browser to better read the text presented in the simulation. Educators who are blind or who are unable to enlarge the text enough may enlist the assistance of a colleague and/or paraprofessional to read and/or dictate visually presented information.

### **Physical Disabilities**

Educators will need to manipulate a mouse and type to complete the simulation. Educators who are unable to perform these movements on their own may enlist the assistance of a colleague and/or paraprofessional.

## **X. GAMES TO TEACH: DEVELOPING DIGITAL GAME-MEDIATED FOREIGN LANGUAGE LITERACIES**

Games to Teach: Developing Digital Game-Mediated Foreign Language Literacies is an online repository of curricular resources and professional development focused on implementing game-based learning in the foreign language classroom. The proposed activities will build upon the existing project by expanding the resources and materials available based on teacher feedback.

### **Learning Disabilities**

Teachers with learning disabilities can access the online database on their own or with assistance from a colleague and/or paraprofessional. Educators can take their time navigating the website since there will be no login system that will log out after a period of inactivity.

### **Blind or Visually Impaired**

Visually impaired teachers will be able to enlarge the text on the web browser to better navigate the database. Those with complete loss of vision and those who cannot adjust the text



large enough can enlist the assistance of a colleague and/or paraprofessional to read the screen for them. Educators may also opt to purchase and download a program that reads aloud text presented on the screen.

### **Physical Disabilities**

Teachers will need to manipulate a mouse to navigate through the website and access the materials. Those who cannot perform these movements on their own may enlist the assistance of a colleague and/or paraprofessional. They may also request printed versions of the database from CASLS staff.

---

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

University of Oregon

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:  Interim V.P. for Research and Innovation

#### \* SIGNATURE:

#### \* DATE:

07/07/2014

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

## **CENTER FOR APPLIED SECOND LANGUAGE STUDIES (CASLS): ABSTRACT**

The Center for Applied Second Language Studies (CASLS) at the University of Oregon (UO) provides innovative solutions to improve K-20 language learning in foreign, second, and heritage contexts. CASLS requests four years of funding to implement ten projects as a Title VI Language Resource Center. The proposed projects, derived from educator and student requests, address national needs for improving capacities in language teaching and learning. Work in four cornerstones (place-based learning, articulation and collaboration, innovative assessment, and professional development) represents CASLS' strategic vision led by an experienced, full-time team dedicated to the success of each project during the grant cycle.

In this proposal, CASLS outlines a plan of operation and evaluation for the realization of ten projects for systemic impact on language learning and teaching nationally. Cornerstone goals entail the provision of research-based curricula and implementation models utilizing place-based learning, increased access and capacity for the teaching and learning of less commonly taught languages, cross-institutional articulation and collaboration between community colleges and universities, an increased repertoire of L2 assessment types, and sustained, targeted professional development resources. Outcomes are designed to minimize attrition, improve learning outcomes, transform pedagogical practices, and provide meaningful support to educators.

CASLS' extensive experience, robust infrastructure, strong collaborative partnerships, and successful history position the center to meet and exceed the proposed outcomes, providing innovative solutions to language learning that emanate from the recombination and application of ideas and emerging tools. CASLS will create, implement, and evaluate the proposed solutions to deliver high-quality products, experiences, workshops, manuals, and publications to make a regional and national impact.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

---

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

## CENTER FOR APPLIED SECOND LANGUAGE STUDIES: TABLE OF CONTENTS

Section	Page
Section 1. Plan of Operation	2
1.1 Strategic Vision and Project Design	2
1.2 Operational Principles	4
1.2.1. Base-plus Funding	4
1.2.2. Focused Staff	5
1.2.3. Collaborative Partnerships	5
1.2.4. Thoughtful Dissemination	5
1.3. Plan of Management	6
1.3.1. Cornerstone 1: Place-based Learning	6
1.3.2. Cornerstone 2: Articulation and Collaboration	13
1.3.3. Cornerstone 3: Innovative Assessment	16
1.3.4. Cornerstone 4: Professional Development	19
Section 2. Quality of Key Personnel	24
Section 3. Budget and Cost Effectiveness	27
Section 4. Evaluation Plan	30
Section 5. Adequacy of Resources	37
Section 6. Need and Potential Impact	38
6.1. Cornerstone 1: Place-based Learning	38
6.2. Cornerstone 2: Articulation and Collaboration	41
6.3. Cornerstone 3: Innovative Assessment	42
6.4. Cornerstone 4: Professional Development	43
Section 7. Likelihood of Achieving Results	45
Section 8. Description of Final Form Results	46
Section 9. Priorities	48
9.1. Competitive Preference Priority 1: LCTLs	48
9.2. Competitive Preference Priority 2: Community Colleges	49
9.3. Invitational Priorities: Heritage and Immersion Learners	49
10. References	49
11. List of Acronyms	50
<b>Appendices</b>	
Key Personnel Curriculum Vitae	
Letters of Support	
Table of Objectives	
Project Timeline	
Project-specific Performance Measures (PMFs)	
GEPA 427	

## **CENTER FOR APPLIED SECOND LANGUAGE STUDIES: PROPOSAL NARRATIVE**

The Center for Applied Second Language Studies (CASLS) at the University of Oregon (UO) provides innovative solutions to improve second and foreign (L2) language learning across the K-20 continuum. CASLS' eleven full-time staff and collaborative partners foster innovation through the dissemination of research-based solutions to materials creation, implementation, and assessment. This proposal focuses on work in four cornerstone areas: place-based learning (PBL), articulation and collaboration, innovative assessment, and professional development. Each of the ten proposed projects addresses a critical point of impact along the K-20 continuum and provides an innovative solution to national challenges in L2 teaching and learning.

### **1. PLAN OF OPERATION**

#### **1.1 Strategic Vision & Project Design**

This proposal focuses on strengthening the nation's capacity in L2 education by focusing efforts in four cornerstone areas, each derived from educator and student requests for resources and support. Each project targets critical needs and points of impact along the K-20 strata (see Figure 1). Cornerstones work together to maximize the funds, effort, resources, and expertise.

The *Place-based Learning* cornerstone presents a vision for transformational L2 education. At the request of learners and teachers, projects in this area move learners beyond the classroom and engage them in complex global issues related to their local community and relevant to the language and culture they are studying. Specific projects include the design of place-based experiences by high school immersion and heritage learners to reduce burnout and engage them with meaningful content (P1: The Bridging Project), the application of place-based learning interventions to a residential language immersion program (P2: Residential Immersion), and the

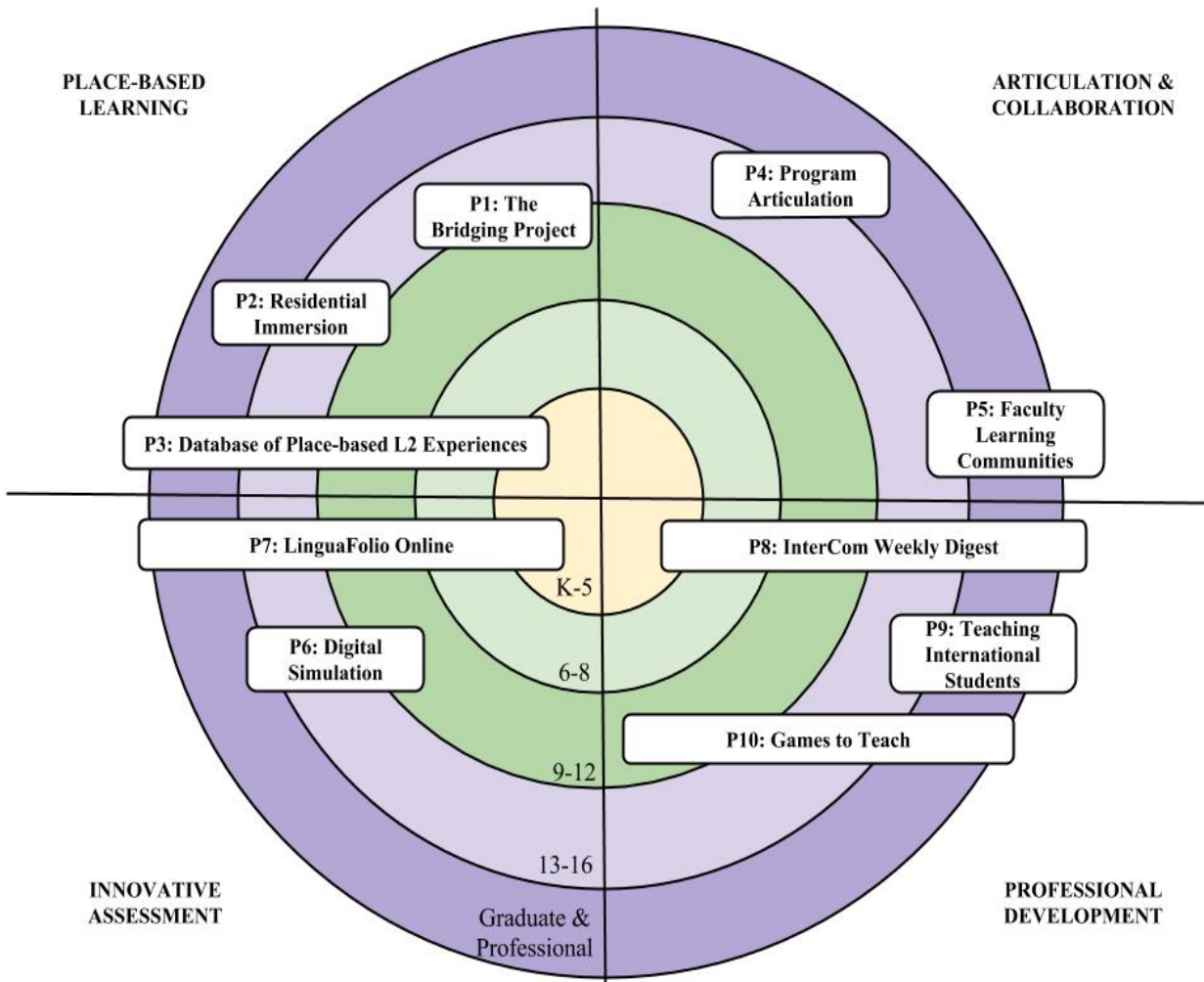


Figure 1. Proposed Projects by Cornerstone, Level, and Point of Impact

collection of curated experiences to be used by others internationally (P3: Database of Place-based L2 Experiences).

*Articulation & Collaboration* of language curricula between community college programs and four-year universities present a significant national challenge in terms of transfer, placement, and articulated sequences of meaningful study. Administrators and instructors at both the community college and university levels have requested CASLS' expertise to address articulation challenges. Projects in this cornerstone include the analysis of systemic articulation data (P4: Program Articulation) and facilitation of collaborative faculty learning communities



(FLCs) for professional development (P5: Faculty Learning Communities).

*Innovative Assessment* continues CASLS' tradition of effective and meaningful measurement of learning outcomes. The projects in this cornerstone expand the repertoire of L2 assessments to include the first digital simulation instrument for assessing intercultural competence (P6: Digital Simulation) and integration of an e-portfolio to collect proficiency evidence in a variety of languages, including 67 less commonly taught, priority languages (P7: LinguaFolio Online).

*Professional Development* is essential for providing educators the support and resources needed for effective classroom practice. Proposed projects address all K-20 levels and include personalized, curated resources (P8: InterCom), a digital simulation targeted at improving classroom practice (P9: Teaching International Students), and an ongoing resource to help educators make the best use of digital games in the classroom (P10: Games to Teach).

## **1.2 Operational Principles**

CASLS implements four operational principles to set realistic target outcomes and maximize the impact of every dollar awarded through Title VI: base-plus funding, focused staff, collaborative partnerships, and thoughtful dissemination.

### ***1.2.1 Base-plus Funding***

Title VI funding alone could not provide the resources necessary to achieve the ambitious objectives outlined in this proposal. Each project serves as the intellectual and operational scaffold for additional fundraising with Title VI funding serving as the catalyst for robust financial support. In the 2010-2014 grant cycle, CASLS attracted more than \$9 million to supplement the \$830,500 received from Title VI. Leveraging Title VI support to secure additional funding maximizes impact, increases visibility of Title VI efforts, and ensures CASLS meets, and exceeds, project objectives. Section 3 Budget and Cost Effectiveness provides

details on how base-plus funding will be applied to each project.

### ***1.2.2 Focused Staff***

CASLS' eleven full-time employees dedicate 100% of their time to leading innovative projects, which creates a culture of heightened focus, accountability, cross-project collaboration, and excellence. Team members are experienced in meeting the intellectual and operational challenges of successfully managing grant projects. See Section 2 Quality of Key Personnel for additional information on staff expertise and qualifications.

### ***1.2.3 Collaborative Partnerships***

Collaborative partnerships are necessary to make a national impact. CASLS works to sustain collaborative partnerships beyond grant cycles and draws on these partnerships when appropriate for grant-funded projects, rather than identifying partners solely based on priorities in a request for proposals. Partners include affiliate personnel who are experts in language acquisition, national-level organizations dedicated to L2 learning and teaching, other Title VI Centers, and master teachers working in classrooms.

### ***1.2.4 Thoughtful Dissemination***

In a world where the amount of information generated annually is more than the previous 5,000 years (Fisch and McLeod, 2013), thoughtful dissemination helps ensure materials are not lost. CASLS uses a strategic, 21<sup>st</sup>-century approach to dissemination that includes opt-in content delivered to users; consistent social media presence; collaboration with national and international partners to avoid duplicating efforts; the creation of digital and print materials; scholarly presentations and publications; workshops; school visits; a consistently updated website with real-time delivery of requested materials; and a mobile application to house customized resources and release new content. CASLS will enhance these efforts by partnering with

current Title VI Center for Open Educational Resources and Language Learning (COERLL), on revising the National Foreign Language Resource Center (NFLRC) Portal to maximize dissemination.

### **1.3 Plan of Management**

CASLS' strategic vision will be realized through projects in each of the four cornerstones (see Figure 1). Together, these projects are designed to meet the Language Resource Center (LRC) Program purpose of strengthening and improving K-12 and undergraduate instruction in foreign languages through the creation of innovative pedagogical tools, program articulation, meaningful assessment, and teacher training.

#### ***1.3.1 Cornerstone 1: Place-based Learning***

Community experiences (e.g., study abroad, service learning) are lauded as effective contexts for tackling complex dimensions of L2 development (Gascoigne Lally, 2009; Kinginger, 2009). Combined with the proliferation of mobile technologies, place-based learning (PBL) offers a means for community engagement that has not previously been possible (e.g., the introduction of media related to a historical protest as learners stand in the location of the protest).

The projects in this cornerstone intentionally expand opportunities for language learners to achieve the following goals: 1) provide a research-based model for the use of place-based experiences in language teaching and learning contexts; 2) increase access to advanced-level content in less commonly taught languages (LCTLs) through innovative educational practice; and 3) increase access to L2 and heritage language interactions for learners outside of the classroom. Each of these goals ties directly to the LRC Program mission to “strengthen and improve K-12 and undergraduate instruction in foreign languages” through the development of “prototypes for teaching and measuring performance that can be applied broadly and used as

resources to improve foreign language education nationally.” Furthermore, extending immersive experiences to local communities provides expanded access for those traditionally unable to study abroad due to socioeconomic status, disability, or family obligations. Each proposed project draws on lessons learned from PBL in other disciplines (Klopfer, 2008; Miller and Doering, 2014) and the specific application of place-based, augmented reality to language learning (Holden and Sykes, 2011). They leverage a deep understanding of place, ubiquity of access, and personalization of the learning experience for language learning.

*Project 1: The Bridging Project:* High school students with Intermediate-High to Advanced-Mid proficiency will enroll in a one-year course focused on content-based instruction in their target language. The course will focus on critical ethnographic skills for learning about target language contexts, language development at advanced levels, and the development of a deep understanding of place relevant to Chinese, Japanese, Portuguese, Russian, Spanish, and Swahili. Students will complete the course independently with the aid of an instructor and group mentor.

Throughout the year, learners will work in teams to create a place-based experience for members of their local community to be delivered on a mobile device. Each project will be themed around engagement in a relevant content area (e.g., sustainability, water rights, global business, human rights, education). All teams will attend a three-day orientation at the beginning of the year, work on eight curricular units, delivered digitally, which scaffold content and language development, and participate in a final competition session at the end of the year where they engage in the products they have created. Each team will enter their final project into a scholarship competition to support language study beyond high school.

*Table 1. Project 1: The Bridging Project Summary*

<b>Project Performance Measures</b>	1. Establish a design team to initiate collaborative planning for long-term success of the program. 2. Design a feasible course and competition cycle for learners of Chinese, Japanese, Portuguese, Russian, Spanish, and Swahili. 3. Pilot a one-year course and competition cycle. 4. Disseminate research of three key variables: learning outcomes, place-based game design as a learning tool, the impact of place on language learning.
<b>Language(s)</b>	Chinese, Japanese, Portuguese, Russian, Spanish, Swahili
<b>Level</b>	High school students with Intermediate-High, Advanced-Low, and Advanced-Mid proficiency, often immersion and heritage learners
<b>Impact Point</b>	Gaps in advanced language curricula in a high school context; gap in access to courses targeting LCTLs (see Section 6)
<b>Key Personnel</b>	Dr. Julie Sykes, Dr. Steve Thorne, Mr. Michael Bacon
<b>Partners</b>	Portland Public Schools, Portland State University, UO College of Arts and Sciences, UO Yamada Language Center

Management Plan: An effective management plan is critical to successful outcomes in this complex project. Dr. Julie Sykes, Dr. Steve Thorne, and Mr. Michael Bacon will lead the effort. Dr. Sykes will oversee technical and curriculum development. Dr. Steve Thorne, an expert in language learning beyond traditional instructional settings, will focus on project design and research effort coordination. As the Dual Language Immersion Assistant Director at Portland Public Schools, Mr. Bacon collaborated with Dr. Sykes on the initial project idea, which stemmed from the challenges posed by students enrolled in his program. His expertise will be critical to successfully implementing the design team's ideas in the high school programs. Mr. Bacon will be responsible for instructional personnel and student recruitment.

CASLS will apply an existing code base of a series of mobile applications currently under development. Educational Software Engineer Mr. Scott Morison and Educational Software Developer Mr. Carl Burnstien will complete the technical development process for iOS and Android operating systems. They both have significant experience with coding and deploying technical deliverables at a large scale. Dr. Sykes will work with the technical team to ensure collaboration between content development and technical design.

The Bridging Project team will utilize CASLS' online project management site to assign

tasks, create detailed timelines, collaborate across physical boundaries, and store content. Work will occur in annual phases with a specific focus for each year: planning and design (year 1), implementation (year 2), iterative improvement (year 3), and stabilization (year 4). A detailed timeline of annual activities is included in the Timeline Appendix. The leadership team will meet monthly to gauge progress, set goals, and adapt as needed. The design team will meet four times in year 1 and twice per year in the subsequent years. Because LRC funds alone would not be sufficient for carrying out this project, a base-plus funding strategy will be critical to meeting objectives. See Section 3, Budget and Cost Effectiveness, for specifics.

*Project 2: A Transformed Residential Immersive Experience – Global Scholars Hall (GSH):*

Residential academic programs offer a unique context for language learning through immersive, collaborative, and targeted programming. This project will integrate place-based experiences in a residential immersive experience for learners of Chinese, French, German, Japanese, Russian, and Spanish. CASLS will develop, pilot, and assess a mobile application to facilitate students' residential academic experience related to language learning and to engage learners in the multiplicity of international and global opportunities offered as part of the residential immersion experience. The project will draw on empirical data to inform similar experiences in other residential learning communities nationally and internationally.

*Table 2. Project 2: A Transformed Residential Experience – Global Scholars Hall Summary*

<b>Project Performance Measures</b>	<ol style="list-style-type: none"> <li>1. Establish a design team of experts focused on place-based learning in residential communities.</li> <li>2. Design and implement three task types for use in a place-based learning experience in the UO GSH: collaborative simulation, scavenger hunt, and community connection.</li> <li>3. Disseminate research across four dimensions: proficiency outcomes, learner perceptions of the experience, curricular content, and in residential immersion programs.</li> </ol>
<b>Language(s)</b>	Chinese, French, German, Japanese, Russian, Spanish
<b>Level</b>	University students
<b>Impact Point</b>	Offering a residential immersion experience that engages learners as multilingual participants in everyday life to make language learning part of their social, professional, and educational endeavors for sustained learning

<b>Key Personnel</b>	Dr. Julie Sykes, Dr. Robert Davis
<b>Partners</b>	UO Division of Undergraduate Affairs, UO Department of Romance Languages

Management Plan: A curriculum team led by Dr. Julie Sykes and Dr. Robert Davis will design a series of tasks distributed across a variety of dimensions to facilitate a comprehensive experience. Example dimensions might include: 1) community – tasks to engage students in collaboration and community building around language learning; 2) skills and strategies – tasks to help students build language skills and learn how to learn; 3) global issues through local lenses – tasks to address ways language can be used to understand relevant global issues such as sustainability, human rights, and social justice; 4) media and digital literacies – tasks to consider what language learning means in the 21<sup>st</sup> century in light of current and future technologies; 5) products and practices – tasks to address critical literary pieces, art, and film. Activities in each of the dimensions will be delivered via mobile devices.

*Table 3. P2: Residential Task Types*

<b>Task Type</b>	<b>Description</b>	<b>Sample Task(s)</b>
<b>(1) Social Networking</b>	Learners will engage in community-building activities to connect with one another as a GSH cohort.	Picture sharing and tagging; resource sharing (e.g., dropping virtual items and allowing others to pick them up); competitions related to daily life in the GSH (e.g., energy consumption, disconnecting from technology)
<b>(2) Place-based Activity</b>	Place will be utilized as a significant resource in exploration and problem solving.	Scavenger hunts (designed experiences to engage learners around a specific topic); geo-location of significant resources (e.g., art pieces, flyers, books)
<b>(3) Collaborative Simulation</b>	Students are presented with challenges and problems to address by pooling shared information and resources.	Simulation in which learners collaborate to collect resources on their mobile devices to help solve a challenge (e.g., the provision of healthy drinking water)

Management Plan: Dr. Sykes and Dr. Davis will lead the design and curricular development teams. Dr. Sykes will be the GSH Scholar-in-Residence, ensuring in-depth understanding of the project's impact. Dr. Robert Davis, the outgoing Scholar-in-Residence, has extensive experience with language pedagogy and various models of residential immersion programs, including those at Middlebury and the UO. See Section 2 Quality of Key Personnel and their CVs in the

Appendix. Dr. Sykes and Dr. Davis will collaborate with a design team of language experts and specialists in residential academic programming to create content for three task types.

Critical to successful implementation of all the proposed projects is the repurposing of resources when possible to maximize effort and minimize cost. CASLS technical team of Mr. Scott Morison and Mr. Carl Burnstein will draw on an existing code base for the development of a mobile application to enhance the language learning experience within the GSH and around the UO. The user experience for each will be distinct, but the backend database and code will be shared across projects to eliminate duplication of effort. The application will be built for iOS and Android devices.

The Residential Immersion Project will be managed using CASLS' online project management site to assign tasks, create detailed timelines, collaborate across units, and store content. Work will occur in annual phases with a specific focus each year: planning and design (year 1), pilot and design-based research (year 2), implementation (year 3), and stabilization (year 4). A detailed timeline is included in the Timeline Appendix. Dr. Sykes and Dr. Davis will meet biweekly to gauge progress and goals for each of the two-week cycles to ensure rapid iteration and incremental improvements. They will also meet each term with the residential team in the UO Office of Undergraduate Affairs. A design-based research framework will be used in this project to test and revise often. As a result, students will use the application as soon as possible, and the design team can make adjustments throughout the project. The UO Office of Undergraduate Affairs has confirmed the supplemental funds for the project. See Section 3.

*Project 3: Database of Place-based Experiences for Language Learning:* In collaboration with current Title VI Center COERLL, CASLS will design and create a database for place-based projects that is connected to the NFLRC Portal. CASLS will curate a database of available



place-based experiences relevant to language learning all over the world to ensure high-quality projects are easily accessible to language educators. The database will be compiled based on a set of design criteria for high-quality, place-based learning experiences. Each project will be geo-tagged and categorized by language, level, and content area. As part of the NFLRC Portal, the database will be available for user rating.

*Table 4. Project 3: Database of Place-based Experiences for Language Learning Summary*

<b>Project</b>	1. Establish research-based guidelines for place-based L2 learning.
<b>Performance Measures</b>	2. Curate a digital database to collect significant place-based mobile applications for language learning in one place. 3. Collaborate digital dissemination efforts with the NFLRC Portal.
<b>Language(s)</b>	Various, emphasis on LCTLs
<b>Level</b>	K-20
<b>Impact Point</b>	National dissemination of place-based resources for educators at all levels
<b>Key Personnel</b>	Dr. Julie Sykes, Curriculum Development Specialist, Dr. Carl Blythe
<b>Partners</b>	Center for Open Educational Resources and Language Learning (COERLL)

Management Plan: Dr. Julie Sykes will work closely with CASLS Curriculum Development Specialist and a Graduate Teaching Fellow (GTF) to design the database, create design guidelines for PBL experiences, and populate the database with relevant projects. The CASLS team will collaborate with Dr. Carl Blythe and other COERLL staff to tie the database to the NFLRC Portal and expand dissemination efforts for all projects, with the proposed database serving as a pilot for implementing new features such as user rating systems. Technical expertise, when needed, will be drawn from CASLS' and COERLL's technical teams.

The team will use CASLS' online project management site to assign tasks and create detailed timelines. Work will occur in annual phases with a specific focus each year: planning and design (year 1), collection (year 2), deployment (year 3), and expansion (year 4). A detailed timeline of annual activities is included in the Timeline Appendix. All content will be stored in the database itself. Dr. Sykes, the Curriculum Development Specialist, and CASLS GTF will meet every two months to set goals and objectives for the upcoming months. While populating the database

with existing projects, an invitation to include projects will be sent to relevant institutions and design teams. During this phase of the project, the team will meet more often to vet projects and curate the site quickly. Funding needed for this project is modest and, in years 2-4, cost and effort will be shared with COERLL as part of the NFLRC Portal redesign. See Section 3 for details.

### ***1.3.2 Cornerstone 2: Articulation & Collaboration***

Meaningful transfer of credits between community college and four-year universities, appropriate placement, and articulated outcomes are critical to ensuring learners receive the highest quality education, regardless of their institution. Learners need to be able to take courses at either institution and be assured the courses are resulting in equivalent learning outcomes. Articulation is especially critical for ensuring equal access for low-income and minority students who traditionally demonstrate higher transfer percentages.

To address this challenge, administrators and instructors in the UO Department of Romance Languages and Lane Community College (LCC) have requested CASLS facilitate a four-year articulation and professional development cycle. The projects respond to that request and provide a means for establishing guidelines for other institutions nationally. Each project emerged from a one-year collaboration between LCC and the UO. The projects aim to: 1) articulate world language courses at the community college and four-year university and 2) design, implement, and evaluate a faculty learning experience model to foster collaboration between community college and four-year university faculty; and 3) design a model for articulation and collaboration that can be applied nationally. Projects in this cornerstone include analyses of systemic articulation data (P4: Program Articulation) and the facilitation of collaborative FLCs for community college and university instructors (P5: Faculty Learning Communities).

*Project 4: Community College and University Language Program Articulation:* This project addresses articulation challenges by analyzing systemic articulation data, conducting focus groups with faculty at LCC and the UO, and providing student assessment across institutions for ongoing learning outcomes analyses. Data will be used to identify points of misalignment between the programs and then to inform collaboration efforts and FLCs (Project 5). Lessons learned will be disseminated on a national scale to assist in similar processes in other contexts.

*Table 5. Project 4: Community College and University Language Articulation Summary*

<b>Project Performance Measures</b>	<ol style="list-style-type: none"> <li>1. Engage in systematic data analysis of key points of misalignment.</li> <li>2. Conduct an annual data analysis of transfer student outcomes by term, program, and level.</li> <li>3. Assess learning outcomes at each institution using proficiency tests.</li> <li>4. Complete a strategic plan suggesting areas for long-term articulation.</li> <li>5. Publish practical suggestions for strong articulation between language programs at community colleges and universities.</li> </ol>
<b>Language(s)</b>	Non-language specific
<b>Level</b>	Community college and university
<b>Impact Point</b>	Community college and university transfer (see Section 6)
<b>Key Personnel</b>	Dr. Robert Davis, Dr. Linda Forrest, Dr. Julie Sykes
<b>Partners</b>	Lane Community College, UO Department of Romance Languages

Management Plan: CASLS Research Director Dr. Linda Forrest will lead the research efforts for establishing baseline data, collecting ongoing data, testing language proficiency, and engaging faculty and administrators in focus group meetings. See Quality of Key Personnel in Section 2 and CV in the Appendix for details on Dr. Forrest’s qualifications. Database access for this project has already been established, and initial reports have been used to facilitate discussions. Data will be compiled and used to guide strategic planning efforts and two FLCs (Project 5). Dr. Robert Davis and Dr. Julie Sykes will lead the strategic planning efforts and work with instructors and administrators at LCC and the UO.

Work will occur in annual phases with a specific focus each year: baseline (year 1), analysis and strategic planning (year 2), ongoing analysis (year 3), and stabilization (year 4). A detailed timeline is included in the Timeline Appendix. In year 1, meetings will occur as needed. In

years 2-4, meetings will align with monthly meetings of the FLCs. Dr. Davis and Dr. Sykes will collaborate in year 4 to create a guide for program articulation that can be disseminated nationally. Funds from LCC will supplement Title VI funding for this project. See Section 3.

*Project 5: Sustained Faculty Learning Communities (FLCs):* Drawing on data from Project 4, the Sustained FLCs will align pedagogical practices and learning outcomes. There will be two FLCs, and the themes of each will stem from the analysis (Project 4). Both will focus on aligning learning outcomes and improving transfer protocols and opportunities. Activities are expected to include improvement of pedagogical techniques, curriculum development and lesson planning, integration of technology, and/or materials sharing.

*Table 6. Project 5: Sustained Faculty Learning Communities Summary*

<b>Project Performance Measures</b>	<ol style="list-style-type: none"> <li>1. Establish two cohorts of community college and university faculty engaged in a year-long faculty learning community.</li> <li>2. Develop four modules for use in the faculty learning communities based on data analysis (see Project 4).</li> <li>3. Disseminate content and user guides for the implementation of similar collaborations across the country through published resources.</li> <li>4. Conduct two online workshops focused on community college/university collaborations specifically tied to languages.</li> </ol>
<b>Language(s)</b>	Non-language specific
<b>Level</b>	Community college and university
<b>Impact Point</b>	Community college and university transfer (see Section 6)
<b>Key Personnel</b>	Dr. Robert Davis, Dr. Julie Sykes
<b>Partners</b>	Lane Community College, UO Department of Romance Languages

Management Plan: Dr. Robert Davis and Dr. Julie Sykes will co-facilitate the FLCs, which will meet monthly during each academic year in years 2 and 3. Both have expertise in teacher training and professional development and, during the 2013-2014 academic year, worked with an existing LCC faculty study group focused on digital games and language learning. Dr. Davis and Dr. Sykes will plan FLC topics and activities based on those identified in Project 4 as demonstrating the most potential to impact articulation outcomes and align pedagogy. LCC Dean Susan Carkin and Dr. Davis will recruit participants at LCC and UO, respectively.

Work will occur in annual phases with a specific focus each year: recruitment (year 1), FLC #1 (year 2), FLC #2 (year 3), and dissemination (year 4). A detailed timeline is included in the Timeline Appendix. LCC funds will supplement LRC funding. See Section 3 for details.

### ***1.3.3 Cornerstone 3: Innovative Assessment***

National emphasis on high-stakes testing has fueled the development of L2 assessments. CASLS has been at the forefront of this movement and recognizes the importance of high-quality summative proficiency measures. However, summative proficiency testing alone does not provide a complete picture of students' L2 abilities. Each project in this cornerstone builds on CASLS' successful history of creating assessment instruments to: 1) expand the repertoire of L2 assessment instruments available nationally and 2) provide resources for the effective integration of a wide repertoire of L2 assessment instruments.

*Project 6: Digital Simulation to Assess Intercultural Competence:* This project will utilize emergent technological tools to assess learners' abilities to interact in culturally appropriate ways. The instrument will include lifelike scenarios designed to measure learners' intercultural competence and appropriateness when interacting in a multilingual environment. Special attention will be paid to learner subjectivity and cultural variation. Over the course of four years, CASLS will design, build, and validate the instrument in collaboration with the proposed Title VI Center Assessment and Evaluation Language Resource Center (AELRC).

The simulation will include three scenarios. Scenario #1 will focus on peer-to-peer interaction. Learners will engage with peers to make plans for the weekend. As the weekend gets closer, a complication will be added that requires negotiation. In Scenario #2, learners engage in a service transaction at a store to purchase needed items. Scenario #3 takes place at school, and learners will work with an instructor to negotiate their course schedule for the coming year.

*Table 7. Project 6: Digital Simulation to Assess Intercultural Competence Summary*

<b>Project Performance Measures</b>	1. Develop and pilot a digital simulation instrument for assessing intercultural communicative competence. 2. Provide implementation guidelines for integration of simulation instruments to assess intercultural communicative competence.
<b>Language(s)</b>	Non-language specific
<b>Level</b>	High school, university
<b>Impact Point</b>	Gap in instruments to assess intercultural competence (see section 6)
<b>Key Personnel</b>	Dr. Julie Sykes, Dr. John Norris, Dr. Margaret Malone
<b>Partners</b>	Assessment and Evaluation Language Resource Center (AELRC)

Management Plan: CASLS will develop this instrument in collaboration with Dr. John Norris and Dr. Margaret Malone, Co-Directors of AELRC. CASLS will build the digital instrument based on specified content using a code base shared with other ongoing digital projects at CASLS, including those not funded by Title VI, and the other simulation project proposed here (Project 9). AELRC will conduct focus groups with assessment specialists, contribute to the instrument's general design and assessment models, develop rating criteria and rater training materials for the instrument, assist with piloting, conduct initial rating, and suggest revisions based on feedback from the pilot. Dr. Sykes and the Curriculum Development Specialist will coordinate with AELRC on content design and project facilitation.

Utilizing CASLS' project management website, the teams will establish realistic timelines, track milestones and tasks, and collaborate on content. Work will occur in annual phases with a specific focus each year: design (year 1), prototype (year 2), pilot (year 3), and revise (year 4). A detailed timeline is included in the Timeline Appendix. The team will meet virtually twice per year and make an effort to meet face-to-face while attending national meetings to maximize communication without increasing costs. Base-plus funding, using shared resources with AELRC, is critical to the success of this project. See Section 3 for details.

*Project 7: LinguaFolio Online (LFO):* LFO is an e-portfolio system that creates a record of students' language proficiency through self-evaluations, goals, reflections, standardized

assessment scores, and work samples. CASLS developed LFO collaboratively with the STARTALK program at the National Foreign Language Center (NFLC) and the National Council of State Supervisors for Languages (NCSSFL). All evidence is organized using the NCSSFL-ACTFL Can-Do Statements and is intended for student use throughout language learning trajectories. LFO consists of three key features: 1) Can-Do Statements, descriptors of language ability that are used to classify evidence and provide a pathway for learners; 2) an interculturality module that tracks students' growing cultural awareness; and 3) a learning biography, a space for students to record their own backgrounds and language learning histories.

This project draws on five years of user data and feedback to make strategic improvements. The project will modernize the user interface to make it easier to navigate, produce a national LFO version tailored to individual state needs, and create three training modules to help educators successfully utilize LFO to improve L2 teaching and learning. Modules will address goal setting, formative assessment, and evidence of learning outcomes.

*Table 8: LinguaFolio Online Summary*

<b>Project Performance Measures</b>	<ol style="list-style-type: none"> <li>1. Use student and instructor data to make strategic improvements to an existing version of LFO (i.e., increased interactivity and review, simplified user interface, enhanced mobile application).</li> <li>2. Create three online modules on the effective use of an e-portfolio for goal-setting, formative assessment, and evidence of learning outcomes.</li> <li>3. Provide two customized versions of LFO for use at the national level by state supervisors of languages across the country (NCSSFL) and the State of Washington (OSPI).</li> </ol>
<b>Language(s)</b>	Non-language specific
<b>Level</b>	All levels, customized by user selection
<b>Impact Point</b>	Gap in alternate assessment tools; gap in tools for a large variety of LCTLs (see Section 6)
<b>Key Personnel</b>	Curriculum Development Specialist, Ms. Mandy Gettler
<b>Partners</b>	National Council of State Supervisors for Languages (NCSSFL), State of Washington Office of the Superintendent of Public Instruction (OSPI), STARTALK

Management Plan: CASLS Associate Director Ms. Mandy Gettler will work closely with the Curriculum Development Specialist to coordinate improvement efforts on LFO. Ms. Gettler will coordinate technical support efforts, manage administration of the LFO site, and work with

existing partners to maintain consistency of service. CASLS Curriculum Development Specialist will lead the redesign and implementation efforts, including the training modules. Mr. Scott Morison and Mr. Carl Burnstein will lead the technical development efforts for the LFO site. Both have noteworthy experience with the LFO system and the backend database. For additional information on staff qualifications, see Section 2 Quality of Key Personnel.

CASLS will use its online project management site to document tasks, set timelines, and store content. Work will occur in annual phases with a specific focus each year: planning (year 1), enhancement A (year 2), enhancement B (year 3), and training (year 4). A detailed timeline is included in the Timeline Appendix. Ms. Gettler, the Curriculum Development Specialist, Mr. Morison, and Mr. Burnstein will meet monthly to set goals and outcomes.

Title VI funds will support continuous data collection, the creation of training modules for classroom integration of LFO, and technical support for the mobile version of LFO. Technical improvements are primarily funded by the STARTALK program and funds from OSPI. For additional details on funding for this project, see Budget and Cost Effectiveness Section 3.

#### ***1.3.4 Cornerstone 4: Professional Development***

Quality, sustained support for language educators has the potential to reduce both student and teacher attrition and enhance student learning outcomes. Although professional development materials are prolific, educators lack the time to evaluate the quality of available options. The projects in this cornerstone move beyond one-time workshops and generalized newsletters, to provide sustained professional development resources, impacting classroom practice long-term. The proposed projects: 1) provide educators with practical, research-based information and resources tied to their individual interests; 2) facilitate sustained, meaningful professional development experiences; and 3) enhance the availability of resources about innovative



topics at a national level.

*Project 8: InterCom Weekly Digest:* InterCom is a customizable, weekly digest designed around user-selected content. Each issue of InterCom includes: 1) a weekly topic: a brief insight into an issue relevant to language teaching and learning; 2) an activity of the week: an activity exemplifying the application of the week's theme; 3) a spotlight: update on activity at CASLS and other Title VI Centers; 4) publications: links to publications that match users' selected interests; 5) professional development: links to professional development opportunities related to topics selected by users; and 6) language corner: resources and ideas for language professionals customized to users' language interests. Subscribers receive only the information that matches their profiles. This project will continue the publication of InterCom and work to increase its impact by disseminating real-time information at users' requests.

*Table 9. Project 8: InterCom Weekly Digest Summary*

<b>Project Performance Measures</b>	1. Publish a weekly digest of original articles, useable activities, and curated content based on individual subscribers' preferences. 2. Analyze dissemination patterns and partner with key organizations to improve content and increase subscriptions.
<b>Language(s)</b>	Various, with emphasis on LCTLs
<b>Level</b>	All levels, customized by user selection
<b>Impact Point</b>	Teachers at all levels, special content for LCTL instructors (see Section 6)
<b>Key Personnel</b>	Ms. Lindsay Marean
<b>Partners</b>	Confederation in Oregon for Language Teaching (COFLT), Teacher Effectiveness for Language Learning (TELL)

Management Plan: CASLS InterCom Editor Ms. Lindsay Marean will coordinate original content, curate digital content, deploy the weekly newsletter, and coordinate dissemination efforts. She has served as the InterCom editor since 2006 and has never missed a weekly digest. Her M.A. in linguistics and classroom experience makes her an ideal curator of content. For more information on her qualifications, see Quality of Key Personnel Section 2. Dr. Sykes and Ms. Gettler will collaborate on content and strategic planning of InterCom.

Planning and content storage will be organized in CASLS' project management website.

Ms. Marean will meet with Dr. Sykes and Ms. Gettler monthly to plan future issues. Work will occur in monthly cycles with a unique theme each month. Each year, the team will work to increase dissemination efforts. See the Timeline Appendix for activity details.

Technical delivery is already completed, but will be supported by CASLS technical team when needs arise. Title VI funds will be used primarily for dissemination and collaborative efforts, with some contribution to content curation. The goal at the end of the four-year cycle is to have a dissemination and collaboration model that makes the digest self-funding. For additional details, see Budget and Cost Effectiveness Section 3.

*Project 9: Teaching International Students:* Based on a needs analysis, CASLS will build a digital simulation to improve classroom practice and target specific challenges in teaching large numbers of international students enrolled in university classes. The simulation will target key areas of classroom management to encourage meaningful, positive interactions between instructors and their international students. Areas to be included in the simulation include grading language of non-native English speakers, group work and classroom instruction, intercultural communication, and plagiarism.

Instructors will collaborate in a twelve-week program in which they participate in the digital simulation and engage with one another in six face-to-face sessions to discuss their experience in the simulation and its applications to the classroom.

*Table 10. Project 9: Teaching International Students Summary*

<b>Project Performance Measures</b>	1. Identify key concerns of university faculty with large numbers of international students enrolled in their courses. 2. Create a simulation module to help instructors improve classroom practice and reduce frustration. 3. Publish a guide of best practices for national dissemination.
<b>Language(s)</b>	Non-language specific
<b>Level</b>	University courses with significant enrollment of international students
<b>Impact Point</b>	Gap in professional development for instructors (see Section 6)
<b>Key Personnel</b>	Dr. Julie Sykes, Dr. Jeff Hanes

<b>Partners</b>	Center for Asian and Pacific Studies (CAPS), Office of International Affairs, Teaching Effectiveness Program (TEP)
-----------------	--

Management Plan: CASLS will develop this instrument in collaboration with Dr. Jeff Hanes at the Title VI National Resource Center for Asian and Pacific Studies (CAPS) and the UO Teaching Effectiveness Program (TEP). Dr. Linda Forrest will lead a needs analysis to establish the focus areas for professional development. Based on the results, CAPS and TEP will develop content for the simulation, and CASLS will build the digital simulation. Dr. Sykes will oversee the collaboration.

The project team will use CASLS' management website to establish realistic timelines, track milestones and tasks, and collaborate on content. Work will occur in annual phases with a specific focus each year: needs analysis (year 1), prototype (year 2), pilot (year 3), and revise (year 4). A detailed timeline is included in the Appendix. The team will meet once per quarter.

To reduce the cost of technical deliverables, this project will draw on a code base shared with other ongoing digital projects at CASLS, including those funded by sources other than Title VI, and the other simulation project proposed here (Project 6). Base-plus funding will be applied to the project, as CAPS and TEP will be supporting content development. See Section 3 for details.

*Project 10: Games to Teach:* Despite interest in digital games in the classroom, the field has yet to see a meaningful impact of game-informed learning in an L2 context. One key challenge is the lack of curricular resources and professional development opportunities around digital games and language learning. Begun in 2010 through the Center for Educational Resources in Culture, Language, and Literacy (CERCLL), Games to Teach provides educators with the resources needed to design, implement, and assess digital, game-mediated learning activities. Resources currently include reviews of popular digital games in consideration of their suitability for L2 contexts; classroom materials for L2 learning activities to be used with available digital

games in Chinese, French, German, Japanese, Korean, Portuguese, Russian, Spanish, and Swahili; white papers on issues related to digital, game-mediated L2 teaching and learning; and a manual for educators on evaluating, designing, and implementing game-enhanced learning activities.

In collaboration with CERCLL, CASLS proposes to expand upon the Games to Teach project by leading the site administration and adding to the database of relevant commercial games tagged and categorized by language and level. CERCLL will expand the project to include Games for Literacies.

*Table 11. Project 10: Games to Teach*

<b>Project Performance Measures</b>	1. Maintain the only online resource specifically dedicated to the use of digital games in L2 contexts. 2. Extend current resources to include a database of useful commercial games for Chinese, French, German, Japanese, Korean, Portuguese, Russian, Spanish, and Swahili
<b>Language(s)</b>	Chinese, French, German, Japanese, Korean, Portuguese, Russian, Spanish, Swahili
<b>Level</b>	All levels
<b>Impact Point</b>	Gap in research-based materials for best practices related to digital games (see Section 6)
<b>Key Personnel</b>	Dr. Julie Sykes, Dr. Jonathon Reinhardt
<b>Partners</b>	Center for Educational Resources in Culture, Language, and Literacy (CERCLL)

Management Plan: Under the direction of Dr. Julie Sykes, CASLS will lead content expansion and technical delivery. Dr. Sykes has served as co-PI on the Games to Teach project since its inception and will continue to guide the project as one of CASLS' initiatives. CERCLL will serve in an advisory role on the project and implement a partner project, Games for Literacies. Dr. Sykes will meet with the Co-Directors of CERCLL twice per year to ensure outcomes for the project are met. Work will occur in annual phases with a specific focus each year: transfer (year 1), expansion (year 2), expansion (year 3), and sustainability (year 4). A detailed timeline is included in the Timeline Appendix. Funds needed for this project to continue are minimal and will be supported with shared Title VI funds between CASLS and CERCLL. See Section 3 Budget and Cost Effectiveness for details.

## 2. QUALITY OF KEY PERSONNEL

CASLS employs eleven full-time staff exclusively focused on the center's mission of improving language teaching and learning. In addition, two affiliate key personnel (Dr. Steven Thorne, Portland State University; Dr. Robert Davis, University of Oregon) will collaborate on the projects proposed here. The CASLS team includes combined expertise in language acquisition, assessment, research methods, graphic design, computer databases, mobile applications, and project management. See key personnel CVs in the Appendix. All are paid through base-plus funding models, but each contributes to realizing the ten projects proposed here. CASLS organizational model and base-plus funding strategy have consistently resulted in meeting all primary goals and exceeding aspirational goals.

***Julie M. Sykes (PhD, University of Minnesota), CASLS Director:*** Dr. Sykes' work focuses on transformational pedagogy with a specific emphasis on the use of digital games and PBL to facilitate interlanguage pragmatic development and intercultural competence. Dr. Sykes' experience includes serving as the principle investigator on multiple grant projects and program administration of large programs with complex budgets. Dr. Sykes' previous work addresses the design, implementation, and evaluation of online immersive spaces and the creation of place-based, augmented-reality mobile games to engage language learners in a variety of non-institutional contexts. She has published numerous articles and books on technology-related topics, including synchronous computer-mediated communication and pragmatic development, digital games and language learning, and lexical acquisition in digitally mediated environments.

Dr. Sykes holds a faculty appointment in the Department of Romance Languages and has been selected as the GSH Scholar-in-Residence. She currently serves on the editorial board for *Language Learning and Technology* and the executive board of the Computer Assisted

Language Instruction Consortium (CALICO). Although only a portion of Dr. Sykes salary will be paid using Title VI funds, 100% of her time will be devoted to serving as CASLS Director, overseeing proposed projects, and securing base-plus funding.

***Mandy Gettler, CASLS Associate Director:*** Ms. Gettler has worked at CASLS in a variety of capacities for more than ten years. During that time, she also served as the publication director for *Lingo*, the biannual publication of the Pacific Northwest Council for Languages. Ms. Gettler has significant experience working on multiple complex grant projects and has coordinated a variety of complex grant-funded projects. She also writes regular contributions for InterCom, facilitates dissemination activities, manages center finances and personnel, and coordinates collaborations with partner organizations. In addition, she has extensive experience applying CASLS' base-plus financial model to ensure quality outcomes. She received the 2014 Officer of Administration Employee of the Year Award for being one of the top employees at the UO.

***Steven Thorne (PhD, UC Berkeley), Associate Professor of Second Language Acquisition at Portland State University:*** Dr. Thorne's research utilizes cultural-historical and usage-based approaches to language development, often with a focus on human interactivity in technological contexts. His research has appeared in *Modern Language Journal*, *Language Learning & Technology*, *Annual Review of Applied Linguistics*, *CALICO Journal*, *Language Teaching*, *Brain & Cognition*, *ReCALL*, *Intelligence*, and in numerous edited collections. He has co-edited *Internet-mediated Intercultural Foreign Language Education* (Thomson/Heinle, 2006) and co-authored *Sociocultural Theory and the Genesis of Second Language Development* (Oxford University Press, 2006). Dr. Thorne also holds a secondary appointment in the Department of Applied Linguistics at the University of Groningen.

***Robert Davis (PhD, University of North Carolina-Chapel Hill), Professor of Spanish***

**and Director of Language Instruction, University of Oregon:** Dr. Davis' research focuses on language program direction, content-based learning, technology and L2 teaching, and Spanish sociolinguistics. He has extensive curriculum development experience and has published numerous nationally used language textbooks while also serving as the GSH Scholar-in-Residence and the Director of the Middlebury at Mills Spanish School in Oakland, CA.

**Linda Forrest (PhD, University of Oregon), CASLS Research Director:** Dr. Forrest's research focuses on the cognitive underpinnings of linguistic processing. Her expertise in cognitive science, theoretical linguistics, and quantitative methodologies complements team members' strengths in applied linguistics and qualitative methodologies. Dr. Forrest has experience analyzing data from large databases to determine language proficiency outcomes, assessing language proficiency, and conducting focus groups to identify key issues. She is especially adept at synthesizing information for a variety of audiences, including academic researchers and practicing K-12 educators.

CASLS is currently in the process of hiring a **Curriculum Development Specialist** who will have graduate-level study and national-level experience designed around the ten projects proposed here. Preferred qualifications for this position include classroom teaching experience; proficiency in Chinese, Portuguese, Russian, Spanish, or Swahili; familiarity with national proficiency standards; practical experiences applying proficiency standards to L2 teaching and learning; experience with digital tools in L2 contexts; and experience with online course design. Under the direction of Dr. Sykes, this position will lead various initiatives proposed here.

**Linda Ellis, CASLS Business and Financial Development Coordinator:** Ms. Ellis has been part of the CASLS team since 2008. She manages the center's diverse base-plus funding structure, monitors account expenditures, prepares detailed financial reports, and uses her

business expertise to help develop entrepreneurial language learning programs.

***Lindsay Marean, CASLS InterCom Editor:*** Ms. Marean earned her master's degree in linguistics. She taught Spanish in grades 1-2 for five years, giving her a window into the needs of practicing educators. She has also supervised pre-service second language teachers and worked as a teacher training and curriculum consultant with indigenous California communities. Ms. Marean is active in documenting and revitalizing indigenous languages resulting in a noteworthy understanding of the challenges associated with the teaching and learning of LCTLs.

***Scott Morison, CASLS Educational Software Engineer:*** In addition to his degree in computer science from the University of Redlands, Mr. Morison holds certifications in Oracle database modeling and relational database design, windows NT administration, and J2EE programming. He has served as the lead software engineer for LFO in addition to other language learning software.

***Carl Burnstein, CASLS Educational Software Developer:*** Mr. Burnstein has been with the center for more than four years. As an integral member of the technology team, he builds, programs, and maintains all of CASLS' online tools. He served as the lead developer for the mobile application accompanying LFO and place-based mobile applications for the Oregon Chinese Flagship Program. Mr. Burnstein also provides support to language educators using CASLS' products and services.

### **3. BUDGET AND COST EFFECTIVENESS**

The objectives and timelines outlined in this proposal are ambitious, and Title VI funding alone could not provide the resources necessary to successfully complete each project. CASLS will use the ten proposed projects as the operational and intellectual scaffold for obtaining additional support. This base-plus strategy will maximize project impact, increase cost



effectiveness, and ensure that project objectives are not only met, but also exceeded. Since 2006, CASLS has successfully applied the base funding model, raising more than \$9.1 million in funds to supplement the \$830,500 in Title VI support during the 2010-14 cycle.

Private donations for student scholarships, personnel support from Portland Public Schools, internal grant support from Portland State University through Dr. Steve Thorne, and new equipment purchased through the UO College of Arts and Sciences and housed in the Yamada Language Center support P1: The Bridging Project. The four-year, base-plus plan includes receiving additional support from federal agencies for expanding the project to other states and regions. The majority of funding has already been secured for this project, with additional partnerships awaiting the outcome of this proposal.

P2: A Transformed Residential Experience is a partnership among the UO Office of Undergraduate Affairs (program support), the Office of Research (a research GTF), and the Yamada Language Center (equipment). All partner funding has been secured for this project, and LRC funds will support professionalized staff time on the project. LRC funds and the provision of a Graduate Teaching Fellow (GTF) funded through the UO Office of Research support P3: Database of Place-based Experiences for Language Learning.

The combination of Title VI LRC funds and financial support from LCC support both P4: Community College and University Language Program Articulation and P5: Sustained FLCs. All partner funding has been secured for this project. CASLS will seek additional funds if the number of participants exceeds expectations, thereby requiring more time than expected.

P6: Digital Simulation to Assess Intercultural Competence is a collaborative effort funded jointly by CASLS and the newly proposed AELRC. CASLS will draw from a code repository funded from an outside partner and utilize efforts of a GTF funded through the UO Office of

Research. If AELRC is unfunded, CASLS will approach the assessment team at the Center for Applied Linguistics to serve as a partner on the project.

To maximize design and coding efforts, P7: LinguaFolio Online draws on partnerships and funding from STARTALK, issued through NFLC, and OSPI. CASLS also expects historical support from states through NCSSFL to continue. Most recently, CASLS partnered with the South Carolina State Department of Education to develop and deliver a customized LFO version. The GTF provided by the UO Office of Research will also support this project. All funds for this project have been secured, with additional outside funding expected.

P8: InterCom has established modest financial support from the Confederation in Oregon for Language Teaching (COFLT). A key component of the strategic plan over the next four years is to leverage LRC funding to identify and recruit additional partners in supporting its long-term publication, and CASLS expects a growth in partnerships from additional organizations. Years 1 and 2 draw primarily on Title VI funds, with CASLS striving to make the project self-sustaining by the end of the grant cycle.

P9: Teaching International Students is a collaboration among CASLS; CAPS, a Title VI National Resource Center; and TEP at the UO. TEP will provide feedback on the simulation during its development, and both CAPS and TEP will help disseminate the simulation and encourage its use. Should CAPS' NRC proposal not receive funding, CASLS still expects partnership on this project to continue. Should that not occur, CASLS will approach the Office of International Affairs for additional support.

The Games for Literacies Project at Title VI Center CERCLL will support P10: Games to Teach. The GTF provided by the UO Office of Research will also support this project. Costs are modest and can be covered with Title VI funds and UO support.

#### **4. EVALUATION PLAN**

CASLS has a strong tradition of 360-degree evaluations for personnel and projects and will employ a similar model to evaluate the proposed projects. To ensure results of the evaluation plan are meaningful and reliable: 1) An internal and external team will evaluate all projects; 2) CASLS will report all results and data, regardless of outcome, to disseminate lessons learned; and 3) Evaluators will review each project using quantitative and qualitative measures.

CASLS Research Director Dr. Linda Forrest will lead internal evaluations. Dr. Forrest, who has been with the center since 2005, has the primary responsibility of measuring outcomes and reporting results of all CASLS projects. She will implement the evaluation plan outlined in this proposal and oversee all evaluation efforts, including collecting data, conducting analyses, and reporting outcomes. To maintain research neutrality, Dr. Forrest will not be involved with design or implementation efforts of the proposed projects beyond reporting evaluation findings.

Dr. Mark Warschauer (University of California, Irvine), Dr. Barbara Lafford (Arizona State University) and Dr. Christopher Holden (University of New Mexico) will lead the external, independent evaluation team. Dr. Warschauer is a leading expert on informatics, second language education, and K-16 learning. Dr. Lafford's expertise lies in second language acquisition with extensive evaluation, research, and administrative experience. Dr. Holden is at the forefront work on PBL, innovative K-20 education, and teacher training. Their collective expertise will be invaluable for improving the projects and ensuring valid evaluation. CVs for the external team can be found in the Appendix.

CASLS' staff will submit regular project updates to the evaluation committee every six months. In year one, the team evaluation team will conduct a site visit to oversee project plans and evaluation efforts. In years two, three, and four, the evaluation team will meet with

CASLS staff for a one-day virtual meeting to evaluate the progress and quality of each project. The evaluation committee will provide ongoing, intermittent support for improving project performance, provide an annual evaluation report indicating progress towards accountability and aspirational standards, and evaluate qualitative measures.

A mixed-method approach, combining quantitative and qualitative data, will be used to evaluate each project. In addition to evaluating the final outcomes of each project, findings will also be used to refine technical deliverables, curricular models, and educator guidelines. Measures will be project specific, yet the research model remains consistent across projects. The model will include some, or all, of the following: 1) pre and post assessments to measure learning outcomes, 2) participant observation through backend data and front-end observation to address process indicators, 3) site analytics to measure usage patterns, 4) focus groups and/or interviews to gain qualitative perception insights, and 5) survey data to measure participant perception.

CASLS' evaluation plan explicitly includes the data necessary to meet LRC GPRA measures. Instruments to measure the percentage of LRC products or activities judged to be successful by LRC customers (LRC GPRA Measure 1) will be addressed through participant feedback collected using online and paper surveys and interviews and/or focus groups for every project. Instruments will highlight quality, usefulness, and relevance. To address Measure 2, the external evaluation team will evaluate all data and reports and share results with independent review panels as necessary. The data used to evaluate each project will enable independent reviewers to judge quality, usefulness, and relevance. The application of base-plus funding and explicit focus on LCTLs will demonstrate an efficient use of LRC funds and cost per project. Six of the ten projects proposed here will apply to LRC GPRA Measure 3.

The Table of Objectives Appendix includes comprehensive evaluation plans for each project, including performance measures indicators/data and a target range of accountability outcomes and aspirational outcomes. Accountability outcomes ensure minimum standards are met, even in cases of reduced funding, technical or personnel challenges, or underperforming partners. Aspirational outcomes indicate the level of performance needed to reach the full strategic vision and articulate the target toward which CASLS strives.

Collectively, the projects contribute to meeting the overarching goals of each cornerstone. Cornerstone goals and a synthesis of project-specific measures for each cornerstone goal are provided in Section 8 of this proposal narrative and in the Performance Measures Forms (PMFs).

An internal and external evaluation team will annually evaluate Project 1: The Bridging Project and Project 2: Transformed Residential Immersive Experience. Success will be determined based on progress toward intended outcomes related to three project performance measures: design and implementation of a one-year high school course (P1) or residential immersion experience (P2), systematic research to identify variables relevant to high-quality PBL experiences, and meaningful dissemination of findings and best practice guidelines. Data will include counts to measure student enrollment, participant observation and analytics data to measure use and learner progress, participant surveys and interviews/focus groups to measure participant and user perception, and review by the external evaluation team to ensure quality. Results will be summarized at the end of each year to determine progress towards target outcomes. Tables 2 (P1) and 3 (P2) in the Objectives Appendix provide a detailed explanation of measureable target outcomes, data sources, and access and frequency of data collection. Data from each source will be tabulated, synthesized, and reported through project progress reports, best practices guidelines, and published research findings. Each will contribute to meeting

the overarching goals of Cornerstone 1. See The Final Form of Outcomes in Section 8.

Project 3: Database of Place-based Experiences for Language Learning will be evaluated annually based on two performance measures: creation of a digital database of PBL experiences and established guidelines for PBL experiences. Table 4 in the Objectives Appendix provides a detailed explanation of measureable target outcomes, data sources, and access and frequency of data collection. Data will include count data to measure the size of the database, site analytic data to calculate search rates, online user survey to gauge perception, and review by the external evaluation team to measure quality. Data from each source will be used to calculate annual progress towards increasing database size and use, improving quality, and improving user perception and will contribute to meeting the general goals of Cornerstone 1.

Project 4: Language Program Articulation and Project 5: Sustained FLCs focus on utilizing professional development to improve articulation outcomes between community college and four-year university language programs. Performance measures for Project 4 entail systematic data analyses to identify key points of congruence and misalignment, improve language program articulation, and complete a short-term and long-term strategic plan. Tables 6 (P4) and 7 (P5) in the Objectives Appendix provide a detailed explanation of measureable target outcomes, data sources, and access and frequency of data collection. Progress towards target outcomes in Project 4 will be measured using historical and current transfer data to determine cross-institutional placement and course outcomes, annual assessment of proficiency-based learning outcomes to determine rate of articulation, and an online survey of user feedback for user perception.

Drawing on the articulation analyses, the FLCs (P5) will be evaluated on four performance measures: facilitation of two FLCs, development of four content modules, delivery of two online workshops focused on cross-institutional language faculty collaboration, and national

dissemination of content and user guides. Data will include counts to measure faculty participation and completion of content development, site analytics to measure dissemination rates, participant observation to measure engagement in the FLCs, user and participant surveys and interviews/focus groups to measure participant and user perception, and review by the external evaluation team to determine quality. Data from each source will be tabulated, synthesized, and reported through project progress reports, online modules, best practices guidelines, and published research findings. Each will contribute to meeting the overarching goals of Cornerstone 2. See The Final Form of Outcomes in Section 8.

CASLS will be responsible for evaluation measures related to design and delivery of Project 6: Digital Simulation to Assess Intercultural Competence, and AELRC will evaluate quality and validity outcomes. Two project performance measures will inform evaluation: development and pilot of a digital simulation for assessing intercultural competence and dissemination of an implementation guide for classroom integration. Table 9 in the Objectives Appendix provides a detailed explanation of measureable target outcomes, data sources, and access and frequency of data collection and analysis. Each measure will be evaluated based on completion of three quality simulation scenarios (quality evaluated by AELRC and the external evaluation team), user data to track use of the digital simulation instrument and distribution rates, and a survey of user feedback to determine perceptions of materials. Data from each source will be tabulated, synthesized, and reported through project progress reports, content deliverables, and presentations and workshops.

Internal and external evaluation teams will review annually Project 7: LinguaFolio Online. Success will be determined based on progress toward intended outcomes related to two project performance measures: strategic improvements and three instructional modules for effective

use. Data will include counts to measure module use, analytics data to measure rate of use, user surveys and interviews/focus groups to measure user perceptions, and review by the external evaluation team to ensure quality. Results will be summarized at the end of each year to determine progress towards target outcomes. Table 10 in the Objectives Appendix provides a detailed explanation of measureable target outcomes, data sources, and access and frequency of data collection. Data from each source will be tabulated, synthesized, and reported through project progress reports. Projects 6 and 7 will contribute to meeting the overarching goals of Cornerstone 3. See The Final Form of Outcomes in Section 8.

Project 8: InterCom will be evaluated on the delivery of a weekly digest, increased subscription rates, and improved quality and perceived usefulness. Progress will be monitored on an ongoing basis and formally evaluated. Table 12 in the Objectives Appendix provides a detailed explanation of measureable target outcomes, data sources, and access and frequency of data collection. Quantitative subscriber data from the InterCom database will indicate the number of subscribers and highlight demographic patterns that can improve dissemination efforts. A baseline will be established at the start of the four-year cycle and analyzed annually to measure progress. A user feedback survey will be deployed at the start of the cycle and annually thereafter. Results of the survey will be used to enhance the quality of InterCom, increase the number of subscribers, and inform progress on LRC GPRA Measure 1. CASLS will compile qualitative feedback from users annually and receive systematic feedback from the external evaluation team with suggestions for improved dissemination efforts.

Success of Project 9: Teaching International Students will be measured on timely completion of three performance measures: a key concerns report to inform design, creation, implementation, and evaluation of a quality digital simulation, and best practices guide;



outcomes of a twelve-week professional development cycle using the digital simulation; and dissemination rates. Progress will be monitored on an ongoing basis and formally evaluated at the end of years 2, 3, and 4. Table 13 in the Objectives Appendix provides a detailed explanation of measureable target outcomes and associated data sources. Findings from online survey data and interviews/focus groups will be used to create a list of key concerns faculty have when teaching international students. Success will be measured by response rate and on-time delivery in year 1. Learning outcomes of the digital simulation will be measured based on pre and post tests. Results from the tests will then be triangulated with use data from the digital simulation and a participant survey taken at the end of the twelve-week cycle to identify points of success and areas for improvement. Dissemination efforts will be evaluated using site analytics and an online survey of user feedback to measure perceptions. A baseline dissemination rate will be established at the start of the four-year cycle and analyzed annually to measure progress. User feedback from the professional development survey and dissemination survey will inform progress on LRC GPRA Measure 1. CASLS will also receive systematic feedback from the external evaluation team.

Project 10: Games to Teach will be monitored on an ongoing basis and formally evaluated annually based on two performance measures: administration of online resource with added original content and the creation of a database of useful commercial games. Table 14 in the Objectives Appendix provides a detailed explanation of measureable target outcomes, associated data sources, and access and frequency of data collection. Quantitative analytic data from the site will be analyzed to determine usage patterns and identify the most useful resources. A baseline will be established at the start of the four-year cycle and analyzed annually to measure progress. A user feedback survey will be deployed at the start of the cycle and annually thereafter to

measure user perceptions. Results of the survey will be used to enhance the database, improve search dimensions, and inform progress on LRC GPRA Measure 1. CASLS will annually receive feedback from the external evaluation team with suggestions for project improvement.

## **5. ADEQUACY OF RESOURCES**

CASLS is housed in the Global Studies Institute (GSI), along with seven other centers focused on international initiatives, within the Office of International Affairs. This arrangement allows CASLS to operate independently while sharing resources, administrative support, and leverage for additional funding. Collaborations through the GSI are a key resource and have resulted in additional funding, such as a GTF and mobile devices to support proposed initiatives.

The UO is a Pacific Rim university with strong language and linguistic departments. As a result, CASLS has access to a diverse pool of student and part-time employees as well as strong institutional partnerships. In addition to the official affiliation with GSI units and the Office of International Affairs, CASLS has partnerships with the Department of Linguistics, East Asian Language and Literatures, Romance Languages, UO Undergraduate Affairs, UO Advancement, and the Yamada Language Center. Additionally, CASLS advisory board is made up of key partners at the UO and in public schools.

CASLS has dedicated space with the technical infrastructure necessary to design and deliver the proposed complex technological tools. Seventeen computer workstations (PC and Mac), a series of mobile devices, and internal technical server infrastructure provide adequate resources for employees to develop the proposed materials. Network support is provided by the UO Computing Center with no-cost hosting services available through UO Information Services, and the College of Arts and Science and the Yamada Language Center have agreed to provide access to a mobile lab with two classroom sets of thirty mobile devices each.

Financial resources are equally important to physical, technical, and human assets. In the 2010-2014 cycle, CASLS employed the base-plus strategy to more than quadruple Title VI funds, even in the face of significant funding cuts. This strategy allows CASLS to maximize each project's impact. CASLS expects this success to continue, with the majority of base-plus funding already in place or well underway for the ten projects proposed here. See Section 3 for details. CASLS also generates income from entrepreneurial activities and product royalties, ensuring the center has adequate infrastructure and resources to perform the work proposed here.

## **6. NEED AND POTENTIAL IMPACT**

### **6.1 Cornerstone 1: Place-based Learning**

***Need:*** The explosive growth of language immersion programs, which have more than doubled since 2007 (CAL, 2011), creates new challenges for curriculum design and program implementation, especially at the high school and university levels. Students who began in elementary immersion programs are just now arriving in middle and high schools at a critical mass with advanced levels of language proficiency. For these students, course opportunities are scarce or non-existent. In 2011, 44 of the available 448 (9.8%) programs were at the 9-12 level. Even more evident is the lack of LCTL courses at this level, with 6 of 448 (1.3%) in 2011 (CAL, 2011). Furthermore, immersion and heritage learners who continue to university language programs report burnout and a lack of curricular content relevant to their interests; many choose not to continue their language study. In 2013, the UO Chinese Flagship Program had a 50% attrition rate among students who originated from immersion or heritage programs, which is markedly higher than those with other backgrounds and reflective of a national challenge more salient in states with established K-20 pipelines and large heritage communities.

The Modern Language Association (2007) report highlights a related challenge: the need

to expand content, classroom dimensions, and multilingual interactions to encourage a global educational perspective. As more students reach later stages of the immersion pipeline and targeted programs increase opportunities for heritage learners, the need to expand curricula and pedagogy at the higher levels becomes critical. The gap in advanced course offerings across content areas has a number of consequences: 1) students feel under challenged or unengaged; 2) high school students enroll in college courses where the language level is appropriate, but not the content; 3) students choose to begin a new language to fulfill a seat time requirement rather than building upon existing proficiency; and 4) students drop out of language study completely.

Projects in this area stem directly from requests of high school and university educators looking to provide meaningful, advanced-level courses that connect learners to experiences beyond the classroom. The application of PBL fills a strong need for transformed pedagogical practice to engage learners with places and communities, making multilingual interaction more relevant to their everyday lives. See section 1.3.1 for additional information on the value of PBL.

***Extent of Use:*** During the four-year grant cycle, pilot projects will be implemented regionally to design research-based curricular models that can be scaled to a national level. Oregon is at the forefront of immersion education and now beginning to experience the challenges noted above at a systemic level. CASLS expects other states in the near future to struggle with similar challenges and seek solutions and aims to offer a potential solution.

The courses created through the Bridging Project will be open to learners of Chinese, Japanese, Portuguese, Russian, Spanish, and Swahili and are targeted to become an institutionalized offering by 2018. Although initial pilot numbers are small (with a target of 20-40 students per cycle), CASLS expects the program to grow to 200 students as the course becomes systematized within Portland Public Schools. Similarly, the Residential Immersion

program will pilot with 40-80 students, with a target of 400 students beyond 2018. Although the numbers of pilot users are relatively small, empirical validation of prototypes is essential for ensuring that the curricula can be relevant nationally. CASLS has already seen significant interest in PBL for L2 learning and teaching at the national level, including eight invited workshops or presentations in 2013. This trend is expected to continue with workshops already scheduled into 2015 around the country. To foster best practices around this emerging area of interest, CASLS will collect and curate a database of high-quality PBL experiences around the country. CASLS expects the database to become a leading national resource with daily searches and ongoing expansion by year 3.

***Contribution to Programs:*** Projects in this cornerstone address the needs outlined above. The Bridging Project significantly expands advanced course offerings available in high schools in LCTLs and other common immersion languages. Using PBL, the project also strengthens pedagogical models to connect students to their local communities. Although open to students of multiple languages, CASLS expects the projects to have the strongest impact on LCTLs.

The application of PBL as a central pedagogical tool also extends the contexts to which the curricular model can be applied. The Residential Immersion project improves language programs at the university level by addressing the critical need for integrating language study across multiple domains and providing a unique context for language study. Although many university-level students express interest in learning languages as part of their college experience, many do not continue due to scheduling conflicts or lack of advanced-level courses relevant to their academic domain. In this project, learners will engage as multilingual participants in everyday life and make various languages part of their social, professional, and educational endeavors. Finally, through the creation of a database of resources, CASLS will expand the availability

of PBL materials nationally and internationally to ensure language educators have access to relevant resources as they are created.

## **6.2 Cornerstone 2: Articulation and Collaboration**

***Need:*** Collaboration between community colleges and four-year institutions is critical for increasing degree completion rates and, as a result, meeting the needs of students from a range of socioeconomic levels, races, and ethnicities. Degree completion rates are significantly lower for students beginning at two-year institutions (39.9%) than four-year institutions (63.5%) due, in part, to challenges in the transfer of credits and equivalent course outcomes (Shapiro, Dundar, Ziskin, Chiang, Chen, Torres, and Harrell, 2013). The specific need for P4: Community College and University Language Program Articulation and P5: Sustained Faculty Learning Communities stems from local issues, but is reflective of many national level contexts. Articulating language learning outcomes across institutions presents challenges for transfer and placement and limits student success. Historical conflict, isolated professional development, and limited collaboration among faculty across institution types also contribute to challenges. Local faculty and administrators identified the initial needs and goals of improving articulation outcomes and increasing collaboration.

***Extent of Use:*** Collaborative efforts among language faculty and administrators at LCC and UO began in August 2013. LRC funding will systemize the articulation process by identifying key points of misalignment and disseminating a model for increasing articulation and collaboration between institutions. Improved articulation efforts will impact approximately 3,000 students each term at LCC and the UO alone. All content modules for improved articulation and collaboration will be disseminated nationally to facilitate similar collaborations in other parts of the country where a total of 42% of all students are enrolled in two-year institutions. National

workshops will add sustained interaction around the model, highlight lessons learned, and result in stronger collaborations between community colleges and universities nationally.

***Contribution to Program:*** The two projects in this cornerstone will strengthen foreign language instruction at both community colleges and four-year universities, thereby expanding opportunities and increasing access to quality language study for students from lower socioeconomic backgrounds and with a variety of ethnicities who are generally underrepresented in language study. Furthermore, the implementation of FLCs moves beyond transfer data analysis to align pedagogical practice and learning outcomes to create windows for added collaboration, such as interaction across language classes, collaborative projects, and shared lesson plans. Through increased articulation and improved pedagogy that stretches across institutional barriers, the project directly contributes to program goals of improved access and quality of foreign language education.

### **6.3 Cornerstone 3: Innovative Assessment**

***Need:*** In an era of increased accountability, national emphasis on high-stakes testing has fueled the development and expansion of proficiency assessments. Despite the critical need for intercultural competence in multilingual interactions, no assessments currently exist (see Roever, 2013 for a related exception). Complexities, including language variety, individual preferences, and difficulty in assessment, contribute to this void. Yet, they do not eliminate the need to measure students' abilities in this area, a competency which is critically important for success in multilingual, intercultural interactions.

High schools and college institutions across the country are grappling with how to document the language skills of heritage students and those who have acquired language outside of a traditional classroom setting. Measuring the skills of LCTLs learners, for which no

assessment instruments are currently available, presents additional challenges. Policy is in place to award language credit to students who already have skills in a language other than English, yet few tools exist for documenting their incoming proficiency. LFO directly addresses this need.

***Extent of Use:*** Currently there are no L2 assessment instruments available for the assessment of intercultural competence. A digital simulation will be made available nationally and utilized by educators around the country. Based on proof-of-concept feedback, CASLS anticipates extensive use as a pre-departure/re-entry measure for study abroad and service learning programs, a formative assessment tool for classroom use, and a summative assessment delivering a nationally recognized score. LFO is already used extensively throughout the country, and CASLS has delivered e-portfolios to approximately 10,000 STARTALK students and 20,000 student enrolled in other programs. Two new customized versions will expand this use to include other states and programs, with an expected increase of 25%-35% (37,500-40,500 users) by 2018. Despite widespread integration, gaps still remain in effectively integrating LFO into the classroom. CASLS will create training modules to address this need.

***Contribution to Program:*** Projects in this cornerstone will expand the repertoire of L2 assessment instruments through the creation of an instrument to assess intercultural competence for high school and university-level students, a previously untested component of language learning critical to multilingual interactions. The revised version of LFO, based on extensive feedback and user data, will improve national capacity and ensure effective integration of an e-portfolio in the language classroom. Educators' understanding of assessment will be strengthened through associated professional development resources. LFO also strengthens assessment capacity in LCTLs, with integration of 67 of the 78 identified priority languages.

#### **6.4 Cornerstone 4: Professional Development**



***Needs:*** World language education is facing a crisis, as evidenced by 33% of K-12 educators leaving the profession in their first five years of teaching (Eggen, 2009). The attrition rate and the increasing number of students coming through the immersion pipeline have contributed to a shortage of teachers, especially in rural and high poverty areas (Center for Applied Linguistics, 2009). Among the nine more common reasons for leaving, only one (low salary) cannot be ameliorated by effective long-term professional development. However, reduced funding limits opportunities for professional development, resulting in decreased participation in workshops and conferences and heightening the need for high-quality resources that can be made available anywhere.

***Extent of Use:*** CASLS will make a sustained effort to provide increased customized professional development resources that stand out among the vast body of digital resources already available. InterCom currently has approximately 3,000 national subscribers. By the end of the four-year cycle, CASLS aims to double that number to ensure more educators have access the best information relevant to their individual needs. InterCom is already beginning to receive a positive national reputation, but sustained dissemination efforts and increased quality through user feedback will generate greater subscription numbers. Integration of the Teaching International Students project will impact 3,000 students per year at the UO and, with national dissemination, is expected to triple that number as international student enrollment steadily increases. CASLS expects that at least five additional institutions will use the simulation, improving the learning experience of an estimated 15,000 students. Extension of the P10: Games to Teach project will ensure continuity in the delivery of online resources related to digital games. Use of this resource is targeted to increase by 30%-50% over the course of four years, doubling the number of previous users to approximately 500.

***Contribution of Program:*** Projects in this cornerstone expand professional development opportunities for educators while strengthening impact through customization and dissemination efforts. InterCom is designed to meet the needs of educators at all levels and eliminates the necessity of sorting through large amounts of available information to find meaningful resources. Teaching International Students targets faculty concerns to reduce frustration of university instructors with limited experience teaching international students. In doing so, the project builds internal support for language instruction and international efforts to bridge the gap that occurs between language departments and other disciplines. Games to Teach expands the available resources on an innovative topic and strengthens its impact through search features, tagging, and heightened dissemination efforts.

## **7. LIKELIHOOD OF ACHIEVING RESULTS**

This proposal entails ten complex projects, multiple collaborative partners, and ambitious objectives. Collectively, the projects have the potential to significantly impact K-20 L2 teaching and learning. Projects work in concert with one another to fulfill a multi-faceted set of objectives. At first glance, the number and complexity of the projects might suggest a set of outcomes that are unrealistic with the amount of available funding. The intention is not to attract funding through a set of promises that are unattainable, but rather to present a comprehensive plan that capitalizes on shared knowledge and experience to ensure the best possible outcomes with manageable workloads and projects that make a strong impact on the field.

The proposed projects represent the center's strategic vision for the next four years, and CASLS will not add additional projects to its programming. Through careful planning, CASLS has in place a number of processes and plans to not only meet, but also exceed, the proposed objectives (see Table of Objectives Appendix). Key to the successful realization of the

objectives set forth in this proposal is CASLS' significant experience balancing challenging goals with realistic expectations, as well as its history of efficiently using time and money. CASLS has a nineteen-year history of achieving project commitments, and the center remains confident of its ability to complete the proposed objectives in the future for three main reasons.

1. Experience: The CASLS' team is well equipped to meet ambitious timelines. Over the past nineteen years, the center has successfully completed complex projects and met ambitious timelines with limited funding. By drawing on past experiences, skills, and infrastructure, CASLS has the elements in place to meet the proposed project objectives.

2. Base-plus Funding Strategy: Title VI provides the funds necessary to meet minimal outcomes, and base-plus funding allows the center to reach aspirational standards (See Table of Objectives in the Appendix). Base-plus funds do not contribute to additional projects; they directly support the ten initiatives proposed here. CASLS' has a successful history of attracting additional funding and has already secured external funding for a number of the proposed projects. See Section 3 Budget and Cost Effectiveness for details.

3. Planning: The reality of any innovative project with complex elements is dealing with the unknown. CASLS thus makes contingency plans based on realistic possibilities. If projects progress well, CASLS expands and continues them. However, if a project does not progress as planned due to unforeseen circumstances, CASLS makes adjustments to ensure the best possible outcome. Potential pitfalls include, for example, data demonstrating the need to restart the design of a simulation, a partner contributing less funding than expected, or a staff member's absence during critical phases of a project. In each scenario, the team revisits the original outcomes of the project to revise strategies for meeting the intended outcomes.

## **8. DESCRIPTION OF FINAL FORM OF RESULTS**

Collectively, final form results for the proposed projects contribute to strengthening national capacity in L2 learning and teaching through the provision of innovative pedagogical models, original research findings targeting best practices, explicit focus on supporting LCTL teaching and learning, and sustained professional development opportunities. Please review the robust evaluation system (see Section 4) and the Objectives Appendix for a comprehensive summary of each project-specific performance measure, ranges of target objectives, and data types used to evaluate the success of each measure.

Successful outcomes for each of the projects in Cornerstone 1: PBL will result in the following final form deliverables: 1) one high-quality, research-based model for the use of PBL in L2 teaching and learning contexts with specific attention to high school immersion and heritage students, as well as university residential immersion programs; 2) two sets of design documents and related curricular materials that are made available for educator use nationally; and 3) increased capacity for LCTLs teaching and learning through the development of PBL content for high school learners; 4) a quality database of LCTL resources utilizing PBL for educator use; and 5) improved access to multilingual local communities through a database of PBL experiences. Each outcome will be measured on quantitative and qualitative evaluation of the project-specific outcomes, detailed in Tables 2, 3 and 4 in the Objectives Appendix.

Projects in Cornerstone 2: Articulation and Collaboration collectively result in: 1) a 50%-65% increase in articulation rates between L2 language programs at LCC and the UO; 2) the successful design, implementation, and evaluation of two FLC cohorts engaged in improving articulation and collaboration; 3) four high-quality professional development modules for educator use; and 4) a quality professional development model to foster improved understanding of patterns of misalignment between community colleges and four-year universities. The

quality of each outcome will be measured on quantitative and qualitative evaluation of the project-specific outcomes, detailed in Tables 6 and 7 in the Objectives Appendix.

Success in Cornerstone 3: Innovative Assessment will result in an expanded repertoire of assessment instruments and an improved e-portfolio system. Specifically, project results include: 1) the design, implementation, and evaluation of a valid digital simulation instrument for assessing intercultural competence; 2) an implementation guide disseminated nationally; 3) an improved LFO version resulting in increased use around the country; 4) three quality instructional modules addressing successful implementation of e-portfolios; and 5) the delivery of two customized LFO versions. The quality of each outcome will be determined based on quantitative and qualitative evaluation of the project-specific outcomes, detailed in Tables 9 and 10 in the Objectives Appendix.

Cornerstone 4: Professional Development targets the creation and evaluation of research-based, individualized professional development opportunities. Final form results include: 1) 52 high-quality InterCom issues per year; 2) a 25%-50% increase in subscription InterCom subscriptions; 3) the design, implementation, and evaluation of a useful digital simulation for professional development focused on teaching international students; 4) a guide of best practices for teaching international students made available nationally; 5) 4-6 quality posts per year about game-enhanced L2 teaching and learning, 6) 4-6 quality teacher resources per year about game-enhanced L2 teaching and learning; and 7) a meaningful database of useful commercial games. The quality of each outcome will be determined based on quantitative and qualitative evaluation of the project-specific outcomes, detailed in Tables 12, 13, and 14 in the Objectives Appendix.

## **9. PRIORITIES**

### **9.1 Competitive Preference Priority 1: LCTLs**

All projects in *Cornerstone 1: Place-Based Learning* focus on the development and implementation of curricular materials in Chinese, Portuguese, and Swahili. Although non-language specific, LFO currently supports 67 of the 78 designated priority languages.

## **9.2 Competitive Preference Priority 2: Community Colleges**

*Cornerstone 2: Articulation & Collaboration* meets this preference priority through goals addressing sustained and significant collaboration with a community college. Lane Community College meets this definition by awarding bachelor's degrees to less than 50% of enrolled students.

## **9.3 Invitational Priorities: Heritage and Immersion Learners**

Project initiatives focus on heritage and immersion learners at all levels, including place-based learning, assessment, and professional development for instructors of heritage learners.

## **10. REFERENCES**

- CAL. (2011). Center for Applied Linguistics Immersion Database. 2011 edition.
- Eggen, B. (2009, May). *New teacher attrition and retention*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, from [http://www.allacademic.com/meta/p35554\\_index.html](http://www.allacademic.com/meta/p35554_index.html).
- Fisch, K. and McLeod, S. (2013). Shift Happens. <http://shifthappens.wikispaces.com>
- Gascoigne Lally, C. (2009). Service/community learning and foreign language teaching methods: An application. *Active Learning in Higher Education*, 2.1, 53–63.
- Holden, C. & Sykes, J. (2011). Leveraging mobile games for place-based language learning. *International Journal of Game-based Learning*. 1(2), 1-18.
- Kinger, C. (2009). *Language learning and study abroad: a critical reading of research*. Basingstoke, UK: Palgrave Macmillan.

Klopfer, E. (2008). *Augmented learning: Research and design of mobile educational games*. Cambridge, MA: MIT Press.

MLA. (2007). Foreign Languages and Higher Education: New Structures for a Changed World. Modern Language Association Report. [http://www.mla.org/pdf/forlang\\_news\\_pdf.pdf](http://www.mla.org/pdf/forlang_news_pdf.pdf).

Miller, C. and Doering, A. (2014). *The new landscape of mobile learning*. New York: Routledge.

Roever, C. (2013). "Technology and tests of L2 pragmatics," in Taguchi, N. and Sykes, J. (eds.), *Technology in Interlanguage Pragmatics Research and Teaching*. Benjamins - John Benjamins Publishing Company, 2013, pp. 215-233.

Shapiro, D., Dundar, A., Ziskin, M., Chiang, Y. Chen, J., Torres, V., & Harrell, A. (2013). *Baccalaureate Attainment: A National View of the Postsecondary Outcomes of Students Who Transfer from Two-Year to Four-Year Institutions* (Signature Report No. 5). Herndon, VA: National Student Clearinghouse Research Center.

## 11. LIST OF ACRONYMS

<i>Acronym</i>	<i>Meaning</i>	<i>Acronym</i>	<i>Meaning</i>
AELRC	Assessment and Evaluation Language Resource Center	CAPS	Center for Asian and Pacific Studies, University of Oregon
CASLS	Center for Applied Second Language Studies	CERCLL	Center for Educational Resources in Culture, Language and Literacy
COERLL	Center for Open Education Resources and Language Learning	FLC	Faculty Learning Community
GSI	Global Studies Institute	GSH	Global Scholars Hall
GTF	Graduate Teaching Fellow	L2	Second and Foreign Language
LCC	Lane Community College	LCTL	Less Commonly Taught Language
LFO	LinguaFolio Online	NCSSFL	National Council of State Supervisors for Language
NFLC	National Foreign Language Center	NFLRC	National Foreign Language Resource Center
OSPI	State of Washington Office of the Superintendent of Public Instruction	PBL	Place-based Learning
TEP	Teaching Effectiveness Program, University of Oregon	UO	University of Oregon

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment



**CENTER FOR APPLIED SECOND LANGUAGE STUDIES: TABLE OF OBJECTIVES**

<b>Table 1. Cornerstone 1: Place-based Learning</b>	
Goals	<ol style="list-style-type: none"> <li>1. Provide a research-based model for the use of place-based experiences in language teaching and learning contexts.</li> <li>2. Increase access to advanced-level content in LCTLs through innovative educational practice.</li> <li>3. Increase access to foreign, second, and heritage language interactions outside the classroom.</li> </ol>

<b>Table 2. Project 1: The Bridging Project</b>			
<i>Performance Measures</i>	<i>Objectives*</i>	<i>Data Sources</i>	<i>Frequency</i>
<b>Design and implement a one-year high school course</b>	Student participation: 20-40 students enrolled in pilot, 50% studying Chinese, Portuguese, or Swahili	Count data	Start and end of pilot
		Participant observation	Year 2 pilot
		Site analytics	Year 2 pilot
	Increased language proficiency: 50%-75% of students increase proficiency by one sublevel	Language proficiency pre and post test	Start and end of year 2 pilot
	Perceived usefulness: 75%-85% at end of pilot	Online survey	Start and end of year 2 pilot
		Interviews/focus groups	Midpoint and end of year 2 pilot
	Increase access to high-quality advanced language courses at the high school level	1-2 pilot cycles with sufficient enrollment, 50% LCTLs	Count at end of years 2 and 4
		Participant observation	Years 2 and 4
		Online survey	Annually
		Interviews/focus groups	Midpoint and end of year 2 pilot
		Review by external evaluation team	Annually

<b>Research to identify variables relevant to high-quality place-based learning experiences</b>	Participation in research: 18-36 study participants	Count data	Year 2
	Result: 1-2 research reports based on implementation data	Count data	Annually
	Strengthen empirical research on best practices in place-based L2 learning and teaching	Review by external evaluation team	Annually
<b>Disseminate findings and best practice guidelines</b>	Presentation: 1-2 conference presentations or workshops	Count data	Annually
		Quality reviewed by external evaluation team	Annually
	Distribution rate: increase 30%-50% by 2018	Site analytics	Annually
	Perceived usefulness: 85%-90% by 2018	Online survey	Annually
	Results published online as a manual for curriculum design; publication of one refereed journal article	Count data Review by external evaluation team	Annually Annually

\*Ranges represent targets based on accountability and aspirational outcomes.

<b>Table 3. Project 2: A Transformed Residential Immersive Experience – Global Scholars Hall (GSH)</b>			
<i>Performance Measures</i>	<i>Objectives*</i>	<i>Data Sources</i>	<i>Frequency</i>
<b>Design and implement a place-based experience for use in a residential program</b>	Result: implement 1-2 tasks for each of 3 task types per language (18-36 tasks total)	Count data	Years 1, 2, and 3
		Participant observation	Year 2 pilot
	Student participation: 40-80 student participants, 50% studying Chinese	Count data	Annually
		Backend database	Years 2 and 3 pilots
	Increased language proficiency: 50%-75% of students increase proficiency by one sublevel	Language proficiency pre and post test	Start and end of pilots in years 2 and 3
	Perceived usefulness: 80%-90% by 2018	Online survey	Start and end of years 2 and 3
		Interviews/focus groups	Midpoint and end of pilots in years 2 and 3

	Strengthen community collaboration in a residential language immersion program	1-2 pilot cycles with sufficient enrollment, 50% LCTLs	Years 2 and 4
		Participant observation	Year 2
		Online survey	Annually
		Interviews/focus groups	Midpoint and end of pilots in years 2 and 3
		Review by external evaluation team	Annually
<b>Research to identify variables relevant to high-quality place-based learning</b>	Participation in research: 30-60 study participants	Count data	Year 2
	Result: 1-2 research reports based on implementation data	Count data	Annually
		Review by external evaluation team	Annually
	Strengthen empirical research on best practices in place-based L2 learning and teaching	Review by external evaluation team	Annually
<b>Disseminate findings and best practice guidelines</b>	Presentation: 1-2 conference presentations or workshops	Count data	Annually
		Review by external evaluation team	Annually
	Distribution rate: increase by 30%-50% over 3 years	Site analytics	Annually
	Perceived usefulness: 85%-90% by 2018	Online survey	Annually
	Results published online as a manual for curriculum design; publication of one refereed journal article	Count data	Annually
		Review by external evaluation team	Annually

\*Ranges represent targets based on accountability and aspirational outcomes.

<b>Table 4. Project 3: Database of Place-based Experiences for Language Learning</b>			
<i>Performance Measures</i>	<i>Objectives*</i>	<i>Data Sources</i>	<i>Frequency</i>
<b>Curation of a digital database of place-based</b>	Content: include 20-32 games (5-8 per year), 25% target LCTLs	Count data	Annually
	Usage rates: increase number	Site analytics	Annually

<b>learning experiences</b>	of database searches 30%-50% by 2018		
	Perceived usefulness: 85%-90% by 2018	Online survey	Annually
	Strengthen database from user feedback and improve quality of resources available for LCTLs	Site analytics	Annually
		Online survey	Annually
<b>Establish guidelines for place-based learning experiences</b>	Content: publish guidelines for digital dissemination online and in a practice-oriented publication	Review by external evaluation team	Annually
		Count data	Annually
	Distribution rate: increase by 20%-30% by 2018	Review by external evaluation team	Annually
	Perceived usefulness: 85%-90% by 2018	Site analytics	Annually
	Provide a metric for designing and implementing place-based experiences	Online survey	Annually
		Count	Annually
		Review by external evaluation team	Annually

\*Ranges represent targets based on accountability and aspirational outcomes.

**Table 5. Cornerstone 2: Articulation & Collaboration**

<b>Goals</b>	
1.	Articulate language learning courses at the community college and university level
2.	Design, implement, and evaluate a faculty learning community model to foster collaboration between community college and four-year university faculty and instructors.
3.	Design a model for articulation and collaboration between community colleges and four-year universities that can be applied nationally.

**Table 6. Project 4: Community College and University Language Program Articulation**

<i>Performance Measures</i>	<i>Objectives*</i>	<i>Data Sources</i>	<i>Frequency</i>
<b>Conduct systematic data analyses to identify key points of congruence and misalignment</b>	Result: increase articulation outcomes by 50%-65% by 2018	Historical data report	Year 1
		Current data report	Annually
		Review by external evaluation team	Annually
	Improve understanding of points of misalignment	Historical data	Year 1

		Current data	Annually
		Review by external evaluation team	Annually
<b>Complete two strategic plans for continued, long-term articulation</b>	Result: complete 1 two-year strategic plan and 1 long-term plan	Data count	Years 2 and 4
	Strengthen collaboration between community college and university language programs	Online survey	Years 2, 3, and 4
		Implementation report	Years 3 and 4
		Review by external evaluation team	Annually

\*Ranges represent targets based on accountability and aspirational outcomes.

<b>Table 7. Project 5: Sustained Faculty Learning Community (FLC)</b>			
<i>Performance Measures</i>	<i>Objectives*</i>	<i>Data Sources</i>	<i>Frequency</i>
<b>Establish two cohorts of community college and university faculty to participate in a one-year faculty learning communities</b>	Recruit 5-8 faculty for FLC #1 and FLC #2	Count data	Years 2 and 3
	Perceived usefulness: 10%-15% for FLC #1; 85%-90% for FLC #2	Participant survey	Start and end of years 2 and 3
	Strengthen collaboration between community college and university language program	Participant survey Participant observation	Start and end of years 2 and 3 Years 2 and 3
		Review by external evaluation team	End of years 2 and 3
<b>Develop four content modules based on data analyses (from P4)</b>	Result: four content modules	Count data	End of years 3 and 4
	Perceived usefulness: 85%-90% by 2018	Online survey	End of years 3 and 4
	Strengthen quality of resources available to facilitate community college/university collaborations	Participant survey Site analytics	End of years 3 and 4 End of years 3 and 4
		Review by external evaluation team	Annually
<b>Conduct two online workshops focused on</b>	Result: 2 online workshops	Count data	Years 3 and 4
		Online survey	Years 3 and 4

<b>language faculty collaboration across institutions</b>		Quality reviewed by external evaluation team	Years 3 and 4
	Perceived usefulness: 85%-90% by 2018	Online survey	Years 3 and 4
	Strengthen quality of workshop based on participant feedback	Online survey Backend data Quality reviewed by external evaluation team	Year 4 Year 4 Year 4
<b>Disseminate content and user guides nationally</b>	Distribution rate: 30%-50% by 2018	Site analytics	Years 3 and 4
	Perceived usefulness: 85%-90% by 2018	Online survey	Years 3 and 4
	Improve quality of resources available to facilitate community college/university collaboration	Online survey	Year 4
		Site analytics	Year 4
		Review by external evaluation team	Year 4

\*Ranges represent targets based on accountability and aspirational outcomes.

<b>Table 8. Cornerstone 3: Innovative Assessment</b>	
Goals	
<ol style="list-style-type: none"> <li>1. Expand the repertoire of L2 assessment instruments available nationally.</li> <li>2. Provide resources for the effective integration of a wide repertoire of L2 assessment instruments.</li> </ol>	

<b>Table 9. Project 6: Digital Simulation to Assess Intercultural Communication</b>			
<i>Performance Measures</i>	<i>Objectives*</i>	<i>Data Sources</i>	<i>Frequency</i>
<b>Develop and pilot a digital simulation for assessing intercultural communication</b>	Result: 3 scenarios in 1-2 languages	Count data	End of year 2
	Perceived usefulness: 85%-90% by 2018	Focus groups and user testing	Year 2
		Survey (issued by AELRC)	End of year 3 pilot
	Complete improvements based on pilot test and user feedback	Survey	End of year 3
		Site analytics	Years 3 and 4
		Review by external	Years 3 and 4

<b>Disseminate implementation guidelines for the integration of digital simulation instrument</b>	Strengthen the body of available L2 assessment instruments	evaluation team Review by external evaluation team	Year 4
	Result: 1-2 conference workshop presentations	Count data	Years 3 and 4
	Distribution rate: 30%-50% by 2018	Site analytics	Years 3 and 4
	Increase the availability of resources for effective integration of an innovative L2 assessment tool	Review by external evaluation team	Years 3 and 4

\*Ranges represent targets based on accountability and aspirational outcomes.

<b>Table 10. Project 7: LinguaFolio Online (LFO)</b>			
<i>Performance Measures</i>	<i>Objectives*</i>	<i>Data Sources</i>	<i>Frequency</i>
<b>Use student and instructor data to make strategic improvements to LFO</b>	Usage rate: Increases by 25%-35% by 2018	Count data	Annually
	Perceived usefulness: 85%-90% by 2018	Online survey	Annually
	Expand availability of low-cost assessment tools that can be used in LCTL contexts	Review by external evaluation team	Annually
	Improve quality of low-cost L2 assessment tools	Review by external evaluation team	Annually
<b>Create three online instructional modules for effective use of LFO</b>	Result: 3 instructional modules	Count data	Years 2, 3, and 4
	Perceived usefulness: 85%-90% by 2018	Online survey	Years 2, 3, and 4
		Site analytics	Years 2, 3, and 4
	Increase the availability of resources for effective integration of an innovative L2 assessment tool	Review by external evaluation team	Years 2, 3, and 4
		Site analytics	Years 2, 3, and 4
<b>Provide two customized LFO versions to be disseminated nationally</b>	Results: 2 customized LFO versions	Count data	End of year 4
	Perceived usefulness: 85%-90% by 2018	Online survey	Years 2, 3, and 4
	Usage rate: increase 25%-35% by 2018	Site analytics	Years 2, 3, and 4
	Expand availability of low-	Review by external	Years 2, 3, and 4

cost assessment tools	evaluation team
-----------------------	-----------------

\*Ranges represent targets based on accountability and aspirational outcomes.

<b>Table 11. Cornerstone 4: Professional Development</b>
Goals
1. Provide educators with practical, research-based information and resources tied to their individual interests and needs.
2. Facilitate sustained, meaningful professional development experiences for educators.
3. Enhance the availability of resources about innovative topics at a national level.

<b>Table 12. Project 8: InterCom Weekly Digest</b>			
<i>Performance Measures</i>	<i>Objectives*</i>	<i>Data Sources</i>	<i>Frequency</i>
<b>Publish a customizable, weekly digest of original articles, activities, and curated content based on individual subscribers' preferences</b>	Result: 52 issues delivered each year	Count data	Annually
		Quality evaluated by external evaluation team	Annually
<b>Increase quality and subscription rates</b>	Usage rate: increase 25%-50% by 2018	Count data	Annually
	Perceived usefulness: annual 10% increase until reaching target of 90%	Online survey	Annually
	Include a featured resource for LCTLs every 2-4 weeks	Count data	Annually
		Review by external evaluation team	Annually
	Strengthen inclusion of guest expert content	Count data	Annually
		Review by external evaluation team	Annually

\*Ranges represent targets based on accountability and aspirational outcomes.

<b>Table 13. Project 9: Teaching International Students</b>
---



<i>Performance Measures</i>	<i>Objectives*</i>	<i>Data Sources</i>	<i>Frequency</i>
<b>Identify key concerns of university faculty with large numbers of enrolled international students</b>	Result: 5-10 faculty interviews	Count data	Year 1
		Participant interviews	Year 1
	Synthesize key concerns of faculty to inform professional development	Faculty survey	Year 1
		White paper	Year 1
<b>Create a simulation module to help instructors effectively teach international students</b>	Result: digital simulation addresses 3 concerns identified by faculty	Count data	Year 2
	Perceived usefulness: 85%-90% by 2018	Faculty survey	Years 2, 3, and 4
		Site analytics	Years 2, 3, and 4
	Increase faculty skills by 20%-40%	Pre and post test	Years 2, 3, and 4
	Strengthen quality of digital simulation based on use and outcome data	Faculty survey	Years 2, 3, and 4
		Review by external evaluation team	Years 2, 3, and 4
<b>Publish a guide of best practices for national dissemination</b>	Distribution rate: increase 40%-60% by 2018	Site analytics	Years 2, 3, and 4
	Provide an innovative tool and model for professional development	Faculty survey	Years 2, 3, and 4
		Review by external evaluation team	Years 2, 3, and 4

\*Ranges represent targets based on accountability and aspirational outcomes.

<b>Table 14. Project 10: Games to Teach</b>			
<i>Performance Measures</i>	<i>Objectives*</i>	<i>Data Sources</i>	<i>Frequency</i>
<b>Administer an online resource dedicated to the use of digital games in L2 teaching and learning</b>	Result: publish quarterly to bimonthly posts on best practices (4-6 per year)	Count data	Annually
	Result: publish quarterly to bimonthly teacher resources (4-6 per year)	Count data	Annually
	Perceived usefulness: 85%-90% by 2018	Online survey	Annually
		Site analytics	Annually
	Usage rate: increase 30%-50% by 2018	Site analytics	Annually
	Strengthen resources based on	Online survey	Annually

	user feedback	Review by external evaluation team	Annually
	Open site to comments and discussion	Review by external evaluation team	Annually
<b>Create a database of useful commercial games that can be searched and tagged</b>	Result: 100-200 games included in database	Count data	Annually
	Usage rate: increase search frequency 30%-50% by 2018	Site analytics	Annually
	Perceived usefulness: 85%-90% by 2018	Online survey	Annually
	Strengthen database based on user feedback	Online survey Quality reviewed by external evaluation team	Annually Annually

\*Ranges represent targets based on accountability and aspirational outcomes.



UNIVERSITY OF OREGON

June 20, 2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon

[REDACTED]  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

As Vice Provost for International Affairs, I have seen first-hand the need to create and support internationally oriented research centers, programs, and initiatives that enhance interdisciplinary faculty research and enrich students' academic experiences. CASLS is one of seven units within the Global Studies Institutes (GSI) at the University of Oregon fulfilling this need. The GSI encourages interdisciplinary and cross-regional research, curriculum development, and community outreach. CASLS, currently one of two Title VI centers on campus, is a key unit within the GSI.

CASLS' proposed Title VI center organizes activities under four cornerstone areas: place-based learning, articulation and collaboration, assessment, and professional development. The projects within these cornerstones will engage learners in developing real-world, communicative language proficiency while engaging in academic domains most interesting to them. The projects will prepare faculty in K-12, community college, and four-year postsecondary institutions to create meaningful, articulated sequences of language study to increase the nation's capacity to develop higher-levels of language proficiency in a greater number of learners.

I look forward to continuing to help CASLS leverage institutional resources within the University of Oregon (UO). Although support begins at the UO, CASLS has an impressive history of using local contexts to improve world language teaching and learning at the national level. I wish you success in your application and look forward to many continued years of collaborative, cross-disciplinary endeavors.

Sincerely,

[REDACTED]  
Dennis Galvan, PhD  
Vice Provost for International Affairs  
Professor, International Studies  
University of Oregon

OFFICE OF INTERNATIONAL AFFAIRS

[REDACTED] University of Oregon, Eugene OR 97403-5209 USA [REDACTED] FAX [REDACTED] [\[REDACTED\]@international.uoregon.edu](mailto:[REDACTED]@international.uoregon.edu)

*An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act*

PR/Award # P229A140004

Page e87

International Student  
and Scholar Services

Study Abroad Programs

AHA International

International  
Advancement and  
Alumni Relations

Mills International Center

June 28, 2014

Language Resource Center Competition Readers:

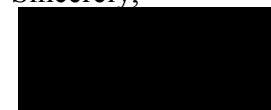
On this day one year ago, I left my position as director of the Center for Applied Second Language Studies after nineteen years. It was clear to me at the time that CASLS needed to move in new directions with a different style of leadership. Over the past year, my successor, Dr. Julie Sykes, and the CASLS staff have charted exciting new intellectual and organizational directions of which I am totally supportive. Dr. Sykes has built on CASLS' human, intellectual, and financial resources in a thoughtful manner, neither clinging to tradition nor changing for change's sake.

CASLS has always leveraged emerging technologies to improve and expand the learning of languages other than English. In the past, this focused primarily on the development and delivery of assessment tools. This proposal builds on this legacy with the LinguaFolio Online project, designed to improve formative assessment through evidence-based demonstrations of learner proficiency. But it goes beyond that traditional focus by employing mobile technologies to enhance place-based learning. This new intellectual direction draws on Dr. Sykes' expertise in gaming and social networking to create 24/7 learning opportunities for learners. This approach will be particularly powerful when applied to the Global Scholars Hall, where Dr. Sykes will be the resident director. This initiative also leverages the Chinese Flagship and Japanese Global Scholars Programs, both initiated and funded through CASLS. The essence of Oregon's Global Scholars Program is an integration of content and language learning to produce graduates with rigorous academic or professional training and professional-level (superior) proficiency. Adding the element of social, place-based learning represents an experiment whose results will have an impact not just on Oregon, but on the learning of languages nationally.

As important as this intellectual transformation has been, Dr. Sykes ability to engage partners on campus may be even more essential to the success of the projects proposed here. CASLS has traditionally relied heavily on connections with national partners. One of the few regrets I have in reviewing my nineteen years at CASLS was my inability to fully engage campus departments and units in our national mission. Now that CASLS is affiliated with International Affairs, its mission naturally comes into closer alignment with other campus units. In one short year, Dr. Sykes has garnered commitments from campus units as diverse as the Teaching Effectiveness Program to Romance Languages to Undergraduate Affairs. This balance in internal and external partners is essential for the success of the cross-disciplinary and place-based learning initiatives proposed here.

CASLS is moving in new and exciting intellectual and organizational directions under Dr. Sykes' leadership. I could not have left the organization in better hands and have complete confidence that these innovations will lead CASLS to new heights of accomplishment and open new avenues for pursuing its mission of improving the teaching and learning of foreign languages. I support this proposal, Dr. Sykes, and the CASLS staff whole heartedly.

Sincerely,



Carl Falsgraf  
Former CASLS director



7-2-2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
[REDACTED] University of Oregon  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

CASLS' proposed Title VI center organizes activities under four cornerstone areas: place-based learning, articulation and collaboration, assessment, and professional development. Within these cornerstone areas, I will help evaluate:

- The Bridging Project: using mobile technology to engage high school learners in place-based experiences
- Transformed Residential Immersive Experience: using mobile technology to enrich academic residential programming and integrate language learning into social contexts
- Database of Place-based Experiences for Language Learning: establishing a digital database to collect significant place-based mobile applications for language learning in one location
- Community College and University Language Program Articulation: articulating sequences of language study between two- and four-year college programs
- Sustained Faculty Learning Communities: establishing professional development communities of practice among two- and four-year college faculty members
- Digital Simulation to Assess Intercultural Competence: using emergent technologies to create a digital simulation for assessing learners' abilities to interact in culturally appropriate ways
- LinguaFolio Online: improving upon an existing e-portfolio system to holistically document learners' language and culture abilities
- InterCom: sustaining a customized weekly digest for language educators that combines pedagogical theory with practical classroom application

- Teaching International Students: developing a simulation module to help instructors improve classroom practice for courses that have significant numbers of international students enrolled
- Games to Teach: maintaining the only online resource specifically dedicated to the use of digital games in the foreign language classroom

The projects within these cornerstones will engage learners in developing real-world, communicative language proficiency while engaging in academic domains most interesting to them. The projects will prepare faculty in K-12, community college, and four-year postsecondary institutions to create meaningful, articulated sequences of language study to increase the nation's capacity to develop higher-levels of language proficiency in a greater number of learners.

I look forward to being part of the independent evaluation team for the upcoming 2014-18 grant cycle. In year 1, I will travel to Eugene to meet key personnel and will follow-up on project progress in subsequent grant years by virtual meetings. I will work with others on the evaluation team to compile an annual report providing feedback and guidance on project initiatives and outcomes.

Sincerely,



C [REDACTED], PhD  
Assistant Professor, Honors College  
University of New Mexico

June 16, 2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
[REDACTED]  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

CASLS' proposed Title VI center organizes activities under four cornerstone areas: place-based learning, articulation and collaboration, assessment, and professional development. Within these cornerstone areas, I will help evaluate:

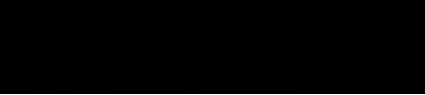
- The Bridging Project: using mobile technology to engage high school learners in place-based experiences
- Transformed Residential Immersive Experience: using mobile technology to enrich academic residential programming and integrate language learning into social contexts
- Database of Place-based Experiences for Language Learning: establishing a digital database to collect significant place-based mobile applications for language learning in one location
- Community College and University Language Program Articulation: articulating sequences of language study between two- and four-year college programs
- Sustained Faculty Learning Communities: establishing professional development communities of practice among two- and four-year college faculty members
- Digital Simulation to Assess Intercultural Competence: using emergent technologies to create a digital simulation for assessing learners' abilities to interact in culturally appropriate ways
- LinguaFolio Online: improving upon an existing e-portfolio system to holistically document learners' language and culture abilities
- InterCom: sustaining a customized weekly digest for language educators that combines pedagogical theory with practical classroom application

- Teaching International Students: developing a simulation module to help instructors improve classroom practice for courses that have significant numbers of international students enrolled
- Games to Teach: maintaining the only online resource specifically dedicated to the use of digital games in the foreign language classroom

The projects within these cornerstones will engage learners in developing real-world, communicative language proficiency while engaging in academic domains most interesting to them. The projects will prepare faculty in K-12, community college, and four-year postsecondary institutions to create meaningful, articulated sequences of language study to increase the nation's capacity to develop higher-levels of language proficiency in a greater number of learners.

I look forward to being part of the independent evaluation team for the upcoming 2014-18 grant cycle. In year 1, I will travel to Eugene to meet key personnel and will follow-up on project progress in subsequent grant years by virtual meetings. I will work with others on the evaluation team to compile an annual report providing feedback and guidance on project initiatives and outcomes.

Sincerely,

A black rectangular box redacting the signature of Barbara Lafford.

Barbara Lafford, PhD  
Faculty Head, Languages and Cultures  
Professor of Spanish Linguistics, School of Letters and Sciences  
Arizona State University



June 16, 2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
[REDACTED]  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classrooms and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

My work and research examines technology-mediated language learning occurring both within and outside of formal educational settings. In this capacity, I have collaboratively developed numerous language learning projects and interventions, carried out detailed second language acquisition research in these contexts, and have seen first-hand opportunities that technology-mediated learning can provide students. These experiences increase the relevancy of students' language study, encourage them to use the language outside of the classroom setting, and increase language proficiency outcomes.

There is immense potential on the horizon for high quality pedagogical interventions leading to meaningful learning in the classroom and in the community. The proposed Bridging Project will draw on existing research to develop high-quality programs for learners to access. CASLS, with its proposed activities and leadership, is in an excellent position to successfully implement the Bridging Project. Its partnerships with community colleges, four-year postsecondary institutions, and the K-12 community will help establish articulated sequences of language study that will ultimately lead to increasing students' proficiency in their chosen language of study.

In particular, I look forward to being a key personnel on the design team to initiate collaborative planning for the program's long-term success; designing a feasible competition cycle for learners of Chinese, Japanese, Swahili, Spanish, and Russian; and disseminating research investigating three key variables: learning outcomes, the use of place-based game design as a learning tool, and the impact of place on language learning.

I wish you success in your application and look forward to collaborating with you to bring high-quality, technology-mediated language learning opportunities to students across the country.

Sincerely,



Steven L. Thorne  
Associate Professor of Second Language Acquisition  
Department of World Languages and Literatures  
Portland State University

Neuberger Hall, [REDACTED]  
Portland State University, [REDACTED]  
Portland OR, 97201, USA  
Telephone: [REDACTED] (office)  
Email: [REDACTED]  
Web: <https://sites.google.com/site/stevenlthorne/>



**Michael Bacon,**  
Dual Language Immersion Assistant Director

**PORTLAND PUBLIC SCHOOLS**  
Dual Language Immersion

Phone: [REDACTED]

June 18, 2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
[REDACTED]  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

As the Immersion Coordinator for Portland Public Schools, I have seen first-hand the need to motivate students to continue their language and culture study, particularly through high school and on into college. The proposed Bridging Project will use technology to expand opportunities for learners to use their language skills outside of the classroom, increasing the relevancy of their studies and their motivation to continue that study beyond high school.

CASLS, with its proposed activities and leadership, is in an excellent position to successfully implement the Bridging Project. Its partnerships with community colleges, four-year postsecondary institutions, and the K-12 community will help establish articulated sequences of language study that will ultimately lead to increasing students' proficiency in their chosen language of study.

In particular, I look forward to building on our collaborative history by being part of the design team and helping recruit students and teachers in Portland Public Schools to participate in the Bridging Project. These students will participate in a one-year competition pilot cycle in Chinese, Japanese, Swahili, Spanish, and Russian. We can also help disseminate research investigating the outcomes of project.

I wish you success in your application and look forward to expanding on our past collaboration and bridging the connection between K-12 and postsecondary institutions to create a more seamless, articulated language sequence for students.

Sincerely,

[REDACTED]  
Michael Bacon  
Assistant Director, Dual Language Immersion  
Director, PPS Chinese Flagship Program  
Portland Public Schools



UNIVERSITY OF OREGON

June 23, 2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
[REDACTED]  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

I am most excited about the proposed Bridging Project and the Transformed Residential Immersive Experience: Global Scholars Hall. Both projects utilize technology in innovative ways to encourage and sustain language and culture study outside of the classroom, increasing the relevancy of learners' studies and their motivation to continue that study and develop higher levels of proficiency.

In addition, the proposed Transformed Residential Immersive Experience: Global Scholars Hall will integrate place-based experiences in a residential immersive experience in Chinese, French, German, Japanese, Spanish, and Russian. The project will draw on empirical data to inform similar experiences in other residential learning communities nationally, placing the University of Oregon at the forefront of utilizing innovative technology to enhance residential academic programming.

As Director of the Yamada Language Center, I recognize the importance of motivating students to continue their language and culture study, particularly through high school and on into college, which the Bridging Project will directly address. The Transformed Residential Experience presents a unique opportunity to combine residential academic programming with language learning through immersive, collaborative, and targeted programming. Engaging

YAMADA LANGUAGE CENTER

[REDACTED]

[REDACTED] University of Oregon, Eugene OR 97403-1236 [REDACTED] [babel.uoregon.edu](mailto:babel.uoregon.edu)

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

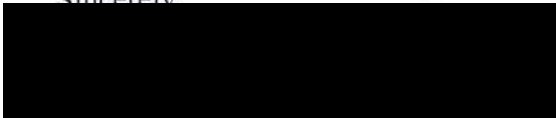
PR/Award # P229A140004

Page e96

students as multilingual participants in everyday life and making various languages part of their social, professional, and educational endeavors increases the relevancy of their language study while also connecting them to social structures that support learning outside of the classroom and promote life-long educational learning.

In particular, I look forward to continuing the partnership between the Yamada Language Center and CASLS. Both centers emphasize the integration of technology and language learning, and these exciting new project initiatives represent a unique opportunity for learners to expand the contexts in which they learn another language and increase their proficiency outcomes. Yamada will be happy to assist in providing equipment and classroom support for both projects, and I can also provide assistance in the design of these projects. I wish you success in your application.

Sincerely,



Jeffrey Magoto  
Director, Yamada Language Center  
University of Oregon



UNIVERSITY OF OREGON

20 June 2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
[REDACTED]  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

CASLS' proposed Community College and University Language Program Articulation and Sustained Faculty Learning Communities projects build on the center's history of addressing language education challenges along the K-20 spectrum. The project will investigate methods of articulating language learning courses across community colleges and four-year postsecondary institutions, establish collaborative professional development communities among community college and four-year college faculty members, and provide an additional pathway for K-12 teacher credentialing.

In addition, the proposed Transformed Residential Immersive Experience: Global Scholars Hall will integrate place-based experiences in a residential immersive experience in Chinese, French, German, Japanese, Spanish, and Russian. The project will draw on empirical data to inform similar experiences in other residential learning communities nationally, placing the University of Oregon at the forefront of utilizing innovative technology to enhance residential academic programming.

As a Professor of Spanish at the University of Oregon (UO), I have seen first-hand the need for articulated language learning sequences for learners. Many students begin their college careers at a community college and culminate their studies at a four-year institution. Ensuring that these students are prepared for language study at the UO is crucial to their success in completing a meaningful language sequence. To achieve this goal, faculty at both community and four-year colleges must work and collaborate together.

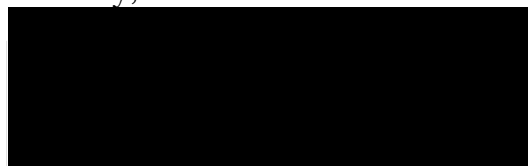
The Transformed Residential Experience presents a unique opportunity to combine residential academic programming with language learning through immersive, collaborative, and targeted programming. Engaging students as multilingual participants in everyday life and making various languages part of their social, professional, and educational endeavors increases the relevancy of their language study while also connecting them to social structures that support learning outside of the classroom and promote life-long educational learning.

In particular, I look forward to serving as a key personnel on the Community College and University Language Program Articulation and Sustained Faculty Learning Communities projects. In this capacity, I will work to establish two cohorts of community college and university faculty engaged in a year-long learning community, develop four modules for use in the faculty learning communities, disseminate content and user guides for implementing similar collaborations across the country, and conduct online workshops focused on community and four-year college collaborations.

I will also be a key personnel on the design team focused on implementing place-based learning in residential communities. I will work with you to design and implement three tasks types – collaborative simulation, scavenger hunt, and community connection – for use in the programming. I will also co-lead the dissemination of project research investigating student proficiency outcomes, learner perceptions, and mastery of curricular content.

I wish you success in your application. I look forward to expanding on the beginnings of our collaboration to bridge the gap between community and four-year colleges to benefit students' academic careers and enhance faculty collaboration in addition to integrating place-based language learning experiences within academic residential programming at the University of Oregon.

Sincerely,





Robert Davis, PhD

Professor of Spanish  
Director of Language Instruction  
Department of Romance Languages  
University of Oregon



**Department of Romance Languages**

 University of Oregon Eugene OR 97403-1233 T   
**<http://rl.uoregon.edu>**



UNIVERSITY OF OREGON

June 16, 2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
[REDACTED]  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

As Senior Vice Provost for Academic Affairs, I recognize that residential academic programs offer a unique opportunity for students to build community across campus while increasing learning outcomes. Residential programs also provide a unique context for language learning through immersive, collaborative, and targeted programming. Engaging students as multilingual participants in everyday life and making various languages part of their social, professional, and educational endeavors increases the relevancy of their language study while also connecting them to social structures that support learning outside of the classroom and promote life-long educational learning.

The proposed Transformed Residential Immersive Experience: Global Scholars Hall will integrate place-based experiences in a residential immersive experience in Chinese, French, German, Japanese, Spanish, and Russian. The project will draw on empirical data to inform similar experiences in other residential learning communities nationally, placing the University of Oregon at the forefront of utilizing innovative technology to enhance residential academic programming.

In particular, I look forward to helping promote the project, recruiting students to live in the Global Scholars Hall and participate in the proposed Transformed Residential Immersive Experience, and disseminating research addressing proficiency outcomes, language use, learner perceptions, and engagement with curricular content.

I wish you success in your application and look forward to collaborating with you to bring high-quality, technology-mediated academic learning experiences to students living in the Global Scholars Hall.

Sincerely,

[REDACTED]  
Doug Blandy, PhD  
Senior Vice Provost, Academic Affairs  
Professor, Arts and Administration  
University of Oregon

ACADEMIC AFFAIRS

[REDACTED] Johnson Hall, [REDACTED] University of Oregon, Eugene OR 97403-1258

[REDACTED] <http://academicaffairs.uoregon.edu>





Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
[REDACTED]  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

As Vice Provost for Undergraduate Affairs, I recognize that academic residential communities offer a unique opportunity for students to build community across campus while increasing learning outcomes. Residential programs also provide a unique context for language learning through immersive, collaborative, and targeted programming. Engaging students as multilingual participants in everyday life and making various languages part of their social, professional, and educational endeavors increases the relevancy of their language study while also connecting them to social structures that support learning outside of the classroom and promote life-long educational learning.

The proposed Transformed Residential Immersive Experience: Global Scholars Hall will integrate place-based experiences in a residential immersive experience in Chinese, French, German, Japanese, Spanish, and Russian. The project will draw on empirical data to inform similar experiences in other residential learning communities nationally, placing the University of Oregon at the forefront of utilizing innovative technology to enhance residential academic programming.

In particular, I look forward to helping promote the project, recruiting students to live in the Global Scholars Hall and participate in the proposed Transformed Residential Immersive Experience, and disseminating research addressing proficiency outcomes, language use, learner perceptions, and engagement with curricular content.

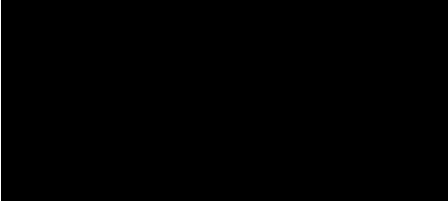
**LISA MYÖBUN FREINKEL • OFFICE OF THE VICE PROVOST FOR UNDERGRADUATE STUDIES**

[REDACTED] University of Oregon, Eugene OR 97403-5256 [REDACTED] <http://ugs.uoregon.edu>

*An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act*

I wish you success in your application and look forward to collaborating with you to bring high-quality, technology-mediated academic learning experiences to students living in the Global Scholars Hall.

Sincerely,



Lisa Myōbun Freinkel, PhD  
Vice Provost, Undergraduate Studies  
Associate Professor, Department of English  
University of Oregon





Austin, Texas  
June 24, 2014

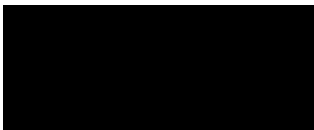
Dear Julie,

The Center for Open Educational Resources and Language Learning (COERLL) is pleased to be collaborating with the Center for Applied Second Language Studies (CASLS) at the University of Oregon on our applications for Title VI funding as National Foreign Language Resource Centers. We have agreed to work together on designing and maintaining the NFLRC Portal, a collaborative project focused on dissemination that will not entail additional costs for either center.

In 2010, COERLL redesigned the NFLRC based on feedback from all the LRCs. While the new portal is fully functional, we believe that it is far from optimal. For our collaborative effort, our two centers will work together to redesign and update the categories used to describe the LRCs' products in order to bring them more in line with 21<sup>st</sup> century realities. An additional goal of our collaboration will be to include a user rating system on the NFLRC Portal.

Given the complementary strengths of COERLL and CASLS, we are excited by the potential of these projects and are looking forward to a fruitful collaboration.

Sincerely yours,



Dr. Carl Blyth  
Director  
Center for Open Educational Resources and Language Learning



Office of Academic and Student Affairs

June 16, 2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
[REDACTED]  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

In addition, CASLS' proposed Community College and University Language Program Articulation and Sustained Faculty Learning Communities projects build on the center's history of addressing language education challenges along the K-20 spectrum. The project will investigate methods of articulating language learning courses across community colleges and four-year postsecondary institutions, establish collaborative professional development communities among community college and four-year college faculty members, and provide an additional pathway for K-12 teacher credentialing.

As the Executive Dean of Academic Affairs at Lane Community College (LCC), I have seen first-hand the need for articulated language learning sequences for learners. Many students begin their college careers at a community college and culminate their studies at a four-year institution. Preparing these students for success upon their transfer is a main goal of LCC. To achieve this goal, faculty at both community and four-year colleges must work and collaborate together.

In particular, I look forward to providing input on a needs analysis to address key points of congruence and misalignment between LCC and the University of Oregon (UO), participating in an annual data analysis of transfer student outcomes, and supporting the implementation of nationally recognized proficiency tests in addressing learning outcomes at LCC.

I wish you success in your application and look forward to expanding on the beginnings of our collaboration to bridge the gap between community and four-year colleges to benefit students' academic careers and enhance faculty collaboration.

Sincerely,

[REDACTED]  
Maurice Hamington  
Executive Dean of Academic Affairs, Academic and Student Affairs  
Lane Community College



*Georgetown University*  
*Department of Linguistics*

Washington, DC 20057-1051

June 15, 2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon

Eugene, OR 97403

Dear Dr. Sykes:

We are delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of the classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

As directors of the proposed Assessment and Evaluation Language Resource Center at Georgetown, we are hoping to respond to the need for increased understanding of and resources in foreign language evaluation and assessment. High-quality, accessible language evaluation is crucial to improving language instruction as the nation seeks to expand its capacity to develop real-world, communicative proficiency in learners. Along these lines, we look forward to collaborating with CASLS on the Digital Simulation to Assess Intercultural Competence. Despite the critical need for intercultural competence in multilingual interactions, instructional materials and assessments for such competence are often lacking. The Digital Simulation will utilize emergent technologies to develop and pilot a digital simulation instruction for assessing intercultural competence that simulates real-life cultural situations and assesses students' cultural proficiency in responding to the situations.

CASLS' expertise in combining language pedagogy with digitally mediated environments will complement our expertise in assessment and evaluation. I wish you success in your application and look forward to expanding on the beginnings of our collaboration to bridge the gap between community and four-year colleges to benefit students' academic careers and enhance faculty collaboration.

Sincerely,

John Norris, Ph.D.

Georgetown University Department of Linguistics

Margaret Malone, PhD

Associate Vice President, Center for Applied Linguistics



---

## SUPERINTENDENT OF PUBLIC INSTRUCTION

---

**Randy I. Dorn** Old Capitol Building · [REDACTED] Olympia, WA 98504-7200 · <http://www.k12.wa.us>

---

June 23, 2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
[REDACTED]  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

CASLS' proposed continuation of LinguaFolio Online (LFO) will result in strategic improvements to make the user interface more friendly and intuitive. In addition, grant activities will create three online instructional modules on the effective use of e-portfolios in the classrooms that will help programs successfully integrate LFO into their curriculum. The combined improvements with the professional development modules will help teachers and administrators in Washington understand how to use the tool effectively. Customized versions for use at the national level by state supervisors will also support its continued adoption.

As you know, the State of Washington uses LFO as part of its World Language Credit Program. The Program offers the opportunity for students with proficiency in a language other than English to earn world language credits by demonstrating proficiency in that language. Heritage learners who acquire language skills outside of the classroom can have difficulty documenting their language skills, and LFO helps both learners and administrators understand the language competency that these heritage students have. We use LFO as a way to track students' proficiency and to ensure that they are ready to complete standardized assessments, which can be expensive.

In particular, I look forward to providing input on improvements to the existing version of LFO, promoting the use and dissemination of both LFO and the accompanying professional development modules, and encouraging state supervisors of languages to work with CASLS to develop customized versions of LFO with features that best match their state's needs and objectives. I wish you success in your application.

Sincerely,

[REDACTED]

Michele Anciaux Aoki, PhD [REDACTED]  
World Languages and International Education Program Supervisor  
Office of Superintendent of Public Instruction  
State of Washington

June 16, 2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
[REDACTED]  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

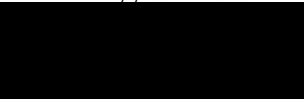
As the LinguaFolio Committee Chair for the National Council of State Supervisors for Languages (NCSSFL), I am eager to continue our six-year collaboration with NCSSFL. I have previously worked extensively with CASLS and other NCSSFL members to jointly develop LinguaFolio Online (LFO) based on the successful paper-and-pencil portfolio version. LFO, organized around the NCSSFL-ACTFL Can-Do Statements, provides learners with the ability to concretely see their language learning progress and meet target learning objectives.

As an Education Associate for World Languages within the South Carolina Department of Education and in my role on the NCSSFL board, I have seen first-hand the need for portfolio systems that provide a holistic record of students' language proficiency, incorporating standardized assessment scores, work samples, self-evaluations, and goals across language proficiency levels and programs. In addition, LFO helps programs document the language abilities of heritage learners in their schools, which in turn allows them to provide targeted instruction in the areas in which learners need the most support and practice.

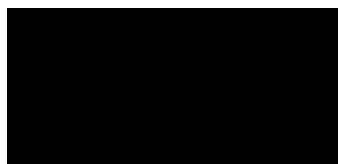
In particular, I look forward to sharing the positive experience that the South Carolina Department of Education has had with CASLS in developing a customized LFO for our state's programs. CASLS' proposed continuation of LFO will result in strategic improvements to make the user interface more friendly and intuitive. In addition, grant activities will create three online instructional modules on the effective use of e-portfolios in the classrooms that will help our state's programs successfully integrate LFO into their curriculum.

I wish you success in your application and look forward to continuing our collaboration to sustain an affordable, accessible e-portfolio system for learners in our language programs.

Sincerely,



Ruta Couet  
LinguaFolio Committee Chair,  
NCSSFL



President,  
NCSSFL





UNIVERSITY OF OREGON

Dr. Julie M. Sykes, Director  
Center for Applied Second Language Studies  
University of Oregon

14 June 2014

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI LRC proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside the classroom and connecting learners to places relevant to their language study, CASLS fills a significant gap in language education programs across the nation.

As a professor of Japanese history—as well as director of Oregon's Center for Asian and Pacific Studies and its Title VI East Asia National Resource Center—I am especially sensitive to the concerns of faculty members from many different disciplines about maintaining academic quality while integrating significant numbers of international students. These faculty members are experts in their academic domains, but they often do not have the cultural or linguistic sensitivity to ensure that international students successfully engage the academic content and adapt to the classroom cultures that their education requires. Intercultural considerations in education are critical for successful learning outcomes, especially as international student enrollment continues to rise.

The proposed Teaching International Students project will draw on key instructor concerns to provide pedagogical assistance using classroom simulations. The simulation will highlight challenges and offer potential solutions to increase student engagement, maintain academic rigor, encourage effective classroom practice, and reduce faculty frustration. CAPS I look forward to participating a needs analysis to determine key concerns of university faculty who have significant numbers of international students enrolled in their courses. CAPS will happily help the LRC to conduct a needs analysis among concerned university faculty and, later, to promote use of the simulation module by faculty in departments across the University of Oregon campus. We look forward to collaborating with CASLS and the LRC to develop a simulation that will have a dramatic impact on instruction across the campus.

Jeffrey E. Hanes, PhD

Director, Center for Asian and Pacific Studies (CAPS); Director, Title VI East Asia NRC

Associate Professor, History, University of Oregon

CENTER FOR ASIAN AND PACIFIC STUDIES

University of Oregon, Eugene OR 97403-1246

<http://caps.uoregon.edu>

*An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act*

PR/Award # P229A140004

Page e109



3/30/2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
[REDACTED]  
Eugene, OR 97403

Dear Dr. Sykes,

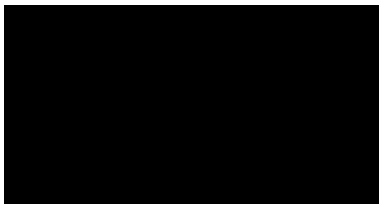
We are delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work fills a significant gap in language education programs across the US. The Center for Educational Resources in Culture, Language, and Literacy (CERCLL) and CASLS will be collaborating on several projects which bring together the converging interests of the two centers.

As Co-Directors of CERCLL at the University of Arizona, we recognize the need to motivate students to continue their language and culture study, particularly through high school and on into college, in order to develop meaningful levels of language proficiency. CASLS' proposed Bridging Project will use technology to expand opportunities for learners to use their language skills outside of the classroom, increasing the relevancy of their studies and their motivation to continue that study beyond high school. CERCLL's 2018 Intercultural Competence Conference will center on the topic of mobility and intercultural competence and we are eager to schedule a panel at this event featuring work from Bridging Cultures. The project's focus on the use of digital technologies to implement place-based language learning will provide an interesting perspective on the topic of mobility.

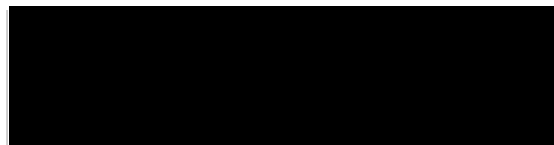
We also look forward to collaborating on the continuation of the CERCLL/CASLS Games to Teach project and helping disseminate the research on learning outcomes, the use of place-based game design as a learning tool, and the impact of place on language learning emanating from the project. The research results will impact the field and have the potential to radically change the way we think about teaching language and culture in the US. As well, this will feed into a new project proposed by CERCLL for the new grant cycle—Games for Literacy—that will further the integration of technology into language teaching.

CASLS, with its proposed activities and leadership, is in an excellent position to successfully implement the Bridging Project and Games to Teach. Its partnerships with community colleges, four-year postsecondary institutions, and the K-12 community will help establish articulated sequences of language study that will ultimately lead to increasing students' proficiency in their chosen language of study. We wish you success in your application and look forward to collaborating on the dissemination of these exciting endeavors to create a more seamless, articulated language sequence for students.

Sincerely,

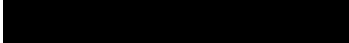


Beatrice Dupuy  
Co-Director, CERCLL



Chantelle Warner  
Co-Director, CERCLL

Jonathon Reinhardt  
Assoc. Prof. and Director, MAESL program  
Dept. of English  
University of Arizona  
Tucson, AZ 85721

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

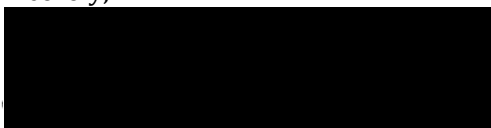
I am most excited about the continuation of our collaboration on the Games to Teach: Developing Digital, Game-Mediated Foreign Language Literacies and the extension of my project Games for Literacies. Despite intense interest in digital games in the classroom, we have yet to see a meaningful impact of game-informed learning in foreign language learning contexts. One key challenge is the lack of curricular resources and professional development opportunities surrounding digital games and language learning.

I recognize the disruptive innovation that digital games can bring to the classroom if used effectively. Applied linguists and foreign language educators have noted that gameplay is mediated by language use and social interaction, which creates a rich content for language

acquisition. The Games to Teach project provides educators with resources needed to design, implement, and assess digital game-mediated learning activities that have the potential to develop foreign language multiliteracies.

In particular, I look forward to continuing our collaboration on the Games to Teach Project and integrating it with my initiative Games for Literacies. I wish you success in your grant application and look forward to working with you in the years to come.

Sincerely,





School of Education  
Office of the Associate Dean

[REDACTED]  
Irvine, CA 92697-5500

[REDACTED]  
[REDACTED] FAX  
[REDACTED]

July 5, 2014

Dr. Julie M. Sykes  
Center for Applied Second Language Studies  
University of Oregon  
[REDACTED]  
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Center for Applied Second Language Studies' Title VI proposal. CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work will fill a significant gap in language education programs across the country.

CASLS' proposed Title VI center organizes activities under four cornerstone areas: place-based learning, articulation and collaboration, assessment, and professional development. Within these cornerstone areas, I will help evaluate:

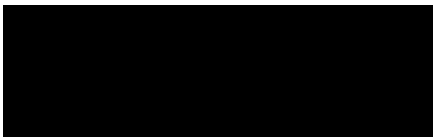
- The Bridging Project: using mobile technology to engage high school learners in place-based experiences
- Transformed Residential Immersive Experience: using mobile technology to enrich academic residential programming and integrate language learning into social contexts
- Database of Place-based Experiences for Language Learning: establishing a digital database to collect significant place-based mobile applications for language learning in one location
- Community College and University Language Program Articulation: articulating sequences of language study between two- and four-year college programs
- Sustained Faculty Learning Communities: establishing professional development communities of practice among two- and four-year college faculty members
- Digital Simulation to Assess Intercultural Competence: using emergent technologies to create a digital simulation for assessing learners' abilities to interact in culturally appropriate ways

- LinguaFolio Online: improving upon an existing e-portfolio system to holistically document learners' language and culture abilities
- InterCom: sustaining a customized weekly digest for language educators that combines pedagogical theory with practical classroom application
- Teaching International Students: developing a simulation module to help instructors improve classroom practice for courses that have significant numbers of international students enrolled
- Games to Teach: maintaining the only online resource specifically dedicated to the use of digital games in the foreign language classroom

The projects within these cornerstones will engage learners in developing real-world, communicative language proficiency while engaging in academic domains most interesting to them. The projects will prepare faculty in K-12, community college, and four-year postsecondary institutions to create meaningful, articulated sequences of language study to increase the nation's capacity to develop higher-levels of language proficiency in a greater number of learners. Many of these projects closely relate to my own experiences and research interests, and I thus am in an excellent position to evaluate them.

I look forward to being part of the independent evaluation team for the upcoming 2014-18 grant cycle. In year 1, I will travel to Eugene to meet key personnel and will follow-up on project progress in subsequent grant years by virtual meetings. I will work with others on the evaluation team to compile an annual report providing feedback and guidance on project initiatives and outcomes.

Sincerely,



Mark Warschauer  
Professor and Associate Dean

**Performance Measure Form**  
**Cornerstone 1 – Goal 1**

1. Project Goal Statement: Cornerstone 1 - Provide a research-based model for the use of place-based experiences in language teaching and learning contexts									
2. Performance Measures	3. Activities	4. Data /Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) P1: Develop a pilot course for implementation of a one-year cycle and revise as needed.	A.1 Establish a design team to develop course and content modules.								
	A.2 Create a curriculum template to ensure consistency in course design.								
	A.3 Recruit students and teachers to pilot content modules.								
	A.4 Implement revisions based on research data and pilot implementation.								
B) P1: Research to identify design features relevant to high-quality learning outcomes.	A.1 Obtain IRB approval.								
	A.2 Collect and analyze data relevant to key design features: student learning outcomes, place-based game design, the impact of place.								
	A.3 Analyze data to identify key areas for the improvement of the curricular model.								
	A.4 Disseminate findings to report best practices in the use of place-based learning.								
	A.5 Analyze user								

	feedback to improve design feature descriptions.								
C) P2: Design a place-based experience for use in a residential immersion program.	<p>A.1 Establish a design team to develop course and content modules.</p> <p>A.2 Create a content template for each of three task types to ensure consistency in content development.</p> <p>A.3 Recruit students and teachers to pilot three task types in six languages.</p> <p>A.4 Implement revisions based on research data and pilot implementation.</p>								
D) P2: Research to identify design features relevant to high quality learning outcomes.	<p>A.1 Obtain IRB approval.</p> <p>A.2 Collect and analyze data relevant to key design features: proficiency outcomes, learner perceptions, curricular content, and place-based learning in residential programs.</p> <p>A.3 Analyze data to identify key areas for the improvement of the curricular model.</p> <p>A.4 Disseminate findings to report best practices in the use of place-based learning in residential programs.</p>								
E) P3: Establish guidelines for place-based language learning experiences.	<p>A.1: Review all previous work on place-based language learning.</p> <p>A.2 Apply lessons learned</p>								



	<p>from P1 and P2.</p> <p>A.3 Apply guidelines to sample projects.</p> <p>A.4 Revise and finalize guidelines based on user feedback.</p>								
--	--	--	--	--	--	--	--	--	--

**Performance Measure Form**  
**Cornerstone 4 – Goal 2**

1. Project Goal Statement: Cornerstone 4 – Facilitate sustained, meaningful professional development experiences for educators.									
2. Performance Measures	3. Activities	4. Data /Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) P8: Publish a customizable, weekly digest of original articles, useable activities, and curated content based on individual subscribers' preferences	A.1 Ensure consistent delivery of weekly content  A.2 Invite content from guest experts to build an InterCom community  A.3 Analyze user feedback to improve sustainability efforts								
B) P9: Create a simulation module to help instructors improve classroom practice and reduce frustration	A.1 Recruit interested faculty members  A.2 Collaborate with CAPS and TEP to integrate the simulation as part of a 12-week cycle  A.3 Analyze user feedback to improve professional development experience								
C) P10: Continue and maintain the only online resource specifically dedicated to the use of digital games in L2 teaching and learning	A.1 Create consistent content to be added to the site  A.2 Maintain an accurate record of relevant projects and topics to keep the resource useful  A.3 Design user interface enhancements to extend opportunities for user collaboration								

**Performance Measure Form**  
**Cornerstone 4 – Goal 3**

1. Project Goal Statement: Cornerstone 4 – Enhance the availability of resources about innovative topics at a national level									
2. Performance Measures	3. Activities	4. Data /Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) P8: Publish a customizable, weekly digest of original articles, useable activities, and curated content based on individual subscribers' preferences	<p>A.1 Ensure topics are timely, meaningful, and relevant to current issues happening weekly</p> <p>A.2 Engage in extensive reading of digital and print resources to share up-to-date materials</p> <p>A.3 Include themed original content each week</p>								
B) P9: Publish a guide of best practices for national dissemination	<p>A.1 Create implementation guidelines</p> <p>A.2 Pilot guidelines with teachers</p> <p>A.3 Analyze user feedback to revise guidelines as needed</p>								
C) P10: Continue to maintain the only online resource specifically dedicated to the use of digital games in the L2 classroom	<p>A.1 Highlight concurrent work in digital games to collect resources in one place</p> <p>A.2 Ensure all materials are research-based and practical for the intended language learning context</p> <p>A.3 Increase dissemination efforts to share the resources with educators</p>								

**CENTER FOR APPLIED SECOND LANGUAGE STUDIES: TIMELINE**

<b>Fully funded by LRC</b>	
<b>Partially funded by LRC</b>	
<b>Other funding source (not LRC)</b>	

<b>P1: The Bridging Project</b>			
<b>Year 1 (2014-2015)</b>	<b>Year 2 (2015-2016)</b>	<b>Year 3 (2016-2017)</b>	<b>Year 4 (2017-2018)</b>
Establish design team and conduct design team planning meetings (1 face-to-face, 3 virtual)	Design a competition design space for participants and program mentors	Work with design team to improve competition cycle	Administer second competition cycle based on research findings and outcomes
Establish a virtual collaboration space for design team	Recruit student participants and mentors	Use data analysis to improve the learner experience	Complete outcomes report and disseminate findings
Develop a scope and procedures document for place-based design student competition cycle	Administer one-year pilot student competition cycle	Disseminate information on lessons learned and potential program models	Cycle two evaluation: start, midpoint, endpoint
Adapt technical editor for student use	Collect and analyze relevant data: learning outcomes, design sessions, effect of place	Annual evaluation: external review, online survey, site analytics, count data	Annual evaluation: external review, online survey, site analytics, count data
Establish data collection protocols	Pilot evaluation: start, midpoint, endpoint		
Obtain IRB approval	Annual evaluation: external review, online survey, site analytics, count data		
Annual evaluation: external review, online survey, site analytics, count data			

<b>P2: A Transformed Residential Experience – Global Scholars Hall (GSH)</b>			
<b>Year 1 (2014-2015)</b>	<b>Year 2 (2015-2016)</b>	<b>Year 3 (2016-2017)</b>	<b>Year 4 (2017-2018)</b>
Establish design team of content and technical experts	Pilot initial tasks with students in the Global Scholars Hall (GSH)	Pilot the complete battery of 18 tasks in the GSH throughout the	Revise tasks and user interface as needed

		academic year	
Complete content design for three pilot task types: social, scavenger hunt, collaborative simulation	Revise task types based on data and student feedback	Collaborate with lead faculty to design additional tasks	Implement full battery of tasks in the GSH for all learners
Design a mobile application for delivery and use	Complete content for 15 additional tasks for GSH residents	Collect and analyze technical and user data	Share lessons learned and content of the tasks through the place-based experiences database (Project 3) and other sources
Establish data collection protocols	Collect and analyze technical and user data	Pilot evaluation: start, midpoint, endpoint	Annual evaluation: external review, online survey, site analytics, count data
Obtain IRB approval	Distribute mobile application content	Annual evaluation: external review, online survey, site analytics, count data	
Annual evaluation: external review, online survey, site analytics, count data	Pilot evaluation: start, midpoint, endpoint		
	Annual evaluation: external review, online survey, site analytics, count data		

<b>P3: Database of Place-based Experiences for Language Learning</b>			
Year 1 (2014-2015)	Year 2 (2015-2016)	Year 3 (2016-2017)	Year 4 (2017-2018)
Design technical specs and delivery of database content	Apply best practice guidelines and revise as needed	Launch database	Add individual projects to the database as needed
Collect sample projects for user testing	Collect initial technical and user data	Add to extensive collection and curation of projects as needed	Annual evaluation: external review, online survey, site analytics, count data
Pilot user testing	Establish initial extensive collection and curation of projects to add to the database	Annual evaluation: external review, online survey, site analytics, count data	
Establish research-	Annual evaluation:		

based guidelines for best practice	external review, online survey, site analytics, count data		
Annual evaluation: external review, online survey, site analytics, count data			

<b>P4: Community College and University Language Program Articulation</b>			
Year 1 (2014-2015)	Year 2 (2015-2016)	Year 3 (2016-2017)	Year 4 (2017-2018)
Establish baseline data	Collect and analyze AY2014-2015 data	Collect and analyze AY2015-2016 data	Collect and analyze AY2016-2017 data
Administer pre and post proficiency tests to sample groups	Administer pre and post proficiency tests to sample groups	Administer pre and post proficiency tests to sample groups	Publish practical suggestion for establishing and maintaining program articulation
Identify focal points of misalignment	Complete a two-year strategic plan for language program articulation addressing key points of misalignment	Annual evaluation: external review, online survey, count data, implementation report	Complete a two-year strategic plan for language program articulation based on results and ongoing collaboration
Annual evaluation: external review, count data	Annual evaluation: external review, online survey, count data		Annual evaluation: external review, online survey, count data, implementation report

<b>P5: Sustained Faculty Learning Communities</b>			
Year 1 (2014-2015)	Year 2 (2015-2016)	Year 3 (2016-2017)	Year 4 (2017-2018)
Recruit participants for faculty learning community #1	Facilitate faculty learning community #1	Facilitate faculty learning community #2	Conduct one online workshop on community college/university collaboration in L2 learning and teaching
Annual evaluation: external review, count data	Recruit participants for faculty learning community #2	Develop faculty learning modules C and D	Disseminate modules C and D
	Develop faculty learning modules A and B	Conduct one online workshop on community	Annual evaluation: external review, participant survey,

		college/university collaboration in L2 learning and teaching	count data, online survey, site analytics, backend data
	Annual evaluation: external review, participant survey, count data	Disseminate modules A and B	
		Annual evaluation: external review, participant survey, count data, online survey, site analytics, backend data	

<b>P6: Digital Simulation to Assess Intercultural Communication</b>			
Year 1 (2014-2015)	Year 2 (2015-2016)	Year 3 (2016-2017)	Year 4 (2017-2018)
Design and storyboard the instrument (3 scenarios)	Build scenarios #1, #2, #3	Pilot instrument	Revise instrument based on feedback and pilot test data
Obtain IRB Approval	Conduct initial focus groups and user testing	Annual evaluation: external review, count data, focus groups, site analytics, backend data	Provide design guidelines for the creation of simulation instruments to assess intercultural competence
Annual evaluation: external review	Annual evaluation: external review, count data, focus groups, site analytics, backend data		Annual evaluation: external review, count data, focus groups, site analytics, backend data

<b>P7: LinguaFolio Online</b>			
Year 1 (2014-2015)	Year 2 (2015-2016)	Year 3 (2016-2017)	Year 4 (2017-2018)
Collect and analyze initial technical and user data	Collect and analyze year 1 technical and user data	Collect and analyze year 2 technical and user data	Collect and analyze year 3 technical and user data
Establish an improvement plan based on user experience data	Create user training <i>Module #1: Goal Setting</i>	Create user training <i>Module #2: Formative Assessment</i>	Create user training <i>Module #3: Evidence of Learning Outcomes</i>

Make improvements to LinguaFolio Online	Create a customized version of LinguaFolio Online for OSPI	Create a customized version of LinguaFolio Online for NCSSFL	Annual evaluation: external review, count data, online survey, site analytics, backend data
Obtain IRB approval	Annual evaluation: external review, count data, online survey, site analytics, backend data	Annual evaluation: external review, count data, online survey, site analytics, backend data	
Annual evaluation: external review, count data, online survey, site analytics, backend data			

<b>P8: InterCom Weekly Digest</b>			
Year 1 (2014-2015)	Year 2 (2015-2016)	Year 3 (2016-2017)	Year 4 (2017-2018)
Collect and analyze initial technical and user data	Collect and analyze year 1 technical and user data	Collect and analyze year 2 technical and user data	Collect and analyze year 3 technical and user data
Publish weekly, customized electronic digest	Publish weekly, customized electronic digest	Publish weekly, customized electronic digest	Publish weekly, customized electronic digest
Establish partnership with one key organization for dissemination	Establish partnership with one key organization for dissemination	Establish partnership with one key organization for dissemination	Enhance the user experience as needed
Annual evaluation: external review, count data, online survey, site analytics	Enhance the user experience as needed	Enhance the user experience as needed	Annual evaluation: external review, count data, online survey, site analytics
	Annual evaluation: external review, count data, online survey, site analytics	Annual evaluation: external review, count data, online survey, site analytics	



<b>P9: Teaching International Students</b>			
Year 1 (2014-2015)	Year 2 (2015-2016)	Year 3 (2016-2017)	Year 4 (2017-2018)
Conduct a needs analysis to address key concerns of faculty	Build a digital simulation for faculty training	Pilot faculty training module	Revise faculty training module
Obtain IRB approval	Test user interface and content	Collect and analyze technical and user data	Provide training materials for national dissemination
Annual evaluation: external review, count data, interviews	Collect and analyze technical and user data	Annual evaluation: external review, count data, faculty survey, site analytics, pre/posttest	Annual evaluation: external review, count data, faculty survey, site analytics
	Annual evaluation: external review, count data, faculty survey, site analytics, pre/posttest		

<b>P10: Games to Teach</b>			
Year 1 (2014-2015)	Year 2 (2015-2016)	Year 3 (2016-2017)	Year 4 (2017-2018)
Transfer platform and interface control	Design database interface	Integrate database interface with current resources	Curate database with additional information as needed
Collect and analyze initial technical and user data	Collect and analyze year 1 technical and user data	Collect and analyze year 2 technical and user data	Collect and analyze year 3 technical and user data
Publish quarterly posts on best practices	Publish quarterly posts on best practices	Publish quarterly posts on best practices	Publish quarterly posts on best practices
Publish one teacher resource each quarter – game review or activity set	Publish one teacher resource each quarter – game review or activity set	Publish one teacher resource each quarter – game review or activity set	Publish one teacher resource each quarter – game review or activity set
Annual evaluation: external review, count data, online survey, site analytics	Annual evaluation: external review, count data, online survey, site analytics	Integrate with the Games for Literacy project (CERCLL, Reinhardt)	Collaborate with the Games for Literacy project (CERCLL, Reinhardt)

		Annual evaluation: external review, count data, online survey, site analytics	Annual evaluation: external review, count data, online survey, site analytics
--	--	---	---

**JULIE M. SYKES**  
**CURRICULUM VITAE**

Center for Applied Second Language Studies  
[REDACTED]  
Eugene, OR 97403

Phone: [REDACTED]  
Fax: [REDACTED]  
E-mail: [REDACTED]

---

**EDUCATIONAL HISTORY**

---

- Ph.D.            University of Minnesota, May 2008  
                  9 Pleasant St. SE, 51 Folwell Hall, Minneapolis, MN 55455  
                  Hispanic Linguistics  
                  Areas of Specialization: Second Language Acquisition, Computer-Assisted  
                  Language Learning (CALL), Interlanguage Pragmatic Development  
                  Graduate Certificate in School Technology Leadership
- Dissertation Title:    A Dynamic Approach to Social Interaction: Synthetic  
   Immersive Environments and Spanish Pragmatics
- Advisors:            Professor Carol A. Klee, Department of Spanish and  
   Portuguese, University of Minnesota  
   Professor Andrew D. Cohen, Institute of Linguistics,  
   ESL, and Slavic Languages, University of Minnesota
- M.A.            Arizona State University, May 2004.  
                  Hispanic Linguistics  
                  Areas of Specialization: Second Language Acquisition, Computer-Assisted  
                  Language Learning (CALL), Pragmatics
- B.A.            California Lutheran University, May 2001.  
                  Spanish-Summa Cum Laude  
                  International Studies-Summa Cum Laude

**EMPLOYMENT HISTORY – PRINCIPAL POSITIONS**

---

- August 2013-    **Director**, Center for Applied Second Language Studies  
present           **Courtesy Assistant Professor**, Department of Romance Languages  
                  University of Oregon  
                  5290 University of Oregon  
                  Eugene, OR 97403
- August 2008-    **Assistant Professor**, Department of Spanish and Portuguese,  
July 2013           University of New Mexico  
                  1 University of New Mexico  
                  MSC03 2100  
                  Albuquerque, NM 87131-0001

August 2006-May 2008 **Graduate Instructor**, Department of Spanish and Portuguese, University of Minnesota  
9 Pleasant St. SE, 51 Folwell Hall  
Minneapolis, MN 55455

August 2005-August 2006 **Research Assistant**, The Center for Advanced Research in Language Acquisition (CARLA), University of Minnesota  
140 University International Center  
331 17th Ave SE  
Minneapolis, MN 55414

August 2004-May 2005 **Intermediate Spanish Level Coordinator, Spanish Lecturer**, Department of Languages and Literatures, Arizona State University  
P.O. Box 870202  
Tempe, AZ 85287-0202

August 2001-May 2004 **Assistant to Section Coordinator**, Department of Languages and Literatures, Arizona State University  
P.O. Box 870202  
Tempe, AZ 85287-0202

August 2001-May 2004 **Teaching Assistant**, Department of Languages and Literatures, Arizona State University  
P.O. Box 870202  
Tempe, AZ 85287-0202

#### **EMPLOYMENT HISTORY – CONCURRENT, TEMPORARY, VISITING**

---

Summer 2007 – 2009 **Educational Testing Services Advanced Placement Grader**, Spanish  
San Antonio, TX, Spanish Writing  
P.O. Box 6080  
Princeton, N.J. 08543-4912

December 2004-July 2005 **Assistant Onsite Director and Instructor Supervisor**, Mexico Summer Program, Arizona State University Summer Study Abroad Programs  
P.O. Box 870202  
Tempe, AZ 85287-0202

June 2002-July 2004 **Correspondence Course Instructor**, Department of Languages and Literatures, Distance Learning, Arizona State University  
P.O. Box 870202  
Tempe, AZ 85287-0202

January 2003-December 2003 **Spanish Language Instructor and Consultant**, Maricopa County Employee Training Center and Clinic for the Homeless, Phoenix, AZ  
Elementary Spanish for Clinicians

August 2003-  
December 2003      **Graduate Course Intern**, Technology in the Foreign Language  
Classroom, Department of Languages and Literatures,  
Arizona State University  
FLA598-Technology in the Foreign Language Classroom  
P.O. Box 870202  
Tempe, AZ 85287-0202

## **PROFESSIONAL RECOGNITION**

---

2011-2012 Outstanding New Faculty of the Year, University of New Mexico,  
Albuquerque.

2012 Young Alumni of the Year, California Lutheran University, Thousand Oaks,  
CA.

2010-2011 New Faculty of the Year Nominee, University of New Mexico

2009-2010 New Faculty of the Year Nominee, University of New Mexico

2008 CALICO Graduate Student of the Year

2007 Article of the Year, CALICO Journal (co-authors, Barbara A. Lafford and Peter  
Lafford); Awarded 2008

Spanish Linguistics Student Award, Arizona State University, 2004.

Award for the Improvement of Language Teaching, Grant to create computer-based  
composition evaluation measures, 2003, Arizona State University.

Award for the Improvement of Language Teaching, Grant to create computer-based  
materials to accompany SPA 101 & SPA 111, 2003, Arizona State  
University.

Gail Gunterman Award for Teaching Excellence, Awarded annually to the best  
teaching assistant of the year, 2002, Arizona State University.

Member of Sigma Delta Phi, Spanish Honor Society, 2000-present.

## SCHOLARLY ACHIEVEMENTS

---

### **Books**

- Sykes, J. & Reinhardt, J. (2012). *Language at Play: Digital Games in Second and Foreign Language Teaching and Learning*. Series on Theory And Practice In Second Language Classroom Instruction, J. Liskin-Gasparro & M. Lacorte, series eds. Pearson-Prentice Hall.

### **Edited Volumes**

- Reinhardt, J. & Sykes, J (Eds). (2014). Game and play activity in technology-mediated L2 teaching and learning. Special Issue of *Language Learning and Technology*, 18(2).
- Taguchi, N. & Sykes, J., Eds., (2013). Technology in Interlanguage Pragmatics Research and Teaching. John Benjamins Language Learning and Teaching Series.

### **Articles in Refereed Journals**

2011. Holden, C. & Sykes, J. Leveraging mobile games for place-based language learning. *International Journal of Game-based Learning*. 1(2), 1-18.
2010. Sykes, J. (In)Commensurable Discourse: Researchers and Practitioners Bring Pragmatics to the Language Learning. Viewpoints Article. *Studies in Hispanic and Lusophone Linguistics*, 253-263. [invited]
2009. Thorne, S., Black, R., & Sykes, J. Second Language Use, Socialization, and Learning in Internet Interest Communities and Online Games. *Modern Language Journal*, 93, 802-821.
2009. Mack, S. & Sykes, J. *¡Qué feíto estás tú también, cariño!*: A Comparison of the Response to the Use of 'Positive' Irony for Complimenting in Peninsular and Mexican Spanish. *Studies in Hispanic and Lusophone Linguistics*, 2, 305-346.
2008. Sykes, J., Oskoz, A., & Thorne, S. Web 2.0, Synthetic Immersive Environments, and Mobile Resources for Language Education. *CALICO Journal*, 25(3), 528-546.
2008. Sykes, J. & Cohen, A.D. L2 Pragmatics: Six Principles for Online Materials Development and Implementation. *Acquisition of Japanese as a Second Language*, (11), 81-100. [invited]
2007. Lafford, B., Lafford, P., & Sykes, J. Entre dicho y hecho...: An Assessment of the Application of Research from Second Language Acquisition and Related

Fields to the Creation of Spanish CALL materials for Lexical Acquisition. *CALICO Journal*, 24(3), 497-529. [Awarded CALICO Article of the Year, 2007]

2005. Sykes, J. Synchronous CMC and Pragmatic Development: Effects of Oral and Written Chat. *CALICO Journal*, 22(3), 399-431.

2004. Colina, S. & Sykes, J. Educating Parents in the Spanish-Speaking Community: A Look at Translated Educational Materials. *Bilingual Research Journal*, 28(3), 299-317.

### ***Refereed Conference Proceedings***

2008. Sykes, J. & Cohen, A.D. Observed Learner Behavior, Reported Use, and Evaluation of a Website for Learning Spanish Pragmatics. In M. Bowles, R. Foote, and S. Perpiñán (Eds.). 2007 Second Language Research Forum Conference Proceedings, Cascadilla Press, 144-157.

### ***Articles Appearing as Chapters in Edited Volumes*** (\* denotes refereed chapter)

\*2014 (in press). Sykes, J. Emerging Technological Resources for Teaching Spanish. In *Methodological Approaches and Realities, Routledge Handbook in Applied Linguistics*. Manel Lacorte (Ed.)

\*2014. Sykes, J. (In Press). TBLT and Synthetic Immersive Environments: Design, Assessment, and Transfer. In *Technology and tasks: Exploring technology-mediated TBLT*, Marta Gonzalez Lloret and Lourdes Ortega (Eds.)

2013. Sykes, J. (Published in Japanese, translated by Kazumi Hatasa). Digital Games and Second Language Pragmatic Acquisition. In *Topics in Japanese SLA K*. Hatasa (Ed.).

\*2012. Reinhardt, J. & Sykes, J. Conceptualizing digital game-mediated L2 learning and pedagogy: game-enhanced and game-based research and practice. In H. Reinders *Computer Games in Language Learning and Teaching*. Palgrave Macmillan, 32-49.

\*2012. Cohen, A. & Sykes, J. Strategy-based learning of pragmatics for intercultural education. In F. Dervin and A. Liddicoat, *Linguistics for Intercultural Education in Language Learning and Teaching*. John Benjamins, 87-111.

\*2012. Holden, C. & Sykes, J. Mentira: Prototyping Language-based Locative Gameplay. Dikkers, S., Martin, J., Coulter, B. (Eds.). *Mobile Media Learning: Amazing uses of Mobile Devices for Teaching and Learning*. ETC Press. Pittsburg, PN, 111 – 131.

- \*2011. Sykes, J. & Holden, C. Communities: Exploring digital games and social networking. In L. Ducate and N. Arnold, *CALICO Monograph 2011*, 311-336.
- \*2010. Sykes, J. Multi-user Virtual Environments: User-Driven Design and Implementation for Language Learning. In G. Vicenti & J. Braman *Teaching Through Multi-user Virtual Environments: Applying Dynamic Elements to the Modern Classroom*. IGI Global, 283-305.
- 2010. Sykes, J., Reinhardt, J., & Thorne, S.L. Multiuser Digital Games as Sites for Research and Practice. In F. Hult (Ed.) *Directions and Prospects for Educational Linguistics*. New York: Springer, 117-136.
- \*2009. Sykes, J. Learner Requests in Spanish: Examining the Potential of Multiuser Virtual Environments for L2 Pragmatic Acquisition. In L. Lomika and G. Lord (Eds.) *The Second Generation: Online collaboration and social networking in CALL, 2009 CALICO Monograph*, 199-234.
- 2008. Sykes, J. & Cohen, A.D. Learner Perception and Strategies for Pragmatic Acquisition: A Glimpse into Online Learning Materials. In *Language and Linguistics: Emerging Trends Volume*, Frank Columbus (Ed.), NOVA Publications, 99-135.

### ***Other Writings***

- 2012. Sykes, J. Synthetic immersive environments and second language pragmatic development. *The Encyclopedia of Applied Linguistics*, Carol Chapelle (Ed.), Oxford, UK: Wiley-Blackwell, 2013. (refereed encyclopedia entry)
- 2011. Sykes, J. Review of Francisco Yus. 2010. *Ciberpragmática 2.0: Nuevos usos del lenguaje en Internet* [Cyberpragmatics 2.0: New uses of language on the Internet] 366 pp. ISBN 978-84-344-1713-7, EUR 35,00. *Journal of Pragmatics*, 43, 10, 2664-2666.
- 2011. Sykes, J. Review of Lee Abraham & Lawrence Williams (Eds.) (2009). *Electronic Discourse in Language Learning and Language Teaching*. Philadelphia: John Benjamins, Pp. V, 346. ISBN 978-90-272-1988-6, hardbound; 978-90-272-9055-7, e-book. *Modern Language Journal*, 95, 1, 166-167.
- 2010. Cohen, A. D. & Sykes, J. M. Language-learner strategies and their effect on speech act performance. *Applied Linguistics Forum*, 30(1).



2010. Sykes, J. Review of Eva Alarcón-Soler (ed.) (2008). *Learning How to Request in an Instructed Language Learning Context*. Berlin, Peter Lang. Pp. 260, ISBN 978-3-03911-601-0. *Modern Language Journal*.
2007. Sykes, J. and C. Klee. Review of María Elena Placencia and Carmen García (eds.) (2007). *Research on Politeness in the Spanish-Speaking World*. Mahwah, New Jersey, Lawrence Erlbaum Associates, Publishers. Pp. v + 442. ISBN 0-8058-5227-1, *Sociolinguistic Studies*, 1, 3.

### ***Digital Media Publications***

- Invited Contributor, Open Up: Conversations on Open Education for Language Learning, <http://blog.coerll.utexas.edu/>
- Mentira*, a Mobile, Place-Based, Augmented Reality Game for Learning Spanish. Co-authored with Christopher Holden. <http://www.mentira.org>
- Croquelandia*, a Synthetic Immersive Gaming Environment for Learning Spanish, University of Minnesota. <https://sites.google.com/site/croquelandia/>
- Dancing With Words: A Website for Learning Spanish Pragmatics. Co-authored with Andrew D. Cohen. University of Minnesota.  
[http://www.carla.umn.edu/speechacts/sp\\_pragmatics/home.html](http://www.carla.umn.edu/speechacts/sp_pragmatics/home.html)

### **PRESENTATIONS – INVITED AND/OR REFEREED**

---

#### ***Invited***

- Pragmatics, emergent digital spaces, and L2 learning. With Steven L. Thorne. 19<sup>th</sup> Pragmatics and Language Learning Conference, April 2014.
- Beyond Four Walls: Place and Space in International Education. 21<sup>st</sup> Annual Meeting on the Internationalization of US Education. Williamsburg, VA, April 2014.
- Gamification for Language Learning, Invited Pre-Conference Workshop, with J. Reinhardt. 47th Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). Orlando, FL, November 2013.
- Digital Technologies Symposium. Invited Panel Speaker. Pearson Digital Technologies Symposium. April, 2013.
- Place is Key: An Examination of Mobile Games and Simulations in Language Learning, Invited Keynote Speaker, 5<sup>th</sup> Ohio University CALL Conference, April 2013.

How a Spanish Major Became a Level 53 Night Elf Hunter. Keynote Speaker, Outstanding Young Alumni Award Address. Honor's Day Convocation. California Lutheran University, April 2012.

Digital Games and Language Learning: Bridging the Distance. Invited Guest Speaker, 65<sup>th</sup> Annual Kentucky Foreign Language Conference. University of Kentucky, April 2012.

Digital Game Mediated Language Learning: From Ideas to Implementation. Second Language Symposium, Invited Keynote Speaker, Michigan State University, February 2012.

Beyond Four Walls: Can Digital Games Really Change the World? SLAT Interdisciplinary Roundtable, Invited Keynote Speaker. University of Arizona, Tucson, AZ, February 2011.

PEO Scholar's Award: Intercultural Education and Technology. Invited Scholar's Award Representative, PEO New Mexico State Convention, Albuquerque, NM, April 2010.

To Play or Not to Play: Digital Games and Language Learning. Invited Speaker, University of Colorado – Boulder. February 2010.

Realms of Possibility: Understanding the Role of Multiuser Virtual Environments in Foreign Language Curricula. Electronic Roundtable: Virtual Worlds and Pedagogy. Modern Language Association, Philadelphia, Pennsylvania. December 2009.

Tomorrow and Beyond: A Top "Ten" List of Technologies in Language Learning. Pearson World Languages Symposium, California State University – Long Beach, March, 2009.

Interlanguage Pragmatics, Multiuser Environments, and Language Learning: Helping Learners Help Themselves. Invited Speaker, Department of Linguistics Colloquia, University of New Mexico, October, 2008.

The Secret of My (Simulated) Success. Invited TEL Grant Panel Participant. TEL Seminar, University of Minnesota, February 2008.

*Croquelandia*: A Synthetic Immersive Environment to Enhance Intercultural Communication. Invited Participant. Neighborhoods in Cyberspace Symposium, University of Minnesota, February, 2008.

PEO Scholar's Award: Dynamic Interaction, Immersion, and Innovation. Invited Scholar's Award Representative, PEO Colorado State Convention, Breckenridge, CO, June 2007.

### ***Refereed***

Collaboration and Negotiation: L2 Pragmatic Development Across Multiuser Digital Game Spaces. American Association for Applied Linguistics (AAAL), Portland, OR, March 2014.

Augmented Reality for Teaching and Learning in the Humanities. Modern Language Association (MLA), Chicago, IL, January 2014.

A Framework for Evaluating Digital Games: The Games to Teach Project. With Jon Reinhardt. 46th Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). Philadelphia, PA, November 2012.

Place-based Mobile Games for the Research and Learning of L2 Pragmatic Variation in Spanish. With Christopher L. Holden. Pragmatics Festival 2012. Indiana University. Bloomington, Indiana. April 2012.

The Games to Teach Project: Developing Literacies through Digital Gaming. 45th Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). Denver, CO, November 2011.

Digital Games for Second Language Acquisition: Opportunities and Future Directions. 45th Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). Denver, CO, November 2011.

L2 Feedback Via Place Based Mobile Games. Computer Assisted Language Instruction Consortium (CALICO), Victoria, BC, Canada, March 2011.

Exploring parallels in L2 learning activity and digital game design. With Jonathon Reinhardt. American Association for Applied Linguistics (AAAL), Chicago, IL, March 2011.

Virtual Environments for Cultural Learning. Panel presentation with Amy Ogan and Chad Lane. Second International Conference on the Development and Assessment of Intercultural Competence. Accepted for presentation, University of Arizona, Tucson, Arizona, January 2010.

Place-Based Mobile Games for Language Acquisition: Engaging Learners as Designers. With Chris Holden. EDUCAUSE Learning Initiative (ELI) 2010 Annual Meeting, Austin, TX, January 2010.

Innovative Technologies and L2 Curricula: Immersive Gaming and Mobile Environments. 43rd Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). San Diego, CA, November 2009.

Triangulating Evaluation: Learning More through a Comparison of Perception and Outcome Data. American Association of Teachers of Spanish and Portuguese AATSP, Albuquerque, NM, July 2009.

It's a Beautiful Day in the Neighborhood: Developing Place-Based, Augmented Reality Games for Language Learning. With Christopher L. Holden, Games, Learning, and Society 5.0, Madison, WI, presentation June 2009.

From the Virtual World to the Real World: An Interdisciplinary Approach to Pragmatic Development and Study Abroad. With Rachel Shively. American Association of Applied Linguistics (AAAL). Denver, CO, March 2009.

Putting CMC Into Practice. With Senta Goertler, Computer Assisted Language Instruction Consortium (CALICO), Phoenix, AZ, March 2009.

Virtual Worlds for Newbies: An Introduction to Life, Living, and Teaching in Virtual Environments. With Steve L. Thorne & Randall Sadler, Computer Assisted Language Instruction Consortium (CALICO), Phoenix, AZ, March 2009.

Digital Immersion: Applications of Collaborative Gaming Spaces in Language Education. Accepted for presentation at the 42<sup>nd</sup> Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL, November, 2008.

Online Learner Strategies Instruction and Virtual Assessment in Spanish Pragmatics: Does it Work? With Andrew D. Cohen. American Association for Applied Linguistics (AAAL), Washington, DC, March 2008.

Synthetic Immersive Environments & Spanish Pragmatics: Dynamic CMC. Computer Assisted Language Instruction Consortium (CALICO), San Francisco, CA, March 2008.

Making the Unconventional Conventional: Examining the Roles of Emerging Digital Media in Language Learning. With Steve L. Thorne. Computer Assisted Language Instruction Consortium (CALICO), San Francisco, CA, accepted for presentation March 2008.

*Croquelandia*: Helping Learners Develop Authentic Intercultural Communication Skills in a Synthetic World. With Liz Wendland and Peter Moore,

EDUCAUSE Learning Initiative (ELI) 2008 Annual Meeting, San Antonio, TX, January 2008.

Maximizing Learner Strategies to Enhance Pragmatic Development: An Online Illustration. With Andrew D. Cohen. 41st Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). San Antonio, TX, November 2007.

Online Learning of Spanish Pragmatics: What Learners Do, How They Do It, and What They Think. With Andrew D. Cohen. 30<sup>th</sup> Annual Second Language Research Forum (SLRF 2007), Champaign-Urbana, IL, October 2007

Computer Mediated Communication and Language Learning: Endless Possibilities. Full-day workshop co-moderated with Peter Lafford. Computer Assisted Language Instruction Consortium (CALICO), Texas State University, San Marcos, TX, May 2007

*¡Qué feito estás tú también cariño!:* An e-DCT Comparison of Reactions to Positive Irony in Mexican and Peninsular Spanish. With Sara Mack, American Association for Applied Linguistics (AAAL), Costa Mesa, CA, April 2007.

Five Guidelines for Effective Integration of SCMC in Learning Pragmatics. 17th International Conference on Pragmatics and Language Learning, University of Hawaii at Manoa, Honolulu, HI, March 2007.

Strategies, CMC, and Learning Pragmatics: An Empirical Evaluation of Effectiveness. With Andrew D. Cohen. 17th International Conference on Pragmatics and Language Learning, University of Hawaii at Manoa, Honolulu, HI, March 2007.

Virtual Interaction and Strategies Instruction: A Dynamic Approach to Interlanguage Development, 11<sup>th</sup> Graduate Symposium in Romance Languages, University of Minnesota, Minneapolis, MN, March, 2007.

Learning Spanish Speech Acts: The Creation of a Self-Access Website. With Andrew D. Cohen. 40th Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL), Nashville, TN, November 2006.

A Website Featuring Strategies for L2 Pragmatics: The Learning of Speech Acts in Spanish Made Easier. Presented with Andrew D. Cohen. CARLA Lunchtime Presentation Series, University of Minnesota, Minneapolis, MN, November 2006.

Effective Technology: Teaching Pragmatics with CALL. Presented with Andrew D. Cohen. MinneTESOL 2006, Minneapolis Community and Technical College, Minneapolis, MN, November 2006.

Pragmatic Evolution: An Examination of the Changing Politeness Perceptions of *Piropos* in Yucatan, Mexico. Hispanic Linguistics Symposium (HLS), University of Western-Ontario, London, Canada, October 2006.

Encouraging a Strategy-Based Approach to Learning Spanish Pragmatics: The Design and Learner Use of a Self-Access Website. Presented with Andrew D. Cohen. Fourth Annual Conference on Technology for Second Language Learning, University of Iowa, Ames, IA, September 2006.

The Development and Evaluation of a Self-Access Website for Learning Spanish Speech Acts. With Andrew D. Cohen. American Association for Applied Linguistics (AAAL) and the Association Canadienne de Linguistique Appliquée/Canadian Association of Applied Linguistics (ACLA/CAAL) Conference, Montreal, Canada, June 2006.

Learning pragmatics: The Creation of a Self-access Website. With Andrew D. Cohen. Invited Workshop at the Annual Meeting of the National Association of Professors of Hebrew (NAPH), Minneapolis, MN, June 2006.

Minimizing Difficulties: Utilizing SCMC to Enhance Interlanguage Pragmatic Development. Computer Assisted Language Instruction Consortium (CALICO), University of Hawaii, Honolulu, HI, May 2006.

Planning, Production, and Process: A Practical Guide to FL Course Online Hybridization. Arizona Language Association (AZLA), Flagstaff, AZ, September 2004.

Pragmatic Adequacy and Translator Competence: What is Missing?. With Sonia Colina. 14<sup>th</sup> World Congress of Applied Linguistics (AILA), University of Wisconsin, Madison, July 2005.

Refusals of Invitations: L2 Pragmatic Development through Synchronous Computer Mediated Communication. 16th International Conference on Pragmatics and Language Learning, Indiana University, Bloomington, IN, 2005.

What to Say When: A Look at the Effects of Different Types of Synchronous CMC on Language Learners' Pragmatic Development. Computer Assisted Language Instruction Consortium (CALICO), Carnegie-Mellon University, Pittsburgh, PA, June 2004.

Entre dicho y hecho...: An assessment of the Application of Second Language Acquisition. Presented with Barbara A. Lafford and Peter Lafford. Computer

Assisted Language Instruction Consortium (CALICO), Carnegie-Mellon University, Pittsburgh, PA, June 2004.

Oral or Written Chat? A Look at Pragmalinguistic Development in Spanish. Ninth Annual Spanish Graduate Student Symposium, Arizona State University, Tempe, AZ, April 2004.

Parental Education in the Spanish-speaking Community: A Look at LEP Guidelines and Translated Educational Materials. Presented with Sonia Colina. Language Minority Education Research Roundtable of Arizona (LMERRA), Arizona State University, Tempe, AZ, April 2004.

Attaining L2 Sociopragmatic Competence through the Use of Oral and Written Synchronous Computer Mediated Communication, Arizona State University, 10th Annual Graduate Linguistics/TESOL Symposium, Tempe, AZ, March 2004.

From Computers to the Classroom: A Practical and Realistic Guide to Creating Web-Based Activities and Assessments. Arizona Language Association (AZLA), Glendale, AZ, September 2003.

Formulae, Function and Form: A Look at Learners' Pragmatic Development Abroad, Eighth Annual Spanish Graduate Student Symposium, Arizona State University, Tempe, AZ, April 2003.

Formulae, Function and Form: A Poster Session Examining Pragmatic Development of Learners Studying Abroad. Second Language and Teaching (SLAT) Interdisciplinary Roundtable, University of Arizona, Tucson, AZ, March 2003]

## **RESEARCH FUNDING**

---

Games to Teach, CERCLL

Principal Investigators: Jonathon Reinhardt and Julie M. Sykes

Federal Grant for Language Resource Center – CERCLL, University of Arizona  
2010- 2014, \$56,023, awarded September 2010.

Mobile Technologies for the Facilitation of Place-Based, Hands-On Learning

Principal Investigators: Julie M. Sykes, Christopher L. Holden

2008-2009 Interdisciplinary Research Allocation Committee Grant, University of New Mexico,  
2008-2009, \$9,526, awarded February 2009.

Enhancing Language Learning Through the Use of Mobile Technologies

Principal Investigator: Julie M. Sykes

2008 Teaching Enhancement Grant, University of New Mexico

2008-2009, \$5,000.

TechNexus: Simulated Language Immersion, and Socially-Situated, Virtual Intercultural Communication and Interaction in Spanish  
Principal Investigators: Julie M. Sykes, Mahmoud Sadrai  
2007 Technology Enhanced Learning (TEL) Grant-Tier 2 Funding (Top Project Selected from TEL Grant Winners)  
Digital Media Center, University of Minnesota  
2007 – 2008, \$5,000

TechNexus: Simulated Language Immersion, and Socially-Situated, Virtual Intercultural Communication and Interaction in Spanish  
Principal Investigators: Julie M. Sykes, Mahmoud Sadrai  
2007 Technology Enhanced Learning (TEL) Grant  
Digital Media Center, University of Minnesota  
2007 – 2008, \$10,000

A Dynamic Approach to Social Interaction: Synthetic Immersive Environments & Spanish Pragmatics  
Principal Investigator: Julie M. Sykes  
P.E.O International Scholar's Program, P.E.O. International  
2007-2008, \$10,000

## TEACHING

---

### *Doctoral Advisement*

Sarah Schulman, advisor, expected date of degree, May 2016  
Grandon Goertz, advisor, expected date of degree, May 2016  
Sorada Wattana, University of Canterbury, International Examiner, expected date of degree 2013  
Arthur Wendorf, University of Texas-Austin, expected date of degree, May 2014  
Mary Hudgens Henderson, chair, expected date of degree, May 2014  
Michael Woods, committee member, expected date of degree, May 2014  
Heather Mendoza, committee member, expected date of degree, May 2013  
Adrienne Gonzales, chair, PhD awarded in May 2012  
Michelle Salazar, committee member, PhD awarded in May 2009

### *Masters Advisement*

Marián Giraldez, MA in progress, expected date of degree, May 2014  
Maria Elena Corral, MA in progress, expected date of degree, May 2014  
Ashley Yoder, MA in progress, expected date of degree, May 2013  
Pauline Labar-Shelton, MA in progress, expected date of degree, May 2013



Aubrey Healey, MA completed, May 2012  
Daniel Abeyta, MA completed, May 2011  
Linda Lemus, MA completed, August 2010  
Leah Houle, MA completed May 2010  
Sandra Cano, MA completed May 2010  
Michael Heim, MA completed May 2010

### ***Independent Studies***

2013, Spring, Roxanne Imeson  
2012, Spring, Tania Todd Villa  
2012, Spring, Arthur Wendorf, Guest Doctoral Student from University of Texas,  
Austin  
2010, Ruben Salido, Ricardo Martinez, Julie Redekopp

### ***Classroom Teaching***

#### University of Oregon

2014, Winter, Technology and Second Language Teaching and Learning; LT610; 15

#### University of New Mexico

2013, Spring, Interlanguage Pragmatic Development; SPAN 549; 15  
2012, Fall, Research and Methods for Teaching Spanish; SPAN 541/549; 27  
2012, Spring, Discourse, Technology, and Second Language Acquisition; SPAN  
549; 14  
2011, Fall, Research and Methods for Teaching Spanish; SPAN 541/549; 26  
2010, Fall, Research and Methods for Teaching Spanish; SPAN 541/549; 18  
2010, Summer, Introduction to Hispanic Linguistics, SPAN 351/549; 17  
2009; Fall; Spanish Pragmatics; SPAN 549; 12  
2009; Fall; Research and Methods for Teaching Spanish; SPAN 541/549; 25  
2009; Summer, Introduction to Hispanic Linguistics, SPAN 351/549; 21  
2009; Spring; Technology, Discourse, and SLA; SPAN 549; 14  
2008; Fall; Research and Methods for Teaching Spanish; SPAN 541; 18

#### University of Minnesota

2008: Spring; Spanish Sociolinguistics; SPAN 3704; 26  
2007; Fall; Spanish Applied Linguistics; SPAN 3706; 26  
2007; Summer; Intermediate Spanish; SPAN 1004; 26  
2007; Spring; Introduction to Hispanic Linguistics; SPAN 3107; 26  
2006; Fall; Introduction to Hispanic Linguistics; SPAN 3107; 26

#### Arizona State University

2005; Spring; Intermediate Spanish; SPAN 202; 28  
2005; Spring; Intermediate Spanish; SPAN 201; 28  
2005; Summer; Intermediate Spanish; SPAN 201 & 202; 11  
2004; Fall; Intermediate Spanish Language; SPAN 202; 28  
2004; Fall; Intermediate Spanish Language; SPAN 201; 28  
2004; Spring; Intermediate Spanish Language; SPAN 201; 56  
2004; Summer; Intermediate Spanish Language; SPAN 201; 28

2003; Fall; Intermediate Spanish Language; SPAN 202; 54  
2003; Spring; Intensive Beginning Spanish Language; SPAN 111; 56  
2002; Fall; Beginning Spanish Language; SPAN 102; 56  
2002; Spring; Elementary Spanish; SPAN 101; 56  
2001; Fall; Elementary Spanish; SPAN 101; 56

### ***Curriculum Development or Teaching Administrative Positions***

Instructional Assessment Working Group, University of New Mexico, 2012-2013.

Scholarly Teaching Faculty Learning Group, OSET, University of New Mexico, Fall 2009.

Coordinator, Spanish as a Second Language Program, Department of Spanish and Portuguese, University of New Mexico

Invited External Consultant, Seward Inc., 3-D Math Simulations Learning Expert. May 2008-present.

Invited Expert Consultant, New Media Language Education Group. External Advising Group for Middlebury-Monterey Language Academy, July 2007-present.

Independent Learning Courses, Arizona State University. Adaptation of On-campus courses to be used for Distance Learning, SPA 101, 102, 201, 202. 2003.

Computer-Based Activities for the Hybridization of SPA 101. SPA111, Arizona State University, 2003-2004 (transition from 5 days per week in the classroom to 3 days in the classroom with 2 online sessions per week

## **SERVICE**

---

### **Editorships**

Language Learning and Technology, Editorial Board, 2014 – present

Member, Editorial Board, Theory and Practice in Language Studies (TPLS) Journal, Academy Publisher, 2010-present

### **Reviewing for Journals**

Reviewer, CALL, 2010-present

Reviewer, CALICO, 2009-present

Reviewer, Language Learning, 2009-present

Reviewer, Language Learning and Technology, 2008-present

Reviewer, Modern Language Journal, 2007-present

Reviewer, edited volume chapters as requested

**Administrative Work with Professional Organizations**

MLA Committee on Information Technology, Member, July 2012 – present.  
Executive Committee Member, CALICO, 2012-present.  
Track Chair, Technology, Scholarly Resources, and Pedagogy, Latin American Studies Association (LASA) 2010, 2009-2010.  
Computer-Mediated Communication Special Interest Group, CALICO, Co-chair, 2008-2011.

**Administrative Work with University, College, and Department**

General Education CORE Assessment Evaluation Committee, College of Arts and Sciences. 2013.  
Instructional Assessment Working Group, University of New Mexico, 2012-present.  
Promoting Teaching Excellence Subcommittee, University of New Mexico, 2012-present.  
Advisory Committee, Online Instruction, University of New Mexico, 2012-present.  
Chair, Teaching Enhancement Committee, University of New Mexico, 2012-2013.  
Section Head, Hispanic Linguistics, Department of Spanish and Portuguese, 2012 – present.  
Search Committee Member, Medical Spanish, Department of Spanish and Portuguese, 2012-2013.  
Chair, Lecturer III Search Committee, Department of Spanish and Portuguese, 2011-2012. (search suspended)  
Lab Director Search Committee, College of Arts and Sciences, University of New Mexico. 2010-2011.  
Chair, Teaching Allocations Subcommittee Grant, University of New Mexico, 2009-2012.  
Teaching Enhancement Committee, University of New Mexico, 2009-2010, 2010-2011, 2011-2012.  
Realms of Possibility: Games and Learning at UNM; Organizing Committee, 2008-2009.  
Linguistics Faculty Search Committee, Department of Spanish and Portuguese, University of New Mexico, 2009-2010.  
Faculty Liaison, College of Arts and Sciences, University of New Mexico, December 2009-2013.  
Undergraduate Committee; Department of Spanish and Portuguese, University of New Mexico, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013.  
Graduate Student Selection Committee; Department of Spanish and Portuguese, University of New Mexico, 2008-2009; 2009-2010; 2010-2011, 2011-2012, 2012-2013.

**MANDY GETTLER**

T: [REDACTED] • Springfield, OR 97477 [REDACTED]

---

## **PROFESSIONAL EXPERIENCE**

### **Associate Director**

May 2013-present

*Center for Applied Second Language Studies (CASLS), National Foreign Language Resource Center, University of Oregon*

### **ENTERPRISE AND DEPARTMENTAL MANAGEMENT**

- In consultation with the director: 1) Set strategic priorities for CASLS enterprises; 2) Manage, market, and grow CASLS' existing enterprises; 3) Manage relationships with partners; and 4) Work with Office of International Affairs to develop new enterprises
- Establish systems to ensure compliance with university regulations and policies
- Communicate the purposes and operation of CASLS enterprises internally and externally
- Oversee center's overall budget
- Plan and manage center's personnel to enhance the productivity and efficiency of the center while maintaining a balanced budget
- Work with the director on strategic planning, implementation, and operational issues

### **GRANT MANAGEMENT**

- Coordinate grant proposal applications, including subcontracts and subawards
- Assist principal investigators with writing 7-10 state, federal, and foundation grant proposals and contracts annually; compose narrative sections with project coordinator; develop detailed budget spreadsheets and budget narratives
- Oversee grant projects and compliance with state and federal guidelines
- Prepare and submit grant reports

### **COMMUNICATION**

- Facilitate communication among project managers
- Develop and implement external communication strategies to best promote the center as a national leader in foreign language education and to disseminate research
- Coordinate and maintain print promotional materials, online presence, and social media presence
- Ensure prioritized and consistent communication with external partners, institutions, program participants, and funders
- Communicate program information; university, state, and federal regulations; and language standards to K-12 and postsecondary world language teachers and school administrators, some of whom are non-native speakers of English

**Executive Assistant (Volunteer Position)**

August 2012-present

*WellMama Maternal Mental Health and Support Services*

- Develop marketing and communications strategic plan, including accompanying audience profiles and list of foundation funding opportunities
- Develop comprehensive resource guide on website, research and write informational articles on perinatal mood disorders, recruit authors to write personal blog posts, edit submissions as necessary
- Reconfigure layout of website

**Business Manager**

August 2010-May 2013

*Center for Applied Second Language Studies (CASLS), National Foreign Language Resource Center, University of Oregon*

**BUDGET PLANNING**

- Assist director with center-wide strategic planning, implementation, and operational issues
- Manage grant, subaward, and foundation finances, including cost share and budget projections

**GRANT**

- Coordinate grant proposal applications, including subcontracts and subawards
- Edit 7-10 state, federal, and foundation grant proposals and contracts annually; compose narrative sections with project coordinator; develop detailed budget spreadsheets and budget narratives
- Oversee grant projects and compliance with state and federal guidelines
- Prepare and submit grant reports
- Lead various grant-funded projects with complex timelines, coordinating department teams and working with external funders to ensure project is completed on time and on budget

**PERSONNEL**

- Plan and manage center's personnel to enhance the productivity and efficiency of the center while maintaining a balanced budget
- Train employees and provide orientation for all students, GTFs, and staff members
- Facilitate optimal work environment for employees by ensuring everyone has access to the training and equipment needed

**COMMUNICATIONS**

- Edit curriculum materials, assessment items, and other communications generated by department staff
- Develop and implement external communication strategies to best promote the center as a national leader in foreign language education and to disseminate research

- Write and edit content for website, adjust layout as necessary
- Maintain CASLS' social media presence
- Monitor and analyze traffic of website and online communities
- Create and disseminate printed promotional materials
- Ensure prioritized and consistent communication with external partners, institutions, program participants, and funders
- Communicate program information; university, state, and federal regulations; and language standards to K-12 and postsecondary world language teachers and school administrators, some of whom are non-native speakers of English

#### ADMINISTRATIVE

- Set up subaward contracts and personal service contracts
- Prepare GTF and staff contracts; complete new hire paperwork for students, GTFs, staff, and contractors
- Prepare and execute technology transfer agreements
- Manage annual trade show, including material development and promotion
- Make travel arrangements and complete reimbursements according to federal grant policies and UO policies

#### **Publications Director**

November 2008-November 2013

*Pacific Northwest Council for Languages (PNCFL)*

- Oversee editorial board consisting of president, vice president, past president, and executive director
- Edit and design layout for *Lingo*, PNCFL newsletter published biannually with a readership of over 1,200 members
- Work with advertisers to promote their mission and services in *Lingo*

#### **Grants & Communications Specialist**

November 2008-July 2010

*Center for Applied Second Language Studies (CASLS), National Foreign Language Resource Center, University of Oregon*

- Develop and implement external communication strategies
- Write and edit content for website, adjust layout as necessary
- Maintain CASLS' social media presence
- Monitor and analyze traffic of website and online communities
- Create and disseminate printed promotional materials
- Ensure prioritized and consistent communications with stakeholders
- Research and explore funding opportunities from state and federal agencies, foundations, corporations, and individuals
- Develop and maintain funding database
- Monitor available funding sources through databases, directories, listservs, and RSS feeds
- Coordinate and manage grant application process

## MANDY GETTLER

Page 4

---

- Edit 7-10 state, federal, and foundation grant proposals and contracts annually; compose narrative sections with project coordinator; develop detailed budget spreadsheets and budget narratives
- Prepare and submit grant reports
- Serve as liaison for UO Corporate and Foundation Relations and Office of Research Services and Administration
- Manage annual trade show presence, including material development and promotion
- Edit curriculum materials, assessment items, and other communications generated by department staff

### Office Specialist

September 2004-November 2008

*Center for Applied Second Language Studies (CASLS), National Foreign Language Resource Center, University of Oregon*

- Edit 7-10 state, federal, and foundation grant proposals annually
- Compose sections of grant proposals with director and assistant director
- Manage internal communication systems by developing policy manuals and handbooks
- Train employees and provide orientation for all students, GTFs, and staff members
- Ensure external communications convey center's mission
- Lead development of promotional materials for distribution at state, national, and international conferences
- Write and maintain website content
- Edit curriculum materials, assessment items, and other communications generated by department staff
- Direct organization of 5-10 in-state and out-of-state conferences annually from inception to completion
- Serve as liaison for external partners, institutions, program participants, and funders
- Lead various grant-funded projects with complex timelines, coordinating department teams and working with external funders to ensure that project is completed on time and on budget
- Coordinate 2-3 pilot assessments each year, which includes identifying potential pilot sites, working with educators through technical and logistical issues, developing detailed progress reports, and training other pilot coordinators
- Perform administrative duties such as entering payroll; setting up personal service contracts, unclassified appointment contracts, and GTF contracts; completing new hire paperwork; making travel arrangements and reimbursements; coordinating director's calendar; and setting up human subjects protocols
- Facilitate optimal work environment for employees by ensuring everyone has access to the training and equipment needed
- Communicate program information; university, state, and federal regulations; and language standards to K-12 and postsecondary world language teachers and school administrators, some of whom are non-native speakers of English

## MANDY GETTLER

Page 5

---

### **Editor& Executive Assistant**

September 2003-November 2008

*Pacific Northwest Council for Languages (PNCFL)*

- Edit and design layout for *Lingo*, PNCFL newsletter published biannually with a readership of over 1,200 members
- Work with advertisers to promote their mission and services in *Lingo*
- Maintain internal communication systems by authoring manuals and guidelines and documenting procedures
- Develop external communication strategies by writing and maintaining website content and by writing and designing promotional material for distribution at state and national conferences
- Compose and edit external correspondence sent from organization to members
- Coordinate annual award nominations, review, and notification
- Serve as primary contact person for teachers and institutions

### **Internship: Research & Grant Writing**

Winter 2008, Spring 2008

*Professor Daniel Wojcik, Folklore Program Director, University of Oregon*

- Research funding opportunities and author materials to encourage donations
- Design promotional material for folklore events and courses
- Write and edit 2007-08 Diversity Strategic Action Plan
- Assist in event coordination
- Develop budget for digital archive project

## **EDUCATION**

### **Bachelor of Arts in English, Summer 2008**

University of Oregon, Eugene, OR

Graduated *magna cum laude*

Earned degree while working full time

## **SKILLS, AWARDS, & SERVICE**

- Proficient in Microsoft Office Suite, Photoshop, InDesign, Illustrator, Dreamweaver, Acrobat, HTML, SVN clients, FileMaker Pro, Windows and Macintosh OS
- Familiar with PHP and CSS
- Outstanding Officer of Administration, University of Oregon 2014
- Karen Martin Undergraduate Folklore Award Spring 2008  
Awarded for “‘Take That Shirt Off! Let Me See!’: Bodybuilding as an Expression of Gender, Sexuality, and Hegemonic Resistance”
- Volunteer Secretary, Driftwood Villa HOA January 2008-March 2013



## STEVEN L. THORNE | CURRICULUM VITAE

USA (current)  
 Department of World Languages & Literatures  
 Portland State University  
 [REDACTED]  
 Portland, OR 97207-0751  
 United States of America  
 Email: [REDACTED]

The Netherlands  
 Department of Applied Linguistics  
 University of Groningen  
 [REDACTED]  
 9712 EK Groningen  
 The Netherlands  
 Email: [REDACTED]

EDUCATION

- Fall, 1999      Ph.D., Division of Language, Literacy and Culture, Graduate School of Education, University of California, Berkeley  
 Dissertation title: *An Activity Theoretical Analysis of Foreign Language Electronic Discourse* [Claire Kramsch, chair]
- 1991              M.A., Department of South and Southeast Asian Studies, University of California, Berkeley [Specialization in Hindi and Urdu languages, medieval Hindi literature, modern Urdu poetry]
- 1983              B.A., University of Puget Sound, Tacoma, Washington [Asian Studies, Art History]

EMPLOYMENT

- 2013-present      Associate Professor of Second Language Acquisition, Department of World Languages and Literatures, Portland State University
- 2011-2013        Assistant Professor of Second Language Acquisition, Department of World Languages and Literatures, Portland State University
- 2010-present      Universitair Docent, Department of Applied Linguistics, Rijkuniversiteit Groningen/University of Groningen
- 2010-present      Lead Faculty, Developing Transcultural Competence Project, and National Advisory Board Member, Language Acquisition Resource Center (Title VI National Foreign Language Resource Center), San Diego State University
- 2003-2010        Assistant Professor of Applied Linguistics, Department of Applied Linguistics, and affiliate faculty in the Department of Communication Arts and Sciences, The Pennsylvania State University
- 1999- 2010        Associate Director, Center for Language Acquisition, The Pennsylvania State University
- 2006-2009        Advisor for Mediated Learning, Center for Advanced Language Proficiency Education and Research (National Foreign Language Resource Center), The Pennsylvania State University
- 2002-2009        Project Co-Director, Technologies for Advanced Foreign Language Proficiency, Center for Advanced Language Proficiency Education and Research (National Foreign Language Resource Center), The Pennsylvania State University
- 1999-2003        Senior Lecturer in Language Acquisition, Program in Linguistics and Applied Language Studies and Department of Communication Arts and Sciences, The Pennsylvania State University

1997 - 1999	Outreach Technology Investigator, UC Nexus Project, University of California Office of the President and University of California, Berkeley
1996	Lecturer, English Department, California State University at Hayward
1996	Visiting Assistant Professor, Linguistics Department, and Interim Program Director, Applied Language Center, Simon Fraser University, Burnaby, Canada
1994 - 1997	Coordinator: Humanities Focus Group, Instructional Technology Program, University of California, Berkeley
1993 - 1994	Coordinator: Foreign Language Focus Group, Instructional Technology Program, University of California, Berkeley
1992 - 1994	Project Evaluator Consultant, Adventures With Languages Project (AWL), Richmond Unified School District, Richmond, California
1990-91, 1987-88	Teaching Assistant for Introductory Hindi, University of California, Berkeley
1989 - 1990	Language Specialist, Urdu Instructor, The Peace Corps and Voluntary Service Overseas, Islamabad, Pakistan

## BOOKS

Lantolf, J., & Thorne, S. L. (2006). *Sociocultural Theory and the Genesis of Second Language Development*. New York: Oxford University Press.

Belz, J. A., & Thorne, S. L. (eds.) (2006). *Internet-mediated Intercultural Foreign Language Education*. Boston, MA: Heinle & Heinle.

## JOURNAL SPECIAL ISSUES EDITED

Thorne, S. L., Cornillie, F., & Piet, D. (eds.) (2012). Digital Games for Language Learning: Challenges and Opportunities. *ReCALL Journal*, 24(3).

Thorne, S. L., & Smith, B. (eds.) (2011). Second Language Acquisition Theories, Technologies, and Language Learning. *CALICO Journal*, 28(2).

Thorne, S. L., & Payne, J. S. (eds.) (2005). Computer-mediated Communication and Foreign Language Learning: Context, Research and Practice. *CALICO Journal* 22(3).

## JOURNAL ARTICLES & PROCEEDINGS

Thorne, S. L. (2013). Language Learning, Ecological Validity, and Innovation Under Conditions of Superdiversity. *Bellaterra Journal of Teaching & Learning Language & Literature*, 6(2): 1-27.

Siekmann, S., Thorne, S. L., et al. (2013). Supporting Yup'ik Medium Education: Progress and Challenges in a University-School Collaboration. In S. May (ed.), *LED2011: Refereed conference proceedings of the 3rd International Conference on Language, Education and Diversity* (pp. 1-25). Auckland, New Zealand: The University of Auckland. ISBN 978-0-473-24021-9

Yuldashev, A., Fernandez, J., & Thorne, S. L. (2013). Second Language Learners' Contiguous and Discontiguous Multi-Word Unit Use Over Time. *Modern Language Journal*, 97(1): 31-45.

- Thorne, S. L. (2013). Awareness, Appropriacy, and Living Language Use. In Pattison, T. (Ed.). *IATEFL Glasgow Conference Selections 2012* (pp. 94-102). Canterbury, UK: IATEFL.
- Thorne, S. L., Fischer, I., & Lu, X. (2012). The Semiotic Ecology and Linguistic Complexity of an Online Game World. *ReCALL Journal*, 24(3): 279-301.
- Cornillie, F., Thorne, S. L., & Desmet, P. (2012). Digital Games for Language Learning: From Hype to Insight? *ReCALL Journal*, 24(3): 243-256.
- Thorne, S. L. (2012). Massively Semiotic Ecologies and L2 Development: Gaming Cases and Issues. In S. De Wannemacker, S. Vandercruysse, G. Clarebout (eds.), *Serious Games: The Challenge, Vol. CCIS 280* (pp. 18-31). Berlin Heidelberg: Springer-Verlag.
- Thorne, S. L., & Fischer, I. (2012). Online Gaming as Sociable Media. *ALSIC: Apprentissage des Langues et Systèmes d'Information et de Communication*, 15(1): 1-25. URL: <http://alsic.revues.org/2450>; DOI: 10.4000/alsic.2450
- Thorne, S. L. (2011). Community Formation and the World as its Own Model. *Modern Language Journal*, 95: 304-307. [Invited article]
- Thorne, S. L., & Smith, B. (2011). Second Language Development Theories and Technology-mediated Language Learning. *CALICO Journal*, 28(2): 268-277.
- Thorne, S. L., Black, R. W., & Sykes, J. (2009). Second Language Use, Socialization, and Learning in Internet Interest Communities and Online Games. *Modern Language Journal*, 93: 802-821.
- Thorne, S. L. (2009). 'Community', Semiotic Flows, and Mediated Contribution to Activity. *Language Teaching*, 42(1): 81-94.
- Eslinger, P., Blair, C., Wang, J., Lipovsky, B., Realmuto, J., Baker, D., Thorne, S. L., Gamson, D., Zimmerman, E., Rohrer, L., Yang, Q. X. (2009). Developmental Shifts in fMRI Activations during Visuospatial Relational Reasoning. *Brain and Cognition*, 69(1): 1-10.
- Thorne, S. L. & Reinhardt, J. (2008). "Bridging Activities," New Media Literacies and Advanced Foreign Language Proficiency. *CALICO Journal*, 25(3): 558-572.
- Sykes, J., Oskoz, A., & Thorne, S. L. (2008). Web 2.0, Synthetic Immersive Environments, and Mobile Resources for Language Education. *CALICO Journal*, 25(3): 528-546.
- Thorne, S. L. (2008). New Media Language Use and "Bridging Activities": Implications for Plurilingual Life in a (Partially) Digital World. *Multi-Media Assisted Language Learning*, 11(1): 35-60.
- Thorne, S. L., & Black, R. (2007). Language and Literacy Development in Computer-mediated Contexts and Communities. *Annual Review of Applied Linguistics*, 27: 133-160. [Invited article]
- Eslinger, P., Blair, C., Wang, J., Realmuto, J., Baker, D., Thorne, S. L., Gamson, D., Yang, Q. X., & Rohrer, L. (2007). Developmental fMRI Patterns Associated with Visuospatial Working Memory and Response Inhibition. *Proceedings of the International Society for Magnetic Resonance in Medicine*, 15, 554.
- Thorne, S. L. (2006). Pedagogical and Praxiological Lessons from Internet-Mediated Intercultural Foreign Language Education Research. In J. A. Belz & S. L. Thorne (eds.), *Internet-Mediated Intercultural Foreign Language Education* (pp. 2-30). Annual Volume of the American Association of University Supervisors and Coordinators. Boston, MA: Heinle & Heinle.

Belz, J. A., & Thorne, S. L. (2006). Introduction: Internet-Mediated Intercultural Foreign Language Education and the Intercultural Speaker. In J. A. Belz & S. L. Thorne (eds.), *Internet-Mediated Intercultural Foreign Language Education* (pp. iix-xxv). Annual Volume of the American Association of University Supervisors and Coordinators. Boston, MA: Heinle & Heinle.

Eslinger, P., Wang, J., Blair, C., Lipovsky, B., Baker, D., Thorne, S. L., Gamson, D., Yang, Q. X., & Rohrer, L. (2006). Developmental fMRI Changes Associated with Relational Reasoning. *Proceedings of the International Society for Magnetic Resonance in Medicine*, 14, 1120.

Thorne, S. L. (2005). Epistemology, Politics, and Ethics in Sociocultural Theory. *Modern Language Journal*, 89: 393-409.

Thorne, S. L., & Payne, J. S. (2005). Evolutionary Trajectories, Internet-mediated Expression, and Language Education. *CALICO Journal*, 22(3): 371-397. (selected by CALICO Editorial Board as the outstanding article for year 2004-05, Vol. 22)

Reprinted as: Thorne, S. L., & Payne, J. S. (2009). Evolutionary Trajectories, Internet-mediated Expression, and Language Education. In Hubbard, P. (Ed.), *Computer Assisted Language Learning: Critical Concepts in Linguistics, Volume 4*. Abingdon: Routledge.

Blair, C., Gamson, D., Thorne, S. L., & Baker, D. (2005). Rising Mean IQ: Cognitive Demand of Mathematics Education, Population Exposure to Formal Schooling, and the Neurobiology of the Prefrontal Cortex. *Intelligence*, 33: 93-106.

Thorne, S. L. (2003). Artifacts and Cultures-of-Use in Intercultural Communication. *Language Learning & Technology*, 7(2): 38-67.

Reprinted as: Thorne, S. L. (2009). Artifacts and Cultures-of-Use in Intercultural Communication. In Hubbard, P. (Ed.), *Computer Assisted Language Learning: Critical Concepts in Linguistics, Volume 3*. Abingdon: Routledge.

Thorne, S. L. (2000). Beyond Bounded Activity Systems: Heterogeneous Cultures in Instructional Uses of Persistent Conversation. *Proceedings of the Thirty-Third Annual Hawaii International Conference on System Sciences*. Los Alamitos, IEEE Computer Society.

## CHAPTERS IN REFEREED VOLUMES

Thorne, S. L., & Hellermann, J. (accepted, forthcoming). Sociocultural Approaches to Expert-Novice Relationships in Second Language Interaction. In N. Markee (ed.), *Handbook of Classroom Interaction*: Wiley-Blackwell.

Lantolf, J., Thorne, S. L., & Poehner, M. (accepted, forthcoming). Sociocultural Theory and Second Language Development. In B. van Patten & J. Williams (eds.), *Theories in Second Language Acquisition*. New York: Routledge.

Prior, P., & Thorne, S. L. (2014). Research Paradigms: Product, Process, and Social Activity. In Eva-Maria Jakobs and Daniel Perrin (eds.), *Handbook of Writing and Text Production* (pp. 31-54). The Mouton de Gruyter Handbooks of Applied Linguistics Series, Volume 10. Berlin: Mouton de Gruyter.

Thorne, S. L. (2013). Digital Literacies. In M. Hawkins (ed.), *Framing Languages and Literacies: Socially Situated Views and Perspectives* (pp. 192-218). New York: Routledge.

Thorne, S. L. (2013). Catalyzing Plurilingualism and University-level Academic Discourse Competence: The Language-Integrated Knowledge Education (LIKE) Approach. In P. Hubbard, M.

Schulz, & B. Smith (eds.), *Learner-Computer Interaction in Language Education: A Festschrift in Honor of Robert Fischer* (pp. 263-271). CALICO Monograph: San Marcos, Texas.

de Bot, K., Lowie, W., Thorne, S. L., & Verspoor, M. (2013). Dynamic Systems Theory as a Theory of Second Language Development. In M. Mayo, M. Gutierrez-Mangado, & M. Adrián (eds.), *Contemporary Approaches to Second Language Acquisition* (pp. 199-200). Amsterdam: John Benjamins.

Thorne, S. L. (2012). Distributed Cognition. In P. Robinson (Ed.), *Routledge Encyclopedia of Second Language Acquisition* (pp. 194-195). New York: Routledge.

Thorne, S. L. (2012). Embodiment. In P. Robinson (Ed.), *Routledge Encyclopedia of Second Language Acquisition* (pp. 202-203). New York: Routledge.

Thorne, S. L. (2012). Gaming Writing: Supervenaculans, Stylization, and Semiotic Remediation. In G. Kessler, A. Oskoz, & I. Elola, (Eds.), *Technology Across Writing Contexts and Tasks* (pp. 297-316). CALICO Monograph: San Marcos, Texas.

Thorne, S. L., & Black, R. W. (2011). Identity and Interaction in Internet-Mediated Contexts. In C. Higgins (ed.), *Identity Formation in Globalizing Contexts* (pp. 257-278). New York: Mouton de Gruyter.

Steinbach-Koehler, F., & Thorne, S. L. (2011). The Social Life of Self-Directed Talk: A Sequential Phenomenon? In J. Hall, J. Hellermann, S. Pekarek Doehler, & D. Olsher (eds.), *L2 Interactional Competence and Development* (pp. 66-92). Bristol, UK: Multilingual Matters.

Reinhardt, J., & Thorne, S. L. (2011). Beyond Comparisons: Frameworks for Developing Digital L2 Literacies. In Arnold, N., & Ducate, L. (eds.), *Calling on CALL: From Theory and Research to New Directions in Foreign Language Teaching*, 2<sup>nd</sup> edition (pp. 257-280). San Marcos, TX: CALICO.

Thorne, S. L., & Tasker, T. (2011). Sociocultural and Cultural-Historical Theories of Language Development. In J. Simpson (ed.), *Routledge Handbook of Applied Linguistics* (pp. 487-500). New York: Routledge.

Thorne, S. L. (2010). The 'Intercultural Turn' and Language Learning in the Crucible of New Media. In F. Helm & S. Guth (eds.), *Telecollaboration 2.0 for Language and Intercultural Learning* (pp. 139-164). Bern: Peter Lang.

Sykes, J., Reinhardt, J., & Thorne, S. L. (2010). Multiplayer Digital Games as Sites for Research and Practice. In F. Hult (ed.), *Directions and Prospects for Educational Linguistics* (pp. 117-135). New York: Springer.

Thorne, S. L., Reinhardt, J., & Golombek, P. (2008). Mediation as Objectification in the Development of Professional Discourse: A Corpus-Informed Curricular Innovation. In J. P. Lantolf & M. Poehner (eds.), *Sociocultural Theory and the Teaching of Second Languages* (pp. 256-284). London: Equinox.

Thorne, S. L. (2008). Mediating Technologies and Second Language Learning. In J. Coiro, M. Knobel, C. Lankshear, & D. Leu, (eds.), *Handbook of Research on New Literacies* (pp. 417-449). Mahwah, NJ: Lawrence Erlbaum.

Thorne, S. L. (2008). Transcultural Communication in Open Internet Environments and Massively Multiplayer Online Games. In S. Magnan (ed.), *Mediating Discourse Online* (pp. 305-327). Amsterdam: John Benjamins.

Thorne, S. L. (2008). Computer-Mediated Communication. In N. Hornberger & N. Van Duesen-Scholl (eds.), *Encyclopedia of Language and Education, 2<sup>nd</sup> Edition, Volume 4: Second and Foreign Language Education* (pp. 325-336). New York: Springer.

Blair, C., Knipe, H., Cummings, E., Baker, D., Eslinger, P., Gamson, D., & Thorne, S. L. (2007). A Developmental Neuroscience Approach to the Study of School Readiness. In R. Pianta, M. Cox, & K. Snow (eds.), *School Readiness, Early Learning, and the Transition to Kindergarten* (pp. 149-174). Baltimore, MD: Brookes.

Thorne, S. L., & Lantolf, J. (2007). A Linguistics of Communicative Activity. In S. Makoni & A. Pennycook (eds.), *Disinventing and Reconstituting Languages* (pp. 170-195). Clevedon: Multilingual Matters.

Lantolf, J. & Thorne, S. L. (2007). Sociocultural Theory and Second Language Learning. In B. van Patten & J. Williams (eds.), *Theories in Second Language Acquisition* (pp. 201-224). Mahwah, NJ: Lawrence Erlbaum.

Thorne, S. L. (2004). Cultural Historical Activity Theory and the Object of Innovation. In Oliver St. John, Kees van Esch, & Eus Schalkwijk (Eds). *New Insights into Foreign Language Learning and Teaching* (pp. 51-70). Peter Lang Verlag, Frankfurt (Germany).

Kramsch, C., & Thorne, S. L. (2002). Foreign Language Learning as Global Communicative Practice. In D. Block and D. Cameron (eds.), *Globalization and Language Teaching* (pp. 83-100). London: Routledge.

Thorne, S. L. (2000). Second Language Acquisition Theory and some Truth(s) about Relativity. In J. Lantolf (ed.), *Sociocultural Theory and Second Language Learning* (pp. 219-243). Oxford: Oxford University Press.

## REVIEWS, INTERVIEWS, WORKING PAPERS & OTHER PUBLICATIONS

Thorne, S. L., & Watters, E. (2013). Review of Language at Play: Digital Games in Second and Foreign Language Teaching and Learning. *Language Learning & Technology*, 17(3): 47-51.

Published Interview: Antoniadou, V. (2011). New Media, New Communicative Genres, and Inclusive Technology-Mediated L2 Pedagogy: An Interview with Steve Thorne. *Bellaterra Journal of Teaching & Learning Language & Literature*, 4(4): 99-109.

Thorne, S. L. (2011). Open Courseware: Pro Arguments. *Artes Letterenmagazine: University of Groningen*. [Invited editorial]

Purushotma, R., Thorne, S. L., Wheatly, J. (2009). 10 Key Principles for Designing Video Games for Foreign Language Learning. Paper produced for the *Open Language & Learning Games Project, Massachusetts Institute of Technology*, funded by the William and Flora Hewlett Foundation. Available here: <http://lingualgames.wordpress.com/article/10-key-principles-for-designing-video-27mkxqba7b13d-2/>

Thorne, S. L. (2008). Review of Educating for Advanced Foreign Language Capacities: Constructs, Curriculum, Instruction, Assessment (edited by Heidi Byrnes, Heather Weger-Guntharp, and Katherine A. Sprang). *Studies in Second Language Acquisition*, 30(2): 263-265.

Thorne, S. L. (2007). Mediated Communication and Synthetic Immersion Environments as Contexts for Language Learning. *Proceedings of the 2007 International KAMALL (Korea Association of Multimedia-Assisted Language Learning) – KSET (Korean Society for Educational Technology) Conference*. Seoul, Korea.

Thorne, S. L., & Black, R. W. (2007). New Media Literacies, Online Gaming, and Language Education. *CALPER Working Paper Series*, No. 8. The Pennsylvania State University: Center for Advanced Language Proficiency Education and Research.

Reinhardt, J., & Thorne, S. L. (2007). SCMC, Blogs, & Wikis: A Manual for Professional Teacher Development. The Pennsylvania State University: Center for Advanced Language Proficiency Education and Research.

Thorne, S. L. (2006). Review of Ken Beatty 2003: Teaching and Researching Computer-assisted Language Learning. *Language Teaching Research*, 10(2): 233-236.

Thorne, S. L. (2006). New Technologies and Additional Language Learning. *CALPER Working Paper Series*, No. 7. The Pennsylvania State University, Center for Advanced Language Proficiency Education and Research.

Thorne, S. L. (2005). Internet-mediated Intercultural Foreign Language Education: Approaches, Pedagogy, and Research. *CALPER Working Paper Series* No. 6. The Pennsylvania State University, Center for Advanced Language Proficiency Education and Research.

Thorne, S. L., & Payne, J. S. (2005). Introduction to the Special Issue on Computer-mediated Communication and Foreign Language Learning: Context, Research, and Practice. *CALICO Journal*, 22(3): 369-370.

Thorne, S. L., & Payne, J. S. (2005). Internet-mediated Text and Multi-modal Expression in Foreign Language Education. *CALPER Working Paper Series*, No. 5. The Pennsylvania State University, Center for Advanced Language Proficiency Education and Research.

Thorne, S. L. (2004). Review of Developing Professional-Level Language Proficiency (edited by Betty Lou Leaver and Boris Shekhtman). *Studies in Second Language Acquisition*, 26: 627-629.

Thorne, S. L., (2003). Language and the Internet (by David Crystal): The "biggest language revolution ever" meets Applied Linguistics in the 21st Century. *Language Learning & Technology*, 7(2): 24-27.

Blair, C., Gamson, D., Thorne, S. L., & Baker, D. (2003). Rising Mean IQ: Cognitive Demand of Mathematics Education for Young Children, Population Exposure to Formal Schooling, and the Neurobiology of the Prefrontal Cortex. *Working paper, Social Sciences Research Institute*, The Pennsylvania State University.

Lemke, J., Ochs, E., Candlin, C., van Lier, L., Thorne, S. L., Gebhard, M., Lantolf, J., Scollon, R. (in order of appearance) (2002). "Commentaries" (edited by E. Bodine and C. Kramersch). In C. Kramersch (ed.), *Language Acquisition and Language Socialization: Ecological Perspectives* (pp. 165-172). New York: Continuum. [Interactive commentary on a collection of papers]

Thorne, S. L., Candlin, C., Srikant, S., Rampton, B., Gebhard, M., Lemke, J., Lantolf, J., Kramersch, C., Weinberg, A., Larson-Freeman, D. (in order of appearance) (2002). "Commentaries" (edited by E. Bodine and C. Kramersch). In C. Kramersch (ed.), *Language Acquisition and Language Socialization: Ecological Perspectives* (pp. 228-234). New York: Continuum. [Interactive commentary on a collection of papers]

Thorne, S. L. (1998). Relationality and its Discontents in SLA: Firth and Wagner and their Respondents. *Berkeley Language Center Newsletter*, 13(2): 4-7.

Thorne, S. L. (1996). Mud, Sweat and Fears (in the akhara): Practices and Prohibitions Among Indian Wrestlers. *University of California Martial Arts Publications*, 2: 172-187.

## GRANT ACTIVITY

2013-2015                      Mobile and Augmented Reality Resources for Learning  
Role: Principal Investigator

- Funding source: reThink PSU Provost's Challenge (Portland State University)  
Status: Awarded \$20,000
- 2012-2015      *Improving Alaska Native Education through Computer Assisted Language Learning*  
Role: Coordinator for Computer Assisted Language Learning  
Funding Agency: U.S. Department of Education, Alaska Native Education Program  
Status: Awarded \$1,998,544
- 2011-2014      Title of Project: *Integrating Telecollaborative Networks into University Foreign Language Education*  
Role: Investigator  
Funding Agency: European Commission Life Long Learning Programme  
Status: Awarded € 339, 513
- 2010-2012      Title: *Agency and Language: Perspectives on Learning-in-the-World*  
Description: Scientific research network convened to develop interdisciplinary plurilingual language use and learning.  
Funding agency: Finish Ministry of Culture
- 2009-2013      Title: *Piciryaramta Elicungcallra*: Teaching our Way of Life through our Language (Yup'ik language education)  
Role: Investigator for research  
Funding Agency: U.S. Department of Education, Alaska Native Education Program  
Status: Awarded \$1,700,000
- 2008-2011      Title: Rereading Our Past: The Cognitive Demands of Reading and Reading Comprehension, 1890-2005  
Role: Investigator, grant co-author  
Funding Agency: Spencer Foundation  
Status: Awarded \$469,000
- 2006-2010      Title: National Foreign Language Resource Center, Center for Advanced Language Proficiency Education and Research (CALPER)  
Roles: Project Director; Advisor for Mediated Learning, contributing grant author  
Funding Agency: U.S. Department of Education, Language Resource Centers (Title VI Award)  
Status: Awarded \$1,252,000
- 2005-2008      Title: The Increasing Cognitive Demand of the American Mathematics Curriculum, 1890-2005  
Role: Investigator, contributing grant author  
Funding Agency: Spencer Foundation  
Status: Awarded \$301,721
- 2006-2007.      Title: Developing Academic Discourse Competence in International Teaching Assistants through Corpus-Mediated Instruction  
Role: Investigator  
Funding Agency: Schreyer Institute for Teaching Excellence  
Status: Awarded \$3000
- 2003-2004      Title: Identifying, Serving, and Studying Talented Middle Schoolers



Role: Investigator  
Funding Agency: Children's Youth and Family Consortium, Pennsylvania  
State University  
Status: Awarded \$15,000

2002-2006      Title: National Foreign Language Resource Center, Center for Advanced  
Language Proficiency Education and Research (CALPER)  
Role: Associate Director; contributing grant author  
Funding Agency: U.S. Department of Education, Language Resource Centers  
(Title VI Award)  
Status: Awarded \$1,440,000

2000-2004      Title: The PSU Foreign Language Telecollaboration Project  
Role: Co-Principal Investigator; primary grant author  
Funding Agency: U.S. Department of Education, International Research & Studies  
Program  
Status: Awarded \$409,809

2000-2001      Title: Technology Enhancement Instruction in Two Less Commonly Taught  
Languages: Arabic 1, 2, & 3, and Swahili 1, 2, & 3  
Roles: 2<sup>nd</sup> author; project supervisor  
Funding Source: Penn State Fund for Excellence in Teaching and Learning  
Status: Awarded \$5000

2000-2001      Title: Technology Enhanced Foreign Language Learning Repository  
Roles: Author; project supervisor  
Funding Source: Penn State Fund for Excellence in Learning and Teaching  
Status: Awarded in-kind technical support

#### KEYNOTES / PLENARIES & INVITED PRESENTATIONS

Invited Speaker: "Digital Media as a Catalyst for Second Language Development." 2014 TESOL  
International Convention, Portland, Oregon, March 27, 2014.

Plenary Address: "Human Development and Semiotic Remediation through Mobile Place-based  
Gaming." Learning in the Age of Hyper Connectivity, Universitat Autònoma de Barcelona,  
Barcelona, Spain, November 27, 2013.

Invited Address: "Languaging and Linguistic Exostructures." Berkeley Language Center Lecture  
Series, University of California at Berkeley, Berkeley, California, April 12, 2013.

Invited Address: "Aligning Cultural-Historical, Ecological, and Distributed Approaches to L2  
Learning." Monterey Institute of International Studies, Monterey, California, April 11, 2013.

Invited Address: "Distributed Cultural-historical Dynamics and the Development of Semiotic  
Agility." University of Wisconsin Language Institute, Special Lecture Series on Language,  
Cognition and Sociality, University of Wisconsin, Madison, March 7, 2013.

Plenary Address: "Temporally Interfacing Now with Then: A Distributed Approach to L2  
Development." Technologies, Interaction and Interculturality in Foreign Language Learning and  
Teaching, University of Aarhus, Aarhus, Denmark, March 1, 2013.

Invited Address: "Mutable Patterns and Formulaicity as Fractal Cultural Development: Dynamic  
and/or Obedient?" A lecture organized by the Center for Interactivity and the Second Language  
Research Center at the University of Southern Denmark, Odense, Denmark, February 28, 2013.

Invited Address: Specialist commentary on conceptual framework for Modularizing Multilingual and Multicultural Academic Communication Competence, funded by the European Union Lifelong Learning Programme, Faro Portugal, February 1, 2013.

Invited Address: "Designed Semiotic Engagement, Verbal Patterns, and Lived Experience." Emory University, Atlanta, Georgia, January 25, 2013.

Plenary Address: "Digital Semiospheres and L2 Development: Cases and Issues." Pusack-Otto Lecture, University of Iowa, Iowa City, Iowa, October 3, 2012.

Keynote Address: "Designing for Interactivity: Linguaging, Place, and Semiotic Agility." 1<sup>st</sup> International Conference on Interactivity, Language and Cognition. University of Southern Denmark, Odense, Denmark, September 12-14, 2012.

Keynote Address: "Linguaging Phenomenologies of Time, Place, and Space." Insights into Applied Linguistics: Linguaging, Agency and Ecologies: 30th anniversary of the Jyväskylä Summer School of Applied Language Studies, Jyväskylä, Finland, June 7, 2012.

Keynote Address: "The Semiotic Ecology and Linguistic Complexity of an Online Game World." The Modern Languages Conference: Web 2.0 and Language Learning: Defining the Boundaries, Limerick, Ireland, June 1, 2012.

Keynote Address: "Education in Late Modernity." South Central Association for Language Learning Technology (SOCALLT), University of Colorado, Boulder, Colorado, April 14, 2012.

Keynote Address: "Awareness, Appropriacy, and Living Language Use." International Association of Teachers of English as a Foreign Language, Glasgow, Scotland, March 22, 2012.

Keynote Address: "A Distributed Language Approach to L2 Development." Second Language Acquisition & Teaching Roundtable, University of Arizona, Tucson, Arizona, March 2, 2012.

Keynote Address: "Bringing Living Language into the Classroom: The Bridging Activities Model." Ohio TESOL Conference, Ohio State University, Columbus, Ohio, November 11, 2011.

Keynote Address: "Massively Semiotic Ecologies and Second Language Development." International Symposium for 'Serious' Online Gaming. K. U. Leuven campus Kortrijk, Belgium, October 20, 2011.

Invited Address: "Theory and Consequence in Language Use and Development: Cases and Issues." Symposium on Learning, Interaction and the Development of Narrative Knowing and Remembering, Linköping University, Sweden, October 17, 2011.

Keynote Address: "Theory and Consequence in Applied Linguistics." Second Language Research Forum (SLRF). Iowa State University, Ames, Iowa, October 14, 2011.

Keynote Address: "Second Language Development Theories, Technologies, and Language Learning." Open Languages Group Research Meetings, Open University, London, United Kingdom, June 23, 2011.

Keynote Address: "Power Genres and Digital Vernaculars: Bridging Language Education with Students' Lifeworlds." Language Teacher Competences in CMC Settings: Eurocall CMC & Teacher Education SIGs Annual Workshop, Barcelona, Spain, April 14, 2011.

Keynote Address: "New Media, Remix Culture, and Semiotic Agility." International Symposium on Digital Communicative Competence, University of Barcelona, Barcelona, Spain, April 13, 2011.

Invited Pathways Lecture: “Problems and (Passing) Solutions: Corpora and the World as its Own Model.” Authenticating Language Learning: Web Collaboration Meets Pedagogic Corpora. Conference convened at University of Tübingen, Tübingen, Germany, February 18, 2011.

Keynote Address: “Sociable Media and Language Learning.” TESOL-Italy, Rome, Italy, November 20, 2010.

Invited Address: “Extending the Event Horizon of Language and Consequence.” University of Jyväskylä, Jyväskylä, Finland, Oct 7, 2010.

Keynote Address: “Avoiding the Worst Game Ever: Media and Emergent Semiospheres.” The CALICO (Computer-assisted Language Instruction Consortium) 27th Annual Conference, Amherst College, Amherst, Massachusetts, June 11, 2010.

Keynote Address: “It’s the people, stupid!” Human Relationships and Social Media.” 2010 Ohio University CALL Conference: 21<sup>st</sup> Century Technology in the Language Classroom, Athens, Ohio, April 9, 2010.

Invited Address: “Language, Learning, and Mediated Social Practice.” Carnegie Mellon University, Pittsburgh, Pennsylvania, March 23, 2010.

Invited Address: “Use-value and Usage-based Approaches to Language in the Lifeworld.” University of Tennessee, Knoxville, Tennessee, March 4, 2010.

Invited Address: “Gaming, Social Media, and Theories of Language, Learning, and Mediated Social Practice.” Conference on Information & Communication Technologies and Language Learning, University of Groningen, Groningen, The Netherlands, December 16, 2009.

Keynote Address: “Language Learning as Bricolage in New Media Environments.” Eurocall 2009 Conference, Valencia, Spain, September 9-12, 2009.

Keynote Address: “Culture, Technology, and Mediation.” Web as Culture: Ethnographic, Linguistic, and Didactic Perspectives, International Symposium, Justus-Liebig University, Gießen, Germany, July 16-18, 2009.

Invited Panelist: “Web as Culture.” (with Michael Legutke (chair), Manfred Faßler, Henning Lobin, and Angelika Storrer). Web as Culture: Ethnographic, Linguistic, and Didactic Perspectives, International Symposium, Justus-Liebig University, Gießen, Germany, July 16-18, 2009.

Invited Address: “Gaming through Theories of Language, Learning, and Mediated Social Practice.” Games + Learning + Society Conference, University of Wisconsin, Madison, June 10-12, 2009.

Invited Lansdowne Keynote Speaker: “Online Gaming and Internet Interest Communities in Language Learning.” The Humanities Holodeck Conference, University of Victoria, Canada, April 3, 2009.

Invited Lansdowne Public Lecture: “Computer-mediated Interaction and the New Frontiers of Language and Learning.” Sponsored by the Lansdowne Lecture Series, University of Victoria, Canada, April 2, 2009.

Invited Lecture: “Semiotic Flows, Bricolage, and Critical Language Awareness.” Texas Language Technology Center Distinguished Lecture Series, University of Texas, Austin, March 27, 2009.

Invited Lecture: “Second Language Use and Development in Technology-Mediated Environments.” Foreign Language Education Program, College of Education, University of Texas, Austin, March 5, 2009.

Invited Lecture: "Computer-mediated Interaction and the New Frontiers of Language Learning." Duke University, February 20, 2009.

Invited Lecture: "Genre, Digital Vernaculars, and Critical Language Awareness." University of Pennsylvania, Philadelphia, Pennsylvania, October 24, 2008.

Keynote Address: "Plurilingual Life and New Media literacies." Mediating Multilingualism: Meanings and Modalities International Conference, University of Jyväskylä, Finland, June 2, 2008.

Invited Panelist: "Developments in the Study of Societal Multilingualism." (with Jan Blommaert (chair), Diane Mavers, Ben Rampton, and Crispin Thurlow). Mediating Multilingualism: Meanings and Modalities International Conference, University of Jyväskylä, Finland, June 5, 2008.

Keynote Address: "New Media and the 21st Century Language Learner." 20th Annual Conference of the Central Association of Teachers of Japanese, University of Wisconsin at Madison, May 31, 2008.

Invited Lecture: "Power Genres and Vernacular Literacies." Course Transformation Program Lecture Series, University of Minnesota, Minneapolis, Minnesota, May 5, 2008.

Invited Lecture: "Sociocultural Theory and Alternative Research Paradigms." National Chengchi University, Taipei, Taiwan, Nov 26, 2007.

Invited Lecture: "Sociocultural Theory and Technology in Foreign Language Education." National Chengchi University, Taipei, Taiwan, Nov 26, 2007.

Keynote Address: "Interculturality and Activity in Internet-mediated Language Education." TEFL International Conference at National Taichung University: English Teaching in the Age of Globalization, Taichung, Taiwan, November 24, 2007.

Invited Lecture: "Activity in Internet-mediated Language Education." Massey University, Palmerston North, New Zealand, November 19, 2007.

Keynote Address: "Mediated Communication and Synthetic Immersion Environments as Contexts for Language Learning." 2007 International KAMALL (Korea Association of Multimedia-Assisted Language Learning) – KSET (Korean Society for Educational Technology) Conference, Korea University, Seoul, Korea, November 10, 2007.

Keynote Address: "Second Language Learning as Participation in Knowledge Producing Communities." Connecticut TESOL Conference, Central Connecticut State University, October 20, 2007.

Invited Lecture: "Internet-mediated Language Use, Bridging Activities, and L2 Learning." University of Minnesota, Minneapolis, Minnesota, May 2, 2007.

Invited Panelist: "Cultural-Historical Activity Theory and Educational Quality." American Educational Research Association, Chicago, Illinois, April 10, 2007.

Invited Lecture: "Community as Mediated Participation in Activity." National Standards and Instructional Strategies for Foreign Language Learning Lecture Series, University of Wisconsin-Madison Language Institute, Madison, Wisconsin, February 7, 2007.

Plenary Address: "Approaches to Developmental Changes in Language Use." Assessment Tools for Measuring Proficiency Levels in Less Commonly Taught Languages Workshop, the Kevorkian Center, New York University, New York, February 2, 2007.

Invited Panelist. "McGraw Hill Teleconference on Computer-Assisted Language Learning." Long Beach, California, October 22, 2006.

Invited Lecture. "Corpus Linguistics and Language Development: Research, Assessment, and Pedagogical Innovation." (with Scott Payne). University of California, Berkeley, April 28, 2006.

Invited Lecture. "Corpus Linguistics and Language Development: Research, Assessment, and Pedagogical Innovation." (with Scott Payne). University of California, Davis, April 26, 2006.

Invited Lecture. "Technologies and Language Learning: Projects, Principles, and Practices." (with Scott Payne). University of Pennsylvania, Philadelphia, Pennsylvania, February 4, 2005.

Keynote Address. "Center for Advanced Language Proficiency Education and Research." (with James Lantolf). Inter-Agency Language Roundtable, Washington D.C., March 18, 2004.

Keynote Address. "Internet-Mediated Intercultural Learning: Accounts from France, Germany, Spain, and the US." (with Julie Belz). European Studies and the Global Languages, Literatures, and Cultures Forum, University of Wisconsin, Madison, Wisconsin, March 28, 2003.

Invited Lecture. "Materiality, Ideality, and Discourse: Communication and Consciousness." Special session, 9th Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, Tallahassee, Florida, November 2, 2002.

Invited Lecture. "Language Research and Digital Methodologies." Digital Language Research Laboratory, College of Education, University of Georgia, Athens, Georgia, October 21, 2002.

Keynote Address. "Mediated Language Education: People, Text, and Technology." Penn TESOL East, Philadelphia, Pennsylvania, December 1, 2001.

Invited Lecture. "Digital Pedagogy: Examples and Applications of Networked Computers for Communicative Foreign Language Use." Goucher College, Towson, Maryland, December 15, 1997.

Invited Lecture. "Participatability and Internet-based Social Engagement." Berkeley Language Center Colloquium Series, University of California, Berkeley, California, April 9, 1997.

Invited Lecture. "Social Theoretical Perspectives on Real-time Language Acquisition." The Berkeley MOO Conference, University of California, Berkeley, California, March 15, 1996.

## P R E S E N T A T I O N S @ P R O F E S S I O N A L M E E T I N G S

Co-Presenter: "Adventures in Augmented Reality for Language learners." The CALICO (Computer-assisted Language Instruction Consortium) 31st Annual Conference, Ohio University, Athens, Ohio, May 10, 2014.

Co-Presenter: "Pragmatics, Emergent Digital Spaces, and L2 Learning." Invited Colloquium, Pragmatics and Language Learning, Indiana University, Indiana, April 26, 2014.

Co-Presenter: "Ethics in Indigenous Language Research and Interventions." American Association for Applied Linguistics, Portland, Oregon, March 23, 2014.

Presenter: "Commentary: Usage-based Linguistics, Language Pedagogy, and the Creation of Developmentally Productive Semiotic Ecologies." Georgetown University Round Table on Languages and Linguistics, Washington, D. C., March 14, 2014.

Co-Presenter. "CALL Teacher Education and Materials Development in an Indigenous Context." The CALICO (Computer-assisted Language Instruction Consortium) 30th Annual Conference, University of Hawaii, Oahu, Hawaii, May 25, 2013.

Co-Presenter. "Semiotic Remediation and Language Learning through Place-based Plurilingual Gaming." The CALICO (Computer-assisted Language Instruction Consortium) 30th Annual Conference, University of Hawaii, Oahu, Hawaii, May 23, 2013.

Presenter. "Ecologies of Language, Space, Place, and Action." Colloquium organized by Dwight Atkinson, American Association for Applied Linguistics, Dallas, Texas, March 23, 2013.

Co-Presenter. "CHAT at Work in Complex Settings: Yup'ik Language Immersion." 19th Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, Brigham Young University, Provo, Utah, October 18, 2012.

Invited Panelist. "Question and Answer: Sociocultural Theory and L2 Development." 19th Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, Brigham Young University, Provo, Utah, October 19, 2012.

Invited Panelist. "The Future of Education." WebVisions: The Future of the Web, Portland, Oregon, May 16, 2012.

Co-Presenter. "An Interdisciplinary Approach to Language Revitalization in Alaska." American Association for Applied Linguistics, Boston, Massachusetts, March 24, 2012.

Presenter. "Narrative Expression and Scientific Method in Online Game Worlds." Modern Language Association, Seattle, Washington, January 6, 2012.

Co-Presenter. "Oral Proficiency Assessment of Online Collaborative Tasks." The CALICO (Computer-assisted Language Instruction Consortium) 28th Annual Conference, University of Victoria, Victoria, British Columbia, Canada, May 20, 2011.

Co-Presenter. "Ancestral Languages and New Media: Language Use and Learning among the Yup'ik." The CALICO (Computer-assisted Language Instruction Consortium) 28th Annual Conference, University of Victoria, Victoria, British Columbia, Canada, May 20, 2011.

Co-Presenter. "Mediation, Expansion and Re-mediation in Digitally Mediated Language Learning Environments." The CALICO (Computer-assisted Language Instruction Consortium) 28th Annual Conference, University of Victoria, Victoria, British Columbia, Canada, May 18, 2011.

Co-Presenter. "Multi-Word Units in Charting Language Development and Tracking Language Use." American Association for Applied Linguistics, Chicago, Illinois, March 27, 2011.

Co-Presenter. "From dichotomies to dialectics: Yuuyaraq, state standards, and academic inquiry." American Association for Applied Linguistics, Chicago, Illinois, March 26, 2011.

Presenter. "Social Media, Digital Vernaculars, and Language Education." Modern Language Association Annual Conference, Los Angeles, California, January 7, 2011.

Co-Presenter. "Developing Global Networks for Social Media and Web 2.0 Technologies." Eurocall Conference, Bordeaux, France, September 12, 2010.

Co-Presenter. "Language Use and Developmental Trajectories in Online Game Play and Instant Messaging." (with Julieta Fernandez and Aziz Yuldashev). The CALICO (Computer-assisted Language Instruction Consortium) 27th Annual Conference, Amherst College, Amherst, Massachusetts, June 12, 2010.

Presenter: "Mediated Engagement Catalyzing New Communicative Repertoires." American Association for Applied Linguistics, Atlanta, Georgia, March 8, 2010.

Co-Presenter: "A Historical Analysis of Linguistic Changes in the American Reading Curriculum." (with Xiaofei Lu). American Association for Applied Linguistics, Atlanta, Georgia, March 6, 2010.

Presenter. "On Mediation (Action, and Identities)." 16th Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, University of Miami, Miami, Florida, October 16, 2009.

Presenter. "Remixing and Semiotic Flows." Conference on Language and Diaspora, The Pennsylvania State University, State College, Pennsylvania, April 11, 2009.

Presenter. "The Social Life of Private Speech." American Association for Applied Linguistics, Denver, Colorado, March 22, 2009.

Co-Presenter: "Corpus linguistic Approaches to the Analysis of Formulaic Sequences in L2 Spanish Computer-mediated Learner Language Use." (with Julieta Fernandez and Aziz Yuldashev). CALICO Conference, Phoenix, Arizona, March 13, 2009.

Co-Presenter. "Developing Technology-mediated Language Awareness through Bridging Activities." (with Jon Reinhardt). CALICO Conference, Phoenix, Arizona, March 13, 2009.

Symposium Organizer and Presenter: "Second Language Acquisition Theories, Technologies, and Language Learning." Presenters: Leo van Lier (ecological approaches to SLA), Bryan Smith (interactionist approaches to SLA), Scott Payne (psycholinguistic approaches to SLA), Steven Thorne (sociocultural / cultural-historical approaches to SLA). CALICO Conference, Phoenix, Arizona, March 12, 2009.

Presenter. "Digital Vernaculars and the Contradictions they Present to Language Education." Critical and Intercultural Theory and Language Pedagogy Symposium. University of California, Irvine, California, March 7, 2009.

Presenter. "Vygotskian and Ethnomethodological Perspectives on the Social Life of Private Speech." 15th Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, University of Massachusetts, Amherst, Massachusetts, October 17, 2008.

Presenter and Symposium Organizer. "Internet-mediated Activity Systems as Genres: The Case of Language Education." International Society for Culture and Activity Research, San Diego, California, September 11, 2008.

Discussant. "Re-situating Brain Injury within Functional Systems: Bridging brain-behavior paradigms." (Symposium organized by Julie Hengst). International Society for Culture and Activity Research, San Diego, California, September 10, 2008.

Presenter. "Local Talk in Transcultural Communication Environments." American Association for Applied Linguistics, Washington, D. C., April 1, 2008.

Co-Presenter. "Making the Unconventional Conventional: Examining the Role of Emerging Digital Media and Language Learning." (with Julie Sykes). Computer Assisted Language Instruction Consortium (CALICO) Conference, San Francisco, California, March 21, 2008.

Co-Presenter. Invited Panelist: "Virtual Worlds and Gaming Spaces." (with Julie Sykes). Computer Assisted Language Instruction Consortium (CALICO) Conference, San Francisco, California, March 20, 2008.



Co-Presenter. "Dialogues and Dialectics: A Discussion." (with Leo van Lier). 14th Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, University of Arizona, Tucson, Arizona, October 26, 2007.

Presenter. "The Transcultural and Multilingual Environments of Multiuser Online Games." Computer Assisted Language Instruction Consortium (CALICO) Conference, San Marcos, Texas, 25 May, 2007.

Co-Presenter. "Mediation as Objectification in the Development of Professional Academic Discourse: A Corpus-informed Curricular Innovation." (with Jonathon Reinhardt and Paula Golombek). American Association for Applied Linguistics, Costa Mesa, California, 23 April, 2007.

Co-Presenter. "Tracking Learning: Using Corpus Linguistics to Assess Language Development." (with James Lantolf). American Council for Teachers of Foreign Languages, Nashville, Tennessee, November 19, 2006.

Co-Presenter. "A Vygotskian and Corpus-informed Approach to Developing Academic Discourse Competence." (with Jonathon Reinhardt and Paula Golombek). 13th Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, University of Massachusetts, Amherst, September 16, 2006.

Presenter. "Interculturality and Mediated Social Practices in Internet Environments." American Association for Applied Linguistics and the Association Canadienne de Linguistique Appliquée/Canadian Association of Applied Linguistics, Montréal, Canada, June 20, 2006.

Co-Presenter. "Learner Corpus Analysis: The Interplay of theory, method, and design." (with Jonathon Reinhardt). Computer Assisted Language Instruction Consortium (CALICO) Conference, Manoa, Hawai'i, May 18, 2006.

Co-Presenter. "The Rise and Fall of Intellectual Rigor: The Case of School Mathematics, 1890-2000." (with David Baker, David Gamson, Eric Cummings, Hilary Knipe, Clancy Blair). American Educational Research Association, San Francisco, California, April 10, 2006.

Co-Presenter. "Materials and Resources from CALPER." (with Gabi Appel). American Council for Teachers of Foreign Languages, Baltimore, Maryland, November 17, 2005.

Presenter. "Cultural-historical Activity Theory and Nativisms." 12th Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, Monterey Institute of International Studies, Monterey, California, October 29, 2005.

Presenter. "Inter-Activity System Analysis and Computer-mediated Communication." ISCAR 2005: International Society for Cultural and Activity Research, Sevilla, Spain, September 22, 2005.

Presenter. "History and Emergence in the Achievement of Talk." AILA 2005: 14<sup>th</sup> World Congress of Applied Linguistics, Madison, Wisconsin, July 25, 2005.

Co-Presenter. "Interactivity Systems Analysis, AIM, and Pedagogical Innovation." (with Dana Webber and Arlo Bensinger). Computer Assisted Language Instruction Consortium (CALICO) Conference, East Lansing, Michigan, May 21, 2005.

Co-Presenter. "Corpus Analytic Insights into Foreign Language Pedagogy and Development." (with Jon Reinhardt). Computer Assisted Language Instruction Consortium (CALICO) Conference, East Lansing, Michigan, May 20, 2005.



Co-Presenter. "Rising Fluid IQ and the Neurodevelopmental-Schooling Hypothesis." (with David Baker and David Gamson). American Educational Research Association, Montreal, Canada, April 11, 2005.

Co-Presenter. "Using Technology to Promote Advanced Language Proficiency." (with Scott Payne). Northeast Conference on the Teaching of Foreign Languages, New York, New York, April 1, 2005.

Presenter. "Epistemology, Politics, and Ethics in Sociocultural Theory." 11th Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, Radboud University Nijmegen, Holland, August 20, 2004.

Co-Presenter. "A Meta-analysis of CMC Research in Second Language Education." (with J. Reinhardt). Computer Assisted Language Instruction Consortium (CALICO) Conference, Pittsburgh, Pennsylvania, June 11, 2004.

Presenter. "Sociocultural Theory as Bricolage." American Association for Applied Linguistics, Portland, Oregon, May 3, 2004.

Presenter. "Approaches to Internet-mediated Intercultural Learning." (with Julie Belz). Modern Language Association, San Diego, California, December 29, 2003.

Co-Presenter. "Corpus Technologies and Digital Communication Tools." (with Arlo Bensing) American Council for Teachers of Foreign Languages, Philadelphia, Pennsylvania, November 22, 2003.

Presenter. "Semiotic Mediation: The (vexing) Relationship Between Discourse and Materiality." 10th Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, Tampa, Florida, November 1st, 2003.

Co-Author. "Conducting L2 CMC Research: A Panel Discussion of Methodologies, Models, and Techniques." (with J. Scott Payne and Barbara Lafford). Computer Assisted Language Instruction Consortium (CALICO) Conference, Ottawa, Ontario, Canada, University of Ottawa, May 23, 2003.

Co-Organizer. "Second Language CMC Research: A Poster Session of Research Reports and Pedagogical Applications" (co-organizers: J. Scott Payne, Steven L. Thorne, Barbara Lafford). Computer Assisted Language Instruction Consortium (CALICO) Conference, Ottawa, Ontario, Canada, University of Ottawa, May 23, 2003.

Presenter. "The Internet as Artifact: Immediacy, Evolution, and Educational Contingencies." American Educational Research Association, Chicago, Illinois, April 21, 2003.

Presenter. "Fragments and Repertoires as Language Development: From Nativist to Cultural-Historical Mediation." American Association for Applied Linguistics, Arlington, Virginia, March 22, 2003.

Co-Presenter. "Are Schooled Populations Smarter? Neuro-development, Institutionalization of Schooling, and the Demography of IQ Growth 1900-2000." (with David Baker, Clancy Blair, & David Gamson). Population Research Institute, Penn State, University Park, Pennsylvania, February 4, 2003.

Presenter. "On-line Academic Visits: Some Considerations." Linguistic Anthropology of Education, Philadelphia, Pennsylvania, November 5, 2002.

Co-Presenter and Facilitator. "Postmodernism and Applied Linguistics." (with Kees de Bot). Summer Institute of Applied Linguistics, Pennsylvania State University, July 12, 2002.

Presenter. "Communication Theory, CMC Studies, Mediation, and Artifacts." Paper in invited Colloquium, American Association for Applied Linguistics, Salt Lake City, Utah, April 6, 2002.

Presenter. "The Madness of Methodologies and Horrors of Representation: Ecological Validity versus Dispassionate Reporting in the Construction of Knowledge." American Educational Research Association, New Orleans, Louisiana, April 3, 2002.

Presenter. "Internet-mediated Inter-Cultural Communication and Foreign Language Learning: The Penn State Foreign Language Telecollaboration Project (2000-03) Formative Report." CALICO Conference, Davis, California, March 30, 2002.

Presenter. "Language, Power, and Activity Theory." 8th Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, Toronto, Canada, September 29, 2001.

Presenter. "Prescriptivist Epistemology and the Lived Communicative Practice of On-line Stock Traders." American Educational Research Association, Seattle, Washington, April 13, 2001.

Presenter. "Activity Theory and Communicative Practice: Participatory Genres, Strategies and Tactics, and Inter-Discursivity." American Association for Applied Linguistics, St. Louis, Missouri, February 26, 2001.

Presenter. "Critical Concepts in Activity Theoretical Approaches to L2 Learning and Teaching." (co-authored with James Lantolf). Scaffolding Language and Learning in Educational Contexts: Sociocultural Approaches to Theory and Practice. University of Technology, Sydney, Australia, December 6, 2000.

Presenter. "Synchronous CMC: An E-turn Taxonomy of Communicative Activity." CALICO Conference, Tucson, Arizona, June 2, 2000.

Presenter. "The Mediated Effects of Instructor Discourse in Computer-Assisted Foreign Language Discussion." American Association for Applied Linguistics, Vancouver, British Columbia, Canada, March 11, 2000.

Presenter. "Beyond Bounded Activity Systems: Heterogeneous Cultures in Instructional Uses of Persistent Conversation." The Thirty-Third Annual Hawaii International Conference on System Sciences, Maui, Hawaii, January 6, 2000.

Presenter. "An Activity Theoretical Analysis of Foreign Language Electronic Discourse." American Association for Applied Linguistics, Stamford, Connecticut, March 8, 1999.

Presenter. "The Sociocultural Organization of Foreign Language Electronic Discourse." 5th Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, Indianapolis, Indiana, October 8, 1998.

Presenter. "Digital Refraction and the Production of Identity and Difference." The Fourteenth Annual Computers and Writing Conference, Gainesville, Florida, May 28, 1998.

Presenter. "Re-visioning the University Space: An Interactive Forum." The Fourteenth Annual Computers and Writing Conference, Gainesville, Florida, May 28, 1998.

Co-Presenter. "A Sociological Evaluation of Foreign Language Uses of a Chat Environment." (with Nina Wakeford). Berkeley Multimedia Research Council, UC Berkeley, January 13, 1998.

Presenter. "A Case Study of Foreign Language Electronic Discourse and the Textual

Organization of Social Identity.” 4th Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, Las Vegas, Nevada. November 6, 1997.

Presenter. “Linguistic Relativity and Medium Specificity: Conceptual Relations Between Medium and Cognition.” The Thirteenth Computers and Writing Conference, Honolulu, Hawai’i, June 6, 1997.

Presenter. “On the Production of Margins: A Push for Radical Pluralism with Second Language Acquisition.” Paper in invited colloquium, American Association for Applied Linguistics, Orlando, Florida, March 10, 1997.

Presenter. “The Student View of Technology in Instruction.” Invited panelist, The 25th CAUSE Conference, San Francisco, California, December 5, 1996.

Presenter. “Language-Context Relations and Computer-mediated Communication.” 3rd Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, San Juan, Puerto Rico, November 7, 1996.

Presenter. “The Internet and Asian Language Education: MOOs, the Web, and WebMOOs.” National Association for Asian and Pacific American Education, San Francisco, California, May 18, 1996.

Presenter. “Language Practices and Social (Re)Formations in Moo-Based Learning Environments.” Twelfth Computers and Writing Conference, Logan, Utah, June 1, 1995.

Presenter. “Foreign Language Acquisition and the Formation of Student Subjectivities in Networked Environments.” 2nd Annual Meeting of the Sociocultural Theory Second Language Acquisition Research Group, Athens, Georgia, November 3, 1995.

Presenter. “Hypertext Authoring and Critical Pedagogy: Reading and Representation in Hypermodernity.” Simon Fraser University, British Columbia, Canada, October 5, 1995.

Presenter. “InterChange in the Interstices: Real-time Theory on Synchronous Written Communication over Networked Computers.” Eleventh Computers and Writing Conference, El Paso, Texas, May 20, 1995.

Co-Presenter. “Applications of Networked Computers for Communicative Language Use.” (with Richard Kern). The American Association for Applied Linguistics, Long Beach, California, March 26, 1995.

Presenter. “Solidarity and Exclusion: Sexual Puns in Kashike Bhojpuri.” The Western Branch of the American Asiatic Society, Berkeley, California, October, 1987.

## WORKSHOPS & EVENTS

Ph.D. Training Workshop Leader: “Language Research Methodologies.” Universitat Autònoma de Barcelona, Barcelona, Spain, November 26, 2013.

Ph.D. Training Workshop Leader: “Applied Linguistics Research Methods.” University of Iowa, Iowa City, Iowa, October 4, 2012.

Ph.D. Training Workshop Leader: “Second Language Acquisition Research in Language Education Contexts.” University of Barcelona, Barcelona, Spain, April 8-12, 2011.

Co-Presenter. “Teaching Languages and Literatures: Research, Resources, and Pedagogy.” (with Eric Hayot). Collaborative TA Preparation Workshop, The Pennsylvania State University, August 21, 2009.

Presenter. "Internet Studies and Mediated Language Education." Collaborative TA Preparation Workshop, The Pennsylvania State University, August 20, 2009.

Masterclass Course: "The Anatomy of Social Interaction: Research and Praxiological Projects." Justus Liebig University, Gießen, Germany, July 15, 2009.

Invited Panelist. "2009 Information Sciences & Technology Graduate Symposium: Gaming and Virtual Worlds." The Pennsylvania State University, February 19, 2009.

Co-Presenter. "Teaching Languages and Literatures: Research, Resources, and Pedagogy." (with Eric Hayot). Collaborative TA Preparation Workshop, The Pennsylvania State University, August 22, 2008.

Presenter. "Internet Studies and Mediated Language Education." Collaborative TA Preparation Workshop, The Pennsylvania State University, August 21, 2008.

Panel Organizer and MC: "Advice, Scenarios, and Challenges Associated with TA Responsibilities and Instructional Practices." Collaborative TA Preparation Workshop, The Pennsylvania State University, August 21, 2008.

Workshop Leader. "Technologies for Advanced Foreign Language Proficiency." (with Jonathon Reinhardt) Center for Advanced Language Proficiency Education and Research Summer Institute, The Pennsylvania State University, June 23-24, 2008.

Workshop Leader: "The Anatomy of Heterogeneous Research and Praxiological Projects." Mediating Multilingualism: Meanings and Modalities International Conference, University of Jyväskylä, Finland, June 2-5, 2008.

Workshop Leader. "Technologies for Advanced Foreign Language Proficiency." (with Jonathon Reinhardt) Center for Advanced Language Proficiency Education and Research Summer Institute, The Pennsylvania State University, June 28-30, 2007.

Presenter. "Internet Studies and Mediated Language Education." Collaborative TA Preparation Workshop, The Pennsylvania State University, August 31, 2006.

Co-Presenter. "A Practical Introduction to the Use of Corpora." (with Scott Payne). University of California, Berkeley, April 28, 2006.

Co-Presenter. "A Practical Introduction to the Use of Corpora." (with Scott Payne). University of California, Davis, April 26, 2006.

Presenter. "Cultural Historical Psychology, Intercultural Communication, and Second Language Education." The Humphrey Fellowship Program, The Pennsylvania State University, February 7, 2006.

Co-Presenter. "Language Education in Late Modernity." (with Scott Payne). Collaborative TA Preparation Workshop, The Pennsylvania State University, August 25, 2005.

Workshop Leader. "Technologies for Advanced Language Proficiency." (with Scott Payne) Center for Advanced Language Proficiency Education and Research Summer Institute, The Pennsylvania State University, June 29, 2005.

Co-Presenter. "Projects of the Aging/Health Applied Linguistics Group." (with Sinfree Makoni, Robert Schrauf, Jim Lantolf). APLNG Roundtable, The Pennsylvania State University, February 11, 2005.

Workshop Leader. "Technology and Language Education." (with Scott Payne) Center for Advanced Language Proficiency Education and Research Summer Institute, The Pennsylvania State University, June 23-24, 2004.

Presenter. "The Consumption and Production of Culture on the Web" (with Scott Payne). French 581, The Pennsylvania State University, December 2, 2003.

Workshop Leader. "Cyrillic Text and Information Processing." (with Arlo Bensinger and Elizabeth Pyatt). The Pennsylvania State University, October 13, 2003.

Presenter. "Communication, Culture, and Internet Technologies." (with Scott Payne). French 581, The Pennsylvania State University, October 7, 2003.

Presenter. "Technology and the Development of Communicative Competence." Spanish 501, The Pennsylvania State University, October 2002.

Presenter. "Technology and Foreign Language Learning." Comparative Literature 501, The Pennsylvania State University, October 2001.

Presenter. "The Penn State Foreign Language Telecollaboration Project." Teaching with Technology series, sponsored by Educational Technology Services and the Center for Academic Computing, The Pennsylvania State University, March 23, 2001.

Workshop Leader. "Language and Technology in Theory and Practice." Technology and Language Education Institute, Temple University, Philadelphia, Pennsylvania, October 28, 2000.

Invited Panelist. "The Practices of Applied Linguistics." The Pennsylvania State University, April 13, 2000.

Presenter. "Activity Theory and Internet Communication Use." French 501, The Pennsylvania State University, October 2000.

Invited Panelist. "Challenges of Technology and Foreign Language Learning." The Pennsylvania State University, November 3, 1999.

Workshop Leader. "University and K-12 Collaboration through UC Nexus." Various locations in California, 1998.

Workshop Leader. "Foreign Language Learning and Network Technologies." Foreign Language Association of Northern California, San Francisco, California, March 22, 1997.

Workshop Leader. "Language-based Real-time Interaction: Educational Uses of MOO Environments." Colloquium on Using the Internet for Instruction and Outreach, Interactive University Project, Berkeley, California, January 4, 1997.

Presenter. "Second Language Acquisition at Work in the Foreign Language Classroom." Simon Fraser University, British Columbia, Canada, February 8, 1996.

Presenter. "An Overview of Computer-Assisted Language Learning." Simon Fraser University, British Columbia, Canada, October 5, 1995.

Workshop Leader. "Internet Resources for Professional Development." Graduate Student Instructor's Teaching and Resource Center, UC Berkeley, March 8, 1995.

Workshop Leader. "Technology, Learning and Ethics." Graduate Student Instructor's Teaching and Resource Center, UC Berkeley, February 2, 1995.

Workshop Leader. "Foreign Language Pedagogy and Indigenous Language Revitalization." Native California Network, Marin, California, June 1995.

Workshop Leader. "StorySpace: Hypertext Authoring for Composition and Foreign Languages." Instructional Technology Program, UC Berkeley, November 10, 1994.

Workshop Leader. "Educational Uses of the Internet for the Humanities." Instructional Technology Program, UC Berkeley, October 13, 1994.

Workshop Leader. "Instructional Uses of Technology." Graduate Student Instructor's Teaching and Resource Center, UC Berkeley, October 12, 1994.

Workshop Leader. "Language Learning Technologies." Berkeley Language Center, UC Berkeley, February 24, 1994.

Workshop Leader. "Daedalus Integrated Writing Environment. Learning and Using Language over Local Area Networks." Instructional Technology Program, UC Berkeley, October, 1993.

Workshop Leader. "Digital Video Using Quicktime." Learning Technologies Program and Apple Computer, Berkeley, California, August 29, 1993.

Workshop Leader. "Collaborative Writing for Foreign Language Instruction." Learning Technologies Program and Apple Computer, Berkeley, California, August 29, 1993.

Workshop Leader. "Pre-departure Urdu Language and Pakistani Culture Training." U.S. Peace Corps, San Francisco, California, July, 1990.

Workshop Leader. "Urdu Teacher Training Workshop." U.S. Peace Corps and Voluntary Service Overseas, Islamabad, Pakistan, May 20-30, 1990.

Workshop Leader. "Intensive Urdu Language Training." Rawalpindi and Quetta, Pakistan, 1989-1990.

## FELLOWSHIPS & AWARDS

2014	Inaugural Junior Faculty Research Excellence Award (for Assistant and Associate Professor ranks), Portland State University
2006	Fellow, Dartmouth Summer Institute for Cognitive Neuroscience (funded by the James S. McDonnell Foundation)
2005	First author on article selected by the CALICO Journal Editorial Board as the outstanding article for year 2004-05
1991-1992	National Resource Fellowship for study of Hindi and Urdu, Department of South and Southeast Asian Languages, University of California, Berkeley
1991 Summer	National Resource Fellowship for Advanced Hindi Study in Benaras, India
1988-89	Language Fellow, Berkeley Urdu Language Program in Pakistan

1988 Summer      National Resource Fellowship for Intensive Hindi Study, Department of Asian Languages and Literature, University of Washington, Seattle

#### ACADEMIC & COMMUNITY SERVICE

2014-present      Member of the Editorial board of the journal *System: An International Journal of Educational Technology and Applied Linguistics*, Elsevier

2012-present      Member of the National Advisory Board, *Language Acquisition Resource Center* (LARC, Title VI National Foreign Language Resource Center), San Diego State University.

2012-present      Member of the Editorial board of the *ReCALL Journal*, Cambridge University Press

2012-present      Member of the Editorial Board of the journal *Texas Papers in Foreign Language Education from University of Texas, Austin*

2012-present      Member of the International Editorial Board of *The Korea Association of Multimedia-Assisted Language Learning (KAMALL)*

2012-present      Member of the Scientific Committee of *The EUROCALL Review*

2011-2012      Member of the Committee on Information Technology, *Modern Language Association*

2011-2012      Chair of the Nominating Committee, *American Association for Applied Linguistics*

2010-present      External Evaluator, *Center for Open Educational Resources and Language Learning* (Title VI National Foreign Language Resource Center), University of Texas at Austin

2010-present      Consultant to the Games to Teach Project, *Center for Educational Resources in Culture, Language, and Literacy* (Title VI National Foreign Language Resource Center), University of Arizona

2010-present      Member of the International Advisory Board for the *Journal of Second Language Teaching and Research*

2010-2012      Member of the Scientific Committee for the journal *ALSIC: Apprentissage des Langues et Systèmes d'Information et de Communication*

2010-2011      Member of the Nominating Committee, *American Association for Applied Linguistics*

2010-2011      Member of the Scientific Committee for *Eurocall Computer-mediated Communication SIG*

2008-2012      Member of the Executive Board, the governing body of the *Computer-Assisted Language Instruction Consortium* (CALICO)

2008-present      Member of the Academic Editorial Board for *Apples: Journal of Applied Language Studies*

2007-2008	Member of the Nominating Committee, <i>American Association for Applied Linguistics</i>
2007-2010	Member of the Steering Committee, <i>Penn State Educational Gaming Commons</i>
2007-2010	Member of the Journal Editorial Board for <i>Research in the Teaching of English</i>
2007-2009	Member of the Journal Editorial Committee for <i>The Korea Association of Multimedia-Assisted Language Learning (KAMALL)</i>
2005-2008	Member of the Executive Committee, <i>South Asia Language Resource Center</i> (National Foreign Language Resource Center), The University of Chicago
2005-2012	Member of the Journal Editorial Board for <i>American Association of University Supervisors and Coordinators (AAUSC) Series</i>
2004	Served as Strand Coordinator for Language Learning and Technology for the <i>American Association of Applied Linguistics</i> 2004 annual conference
2004	Served as Strand Coordinator for Language, Culture, and Society for the <i>Second Language Research Forum</i> 2004 annual conference
2003	Co-Organizer of the Computer-Mediated Communication Special Interest Group at <i>The Computer Assisted Language Instruction Consortium</i>
2002-2010	Member of the Steering Committee, <i>Center for Advanced Language Proficiency Education and Research</i> (Title VI National Foreign Language Resource Center)
2002-2010	Member of the Advisory Committee, <i>Penn State Teaching and Learning with Technology</i>
2000 – 2010	Member of the <i>Penn State E-Education Council</i>
2000	Co-Organizer (with Claire Kramsch, Elinor Ochs, Jonathan Leather, Jet van Dam, and Leo van Lier) of the conference, <i>Language Socialization, Language Acquisition: Ecological Perspectives</i> . Held March 17-19, 2000, at the University of California at Berkeley
1997-present	<p>Manuscripts reviewed for academic journals, including <i>Applied Linguistics</i>, <i>American Association of University Supervisors and Coordinators</i> (AAUSC annual publication), <i>The CALICO Journal</i>, <i>International Journal of Applied Linguistics</i>, <i>Journal of Computer-mediated Communication</i>, <i>Language Learning &amp; Technology</i>, <i>Language Teaching Research</i>, <i>Mind, Culture, and Activity</i>, <i>Modern Language Journal</i>, <i>Research in the Teaching of English</i>, <i>TESOL Quarterly</i></p> <p>Other reviewing activities: <i>The Handbook of Computer Networks</i>, <i>The City University of New York Research Award Program</i>, <i>The Encyclopedia of Language and Education</i></p> <p>Book manuscripts reviewed for the following presses: Cambridge University Press, Holcomb Hathway, Kluwer, Routledge</p>



- 1996 Co-Organizer (with Owen McGrath) of the *Berkeley MOO Conference*. Held March 14-16, 1996, at the University of California at Berkeley
- 1995 - 1998 Member of the Executive Committee, *Berkeley Language Center*
- 1993 - 1994 Member of the *Technology and the Core Curriculum Alignment Committee*, Oakland Unified School District, Oakland, California

## TEACHING

### Graduate Courses

- Second Language Development: Theoretical Perspectives
- Pedagogical Aspects of Teaching and Learning Second Languages
- Technology, Mediation, and Second Language Acquisition: Research and Praxis
- Technology in Foreign Language Education
- Computer-Assisted Language Learning and Assessment
- Seminar in Language Use (departmental Ph.D. core course): Modern Linguistic History and Functional Traditions of Language Use, Structure, and Development
- Language, Communication, and Activity Theory
- Sociocultural/cultural-historical Theories and Second Language Development

### Undergraduate Courses

- Language and Power
- Languages of the World
- Popular Culture in Foreign Languages
- Augmented Reality/Place-Based Game Design
- Computer-mediated Communication
- Communication and the Internet
- Foreign Language Learning and New Media

## ADVISING RESPONSIBILITIES

[RUG = Rijksuniversiteit Groningen, Netherlands | PDX = Portland State University, USA | PSU = Penn State, USA | GT = Georgetown University, USA | UM = University of Minnesota, USA | York U = York University, Canada | U Jyväskylä = University of Jyväskylä, Finland]

### Graduate Thesis Supervision

<u>Name</u>	<u>Degree</u>	<u>Dept/University</u>	<u>Member/Chair</u>	<u>Status</u>
Jonathan Reinhardt	PhD	APLNG/PSU	Chair	Dissertation (June 2007)
Kirsten Kolstrup	PhD	APLNG/RUG	Chair	Dissertation (in progress)
Aleyda Linares	PhD	APLNG/RUG	Chair	Dissertation (in progress)
Ingrid Fischer	M.A.	APLNG/RUG	Chair	M.A. Thesis (August, 2011)
Michael Woldemedhin	M.A.	APLNG/RUG	Chair	M.A. Thesis (August, 2011)
Rebecca Gorby	M.A.	APLNG/PSU	Chair	M.A. Thesis (July 2005)
Mandy Reinig	M.A.	APLNG/PSU	Chair	M.A. Thesis (Spring 2009)
Samantha Stidham	B.A.	APLING/PDX	Chair	Honors Thesis (Spring 2014)

Invited External Evaluator/Assessor

<u>Name</u>	<u>Degree</u>	<u>Dept.</u>	<u>Member/Chair</u>	<u>Status</u>
Frederik Cornillie	PhD	Game design /KU Leuven	External Member	In progress
Thomas Tasker	PhD	APLNG/PSU	External Evaluator	Dissertation (Spring 2014)
Dejan Ivkovic	PhD	EdLing/York U	External Evaluator	Dissertation (Winter 2012)
Samu Kytölä	PhD	APLNG/Jyväskylä	Ext. Evaluator	Dissertation (Winter 2012)
Anne Laitinen	Licentiate	Behav.Sci/U Helsinki	Ext. Evaluator	Licentiate Thesis (Spring 2012)
Sake Jager	PhD	APLNG/RUG	External Evaluator	Dissertation (Winter 2009)
Julie Sykes	PhD	Spanish/UM	External Evaluator	Dissertation (Spring 2008)
Andrew Jocuns	PhD	Socioling/GE	External Evaluator	Dissertation (Spring 2005)

Membership on Graduate Committees

<u>Name</u>	<u>Degree</u>	<u>Dept.</u>	<u>Member/Chair</u>	<u>Status</u>
Jim Kelsheimer (Pong Wolfgun)	M.A.	WLL/PDX	Member	M.A. Papers (Winter 2013)
Domminick McParland	M.A.	APLNG/PDX	Member	M.A. Thesis (Winter 2013)
Lisa Hundley	M.A.	German/PSU	Member	M.A. Thesis (Spring 2007)
Brian Owens	M.A.	APLNG/PSU	Member	M.A. Thesis (Spring 2007)
Nathaniel Carney	M.A.	APLNG/PSU	Member	M.A. Thesis (Spring 2005)
Courtenay Honeycutt	M.A.	Comm/PSU	Member	M.A. Thesis (Spring 2003)
Gabriela Zapata	PhD	Spanish/PSU	Member	Dissertation (Spring 2002)
Corinne Weisgerber	PhD	Comm/PSU	Member	Dissertation (Fall 2002)
Bill Anderson	PhD	AdultEd/PSU	Member	Dissertation (Spring 2003)
Lawrence Williams	PhD	French/PSU	Member	Dissertation (Spring 2003)
Antonio Jimenez	PhD	Spanish/PSU	Member	Dissertation (Spring 2003)
Helene Andrawiss	PhD	French/PSU	Member	Dissertation (Summer 2003)
Timothy Fiume	PhD	EDTHP/PSU	Member	Dissertation (Fall 2003)
Michele Lee	PhD	C&I/PSU	Member	Dissertation (Spring 2004)
Janel Pettes	PhD	French/PSU	Member	Dissertation (Summer 2004)
Melissa Fiori	PhD	Spanish/PSU	Member	Dissertation (Summer 2004)
Namhee Kim	PhD	C&I/PSU	Member	Dissertation (Summer 2004)

Dorothee Schutz	PhD	German/PSU	Member	Dissertation (Spring 2005)
Marilia Ferreira	PhD	APLNG/PSU	Member	Dissertation (Spring 2005)
Peter Kilner	PhD	INSYS/PSU	Member	Dissertation (Summer 2006)
Helene Gresso	PhD	French/PSU	Member	Dissertation (Summer 2006)
Sunhae Kim	PhD	Comm/PSU	Member	Dissertation (Fall 2005)
Nina Vyatkina	PhD	German/PSU	Member	Dissertation (Spring 2006)
Viktoria Driaguina	PhD	APLNG/PSU	Member	Dissertation (Spring 2007)
Pei-Fen Li	PhD	C&I/PSU	Member	Dissertation (Fall 2007)
Nathan Shrefler	PhD	German/PSU	Member	Dissertation (Spring 2008)
Carmen Yañez Prieto	PhD	Spanish/PSU	Member	Dissertation (Fall 2008)
Emily Rine	PhD	APLNG/PSU	Member	Dissertation (Summer 2009)
Ramo Lord	PhD	AdultEd/PSU	Member	Dissertation (Summer 2009)
Noel Isenberg	PhD	German/PSU	Member	Dissertation (Fall 2009)
Duff Johnston	PhD	APLNG/PSU	Member	Dissertation (Spring 2010)
Alina Pajtek	PhD	APLNG/PSU	Member	Dissertation (Fall 2010)

#### L A N G U A G E S (In order of most to least proficient)

Modern Vernaculars: English, Urdu, Hindi, French, Norwegian, Dutch, Persian (Farsi), Spanish, Punjabi, Kashike Bhojpuri

Classical languages: Sanskrit, Avadhi, Braj

rev. 06/06/2014

# Robert L. Davis

Department of Romance Languages  
University of Oregon  
Eugene OR 97403-1233

## Education

Ph. D. in Linguistics, 1991  
University of North Carolina at Chapel Hill  
Dissertation: *Allomorphy in Spanish*

M.A. in Linguistics, 1987  
University of North Carolina at Chapel Hill  
Thesis: *Diphthongization in Spanish*

B.A. in Spanish Literature, with honors, 1983  
University of Southern Mississippi  
Thesis: *Problems in Translation: The Rimas of Gustavo Adolfo Bécquer*

## Employment

Professor (2012-present), Dept. of Romance Languages, U Oregon  
Scholar in Residence (2012-2014), Global Scholars Hall, U Oregon  
Director of Language Instruction, Dept. of Romance Languages, U Oregon (2007-present); Director of the Spanish Language Program (1991-2007)  
Director, Middlebury at Mills Spanish School (California), Middlebury Language Schools (2009, 2010, 2011, 2012, 2013, 2014)  
Assistant Director, Spanish School (Vermont), Middlebury Language Schools (2005, 2006, 2007, 2008); Professor, Spanish School (2004)  
Associate Professor (1997-2012), Dept. of Romance Languages, U Oregon  
Assistant Professor (1991-1997), Dept. of Romance Languages, U Oregon

## Publications

### Books/Instructional Materials

Davis, R.L., A. Mar, and L. Zinke (2009) *El agua es vida*. Advanced Placement Curriculum Unit, College Board.  
Ramos, A. and **R.L. Davis** (2008) *Portafolio: Introduction to Language and Culture*. San Francisco: McGraw Hill.

- Curland, D., **R.L. Davis**, and L. Verano (2005) *Hispanidades: España, La primera hispanidad*. McGraw Hill.
- Curland, D., **R.L. Davis**, F. Lomelí (2005) *Hispanidades: Latinoamérica y los Estados Unidos*. McGraw Hill.
- Davis, R. L.**, J. Siskin and A. Ramos (2000, second edition 2004) *Entrevistas: An Introduction to Language and Culture*. San Francisco: McGraw Hill.
- Davis, R. L.** (1996) Testing Program for *Fuentes*, Intermediate Spanish Program. Boston: Houghton Mifflin and Co.
- Davis, R. L.** and M. Losada (1995, second edition 2001) *Tertulia: Advanced Conversation Skills in Spanish*. Cengage (formerly Holt, Rinehart and Winston).

#### Articles/Chapters (peer-reviewed)

- Hardwick, S. and **R.L. Davis** (2009) Content-Based Language Instruction: A New Window of Opportunity in Geography Education. *Journal of Geography* 108 (4-5):163-173.
- Davis, R.L.** (2007) MOSAIC: Content-based Instruction in Spanish. In C. Falsgraf (ed.), *NETS - S Curriculum Series: Second Language Units for Grades 9-12*. Eugene, OR: International Society for Technology in Education, pp. 61-105.
- Davis, R. L.** (1997) Group Work is NOT Busy Work: Maximizing Success in Group and Pair Activities in the L2 Classroom. *Foreign Language Annals* 30 (2), 265-279.
- Siskin, J., M. Knowles and **R. L. Davis** (1996) "Le français est mort; vive le français!" Rethinking the function of French. 35-69 in J. Liskin-Gasparro (ed.), *Patterns and Policies: The Changing Demographics of Foreign Language Instruction*, American Association of University Supervisors and Coordinators (AAUSC) Issues in Language Program Direction, A Series of Annual Volumes. Boston: Heinle & Heinle.
- Siskin, J. and **R. L. Davis** (1996) Authentic Documents Revisited: Teaching for Cross-cultural understanding. 1-18 in E. Spinelli (ed.), *Creating Opportunities for Excellence Through Language Teaching*, Report of Central States Conference. Lincolnwood IL: National Textbook Company.
- Davis, R. L.** and J. Siskin (1994) "I Can't Get Them to Talk": Task Content and Sequencing in the Advanced Conversation Class. 39-53 in G. Crouse (ed.), *Meeting New Challenges in the Foreign Language Classroom*, Report of Central States Conference. Lincolnwood IL: National Textbook Company.
- Davis, R. L.** and J. Turner (1993) After the Classroom Visit: A Model for the Training of Peer Supervisors. 201-222 in D. Benseler (ed.), *The Dynamics of Language Program Direction*, American Association of University Supervisors and Coordinators (AAUSC) Issues in Language Program Direction, A Series of Annual Volumes. Boston: Heinle & Heinle.

#### Technology projects

- Davis, R.L.** (2005) (editor and project co-director) MOSAIC: Linking Languages and Content. <http://casls.uoregon.edu/mosaic>.
- Davis, R.L.**, (ed.) (2003) Classpak: On-line tools for teachers of Spanish. (<http://teacher.classpak.net>; login: user=rldavis, password=1234). Eugene, OR: Language Learning Solutions.
- Davis, R. L.** (2003) Reading Lesson Builder (in ClassPak, <http://teacher.classpak.net>; login: user=rldavis, password=1234). Eugene, OR: Language Learning Solutions.

**Davis, R. L.**, J. Siskin and A. Ramos (2000) Interactive CD-ROM to accompany *Entrevistas: Introduction to Culture and Language in Spanish*. San Francisco: McGraw Hill.

## Reviews

**Davis, R. L.** (2006) Review of *Juntos: Community Partnerships in Spanish and Portuguese* (J. Hellebrandt and L. Varona, eds.), AATSP Professional Development Series Handbook for Teachers K-16. *MLJ* pp. 448-449.

Other (not peer-reviewed, professional newsletters, etc.)

Losada Friend, María and **R.L. Davis** (2010) Lecturas en inglés y unidades didácticas para centros bilingües. In Fonseca Mora, M.C., M. Losada Friend, and A. Sánchez Carrasco (eds.) *Aprendizaje de contenidos en inglés*. Badajoz, Spain: Editorial @becedario, pp. 171-216.

**Davis, R.L.** (2006) Chinese, the New Spanish? *LINGO* (Pacific Northwest Conference on Foreign Languages), 7 (2), 1-2.

**Davis, R.L.** (2003) Language Teachers, Generals, and Fat Cats: Strange Bedfellows? *LINGO* (Pacific Northwest Conference on Foreign Languages), 6 (1), 1-2.

**Davis, R. L.** (1990) Phonetics, Chapter 2 in Marantz, Alec, *LINGUISTICS 30: Course Materials*. Chapel Hill NC: UNC Center for Teaching and Learning.

## Invited workshops and talks

- Culture at the Core: Motivating Students through Content. 7-hour invited workshop at the 2013 spring conference of the Montana Association for Language Teachers, Big Sky MT, April 5, 2013.

- La enseñanza de L2 por contenidos. 1.5-hour invited presentation in the II curso internacional de metodología para la didáctica de segundas lenguas. Universidad de Alicante (Spain), March 30, 2012.

- La tecnología en ELE y tipos de materiales apropiados. 1.5-hour invited presentation in the II curso internacional de metodología para la didáctica de segundas lenguas. Universidad de Alicante (Spain), March 30, 2012.

- Actualidad de la enseñanza de ELE en países de habla no hispana. Roundtable participant, II curso internacional de metodología para la didáctica de segundas lenguas. Universidad de Alicante (Spain), March 30, 2012.

- Scaffolded instruction, Assessment, Teaching Vocabulary. Ten hours of seminar in the graduate course Nuevas perspectivas teóricas y prácticas en la enseñanza de lenguas. U Huelva (Spain), March 19-26, 2012.

- Scaffolded instruction: Making learning accessible to all learners; Teaching vocabulary; "Me gustan los exámenes!" Assessment as a motivational tool for L2 learning. Three invited three-hour workshops for the Masters in English Philology. Universidad de Huelva. March 17-21, 2011.

- Nuevas perspectivas teóricas y prácticas en la enseñanza de lenguas. Invited six-hour workshop for the Masters in English Philology, Universidad de Huelva, March 22-25, 2010.

- Developing Reading Abilities. Invited nine-hour workshop for the Servicio de Formación del

Profesorado, Innovación Docente, Universidad de Huelva, March 22-25, 2010.

- Is culture really at the core of your L2 class? Invited two-hour workshop, Portland Community College, Portland OR, February 27, 2009.
- Reverse Design: The power of assessment in student motivation and accountability. Invited two-hour workshop, Dept. of Modern Languages, Wichita State University, August 18, 2008.
- Nuevas perspectivas teoricas y practicas en la ensenanza de lenguas L2. Invited eight-hour workshop for the Doctorado en Enseñanza de lenguas y canon literario occidental (Bienio 2006-2008), Universidad de Huelva, March 11-14, 2008.
- Reading and Content-based Instruction. Invited six-hour workshop for the Master en Docencia Universitaria, Universidad de Huelva, March 5-6, 2008.
- Using Writing to Improve Student Motivation. Invited 2.5-hour workshop presented at the School of International Letters and Cultures, Arizona State University, February 1, 2008.
- Vocabulary Acquisition. One-hour keynote/workshop at the annual conference of the Confederation in Oregon for Language Teaching (COFLT), Corvallis OR, October 12, 2007.
- Reading and Content-based Instruction. Invited twelve-hour workshop for the Master en Docencia Universitaria, Universidad de Huelva, March 6-8, 2007.
- Nuevas perspectivas teoricas y practicas en la ensenanza de lenguas L2. Invited six-hour workshop for the Doctorado en Enseñanza de lenguas y canon literario occidental (Bienio 2006-2008), Universidad de Huelva, February 12-13, 2007.
- La ensenanza del lexico espanol para nivel avanzado de L2: Retos y soluciones. Invited three-hour workshop for the Master de Formación de profesores de español como L2, Sevilla, Universidad Pablo de Olavide, January 27, 2007.
- Reactivacion de destrezas en la ensenanza del lexico espanol para estudiantes extranjeros, nivel avanzado. Invited two-hour workshop for the Master de Formación de profesores de español como L2, Sevilla, Universidad Pablo de Olavide, February 28, 2006.
- Assessing Reading Skills: Approaches and Strategies for Advanced Level Students. Two invited two-hour workshops for the Curso de Innovación Docente en el Programa de Formación Permanente del Profesorado. Dirección de Innovación Docente. Vicerrectorado de Tecnologías, Innovación y Calidad. Universidad de Huelva, February 3 and 8, 2006.
- Issues in program design: Articulation and assessment. Invited three-hour workshop presented at Oregon State University, Dept. of Foreign Languages, September 23, 2005.
- Focus on output: Using assessments to increase student accountability. Invited three-hour workshop presented at Cornell University, February 12, 2005.
- Proficiency Assessment. Invited six-hour workshop at Pikes Peak Community College, Colorado Springs CO. January 15, 2005.
- Culture in the second-language classroom. Invited five-hour workshop presented at Portland Community College, Portland OR, October 25, 2004.
- Teaching second-language reading. Invited five-hour workshop presented at Portland Community College, Portland OR, October 23, 2004.
- Teaching culture: Best practices. Invited talk at Arizona State University, November 14, 2003.
- On-line second-language assessment. Invited talk at Northern Arizona University, November 13, 2003.
- Get them talking: Turbo-charged activities for teaching grammar and vocabulary. Invited six-hour in-service workshop for Portland Public Schools second-language teachers. Jefferson High School, Portland OR, November 1, 2002.

- Teaching Students to Read. Invited PAWS Speaker, Fall Conference of the Idaho Association of Teachers of Language and Culture, Boise ID, October 3, 2002.
- Digitizing Proficiency: The PEP Tool. Invited PAWS Speaker, Fall Conference of the Idaho Association of Teachers of Language and Culture, Boise ID, October 3, 2002.
- Teaching Reading and Writing (with Patricia Rounds, UO College of Education). Invited three-hour workshop for COFLT World Language Teacher Professional Development Program, Portland State University, March 9, 2002.
- Get them talking (with Patricia Rounds, UO College of Education). Invited two-hour workshop for Eugene 4J Second Language Teachers, February 19, 2002.
- Why do they make the same old mistakes? (with Patricia Rounds, UO College of Education). Invited two-hour workshop for Eugene 4J Second Language Teachers, February 12, 2002.
- Vocabulary Acquisition in the Second-language Classroom. Invited three-hour workshop for COFLT World Language Teacher Professional Development Program, Warm Springs OR, January 12, 2002.
- Turbo-charged presentations for Vocabulary and Grammar (with Patricia Rounds, UO College of Education). Invited two-hour workshop for Eugene 4J Second Language Teachers, November 1, 2001.
- Teaching and Assessing Reading. Invited three-hour workshop at St. Michael's College, Burlington VT, May 11, 2001.
- Teaching Culture Through Content-based Instruction. Invited talk at University of Louisiana–Lafayette, February 19, 2001.
- Contenido y tarea: Nuevos enfoques en la evaluación. Universidad Autónoma de Queretara, Mexico, May 1995.
- Ciclo de lingüística aplicada, Universidad de Huelva, Spain. Four lectures on topics in applied linguistics and Spanish as a second language. November 1994.
- La teoría de la Lista: una nueva perspectiva en el análisis de las alternancias morfofonológicas. Colegio de México, Mexico City, May 1992.

### **Presentations (conferences, symposia)**

- Informing teachers, informing students: transformative assessments in AP Spanish language/culture. Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando FL, November 22, 2013.
- Writing and Citing: Scaffolding the presentational mode. Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando FL, November 23, 2013.
- Proficiency in Placement: Bridging the gap between guidelines and achievement. Presented at the annual conference of the American Council on the Teaching of Foreign Languages (ACTFL), Denver CO, November 19, 2011.
- Beyond Blackboard: Using Wikis in L2 Composition and Collaboration. Presented at the Annual Conference of CALICO (Computer-Assisted Language Instruction Consortium), Arizona State University, March 13, 2009.
- Case Studies of Content-based Instruction in Different School and Proficiency Levels (with Sachiko Kamioka, CASLS-UO, Sandy Garcia, Forest Grove (OR) H.S.). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio TX, November 18, 2007.



- Assessment as a Strategy for Student Motivation (with Paula Ellister, Laurie deGonzalez, UO Romance Languages). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio TX, November 16, 2007.
- Connecting Language and Social Studies: CBI in Spanish and French. Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio TX, November 16, 2007.
- Addressing the Language Learning Needs of Heritage Learners (with Patricia Rounds, UO College of Education, M. Weaver, North Salem H.S.). Presented at the annual conference of the Confederation in Oregon for Language Teaching (COFLT), Corvallis OR, October 12, 2007.
- Introduction to MOSAIC: Teaching Second Language through Social Studies and Geography (with G. Hopper-Moore and S. Kamioka). Presented at the annual conference of the Confederation in Oregon for Language Teaching (COFLT), Corvallis OR, October 12, 2007.
- Spanish MOSAIC: Content-based Instruction through the National Geography Standards. Presented at the annual conference of the Confederation in Oregon for Language Teaching (COFLT), Corvallis OR, October 12, 2007.
- Content Specialists and Language Specialists Collaborate (with S. Kamioka, UO Center for Applied Second Language Studies). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Nashville TN, November 19, 2006.
- Models for Content-Language Collaboration: Technology to the Rescue (with Madeline Spring, UO Center for Applied Second Language Studies). Presented at the Annual Conference of CALICO (Computer-Assisted Language Instruction Consortium), U Hawai'i, Mānoa HI, May 20, 2006.
- Technology for Content-based Instruction in Spanish and Japanese (with G. Hopper-Moore, UO Center for Applied Second Language Studies). Content, tasks and projects: Meeting the challenges of classroom implementation, Monterey Institute of International Studies. May 21, 2005.
- Using Technology for Content-based Instruction in Spanish and Japanese (with G. Hopper-Moore, UO Center for Applied Second Language Studies) COFLT Spring Conference, Clackamas Community College OR, March 5, 2005.
- The Thrill is Gone: Current and Future Directions in Second-year Language Programs (with C. Grace, U Colorado, C. Krueger, U. Virginia, M. Spring, U Colorado). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Chicago IL, November 21, 2004.
- On-line tools for proficiency (Panel title: Computer-Mediated Intercultural Foreign Language Education: Implications for Program Direction). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Chicago IL, November 21, 2004.
- Testing and Assessment in the Second-language Classroom. McGraw Hill 2004 Teleconference (broadcast to over 800 university sites by satellite), October 27, 2004.
- MOSAIC: Content-based instruction in Spanish and Japanese (with G. Hopper-Moore, UO Center for Applied Second Language Studies) COFLT Fall Conference, Portland OR, October 8, 2004.
- On-line Proficiency Assessment. A Model for Development Across Languages (with Madeline Spring, U Colorado). Presented at the Annual Conference of CALICO (Computer-Assisted Language Instruction Consortium), Carnegie Mellon U, Pittsburgh PA, June 11, 2004.
- Teaching with film: Best practices (with Cheryl Krueger, U. Virginia). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Philadelphia PA, November 23, 2003.

- On-line proficiency testing. Presented at the annual meeting of the American Association of Teachers of Spanish and Portuguese (AATSP), Chicago IL, August 2, 2003.
- The representation and deformation of knowledge in textbooks (Panel title: From the Personal to the Canonical: The (De)Formation and Transmission of Knowledge in Foreign Language Pedagogy). Presented at the Modern Language Association annual conference, New York NY, December 28, 2002.
- From Input to Output: Getting Learners to Talk (with Carl Falsgraf, UO Center for Applied Second Language Studies-NFLRC). COFLT Fall Conference, Tacoma WA, October 11, 2002.
- The Key to the CAM: Content-based Instruction. COFLT Spring Conference, Pacific University, March 2, 2002.
- Presentation Strategies (with Carl Falsgraf, UO Center for Applied Second Language Studies). COFLT Spring Conference, Pacific University, March 2, 2002.
- Materials Come Alive: Dynamic Activity Templates (DATs) (with Yashi Tohsaku, UC-San Diego).  
Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Washington DC, November 16, 2001.
- Getting Off on the Right Foot: Building Vocabulary with Input Activities (with Carl Falsgraf, UO Center for Applied Second Language Studies). Presented at the 2001 COFLT conference, Ashland OR, October 13, 2001.
- Directions in Chinese Language Program Development: Assessing Writing (with M. Spring, U. Colorado; C. Krueger, U. Virginia; T. Yao, U. Hawai'i; T. Jenkins, U. Colorado). Panel co-sponsored by AAUSC and Chinese Language Teachers Association, Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Boston MA, November 2000.
- Entrevistas: An Introduction to Language and Culture (with William Glass, McGraw Hill Higher Education). Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Dallas TX, November 20, 1999.
- Teaching to the Brain Touchstones Teacher Training Module IX (with Susan Hayden, Pacific U.). Three-hour workshop presented at 1999 COFLT conference, Eugene OR, October 1999.
- Foreign Language Teacher Training: Priorities for the 21st Century. Presented at the American Council on the Teaching of Foreign Languages (ACTFL), Nashville TN, November 23, 1997.
- Reevaluating Traditional Activities in the Foreign Language Classroom (with C. Krueger, U. Virginia).  
Presented at the American Council on the Teaching of Foreign Languages (ACTFL), Philadelphia PA, November 22, 1996.
- The 'Matter of Facts': Testing Content in a Proficiency-oriented Curriculum. Presented at the 1996 COFLT Conference, Salem OR, October 11, 1996.
- Reaching for PASS in Second Languages: Preservice Alignment Project (with W. Fischer and M. Bastiani). Presented at the 1996 COFLT Conference, Salem OR, October 11, 1996.
- Rethinking Authentic Documents (with J. Siskin). Presented at the 1996 Central States Conference on the Teaching of Foreign Languages, Louisville KY, March 29, 1996.
- Enhancing the Study of the Language Program Director: the AAUSC (with J. Siskin). Presented at the Georgetown University Roundtable, Pre-session for Language Program Directors, Georgetown University, March 10, 1995.
- Issues in Materials Development. Presented at the Primer Simposio sobre Metodología y Didáctica del Español como L2, organized by the Asociación Universitaria para la Metodología y Didáctica del Español como Lengua Extranjera, Universidad de Sevilla, Spain, November 1994.

- The REAL Information Gap (with C. Krueger, U Virginia). Presented at the American Council on Teaching of Foreign Languages (ACTFL), San Antonio TX, November 1993.
- Classroom Culture and the ITA (with J. Siskin). Fourth Annual Conference on the Training of Teaching Assistants, November 1993.
- Filling in the Gaps: Motivating the Unmotivated, Training the Untrained (with J. Siskin). Roundtable organized at the Fourth Annual Conference on the Training of Teaching Assistants, Chicago, November 1993.
- 1+1=0: Feature Conflict Resolution in the History of Spanish. University of Oregon Department of Linguistics Colloquium, April 27, 1993.
- The Representation of Markedness in Stress Contours: Evidence from Spanish. Annual meeting of the Linguistic Society of America, Los Angeles CA, January 1993.
- After the Classroom Visit: A Guide to TA Supervision (with J. Turner, U. North Carolina - Chapel Hill). ACTFL, Chicago IL, November 1992.
- Evaluating The Foreign Language Classroom: A Guide for Peers and Administrators. UO Yamada Center, in conjunction with the 1992 COFLT conference, October 1992.
- NEH Summer Institute (*Mexico in Transition*): four lectures on language pedagogy (listening comprehension, teaching pronunciation, Mexican dialectology). University of Oregon, June 1992.
- Testing in the communicative classroom, Instructor's Forum, Yamada Center, UO, April 1992.

## **Course development and teaching**

### Special Training

- Certified Tester, Oregon Benchmark IV Oral Proficiency Interview, April 2002
- Oregon Benchmark IV Oral Proficiency Training Workshop, 1998
- ACTFL Oral Proficiency Interview Refresher Workshop, November 1998
- ACTFL Oral Proficiency Interview Training Workshop, January 26-February 1, 1992

### Redesigned existing UO courses

- Beginning Spanish sequence (SPAN 101-102-103)
- Intensive Beginning Spanish sequence (SPAN 111-112)
- Intermediate Spanish (SPAN 201-202-203)
- Spanish Phonetics and Pronunciation (SPAN 315)
- Spanish Culture and Civilization (SPAN 361)
- Second Language Teaching Methods (SPAN 608, RL 608)

New courses taught and/or developed at UO

- Cultures of the Spanish-speaking World: Spanish Dialects (SPAN 150)
- Lusofonia: The Portuguese-speaking World (PORT 150)
- Pathways Freshman Seminar (RL 199)
- Pathways Final Project (RL 399)
- Voces latinas/Latino voices (SPAN 218, 228)
- Lengua y Cultura: Identidades hispanas (SPAN 301)
- Lengua y Cultura: Expresiones artisticas (SPAN 303)
- Lengua y Cultura: Cambio social (SPAN 305)
- Oral Skills in Spanish (SPAN 307)
- Lengua y Cultura: Comunidades bilingues (SPAN 308)
- Advanced Writing in Spanish (SPAN 311)
- Romance Phonetics (RL 315)
- Intensive Spanish Grammar (SPAN 320)
- Introduction to Hispanic Linguistics (SPAN 322)
- Spanish Stylistics (SPAN 407/507)
- Advanced Oral Skills in Spanish (SPAN 417/517)
- Advanced Grammar (SPAN 420/520)
- Spanish Dialectology (SPAN 420/520)
- The Languages of Iberia (SPAN 420/520)
- History of the Spanish Language (SPAN 424/524)
- Romance Linguistics (RL 407/507, RL 607)
- The Commoditization of Culture (RL 623, with David Wacks)

## **Theses and Dissertations**

- Steve McCormick (UO Romance Languages dissertation, filed June 2011) Remapping the Story: Franco-Italian Epic and Lombardia as a Narrative Community (1250-1441) (committee member)
- Darci Burns (UO Special Education and Clinical Services dissertation, filed June 2011) Examining the Effect of an Overt Transition Intervention on the Reading Development of At-risk English-language Learners in Third Grade (outside reader)
- Rebecca Briggs (UO Special Education and Clinical Services dissertation, filed June 2011) Investigating Variability in Student Performance on DIBELS Oral Reading Fluency Third-grade Progress Monitoring Probes: Possible Contributing Factors (outside reader)
- Sonja Burrows (UO Romance Languages dissertation, filed June 2010) Beyond the Comfort Zone: Monolingual Ideologies, Bilingual U.S. Latino Texts (dissertation director)
- Peter Burrows (UO Department of Educational Methodology, Policy, and Leadership dissertation filed June 2010) An Examination Of The Relationship Among Affective, Cognitive, Behavioral, and Academic Factors of Student Engagement of 9th Grade Students (outside reader)
- Joana Jensen (UO Department of Linguistics, filed June 2010) A Grammar of Yakima Ichishkiin/Sahaptin (outside reader)

- Johanna E. Cena (UO College of Education dissertation, filed June 2009) An Investigation of the Efficacy of a Vocabulary Intervention Using Enhanced Systematic and Explicit Teaching Routines (VE SETR) on First-grade Spanish Readers' Vocabulary Development and Reading Comprehension (outside reader)
- Carlos Sequeira (UO College of Education dissertation, filed, June 2009) Synchronous Computer Mediated Communication and Second Language Proficiency (outside reader)
- Beatriz Garcia Glick (Middlebury Spanish School Doctor of Modern Languages dissertation, filed August 2008) Las manipulaciones de vocabulario como diagnóstico de las inteligencias múltiples (dissertation director)
- Doris Baker (UO College of Education dissertation, filed June 2007) Relation Between Oral Reading Fluency and Reading Comprehension for Spanish-speaking Students Learning to Read in English and Spanish (outside reader)
- Mike Russell (UO Honors College thesis, filed November 2005) Stimulating Spanish Assessment: What Teachers Have to Say About Student Self-Efficacy (thesis director)
- Joyce LaOrden (Middlebury Spanish School Doctor of Modern Languages dissertation, filed August 2005) Las subordinadas en español (outside reader)
- Chantal Martel-Dufour (UO School Psychology dissertation, filed December 2003) Assessing French reading skills of elementary French immersion students: Utility of DIBELS in French (outside reader)
- Mileah Nelson (UO School Psychology dissertation, filed August 2003) Assessing the Early Literacy of Young English Learners: Use of DIBELS in Spanish (outside reader)
- James P. Cassidy (UO College of Education dissertation, filed June 2002) A Case Study of Standards-Based Learning and Assessment At The Middlebury College Language Schools: Implications for Policy and Practice (outside reader)
- Elaine Drom (UO Honors College thesis, filed June 2002) A Reexamination of Spanish-Catalan Diglossia in Barcelona (thesis director)
- Molly Dames (UO Honors thesis, filed December 2001) Character Education and Teacher's Educational Beliefs: An Interview-based Case Study (thesis director)
- Emily Goldthwaite (UO Honors thesis, filed June 2001) Becoming Bilingual: Development of Writing Skills in a French (reader)
- Christina Ramirez (UO School of Psychology dissertation, filed Spring 2001) An investigation of English language and reading skills on reading comprehension for Spanish-speaking English language learner (outside reader)
- Belinda Young-Davy (UO Linguistics dissertation, filed Fall 2000) A Cognitive-Semantic Approach to the Acquisition of English Propositions by Japanese Speakers (outside reader)
- Takanori Adachi (UO East Asian Language and Literatures dissertation, filed Spring 2000) The Effect of Human Interaction on L2 Vocabulary Acquisition (outside reader)
- Hilary Hews (UO Honors thesis, filed Spring 1999) A Human Perspective on Bilingual Education and [California] Proposition 227 (thesis director)
- Judith Plasencia-Peinado (UO School Psychology dissertation, filed Spring 1999) Examining the Effect of Three Spanish Reading Approaches on the Reading Achievement of Limited English Proficient Students at Risk for Learning Disabilities (outside reader)
- Susan Goicochea (UO Interdisciplinary Masters Program IT1 thesis, filed fall 1998) Music in the Foreign Language Classroom (thesis director)

- Mia Bertelsen (UO Interdisciplinary Masters Program IT1 thesis, filed Fall 1996) Enhancing Writing Skills in English and Spanish: A Bilingual Newsletter for Hispanic High School Students (thesis director)
- Constance McQuoid (UO Interdisciplinary Masters Program IT1 thesis, filed Fall 1996) Proficiency, Oregon's Second-Language Content Standards, and the Development of Curriculum for the 6-12 Spanish Classroom (thesis director)

### **Service to the Department of Romance Languages, the College and University**

- UO Global Scholars Residence Hall Planning Committee (2010-present)
- UO Oregon 2020 Committee (2009-present)
- Romance Languages Advisory Committee (2000-2002, 2004-2005, 2006-2010)
- UO Arabic Language Program Executive Committee (2010-present)
- CAS Yamada Executive Committee, Chair (2004-present)
- CAS Educational Careers Advising Team (ECAT, 2003-present)
- UO CAS Dean's Advisory Committee (2001-2003)
- UO Non-Tenure Track Instructional Faculty Committee (UO Senate Committee) (2001-2005, 2008-
- Advisor and Webmaster for the UO SLAT program (Certificate in Second Language Acquisition and Teaching, <http://slat.uoregon.edu>).
- UO Senate (1998-2000)
- Duck Preview, UO fall term recruiting event (November 1997, 1998, 1999, 2000, 2001)
- University of Oregon Foreign Studies Program Committee (1994-1997, Chair 1996-1997)
  - Romance Languages Language/Curriculum Committee (1992-present, Chair 1992-1993, 1997-1999)
- Yamada Language Center Faculty (1991-present)
- Mexico Study Abroad Supervision Committee (site visits to Cuernavaca, May 1992, March 1993, May 1997, September 2007; Querétaro Supervision Committee, 1993-present)
- Romance Languages Study Abroad Committee (1991-present, Chair 1991-1992, 1997-2008)
- Voting Member, Latin American Executive Board, OSSHE Office of Academic Affairs—Foreign Study Programs (Fall, 1992)
- Alternate, Latin American Executive Board, OSSHE Office of Academic Affairs - Foreign Study Programs (Fall, 1993)

### **Service to the profession**

#### **Reviewer**

- Tenure and promotion: Alan V. Brown, University of Kentucky (2012)
- Tenure and promotion: Sara Beaudrie, University of Arizona (2012)
- Reappointment review: Margarita Rivas Groeger, Director of the Spanish Language Program, Massachusetts Institute of Technology (2012)
- Editorial board and manuscript reviewer: *AAUSC Issues in Language Program Direction* (annual edited volume)

- Promotion: Stephen Tschudi, University of Hawai'i (2011)
  - External department review: Modern Languages, Kenyon College. May 26-27, 2011.
  - Tenure: Edwin Lamboy, City College of New York (CUNY), Department of Secondary Education (2011)
  - Annual review: Carl Falsgraf, Director, Center for Applied Second Language Studies (U Oregon) (2008, 2009)
  - Tenure and promotion: Prof. Holly Cashman, Arizona State University (2007)
  - ACTFL-MLJ Birkmaier Dissertation Award Committee (2006)
  - Tenure and promotion: Prof. Fernando Rubio, University of Utah (2006)
  - External department review: Romance Languages, State University of New York at Buffalo. April 18-19, 2006.
  - Tenure and promotion: Prof. Carment Schlig, Dept. of Modern Languages, Georgia State University (2005)
  - Manuscript reviewer: *Foreign Language Annals* (2005-present)
  - Tenure and promotion: Prof. Timothy Scheie, French, Eastman School of Music, University of Rochester (2004)
  - ACTFL Nelson Brooks Award for Excellence in Teaching Culture (2004)
  - External department review: Department of Modern Languages, Santa Clara University, Santa Clara CA. November 29-30, 2004.
  - Manuscript reviewer: *Modern Language Journal* (2001-present)
- Boards/National Organizations
- Vice-president (2012) and President-elect (2013), American Association of University Supervisors and Coordinators
  - ACTFL Standards Literature Task Force (2009-2011)
  - Advanced Placement Spanish Language Curriculum Development and Assessment Committee (2008-present; co-chair 2011-present)
  - President, Pacific Northwest Council on Foreign Languages (2005-2006 term)
  - COFLT Executive Board Representative at large from the Oregon University System (2003-2005 term)
  - Organizer, training session for the COFLT Benchmark IV Oral Proficiency Interview, held at UO, April, 2002.
  - Secretary-Treasurer, American Association of University Supervisors and Coordinators (2000-2009)
  - Executive Board Representative at large from OSSHE, Confederation in Oregon for Language Teaching (COFLT) (1995-1997)
  - Spanish Sector Head, American Association of University Supervisors and Coordinators (1996-1997)
  - Site Administrator, American Association of University Supervisors and Coordinators (Fall 1995-present, <http://www.aausc.org>)
  - Group Leader, Oral Proficiency Interview Familiarization Workshop, joint project of the American Council on the Teaching of Foreign Languages (ACTFL) and the Oregon State System of Higher Education (OSSHE), October 14-15, 1994.
  - Section Head for Applied Linguistics: Language Learning, Language Acquisition and Bilingualism, Pacific Northwest Council on Foreign Languages (PNCFL) (1992)

## Awards, grants, and special recognition

- Ray Verzasconi Award for Contribution to the Profession (2007), Confederation in Oregon Language Teaching (COFLT)
- Williams Fellow, University of Oregon (2006-2007, \$10,000 research and program development award)
- Consultant for grant from the Center for Applied Second Language Studies: PEP tool, an on-line planning tool for second language teachers (<http://www.peptool.net>)
- External evaluator, GOLDEN distance learning teacher training program, grant from the Goethe Institute and American Association of Teachers of German (<http://golden.unl.edu>) (1999-2000)
- National Foreign Language Resource Center Summer Workshop: The World Wide Web in Foreign Language Instruction, University of Hawaii (June 21-August 2, 1997)
- Faculty Consultant for grants awarded by OSSHE and Oregon Department of Education:

Reaching for PASS in Foreign Language: the K-16 Preservice Consortium (consortium of secondary and OSSHE institutions—preservice training for state language teachers; codirector of UO contribution with M. Gall, UO College of Education)

Communication Networking Project (Yamada Language Center, UO—development of a World Wide Web site to disseminate information and materials about state system proficiency-based standards)

- National Foreign Language Resource Center Summer Symposium on Technology in Language Instruction, University of Hawaii (July 8-15, 1996)
- OSSHE Technology in Teaching Workshop, Oregon State University. One of eight UO faculty chosen to participate (July 11-15, 1994)
- Junior Professorship Development Award, College of Arts and Sciences, UO. Project Title: Using interactive video in TA training (Summer 1994)
- MLA Summer Professional Development Institute, University of Wisconsin. Research project title: Using interactive video in TA training, (July 11-23, 1993)
- Exemplary TA Training program (with H. Jay Siskin, UO Romance Languages. A description of our TA

training program appeared in a volume entitled *Preparing Graduate Students for Teaching*, American Association of Higher Education (1993)

## Professional Memberships

- American Association of Teachers of Spanish and Portuguese (AATSP)
- American Association of University Supervisors and Coordinators (AAUSC)
- American Council on the Teaching of Foreign Languages (ACTFL)
- Computer Assisted Language Instruction Consortium (CALICO)
- Confederation in Oregon for Language Teaching (COFLT)
- Modern Language Association (MLA)
- Pacific Northwest Council on Foreign Languages (PNCFL)



## LINDA B. FORREST

Eugene, OR 97403

### EDUCATION

- Ph.D. Department of Linguistics, University of Oregon, Eugene, OR, June, 1999.  
Dissertation: *The Role of Attention and Activation in Language Production: A Neurocognitive Linguistic Approach*  
Committee: Dr. Russell S. Tomlin, chair; Dr. Scott DeLancey;  
Dr. Eric W. Pederson; Dr. Michael I. Posner
- M.A. Department of Linguistics, University of Oregon, Eugene, OR, September, 1992.  
Thesis: *How grammar codes cognition: Syntactic subject and focus of attention*  
Advisor: Dr. Russell S. Tomlin
- B.A. School of Journalism, University of Oregon, Eugene, OR, September, 1987.

### PROFESSIONAL EXPERIENCE

**Research Director.** Center for Applied Second Language Studies, University of Oregon,  
2005 - present.

Responsible for the design, implementation, and management of the Center's program of research on second language learning and assessment. Served as Project Director for various grant-funded activities. Provided expertise in the design and interpretation of research results for Center projects using a variety of statistical and assessment models. Made recommendations based upon analysis of research data. Established formats for research in varying degrees of depth to suit a variety of purposes. Established and maintained standards of quality, accuracy, and timeliness for all work. Developed new research programs in collaboration with other academic and business associates. Represented the Center at conferences, workshops, and other professional meetings. Presented the outcomes of Center research to both academic and non-academic audiences.

Responsible for the business and operations management of research projects. Hired, trained, and managed a team of student workers and other personnel to carry out research projects. Prioritized and assigned research projects. Evaluated performance of staff members and conducted regular staff evaluations. Worked with the Director and Assistant Director in budget development and allocation of personnel and financial resources. Worked closely with planning staff to provide data required in confirming progress toward project goals.

**Statistician/Data Analyst.** Center for Applied Second Language Studies, University of Oregon,  
2000 - 2005.

Provided general statistical advice and assistance to project members for developing criterion-referenced language assessment instruments. Developed trial designs and data analysis plans for validation of reading and listening items and determination of inter-rater reliability for graded writing and speaking responses. Conducted analyses, summarized and presented results, and made detailed recommendations based on findings. Evaluated and recommended improvements to specific assessment items and grading rubrics. Developed statistical models of learner performance on proficiency tests, designed simulations of learner performance, and assessed the theoretical models in terms of empirical data. Provided project members with relevant data, graphs, charts, tables, and written reports.

**Instructor.** University of Oregon, 1989 - 1997, 1999 to 2003.

Planned course content, prepared class assignments, delivered lectures, evaluated student performance, and supervised teaching assistants. Courses include: *English Grammar*; *The Structure of English Words*; *Introduction to Linguistics*; *Language and Cognition*; and *Psycholinguistics*.

**Internet Course Developer.** University of Oregon, 1997 - 1998.

Web site address: <http://darkwing.uoregon.edu/~l150web/>

Designed and constructed web site to deliver an electronic version of *The Structure of English Words* course. Developed text and graphics documents. Interacted with other University departments to coordinate resources and meet requirements for course materials, test proctoring, copyright issues, and distance education requirements. Conducted beta test of course with enrolled students.

**Teaching Assistant.** University of Oregon, 1990 - 1997.

Conducted discussion sessions, supervised student research projects, assisted course instructor with grading student assignments and preparation of course materials, maintained regular office hours to work with students individually. Courses taught include: *Syntax and Semantics II*; *Language, Culture, and Society*; *Language and Cognition*; *Language, Mind, and Culture*; and *English Grammar*.

## GRADUATE COURSEWORK

- |   |  |
|---|--|
| – <i>Data Analysis I, II, III</i>             | – <i>Cognition</i>                         |
| – <i>Empirical Methods in Linguistics</i>     | – <i>Cognitive Science with Laboratory</i> |
| – <i>Advanced Second-Language Acquisition</i> | – <i>Human Neuropsychology</i>             |
| – <i>Linguistic Theory: Phonology</i>         | – <i>Discourse Analysis</i>                |
| – <i>Linguistic Theory: Syntax</i>            | – <i>Seminar: Voice And Transitivity</i>   |
| – <i>Linguistic Theory: Semantics</i>         | – <i>Seminar: Issues in Syntax</i>         |

## RESEARCH INTERESTS AND EXPERIENCE

- Extensive experience in experimental design (on-line and questionnaire methods) and statistical analysis of data.
- Areas of interest include cognitive processes in language comprehension and production, language acquisition, and assessment of language proficiency.
- Participated in projects investigating a variety of languages including English, Japanese, Korean, Indonesian, Russian, and Bella Coola.

## OTHER ACADEMIC PREPARATION

First International Summer Institute in Cognitive Science, University at Buffalo, Buffalo, New York, July, 1994.

Participated in seminars on the anthropology of knowledge, semantics, philosophy for cognitive science, language and spatial cognition, language deficit, connectionism, language and conceptual structure.

## PRESENTATIONS AND PUBLICATIONS

- Forrest, L. (2014). *Helping Students Learn from Intercultural Encounters*. Paper presented at COFLT 2014 Spring Conference, Forest Grove, OR, March 1, 2014.
- Forrest, L. (2013). *A Nationwide Look at Language Programs and Student Proficiency Outcomes*. Paper presented at ACTFL 2013 47rd Annual Meeting & Exposition, Orlando, FL, November 23, 2013.
- Cooke, D., Forrest, L., Sykes, J. (2013). Book Review: *Language and Learning in the Digital Age*, by James Paul Gee & Elisabeth R. Hayes. The FLTmag. Online publication at <http://fltmag.com/language-and-learning-in-the-digital-age/>.
- Forrest, L., Sundstrom, K., & Mau, B. (2013). *LinguaFolio Online: Practical Advice from STARTALK Programs*. Paper presented at STARTALK 2013 Fall Conference, Portland, OR, October 18, 2013.
- Forrest, L., & Sundstrom, K. (2013). *LFO: Effective Use of LinguaFolio*. Paper presented at STARTALK 2013 Spring Conference, Orlando, FL, May 3, 2013.
- Forrest, L. (2012). *Exploring Student Proficiency Outcomes: Nationwide Assessment Database Available to Researchers*. Paper presented at ACTFL 2012 46rd Annual Meeting & Exposition, Philadelphia, PA, November 18, 2012.
- Forrest, L. (2012). *Rating Russian NOELLA Test Items*. Workshop session presented at Russian Elementary Immersion Summit, Portland Public Schools, Portland, OR, February 9-10, 2012.
- Forrest, L. (2011). *Comparing Program Models and Student Proficiency Outcomes: A Nationwide Survey*. Paper presented at ACTFL 2011 45rd Annual Meeting & Exposition, Denver, CO, November 18, 2011.
- Forrest, L. (2011). *Beyond the Numbers: Using Action Research to Add Depth to Proficiency Test Results*. Paper presented at COFLT 2011 Fall Conference, Portland, OR, October 14, 2011.
- Forrest, L. (2010). *Learning Outcomes in Proficiency-Oriented Language Programs*. Paper presented at ACTFL 2010 44rd Annual Meeting & Exposition, Boston, MA, November 19, 2010.
- Forrest, L. (2010). *Designing Effective Proficiency-Oriented Language Programs*. Paper presented at WAFLT/COFLT 2010 Fall Conference, Seattle, WA, October 9, 2010.
- Forrest, L. (2009). *Proficiency-Oriented Language Programs: How Much Proficiency? How Many Years?*. Paper presented at ACTFL 2009 43rd Annual Meeting & Exposition, San Diego, CA, November 22, 2009.
- Forrest, L. (2009). *How Long Does It Take? Proficiency Levels Reached in High School Spanish Programs*. Paper presented at COFLT 2009 Fall Conference, Salem, OR, October 9, 2009.
- Forrest, L. (2009). *Mandate and Reality in New Jersey K-8 World Language Education*. Paper presented at American Association for Applied Linguistics 2009 Conference, Denver, CO, March 22, 2009.
- Forrest, L. (2008). *Effective Language Program Models: Helping Diverse Learners Reach Proficiency Goals*. Paper presented at ACTFL 2008 42nd Annual Meeting & Exposition, Orlando, FL, November 21-23, 2008.
- Forrest, L. (2008). *LinguaFolio Online: A Tool for Student Self-Assessment*. Paper presented at COFLT 2008 Fall Conference, Vancouver, WA, October 10, 2008.
- Quinlan, C., & Forrest, L. (2008). *Policy, Assessment, and Professional Development: Results from a Statewide Study (Year 3)*. Paper presented at ACTFL 2008 42nd Annual Meeting & Exposition, Orlando, FL, November 21-23, 2008.

Linda B. Forrest – 4

- Forrest, L. (2008). *Assessment 101*. Paper presented at MALT 2008 Spring Conference, Ft. Benton, MT, April 18, 2008.
- Forrest, L. (2008). *Exploring the ACTFL Guidelines*. Paper presented at MALT 2008 Spring Conference, Ft. Benton, MT, April 18, 2008.
- Forrest, L. (2008). *Comparing Foreign Language Program Models: Lessons from New Jersey*. Paper presented at MALT 2008 Spring Conference, Ft. Benton, MT, April 18, 2008.
- Forrest, L. (2008). *A Look at LinguaFolio*. Paper presented at MALT 2008 Spring Conference, Ft. Benton, MT, April 18, 2008.
- Forrest, L. (2008). *Comparing Foreign Language Program Models: Lessons from New Jersey*. Paper presented at COFLT 2008 Spring Conference, Newberg, OR, March 1, 2008.
- Forrest, L. (2007). *K-12 Foreign Language Program Models: Comparing Learning Outcomes*. Paper presented at ACTFL 2007 41st Annual Meeting & Exposition, San Antonio, TX, Nov 16-18, 2007.
- Quinlan, C., & Forrest, L. (2007). *Policy, Assessment, and Professional Development: Results from a Statewide Study (Year 2)*. Paper presented at ACTFL 2007 41st Annual Meeting & Exposition, San Antonio, TX, November 16-18, 2007.
- Forrest, L., & Hopper-Moore, G. (2007). *Experience NOELLA-A New Assessment for Young Spanish and French Learners*. Paper presented at COFLT 2007 Fall Conference, Corvallis, OR, October 13, 2007.
- Forrest, L. (2007). Measuring Performance in Young Learners. *Lingo*, 8(1), p. 9. Publish by Pacific Northwest Council for Languages (PNCFL).
- Forrest, L. (2006). *Getting to Novice-High: Characteristics and Attitudes of Successful Learners*. Paper presented at ACTFL 2006 40th Annual Meeting & Exposition, Nashville, TN, November 17, 2006.
- Jensen, J., & Forrest, L. (2006). *Performance-based Policy and Professional Development: A Statewide Model*. Paper presented at ACTFL 2006 40th Annual Meeting & Exposition, Nashville, TN, November 17-19, 2006.
- Forrest, L. (2006). *Student Attitudes, Language Learning Experiences, and L2 Proficiency*. Paper presented at the Second Language Research Forum (SLRF) 2006, University of Washington, Seattle, WA, October 6-8, 2006.
- Forrest, L., & Hopper-Moore, G. (2005). *Factors affecting learning: investigating program models and belief*. Paper presented at ACTFL 2005 39th Annual Meeting & Exposition, Baltimore, MD, November 18-20, 2005.
- Tomlin, R., Forrest, L., Pu, M., & Kim, M. (1997). Discourse semantics. In T. A. van Dijk (Ed.), *Discourse as structure and process* (pp. 63-111). London: Sage.
- Forrest, L. (1996). Discourse goals and attentional processes in sentence production: The dynamic construal of events. In A. E. Goldberg (Ed.), *Conceptual Structure, Discourse and Language* (pp. 149-162). Stanford, CA: CSLI Publications.
- Forrest, L. (1994). Detransitive voice constructions in Bella Coola: Passive or inverse. In T. Givón (Ed.), *The pragmatics of voice: Active, passive, inverse* (pp. 147-168). Amsterdam: J. Benjamins.
- Forrest, L. (1994, November). *Discourse goals and attentional processes in sentence production: The dynamic construal of events*. Paper presented at the conference on Conceptual Structure, Discourse and Language, University of California, San Diego, California.
- Forrest, L. (1994, July). *Syntactic subject and focus of attention in language production*. Paper presented at the Workshop on Language and Space, First International Summer Institute in Cognitive Science, University at Buffalo, New York.

## ACADEMIC SERVICE

**Outreach.** Yamada Language Center, University of Oregon, May, 1997 & May, 1996.

Presented lectures on introductory linguistic topics for students from Oregon high schools as part of the Foreign Language & International Studies Day activities.

**Conference Assistant.** International Conference on Functional Approaches to Grammar, Albuquerque, NM, Spring, 1995.

Organized abstract review process: Coordinated communication between submitters and the review committee, and kept participants informed of conference changes.

## REFERENCES

Julie Sykes, Director, Center for Applied Second Language Studies,  
University of Oregon, Eugene, OR, (541) 346-5715, jsykes@uoregon.edu

Russell Tomlin, Department of Linguistics, University of Oregon,  
Eugene, OR, (541) 346-3902, tomlin@uoregon.edu

Eric Pederson, Department of Linguistics, University of Oregon,  
Eugene, OR, (541) 346-3900, epederso@uoregon.edu

## **Education**

B.A., Physical Anthropology, University of California Berkeley, 1974

## **Professional Experience**

### **2011 to present – Business Development Coordinator, CASLS, UO**

#### **2010 to 2011 – Grants Technician, CASLS, UO**

CASLS, Center for Applied Second Language Studies at the University of Oregon

*University of Oregon research department committed to improving foreign language education*

- Post award grant and contract management, preparation of financial reports and analysis for staff and sponsors
- Institutional and departmental financial administration, including financial database management, payroll and balancing of accounts
- Working with Director and Associate Director to produce business plan, organizational budget and budget projections, and acting as financial advisor on proposed and selected activities and business directions
- Working closely with project administrators on budget planning and expenditure
- Homestay coordinator for interns participating in CASLS Oregon International program, which brings Asian students to the local area to work in K-12 schools

### **1975 to the present - continuing role as Bookseller, co-owner & operator J. Michaels Books**

J. Michaels Books, Ltd., 160 E. Broadway, Eugene, Oregon, (541) 342-2002

*J. Michaels Books is a general new, used, out-of-print and rare bookstore that has operated in downtown Eugene since 1975*

- Bookkeeping and financial record management
- Management of mail order book database and global books sales (including catalogue descriptions, correspondence, invoicing, and shipping)
- Bibliographical research on books, authors, artists, and antiquarian book values

### **1988 to the present – Writer/Editor**

- Free-lance writing and editing for a number of individuals and organizations
- Editing of essays for students applying to prep schools, colleges, and graduate programs
- Grant writing for two local arts organizations – Arts Umbrella (Eugene-based community youth music programs) and Willamette Repertory Theater

### **1996-1998 – Information Specialist and Librarian, WOU**

DB-LINK, Teaching Research, WOU, Monmouth, Oregon

*DB-LINK is a clearinghouse of information related to deaf-blindness and the primary source for information related to the delivery of education to deaf-blind students in the United States.*

- Digital cataloging of library materials
- Research and response to queries from teachers and parents of deaf-blind children
- Helping to draft publications and brochures on topics related to deaf-blindness
- Participating in discussion and implementation of best practice in serving deaf-blind students, their teachers and parents

### **College years – Lab Technician, UC Berkeley Primate Behavior Station**

- Care and feeding of rhesus macaques and langurs at the behavior station

## ***Volunteerism***

### **2000-2010: Arts Umbrella, Eugene, Oregon**

- Roles: Board member, Vice-President (2000-2004), Adjunct board member (2004-2009), Secretary (2009-2010)
- Duties: Writing and compilation of promotional materials, grant writing, budget projections and analysis, compilation of budgets and statistics for grant proposals, fundraising, marketing and development activities and training

–

### **2002-2007: Willamette Repertory Theater**

- Roles: Board member, Secretary
- Duties: Grant writing, budget projections and analysis, fundraising, taking and dissemination of minutes, governance

**1989-2004:** Volunteering in area schools in libraries and classrooms, supporting arts and music programs, fundraising, etc.

### **1989-1991: Friends of Kathy Guard**

- Roles: Founder, Director  
*Started a bone marrow donor program under the auspices of the National Bone Marrow Registry in which over 750 people were tested and registered at the Lane Memorial Blood Bank.*
- Duties: fundraising, budget projection, bookkeeping, information collection, liaison between blood bank and the national registry, talking people into becoming involved

## **Curriculum Vitae**

**Lindsay Marean**

Eugene, OR 97405

### **Education**

- 2009-2011 Student in the Nishnaabemwin Pane Immersion Program, Bay Mills Community College
- 2004 M.A. Linguistics at the University of Oregon
- 1994 B.S.Ed. Spanish at Montana State University - Billings, high honors
- 1993 B.A. Spanish, B.A. Linguistics at the University of Kansas, honors, distinction, Spanish departmental honors

### **Employment**

- 2013-present Potawatomi Language Documentation and Curriculum Development, Forest County Potawatomi Community, Crandon, Wisconsin  
•Responsibilities include coordinating fieldwork sessions, conducting fieldwork, and developing adult curriculum based on a growing corpus of spoken Potawatomi
- 2010-present Field Researcher/Data Entry, Potawatomi Dictionary Project, Spoken Potawatomi Corpus Project  
Documenting Endangered Languages program (National Endowment for the Humanities, Co-PI's Monica Macaulay and Laura Buszard-Welcher)  
•Responsibilities include field research with fluent Potawatomi speakers in the Forest County Potawatomi community, transcription of recorded texts, and data entry in a relational database
- 2007-present Practical Linguist, Pakanapul Language Team, Owens Valley Career Development Center, Mountain Mesa, California  
•Collaborated with language team to create and use a shared orthography  
•Record, transcribe, and analyze texts by fluent speakers  
•Build a lexical database using Toolbox  
•Draft a grammar of Paka'anil (Tübatulabal) aimed at a community audience  
•Instruct team regularly on structure/grammar of Paka'anil  
•Acquire existing documentation of Paka'anil
- 2006-present InterCom Editor, Center for Applied Second Language Studies, University of Oregon  
•Produce weekly e-mail digest for second language teachers  
•Solicit original content from guest contributors  
•Maintain subscription list and recruit new subscribers through publicity efforts
- 2007-2010 Staff, Northwest Indian Language Institute, University of Oregon, Eugene, Oregon  
•Taught a methods class for the NILI Summer Institute 2007, 2008, 2009, 2010  
•Worked as part of a team to develop curriculum for a K-5 Chinuk Wawa



immersion school for the Confederated Tribes of Grand Ronde

- 2004-2006      Coordinator of Second Language Acquisition for the Nüümü Yadoha Language Program, Owens Valley Career Development Center, Bishop, California
- Worked with Owens Valley Paiute (Eastern Mono), Mono Lake Paiute, Western Mono, Pakanapul (Tübatulabal), Kawaiisu, Yowlumni, and Wukchumni language communities
  - Created language content standards; designed course, unit and lesson plans; and created teaching materials in collaboration with language team members
  - Provided training on second language acquisition, second language teaching methods, basic linguistics, and curriculum design
  - Collaborated with language community members, other organizations, linguists, media technicians, and graphic artists to promote indigenous language use and proficiency
  - Obtained over \$20,000 in grant monies to fund a multi-part training in the use of Shoebox, lexicography software
- 2003              Co-Instructor for Linguistics 101, University of Oregon
- With co-instructor, created curriculum for 4-week summer course
  - With co-instructor, taught course, scored assignments, and assigned grades
- 1999-2004,  
2006-2008      University Supervisor for second language instruction in the Middle/Secondary Program, College of Education, University of Oregon
- Spanish, French, German, Japanese, and ELL supervision experience
  - Small-group seminars on issues in second language teaching
  - Frequent on-site observations of students with feedback
  - Liaison between middle and high school teachers and the university
- 1998-1999      Spanish/English teacher at North Bend High School in North Bend, Oregon
- Created and piloted Basic Spanish I course
  - Spanish IV and Basic English I
  - Forensics coach
- 1994-1998      Spanish/English teacher at Drummond Public Schools in Drummond, Montana
- 1<sup>st</sup>-8th grade Spanish
  - High school Spanish I and II
  - 7<sup>th</sup> grade English
  - High school English Fundamentals
  - Jr. Great Books coordinator, Odyssey of the Mind coach, numerous committees

## **Presentations**

- August 2013      "Ndenwémagnek: What We Can Learn from a Single Potawatomi Word" at the Potawatomi Language Conference in Dowagiac, Michigan
- December 2010      "Planning a Lesson: The CBI Approach" presentations at Nüümü Yadoha Program trainings in Lone Pine and Bishop, California
- March 2010      "Paka'anil Language, Pakanapul People, Tübatulabal Tribe" presentation at California American Indian Education Conference with Elizabeth Johnson, Santa Clara, California
- February 2008      "Working for Real Fluency" presentation at a Nüümü Yadoha Program training, Bakersfield, California
- March 2007      "Fluency Assessment" presentation with the Northwest Indian Language Institute at the Pshwayii Native American Language Teachers Conference
- March 2006      ETST X325, "Second language acquisition and teaching: an overview for indigenous language revitalization practitioners" 1-unit course taught through University of California Riverside Extension Program

June 2005	"Second Language Acquisition" at the Potawatomi Language Conference, Mayetta, Kansas
March 2005	"Frequently Asked Questions About Early Childhood Language Acquisition" at a Nüümü Yadoha Program workshop, Visalia, California
Sept. 2004	"Backwards Design" at an Advocates for Indigenous California Language Survival training, Barona, California

### **Fellowships, Awards, and Certifications**

2010, 2013	Part of Documenting Endangered Languages grant for Potawatomi dictionary
2009	Native Voices Endowment scholarship for Neshnabémwen study
2008-present	Oregon Basic Teaching Licence P-12 Spanish, 5-12 Language Arts, 5-12 ESOL
1999-2004	Graduate Teaching Fellow at the University of Oregon
2002	Oregon Benchmark IV oral assessor in Spanish
1998-2000	Oregon Teaching Certificate Basic Spanish, Basic Language Arts
1994-1999	Montana Teaching Certificate K-12 Spanish, 5-12 English
1993	Phi Beta Kappa, University of Kansas

### **Memberships and Service**

June 2014	Mentor for Tübatulabal participants at the Breath of Life institute in Berkeley, California
June 2011	Mentor for Tübatulabal participants at the Breath of Life institute in Washington, D.C.
Summer 2010-2013	Helped instruct three week-long Potawatomi language camps in the Hannahville Indian Community
2006-2007	Volunteer curriculum work for the Grand Ronde Tribe's Chinuk Wawa immersion school through the Northwest Indian Language Institute
Summer 2006	Volunteer for Prairie Band Potawatomi Nation Language and Cultural Department as a guest linguist and participant in Administration for Native Americans Language Revitalization through Immersion Techniques grant
2005-2006	Mentor for Pakanapul Master/Apprentice Language Learning Program team with the Advocates for Indigenous California Language Survival
2003-2004	Chair for GLOSS, the University of Oregon's organization of linguistics students
2002-2003	Treasurer for GLOSS
Fall 2002	Co-organizer of fall colloquium series "Endangered Languages and Language Revitalization," including local, regional, and expert guest speakers, two workshops, and a student panel on language oppression; fund-raised \$3600 for series
2001-2002	Vice chair for GLOSS
2000-2001	Meetings coordinator for GLOSS (founding year)
1999-present	Member of the Society for the Study of Indigenous Languages of the Americas
1998-2004	Member of the Confederation of Oregon Foreign Language Teachers
2000-2003	Steward, Graduate Teaching Fellows Federation

### **Languages**

Native speaker of English  
Intermediate proficiency and fieldwork in Potawatomi  
Intermediate knowledge of Odawa  
Beginner's knowledge of and fieldwork in Paka'anil (Tübatulabal)  
Fluent in Spanish  
Passive fluency in Portuguese

Reading knowledge of French  
Beginner's knowledge of Japanese



## **Employment History**

### **11/11-Present Educational Software Engineer**

Center for Applied Second Language Studies (CASLS), University of Oregon

Manage and engage in all levels of the online presence of the department from the upkeep of physical server hardware, virtual machine setup, Linux OS to the assorted web server software installations, shell scripting, threat mitigation and anything else predictable and otherwise that concern the reliable usability, upkeep and reliability of web applications. Design, build and deliver all aspects of LAMP solutions from the ground up. Supervise and mentor a junior programmer.

### **10/08-11/11 Educational Software Programmer**

Center for Applied Second Language Studies (CASLS), University of Oregon

Create, maintain and improve web-based applications and databases to support language acquisition assessment research activities. Applications supported were written primarily in PHP using Symfony 1.4 framework and MySQL database backend, though a number of other applications were based in Java and Python/Django. Participate in all levels of server setup Linux (Redhat and Ubuntu), system administration, automated backup scripts and VMWare vSphere hypervisor administration.

### **10/08-10/09 Senior Software Engineer**

Wellscape LLC, Eugene Oregon

Design and implement C#/ASP.NET custom web applications and back-end databases for clients. Requires working from often rough customer requirements, from life cycle start to finish, to produce polished web-based solutions.

### **2/06-10/08 Senior Applications Specialist, Export Compliance**

Symantec, Corp., Springfield, Oregon

Administer, modify, enhance and maintain TradeSphere™ export compliance application and associated Web interfaces, (Oracle) databases and Java code based expansions. Create SQL and PL/SQL scripts to report and modify data, often including ad hoc emergency data repair scripts to correct bad data in production environment. Design and test new Java, JDBC, SQL, HTML, XML and Javascript code. Follow code through entire Development-Production cycles. Write migration, and test documentation for code releases. Set up and maintain code base in Perforce and PVCS version control systems. Create and conduct technical training sessions for new staff.

### **8/04-2/06. Owner/Operator: Electronics and Computer Repair Technician and Consultant**

MGZIMA Technologies, Eugene, Oregon

(Same rolls as 2/93-1/95, below)

### **10/94-7/04 Senoir Systems Analyst, Business Applications**

Symantec, Corp., Springfield, Oregon

Design, develop, document and maintain a variety of customer to (Oracle) database two tier and three tier interface applications and components based on evolving business requirements. Model and implement relational database structures with attention toward high volume efficiency. Create and maintain web interfaces to various databases on Solaris (Unix) servers using HTML, Javascript and CSS driven by CGI's in Perl, Java (J2EE, JSPs and Servlets) and C++. Create, install and maintain monitoring scripts to report operation statistics and error conditions of high revenue customer facing web interfaces and applications. Install and configure Oracle 8.1 database, iPlanet Web server and Application server on Windows 2000 based servers. Create test harnesses for faceless middleware API's in Java J2EE Beans. Install and configure Apache Web

server and Jakarta/Tomcat servlet engine. Design and implement a web storefront with shopping cart and direct credit card processing capability, and concurrent database record updating, with pages available in 12 individual worldwide languages accounting for more than 250,000 web connections monthly. This system is responsible for netting the company several million dollars annually. As such, I have the responsibility of maintaining a 99.95% uptime service level, requiring 24/7 on call accessibility. Modify and create new structures and functions for the ERP system (database), as needed.

2/93-1/95      **Owner/Operator: Electronics and Computer Repair Technician and Consultant**  
MGZIMA Technologies, Eugene, Oregon

Diagnose and repair a wide variety of electronic equipment, both analog and digital. Provide consultation on computer software and hardware setup, troubleshooting and operation. Provide training and instruction for software usage. Design and set up database applications for small office requirements using primarily Filemaker Pro.

10/90-2/93      **Senior Technician / Technical Services Manager / Network Manager**  
TOTAL SYSTEMS Inc., Eugene Oregon

Install, troubleshoot and repair high speed 68030 and 68040 based accelerator cards for Macintosh workstations. Provide on-line technical support. Train product support staff. Author installation and tech manuals. Resolve third-party product compatibility issues. Design test jigs and peripheral cabling systems. Install all network wiring at new company site. Provide all network management. Design and assemble electronic devices to fill needs of R&D and production departments.

11/89-8/90      **Computer Repair Technician** (on contract)  
Lane County School District #4J; Eugene, Oregon.

Maintain and repair all Apple and Commodore computer equipment, including board-level diagnosis. Coordinate all Apple Service Center functions, and record keeping using Filemaker Pro database. Advise on all aspects of hardware, software and network use and installation throughout district.

7/89-3/90      **Electronics Design Technician** (on contract)  
Glen Canyon Software; Eugene, Oregon.

Research, design and develop computer interface hardware for use with Macintosh computers involving telephone system interface, high speed RS232 serial communication and A/D sampling circuits. Design, fabricate and assemble photo-mastered PCB's for use as product prototypes. Assist in software development.

1/88 - 6/89      **Electronics Technician,**  
Jones Academic Computer Center; University of Redlands, Redlands, California

Maintain and repair all electronic and mechanical equipment. Perform all Apple Computer product repairs, and maintain certification status for authorized Apple Computer repair site. Design and utilize database to maintain current inventory of replacement and standard components and to coordinate tracking for orders of new equipment and parts. Coordinate installation of new equipment. Coordinate installation of UNIX operating system on a VAX 11/750. Design and supervise installation of VAX and Mac workstation lab. Install and maintain network PBX including a campus wide T1 protocol data multiplexers for office terminal access. Installed and maintained multiple workstation networks and servers for MS-DOS and Macintosh, all with laser printer access. Perform custom installation of MS-DOS and Mac software. Design and implement central device usage monitoring and control system for all lab workstations.

7/86 - 12/87      **Preserve Manager,** Big Bear Valley Preserve  
The Nature Conservancy, 834 Market St, San Francisco, California

Maintain and and monitor all aspects of a 1200 acre wildlife preserve system. Restoration of damaged habitat for several species of endangered ice-age "pebble plain" plants. Coordinate "topping" of potential perch trees for the California bald eagle. Conduct field surveys of

special progress. Create custom flat database application in (Borland) Pascal for use with MS/DOS for recording, searching and viewing survey data. Install untold miles of barbed wire fencing. Police preserves. Conduct wildlife tours.

9/85 - 6/86     **Computer Lab Assistant, VAX 11/750 System Software Programmer**  
9/84 - 5/85     Fletcher Jones Academic Computer Center, University of Redlands, Redlands, California.

VAX system programming in BASIC and Pascal. Design of Macintosh compatible external hardware.

## **Education and Certification**

**Bachelor of Arts**     Computer Science with Application in the Field of Biology,  
University of Redlands, Johnston Center for Integrated Studies

**Certification**     **Oracle:** Database Modeling and Relational Database Design  
**Oracle:** Develop PL/SQL Program Units  
**Sun Microsystems:** J2EE Programming  
**Apple Computer:** Level Two Advanced Technician  
**Microsoft:** Window NT Administration  
**Digital Equipment Corp.:** Advanced VMS Operating System  
**IBM:** Various hardware platforms

## **Software Application Related Expertise**

**Linux**     Advanced knowledge of development and file system level command line (shell) operations. Considerable familiarity with administrative operations and shell scripts.

**Macintosh**     Advanced working skill with of all Mac operating systems from v6.0 through and including the latest releases of Mac OS X. Knowledge of low level Hierarchical File Systems and their associated Catalog and Extents B-tree structures and mapping tables.

**Windows**     I can and will when pressed to do so, or when there is a significant specific advantage in doing so.

**iOS**     Fledgling experience developing apps for iOS. Understanding of Xcode IDE, UI tools, and Objective C.

**Android**     Knowledgeable in the essentials of mobile app development. Completed several prototype apps utilizing important app components.

**iPlanet**     Installation, configuration and Administration of iPlanet Web server (v6), iPlanet Application Server (v6) for several Windows 2000 based workstation class machines.

**Apache**     Installation, configuration and administration of Apache, Tomcat on Mac, Linux and Windows.

**MySQL**     Installation, configuration and administration of MySQL servers. Advance understanding and facility with SQL Queries, stored procedures, triggers and indexes. High level of expertise in RDBMs design, implementation and optimization. Have created numerous advanced database back ends for web applications from the ground up. Have worked extensively and consistently with various databases for over 20 years.

**Oracle**     Installation and configuration of Oracle Database (v8.1) for Windows 2000 workstation class machines. Create and assistance in creation and optimization of Oracle databases for the Solaris (Sun Unix.) Design and/or participation in the design and maintenance of written database aware reporting components for the same, in C++, PL/SQL, Java and Perl.

## **Software Development**

**PHP** Over 8 years of active development experience with PHP. Familiar with Symfony and Yii frameworks for PHP. Experience with web front end and admin CRUD development.

**Java** Design written and support Java Applets, Applications, Servlets and J2EE Beans on and off since the release of Java 1.0. Have considerable experience with JSP's.

**C++** Writing and/or maintenance of numerous standalone and middleware applications on both the Solaris (gcc) Windows (MS C++) and Macintosh (Symantec C++)

**Perl** Writing and maintenance of a large-scale dynamic Web Storefront application in Perl which interfaced with database, and outside Financial Transaction Provider (Credit Card score/auth and billing). Design and implementation of a secure shopping cart style session tracking mechanism for insuring best effort reconnection of lost customer web sessions and minimizing accidental multiple billing accidents.

**Javascript/jQuery/AJAX** Active and frequent use in various past projects.

**HTML/CSS** Yes. A lot. Almost daily for the past 6 years.

## **Other Skills and interests**

**Aesthetic** Almost competent expertise with a variety of musical instruments including mandolin, guitar and piano. Embryonic but promising ability to read sheet music.

Concerned and conscientious environmentalist, with an earnest passion for the well being and welfare of local and global ecosystems. Socially responsible and caring, with a general focus toward fostering methods for peaceful solutions to the injustices and imbalances of our often imperfect worldwide human community.

**Electronics** I have been an electronic hobbyist since I was old enough to hold a soldering iron by the cool end. Have designed and build countless circuits both analog and digital, and hybrids thereof. Familiar with dedicated microcontrollers, both from the software and hardware ends. Recently designed a nifty transistor sorter from scratch which can discriminate PNP from NPN bipolar transistors using an Arduino Uno USB microcontroller.

**Written Word** Significantly above average ability to compose written documents both serious and frivolous intent. Have an excellent grasp of the English language, its forms and its proper punctuation! Possess a very strong vocabulary and have been sited repeatedly for my talent to compose precise yet accessible descriptive texts of difficult and complex topics. Have written dozens of technical documents for various projects and processes with which I have been involved, including user's manuals, development specifications, requirements gathering documents, as well as service and training manuals. Am periodically inspired to compose fictional material for personal amusement, correspondence and inadvertently for publication in the case of two or three such pieces.

**Miscellaneous** We (my partner and myself) are certified Foster parents with the Oregon Dept of Human Services and actively maintain a shelter care home for children in crisis.

# CARL BURNSTEIN

## SKILLS

Extensive experience with both hardware and software, knowledge of audio and video equipment setup and use, strong organizational and multi-tasking skills, proven leadership ability, excellent communication skills, and recognized as a highly motivated individual.

- Advanced HTML
- CSS
- JavaScript
- PHP
- MySQL, PgSQL
- Objective-C
- AJAX
- Python
- Java
- iOS/Android Development
- jQuery, jQuery UI
- Linux, LAMP
- Responsive Web Design
- MVC frameworks
- JIRA project management

## EXPERIENCE

### Educational Software Developer

The U of O Center For Applied Second Language Studies (CASLS) September 2011 - Present

- Responsible for designing, writing code, testing, and maintaining web-based application systems and databases used by language programs across the country.
- Consult with external funders to analyze their needs and develop, design, and code customized databases to meet those needs.
- Supervise student developer position.
- Lead role in budgeting and estimates for tech team projects.
- Computer software and hardware support.

### Information Technology Consultant

Self 2010 - Present

- Website design, development, and deployment for small business.
- Third-party hosting service (GoDaddy, Dreamhost, Rackspace, etc) setup and administration
- Wordpress setup, installation, and customizations including widgets, themes, and plugins.
- Technology equipment research, advice, and installation.
- Computer software and hardware support for Mac and Windows.

### eBusiness Club President

The University of Oregon 2011 - 2012

- General responsibilities of a University Club President such as general meeting organization, email communication, and project management.
- eBusiness club focuses on web development technologies and entrepreneurship, as well as a large emphasis on collaboration and learning.

### PC/Mac Troubleshooter and Student Programmer

The U of O Center For Applied Second Language Studies (CASLS) July 2010 - September 2011

- Computer software and hardware support.
- Involvement with web development and programming projects.

### Library Student Assistant 4

The U of O Center for Media and Educational Technologies (CMET) February 2009-September 2011

- Library Student Assistant with classroom technologies.
- Knowledge and experience with audio and video equipment such as HD video cameras, digital still cameras, and audio cables.
- Troubleshoot classroom technology equipment such as digital projectors, laptops, audio systems and Crestron and Extron switcher systems.

### Martial Arts Instructor

Shin's Family Martial Arts Center, Santa Clarita CA, 2004 - 2006

- Martial Arts Instruction: weapons, forms, sparring and basic martial arts for children; also private lessons.
- Member of the studio's Extreme Martial Arts Demo Team, and Weapons Demo Team.

## EDUCATION

University of Oregon, Eugene OR — Graduated in 2012

Bachelors of Science in General Social Sciences with a  
Concentration in Applied Economics, Business and Society  
Minor in Computer and Information Technologies (CIT)  
Minor in Music

West Ranch High School, Valencia CA — Graduated in 2008



## PROJECTS

### InterCom

InterCom is a weekly email newsletter that goes out to over 2000 subscribers nation wide.

- Redesigned web application from the ground up
- Responsive web design using Twitter Bootstrap
- Converted the PostgreSQL database to MySQL
- Major database redesign using relational database strategies

### Language Evaluation Website for GlobalExpo

I oversaw development of a language evaluation website for students at the University of Oregon who were applying to become student ambassadors for the GlobalExpo event being hosted by the university this year.

- Designed MySQL database using relational database model
- Yii PHP framework
- Worked with my student employee to develop and deploy the website.

### GetTogether

GetTogether is an application that allows you to create and share event information with friends and see what's going on in your community. My role as CTO involved:

- Overseeing development of the iOS app, Android app, and web service
- We outsourced the development through Elance.com to a team in India
- Responsible for communicating with the team of developers in India
- Added additional features to the apps and web service after completion of the beta
- Published the iOS and Android apps on their respective app stores.

### IdeaJam

IdeaJam was an interdisciplinary business competition that I started with the UO eBusiness club. Over the span of a weekend, students collaborated in teams of 4-5 to rapidly prototype eBusiness ideas.

### CMET ShotSlinger

CMET Shot Slinger is an iOS application that is now being used at the University of Oregon Center for Media and Educational Technologies(CMET)

- Developed the basic version of the app as a project for school
- Enhanced the basic version and added a QR code reader to the app
- Coded a website that generated QR codes of the delivery shots for the app to scan
- Published on the iOS App Store.

### Haha!

Haha! is a simple iOS application designed to encourage laughter as a daily health routine that the eBusiness club developed as a team. The club separated into teams and came up with a business and marketing plan, and designed and developed the application. We published the app on the iOS App Store.

**Christopher Holden**  
Honors College  
University of New Mexico  
April 8, 2013

**Education**

Ph.D. in Mathematics, May, 2008, University of Wisconsin-Madison, Specialization in Algebraic Number Theory and minor in Curriculum and Instruction, Dissertation: Mod 4 Galois Representations and Elliptic Curves, Advisor: Nigel Boston

Master of Arts in Mathematics, University of Wisconsin-Madison, May 2004

Bachelor of Sciences in Mathematics, University of New Mexico, December 2000, Minor in English

**Employment**

Assistant Professor in the University Honors Program/College, August 2008 – present, University of New Mexico

Project Assistant, Augmented reality game, curriculum, and research design, May 2006-July 2008, University of Wisconsin-System Administration

Teaching Assistant, Math for primary school teachers, August 2007-May 2008, University of Wisconsin Madison

Project Assistant, Math education research, August 2005-May 2007, Wisconsin Center for Educational Research

Mathematics Tutor, August 2002-May 2007, UW-Madison Housing Multicultural Student Center

Teaching Assistant, Trigonometry-Calculus 3, August 2002-May 2005, University of Wisconsin-Madison

Teaching Assistant, College Algebra, August 2001-August 2002, University of New Mexico

# Publications

## Articles in Refereed Journals

- Holden, C. (2014). The Local Games Lab ABQ: Homegrown Augmented Reality. *TechTrends*, 58(1), 42-48.
- Holden, C. L., & Sykes, J. M. (2011). Leveraging mobile games for place-based language learning. *International Journal of Game-Based Learning (IJGBL)*, 1(2), 1-18.
- Martin, J., Mathews, J., Jan, M., & Holden, C. (2008, June). Restructuring activity and place: augmented reality games on handhelds. In *Proceedings of the 8th international conference on International conference for the learning sciences-Volume 2* (pp. 35-42). International Society of the Learning Sciences.
- Holden, C.. Mod 4 Galois representations and elliptic curves. *Proceedings of the American Mathematical Society*.136. 31-39. 2008.
- Bieda, K., Holden, C., & Knuth, E.. Does proof prove?: Students' emerging beliefs about generality and proof in middle school. In *Proceedings of the North American Chapter of the International Group for the Psychology of Mathematics Education: Vol. 2*. Alatorre, S., Cortina, J., Sáiz, M., & Méndez, A. (Eds.). Universidad Pedagógica Nacional, Mérida, México. 395-402. 2006.

## Articles Appearing in Chapters in Edited Volumes

- Holden, C., Gagnon, D., Litts, B., & Smith G. (2014). ARIS - An open-source platform for widespread mobile augmented reality experimentation. In *Technology Platform Innovations and Forthcoming Trends in Ubiquitous Learning*, Mendes, M. (Ed.), 19-34.
- Holden, C. & Sykes, J. (2013). Mentira: A place-based mobile game for language learning. In *Cases on Digital Game-Based Learning: Methods, Models and Strategies*. Baek, Y. and Whitton, N. (Eds.). IGI Global.
- Holden, C. L., & Sykes, I. M. (2013). Complex L2 pragmatic feedback via place-based mobile games. *Technology in Interlanguage Pragmatics Research and Teaching*, 36, 155.
- Holden, C. & Sykes, J. (2013) Mentira - Prototyping Language-based locative gameplay. In *Mobile Media Learning: Amazing Uses of Mobile Devices for Learning*. Dijkers, S., Martin, J., and Coulter, B.. ETC Press, 2012.
- Holden C. The Not-So-Secret Life of Dance Dance Revolution: Learning the Right Lessons from the Game Where You Move Your Feet. In *Learning in Video Game Affinity Spaces*, Duncan, S. and Hayes, E. (Eds.). Peter Lang, 2012.
- Sykes, J. & Holden, C. Communities: Exploring digital games and social networking. In L. Ducate and N. Arnold, *CALICO Monograph*, 2011.
- Squire, K., Jan, M., Mathews, J., Wagler, M., Martin, J., DeVane, B., & Holden, C. (2007). Wherever you go, there you are: Place-based augmented reality games for learning. *The educational design and use of simulation computer games*, 265-296.

## Other Writings

### Posters in Edited Volumes

- Jan, M., Mathews, J., Holden, C., & Martin, J. (2008, June). Designing an augmented reality game-based curriculum. In *Proceedings of the 8th international conference on International conference for the learning sciences-Volume 3* (pp. 45-46). International Society of the Learning Sciences.
- Mathews, J., Holden, C., Jan, M. F., & Martin, J. (2008, June). Sick at South Shore beach: A place-based augmented reality game as a framework for building evidence-based arguments. In *Proceedings of the 8th international conference on International conference for the learning sciences-Volume 3* (pp. 89-90). International Society of the Learning Sciences.

## Digital Media Publications (Years are of initial creation)

I am part of a small informal team who has turned D. Gagnon's class project into accessible, open-source software for augmented reality storytelling, used by thousands across the globe.

### ARIS

Gagnon, D. et al (2008). ARIS. Open-source augmented reality authoring tool and game engine software.  
<http://arisgames.org>

### Selected ARIS Games/Projects

I am likely the most prolific user of ARIS for the design and use of augmented reality experiences. I have made dozens of games/tours/stories across a variety of educational contexts, alone and with others. A few of the more notable titles are listed here.

Diaz, N., Castillo, K., Holden, C. (2014). 'Analy. Augmented Reality game for revitalization of the Mojave Language. Aris://games/15426

McKnight, K., Holden, C., Sykes, J. (2013). Visitas de la Colonia. Augmented reality notebook for Spanish colonial literature students. Aris://games/11641

Holden, C. (2013) Om Nom Nom. Augmented reality game to explore non-violence, exercise, and player input in game design. Aris://games/9774

Holden, C. (2013). Opposites Attract. Virtual trading card logic game. Aris://games/7951

Holden, C. (2013). Golden Goose. Augmented reality game to explore micro-play and competition on a global scale. Aris://games/7701

Holden, C. (2013). Art Hunter @ELI 2013. Augmented reality game to demonstrate QR code based game design. Aris://games/5957

Sykes, J., Holden, C. (2012). Omicron Persei 8. Augmented reality scavenger hunt for Spanish TA orientation and training. Aris://games/

Holden, C., Dougherty, P., Minett, T. (2012). Rupee Collector. Augmented reality game for exercise. aris://games/3847

Mathews, J., Holden, C. (2012). Soundscapes. Augmented Reality game for exploring sound in the world. Aris://games/3774

Holden, C., Dikkers, S., Mathews, J., Martin, J. (2011). Shadow Capture. Augmented Reality game to explore art and photography. Aris://games/596

Holden, C. (2010). Garden Hunter. Augmented reality game for community garden mapping and conversation. aris://games/300

Mathews, J., Holden, C., Blakesley, C., Gagnon, D. (2010). Dow Day. Situated documentary. Aris://games/159

Holden C., Sykes J., Lemus L., Salinger A., & Roff, D. (2009). Mentira. Augmented Reality game and curriculum for Spanish 202 classes at UNM. aris://games/561, curriculum available upon request.

### Informal Public Writing: AR Game Design, Tutorials, and Documentation

I produce informal, public writing to document ARIS, support its users, and move forward conversations about place-based mobile games and learning.

Holden, C., et al (2013). ARIS – The Manual. Wiki documentation of ARIS. <http://manual.arisgames.org>

Holden, C. (2013). ARIS Training and Tutorial Documents. I write and organize (my and others') training and tutorial documents at <http://arisgames.org/make>.

Holden, C. (2012). Local Games Lab ABQ My blog about making mobile games and learning. Information about recent local games projects (small to medium in scope) can be found here as well.  
<http://localgameslababq.wordpress.com>

Holden, C. (2010). Mentira project homepage. <http://mentira.org>.

(2010). ARIS project homepage. <http://arisgames.org>. Gagnon, D. set up this site, but I have contributed around 50% of the content. Many others have contributed at a smaller level.

Holden, C., et al (2009). ARIS Documentation. I produced this Google doc as the first general documentation of ARIS for general users worldwide. <http://goo.gl/UYv7uN>.

(2009). ARIS Community Forum. <http://groups.google.com/groups/arisgames>. I am the primary support for the global community of ARIS authors. From simple technical tips, to sharing stories of implementations, to research discussions, I try to help everyone who has an idea or question. I am the most prolific contributor, with almost 1000 posts since 2009. There are 437 members and 45 posts per month.

### **Selected Earlier Augmented Reality Games (MIT's Outdoor Augmented Reality Platform)**

Mathews J., Holden C., Jan M., & Wagler, M. (2007). Riverside: A Milwaukee Game. Augmented Reality Game and Curriculum for Middle School Science, Social Studies, and the Language Arts. (design and curriculum available from UW Academic Co-Lab, 222 West Washington Avenue, Suite 470, Madison, WI 53703-2793).

Jan, M., Squire, K., Holden C., Wagler, M., & Matthews, J. (2007). Saving Lake Wingra. Augmented Reality Game and Curriculum for Middle School Science, Social Studies, and the Language Arts (design and curriculum available from UW Academic Co-Lab, 222 West Washington Avenue, Suite 470, Madison, WI 53703-2793).

Holden, C., & Devane, B. (2006). Hip Hop Tycoon. Augmented Reality Game Design and Curriculum for Middle School Math and Language Arts (design and curriculum available from UW Academic Co-Lab, 222 West Washington Avenue, Suite 470, Madison, WI 53703-2793).

### **Works in Progress**

Holden, C., Dikkers, S., Litts, B., & Martin, J. Mobile Media Learning: Iterations and Innovations. ETC Press. (Expected June 2014.)

# **Presentations and Workshops at Professional Meetings**

## **Invited**

Local Games in ABQ: connecting place and people through mobile. UNM Geography Colloquium. Albuquerque, NM. March, 2014.

The Local Games Lab: Innovation without a budget. UW-Madison Academic Technology Group. Madison, WI. January, 2014.

Teen ARIS Camp Reflections: What several Institutions learned from mobile game design with teens. Online Seminar. July, 2013.

What we learned at Camp: How design, mobile tech, and 70 tweens played in Chicago's public parks. Playtime Online (Institute of Play). November, 2012.

Mobile Place-Based Design Inside and Outside the Classroom. Workshop. UNM Office for the Support of Effective Teaching. August, 2012.

ARIS workshop: Designing Digital Game-Mediated L2 Learning Environments. Center for Educational Resources in Culture, Language, and Literacy: Games to Teach. Tucson, AZ. June, 2012.

Using ARIS to Build Mobile-Device Games that Enhance Learning. UNM Office for the Support of Effective Teaching. November, 2011.

Mobile-Game Design and Other Uses of Mobile Technology for Learning. UNM Office for the Support of Effective Teaching. September, 2011.

Up and Running: Making Mobile Games with ARIS. Educator Symposium: Games, Learning, and Society 7.0, Madison, WI. June, 2011.

ARIS Game Design Workshop. American Folklore Society. Madison, WI. March, 2011.

ARIS design jam. Mobile game design workshop and presentation to faculty. University of Wisconsin-Madison. November, 2010.

ARIS and mobile game design for learning. Presentation to the Center for Honors, Scholars, and Leadership. University of Northern Colorado. October, 2010.

The Design and Play of Mobile Games for Learning. MSET 593, UNM. September, 2010.

Tapping into the Power of Mobile for your Classroom. Workshop. UNM Office for the Support of Effective Teaching. September, 2010.

Up and Running: Making Mobile Games with ARIS. Educator Symposium. Games, Learning, and Society Conference. Madison, WI. June, 2010.

Mobile Learning Summit. Games, Learning, and Society Conference. Madison, WI. June, 2010.

ARIS and mobile game design for learning and leadership. Presentation to the Center for Honors, Scholars, and Leadership. University of Northern Colorado. June, 2010.

Mentira: Augmented Reality Handheld Games and Language Learning. IDEX, University Honors Program, Albuquerque, NM. October 2009.

RSS: another way to read the internet. IDEX, University Honors Program, Albuquerque, NM. March 2009.

Videogames and learning. Presentation to the City of Madison Public Librarians. Madison, WI. September, 2007.

Student centered social studies activities: Augmented reality games on handhelds. Presentation to the annual conference of the Wisconsin Center for Social Studies, Madison, WI. March, 2007.

Heegner Points and the Conjecture of Birch and Swinnerton-Dyer. Presentation to the Number Theory Seminar, UW-Madison. February, 2007.

Level lowering and raising conjectures mod  $p^n$ . Presentation to the Mathematical Sciences Research Institute Graduate Workshop in Computational Number Theory: Computing With Modular Forms, UC-Berkeley. August, 2006.

Galois representations and elliptic curves. Presentation to the Number Theory Seminar, University of Illinois Urbana-Champaign. April, 2006.

Galois representations and elliptic curves. Presentation to the Number Theory Seminar, UW-Madison. February, 2006.

Nonelliptic mod  $p$  Galois representations for all  $p > 5$ . Presentation to the Number Theory Seminar, UW-Madison. October, 2005.

## Refereed

Adventures in Augmented Reality for Language Learning. CALICO. Athens, OH. May, 2014.

Mobile Media Learning Classroom Practices and Integration. American Educational Research Association Annual Meeting. San Francisco, CA. April, 2013.

How Augmenting Reality Through Mobile Devices Helps Students Learn Academic Content. American Educational Research Association Annual Meeting. San Francisco, CA. April, 2013.

Local Games: Connecting Curriculum to Place through Mobile Technology. Educause Learning Initiative Annual Meeting. Denver, CO. Feb., 2013.

Local Games Lab ABQ - Mobile game prototyping to develop student-centered learning opportunities. Success in the Classroom: Sharing Practices that Work. Office for the Support of Effective Teaching, UNM. Feb., 2013.

Place-Based Mobile Game Design: A New Leadership Context. International Leadership Association Annual Conference. Denver, CO. Oct., 2012.

Building Locative Games with ARIS. Meaningful Play. East Lansing, MI. Oct., 2012.

Mobile Media Learning Classroom Practices and Integration . Meaningful Play. East Lansing, MI. Oct., 2012.

Mobile Game Design in the Community. International Symposium for Electronic Art: Machine Wilderness. Sept., 2012.

Community Engagement: Leveraging Place-Based Mobile Games for L2 Teaching and Learning. American Association of Teachers of Spanish and Portuguese Annual Conference. San Juan, PR. July, 2012.

ARIS Mobile Platform: Stories from the Field. Games, Learning, and Society 8.0, Madison, WI. June, 2012.

ARIS: Designing Mobile Games to Connect Learning and Place. Games, Learning, and Society 8.0: Educators Symposium, Madison, WI. June, 2012.

Mobile Game Design in Honors. Western Regional Honors Council Annual Conference. Albuquerque, NM. April, 2012.

Envisioning Knowledge Building Curricula at UNM through Place-Based Mobile Game Design. UNM OSET Success in the Classroom: Sharing Practices that Work. Albuquerque, NM. February, 2012.

Digital Games for Second Language Acquisition: Opportunities and Future Directions. American Council for the Teaching of Foreign Languages. Denver, CO. November, 2011.

Sustaining an Open Source Platform for Developing Mobile Learning Experiences. Open Education Conference. Park City, UT. October, 2011.

Augmented reality mobile game design as pedagogy of place. National Collegiate Honors Council National Conference. Phoenix, AZ. October, 2011.

ARIS for mobile place-based game design. New Media Consortium Summer Conference. Madison, WI. June, 2011.

Mobile Iterations: Framing Mobile Game Development towards Sustainable Communities of Practice. Games, Learning, and Society 7.0, Madison, WI. June, 2011.

Mobile Game Design as a Springboard. Games, Learning, and Society 7.0, Madison, WI. June, 2011.

Local Games in Albuquerque: Studying the city using place-based mobile game design. UNM Success in the Classroom: Sharing Practices that Work. Albuquerque, NM. February, 2011.

Leveraging Mobile Games for Place-based Learning. Games, Learning and Society Conference. Madison, WI. June, 2010.

Mobile Games and Education: Extending the Boundaries (Symposium). Games, Learning and Society Conference. Madison, WI. June, 2010.

Mentira: Mobile Place-based Games and Language Learning. Success in the Classroom: Sharing Practices that Work. OSET, University of New Mexico, Albuquerque, NM, February 2010.

Creating New Contexts: Augmented Reality Mobile Games for Language Learning. 31st Annual Southwest/Texas Popular and American Culture Association, Albuquerque, NM, February 2010.

Place-Based Mobile Games for Language Acquisition: Engaging Learners as Designers. EDUCAUSE Learning Initiative (ELI) 2010 Annual Meeting, Austin, TX, January 2010

Innovative Technologies and L2 Curricula: Immersive Gaming and Mobile Environments. 43rd Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). San Diego, CA, November 2009.

The Mathematical Experience: A Math Class Centered on Student Agency. National Collegiate Honors Council Conference 2009.

All of Us Smarter Together: Building Honors Community through CMC. National Collegiate Honors Council Conference 2009.

It's a Beautiful Day in the Neighborhood: Developing Place-Based, Augmented Reality Games for Language Learning. Games, Learning, and Society 5.0, Madison, WI, presentation June 2009.

Games for learning and the Struggle for Relevance and Meaning in Math Education. Games, Learning, and Society 5.0, Madison, WI, poster presentation June 2009.

When Kids Play at School: A Look at Informal DDR Clubs in School Settings. Games, Learning, and Society. Madison, Wisconsin, July 10-11, 2008.

Students Designing Augmented Reality Games. Games, Learning, and Society. Madison, Wisconsin, July 10-11, 2008.

A Comparison of Augmented Reality (AR) Platforms. Games, Learning, and Society. Madison, Wisconsin, July 10-11, 2008.

Gaming My Community: Kids Designing Local Video Games. American Educational Research Association 2008 Annual Meeting. New York, March 24-29, 2008.

American Educational Research Association 2008 Annual Meeting "Gaming My Community: Kids Designing Local Video Games in and about their Urban Neighborhood" Division C-Learning and Instruction / Section 7: Technology Research. New York, March 24-29, 2008.

Place-based augmented reality games for learning: An experience in design-based research. Interactive workshop and presentation. Games, Learning, and Society. Madison, WI. July 2007.

Wherever you go, there you are: Place-based augmented reality games for learning. In K. Squire (Chair), symposium at the annual meeting of the American Education Research Association, Chicago, IL. April, 2007.



Does proof prove?: Students' emerging beliefs about generality and proof in middle school. Presentation to the meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mérida, México. November, 2006.

# Research Funding

## UNM

### Past

Mobile Technologies for the Facilitation of Place-based, Hands-on Learning  
Sykes, J., Holden, C.  
University of New Mexico  
Research Allocation Grant  
May 1, 2009 – September 30, 2009, \$9,526.

Mobile-Place Based Learning  
Holden, C.  
University of New Mexico  
Teaching Allocation Grant  
March, 2011 - December, 2011, \$4,870.

UNM Language Learning Lab  
Mentira Support \$10k

## ARIS

### Past

UW-Madison ENGAGE \$8K  
Pearson Foundation via New Learning Institute for Smithsonian \$14K  
Wisconsin Institute for Discovery Town Center \$10K  
Wisconsin Institute for Discovery Town Center R&D \$10K  
UW-Madison ENGAGE Adaptation Award \$6K

### Present

Minnesota Historical Society \$60K  
Library of Congress – Teaching with Primary Sources Initiative \$30K  
UW-Madison ENGAGE Mobile Learning Incubator \$1M (3yrs) (Does not fund ARIS. ARIS is the basis for founding MLI)  
Pearson Foundation via New Learning Institute for Smithsonian \$20K  
Jewish Historical Society \$2K

### Applied for – not received

UNM Equipment Funding 2014  
\$15K

UNM Teaching Allocation Grant 2014  
\$5K

UNM-McCune Charitable Foundation 2014  
NM Virtual Education Project  
Castillo, T., Lamadrid, E., Lovata, T., Holden, C.  
\$18K

UNM-McCune Charitable Foundation 2013  
Mobile Design Workshops for NM Youth Instructors  
\$25K

ARIS – Make a Game, Game Your World. Mozilla Foundation, Badges for Lifelong Learning, \$200K. Finalist. March, 2012.  
MinnSmarts, Badges for Lifelong Learning, \$200K. Finalist. March, 2012.

# Teaching

## Undergraduate Student Mentoring

Rosstin Ahmadian

- Spring, 2014. UHON 499 – Games and Learning.

Gianna May

- Summer/Fall 2013. *Quest for the City of Gold*. UHON 499 - ARIS game for the Albuquerque Museum.
- Game was publicly launched at the Albuquerque Museum's Family Day in August, 2013.
- Book chapter submitted to *Mobile Media Learning: Innovations and Iterations* in November, 2013.
- To be presented at the Western Regional Honors Conference, April, 2014.
- Spring, 2013. Game On! Challenge. Mobile Game Design for getting kids outdoors.

Earl Shank

- Spring, 2013. UHON 499 – Truchas Economic Development, Game Design Independent Study. Earl presented his design at the Games+Learning+Society Playful Learning Summit in June, 2013.

Anthony Thompson

- Spring, 2013. UHON 499 – Truchas Economic Development, Game Design Independent

Study. Cameron MacInnis

- Doctor Your Future – ARIS game for health. Spring 2013.

Claire Trost

- Spring, 2012. Student Teacher. UHON 302 - Games for Change.
- Fall, 2011. Student Teacher Prep. UHON 302 - Games for Change.

Alyssa Concha

Fall 2011

- Student Teacher – UHON 401 Local Games in Albuquerque
- Co-presenter – Augmented reality mobile game design as pedagogy of place. National Collegiate Honors Council National Conference. Phoenix, AZ. October, 2011.

Summer 2011

- Co-presenter – Mobile Game Design as a Springboard. Games, Learning, and Society 7.0, Madison, WI. June, 2011.

Spring 2011

- Organizer – ARIS Global Game Jam. Multiple Sites. April, 2011.
- Invited designer – ARIS spring design jam. Madison, WI. March, 2011.
- Co-presenter - Local Games in Albuquerque: Studying the city using place-based mobile game design. UNM Success in the Classroom: Sharing Practices that Work. Albuquerque, NM. February, 2011.
- Lead - Sustainability Studies Game Project
- Student Teacher Prep - UHON 401 Local Games in Albuquerque.

Audrey Altwies

- Spring 2011. UHON 499 – Mathematics Teaching Independent Study.

Kaylyn Peters

- Spring 2011. UHON 499 - ARIS Game Design Independent Study.

Julie Do.

- Spring 2011. UHON 499 - ARIS Game Design Independent Study.

John Tennison

- Fall 2010-Spring 2011. Student Teacher - UHON 222 Journey Through Genius.

Casey Holland

- Fall 2010-Spring 2011. Student Teacher - UHON 402 Games, Learning, and Society.

Jordan Parro

- June - December, 2009. Mathematics Made Almost Bearable (video series).

## Classroom Teaching

\* indicates a student teacher in the classroom, † indicates a newly designed course

2014. Spring. Mathematical Impossibilities: Real and Imaginary. 12 †

2014. Spring. Mathematics in the World: Journey Through Genius. 15 †

2013. Spring. Games for Change. 12

2013. Spring. Journey Through Genius. 14

2012. Fall. Local Games in Albuquerque. 14

2012. Fall. Legacy of Algebra. 17

2012. Spring. Games for Change. 302. 11 \*†

2012. Spring. Journey Through Genius. 222. 17

2011. Fall. Local Games in ABQ. 401. 15.\*†

2011. Fall. Legacy of Algebra. 121. 18. †

2011. Spring. Games, Learning, and Society. 402. 17.\*†

2011. Spring. Journey Through Genius. 222. 17.\*

2010. Fall. Local Games in Albuquerque. 401. 15. †

2010. Fall. The Mathematical Experience. 221. 16.

2010. Spring. Journey Through Genius. 222. 16.

2009. Fall. Games, Learning, and Society. 401. 17.

2009. Fall. The Mathematical Experience. 221. 17.

2009. Spring. New Media Literacies. 402. 8. †

2009. Spring. Journey Through Genius. 222. 18.

2008. Fall. Games, Learning, and Society. 401. 17. †

2008. Fall. The Mathematical Experience. 221. 16. †

## Educational Outreach

## Open Workshop Series for Faculty and Students

Open Mobile Makerspace. Weekly Workshops. UNM. Fall, 2012.

ARIS weekly design workshops. UNM. Spring, 2011. Fall, 2011.

## Game Jams

Mobile Technology Winter Jam – Madison, WI. January, 2014.

ARIS Design Jam – Madison, WI. August, 2012.

Organizer – ARIS Octojam. Madison, WI. October, 2011.

Organizer and Instructor – ARIS Global Game Jam. April, 2011.

ARIS Design Jam – Madison, WI. March, 2011.

ARIS Design Jam – Madison, WI. October, 2010.

## ARIS Community Meetings

Organizer - Playful Learning ARIS Summit. Madison, WI. June, 2014.

Organizer - Playful Learning ARIS Summit. Madison, WI. June, 2013.

ARIS User Summit. Pearson Foundation: New Learning Institute. San Francisco, CA. February, 2013.

## Training and Professional Development Workshops

Student/Faculty Workshop: Introduction to Local Games. UNM. May, 2014.

ARIS for German Language Learning. Rollins College. Winter Park, FL. April, 2014.

Spring ARIS Workshop. University of New Mexico. April, 2014.

Mobile Game Design for Indigenous Language Revitalization. Fort Mojave, AZ. February, 2014.

Mobile Game Design for Language Learning. Workshop. Symposium for Indigenous Knowledge and Digital Literacies. Tucson, AZ. November, 2013

Mobile Games and Learning. Workshop series. UNM – School of Nursing. June, 2013.

Mobile Game Design Toolkits. Minnesota State University – Mankato. April 2013.

Mobile Design Workshop. Arizona State University: School of International Letters and Cultures. Tempe, AZ. Sept., 2012.

Mobile Game Design as Knowledge Building. UHP Coffee & Conversation. Professional Development Seminar. UNM. February, 2012.

Mobile Game Design for Learning. Suleyman Demirel University, Isparta-Turkey. December, 2011.

ARIS – Place-Based Mobile Games for the Classroom and Beyond. MSET 593: Digital Game Based Learning. UNM. November, 2011.

Library of Congress – Teaching with Primary Sources. Intro to Mobile Game Design for Learning and Building History Games using LoC Materials. March, 2011.

Augmented Reality Games for Learning. MSET 593: Digital Game Based Learning. UNM. November, 2010.

Introduction to augmented reality gaming curriculum and design. Training workshop for teachers. Madison, WI. August, 2007.

Introduction to augmented reality gaming curriculum and design. Training workshop for teachers. Milwaukee, WI. July, 2007.

Introduction to augmented reality gaming curriculum and design. Training workshop for teachers. Oconomowoc, WI. March, 2007.

Introduction to augmented reality gaming curriculum and design. Training workshop for teachers. Milwaukee, WI. July, 2006.

### **Guest Lectures**

ARIS Workshop: Tours for Language Learning. Design Collective 503. Portland State University. Portland, OR. February, 2014.

ARIS Game Design. Workshop. SPAN 431 – Colonial Literature. UNM. November, 2013.

Mobile Game Development and Health IT. MGMT 639: Healthcare IT. UNM. April, 2013.

ARIS Game Design Workshop. Mobile Game Design workshop for students in the Information Technology Academy. Madison, WI. April, 2011.

Games, Learning, and Mobile. Presentation to UHON 402 - On the Order of Disorder. March, 2011.

Mobile Games and Sustainability. Presentation to SUST 434 Sustainability Perspectives and Innovations. January, 2011.

Mobile Game Design for Learning. Presentation to DIG 6788C Digital Production & Game Design. University of Florida. Gainesville, FL. January, 2011.

Mobile game design as a research methodology. Presentation to UHON 301- City as Text. UNM. October, 2010.

The design and play of mobile games for learning. Presentation to MSET 593 Digital Game Based Learning. UNM. September, 2010.

Videogames and Complexity. Presentation to UHON 402 - On the Order of Disorder, UNM. March, 2010.

### **Graduate Student Mentoring**

Ahmed Alshlowiy. Spring, 2014. Language Learning and Games. LLSS 591. UNM.

Sara McGinnis. Summer, 2013. Games and Learning. OILS 591. UNM.

Heather Mendoza. Spring, 2011-present. Doctoral Dissertation Committee. Organizational Learning and Instructional Technology. UNM.

Francisco Garcia. Fall 2012-present. Doctoral Dissertation Committee. Organizational Learning and Instructional Technology. UNM.

Jon Renner. Fall 2012. Mobile AR game design for middle school science education. Grand Canyon University.

Linda Lemus. Summer, 2009-Fall, 2010. Department of Spanish and Portuguese. UNM.

Adrienne Gonzales. Fall, 2010. Department of Spanish and Portuguese. UNM.

# Service

## Reviewing

Language, Learning, and Technology. 2013-present.

Games, Learning, and Society Annual Conference. 2009-present.

## Administrative work with professional societies

Community Manager: ARIS Authors Community. 2011 – present.

Member of Advisory Board: UMIGO (\$32M DoE grant under R2L initiative). 2011-present

ARIS Design Team. 2009-present.

Organizer. Games, Learning, and Society Conference Committee. 2006-2009.

## Administrative work in Department, College, University committees

### University

UNM Instructional Assessment Workgroup. 2012-present. – This group is tasked with researching and replacing UNM's current method for the evaluation of instruction (IDEA).

Teaching Enhancement Committee. 2012-present. – This committee exists to promote, support, and investigate quality teaching at UNM.

Chair - Outstanding Lecturer/Associate Faculty of the Year Selection Committee. 2013.

Teaching Allocations Grant Selection Committee. 2012-2013.

Claude Outstanding Senior Awards Selection Committee. 2013-present.

UNM Open Source Learning Community. 2010-present.

Regents Scholarship Selection Committee. 2011-present.

Barry M. Goldwater Scholarship Preliminary Selection Committee. UNM. 2010-present.

Faculty Advisor: Game Developers Club. 2011-2013.

Faculty Advisor: Board Game Club. 2011-2013.

### Honors College

Distinguished Honors Fellows Selection Committee. 2014. I reviewed and rated applications for UNM professors to become Distinguished Honors Fellows.

Honors Awards Application. 2014. I reviewed and revised the criteria for the many awards given to Honors students and developed a form for faculty to submit nominations.

Honors Major Selection Committee. 2014-present. I evaluate applications submitted by potential majors in Honors.

Honors Major BA Application and Process. 2014. I developed the application forms and process to accept majors into our college.

Honors Math Discussions, Fall 2013. I attended and helped Honors student Jason Baker organize and recruit for weekly meetings for informal mathematics discussion for interested students across campus.

Honors IT Infrastructure. 2012-present. I am responsible for identifying needs (organizational, faculty, classroom), producing a coherent vision around them, and working with UNM IT to fund and implement that vision.

Honors Curriculum Development. 2012-3. I helped design Program Learning Outcomes, a Certificate, Minor, and Major for our college.

Math Core Course Development. 2012-3. Created a framework under which Honors courses will be offered for core credit in Math.

Committee to Determine Joint Appointments. 2011. Honors asked me to draft guideline language regarding offering joint appointments for tenure track positions.

Revision of University Honors Senior Exit Materials. 2010-2011. I oversaw the revision of the materials used for our graduation process.

Retention and Graduation Rates in Honors. 2010-2011. I examined student retention and graduation records in Honors to support programming and recruitment strategies.

Faculty Advisor: Honors Student Advisory Council, 2009-2012. HSAC was a long-standing student organization run through Honors. I assisted them in developing and meeting their goals for community service, political action at UNM, and programming.



**CURRICULUM VITAE**  
**Barbara Armstrong Lafford**

Prof. Barbara A. Lafford  
School of Letters and Sciences  
[REDACTED]

Phone: [REDACTED]  
Fax: [REDACTED]

**EDUCATION**

Cornell University, Ithaca, NY, Ph.D. in Romance Linguistics, 1982.  
Minors: Spanish Linguistics, Applied Linguistics  
Thesis topic: Dynamic synchrony in the Spanish of Cartagena, Colombia: The influences of linguistic, stylistic and social factors on the retention, aspiration and deletion of syllable and word final /s/.  
Dissertation director: Prof. Linda R. Waugh, Professor of Romance Linguistics  
Cornell University, Ithaca, NY, M.A. in Romance Linguistics, 1977.  
Middlebury College, Middlebury, VT, B.A. in Spanish, Summa Cum Laude, 1973.

**ADMINISTRATIVE EXPERIENCE**

Writing Program Administrator, Faculty of Languages and Cultures, School of Letters and Sciences, Phoenix Downtown Campus, Fall 2007 to present  
Faculty Director/Head, Faculty of Languages and Cultures, School of Letters and Sciences, Phoenix Downtown Campus, Fall 2007 to present  
Interim Director of the Spanish Translation Program, School of International Letters and Cultures, Fall 2006 to present.  
Professor in Charge, Faculty of Languages and Cultures, School of Interdisciplinary Studies, Phoenix Downtown Campus, Fall 2006-Fall 2007  
Coordinator of Spanish, Portuguese and Romanian Section, Department of Languages and Literatures, Arizona State University, Fall 2002-Spring 2005..  
Director and T.A. Supervisor for 300-400 Spanish Language Program: SPA 313, 314, 412 (all conversation/composition courses) and SPA 413 (Advanced Grammar) 2004-2005.  
Director, Translation Certificate Program, Arizona State University, Jan. 2001-Jan 2004.  
Associate Dean, College of Extended Education, Arizona State University, 1996-1999.  
Co-Director, ASU Summer Program in Cuernavaca, Mexico, 1996-97.  
Founder and Director, ASU Summer Program in Cuernavaca, Mexico, 1995.  
Academic Advisor and Internship Coordinator for Spanish language programs abroad, International Programs Office, fall 1994-Spring 1996.  
Faculty Intern, International Programs Office, fall 1993-Spring 1994.  
Director and T.A. Supervisor of 300-level Spanish Language Program: SPA 311, 312, 313, 314, 1986-88; 1992-1994.  
Director and T.A. Supervisor of Elementary Spanish Language Program: SPA 101-102, 1980-1984; fall 1988-Fall 1989.

Resident Director of ASU study abroad program in Granada, Spain, Spring 1990.  
Co-coordinator of Spanish Section, 1982-1984.

## TEACHING EXPERIENCE

Professor of Spanish, School of International Letters and Cultures, Arizona State University, August 2007 to present.  
Professor of Spanish, Department of Languages and Literatures, Arizona State University, May 2004-2007.  
Associate Professor of Spanish, Department of Languages and Literatures, Arizona State University, 1988-2004.  
Assistant Professor of Spanish, Department of Foreign Languages, Arizona State University, 1982-1988.  
Lecturer in Spanish, Department of Foreign Languages, Arizona State University, 1980-82.  
Teaching Assistant, Department of Modern Languages and Linguistics (D.M.L.L.), Cornell University: Spanish 203, 1978-79.  
Teacher, Centro Colombo-Americano, Cartagena, Colombia: English as a Foreign Language, Spring 1978.  
Student Teacher, Ithaca City Schools, Ithaca, NY: Spanish II and IV, Fall 1976.  
Instructor and Curriculum Developer, D.M.L.L., Cornell University: Spanish 123, Summer 1977.  
Teaching Assistant, D.M.L.L., Cornell University: Spanish 131-132, 1976-77.  
Teaching Assistant, D.M.L.L., Cornell University: Spanish 101-102, 1974-76.

## COURSES TAUGHT

### *Undergraduate courses*

#### Language courses

SPA 101/102 Elementary Spanish (live class and Independent Learning)  
SPA 201/202 Intermediate Spanish (Independent Learning)  
SPA 311/312 Spanish Conversation  
SPA 313/314 Spanish Conversation/Composition  
SPA 413 Advanced Spanish Grammar  
SPA 494 Spanish Grammar and Stylistics (for the professions)

#### Linguistics courses

FLA 400 Introduction to Linguistics  
SPA 400 Introduction to Spanish Linguistics  
SPA 417 Spanish Phonetics and Phonology  
SPA 420 Spanish Applied Linguistics

*Graduate Courses*

FLA/SLC 515	Second Language Acquisition
FLA/SLC 598	Research Methods for Linguists
FLA 598	Introduction to Linguistics
FLA 598	Technology in the Language Classroom
SPA 540	History of the Spanish Language
SPA 541	Spanish Language in America
SPA 543	Structure of Spanish
SPA 544	Spanish Phonology
SPA 598	Introduction to Spanish Linguistics
SPA 598	Spanish Applied Linguistics

**PROGRAM DEVELOPMENT**

Since 1988, I have improved existing programs and have developed several new programs and initiatives at ASU in order to expand professional development opportunities for students:

- Study Abroad Programs in Cusco, Perú and Santiago, Dominican Republic with an emphasis on Internships/Service Learning, language learning, and culture (Summer 2011, 2012-)
- Spanish Minor/Certificate for the Professions, School of Letters & Sciences, Downtown Phoenix campus (May 2010-)
- English/Writing Program in the Faculty of Languages and Cultures, School of Letters and Sciences, Phoenix Downtown Campus (English composition courses) (Fall 2007- )
- Spanish Program in the Faculty of Languages and Cultures at the Phoenix Downtown Campus (Fall 2006- present)
- Spanish Translation Certificate, Director, 2001-2004; Interim Director, 2006-present.
- Study Abroad Programs
  - Granada, Spain: established course equivalencies, served as Resident Director in Spring 1990.
  - Cuernavaca, Mexico: established a summer study abroad program in Cuernavaca, Mexico, 1995.
  - Mexico City & Cuernavaca, Mexico: established a two-week study tour for MBA students from ASU, 1998.
  - Mérida, Mexico: helped to establish summer study abroad program in Mérida, Mexico, 2004.
  - Internships (for undergraduate students)
  - Phoenix metropolitan area (public and private sector) for translation and other types of internships.
  - Cuernavaca, Mexico, in partnership with the Center for Bilingual and Multicultural Studies, several Mexican businesses and social service agencies.
  - Graduate Certificates
- Certificate in Linguistics (approved 5/03)

## PROFESSIONAL DEVELOPMENT

I have taken several professional development workshops throughout my career at ASU. In addition to workshops in linguistics at other institutions, I have participated in several workshops offered by the Center for Learning and Teaching Excellence (e.g., collaborative and student-centered learning, assessment [which I immediately applied to the creation of the Spanish assessment plan for majors], budget preparation) and the Information Technology unit (e.g., myASU, Blackboard, distance learning).

## CERTIFICATIONS:

ACTFL certification to be an Oral Proficiency Tester (1990-94).  
Permanent Secondary Certification to teach Spanish (7-12) in New York State

## LANGUAGE PROFICIENCY

Superior level rating in Spanish on the ACTFL Oral Proficiency Interview  
Advanced level rating in French on the ACTFL Oral Proficiency Interview  
Intermediate level linguistic abilities in Portuguese and German

## PUBLICATIONS

### EDITED VOLUMES

Lafford, B. (Ed.) (2014). *Goals of collegiate learners and the standards for foreign language learning* by S. S. Magnan, D. Murphy, & N. Sahakyan. *Modern Language Journal* 2014 monograph, 98(s1), 1-293.

Lafford, B. (Ed.) (2012). *Languages for specific purposes in the United States in a global context: Update on Grosse and Voght (1991)*, *Modern Language Journal*, 96(s1).

Lafford, B. (Ed.) (2010). *Realizing advanced FL writing development in collegiate education: Curricular design, pedagogy, assessment*, by H. Byrnes, H.M. Maxim, & J. Norris. *Modern Language Journal* 2010 monograph, 94(s1), 1-235.

Lafford, B. (Ed.). (2009). *Technology in the service of language learning: Update on Garrett (1991) trends and issues*. Second Focus Issue of the *Modern Language Journal*, 93(5), 673-887

Collentine, J., García, M. E., Lafford, B., Marín, M. (Eds.) (2009). *Selected proceedings of the 2007 Hispanic Linguistics Conference*. Somerville, MA: Cascadilla Proceedings Project.

Lafford, B. (Ed.) (2008). *Language learning in study abroad: Case studies of*

*Americans in France*, by Celeste Kinginger. *Modern Language Journal* 2008 monograph, 92(s1), 1-131.

Lafford, B. (Ed.) (2007). Second language acquisition reconceptualized?: Current perspectives on the impact of ideas raised by Firth & Wagner (1997). First Focus Issue of the *Modern Language Journal*, 91(5). 733-942.

Salaberry, R., & Lafford, B. (Eds.). (2006). *The art of teaching Spanish: Second language acquisition from research to praxis*. Georgetown Univ.Press.

Lafford, B., & Salaberry, R. (Eds.). (2003). *Spanish second language acquisition: State of the science*. Georgetown: Georgetown University Press.

Lafford, B., & Shockey, M. (Eds.). (1993). *Culture and context: perspectives on the acquisition of cultural competence in the foreign language classroom*. Tempe, AZ: Southwest Conference on Language Teaching,

Lafford, B. (Ed.). (1987). *Central America and the Caribbean: Today and tomorrow*. Tempe, AZ: Center for Latin American Studies, Arizona State University.

## TEXTBOOKS

Lafford, B., & Lafford, P. (1983). Workbook to accompany *Vida y Voces*, intermediate Spanish text by Philip D. Smith, C. Ben Christensen and David E. Wolfe. Boston: Heinle and Heinle, 293 pages.

## REFEREED ARTICLES

Lafford, B., Abbott, A., & Lear, D. (submitted). Spanish in the professions and in the community. *Journal of Spanish Language Teaching*, special issue on teaching Spanish in the United States, edited by Jesús Sánchez-García and Manel Lacorte.

King de Ramírz, C. & Lafford, B. (submitted). Spanish for the professions: Cultivating Cultural intelligence in LSP programs. *Cuadernos de ALDEEU*. Special issue on Languages for Specific Purposes, edited by Michael Doyle.

Lafford, B., Lafford, P. & Sykes, J. (2007). Entre dicho y hecho....: An assessment of the application of second language acquisition and related research to the creation of Spanish CALL materials for lexical acquisition. *CALICO Journal*, 24(3). 497-529.

Lafford, P., & Lafford, B. (2005). CMC technologies for teaching foreign languages: What's on the horizon. *CALICO Journal*, 22(3), 679-709.

- Segalowitz, N., Freed, B., Collentine, J., Lafford, B., Lazar, N., & Díaz-Campos, M. (2004). A comparison of Spanish second language acquisition in two different learning contexts: Study abroad and the domestic classroom. *Frontiers*, 10(4), 21-38.
- Lafford, B. (2004). The effect of the context of learning (classroom vs. study abroad) on the use of communication strategies by learners of Spanish as a second language. *Studies in Second Language Acquisition*, 26(2), 201-26.
- Lafford, B. (2000). Spanish applied linguistics in the twentieth century: A retrospective and bibliography (1900-99). *Hispania*, 83(4), 711-32.
- Lafford, B., & Ryan, J. (1995). The acquisition of lexical meaning in a study abroad context: the semantic functions of POR and PARA in the interlanguage of beginning intensive students in Granada, Spain. *Hispania*, 78, 528-47.
- Ryan, J., & Lafford, B. (1992). Acquisition of lexical meaning in a study abroad environment: SER and ESTAR and the Granada experience. *Hispania*, 75, 714-22.
- Newfield, M., & Lafford, B. (1991). The origin of the specious: the creation and interpretation of puns. *Language and Style*, 24(1), 77-89.
- Lafford, B., & Collentine, J. G. (1989). The telltale targets: an analysis of access errors in the speech of intermediate students of Spanish. *Lenguas Modernas*, 16, 143-62.
- Lafford, B. (1989). Is functionalism a fact?: Data from the Caribbean. *Hispanic Linguistics*, 3(1), 49-74.
- Lafford, B., Collentine, J. (1987). Lexical and grammatical access errors in the speech of intermediate/advanced level students of Spanish. *Lenguas Modernas*, 14, 87-112.
- Lafford, B. (1987). Providing comprehensible input for advanced conversation classes in university settings. *Italica*, 64(2), 278-97.
- Lafford, B. (1980/1985). El nuevo conservadurismo en el caribe hispánico: El habla de Cartagena, Colombia. *Boletín de la Academia Puertorriqueña de la Lengua Española*, VIII(2), 72-90.

## BOOK CHAPTERS

- Lafford, B. (2014). Preface to *Goals of collegiate learners and the standards for foreign language learning* by S. S. Magnan, D. Murphy, & N. Sahakyan. *Modern Language Journal*, 98(s1), iv-viii.

- Lafford, B., & Uscinski, I. (2013). Study abroad and second language Spanish. In K. Geeslin (Ed.), *Handbook of second language Spanish* (pp. 386-403). Boston: Wiley-Blackwell.
- Lafford, B. (2012). Languages for specific purposes in the United States in a global context: Commentary on Grosse and Voght (1991) revisited. Introduction to the third Focus Issue, *The evolution of languages for specific purposes: Update on Über Grosse and Voght (1991) in a global context. Modern Language Journal*, 96(s1), 1-27.
- Magnan, S., & Lafford, B. (2012). Learning through immersion during study abroad. In S. Gass (Ed.), *Handbook of second language acquisition* (pp. 525-540). New York, NY: Routledge.
- Lafford, B. (2010). Preface to *Realizing advanced FL writing development in collegiate education: Curricular design, pedagogy, assessment*, by H. Byrnes, H.M. Maxim, & J. Norris. *Modern Language Journal* 2010 monograph, 94(s1), iv-vi.
- Lafford, B. (2009). Toward an ecological CALL: Update to Garrett (1991). Introduction to the second Focus Issue. *Technology in the service of language learning: Update on Garrett (1991) trends and issues, Modern Language Journal*, 93(s1), pp. 673-96.
- Smith, B., & Lafford, B. (2009). The evaluation of scholarly activity in Computer-Assisted Language Learning. In B. Lafford (Ed.), *Technology in the service of language learning: Update on Garrett (1991) trends and issues, Modern Language Journal*, 93(s1), 868-83.
- Lafford, B. (2008). Preface to *Language learning in study abroad: Case studies of Americans in France* by Celeste Kinginger. *Modern Language Journal* 2008 monograph, 92(s1), pp. iii-vi.
- Lafford, B. (2008) Response to a chapter by D. Woolsey, From theory to research: Contextual predictors of 'estar + adjective' and the study of the SLA of Spanish copula choice. In P. Guijarro-Fuentes & K. Geeslin (Eds.), *Language acquisition, language variation and copula choice in Spanish*. Special volume of *Bilingualism: Language and Cognition*, 11(3), pp. 297-300.
- Lafford, B. (2008). ¿Necesito estudiar en el extranjero para aprender bien otro idioma? In J. Ewald & A. Edstrom (Eds.) *Perspectivas: El español a la luz de la lingüística* (pp. 205-216). Sommerville, MA: Cascadilla Press.

- Lafford, B. (Ed.) (2007). Second language acquisition reconceptualized?: Current perspectives on the impact of ideas raised by Firth & Wagner (1997). Introduction to the volume. First Focus Issue of the *Modern Language Journal*, 91(s1), 735-56.
- Salaberry, R.S., & Lafford, B. (2006). The art of teaching Spanish: From research to praxis (Introduction). In R. M. Salaberry & B. Lafford (Eds.), *The art of teaching Spanish: From research to praxis* (pp. 1-22). Washington, DC: Georgetown University Press.
- Lafford, B., & Collentine, J. (2006). The effects of study abroad and classroom contexts on the acquisition of Spanish as a second language: From research to application. In R. M. Salaberry & B. Lafford (Eds.), *The art of teaching Spanish: Second language acquisition from research to praxis* (pp.103-126). Washington, D.C.: Georgetown University Press.
- Lafford, B., & Salaberry, R. (2003). Introduction. In B. Lafford & R. M. Salaberry (Eds.), *Spanish second language acquisition: State of the science* (pp. 1-15). Georgetown University Press.
- Lafford, B., Collentine, J.G., & Karp, A. (2003). The acquisition of lexical meaning by second language learners: An analysis of general research trends with evidence from Spanish. In B. Lafford & R. M. Salaberry (Eds.), *Spanish second language acquisition: State of the science* (pp. 130-159). Georgetown University Press.
- Lafford, P., & Lafford, B. (1997). Learning language and culture with Internet technologies. In M. D. Bush & R. M. Terry (Eds.), *Technology-enhanced language learning* (pp. 215-62). Chicago: National Textbook Company.
- Lafford, B. (1995). Getting into, through and out of a situation: a comparison of strategies used by students of Spanish--abroad and those 'at home.' In B. Freed (Ed.), *The linguistic impact of study abroad* (pp. 97-121). Philadelphia: John Benjamins Press.
- Turnham, M., & Lafford, B. (1995). Sex, class and velarization: The linguistic, social and stylistic functions of the velarization of /s/ in the youth of Madrid. In P. Hashemipour, R. Maldonado, & M. Van Naerssen (Eds.), *Studies in language learning and Spanish linguistics in honor of Tracy D. Terrell* (pp. 313-39). San Francisco: McGraw-Hill.
- Lafford, B. (1986). El valor diagnóstico-social del uso de ciertas variantes lingüísticas en el español de Cartagena, Colombia. In R. Nuñez Cedeño, I. Páez Urdaneta, & J. M. Guitart (Eds.), *Estudios sobre la fonología del español del Caribe* (pp. 53-74). Caracas: La Casa de Bello (Colección Hispanoamericana de Lingüística).



## CONFERENCE PROCEEDINGS

- Lafford, B. (2013). The next frontier: A research agenda for exploring experiential language learning in international and domestic contexts. In J. Cabrelli Amaro, G. Lord, A. de Prada Pérez, & J. E. Aaron. *Selected Proceedings of the 16th Hispanic Linguistics Symposium* (pp. 80-102). Somerville, MA: Cascadilla Proceedings Project.
- King, C., & Lafford, B. (2013). Spanish for the professions: Program design and assessment. In L. Sánchez-López (Ed.), *Scholarship and teaching on languages for specific purposes*, pp. 31-41. Birmingham, AL: University of Alabama digital collections.
- Lafford, B., & Petersen, M. (2007). Spanish for educators: Planning for the D.E.L.T.A. doctorate language requirement. In D. C. Thompson & F. E. Crampton (Eds.), *Exploring contested intersection of democracy, social justice, and globalization* (33 pages). UCEA Conference Proceedings for Convention 2006. Available online at: <http://coe.ksu.edu/ucea/2006/LaffordUCEA2006.pdf>
- Lafford, B. (2006). The effects of study abroad vs. classroom contexts on Spanish SLA: Old assumptions, new insights and future research directions. In C. Klee & T. Face (Eds.), *Selected proceedings of the 7th conference on the acquisition of Spanish and Portuguese as first and second languages* (pp. 1-25). Somerville, MA: Cascadilla Proceedings Project.
- Salaberry, R., & Lafford, B. (2004). La contribución de las perspectivas lingüísticas, cognitivas y socio-culturales para el entendimiento del desarrollo del español como segunda lengua. *Actas del XIII Congreso Internacional de la Asociación de Lingüística y Filología de la América Latina (ALFAL)*, San José, Costa Rica: Universidad de Costa Rica. 2002.
- Lafford, B. (1988). La sincronía dinámica en el español de Cartagena, Colombia. In *Actas del VI Congreso Internacional de la Asociación de Lingüística y Filología de la América Latina (ALFAL)* (pp. 509-525). Mexico D.F.: UNAM.
- Lafford, B. (1986). Ser y estar: una nueva dimensión. In J. G. Moreno de Alba (Ed.), *Actas del II Congreso internacional sobre el español de América* (pp. 553-66). Mexico D.F.: UNAM.

## ENCYCLOPEDIA ENTRIES

- Waugh, L., & Lafford, B. (2000). Markedness. In *Ein internationales Handbuch zur Flexion und Wortbildung. An International Handbook on Inflection and Word*

-Formation (pp. 271-81). New York: Walter de Gruyter.

Waugh, L., & Lafford, B. (1994). Markedness. *The encyclopedia of language and linguistics* (pp. 2378-83). London: Pergamon Press.

### PROFESSIONAL NEWSLETTER ARTICLES/NOTES

Lafford, B., & Lafford, P. (2002). The use of internet technologies to integrate the national foreign language standards in a cultural learning scenario format. *LOTE CED*, 5(3), 8-9. Reprinted from *CLEAR News*, 5(1), 1, 6-8.

Lafford, B., & Lafford, P. (2001). The use of Internet technologies to integrate the national foreign language standards in a cultural learning scenario Format. *CLEAR News*, 5(1), 1, 6-8.

Lafford, B. (1999). El uso del español en la lingüística aplicada: barreras y soluciones. *Hispania*, 82(2), 180-82.

### REVIEW ARTICLE

Lafford, B. (2004). Review of *TELL MeMore Spanish*, Auralog. *Language Learning and Technology*, 8(3), 21-34.

Lafford, B. (1992). Review article of *Estudio sociolingüístico del español de las Palmas de Gran Canaria* by José Antonio Samper Padilla. *Hispanic Linguistics*, 5(1-2), 445-68

### REVIEWS

Lafford, B. (2013). Review of *Corpus-informed research and learning in ESP: Issues and applications*. A. Boulton, S. Carter-Thomas, & E. Rowley-Jolivet, 2012. *Modern Language Journal*, 97(4), 1016-1017.

Lafford, B. (2012). Review of *Specialized languages in the global village*. C. Pérez-Llantada & M. Watson (Eds.), 2011. *Modern Language Journal*, 96 (4), 635-636.

Lafford, B. (2011). Review of *Comunicación eficaz para los negocios: Curso de conversación, recursos y vocabulario*, M. DePrada & M. Pilar, 2010. *Modern Language Journal*, 95 (4), 683-685.

Lafford, B. (2009). Review of *Conversation analysis and language for specific purposes*, H. Bowles & P. Seedhouse (Eds.), 2007. *Modern Language Journal*, 93(1), 114-116

- Lafford, B. (2008). Review of *Temas de turismo*, C. Rosa de Juan et al., 2006. *Modern Language Journal*, 92(3), 500-501.
- Lafford, B. (2005). Review of *The handbook of applied linguistics*, Alan Davies & Catherine Elder, 2004. *Studies in Second Language Acquisition*, 27(3), 491-92.
- Lafford, B. (2005). Review of *Applied Linguistics*, Guy Cook, 2003. *Studies in Second Language Acquisition*, 27(3), 470-472.
- Lafford, B. (2004). Review of *Controversies in applied linguistics*, B. Seidlhofer (Ed.), 2003. *Studies in Second Language Acquisition*, 26(3), 483-85.
- Lafford, B. (2002). Review of *Lingüística aplicada a las lenguas extranjeras*, R. Salaberri & M. Sagrario (Eds.), 1999. *Modern Language Journal*, 86(1), 152-54.
- Lafford, B. (2001). Review of *Evaluation in text: Authorial stance and the construction of discourse*, S. Hunston & G. Thompson (Eds.), 2000. *Modern Language Journal*, 85(2), 313-14.
- Lafford, B. (2000). Review of *Discourse analysis in the language classroom: Vol. 1 The spoken language*, H. Riggenbach, 1999. *Modern Language Journal*, 84(1), 137-38.
- Lafford, B. (1999). Review of *¡Búscaló! (Look it up!) A quick reference guide to Spanish grammar and usage*, W. Clarkson & G. Campos, 1998. *Modern Language Journal*, 83(1), 155-56.
- Lafford, B. (1998). Review of *Manual de estilo*, J. L. Martínez Albertos & L. Santamaría Suárez, 1997. *Modern Language Journal*, 82(3), 447-48.
- Lafford, B. (1997). Review of *Contrastive rhetoric: cross-cultural aspects of second language writing*, U. Conner, 1996. *Modern Language Journal*, 81(2), 255.
- Lafford, B. (1996). Review of *Latin American Spanish*, J. Lipski, 1994. *Language*, 72(4), 821-25.
- Lafford, B. (1985). Review of *Curso de gramática histórica española*, T.A. Lathrop, 1984. *Hispania*, 68(2), 330-31.
- Lafford, B. (1984). Review of *Morphology*, M. F. Bergquist, 1983. *Rocky Mountain Review*, 38(4), 236-37.

Lafford, B. (1984). Review of *The communicative syllabus: evolution, design and implementation*, J. Yalden, 1983. *Modern Language Journal*, 68(1), 68.

Lafford, B. (1982). Review of *The theory of grammatical relations*, J. Bowers, 1981. *Rocky Mountain Review*, 36(2), 127-29.

**SCHOLARLY PAPERS PRESENTED** (Papers on technology are listed in a later section.)

**INTERNATIONAL**

Research interests and needs in languages for specific purposes in higher education in the United States: A survey study. Co-presented with Lourdes Sánchez-López and Mary K. Long. Second International Symposium on Languages for Specific Purposes 2014, University of Colorado at Boulder April 17-19, 2014.

LSP program development and assessment: Spanish for the Professions. Co-presented with Carmen King. First International Symposium on Languages for Specific Purposes University of Alabama at Birmingham, April 13-14, 2012.

Contribuciones complementarias de perspectivas lingüísticas, cognitivas y socio-culturales para el entendimiento del desarrollo del español como segunda lengua. Co-presented with Rafael Salaberry. Asociación de Lingüística y Filología de la América Latina (ALFAL). San José, Costa Rica, February 2002.

The usefulness of the concept of co-existing discourse worlds in the analysis of NS and NNS narratives. 12<sup>th</sup> World Congress of Applied Linguistics (AILA-International Association of Applied Linguistics), Tokyo, Japan, August 1999.

La lingüística aplicada en *Hispania*: política de publicación y procedimientos. American Association of Teachers of Spanish and Portuguese (AATSP). Madrid, Spain, August 1998.

La función semántica de las preposiciones POR y PARA en el interlenguaje de estudiantes anglohablantes. Co-presented with John M. Ryan. ALFAL, Veracruz, Mexico, April 1993.

Ser y estar: una nueva dimensión, II Congreso sobre el español de América, Mexico City, January 1986.

Rige el funcionalismo en el habla de Cartagena, Colombia? ALFAL, Sto. Domingo, Dominican Republic, September 1984.

El nuevo conservadurismo en el caribe hispánico: el habla de Cartagena, Colombia. Seventh Annual Symposium on Caribbean Dialectology, San Juan, Puerto Rico,

October 1982.

La sincronía dinámica en el español de Cartagena, Colombia. ALFAL, Phoenix, Az., September 1981.

## **NATIONAL**

Spanish for educators: Planning for the D.E.L.T.A. doctorate language requirement. Co-presented with Michelle C. Petersen. University Council for Educational Administration, San Antonio, TX, November 2006.

The effect of study abroad vs. classroom learning contexts on the acquisition of Spanish as a second language: Pedagogical and programmatic implications for intermediate and advanced learners. Co-presented with Joseph Collentine, Northern Arizona University. Georgetown University Roundtable (GURT), March 2005.

Conducting research on the effect of classroom vs. study abroad contexts on SLA. Research workshop co-presented with Joseph G. Collentine. National Association of Foreign Student Advisers (NAFSA), Salt Lake City, May 2003.

Symposium: Context of learning as a variable in second language acquisition. Member of panel. American Association of Applied Linguistics, Arlington, VA, March 2003. (This was the venue for the members of the CIEE research project to present their research.)

The use of communication strategies by classroom and study-abroad learners. Co-presented with J. Collentine, B. Freed, N. Segalowitz, M. Díaz-Campos, and N. Lazar. SLAT Interdisciplinary Roundtable, University of Arizona, Tucson, AZ, March 2003.

Acoustic analysis of voiceless initial stops in the speech of study abroad and regular class students: Context of learning as a variable in Spanish second language acquisition. Co-presented with M. Díaz-Campos, N. Lazar, B. Freed, N. Segalowitz, and J. Collentine. Hispanic Linguistics Symposium/Acquisition of Spanish as a First and Second Language Conference, Iowa City, October 2002.

The development of linguistic complexity in a study-abroad context by foreign-language learners of Spanish. Co-presented with J. Collentine, B. Freed, N. Segalowitz, M. Díaz-Campos, and N. Lazar. Hispanic Linguistics Symposium/Acquisition of Spanish as a First and Second Language Conference, Iowa City, October 2002.

Theoretical perspectives on the acquisition of Spanish as a second language: State of the science. Colloquium organizer. American Association of Applied Linguistics,

Salt Lake City, Utah, April 2002.

What can a qualitative approach tell us about SLA?: examples from case studies of Spanish L2 Narratives. American Association of Applied Linguistics, Stanford, CT, March 1999.

Toward a variable “native norm”: the development of narrative structure in the acquisition of Spanish as a second language. American Association of Applied Linguistics, Seattle, WA, March 1998.

The development of tense/aspect relations in L2 Spanish narratives: evidence to test competing theories. Second Language Research Forum, Tucson, AZ, October 1996.

Discourse strategies of second language learners of Spanish: classroom vs. study abroad settings. Research Perspectives on Applied Linguistics and Language Acquisition, Columbus, OH, November 1995.

Communicative strategies of Spanish L2 students: study abroad vs. classroom settings. American Association of Applied Linguistics, Long Beach, CA, March 1995.

Paronomasia viewed from a Jakobsonian structuralist semantic theory. Co-presented with Madeleine Newfield. Modern Language Association, New York, NY, December 1986.

## **REGIONAL**

Discourse strategies of second language learners of Spanish. Rocky Mountain Modern Language Association (RMMLA), Spokane, WA, October 1995.

Getting into, through and out of a situation: a comparison of strategies used by students of Spanish--abroad and those 'at home.' RMMLA, Colorado Springs, CO, October 1994.

La interacción de poder/solidaridad y factores sociales en el uso de los pronombres en el español de Antioquia y Caldas, Colombia. Co-presented with Lucia Idárraga. RMMLA, Denver, CO, October 1993.

The acquisition of lexical meaning in a study abroad environment: the Spanish prepositions POR and PARA. Co-presented with John Ryan. RMMLA, Tempe, AZ, October 1992.

Acquisition of lexical meaning (SER vs. ESTAR) in a natural environment: The Granada experience. Co-presented with John Ryan. RMMLA, Tempe, AZ, October 1991.

The saga continues: An analysis of access errors in the speech of intermediate students of Spanish. Co-presented with Joseph G. Collentine. RMMLA, Las Cruces, NM, October 1988.

Lexical and grammatical access errors in the speech of Intermediate/Advanced level students of Spanish. Co-presented with Joseph G. Collentine. RMMLA, Spokane, WA, October 1987.

SER and ESTAR: A new dimension. RMMLA, Provo, UT, October 1985.

Is functionalism a fact? RMMLA, El Paso, TX, October 1984.

Social and linguistic constraints on language change in Cartagena, Colombia. RMMLA, Phoenix, AZ, October 1983.

## **INVITED TALKS**

The Next Frontier: A Research Agenda for Exploring Experiential Language Learning in International and Domestic Contexts. Plenary talk. Hispanic Linguistics Symposium, University of Florida, October 2012.

Advancing the field of languages for specific purposes: Insights and models. Panel moderator and co-presenter with Sonia Colina, Viviana Cortes, and Joseph Collentine. CIBER annual conference. University of North Carolina, Chapel Hill, March, 2012.

Advancing the field of languages for the professions: How to conduct research and successfully publish in languages for the professions. Workshop given with Sonia Colina, Viviana Cortes, and Joseph Collentine. CIBER annual conference. University of North Carolina, Chapel Hill, March, 2012.

Variation in the acquisition of Spanish L2 pragmatic competence 'at home' and abroad: Context, methods, and outcomes. Invited panelist on pragmatic variation. Hispanic Linguistics Symposium, Indiana University, October 2010.

SLA reconceptualized?: Firth and Wagner 10 years later. Keynote panel moderator for the SLA Graduate Student Symposium at the University of Wisconsin, Madison, April 2008.

E-portfolios for Language Learning Assessment: An Application Workshop. Co-presented with Peter A. Lafford. Workshop given as part of the SLAT colloquia series at the University of Arizona, April 2007.

CMC technologies and tasks for teaching foreign languages: The shape of things to come. Co-presented with Peter A. Lafford, Keynote address at the Northeast Association of Language Learning Technology (NEALLT), Philadelphia, PA. April 2006.

The effects of study abroad vs. classroom contexts on Spanish SLA: Old assumptions, new insights and future research directions. Plenary session. Eighth Annual Hispanic Linguistics Symposium/Seventh Annual Acquisition of Spanish as a First and Second Language Conference, University of Minnesota, Minneapolis, October 2004.

DVD Pedagogy workshop for faculty in Modern Languages and Literatures. Co-presented with Peter A. Lafford. Invited under a Title VI grant to give a workshop at St. Lawrence University, Canton, NY, May 2003.

Spanish professional development programs at Arizona State University. Keynote address given at the inaugural meeting of the Arizona Interpreters and Translators Association (AITA), April 2003.

The effect of the context of learning (classroom vs. study abroad) on the use of communication strategies by students of Spanish as a second language. Invited under a Title VI grant to speak at the University of Florida, Gainesville, FLA, February 2003.

The use of computerized DVD to facilitate the acquisition of organizational and pragmatic competence. Co-presented with Peter A. Lafford. Invited under a Title VI grant to speak at Florida International University, February 2003.

The use of internet technologies to integrate the National Foreign Language Standards in a learning scenario format. Invited panelist in nationally-televised McGraw-Hill Teleconference on the Internet and Second Language Instruction. Long Beach, CA, October 2000. Since I was unable to participate physically in this teleconference (due to my mother's illness) Peter Lafford read my presentation for me and participated on the panel in my absence.

Co-existing discourse worlds and the analysis of NNS and NS narratives: case studies from Spanish. Keynote address, Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics, University of Texas, Austin, April 1999.

Technology in the classroom: Internet-based activities. Co-presented with Peter A. Lafford. Keynote address given at the AZTESOL conference in Yuma, AZ, April 1997.

The acquisition of narrative structure by second language learners of Spanish.



Presentation given at the University of Southern California, February 1996.

Second language acquisition of discourse strategies in study abroad and classroom environments. Presentation given as part of the symposia series sponsored by the Committee on Linguistics, Arizona State University, October 1994.

Colombia: Land of contrasts. Department of Foreign Languages Symposium, Arizona State University, April 1981.

## **PRESENTATIONS/WORKSHOPS ON PEDAGOGY AND TECHNOLOGY**

### **NATIONAL**

Evaluating online foreign language faculty: Issues and instruments. Co-presented with James Wermers, Carmen King de Ramirez. Computer Assisted Language Instruction Consortium (CALICO). Athens, OH, May 2014.

Interdisciplinary digital approaches to the teaching of online languages for specific purposes courses. Co-presented with James Wermers, Carmen King de Ramirez, and Peter Lafford. Computer Assisted Language Instruction Consortium (CALICO). Manoa, Hawaii, May 2013.

Digital narratives and gaming for teaching language and literature. Panel organizer. Modern Language Association, Seattle, WA, January, 2012.

Bringing cultural authenticity to the classroom with iPads and flip-cameras. To be co-presented with Peter Lafford and Michelle Petersen at the annual meeting of the American Council on the Teaching of Foreign Languages, Denver, CO, November, 2011. Cancelled due to family emergencies.

Toward the Normalization of CALL: Using the iPad and Flip Camera in the Language Classroom. Workshop co-presented with Peter Lafford and Michelle Petersen. Computer Assisted Language Instruction Consortium (CALICO). Victoria, BC, May 2011.

Social networking: Web 2.0 applications for the teaching of languages and literatures. Panel organizer. Modern Language Association, Los Angeles, January, 2011.

Just Googling Around: Interaction and Innovation for Language Learning. Workshop co-presented with Peter A. Lafford and Julie Sykes. Computer Assisted Language Instruction Consortium (CALICO). Amherst, MA, June 2010.

The use of E-Portfolios for L2 assessment: Reflection and evaluation. Co-presented with Michelle Petersen. Modern Language Association, San Francisco, CA,

December 2008.

E-portfolios as language assessment tools: Lessons learned from implementation.

Co-presented with Michelle Petersen and Peter A. Lafford. American Council on the Teaching of Foreign Languages, Orlando, FL, November, 2008.

The use of e-Portfolios in Spanish language teaching: Update on a case study.

Co-presented with Michelle Petersen and Peter A. Lafford. Computer Assisted Language Instruction Consortium (CALICO), San Francisco, May 2008.

A quality analysis of CALL journals. Co-presented with Bryan Smith. Computer

Assisted Language Instruction Consortium (CALICO), San Francisco, May 2008.

The use of e-portfolios in language teaching: Some case studies. Co-presented with

Peter A. Lafford and Michelle Petersen. Computer Assisted Language Instruction Consortium (CALICO), Texas State University, San Marcos, TX, May 2007.

Digital editing and podcast production workshop. Co-presented with Peter Lafford.

Computer Assisted Language Instruction Consortium (CALICO), University of Hawai'i, Honolulu, HI, May 2006.

CMC technologies for teaching foreign languages: What's on the horizon? Co-presented

with Peter Lafford. Computer Assisted Language Instruction Consortium (CALICO), Michigan State University, East Lansing, MI, May 2005.

Entre dicho y hecho: an assessment of the application of second language

acquisition and related research to the creation of Spanish CALL materials. Co-presented with P. Lafford and J. Sykes. CALICO, Carnegie Mellon University, Pittsburgh, Pennsylvania, June 2004.

Conducting L2 CMC research: A panel discussion of methodologies, models and

Techniques. Co-presented with J. Scott Payne and Steven Thorne. CALICO, University of Ottawa, Ottawa, Canada, May 2003.

Second language CMC research: A poster session of research reports and

pedagogical applications. Co-organized with J. Scott Payne and Steven Thorne, as a follow-up to the panel session, in order to exemplify the different types of CMC research that has been carried out. CALICO, University of Ottawa, Ottawa, Canada, May 2003.

The use of computerized DVD to facilitate the acquisition of pragmatic competence:

Six degrees of comprehension. Co-presented with Peter A. Lafford. CALICO, University of California, Davis, CA, March 2002.

The use of computerized DVD to facilitate the acquisition of pragmatic competence: Six degrees of comprehension. Co-presented with Peter A. Lafford. Microcomputers in Education Conference (MEC). Tempe, AZ, March 2002.

Standards and technology in language teaching. Co-presented with Gail Guntermann and Peter A. Lafford. CALICO, University of Arizona, Tucson, AZ, June 2000.

Computer mediated communication in the language lab: foundation, implementation, and results. Co-presented with Peter A. Lafford and Michael Cottam. CALICO, Miami University, Oxford, OH, June 1999.

Foreign language sites on the World Wide Web: hands-on browsing. Workshop given with Peter A. Lafford. Microcomputers in Education Conference (MEC), Tempe, AZ, March 1997.

The use of on-line technologies to acquire the target language and culture. Co-presented with Peter A. Lafford. American Council on the Teaching of Foreign Languages (ACTFL), Philadelphia, PA, November 1996.

Yesterday's renovation: today's lab--- How is it really working? Co-presented with Peter A. Lafford. CALICO, Middlebury College, Middlebury, VT, June 1995.

Integrating technology into the curricula: after the workshop's over. Co-presented with Walter Oliver, Peter Lafford and Dan Brink. CALICO, Flagstaff, AZ, March 1994.

What's happening in today's language labs? MEC, Tempe, AZ. Workshop given with Paul R. Estes and Peter A. Lafford, March 1994.

Designing Courseware with HYPERCARD. Workshop given with Mark D. Larsen. American Association of Teachers of Spanish and Portuguese. Phoenix, AZ, August 1993.

## **REGIONAL**

Google docs & maps: Collaboration and discovery for language teaching. Presentation given with Peter A. Lafford. Southwest Conference on Language Teaching (SWCOLT), April 2010. Best of Arizona presentation.

The use of Internet-based voice technology to facilitate second language acquisition Co-presented with Peter A. Lafford, Rocky Mountain Modern Language Association, Missoula, MT, October 2003.

The use of DVD technology to teach conversation and pragmatics in the foreign

language classroom. Co-presented with Peter A. Lafford. Rocky Mountain Modern Language Association, Scottsdale, AZ, October 2002.

The use of Internet technologies as bridges to the target language and culture. Co-presented with Peter A. Lafford. Region VI Conference, University Continuing Education Association (UCEA), Portland, OR. October, 1997.

The use of technology to teach language and culture. Workshop given with Peter A. Lafford and Paul R. Estes. Southwest Conference on Language Teaching (SWCOLT), April 1998.

Implementation of a state of the art language learning facility: dreams and realities. Workshop given with Paul R. Estes and Peter A. Lafford. SWCOLT, Tempe, AZ, April 1993.

## **STATE**

Google docs & maps: Collaboration and discovery for language teaching. Presentation given with Peter A. Lafford. Arizona Association of Teachers of Spanish and Portuguese, February 2010. Best of Arizona presentation.

Current Research in Language and Language Teaching, co-presented with Dr. Helene Ossipov and graduate students from ASU, to showcase our graduate students' research. This session has been scheduled regularly for the past few years. Arizona Language Association (AZLA). Glendale, AZ, September 2001-present.

Google Docs and Maps: Collaboration and discovery for language teaching, workshop co-presented with Peter A. Lafford. Arizona Language Association (AZLA), Phoenix, AZ, September, 2009. Voted Best of AZLA.

The use of e-Portfolios in Spanish language teaching: Update on a case study. Co-presented with Michelle Petersen and Peter A. Lafford. Arizona Language Association (AZLA), Phoenix, AZ, September, 2008.

Computer-Mediated communication technologies and task-based activities for teaching foreign languages. Co-presented with Peter A. Lafford. Arizona Language Association (AZLA). Tucson, AZ, October, 2006.

DVD in the language classroom: Six degrees of comprehension. Co-presented with Peter A. Lafford. Arizona Language Association (AZLA). Wickenburg, AZ, September 2001.

Standards and technology in language teaching. Co-presented with Gail Guntermann and Peter A. Lafford. AZLA, Tucson, AZ, September 2000.

How 2 chat in Y2K: chat software for the language lab. Presentation given with Peter A. Lafford. AZLA, Tempe, AZ, September 1999.

The use of computer technologies to teach language and culture. Workshop given with Peter A. Lafford. AZLA, Tempe, AZ, September 1998.

E-mail and electronic communication in the Foreign Language Classroom and Workshop given with Peter A. Lafford, AZLA, Phoenix, AZ (ASU West), September 1996.

Browsing the World Wide Web to benefit the foreign language classroom. Workshop given with Peter A. Lafford, AZLA, Phoenix, AZ (ASU West), September 1996.

Incorporating technology in the teaching of culture in upper-division language classes. Workshop given with Peter A. Lafford. AZLA, Phoenix, AZ (ASU West), September 1995.

Yesterday's renovation, today's lab: How is it really working? Workshop given with Peter A. Lafford and Paul R. Estes. AZLA, Tempe, AZ, February 1995.

Back to the future: ASU's new language lab facilities. Workshop given with Peter A. Lafford and Paul R. Estes. AZLA, Tempe, AZ, October 1994.

What is multimedia today?--Some in-house and commercial answers. Workshop given with Peter A. Lafford. AZLA, Tempe, AZ, October 1993.

Microcomputers in foreign language instruction. Co-presented with Peter A. Lafford, AZLA, Tucson, AZ, September 1984.

## **LOCAL**

The next frontier: A research agenda for exploring experiential language learning in international and domestic contexts. Applied Linguistics speaker series, Arizona State University, November, 2013.

Implications of study abroad research. Spanish linguistics symposium series. Department of Languages and Literatures, Arizona State University, March 2007.

Three workshops given with Peter A. Lafford to the faculty of the Department of Languages and Literatures and the American English and Culture Program,

Arizona State University: The use of electronic communication, the World Wide Web in the classroom, How to create a Web page, May 1997.

The ACTFL/ETS proficiency scale: implications for curriculum design. In-Service presentation to Grand Canyon University foreign language faculty, Phoenix, AZ, November 1991.

Testing toward oral proficiency. Co-presented with Dr. Gail Guntermann. In-Service presentation to Phoenix Country Day School foreign language faculty, Phoenix, AZ, November 1989.

Integrating culture in the classroom: the use of authentic materials in the foreign language classroom. Co-presented with Dr. Gail Guntermann. Weekend workshops sponsored by a EESA grant from the Arizona Board of Regents, through Northern Arizona University, October 1988, February 1989, March 1989.

Lower the filter and empower your students. In-Service presentation to Phoenix College Foreign Language faculty, Phoenix, AZ, January 1989.

An introduction to the ACTFL proficiency scale and curricular implications. Presented to Department of Foreign Languages faculty, co-presented with Dr. Gail Guntermann, Spring 1988.

The use of authentic materials to develop the receptive skills in advanced classes. Presented to Department of Foreign Languages faculty, Spring 1988.

## **PROFESSIONAL MEMBERSHIPS, POSITIONS HELD**

### **INTERNATIONAL**

Asociación de Lingüística y Filología de la América Latina (ALFAL)  
International Association of Applied Linguistics (AILA)

### **NATIONAL**

American Association of Applied Linguistics (AAAL)  
American Association of Teachers of Spanish and Portuguese (AATSP), Associate Editor of the Applied Linguistics section of its journal *Hispania*, 1996-2002.  
American Council on the Teaching of Foreign Languages (ACTFL)  
Computer Assisted Language Instruction Consortium (CALICO), Computer Mediated Communication SIG Chair, 1999-2000; elected to the Board Spring 2004; elected Vice-Chair and program Chair for CALICO 2006; Chair in 2007.  
Linguistics Society of America (LSA)  
Modern Language Association (MLA)

## **REGIONAL**

Rocky Mountain Modern Language Association (RMMLA), Co-Chair of 1991 conference held at ASU; elected Vice President 1993; President in 1994; Past-President in 1995.

Southwest Conference on Language Teaching (SWCOLT), Advisory Council. Served on the Board of the organization, 1988-1991; monograph editor 1993.

## **STATE**

Arizona Foreign Language Association (AZLA), Recording Secretary, 1983-84, President-elect, 1984-85, President, 1985-86; Past-President, 1986-87.

Arizona Interpreters and Translators Association (AITA), spring 2003-present. (I gave the keynote address at the inaugural meeting of this organization.)

## **PROFESSIONAL SERVICE**

### **INTERNATIONAL/NATIONAL**

#### *Editorial/Board positions and committee service*

Member of the Committee on Information Technology for the Modern Language Association (2009-2012).

Editor of the Monograph/Focus Volume Series for the *Modern Language Journal* (July 2005--> June 2014) and member of MLJ Editorial Board.

Chair of CALICO Executive Board (2006-2007)

Vice-Chair of CALICO Executive Board (2005-2006), elected Spring 2005.

Member of CALICO Executive Board, elected Spring 2004.

Associate Editor of the Applied Linguistics section of *Hispania*, the journal of the American Association of Teachers of Spanish and Portuguese, 1996-2002.

Member of the Editorial Board of the journal *Spanish Applied Linguistics*, 1997-2001.

Member of the Editorial Board (Consejo Científico) of the electronic journal *Revista E/LE* (Journal of Spanish as a foreign language), 2000-present.

#### *Other professional service:*

Linguistics project assessment for Università Ca' Foscari Venezia, Spring 2012.

Evaluator for National Science Foundation proposal in linguistics, Summer 2012

Evaluator for National Science Foundation proposal in linguistics, Spring 2007

Evaluator of Spanish program at Purdue University, Fall 2004.

Evaluator for National Endowment for the Humanities proposal, Spring 2004.

Evaluator for the revisions of the Advanced Placement test in Spanish. Invited by the Educational Testing Service to travel to Princeton, NJ in March 2004.

Referee for articles in second language acquisition for prestigious journals in my field:

*Studies in Second Language Acquisition, Modern Language Journal, Spanish Applied Linguistics, Language, Hispanic Linguistics*, since 1985.

Outside evaluator for tenure-promotion for various universities (e.g., Rice, University of Florida at Gainesville, University of Toledo, Pennsylvania State University, University of Minnesota, University of Hawaii, Northeastern, University of California [Davis], University of Nevada [Reno]), 1990-present (3-5 each year for 2010, 2011, 2012, and 2013).

Outside evaluator of the Spanish program at the University of Minnesota, Spring 1997.

Chair of various sessions on linguistics at International and National conferences (e.g., ALFAL, AAAL, AATSP, International Symposium on Bilingualism) since 1982.

## **REGIONAL**

Member of organizing committee for the Southwest Conference on Language Teaching, February 13-16, 1986, Phoenix, AZ.

Chair of various sessions on linguistics and pedagogy at Regional conferences (RMMLA, SWCOLT, LASSO), since 1982.

## **STATE**

Member of the Arizona Council for Second Language Instruction, 1997-1998.

Member of AZFLES (Arizona Foreign Languages in the Elementary School), 1995-1996.

Member of Standards Committee for the Arizona Language Association (AZLA), 1994-1998.

Chair of the Workshops committee for AZLA, 1994-98.

Member of Arizona State Board of Education Task Force for Foreign Languages, which was charged with upgrading state standards for secondary certification in foreign language areas, 1986-1987. Our recommendations to the State Board of Education were made in May 1987.

Chair of various sessions on linguistics and pedagogy at State conferences (AZLA), since 1980s. At each AZLA conference since 2000, co-chaired (with Dr. Helene Ossipov) a panel of ASU MA linguistics student research papers at AZLA. Session title was "Current Research in Language and Linguistics."

## **COMMUNITY SERVICE**

Member of task force of Maricopa County Medical Interpreter Project to train medical interpreters (Spanish-English) in Valley hospitals, Spring 2002-Fall 2004.

Explored the creation of a partnership between ASU's College of Extended Education and St. Joseph's Hospital and Medical Center to go after grants for training hospital staff in English as a Second Language and Spanish to allow them to become medical interpreters for the hospital, 1999.

Member of planning committee for Certificate in Court Interpretation (Spanish/English)



sponsored by a grant from the Maricopa County Superior Court and created in partnership with ASU's College of Extended Education and the Superior Court, 1997-2002.

Translated documents and interpreted for constituents of St. Paul's Episcopal Church, Phoenix, AZ. Spring, 1999-2001.

Translated documents for the Green Gables Neighborhood Association, Phoenix, AZ, Spring 1998.

Translated public service documents for the Chandler Police Department, Spring 1993.

Administered the Oral Proficiency Interview to employees of the City of Chandler to certify their Spanish skills for dealing with the public, Spring 1993-Summer 1998.

Expert witness for the Maricopa County Prosecutor's office in a trial involving a Spanish speaking police officer, Spring 1992.

Administered the Oral Proficiency Interview to members of the Chandler Police Department and their officers. Advised the department on the establishment of Spanish training classes for their officers, Spring 1992-Summer 1998.

## **UNIVERSITY SERVICE**

Chair of the Commission on the Status of Women, Tempe Campus, 2004-2005.

Assisted with the translation of ASU President Crow's webpages into Spanish, 2002-2003.

Evaluator/Interviewer for ASU students soliciting Fulbright grants, 1996-present.

ASU's liaison to the Academic Consortium for Global Education (housed at the University of Vermont), 1997-1999.

Faculty Ombudsperson, Fall 1994-Spring 1996.

Graduate College representative to several Ph.D. dissertation defenses in other colleges, intermittently since 1988.

Arizona State University Representative to the Educational Testing Service to help develop proficiency testing for colleges and universities, New York, NY, 1987.

## **COLLEGE SERVICE**

### *College of Extended Education:*

Primary promoter and organizer of College of Business' two-week seminar in Mexico for Evening M.B.A. students, summer 1998.

College of Extended Education spokesperson for two television interviews on college activities that serve the Hispanic community, Fall 1998.

College of Extended Education representative to three national workshops on Workforce Development, Washington, D.C., 1997-1999.

Coordinator and primary presenter at New Staff Orientations, 1997-1999; presenter in orientations, 1999-present.

Primary data coordinator for the College of Extended Education, 1996-1999.

Part of authoring team and primary data coordinator for two self-evaluation reports for

the College of Extended Education: the Academic Program Review (1997), for ASU's Provost's office, and the Program Authorization Review (1997), for the State Legislature.

College of Extended Education liaison to Maricopa Community Colleges, Fall 1996-99.

*College of Engineering and Applied Sciences*

Co-reader (with Peter A. Lafford) of names for CEAS convocation, Fall 2004- present.

*College of Liberal Arts and Sciences:*

Co-reader (with Peter A. Lafford) of names for CLAS convocation, 1998-present.

Member of Planning Grant task force for the establishment of the NEH Southwestern Regional Humanities Center at ASU, 1999-2001.

Ombudsperson for College of Liberal Arts and Sciences, Fall 1992-Fall 1993.

College of Liberal Arts and Sciences Representative to NEH Seminar in Flagstaff, AZ, April 1987.

*Graduate College*

Served as Graduate College representative for dissertation defenses.

*University College*

Assessment Coordinator for the School of Letters & Sciences, 2011- Present.

Faculty Director/Head, Faculty of Languages & Cultures, School of Letters and Sciences,

Phoenix Downtown Campus, (Fall 2008- present)

Professor in Charge, Faculty of Languages & Cultures, School of Letters and Sciences, Phoenix Downtown Campus (January 2006- Spring 2008).

**DEPARTMENTAL SERVICE**

*School of International Letters and Cultures/Department of Languages & Literatures*

Chair of the sub-committee to draft a plan for the SILC PhD in linguistics (fall 2013-present)

Member of the Community Outreach sub-committee for the creation of the School of International Letters and Cultures.

Senator from Department of Languages and Literatures, Spring 2004-Spring 2006.

Creator of week-long pre-service departmental T.A. training in 1982 and subsequent participant in the TA training orientation each Fall to the present.

Spearheaded first DLL fundraiser at the Phoenix Art Museum, February 2003.

Spearheaded writing chair strategic plan for the Department of Languages and Literatures (2001-2006).

Consultant for technology projects for DLL faculty, Fall 2001.

Participant in DLL/SILC Language Fair (e.g., judging competitions, facilitating entertainment) every Spring.

*Spanish, Portuguese, Romanian Section Service*

Head of Spanish linguistics, fall 2013-

Helped to draft document to create the Spanish PhD track in linguistics

Evaluator of ASU equivalencies for Spanish transfer courses (languages and linguistics) from U.S. universities and courses taken on study abroad programs. 2010-present

Grader of Spanish Reading Exam, Summer 2008.

Establish SPA equivalencies for courses taken abroad and interview students applying for exchange programs, Fall 1993-Spring 2006.

Coordinator of Spanish, Portuguese and Romanian Section in the Department of

Languages and Literatures, Fall 2002-Spring 2005.(Duties include representing The SPR section at Coordinators' meetings with the Chair, scheduling courses, settling disputes among faculty, TAs and students, correcting graduate reading exams, coordinating selection of bilingual exam grader, working with TA to create pre-test workshops for Spanish proficiency test for future teachers, spearheading the creation of the Spanish assessment plan for majors, administering proficiency exams for those students going abroad, helping to create new programs [new summer program in Mexico], helping to choose TAs for the summer programs in Spain and Mexico, establish equivalencies for courses from other institutions (domestic and international), interviewed students applying for exchange programs), ex-officio member of the Spanish Undergraduate and Graduate Committees.)

Director and T.A. Supervisor for 300-400 Spanish Language Program: SPA 313, 314, 412 (all conversation/composition courses) and SPA 413 (Advanced Grammar) 2004-2005.

Director and T.A. Supervisor of 300-level Spanish Language Program: SPA 311, 312, 313, 314, 1986-88; 1992-1994.

Director and T.A. Supervisor of Elementary Spanish Language Program: SPA 101-102, 1980-1984; fall 1988-Fall 1989.

Faculty advisor for Sigma Delta Pi, Spanish honor society, 2004-2005.

Faculty advisor for the ASU Spanish Club, 2004- 2005.

Participation in Professional Development Workshops for Spanish Ph.D. and Mentoring Workshop on interviewing skills given (often with Dr. Carmen de Urioste) to D.L.L. graduating Ph.D.s before their interviews at the Modern Language Association annual meeting, intermittently since 1990.

Spanish Internship Coordinator, 2000-present. Created partnerships with the public and private sector to create opportunities for our students to use their Spanish in professional settings.

Interim Director of Spanish Translation Certificate Program, Fall 2004-present.

Director of Spanish Translation Certificate Program, Fall 2000-Spring 2004. (I gave the keynote address at the inaugural meeting of the Arizona Interpreters and Translators Association in Spring 2003.); Interim Director, 2006-2007.  
Arranged for and promoted advanced level Spanish courses for various professions (medical, legal, business) offered at ASU's Downtown Center, 1997-1999.  
Chair of over 25 Masters committees in linguistics and language and culture for the Department of Languages and Literatures, 1982-present.  
Member of Masters committees in linguistics, language and culture and E.S.L. in the Departments of Languages & Literatures and English, 1982-present.  
Co-administrator (with Dr. Teresa Valdivieso and Dr. Heidi García) of qualifying test for T.A.s to assume responsibility for 300-level conversation/composition classes, 1994-2005.  
Independent Learning Coordinator for Spanish (101-202), 1984-1996.

## **COMMITTEES**

### University Committees

Project Humanities Steering Committee, Fall 2011-present  
General Studies Committee, Fall 2003-2013.  
English Working Group (David Young's office), Fall 2007-Spring 2010  
Academic Senate, Committee on Committees, 2005-2006  
Search committee for new Dean of the Herberger School of Fine Arts, 2005-2006.  
CAPC/TCCS, Fall 2005.  
Public Safety Committee, 2005-2006.  
Institutional Review Board, 2005-2006  
Commission on the Status of Women, Tempe campus, Chair, 2004-2005.  
Association of Academic Advisors Council (AAAC), Fall 2002.  
President's Council on Extended Education, 1998-1999.  
President's Steering Committee for Extended Education, 1998-1999.  
Commencement Committee, Fall 1997-Spring 1998.  
Research Deans Council, 1996-1999.  
Associate Dean's Council, Steering Committee, 1996-1999.  
Ombudsperson Committee, Fall 1992-Spring 1996.  
Committee on Linguistics, 1985-1987; 1989-present; Curriculum and Media/Web-site sub-committees, 1993-99. Sub-committee to investigate the creation of an Interdisciplinary Ph.D. and a Graduate Certificate in Linguistics. The Academic Senate approved the certificate in May 2003.  
Member of steering committee for Applied Linguistics PhD, 2003-2013.  
Director of Applied Linguistics PhD program, fall 2013, during its disestablishment.  
Fulbright and NSEP Review Committee, 1988-present.

### College Committees

*University College, School of Letters & Sciences*

By-Laws Committees, SLS, Spring 2007, Summer-Fall 2008

Faculty Annual Review Committee, fall 2009

*College of Liberal Arts and Sciences:*

Project Humanities Steering Committee, 2010-present

Science and Society Task Force, 2005-2006

Curriculum Committee, Fall 2004-Spring 2005.

Academic Standards Committee, Fall 2001-Spring 2004.

Strategic Planning Committee, Fall 1996-Spring 1999.

Quality of Instruction Committee, Fall 1992-Spring 1995.

CLAS-ACT (Computer Technology) Committee, Fall 1993-Spring 1997.

Center for Latin American Studies Film Committee, Chair, 1981-1988; member, Fall 1991-Spring 1993.

*Graduate College*

Preparing Future Faculty, Steering Committee, Fall 2003-Spring 2004

*College of Extended Education*

Dean's Council (External Advisory Group--community leaders), 1996-1999.

Membership and Structure Sub-Committee, Dean's Council, 1996-1999.

Fundraising Sub-Committee, Dean's Council, 1996-1999.

Marketing Sub-Committee, Dean's Council, 1996-1999.

Extended Education Advisory Council, Chair, 1996-1999.

Workforce Development Committee, EEAC, Chair, 1997-1999.

Departmental Standing Committees (Department of Languages and Literatures)

Advisory Committee, 1982-1985, 1987-1989, 1994-1995; 2005-2006.

Affirmative Action Committee, 1982-1985.

Spanish Graduate Committee, 1985-1997. Fall 2000-2002. Ex-officio member as Coordinator, Fall 2002-Spring 2005.

Personnel Committee, 1988-1990, 1994-1996: Chair, 1988-1990, 1995-96, 2004-2006.

Language Lab Committee, Chair and Co-Chair, 1993-1996.

Spanish Undergraduate Committee, 1994-1996. Ex-officio member as Coordinator, Fall 2002-Spring 2005.

Departmental Ad-hoc committees (Department of Languages and Literatures/SILC)

SILC Community Links Sub-Committee, 2005-2006.  
DLL Strategic Planning Committee, Chair, Fall 2001.  
Departmental Reorganization Committee, Fall 2000-Spring 2001.  
DLL ad-hoc committee to explore the creation of a National Language Resource  
Outreach Center (NALROC) at ASU, Fall 1999-Spring 2000.  
DLL Linguistics Committee, Chair, 1999-present.  
Search committees for Assistant/Associate Professor positions, 1988-present.  
Search committees for senior-level hires in Mexican and Mexican-American Studies  
2003-2004.

## GRANTS

### NATIONAL

FIPSE grant application for \$439,000 (Creating a model for community- responsive translation and interpreting pedagogy: Culture, context and communication) was submitted, but not funded. Served as primary writer of the proposal. 2003-2004.  
Fulbright-Hays Doctoral Dissertation Research Grant to Colombia, 1977-78, \$11,510.

### STATE

Applied for ABOR Improving Teacher Quality (ITQ) Grant with Josué Gonzalez (College of Education), 2006. Project title: Language and culture academy for educational leaders. \$391,768.00 Grant not funded.  
Maricopa County Superior Court grant for the creation of a Certificate in Court Interpretation (Spanish/English), served on planning committee, 1999-2000, \$56,609.  
EESA Grant from the Arizona Board of Regents for In-Service Training of Foreign Language High School Teachers, with Dr. Gail Guntermann. 1989-90. \$17,000.

### UNIVERSITY

Women in Philanthropy Grant for supporting *Write On, Downtown!* an anthology of student writing at the Phoenix Downtown campus, \$4,500 awarded spring 2009.  
ASU, Office of the Vice Provost for Research, Grant for developing a Center for the Training of Translator and Interpreter Trainers (\$24,000, summer 2003). (multi-investigator project)  
ASH Grant from the Office of the Assistant Vice President for Research for the following project "A multivariate analysis of the interlanguage of intermediate Spanish students," Spring, Summer and Fall 1991, \$7,250.  
Summer Research Grant from the College of Liberal Arts and Sciences to study the interrelation of language, feminism and politics in Spain, Summer 1989, \$4,000.  
Faculty Grant-in-Aid from the College of Liberal Arts, Arizona State University, Summer 1987, for the following project: "A quantitative analysis of Spanish interlanguage

errors: Theoretical and pedagogical implications," \$3,000.

Mini-Grant from the College of Liberal Arts to attend a Summer Linguistic Institute on Quantitative Analysis in Linguistics, sponsored by the Linguistic Society of America, Summer 1986, \$500.

Faculty Grant-in-Aid from the College of Liberal Arts, Arizona State University, Summer 1984, for the following project: Testing Relationships Among Linguistic Variables in the Spanish of Cartagena, Colombia, \$2,559.

Research Assistant awarded to me by the College of Liberal Arts, ASU, for summer 1982, to develop pedagogical materials for SPA 101-102, \$1,800.

## **AWARDS**

Best of AZLA (Arizona Language Association) award for technology workshop at the 2009 AZLA conference (co-presented with Peter A. Lafford)

Research award from the Computer Assisted Language Instruction Consortium for most outstanding article in CALICO Journal in 2007 (Lafford, Lafford & Sykes)

Service Award from the ASU Advisors' Association, Spring 2005.

Mentoring Appreciation Award, Preparing Future Faculty, Arizona State University, 2004.

International Achievement Award from the American English and Culture Program, Arizona State University, 1999.

Award for Outstanding Service to the Arizona Language Association (AZLA), 1998.

Award for Outstanding Faculty Support and Contributions to Iota Chapter, from Alpha Mu Gamma, Foreign Language Honor Society, Arizona State University, 1993.

Award for Excellence in Teaching, from the Arizona Foreign Language Association, 1992.

Outstanding Teacher Award for Service from AZLA, 1990.

Dean's Quality of Instruction Award, from the College of Liberal Arts and Sciences, Arizona State University. Monetary award of \$3,100, 1987.

**MARK WARSCHAUER**  
 School of Education  
 [REDACTED]  
 Irvine, CA 92697-5500, USA  
 tel: [REDACTED]  
 fax: [REDACTED]  
 [REDACTED]  
<http://education.uci.edu/markw>

### **Employment History**

2007-date	Professor, Department/School of Education and Department of Informatics, University of California, Irvine
2003-2007	Associate Professor, Department of Education and Department of Informatics, University of California, Irvine
2001-2003	Assistant Professor, Department of Education and Department of Information & Computer Science, University of California, Irvine
1998-2001	Director of Educational Technology, Integrated English Language Program, America-Mideast Educational & Training Services/US Agency for International Development, Cairo, Egypt
1994-1998	Faculty Researcher, College of Language, Linguistics, and Literature, University of Hawai'i at Manoa
1992-1994	Fulbright Scholar, Dept. of Educ., Charles University, Prague, Czech Republic and University of West Bohemia, Plzen, Czech Republic
1991-1992	Curriculum Consultant, Moscow Linguistic University, Russia
1990	Teacher, University of California Berkeley, English Language Program
1983-1991	ESL Teacher, Oakland Evening Adult School, Oakland, California
1990	ESL Teacher, San Francisco City College
1984	ESL Teacher, Oakland Chinese Community Council, Oakland, California
1979-1981	ESL Teacher, Newcomer High School, San Francisco
1977-1979	Teacher Aide, Everett Middle School and Frick Elementary School, San Francisco

<b><u>Education</u></b>	<b><u>Institution</u></b>	<b><u>Major (Degree)</u></b>
1994-1997	University of Hawai'i at Manoa	Second Language Acquisition (Ph.D.)
1989-1991	San Francisco State University	English (Teaching English as a Second Language) (M.A.)
1978-1979	San Francisco State University	Secondary Education (Lifetime California single subject credential in



		mathematics, social studies, Spanish, and English)
1971-1975	Univ. of Calif. at Santa Cruz	Psychology (B.A.)

### **Grant Proposals Under Review**

2014-2019: Principal Investigator, National Science Foundation, Investigating Virtual Learning Environments (Invited resubmission after “highly competitive” review; \$1,500,000)

2014-2018: Principal Investigator, National Science Foundation, Next-Generation Automated Feedback for Iterative Writing and Scientific Argumentation (\$1,500,000)

2014-2018: Principal Investigator, National Science Foundation, Investigating Promising Practices in STEM Lecture Courses (\$500,000).

2014-2018: Principal Investigator, Institute for Education Sciences, Digital Scaffolding for English Language Arts (\$2,350,000)

### **Current Grants**

2012-2015: Co-Principal Investigator, National Science Foundation, Multitasking as a Collaborative System (\$500,000)

2012-2014: Principal Investigator, National Science Foundation, Documenting Instructional Practices in STEM Lecture Courses (\$300,000)

2014-2015: Principal Investigator, Google Research Award, The Learning Analytics of Cloud-Based Writing (\$69,442)

2013-2014: Principle Investigator, Gates Foundation/MOOC Research Initiative, Peer Assessment and Academic Achievement in a Gateway MOOC (\$25,000)

2013-2014: Principle Investigator, UCI Distance Learning Center, Online Learning Processes and Outcomes (\$24,000)

2013-2014: Principle Investigator, Children’s Hospital of Orange County, Hyundai Cancer Center Research, Interactive Mobile Robots in the Classroom (\$25,000)

### **Previous Grants**

2013-2014: Principal Investigator, Google Research Award, Cloud-Based Writing in K-12 Schools: Year 2 (\$59,3113)

2013: Principal Investigator, California Institute for Telecommunications and Information Technology, Mobile Language Learning (\$26,000)

2011-2012: Principal Investigator, Spencer Foundation, Improving Reading with Digital Scaffolding (\$40,000)

2011-2012: Principal Investigator, Google Research Award, Cloud-Based Writing in K-12 Schools (\$75,000)

2011-2012: Principal Investigator, Haynes Foundation, Improving Reading with Digital Scaffolding (\$120,055)

2010-2012: Principal Investigator, National Science Foundation, Interactive Science and Technology Instruction for English Learners (\$200,000)

2010: Principal Investigator, Haynes Foundation, Technology, Writing, and Academic Achievement (\$62,571)

2009-2010: Principal Investigator, Google Research Award, Netbooks and Open Tools in K-12 Education (\$19,281)

2008-2010: Principal Investigator, UC MEXUS, One Laptop per Mexican Child? Technology Access and Digital Literacy for the New Generation (\$15,000)

2008-2011: Principal Investigator, Episcopal Church in the Diocese of Los Angeles, Learning for the 21<sup>st</sup> Century (\$221,740)

2008-2009: Principal Investigator, University of Cambridge, Technology and English Language Teaching (\$106,321)

2006-2008: Co-Principal Investigator, Mott Foundation, Technology, Out-of-School Learning, and Human Development (\$420,000)

2006: Co-Principal Investigator, Council on Research, Computing, and Library Resources, A Multi-Disciplinary Approach to Computer Games: Understanding the State of the Art in Academic Computer Game Research (\$4,609)

2002-2005: Co-Principal Investigator, National Science Foundation, Engineering Thinking: Interactive Visualization of Numerical Models (\$410,000)

2003: Principal Investigator, Council on Research, Computing, and Library Resources Faculty Research Grant for study on Laptops and Literacy (\$2000)

2002: Principal Investigator, Council on Research, Computing, and Library Resources Faculty Research Grant for study on Distance Learning in Underserved Communities (\$1,972)

2001-2002: Principal Investigator, UC ACCORD Grant on Educational Technology in Underserved Communities, 2001-2002 (\$50,000)

2001-2002: Principal Investigator, UC Nexus Grant on Education Technology in Underserved Communities, 2001-2002 (\$55,000)

2001-2002: Principal Investigator, UCI School University Partnership Grant on Distance Learning in Underserved Communities (\$40,000)

2001: Principal Investigator, UC Nexus Grant on Educational Technology in Underserved Communities, 2001 (\$36,000)

### **Awards**

Fellow, American Educational Research Association, 2014

Recipient, Educational Testing Service and TOEFL Policy Council 1998 Language Acquisition and Instruction International Award for outstanding individual contribution in the area of technology and language learning (for authorship of *E-Mail for English Teaching: Bringing the Internet and Computer Learning Networks to the Language Classroom*, TESOL Publications, 1995)

Research Fellow, US Department of Education, Office of Postsecondary Education, Center for International Education, University of Hawai'i National Foreign Language Resource Center 1994-1998

Bilingual Education Fellow, United States Title VII ESL/Bilingual Education Graduate Fellowship, 1995-1997

Fulbright Scholar, Charles University, Prague, Czech Republic, 1993-94

Fulbright Scholar, University of West Bohemia, Plzen, Czech Republic, 1992-93

## **Publications**

Note: Graduate Student Co-Authors are Underlined

### **Authored and Co-Authored Books**

Finocchio, S., Najmanovich, D., & Warschauer, M. (forthcoming). *Los diversos mundos en el mundo de la escuela* [Diverse worlds in the world of schooling.] Buenos Aires: Gedisa.

Hirata, K. & Warschauer, M. (2014). Japan: The paradox of harmony. New Haven, CT: *Yale University Press*.

Warschauer, M. (2011). *Learning in the cloud: How (and why) to transform schools with technology*. New York: Teachers College Press.

Warschauer, M. (2006). *Laptops and literacy: Learning in the wireless classroom*. New York: Teachers College Press

Warschauer, M. (2003). *Technology and social inclusion: Rethinking the digital divide*. Cambridge, MA: MIT Press.

- Portuguese version (2006). *Tecnologia e inclusão social: a exclusão digital em debate*. São Paulo: Editora Senac Sao Pãulo

Warschauer, M., Shetzer, H. & Meloni, C. (2000). *Internet for English Teaching*. Alexandria, VA: TESOL Publications.

- Japanese version: (2001). *Internet jidai-no eigo-kyouiku: sekai-no site-to sono jissen-rei* (Trans., K. Asao, S. Ozeki, H. Koizumi, & C. Furuya). Tokyo: Pearson Education.

Warschauer, M. (1999). *Electronic literacies: Language, culture, and power in online education*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Warschauer, M. (1995). *E-mail for English teaching: Bringing the Internet and computer learning networks into the language classroom*. Alexandria, VA: TESOL Publications.

- Japanese version: (1997). *Eigo kyoiku no tame no e-mail* (Trans., M. Watanabe). Tokyo: Yohan.
- Chinese version: (1998). *Yong dian zi you jian jiao xue ying wen* (Trans., C. Chang). Taipei: Bookman.

### **Edited and Co-Edited Books**

Thomas, M., Reindeers, H., & Warschauer, M. (Eds.) (2013). *Contemporary computer-assisted language learning*. London: Continuum.

Warschauer, M., & Kern, R. (Eds.). (2000). *Network-based language teaching: Concepts and practice*. Cambridge: Cambridge University Press Applied Linguistics Series.

Warschauer, M. (Ed.) (1996) *Telecollaboration in foreign language learning*. Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center.

Warschauer, M. (Ed.) (1995). *Virtual connections: Online activities and projects for networking language learners*. Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center

### **Journal Editorships**

Warschauer, M. (July 2014- ), Inaugural Editor in Chief, AERA Open

Warschauer, M. (1996-2003, 2011-June 2914). Founding Editor, *Language Learning & Technology* journal.

Warschauer, M. (2008). Technology and literacy. Special issue of *Pedagogies*.

### **Refereed Policy Reports**

Warschauer, M., & Liaw, M.-L. (2010). *Emerging technologies in adult literacy and language education*. Washington: National Institute for Literacy.

### **Articles in Refereed Journals**

Zheng, B., Niiya, M., & Warschauer, M. (in press). Wikis and collaborative writing in higher education. *Technology, Pedagogy and Education*.

Warschauer, M., Zheng, B., Niiya, M., Cotten, S., & Farkas, G. (in press). Balancing the one-to-one equation: Equity and access in three laptop programs. *Equity & Excellence in Education*.

Warschauer, M., & Miller, E.B. (in press). Young children and e-reading: Research to date and questions for the future. *Learning, Media and Technology*.

Collins, P., Hwang, J. K., Zheng, B., & Warschauer, M. (2013). Writing with laptops: A quasi-experimental study. *Writing & Pedagogy* 5(2), 203-230.

Warschauer, M., Zheng, B., & Park, Y. (2013). New ways of connecting reading and writing. *TESOL Quarterly* 47(4), 825-830.

Zheng, B., Warschauer, M., & Farkas, G. (2013). Digital writing and diversity: The effects of school laptop programs on literacy processes and outcomes. *Journal of Educational Computing Research*, 48(3), 267-299.

Warschauer, M. & Park, Y. (2012). Re-envisioning reading in English as a foreign language. *JACET Kanto Journal*, 8, 5-13.

Rama, P., Black, R., Van Es, E., Warschauer, M. (2012). Affordances for second language learning in World of Warcraft. *ReCALL*, 24(3), 322-338.

Peppler, K., & Warschauer, M. (2012). Uncovering literacies, Disrupting stereotypes: Examining the (dis)abilities of a child learning to computer program and read. *International Journal of Learning and Media* 3(3), 15-41.

Warschauer, M. (2012). The digital divide and social inclusion. *America's Quarterly*, 6(2), 130-135.

Warschauer, M., Cotten, S. R., & Ames, M. G. (2011). One Laptop per Child Birmingham: Case

- study of a radical reform. *International Journal of Learning and Media*, 3(2), 61-76
- Warschauer, M., Park, Y., & Walker, R. (2011). *Transforming digital reading with visual-syntactic text formatting*. *JALT CALL Journal* 7(3), 255-270.
- Warschauer, M. (2011). A literacy approach to the digital divide. *Cadernos de Letras*, 28, 5-18.
- Lin, C.-H., & Warschauer, M. (2011). Integrative versus instrumental orientation among online language learners. *Linguagens e Diálogos*, 2(1), 58-86.
- Warschauer, M., & Liaw, M.-L. (2011). Emerging technologies for autonomous language learning. *Studies in Self-Access Learning*, 2(3), 107-118.
- Warschauer, M., & Ames, M. (2010). Can One Laptop per Child save the world's poor? *Journal of International Affairs*, 64(1), 33-51.
- Warschauer, M., Arada, K., & Zheng, B. (2010). Laptops and Inspired Writing. *Journal of Adolescent and Adult Literacy*, 54(3), 221-223.
- Peppler, K., Warschauer, M., & Diazgranados, A. (2010). Game critics: Exploring the role of critique in game-design-literacies. *E-Learning and Digital Media* 7(1), 35-48.
- Ren, Y., Warschauer, M., Lind, S., & Jennewine, L. (2009). Technology and English language teaching in Brazil. *Letras e Letras* 25(2), 235-254.
- Warschauer, M., & Matuchniak, T. (2010). New technology and digital worlds: Analyzing evidence of equity in access, use, and outcomes. *Review of Research in Education*, 34(1), 179-225.
- Warschauer, M. (2010). New tools for teaching writing. *Language Learning & Technology* 14(1), 3-8.
- Grimes, D., & Warschauer, M. (2010). Utility in a fallible tool: A multi-site case study of automated writing evaluation. *Journal of Technology, Language, and Assessment* 8(6), 1-43.
- Warschauer, M. (2010). Learning to write in the laptop classroom. *Writing & Pedagogy* 1(1), 101-112.
- Suhr, K., Hernandez, D., Grimes, D., & Warschauer, M. (2010). Laptops and fourth grade literacy: Assisting the jump over the fourth grade slump. *Journal of Technology, Learning, & Assessment*, 9(5), 1-45.
- Hansen, L., Collins, P., & Warschauer, M. (2009). Reading management programs: A review of the research. *Journal of Literacy and Technology*, 10(3), 55-80.
- Grimes, D., & Warschauer, M. (2008). Learning with laptops: A multi-method case study. *Journal of Educational Computing Research* 38(3), 305-332.
- Warschauer, M. (2008). Laptops and literacy: A multi-site case study. *Pedagogies* 3(1), 52-67.
- Warschauer, M., & Grimes, D. (2008). Automated essay scoring in the classroom. *Pedagogies* 3(1), 22-36.
- Warschauer, M. (2008). Comment 4 (Language, power, and the Internet). A response to Martin Schell). *World Englishes* 27(1), 137-138.
- Warschauer, M., & Grimes, D. (2007). Audience, authorship, and artifact: The emergent

- semiotics of Web 2.0. *Annual Review of Applied Linguistics* 27, 1-23.
- Warschauer, M. (2007). A teacher's place in the digital divide. *Yearbook of the National Society for the Study of Education* 106(2), 147-166.
- Warschauer, M. (2007). The paradoxical future of digital learning. *Learning Inquiry* 1(1), 41-49.
- Warschauer, M. (2007). Information literacy in the laptop classroom. *Teachers College Record* 109(11), 2511-2540.
- Grimes, D., Warschauer, M., Hutchinson, T., & Kuester, F. (2006). Civil engineering education in a visualization environment: Experiences with VizClass. *Journal of Engineering Education*, 95(3), 249-254.
- Brown, D., & Warschauer, M. (2006). From the university to the elementary classroom: Students' experiences in learning to integrate technology in instruction. *Journal of Technology and Teacher Education*, 14(3), 599-621.
- Warschauer, M. & Ware, P. (2006). Automated writing evaluation: Defining the classroom research agenda. *Language Teaching Research*, 10(2), 157-180
- Warschauer, M. (2005/2006). Going one-to-one. *Educational Leadership*, 63(4), 34-38.
- Ware, P. & Warschauer, M. (2005). Hybrid literacy texts and practices in technology-intensive environments. *International Journal of Educational Research*, 43, 432-445.
- Grimes, D., Warschauer, M., Hutchinson, T., & Kuester, F. (2005). Computer graphics instruction in VizClass. *ACM Journal of Educational Resources in Computing* 5(4), 1-12.
- Warschauer, M., Grant, D., Del Real, G., & Rousseau, M. (2004) Promoting academic literacy with technology: Successful laptop programs in K-12 Schools. *System*, 32(4), 525-537
- Warschauer, M., Knobel, M., & Stone, L. (2004). Technology and equity in schooling: Deconstructing the digital divide. *Educational Policy*, 18(4), 562-588.
- Warschauer, M. (2004). The rhetoric and reality of aid: Promoting educational technology in Egypt. *Globalisation, Societies, and Education* (2)3, 377-390.
- Fang, X., & Warschauer, M. (2004). Technology and curricular reform in China: A case study. *TESOL Quarterly* 38(2), 301-323.
- Kern, R., Ware, P., & Warschauer, M. (2004). Crossing frontiers: New directions in online pedagogy and research. *Annual Review of Applied Linguistics* (24), 243-260.
- Matsuda, P., Canagarajah, A. S., Harklau, L., Hyland, K., & Warschauer, M. (2003). Changing currents in second language writing research. *Journal of Second Language Writing*, 12(2), 159-179.
- Warschauer, M. (2003). Allures and illusions of modernity: Technology and educational reform in Egypt. *Educational Policy Analysis Archives* 11(38).
- Warschauer, M. (2003, August). Demystifying the digital divide. *Scientific American*, 289(2), 42-47
- Warschauer, M. (2003). Dissecting the "digital divide": A case study in Egypt. *The Information*

- Society* 19(4), 297-304.
- Warschauer, M. (2003). Social capital and access. *Universal Access in the Information Society*, 2(4), 315-330.
- Warschauer, M. (2002). A developmental perspective on technology in language education. *TESOL Quarterly* 36(3), 453-475.
- Warschauer, M. (2002). Networking into academic discourse. *Journal of English for Academic Purposes*, 45-58.
- Warschauer, M. (2002). Reconceptualizing the digital divide. *First Monday* 7(7).
- Warschauer, M., El Said, G. R., & Zohry A. (2002). Language choice online: Globalization and Identity in Egypt. *Journal of Computer-Mediated Communication* 7(4).
- Warschauer, M. (2001). Singapore's dilemma: Control vs. autonomy in IT-led development. *The Information Society*, 17(4), 305-311.
- Warschauer, M. (2001). Millennialism and media: Language, literacy, and technology in the 21<sup>st</sup> century. *AILA Review* 14, 49-59.
- Warschauer, M. (2000). The changing global economy and the future of English teaching. *TESOL Quarterly*, 34, 511-535.
- Warschauer, M. (2000). Does the Internet bring freedom? *Information technology, education and society*, 1(2), 93-101
- Warschauer, M. (2000). The death of cyberspace and the rebirth of CALL. *English Teachers' Journal*, 53, 61-67. [later published as a book chapter, see below]
- Warschauer, M. (2000). Technology and school reform: A view from both sides of the track. *Educational Policy Analysis Archives*, 8(4).
- Warschauer, M., & Cook, J. (1999). Service learning and technology in TESOL. *Prospect*, 14(3), 32-39.
- Warschauer, M. (1998). Researching technology in TESOL: Determinist, instrumental, and critical approaches. *TESOL Quarterly*, 32(4), 757-761.
- Warschauer, M. (1998). Technology and indigenous language revitalization: Analyzing the experience of Hawai'i. *Canadian Modern Language Review*, 55(1), 140-161.
- Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31, 57-71.
- Warschauer, M. (1998). Online learning in sociocultural context. *Anthropology & Education Quarterly* 29(1), 68-88. [later published as a book chapter, see below]
- Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *Modern Language Journal*, 81, 470-481. [An earlier version appeared as Research Note #17, University of Hawai'i, Second Language Teaching and Curriculum Center.]
- Warschauer, M. & Whittaker, F. (1997). The Internet for English teaching: Guidelines for teachers. *TESL Reporter* 31(1), 27-33. [To appear also as a chapter in *Methodology in TESOL: An anthology of current issues and practice*, Cambridge University Press, in press.]

- Warschauer, M. (1996). Comparing face-to-face and electronic discussion in the second language classroom. *CALICO Journal*, 13(2), 7-26.
- Warschauer, M., Turbee, L., & Roberts, B. (1996). Computer learning networks and student empowerment. *SYSTEM*, 24(1), 1-14. [An earlier version appeared as Research Note #10, University of Hawai'i, Second Language Teaching and Curriculum Center.]
- Warschauer, M. & Donaghy, K. (1997). Leoki: A powerful voice of Hawaiian language revitalization. *Computer Assisted Language Learning* 10(4), 349-362.
- Voskova, M. & Warschauer, M. (1995) CALL in Prague. *CAELL Journal* 6(1), 16-18.

### Chapters in Books

- Warschauer, M. (in press). From computers and the Web to mobile devices & e-texts: The tradition to digital reading continues. In R. Spiro, M. DeSchryver, M. S Hagerman, P. Morsink, & P. Thompson (Eds.), *Reading at a crossroads? Disjunctures and continuities in conceptions and practices of reading in the 21<sup>st</sup> century*. New York: Routledge.
- Warschauer, M. (2013). Language and the digital divide. In C. Chapelle (Ed.), *Encyclopedia of applied linguistics, Vol. 5* (pp. 4787-4792). Hoboken, NJ: Wiley Blackwell.
- Ware, P. & Warschauer, M. (2013). Qualitative research in information and communication technologies. In C. Chapelle (Ed.), *Encyclopedia of applied linguistics, Vol 8*, (pp. 4787-4792). Hoboken, NJ: Wiley Blackwell.
- Ware, P., Kern, R., & Warschauer, M. (in press). The development of digital literacies. In R. Manchón & P. K. Matsuda (Eds.), *Handbook of second and foreign language writing*. New York: De Gruyter Mouton.
- Lawrence, J. F., Warschauer, M., Zheng, B., & Mullins, D. (2013). Research in digital literacy: Tools to support learning across the disciplines. In J. Ippolito, J. F. Lawrence, & C. Zaller (Eds.) *Adolescent literacy in the era of the common core: From research into practice* (pp. 117-129). Cambridge, MA: Harvard Education Press.
- Niyya, M., Warschauer, M., & Zheng, B. (in press). Emerging literacies in digital media and L2 secondary writing. In *L2 writing in secondary classroom: Student experiences, academic issues, and teacher education*. New York: Routledge.
- Yim, S., & Warschauer, M. (2013). Technology and second language writing: A framework-based synthesis of research. In Pytash, K & Ferdig, R (Eds.), *Exploring technology for writing and writing instruction* (pp. 298-312). Hershey, PA: IGI Global.
- Park, Y., & Warschauer, M. (2013). Building awareness of language structures with visual-syntactic text formatting. In Pytash, K & Ferdig, R (Eds.), *Exploring Technology for writing and writing instruction* (pp. 21-36). Hershey, PA: IGI Global.
- Tran, C., Warschauer, M. & Conley, A. (2013). Tapping the motivational potential of mobile handhelds: Defining the research agenda. In Trentin, G. & Repetto, M. (Eds.), *Using network and mobile technology to bridge formal and informal learning* (pp. 1-30) Oxford, UK: Chandos Publishing.
- Thomas, M., Reinders, H., & Warschauer, M. (2013). Contemporary computer-assisted language learning: The role of digital media and incremental change. In M. Thomas, H. Reinders & M.



- Warschauer (Eds.), *Contemporary computer-assisted language learning*. London & New York: Continuum.
- Park, Y., Zheng, B., Lawrence, J., & Warschauer, M. (2013). Technology-enhanced reading environments. In M. Thomas, H. Reinders & M. Warschauer (Eds.), *Contemporary computer-assisted language learning*. London & New York: Continuum.
- Ware, P., Liaw, M.-L., & Warschauer, M. (2012). The use of digital media in teaching English as an international language. In L. Alsagoff, S. L. McKay, G. Hu, & W. A. Renandya (Eds.), *Principles and Practices for Teaching English as an International Language* (pp. 67-84). New York: Routledge.
- Warschauer, M., Lind, S., & Ren, Y. (2011). Technology and English teaching: An international survey. In JACET ICT Special Committee (Ed.), *Information communication technology practice & research 2010* (pp. 7-21). Tokyo: JACET-ICT Committee.
- Warschauer, M. (2011). Foreword. In Thomas, M. (Ed.), *Digital education: Opportunities for social collaboration* (pp. xi-xii). New York: Palgrave Macmillan.
- Kibrick, M., Van es, E., & Warschauer, M. (2010). Designing professional development for 21st century learning. In C. Maddux (Ed.), *Research highlights in technology and teacher education* (pp. 159-166). Chesapeake, VA: Society for Information Technology and Teacher Education.
- Warschauer, M. (2010). Foreword. In P. Arora, *Dot Com mantra: Social computing in the Central Himalayas* (pp. ix-x). Farnham, UK: Ashgate Publishing.
- Warschauer, M., Black, R. W., & Chou, Y.-L. (2010). Online Englishes. In A. Kirkpatrick (Ed.), *The Routledge Handbook of World Englishes* (pp. 490-505). New York: Routledge.
- Matuchniak, T., & Warschauer, M. (2010). Equity in technology access and opportunities. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education*, Volume 8 (pp. 95-101). Oxford: Elsevier.
- Warschauer, M. (2010). Digital divide. In Bates, M. J. & Maack, M. N. (Eds.), *Encyclopedia of library and information sciences*, Vol. 2, Third Edition (pp. 1551-1556). New York: CRC Press.
- Warschauer, M. (2010). Digital literacy studies: Progress and prospects. In M. Baynham & M. Prinsloo (Eds.), *The future of literacy studies* (pp. 123-140). Houndmills, Basingstoke, UK: Palgrave Macmillan.
- Warschauer, M. (2009). Foreword. In R. Goodfellow & M.-N. Lamy (Eds.), *Learning cultures in online education*. London: Continuum.
- Warschauer, M. (2009). Technology and educational reform: A tale of two schools. In A. Gazit (Ed.), *Innovations in Education* (pp. E109-E123). Raanana, Israel: Open University of Israel.
- Warschauer, M. (2009). Foreword. In M. Thomas (Ed.), *Handbook of research on Web 2.0 and second language learning* (pp. xix-xx). Hershey, PA: IGI Global.
- Kern, R., Ware, P., & Warschauer, M. (2008). Network-based language teaching. In N. V. Deussen-Scholl & N. H. Hornberger (Ed.), *Encyclopedia of language and education*, 2<sup>nd</sup> Ed., Vol. 4: *Second and foreign language education* (pp. 281-292). New York: Springer.

- Warschauer, M. (2008). Whither the digital divide? In D. L. Kleinman, K. A. Cloud-Hansen, C. Matta, & J. Handelsman (Eds.), *Controversies in science and technology: From chromosomes to the cosmos*. New Rochelle, NY: Liebert.
- Warschauer, M., & Ware, M. (2008). Learning, change, and power: Competing discourses of technology and literacy. In J. Coiro, M., Knobel, C. Lankshear, & D. J. Leu (Eds.) *Handbook of research on new literacies*. New York: Lawrence Erlbaum Associates.
- Warschauer, M. (2007). Technology and writing. In C. Davison & J. Cummins (Eds.), *The International Handbook of English Language Teaching* (pp. 907-912). Norwell, MA: Springer.
- Ware, P., & Warschauer, M. (2006). Electronic feedback and second language writing. In K. Hyland and F. Hyland (Eds.) *Feedback and second language writing* (pp. 105-122). Cambridge: Cambridge University Press.
- Warschauer, M. (2006). Literacy and technology: Bridging the divide. In D. Gibbs and K.-L. Krauss (Eds.), *Cyberlines 2: Languages and cultures of the Internet* (pp. 163-174). Albert Park, Australia: James Nicholas.
- Warschauer, M. (2006). Foreword. In E. Arnó Macià, A. Soler Cervera, & C. Rueda Ramos (Eds.), *Information technology in languages for specific purposes*. (pp. xiii-xvi). New York: Springer.
- Warschauer, M. (2006). Networking the Nile: Technology and professional development in Egypt. In J. Inman & B. Hewett (Eds.), *Technology and English studies: Innovative professional paths* (pp. 163-172). Mahwah, N.J.: Lawrence Erlbaum.
- Warschauer, M. (2005). Sociocultural perspectives on CALL. In J. Egbert and G. M. Petrie (Eds.) *CALL Research Perspectives* (pp. 41-51). Mahwah, NJ: Lawrence Erlbaum.
- Warschauer, M. (2004). Of digital divides and social multipliers: Combining language and technology for human development. *Information and communication technologies in the teaching and learning of foreign languages: State of the art, needs and perspectives* (pp. 46-52). Moscow: UNESCO Institute for Information Technologies in Education.
- Warschauer, M. (2004). Technological change and the future of CALL. In S. Fotos & C. Brown (Eds.), *New Perspectives on CALL for Second and Foreign Language Classrooms* (pp. 15-25). Mahwah, NJ: Lawrence Erlbaum Associates.
- Warschauer, M., and De Florio-Hansen, I. (2003). Multilingualism, identity, and the Internet. In A. Hu and I. De Florio-Hansen (Eds.), *Multiple identity and multilingualism* (pp. 155-179). Tübingen: Stauffenburg.
- Warschauer, M. (2002). Languages.com: The Internet and linguistic pluralism. In I. Snyder (Ed.), *Silicon literacies* (pp. 62-74). London: Routledge.
- Warschauer, M. (2001). Online learning in sociocultural context. In C. Paechter, R. Edwards, R. Edwards, P. Twining (Eds.), *Learning, space and identity* (pp. 121-141). London: Sage Publications. [reprint of journal article in *Anthropology & Education Quarterly*].
- Shetzer, H., & Warschauer, M. (2001). English through Web page creation. In J. Murphy & P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language teaching* (pp. 429-455). Ann Arbor, MI: University of Michigan Press.

- Warschauer, M. (2001). On-line communication. In D. Nunan & R. Carter (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 207-212). Cambridge: Cambridge University Press.
- Warschauer, M. (2000). Language, identity, and the Internet. In B. Kolko, L. Nakamura, & G. Rodman (Eds.), *Race in cyberspace* (pp. 151-170). New York: Routledge.
- Warschauer, M. (2000). Online learning in second language classrooms: An ethnographic study. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice* (pp. 41-58). Cambridge: Cambridge University Press.
- Kern, R., & Warschauer, M. (2000). Theory and practice of network-based language teaching. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice* (pp. 1-19). Cambridge: Cambridge University Press.
- Shetzer, H., & Warschauer, M. (2000). An electronic literacy approach to network-based language teaching. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice* (pp. 171-185). Cambridge: Cambridge University Press.
- Warschauer, M., & Meskill, C. (2000). Technology and second language teaching and learning. In J. W. Rosenthal (Ed.), *Handbook of undergraduate second language education: English as a second language, bilingual, and foreign language instruction for a multilingual world* (pp. 303-318). Mahwah, NJ: Erlbaum.
- Warschauer, M. (1998). Interaction, negotiation, and computer-mediated learning. In V. Darleguy, A. Ding, & M. Svensson (Eds.), *Educational technology in language learning: Theoretical considerations and practical* (pp. 125-136). Lyon, France: National Institute of Applied Sciences.
- Warschauer, M. (1997). A sociocultural approach to literacy and its significance for CALL. In K. Murphy-Judy & R. Sanders (Eds.), *NEXUS: The convergence of language teaching and research using technology* (pp. 88-97). Durham, North Carolina: Computer Assisted Language Instruction Consortium.
- Warschauer, M. & Lepeintre, S. (1997). Freire's dream or Foucault's nightmare?: Teacher-student relations on an international computer network. In R. Debski, J. Gassin, & M. Smith (Eds.), *Language learning through social computing* (pp. 67-89). Canberra, Australia: Applied Linguistics Association of Australia.
- Warschauer, M. (1996). Computer-assisted language learning: An introduction. In S. Fotos (Ed.), *Multimedia language teaching* (pp. 3-20). Tokyo, Japan: Logos International.
- Warschauer, M. (1996). Motivational aspects of using computers for writing and communication. In Warschauer, M. (Ed.), *Telecollaboration in Foreign Language Learning* (pp. 29-46). Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center.
- Warschauer, M. (1996). It's great to be bilingual. In G. M. Jacobs and B. R. Sundara Rajan (Eds.), *Stories for Language Teachers* (p. 7-8). Singapore: Regional Language Centre.
- Warschauer, M. (1996). Insults for pennies. In G. M. Jacobs and B. R. Sundara Rajan (Eds.), *Stories for Language Teachers* (p. 56). Singapore: Regional Language Centre.
- Warschauer, M. (1995). International student e-mail discussion lists. In M. Warschauer (Ed.),

*Virtual connections: Online activities and projects for networking language learners.*(pp. 168-169). Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center.

### Conference Proceedings

Tran, C., Chen, J., Warschauer, M., Conley, A., & Dede, C. (2012). Applying motivation theories to the design of educational technology. Proceedings of the Games+Learning+Society 8.0 Conference, Madison, WI.

Zheng, B., Warschauer, M. & Farkas, G. (2011, March). Improving fourth grade writing through technology-enhanced instruction. In M. Koehler & P. Mishra (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2011 (pp. 4501-4508). Chesapeake, VA: AACE.

Cervantes, R., Warschauer, M., Nardi, B., & Sambasivan, N. (2011). *Infrastructures for low-cost laptop use in Mexican schools*. Proceedings from 29th International Conference on Human Factors in Computing Systems. CHI 2011. ACM.

Warschauer, M. (2010). New paradigms in technology-mediated learning. In *New paradigms in foreign language education Proceedings of the annual conference of the Korean Association of Foreign Language Education* (pp 28-33). Seoul: Korean Association of Foreign Language Educators.

Warschauer, M. (2002). Language teaching in the information technology society. In L. Mak et al. (Eds.), *Technology in Language Education: Meeting the Challenges of Research and Practice, Proceedings of the Technology in Language Education Conference*, June 2001, Hong Kong and Nanjing. Hong Kong: Language Centre, Hong Kong University of Science and Technology.

Warschauer, M. (2002) The Internet and language diversity. In *Proceedings of the Conference on Language Variation and Language Policy*. Dutch Language Union: Amsterdam.

Warschauer, M. (2000). The death of cyberspace and the rebirth of CALL. In Proceedings of the IATEFL CALL Conference [CD]. Kent: UK.

Warschauer, M. (2000). Millennialism and media: Language, literacy, and technology in the 21st century, *Selected papers from AILA '99* (pp. 74-83). Tokyo: Waseda University Press.

Warschauer, M. (1998). CALL vs. electronic literacy: Reconceiving technology in the language classroom. In *Proceedings of the Centre for Information on Language Teaching and Research Information Technology Research Forum*. London: Centre for Information on Language Teaching and Research.

Warschauer, M. (1998). From the workplace to the classroom: Innovation, reform, and resistance in the communication age. In *Education for the communication age: Proceedings of the First LEVERAGE Conference on Broadband Communications in Education and Training*. London: Centre for Information on Language Teaching and Research.

Warschauer, M. (1998). Technology and literacy: Making the connections. In *Literacy for Change Conference Proceedings*. Honolulu, HI: Center for Second Language Research.

Warschauer, M. (1997). Internet for English teaching: What, why, and how. In J. E. Katchen

and Y. Leung (Eds.), *The proceedings of the Fifth International Symposium on English Teaching* (pp. 223-231). Taipei: Crane Publishing. (Another version of the article appeared in *Dong-Eui International Journal*, 2, 1996, p. 24-40).

Warschauer, M. (1996). Sociocultural learning theory and computer-mediated communication. In F. L. Borchardt, C. L. Bradin, E. Johnson, and L. Rhodes (Eds.), *Proceedings of the Computer Assisted Language Instruction Consortium 1996 Annual Symposium "Distance Learning"* (p. 265-269). Durham, North Carolina: Duke University.

### Research Reports

Warschauer, M., Zheng, B., & Farkas, G. (2010). Final report on Saugus Union School District's SWATTEC program. Available at <http://community.saugusd.org/jklein/files/-1/1879/UCI-SUSD-final-report-2010.pdf>

Warschauer, M., & Grimes, D. (2005). First year evaluation report: Fullerton School District laptop program. Available at <http://fsd.k12.ca.us/menus/1to1/evaluation/FSD-laptop-year1-eval.pdf>

Knobel, M., Stone, L., & Warschauer, M. (2002). *Technology and academic preparation: A comparative study*. Department of Education, University of California, Irvine.

Warschauer, M. & Starr, C. (2001) *Educational technology in underserved communities*. Department of Education, University of California, Irvine.

Warschauer, M. (1995). Heterotopias, panopticons, and Internet discourse. *University of Hawai'i Working Papers in ESL*, 14(1), 91-121.

Chou, C. & Warschauer, M. (1995). *Internet basics for language professionals*. (Research Note #12). Honolulu, HI: University of Hawai'i, Second Language Teaching and Curriculum Center. (A second edition was authored by C. Chou, Z. Syed, & M. Warschauer)

### Non-Refereed Articles

Warschauer, M. (2006, January). Language, technology, and development. *Guardian Weekly*.

Warschauer, M. (1996, February) Online vignettes [Online essay]. *The Adjunct Advocate*. Available: <http://www.sai.com/adjunct/bksfeat.html>.

Warschauer, M. (1995). New e-mail lists link EFL and ESL students. *TESOL Matters* 4(6), 1.

### Book Reviews

Warschauer, M. (2010). Been there, done that: What's new about new technologies? A review of *A better pencil: Readers, writers, and the digital Revolution* by Dennis Baron. *Linguistics & Education*, 21(2), 121-122

Warschauer, M. (2002). A review of *Language and the Internet* by David Crystal. *Education, Communication, and Information*, 2(2).

Warschauer, M. (1998). A review of *The information age: Economy, society, and culture* by Manuel Castells. *Computers and Composition*, 15(2), 265-267.

Warschauer, M. (1998). A review of *Intelligent language tutors: Theory shaping technology* edited by V. M. Holland, J. D. Kaplan, and M. R. Sams. *Studies in Second Language*

*Acquisition*, 20(3).

Warschauer, M. (1998). A review of *Teaching by principles: An interactive approach to language pedagogy* by H. Douglas Brown. *SLTCC Newsletter*, 8(2), 11.

Warschauer, M. (1996). A review of *Brave new schools: Challenging cultural illiteracy through global learning networks* by Jim Cummins and Dennis Sayers. *TESOL Quarterly* 30, 363-365.

## **Presentations**

### **Plenary and Keynote Addresses**

Warschauer, M. (2012, October). Writing to learn and learning to write. Keynote plenary address to the GLoCALL 2012 International Conference, Beijing, China.

Warschauer, M. (2011, June). Re-imagining reading in digital learning environments. Plenary address to the JALTCALL annual conference, Kurume, Japan.

Warschauer, M. (2011, June). Re-envisioning reading in English as a foreign language. Keynote plenary address to the JACET Kanto conference, Tokyo, Japan.

Warschauer, M. (2010, September). New paradigms in technology-mediated learning. Keynote plenary address, Korean Association of Foreign Language Education Annual Conference, Seoul.

Warschauer, M. (2010, May). One Laptop per Child: Design and implementation. Keynote presentation, Rebele Conference on Designing for Free Expression: Values in Communication Technologies, Stanford University.

Warschauer M. (2009, November). The future ain't what it used to be: Digital media and second language writing. Keynote plenary address presented at the Symposium on Second Language Writing, Tempe, AZ.

Warschauer M. (2009, September). Teaching for global literacy. Keynote plenary address at the Japan Association of College English Teachers Annual Conference, Hokkaido, Japan Association of Language.

Warschauer M. (2009, June). Technologies for teaching the word and the world. Keynote plenary address at the Japan Association for Language Teaching Computer Assisted Language Learning conference, Tokyo.

Warschauer M. (2005, July). Change, power, and learning: Competing discourses of technology and literacy. Keynote plenary address, World Congress of Applied Linguistics, Madison, WI.

Warschauer M. (2003, May). Of digital divides and social multipliers: A global perspective on language, technology, and development. Keynote plenary address, WorldCALL Conference, Banff, Canada.

Warschauer M. (2002, July). Computer-assisted language learning: Past, present, and future, keynote plenary address, Computer-Assisted Systems for Teaching & Learning Japanese Annual Conference, San Diego, California.

Warschauer M. (2001, November). The future of English teaching, keynote plenary address, TESOL Italy Annual Convention, Rome.

- Warschauer M. (2001, July). Globalization and language education, keynote plenary address, Yázigí Internexus Biennial Language Teaching Seminar, São Paulo, Brazil.
- Warschauer M. (2001, June). Language teaching in the information technology society, keynote plenary address, Technology in Language Education Conference, Hong Kong/Nanjing.
- Warschauer M. (2001, March). Language teaching in the information technology society, keynote plenary address, Digital Stream Conference, Monterey, California.
- Warschauer M. (2000, May). The Internet and language diversity, special invited address, Conference on Language Variation and Language Policy, Ghent, Belgium
- Warschauer M. (2000, July). ICT and employability: Critical connections, keynote plenary address, Center for Information on Language Teaching and Research Conference on Teaching Modern Languages in Universities in the 21st Century, Nottingham, UK
- Warschauer M. (2000). The death of cyberspace and the rebirth of CALL, keynote plenary address at the IATEFL CALL Conference, Barcelona.
- Warschauer M. (1999, August). Millennialism and media: Language, literacy, and technology in the 21st century, keynote plenary address, World Congress of Applied Linguistics, Tokyo.
- Warschauer M. (1999, February). Methods and media of interaction: A sociocognitive perspective, keynote plenary address, Annual Conference of the University Teachers of the English Language in Israel, Haifa.
- Warschauer M. (1999, April). The new electronic literacies: Preparing your students for the 21st century, keynote plenary address at the British Council Conference on Information Technology in K-12 Education, Hong Kong.
- Warschauer M. (1999, July). New media, new literacies: Challenges for the next century, keynote plenary address given to the English Teachers Association of Israel Annual Conference.
- Warschauer M. (1998, January). From the workplace to the classroom: innovation, reform, and resistance in the communication age, keynote plenary address at the First LEVERAGE Conference on Broadband Communications in Education, University of Cambridge.
- Warschauer M. (1998, January). CALL vs. electronic literacy: reconceiving technology in the language classroom,” keynote plenary address at the Centre for Information on Language Teaching and Research Annual Research Forum, University of Cambridge.
- Warschauer M. (1996, November). Internet for English teaching: What, why, and how, special invited address, English Teachers Association of Taiwan, Taipei.

### **Invited Colloquia**

- Warschauer, M. (2009, May). Online Englishes: Whose language? Whose voice? Whose knowledge?,” invited paper to a colloquium of the Language for Specific Purposes Special Interest Group, American Educational Research Association, San Diego, May 2009.
- Warschauer, M. (2003, April). Literacy and technology: A global perspective, invited paper in a special colloquium on New perspectives on literacy as the Internet and other ICT enter our world: The voices of a new generation of scholars at the American Education Research Association Annual Conference, Chicago.

- Warschauer, M. (2002, April). New technologies and second language writing, invited colloquium on Second language writing, American Association for Applied Linguistics, Salt Lake City.
- Warschauer, M. (2000, May). Linguistic diversity on the Internet, invited paper at a special colloquium of the conference on Linguistic Variation and Language Policy, Ghent, Belgium.
- Warschauer, M. (1999, March). Needs analysis in CALL: A case study in Egypt, invited academic session on technology in education, Teachers of English to Speakers of Other Languages, New York.
- Warschauer, M. (1998, March). Electronic literacies: Bridging the gap, invited academic session, Teachers of English to Speakers of Other Languages, Seattle, Washington.
- Warschauer, M. (1999, March). CALL research: Investigating network-based language teaching, invited academic session, Teachers of English to Speakers of Other Languages 1997 Annual Convention, Orlando, Florida.
- Warschauer, M. (1999, March). Computer-mediated communication and language minority students: A sociocultural perspective, invited colloquium on sociocultural theory, American Association for Applied Linguistics Annual Meeting.
- Warschauer, M. (1999, March). Computers and the second language learner: Innovation and impact, invited academic session, Teachers of English to Speakers of Other Languages 1996 Annual Convention, Chicago.

### **Conference Presentations**

- Hwang, J. K., Collins, P., Zheng, B., & Warschauer, M. (2014, April). Exploring the writing patterns of elementary school students as a function of their English proficiency. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia.
- Zheng, B., Warschauer, M., Mullins, D. & Ziergiebel, A, (2013, December). Research and practice in digital literacy. Paper presented at the Literacy Research Association Annual Conference, Dallas, Texas.
- Zheng, B. & Warschauer, M. (2013, December). Developing students' sense of audience and authorship in an online discussion environment. Paper presented at the Literacy Research Association Annual Conference, Dallas, Texas.
- Warschauer, M., Jiang, S., Williams, A., Cung, B., Domina, T., Smyth, P., & O'Dowd, D. (2013, December). Peer assessment and academic achievement in a gateway MOOC. Paper Presented at the MOOC Research Conference, Arlington, Texas.
- Park, Y., Collins, P., Warschauer, M., & Oak, M. (2013, July). The effect of syntactic scaffolding on adolescent literacy development. Paper presented at the Society for the Scientific Study of Reading Annual Meeting, Hong Kong.
- Warschauer, M., & Zheng, B. (2013, May). Collaborative writing in the cloud. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- Zheng, B., Warschauer, M. (2013, April). Teaching and learning in one-to-one laptop environments: A research synthesis. Paper presented at the American Educational Research



- Association Annual Meeting, San Francisco, California.
- Warschauer, M., & Zheng, B. (2013, April). One-to-one laptop program and science literacy development among linguistically diverse students. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- Warschauer, M. (2012, October). Digital scaffolding for reading. Paper presented at GLoCALL International Conference, Beijing.
- Warschauer, M. (2012, October). Pursuing graduate study in CALL (and related fields). Presentation at GLoCALL International Conference, Beijing.
- Zheng, B., Warschauer, M. (2012, June). Writing and equity in a one-to-one laptop environment. Paper presented at the International Society for Technology in Education, San Diego, California.
- Warschauer, M., Zheng, B. (2012, April). Social media use and academic identity in a diverse K-12 district. Paper presented at the 2012 American Educational Research Association Annual Meeting. Vancouver, British Columbia, Canada.
- Zheng, B., Warschauer, M. (2012, April). Blogging to learn: Participation and literacy among linguistically diverse fifth-grade students. Paper presented at the 2012 American Educational Research Association Annual Meeting. Vancouver, British Columbia, Canada.
- Zheng, B., Warschauer, M. (2012, April). Literacy and laptops: Effects of a one-to-one program. Poster presented at the 2012 American Educational Research Association Annual Meeting. Vancouver, British Columbia, Canada.
- Hwang, J.K., Collins, P., Warschauer, M., Farkas, G., & Zheng, B. (2012, July). *Exploring the writing patterns of elementary school students as a function of their proficiency in English*. Poster presented at the 19th annual meeting of the Society for the Scientific Study of Reading, Montreal, Quebec, Canada.
- Zheng, B., Warschauer, M. (2011). New literacy development in a classroom blogging community. Paper presented at the 2011 Literacy Research Association Annual Conference. Jacksonville, Florida.
- Warschauer, M. (2010, May). Netbooks and open source software in one-to-one programs. Paper presented at American Educational Research Association Annual Conference, Denver.
- Pepper, K., & Warschauer, M. (2010, May). Lessons from Brandy: Creative media production by a child with cognitive (dis)abilities. Paper presented at American Educational Research Association Annual Conference, Denver.
- Warschauer, M. (2010, March). New tools for teaching the word and the world. Paper presented at the Teachers of English to Speakers of English Annual Convention, Boston.
- Kibrick, M., van Es, E., & Warschauer, M. (2010, March). Designing professional development for 21st century learning. Paper presented at the Society for Information Technology & Teacher Education Annual Conference, San Diego.
- Warschauer, M. (2010, Feb). What we have learned from school laptop programs. Paper presented at the Digital Media and Learning Conference, San Diego.
- Peppler, K., & Warschauer, M. (2009, March). Developing a culture of critical game design in a

- second-grade classroom. Paper presented at American Educational Research Association Annual Conference, San Diego.
- Grimes, D., & Warschauer, M. (2008, March). Middle school use of automated writing evaluation. Paper presented at American Educational Research Association Annual Conference, New York.
- O'Cadiz, P, Hall, V., & Warschauer, M. (2008, March). Immigrant youth in transitional spaces: Culture, identity, and affiliation in a community learning center. Paper presented at American Educational Research Association Annual Conference, New York.
- Warschauer, M. (2006, April). Laptops and literacy. Paper presented at the American Educational Research Association Annual Conference, San Francisco.
- Grimes, D., & Warschauer, M. (2006, April). Automated essay scoring in the classroom. Paper presented at the American Educational Research Association Annual Conference, San Francisco.
- Brown, D., & Warschauer, M. (2006, March). Transforming teacher education institutions into 21st century learning environments. Paper presented at the Society for Information Technology & Teacher Education International Conference to be held in Orlando, Florida.
- Brown, D., & Warschauer, M. (2004, April). From the university to the elementary classroom: Students' experiences in learning to integrate technology in instruction. Paper presented at the American Educational Research Association Annual Conference, Montreal.
- Warschauer, M. (2003, April). Technology and equity: A comparative study. Paper presented at the American Educational Research Association Annual Conference, Chicago.
- Warschauer, M. (2003, April). The rhetoric and reality of aid: A critical look at shared responsibility. Paper presented at the American Educational Research Association Annual Conference, Chicago.
- Warschauer, M., & Hirata, K. (2001, February). Falling through the net: Technology and inequality in the developing world, International Studies Association, Chicago.
- Warschauer, M., Zohry, A., & Refaat, G. (2000, March). Language and literacy online: A study of Egyptian Internet users, American Association for Applied Linguistics Annual Meeting, Vancouver.
- Warschauer, M., & Soliman, M. (2000, March). Putting the interactive in interactive videoconferencing, Teachers of English to Speakers of Other Languages 2000 Annual Convention, Vancouver.
- Warschauer, M., Meloni, C., & Shetzer, H. (2000, March). Technology and literacy in the 21<sup>st</sup> century (colloquium), Teachers of English to Speakers of Other Languages 2000 Annual Convention, Vancouver.
- Warschauer, M., Ramzy, H., & Effat, R. (1999, October). Technology and educational reform: Prospects and challenges (colloquium), Egyptesol 1999 Annual Convention, Cairo, Egypt.
- Warschauer, M. (1998, September). Technology, cultural communication, and education: Analyzing the experience of Native Hawaiians, Arab-U.S. Association for Communication Educators Third Annual Conference, Cairo, Egypt.

- Warschauer, M. (1998, March). Publishing in scholarly journals, American Association for Applied Linguistics Annual Meeting.
- Warschauer, M. (1997, November). Critical literacy in the age of information, New Literacy Conference, Honolulu.
- Warschauer, M. (1997, June). Networking into academic discourse communities, Computers & Writing Conference 1997, Honolulu.
- Warschauer, M. (1997, February). Internet for English or English for the Internet?: Reconceptualizing CALL, Hawai'i Teachers of English to Speakers of Other Languages, Honolulu.
- Warschauer, M., & Godwin-Jones, R. (1996, November). Electronic publishing on the World Wide Web for students and teachers, American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, Philadelphia.
- Warschauer, M. (1996, July). Research on network-based language learning, Symposium on New Technologies and Less Commonly Taught Languages, Honolulu.
- Warschauer, M. (1996, May). Sociocultural learning theory and computer-mediated communication, Computer Assisted Language Instruction Consortium 1996 Annual Symposium, Albuquerque, New Mexico.
- Warschauer, M. (1996, March). Multimedia language teaching (colloquium), Teachers of English to Speakers of Other Languages 1996 Annual Convention, Chicago.
- Warschauer, M. (1996, March). TESOL activities based on the World Wide Web (colloquium), Teachers of English to Speakers of Other Languages 1996 Annual Convention, Chicago.
- Warschauer, M. (1996, March). Explicit vs. implicit language learning: A connectionist model, American Association for Applied Linguistics Annual Meeting, Chicago.
- Warschauer, M. (1995, November). Twenty-five activities for networking language learners, American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, Anaheim.
- Warschauer, M., & Hiple, D. (1995, November). Participatory teacher education via interactive television and email, American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, Anaheim.
- Warschauer, M. (1995, October). Applications of technology to language teaching (panel discussion), Hawaiian Association of Language Teachers, Honolulu.
- Warschauer, M., & Kern, R. (1995, July). Conducting research on computer-mediated communication for language teaching, Symposium on Local & Global Electronic Networking in Foreign Language Learning & Research, Honolulu.
- Warschauer, M. (1995, July). The motivational aspects of using computers for writing and communication, Symposium on Local & Global Electronic Networking in Foreign Language Learning & Research, Honolulu.
- Warschauer, M. (1995, May). Using the Internet in language instruction: Uses today, hopes for tomorrow, (panel discussion via the Internet), International Association of Learning Labs Biannual Conference, Notre Dame, Indiana.

- Robb, T., Warschauer, M., Holliday, L., Turbee, L., & County, P. (1995, March). Launch your class into cyberspace with Student Lists, Teachers of English to Speakers of Other Languages Annual Convention, Long Beach, California.
- Warschauer, M., & Hiple, D. (1995, March). Participatory teacher education via interactive television and Email, Teachers of English to Speakers of Other Languages Annual Convention, Long Beach, California.
- Warschauer, M. (1995, February). Email for English teaching, Hawai'i Conference of Teachers of English and ESL Caucus Annual Roundtable, Honolulu.
- Warschauer, M. (1994, May). Cooperate, collaborate, communicate, Association of Teachers of English of the Czech Republic Biannual Convention, Liberec, Czech Republic.
- Warschauer, M. (1994, March). Rhyme, rhythm & rap: New techniques for teaching pronunciation, Teachers of English to Speakers of Other Languages Annual Convention, Baltimore.
- Warschauer, M. (1993, October). Concordancing in the Classroom, Association of Teachers of English of the Czech Republic Regional Conference, Prague.
- Warschauer, M. (1993, March). An interactive approach toward teaching American Studies, International Conference of Central and Eastern European English teachers, Potsdam University, Germany.

### **Invited Lectures**

- Warschauer, M. (2011, June). Publishing and presenting on CALL. Invited address at Kanda University of International Studies, Chiba, Japan.
- Warschauer, M. (2011, May). Digital media in the English classroom. Invited address at Tokai University, Kanagawa, Japan.
- Warschauer, M. (2011, January). Internet and English teaching. Invited address at Kanda University of International Studies, Chiba, Japan.
- Warschauer, M. (2011, January). Digital media and the future of learning. Invited address at Kanda University of International Studies, Chiba, Japan.
- Warschauer, M. (2010, November). Laptops and learning: Boon or boondoggle. Invited presentation at the Open University of Japan.
- Warschauer, M. (2010, May). Netbooks and open tools in education. Invited presentation in the School of Education Colloquium Series, Stanford University.
- Warschauer, M. (2009, Nov.) New tools for teaching the word and the world. Invited presentation in the Applied Linguistics Series, University of California, Santa Barbara.
- Warschauer, M. (2009, April). Web 2.0 for language learning: Audience, authorship, and artifact. Invited presentation at the Language Resource Center, Cornell University.
- Warschauer, M. (2008, November). Audience, authorship, and artifact: The emerging semiotics of Web 2.0. Invited presentation at Arizona State University.
- Warschauer, M. (2007, Feb.) Learning, change, and power: Competing frames of technology and literacy. Invited presentation at Berkeley Language Center, UC Berkeley.

- Warschauer, M. (2007, March) Laptops and literacy: Can one-to-one computing programs transform how children learn?. Invited presentation at the Center for Research on Information Technology & Organizations, UCI.
- Warschauer, M. (2007, Feb). Laptops and literacy. Invited presentation at the Langsom Library Colloquium Series, UCI.
- Warschauer, M. (2007, May). Perspectives on interdisciplinary research. Invited presentation at the Graduate Student Forum on Interdisciplinary Research, Calit2, UCI.
- Warschauer, M. (2007, Aug). Laptops and literacy. Invited presentation at the Summer Undergraduate Research Fellows in Information Technology (SURF-IT) Seminar, Calit2, UCI.
- Warschauer, M. (2004, Nov). A critical look at information literacy: Lessons from the Maine laptop program, Center for Research on Information Technology and Organizations, University of California, Irvine
- Warschauer, M. (2004, April). Laptops and literacy in K-12 schools: Can one-to-one computing level the playing field? Ada Byron Research Center, UCI.
- Warschauer, M. (2001, July). Language, technology, and education, Beijing Normal Capital University, Beijing, China.
- Warschauer, M. (2001, April). Dissecting the digital divide, Center for Research on Information Technology and Organizations, UCI
- Warschauer, M. (2000, December). Networked learning for the network society, Tel Aviv University, Israel.
- Warschauer, M. (2000, March). The Internet and social access: Dissecting the digital divide, UCLA, Los Angeles.
- Warschauer, M. (1999, Dec). From authenticity to agency: Language learning in the 21st century, Haifa University, Israel.
- Warschauer, M. (1999, Aug). Computers and collaborative learning, Regional English Language Centre, Singapore.
- Warschauer, M. (1999, April). The Internet, english, and the knowledge economy: Are you ready for the 21st century?, Suzhou University, China.
- Warschauer, M. (1998, Sept). New media, new literacies: Language teaching in the age of information, United States Information Service, Amman, Jordan.
- Warschauer, M. & Ortega, L. (1997, Feb). Apprenticing into academic discourse, University of Hawai'i Department of ESL Colloquium Series, Honolulu.
- Warschauer, M. (1997, Jan). Language, literacy, and computers: Evolving views, evolving practices, Queensland University of Technology, Brisbane, Australia
- Warschauer, M. (1996, Nov). Language Learning and the Internet: Theory, Research, and Classroom Applications, University of Michigan, Ann Arbor
- Warschauer, M. & Schmit, R. (1996, March). Rule or rote?: connectionist simulations of language learning, University of Hawai'i Department of ESL Colloquium Series, Honolulu.

- Warschauer, M. (1996, Feb). Vygotsky, Bakhtin, and Freinet: Perspectives on computer-mediated collaborative learning, University of Hawai'i Department of ESL Colloquium Series, Honolulu.
- Warschauer, M. (1995, Nov). Text, talk & tasks: Computer-mediated environments for collaborative language learning, Stanford University, Stanford, California.
- Warschauer, M. (1995, Nov). Internet for English teaching, Brigham Young University of Hawai'i.
- Warschauer, M., Davis, K. & Schmidt, R. (1995, Sept). Writing for publication, Hawaiian Association of Teachers of English as a Second Language Annual Retreat, Honolulu.
- Warschauer, M. (1995, Feb). Using Email and electronic communication for English teaching," Teacher Institute Day, Hawaiian Education and Language Program, University of Hawai'i at Manoa.
- Warschauer, M., & Fresh, E. (1995, Feb). Electronic communication for language teaching: Connecting learners across the classroom and across the globe, College of Languages, Linguistics and Literature, University of Hawai'i, Honolulu.
- Warschauer, M. (1994, Nov). Computer networking as a tool for empowering language learners, University of Hawai'i Department of ESL Colloquium Series, Honolulu.
- Warschauer, M. (1994, Sept). Computer-mediated communication for foreign and second language teaching, Hawaiian Association of Teachers of English as a Second Language Annual Retreat.
- Warschauer, M. (1991, Nov). Teaching drama through song, Moscow Linguistic University, Moscow, Russia.

### **Courses Taught at UCI**

Dissertation Proposal Writing

Educational Measurement and Field Research

Literacy and Technology

Qualitative Research Methods

Studies of Diversity and Inequality in Education

Teaching English Internationally

Technology and Literacy

Technology and Social Development

Theories and Methods of Instruction for English Language Development

Theories and Research on First- and Second-Language Acquisition in School Contexts

Second Language Learning

## **Academic Service**

### **Editorial Service**

Editor, *AERA Open* (2014-date)

Editor, *Language Learning & Technology* (1996-2003, 2011-2014)

Editorial Board:

*Journal of Second Language Writing* (2009-date)

*L2 Journal* (2009-date)

*Language Learning Journal* (1999-date)

*Language Learning & Technology* (2003-date)

*Language@Internet* (2007-date)

*Journal of Computer Mediated Communication* (2004-date)

*Writing and Pedagogy* (2008-date)

Advisory Board:

*Languages and Dialogues* (2010-date)

Outside Reviewer:

*American Association for Applied Linguistics, Language and Technology Strand (conference paper proposals reviewed, August 2007)*

*American Educational Research Association, Division C - Learning & Instruction, Section 7 - Technology Research (conference paper proposals reviewed, August 2007)*

*American Educational Research Journal* (2003-date)

*Applied Linguistics* (1996-date)

*British Association of Applied Linguistics* (2008)

*Cambridge University Press* (1996-date)

*Canada Council for the Arts* (2009-date)

*Canadian Modern Language Review* (2000-date)

*Diaspora, Indigenous, and Minority Education: International Journal* (2007-date)

*Economics of Education* (2010)

*Educational Evaluation and Policy Analysis* (2004-date)

*Educational Policy* (2003-date)

*Electronic Markets* (2007)

*English for Specific Purposes* (2009)

*European Societies* (2008)  
*IEEE Technology and Society* (2004-date)  
*IEEE Transactions on Learning Technologies* (2010-date)  
*International Journal of Communication* (2009-date)  
*Journal of Computer-Mediated Communication* (2001-date)  
*Journal of Engineering Education* (2007)  
*Language Learning & Technology* (2007)  
*Language Teaching Research* (2010-date)  
*Mind, Culture, and Activity* (2000-date)  
*MIT Press* (2005)  
*Modern Language Journal* (1996-date)  
*National Institute of Education, Singapore* (2009)  
*New Media and Society* (2009)  
*Pedagogies* (2007-date)  
*Review of Research in Education* (2009-date)  
*Routledge* (200-date)  
*Russell Sage Foundation* (2002)  
*Social Forces* (2006-date)  
*Social Science Computer Review* (2002-date)  
*Sociology of Education* (2003-date)  
*Teachers College Press* (book manuscripts reviewed, 2007 and 2008)  
*Teaching and Teacher Education* (journal article reviewed, September 2007)  
*TESOL Quarterly* (1997-date)  
*TESOL Standards Committee* (2008)  
*The Information Society* (2005-date)  
*TOEFL Committee of Examiners* (2006)  
*University of Michigan Press* (2009)

### **Conference Organization**

Member of the Senior Program Committee for the International Conference on Information and Communication Technologies and Development, 2010.  
 Member of the International Program Committee International Association of Science and Technology for Development (IASTED) International Conference on Computers and Advanced Technology in Education, 1998-2004.



Coordinator of the International Symposium on New Technologies and Less Commonly Taught Languages, University of Hawai'i, July 8-12, 1996

Coordinator of the International Symposium on Local & Global Electronic Networking in Foreign Language Learning & Research, University of Hawai'i, July 10-14, 1995

### **Departmental and School Service (at UCI)**

Associate Dean, School of Education (2012-date)

Director, Ph.D. in Education Program (2006-2010, 2011-2013)

Director, Ph.D. in Education Admissions Committee (2006-2010, 2011-2012)

Faculty Chair, Department of Education (2006-2010)

Reviewer, Summer Undergraduate Research Fellowship (2009)

Reviewer, Upper Division Writing Contest (2009)

Associate Director for Research, Ada Byron Research Center for Diversity in Computing & Information Technology, School of Information & Computer Science (2003-date)

Vice Chair, Department of Education (2002-2004)

Chair of Faculty Recruitment Committee, Department of Education (2002-2004)

Chair of Doctoral Planning Committee, Department of Education (2003-2006)

### **Service on Academic Committees (at UCI)**

Representative Assembly of the Academic Senate (2006-2010)

Committee on Committees, UC Irvine (2003-2004)

Information Technology and Telecommunications Policy Committee, UC systemwide (2001-2002)

Council on Research, Computing, & Library Resources, UC Irvine (2001-2002)

### **Community Service**

Member, Down Syndrome Foundation of Orange County Learning Committee Advisory Board

Member, Irvine Unified School District Learning Committee

Judge, AppJam+ Mobile App Development Content for Orange County Middle School Students

### **Academic Supervision**

#### Doctoral Dissertation Committees Chaired

Binbin Zheng, University of California, Irvine, (UCI Ph.D. in Education Program). *Social Media and Classroom Writing: Participation, Interaction, and Collaboration* (2013). [Currently Assistant Professor at Michigan State University]

Chin-Hsi Lin, University of California, Irvine. (UCI Ph.D. in Education Program). *Language learning through social networks: perceptions and reality* (2013). [Current Assistant Professor at Michigan State University]

- Lauren Shea, University of California, Irvine. (UCI Ph.D. in Education Program; co-chair with Judith Sandholtz). *Talking to Learn: A Mixed-Methods Study of a Professional Development Program for Teachers of English Language Learners* (2012). [Currently researcher at UCI].
- Melanie Wade, University of California, Irvine (UCI/UCLA Ed.D. Program). *Laptops and the Gender Gap: An Investigation of a High School Core Curriculum Program* (2010).
- Susan Leonard-Giesen, University of California, Irvine (UCI/UCLA Ed.D. Program). *Family Daily Routine: Case Study on Literacy Intervention for Preschool Children with Down Syndrome* (2009)
- Doug Grimes, University of California, Irvine (Ph.D. in Information & Computer Sciences). *Middle School Use of Automated Writing Evaluation: A Multi-Method Case Study* (2008)
- Akemi Morioka, University of California, Irvine (UCI/UCLA Ed.D. Program). *Teaching Japanese with Content-Based Instruction* (2007)
- Michele Rousseau, University of California, Irvine (Ph.D. in Information & Computer Sciences). *Ubiquitous Computing, Equity and K-12 Schools: Can One-to-One Laptop Programs Level the Playing Field?* (2007; co-chair with Debra Richardson)
- Richard Weiss, University of California, Irvine (UCI/UCLA Ed.D. Program). *Avenues to Access of Future Science Teachers: An Interview Study* (2007)
- Lisa Hall, University of California, Irvine (UCI/UCLA Ed.D. Program). *Inspiration, Implementation, and Impact: Examining Teacher Professional Development in Successful School Districts* (2007)
- Kelly King, University of California, Irvine (UCI/UCLA Ed.D. Program). *Journeys to Academic Literacy: Case Studies of Armenian English Learners in Southern California*. (2006)
- Jorge Velastagui, University of California, Irvine (UCI/UCLA Ed.D. Program). *Handheld Computer Use in Diverse Classrooms* (2005)
- Tam Do, University of California, Irvine (UCI/UCLA Ed.D. Program). *The Adaptation of Vietnamese International Students to California Community Colleges* (2005)
- Carol Hansen, University of California, Irvine (UCI/UCLA Ed.D. Program). *Early-Career Middle School Teachers of Low-Income Urban Students: Coping With School Reform* (2005)
- Dina Brown, University of California, Irvine (UCI/UCLA Ed.D. Program). *From the University to the Elementary Classroom: Students' Experiences in Learning to Integrate Technology in Instruction* (2004)
- Jodie Wales, University of California, Irvine (UCI/UCLA Ed.D. Program). *Internet-Based Advanced Placement and Honors Courses: A Case Study in an Urban High School District* (2003)
- Doctoral Dissertation Committee, Primary UCI Reader (joint CSU/UCI Ed.D. Program)
- LaWanna Shelton, University of California, Irvine (CSU/UCI Ed.D. Program)
- Vanita Chandrasekhar, University of California, Irvine (CSU/UCI Ed.D. Program)
- Kurt Suhr, University of California, Irvine (CSU/UCI Ed.D. Program)

Tin Tran, University of California, Irvine (CSU/UCI Ed.D. Program)

Michael Bloemsa, University of California, Irvine (CSU/UCI Ed.D. Program)

Karen Brzoska, University of California, Irvine (CSU/UCI Ed.D. Program)

Javier Hernandez, University of California, Irvine (CSU/UCI Ed.D. Program)

Ray Chavez, University of California, Irvine (CSU/UCI Ed.D. Program)

Amit Schitai, University of California, Irvine (CSU/UCI Ed.D. Program)

Doctoral Dissertation Committee Member:

Adel Rajab, University of California, Irvine (UCI/UCLA Ed.D. Program)(2007)

Sharyn Sigler, University of California, Irvine (CSU/UCI Ed.D. Program)(in progress)

Cathy Patterson, University of California, Irvine (CSU/UCI Ed.D. Program)(in progress)

Christine Leahy, Nottingham Trent University, England (in progress): Collaborative  
Construction of Knowledge in Computer-Assisted Language Learning

Advancement to Candidacy Committee Member:

Dale Ganley, University of California, Irvine (Ph.D. in Management): The Global Digital  
Divide: An Inter-Generational Country Level Analysis (November 2004)

Doctoral Dissertation Examination:

Shanon Johnson, University of Queensland, July 2007: Context, change and communications  
technology in classroom pedagogy: Indonesian language teachers implementing email in  
senior secondary teaching  
Leila Kajee, University of KwaZulu-Natal, South Africa, March  
2006: Language, literacy, and the construction of identity in online environments

Wendy Sutherland, Monash University, Australia, May 2004: The right to own: An investigation  
of the relationship between plagiarism, the Internet and International students' academic  
writing

Ruth Kivela, Monash University, Australia, May 2000: Computer-mediated communication and  
English teaching in Hong Kong

Masters Thesis Examination:

Xu Fang, Department of English, School of Foreign Languages, Suzhou University, China, April  
1999: Computer assisted collaborative language learning: Theory and practice [chair of  
examination committee]

Xu Yuejin, Department of English, School of Foreign Languages, Suzhou University, China,  
April 1999: Integrating word processing into EFL writing: A preliminary study [chair of  
examination committee]

Undergraduate Honors Research:

Timothy, University Research Opportunities Program Fellow, University of California, Irvine:  
Documenting instructional practices in STEM lecture courses: The effect of flipped  
classroom instruction on students' attitudes and achievement.

Eunjae Kim, University Research Opportunities Program Fellow, University of California, Irvine: Language and literacy practices in a technology intensive environment (2009)

Alex Taubman, Summer Undergraduate Research Fellow in Information Technology: Videogames and learning (2009)

Taylor Mar, Summer Undergraduate Research Fellow in Information Technology: Videogames and learning (2009)

Connie Tran, Summer Undergraduate Research Fellow in Information Technology, University of California, Irvine: Increasing girls' access to advanced technology use (2007)

Aysha Cohen, Summer Undergraduate Research Program, University of California, Irvine: The role of supportive peer relations in promising afterschool programs (2007)

Bryan Ventura, Social Science Undergraduate Honors Research Program, University of California, Irvine: A comparison of laptop learning programs among ethnically and culturally diverse students (2003-2004)

#### Visiting Scholars Supervised

ChengXia Guo, Shaghai Ocean University (2014)

Yue Sheng, Shanghai University of Engineering Science (2014)

Shanshan Liu, Beijing Foreign Studies University (2013-2014)

Eliseo Reategui, Fulbright Scholar, Federal University of Rio Grande do Sul (2013)

Xiaohong Wang, People's Bank of China Zhengzhou Training Institute (2009-2010)

Vilson Leffa, Catholic University of Pelotas, Brazil (2009-2010)

Kylie Pepler, UC President's Postdoctoral Fellow (2007)

Birna Arnbjornsdottir, University of Iceland (2003)

Andreas Lund, Oslo University, Norway (2003)

Izaura Carelli, Catholic University of São Paulo, Brazil (2002)

Xu Fang, School of Foreign Languages, Suzhou University, China (2002-2003)

#### **Foreign Languages**

Spanish: Read, write and speak at an advanced level (study in Guatemala and the U.S., formerly a Spanish bilingual high school teacher)

French: Read, write and speak at an intermediate level (four years of study at high school and university)

Mandarin: Speaking ability at a beginning level (two and one-half years of college and university study)

Italian: Read, write and speak at a beginning level (two semesters of university study, travel in Italy)

Portuguese: Read, write, and speak at a beginning level (two semesters of university study, travel in Portugal and Brazil)

Russian, Czech, Hawaiian, Arabic, Hebrew: Limited knowledge from prior study

**Performance Measure Form**  
**Cornerstone 1 – Goal 2**

1. Project Goal Statement: Cornerstone 1 – Increase access to advanced-level content in less commonly taught languages (LCTLs) through innovative educational practice									
2. Performance Measures	3. Activities	4. Data /Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) P1: Implement a pilot, place-based course for learners of Chinese, Japanese, Portuguese, Russian, Spanish, and Swahili at the Intermediate-High, Advanced-Low, and Advanced-Mid levels.	<p>A.1 Recruit students for participation in the course.</p> <p>A.2 Train mentors and instructors in best practices for engaging with local community.</p> <p>A.3 Deliver orientation session, course modules, and competition cycle.</p> <p>A.4 Implement revisions based on research data and user feedback from the pilot implementation (see goal 1).</p> <p>A5. Initiate new course cycle for sustained access.</p>								
B) P2: Implement a battery of three task types (social, scavenger hunt, and collaborative simulation) for advanced learners of Chinese in the residential immersive experience.	<p>A.1 Recruit learners of Chinese to pilot tasks.</p> <p>A.2 Train mentors and instructors in best practices for implementation in the Global Scholars Hall.</p> <p>A.3 Revise tasks based on pilot data and user feedback.</p> <p>A.4 Implement full battery of tasks as part of the residential experience</p>								

	A5. Develop additional content for tasks in Chinese.								
C) P3: Curate a digital database of place-based learning experiences with LCTLs.	<p>A.1 Apply design guidelines (see goal 1) to projects to determine inclusion criteria.</p> <p>A.2 Conduct widespread research to ensure equal inclusion of projects for learning LCTLs.</p> <p>A.3 Analyze user feedback to improve design and content of the database.</p>								
D) P3: Collaborate on digital dissemination efforts with the National Foreign Language Resource Center Portal.	<p>A.1 Integrate database with the NFLC Portal.</p> <p>A.2 Disseminate database and portal information to organizations focused on increased access to LCTLs.</p> <p>A.3 Analyze user data to improve effectiveness of dissemination efforts.</p>								

**Performance Measure Form**  
**Cornerstone 1 – Goal 3**

1. Project Goal Statement: Cornerstone 1 – Increase access to foreign, second, and heritage language interactions outside the classroom									
2. Performance Measures	3. Activities	4. Data /Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) P1: Implement a pilot, place-based course for learners of Chinese, Japanese, Portuguese, Russian, Spanish, and Swahili at the Intermediate-High, Advanced-Low, and Advanced-Mid levels.	<p>A.1 Recruit students for participation in the course.</p> <p>A.2 Train mentors and instructors in best practices for engaging with the local community.</p> <p>A.3 Deliver course with content to facilitate interactions in local communities.</p> <p>A.4 Implement revisions based on research data and user feedback from the pilot implementation (see goal 1).</p> <p>A5. Initiate new course cycle for sustained interaction with local communities.</p>								
B) P1: Research to identify key principles for engaging learners with the local community.	<p>A1. Obtain IRB approval.</p> <p>A2. Collect and analyze data relevant to interaction in the local community and the impact of place-based experiences on language learning.</p> <p>A3. Analyze data to identify key areas for improving interaction with the local community</p>								



	<p>around language learning and relevant content.</p> <p>A.4 Disseminate findings to report best practices regarding the use of place-based experiences to facilitate language learning.</p>								
C) P2: Implement a battery of three task types (social, scavenger hunt, and collaborative simulation) for learners of Chinese, French, German, Japanese, Russian, and Spanish.	<p>A.1 Implement pilot tasks in each language.</p> <p>A.2 Train mentors and instructors in best practices for facilitating learner interaction in residential immersion experience.</p> <p>A.3 Revise tasks based on pilot data and user feedback.</p> <p>A.4 Implement full battery of tasks as part of the residential experience.</p> <p>A5. Develop additional content for tasks targeted at facilitating community interaction.</p>								
D) P2: Research to identify key design guidelines to facilitate community interaction in the target languages.	<p>A1. Obtain IRB approval.</p> <p>A2. Collect and analyze data relevant to interaction in a residential immersion community and the impact of place-based experiences on language learning.</p> <p>A3. Analyze data to identify key areas for improving interaction in the target context.</p>								

	A.4 Disseminate findings to report best practices regarding the use of place-based experiences to facilitate multilingual interaction in a residential community.								
E) P3: Curate a digital database of place-based learning experiences designed around sustained community interactions.	<p>A.1 Apply design guidelines (see goal 1) to projects to ensure meaningful interaction with a place and local community.</p> <p>A.2 Conduct widespread research to ensure equal inclusion of projects accessible regardless of socioeconomic status, race, gender, or handicap.</p> <p>A.3 Analyze user feedback to increase the quality and usability of the database.</p>								
F) P3: Collaborate on digital dissemination efforts with the National Foreign Language Resource Center Portal.	<p>A.1 Integrate database with the NFLRC Portal.</p> <p>A.2 Disseminate database and portal information to organizations focused on increased access to place-based experiences.</p> <p>A.3 Analyze user data to improve effectiveness of dissemination efforts.</p>								

**Performance Measure Form**  
**Cornerstone 2 – Goal 1**

1. Project Goal Statement: Cornerstone 2 – Articulate language learning courses at the community college and university level									
2. Performance Measures	3. Activities	4. Data /Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) P4: Conduct systematic data analyses to address key points of congruence and misalignment.	<p>A.1 Analyze historical trends related to transfer student outcomes by term, program, and level.</p> <p>A.2 Conduct annual analysis of current transfer student outcomes by term, program, and level.</p> <p>A.3 Assess student proficiency levels at the end of each year of study across institutions.</p>								
B) P4: Complete two strategic plans suggesting areas for continued, long-term articulation.	<p>A.1 Use existing data to create a two-year strategic plan.</p> <p>A.2 Use ongoing data and faculty learning communities outcomes to create a strategic plan for sustained collaboration beyond the four-year grant cycle.</p>								
C) P5: Design two faculty learning communities (FLCs) focused on articulation and pedagogical alignment.	<p>A.1 Identify key points of misalignment from data (see P4) to inform content of FLC #1.</p> <p>A.2 Utilize lessons learned from FLC #1 and ongoing data analysis to inform content of FLC #2.</p> <p>A.3 Document process to</p>								

	<p>create a collaborative model (see cornerstone 2, goal 3).</p> <p>A.4 Pilot content and analyze user feedback to improve design of the FLC.</p>								
--	---	--	--	--	--	--	--	--	--

**Performance Measure Form**  
**Cornerstone 2 – Goal 2**

1. Project Goal Statement: Cornerstone 2 – Design, implement, and evaluate a faculty learning experience model to foster collaboration between community college and four-year university faculty and instructors									
2. Performance Measures	3. Activities	4. Data /Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) P4: Identify focal points of misalignment and address areas for improvement based on data analyses.	<p>A.1 Determine historical points of misalignment based on past information.</p> <p>A.2 Determine ongoing points of misalignment based on current data.</p> <p>A.3 Assess proficiency levels of students to determine points of unarticulated outcomes.</p>								
B) P5: Establish two cohorts of community college and university faculty engaged in a year-long faculty learning community.	<p>A.1 Recruit faculty from the community college and four-year institution for FLC #1.</p> <p>A.2 Facilitate FLC #1.</p> <p>A.3 Develop additional content based on ongoing data (P4) and analysis of user feedback from FLC #1.</p> <p>A.4 Facilitate FLC #2.</p> <p>A.5 Analyze user feedback from FLC #2 to inform a strategic plan for sustained collaboration (see p4).</p>								
C) P5: Design four content modules for use in the	A.1 Identify key points of misalignment from data (see P4) to inform content								

FLCs.	<p>of modules 1 and 2.</p> <p>A.2 Analyze user feedback from FLC #1 and incorporate ongoing data analysis (see P4) to inform content modules 3 and 4.</p> <p>A.3 Analyze user feedback and learning outcomes from each module to inform dissemination efforts and a long-term strategic plan (P4).</p>								
-------	--	--	--	--	--	--	--	--	--

**Performance Measure Form**  
**Cornerstone 2 – Goal 3**

1. Project Goal Statement: Cornerstone 2 – Design a model for articulation and collaboration between community colleges and four-year universities that can be applied nationally									
2. Performance Measures	3. Activities	4. Data /Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) P4: Publish practical suggestions for initiating and maintaining strong articulation using systematic data analysis.	A.1 Collect reflection information throughout each step in the data analysis process.  A.2 Identify key challenge areas to inform future work.  A.3 Interview participants and administrators.  A.4 Collect and analyze user feedback to evaluate usefulness of the materials.  A.5 Revise materials based on user feedback.								
B) P5: Disseminate four content modules and an accompanying user guide to inform similar collaborations nationally.	A.1 Prepare four content modules and user guide for online delivery.  A.2 Disseminate online resource nationally.  A.3 Publish a written manual with four content modules and user guide.  A.4 Collect and analyze user feedback to improve online modules.								
C) P5: Conduct two online workshops focused	A.1 Recruit workshop participants.								

on community college/four-year university collaborations specifically tied to language learning.	A.2 Deliver first workshop.  A.3 Collect and analyze user feedback to improve workshop.  A.4 Deliver second workshop based on user feedback.  A.5 Collect and analyze user feedback related to second workshop.  A.6 Archive workshop for online delivery of content.								
--	---	--	--	--	--	--	--	--	--



**Performance Measure Form**  
**Cornerstone 3 – Goal 1**

1. Project Goal Statement: Cornerstone 3 – Expand the repertoire of L2 assessment instruments available nationally									
2. Performance Measures	3. Activities	4. Data /Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) P6: Develop and pilot a digital simulation for assessing intercultural competence.	A.1 Design content for three scenarios to be used in the instrument.  A.2 Build the digital simulation instrument with three scenarios.  A.3 Pilot instrument, rating guidelines, and rating process.  A.4 Analyze pilot data and user feedback to improve instrument.  A.5 Revise instrument.								
B) P7: Make strategic improvements to an existing version of LinguaFolio Online based on user feedback and data.	A.1 Use data from the previous five years to identify strategic improvements.  A.2 Implement identified strategic improvements.  A.3 Analyze user data and feedback for additional improvements.								
C) P7: Provide a customized version of LinguaFolio Online for use at the national level by NCSSFL.	A.1 Work with NCSSFL to identify key features and theme for the NCSSFL LinguaFolio Online.  A.2 Build custom version of the e-portfolio site.								

	<p>A.3 Analyze user data and feedback to make additional improvements.</p> <p>A.4 Implement improvements.</p> <p>A.5 Work with NCSSFL to make the customized version available through state supervisors of world languages around the country.</p>								
<p>D) P7: Provide a customized version of LinguaFolio Online for the State of Washington Office of the Superintendent of Public Instruction (OSPI).</p>	<p>A.1 Work with OSPI stakeholders to identify key features and theme for the customized version.</p> <p>A.2 Build custom version of the e-portfolio site.</p> <p>A.3 Analyze user data and feedback to make additional improvements.</p> <p>A.4 Implement improvements.</p> <p>A.5 Work with OSPI to make the customized version available to districts throughout the state of Washington.</p>								

**Performance Measure Form**  
**Cornerstone 3 – Goal 2**

1. Project Goal Statement: Cornerstone 3 – Provide resources for the effective integration of a wide repertoire of L2 assessment instruments									
2. Performance Measures	3. Activities	4. Data /Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) P6: Create implementation guidelines for the integration of a digital simulation instrument to assess intercultural competence.	A.1 Create implementation guidelines.  A.2 Pilot guidelines with teachers.  A.3 Analyze user feedback to revise guidelines as needed.								
B) P7: Create three online instructional modules addressing the effective use of an e-portfolio for goal-setting, formative assessment, and evidence of learning outcomes.	A.1 Prepare three modules and user guide for online delivery.  A.2 Pilot online modules.  A.3 Collect and analyze user feedback to improve online modules.  A.4 Implement revisions.  A.5 Disseminate online resource nationally.								

C) P7: Provide support to increase use of LinguaFolio Online in the L2 classroom.	<p>A.1 Establish baseline user data.</p> <p>A.2 Recruit participants to a professional development series (see B above) with one-on-one implementation training.</p> <p>A.3 Analyze user feedback to make improvements targeted at classroom integration (e.g., classroom support, task ideas, assessing learning outcomes).</p> <p>A.4 Track participants to determine the rate of classroom implementation..</p> <p>A.5 Make additional improvements based on user data and implementation rates.</p>								

**Performance Measure Form**  
**Cornerstone 4 – Goal 1**

1. Project Goal Statement: Cornerstone 4 – Provide educators with practical, research-based information and resources tied to their individual interests and needs									
2. Performance Measures	3. Activities	4. Data /Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) P8: Publish a customizable, weekly digest of original articles, useable activities, and curated content based on individual subscribers' preferences.	A.1 Refine database to manage subscriber preferences.  A.2 Organize and create weekly content.  A.3 Analyze user feedback to improve quality of content and delivery.								
B) P8: Analyze dissemination patterns to increase visibility and access to a larger number of educators nationally.	A.1 Analyze subscription patterns and user feedback to determine effective dissemination techniques.  A.2 Partner with key organizations to further customized content and enhance dissemination efforts.  A.3 Design a subscription campaign to increase visibility and provide access to more educators.								
C) P9: Identify key concerns of university faculty with large numbers of international students enrolled in their courses.	A.1 Collaborate with the Center for Asian and Pacific Studies and Teaching Effectiveness Program to identify key faculty members.  A.2 Conduct two focus groups to identify key concerns.								

	A.3 Deploy a survey to determine key faculty concerns.								
D) P10: Create a database of useful commercial games that can be searched and tagged based on individual needs and interests.	<p>A.1 Define tagging dimensions to include customized results whenever possible.</p> <p>A.2 Explicitly target commercial games for instructors of LCTLs, where resources tend to be more scarce.</p> <p>A.3 Include a large number of games in the database to provide the most extensive, individualized access possible.</p>								

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

---

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

## **CENTER FOR APPLIED SECOND LANGUAGE STUDIES**

### **BUDGET JUSTIFICATION**

All rates used to calculate this budget are based on Oregon state guidelines and University of Oregon policy. Salary levels are based on the current rate with an annual 5% increase. All numbers in this narrative correspond to line-item numbers in the budget spreadsheets. The majority of funding is dedicated to personnel time for the realization of each project and distributed according to the specific progress across each of the four years (see the timeline in appendix).

#### **YEAR 1**

##### **Personnel**

CASLS Director Dr. Julie Sykes will contribute 40% of her time to serve as principle investigator and oversee all proposed projects to ensure quality and maximize efficient use of funds. Year 1 efforts on each project will be placed on design, setting the academic direction, and establishing processes for meeting project objectives. Dr. Sykes will draw on her expertise in second language acquisition, place-based learning, and digital games for work in each project as CASLS director. She will work as a key staff member for the Bridging Project (P1) and the Transformed Residential Immersive Experience (P2). Year 1 will entail establishing an expert design team, developing research protocols, and completing design documents and storyboards. Dr. Sykes will oversee the design of the curated Database of Place-based Experiences for Language Learning (P3). In year 1, this includes giving feedback on design and piloting with users. In partnership with Dr. Davis, Dr. Sykes will also oversee the research for the Community College and University Language Program Articulation project (P4) with a focus on the needs analysis and collection of baseline data in year 1. Dr. Sykes and Dr. Davis will serve as the lead



facilitators for the Sustained Faculty Learning Community (P5), beginning recruitment efforts in year 1. In addition, Dr. Sykes will lead the development and pilot of the Digital Simulation to Assess Intercultural Competence (P6) and the Teaching International Students simulation (P9) with initial design and storyboarding occurring in year 1. As a national leader in using game-mediated instruction in the foreign language classroom, she will lead the maintenance of the Games to Teach database (P10). Dr. Sykes will collaborate on LinguaFolio Online (P7) and InterCom (P8) to facilitate project integration and oversee progress.

Associate Director Mandy Gettler will contribute 16% of her time to lead the center's evaluation and coordinate with the evaluation committee, manage academic and administrative personnel, and ensure the center meets all grant obligations. Ms. Gettler will facilitate project dissemination by maintaining websites and online databases; by regularly contributing to InterCom; and by developing informational materials for use at conferences. She will communicate with partners about project activities and help manage partnerships with other Title VI centers.

Research Director Dr. Linda Forrest will contribute 20% FTE in year 1 to lead the research components of each of the projects. Year 1 efforts will be placed on establishing research protocols and obtaining institutional review board (IRB) approval for the Bridging Project (P1), a Transformed Residential Experience (P2), a Digital Simulation to Assess Intercultural Competence (P6), LinguaFolio Online (P7), and Teaching International Students (P9). She will serve as key personnel for the needs analysis for the Community College and University Language Program Articulation (P4), which will in turn guide the Faculty Learning Community (P5).

Professor of Spanish Dr. Robert Davis will receive a \$4,000 summer appointment for his task design work on the Transformed Residential Experience (P2) and initial work in co-facilitating the Sustained Faculty Learning Community (P5).

Associate Professor Dr. Steve Thorne will receive a \$4,000 summer appointment for serving as key personnel on the design team for the Bridging Project. He will help design the place-based learning experience and design a feasible competition cycle for learners of Chinese, Japanese, Spanish, Swahili, and Russian.

Software Engineer Scott Morison will contribute 15% of his time in year 1 to projects included in this proposal. Specifically, Mr. Morison will lead the user interface design and coding for the place-based mobile experiences included in the Bridging Project (P1) and the Transformed Residential Immersive Experience (P2). He will also lead the improvements of LinguaFolio Online (P7).

Software Programmer Mr. Carl Burnstein will contribute 15% of his time. He will assist Mr. Morison in creating the mobile user interface and code for the Bridging Project (P1) and the Transformed Residential Immersive Experience (P2). He will also maintain the InterCom system (P8) so that educators will continue to receive their weekly newsletter subscriptions and assist with improvements to LinguaFolio Online (P7).

InterCom Editor Ms. Lindsay Marean will contribute 10% of her time in year 1. She will lead the curation of each InterCom issue (P8), ensuring that each week includes an original topic of the week discussing a component of second language acquisition or language pedagogy, a usable classroom activity, and a collection of articles tagged by language, focus, and level.

Business and Financial Development Coordinator Ms. Linda Ellis will contribute 10% of her time to the grant in year 1. Ms. Ellis will prepare financial reports and assist project leaders with

setting up personal service contracts and hiring technical assistants as needed. In addition to her regular job responsibilities, she will facilitate the scheduling use of computer and mobile device access provided through the College of Arts and Sciences and the Yamada Language Center for the Bridging Project (P1) and the Transformed Residential Immersive Experience (P2). Ms. Ellis will assist the design team of the Database of Place-based Experience for Language Learning (P3) in selecting the most appropriate platform for the curated database.

CASLS will hire a Curriculum Development Specialist to help align and sequence tasks for the Bridging Project (P1) and the Transformed Residential Learning Experience (P2). The position will also help Dr. Sykes review and maintain the online databases for the Database of Place-based Experiences for Language Learning and for Games to Teach (P3). The majority of the Curriculum Development Specialist time will be devoted to analyzing LinguaFolio Online user feedback and leading improvements to the system (P7), which includes developing instructional modules about how to effectively integrate the e-portfolio into the classroom. The position will contribute 35% FTE in year 1.

### **Benefits**

The fringe benefit rate applied throughout the grant period is 90% for personnel working full time with salaries up to \$30,000; 72% for personnel working full time with salaries between \$30,0001 and \$40,000; 62% for personnel working full time with salaries between \$40,001 and \$50,000; 56% for personnel working full time with salaries between \$50,001 and \$60,000; 52% for personnel working full time with salaries between \$60,001 and \$70,000; 49% for personnel working full time with salaries over \$70,001; and 29% for summer appointments paid to faculty on nine-month contracts.

### **Travel**

The budget includes travel for three CASLS staff members to attend the American Council on the Teaching of Foreign Languages (ACTFL) annual conference. The 2014 conference will be held in San Antonio. The expenses include the per diem lodging rate for high cities of \$186 per night for four nights, the per diem meal rate for high cities of \$65 per day for four days, an estimated \$50 for ground transportation, an estimated \$750 for airfare, and an estimated \$250 for conference registration fees. ACTFL is a critical dissemination and collaboration meeting for all Language Resource Centers.

The budget includes travel for one CASLS staff member to travel to a language conference and disseminate project outcomes. Likely conferences include the Computer-Assisted Language Instruction Consortium and the International Association for Language Learning. The line-item expense includes the per diem lodging rate for high cities of \$186 per night for four nights, the per diem meal rate for high cities of \$65 per day for four days, an estimated \$50 for ground transportation, an estimated \$750 for airfare, and an estimated \$250 for conference registration fees.

In year 1, the three members of the evaluation committee will travel to Eugene, Oregon, to meet key personnel and become familiar with the projects. The expense includes the per diem lodging for low cities of \$118 per night for two nights, the per diem meal rate for low cities of \$52 per day for three days, an estimated airfare of \$750, and an estimated ground transportation cost of \$50.

### **Other**

An estimated cost of \$160 per month for a total of \$1,920 is included for long-distance telephone charges and for monthly telephone service fees. Phone service will be necessary for coordinating work timelines and objectives with external partners.

An estimated cost of \$500 for printing promotional materials and for postage to mail materials to external partners and to language educators is included.

An estimated cost for the exhibit booth at the American Council on the Teaching of Foreign Languages Annual Convention includes \$600 for developing promotional materials, \$400 for shipping, \$1,400 for renting exhibit space, and \$1,300 for renting furniture. The total line item is thus \$3,700.

A cost for maintaining the Language Resource Center joint website and brochure of \$1,000 is included.

### **Contractual**

CASLS will provide a stipend of \$1,000 for each member of the evaluation committee. The committee will review work on all LRC projects and provide feedback to guide improvements.

### **Indirect Cost**

The University of Oregon has a negotiated rate agreement with the federal government through its cognizant audit agency, the Department of Health and Human Services (DHHS). The most recent agreement is dated December 8, 2011, and provides rates for facilities and administrative (F&A) costs on proposals submitted on or after July 1, 2012. The F&A rate applied to on-campus research is 45%. However, the agency-restricted indirect cost rate of 8% is budgeted.

## **YEAR 2**

### **Personnel**

CASLS Director Dr. Julie Sykes will contribute 35% of her time to grant activities. Year 2 activities will extend work from year 1 and focus on implementation of design work, pilot cycles, and data collection. See year 1 for a description of key projects in this area.

Associate Director Mandy Gettler will contribute 15% of her time to grant activities. Please see year 1 for details on her work.

Research Director Dr. Linda Forrest will contribute 24% FTE in year 2 toward grant activities. Please see year 1 for details on her work related to the projects. In year 2, Dr. Forrest will collect and analyze data from the Bridging Project (P1) and the Transformed Residential Immersive Experience (P2) so that CASLS design and curriculum teams can improve the learning experiences. She will also collect and analyze data from the Teaching International Students (P6) that will inform the publication of a manual disseminating best practices for effectively engaging international students in the college curriculum. She will continue to serve as key personnel for the needs analysis for the Community College and University Language Program Articulation (P4).

Professor of Spanish Dr. Robert Davis will receive a \$4,000 summer appointment for co-facilitating the Sustained Faculty Learning Community (P5) and developing content and user guides for participating faculty. In addition, Dr. Davis will adjust tasks included in the Transformed Residential Immersive Experience (P2).

Associate Professor Dr. Steve Thorne will receive a \$4,000 summer appointment for serving as key personnel on the design team for the Bridging Project (P1). He will help design the place-based learning experience and design a feasible competition cycle for learners of Chinese, Japanese, Spanish, Swahili, and Russian.

Software Engineer Scott Morison will contribute 15% of his time in year 2 to projects included in this proposal. Please see year 1 for details on his work.

Software Programmer Mr. Carl Burnstein will contribute 15% of his time to LRC projects in year 2. Please see year 1 for details on his work.

InterCom Editor Ms. Lindsay Marean will contribute 10% of her time in year 2. Details regarding her work are included in year 1.

Business and Financial Development Coordinator Ms. Linda Ellis will contribute 10% of her time to the grant in year 2. Details of her work are included in year 1.

The Curriculum Development Specialist will contribute 35% FTE to LRC projects in year 2. Please see year 1 for details on the position's grant project responsibilities.

### **Benefits**

The fringe benefit rate applied throughout the grant period is 90% for personnel working full time with salaries up to \$30,000; 72% for personnel working full time with salaries between \$30,0001 and \$40,000; 62% for personnel working full time with salaries between \$40,001 and \$50,000; 56% for personnel working full time with salaries between \$50,001 and \$60,000; 52% for personnel working full time with salaries between \$60,001 and \$70,000; 49% for personnel working full time with salaries over \$70,001; and 29% for summer appointments paid to faculty on nine-month contracts.

### **Travel**

The budget includes travel for three CASLS staff members to attend the American Council on the Teaching of Foreign Languages (ACTFL) annual conference. The expenses include the per diem lodging rate for high cities of \$186 per night for four nights, the per diem meal rate for high cities of \$65 per day for four days, an estimated \$50 for ground transportation, an estimated \$750 for airfare, and an estimated \$250 for conference registration fees.

The budget includes travel for one CASLS staff member to travel to a language conference and disseminate project outcomes. Likely conferences include the Computer-Assisted Language Instruction Consortium and the International Association for Language Learning. The line-item

expense includes the per diem lodging rate for high cities of \$186 per night for four nights, the per diem meal rate for high cities of \$65 per day for four days, an estimated \$50 for ground transportation, an estimated \$750 for airfare, and an estimated \$250 for conference registration fees.

### **Other**

An estimated cost of \$160 per month for a total of \$1,920 is included for long-distance telephone charges and for monthly telephone service fees. Phone service will be necessary for coordinating work timelines and objectives with external partners.

An estimated cost of \$500 for printing promotional materials and for postage to mail materials to external partners and to language educators is included.

An estimated cost for the exhibit booth at the American Council on the Teaching of Foreign Languages Annual Convention includes \$600 for developing promotional materials, \$400 for shipping, \$1,400 for renting exhibit space, and \$1,300 for renting furniture. The total line item is thus \$3,700.

A cost for maintaining the Language Resource Center joint website and brochure of \$1,000 is included.

### **Contractual**

CASLS will provide a stipend of \$1,000 for each member of the evaluation committee. The committee will review work on all LRC projects and provide feedback to guide improvements.

### **Indirect Cost**

The University of Oregon has a negotiated rate agreement with the federal government through its cognizant audit agency, the Department of Health and Human Services (DHHS). The most recent agreement is dated December 8, 2011, and provides rates for facilities and



administrative (F&A) costs on proposals submitted on or after July 1, 2012. The F&A rate applied to on-campus research is 45%. However, the agency-restricted indirect cost rate of 8% is budgeted.

### **YEAR 3**

#### **Personnel**

CASLS Director Dr. Julie Sykes will contribute 34% of her time to grant activities. Year 3 activities will extend work from years 1 and 2 and focus on implementation of design work, pilot cycles, and data analysis. See year 1 for a description of Dr. Sykes' key projects.

Associate Director Mandy Gettler will contribute 15% of her time to grant activities. Please see year 1 for details on her work.

Research Director Dr. Linda Forrest will contribute 24% FTE in year 3 toward grant activities. Please see years 1 for details on her work related to the projects. In year 3, Dr. Forrest will continue to collect and analyze data from the Bridging Project (P1) and the Transformed Residential Immersive Experience (P2) so that CASLS design and curriculum teams can improve the learning experiences. She will also collect and analyze data from the Teaching International Students (P6) that will inform the publication of a manual disseminating best practices for effectively engaging international students in the college curriculum. She will continue to serve as key personnel for the needs analysis for the Community College and University Language Program Articulation (P4).

Professor of Spanish Dr. Robert Davis will receive a \$4,000 summer appointment for co-facilitating the Sustained Faculty Learning Community (P5) and developing content and user guides for participating faculty. In addition, Dr. Davis will adjust tasks included in the Transformed Residential Immersive Experience (P2).

Associate Professor Dr. Steve Thorne will receive a \$4,000 summer appointment for serving as key personnel on the design team for the Bridging Project (P1). He will help make improvements as needed to the place-based learning experience and make any necessary adjustments to the feasible competition cycle for learners of Chinese, Japanese, Spanish, Swahili, and Russian.

Software Engineer Scott Morison will contribute 15% of his time in year 3 to projects included in this proposal. Please see year 1 for details on his work.

Software Programmer Mr. Carl Burnstein will contribute 15% of his time to LRC projects in year 3. Please see year 1 for details on his work.

InterCom Editor Ms. Lindsay Marean will contribute 10% of her time in year 3. Details regarding her work are included in year 1.

Business and Financial Development Coordinator Ms. Linda Ellis will contribute 10% of her time to the grant in year 3. Details of her work are included in year 1.

The Curriculum Development Specialist will contribute 30% FTE to LRC projects in year 3. Please see year 1 for details on the position's grant project responsibilities.

### **Benefits**

The fringe benefit rate applied throughout the grant period is 90% for personnel working full time with salaries up to \$30,000; 72% for personnel working full time with salaries between \$30,0001 and \$40,000; 62% for personnel working full time with salaries between \$40,001 and \$50,000; 56% for personnel working full time with salaries between \$50,001 and \$60,000; 52% for personnel working full time with salaries between \$60,001 and \$70,000; 49% for personnel working full time with salaries over \$70,001; and 29% for summer appointments paid to faculty on nine-month contracts.

## **Travel**

The budget includes travel for three CASLS staff members to attend the American Council on the Teaching of Foreign Languages (ACTFL) annual conference. The expenses include the per diem lodging rate for high cities of \$186 per night for four nights, the per diem meal rate for high cities of \$65 per day for four days, an estimated \$50 for ground transportation, an estimated \$750 for airfare, and an estimated \$250 for conference registration fees.

The budget includes travel for one CASLS staff member to travel to a language conference and disseminate project outcomes. Likely conferences include the Computer-Assisted Language Instruction Consortium and the International Association for Language Learning. The line-item expense includes the per diem lodging rate for high cities of \$186 per night for four nights, the per diem meal rate for high cities of \$65 per day for four days, an estimated \$50 for ground transportation, an estimated \$750 for airfare, and an estimated \$250 for conference registration fees.

## **Other**

An estimated cost of \$160 per month for a total of \$1,920 is included for long-distance telephone charges and for monthly telephone service fees. Phone service will be necessary for coordinating work timelines and objectives with external partners.

An estimated cost of \$500 for printing promotional materials and for postage to mail materials to external partners and to language educators is included.

An estimated cost for the exhibit booth at the American Council on the Teaching of Foreign Languages Annual Convention includes \$600 for developing promotional materials, \$400 for shipping, \$1,400 for renting exhibit space, and \$1,300 for renting furniture. The total line item is thus \$3,700.

A cost for maintaining the Language Resource Center joint website and brochure of \$1,000 is included.

### **Contractual**

CASLS will provide a stipend of \$1,000 for each member of the evaluation committee. The committee will review work on all LRC projects and provide feedback to guide improvements.

### **Indirect Cost**

The University of Oregon has a negotiated rate agreement with the federal government through its cognizant audit agency, the Department of Health and Human Services (DHHS). The most recent agreement is dated December 8, 2011, and provides rates for facilities and administrative (F&A) costs on proposals submitted on or after July 1, 2012. The F&A rate applied to on-campus research is 45%. However, the agency-restricted indirect cost rate of 8% is budgeted.

### **YEAR 4**

#### **Personnel**

CASLS Director Dr. Julie Sykes will contribute 34% of her time to grant activities. In year 4, focus will be placed on completing projects and further disseminating work and products nationally. Please see years 1, 2, and 3 for additional details on Dr. Sykes' key projects.

Associate Director Mandy Gettler will contribute 15% of her time to grant activities. Please see year 1 for details on her work.

Research Director Dr. Linda Forrest will contribute 24% FTE in year 4 toward grant activities. Please see years 1, 2 and 3 for details on her work related to the projects. Year 4 will focus on dissemination and application of the results of research.

Professor of Spanish Dr. Robert Davis will receive a \$4,000 summer appointment for co-facilitating the Sustained Faculty Learning Community (P5) and revising content and user guides for participating faculty as needed. In addition, Dr. Davis will adjust tasks included in the Transformed Residential Immersive Experience (P6).

Associate Professor Dr. Steve Thorne will receive a \$4,000 summer appointment for serving as key personnel on the design team for the Bridging Project (P1). He will help make improvements as needed to the place-based learning experience and make any necessary adjustments to the feasible competition cycle for learners of Chinese, Japanese, Spanish, Swahili, and Russian.

Software Engineer Scott Morison will contribute 12% of his time in year 4 to projects included in this proposal. Please see year 1 for details on his work.

Software Programmer Mr. Carl Burnstein will contribute 10% of his time to LRC projects in year 4. Please see year 1 for details on his work.

InterCom Editor Ms. Lindsay Marean will contribute 10% of her time in year 4. Details regarding her work are included in year 1.

Business and Financial Development Coordinator Ms. Linda Ellis will contribute 10% of her time to the grant in year 4. Details of her work are included in year 1.

The Curriculum Development Specialist will contribute 30% FTE to LRC projects in year 4. Please see year 1 for details on the position's grant project responsibilities.

## **Benefits**

The fringe benefit rate applied throughout the grant period is 90% for personnel working full time with salaries up to \$30,000; 72% for personnel working full time with salaries between \$30,0001 and \$40,000; 62% for personnel working full time with salaries between \$40,001 and

\$50,000; 56% for personnel working full time with salaries between \$50,001 and \$60,000; 52% for personnel working full time with salaries between \$60,001 and \$70,000; 49% for personnel working full time with salaries over \$70,001; and 29% for summer appointments paid to faculty on nine-month contracts.

## **Travel**

The budget includes travel for three CASLS staff members to attend the American Council on the Teaching of Foreign Languages (ACTFL) annual conference. The expenses include the per diem lodging rate for high cities of \$186 per night for four nights, the per diem meal rate for high cities of \$65 per day for four days, an estimated \$50 for ground transportation, an estimated \$750 for airfare, and an estimated \$250 for conference registration fees.

The budget includes travel for one CASLS staff member to travel to a language conference and disseminate project outcomes. Likely conferences include the Computer-Assisted Language Instruction Consortium and the International Association for Language Learning. The line-item expense includes the per diem lodging rate for high cities of \$186 per night for four nights, the per diem meal rate for high cities of \$65 per day for four days, an estimated \$50 for ground transportation, an estimated \$750 for airfare, and an estimated \$250 for conference registration fees.

## **Other**

An estimated cost of \$160 per month for a total of \$1,920 is included for long-distance telephone charges and for monthly telephone service fees. Phone service will be necessary for coordinating work timelines and objectives with external partners.

An estimated cost of \$500 for printing promotional materials and for postage to mail materials to external partners and to language educators is included.

An estimated cost for the exhibit booth at the American Council on the Teaching of Foreign Languages Annual Convention includes \$600 for developing promotional materials, \$400 for shipping, \$1,400 for renting exhibit space, and \$1,300 for renting furniture. The total line item is thus \$3,700.

A cost for maintaining the Language Resource Center joint website and brochure of \$1,000 is included.

### **Contractual**

CASLS will provide a stipend of \$1,000 for each member of the evaluation committee. The committee will review work on all LRC projects and provide feedback to guide improvements.

### **Indirect Cost**

The University of Oregon has a negotiated rate agreement with the federal government through its cognizant audit agency, the Department of Health and Human Services (DHHS). The most recent agreement is dated December 8, 2011, and provides rates for facilities and administrative (F&A) costs on proposals submitted on or after July 1, 2012. The F&A rate applied to on-campus research is 45%. However, the agency-restricted indirect cost rate of 8% is budgeted.

### **OTHER SOURCES OF SUPPORT**

As described in sections 3 and 5 of the proposal narrative, base-plus funding is critical to the successful outcome of each of the proposed projects. Therefore, support from collaborative partners is key. Each of the projects outlined in the proposal are supported by additional funds to achieve the highest outcome possible.

P1: The Bridging Project (P1) is supported through a number of different sources, including private donations for student scholarships, personnel support from Portland Public Schools,

internal grant support from Portland State University through Dr. Steve Thorne, and new equipment purchased through the College of Arts and Sciences and housed in the Yamada Language Center at the University of Oregon (Jeff Magoto, Director). In addition, the four-year, base-plus plan includes receiving additional support from federal agencies for expansion of the project to other states and regions. Collaboration in this area is in its initial stages. Although financial support is not guaranteed, CASLS expects positive support that will extend the impact of the project.

P2: A Transformed Residential Experience – Global Scholars Hall is a partnership with funding from the Office of Undergraduate Affairs (program support), the Graduate School (a research GTF), and the Yamada Language Center (equipment) at the University of Oregon.

P3: Database of Place-based Experiences is supported by the provision of a graduate teaching fellow funded through the UO Office of Research.

P4: Community College and University Language Program Articulation and P5: Sustained Faculty Learning Communities are supported through the combination of Title VI LRC funds and financial support from Lane Community College.

P6: Digital Simulation to Assess Intercultural Competence is a collaborative effort funded jointly by CASLS and the newly proposed Assessment and Evaluation Language Resource Center (AELRC). In addition, CASLS will draw from a code repository funded from an outside partner and utilize efforts of a graduate teaching fellow (GTF) funded through the UO Office of Research.

P7: LinguaFolio Online draws on various partners for financial support and collaborative effort. STARTALK funds, issued through that National Foreign Language Center at the University of Maryland, and funds from the State of Washington Office of Superintendent of



Public Instruction (OSPI) are combined with LRC funds to maximize design and coding efforts. Support from states through the National Council for State Supervisors of Foreign Languages (NCSSFL) is also expected to continue. The most recent example is a collaboration with South Carolina to develop and deliver a customized version of LinguaFolio Online. The research graduate teaching fellow provided by the UO Office of Research will also support this project.

P8: InterCom has established financial support from the Confederation in Oregon for Language Teaching (COFLT). A key component of the strategic plan over the next four years is to leverage LRC funding to identify and recruit additional partners in supporting the long-term publication of InterCom. Thus, CASLS expects a growth in partnerships with additional organizations.

P9: Teaching International Students is a collaboration between CASLS, the Center for Asian and Pacific Studies (CAPS) National Resource Center, and the Teaching Effectiveness Program (TEP) at the University of Oregon. TEP will provide feedback on the simulation during its development, and both CAPS and TEP will help disseminate the simulation and encourage its use by faculty on campus.

P10: Games to Teach will be supported by the Games for Literacies Project at the Center for Educational Resources in Culture, Language, and Literacy (CERCLL) at the University of Arizona. The research graduate teaching fellow provided by the UO Office of Research will also support this project.

**Center for Applied Second Language Studies**  
**Year 1 Budget**

#	Item	Grant	FTE /Hours	Unit/ Rate	Reps
	<b>Payroll</b>	<b>\$ 106,841</b>			
1	Julie Sykes - Director & PI	\$ 37,456	0.40	\$ 93,639	1
2	Mandy Gettler - Associate Director	\$ 8,557	0.16	\$ 53,483	1
3	Linda Forrest - Research Director	\$ 13,800	0.20	\$ 69,001	1
4	Robert Davis - Professor of Spanish	\$ 4,000			1
5	Steve Thorne - Associate Professor	\$ 4,000			1
6	Scott Morison - Software Engineer	\$ 7,893	0.15	\$ 52,618	1
7	Carl Burnstein - Software Programmer	\$ 6,820	0.15	\$ 45,468	1
8	Lindsay Marean - InterCom Editor	\$ 4,017	0.10	\$ 40,173	1
9	Linda Ellis - Business & Financial Dvpt	\$ 4,548	0.10	\$ 45,478	1
10	Curriculum Developer	\$ 15,750	0.35	\$ 45,000	1
	<b>Benefits</b>	<b>\$ 56,365</b>			
11	Julie Sykes - Director & PI	\$ 18,353		0.49	1
12	Mandy Gettler - Associate Director	\$ 4,792		0.56	1
13	Linda Forrest - Research Director	\$ 7,176		0.52	1
14	Robert Davis - Professor of Spanish	\$ 1,160		0.29	1
15	Steve Thorne - Associate Professor	\$ 1,160		0.29	1
16	Scott Morison - Software Engineer	\$ 4,420		0.56	1
17	Carl Burnstein - Software Programmer	\$ 4,229		0.62	1
18	Lindsay Marean - InterCom Editor	\$ 2,491		0.62	1
19	Linda Ellis - Business & Financial Dvpt	\$ 2,820		0.62	1
20	Curriculum Developer	\$ 9,765		0.62	1
	<b>Travel</b>	<b>\$ 11,792</b>			
21	ACTFL 2014 (San Antonio)	\$ 6,162		\$ 2,054	3
22	Project Dissemination (In-Country)	\$ 2,054		\$ 2,054	1
23	Evaluation Committee Travel (Eugene)	\$ 3,576		\$ 1,192	3
	<b>Other</b>	<b>\$ 7,120</b>			
24	Telephone Charges	\$ 1,920		\$ 160	12
25	Printing and Mailing	\$ 500			
26	ACTFL 2014 Booth	\$ 3,700		\$ 3,700	1
27	Joint LRC Website & Brochure	\$ 1,000		\$ 1,000	1
	<b>Contractual</b>	<b>\$ 3,000</b>			
33	Evaluation Committee Stipends	\$ 3,000		\$ 1,000	3
	Subtotal	\$ 185,118			
	F&A (8%)	\$ 14,809			
	<b>Total</b>	<b>\$ 199,928</b>			

**Center for Applied Second Language Studies  
Year 2 Budget**

#	Item	Grant	FTE /Hours	Unit/ Rate	Reps
	<b>Payroll</b>	<b>\$ 109,404</b>			
1	Julie Sykes - Director & PI	\$ 34,412	0.35	\$ 98,321	1
2	Mandy Gettler - Associate Director	\$ 8,424	0.15	\$ 56,157	1
3	Linda Forrest - Research Director	\$ 17,533	0.24	\$ 72,451	1
4	Robert Davis - Professor of Spanish	\$ 4,000			1
5	Steve Thorne - Associate Professor	\$ 4,000			
6	Scott Morison - Software Engineer	\$ 8,343	0.15	\$ 55,249	1
7	Carl Burnstein - Software Programmer	\$ 7,161	0.15	\$ 47,741	1
8	Lindsay Marean - InterCom Editor	\$ 4,218	0.10	\$ 42,182	1
9	Linda Ellis - Business & Financial Dvpt	\$ 4,775	0.10	\$ 47,752	1
10	Curriculum Developer	\$ 16,538	0.35	\$ 47,250	1
	<b>Benefits</b>	<b>\$ 57,431</b>			
13	Julie Sykes - Director & PI	\$ 16,862		0.49	1
14	Mandy Gettler - Associate Director	\$ 4,717		0.56	1
15	Linda Forrest - Research Director	\$ 8,591		0.49	1
16	Robert Davis - Professor of Spanish	\$ 1,160		0.29	1
17	Steve Thorne - Associate Professor	\$ 1,160		0.29	1
18	Scott Morison - Software Engineer	\$ 4,672		0.56	1
19	Carl Burnstein - Software Programmer	\$ 4,440		0.62	1
20	Lindsay Marean - InterCom Editor	\$ 2,615		0.62	1
21	Linda Ellis - Business & Financial Dvpt	\$ 2,961		0.62	1
22	Curriculum Developer	\$ 10,253		0.62	1
	<b>Travel</b>	<b>\$ 8,216</b>			
25	ACTFL 2015	\$ 6,162		\$ 2,054	3
26	Project Dissemination (In-Country)	\$ 2,054		\$ 2,054	1
	<b>Other</b>	<b>\$ 7,120</b>			
28	Telephone Charges	\$ 1,920		\$ 160	12
29	Printing and Mailing	\$ 500			
30	ACTFL 2015 Booth	\$ 3,700		\$ 3,700	1
31	Joint LRC Website & Brochure	\$ 1,000		\$ 1,000	1
	<b>Contractual</b>	<b>\$ 3,000</b>			
32	Evaluation Committee Stipends	\$ 3,000		\$ 1,000	3
	Subtotal	\$ 185,171			
	F&A (8%)	\$ 14,814			
	<b>Total</b>	<b>\$ 199,985</b>			

**Center for Applied Second Language Studies  
Year 3 Budget**

#	Item	Grant	FTE /Hours	Unit/ Rate	Reps
	<b>Payroll</b>	<b>\$ 109,946</b>			
1	Julie Sykes - Director & PI	\$ 34,584	0.34	\$ 103,237	1
2	Mandy Gettler - Associate Director	\$ 8,845	0.15	\$ 58,965	1
3	Linda Forrest - Research Director	\$ 18,410	0.24	\$ 76,074	1
4	Robert Davis - Professor of Spanish	\$ 4,000			1
5	Steve Thorne - Associate Professor	\$ 4,000			1
6	Scott Morison - Software Engineer	\$ 8,412	0.15	\$ 58,011	1
7	Carl Burnstein - Software Programmer	\$ 7,369	0.15	\$ 50,128	1
8	Lindsay Marean - InterCom Editor	\$ 4,429	0.10	\$ 44,291	1
9	Linda Ellis - Business & Financial Dvpt	\$ 5,014	0.10	\$ 50,139	1
10	Curriculum Developer	\$ 14,884	0.30	\$ 49,613	1
	<b>Benefits</b>	<b>\$ 56,859</b>			
13	Julie Sykes - Director & PI	\$ 16,946		0.49	1
14	Mandy Gettler - Associate Director	\$ 4,953		0.56	1
15	Linda Forrest - Research Director	\$ 9,021		0.49	1
16	Robert Davis - Professor of Spanish	\$ 1,160		0.29	1
17	Steve Thorne - Associate Professor	\$ 1,160		0.29	1
18	Scott Morison - Software Engineer	\$ 4,711		0.56	1
19	Carl Burnstein - Software Programmer	\$ 4,127		0.56	1
20	Lindsay Marean - InterCom Editor	\$ 2,746		0.62	1
21	Linda Ellis - Business & Financial Dvpt	\$ 2,808		0.56	1
22	Curriculum Developer	\$ 9,228		0.62	1
	<b>Travel</b>	<b>\$ 8,216</b>			
25	ACTFL 2016	\$ 6,162		\$ 2,054	3
26	Project Dissemination (In-Country)	\$ 2,054		\$ 2,054	1
	<b>Other</b>	<b>\$ 7,120</b>			
28	Telephone Charges	\$ 1,920		\$ 160	12
29	Printing and Mailing	\$ 500			
30	ACTFL 2016 Booth	\$ 3,700		\$ 3,700	1
31	Joint LRC Website & Brochure	\$ 1,000		\$ 1,000	1
	<b>Contractual</b>	<b>\$ 3,000</b>			
32	Evaluation Committee Stipends	\$ 3,000		\$ 1,000	3
	Subtotal	\$ 185,141			
	F&A (8%)	\$ 14,811			
	<b>Total</b>	<b>\$ 199,953</b>			

**Center for Applied Second Language Studies**  
**Year 4 Budget**

#	Item	Grant	FTE /Hours	Unit/ Rate	Reps
	<b>Payroll</b>	<b>\$ 111,070</b>			
1	Julie Sykes - Director & PI	\$ 36,314	0.34	\$ 108,399	1
2	Mandy Gettler - Associate Director	\$ 9,287	0.15	\$ 61,913	1
3	Linda Forrest - Research Director	\$ 19,171	0.24	\$ 79,877	1
4	Robert Davis - Professor of Spanish	\$ 4,000			1
5	Steve Thorne - Associate Professor	\$ 4,000			1
6	Scott Morison - Software Engineer	\$ 7,492	0.12	\$ 60,912	1
7	Carl Burnstein - Software Programmer	\$ 5,263	0.10	\$ 52,635	1
8	Lindsay Marean - InterCom Editor	\$ 4,651	0.10	\$ 46,505	1
9	Linda Ellis - Business & Financial Dvpt	\$ 5,265	0.10	\$ 52,646	1
10	Curriculum Developer	\$ 15,628	0.30	\$ 52,093	1
	<b>Benefits</b>	<b>\$ 55,763</b>			
13	Julie Sykes - Director & PI	\$ 17,794		0.49	1
14	Mandy Gettler - Associate Director	\$ 4,829		0.52	1
15	Linda Forrest - Research Director	\$ 9,394		0.49	1
16	Robert Davis - Professor of Spanish	\$ 1,160		0.29	1
17	Steve Thorne - Associate Professor	\$ 1,160		0.29	1
18	Scott Morison - Software Engineer	\$ 3,896		0.52	1
19	Carl Burnstein - Software Programmer	\$ 2,948		0.56	1
20	Lindsay Marean - InterCom Editor	\$ 2,883		0.62	1
21	Linda Ellis - Business & Financial Dvpt	\$ 2,948		0.56	1
22	Curriculum Developer	\$ 8,752		0.56	1
	<b>Travel</b>	<b>\$ 8,216</b>			
25	ACTFL 2017	\$ 6,162		\$ 2,054	3
26	Project Dissemination (In-Country)	\$ 2,054		\$ 2,054	1
	<b>Other</b>	<b>\$ 7,120</b>			
28	Telephone Charges	\$ 1,920		\$ 160	12
29	Printing and Mailing	\$ 500			
30	ACTFL 2017 Booth	\$ 3,700		\$ 3,700	1
31	Joint LRC Website & Brochure	\$ 1,000		\$ 1,000	1
	<b>Contractual</b>	<b>\$ 3,000</b>			
32	Evaluation Committee Stipends	\$ 3,000		\$ 1,000	3
	Subtotal	\$ 185,169			
	F&A (8%)	\$ 14,814			
	<b>Total</b>	<b>\$ 199,983</b>			

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

University of Oregon

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	106,841.00	109,404.00	109,946.00	111,070.00		437,261.00
2. Fringe Benefits	56,365.00	57,431.00	56,859.00	55,763.00		226,418.00
3. Travel	11,792.00	8,216.00	8,216.00	8,216.00		36,440.00
4. Equipment						
5. Supplies						
6. Contractual	3,000.00	3,000.00	3,000.00	3,000.00		12,000.00
7. Construction						
8. Other	7,120.00	7,120.00	7,120.00	7,120.00		28,480.00
9. Total Direct Costs (lines 1-8)	185,118.00	185,171.00	185,141.00	185,169.00		740,599.00
10. Indirect Costs*	14,809.00	14,814.00	14,811.00	14,814.00		59,248.00
11. Training Stipends						
12. Total Costs (lines 9-11)	199,927.00	199,985.00	199,952.00	199,983.00		799,847.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health & Human Services (DHHS)

The Indirect Cost Rate is 45.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
University of Oregon		

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .				

Address:

Street1:	Center for Applied Second Language Studies
Street2:	5290 University of Oregon
City:	Eugene
County:	lane
State:	OR: Oregon
Zip Code:	97403-5290
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
----------------------	----------------	-------------------	-----------------