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 # P229A140005

Gramts.gov Tracking#: GRANT11697528

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

Closing Date: Jul 09, 2014

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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.).

OMB Number: 4040-0004
Expiration Date: 8/31/2016

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 07/07/2014

4. Applicant Identifier: 201401981-001

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: The University of Texas at Austin

* b. Employer/Taxpayer Identification Number (EIN/TIN): [redacted]

* c. Organizational DUNS: [redacted]

d. Address:

* Street1: 101 East 27th Street
Street2: Suite 5.300
* City: Austin
County/Parish: Travis
* State: TX: Texas
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 78712-1532

e. Organizational Unit:

Department Name: Office of Sponsored Projects

Division Name:

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

Prefix:

* First Name: [redacted]

Middle Name: [redacted]

* Last Name: [redacted]

Suffix:

Title: Grants & Contract Specialist

Organizational Affiliation: The University of Texas at Austin

* Telephone Number: [redacted]

Fax Number: [redacted]

* Email: [redacted]

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:**

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:

Language Resource Centers

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

Add Attachment | Delete Attachment | View Attachment

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

Center for Educational Resources and Language Learning (Title VI 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 TX-025 * b. Program/Project TX-025

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 09/15/2014 * b. End Date: 09/14/2018

18. Estimated Funding ($):

* a. Federal	198,968.00
* b. Applicant	9,932.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	208,900.00

*** 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

Add Attachment | Delete Attachment | View Attachment

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: [redacted]

Middle Name:

* Last Name: [redacted]

Suffix:

* Title: Assistant Director

* Telephone Number: [redacted] Fax Number: [redacted]

* Email: [redacted]

* Signature of Authorized Representative: [redacted] * Date Signed: 07/07/2014

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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
[redacted]	Assistant Director
APPLICANT ORGANIZATION	DATE SUBMITTED
The University of Texas at Austin	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

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* not applicable

** Street 1* not applicable *Street 2*

** City* not applicable *State* *Zip*

Congressional District, if known:

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

6. * Federal Department/Agency:
Department of Education

7. * Federal Program Name/Description:
Language Resource Centers

CFDA Number, *if applicable:* 84.229

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* not applicable *Middle Name*

** Last Name* not applicable *Suffix*

** Street 1* not applicable *Street 2*

** City* not applicable *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* not applicable *Middle Name*

** Last Name* not applicable *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.

*** Signature:** [redacted]

***Name:** *Prefix* ** First Name* [redacted] *Middle Name*

** Last Name* [redacted] *Suffix*

Title: Assistant Director **Telephone No.:** [redacted] **Date:** 07/07/2014

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Standard Form - LLL (Rev. 7-97)

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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

EDGEPA4271019163230.pdf | Add Attachment | Delete Attachment | View Attachment

GEPA

UT-Austin provides equal opportunity in all terms and conditions of employment, for all persons. The University has made a commitment that all persons shall have equal access to employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy, contract, or state or federal authorities, and that no person will be discriminated against because of age as defined by law, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. This policy of equal opportunity applies to, and must be an integral part of, every aspect of personnel policy and practice in the employment, development, advancement, and treatment of employees and applicants for employment at the University.

The University of Texas at Austin is one of the largest public universities in the United States with 21,000 faculty and staff, and more than 50,000 students. The university has a very diverse student population that reflects similar demographics to the City of Austin. As of Fall 2013, the undergraduate enrollment was 48.3% White, 19.1% Hispanic, 15.4% Asian American, 9.2% Foreign, 4.0% African American and 4.0% Other.

The social justice impulse of Open Education compels COERLL to overcome the economic, social and physical barriers that keep people from participating in FL Education. People cannot participate if they do not have access. Therefore, we will make provisions for groups that have been traditionally underrepresented. In addition to complying with all University rules in this regard, COERLL will seek to identify those who may have special needs. For example, announcements and invitations to all workshops and other training programs will regularly solicit participants' needs related to mobility, sign interpretation, diet. Housing arrangements for teacher events will be made only with facilities that are wheelchair accessible.

Two additional considerations specific to COERLL operations concern the language of publications and website accessibility. Although the majority of COERLL's programs and most research publications will be in English, there may be times when we find it necessary to publish in a language other than English. COERLL and UT-Austin have adopted Web Access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium. All of the websites developed and maintained by COERLL during the grant period will follow accessibility guidelines with respect to text information, graphics, tables, PDF files, and so forth, and all sites will be reviewed annually to ensure that they comply with Section 508 of the Rehabilitation Act of 1973 and the Telecommunications Act of 1996. UT-Austin's Accessibility Compliance Officer has given CoLA's websites (including COERLL's) a 99% rating.

COERLL is a multi-disciplinary endeavor that includes many departments at UT. The main departments involved in the daily operation of COERLL are the language-related departments (Asian Studies, Classics, French & Italian, Germanic Studies, Linguistics, Middle Eastern Studies, Slavic and Eurasian Studies, Spanish & Portuguese) and the Liberal Arts Instructional Technology Services (LAITS). COERLL has established close ties with all four of UT-Austin's Title VI National Resource Centers: **Lozano Long Institute of Latin American Studies** (LLILAS, founded in 1940); **South Asia Institute** (SAI, founded 2005), **Center for Middle Eastern Studies** (CMES, established in 1960), and the **Center for European Studies** (CES, established in 2010). In addition, COERLL works closely with two major programs funded by the National Security Education Program, the **Flagship in Hindi/Urdu,** and the **Flagship in Arabic.** All UT-Austin departments and service units working with COERLL are committed to providing equal opportunities and equal access.

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 $10,00 0 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 subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The University of Texas at Austin

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: [redacted] Middle Name:

* Last Name: [redacted] Suffix:

* Title: Assistant Director

* SIGNATURE: [redacted] * 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: GrantAbstract1019163711.pdf | Add Attachment | Delete Attachment | View Attachment

Abstract Center for Open Educational Resources and Language Learning

The University of Texas at Austin (UT) requests funding for the operation of the **C**enter for **O**pen **E**ducational **R**esources and **L**anguage **L**earning (COERLL). A national leader in the development of Open Educational Resources (OER) (e.g., open textbooks, open grammars, open corpora, etc.), COERLL emphasizes native Internet practices that hold unique potential to expand the nation's FL capacity. COERLL's goal is to create *an open digital environment for sharing* so that FL learners and teachers can exchange products, practices, and findings. COERLL's outcomes fall into five categories: **OER for LCTLs** results in pedagogical materials that focus on priority languages; **Open Platforms for FL Learning and Teaching** results in Internet platforms that facilitate remixing and repurposing of open content; **OER for Teacher Development** results in materials to improve the training of in-service FL teachers; **OER Research** results in scholarly publications and reports; and **Conferences, Workshops and Webinars** results in professional development events for FL teachers (CPE credits will be available for these events). All activities employ practices common to Open Education: user-generated materials, open licenses, open source programming, and open communities of practice. In addition, COERLL's proposal focuses on addressing Competitive Priority 1 (LCTLs) and Competitive Priority 2 (MSIs and Community Colleges) as well as Invitational Priority 2 (Heritage Languages). Finally, in keeping with the collaborative nature of Open Education, COERLL's activities involve a high degree of collaboration with our sister LRCs, MSIs and national FL organizations.

Close Form

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** ProjectNarrative1019164013.pdf

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

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Introduction: Transforming Foreign Language Learning & Teaching Through Open Education

The University of Texas at Austin (UT)—a Research 1 institution with faculty specialists in 34 languages, second language acquisition, bilingualism, foreign language (FL) pedagogy, and language technology—requests funding for the operation of the **C**enter for **O**pen **E**ducational **R**esources and **L**anguage **L**earning (COERLL). "Open Education" is an international movement of educators seeking to expand access to learning via the Internet. In this context, "open" refers to the elimination of educational barriers, such as geographical location and economic level. Open educators envision a virtual "knowledge ecology" in which students, teachers, and researchers collaborate across institutional and disciplinary boundaries: students and teachers can access free, high-quality resources that promote deeper learning, and researchers can exchange data to hasten scientific progress. As such, COERLL goes beyond building high quality materials and hosting first-rate teacher development workshops. Our goal is to create *an open digital environment for sharing* so that FL learners and teachers can freely exchange materials, practices, and findings with each other and with the world. At COERLL, we see Open Education as the answer to the question: How can US FL education flourish and diversify in the face of shrinking budgets and rising costs?

As a charter member of the EdX Consortium for free online learning (with MIT, Harvard and UC-Berkeley), UT-Austin has demonstrated a strong commitment to the creation and dissemination of openly licensed content. In fact, thanks to COERLL, UT-Austin is the nation's top producer of FL Open Educational Resources (OER), including open textbooks, open grammars, open corpora, and more. The rapid expansion of OER in the US has not gone unnoticed by top-ranking government officials. President Barack Obama, former Secretary of

State Hillary Clinton, and Secretary of Education Arne Duncan have all publicly announced their support of OER as a high-impact and cost-efficient way to improve our nation's educational capacity. Coined in 2002 during a UNESCO meeting, the term "OER" refers to any educational material offered freely and openly for anyone to use, typically involving permission to re-mix (easily edit and customize), improve and redistribute.

All of COERLL's projects employ innovative practices common to Open Education: user-generated materials, open licenses, open source programming, and open communities of practice. We have established preliminary groundwork for most of our projects, thus ensuring a high likelihood of success. COERLL's projects focus on addressing Competitive Priority 1 (LCTLs) and Competitive Priority 2 (collaboration with MSIs and Community Colleges) as well as Invitational Priority 2 (Heritage Languages). Finally, almost all of the projects involve some kind of collaboration with other organizations: LRCs (CALPER, CASLS, CERCLL, LARC, NHLRC), NRCs (CES, CREEES, LLILAS), MSIs (UT-Pan American, Texas State Technical College) and national FL organizations (ACTFL, PLUS, TELL).

1. PLAN OF OPERATION

1.1 Management of COERLL

COERLL takes advantage of UT's distinguished faculty and extensive resources in FL research and development. Specifically, COERLL draws on two well-established units within the College of Liberal Arts (CoLA): the Texas Language Center (TLC) and Liberal Arts Instructional Technology Center (LAITS), as well as faculty from across campus, especially the College of Education.

The **Director,** Dr. Carl S. Blyth, Associate Professor of French Linguistics (CoLA), serves as the overall head of COERLL and meets directly with the Steering Committee and the

National Advisory Board to set policy and review the evaluation plan. He is also responsible for COERLL's outreach efforts, including social media and conference exhibits.

The **Associate Director of Teacher Development,** Dr. Thomas Garza, Associate Professor of Russian and Director of the TLC, assists the Director by overseeing COERLL's teacher training symposia, conferences, and workshops.

The **Associate Director of Technology**, Dr. Joe TenBarge, Assistant Dean for Instructional Technology (CoLA), assists the director with all aspects of project supervision related to technology.

The **Projects Manager**, Rachael Gilg, designs the information architecture for technology projects, oversees process and workflow, and ensures that web accessibility requirements and quality standards are met. She also organizes project data for federal reporting.

The **Publications Manager,** Nathalie Steinfeld Childre, is responsible for publication and dissemination of COERLL products in all formats (e.g., web-based multimedia materials, white papers, monographs, workbooks, manuals, etc.).

The **Budget Manager** maintains COERLL's accounts and assures compliance with university and federal laws governing grant monies. Steven Miller, Administrative Manager for LAITS, serves as Budget Manager.

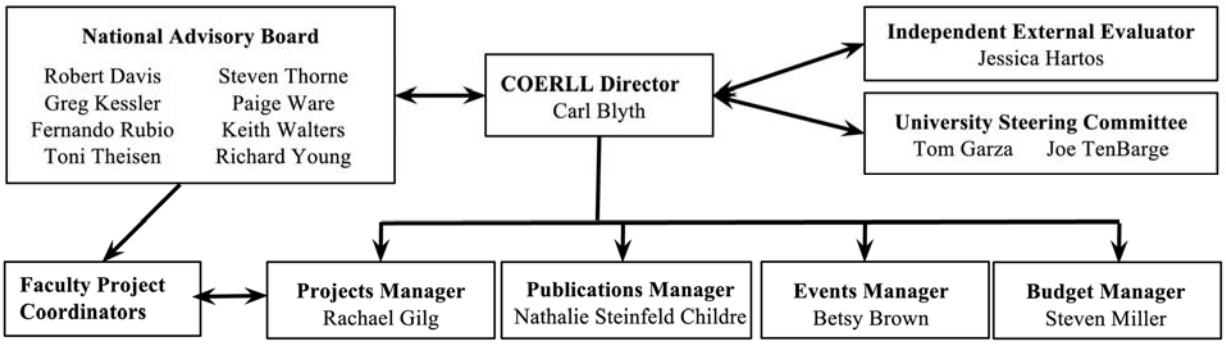
The **Events Manager,** Betsy Brown, Senior Program Coordinator for TLC, oversees logistics for COERLL's events, including registration and payment. She also organizes event data for federal reporting.

The **Steering Committee** is made up of the Director and the Associate Directors. The Steering Committee assists the Director in monitoring the progress of projects, determining strategic plans, and approving hiring priorities. The Steering Committee ensures equal access to

COERLL's programs by members of underrepresented groups, including racial or ethnic minorities, women, people with disabilities, and the elderly.

COERLL's **National Advisory Board** (NAB), composed of specialists from around the country, reports to the Director. The NAB meets twice a year via Skype to ensure that COERLL's activities align with criteria specified in the Evaluation Plan (section 7). In the upcoming grant cycle, Dr. Jessica Hartos (University of North Texas) will serve as the **Independent External Evaluator**. She will be responsible for organizing and assessing data as well as reporting results for all performance measures on an annual basis per federal requirements.

Table 1. Chart of COERLL Management Personnel



1.2 COERLL Projects

COERLL's projects address all areas mandated by the Title VI LRC grant legislation: teaching materials, K-12 initiatives, less commonly taught languages, teacher development, outreach and dissemination, language assessment, and applied linguistic research. Six of COERLL's projects meet Competitive Preference Priority 1 (LCTLs). Our Heritage Spanish

project meets Competitive Priority 2 (Minority Serving Institutions) as well as Invitational Priority 2 (Heritage Languages). The projects fall into four categories: OER for LCTLs, Open Platforms for FL Learning & Teaching, OER for Teacher Development, and OER Research. Faculty project coordinators are advised by two NAB members who are specialists in the area.

Table 2: Overview of COERLL's Proposed Projects

Category	Priority *	Project Title	Collaborator(s)
OER for LCTLs	CP1 CP2	Czech OER and The European LCTL Consortium	CES & CREEES
	CP1	*Gateway to Chinese*: Language Assessment OER Upgrade	
	CP1	*Lingua da Gente*: Mobile Portuguese	CES
		Beginning K'ichee' Maya: OER for Indigenous Language Instruction	LLILAS
Open Platforms for FL Teaching & Learning	CP2 IP2	User-generated Materials for Heritage Spanish	UTPA, TSTC, LARC & NHLRC
	CP1	*The Literary in the Everyday* Portal	CERCLL
		eComma: An Upgrade for L2 Social Reading Tool	
	CP1	Cultural Surveys and the Luso-Brazilian World	
		From Hybrid to Online French: Transforming *Français interactif*	ITL
OER for Teacher Development		Digital Badges for K-12 Professional Development	LARC , NHLRC, TELL & AISD
	CP1	*Tadriis*: An Arabic Teaching Methods Website	AFP
OER Research		OER Surveys and Needs Analyses	OER

** Competitive/Invitational Priorities Key*

CP1 Competitive Priority 1 (LCTLS)
CP2 Competitive Priority 2 (MSIs)
IP2 Invitational Priority 2 (Heritage)

Project Category 1: OER for LTCLs

Advisors: Dr. Fernando Rubio (University of Utah); Dr. Keith Walters (Portland State)

This category emphasizes our focus on collaborative projects with NRCs in the development and dissemination of OER designed to advance the instruction and availability of learning priority languages using technology-enhanced settings such as video conferencing and mobile learning.

"Czech OER for the European LCTL Consortium "

(Dr. Douglas Biow, Director of the Center for European Studies; Dr. Mary Neuburger, Chair of Dept. of Slavic and Eurasian Studies; Dr. Christian Hilchey, Dept. of Slavic and Eurasian Studies)

Background. UT-Austin's Center for European Studies (CES) has recently established a consortium with the University of Wisconsin to enhance the availability of European LCTLs. The consortium is based on the Shared Course Initiative at Columbia, Cornell, and Yale. UT-Austin's Dept. of Slavic and Eurasian Studies has agreed to offer courses in Czech and Turkish to consortium students, and in return, Wisconsin has agreed to offer Finnish and advanced Serbian/Croatian. Students will enroll at their "home" institution, even though the class is technically taught elsewhere. Therefore, the consortium will increase enrollment of LCTL classes, even at the upper levels of instruction, and will significantly increase LCTL offerings at both institutions without additional costs. CES is currently in discussions with Duke University, UC-Berkeley, University of Kansas, University of Michigan, University of North Carolina, University of Pittsburgh, and University of Washington.

Project Description. UT-Austin is home to one of the strongest Czech programs in the country, which benefits from a special Czech endowment. Czech lecturer, Dr. Christian Hilchey (UChicago), has been tasked with developing materials for the new videoconference Czech course offered through the LCTL consortium. COERLL will work with Dr. Hilchey and other UT-Austin faculty members teaching Czech to create OER for the shared course (as well as for a larger Internet audience). Students enrolled in Czech will participate through synchronous delivery of live, videoconference teaching. This new instructional format calls for new kinds of pedagogical materials. Therefore, the goal of this project will be to create Czech OER that will

reach a broad and diverse audience and that will serve to markedly enhance video-transmitted forms of language instruction. The digital Czech materials will include a website with instructional and cultural videos, PDFs, and a print-on-demand textbook to enhance the interactive, videoconference classes. While the focus of this project is on Czech, we intend to extend this project to other European LCTLs in the consortium.

"Gateway to Chinese: Language Assessment OER Upgrade "

(Dr. Wen-Hua Teng, Department of Asian Studies)

Background. COERLL's *Gateway to Chinese* collection currently offers Mandarin Chinese resources at various proficiency levels that allow students to practice pronunciation, vocabulary, grammar, and listening skills at their own convenience. The collection includes thousands of multimedia examples and assessment items that carry an open Creative Commons license.

Project Description. By re-encoding assessment items on the *Gateway to Chinese* website using a new technical standard for *open* assessment items, content will be made portable and easily sharable across different learning management systems (LMS) and platforms. Educators will be able to embed or to import assessment items from *Gateway to Chinese* into their LMS, or export items from their LMS in order to share the items as OER. An important aspect of open education transforms learners into active collaborators in the development of educational resources., This project will expand and enhance the learning materials with the inclusion of student-contributed audio recordings, video projects, and writing samples that show learners' exemplary performances.

"Lingua da Gente: Mobile Language Learning for Portuguese"

(Dr. Orlando Kelm, Department of Spanish & Portuguese)

Background. During the past grant cycle, COERLL built *BrazilPod*, a portal that houses the various Portuguese materials developed at UT-Austin: *Tá Falado* (grammar and pronunciation podcasts), *ClicaBrasil* (an intermediate Portuguese curriculum with videos), and *Conversa Brasiliera* (video scenarios of Portuguese speakers that includes transcripts, translations, and commentary). Based on analytics data we collected for these materials, we discovered that learners want and need Portuguese materials on their mobile devices.

Project Description. *Língua da Gente* is a podcast series of Portuguese language lessons designed for multiple formats, including mobile devices. The lessons will present the Portuguese language within the context of everyday speech and everyday culture. Each lesson will be available as a free online OER and will include a PDF of the lesson dialog and vocabulary. Additionally, the lessons will be available via subscription as a language learning application from OpenLanguage.com, making the materials easily accessible on smart phones and tablets. The project team has already written and recorded dialogs for 50 lessons: 20 Beginning, 20 Elementary, 10 Intermediate. Once completed, the various lessons may be used as a stand-alone course or serve as supplemental resources for any organized course. The subscription materials for mobile devices will allow users to build a database of media, dialogs, vocabulary, grammar lessons, exercises, and online tasks. OpenLanguage.com will return 70% of the subscription payments to COERLL. As such, *Língua da Gente* promises to generate revenue to pay for future project costs and maintenance.

"Beginning K'ichee' Maya: OER for Indigenous Language Instruction"

(Dr. Sergio Romero, Dept. of Spanish & Portuguese & LLILAS Benson Latin American Studies and Collections)

Background. LLILAS Benson Latin American Studies and Collections, part of the UT-Austin library system, has recently launched the Indigenous Languages Initiative, a program focused on the teaching of indigenous languages of Latin American (e.g., Mayan, Nahuatl, and Quechua). As part of this initiative, UT-Austin has made several strategic faculty hires. The initiative seeks to make use of the extensive authentic content available in UT-Austin's *Archive of the Indigenous Languages of Latin America* (AILLA), a free and open digital archive of recordings and texts. LLILAS Benson's K'ichee' Maya language program already includes a set of 25 lesson plans in use at UT-Austin.

Project Description. In collaboration with LLILAS Benson, COERLL will create open learning materials for K'ichee' Maya, a language spoken by more than one million speakers in the western highlands of Guatemala. The deliverables for this project will include (1) openly-licensed courseware for the teaching of K'ichee' Maya, and (2) a model for the development of materials for teaching indigenous languages online. The project team will begin by reviewing the current curriculum and assessing needs for new material development, which may include online drills and practice materials. In the first year, a prototype and templates for new online teaching and learning materials will be developed. UT-Austin specialists in K'ichee' Maya will produce the new content based on the prototype and templates. In the second and third years, the materials will be tested in the classroom and revised. Publishing the materials online as OER will make them available to other institutions with K'ichee' Maya programs such as Vanderbilt University and the University of New Mexico. In the final year, a prototype and templates for

online teaching and learning materials will be developed and adapted for other indigenous languages. While the initial focus is on K'ichee' Maya, we intend to expand the project to other indigenous languages such as Quechua (Ecuador).

Project Category 2: Open Platforms for FL Teaching & Learning

Advisors: Greg Kessler (Ohio University) and Paige Ware (Southern Methodist University)

This category focuses on collaborative projects with other universities, including minority serving institutions (MSIs), for the development of new platforms to facilitate priority language learning through open educational practices such as the remixing and repurposing of open content.

"User-Generated Materials for Heritage Spanish"

(Dr. Jose Esteban Hernández, Department of Modern Languages, UT-Pan American; Ms. Yanina Hernández, Texas State Technical College; Dr. Barbara Bullock, Department of French & Italian; Dr. Jacqueline Toribio, Department of Spanish & Portuguese)

Background. Spanish is not a foreign language in the American Southwest. For example, many heritage speakers living in Texas speak Spanish on a regular basis at home, at work, and with family and friends. They typically speak a variety of Spanish influenced by English. Unfortunately, US heritage Spanish speakers are routinely overlooked in commercial materials that emphasize foreign native speakers (NSs), such as Spaniards, Mexicans, and Argentinians. At best, the foreign frame of reference simply ignores the US heritage speaker's experience. At worst, it actually reinforces negative stereotypes of US Spanish varieties.

Project Description. This project will create Spanish language materials *authored by and for heritage Spanish speakers*. An important goal of this project is to help US heritage speakers to view their communities and themselves as important resources for learning about Spanish language and culture. For this project, COERLL will collaborate with two California LRCs (LARC and NHLRC) as well as two minority serving institutions (MSIs) in the Rio Grande Valley of Texas (UT-Pan American, Texas State Technical College) per Competitive Priority 2. COERLL will serve as consultant to LARC and NHLRC who will develop SpinCAL, the California version of COERLL's SpinTX, an open archive of short videos based on interviews of bilingual Spanish-English speakers in Texas. The SpinTX archive allows users to search videotaped interviews according to topic, grammatical structure and pragmatic information. Teachers and learners can create their own materials based on the videos and curate all videos and activities into personal playlists.

Dr. Barbara Bullock and Dr. Jacqueline Toribio, SpinTX project coordinators, will serve as consultants for the staffs at LARC and NHLRC. Well-known specialists in Spanish sociolinguistics, these two UT-Austin scholars will teach the California team how to train students to conduct interviews in their own heritage communities. In addition, Rachael Gilg, COERLL's Project Manager, will serve as the technical consultant to LARC and NHLRC. Finally, COERLL and the two California LRCs will conduct summer workshops to train heritage Spanish teachers in the pedagogical applications of the SpinTX and SpinCAL video archives (See Webinars, p. 24).

As part of this project, COERLL will also collaborate with two MSIs in the Rio Grande valley to assist them in developing OER for their heritage Spanish speakers. Dr. Jose Esteban Hernández (UT-Pan American) and Ms. Yanina Hernández (Texas State Technical College,

Harlingen) will serve as content providers for the heritage Spanish materials project. Key to the project will be the inclusion of heritage speakers themselves who will assist the faculty in developing the materials. Dr. Hernández will supervise a team of heritage language graduate students at UT-Pan American who have agreed to write lessons based on videos from the SpinTX archive. COERLL has already begun work on a Spanish grammar website that draws examples from the videos in the SpinTX archive. This project will allow COERLL to supplement the Spanish grammar website with videos from the SpinCAL archive. As such, this online grammar will be a one-of-a-kind resource that explains and exemplifies Spanish from the heritage speaker's perspective.

"The Literary in the Everyday: Crowdsourcing L2 Literacy Materials"

(Dr. Carl Blyth, Department of French & Italian; Ms. Joanna Luks, Cornell University; Dr. Chantelle Warner, University of Arizona; Dr. Beatrice Dupuy, University of Arizona)

Background. "Crowdsourcing" is one way to create materials that are the common products of a community rather than the work of a single author or small group of authors. Ideally, OER are curated within a community of practice dedicated to improving the content. Wikipedia is a good example of crowdsourcing; anyone can contribute or edit content as long as that person follows editorial guidelines set by Wikipedia. Thus, for crowdsourcing to be effective in the creation of pedagogical materials, there must be clear editorial guidelines.

Project Description. In the upcoming grant cycle, COERLL will join forces with CERCLL (University of Arizona) to develop a searchable archive of literacy activities in several languages—German, Portuguese, Arabic, Turkish, and Persian. This project aims to create an educational community of practice whose teacher-members will generate crowdsourced literacy

materials for the L2 classroom. COERLL and CERCLL will set up guidelines for content creation and community interaction. Teachers will not only create and edit the materials, but they will also include articulation plans in order to help other teachers envision how to integrate the materials into their curricula and classrooms. The materials will refine and extend the pedagogical principles found in COERLL's French OER *Le littéraire dans le quotidien* or "The Literary in the Everyday" (e.g., the metaphorical extension of meaning, an emphasis on language play, and the use of social reading and collaborative annotation). A step-by-step template will help teachers design their own materials according to the site's specifications, thereby increasing the quality of the crowdsourced materials. All materials will be editable and carry a Creative Commons open license. The materials will be tagged with metadata such as topic, genre, linguistic features, and proficiency level so that teachers will be able to choose the activities that suit their needs. The platform will also house a forum where teachers can discuss how to adapt the materials. Once launched in the French-teaching community, the project will expand into the German-teaching community and finally into the LCTL-teaching communities. In addition to learning to create their own materials, FL educators will also learn to participate in an open community of practice.

"eComma: An Upgrade for L2 Social Reading Tool"

(Dr. Carl Blyth, Department of French & Italian)

Background. In the context of the FL classroom, digital social reading is an Internet-based activity in which a group of students collaboratively reads, annotates and comments upon a shared text. In teaching "parlance," digital social reading constitutes a "during-reading" activity. For the past four years, COERLL has been exploring the pedagogical affordances of

digital social reading for L2 learning with a web application called *eComma*. This tool allows groups of students to share and compare their commentaries on texts and to build sophisticated "readings" of a text that incorporate the observations of many readers.

Project Description. In the upcoming grant cycle, the goal of this project will be to enable *eComma* to be used with any LMS (e.g., Blackboard, Canvas, Moodle). This can be accomplished by turning *eComma* into a user-friendly LTI plug-in. LTI stands for "Learning Tool Interoperability." This upgrade will allow teachers and students at different institutions to adopt *eComma* at no charge and to use it with minimal technical set up. Accompanying the upgraded *eComma* application will be a print-on-demand guide that will explain pedagogical approaches to L2 social reading. The guide will include sample activities as well as teachers' personal stories about the pedagogical affordances of social reading. The project also aims to research the use of *eComma* in synchronous and asynchronous settings.

"Cultural Surveys and the Luso-Brazilian World"

(Dr. Dale Koike, Department of Spanish & Portuguese; Dr. Vivian Flanzar, Department of Spanish & Portuguese)

Background. Teaching a second or third culture (C2/C3) is problematic due to stereotypes and over-generalizations. Moreover, it is often hard to access information that clearly captures how different languacultures convey meaning through their different perspectives and values.

Project Description. In the upcoming grant cycle, we will approach culture through the use of native speaker (NS) surveys combined with consciousness-raising activities about C2/C3 perspectives and practices. The project will focus on the Luso-Brazilian world in the beginning,

but will be extended to other languages and cultures. Survey data will be used to create activities asking L2/L3 Portuguese learners to (1) compare their own answers to those of the NSs, (2) seek an understanding of the NSs' responses, (3) apply the survey information to a similar situation in the target culture and language, and (4) if possible, do research with heritage speakers in their community. In this way, students can develop the 'emic' or 'insider's perspective' on L2/L3 cultural views, practices, and values. Data on the target culture, such as what folk medicines are used or what kind of housing students live in, will be obtained by means of a questionnaire completed by NS undergraduate students in Brazil and other parts of the Lusophone world (e.g., Portugal, the Azores) who are studying English or another foreign language. Activities that lead learners to think critically about their own cultural perspectives as well as those of NSs will be suggested based on these data.

***"From Hybrid French to Online French: A New Platform for* Français interactif"**

(Dr. Nancy Guilloteau and Ms. Karen Kelton, Dept. of French & Italian)

Background. Winner of CALICO's top award for digital technology in 2009, *Français interactif* was originally designed for the hybrid or "flipped" classroom. In such a setting, homework is conducted online in preparation for subsequent face-to-face classes. While the website and materials are open to the Internet public, they currently lack interactive features of an effective online platform: self-correcting exercises, chat rooms/discussion boards, and video conferencing.

Project Description. COERLL will partner with UT System's Institute for Transformational Learning to turn *Français interactif* into an *online* course implemented via an LMS, a more interactive platform than the current static website. The new course will embed an

OER called *The Mixxer*, an international database of learners looking for language partners. With *The Mixxer*, American students learning French will interact with native francophones who wish to learn English. Work on the new course began in Spring 2014, and January 2015 is our deadline for producing a minimal, viable product for usability testing. Once the new content is finished, we will begin to test the various Internet communication technologies. The ITL seeks to ensure that all Texans have access to affordable, elite-caliber education. Thus, the new version of *Français interactif* will be made available to all universities in the UT System (Arlington, Brownsville, Dallas, El Paso, Pan American and Permian Basin).

Project Category 3: OER for Teacher Development

Advisors: Ms. Toni Theisen (Loveland High School, Colorado); Dr. Paige Ware (Southern Methodist University)

This category focuses on collaborative projects to develop and disseminate OER that foster FL teachers' training and professional knowledge related to new instructional methods, language technology and pedagogical research.

"Open Digital Badges for K-12 Professional Development"

(Mr. Thomas Sauer, TELL; Ms. Tina Dong, Austin Independent School District)

Background. The mission of the **T**eacher **E**ffectiveness for **L**anguage **L**earning (TELL) Project is to describe how effective FL teachers prepare for, advance, and support language learning. Recently adopted by StarTalk as their primary teacher training tool, the TELL framework provides a common language and definition of the model FL teacher. The criteria contained within the framework create a clear description of behaviors that model teachers

exhibit. Although widely used, the TELL framework does not provide badges to FL teachers. Digital badges are online representations of earned knowledge and skills that allow teachers to validate and make visible their professional development.

Project Description. For the upcoming grant cycle, COERLL will collaborate with LARC and NHLRC as well as local school districts in our respective cities of Austin, San Diego, and Los Angeles, to develop a professional development badge system based on the TELL framework. COERLL will assist Austin Independent School District (AISD) to plan and offer professional development sessions for FL teachers to earn these badges. AISD teachers will acquire badges upon completion of established stages of growth within each TELL domain. Since the project will extend over a four-year span, teachers will be able to work on specific domains each year. Teachers will be able to document their growth by curating their badges using a virtual backpack and sharing their badges via social and professional networks. LARC and NHLRC will facilitate a similar collaboration between TELL and school districts within the San Diego and Los Angeles metropolitan regions. Creating a badge system based on the TELL framework will require COERLL's technical and curricular expertise (COERLL will adopt Mozilla's Open Badge System). First, with our colleagues from TELL and AISD, we will determine the levels of the competencies described by the TELL framework. Next, we will determine achievement criteria for each competency. Finally, we will develop rubrics for evaluators and design an actual badge per Mozilla's technical specifications. In summary, the deliverables of this project will be TELL badges for professional development, and a report on how school districts can integrate TELL badges into their professional development program.

"Tadriis: An Arabic Teaching Methods Website"

(Dr. Mahmoud al-Batal, Director of the Arabic Flagship Program)

Background. In 2010, thanks to funding from the Texas Higher Education Coordinating Board, UT-Austin developed a website devoted exclusively to FL Teaching Methods. Based on an actual methods course taught at UT-Austin, the website includes many hours of videotaped interactions between L2 pedagogy experts and teachers-in-training. Because this popular online resource was designed to be used in general FL methods courses, it is currently unable to address important language-specific topics.

Project Description. This project will develop modules in Arabic based on UT's Online Teaching Methods course. Intended for Arabic teachers in the US and abroad, this resource will utilize the fullest potential of web technologies to deliver Arabic teacher training that incorporates text, videos, audio, and social media within each module. The twenty training modules planned for this program will cover some of the most important aspects of the teaching and learning of Arabic at the K-16 levels. Each training module will combine theory and practice and include the following components:

- Video samples of teacher/student interactions in actual Arabic language classrooms.
- Materials, syllabi, and samples of L2 Arabic language production.
- A self-test with immediate feedback
- A glossary of key teaching terms (e.g. *corrective feedback*) with Arabic translations.
- Suggestions for further readings or materials related to the topic of each module.

The entire site will be presented in Arabic and will be made available as a free online OER. This will enable us to meet the needs of teachers of Arabic at the K-16 levels as well as graduate students in the US and abroad who need materials that present the latest in Arabic

language pedagogy.. The modules will include an open forum where Arabic teachers can exchange views and new innovations on teaching and learning.

Project Category 4: OER Research

Advisors: Dr. Steven Thorne (Portland State); Dr. Richard Young (Wisconsin-Madison)

This category addresses the need for more OER research in a broad range of K-12 and post-secondary institutions, including community colleges and MSIs, to determine educational needs, preferences, and barriers related to training and use of OER methods, resources, and materials.

"A National OER Survey and Needs Analyses"

(Dr. Joshua Thoms, Utah State University)

Background. The past decade has seen a steady increase in OER awareness. However, much work remains to be done to bring OER into the FL classroom. Despite the increased OER adoption among science and technology educators, OER are still relatively unfamiliar to educators in the humanities.

Project Description. In the upcoming grant cycle, this project will conduct the first national OER survey focused on FL educators at all levels of education—K-12, community colleges, and 4-year colleges. The survey will target FL educators at many types of institutions (e.g., private vs. public, urban vs. rural) to answer the following questions:

- What are the areas of content and training that would be most relevant?
- What are the barriers to widespread adoption of FL OER?
- What are the OER acceptance rates of FL educators compared to other educators?

- How many FL students are using OER? What kinds of OER are they using?
- How much time/effort does it take to integrate OER into FL classrooms?
- Do OER reduce textbook costs for FL students?

Based on the findings of the national survey, needs analyses will be conducted with targeted teacher populations in high schools, community colleges, and 4-year colleges during group sessions at national conferences. The results will be disseminated on the OER Research Hub's website (www.oerresearchhub.org) and published in peer-reviewed educational journals. The results will help COERLL and all the LRCS to better understand the OER market and to improve on the effectiveness of FL OER.

1.3 Teacher Professional Development Events

Advisor: Dr. Robert Davis (University of Oregon)

COERLL is dedicated to professional development events including conferences as well as webinars offered throughout the year that focus on quality training for a diverse set of priorities and LCTLs for which teachers will be able to receive CPE credits.

Table 3: Overview of COERLL's proposed teacher development events

Conferences/Symposia	Annual TELL Conference (w/ TELL & LARC)	Total = 4	
	Annual PLUS Conference (w/ PLUS)	Total = 4	
	Digital Literacies Symposia (w/ CERCLL)	Total = 2	
Webinars	LRC Webinar Series (w/ LARC & CALPER)	Total = 12	
	Heritage Spanish Series (w/ TSTC & UTPA)	Total = 8	CP2 IP2

Competitive/Invitational Priorities Key
CP2 Competitive Priority 2 (MSIs)
IP2 Invitational Priority 2 (Heritage)

Annual TELL Conference: A New Model for In-service Training

(Mr. Thomas Sauer, TELL Project / Partnership to Advance Learning)

Background. The current model of professional development for K-12 FL teachers is problematic for several reasons. A lack of professional development opportunities makes it difficult for FL teachers to take charge of their own professional growth. The commonly used lecture format favored by presenters forces teachers into a passive listener role. Finally, professional development opportunities rarely provide the follow up that teachers need to be able to implement new methods in their classrooms.

Conference Description. The goal of the annual TELL summer conference will be to improve the professional development of FL K-12 teachers by giving FL teacher trainers and language supervisors a new model for in-service training. The conference will demonstrate how to create dynamic professional development opportunities for FL teachers. This two-day summer conference will be based on the TELL Framework developed by the Partnership to Advance Learning. The workshop is grounded in the belief that the professional development of FL in-service teachers must 1) be based on a teaching model described in the language of practicing teachers and 2) afford teachers more opportunities and guidance for putting new methods into practice.

Over the course of the conference, FL teacher trainers will be challenged to become active learners in a variety of settings that ask them to explore, model, and share effective language learning practices identified in the TELL framework. The conference will include a mixture of formal presentation as well as unstructured collaboration time for teachers to connect with each other and work on developing solutions for self-identified goals. Other learning settings include a “playground” where participants can practice strategies and get immediate

feedback from language learners and peers, an “app exchange” where participants can share their favorite apps and online resources, and a “hot seat” where participants can interact with nationally identified master teachers. Considerations will be made to include virtual participants through a variety of digital channels. Modeling the importance of performance-based assessment for language learners, the conference model will provide participants the opportunity to earn several professional training badges based on their demonstrated learning before, during, and after the event.

The Annual PLUS Conference: Partners for Languages in the United States

(Dr. Tom Garza, Dept. of Slavic and Eurasian Studies)

Background. Partners for Languages in the United States (PLUS) is an initiative of the Language Partnership Group, a 501 (c) (3) non-profit organization whose mission is to advance effective FL learning in the United States. The PLUS definition of a successful FL program is captured by their standards:

- Campus leaders committed to ambitious FL learning goals
- Involvement of private industry
- Use of latest language technologies
- Overseas study and practical in-country experience
- “Learning outcomes” rather than “teaching inputs”
- Direct involvement of faculty and staff in program evaluation
- Assessment of language proficiency according to national standards
- Validation through peer review and program evaluation
- Access to students intending to work in different countries and cultures

- Interdisciplinary programming & “language across the curriculum”

The PLUS approach combines foreign languages and cultures with professional and technical skills. Such a combination of skills is a defining characteristic of the intercultural professional, someone who has the ability to operate between cultures and languages. Institutions of Higher Education that subscribe to the PLUS standards will be formally accredited as among the nation’s best performing language programs.

Conference Description. COERLL and the Texas Language Center will collaborate with PLUS to host their annual conference on the campus of UT-Austin during the upcoming grant cycle. The conference will be instrumental in building a coalition of institutions into a nation-wide system of successful language programs unified by a common set of program standards, something that is curiously lacking at the collegiate level. Thus, the goal of this conference will be to inform collegiate FL educators and administrators about the PLUS system of peer-reviewed accreditation for language programs. PLUS has targeted early 2015 as the launch date of its accreditation process. In addition to hosting the annual conference, COERLL will disseminate information about the PLUS coalition through social media and webinars.

Digital Literacies Symposia (CERCLL)

COERLL has agreed to assist CERCLL with their annual Digital Literacies Symposium. COERLL will provide funding for a plenary speaker in 2015 and 2017 and will work closely with the conference planning committee to select the invitees and determine the program.

Webinars

During the past grant cycle (2010-2014), CALPER, LARC, and COERLL explored the potential of webinars for teacher development. In the upcoming grant cycle, we will all join forces and offer a joint LRC webinar series, which will expand the reach and variety of our offerings. This year-round series will supplement our summer events for teachers. Some of the proposed topics will be: authentic materials, blended learning, corpus approaches to FL teaching, heritage materials, and assessment methods. In addition to the joint LRC webinar series, COERLL will host a heritage Spanish webinar series in collaboration with our MSI collaborators (UT-Pan American and Texas State Technical College). The heritage Spanish series will include two events per year for a total of eight webinars.

1.4 Dissemination of COERLL's Products and Programs

***COERLL website*:** The primary vehicle for dissemination will be COERLL's website. Each of our projects will include social media components such as a blog or a forum where users can post queries or comments. The goal will be to create *communities of practice* around COERLL's initiatives.

Social Media: COERLL has more than 100,000 subscribed followers on its social media network (Facebook, Twitter, YouTube, email, and blog). On our blog "Open Up," we post news, opinions, and learning resources and host on-going conversations between members of the FL and Open Education communities.

NFLRC's Portal and Listserv: In 2011, COERLL redesigned the NFLRC web portal. For the upcoming grant cycle, COERLL has agreed to manage the NFLRC portal website and listserv (http://www.nflrc.og). Our goal is to make the portal a more dynamic database that pushes content out to potential Internet users. This will help bring COERLL products to the

attention of FL teachers and learners in a more aggressive way than previously possible. COERLL will collaborate with CASLS (U of Oregon) to create a system for users to rate and curate LRC materials.

***Digital Repositories*:** Digital Repositories such as MERLOT and OER Commons will be key to COERLL's new dissemination strategy. More than a simple database of pedagogical materials, a digital repository is a place where teachers and learners can share resources for curriculum alignment, quality evaluation, social bookmarking, tagging, rating, and reviewing.

OER Consortia: COERLL will disseminate materials and event information by partnering with open consortia. For example, COERLL is a member of the Community College Consortium for OER (CCCOER), CollegeOpenTextbooks.org, and OpenStax.org. Georges Détiveaux (Lone Star College, Houston) will serve as our Consortia Outreach Coordinator.

Facebook Language Learning Communities: In the past, COERLL has successfully hosted Facebook learning communities built on our popular OER, *Français interactif*, *Deutsch im Blick*, and *BrazilPod*. For the upcoming grant cycle, we will hire "community organizers" dedicated to animating and curating these communities.

Conferences and Summer Workshops: COERLL will disseminate information via presentations as well as through our exhibit booth at regional, national, and international conferences (e.g., AAAL, ACTFL, CALICO, IALLT, MLA, SOCALLT, TFLA). Our summer teacher events will also be a major vehicle for dissemination. During the past grant cycle, more than 1,000 teachers attended COERLL's summer events. We will increase these numbers by webcasting all future events.

Biannual Newsletter: We will publish a biannual newsletter as a PDF and send it to subscribers on our email list. COERLL newsletters will contain a letter from the Director, two

feature articles, project updates, an events report, and a calendar. In addition, print newsletters will be distributed at the COERLL booth at conferences such as ACTFL and CALICO.

Occasional dissemination projects: COERLL will publish "occasional" promotional materials. For example, in 2012, we published "Voices for Openness," a website that features accounts written by FL educators of their personal experiences using OER. In 2013, COERLL developed and piloted a digital badge for participants of the ACTFL Convention. The "ACTFL Convention Networker" badge was awarded to more than 600 convention attendees.

1.5 Non-discriminatory Employment Practices (GEPA)

The social justice impulse of Open Education compels COERLL to overcome the economic, social, and physical barriers that keep people from participating in FL Education. People cannot participate if they do not have access. Therefore, we will make provisions for equal access by members of groups that have been traditionally underrepresented. In addition to complying with all university rules in this regard, COERLL will seek to identify those who may have special needs. For example, announcements and invitations to all workshops and other training programs will regularly solicit participants' needs related to mobility, sign interpretation, or diet. Housing arrangements for teacher events will be made only with facilities that are wheelchair accessible.

Two additional considerations specific to COERLL operations concern the language of publications and website accessibility. Although the majority of COERLL's programs and research publications will be in English, there may be times when we find it necessary to publish in a language other than English. COERLL and UT-Austin have adopted Web Access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium. All of the

websites developed and maintained by COERLL during the grant period will follow accessibility guidelines with respect to text information, graphics, tables, PDF files, and so forth, and all sites will be reviewed annually to ensure that they comply with Section 508 of the Rehabilitation Act of 1973 and the Telecommunications Act of 1996. UT-Austin's Accessibility Compliance Officer has given COLA's websites (including the COERLL site) a 99% rating.

UT-Austin has made a commitment that all persons shall have equal access to employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy, contract, or state or federal authorities, and that no person will be discriminated against because of age as defined by law, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. This policy of equal opportunity applies to, and must be an integral part of, every aspect of personnel policy and practice in the employment, development, advancement, and treatment of employees and applicants for employment at the University.

2. QUALITY OF KEY PERSONNEL

Brief CVs for all COERLL faculty, staff and project personnel (including national advisory board members) are presented in alphabetical order in Appendix A.

2.1 COERLL Staff

Dr. Carl Blyth is Associate Professor of French Linguistics in the Department of French & Italian. In 2013, Dr. Blyth was named a UT Provost Teaching Fellow in recognition of his innovative contributions to undergraduate and graduate teaching at UT-Austin. His teaching and research interests lie at the intersection of sociolinguistics, applied linguistics, and technology. He teaches courses on a range of sociolinguistic and applied linguistic topics and has supervised

dissertations in linguistics, foreign language education, and French. In 2009, he was honored with two national awards for his work in foreign language technology by MERLOT and CALICO. His articles have appeared in The *Modern Language Journal, CALICO Journal, Issues in Language Program Direction*, and *The Journal of Educational Computing Research*. He is the author of *Untangling the Web: Nonce's Guide to Language and Culture on the Internet* (Nonce, 1999), editor of *The Sociolinguistics of Foreign Language Classrooms* (Heinle, 2003), co-author with Stacey Katz of *Teaching French Grammar in Context* (Yale University Press, 2007), and co-author with N. Megharbi and S. Pellet of *Pause-café: Moving Towards Fluency* (McGraw-Hill, 2009). He has collaborated with colleagues on an online reference grammar of French (*Tex's French Grammar*) and a multimedia first-year French program (*Français interactif*). He will dedicate 10% of his time to COERLL.

Dr. Thomas Garza is University Distinguished Teaching Associate Professor of Russian and the director of the TLC. Prior to establishing the TLC, he was chair of the Department of Slavic and Eurasian Studies and the director of the Center for Russian, East European, and Eurasian Studies (CREEES), a National Resource Center. His teaching and research focuses on the pedagogy of Slavic languages, including the use of media and technology and the teaching of culture. He is the author or co-author of five EFL textbooks – including one for speakers of Russian, four Russian language texts, as well as numerous articles on the teaching of Russian language and culture using video and other media. He is also a trained proficiency tester and administers Oral Proficiency Interviews in Russian.

Mr. Joe TenBarge, Assistant Dean for Instructional Technology and Facilities, has led LAITS for fourteen years. He has assisted faculty in completing over 250 technology projects. Under Mr. TenBarge's leadership, the College of Liberal Arts has realized significant upgrades

to its audio and video facilities, which are now optimally designed for web broadcasting, podcasting, and digital archiving. TenBarge sits on a number of campus technology policy task groups. As chairman of the University Technology Classroom Committee, he led the installation of multimedia technology in hundreds of UT's "smart" classrooms.

Ms. Nathalie Steinfeld Childre is Publications Manager for COERLL. She holds a BA in Fine Arts and a minor in Computer Science from Texas State University. Ms. Steinfeld is responsible for managing the editing, layout, review, and production of all digital and print content. She will commit 100% of her time to COERLL.

Ms. Rachael Gilg is Projects Manager for COERLL. Rachael holds an MS in Information Studies from the School of Information at UT-Austin, where she focused on information architecture, user-centered design, e-learning, and digital media development. Her project roles have combined technical expertise with planning, development, and implementation of complex sites. At COERLL, she has managed the development of the Spanish in Texas Corpus, whose purpose is to profile Spanish as it is spoken throughout Texas and to provide open learning tools that allow students, teachers, and the general public to explore Spanish language variation. She will dedicate 100% of her time to COERLL.

Ms. Betsy Brown is the Senior Program Coordinator for TLC. She holds a BS in Computer and Information Sciences from The University of Florida. During the last 30+ years, she has managed software, documentation, and educational projects in the computer industry and educational institutions.

Mr. Steven Miller is the Administrative Manager for LAITS. He holds a B.A. in Fine Arts from UT-Austin and has over twenty years of professional experience providing post-award

grant administration for federal grants and will provide any administrative support needed by COERLL.

2.2 Faculty Project Coordinators (in alphabetical order)

Dr. Mahmoud Al-Batal, Professor of Arabic in the Department of Middle Eastern Studies and Director of the Arabic Flagship program at UT-Austin, is the developer of *Aswaat Arabiyya*, a Web-based project for Arabic listening materials and co-author of the *Al-Kitaab* Arabic textbook series (with Kristen Brustad and Abbas Al-Tonsi). Dr. Al-Batal served as Director of the Center for Arabic Study Abroad (2000-2010), as Director of the Emory College Language Center (2000-2004), and as Director of the Arabic School at Middlebury College (1991-1998). He is the recipient of the MLA/ADFL 2004 Award for Distinguished Service to the Profession.

Dr. Douglas Biow is Centennial Professor in Medieval and Renaissance Studies, Director of the Center of European Studies, Director of the France-UT Institute, and Co-Director of the EU Center of Excellence. He is the author of several books: *Doctors, Ambassadors, Secretaries: Humanism and Professions in Renaissance Italy* (Chicago, 2002); *The Culture of Cleanliness in Renaissance Italy* (Cornell, 2006) and the forthcoming *On the Importance of Being an Individual* (Penn, 2015). He is a recipient of an NEH and a Guggenheim fellowship.

Dr. Barbara E. Bullock, Professor of French Linguistics, specializes in the structural outcomes of the Romance languages in the American diaspora. Interested primarily in linguistic change, she has examined the productions and perceptions of immigrant, heritage and borderland speakers who have been isolated from the standardizing norms of literacy and education. She is the co-editor of *The Cambridge Handbook of Linguistic Code-switching (Cambridge, 2012)* and the author of numerous articles on bilingualism, language contact, and language change.

Ms. Tina Dong is the Instructional Coordinator for World Languages at Austin Independent School District (AISD). She is both a former student and teacher in AISD. She taught French and Exploratory Languages for four years at Paredes Middle School where she became the 2003 Teacher of the Year. She also taught French I-V AP as well as Spanish I and II for seven years at Vista Ridge High School in Leander ISD. Currently, she serves on the Advisory Board of the TELL Project.

Dr. Beatrice Dupuy, Professor of French and Foreign Language Education, directs the French Basic Language Program in the Department of French & Italian at the University of Arizona. She serves as the Co-Director of CERCLL and the Chair of the SLAT Pedagogy Curriculum Subcommittee. She is interested in experiential learning as a theoretical and practical framework for foreign language education in home and study-abroad contexts.

Dr. Vivian Flanzer is the Portuguese Language Program Director in the Department of Spanish & Portuguese. She is the author of the Portuguese OER *ClicaBrasil*. Her main interests are the teaching of culture in the FL classroom and the creation of pedagogical materials.

Dr. Nancy Guilloteau, Senior Lecturer in the Department of French & Italian, is the Language Program Director of Basic French at UT-Austin. She has won numerous grants to develop online materials for French. She is co-author (with Karen Kelton) of *Français interactif*.

Dr. José Estéban Hernández is Associate Professor of Hispanic Linguistics at the University of Texas-Pan American. His research interests include sociolinguistic variation, dialect and language contact, and discourse analysis and discourse markers. He has authored in *Journal of Sociolinguistics*, *Studies in Hispanic and Lusophone Linguistics*, *Bulletin of Hispanic Studies*,*Revista Internacional de Lingüística Iberoamericana*, *Revista de Filología y Lingüística*, and *Southwest Journal of Linguistics*.

Ms. Yanina Hernández is the Director of Basic Spanish Language at Texas State Technical College in Harlingen, Texas. She is interested in online FL learning and the development of materials for heritage Spanish learners.

Dr. Christian Hilchey, who recently completed his dissertation in Slavic Linguistics from the University of Chicago, will begin his position as Lecturer of Czech in August 2014. Dr. Hilchey's linguistics interests lie in Slavic morphology and semantics. He also has extensive experience using multimedia to teach both Russian and Czech.

Dr. Orlando R. Kelm, Associate Professor of Hispanic Linguistics, focuses on language and culture for professional purposes. His current research is concerned with the creation of instructional materials, including the use of technology in foreign language instruction. He currently serves as the Associate Director of Business Language Education for the Center for International Business Education and Research (CIBER) at UT-Austin.

Ms. Karen Kelton is a former Senior Lecturer in the Department of French and Italian. She currently directs the UT Summer Program in Lyon, France. Curriculum development has been the focus of her career, in particular, building *Tex's French Grammar* and *Français interactif* with colleagues for UT's first-year French program.

Dr. Dale April Koike, Professor of Spanish and Portuguese Linguistics, is interested in Discourse Analysis and Pragmatics as applied to Second Language Acquisition. She is the editor of *La co-construcción del significado en el español de las Américas: acercamientos discursivos* (University of Ottawa/Legas Press, 2003). She is also co-editor with Lidia Rodríguez-Alfano of *Dialogue in Spanish: Studies in Functions and Contexts* (John Benjamins, 2010) and co-editor with Donaldo Macedo of *Romance Linguistics: The Portuguese Context* (Bergin and Garvey, 1992). She is the co-author with Carol Klee of *Lingüística aplicada: adquisición del español*

como segunda lengua (John Wiley, 2002) and co-author with Christina Biron of *Puntos de vista: conversación* (Heinle and Heinle, 1994).

Ms. Joanna Luks is Senior Lecturer of French at Cornell University and author of *Le littéraire dans le quotidien*, an OER for L2 French literacy development. Her areas of interest include TA development, literary and cultural studies, and FL materials development.

Dr. Mary Neuburger, chair of the Department of Slavic and Eurasian Studies, is a professor of history specializing in modern Eastern Europe. Her research interests include urban culture and nationalism. She recently co-edited *Communism Unwrapped: Consumption in Cold War Eastern Europe*.

Dr. Sergio Romero is an Assistant Professor with appointments at the Lozano Long Institute of Latin Americans Studies (LLILAS) and the Department of Spanish and Portuguese. He directs the Indigenous Languages Initiative at LLILAS. His research interests include language variation and change, registers in indigenous languages, and linguistic revitalization movements. In addition to work on Mayan languages, he has done research on Nahuatl and Quechua.

Mr. Thomas Sauer is World Language Specialist for Jefferson County Public Schools (Louisville, KY) and director and founder of the TELL Project. Mr. Sauer has worked for the Kentucky Department of Education and directed the Kentucky World Language Teacher Network. He has also directed a variety of state and federal grants, most recently as consultant for STARTALK. He has served as President of the Kentucky World Language Association as well as on the Board of the National Association of District Supervisors of Foreign Languages and the Central States Conference on the Teaching of Foreign Languages.

Dr. Wen-Hua Teng, Senior Lecturer in Asian Studies, has taught all levels of Chinese language courses at UT-Austin since 1987. She specializes in curriculum design and Chinese pedagogical grammar. She has designed student workbooks for five Chinese language courses. She is also the content creator of *Chinese Take-In: Interactive Listening Comprehension Practice for Beginners*, a website she developed in collaboration with LAITS. She recently published *A Practical Grammar of Contemporary Mandarin Chinese* (Hodder Education, 2014).

Dr. Joshua Thoms is Assistant Professor of Spanish Applied Linguistics and the Spanish Language Program Director at Utah State University. His main research interests are classroom discourse, language technology and pedagogical materials. His articles have appeared in *Modern Language Journal*, *Foreign Language Annals* and *System*. He was co-editor with Fernando Rubio of *Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues* (Cengage Heinle, 2013).

Dr. Almeida Jacqueline Toribio, Professor of Hispanic Linguistics, conducts research on Spanish contact linguistics and the sociology of language. She is the co-editor of *The Cambridge Handbook of Linguistic Code-switching (Cambridge, 2012)*. Her research has appeared in *Linguistic Inquiry*, *Lingua*, *Bilingualism: Language & Cognition*, *International Journal of Bilingualism*, *Spanish in Context*, *International Journal of the Sociology of Language*, and *Probus*.

Dr. Chantelle Warner is Assistant Professor of German and a faculty member of the Interdisciplinary Program in Second Language Acquisition and Teaching at the University of Arizona. She serves as Co-Director of CERCLL. Dr. Warner has published on the use of play in foreign language computer-mediated communication, the conceptualization of language study in the US, and immediacy effects in German literature.

3. ADEQUACY OF RESOURCES

The University of Texas at Austin is one of the largest public universities in the United States with 21,000 faculty and staff, and more than 50,000 students. The graduate school is a national leader with more than 3,500 Master's and PhD degrees awarded annually. UT-Austin's library system is the nation's fifth-largest academic library and one of the top 10 research libraries in the nation, with more than eight million volumes within the 17 libraries on campus. The university has a very diverse student population that reflects similar demographics to the city of Austin. As of Fall 2013, the undergraduate enrollment was 48.3% White, 19.1% Hispanic, 15.4% Asian American, 9.2% Foreign, 4.0% African American and 4.0 Other. As an institution committed to international impact, there is strong support for an extensive study abroad program, which sends an average of over 2,000 students abroad each academic year.

CoLA remains the largest college at the university—more than 55 degrees are offered through 20 departments, 20 centers, and 9 institutes. Over 600 faculty members have won some of the highest honors in their fields, including Guggenheim and MacArthur Fellows, membership in the National Academy of Sciences and the American Academy of Arts and Science. CoLA enrolls 14,000 students each year, and is also the home of nine Area Studies and Language & Literature departments that offer regular instruction in 34 languages:

- **African & African-American Studies:** Yoruba
- **Asian Studies:** Bengali, Chinese, Hindi, Japanese, Korean, Malayalam, Sanskrit, Tamil, Telugu, Urdu, Vietnamese
- **Classics:** Greek, Latin
- **Linguistics:** American Sign Language
- **Middle Eastern Studies:** Arabic, Hebrew, Persian, Tajiki, Turkish

- **French & Italian:** French, Italian
- **Germanic Studies:** Danish, Dutch, German, Norwegian, Swedish, Yiddish
- **Slavic & Eurasian Studies:** Czech, Polish, Russian, Serbian/Croatian
- **Spanish & Portuguese:** Portuguese, Spanish

COERLL has established close ties with all four of UT-Austin's Title VI National Resource Centers: **Lozano Long Institute of Latin American Studies** (LLILAS, established in 1940); **South Asia Institute** (SAI, established in 2005), **Center for Middle Eastern Studies** (CMES, established in 1960), and the **Center for European Studies** (CES, established in 2010). In addition, COERLL collaborates with two major programs funded by the National Security Education Program, the **Flagship in Hindi/Urdu** and the **Flagship in Arabic.** In addition to CoLA, the College of Education provides an interdisciplinary graduate program in Foreign Language Education, offering MA and PhD programs in Teaching of English as a Second/Foreign Language and Foreign Language Education.

COERLL also benefits from UT-Austin's Department of Linguistics that conducts research in phonetics, phonology, syntax, and semantics as well as psycholinguistics, computational linguistics, and documentary linguistics. In addition, several FL departments offer graduate programs in linguistics and applied linguistics: French and Italian, Germanic Studies, and Spanish and Portuguese. A notable feature of UT-Austin is the development of open digital archives for language research and teaching: **Texas German Dialect Project** (http://www.tgdp.org/), **Digital Archive Services** (https://dase.laits.utexas.edu/collections), **Archive of the Indigenous Languages of Latin America** (http://www.ailla.utexas.org/site/welcome.html), and COERLL's **SpinTX Video Archive** (http://www.coerll.utexas.edu/spintx/).

In order to support these efforts in FL research and instruction, CoLA has invested significant resources into the technology infrastructure. Through LAITS, a special service unit comprised of over 35 professional full-time graphic designers, audio and video specialists, web developers, programmers, and network administrators, CoLA has provided a wealth of technology support for instruction, research, and administration, including classroom technology, desktop computers, web sites, networks and servers, digital audio and video, and many other technologies. For several years, Assistant Dean for Technology Joseph TenBarge has provided faculty grants to forward-thinking FL scholars to explore technologies both inside and outside of the classroom. The result was the creation of the Texas Language Technology Center (TLTC) in 2006. In 2010, TLTC became COERLL, thanks to a Title VI grant from the Department of Education. Today, COERLL has an ideal location adjacent to LAITS and to the university's language learning classrooms and labs. Few universities can match the assembled resources of LAITS and COERLL and the dozens of new smart classrooms that serve as our laboratory for planning, building, and testing OER.

4. NEED FOR POTENTIAL IMPACT

The United States has reached an educational tipping point: *forty million Americans collectively hold a student debt of more than one trillion dollars*. While this staggering debt results primarily from rising tuition, the cost of textbooks is also a major contributing factor. Today, according to Congressional records, the average American college student pays $1000 per year on textbooks. In other words, the price of textbooks has become an educational barrier, particularly for low- and moderate-income students enrolled in community colleges where annual textbook costs are often equivalent to tuition. The textbook situation is even worse in

primary and secondary education where school districts around the country are dealing with the cumulative effects of five years of state budget shortfalls. For example, in North Carolina, funding for textbooks dropped from an average of $60 per pupil in 2009 to just $14 in 2013. As a result, there are fewer complete sets of usable copies per class. In turn, many NC teachers have stopped letting students take textbooks home for fear they will become lost. While the economic downturn has touched all educational disciplines, the field of foreign languages has been especially hard hit. As a consequence of rising costs and shrinking budgets, the need for affordable FL resources has never been greater.

At COERLL, we are convinced that digital technology must play a greater role in solving the current problems besetting FL programs. *Simply put, we believe that digital materials when combined with the reach of the Internet hold the greatest potential for expanding the nation's FL capacity in the 21st century. As such, COERLL is committed to Open Education whose practices and products are native to the Internet and therefore uniquely qualified to exploit its vast potential.* COERLL has already produced several large-scale, comprehensive OER (*BrazilPod, Français interactif, Deutsch im Blick, Yoruba Yemi*), akin to textbooks, that leverage the portability, flexibility, and convenience of an online environment. The end result has been to raise the quality and availability of FL OER by putting control of the production directly into the hands of teachers and learners. Today, all of COERLL's websites are in heavy use and open to the Internet public (no passwords, no fees). We have been gratified by the rapid growth and geographic spread of our websites; millions of end users throughout the world have accessed our materials. Importantly, our usage statistics indicate that many of our materials have already achieved widespread acceptance in American secondary and higher education.

The open publication process that COERLL has pioneered is the foundation for the design and implementation of all our projects. Such a process results in significant changes to the final pedagogical product: (1) the inclusion of language varieties normally ignored by commercial publishers (e.g., LCTLs or heritage languages); (2) a greater emphasis on collaboration and user-generated content; and (3) usability testing and formative evaluation that lead to learner-centered materials. The lack of affordable high-quality materials is particularly serious for LCTLs and heritage languages. Commercial publishers ignore LCTLs because they are rarely profitable, and publishers avoid heritage languages because they continue to hold biased attitudes against non-standard language varieties. We believe that our Heritage Spanish Project will go a long way towards meeting the need for materials that accurately reflect Spanish *as it is spoken in the United States*. We also believe that this project will have a substantial impact on how language use is represented in future materials.

OER and Open Education allow LCTL and heritage teachers and learners who are usually shut out of the development process to play a more active role. This is best seen by the inclusion of user-generated content. Our heritage Spanish project will rely on heritage Spanish speakers from minority serving institutions to create their own language materials with editorial and pedagogical guidance from COERLL. "The Literary in the Everyday" project reflects the collaborative nature of Web 2.0 technology where the end-user becomes a co-producer of content with other members of an online community.

COERLL's influence grew steadily during our first four years (COERLL was established in 2010). Today, we maintain 84 language learning websites that comprise many thousands of videos, audio samples, online exercises, lessons, and other instructional materials made freely available as OER. According to our web analytics, COERLL's online materials have received

more than *5 million unique visits in this academic year alone*. OER for priority languages such as Chinese, Portuguese, Arabic, and Yoruba are strongly represented in COERLL's portfolio per Competitive Priority 1. For instance, *Tá Falado*, a collection of Brazilian Portuguese podcasts, received more than 1 million views in Apple's iTunesU this past year. And, COERLL's open textbook, *Yoruba Yemi*, is the first LRC product to combine print-on-demand technology with embedded QR codes that allow language learners to download audio files to their smart phones.

Despite cutting-edge technology, what makes our OER particularly impactful are their *communities of practice*. Whereas print materials are typically the product of a small authoring team, OER are products of a community of teachers and learners who share their best practices with each other thereby assuring the improvement and dissemination of the materials. COERLL's strategy of moderating online language learning communities has been a particularly high-impact method of dissemination. For example, we currently have more than 100,000 subscribers across all our social media outlets (Facebook, Twitter, YouTube, and blog). And most of these subscribers have found COERLL within the past year, testimony to the viral nature of social media and the reach of the Internet.

Collaboration lies at the heart of the Open Education movement and is key to increasing our center's impact. In 2011, COERLL hosted representatives from the other LRCs at the "Open Language Summit" held on the campus of UT-Austin. The Summit featured major players in the Open Education movement, including high-ranking officials from the US Department of Education. The Summit resulted in several notable collaborative efforts in which COERLL played a key role. In this proposal, we have detailed plans to collaborate with six LRCs (CALPER, CASLS, CERCLL, LARC, NCLRC, NHLRC) as well as three UT-Austin NRCs (CES, CREEES, LLILAS) and two national FL organizations (TELL, PLUS).

Final measures of COERLL's impact are the major awards that our OER have recently won. In June 2013, the International Association of Language Learning Technology (IALLT) recognized *SpinTX*, our searchable archive of videotaped interviews of Spanish speakers from Texas, as the best language technology project presented at their national conference. And in 2014, MERLOT, a collection of peer-reviewed online learning materials curated by the California State University System, selected COERLL website *Spanish Proficiency Exercises* as the winner of the MERLOT Award for Exemplary Online Language Learning Resources.

5. LIKELIHOOD OF ACHIEVING RESULTS

COERLL has a proven track record of achieving significant results. We have successfully completed all of our proposed projects for the 2010-2014 grant cycle. Currently, COERLL hosts 84 FL learning websites in 18 different languages! As described above, LAITS, COERLL, and TLC are fully operational with an excellent infrastructure and plan of operations already in place. Our projects are innovative and exciting, but most important, they have well-defined goals and evaluation plans. In short, our projects are achievable largely because *the groundwork has already been laid*. In some cases, the OER or tool already exists but needs further testing or modification (e.g., *eComma*, *Français interactif*, *Gateway to Chinese*, *The Literary in the Everyday*).

COERLL employs highly qualified personnel and staff, possesses ample office space for its operations, and has the full support of the CoLA Dean as well as of the Provost and the Vice President of Research. The faculty coordinators are all fully committed to their projects because they are strategic extensions of their research. And finally, our evaluation plan has been vetted and will be administered by an independent external evaluator (Dr. Jessica Hartos) who will

meet with the Director on an annual basis. Dr. Hartos is also the external evaluator for UT's four NRCs with whom COERLL works closely. In summary, COERLL has a high likelihood of achieving success because of the following:

- The adoption of Internet-native practices to maximize impact;
- Solid support from UT-Austin's upper administration;
- Sharing of human and physical resources with LAITS and TLC;
- Institutional strength in applied linguistics and teacher training;
- A commitment to collaboration with other national FL organizations;
- An iterative publishing process of development, testing, and revision;
- Dissemination strategies that include RSS feeds, social media, and digital repositories;
- A National Advisory Board whose members have excellent reputations in their fields;
- Projects based on faculty members' research agendas;
- A workflow that requires routine progress reports from project coordinators;
- An evaluation plan based on careful analysis of performance data and analytics.

6. DESCRIPTION OF FINAL FORM OF RESULTS

OER for FL Teaching and Learning will result in pedagogical materials: open courseware distributed as websites, LMS content, mobile apps, podcasts, and PDFs/print-on-demand textbooks. These materials will be published in the following languages: Chinese (Mandarin), Czech, French, K'ichee' Mayan, Portuguese, and Spanish. In addition to these new OER, COERLL will maintain legacy OER in 18 different languages as well as our Facebook Learning Communities in French, German, and Portuguese.

Open Platforms for FL Teaching & Learning will result in digital tools: an open archive for crowdsourcing L2 literacy materials, reusable surveys and activity templates to promote cultural awareness, an LMS application for the annotation of digital texts, and a framework for creating and organizing user-generated materials for heritage Spanish. While the tools and platforms in this category can be used to create and distribute materials in any language, COERLL's results will focus on Arabic, Portuguese, Persian, and Turkish per Competitive Priority 1 as well as French, German, and Spanish.

OER for Teacher Development will result in professional development materials: a methods website for Arabic teacher training and a professional development badge system based on the TELL Project.

Open Education Research will result in reports and scholarly publications: a national OER survey and three needs analyses published as journal articles and white papers. In addition, the research reports will be posted on the OER Research Hub website. In an effort to educate the public about Open Education, COERLL will publish brochures on a wide range of topics (e.g., digital badges, copyright, fair use, open licenses, and ways to find OER).

Conferences, Workshops, and Webinars will result in professional development events for teachers: conference talks by COERLL faculty at regional, national and international conferences (e.g., AAAL, ACTFL, CALICO, IALLT, MLA, SOCALLT, TFLA), the annual PLUS conference for college FL program evaluation, the annual TELL conference for teacher training, summer workshops with NCLRC, and two year-round webinar series (CALPER/COERLL/LARC series and COERLL's Heritage Spanish series). Recordings of the teacher development webinars will be made available on COERLL's website. All of COERLL's conferences, workshops, and webinars will offer CPE credits for registered in-service teachers.

7. EVALUATION PLAN

For the upcoming grant cycle, COERLL will focus on three main goals. **Goal 1 is to increase the number of activities related to FL teacher training that focus on new instructional methods, language technology, and pedagogical research** by developing and implementing a TELL badge system for teacher development in Austin area schools; conducting teacher development workshops and webinars; and developing online modules for Arabic K-16 teacher-training. For all activities we will track the numbers of partners, participants, and users (and their level of experience) and gather feedback from them on usefulness of activities/information, intention to use, and suggestions for future activities.

Quantitative data collection will allow COERLL to evaluate its success in reaching the FL teacher populations that it intends to serve. For all professional development events (conferences, workshops, webinars), data will include number of participants and level of satisfaction. Participants will also fill out surveys, which will include Likert scale ratings that can be analyzed quantitatively. For online and face-to-face professional development activities, qualitative data will be collected through questionnaires on the usefulness and quality of the content, presentation style, and instructional format. Qualitative data will allow us to determine whether the participants have mastered the concepts presented in the workshops and whether they are able to apply them. Finally, the NAB will provide qualitative reports of these activities.

Goal 2 is to increase the number of activities related to the development and implementation of open resources, methods and materials for FLs by conducting a comprehensive K-16 OER needs assessment; creating and publishing openly-licensed digital courseware for the teaching of Czech, Chinese, French, K'ichee' Maya, Portuguese, and Spanish; and developing curricular models and materials templates that may be adapted to

specific languages and contexts. For all activities we will track the number of activities, partners, and users (and their levels of experience) as well as gather feedback from partners and users of online resources on usefulness of activities/information, intention to use, and suggestions for future activities.

To evaluate the quality of our OER, COERLL will employ usability testing and formative evaluation to determine the effectiveness of the materials *as they are being developed.* End-users do not always agree with developers about how a tool or website should be used. Therefore, it is essential to hear from the end-user early and often during the developmental process. This results in pedagogical designs that are likely to have a greater impact because they are more learner-centered. Student testing will focus on usability, engagement, and satisfaction and be done internally with technology staff, faculty, and selected instructors who are using the project activities. Screen capture software will record users performing tasks in a controlled setting. Questions will focus on usefulness, effectiveness, and ease of use. Students who are using OER as part of a class will be asked to answer short surveys about their use of the materials. The final validation testing will include videotaped documentation of user interaction with the online application, guided by a trained facilitator, with results to be provided to the evaluation team.

In addition, we will report quantitative date on our OER in development (e.g., percentage of OER completed, number of lessons completed, number of audio/video files available, etc.). We will also employ Google Analytics to track OER usage. Analytics can be used in many different ways: to track the path of learners through a lesson; to determine the geographic reach of an OER; or to discover the most popular content on a website as measured by "hits." Currently, all COERLL OER are tracked via Google Analytics and the data is reviewed three

times a year. Using tools such as Google Analytics, voluntary sign-in, or Java applications that track usage information, we can deepen and improve the precision of our insight into student learner behavior. We will track in detail the following data: originating domain names, IP addresses, time spent in discrete sessions, paths taken, and number of repeat visits.

Goal 3 is to increase the number of activities related to the dissemination, use, and assessment of open resources, methods and materials for FLs by developing language-neutral platforms to support creation and use of OER by foreign language teachers and learners; disseminating OER for foreign language learning and teaching; and disseminating Open Education research and practices to the FL community. For all activities we will track the numbers of activities, partners, and users (and their levels of experience) as well as gather feedback from partners and users of online resources on usefulness of activities/information, intention to use, and suggestions for future activities.

While research confirms that OER acceptance rates are on the rise, it also shows that educators are not adopting the practices that distinguish OER from traditional materials. That means that educators are not taking full advantage of remixing and repurposing open content. In order to understand FL teacher behavior, COERLL will need to go beyond usage statistics. This will require us to survey educators about their OER practices in more depth. As noted, we will conduct a national OER survey as well as three needs analyses based on teacher groups. In addition, we will survey users of FL OER. Finally, we will conduct classroom observations of teachers who have adopted our OER to determine whether they have also adopted the practices made possible by open licenses. Qualitative observational data will help us to determine the impact of OER on the FL classroom ecology. COERLL's evaluation plan includes both internal

advising and external evaluation that will provide on-going review of materials development, activity outcomes, cost-effectiveness, and outreach.

Internal Advising: COERLL staff and project faculty will be responsible for collecting and tracking data for activities, attendance, and feedback from participants. COERLL staff and faculty will also be responsible for amassing and entering data into spreadsheets created for their project at the end of each semester. As part of internal advising, COERLL's Projects Manager will ensure that faculty coordinators write quarterly project reports that clearly indicate progress made toward all stated objectives, assess their project's progress, and determine next steps. Finally, once a year, faculty coordinators will meet with their national advisors to discuss their progress.

External Review: COERLL will hire Dr. Jessica Hartos (Associate Professor University of North Texas Health Science Center) as the independent external evaluator. Dr. Hartos' training and expertise are in the areas of program development and evaluation and applied research and statistics. Dr. Hartos' independence as an external evaluator will be assured by the fact that she is not affiliated with UT-Austin and is not connected to COERLL in any way.

For all goals and performance measures listed for the upcoming grant cycle, COERLL staff and faculty will be responsible for collecting and tracking data for (1) numbers of activities, partners, participants, and users and (2) feedback from partners, participants, and users, and entering data into spreadsheets created for this project at the end of each semester. At the beginning of the project, Dr. Hartos will be responsible for designing feedback surveys for partners, participants, and users as well as spreadsheets for entering data. She will also be responsible for receiving and assessing data and reporting results for the project annually. She will also be available year-round for questions/comments/concerns related to evaluation.

8. BUDGET AND COST-EFFECTIVENESS

Every effort has been made to devise a budget that is cost-effective and puts resources where they are needed most. The six main factors for achieving cost-effectiveness are (1) strong support of the CoLA Dean, (2) cooperation of LAITS and TLC who share their resources and facilities with COERLL, (3) high-impact projects that attract external funding, (4) collaboration with other LRCs and NRCs (5) a strategy for economic sustainability, and (6) faculty coordinators who agree to undertake projects without financial compensation.

COERLL will be able to drastically reduce costs by sharing physical resources with other units in CoLA. For example, COERLL's offices are strategically located in the same building as LAITS. For a minimal charge, LAITS allows COERLL to use its state-of-the-art facilities (e.g., radio and television studios, computer servers, classroom studios) as well as LAITS' technical staff (e.g., videographers, sound mixers, graphic artists) and technical services (e.g., film editing). At no cost, COERLL will share human resources with LAITS and TLC whose administrative staff members will assist COERLL with accounting and event planning. Moreover, the Dean of CoLA will provide the Director course relief and summer salary. In an effort to create a more sustainable financial model, COERLL will adopt a "freemium business plan" much like Internet companies such as Google. This means that COERLL's products and services will be "free" but that a "premium" product or service will be available for a small fee. For example, our materials will be free in digital format, however selected print materials will be available for a price via a third party publisher. Print-on-demand publications will allow COERLL to cover the costs associated with printing (e.g., paper, binding, shipping, warehousing). To date, COERLL has produced five print-on-demand publications. The revenue generated by our print-on-demand publications will be indicated in COERLL's accounting as

required by federal law and reinvested in our continuing operations, an example of economic sustainability.

In 2010, when the LRCs suffered severe budget reductions because of federal cuts, faculty members working with COERLL were asked to forgo their promised monetary compensation. The Director explained that the remaining grant monies would go to the technical staff members without whom it would be impossible to realize our projects. This cost-cutting strategy proved so successful that faculty project coordinators have all agreed to reprise it. Thus, *all faculty project coordinators will work without financial compensation from the grant*. In addition, all faculty members have agreed to participate in summer workshops and symposia, at no extra charge against COERLL's budget. Therefore, the lion's share of grant funds will be used to pay the salaries of essential technical staff (Project Manager, Publications Manager).

9. COMPETITIVE PREFERENCE PRIORITY #1

Four of COERLL's projects (*Lingua da Gente*, *Gateway to Chinese*, *Literary in the Everyday*, *Tadriis*) will result in materials for five priority languages: Arabic, Chinese (Mandarin), Persian (Farsi), Portuguese and Turkish.

10. COMPETITIVE PREFERENCE PRIORITY #2

COERLL's heritage Spanish project and webinar series meet **Competitive Preference Priority #2** and **Invitation Priority #2.** For this project, COERLL will collaborate with UT-Pan American, a university serving primarily minority students (88% Hispanic), and Texas State Technical College, a community college serving primarily minority students (89% Hispanic). Both institutions are located in the Rio Grande Valley of Texas.

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CURRICULUM VITAE
MAHMOUD AL-BATAL

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EDUCATION

1985 Ph.D. in Near Eastern Studies (Arabic Linguistics), University of Michigan, Ann Arbor. Dissertation title: "*The Cohesive Role of Connectives in a Modern Expository Arabic Text.*"

1981 M.A. in Near Eastern Studies (Arabic Linguistics and Teaching Arabic as a Foreign Language), University of Michigan, Ann Arbor.

1978 Diploma for Secondary Teaching in Arabic Language and Literature, School of Education, the Lebanese University, Beirut, Lebanon.

1977 B.A. in Arabic Language and Literature, School of Education, the Lebanese University, Beirut, Lebanon.

PROFESSIONAL EXPERIENCE

2012-present Professor of Arabic, The University of Texas at Austin.

2011-present Interim Director, Center for Arabic Study Abroad (CASA).

2006-2012 Associate Professor of Arabic, The University of Texas at Austin.

2007-present Director, Arabic Flagship Program, The University of Texas at Austin.

2004-2006 Arthur Blank/NEH Distinguished Teaching Professor, Emory College, Emory University.

2002-2010 Associate Director & Chair of the Arabic Language Board, National Middle East Language Resource Center (NMELRC).

2000-2010 Director, Center for Arabic Study Abroad (CASA).

2000-2004 Director, Emory College Language Center, (ECLC), Emory University.

1993-2006 Associate Professor of Arabic, Department of Middle Eastern & South Asian Studies, Emory University.

1991-1998 Director, School of Arabic, Middlebury College, Middlebury, Vermont.

1987 - 1993 Assistant Professor of Arabic, Department of Middle Eastern Studies, Emory University.

1985-1987 Executive Director of CASA and Visiting Assistant Professor, the American University in Cairo, Egypt.

PUBLICATIONS

Books:

1. *The Teaching of Arabic as a Foreign Language: Issues and Directions* (editor).
   Al-ᶜArabiyya Monograph Series No: 2, 359 pages, Salt Lake City: The American Association of Teachers of Arabic, University of Utah, 1995**.**
   Re-published by Georgetown University Press in 2008.

Language Textbooks:

2. *Al-Kitaab fii taᶜallum al-ᶜArabiyya, Volume II (Third Edition)* with Kristen Brustad & Abbas Al-Tonsi, approximately 450 pages. Washington, D.C.: Georgetown University Press, February 2013 **(in press).**

   This edition represents a completely revised content of pedagogy, including an interactive online component available at www.alkitaabtextbook.com

3. *Al-Kitaab fii taᶜallum al-ᶜArabiyya, A Textbook for Beginning Arabic, Volume I (Third Edition)* with Kristen Brustad & Abbas Al-Tonsi, 351 pages. Washington, D.C.: Georgetown University Press, 2011.

   This edition represents a completely revised content of pedagogy, including an interactive online component available at www.alkitaabtextbook.com

4. *Alif Baa, Introduction to Arabic Sounds and Letters (Third Edition)* with Kristen Brustad and Abbas Al-Tonsi, 251 pages. Washington, D.C.: Georgetown University Press, 2010.

   This edition represents a completely revised content of pedagogy, including an interactive online component available at www.alkitaabtextbook.com

5. *Al-Kitaab fii taᶜallum al-ᶜArabiyya, Volume II (with DVDs, Second Edition)* with Kristen Brustad & Abbas Al-Tonsi, 431 pages. Washington, D.C.: Georgetown University Press, January 2006.

6. *Al-Kitaab fii taᶜallum al-ᶜArabiyya, A Textbook for Beginning Arabic, Volume I (with DVDs, Second Edition)* with Kristen Brustad & Abbas Al-Tonsi, 493 pages. Washington, D.C.: Georgetown University Press, 2004.

7. *Alif Baa, Introduction to Arabic Sounds and Letters (with DVDs, Second Edition)* with Kristen Brustad and Abbas Al-Tonsi, 168 pages. Washington, D.C.: Georgetown University Press, 2004.

8. *Al-Kitaab fii taᶜallum al-ᶜArabiyya, Volume III with* Kristen Brustad & Abbas Al-Tonsi, 405 pages. Washington, D.C.: Georgetown University Press, 2001.

9. *Al-Kitaab fii taᶜallum al-ᶜArabiyya, Volume II (First Edition)* with Kristen Brustad & Abbas Al-Tonsi, 422 pages. Washington, D.C.: Georgetown University Press, 1997.

10. *Al-Kitaab fii taᶜallum al-ᶜArabiyya, A Textbook for Beginning Arabic, Volume I (First Edition)* with Kristen Brustad & Abbas Al-Tonsi, 514 pages. Washington, D.C.: Georgetown University Press, 1995.

11. *Alif Baa, Introduction to Arabic Sounds and Letters (First Edition)* with Kristen Brustad and Abbas Al-Tonsi, 202 pages. Washington, D.C.: Georgetown University Press, 1995.

12. *Al-Kitaab Al-Asaasii fii Taᶜliimm Al-ᶜArabiyya li-Ghayr Al-NaaTiqiin bi-haa*, *Part II* "The Basic Book for Teaching Arabic to Non-Native Speakers," with El-Said Badawi and Mohammad

Hamasah, 390 pages. The Arab League Education, Science and Culture Organization (ALESCO), Tunis, Tunisia, 1987.

Papers in Refereed Journals:

1. "College Level Teachers of Arabic in the US: A Survey of Their Professional and Institutional Profiles and Attitudes" with Mahmoud Abdalla. *Al-ᶜArabiyya,* Vol. 44-45, pp. 1-28, 2011-2012 **(peer reviewed)**.
2. "Toward Superior Level Proficiency in Arabic: A Study of Successful CASA Full Year Applicants 2002-2006"with Chelsea Sypher. *Al-ᶜArabiyya*, Vol. 40-41, pp. 57-70, 2007-2008 **(peer reviewed)**.
3. "Facing the Crisis: Teaching and Learning Arabic in the US in the Post September 11th Era". *ADFL Bulletin*, pp. 39-46, Winter-Spring 2006 **(peer reviewed)**.
4. "Cross-Cultural Pragmatics: Strategy Use in Egyptian Arabic and American English Refusals," with Gayle Nelson, Joan Carson & Waguida El-Bakary. *Applied Linguistics*, 23/2: pp 163-189, 2002 **(peer reviewed)**.
5. "Directness vs. Indirectness: Egyptian Arabic and US English Communication Style," with Gayle Nelson & Waguida El-Bakary. *International Journal of International Relations*, 26, pp 39-57, 2002 **(peer reviewed)**.
6. "Arabic and English Compliment Responses: Potential for Pragmatic Failure" with Gayle Nelson & Erin Echols. *Applied Linguistics*, Vol.17, pp. 411-432, 1996 **(peer reviewed)**.
7. "Egyptian and American Compliments: Focus on Second Language Learners" with Gayle Nelson & Waguida El-Bakary in *Speech Acts Across Cultures,* edited by Susan Gass & Joyce Neu , pp. 109-128, Berlin: Mouton de Gruyter, 1995 **(peer reviewed)**.
8. "Egyptian and American Compliments: A Cross-Cultural Study", with Gayle Nelson and Waguida El-Bakary. *International Journal of Intercultural Relations,* Vol.: 17, pp. 293-313, 1993 **(peer reviewed)**.
9. "Towards Cultural Proficiency in Arabic," *Foreign Language Annals,* Vol.: 21, No. 5, October 1988, pp. 443-453 **(peer reviewed)**.
10. "NashaaTaat WaZifiyya li-Tadriis Mahaarat al-Kitaabah" (Functional Techniques for the Teaching of the Writing Skill) *Al-ᶜArabiyya*, Journal of the American Association of Teachers of Arabic, Vol.: 22, No. 1&2, pp.137-156, 1989 **(peer reviewed)**.
11. "Al-Adiib fii Muᶜtarak al-Siyaasah," (The Writer in the Battleground of Politics,) an Arabic translation and commentary of "Writers in Politics" by the African writer Thiongo Wa Ngugi. *Alif, Journal of Comparative Poetics at the American University in Cairo***,** No.7, pp. 63-77, 1987 **(peer reviewed)**.

Chapters in Books:

1. "Assessing the Impact of the Flagship Experience on the Academic, Cultural, and Professional Training of Students", a chapter to appear in the Flagship Results 2012 conference volume. The study is based on a survey of 500 Flagship students and alumni. Surveys have been completed and the data analysis is 65% done **(in preparation)**.
2. "Playing with Words: Teaching Vocabulary in the Arabic Language Curriculum," in *A Handbook for Arabic Language Teaching Professionals in the 21st Century*, edited by Kassem Wahba, Zeinab Taha, and Elizabeth England, New Jersey: Lawrence Erlbaum Associates, INC., Publishers, pp. 331-340, 2006 **(peer reviewed)**.

3. "The Future of the Teaching and Learning of Arabic: A View from the U.S," with Kirk Belnap, in *A Handbook for Arabic Language Teaching Professionals in the 21st Century*, edited by Kassem Wahba, Zeinab Taha, and Elizabeth England, New Jersey: Lawrence Erlbaum Associates, INC., Publishers, pp. 389-400, 2006 **(peer reviewed)**.
4. "Identity and Language Tension in Lebanon: The Arabic of Local News at LBCI," in *Language Contact and Language Conflict: Variations on a Sociolinguistic Theme*, edited by Aleya Rouchdy. London: Rutledge Curzon Press, pp. 91-115, 2002 **(peer reviewed)**.
5. "Issues in the Teaching of the Productive Skills in Arabic," in *The Teaching of Arabic as a Foreign Language: Issues and Directions,* edited by Mahmoud Al-Batal. Salt Lake City: The American Association of the Teachers of Arabic, pp. 115-134, 1995.
6. "Connectives in Arabic Diglossia: the Case of Lebanese Arabic", *Perspectives on Arabic Linguistics VI,* edited by Mushira Eid, Vicente Cantarino, and Keith Walters, Amsterdam/Philadelphia: John Benjamins Publishing Company, pp. 91-119, 1994 **(peer reviewed)**.
7. "The Lebanese Linguist Aniis FrayHa and His Contributions to Arabic Language Reform," in *Investigating Arabic,* edited by Raji Rammuny and Dilworth Parkinson. Columbus, Ohio: Greyden Press, pp. 155-172, 1993.
8. "Diglossia Proficiency: the Need for an Alternative Approach to Teaching" in *The Arabic Language in America,* edited by Aleya Rouchdy. Detroit: Wayne State University Press, pp. 284-304, 1992 **(peer reviewed)**.
9. "Hadaathat MuHammad Abdo: MaaDin am Mustaqbal?" (Modernity in Muhammad Abdo's Writings: Past or Future?), in *Ishkaaliyyaat al-Fikr al-Islaami al-Muᶜaa*Sir. Valletta, Malta: Islamic World Studies Center, pp. 231-250, 1991.
10. "Connectives as Cohesive Elements in a Modern Expository Arabic Text," in *Perspectives on Arabic Linguistics II,* edited by Mushira Eid and John McCarthy. Amsterdam: John Benjamin's Publishing Company, pp. 234-268, 1990 **(peer reviewed)**.

Book Reviews:

1. Review of Samy Abu-Taleb's *Conversational Arabic in Seven Days, The Modern Language Journal,* Vol: 80, No. 4, p. 544, Winter 1996.
2. Review of Ahmed Taher Hassanein and Kamar Abdou's *The Concise Arabic-English Lexicon of Verbs in Context*, *Middle East Studies Association Bulletin,* No: 28, p. 270, December 1994.
3. Review of Raji Rammuny's *Advanced Business Arabic, Part I. Middle East Studies Association Bulletin,* No: 27, pp. 96-7, 1993.
4. Review of Karin Ryding's *Formal Spoken Arabic, Middle East Studies Association Bulletin,* No: 27, pp. 95-6, 1993.
5. Review of T.F. Mitchell's *Pronouncing Arabic. International Journal of Middle East Studies,* Vol: 24, No. 2, pp. 336-337, 1990.
6. Review of Munther Yunis's *Tales from Kalila wa Dimna: An Arabic Reader. Al-ᶜArabiyya,* Vol.: 23, No. 1&2, pp. 177-180, 1990.
7. Review of El-Saᶜid Badawi's *Al-Kitaab Al-Asaasii fii Taᶜliim Al-ᶜArabiyya li-Ghayr Al-NaaTiqiin bi-haa, Part I. Al-ᶜArabiyya,* Vol: 21, No.1, pp. 97-105, 1988.

Open Resource Online Publications:

1. http://www.laits.utexas.edu/aswaat/ , *ASwaat ᶜArabiyya*, web-based listening materials for learners and teachers of Arabic. (266,362 unique visitors, 2,265,576 page views worldwide)
2. http://coerll.utexas.edu/methods/modules/listening/, listening module developed within a teaching methods course for teachers of foreign language in the State of Texas.
3. http://press.georgetown.edu/al-kitaab/a/Teacher_Resources/Alif_Baa_3rd_Edition, a teacher's online manual for teachers of Arabic using *Alif Baa*.
4. http://press.georgetown.edu/al-kitaab/a/Teacher_Resources/Al_Kitaab_Part1_3rd_Edition, a teacher's online manual for teachers of Arabic using *Al-Kitaab, Part I* (in preparation)

RESEARCH GRANTS

At UT:	**Total awards: $9,437,485**
2012-16	Center for Arabic Study Abroad Advanced Arabic Language & Culture Training in Cairo, Egypt, sponsored by the Department of Education. $1,432,500
2012-2013	Arabic Flagship Program, sponsored by the Institute of International Education. $719,960
2011-2012	Results 2012, sponsored by the Institute of International Education. $20,082
2011-2012	Arabic Flagship Program, sponsored by the Institute of International Education. $748,080
2011-2012	Assessment Project: Arabic Flagship Online Reading and Listening Proficiency Test, sponsored by the Institute of International Education. $74,956
Jul-Dec 2011	Language Roadmap Project, sponsored by the Institute of International Education. $51,130
2011-2012	Arabic Summer Institute, sponsored by the Institute of International Education. $87,459
2010-2011	Assessment Project: Arabic Flagship Online Reading and Listening Proficiency Test, sponsored by the Institute of International Education. $77,315
2010-2011	Language Roadmap Project, sponsored by the Institute of International Education. $88,060
2010-2011	Arabic Flagship Program, sponsored by the Institute of International Education. $892,120
2010-2011	Arabic Summer Institute, sponsored by the Institute of International Education. $106,510
2010-2011	Center for Arabic Study Abroad Advanced Arabic Language & Culture Training in Damascus, Syria, sponsored by the Department of Education. $204,000
2010-2011	Center for Arabic Study Abroad Advanced Arabic Language & Culture Training in Cairo, Egypt, sponsored by the US Department of Education. $357,200

2009-2010 Arabic Oral Proficiency Testing Consensus Initiative, sponsored by the Institute of International Education.
$93,421

2009-2010 Arabic Flagship Program, sponsored by the Institute of International Education.
$1,092,121

2009-2010 Arabic Summer Institute, sponsored by the Institute of International Education.
$144,709

2009-2010 Center for Arabic Study Abroad Advanced Arabic Language & Culture Training in Damascus, Syria, sponsored by the US Department of Education.
$202,000

2009-2010 Center for Arabic Study Abroad Advanced Arabic Language & Culture Training in Cairo, Egypt, sponsored by the US Department of Education.
$363,600

2008-2009 Arabic Oral Proficiency Testing Consensus Initiative, sponsored by the Institute of International Education.
$152,107

2008-2009 Arabic Flagship Program, sponsored by the Institute of International Education
$1,090,808

2008-2009 Center for Arabic Study Abroad Advanced Arabic Language & Culture Training in Damascus, Syria, sponsored by the US Department of Education.
$200,000

2008-2009 Center for Arabic Study Abroad Advanced Arabic Language & Culture Training in Cairo, Egypt, sponsored by the US Department of Education.
$360,000

2007-2008 Arabic Flagship Program, sponsored by the Institute of International Education.
$709,347

2007-2008 Center for Arabic Study Abroad (transfer from Emory University), sponsored by the US Department of Education.
$160,000

At Emory University: Total awards: $2,109,319

2005-2007 Center for Arabic Study Abroad Advanced Arabic Language & Culture Training in Cairo, Egypt, and Damascus, Syria, sponsored by the US Department of Education.
$1,680,000

2002-2004 Integrating International Studies and Language Instruction at Emory College, sponsored by the US Department of Education.
$180,000

2000-2002 *ASwaat ᶜArabiyya*, web-based listening materials for learners and teachers of Arabic, sponsored by the US Department of Education.

$249,319

HONORS AND AWARDS

Sep. 2012:	Invited to deliver a keynote lecture at the 2012 ARABELE International Congress on Teaching Arabic as a Foreign Language, Madrid, Spain.
Sep. 2011	Delivered keynote lecture at the LEARN conference at the US Air Force Academy, Colorado Springs.
Apr. 2011	Semi-finalist UT's Friar Centennial Teaching Fellowship.
Feb. 2011	Delivered keynote speech at a conference on the Challenges of Teaching Arabic, Carnegie Mellon University, Doha, Qatar.
2009-2012	Elected member of the Governing Board of the Middle East Studies Association (MESA).
Nov. 2009	Delivered keynote lecture at the International Conference for Teaching Arabic as a Second Language, King Saud University, Riyadh, Saudi Arabia.
2004	Recipient of the Modern Language Association of America (MLA)/Association of Departments of Foreign Languages (ADFL) Award for Distinguished Service to the Profession.
2000	Recipient of Emory's Student Government Association (SGA) Crystal Apple Award for Excellence in Teaching.
Mar. 1999	Distinguished Visiting Professor, The American University of Cairo.
1995-2000	Book Review Editor. *Al-ᶜArabiyya*, Journal of the American Association of Teachers of Arabic (AATA).
1991-1992	President of the American Association of Teachers of Arabic (AATA).

PAPERS AND INVITED LECTURES

Nov. 2012	"Preparing Students for Content-Based Instruction Abroad: Curricular and Pedagogical Issues", The Middle East Studies Association (MESA) Annual Meeting, Denver, Colorado **(in preparation)**.
Oct. 2012	"Teaching Arabic as a Foreign Language: Curricular & Pedagogical Issues", Department of Near Eastern Studies, Indiana University, Bloomington, Indiana **(in preparation)**.
Oct. 2012	"Toward a Linguistic 'Arab Spring'", Graduate School of the City University of New York, New York, New York **(in preparation).**
Oct. 2012	"Assessing the Impact of the Flagship Experience on the Academic, Cultural, and Professional Training of Students", Flagship Results 2012 conference, Hunter College, New York, New York **(in preparation)**.
Apr. 2010	"Integrating Spoken Arabic in the Arabic Curriculum," The National Council on the Teaching of the Less-Commonly Taught Languages (NCOTLCTL) Annual Meeting, Madison, Wisconsin.
Nov. 2009	"The Effects on Slowing Down of Speech on Listening Comprehension in Arabic," The Middle East Studies Association (MESA) Annual Meeting, Boston, Massachusetts.
Apr. 2009	"Building a Successful Arabic program: Issues and Challenges," The National Council on the Teaching of the Less-Commonly Taught Languages (NCOTLCTL)

Annual Meeting, Madison, Wisconsin.

Sep. 2006 "Preparing K-12 Arabic teachers: Issues and Challenges" Georgetown University Roundtable on teaching Arabic at K-12, Washington, DC.

Jul. 2004 "In Search of Identity: Lebanon in the post Independence Era," School of Arabic, Middlebury College, Middlebury, Vermont.

Apr. 2003 "Language and Identity in Lebanon: The Case of News Language at LBC," paper read at the Language and Identity Symposium, University of California, Berkeley, Berkeley, California.

Nov.2002 "*ASwaat ᶜArabiyya*: Web-Based Arabic Listening Materials," The Middle East Studies Association (MESA) Annual Meeting, Washington, DC.

Apr. 2002 "Enhancing Learners' Listening Skills in Arabic Through the Use of the Web," Middle East Center, University of Utah, Salt Lake City, Utah.

Feb. 2002 "Teaching Arabic in the US: Issues and Future Directions," Department of Classics, University of Notre Dame, South Bend, Indiana.

Apr. 2001 "Teaching Languages with Diglossia: Theoretical Issues and Classroom Challenges," Department of Modern Languages, Washington University, St. Louis, Missouri.

Oct. 1999 "Teaching Listening Comprehension in Arabic: A New Direction for the New Century," within the symposium "Bridging Past, Present & Future: Arabic as a Foreign Language in the New Millennium," Wayne State University, Detroit. Michigan.

Nov. 1998 "The Teaching of Vocabulary at the Advanced Level," The Middle East Studies Association (MESA) Annual Meeting, Chicago, Illinois.

Feb. 1997 "Reading Strategies for Students of Arabic at the Intermediate Level," The Oriental Institute, Oxford University, Oxford, England.

Feb. 1997 "The Teaching of Grammar in the Arabic Curriculum," Department of Middle Eastern Studies, Exeter University, Devon, England.

July 1993 "Accuracy and Fluency in the Teaching of Arabic," within the workshop "Towards Fluency and Literacy: Integrating Content-Based Approaches into the Undergraduate Curriculum of 'Difficult' Languages," Department of Asian Studies, Dartmouth College.

TEACHER TRAINING WORKSHOPS

Jan. 2013 A one-day workshop on developing listening comprehension strategies in Arabic, will be conducted as part of an international conference on teaching Arabic at the American University in Cairo, Egypt.

Oct. 2012 A one-day workshop on teaching and activating vocabulary in the Arabic curriculum will be delivered at the 2012 ARABELE International Congress on Teaching Arabic as a Foreign Language, Madrid, Spain.

Aug. 2012	A two-day workshop on teaching Arabic for ten Arabic faculty members at the University of Maryland, College Park, Maryland.
Aug. 2012	A six-day intensive workshop for 18 teachers of Arabic held at Brigham Young University, sponsored by the National Middle East Language Resource Center (NMELRC) and STARTALK, Provo, Utah.
Jul. 2012	A one-day teacher training workshop for 125 Fulbright Arabic Language Teaching Assistants (FLTA) conducted in Istanbul, Turkey.
June 2012	A half-day workshop on the integration of Standard and Colloquial Arabic for 20 teachers at the American University in Beirut, Lebanon.
May 2012	A five-day workshop on teaching Arabic for 12 teachers of Arabic at the AALIM Institute in Meknes, Morocco.
Nov. 2011	A half-day workshop on dealing with diglossia in the Arabic classroom for 55 teachers of Arabic at the ACTFL annual meeting in Denver, Colorado, sponsored by Qatar Foundation.
Nov. 2011	A half-day workshop on the use of *Al-Kitaab* Third Edition for 35 teachers of Arabic at the Middle East Studies Association Annual meeting in Washington, DC.
Jul. 2011	A one-day teacher training workshop for 120 Fulbright Arabic Language Teaching Assistants (FLTA) conducted in Istanbul, Turkey.
Feb. 2011	A one-day workshop on teaching Arabic to 23 teachers of Arabic in the UK, sponsored by the International House in London, England.
Jul. 2010	Seminar for training Arabic teachers: a five-day intensive workshop for 15 teachers of Arabic, held at Qasid Institute, Amman, Jordan.
Jul. 2010	A one-day teacher training workshop for 125 Fulbright Arabic Language Teaching Assistants (FLTA) conducted in Cairo, Egypt.
Jun. 2010	Seminar for training Arabic teachers: a six-day intensive workshop for 17 teachers of Arabic, held at The University of Texas at Austin and co-sponsored by the National Middle East Language Resource Center (NMELRC), Austin, Texas.
Aug. 2009	Seminar for training Arabic teachers: A six-day intensive workshop for 20 teachers of Arabic, held at The University of Texas at Austin and co-sponsored by the National Capitol Languages Resource Center (NCLRC), Austin, Texas.
Jul. 2009	A one-day teacher training workshop for 115 Fulbright Arabic Language Teaching Assistants (FLTA) conducted in Cairo, Egypt.
June 2009	A one-day workshop on teaching Arabic for 18 Arabic teachers at the American University in Beirut, Lebanon.
Jan. 2009	A four-day teacher training workshop for the Arabic faculty at the Arabic Language Institute, University of Qatar, Doha, Qatar.
May 2008	Seminar for training Arabic teachers: a six-day intensive workshop for 20 teachers of Arabic held at George Washington University and co-sponsored by the National Capitol Languages Resource Center (NCLRC), Washington, DC.
June 2007	A one-day workshop on teaching Arabic for 15 Arabic teachers at the American University in Beirut, Lebanon.
Aug. 2006	Seminar for Training Arabic teachers: a six-day intensive workshop for 22 teachers of Arabic, held at The University of Texas at Austin and co-sponsored by the

National Middle East Languages Resource Center (NMELRC), Austin, Texas.

Aug. 2005 Seminar for training Arabic teachers: a six-day intensive workshop for 20 teachers of Arabic, held at Emory University and co-sponsored by the National Middle East Languages Resource Center (NMELRC), Atlanta, Georgia.

May 2005 "Teaching Philosophy and Classroom Applications of *Al-Kitaab* Arabic Textbook Series, " a two-day workshop for teachers of the Arabic Department at Georgetown University, Washington, DC.

May 2005 "Moving Arabic Students from the Advanced to the Superior Level of Proficiency," a two-day workshop for students and teachers of Arabic at the National Security Agency (NSA), Fort Meade, Maryland.

July 2004 Seminar for training Arabic teachers: a two-week intensive workshop for ten teachers of Arabic at Middlebury College School of Arabic, co-sponsored by the National Middle East Languages Resource Center (NMELRC), Middlebury, Vermont.

April 2004 "Pedagogical Issues in Teaching the *Al-Kitaab* Arabic Textbook Series," a one-day workshop presented to teachers of Arabic at the Foreign Service Institute, Washington, DC.

July 2003 Seminar for training Arabic teachers: a two-week intensive workshop for 13 teachers of Arabic at Middlebury College School of Arabic, co-sponsored by the National Middle East Languages Resource Center, Middlebury, Vermont.

April 2003 "Teaching the *Al-Kitaab* Textbook Series," a one-day workshop presented to teachers of Arabic at the Northeast Conference Annual Conference, Washington, DC.

May 2002 "Teaching Middle Eastern Languages," a two-day workshop presented to teachers of Middle Eastern languages in the Southeast region in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL) and Emory's Middle East Studies Center, Atlanta, Georgia.

April 2002 "Preparing Listening Materials in Arabic," presented to participants in the Western Consortium Middle Eastern Studies Conference at UCLA, Los Angeles, California.

May 2000 "Teaching Arabic Using *Al-Kitaab* Textbook Series," a one-week training workshop for Arabic teachers at Al-Akhawayn University, Ifrane, Morocco.

STUDENT ADVISING AND MENTORING

❖ **Ph.D. Advisor & Dissertation Supervisor:**

1. Greg Ebner: Graduated in 2012, currently holds a faculty position at the US Military Academy at West Point.
2. Kevin Burnham: Scheduled to graduate in Spring 2013, currently holds a tenure-track position at Appalachian State University in North Carolina.
3. Summer Loomis: Scheduled to graduate in Summer 2013, currently holds an assistant professorship of Arabic at George Washington University.
4. Jung-Min Seo: Scheduled to graduate in 2014.
5. Nesrine Basheer: Entered program in Fall 2012.

- **Ph. D. Dissertation Committee Member:**

  1. John Baskerville (Arabic Studies, graduated 2010)
  2. Zeina Halabi (Arabic Studies, graduated 2011)
  3. Peter Glanville (Arabic Studies, graduated 2011)
  4. Martin Isleem (Arabic Studies; graduated in spring 2012)
  5. Ben Koerber (Arabic Studies, scheduled to graduate fall 2012)
  6. Cory Jorgenson (Arabic Studies, scheduled to graduate fall 2012)
  7. Lama Nassif (Foreign Language Education, scheduled to graduate 2014)
  8. Alexander Magidow (Arabic Studies, scheduled to graduate 2013)
  9. Emilie Zuniga (Arabic Studies, scheduled to graduate 2014)

- **M.A. Thesis Supervisor:**

  1. Britt Milliman: Graduated 2011, currently teaches Arabic at Rutgers Prep High School, New Jersey.
  2. Anita Husen: Graduated 2011, currently holds a lecturer position at Georgia State University.
  3. Eric Young: Co-thesis supervisor, graduated 2011.
  4. John Weinert: Graduated 2012, currently holds a lecturer position at the University of New Haven.
  5. Rebecca Hopkins (LBJ School): Graduated 2012.
  6. Alan Kauffman: Scheduled to graduate in 2013.

- **M.A. Thesis Reader:**

  1. Adrianne Dunlap, (Middle Eastern Studies, 2008)
  2. Charles Joukhadar, (Arabic Studies, 2009)
  3. Steven Robertson (Arabic Studies, 2009)
  4. Cameron Thibos (Middle Eastern Studies, 2009)

SERVICE AND PROFESSIONAL ACTIVITIES

At The University of Texas at Austin

2012-2013	Member of the Language Policy Advisory Committee (LPAC), advising the Dean of the College of Liberal Arts.
2012-2013	Member of the DMES search committee for an assistant professor of Persian.
May 2012	Elected member of UT's Committee on Committees.
2011-2013	Elected member of the DMES Executive Committee.
2011-present	Member of the Board of Project Directors within UT's Center for Open Educational Resources Language Learning (COERLL).
2010	Elected member of the DMES Executive Committee.
2009	Elected member of the DMES Executive Committee.
2008	Elected member of the DMES Executive Committee.
2008	Member of the DMES search committee for an assistant professor of Arabic.

2007	Elected member of the DMES Executive Committee.

Outside UT

Nov. 2012	Member of a four language specialist team selected by the Defense Language Office to review the curriculum of the Defense Language Institute in Monterey.
2011-present	Member of the Advisory Board for the Institute of Translation & Interpretation (ITT) at Hamad Bin Khalifa University, Doha, Qatar.
2011-2012	Chair of the Flagship Results 2012 Conference Committee.
2010-2012	Chair of the Listening Committee charged with writing Arabic annotations for the ACTFL Generic Guidelines for Listening.
2010-present	Member of the Advisory Council for Qatar Foundation International Arabic High School Initiative, Washington, DC.
2009-present	Member of the Arabic Advisory Board of AMIDEAST in Washington, DC.
2009-2012	Elected member of the Governing Board of the Middle East Studies Association (MESA).
2006	Member of the outside review committee reviewing the Department of Near Eastern Languages and Civilizations at Harvard University.
2005-2006	Member of the MLA Languages, Literatures, and Cultures Series Editorial Board.
2005	Outside Evaluator for the Arabic Program at Middlebury College.
2002-2006	Member of the Steering Committee for the National Flagship Arabic Program at the University of Washington, Seattle.
2002	Consultant to the National Institute for Technology and Liberal Education (NITLE) funded by the Mellon Foundation for the development of on-line materials for the teaching of Arabic language and culture.
2002	Consultant to the Center for Applied Linguistics in Washington, DC, on the development of a new proficiency test for Arabic.
2001-2002	Member of the Arabic Board of the *Lang Net* Project at the National Foreign Language Center of the University of Maryland.
2001-2004	Outside Examiner, Arabic Program, Williams College, MA.
2000	Outside Evaluator for the Arabic Program at The Ohio State University.
2000	Member of the external evaluation team for the Department of Arabic at Georgetown University.
1997-2004	Outside Examiner, Arabic Program, Hamilton College, N.Y.
May 1997	Outside Evaluator for the Advanced Arabic/Islamic Studies Program of Washington University, St. Louis, & the Arabic Language Institute in Fes, Morocco.
May 1997	Outside Evaluator for the Middle East Center, University of Utah.
Oct.1997	Outside Evaluator for the Arabic Program, Department of Near Eastern Languages & Cultures, University of Washington, Seattle.
March 1997	Convener, Arabic Linguistics Society Eleventh Annual Symposium. Emory University.
1996	Member of the search committee for the Dean of Foreign Languages and

	International Studies, Middlebury College, Middlebury, Vermont.
1995-2000	Book Review Editor, *Al-ᶜArabiyya*, Journal of the American Association of Teachers of Arabic (AATA).
1995	Member of the external evaluation team reviewing the Arabic General Educational Requirements at the University of the United Arab Emirates, Al-Ain, U.A.E.
1994-1997	Member of the Governing Council of the Center for Arabic Study Abroad (CASA).
1992	Member of the Arabic team for the ACTFL Proficiency Guidelines Validation Project.
May 1992	Grant Proposals Evaluator, Department of Education, State of Georgia.
March 1992	Outside Evaluator for the Arabic Program, Department of Near Eastern Studies, University of California, Berkeley.
1993-1995	Member of the Editorial Board of *Al-cArabiyya*, Journal of the American Association of Teachers of Arabic (AATA).
1989 -1994	Chief Arabic Examiner for Language B, the International Baccalaureate Organization, Cardiff, United Kingdom.

DOUGLAS BIOW

Superior Oil Company—Linward Shivers Centennial Professor
in Medieval and Renaissance Studies
Director, Center for European Studies
Co-Director, EU Center of Excellence
Director, France-UT Institute

Curriculum vitae

Department of French and Italian
[redacted]
The University of Texas at Austin
Austin, Texas 78712-1197
Tel: [redacted]
fax: [redacted]
[redacted]

MAJOR ACADEMIC POSITIONS

2011-: Co-Director, EU Center of Excellence, Center for European Studies, University of Texas at Austin
2009-: Courtesy Appointment in the Department of History, University of Texas at Austin
2008-: Director, Center for European Studies, University of Texas at Austin
2008-: Director, France-UT Institute, University of Texas at Austin
2008-: Superior Oil Company—Linward Shivers Centennial Professor in Medieval and Renaissance Studies, University of Texas at Austin
2003-: Professor, Dept. of French and Italian, University of Texas at Austin
2002: Acting Director, Plan II Honors Program, University of Texas at Austin (*fall semester*)
1998-05: Associate Director, Plan II Honors Program, University of Texas at Austin
1997-03: Associate Professor, Dept. of French and Italian, University of Texas at Austin
1992-97: Assistant Professor, Dept. of French and Italian, University of Texas at Austin
1992-: Member, Graduate Faculty in the Program of Comparative Literature

ACADEMIC HONORS, FELLOWSHIPS, AND AWARDS

2013-14: Faculty Research Assignment, University of Texas at Austin
2012-14: Principal Investigator, French Embassy Award, $37,650: Energy Policies in the US and France ($12,500, conference), Magnum Collection Exhibit ($10,600, symposium), WWI Exhibition ($14,550, lectures and workshops).
2011- : Principal Investigator and Co-Director, EU Center of Excellence, awarded from the EU Delegation (300,000 Euros over 3 years) for the Center for European Studies
2010- : Principal Investigator, Title VI Award for National Resource Center, Department of Education (awarded $1,622,380 over 4 years) for the Center for European Studies
2008-9: Gladys Krieble Delmas Foundation for Research in Venice and the Veneto (*winter*);

Research Grant, University of Texas at Austin
2008: Fellow of the Humanities Institute, University of Texas at Austin (*spring*)
2007: Recipient of a Choice Magazine Outstanding Academic Title (*The Culture of Cleanliness in Renaissance Italy*)
2007: Gladys Krieble Delmas Foundation for Research in Venice and the Veneto (*summer*)
2006-7: John Simon Guggenheim Fellowship Foundation
2006-7: Faculty Research Assignment, University of Texas at Austin
2006: Gladys Krieble Delmas Foundation for Research in Venice and the Veneto (*summer*)
2005: Dean's Fellowship, University of Texas at Austin (*fall semester*)
2003: Recipient of a Robert W. Hamilton Book Award (*Doctors, Ambassadors, Secretaries*)
2003: Faculty Research Assignment, University of Texas at Austin (*spring semester*)
1996-97: National Endowment for the Humanities Fellowship
1996-97: National Humanities Center Fellowship (declined)
1996-97: Faculty Research Assignment, University of Texas at Austin
1996: Summer Research Assignment, University of Texas at Austin
1992: Summer Research Award, Syracuse University
1989: Fellow at the Charles S. Singleton Center for Italian Studies, Villa Spelman, Johns Hopkins University, Florence
1988-89: Fulbright-Hays Doctoral Dissertation Research Abroad Program, United States Department of Education
1986-88: The Jacob K. Javits Fellowship, United States Department of Education

EDUCATION

1988-90: Ph.D., Italian Language and Literature, Johns Hopkins University
1984-88: M.A., Italian Language and Literature, Johns Hopkins University
1975-79: B.A., Double Major: Literature; Music/Art, Bennington College

CURRENT SCHOLARLY RESEARCH

I am currently developing two book-length projects. One is monograph on the history of the individual in European thought from antiquity to the end of the early modern period. The other is an edited volume devoted to sociable spaces, beyond the court, in Renaissance Italy.

PUBLICATIONS

BOOKS

1. *On the Importance of Being an Individual in Renaissance Italy: Men, Their Professions, and Their Beards*. Philadelphia: University of Pennsylvania Press. Forthcoming.
This book, which works at the intersection of literary, intellectual, art, medical, and cultural history, contains an Introduction, six chapters, an epilogue, and 56 images. It is about 123,000 words in length, counting bibliography.

2. *In Your Face: Professional Improprieties and the Art of Being Conspicuous in Sixteenth-Century Italy*. Stanford: Stanford University Press, 2010. Pp xix + 246.

Reviews: *European History Quarterly* 43 (2013): 336-38; *Art History* 35 (2012): 840-43; *Bibliothèque d'humanisme et renaissance*, 73 (2012): 413-14; *Sixteenth Century Journal* 42 (2011): 918-19; *Italian Culture* 29 (2011): 142-44; *Journal of Modern History* 83 (2011): 676-77; *American Historical Review* 116 (2011): 240-41; *Renaissance Quarterly* 63 (2010): 918-19; *Choice* (Sept., 2010); *Reference & Research Book News* (May, 2010).

3. *The Culture of Cleanliness in Renaissance Italy*. Ithaca and London: Cornell University Press, 2006. Pp xix + 244.

Awarded: *Choice* Magazine *Outstanding Academic Title* (2007)

Reviews: *European History Quarterly* (2009): 122-24; *Italica* 85 (2008): 344-5; *Modern Philology* 106 (2008): 228-31; *The Historian 70* (2008): 821-22; *Bulletin of the History of Medicine* 82 (2008): 708-9; *Sixteenth Century Journal* 39 (2008): 204-5; *Speculum* 83 (2008): 172-4; *Journal of Interdisciplinary History* 38 (2008): 456-7; *Social History* 32 (2007): 465-7; *Comitatus: A Journal of Medieval and Renaissance Studies* 38 (2007): 190-92; *Archivio storico italiano* 165 (2007): 615-16; *Bibliothèque d'humanisme et Renaissance* 69 (2007): 746; *The Art Book* 14 (2007): 60; *Renaissance Quarterly* 60 (2007): 909-10; *American Historical Review* 112 (2007): 946-7; *Choice* (May 2007); *De volksrant*, "In de hel zietten de vleiers onder se stront," 5 January 2007; *The Virginia Quarterly Review*, 83 (2007).

4. *Doctors, Ambassadors, Secretaries: Humanism and Professions in Renaissance Italy*. Chicago and London: University of Chicago Press, 2002. Pp. xviii + 224.

Reviews: *Journal of Modern History* 78 (2006): 973-5; *Isis* 95 (2004): 692-3; *Clio* 33 (2004): 321-8; *Bulletin of the History of Medicine* 78 (2004): 714-6; *Journal of the History of Medicine and Allied Sciences* 59 (2004): 297-9; *American Historical Review* 108 (2003): 1240-2; *Choice* (February 2003); *Journal of Early Modern History* 7 (2003); *Sixteenth Century Journal* 34 (2003): 910-11; *Renaissance Quarterly* 46 (2003): 1152-3.

5. *Mirabile Dictu: Representations of the Marvelous in Medieval and Renaissance Epic*. Ann Arbor: University of Michigan Press, 1996. Pp. viii + 199.

Reviews: *Modern Philology* 97 (2000): 566; *Speculum* 74 (1999): 126-9; *Symposium* 52 (1998): 117-21; *Sixteenth Century Journal* 28 (1997): 1047-9; *Choice* (December 1996).

ARTICLES

In Print or Forthcoming

"Constructing a Maverick Physician in Print: Leonardo Fioravanti, Medical Odors, and the Reconstructed Nose." Forthcoming in *Modern Language Notes [MLN]*: Supplement issue, in honor of Eduardo Saccone. Anticipated publication in 2014.

"Manly Matters: The Theatricality and Sociability of Beards in Giordano Bruno's *Candelaio* and

Sixteenth-Century Italy." *Journal of Medieval and Early Modern Studies* 40 (2010): 325-46.

"Beards in Cinquecento Italy." *The Body in Early Modern Italy*, ed. Julia Hairston and Walter Stephens. Baltimore: Johns Hopkins University Press, 2010. Pp. 176-94, 347-49.

"Diplomacy: Castiglione and the Art of Being Inconspicuously Conspicuous" *Journal of Medieval and Early Modern Studies* 38 (2008): 35-55.

"Food: Pietro Aretino and the Art of Conspicuous Consumption." In *The Renaissance World*, ed. John Jeffries Martin. Oxford: Routledge, 2007.

"Reflections on Professions and Humanism in Renaissance Italy and the Humanities Today." *Rinascimento* 43 (2003): 333-53.

"From Machiavelli to Torquato Accetto: The Secretarial Art of Dissimulation." In *Educare il corpo, educare la parola*, Ed. G. Patrizi and A. Quondam. Rome: Bulzoni, 1998. Pp. 219-38.

"The Politics of Cleanliness in Northern Renaissance Italy." *Symposium* 50 (1996): 1-13. Partly reprinted in the series "Exploring Cultural History": Mark R. Nesbitt, *Living in Renaissance Italy* (Detroit: Greenhaven Press, 2005).

"Epic Performance on Trial: Virgil's *Aeneid* and the Power of Eros in Song." *Arethusa* 27 (1994): 223-46.

"Dido, Pier della Vigna, and the Discourse of Tragedy in the *Commedia*." *Stanford Italian Review* 11 (1992): 155-70.

"From Ignorance to Knowledge: The Marvelous in *Inferno* 13." In *The Poetry of Allusion: Virgil and Ovid in Dante's "Commedia"*. Ed. Rachel Jacoff and Jeffrey T. Schnapp. Stanford: Stanford University Press, 1991. Pp. 45-61.

"Psychoanalysis, History, Marginality: A Study of Violence and Disease in Pirandello's *Enrico IV*." *Italica* 66 (1989): 158-75.

NOTES AND TRANSLATIONS

Antonio Vivaldi: The Four Seasons. The Metropolitan Museum of Art Publications. Little, Brown and Company: Boston, 1999. Translation of sonnets.

"Ariosto, Ludovico." In *Major Tudor Authors: A Bio-Biographical Critical Sourcebook*, ed. Alan Hager. Westport: Greenwood Press, 1997. Pp. 16-20.

REVIEWS

Massimo Firpo and Fabrizio Biferali. *"Navicula Petri": L'arte dei papi nel cinquecento*. Collezione Storica. Rome: Editori Laterza, 2009, and Massimo Firpo. *Storie di immagini, Immagini di storia: Studi di iconografia cinquecentesca*. Storia e letteratura raccolta di studi e testi, volume 262. Rome: Edizioni di Storia e Letteratura, 2010. In *The Journal of Modern History* 84 (2012): 225-27.

Jon Snyder. *Dissimulation and the Culture of Secrecy*. Berkeley: University of California Press, 2009. In *American Historical Review* 115 (2010): 880-81.

Timothy Hampton. *Fictions of Embassy: Literature and Diplomacy in Early Modern Europe*. Ithaca: Cornell University Press, 2009. In *Renaissance Quarterly* 62 (2009):1223-25.

Virginia Smith. *Clean: A History of Personal Hygiene and Purity*. Oxford: Oxford University Press, 2007. In *Bulletin of the History of Medicine* 82 (2008): 709-10.

Meredith J. Gill. *Augustine in the Italian Renaissance: Art and Philosophy from Petrarch to Michelangelo*. Cambridge: Cambridge University Press, 2005. In *Italian Culture* 24/25 (2006-7): 195-9.

Thomas V. Cohen, *Love and Death in Renaissance Italy*. Chicago and London: University of Chicago Press, 2004. In *The Historian* 68 (2006): 867-8.

Christopher S. Celenza. *The Lost Italian Renaissance: Humanists, Historians, and Latin's Legacy*. Baltimore: Johns Hopkins University Press. In *American Historical Review* 110 (2005): 245-6.

Leda Giannuzzi Jaworski, ed. *Lo studio bolognese: Campi di studio, di ricerca, di insegnamento, di divulgazione*. Forum Italicum: Filibrary Series, number 8, 1995. In *Symposium* 51 (1997): 206-8.

Rodney J. Payton, *A Modern Reader's Guide to Dante's "Inferno."* New York: Peter Lang, 1992. In *Annali d'italianistica* 13 (1995): 477.

J. F. Took. *Dante: Lyric Poet and Philosopher. An Introduction to the Minor Works*. Oxford: Oxford University Press, 1990. In *Lectura Dantis* 13 (1933): 96-7.

Domenico Pietropaolo. *Dante Studies in the Age of Vico*. Ottawa: Dovehouse Edition Inc., 1989. In *Romance Quarterly* 39 (1992): 252-3.

SELECTED PAPERS DELIVERED

"Professionally and Technically Speaking: The Culture of *Ars* in Renaissance Italy." Invited lecture at Indiana University, Renaissance Studies Program, First Symposium of the Series, "*Techné*: Intersections of Theory and Practice in Renaissance Culture." April, 2012.

"Leonardo Fioravanti, Odors, and Noses." Renaissance Society of America Conference. Venice, Italy. April, 2010.

"Dante's *Inferno*." Invited lecture at Trinity University, San Antonio. November, 2009.

"Anton Francesco Doni and Print Culture." American Association for Italian Studies Conference, New York City. May, 2009.

"Dante's *Inferno*." Invited lecture at Trinity University, San Antonio. November, 2008.

"Staging Facial Hair in the *Candelaio*: Theatricality and Sociability in Sixteenth-Century Italy." Invited lecture. University College Cork, Cork, Ireland. May, 2008.

"Anton Francesco Doni and the Art of Conspicuous Reproduction" and "Consumption and Absorption in Michelangelo's *Bacchus*." Invited papers presented at the University of Michigan. Ann Arbor, April, 2008.

"Limits: Understanding Nature, Understanding Cultures, Understanding the World in Fioravanti's *Specchio*." Invited lecture. *Interpreters of Culture*, Koper, Slovenia, September 2007.

"Michelangelo's *Bacchus* and the Art of Absorption." Invited lecture. Trinity University, San Antonio, April, 2007.

"The Beard in Sixteenth-Century Italy." *Renaissance Society of America*. Miami, March 2007.

"Soap." *Renaissance Society of America*. New York City, April 2004.

"Three Reactions to Plague: Marvels and Commonplaces in Medicine and Literature" and "The Importance and Tragedy of Being an Ambassador: The Performance of Francesco Guicciardini." Invited papers presented at the University of Michigan. Ann Arbor, October 2001.

"Fracastoro's *Syphilis*: Wonder, the Metaphors of Illness, and Naming a 'New' Disease." American Association for Italian Studies Conference, New York City, April 2000.

"Petrarch's Profession and His Laurel." Modern Language Association, Chicago, December 1999.

"The Authority of the Renaissance Secretary: Tasso's Analogy." Kentucky Foreign Language Conference. Lexington, KY, April 1999.

"Fathers and Sons: Ermolao Barbaro's Treatise on the Ambassador." American Association for Italian Studies Conference. Chicago, April 1998.

"Guicciardini as Sophist and Storyteller: The 'Discrezione' of the Humanist Ambassador." Invited lecture. The Charles S. Singleton Center for Italian Studies, Johns Hopkins University. Florence, Italy, December 1995.

"From Machiavelli to Torquato Accetto: The Secretarial Art of Dissimulation." Invited paper. Università di Roma "La Sapienza." Rome, Italy, 1995.

"Treating Diseases: Medicine, Legislators, and Boccaccio's *Decameron*." American Comparative Literature Association. Atlanta, March 1995.

"The Trials of the Secretary." Renaissance Society of America. Dallas, April 1994.

"Dido, Pier della Vigna, and the Discourse of Tragedy." Twenty-Sixth International Conference on Medieval Studies. Kalamazoo, May 1991.

SERVICE (major duties)

2013- : Executive Committee, Department of French and Italian
2013- : Editorial Board, *Symposium: A Quarterly Journal in Modern Literatures*
2013-13: Provost's Committee on the Reappointment of Dean Diehl (Chair)
2012- : Academic Planning Advisory Committee (APAC) to the Dean of the College of Liberal Arts, Appointed by Dean
2012- : Standing Committee on International Programs, Appointed by Provost
2011- : Editorial Board, *Explorations in Renaissance Culture*
2010- : Dean's Swedish Endowment Committee, College of Liberal Arts
2008- : Dean's Academic Affairs College Committee, College of Liberal Arts
2008- : Dean's Committee for International Education, College of Liberal Arts
2007-9: Dean's Promotion and Tenure Committee, College of Liberal Arts
2007- : Steering Committee, Film Across Disciplines
2007- : Steering Committee, European Studies
2005-6: Faculty Development Program Committee
2003-5: Dean's Promotion and Tenure Committee, College of Liberal Arts
2001-12: Executive Committee, Department of French and Italian
2001-3: Member of the Castiglion Fiorentino Steering Committee
2000-2: Member of the Faculty Council
Member of the Faculty Council Grievance Committee
1997-8: Chair of the Qualifying Exam Committee, Program in Comparative Literature
1994-6: Graduate Adviser of the Program in Comparative Literature, University of Texas

Reviewer for University of Chicago Press, Yale University Press, University of Toronto Press, University of Pennsylvania Press, Routledge

CARL S. BLYTH

Department of French & Italian
University of Texas at Austin
[redacted] *tel*
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[redacted]

EDUCATION

1990 **PhD** in French Linguistics, Cornell University
1986 **MAT** in French, University of North Carolina—Chapel Hill
1980 **BA** in International Relations, University of North Carolina, with honors.

ACADEMIC EMPLOYMENT

2010-present Director of COERLL (Title VI Language Resource Center)
2006-2009 Director of Texas Language Technology Center
2000-present Associate Professor of French, Univ. of Texas at Austin
2001-2002 Director of Technology, Literacy and Culture, Univ. of Texas at Austin
1993-00 Assistant Professor of French, Univ. of Texas at Austin
1990-93 Assistant Professor of French, LSU, Baton Rouge
1989-90 Chercheur Invité, Université du Québec à Montréal
1986-88 Graduate Teaching Assistant, Cornell University
1985-86 Asheville High School, French teacher, Asheville, NC
1983-84 Director, Foreign Language Middle School Magnet Program, Triangle Language Institute, Raleigh, NC

AWARDS

2013 Provost's Senior Teaching Fellow, UT-Austin
2012 Faculty Research Assignment (FRA), UT-Austin
2009 Exemplary Online Learning Resource Award, Multimedia Educational Resource for Learning and Online Teaching
2009 Access to Language Education Award (given to *Français interactif*), CALICO Executive Committee, CALICO Annual Conference
2006 Best of the Humanities on the Web (given to *Français interactif*) National Endowment for the Humanities
2004 Innovative Instructional Technology Awards, First Place, Center for Instructional Technology, UT-Austin
1998 President's Associates Teaching Excellence Award, UT-Austin
1998 Faculty Fellow, Center for Instructional Technology, UT-Austin
1997 Innovative Instructional Technology Awards, First Place, Center for Instructional Technology, UT-Austin
1997 Dean's Fellow, University of Texas
1990 Pi Kappa Phi Academic Honor Society, Cornell University
1989 Walter Schon Lenk Fellowship, Most Outstanding Graduate Student, Dept. of Romance Studies, Cornell University
1988 Berkowitz Fellowship, Dept. of Romance Studies, Cornell Univ.

FELLOWSHIPS AND GRANTS

2012-13 Longhorn Innovation Fund for Technology $112,500
"From Corpus to Classroom" [co-PI with B. Bullock & J. Toribio]
2010-14 Department of Education, Title VI
"National Foreign Language Resource Center" $1,343,000
Center for Open Educational Resources and Language Learning (COERLL)
2010-12 Department of Education, FIPSE $250,000
"Foreign Language Collaborative Publishing Consortium"
2008-10 Texas Higher Education Coordinating Board $250,000
"Foreign Language Professional Development Modules"
2007-09 Department of Education, FIPSE $550,000
"The Texas Language Technology Open Access Initiative"
2002 Computer Assisted Instruction, COLA, UT-Austin $55,000
2001 Computer Assisted Instruction in Liberal Arts, Univ. of Texas $42,000
2000 Computer Assisted Instruction in Liberal Arts, Univ. of Texas $64,000
1999 Hewlett Project for Group Work, Graduate School, Univ. of Texas $4,000
1999 Computer Assisted Instruction in Liberal Arts, Univ. of Texas $32,000
1998 Computer Assisted Instruction in Liberal Arts, Univ. of Texas $28,000
1997 Computer Assisted Instruction in Liberal Arts, Univ. of Texas $27,000
1995 Wenner-Gren Foundation for Anthropological Research, $2,000
1995 URI Summer Research Award, UT-Austin $6,000
1992 Center for French and Francophone Studies Award, LSU, $15,000
1991 Louisiana Quality Education Fund Award, LSU $20,000

FIELDS OF SPECIALIZATION

•Applied linguistics (pedagogical grammar, instructional technology, corpora)
•French linguistics (sociolinguistics, functional linguistics)
•Discourse studies (intercultural communication, narrative studies, CMC, semiotics)

PUBLICATIONS

•Books

2008. Megharbi, N., S. Pellet, C. Blyth & S. Forester. *Pause-café*. San Francisco: McGraw-Hill, 350 pages.

2007. Katz, S. & Blyth, C. Teaching *French Grammar in Context: Theory and Practice*. New Haven, CT: Yale University Press. 265 pages

2003. Blyth, C. (Ed.) *The Sociolinguisitics of Foreign Language Classrooms: Contributions of the Native, the Near-native, and the Non-native Speaker. Issues in Language Program Direction Series*. Boston: Heinle, 294 pages.

1999. Blyth, C. *Untangling The Web: Nonce's Guide to Language and Culture on the Internet*. New York: Nonce Publishers (second edition), 166 pages.

•Selected Articles/Chapters (*indicates refereed article or chapter)

*In press. *Analyzing Telecollaborative Dialogue Between French and Americans: A Functional and Ecological Approach to Stancetaking*. In *Dialogue in Multilingual, Multimodal and Multi-competent Communities of Practice,* D. Koike & C. Blyth (eds). Amsterdam/Philadelphia: John Benjamins.

*In press. Introduction. In *Dialogue in Multilingual, Multimodal and Multi-competent Communities of Practice,* D. Koike & C. Blyth (eds). Amsterdam/Philadelphia: John Benjamins.

*2014. Exploring the affordances of digital social reading for L2 literacy: The case of eComma. *CALICO Journal.*

*2014. (with D. Koike). Grammatical constructions and interactive frames. In *Perspectives on Linguistic Structure and Context: Studies in Honor of Knud Lambrecht*, S. Katz & L. Myers (eds). Amsterdam/Philadelphia: John Benjamins.

2013. eComma: An open source tool for collaborative L2 reading. In Case Studies of Openness in the Language Classroom, A. Beaven, A. Comas-Quinn & B. Sawhill (eds), 32-42.
http://research-publishing.net/publications/2013-beaven-comas-quinn-sawhill/

2013. LCTLs and technology: The promise of open education. *Language Learning & Technology* 17 (1): 1-6.

2013. Open educational resources (OER). In *Encyclopedia of Applied Linguistics*, C. Chapelle (ed), 1-5. New York: Wiley Blackwell.

*2012. Opening up foreign language education with open educational resources: The case of Français interactif. In F. Rubio and J. Thoms (eds.). *Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues*, 196-218. Boston: Heinle.

*2012. Cross-cultural stances in online discussions: French and American ways of expressing opinions. In C. Felix-Brasdefer and D. Koike (eds). *Pragmatic Variation in First and Second Language Contexts: Methodological Issues,* 49-79. Amsterdam: John Benjamins.

2012. Pragmatics of chat. In *Encyclopedia of Applied Linguistics,* C. Chapelle (ed), *1-5.* New York: Wiley-Blackwell.

*2011. Cultural linguistics and foreign language education: From language-and-culture to language-as-culture. In H. Allen and H. Maxim (eds.). *Educating the Future Foreign Language Professoriate for the 21st Century*. Boston: Heinle.

2009. "The Impact of Pedagogical Materials on Critical Language Awareness: Assessing Student Attention to Patterns of Language Use. In Turnbull, M., and J. Dailey-O'Cain (eds.). *First Language Use in Second and Foreign Language Learning.* London: Multilingual Matters, pp. 156-178.

2009. "From Textbook to Online Materials: The Changing Ecology of Foreign Language Publishing in the Era of ICT. In M. Evans (Ed.), *Foreign Language Learning with Digital Technology*. London: Continuum, pp. 174-202.

2008. "Research Perspectives on Online Discourse and Foreign Language Learning." In S. Magnan (Ed.), *Mediating Discourse Online*. Amsterdam: John Benjamins, pp. 47-70.

*2007. Blyth, C. and J. Davis. "Using Formative Evaluation in the Development of Learner-Centered Materials." *Calico Journal* 25, 1: 1-21.

*2005. "From Empirical Findings to the Teaching of Aspectual Distinctions." In D. Ayoun and R. Salaberry (Eds.). *Tense and Aspect in Romance Languages*. John Benjamins: Amsterdam, p. 211-252.

2003. "Playing Games With Literacy: The Poetic Function in the Age of Communicative Language Teaching." In P. Patrikis (Ed.). *Reading Between the Lines: Perspectives on Foreign Language Literacy*. New Haven, CT.: Yale University Press.

2002. "Between Orality and Literacy: Developing a Pedagogical Norm for Narrative Discourse." *Pedagogical Norms for Second and Foreign Language Learning and Teaching*. Eds. K. Bardovi-Harlig, S. Gass, S. Magnan & J. Walz. Amsterdam: Benjamins., pp. 241-274.

2000. "Sociolinguistic Competence." M. Byram (Ed.) *Encyclopedia of Language Teaching and Learning*. London: Routledge.

*2000."Toward a Pedagogical Discourse Grammar: Techniques for Teaching Oral Syntax." In J. Lee and A. Valdman (Eds.) *Meaning and Form: Multiple Perspectives*. *AAUSC Issues in Language Program Direction*., pp. 183-229.

*1999. "Implementing Technology in the Foreign Language Curriculum: Redefining the Boundaries Between Language Study and Culture Study."*The Journal of Educational Computing Research*, 20 (1) 39-58.

1998. "The Sociolinguistic Situation of Cajun French: The Effects of Language Shift

and Language Loss." In Albert Valdman (Ed.) *French and Creole in Louisiana*. New York: Plenum Press, pp.15-30.

*1997. "A Constructivist Approach to Grammar: Teaching Teachers To Teach Aspect." *Modern Language Journal*, Vol 81:50-66.

*1995. "Redefining the Boundaries of Language Use: The Foreign Language Classroom as a Multilingual Speech Community." In Claire Kramsch (Ed.), *Redefining the Boundaries of Foreign Language, AAUSC Issues in Language Program Direction*. Boston: Heinle & Heinle, 1995:145-182.

•Software

2013. (with N. Steinfeld). eComma: Web-based textual annotation software.

1996. (with K. Kelton and E. Eubank). *Parallèles Interactive*. CD-ROM program accompanying *Parallèles: Communication et culture*. New York: Prentice-Hall. For more information see website: http://www.lamc.utexas.edu/pi

•Websites/Internet Publishing

2013. (Editor). *eComma: A Space for Social Reading*. http://ecomma.coerll.utexas.edu/

2010. (Editor). *Foreign Language Teaching Methods: Professional Development for the Beginning Foreign Language Teacher*. http://tltc.la.utexas.edu/methods/

2004. (with E. Eubank, K. Kelton & N. Guilloteau). *Français Interactif*. http://www.laits.utexas.edu/fi First place award, Innovative Instruction Technology Awards Program, University of Texas, 2004. Winner of the NEH's Best of the Internet Award, 2005, CALICO 2009 "Access to Language Education Award," MERLOT Classics Award, 2009.

2000. (with E. Eubank, K. Kelton, Y. Munn, L. Myers, W. Moore, D. Austin, and C. Delyfer). *Tex's French Grammar: grammaire de l'absurde*. http://www.laits.utexas.edu/tex/

RECENT INVITED LECTURES

2014. "Language Learning for an Open World: Understanding the Impact of Open Education." The Shared Course Initiative in Context: New Directions in Distance Education, Center for Language Center, Yale University, May.

2014. "Preparing Language Teachers to Teach for Intercultural Competence: The Promise of Cultural Linguistics." ICC Conference, CERCLL, University of Arizona, January.

2013. "The Promise of Open Education for the U.S. Foreign Language Capacity." Interagency Language Roundtable, Department of Education, Washington DC, April.

2013. "Open Educational Practices and Higher Education: Open Research and Open Teaching." School of Linguistics and Language Studies. Carleton University, Ottawa, Canada. April.

2013. "The Pedagogical Affordances of Social Reading and Collaborative Annotation." Emory Language Center Lecture Series. Emory University, March.

2012. "The Power of Openness: Improving Open Educational Resources and Language Learning." Plenary talk. Symposium on Advancing Language Education Beyond the Classroom. University of Pennsylvania, December.

2012. "Open Educational Resources and Open Educational Practices for Language Learning." LEARN Workshop, US Dept of Education, UT-Austin, September.

2012. "Open Education, Digital Humanities and Foreign Language Learning." Harvard University, Department of Romance Languages & Literatures, August.

2012. "Open Education, Digital Humanities and Foreign Language Learning." Department of Romance Languages and Literatures. Harvard University, August.

2012. "eComma: How Annotation Facilitates the Collaborative Reading of Foreign Language Texts." "RESET/REBOOT/RECOUP: The New College Language and Culture Studies." Biennial German Language Workshop. UT-Austin, March.

2012. "Open Educational Resources for Foreign Language Learning and Teaching." Plenary talk, TexFlec, UT-Austin, February.

2011. "Assessment for Innovation." The Digital and the Human(ities). Texas Institute of Textual and Literary Studies. UT-Austin, March.

2010. "Digital Humanities: An Emerging Paradigm for Foreign Language Departments." Vanderbilt University, August.

2010. "Collaborative Publishing and Foreign Language Education" Plenary Address, Yale University, Consortium for Language Teaching and Learning, May.

2009. "Advancing Foreign Language Scholarship and Pedagogy Through Open Technology." Plenary Address, Kentucky Foreign Language Conference, April.

2009. "Designing Awareness." UC-Irvine's Symposium on Critical and Intercultural Theory. UC-Irvine, February.

2007. "Cognitive Grammar and Narrative Structure: Approaches and Tasks for Tense/Aspect." Cornell University, February.

2006. "The Naïve Lexicalist Hypothesis Revisited." Foreign Language Speakers Series. Department of Foreign Languages, University of North Texas, November.

2006. "Distinguishing Learner Wants from Learner Needs: The Role of Formative Evaluation." "Pedagogy and Digital Technology," Keynote, NITLE Conference, Wabash College, October.

2006."Graduate School as Socialization: Identity, Ideology and Pedagogy." Graduate Student Organization, Department of French & Italian, Indiana University, April 8th.

2004. "Managing Technological Change: A Survivor's Story." Keynote, WorldCALL, Banff, Alberta, Canada, May.

2003. "Representing Language Use Through Multimedia." Cornell University, Department of Romance Studies and Foreign Language Learning Center, March 1st.

2003. "Teaching Culture in the Digital Millenium." McGraw-Hill Teleconference on Topics in Second Language Acquisition, Oct. 23.

2002. "Parallel Processing." Foreign Language Collaborations and the Web. Consortium for Language Teaching and Learning. University of Pennsylvania, October 11-13.

2002. "Applying Focus on Form Research to Foreign Language Instruction in Higher Education." University of Utah, August 14th.

2002. "Representing Language Use for Foreign Language Learners: Contributions of the Native, the Near-native, and the Non-native." Berkeley Language Center, University of California, Berkeley, April.

CONFERENCE PAPERS/PRESENTATIONS

2014. "Show What You Know: Digital Badges for FL Educators." CALICO, Ohio University, May.

2014. "Open Education for International Development." Switchpoint Conference, IntraHealth International, Chapel Hill, NC, April.

2014 "Investigating the Effects of OER on FL Learning and Teaching." AAAL, Portland, OR, April.

2014. "Bridging the Print/Digital Divide with Social Reading." Modern Language Association, Chicago, January.

2013. "Open Educational Resources for Spanish and Portuguese." AATSP, San Antonio, July.

2013. "Reads Well With Others: Online Spaces for Social Reading." IALLT, Fort Lauderdale, June.

2013. "Open Education and Foreign Language Learning: A New Paradigm." CALICO, University of Hawaii, May.

2013. "eComma: A Tool for Social Reading." SOCALLT, Texas Christian University, April.

2012. "Open Digital Badges for Foreign Language Professional Development." ACTFL, Philadelphia, November.

2012. "From Stance to Stancetaking: Examining French and American Opinions in Online Discussions." Pragmatics Festival, Indiana University, April.

2010. "Collaborative Publishing and The Future of the Textbook." SOCALLT, April.

2010. "Reading as a Team Sport: How Mass Collaboration Changes Everything." AAAL, Atlanta, March 5-8.

2009. "Collaborative Materials: How Open Education is Redesigning Foreign Language Learning, ACTFL, San Diego, Nov. 19-22.

2008. "Linguistic Role Models and Projective Identities: A Study of Student Awareness of Native vs. Non-Native Speakers." AAAL, Washington, DC. March 28-April 2nd.

2008. "When Students Teach Each Other." NECTFL, NYC, March 27-29.

2007. "A Theory of Fun: Language Play in Language Learning." ACTFL, San Antonio, November 16-19

2007. "Formative Evaluation in the Development of Learner-centered Materials." CALICO Annual Conference, San Marcos, TX, May 25.

2005. "The Role of Study Abroad in the Foreign Language Curriculum." ACTFL, Baltimore MD, November 17-20.

2003. "Discourse Approaches to Foreign Language Learning and Teaching." AAAL, Portland OR, May 1-4.

2003. "Teaching Grammar As Discourse." (co-presenter, Stacey Katz). Georgetown University Roundtable, February 15-17.

GRADUATE COURSES AT UT-AUSTIN (1993-2014)

For the Department of French & Italian

FR383N	Introduction to French Linguistics (for Non-linguists)
FR392K	Ethnolinguistics
FR392K	Computer Mediated Communication
FR392K	Discourse Analysis
FR392K	Pedagogical Grammar
FR392K	Instructed SLA
FR392K	Second Language Acquisition and Sociolinguistics
FR392K	French Sociolinguistics
FR392K	Contact Linguistics
FR398T	Supervised College Teaching of French & Italian (Methodology)
FR197T	Practicum in College Teaching of French & Italian

UNDERGRADUATE COURSES AT UT-AUSTIN (1993-2014)

For the Department of French & Italian

FR506-7	First Year French
FR312K	Third Semester French
FR320	Advanced French Grammar and Composition
FR322	Advanced French Conversation
FR330K	French In Cyberspace
FR330K	French and American Cultural Values
FR330K	Gender and the French Language
FR359	French In Its Social Context
FR364L	French Applied Linguistics

PROFFESIONAL SERVICE

National

•Series Editor, *AAUSC Issues in Language Program Direction* 2005-2011

•Editorial Board Member, *AAUSC Issues in Language Program Direction* 2011-present

•Journal Article Referee

Language Learning & Technology (2000-present)
Modern Language Journal (1999-present)
Calico (2000-present)
AAUSC Issues in Language Program Direction (1997--present)
The French Review (1996-present)
International Journal of Applied Linguistics (1999, 00, 01)
Canadian Modern Language Journal (1997, 1999, 2004-present)

•Grant Referee --National Science Foundation (sociolinguistic research: 1994, 1996, 2000, 02, 04)

•Manuscript Reader (pedagogical materials)
Heinle & Heinle
McGraw-Hill
Prentice Hall
Holt, Rinehart & Winston
St. Martin's Press
Nonce Language Consultants
•Technology Consulting Board, *Holt, Rinehart & Winston* (1998-present)
•Institut Français de Washington, Board Member (1998-present)

University of Texas at Austin
•Catalog Committee (2002—2004)
•Informational Technology Advisory Committee (2001-2004, 2008)
•Instructional Technology Services Grants Committee (1999-2004; 2007-present)
•Judge, Center for Instructional Technology, Innovative Use of Instructional Technology Awards (1999)
•UT Interactive Participant (1999--present)
•Faculty Fellow, Center for Instructional Technology (1998)
•Graduate Studies Committee, Foreign Language Education (1994-present)
•Fulbright Selection Committee (1995)
•Discussant/Moderator, Symposium About Language and Society-Austin (1994-present)

Department of French & Italian
•Upper Division Coordinator (2003—present)
•Graduate Admissions and Financial Aid Comm. (2005—present)
•Lower Division French Coordinator (1993-2003)
•Lyon Summer Program Director (1999-2001)
•Executive Committee (1995-present)
•Graduate Studies Committee (1994-present)
•Undergraduate Studies Committee (1995--present)
•Teaching Assistants Committee (1994-2004)
•Lower Division Textbook Committee (1994-present)
•Computers and Technology Committee (1996-present)
•French Placement Exam Coordinator (1994-present)
•Faculty Mentor (1994-present)

PROFESSIONAL AFFILIATIONS
Linguistic Society of America (LSA); American Association of Applied Linguistics (AAAL); American Association of Teachers of French(AATF); American Council on the Teaching of Foreign Languages (ACTFL); Amer. Assoc. of Univ. Supervisors & Coordinators of Languages (AAUSC)

BARBARA E. BULLOCK

Professor of Linguistics, Department of French and Italian
Adjunct Professor of Hispanic Linguistics
University of Texas at Austin
[redacted]

Education

Ph.D., Linguistics, University of Delaware (1991)
B.A., English & French, Colby College (1981)

Research Areas

Language contact, bilingualism, and language change
Sociolinguistics and corpus linguistics in the public interest
Phonology and phonetics; laboratory phonology; sociophonetics
Co-Director, Spanish in Texas Corpus Project

Previous Appointments

Professor, The Pennsylvania State University (1991-2009)
Professor, Linguistic Society of America Summer Institute, Boulder, CO (2011).

Research and Scholarly Products

Books

1. *The Cambridge handbook of linguistic code-switching.* Co-editor with Almeida Jacqueline Toribio. Cambridge University Press. 456pgs. 2009.
2. *Formal perspectives on Romance linguistics.* Edited with J.-Marc Authier and Lisa Reed. Amsterdam/New York: John Benjamins. 300p. 1999.

Published Articles in Refereed Journals

1. Bullock, Barbara E., Almeida Jacqueline Toribio and Mark Amengual (2014, in press). The status of *s* in Dominican Spanish. *Lingua.* [50 page ms.]
2. Bullock, Barbara E. and Almeida Jacqueline Toribio (in press, May 2014) From Trujillo to the *terremoto*: The effect of language ideologies on the language attitudes of the rural poor of the northern Dominican border. *International Journal of the Sociology of Language* 227.
3. Bullock, Barbara E. and Almeida Jacqueline Toribio. 2009. Reconsidering Dominican Spanish: Data from the rural Cibao. *Revista Internacional de Lingüística Iberoamericana* 2.14: 46-74.
4. Bullock, Barbara E. 2009. Prosody in contact in French: A case study from a heritage variety in the United States. *International Journal of Bilingualism* 13: 165-194.
5. Bullock, Barbara E. and Luke Eilderts. 2009. Prononcer mâle ou prononcer mal: The perception of feminized speech in early modern France. *The French Review* 83.2: 282-295.

6. Bullock, Barbara E. & Gerfen, Chip. 2005. The preservation of schwa in the converging phonological system of Frenchville French. *Bilingualism: Language and Cognition* 8.2: 117-130.
7. Bullock, Barbara E. & Gerfen, Chip. 2004. Frenchville French: A case study in phonological attrition. *International Journal of Bilingualism* 8.3: 303-320.
8. Bullock, Barbara E. & Gerfen, Chip. 2004. Phonological convergence in a contracting language variety. *Bilingualism: Language and Cognition* 7.2: 95-104.
9. Bullock, Barbara E. & Toribio, Almeida Jacqueline. 2004. Introduction: Convergence as an emergent property in bilingual speech. *Bilingualism: Language and Cognition* 7.2: 91-93.
10. Bullock, Barbara E. 2004. The phonological mediation of morphological complexity: Verb stem leveling in the history of French. *Probus* 16.1 (2004): 1-19.
11. Bullock, Barbara E. 2001. The use of 'ils' for 'elles': Gender syncretism in the history of French *The French Review* 74:4: 700-711.
12. Bullock, Barbara E. & Provencher, Denis. 2001. The linguistic representation of femininity and masculinity in Jean Genet's Notre-Dame des Fleurs. *French Cultural Studies* 12: 43-58.
13. Bullock, Barbara E. 2001. Double prosody and the Proto-Romance stress shift. *Probus* 13.2: 173-192.
14. Bullock, Barbara E. 1997. Quantitative verse in a quantity-insensitive language: Baïf's vers mesurés. *The Journal of French Language Studies*, Vol. 7(1) March 1997.
15. Bullock, Barbara E. 1996. Popular derivation and linguistic inquiry. *The French Review* Vol. 70,2 (1996): 180-191.
16. Bullock, Barbara E. 1995. Prosodic constraints and morphological alignment in French, *Lingua*: 96 (1995): 95-117.
17. Bullock, Barbara E. 1995. Separating the root: On velarization in Romance. *Cahiers Linguistiques d'Ottawa*, Volume 23 (1995): 45-66.
18. Bullock, Barbara E. 1995. The uneven trochee in French. *Rivista di Linguistica*, Vol. 7,2 (1995): 1-20.
19. Bullock, Barbara E. & Lantolf, James P. 1987. Text genre and cloze testing in L2. *Rassegna Italiana di Linguistica Applicata* XIX, Vol. 1, (1987): 94-104.

Articles in Refereed Proceedings

20. Bullock, Barbara E. and Almeida Jacqueline Toribio (2014) An experimental approach to hypercorrection in Dominican Spanish.
21. Bullock, Barbara E. and Almeida Jacqueline Toribio. 2010. Correcting the record on Dominican [s] hypercorrection. In S. Colina, A. Olarréa, A. Carvalho (eds.). *Romance Linguistics 2009*, (Current Issues in Linguistic Theory 315), 15-25. John Benjamins.
22. Bullock, Barbara E. & Toribio, Almedia Jacqueline. 2008. Kreyol incursions into Dominican Spanish: The perception of Haitinized Speech among Dominicans. In Mercedes Niño-Murcia and Jason Rothman, *Bilingualism and Identity: Spanish and the crossroads with other languages,* Amsterdam/Philadelphia: John Benjamins.

23. Bullock, Barbara E., Toribio, Almeida Jacqueline, González, Verónica, Dalola, Amanda. 2006. Language dominance and performance outcomes in bilingual pronunciation. In M.G. O'Brien, C. Shea, J. Archibald (eds.), *Proceedings of the 8th Generative Approaches to Second Language Acquisition: The Banff Conference*, 9-16, Somerville, MA: Cascadilla.
24. Bullock, Barbara E., Dalola, Amanda & Gerfen, Chip. 2006. Mapping the patterns of maintenance versus merger in bilingual phonology: The preservation of [a] vs. [ɑ] in Frenchville French. In J-P Montreuil (ed.), *New Perspectives on Romance Linguistics,* 15-30. Amsterdam/Philadelphia: John Benjamins.
25. Bullock, Barbara E., Toribio, Almeida Jacqueline, Botero, Christopher G. & Davis, Kristopher Allen. 2005. Preservative phonetic effects in bilingual code-switching. In Randall Gess and Edward Rubin (eds.), *Theoretical and laboratory approaches to Romance linguistics,* 291-206. Philadelphia/Amsterdam: John Benjamins.
26. Bullock, Barbara E., Toribio, Almeida Jacqueline, Davis, Kristopher Allen & Botero, Christopher G. 2005. Phonetic convergence in bilingual Puerto Rican Spanish. *WCCFL 23: 113-125*.
27. Bullock, Barbara E. & Lord, Gillian. 2003. Analogy as a learning tool in the acquisition of L2 phonology. In Ana Teresa Pérez-Leroux & Yves Roberge, *Romance Linguistics Theory and Acquisition,* 281-298. Amsterdam/Philadelphia: John Benjamins.
28. Bullock, Barbara E. 2002. On constraining the vagaries of glide distribution. Caroline Wiltshire & Joaquim Camps (eds). *Romance Phonology and Variation*, 11-25. Amsterdam/Philadelphia: John Benjamins.
29. Bullock, Barbara E. 1999. Introduction. *Formal Perspectives on Romance Linguistics*. Amsterdam/Philadelphia: Benjamins. (with J.-M. Authier, Lisa Reed).
30. Bullock, Barbara E. 1998. The myth of equivalence: When two lights do not make a long. *Selected Papers from the Linguistic Symposium on Romance Languages* 26, Jose Lema, Esthela Trevino (eds.), John Benjamins: 53-70.
31. Bullock, Barbara E. 1994. Does the French syllable have weight? *Issues and Theory in Romance Linguistics*, Michael Mazzola (ed.), Georgetown: Georgetown University Press (1994): 3-19.
32. Bullock, Barbara E. 1994. Mora-bearing consonants in coda position and related quantity effects. *Certamen Phonologicum II*, P.M. Bertinetto, M. Kenstowiscz, M. Loporcaro (eds.), Torino: Rosenberg & Sellier (1994): 105-121.
33. Bullock, Barbara E. 1993. Syllable quantity and the cycle: Implications for prosodic licensing. *Chicago Linguistic Society 28: Parasession on the Cycle in Linguistic Theory (Volume 2),* C. Canakis, G. Chan, and J. Denton (eds.), (1993): 1-14.
34. Bullock, Barbara E. 1991. V/C planar segregation and the CVC syllable in Sierra Miwok nonconcatenative morphology. *Chicago Linguistic Society 26: Parasession on the Syllable in Phonology and Phonetics (Volume 2),* M. Ziolkowski, M. Noske, and K. Deaton (eds.), (1991): 17-33.

Chapters in Books

35. Bullock, Barbara E.; Toribio, Almeida Jacqueline. In press. "Dominican Spanish." In *Languages and dialects in the U.S.: Focus on Diversity and Linguistics,* M. Di Paolo & A. Spears (eds.). Routledge

36. Bullock, Barbara E., Lars Hinrichs, and Almeida Jacqueline Toribio. (to appear) World Englishes, code-switching and convergence. The Handbook of World Englishes (ed. M. Fippula, J. Klemola, and D. Sharma), Oxford University Press.
37. Bullock, Barbara E. and Toribio, Almeida Jacqueline. 2009. Themes in the study of code-switching. In *The Handbook of Linguistic Code-switching*, B. Bullock and A.J. Toribio (eds.), 1-17. Cambridge University Press.
38. Bullock, Barbara E. 2009. The phonetic reflexes of code-switching. In *The Handbook of Linguistic Code-switching*, B. Bullock and A.J. Toribio (eds.), 1-17. Cambridge University Press.
39. Bullock, Barbara E. and Almeida Jacqueline Toribio. 2009. How to hit a moving target: On the sociophonetics of code-switching. In *Interdisciplinary Approaches to Code-Switching,* L. Isurin, D. Winford & K. de Bot (eds.), pp. 189-206. Amsterdam: John Benjamins.
40. Bullock, Barbara E. & Toribio, Almeida Jacqueline. 2006. Intra-system variability and change in nominal and verbal morphology. In Deborah Arteaga & Randall Gess (eds.), *Historical Romance Linguistics: Retrospectives and Perspectives*, 305-326. Amsterdam/Philadelphia: John Benjamins.
41. Bullock, Barbara E. 2000. Consonant gemination in Neapolitan. In Lori Repetti (ed.), *Phonological theory and the dialects of Italy,* 45-59. Amsterdam/Philadelphia: Benjamins.
42. Bullock, Barbara E. 1991. Preaspiration as moraification in Icelandic syllable structure. *Leiden Conference of Junior Linguists 2* (1991): 13-27.

Works in Progress

Post-tonic vowel reduction via raising: A sociophonetic marker? (with A. Jacqueline Toribio, and Mark Amengual Watson)

The sociophonetics of phrase final vowel devoicing in French from a bilingual perspective (with Amanda Dalola)

The challenges and benefits of annotating a bilingual corpus: The Spanish in Texas corpus (with A. Jacqueline Toribio and Arthur Wendorf) – for *Linguistic Variation*

Published Reviews & Notices

1. Review of Randall Gess, Chantal Lyche, and Trudel Meisenberg: ". Phonological variation in French: Illustration from three continents". *Language* 89.4 (2013)
2. Review of Wendy-Ayres Bennett & Magali Siejido "Remarques et observations sur la language française." *The French Review* 86.5 (2013): 1008-1009
3. Review of S. Kaminskaïa, La variation intonative dialectale en français. (2010) *The French Review* 83.5 (2010): 1128-1129.
4. Review Article: René Kager, Harry van der Hulst and Wim Zonneveld. The prosody-morphology interface. Cambridge Press. *Journal of Linguistics* 37 (2001): 210-215.
5. Review Article of F. Martinez-Gil, A. Morales Front (eds.) The phonology and morphology of the major Iberian languages. *Language* 74.3 (1998): 640-642.
6. Review of Richard Cureton, Rhythmic Phrasing in English Verse. London. *World Englishes* 16,1 (1997): 163-165.

7. Review of Vincent Coorebyter. Rhétorique de la Science. *Philosophy and Rhetoric* 30.4 (1997): 450-453.
8. Review of Julia Herchensohn. Case Suspension and Binary Complement Structure in French. *French Review* 71,1 (1997): 143-144.
9. Review of Adrian Battye and Marie-Anne Hintze, The French Language Today. *Revue Canadienne de Linguistique,* 39(3) 1994: 244-246.
10. Review of D. Westermann and Ida C. Ward. Practical Phonetics for Students of African Languages. In *Language Learning* 42.2 (1992) :409-414.
11. Book notice for Gillette Staudacher-Valliamée. Phonologie du Créole Réunionnais: unité et diversité. *Language* 71 (2) (1995): 88-89.

Web-based Publications

Bullock, Barbara E. & Almeida Jacqueline Toribio. 2013. The Spanish in Texas Corpus Project. COERLL: The University of Texas at Austin. http://spanishintexas.org

Grants and Awards

Funded, in progress

2013-2015. NSF #1322320; Doctoral Dissertation Improvement Grant (Rebekah Post). $13, 388.

2010-2014. Department of Education, National Foreign Language Resource Center: Center for Open Educational Resources in Language Learning. *Spanish in Texas: Representing and Assessing the Bilingual Experience*. Co-PI ($38,000).

Funded, completed

2012-2014. NSF # 1226964; Doctoral Dissertation Improvement Grant (Mark Amengual). $13,922.

2012-2013. Longhorn Innovation Fund for Technology (LIFT), *From Corpus to Classroom: Developing a Pedagogical Interface for the SPinTX Corpus*. Co-PI ($112,000)

2006-2007. Child Youth and Family Consortium. Level 2 Research Funding with Jacqueline Toribio and Nuria Sagarra. "Language instability and bilingualism" ($9,300).

2005. NSF #044664 National Science Foundation (with Almeida Jacqueline Toribio). Conferences, Symposia & Workshops (multiple review: Linguistics, Perception, Action, and Cognition & Cognitive Neurosciences Programs). Workshops on Linguistic Convergence and Language Processing to be held at Penn State in November 2005. ($20,000).

2005-2006. Child Youth and Family Consortium. ($30,000).

2005-2006. Child Youth and Family Consortium. Level 2 Research Funding with Jacqueline Toribio "Language dominance, age effects and performance outcomes in bilingual phonology" ($16,900).

2005-2007. Institute for the Arts and Humanities, Interdisciplinary Grant, "Transforming Language: Bilingualism, language contact and language change" ($20,000). Co-Organizer with A. Jacqueline Toribio.

2005. *Scholars-in-Residence*, Pennsylvania Humanities Council ($5000)

2004. Kreyol incursions in Dominican Spanish. Africana Research Center, Penn State ($8,700).

1998. The College of the Liberal Arts for linguistic research ($3000)

1997. The College of the Liberal Arts for linguistic conference, ($7500)

1997. C&DE Program Innovation Fund for linguistic conference ($7500)

1993. United Federal Bank Endowment for linguistic instruction ($3500)

1992. Research Initiation Grant for linguistic research ($5030)

1990. Rotary International Fellow to Tuscany, Italy ($30,000)

Invited Plenary and Workshop Presentations

1. 2014. Contact linguistics at narrow time depths. The University of Florida Bilingual Interest Group. February 2014.
2. 2013. From bilingual speakers to contact induced change. The Duke/UNC Consortium in Latin American and Caribbean Studies Working Group on America and its Languages. November 2013.
3. 2013. Workshop on Best Practices in Sociophonetics: The sociophonetics of code-switching (with Almeida Jacqueline Toribio and Daniel Olson). NWAV42, October 17, 2013, Carnegie Mellon University, Pittsburgh, PA.
4. 2013. Spanish in Texas Project (with Almeida Jacqueline Toribio). *SALSA*, Austin 12-13, April, 2013.
5. 2013. What a corpus approach to oral code-switching can reveal (with A. Jacqueline Toribio). *Code-switching in the bilingual child: within and across the clause.* Bergische Universität Wuppertal, Germany. April 18-20, 2013.
6. 2013. *Spanish in the US: Developing an open sociolinguistic corpus.* (with A. Jacqueline Toribio). Plenary Panel, Spanish in the US and in Contact. University of Texas-Pan American. March 9, 2013.
7. 2012. The value of real data: The mysterious case of Dominican-s (with A. Jacqueline Toribio). The Department of Languages, Literatures, Cultures, The University of Albany, October 2013.
8. 2012. Invited panelist. "Eso es una vaina enredá!" in Panel: An accent on identity—language discrimination. Dominican national Student Conference. Brown University. April 2012.
9. 2011. *Why the border should be at the center in studies of bilingualism.* The 3rd Student Conference on Language, Literature and Creative Writing at the Border. University of Texas-Pan American. (with A. Jacqueline Toribio)
10. 2011. *El dialesto ma' bonisto*: /s/ retention and hypercorrection in rural Dominican Spanish. Language Matters, Texas A&M University, February 24, 2011
11. 2010. Language variation and the foreign language curriculum. South Central MLA Convention, Ft. Worth, TX (with A. Jacqueline Toribio)
12. 2010. From Trujillo to the terremoto: The effect of language ideologies on the children of the rural poor in the rural Dominican Republic. Department of Anthropology Lecture Series: University of Texas at Austin.

13. 2009. Phonetic variation in bilingual speech, plenary speaker. The Bilingual Mind Symposium; Syracuse University.
14. 2009. Language contact and the prosody-syntax interface. *Indiana University,* Bloomington, Indiana.
15. 2008. Prosody in contact: Innovative focus structures in Frenchville (PA) French – *UPenn Linguistic Speakers Series*, The University of Pennsylvania.
16. 2008. The phonology of bilinguals in a contact situation – University of Illinois, Urbana Champaign. *Linguistics Symposium on Romance Languages 38*, plenary address.
17. 2008. Plus ça change: On the systemic effects of phonological change in Frenchville French – Tulane University, *Phonologie du Français Contemporain*, plenary speaker.
18. 2007. On the sociophonetics of code-switching (with A. Jacqueline Toribio) – The Ohio State University, *Workshop on Cross-disciplinary Approaches to Code-Switching.*
19. 2007. Haitianized Spanish: Linguistic reality or racial profiling (with A. Jacqueline Toribio) – Carleton University, Ottawa, Ontario & Syracuse University
20. 2007. Phonetic reflexes of code-switching – University of Wales, Bangor. The Center for Bilingualism.
21. 2007. Spanish-Kreyol Contact. – University of Chicago, Symposium on Language Evolution in Latin America (with A. Jacqueline Toribio).
22. 2005. Convergence in Bilingualism – University of Utah Distinguished Speaker Series in Linguistics.
23. 2004. Investigating phonological convergence: Contexts and consequences, Tulane University Speaker Series in Linguistics.

Refereed Papers Presented at Conferences

1. 2013. The perception and reproduction of coda [s] in rural Dominican Spanish. *HLS,* University of Ottawa. October 2013.
2. 2013. Open video corpora for language learning: The SpinTX Corpus-to-Classroom project. *Open Education Conference,* Park City, Utah, November 2013 (with A. J. Toribio, R. Gilg)
3. 2013. The sociophonetics of final vowel devoicing in French from a bilingual perspective (with Amanda Dalola). *New Sounds*, Montreal. May 2013.
4. 2013. SPinTX Corpus-to-Classroom: A teacher-centered pedagogical interface for the Spanish in Texas corpus (with R. Gilg, A. Wendorf, M. Quíxal, AJ Toribio) *CALICO,* Honolulu, Hawaii, May 2013.
5. 2013. The challenges and benefits of annotating bilingual corpora: The SpinTX corpus project (with A. Jacqueline Toribio & Arthur Wendorf). LSRL-City University of New York, April 18, 2013.
6. 2013. The bilingual compound verb [hacer+ VE] (with A. Jacqueline Toribio and Christian Greaser). Hispanic Linguistic Symposium (HLS). University of Florida. October 2012.
7. 2012. Spanish in Texas: Got calques? (with A. Jacqueline Toribio & Arthur Wendorf). Workshop on Spanish Sociolinguistics, University of Arizona-Tuscon, April 2012.

8. 2011. Why heritage speakers may be perfect learners: Establishing a baseline for U.S. Spanish (with A. Jacqueline Toribio). LASSO XL, South Padre Island.
9. 2010. Post-tonic vowel reduction in rural Dominican Spanish (with A. Jacqueline Toribio and Mark Amengual). Hispanic Linguistic Symposium: Workshop on Caribbean Linguistics. Indiana Univerity, October 2010
10. 2010. Lost and found in rural Dominican Spanish: /s/ retention and hypercorrection (with A. Jacqueline Toribio and Mark Amengual). NWAV 30, November 2010.
11. 2010. La lengua al revés: The language paradox in the Dominican Republic (with A. Jacqueline Toribio). Shared History, Shared Future: Converging Paths in the Haitian and Dominican Transborder Experience, Santo Domingo, June 3-6, 2010.
12. 2009. Correcting the record on Dominican Spanish (with A. Jacqueline Toribio) LSRL 39, University of Arizona.
13. 2007. Intonation patterns in Spanish-English code-switching. The International Symposium on Bilingualism 6, May 2007, Hamburg. (with A. Jacqueline Toribio, Ana de Prada Perez, Aaron Roggia).
14. 2007. Focus strategies in Spanish-English bilinguals. (The International Symposium on Bilingualism 6, May 2007, Hamburg (with Aaron Roggia).
15. 2006. Kreyol incursions into Dominican Spanish: The perception of Haitianized speech among Dominicans. Hispanic Linguistic Symposium; University of Western Ontario, Canada (with A. Jacqueline Toribio).
16. 2006. Asymmetric phonetic convergence in bilingual code-switching. LSRL 36, Rutgers University (Amanda Dalola, Verónica González, A. Jacqueline Toribio).
17. 2006. Language dominance and performance outcomes in bilingual pronunciation. GASLA, Banff Canada. (Amanda Dalola, Verónica González, A. Jacqueline Toribio).
18. 2005. The phonetics of code-switching. International Symposium on Bilingualism, Barcelona, Spain (with Jacqueline Toribio).
19. 2005. Mapping the patterns of maintenance versus merger in bilingual phonology: The preservation of [a] vs. [A] in Frenchville French. LSRL 35, University of Texas – Austin (with Amanda Dalola and Chip Gerfen).
20. 2005. Processing and production of code-switched speech; International Symposium on Bilingualism, Barcelona, Spain (with Giuli Dussias, Jacqueline Toribio).
21. 2004. Phonetic evidence of syntactic constraints in Spanish-English bilingual code-switching. 7th meeting of the European Society for the Study of English (ESSE7), Zaragoza, Spain, 8-12 September 2004
22. 2004. Phonetic convergence in bilingual Puerto Rican Spanish (with Kristopher Allen Davis, Christopher Botero, Almeida Jacqueline Toribio). GASLA (Generative Approaches to Second Language Acquisition, University of Indiana) and WCCFL (UC-Davis).
23. 2004. Perseverative phonetic effects in bilingual code-switching (with Christopher Botero, Kristopher Allen Davis and Almeida Jacqueline Toribio) LSRL-Univ. of Utah.
24. 2004. On the distinctiveness of French Schwa: Phonetic evidence (with Chip Gerfen). LSRL, University of Utah.

25. 2004. Prononcer mâle ou prononcer mal: Linguistic markers of effeminacy in early modern France. Lavender Linguistics Conference, Washington, DC. (with Luke Eilderts).
26. 2003. Mon français n'est pas mal rouillé! Workshop on French in the United States. Indiana University, Bloomington.
27. 2003. Phonological convergence in an attriting language variety: The case of Frenchville French (with Chip Gerfen). International Symposium on Bilingualism, Arizona State University, Tempe, AZ.
28. 2002. Allomorphy in L2 French. Main Session in Phonology, LSRL32, Toronto.
29. 2002. Analogy as a learning tool: acquiring stress in L2 Spanish, LSRL32, Toronto
30. 2001. Split-base effects in French verb stem allomorphy. LSRL31, UIC.
31. 2000. Constraining the vagaries of glide distribution in French. LSRL30, Univ. of Florida.
32. 1997. The metrical resolution of doubtful quantity. LSRL 27, UC Irvine.
33. 1997. A nightmare in scansion: quantitative verse in renaissance France. Kentucky Foreign Language Conference
34. 1996. The quantity (in)sensitive trochee: The uneven foot in French and Italian. Kentucky Foreign Language Conference, University of Kentucky.
35. 1995. The myth of equivalence: When two lights do not make a long. LSRL 26, Universidad Autonoma Metropolitana-Iztapalapa, Mexico City Mexico.
36. 1993. Is the mora a relevant representation in French? Linguistic Symposium on Romance Languages (LSRL), Northern Illinois University. April 1993.
37. 1993. French prosody and the architecture of the syllable. Kentucky Foreign Language Conference, University of Kentucky. April 1993.
38. 1990. Cyclic Application of Metrical Rules, Regional Meeting of the Chicago Linguistic Society, University of Chicago
39. 1990. Mora-bearing Consonants in Coda Position. Cortona Phonology Meeting, Cortona, Italy.
40. 1990. V/C Planar Segregation and the CVC Syllable in Sierra Miwok, Regional Meeting of the Chicago Linguistic Society, University of Chicago.
41. 1990. Preaspiration as Moraification, Leiden Conference of Junior Linguistics, University of Leiden, The Netherlands.
42. 1988. The Syntax of Intonational Phrasing. Seminario della Scuola Normale Superiore di Pisa, Pisa Italy (invited).
43. 1988. The Structure Dependency of Geminates. Seminario della Scuola Normale Superiore di Pisa, Pisa Italy. (invited).
44. 1987. Text Genre and Reading in a Second Language. Sixth Annual Spring Conference on Teaching of English as a Second Language, East. Philadelphia, PA. (co-presenter with James P. Lantolf).

45. 1987. Raddoppiamento through Resyllabification in Neapolitan. Annual Meeting of the Linguistic Society of America, San Francisco, California.

Editorial & Review Work

Handling Editor
The Journal of French Language Studies

Assistant Editor
The French Review (Linguistics) – until 2013

Ad hoc linguistics reviewer
Language
Phonology
The Journal of Phonetics
Probus
Lingua
Journal of Linguistics
Language Learning
Hispanic Linguistics
The French Review
International Journal of Bilingualism
International Journal of Applied Linguistics
Diachronica
Journal of Second Language Studies

Ad hoc book manuscript reviewer

Cambridge University Press
Indiana University Press
University of Durham Press
Basil Blackwell
Mouton de Gruyter
John Benjamins

Ad hoc grant reviewer

The Humboldt Foundation
National Science Foundation
Canadian Social Science and Research Council
Fonds pour la Formation des Chercheurs à l'Aide à la Recherche (Canada)

Teaching

Undergraduate

French Grammar and Composition
French Practical Phonetics
Variation in spoken French
French Sociolinguistics
Bilingual language mixing
Introduction to Language
Foundations of Linguistics
Phonology
Sociolinguistics
Bilingualism
Introduction to French Linguistics

Graduate

Lab Approaches to Romance Phonology
Sociophonetics
The Linguistic Consequences of Language Contact
Language Contact: Focus on Phonetics
Romance Phonology
Graduate Phonology
History of French
Introduction to French Linguistics
Graduate French Phonology
Contact French

Thesis Direction and Committee Membership

INTERNATIONAL EXTERNAL DISSERTATION EXAMINER

Janine Berns, Radboud University, The Netherlands, 2013
Mary Elisabeth Stevens, University of Melbourne, Australia 2008

PH.D. DISSERTATION SUPERVISION

Anna Troyansky (French), University of Texas at Austin
Megan Oprea (French), University of Texas at Austin
Amanda Dalola (French), University of Texas at Austin
Mark Amengual (Spanish), co-supervisor, University of Texas at Austin
Rebekah Post (French), University of Texas at Austin
Luke Eilderts, French Civilization, completed 2011, The Pennsylvania State University
Gillian Lord, Spanish Linguistics, completed 2001, The Pennsylvania State University
Hugues Peters, French Linguistics, completed 1998, The Pennsylvania State University

PH. D. DISSERTATION COMMITTEE MEMBERSHIP

Monique Murphy (French), UT
Axel Bohman (English), University of Texas at Austin
Joshua Frank (Spanish), University of Texas at Austin
Jennifer Lang-Rigal (Spanish), University of Texas at Austin
Brendon Baird (Spanish), University of Texas at Austin
Robyn Wright (Spanish), University of Texas at Austin
Anne Gaskill (Romance Linguistics), completed 2013, University of Texas at Austin
Nicholas Bacuez (French), completed 2012, University of Texas at Austin
Daniel Olson (Spanish), completed 2012, University of Texas at Austin
Kathleen Shaw Points (Linguistics), 2013, University of Texas at Austin
Cristina Martinéz (Spanish), 2012, University of Texas at Austin
Mehrak Shariat (French), 2012, University of Texas at Austin
Elizabeth Burnet (French), 2011, University of Texas at Austin
Kelle Keating (French), 2010, University of Texas at Austin

Aaron Roggia (Spanish) 2010, The Pennsylvania State University
Hilary Barnes (Spanish), 2009, The Pennsylvania State University
Ana de Prada-Perez, Spanish, 2009, The Pennsylvania State University
Eva-Maria Suarez-Budenbender, Spanish, 2009, The Pennsylvania State University
Verónica González-Lopez, Spanish 2008, The Pennsylvania State University
April Jacobs, Spanish, 2006, The Pennsylvania State University
Tyler Anderson, Spanish 2006, The Pennsylvania State University
James Casimir Michnowicz, Spanish 2006, The Pennsylvania State University
Annik Doquire Kerszberg, French 2005, The Pennsylvania State University
Corinne Mann-Morlet, French 2004, The Pennsylvania State University
Tim Osborne, German, 2003, The Pennsylvania State University
Travis Bradley, Spanish, 2001, The Pennsylvania State University
Denis Provencher, French Civilization, 1999, The Pennsylvania State University
Michael Lane, French, 1999, The Pennsylvania State University
Zu-jian Zhang, French, 1992, The Pennsylvania State University
Ken Wireback, Spanish, 1992, The Pennsylvania State University

MASTER'S THESIS DIRECTION

Rebekah Post (French), 2010 (D. Birdsong, co-director)
Jennifer Moen (French), 2010
Annik Doquire Kerszberg (French) 1996, The Pennsylvania State University
Luciana Storto (Linguistics) 1994, The Pennsylvania State University (P. Baldi, co-director)

UNDERGRADUATE HONORS THESIS DIRECTOR

Madeline Oakley (French Linguistics) 2014, University of Texas at Austin
Mirna Reyna (French Linguistics) 2014-2014, University of Texas at Austin
Chinelo Okparanta (French) 2003, The Pennsylvania State University
Michael Macko (Linguistics) 2003, The Pennsylvania State University
Melinda Blough (Linguistics) 1994, The Pennsylvania State University
Jennifer Muller (Linguistics) 1994, The Pennsylvania State University

Department/College/University Service

At the University of Texas at Austin

DEPARTMENTAL

Executive Committee
Graduate Admissions and Financial Aid Committee (2009-2012)
Graduate Advisor, French Linguistics (2010-2012)
Graduate Studies Committee
OATS/TracDat Assessment: Graduate program (2009-2011)

UNIVERSITY

Chair, Independent Inquiry Flag Committee (2011-2013)
Faculty-student advisory committee, Budget Council, UGS
Nomenclator (Name reader) for the conferral of degrees for The Graduate School

COLLEGE

Reviewer, COLA, College Graduate Fellowships (2013)
Reviewer, COLA New Fellow scholarship applications (2012)
Policy and Curriculum Committee (2012-)
Reviewer, COLA Continuing scholarship (2012)
Grant reviewer, FLAS, Center for European Studies (2013)

Nomenclator (Name reader) for the conferral of degrees for COLA

At the Pennsylvania State University

DEPARTMENTAL

Chair, Promotion and Tenure, French (2003-2004; 2007-2009)
Graduate Advisor and Chair, Graduate Studies Committee, French (2003-2009)
Promotion and Tenure, Classics (2004-2005), Spanish (2005-2006)
Linguistics Minor Advisor (1994-96), (2001-2005)
Task Force on Graduate Education, Dept. of French (1991-94)
Undergraduate Major Advising Committee, Dept. of French (1991-1997)
Graduate Admissions Committee, Linguistics (1991-92)
MA Examination Committee, Linguistics (1991-93)
Strategic Planning Committee, Linguistics (1991)
Library Coordinator, Linguistics (1992-present)
Undergraduate Honors Advisor, Linguistics (1993)
Faculty Search Committees, French (1993) (1994)
Technology Committee Chair, Dept. of French (1995-present)
Chair, Undergraduate Committee French (1997-2000)
Chair, Sociolinguistics Search Committee; Applied Linguistics (2000)
Outside Member Spanish Phonology Search Committee, SIP (2000, 2001)
Chair, Applied Linguistics Advisory Committee, (2000)

COLLEGE

Dissertation Support Grant Review Committee (2002-present)
Search Committee for Linguistics Program Director (1992)
Reviewer for college research grants (1992, 93, 96, 97, 98, 2000)
Search Committee for Head, Dept. of French (1993)
Undergraduate Officers Committee (1996-present)
Faculty Research Grant Proposal Review Committee (1997-1999)
Language Acquisition Center Steering Committee and Search Committee (1997-98)
Chaired Linguistics Unit (LALS) Implementation Committee, (2000)

UNIVERSITY

Search committee for Vice President of Educational Equity, 1998.
President's Commission on LGB Equity (appointed 1996–1999)

Administrative Positions

Director of Graduate Studies, Penn State, French (2003 – 2009)
Director of Graduate Studies, Penn State, Applied Linguistics (2001-2003)
Undergraduate Officer, Penn State, Department of French (1996-2000)

Service to the Profession

EXTERNAL PROMOTION AND TENURE REVIEWS

University of Toronto, University of Maryland, University of California–Davis, Indiana University (2), Louisiana State University, University of Nevada–Las Vegas, University of Utah, University of Melbourne, University of Kansas, Southern Illinois University, CUNY-Stony Brook (2), University of Colorado

FRENCH LANGUAGE ADVOCACY ON-LINE WIKI

Authored "The ease and challenges of an English speaker learning French" for the American Association of Teachers of French, On-line Advocacy Kit (2009).
https://frenchadvocacy.wikispaces.com/

CONFERENCE/WORKSHOP ORGANIZATION

Co-Organizer with A. Jacqueline Toribio of Distinguished Speaker Series in Linguistics: "Transforming Language: Bilingualism, Language Contact and Language Change", (2006-2007). Invited speakers: Pieter Muysken, Carol Myers-Scotton, Michel deGraff, Carmen Silva-Corvalán.

Conference Organizer: *Hispanic Linguistics Symposium* and *NSF Workshops on Linguistic Convergence and Language Processing*. November 2005

Conference Organizer: *Linguistic Symposium on Romance Languages* 29, 1999.

Mentoring/Outreach

Workshop for language teachers on *SpinTX*: Austin Independent School District Headquarters, Oct. 5, 2013
COERLL Summer Webinar participant: *SpinTX: An open video archive for language learning* (2013)
Materials development teacher workshop, SpinTX project (2013)
LGBT Network Support Member (1995-2009)
Language Preservation Project: Frenchville, PA. (2002)

Robert L. Davis

[redacted]

Department of Romance Languages
[redacted], University of Oregon
Eugene OR 97403-1233
[redacted]

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 (2004-present)

- 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 segunas 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 segunas 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 segunas 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 teóricas y prácticas en la enseñanza 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 Máster 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 Acqusition. 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 Máster en Docencia Universitaria, Universidad de Huelva, March 6-8, 2007.
- Nuevas perspectivas teóricas y prácticas en la enseñanza 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 enseñanza del léxico español 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.
- Reactivación de destrezas en la enseñanza del léxico español 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.

Presentations (conferences, symposia, 2004 to present)

- Informing teachers, informing students: Formative 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 deGonzález, 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 though 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, Mânoa 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, Monterery 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.
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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 artísticas (SPAN 303)
- Lengua y Cultura: Cambio social (SPAN 305)
- Oral Skills in Spanish (SPAN 307)
- Lengua y Cultura: Comunidades bilingües (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 (2004 to present)

- 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 Ichishkíin/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 García 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)

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Service to the Department of Romance Languages, the College and University (2004-present)

- 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)
- Advisor and Webmaster for the UO SLAT program (Certificate in Second Language Acquisition and Teaching, http://slat.uoregon.edu)
- Yamada Language Center Faculty (1991–present)

Service to the profession (2004-present)

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. Carmen 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 2011-2014)
- Secretary-Treasurer, American Association of University Supervisors and Coordinators (2000-2009)
- Site Administrator, American Association of University Supervisors and Coordinators (Fall 1995–present, http://www.aausc.org)

Awards, grants, and special recognition

- Ray Verzasconi Award for Contribution to the Profession (2007), Confederation in Oregon for 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 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 (July 21-August 2, 1997)
- Faculty Consultant for grants awarded by OSSHE and Oregon Deparment of Education:

  Reaching for PASS in Foreign Language: the K-16 Preservice Consortium (consortium of secondary and OSSHE institiutions—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)

Georges Joseph DETIVEAUX

Relevant Accomplishments

- Demonstrated leadership and proven success in hiring, orienting, training, supporting, and advocating for adjunct faculty at main campus and centers at the largest campus of one of the nation's largest community colleges.
- Extensive knowledge of college system technology infrastructure, enterprise solutions, learning management systems, and instructional technology.
- Extremely close working relationship with senior and junior-level college administration.
- Experience supervising, supporting, and mentoring part-time staff and faculty.
- Collegial working relationship based on mutual respect with chairs, lead faculty, full-time faculty, and adjunct faculty from all disciplines and all three campus locations.

Professional Experience

Manager, Instructional Technology & Adjunct Support, *Lone Star College-CyFair* ▪ July 2012 – Present

- Provide a high level of management for instructional technology and adjunct support programs across multiple departments or locations. Make, communicate and implement processes reflecting best practices for instructional technology and adjunct support programs. Provide information/reports on programs to internal, external customers or agencies. Track budget expenditures to make recommendations in budget planning process.
- Provide 1:1 consultations with faculty and staff regarding use of innovative technologies; provide 1:1 consultations with students on use of software and technologies available to them, assist faculty in the selection, operation, and implementation of all instructional technology in traditional classrooms, hybrid courses & online courses.
- Explore, select, and implement new instructional technologies as needed, assists technology services in selecting efficient & intuitive methods of access to technology & serve on CTAC (Campus Technology Advisory Council).
- Promote & train faculty on latest innovations in computer-assisted/based instructional technology, social media, and discipline specific learning, prepare & disseminate relevant instructional technology news to the college community.
- Encourage and create an environment of community, creativity, new thinking and innovation, and accountability amongst adjunct faculty.
- Coordinate training, workshops and support for adjunct faculty across all departments.
- Develop resources and communication venues (branding, website, newsletter, social media, etc.) for adjunct faculty.
- Responsible for adjunct faculty recognition & events (Ex: Adjunct Faculty Appreciation Night, Adjunct Hiring Fairs, & Adjunct Orientation).
- Manage the Adjunct Certification Program.
- Serve as co-chair of the Adjunct Faculty Advisory Committee.
- Develop surveys, research best practices, analyze data, and evaluates academic support programs and recommend changes.

Manager, Teaching & Learning Center Labs, *Lone Star College-CyFair* ▪ August 2009 – July 2012

- Re-imagined & opened a once underused general use computer lab space into the college's largest open computer lab for all disciplines.
- Delivered 1:1 faculty consultations on selecting and implementing technology in teaching.
- Served on college's Technology Advisory Committee (C-TAC).
- Chaired college's Learning Innovations Committee.
- Chaired college's committee of Mini-Grants for Innovative Projects.
- Attended instructional technology conferences and reported back to campus stakeholders on issues, practices, resources, trends, and products with potential application on campus.
- Planned and delivered a program of technology training sessions to all faculty in all disciplines on various relevant topics.
- Hired, supervised, scheduled, and trained part-time employees to staff lab spaces on campus.

Coordinator, Language Labs, *Lone Star College-CyFair* ▪ August 2005 – August 2009

- Evaluated, selected, implemented, and trained faculty and student users on all language technology in two 25 position Sony Virtuoso / Soloist language labs with ASL plug-in.
- Hired, trained, and supervised part-time staff.
- Promoted language study and the benefits of technology use in their acquisition.
- Established policies for language laboratory usage by faculty, students, and staff.
- Liaised between academic divisions and departments across campus & system.
- Lectured on computer assisted language learning to language teacher certification students.
- Created a full service web page for the language labs, including instructional use reservation system.
- Established a complete training curriculum in computer assisted language learning for full-time and adjunct faculty.
- Represented the college and system at various local, state, regional, national and international conferences.
- Responsible for having obtained purchase approval for over $175,000 in multimedia language technology through budget proposals and grant funding requests and presentations to multiple campus budget committees and administrative entities.
- Trained and advised other campuses on various aspects of language technology, including language lab design, planning, budgeting, & implementation, as well as software-specific training, such as Tell Me More.

Instructor of French & ESOL, *Lone Star College System* ▪ August 2001 – Present

- Teach all four levels of university-transferable community college French courses at CyFair campus, as well as having taught at North Harris and Montgomery campuses.
- Taught occasional ESOL grammar, vocabulary, listening, and speaking courses to international students.
- Tutored French & English in the North Harris Learning Center & CyFair Learning Commons.

Instructor of French, *Houston Community College System* ▪ July 2000 – July 2006

- Taught all four levels of college French at Central & Spring Branch campuses & FLAC courses such as French for Fashion Careers.
- Served as occasional substitute for ESL faculty, & tutored French in campus library.
- Created French area for Central College's web page, initiated online faculty office area, & transformed to full-scale web-based instructional resource center, including general information on French study, posted syllabi, created course calendars, helpful Internet resources, and text & chapter specific audio resources.

Technology Skills

PeopleSoft (iStar, MyLoneStar, etc.), Compliance Assist, Desire2Learn LMS, all major Microsoft applications, Windows & Apple desktop & mobile operating systems, all major instructional technology, HTML, all major social & Web 2.0 media.

Education

Pursued coursework towards the *Doctor of Philosophy in French Studies* – Rice University, Houston, TX ▪ 1998-2000
Master of Arts in French Language & Literature – University of Houston, Houston, TX ▪ 1998
Bachelor of Arts in French Language & Literature – Nicholls State University, Thibodaux, LA ▪ 1993

Selected Honors & Awards

Staff Excellence Award (LSCS, 2013), Dr. Diane Troyer CyFair Spirit Award (LSC-CyFair, 2013), Distinguished Staff Award (LSC-CyFair, 2012), Chevalier dans l'Ordre des Palmes Académiques (Republic of France, 2011), Dr. Earl Campa Student Success Award (LSC-CyFair, 2011 & 2007), Ambassador Award (LSC-CyFair, 2011), Advocate for Excellence Award (LSC-CyFair, 2010), Dr. Bob Williams Administrative Excellence Award (LSC-CyFair, 2010), Unsung Hero Award (LSC-CyFair, 2009), Dr. Anthony Chee Teaching Excellence Award (HCC-Central, 2004)

Leadership & Committee Service

LSC-CyFair Campus Technology Advisory Committee (Co-Chair), LSC-CyFair Adjunct Faculty Advisory Council (Co-Chair), LSC-CyFair Teaching & Learning Center Faculty Advisory Board (Co-Chair), Past President of the South Central Association for Language Learning Technology, Past President of the Houston Chapter of the American Association of Teachers of French, Former Affiliate Representative of the International Association for Language Learning Technology to the American Council on the Teaching of Foreign Languages

CURRICULUM VITAE

Tina Thymai Dong
[redacted]
Austin, Texas 78759

Phone: [redacted]
Email: [redacted]

Professional Experience

--Austin ISD Carruth Administration Center, July 2010 to current *Austin ISD*

- *Instructional Coordinator:* World Languages, Journalism

--Private Tutor, July 2009 to current *Austin area*

- *French and Spanish Tutor:* Varying age groups

--Vista Ridge High School, August 2003 to June 2010 *Leander ISD*

- *Teacher:* French 1, French 2, French 3 pre-AP, French 4 AP (2009-2010)
- *Teacher:* French 1, French 2, French 3 pre-AP, French 4 AP, French 5 AP (2008-2009)
- *Teacher:* Spanish 2 (summer 2008)
- *Teacher:* French 1, French 2, French 3 pre-AP, French 4 AP, French 5 AP (2007-2008)
- *Teacher:* French 1, French 2, French 3 pre-AP, French 4 AP, French 5 AP, Spanish 1 (2006-2007)
- *Teacher, Department Chair:* French 1, French 2, French 3 pre-AP, French 4 AP, Spanish 1 (2005-2006)
- *Teacher, Department Chair:* French 1, French 2, French 3, Spanish 1 (2004-2005)
- *Teacher:* French 1, French 2, Spanish 1 (2003-2004)
- grade levels range from secondary 9-12

--Paredes Middle School, January 2000 to June 2003 *Austin ISD*

- *Teacher:* French 1, Exploratory Languages in French and Spanish (2000-2003)
- *Teacher:* Peer Mediation (2000-2001)
- *Department chair*: (2000-2003)

Education

--University of California at Santa Barbara, 2005-2007 summers only

- *Post-graduate studies in French*
- Earned a Master's degree in French under a program of total immersion
- Pursued courses in the fields of language, literature, civilization, and fine arts
- Participated in numerous cultural French activities such as films and plays
- Attended pedagogical workshops on topics such as technology and AP writing
- Graduated with a 4.0 GPA in all coursework

--University of Texas at Austin, 1995-1999

- *Undergraduate studies in French and Spanish*
- Earned a Bachelor's degree in French and a Bachelor's degree in Spanish
- Simultaneously completed necessary coursework in the School of Education in order to receive a secondary teaching certificate in French
- Simultaneously completed necessary coursework in the School of Education in order to receive a secondary teaching certificate in Spanish
- Graduated with a 4.0 GPA in all French coursework
- Graduated with a 3.8 GPA in all Spanish coursework

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Austin, Texas 78759

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Education (continued)

--Université de Caen, summer 1998

- Completed 4 weeks of coursework in French language and literature
- Participated in various cultural excursions such as Mont St. Michel and Giverny

Certifications

--Secondary teaching certificate in French, 1999
--Secondary teaching certificate in Spanish, 1999

Awards and Honors

--American Council on the Teaching of Foreign Languages, Summer 2013

- Recipient of the ACTFL Speak Mandarin Scholarship
- Completed 90 hours of Mandarin language lessons within a six-week period.

--University of California at Santa Barbara, Summer 2007

- Distinguished Scholar Award from the French Institute
- Recognized by the director and academic staff for scholastic excellence during the three summers at the institute

--Austin Independent School District, 2002-2003

- Middle School Teacher of the Year, Area 5
- Recognized by the district for my philosophy on education

--Paredes Middle School, 2002-2003

- Teacher of the Year
- Recognized by my campus for the establishment of and assistance of several campus traditions such as the Multicultural Fair and the 8th grade graduation ceremony

--University of Texas at Austin, 1995-1999

- Dean's list, 1996-1997
- Scholarship award recipient, 1998
- University honors in College of Liberal Arts, 1999
- Departmental honors in Spanish, 1999

Scholarly Activities

--Austin Independent School District, 2009-current

- Implemented the first Mandarin Foreign Language Immersion Program in the district
- Conduct campus visits and classroom observations to provide feedback to teachers
- Monitor the ongoing process of developing curriculum for all seven languages offered in the district
- Organize and plan district-wide professional development trainings for teachers
- Research available tools and resources to enhance foreign language instruction
- Collaborate with other departments to support initiatives in Advanced Academics and Dual Language
- Collaborate with external parties to further learning opportunities for teachers, administrators and students in the district

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Scholarly Activities (continued)

--Leander Independent School District, 2009-2010
- Served on the Technology Integration Leadership Team (TILT)

--National College Board Forum, 2008
- Session presenter at the national forum conference in Houston
- Title of session "Best practices in the foreign language classroom"

--Leander Independent School District, 2004, 2005, 2007, 2009, 2010
- Session presenter at annual district-wide February Conference
- Title of session "See no English, Hear no English, Speak no English"
- Title of session "It Takes "Deux" to "Tengo"
- Title of session "Foreign Languages Tools of the Trade"
- Title of session "Jump on Board…the College Board"
- Title of session: "Don't be a Digital Immigrant"

--Leander Independent School District, 2004-2010
- Helped develop curriculum and appropriate assessments for all levels of French

--Leander Independent School District, 2005, 2006, 2007, 2008, 2009
- Participated in the University of Texas French Competition
- Prepared students for the National French Contest, Le Concours

--Leander Independent School District, 2004-2005
- Served on the Textbook Adoption Committee

--Austin Independent School District, 2001, 2002
- Prepared students for the National French Contest, Le Concours

Affiliations

--TELL Project Advisory Board, 2013-current
- Attended advisory board meeting to provide input on the framework, November 2013

--Utah Chinese Flagship Acquisition Pipeline Consortium, 2013-current
- Member of national consortium of Chinese Immersion Schools
- Attend annual conference in Snowbird, Utah and annual business meeting at ACTFL Conference

--National Association of District Supervisors of Foreign Languages, 2012-current
- Attended summer academy, July 2012

--Texas Association of Language Supervisors, 2011-current
- Attend annual business meetings held during the TFLA Fall Conference

--American Council on the Teaching of Foreign Languages, 2010-current
- Attended the national conference in Fall 2010, 2011, 2012

--Texas Computer Education Association, 2010-2011
- Attended the exhibits at the convention in Spring 2011

--Texas Foreign Language Association, 2001-current
- Session presenter, October 2013
- Serving two-year term officer position of Vice President, 2013-2015
- Served two-year term officer position of Recording Secretary, 2011-2013
- Session presenter, October 2012
- Attend state conferences and the various workshops offered

BEATRICE C. DUPUY

Professor of French and Foreign Language Education
Director, French Language Program
Chair, Pedagogy Curriculum sub-committee, Interdisciplinary Ph.D. program in Second Language Acquisition and Teaching (SLAT)
Co-Director, Center for Educational Resources in Culture, Language and Literacy (CERCLL), a National Foreign Language Resource Center

School address
Department of French & Italian, [redacted]
University of Arizona
Tucson, AZ 85721
W: [redacted]
Email: [redacted]

ACADEMIC BACKGROUND

Education

Ph.D. Curriculum and Instruction (Major: **Language, Literacy and Learning. Minor: Applied Linguistics**)
School of Education, University of Southern California, Los Angeles, 1994.
Dissertation: *From Lower to Upper-Division Foreign Language Courses: Obstacles to Reaching the Promised Land.*

M.S. TESOL
School of Education, University of Southern California, Los Angeles, 1989.

M.A. English, **Major program: Eighteenth and Nineteenth Century English Literature.**
Département d'études anglaises, Université de Paris-Sorbonne (Paris IV), Paris, France, 1985. **Thesis:** *The Affinities between the Gothic and the Mysterious in the Terror Novel.*

B.A. English, **Major program: English literature and translation.**
Département d'études anglaises, Université de Paris-Sorbonne (Paris IV), Paris, France, 1984.

Hypokhâgne / Khâgne.
Preparatory classes to the competitive entrance examination of the Ecoles Normales Supérieures of Fontenay / Saint Cloud, Lycée Fénelon, Paris, France, 1979-1982.

Certification

CAPES in Teaching English as a Foreign Language,1986. (French National

Public School Teacher Competitive Examination, Grades 6-12)

Honors and Awards

• Member Board of Directors, Extensive Reading Foundation, 2000 – present
• Student Award, Sweet Briar College, Virginia, 1987-1988.
• Phi Kappa Phi Honor Society Award for Academic Excellence, 1989.
• French Graduate Assistant Lecturer, Dept. of French and Italian, USC, 1987-1992.
• ESL Graduate Assistant Lecturer, American Language Institute, USC, 1991-1995.

RESEARCH INTERESTS

My research interests in second and foreign language acquisition are primarily focused on reading as it pertains to the development of language and literacy in a second and foreign language.

TEACHING INTERESTS

• Second Language Acquisition Theory.
• Literacy Development in a Second Language.
• Children's and Young Adult Literature in the Second Language Classroom.
• Internet Technology and Second Language/Culture Teaching

PUBLICATIONS

Books

Paesani, K. A, Allen, H. W., & Dupuy, B. *Multiliteracies Framework for Collegiate Foreign Language Teaching*. Theory and Practice in Second Language Classroom Instruction Series (J. Liskin-Gasparro & M. Lacorte, Eds.). Upper-Saddle River, NJ: Pearson. (publication date: Fall 2014)

Textbooks

Ariew, R. & Dupuy, B. *Français-Monde: Connectez-vous à la francophonie.* Prentice Hall.

Ariew, R. & Dupuy, B. *Français-Monde: Connectez-vous à la francophonie.* Student Activity Manual. Prentice Hall.

Ariew, R. & Dupuy, B. *Français-Monde: Connectez-vous à la francophonie.* DVD. Prentice Hall.

Ariew, R. & Dupuy, B. *Français-Monde: Connectez-vous à la francophonie.* Instructor Resource Manual. Prentice Hall.

Peer-Reviewed Journal Articles

Michelson, K, & Dupuy, B. Multi-storied lives: Global simulation as an approach to developing multiliteracies in an intermediate French course. *L2 Journal*, *6*, 21-50. Can be accessed: http://escholarship.org/uc/item/48q5m6vq

Allen, H. W., & Dupuy, B. Study abroad, second language use, and the Communities goal area. *Foreign Language Annals, 45,* 468-493.

Dupuy, B. (2011). CLIL: Achieving its goals through a multiliteracies framework. *Latin American Journal of Content and Language Integrated Learning*, *4, 2*, 21-32.

Dupuy, B. (2006). A Writing/Publishing Project in a French Class. *Academic Exchange Quarterly, 10,* 1, 75-79

Dupuy, B. (2000). Content-based instruction: Can it help ease the transition from beginning to advanced foreign language classes? *Foreign Language Annals, 33, 2,* 205-223.

Dupuy, B. (1999). Narrow listening: An alternative way to develop listening comprehension in the foreign language classroom. *System, 27, 3,* 351-361.

Andersen, E., Brizuela, M., Dupuy, B., & Gonnerman, K. (1999). Cross-linguistic evidence for the early acquisition of discourse markers as register variables. *Journal of Pragmatics*, 31, 10, 1339-1351.

Dupuy, B. (1998). Cercles de lecture: Une autre approche de la lecture dans la classe intermédiaire de français langue étrangère. *The Canadian Modern Language Review, 54, 4,* 579-585.

Dupuy, B. & Krashen, S. (1998). From lower- to upper-division foreign language classes: Obstacles to reaching the promised land. *ITL: Review of Applied Linguistics, 119-120,* 1-7.

Dupuy, B. (1997). Lecture-cadeau, lecture-plaisir: Des étudiants en FLE et les bénéfices dérivés de la lecture libre. *The French Review, 71, 2,* 182-191.

Dupuy, B. (1997). Literature Circles: An alternative framework for increasing intermediate FL students' comprehension and enjoyment of text in the target language. *Mosaic: A Journal for Language Teachers, 5, 1,* 13-16.

Dupuy, B. (1997). Voices from the classroom: Students favor extensive reading over grammar instruction and practice, and give their reasons. *Applied Language Learning, 8, 2,* 253-261.

Dupuy, B. & McQuillan, J. (1997). Handcrafted books: Check this out! *The Canadian Modern Language Review, 53, 4,* 743-747.

Dupuy, B., Tse, L., & Cook, T. (1996). Bringing books into the classroom: First steps in turning college-level ESL students into readers. *TESOL Journal*, *5*, 10-15.

Dupuy, B. & Krashen, S. (1993). Incidental vocabulary acquisition in French as a foreign language. *Applied Language Learning, 4*, 55-63.

Barry, T., Becker, C., & Dupuy, B. (1989). Free voluntary reading: Personal habits and attitudes versus classroom practices of USC FL instructors and students, *Papers of the Linguistics Agency of the University of Duisburg,* B199.

Chapters in Peer-Reviewed Annual Volumes or Edited Volumes

Dupuy, B., & Allen, H. W. (2012). Appropriating conceptual and pedagogical tools of literacy: A qualitative study of two novice foreign language teaching assistants. In G. Gorsuch (Ed.), *Working theories for teaching assistant and international teaching assistant development* (pp. 267-310). Stillwater, OK: New Forums Press.

Allen, H. W., & Dupuy, B. (2011). Evolving notions of literacy-based foreign language teaching: A case study of graduate student instructors. In H. W. Allen & H. H. Maxim (Eds.), *Educating the Future Foreign Language Professoriate for the 21st Century* (pp. 171-191). Boston, MA: Heinle Cengage.

Dupuy, B (2006). Global simulation: Experiential pedagogy and preparing students for study abroad at home. In S. Wilkinson (ed.), *Insight from Study Abroad for Language Programs* (vol.6), (pp. 134-156). Boston (MA): AAUSC

Dupuy, B. (2006). *"L'Immeuble":* French language and culture teaching and learning through projects in a global simulation. In J. Hammadou-Sullivan (ed.), *Project-based Learning in Second Language Education: Past, Present and Future*, *Research in Second Language Learning (vol.5)*. (pp. 195-214) Greenwich (CT): Information Age Publishing, Inc.

Dupuy, B. (2004). Online Book Discussion Forum. In Bamford, J & R. Day (Eds.), *Extensive Reading Activities for Language Teaching*, (pp. 151-152). Cambridge: (UK): Cambridge University Press.

Dupuy, B. (2004). E-Critic's Corner. In Bamford, J & R. Day (Eds.), *Extensive Reading Activities for Language Teaching*, (pp. 141-143). Cambridge: (UK): Cambridge University Press.

Dupuy, B., & McQuillan, J. (2002). Handcrafted books: Check this out! In M. Turnbull, J. Sinclair-Bell, & S. Lapkin (Eds.), *From the Classroom: Grounded Activities for Language Learning,* (pp. 142-149). Toronto (CA)*:* University of Toronto Press. [This is a reprint of an article which appeared in 1997 in *The*

Canadian Modern Language Review, 53, 4, 743-747.]

Dupuy, B., & McQuillan, J. (1997). Handcrafted books: Two for the price of one. In G. Jacobs, Davis, C., & Renandya, W. A. (Eds.), *Successful Strategies for Extensive Reading,* (pp. 171-180). Singapore*:* SEAMEO Regional Language Center.

Chapters in Peer-Reviewed Collections

Andersen, E. & Dupuy, B. (1997). Premières conversations entre des mères et leurs jeunes enfants aveugles: Input et acquisition. In J. Bernicot, J. Caron-Pargue et A. Trognon (Eds.), *Conversation, Interaction, et Fonctionnement Cognitif*, (Collection Processus Discurssifs - Language et Cognition), Nancy, France: Presses Universitaires de Nancy.

Andersen, E., Brizuela, M., Dupuy, B., & Gonnerman, L. (1996) The acquisition of discourse markers as sociolinguistics variables: A cross-linguistic comparison. In I. Clark (Ed.), *Proceedings of the 27th Annual Child Language Research Forum.* Cambridge: Cambridge University Press.

Andersen, E., Dunlea, A., & Dupuy, B. (1995). L'acquisition du langage chez l'enfant aveugle: Evidence d' une relation réciproque entre language et cognition en développement. Invited paper for *Les Cahiers du Centre Technique National d'Etudes et de Recherches sur les Handicaps et les Inadaptations: Les Retards d'Acquisition du Language* (Numéro Spécial).

Software, Web Materials

Dupuy, B. (2004). WebTutor for Jansma/Kassen, *Motifs: An Introduction to French (3rd edition)* Thomson/Heinle

Manuscripts in preparation

Allen, H. W., Dupuy, B., & Paesani, K. Toward a long-term approach to foreign language graduate student professional development.

Dupuy, B., Allen, H. W. & Paesani, K. The methods course revisited: From a skills-based to a literacy-based approach.

CONFERENCES

International/national

Dupuy, B., Michelson, K., & Petit, E. (Forthcoming). Reading visual texts: Interpreting
images and multimodal media in fourth semester French. MLA, Vancouver, British Columbia, Canada, January 8-11, 2015.

Dupuy, B., & Michelson, K. (Forthcoming). Appropriating and using tools of literacy: The development of teaching expertise by future French faculty. AILA, Brisbane, Australia, August 10-15, 2014.

Michelson, K. & Dupuy, B. (Forthcoming). Fostering new literacies through global simulation in Intermediate French. AILA, Brisbane, Australia, August 10-15, 2014.

Allen, H. W., Dupuy, B., & Paesani, K. (2013). Assessment Practices in the Post-Communicative Era: A Multiliteracies Perspective. MLA, Boston, MA, January 3 – 6.

Dupuy, B. (2012). Cultural immersion/interpretation in the foreign language classroom: Retooling a global simulation-based intermediate foreign language course through a pedagogy of multiliteracies. CLaSIC 2012, The Fifth CLS International Conference, Singapore, December 6 – 8.

Dupuy, B. & Allen, H. W. (2012). Project PERCOLATE: Preparing FL TAs for Multiliteracies-Oriented Instruction. ACTFL, Philadelphia, PA, November 16 – 18.

Dupuy, B. & Allen, H. W. (2012). Appropriating conceptual and pedagogical tools of literacy: A cross language, cross-institutional study. AAAL, Boston, MA, March 24 – 27.

Allen, H. W., Dupuy, B., & Paesani, K. (2011). The Methods Course Revisited: From a Skills-Based to Multiliteracies Approach. ACTFL, Denver, CO, November 18 – 20.

Dupuy, B. & Allen, H. W. (2011). Appropriating and using conceptual and pedagogical tools of literacy: The development of teaching expertise by future foreign language faculty. AAAL, Chicago, IL, March 26 – 29.

Dupuy, B. (2011). Growing talent: FL graduate student professional development, a conceptual framework. ACTFL, AAUSC session, San Diego, CA, November 19 – 22.

Dupuy, B. (2009). In search of a conceptual framework to better assess the potential effectiveness of approaches, tools, and activities for FL graduate student professional development. ACTFL, AAUSC session, San Diego, CA

Waugh, L., & Dupuy B. (2009). Online learning environments for foreign language learning: Strategies for use and implementation. NMELRC Hebrew Seminar, Tucson, AZ

Dupuy B., & Shiskin, E. (2009). Global simulation, a learner-centered, task-based approach to language/culture learning. NCOLCTL, Madison, WI

Waugh, L., & Dupuy B. (2009). Innovative Technology-based Pedagogies for the Foreign Language Classroom. Title VI 50th Anniversary Conference, Washington D.C.

Dupuy B., & Waugh, L. (2008). Innovative Technology Tools for the Foreign Language Classroom. ACTFL, Orlando, FL

Dupuy, B. (2006). Problem-Based Language Instruction: Preparing Learners for Life as Global Citizens. ACTFL, Nashville, TN

Dupuy, B. (2006). Promoting the acquisition of intercultural communicative competence: An examination of US foreign language teacher beliefs and practice. EuroSLA, Antalya, Turkey

Dupuy, B. (2005). Global Simulation: Experiential pedagogy and preparing students for study abroad at home. ACTFL, AAUSC session, Baltimore, MD

Dupuy, B (2004). Building from the Ground Up: An Experiment in Global Simulation. ACTFL, Chicago, IL

Dupuy, B. (2004,) Building a World of Their Own: Promoting Second Language Development in a Global Simulation Focusing on Cultural Competence, Hawaii International Conference on Arts & Humanities, Honolulu, HI

Dupuy, B. (2003) Using Adolescent Series Fiction In The Foreign Language Classroom: Taking a Second Look At An Approach Less Taken To Promote L2 Language and Literacy Development in Intermediate and Low-Advanced Learners. Hawaii International Conference on Arts & Humanities, Honolulu, HI

Dupuy, B. & Rodrigo, V. (2002) Cultures in Contact: Building Connections Using An Ethnographic Research Approach. ACTFL, Salt Lake City, UH

Rodrigo, V & Dupuy, B. (2002) Contextualizing Language/Culture Using Interviews of Native Speakers: A Task-Based Approach. ACTFL, Salt Lake City, UH

Dupuy, B. & Rodrigo, V (2001) Following the clues: Juvenile detective fiction as engaging authentic material. ACTFL, Washington D.C.

Dupuy, B. & Dubois, S. (2001, February 28). Language planning with a conscience : What does it take to ensure the maintenance and development of minority languages? AAAL, St Louis, Missouri.

Dupuy, B. (2001) Critical Inquiry in Cyberspace: A study of computer-mediated dialogue among prospective and novice FL teachers. Colloque Multimédia, Internet et Francophonie: À la Recherche d' un Dialogue. Simon Fraser University, Vancouver, British Columbia, Canada.

Brizuela, M., Dupuy, B., Gonnerman, L., & Andersen, E. [organizer]. (1998). Children's knowledge of the social and textual functions of discourse markers: A cross-linguistic perspective. IPRA, Reims, France.

Dupuy, B. (1996). Promoting language and literacy in the intermediate French classroom: The effects of an extensive reading program. MLA, Washington D.C.

Tse, L., McQuillan, J., & Dupuy, B. (1995). A new way to read: Using literature circles in the FL classroom. ACTFL, Anaheim, California.

Eskey, D. & Rodrigo, V. [organizers], McQuillan, J., Cook, T., Dupuy, B., Tse, L., & Constantino, R. (1995). Colloquium on extensive reading programs in university ESL and FL classes. AAAL, Long Beach, California.

Dupuy, B., Cook, T., & Tse, L. (1995). Turning ESL students into fluent readers using popular literature. TESOL, Long Beach, California.

Panel chair

Yates, L., Trombi, C. & Dupuy, B. [discussant] (2000). Teenspeak: An Asynchronous Cultural Exchange. AATF, Paris, France.

Regional/State

Dupuy, B. (2008). Preparing Learners for Life as Global Citizens Through Problem-Based Projects. NECTFL, New York, NY

Dupuy, B. (2006). The apartment building: An experiment in promoting language competence and cultural literacy via a global simulation. SWCOLT, Phoenix, Arizona.

Dupuy, B (2005). Cultures in contact: A process-approach to integrating language and culture learning. NECTFL, New York, NY

Dupuy, B. (1999). Cyberspace Odyssey: The effect of using the WWW on the introductory French curriculum. In "Lost in Cyberspace: Software and Web-based Applications in the Foreign Language Classroom" (special session) SCMLA, Memphis, Tennessee.

Dupuy, B. (1998). Hooking intermediate FL students on books: Strategies for success. SCOLT, Savannah, Georgia.

Dupuy, B. (1997). Implementing an extensive reading program in the foreign language classroom: Strategies, materials, approaches, and evaluation. LFLTA Conference, Lafayette, Louisiana.

Dupuy, B. (1995). From lower- to upper-division foreign language classes: Obstacles to reaching the promised land. CLTA Conference, Los Angeles, California.

Cook, T., Dupuy, B., & Tse, L. (1994). Learning English through the extensive reading of popular literature. CATESOL, San Diego, California.

Conferences organized, coordinated, planned

January, 2014 - Co-covenor Second International Conference on Developing and Assessing Intercultural Competence, University of Arizona.

January, 2012 - Co-covenor Second International Conference on Developing and Assessing Intercultural Competence, University of Arizona.

January, 2010 - Co-covenor Second International Conference on Developing and Assessing Intercultural Competence, University of Arizona.

October 2008 - Co-covenor First International Conference on Developing and Assessing Intercultural Competence, University of Arizona.

Invited talks

Allen, H. W. & Dupuy, B. (2011). Educating the Future Foreign Language Professoriate in 2010 and Beyond: Challenges and Opportunities. 7th International Language Teacher Education Conference, Minneapolis, MN, May 19 – 21. (Keynote)

Dupuy, B. (2010). Study Abroad Research: Findings and their implications for program design at home and abroad. The Center for the Study of Languages and Cultures, University of Notre Dame, South Bend, IN, November 12.

Dupuy, B. (2010). Looking beyond the four skills + one: Organizing instruction in the elementary and intermediate foreign language classroom using a multiliteracies approach. Pearson World Languages Online Conference: Speaking about World Languages, Chicago, IL, November 5.

Dupuy, B. (2010) CLIL: Achieving its goals through a multiliteracies framework. CLIL 3rd Symposium, Bogotá, Colombia, September 24 – 25. (Plenary)

Dupuy, B. (2010). Looking beyond the four skills + one: Organizing content-based instruction using a literacy-based approach. Instituto de Estudios en Educatión, Universidad del Norte, Barranquilla, Colombia, September 29.

Waugh, L., & Dupuy B. (2010). Four Years Already: Looking Back, Looking Forward, Past Accomplishments and Future Aspirations. SLAT Roundtable. University of Arizona, Tucson, Arizona.

Dupuy, B. (2009). La simulation globale: Une approche par projets axée sur l'apprentissage de la langue et de la culture en cours de français intermédaire. AP Reading, French Literature and Language, Louisville, KY.

Dupuy B. (2007). Building from the Ground Up: Integrating Language, Content, and Play in a Global Simulation Framework. Center For Language Instruction. Northwestern University, Evanston, Illinois

Dupuy, B. (2007). Studying abroad: Insights from the research and implications for language programs at home and overseas. SLAT Roundtable. University of Arizona, Tucson, Arizona.

Dupuy, B. (2006). Global simulation: Preparing students for study abroad by promoting depth of learning/assessment in the home curriculum through an experiential approach. Language Resource Center, Cornell University, Ithaca, New York.

Dupuy, B. (2000). Networked-Based Technology and Content Based Language Instruction. Penn Language Center, University of Pennsylvania, Philadelphia, Pennsylvania.

Dupuy, B. (2000). Promoting language and literacy in the foreign language classroom through extensive reading. Department of Curriculum and Instruction, University of South Florida, Tampa, Florida.

Dupuy, B. (2000). Issues in promoting language and literacy in the second language classroom. Department of Curriculum and Instruction, University of Maryland, College Park, Maryland.

Dupuy, B. (2000). From print materials and dialog journals to web materials and online discussion forums: Promoting language and literacy in the intermediate foreign language classroom. Department of Curriculum and Instruction, Michigan State University, East Lansing, Michigan.

Dupuy, B. (2000). Virtual Connections: Beginning and Intermediate Students of French Assess the Usefulness of Web Materials for Promoting Language Acquisition and Cultural Awareness. Department of French & Italian, Ohio State University, Columbus, Ohio.

Dupuy, B. (1999). Content-based instruction: Can it help ease the transition from beginning to advanced foreign language classes? Department of French & Italian, Pennsylvania State University, State College, Pennsylvania.

Dupuy, B. (1997) Promoting language and literacy in the intermediate French classroom: The effects of an extensive reading program. Department of French & Italian, Indiana University, Bloomington, Indiana.

TEACHER PROFESSIONAL DEVELOPMENT WORKSHOPS

Dupuy, B., Michelson, K. & Petit, E. (2013). Arabic Flagship Program, School of Middle Eastern and North African Studies. University of Arizona, AZ, December 14. (Invited).

Allen, H. W., Dupuy, B., Johnson, K., & Paesani, K. (2012). Implementing Literacy-Based Instruction in Collegiate FL Programs. Center for Educational Resources in Culture, Language, and Literacy. CERCLL, University of Arizona, AZ, June 4 – 5. (Invited).

Allen, H. W., & Dupuy, B. For a pedagogy of multiliteracies: Reconciling communicative and text-centered instruction in elementary and intermediate FL courses. Center for Educational Resources in Culture, Language, and Literacy. CERCLL, University of Arizona, AZ, June 2 – 3. (Invited).

Allen, H. W., & Dupuy, B. A Long-term Approach to Foreign Language Teaching Assistant Professional Development. Seventh International Conference on Language Teacher Education. CARLA, University of Minnesota, MN, May 19 – 21. (Invited).

Dupuy, B. Global simulation and multi-literacies. Instituto de Idiomas, Universidad del Norte, Barranquilla, Colombia, September 27. (Invited).

Dupuy, B. (2001). Teaching to the *New* California Foreign Language Framework: A Standards-Based Approach. (Grades 6-12), CED, Buena Park, California.

Dupuy, B. (2001). Teaching to the *New* California Foreign Language Framework: A Standards-Based Approach. (Grades 6-12), CED, Ontario, California.

Dupuy, B. (1999). The Communicative approach: Answering teachers' theoretical and practical questions. Department of Foreign Languages, Southern University, Baton Rouge, Louisiana.

Dupuy, B. (1998). Bringing books in the lives of FL students: Why, when, where, what, who and how. Fall Workshop for Foreign Language Teachers (Middle and High School), Lake Charles, Louisiana.

Dupuy, B. (1997). The Communicative approach at the Elementary and Intermediate Levels: Strategies for a successful implementation. Department of Foreign Languages, University of Southern Louisiana, Lafayette, Louisiana.

Dupuy, B. (1997). Communicative Approaches at the Beginning and Lower-Intermediate Levels: TPR, Natural Approach and Narrative Approach? Fall Workshop for Foreign Language Teachers (Middle and High School), New Orleans, Louisiana.

Dupuy, B. (1997). Immersion and language development: How about giving leisure reading a shot? Meeting of the Consortium of French Immersion Schools (Elementary, Middle and High School), Church Point, Louisiana.

Dupuy, B. (1997). Bringing stories and students together: TPR Storytelling and beyond. Fall Workshop for Foreign Language Teachers (Middle and High School), Baton Rouge, Louisiana.

PEDAGOGICAL HANDBOOKS

Dupuy, B., Grover, Y., & Wang, J. (forthcoming) A Global Simulation: Intermediate/Advanced Chinese, Instructor Resource Manual. CERCLL

Dupuy, B. & Okal, A. (forthcoming) A Global Simulation: Intermediate/Advanced Turkish, Instructor Resource Manual. CERCLL

Dupuy, B. & Shishkin, H. (2008) A Global Simulation: Intermediate/Advanced Russian, Instructor Resource Manual. CERCLL

GRANTS & CONTRACTS

Funded

August 2012 - U.S. Department of Education Title VI Language Resource Center Grant, Center for Educational Resources in Culture, Language and Literacy (CERCLL).
Funds Received: $1,308,000

December 2011 - Online Education Project Award with Robert Ariew – French 101, A hybrid course for beginning French (UA).
Funds Received: $10,000

October 2009 - Arizona Humanities Council (PI) – Second International Conference on the Development and Assessment of Intercultural Competence.
Funds Received: $5,000

July 2006 - NFLRC – CERCLL (Project Director) -- Educating global citizens at "home": Language and culture teaching and learning at the intermediate and advanced levels through global simulation". Target languages: Russian and Turkish. Funds received: $30,000

March 1999 - Student Technology Fund Grant (PI)-- DVD Technology as An Aid to the Development of Language and Cross-Cultural Competence among Foreign Language Students. Funds received: $27,500.00. These monies were used to acquire 8 new Apple G4 computers with studio display monitors, and a collection of DVD movies.

December 1998 - LSU Incentive Grant for Teaching Innovations (Co-PI)-- Learning Cajun French using Multimedia Technology, Funds received: $1,600.

These monies were used to create in collaboration with Dr. Dubois a CD ROM (Cajun Waves) to be used by instructors and students in the Cajun Studies program at LSU.

June 1998 - Student Technology Fund Grant (Co-PI)--Enhancement of Multimedia Language Resource Library. Funds received: $75,000.00. These monies were used to acquire hardware and software for the Multimedia Language Resource Center.

April 1997 - LEQSF Grant (Co-PI)--Language Laboratory Enhancement to a Multimedia Language Resource Library. Funds received: $85,000.00.These monies were used to enhance the Language Laboratory into a Multimedia Language Resource Center used by students enrolled both in the Department of French & Italian, and the Department of Foreign languages and Literatures.

SABBATICAL/RESEARCH GRANTS

August 2008-August 2009 – University of Arizona-Year Research Grant
September 2001-August 2002 – LSU-Year Research Grant
January-May 1999--LSU-Semester Research Grant for Non-Tenured Faculty

PROFESSIONAL AFFILIATIONS

American Association of Applied Linguistics.
American Council on the Teaching of Foreign Languages.
Teachers of English to Speakers of Other Languages.

SERVICE TO THE PROFESSION

Reviewer for the Fund for the Improvement of Postsecondary Education (FIPSE)
Reviewer for Foreign Language Annals
Reviewer for Reading in a Foreign Language
Reviewer for Studies in Second Language Acquisition
Member Board of Directors, Extensive Reading Foundation

PROFESSIONAL EMPLOYMENT / EXPERIENCE

Academic positions

Associate Professor, Department of French & Italian, Modern Languages 549, The University of Arizona, Tucson, Arizona, August 2002 – present.

Teaching experience

Undergraduate level
• Teaching of Modern Languages (FREN 414)
• Written French in a Cultural Context (FREN 320)

Graduate level
• Issues and Methods in Post-Secondary Second and Foreign Language Teaching/Learning (GER/EAS/FREN/SLAT 579)
• Language Learning in Study Abroad Contexts (FREN/SLAT 586)
• Literacy in L2/FL classroom: Theory, Research, Practice (FREN/SLAT 578)

New courses developed
• Language Learning in Study Abroad Contexts (FREN/SLAT 586)
• Literacy in L2/FL classroom: Theory, Research, Practice (FREN/SLAT 578)

Administration

Director of Basic Language Instruction
• Oversee multiple sections of elementary and intermediate French
• Plan curricula, select class textbooks and, develop syllabi.
• Organize and teach language training workshops for faculty professional development.
• Supervise and observe graduate teaching assistants, provide feedback and support.
• Assist in the creation of teaching materials for teachers to use in the classroom.
• Coordinate exam preparation teams.
• Facilitate the dissemination of documentation published by teacher associations for the promotion of language studies.
• Advertise assistantships and internships abroad among students.
• Advertise TCF and TFI.

Academic & Administrative Service to Department and COH

Co-Director, Center for Education Resources in Culture, Language and Literacy (CERCLL), a National Foreign Language Resource Center

Chair, SLAT Pedagogy Curriculum Sub-Committee, 2004-present Advise pedagogy majors in SLAT.

Member, SLAT Executive Committee, 2003-present Participate in discussion of various SLAT-related issues.

Member, Student Affairs Committee, French & Italian, 2007 – 2010
Participate in organization of Language Fair and French Film Festival

Member, Outreach Committee, French & Italian, 2002-2007 Participate in organization of Language Fair and French Film Festival

Chair, Ad Hoc Committee SLAT Core requirement review, 2005-2006
Developed online survey and worked with committee on adopting changes.

Member, Annual Peer Review Committee, French & Italian, 2003-2004
Participated in reviewing faculty annual performance dossiers.

Member, Curriculum Committee, French & Italian, 2002-2003; 2006-2007
Took part in reviewing new course proposals.

Member, Ad Hoc Committee SLAT Qualifying Exam, 2003
Participated in reshaping the SLAT Qualifying Exam.

Undergraduate and Graduate Student Committees

Ph.D. in SLAT/LRC

Dissertation Chair/Co-Chair:
In progress: Kristen Michelson (SLAT); Justin Parry (SLAT)
2014: Katie Angus (SLAT).
2013: Ashli Lovitt (SLAT); Kacy Peckenpaugh (SLAT).
2008: Lance Askildson (SLAT - Spring); Virginie Dasse-Askildson (SLAT - Spring)

Dissertation Committee Member:
In progress:
2014: Brian Hibbs.
2011:Tina Badstuebner; Jeff Gabbitas; Janna Orlova Schaeffer
2009: Jeremy Palmer (SLAT - Summer); Hassan Souleyman (SLAT - Fall) ; Sultan Turkan (LRC - Fall)
2007: Paul Lyddon (SLAT - Spring); Veronica Ostertag (SLAT - Spring); Norma Barletta (SLAT - Fall)
2006: Alan Brown (SLAT - Spring); Greg Thompson (SLAT - Spring); Sara Beaudrie (SLAT - Summer)

Ph.D. in French (SLAT minor)

Comprehensive exam Committee Member:
2009: Amandine Andrade (FREN - Spring)

M.A. in FFL

Committee Chair:
2014: Tara Hashemi
2013: Laura Marcoccia; Elyse Petit; Sohrab Salami
2012: Marshall Smith
2010: Daniel Jimenez Flores
2008: Sabina Vakser
2005: Joshua Williams; Bryna Gallagher

Committee Member:
2009: Pierre Bonneaux
2008: Charlotte Boley-Nogier
2007: Gretchen Arendsen

2003: Dominique Dantaux, (FREN - Fall)

Assistant Professor (Tenured Spring 2001), Department of French Studies and Interdepartmental Linguistics Program, Louisiana State University, Baton Rouge, Louisiana, August 1995 – May 2002.

Teaching experience

Undergraduate level
• Intermediate French (FREN 2102)
• Readings in French Literature (FREN 2155)
• French for Travelers (FREN 2001)

Graduate level
• Applied French Linguistics (FREN 4016)
• Methods in Teaching Second and Foreign Languages (CURR. & INST. 7149)
• Reflective Practice in Second and Foreign Language Education K-12 (CURR. & INST. 4470).

New courses developed
• Promoting Literacy in the Second/Foreign Language Classroom using Children's and Young Adult Literature: Theory and Practice (FREN 4100/Special Topics) Spring 2000
• Integrating New Communication Technologies into the FL Classroom (FREN 4100/Special Topics) Spring 2001

Administration

Director of Basic Language Instruction
• Oversee multiple sections of elementary and intermediate French.
• Plan curricula, select class textbooks and, develop syllabi.
• Organize and teach language training workshops for faculty professional development.
• Supervise and observe graduate teaching assistants, provide feedback and support.
• Assist in the creation of teaching materials for faculty to use in the classroom.
• Coordinate exam preparation teams.
• Collaborate with the Director of the Multimedia Language Resource Library in the development of a language teaching resource web page.
• Facilitate the dissemination of documentation published by teacher associations for the promotion of language studies.
• Advertise assistantships and internships abroad among faculty and students.

Academic & Administrative Service to Department and College of Arts & Sciences

Member, Graduate Curriculum Committee, 2000 – 2002 Take part in the selection of graduate courses for a given semester and the review of graduate

applications.

Member, New Technologies and Language/Culture Teaching Committee, 1998-2002 Assist in the dissemination of all relevant information regarding compressed video teaching, and web-based teaching applications via newsletter.

Member, Interdepartmental Linguistic Curriculum Committee, 1995-2002 Participate in revamping course offerings in Linguistics at the Undergraduate Level, and in strengthening TESOL course offerings.

Member, Executive Committee, 1997 - 1999; 2000 – 2002 Participated in writing strategic planning document and determining standards for faculty promotion and salary increases.

Member, Ad Hoc Committee on French Linguistics, 1999 – 2000 Participated in reorganizing the French Linguistics program and establishing degree guidelines.

Member, Undergraduate French Curriculum Committee, 1995 - 1999 Identified changes needed in the curriculum, promote creation of new courses to fill in gaps.

Member, Ad Hoc Committee on Cajun French and French Heritage in Louisiana, 1997 – 1998 Collaborated in the development of a new minor in Cajun Studies and creation of courses.

Undergraduate and Graduate Student Committees

Ph.D. Interdepartmental Linguistics Program
Dissertation Chair:
2001: Scooter Pegram (LING.--Fall)

Committee Member:
2000: Comfort Pratt (LING.--Spring)

M.A. French Linguistics, Curriculum and Instruction
Committee Member:
2000: Ann Valkeneers (CURR. & INST.--Spring); Sibylle Noetzel (LING.--Spring); Suzanne Beauchamp (LING.--Spring).
1999: Susan Begat (LING.--Spring), Annick Guilmot (CURR. & INST.--Fall)
1998: Liping Yu (LING--Sum.), David Rojas (LING.--Fall)

Honor Undergraduate Thesis, French
Committee Member: Ryan Perry (FREN.--Sum. 1998)

Vivian Flanzer

Department of Spanish and Portuguese
The University of Texas at Austin
[redacted]

EDUCATION

M.A. in Foreign Language Education, UT-Austin (2013 expected).
M. A. in Anthropology, Federal University of Rio de Janeiro (1994).
B.A. in Communications, Helio Alonso College (Brazil: 1989).

PROFESSIONAL APPOINTMENTS

THE UNIVERSITY OF TEXAS (Austin: 2001-present).
Senior Lecturer and Coordinator of Portuguese Language Program, Department of Spanish and Portuguese

THE UNIVERSITY OF TEXAS (Austin: 2001-present).
Affiliated faculty member of The Teresa Lozano Long Institute of Latin American Studies.

FREELANCE TRANSLATOR AND EDITOR (1995-2001).
American Airlines Publishing, Nexos, in-flight magazine for Latin American routes.
National Geographic Magazine, Brazilian edition
Berlitz Translation Services, Freelance editor

UNIVERSITY OF SOUTHERN MAINE (Portland: 2000).
Instructor at the Center for Continuing Education

YALE CENTER FOR INTERNATIONAL AND AREA STUDIES (1999-2000).
Research assistant to Anthropology Professor Patricia Pessar

THE LANGUAGE EXCHANGE (Portland: 1997-2000).
Portuguese Instructor & Cross-Cultural Trainer

WORLD TRADE INSTITUTE (New York City: 1995-1997).
Portuguese Instructor

AMANAKA'A AMAZON NETWORK, Environmental Organization (NY: 1996).

BRAZILIAN ANTHROPOLOGICAL ASSOCIATION (ABA) (Brazil: 1993-1995).
Editor of newsletter

PROFESSIONAL APPOINTMENTS CONT'D.

HELIO ALONSO COLLEGE (Brazil: 1994).
Adjunct Professor, Anthropology

UNIVERSIDADE FEDERAL DO RIO DE JANEIRO (1993).
Instructor of Anthropology at the Program for Continuing Education
Educator and Volunteer Coordinator

ARTICLES PUBLISHED

Dale Koike and Vivian Flanzer (2004), "Pragmatic Transfer from Spanish to Portuguese as an L3: Requests and Apologies." In Antonio Simões (ed.), *Proceedings from the Symposium on the Teaching and Acquisition of Portuguese for Spanish Speakers.* São Paulo: Editora Ática.

Flanzer, Vivian (1997). "Judeus de Rodes no Rio de Janeiro," in Helena Lewin, ed., *Judaísmo, Memória e Identidade* ["Jews from Rhodes in Rio de Janeiro"] Rio de Janeiro: Universidade do Estado do Rio de Janeiro. pp.81-90.

Flanzer, Vivian (1995). "Da Ilha de Rodes para Copacabana: Imigrantes sefaradis no Rio de Janeiro," ["From the island of Rhodes to Copacabana: Sephardic immigrants in Rio de Janeiro,"] *Ciência Hoje.* January, 1995.

RESEARCH GRANTS

COERLL's Texas Language Technology Textbook Initiative – supported by the Department of Education FIPSE grant P116Y090057 (2011) – to add more lessons to *ClicaBrasil*. Summer salary and $3,000.

Liberal Arts Instruction Technology Grant Recipient (2009-2010) – to develop the innovative website *ClicaBrasil: Portuguese Language and Culture for Intermediate Students.* $17,000.

Faculty Research Leave from Teresa Lozano Long Institute of Latin American Studies (LLILAS) (Spring 2009) – The University of Texas at Austin.

Liberal Arts Instructional Technology Grant Recipient (2007-2008) – The University of Texas at Austin (in conjunction with Prof. Orlando Kelm) for creation of *Conversa Brasileira.* Summer salary. $4,680.

OTHER GRANTS AND SCHOLARSHIPS

Ford Foundation /ANPOCS Grant Recipient (1993) – to write Master's thesis about ethnic identity and social organization of Sephardic Jewish immigrants in Rio de Janeiro. Year-long stipend for basic living expenses.

Fundação de Amparo à Pesquisa do Rio de Janeiro (FAPERJ) [Research Funding Grant Foundation of Rio de Janeiro] - Grant Recipient (1993) – to do fieldwork research. Three-month summer stipend.

Programa de Pós-graduação em Antropologia Social do Museu Nacional/UFRJ (PPGAS) [Graduate Program in Social Anthropology of the National Museum of the Federal University of Rio de Janeiro](1992) – to do fieldwork research. Three-month summer stipend.

Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) [Graduate Professional Training] Grant Recipient (1992) – to fund coursework toward Master's. Semester stipend for basic living expenses.

Conselho Nacional de Pesquisa (CNPq) [National Research Council] Grant Recipient (1990-1992) – to fund coursework toward Master's "Bolsa de Mestrado." Tuition and two year stipend for basic living expenses.

SCHOLARLY PAPERS AND PROFESSIONAL CONFERENCES

Invited Speaker - "Desafios para um professor de PLE na contemporaneidade" (Contemporary challenges for teaching Portuguese as a Foreign Language) at VIII PLE-RJ - VII Encontro de Português Língua Estrangeira do Rio de Janeiro, (VIII Conference on Portuguese as a Foreign Language) Fluminense Federal University, Niterói, Brazil, June 2012.

"Um olhar estrangeiro: percepção de aprendizes de PLE sobre a língua portuguesa e a cultura brasileira atravês de vídeos autênticos" [A foreigner's perspective: perceptions of Portuguese learners about the Portuguese language and Brazilian culture through authentic videos] - presented at VIII Encontro de Português Língua Estrangeira do Rio de Janeiro, (VIII Conference on Portuguese as a Foreign Language) Fluminense Federal University, Niterói, Brazil, June 2012.

"Investigating the Effects of Authentic Videos on Cross-Cultural Awareness of Portuguese Learners" – presented at TexFLEC 2012. The University of Texas (Austin: February 24, 2012).

"ClicaBrasil: um website para o ensino de língua e cultura." ["*ClicaBrasil*: A Website for Teaching Language and Culture."] – presented at VII Annual Conference on Portuguese as a Foreign Language. Rio de Janeiro, Brazil: June 16, 2011.

"*ClicaBrasil*: A Website for Teaching Language and Culture." – presented at TexFLEC 2011. The University of Texas. Austin: April 15, 2011.

"Teaching Portuguese at The University of Texas at Austin." – guest speaker. The Federal University of Rio de Janeiro. Brazil: June 29, 2009.

"Pragmatic Transfer from Spanish to Portuguese as an L3: Requests and Apologies." – presented with Dale Koike at the Symposium on the Teaching and Acquisition of Portuguese for Spanish Speakers. University of Arizona. Tucson: March 21-23, 2003.

ADVISING AND STUDENT RELATED SERVICE

Supervisor of Lower-Division Portuguese: supervise all Portuguese language assistant instructors (AIs), a number that can vary 6-10 per semester. AI supervision includes in-class observations and evaluations (followed by meetings to provide feedback), exam preparation training, advice on teaching methodologies and any other issue pertaining to Portuguese Lower-Division teaching. (Fall 2001-present).

Train one Portuguese language-teaching assistants, usually one per semester: train TA to write lesson plans, organize a course, teach a class, prepare exams, grade assignments, and work with Blackboard. (Fall 2001-present).

Train new AIs and TAs during the Department of Spanish and Portuguese Beginning of the Semester Orientation. Organize meetings throughout the semester to provide course-specific administrative information and pedagogical training for each POR level. (Fall 2001-present).

Respond to queries from students, assistant instructors, faculty and administration regarding Portuguese Lower-Division. (Fall 2001-present).

ADMINISTRATIVE AND COMMITTEE AND PROFESSIONAL PUBLIC SERVICE

Member of the Undergraduate Committee, Department of Spanish and Portuguese (2011-present).

Summer Abroad Program in Brazil - Director in Residence (2010, 2005); Site Visit Academic Evaluator (2008 and 2009); Faculty (2003 and 2004).

Created and maintained *ClicaBrasil*, an innovative website that uses the 4-skills to teach Portuguese for Intermediate Students within the context of Brazilian culture. (2009-present).

Outreach and liaison for Portuguese Lower-Division and LLILAS (2001-present), Study Abroad Office (2003-present), LAITS and Texas Language and Technology Center (TLTC) (2009-present).

Portuguese Instructor for directors and staff of The Teresa Lozano Long Institute of Latin American Studies (LLILAS) (2008-2009).

Manuscript reviewer of Portuguese Textbook for Georgetown University Press (2005) and Prentice Hall (2002).

ADMINISTRATIVE AND COMMITTEE AND PROFESSIONAL PUBLIC SERVICE CONT'D.

Coordinator of Portuguese Lower-Division – responsible for the training, supervision, coordination, assessment and advising of instructors for all POR Lower-Division courses. Also responsible for development of curriculum, syllabi and creation of original teaching materials for all Portuguese Lower-Division courses (2001-present).

Portuguese language evaluator for UT's Measurement and Evaluation Center, FLAS and Fulbright Scholarship (2001- present).

Instructor of Title VI funded Portuguese Weekend Workshop (2001-present).

Assist department in hiring Portuguese Assistant Instructors, that are external to the department, by evaluating their CV and sometimes interviewing them and assigning courses. (2001-present).

Actively participate in deciding Portuguese Lower-Division course scheduling, course descriptions and prerequisites. (2001-present).

ADDITIONAL ACADEMIC AND PROFESSIONAL TRAINING

Attended *Elaboração de materiais didáticos: desafios para o professor de PBE (Creation of pedagogical materials: challenges for the Portuguese as a Foreign Language instructor)* a three-hour workshop that took place during the *VIII Encontro de Português Língua Estrangeira (VIII Conference on Portuguese as a*

Foreign Language). Fluminense Federal University, Niterói, Brazil. June 26-28, 2012

Attended *Desafios linguístico-culturais em PL2E (Linguistic and cultural challenges for teaching Portuguese as a Foreign Language)* a three-hour workshop that took place during the *VII Encontro de Português Língua Estrangeira (VII Conference on Portuguese as a Foreign Language).* Pontificia Catholic University, Rio de Janeiro, Brazil. June 15-17, 2011

Thomas Jesús Garza

Curriculum vitae

The University of Texas at Austin
Department of Slavic and Eurasian Studies
[redacted]
Austin, TX 78712
[redacted] **(fax)**

[redacted]
Austin, TX 78751
[redacted]

[redacted] **(h)**
[redacted] **(cell)**

EDUCATION: 1985-1987: Harvard University, Graduate School of Education, Cambridge, MA.
Ed.D. Teaching, Curriculum, and Learning Environments, 1987.
Specialization: Foreign Language Education
Dissertation title: *Russians Learning English: An Analysis of Foreign Language Instruction in Soviet Specialized Schools*, C. Cazden, supervisor.

1985-1986: Maurice Thorez Institute of Foreign Languages, Moscow, USSR. Fulbright-Hays (IREX) Dissertation Research Fellow, "Intensive Foreign Language Instruction in Moscow Specialized Schools."

1981-1985: Harvard University, Graduate School of Arts and Sciences, Cambridge, MA.
M.A. Slavic Languages and Literatures, 1984
Specialization: South Slavic Languages and Linguistics

1982-1983: Pushkin Russian Language Institute, Moscow, USSR
American Council of Teachers of Russian (ACTR) Academic Year Program
Diploma Thesis: "Применение семантической теории к преподаванию глагольного вида в русском языке"[in Russian] ["Applying Semantic Theory to the Teaching of Russian Verbal Aspect"], O.P. Rassudova, supervisor.

Summer 1981: Russian Language Institute, Bryn Mawr College and NEH Summer Program for Teachers of Russian, Bryn Mawr, PA

1980-1981: Bryn Mawr College, Bryn Mawr, PA
M.A. Russian Language and Linguistics, 1981.
Thesis title: "Toward a Semantic Treatment of Russian Verbal Aspect", D.E. Davidson, supervisor.

1976-1980: Haverford College, Haverford, PA
B.A. *Magna cum laude*, Russian Language and Literature, 1980

LANGUAGE PROFICIENCY: Russian (ACTFL Superior, ILR 4 proficiency), Bosnian/Croatian/Serbian (ACTFL Advanced, ILR 2 proficiency), Bulgarian (reading only), Macedonian (reading only), French (reading only), Spanish (heritage speaker)

ACADEMIC HONORS AND AWARDS:

- Texas Language Technology Center College Research Fellowship, College of Liberal Arts, University of Texas (Spring 2010)
- Burnt Orange Apple Award for Pedagogy, Division of Instructional Innovation and Assessment, University of Texas (2009)
- Regents' Outstanding Teaching Award, University of Texas System Board of Regents (2009)
- Friar Centennial Teaching Fellowship Award, Finalist, University of Texas (2007)
- Mortar Board Honor Society Preferred Professor, University of Texas (2006, 2007)
- Elected to the Academy of Distinguished Teachers, University of Texas (2003)
- Silver Spurs Centennial Teaching Award, University of Texas (2003)
- National Award for Post Secondary Teaching, American Association of Teachers of Slavic and East European Languages (2001)
- Elected to *Who's Who in America* (2001)

PUBLICATIONS:

BOOKS:

[contributor] *Russian Stage One: Live from Russia!* vol. 2, D.E. Davidson, M.D. Lekic, and K. Gor, in collaboration with I. Dubinina, T. Garza, and N. Vanyushkina, Kendall-Hunt Publishers, Inc.: Dubuque, 2009, 563 pp.

[contributor] *Russian Stage One: Live from Russia!* vol. 1, D.E. Davidson, M.D. Lekic, and K. Gor, in collaboration with I. Dubinina, T. Garza, and N. Vanyushkina, Kendall-Hunt Publishers, Inc.: Dubuque, 2008, 490 pp.

[co-author] *Прорыв! Американский вариант английского языка для русско–говорящих* [*Breakthrough! American English for Speakers of Russian, Level 1,*] B.A. Lapidus, T.J. Garza, A.A. Barchenkov, and S.D. Tolkacheva, Russian-American Collaborative Project on the English Language, D.E. Davidson and I.I. Khaleeva, series eds., Vysshaja shkola: Moscow, 1995, 350 pp.

CURRENT BOOK PROJECT:

Desperados and Bandits: Machismo in Contemporary Mexican and Russian Popular Cultures, book manuscript in preparation. A critical response to the filmic portraits of Russian and Mexican men in the 1990s and 2000s, focusing on the parallel cultural shift from traditional "macho" males roles, to a intellectualized, feminized new machismo of the new millennium.

CURRENT TEXTBOOK PROJECT:

Russian Stage Three: Now You're Talking!, co-author with Maria D. Lekic, textbook project (book, CD, and DVD). In preparation.

ARTICLES AND BOOK CHAPTERS:

[*indicates refereed journal]

*"Blogs and tweets and chat, oh my! Social networks and American classroom culture," Festschrift for Richard D. Brecht, *Russian Language Journal*, vol. 61, 2011, [In preparation].

*"Class, please open your browser: Social networking in the language and culture classroom," in «Мост: Язык и культура», Dobroljubov Pedagogical Univeristy, Nizhny Novgorod, Spring 2010.

*"Burning manuscripts: *The Master and Margarita* on Russian television," [invited article] in *The College Review*, 2010 [In preparation].

*"They Want Their MTV!: Music Videos and the Study of Russian," *ACTR Letter*, vol. 35, no. 3, Summer 2009, pp. 1-3.

"(Un)Chained melodies: Russian music videos in web-based language and culture instruction," Festschrift for Dan E. Davidson, Moscow: MAPRIAL, 2009.

*"*Не трожь молодёжь*!": Youthspeak and the Russian language in the 21st century," *Russian Language Journal*, vol. 58, 2008 pp. 11-29.

*"From Aga Khan to dim sum: New Russia's Asian appetite," *Ulbandus: The Slavic Review of Columbia University*, vol. 11, 2008 pp. 1-22.

"Conservative vanguard? The politics of New Russia's youth," [invited article] *Current History*, vol. 105, no. 693, October 2006 pp. 327-333.

*"Privilege, or *noblesse oblige* of the nonnative speaker of Russian? A response to Kramsch's 'The privilege of the nonnative speaker'" in *The Sociolinguistics of Foreign-Language Classrooms*, C. Blyth, ed. Boston: Heinle and Heinle, 2003 pp. 273-276.

"Russian music and dance," [invited book chapter] in *Russian Common Knowledge*, Genevra Gerhart and Eloise Boyle, eds., Bloomington: Slavica Publishers, 2001. pp. 387-438.

*"Getting from Gorbachev to grunge: Constructing ethnographic portraits to introduce contemporary Russian culture," *The Learning and Teaching of Slavic Languages and Cultures: Toward the 21st Century*, Olga Kagan and Benjamin Rifkin, eds. Bloomington: Slavica Publishers, 2000. pp. 61 - 80.

EDITIONS:

The Vampire in Slavic Cultures: Course Reader. Contributing editor, translator, and compiler. San Diego: University Readers, 2009. 573 pp. Revised and expanded version published by Cognella Publishers, San Diego, 2010. 584 pp.

The Russian Mosaic: An Exploratory Course in Russian Language, Culture, and Area Studies. Contributing editor. Modular course materials, CD, DVD and Teacher's Guide for six-week orientation program for secondary schools. University of Texas at Austin, [in preparation].

Russian for Dummies, Technical editor, New York: John Wiley & Sons Publications, 2006, 363 pp. + CD.

WEB PUBLISHING:

"Culture in Foreign Language Teaching: The Fifth Skill," teacher training module for on-line methods course, funded through the Texas Higher Education Coordinating Board, Liberal Arts Instructional Technology Services and the Texas Language Technology Center, College of Liberal Arts, University of Texas, 2008-2010. http://tltc.la.utexas.edu/methods/modules/culture/

"Rockin' Russian: From Years Gone By," a multi-level proficiency-based online program for using vintage music video to introduce Russian culture and history while practicing the language, in collaboration with Liberal Arts Instructional Technology Services and the Texas Language Technology Center, College of Liberal Arts, University of Texas, 2009-2010. [In progress.]

"Viewing for Proficiency: Using Video Materials in Concert with *Live from Russia!*" an on-line guide for teachers using authentic video in teaching Russian, in conjunction with the *Russian: Stage One* textbook project, 2008.
http://www.livefromrussia.org/content/teacher/docs/Video%20Guide.pdf

"Rockin' Russian," a multi-level proficiency-based Russian language and culture instruction program online, based on contemporary Russian rock music videos with level-relevant exercise materials, in collaboration with Liberal Arts Instructional Technology Services and the Texas Language Technology Center, College of Liberal Arts, University of Texas, 2007-2008.
http://dev.laits.utexas.edu/rr/rr_v_6/index.html

"Russian History Online: The Khrushchev Years," a collaborative multimedia cultural history project with the University of Texas at Austin, Moscow State University and Abamedia, LP, with substantial funding from the Carnegie Foundation, 2005.
http://russianarchives.com/rho/index.html

BOOK REVIEWS:

From Poets to Padonki, Ingunn Lunde and Martin Paulsen, eds. In *Slavonica*, vol. 16. Fall 2010, [In press].

Slayers and their Vampires: A Cultural History of Killing the Dead. Bruce A. McClelland. In *Slavic and East European Journal*. Summer 2010, vol. 54, no. 2, [In press.]

Vampire Lore: From the Writings of Jan Louis Perkowski. Jan L. Perkowski. In *Slavic and East European Journal*. Spring 2009, vol. 53, no. 1, pp. 133-134.

Worlds Apart: An Anthology of Russian Fantasy and Science Fiction. Alexander Levitsky, ed. In *Slavic and East European Journal*, Winter 2008, vol. 52, no. 4, pp. 618-620.

Культурные исследования: Сборник научных работ [*Cultural Studies: A Collection of Essays*]. Etkind and P. Lysakov, eds,. in *The Russian Review*, vol. 64, no. 4, October 2008, pp. 722-723.

Under the Sky of My Africa: Alexander Pushkin and Blackness, C. Nepomnyashchy, N. Svobodny, and L. Trigos, eds., in *Slavic and East European Journal*, Winter 2007, vol. 51, no. 4, pp. 788-789.

Alien Visions: The Chechens and the Navajos in Russian and American Literature. Margaret Ziolkowski, in *Slavic and East European Journal*. Winter 2006, vol. 50, no. 4, pp. 707-708.

Beyond the Color Line and the Iron Curtain: Reading Encounters Between Black and Red 1922-1963. Kate Baldwin, in *The Comparatist*. May 2004, vol. XXVIII, pp. 179-181.

Up from Bondage: The Literatures of Russian and African American Soul. Dale Peterson, in *The Comparatist*. May 2002, vol. XXVI, pp. 152-154.

MEDIA PRESENTATIONS:

"Vampire Lore and Modern Interpretations," Interview for DVD compilation program for "Vampire Diaries," Warner Brothers Video, March 2010.

"Vampires and the *Twilight* Phenomenon," Radio interview on The Cory Kolt Show, CKOM 650, Regina Canada, November 20, 2009.

"The Family of the Vurdalak," On-line featurette for Liberal Arts Media web presentation *Slowly I Turned…,"* at: http://www.utexas.edu/cola/public-affairs/features/_features/Slowly-I-Turned.php University of Texas at Austin, October 2009.

"In Search of the Truth: Vampires: *Good Morning America*, ABC television interview and source expert on feature segment, at: http://abcnews.go.com/GMA/AroundTheWorld/story?id=7174356&page=1 air date: March 26, 2009.

"*Twilight* and the New Vampire Invasion," Radio interview with Mary McGill on "iTalk," Dublin, Ireland, March 18, 2009.

"Twilight," ShelfLife@Texas, College of Liberal Arts, at: http://www.utexas.edu/opa/blogs/shelflife/2008/11/18/interview-with-a-vampire-expert/ University of Texas at Austin, January 2009.

"A New Age for Vampires," Radio interview on The Cory Kolt Show, CKOM 650, Regina Canada, January 20, 2009.

"Shipwreck of the Black Sea," Feature Story, University of Texas at Austin, http://www.utexas.edu/know/2008/10/27/shipwrecks-of-the-black-sea/ October 27, 2008.

"True Bloodlines: A New Type" documentary for HBO Productions "True Blood" miniseries, http://www.truebloodshow.com/ September 2008.

"True Bloodlines: Vampire Legends" documentary for HBO Productions "True Blood" miniseries, http://www.truebloodshow.com/ September 2008.

"Teaching Russian in the United States," *Dobroe utro, Jaroslavl'!* [Good Morning, Yaroslavl!], television interview, Yaroslavl, Russia, February 15, 2008.

"Kosovo and the Russian Response," interview, special feature broadcast, BBC Central Asia, January 24, 2008.

"'30 Days of Night': First Look," *Attack of the Show*, G4 Network at: http://www.movieweb.com/video/HUOsDVRQBRstTQ October 2007.

"Vampire Featurette" for Sony/Columbia Picture's film *30 Days of Night* on Movieweb at: http://www.movieweb.com/video/V07J34grABJNSU October 2007.

"The Vampire on Film" for Sony/Columbia Picture's film *30 Days of Night* on Movieweb at: http://www.movieweb.com/video/V07J48bcdwzACI October 2007.

"*30 Days of Night* in the Context of Historical Vampires," press interviews for Sony/Columbia Pictures, October 7, 2007.

"Vampire Secrets," 2-hour presentation, The History Channel, Subject expert and historical advisor, air date: October 29, 2006.

"The Vampire and the Slavs," Take 5: Faculty Insights in Brief, at: http://www.utexas.edu/inside_ut/take5/garza/ University of Texas at Austin Austin, 2006.

"Ten Years Later: The Fall of Yugoslavia Revisited," interview, Special televised documentary, Kalo Philo, dir. Austin Public Access Television, March 30, 2005.

"Developing Russian Language Expertise in the US," Voice of America live broadcast/interview for Russia, Washington/Moscow, September 2, 2003.

GRANTS AND SUPPORTED RESEARCH:

2010: Liberal Arts Instructional Technology FAST-Tex Grant, "Surfing the Net Abroad: Web Based Modules for Foreign Language Cultural Literacy," University of Texas at Austin, $23,000.

2008: Liberal Arts Instructional Technology Grant, "Rockin' Russian II: Vintage Music Videos for Soviet Culture Instruction," University of Texas at Austin, $21,900.

2007: Liberal Arts Instructional Technology Grant, "Rockin' Russian: Music Videos for Language and Culture Instruction," University of Texas at Austin, $32,446.

2006 - 2010: US Dept. of Education, Title VI National Resource Center and Fellowships Program for Language and Area Studies, University of Texas at Austin, FLAS $194,500 per year for four years; NRC $203,700 per year for 4 years.

2003 - 2006: US Dept. of Education, Title VI National Resource Center and Fellowships Program for Language and Area Studies, University of Texas at Austin, FLAS $330,000 per year for three years; NRC $235,000 per year for 3 years.

PROFESSIONAL WORKSHOPS:

"The US Foreign Language Classroom: Expectations and Exaggerations," Foreign Language Teaching Assistants Training Session, US Department of State, University of Texas, Austin, TX August 2010.

"Using Authentic Materials in the Foreign Language Classroom," Teacher Training Workshop, Center for Russian and East European Studies, Indiana University, June 25-26, 2010.

"Intensive Courses, or Intensive Teaching?" Teacher Development Workshop for the Texas Language Center, University of Texas, November 30, 2009.

"Film as (Con)Text: Using Visual Media in Russian Language and Culture Classes," Berkeley Language Center Workshop: *Teaching Languages and Culture with Film*, University of California at Berkeley, Berkeley, CA, June 15-18, 2009.

"Moscow's Changing (S)Pace: How the Russian Capital is Faring in the 21st Century," Teaching training workshop for secondary schools, Center for Russian,

East European and Eurasian Studies, University of Texas, Austin, TX, June 11, 2009.

"Bringing Students from School to College in a Foreign Language," Teacher training session, Phillips Andover Academy, Andover, MA, May 12, 2009.

"The Role of Youth in New Russia," satellite workshop for students, University of Texas, Arlington, TX, May 1, 2009.

"Teaching for Cultural Proficiency," Project for the Texas Higher Education Coordinating Board and the Texas Language Technology Center, University of Texas, Austin, TX, April 10, 2009.

"Teaching the Critical Languages in The US: A Current Overview," American Councils and US Department of State, Washington, DC, July 31, 2007.

"Putin's Russia and the 2008 Elections" Educators' Forum, Houston World Affairs Council, Houston, TX. July 21, 2007.

"Youth and Politics in the New Russian Economy," Educators' Forum, Houston World Affairs Council, Houston, TX. July 21, 2007.

"Russian Youth Culture in Putin's Russia," satellite workshop for students, University of Texas, Arlington, TX, April 19, 2007.

"Using Contemporary Media and Press to Teach Russia," CARTA annual conference workshop, University of Texas at Austin, Austin, TX, March 31, 2007.

"Russia, Putin, and the 21st Century," Educators' Forum, Houston World Affairs Council, Houston, TX, May 19, 2006.

"Teaching Russia and the Caucasus after 9/11," Houston Seminar, Houston, TX, October 25, 2004.

"Vodka, Borsch and Tears: A Brief Cultural History of Russia's Most Popular Drink," Hemispheres Workshop for Secondary School Teachers, University of Texas, Austin, TX, June 10, 2003.

"Understanding Russia from Gorbachev to Present," Texas Humanities Institute for Teachers, University of Texas, Austin, TX, March 6 and 27, 2003.

Russia's New Writers: Pelevin's *The Yellow Arrow*," Good Reads program for Hemispheres, Barnes and Noble Bookstore, Austin, TX, April 30, 2003.

"The Myth of the Vampire in Slavic Cultures," Hemispheres Workshop for Secondary School Teachers, University of Texas, Austin, TX, November 2, 2002.

"Connecting with Eastern Europe through Student Produced Portraits of Youth," Teaching through the Arts, Center for Russian, East European and Eurasian Studies, University of Texas, Austin, TX, June 5, 2001.

"*Приходи и смотри*!: Using Video to Bring Russian Culture to Life" Teacher Education Program, Ohio State University, Columbus, OH, April 14, 2001.

"Russian Youth in the 21st Century" Houston World Affairs Council, Houston, TX November 15, 2000.

"American Linguoculture and the Teaching of Popular Culture" In-Service Teacher Training Program, Moscow Linguistic University, Russia, April 6-20, 2000.

INVITED OR REFEREED LECTURES:

"Medvedev, Chechnya, and Russian youth today," Phillips Andover Academy, Andover, MA. May 14, 2010.

"The vampire and 1000 years of European history of the 'other,'" Phillips Andover Academy, Andover, MA. May 13, 2010.

"From despots to desperate housewives: The changing place of women in Russia," American Association of University Women, Austin, TX. April 10, 2010.

"Revisiting the Russian island: From Zamyatin's *We* to the Strugatskys' 'Inhabited Island'," American Comparative Literature Association, New Orleans, LA. April 3, 2010.

«Технология, социальные сети, и культура жизни американского студента» ["Technology, social networking, and the culture of the American university student"], Conference on Russian/American Studies, Russian State Humanities University, Moscow, Russia. February 28, 2010.

"Reflecting on the Rite," panel discussion on the Rite of Spring Project, Butler School of Music, University off Texas, Austin, TX. February 3, 2010.

"Video as (con)text: Using authentic media in Russian language and culture classes," Indiana University, Bloomington, IN, January 29, 2010.

"The British vampire's Slavic roots," UT Seminar in British Studies, University of Texas, Austin, TX January 22, 2010.

"Where are the 'best practices' in FL education in the current fiscal picture?," AATSEEL National Convention, Philadelphia, PA. December 28, 2009.

"Blood ties: The vampire myth in Slavic culture," Phi Alpha Theta Invited Lecture, University of Texas at Arlington, Arlington, TX, September 30, 2009.

"Once upon a ballet: Russia's classic fairytales and the Ballets Russe," Harry Ransom Humanities Research Center, University of Texas, September 16, 2009.

"Historical vampires: Insights into European cultures and literatures," Phillips Andover Academy, Andover, MA. May 15, 2009.

"12 angry Russians: Mikhalkov's *12* as nostalgia for the present," American Comparative Literature Association annual meeting, Cambridge, MA. March 25, 2009.

"Avatars and anime: Animation in MTV Russia," Modern Language Association Annual Meeting, San Francisco, CA. December 29, 2008.

"Russia's youth: Past, present and Putin," UT Forum, University of Texas, Austin, TX. November 8, 2008.

"Importing MTV: On the creation of a visual identity for Russian rock music," American Comparative Literature Association annual meeting, Long Beach CA. April 25, 2008.

"Rockin' Russian: Music videos for Russian language and culture instruction," Computer Assisted Language Instruction Consortium (CALICO) annual conference, San Francisco, CA, March 21, 2008.

"Burning manuscripts: *The Master and Margarita* for TV," Modern Language Association Annual Meeting, Chicago, IL. December 28, 2007.

"Focus on culture in advanced Russian programs" American Council on the Teaching of Foreign Languages Annual Convention, San Antonio, TX. November 17, 2007.

"From Aga Khan to dim sum: New Russia's Asian appetite," American Comparative Literature Association annual meeting, Puebla México. April 20, 2007.

"Russia's vampiric Other: Portraits of Islam in Bekmambetov's *Night Watch* and *Day Watch*" Modern Language Association Annual Meeting, Philadelphia, PA. December 28, 2006

"The Caucasian blues: The Chechen wars in Russian television and press," Conference on the Mass Media in Post-Soviet Russia, BASEES, Surrey, England, April 6, 2006.

"Dark Others: Russia's new vampires in visual media," American Comparative Literature Association Annual Meeting, Princeton, NJ, March 24, 2006.

Origins of the vampire: The Slavic connection," Explore UT, University of Texas, Austin, TX, March 4, 2006.

"Putin's Russia: Politics, peril and promise," International Business Fellows Program, McCombs School of Business, University of Texas, Austin, TX, February 22, 2006.

"Rewriting cultures: Using textbooks to make and break myths in the 21st century," Conference on Russian/American Myths, Russian University for the Humanities, Moscow, February 14, 2006.

"Night Watch: Russia's new vampires," The Modern Language Association Annual Conference, Washington, D.C., December 28, 2005.

"Russia's Shakespeares," Invited lecture for the Shakespeare Initiative at the University of Texas at Austin, Austin, TX, October 25, 2005.

"Russian views of the Chechen wars," Physicians and Journalists Association, Headliners' Club, Austin, TX, June 22, 2005.

"Reading Tolstoy's *Anna Karenina* as political text," Austin Readers Book Club, Austin, TX, June 7, 2005.

"Points of departure: Russia in the last decade," Phi Beta Kappa Alumni Association of Greater Austin, University of Texas, May 15, 2005.

"Caucasian blues: Portraits of the Chechen war in modern film," Slavic and Eurasian Graduate Student Symposium, University of Texas, March 28, 2005.

"Eastern Europe and Russia 15 Years after the Fall of the Berlin Wall," Houston World Affairs Council, Houston, TX, November 8, 2004.

«В глазах Америки: Чеченская война» ["American portraits of the war in Chechnya,"] Moscow Humanities University, Moscow, Russia, July 25, 2004.

"Chechen portraits: Russians reinvent Chechnya in recent television and film," American Comparative Literature Association Annual Meeting, Ann Arbor, MI, April 16, 2004.

"Rebels, renegades and Romantics: Russian readings of the Chechen war," Southern Comparative Literature Association National Convention, Austin, TX, September 15, 2003.

"Russian youth in recent film," QUEST lectures, Division of Continuing Education, University of Texas, May 1, 2003.

"The unbearable lightness of being undead: The Slavic vampire as cultural Other," Southern Comparative Literature Association National Convention, Tuscaloosa, AL, October 11, 2002.

"Russia's youth: A promise of renaissance or ruin?" The Houston Seminar, Houston, TX. October 15, 2001.

"The truth behind the Slavic vampire," Learning Activities for Mature People, Division of Continuing Education, University of Texas, October 9, 2001.

"Russia's bad boys (and girls); The legacy of Dostoevsky's underground man in the 21st century," Southern Comparative Literature Association National Convention, Chapel Hill, NC, September 14, 2001.

"Linguistic détente: Russian moves toward English in the 21st century," Linguistic Circle, University of Texas, Austin, TX. February 9, 2001.

PROFESSIONAL SERVICE:

•University of Texas at Austin•

Director, Texas Language Center, College of Liberal Arts, September 2009-present.

Chairperson, Department of Slavic and Eurasian Studies, April 2004-September 2009.

Director, Center for Russian, East European and Eurasian Studies, January 2002-September 2009.

Current Member of Graduate Studies Committee for:

- Department of Slavic and Eurasian Studies [College of Liberal Arts]
- Russian, East European and Eurasian Studies [College of Liberal Arts]; Chair, 1998-2000
- Foreign Language Education [College of Education]; Chair, 1996-1997
- Program in Comparative Literature [College of Liberal Arts]

Member, Executive Committee, Center for Russian, East European and Eurasian Studies, University of Texas at Austin, 1990-present.

Member, Executive Committee, University of Texas Language Technology Center, 2006-present.

Graduate Adviser, Russian, East European and Eurasian Studies (1998-2000).

Minority Liaison Officer:

Department of Slavic and Eurasian (1990-present),

- Danforth Compton Fellowship Selection Committee (1993-1996)
- Graduate Opportunity Fellowship Selection Committee (1994-1996)

Center for Russian, East European and Eurasian Studies (1996-present),

- CREEES Outreach Program, Furr High School, Houston, TX (1999-'07)

Program in Comparative Literature (2002-present).

Member, Hispanic Faculty and Staff Association, University of Texas at Austin, 1992-present.

Member of Board of Directors, Faculty Representative, Texas Union, University of Texas 2007-2010.

Member of J.J. "Jake" Pickle Outstanding Student Award Committee, Texas Union, University of Texas, 2008.

Honorary Junior Fellow of the UT Faculty Seminar in British Studies, appointed in 2001 -- present.

Member of College of Liberal Arts Committee on Promotion and Tenure, 2000-2003.

Combined Liberal Arts Commencement Name Reader, College of Liberal Arts, 2003 - present.

Member of College of Liberal Arts International Studies Advisory Committee, 2008 - present.

Member of College of Liberal Arts Language Policy Advisory Committee (LPAC), 2007-present.

Member of College of Liberal Arts International Study Abroad Committee (CLAISAC), 1996-2009.

Member of Selection Committee for the International Education Fee Scholarship, University of Texas, 1996-2001.

Member of Faculty Council Committee on AI/TA Rights and Responsibilities, University of Texas, 1997-1998; Committee Chair 1998-1999.

Member of Faculty Council, 2000-2006.

Member of Faculty Council Committee on Recruitment and Retention, 1999-2003.

Member of Faculty Council Committee on the Undergraduate Program, 2005-2007.

Member of Continuing Fellowship Selection Committee, Office of Graduate Studies, 2008, 2009, 2010.

Member of College of Liberal Arts Teaching Awards Committee, 2007, 2008.

Member of University Committee to select new members of the Academy of Distinguished Teachers, University of Texas, 2005.

Coordinator of and contributor to speaker series for UT Mc Combs School of Business Global Connections Program under the direction of David Spence, University of Texas, 2009.

Member of Faculty Editorial Board for the *Undergraduate Research Journal*, University of Texas, 2005-present.

Member of Public Affairs Advisory Committee, College of Liberal Arts, University of Texas, 2006-present.

•State of Texas•

Member of Board of Directors, Anthropos Arts Music Education Organization, Austin, TX, 2009-2010.

Member of Board of Directors, Texas Russian Business Council, Austin, TX, 2008-present.

Member of foreign language proficiency test development committee (for Russian language) for the State Board for Educator Certification, Texas Education Agency, 2007.

Consultant/Adviser to State Senator Kirk Watson for Russia lecture tour and blog contributor, 2006.

•National•

Field Advisor, ACTR/ACCELS Regional Scholars Exchange Program, 1993-present.

Member, Foreign Language Advisory Committee, The College Board, 1997-2001.

Member, Board of Editorial Advisors, *The Journal of the Imagination in Language Learning*, 1998-present.

Member, Editorial Board, *Russian Language Journal*, 2005-present.

Charter Member, National Language Service Corps, Arlington, VA. Provide government assistance in English/Russian, 2009-present.

Panelist/Reviewer, Special Opportunity in Technology in Education Grants, National Endowment for the Humanities, 1996.

Panelist/Reviewer, Education in Development and Design Grants, National Endowment for the Humanities, 1999.

Panelist/Reviewer, Schools for a New Millennium Grants, National Endowment for the Humanities, 2001.

Panelist/Reviewer, The International Research & Exchanges Board (IREX), in collaboration with the Woodrow Wilson International Center for Scholars' Kennan Institute. "Prospects and Challenges for the First Post-Communist Generation: Young People Today in Eurasia and Eastern Europe," symposium and workshop, 2009.

Panelist/Reviewer, Critical Languages Scholarships (Russian), American Councils, Washington, DC, 2010.

Panelist/Reviewer, English Teaching Assistantships in Russian, Eastern and Central Europe, Institute of International Education Fulbright-Hays Program, Houston, TX, 2008-2011.

Member of Board of Directors, United Russian-American Association, (through the Consulate of the Russian Federation in Houston, TX), 2005-present.

Panelist/Reviewer, Special Opportunity in Foreign Language Education Grants, National Endowment for the Humanities, Washington, DC, 1994.

Member of AATSEEL Committee on College and Pre-College Russian, 1994-2000.

EMPLOYMENT AND Teaching:

Fall 2009 – present: Director, Texas Language Center, College of Liberal Arts, University of Texas at Austin.

Spring 2004 -- Fall 2009: Twice appointed Chairman of the Department of Slavic and Eurasian Studies. College of Liberal Arts, University of Texas at Austin.

Spring 2002 – Fall 2009: Twice appointed Director, Center for Russian, East European and Eurasian Studies. College of Liberal Arts, University of Texas at Austin.

Spring 2000 -- Summer 2000: Visiting Professor of Humanities and English as a Foreign Language, Moscow State Linguistic University.
- taught course in cross cultural (Russian/American) communication and lexicon;
- served on two thesis and examining committees
- consulted on the writing of new ESL textbook for advanced learners in Russia, and advanced level textbook of Russian culture for Americans

Fall 1996 -- present: Associate Professor of Slavic and Eurasian Studies, University of Texas at Austin, Department of Slavic and Eurasian Studies

Nancy Guilloteau

The University of Texas at Austin
Department of French and Italian
[redacted]
Austin, Texas 78712

EDUCATION

Ph.D. French Linguistics with concentration in Second Language Acquisition, The University of Texas at Austin, 1997

M.A. French Linguistics with minor in French Literature, The University of Texas at Austin, 1991

B.A. French, with honors, The University of Texas at Austin, 1988

PROFESSIONAL APPOINTMENTS

1998 to present, Lecturer, Department of French and Italian, The University of Texas at Austin.

2007, 2013, Associate Director, Lyon Summer Program.

2006 to present, Language Program Director, Department of French and Italian, The University of Texas at Austin.

1998, 1999, Lecturer and Faculty Liaison, L'Ecole Supérieure de Commerce de Paris, CIBER Summer Program.

INTERNET PUBLICATIONS

2012 (with Karen Kelton). *Enhancing French Skills.* http://sites.la.utexas.edu/enhancing-french-skills/ A fully integrated open curriculum with an accompanying website exploiting authentic documents from various sources: interview videos created here at UT, newscasts, song videos, recorded vocabulary lists, and internet activities.

2010 Development of FR 601C and 611C (with Karen Kelton) to respond to program goals of intensive curriculum and proficiency-based language teaching. Included enhancement of *Français interactif* with new authentic videos (with permission of www.rhonealpes.tv) and creation of activities to accompany these videos, www.laits.utexas.edu/fi .

2001, 2004, 2011 (with Karen Kelton and Carl Blyth), *Français interactif* textbook, available at http://www.lulu.com (search *Français interactif*) and from the *Français interactif* website in downloadable pdfs free of charge www.laits.utexas.edu/fi .

2010 *Foreign Language Teaching Methods.* http://coerll.utexas.edu/methods/. An online, video-based methods course focusing on best practices in foreign language instruction at the high-school and college levels, featuring twelve interactive media-rich modules taught by different professors from the University of Texas at Austin.

2001 (with C. Blyth, K. Kelton, and E. Eubank). *Français interactif*, http://www.laits.utexas.edu/fi. An online first-year French program featuring videos, web activities, printable pdfs, recorded vocabulary lists, phonetics lessons, online grammar lessons, French songs, and a link to our Facebook page.

AWARDS AND GRANTS

2013	Texas Language Center (TLC) Professional Development Award for innovation and creation of online open curriculum for French 317C, *Enhancing French Skills*	$2000
2009	Liberal Arts Instructional Technology Grant for *Français interactif* – website and online publishing, awarded by LAITS in July 2009 for academic year 2009-2010 (with Karen Kelton)	$34,274
2009	Access to Language Education Award, (given to *Français interactif*), for a website offering exceptional access to language learning resources, CALICO Executive Committee, CALICO Annual Conference	
2008	Texas Higher Education Coordinating Board (THECB) Grant, to develop *Foreign Language Teaching Methods: Vocabulary Module*	$10,000
2006	Best of the Humanities on the Web (given to *Français interactif*) National Endowment for the Humanities	
2004	First Place, Gold Award Winner, Innovative Instructional Teaching Awards Program for *Français interactif*, Center for Instructional Technology, UT-Austin (with Carl Blyth and Karen Kelton)	$3000

2003	Liberal Arts Instructional Technology Grant for *Français interactif* (with Carl Blyth and Karen Kelton)	$55,000
2001	Liberal Arts Instructional Technology Grant for *Français interactif* (with Carl Blyth and Karen Kelton)	$42,000
1999	Liberal Arts Instructional Technology Grant for Computer Assisted Instruction (with Carl Blyth and Karen Kelton)	$32,000

CONFERENCE PRESENTATIONS

"Leveraging Free Tools and Content to Build an Intermediate French Course" (with Karen Kelton). South Central Association for Language Learning Technology (SOCALLT), Fort Worth, Texas, April 2013.

"Taking It to the Next Level: Intensive French at the University of Texas." South Central Association for Language Learning Technology (SOCALLT), Boulder, Colorado, April 2012.

"Transforming a Curriculum Through Assessment" (with Karen Kelton). OPI workshop, sponsored by the Texas Language Center (TLC), Austin, Texas, March 2012.

"Open Textbooks, Online Communities: Do They Work?" Panel session, South Central Association for Language Learning Technology (SOCALLT), Austin, Texas, April 2011.

"Adapting *Français interactif* to Your Classroom Needs." St. Edward's University, Austin, Texas, August 2010.

"Français interactif Community Website." American Association of Teachers of French (AATF), Houston, Texas, October 2010.

"Français interactif Central: Building a Foreign Language Learning Community" (with K. Kelton and N. Steinfeld). South Central Association for Language Learning Technology (SOCALLT), Hot Springs, Arkansas, April 2010.

"Adapting *Français interactif* to Your Classroom Needs." Texas Foreign Language Association (TFLA), Austin, Texas, October 2009.

"*Français interactif* : A Case Study in Open Educational Publishing"(with K. Kelton). Computer Assisted Language Instruction Consortium (CALICO), Tempe, Arizona, March 2009.

ACTFL Conference, Bridging Cultures through Languages, San Antonio, Texas, November 2007 (attended).
"Teaching Business French through Culture: Guidelines and Materials" (with S. Katz). Center for International Business Education Research (CIBER), Park City, Utah, April 2005.

"*Français Interactif*." Southern Conference on Language Teaching, Baton Rouge, Louisiana, March 2001.

SERVICE

Course Supervision

May 2012 to present, Supervisor, French 317C

August 2011 to present, Supervisor, French 601C

August 2003 to August 2011, Supervisor, French 506

August 1998 to August 2003, Supervisor, French 507

ADVISING

Supervisor, Alyssa Brumley, Senior Project in Urban Studies, Spring 2011.

Second Reader, Rebecca Mizell, Center for European Studies Capstone Project, Spring 2011.

Supervisor, Whitley Shulz, Center for European Studies Capstone Project, Fall 2007.

DEPARTMENT OF FRENCH AND ITALIAN

Chair, Undergraduate Studies Committee, Department of French and Italian, January 2013 to present.

Departmental Liaison, UT Study Abroad Office, August 2012 to present.

Member, Lyon Summer Program Committee, 2007 to present.

Member, Undergraduate Studies Committee, Department of French and Italian, 2006 to present.

French Language Program Director, August 2006 to present.

COLLEGE OF LIBERAL ARTS

Language Policy Advisory Committee (LPAC) subcommittee, March 2013 to present.

Language Policy Advisory Committee (LPAC), 2009, 2010, January 2013 to present, member.

Cultural Liaison to France-UT Institute, appointed by Center for European Studies, 2011 to present.

FLAS Fellowships, French Language Evaluator, 2011 to present.

Texas Language Center (TLC) Award Committee Member for Professional Development Awards, March 2010.

THE UNIVERSITY OF TEXAS AT AUSTIN

“Preparing College Teachers”, Center for Teaching and Learning (CTL), Spring 2011.

Explore UT Booth, March 2006-2009.

Explore UT Presentations, 2000-2006.

PROFESSIONAL

Regional and Local

UT French Department Pedagogical Workshop for Central Texas Middle and High School French Teachers, “Français interactif Community Website”, June 2010.

UT French Department Pedagogical Workshop for Central Texas Middle and High School French Teachers, “La Phonétique française”, June 2009.

UT French Department Pedagogical Workshop for Central Texas Middle and High School French Teachers, “Expand your Cultural Competence”, June 2005.

UT French Department Pedagogical Workshop for Central Texas Middle and

High School French Teachers, “Enseigner la culture avec l’internet”, June 2004.

National

President-Elect, South Central Association of Language Learning Technology (SOCALLT), elected April 2013.

AAUSC (American Association of University Supervisors and Coordinators) volume, “Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues,” Manuscript reviewer, 2012 .

International

Council of Academic Advisors for l’Institut Américain Universitaire d’Aix-en-Provence, for a two-year appointment, September 2013-June 2015.

Chambre de Commerce et d’Industrie de Paris (CCIP). Examiner, December 1998 to 2009.

PROFESSIONAL AFFILIATIONS (ad hoc since 1998)

American Association of Teachers of French (AATF)

American Association of University Supervisors & Coordinators of Languages (AAUSC)

American Council on the Teaching of Foreign Languages (ACTFL)

South Central Association of Language Learning Technology (SOCALLT)

Texas Foreign Language Association (TFLA)

Jessica L. Hartos, Ph. D

Function

Consultant/contractor with expertise in program development and evaluation, research design, and statistical analysis for outcomes related to higher education and public health

Education and Training

B.S., Psychology & Sociology	University of Houston, Clear Lake, 1992
M.A., Psychology	University of Houston, 1996
PhD, Developmental Psychology	University of Houston, 1998
Post-doctoral fellowship, Program Development & Evaluation	National Institute of Child Health & Human Development, 1998-2001

Employment

2013-present	Associate Professor, School of Health Professions, UNT Health Science Center, Fort Worth, TX
2011-2013	Research Specialist V, College of Natural Sciences, University of Texas at Austin
2010-2011	Research Specialist V, Center for Teaching and Learning, University of Texas at Austin
2009-2010	Coordinator of Research & Evaluation, Mental Health Transformation Project, Texas Department of State Health Services, Austin, TX
2008	Associate Professor (with tenure) & Coordinator, Undergraduate Programs, Department of Public Health Services, University of North Carolina at Charlotte
2003-2007	Assistant Professor & Coordinator, Undergraduate Programs, Department of Public Health Services, University of North Carolina at Charlotte
2001-2003	Research Fellow, National Institute of Child Health and Human Development (NICHD), Bethesda, MD

Professional Activities

- In my current position in the Department of Physician Assistant Studies, I teach Evidence-based Medicine and mentor students in Master's Projects as well as conduct research in program development and evaluation for outcomes in higher education and behavioral health
- As Research Associate V in the College of Natural Sciences and the Center for Teaching and Learning, I was responsible for evaluating policies, procedures, and programs and researching factors related to student academic success. In addition, while at the Center for Teaching and Learning (CTL), I worked with the **Center for European Studies, Center for Middle Eastern Studies, and South Asia Institute** to develop evaluation plans and set up data collection methods for their Title VI federal grants. After leaving the CTL and then UT, I still continue to work with language institutes and entities in the College of Natural Sciences in the development, conduct, and reporting of their evaluations.
- Since 1996, I have conducted/coordinated dozens of research projects and program evaluations at local and state levels including their design; hiring, training, and oversight of staff; recruitment efforts; data collection, management, and analysis; and distribution of results in presentations, publications, and reports for funding institutions. Since 2005, I have served as a consultant and/or contracted with various state and local agencies for these purposes.
- Since 1997, I have authored or co-authored 31 peer-reviewed articles in academic journals and 3 peer-reviewed chapters in book series related to research and program development and evaluation. In addition, I have authored over 65 grant or research reports on the same topics.
- Since 1998, I have authored and/or was PI, Co-PI, or Co-Investigator on 15 awarded grants of state or national funding. In addition, I have authored and overseen dozens of federal contracts for the National Institute of Child Health & Human Development and state contracts for the Texas Department of State Health Services.

- Since 1994, I have been an instructor for various graduate and undergraduate courses in Psychology and Public Health, including program planning and evaluation and statistics. In addition, from 2003-2008, I was chair or a committee member for 12 graduate student projects, theses, or dissertations.

Curriculum Vitae

José Esteban Hernández, Ph.D.

Department of Languages and Literature, University of Texas Pan American
[redacted], Edinburg, TX 78539
Tel: [redacted] Fax: [redacted] e-mail: [redacted]

EDUCATION

PhD, University of New Mexico, Dec. 2004, Hispanic Linguistics.

- Dissertation: *Present Perfect Variation and Grammaticization in Salvadoran Spanish.*
  Director: Rena Torres-Cacoullos; Committee Members: Garland Bills, Joan Bybee, Pedro Martín Butragueño, Scott Schwenter.

MA, University of Houston, 1995, Spanish

- M.A. Thesis: *La retención clítica y la duplicación acusativa nominal del español mexicoamericano en Houston, Texas en una situación de contacto lingüístico*.
  Director: Manuel Gutiérrez.

BA, University of Texas-Pan American, 1990, Spanish, History, ESL

Universidad Nacional Autónoma de México, 1992-1993, Latin American Literature

Escuela Nacional de Antropología e Historia, 1992-1993,
Anthropological Linguistics

PROFESSIONAL EXPERIENCE

2011-Present	Associate Professor, Department of Languages and Literature, University of Texas-Pan American
2005-2011	Assistant Professor, Department of Languages and Literature, University of Texas-Pan American
2004-2005	Assistant Professor, Department of Modern and Classical Languages, University of Saint Thomas
2003-2004	Lecturer, Department of Modern and Classical Languages, University of Saint Thomas
1998-2003	Teaching Assistant, Department of Spanish and Portuguese, University of New Mexico

RESEARCH

GUEST-EDITED NUMBER

- 2011. Spanish Dialect Contact in the Americas. Southwest Journal of Linguistics. 30.2.

ARTICLES IN REFEREED JOURNALS

- 2014. Distribución variable de un marcador del discurso: No decir nada es como decir *verdad*. Revista Española de Lingüística. 43.2. Co-author Rubén Baldazo.

- 2013. Focus on speaker's subjective involvement in Present Perfect grammaticalization: Evidence from two Spanish varieties. Borealis: An International Journal of Hispanic Linguistics. 2.2.261-284.

- 2012. Reducción de /s/ final de sílaba entre transmigrantes salvadoreños en el sur de Texas. Lengua y Migración. 4.2.25-42. Co-author Rubén Armando Maldonado

- 2011. De elemento léxico a marcador modal aseverativo: Un cambio de *verdad*, Studies in Hispanic and Lusophone Linguistics 4.2.343-378. Co-author: Beatrís Solís.

- 2010. La reconstrucción de un pasado lingüístico a través de la narrativa presente: Lengua, historia e identidad en El Nacimiento de los Negros, Signótica 22.2.309-341.

- 2009. Measuring rates of word-final nasal velarization: The effect of dialect contact on in-group and out-group exchanges, Journal of Sociolinguistics 13.5.583-612.

- 2008. Present Perfect semantics and usage in Salvadoran Spanish, Revista Internacional de Lingüística Iberoamericana 12.2.115-140.

- 2007. *Me dijo, <u>seguí</u> adelante, <u>sigue</u> estudiando*: Semantic differentiation in casual form of address variation, Bulletin of Hispanic Studies 84.6.703-724.

- 2003. Aculturación e identidad en El Nacimiento de los Negros, Río Bravo: A Journal of Borderlands, special ed. by Glenn Martínez, 2.1.85-97.

- 2002. Accommodation in a dialect contact situation. Revista de Filología y Lingüística de la Universidad de Costa Rica 28.2.93-110.

- 1999. A TrabajarLE: la construcción intensiva en el español mexicano. Southwest Journal of Linguistics 18: 2.79-100. Co-author: Rena Torres Cacoullos.

BOOK CHAPTERS IN REFEREED VOLUMES

- (Forthcoming). Variación diacrónica de Pretérito Perfecto y Pretérito en el discurso narrativo de documentos coloniales mexicanos (1523-1808), *Cambio y Variación Lingüística: Argumentos Cualitativos y Argumentos Cuantitativos en Sociolingüística*, ed. by Pedro Martín Butragueño, 467-516. México, D.F.: Editorial El Colegio de México.

- 2014. La Frontera Noroeste, universo lingüístico entre más de dos mundos. Part of the collective work, *Historia Sociolingüística de México, Tomo III: México en su geografía lingüística*, ed. by Rebeca Barriga Villanueva and Pedro Martín Butragueño , 1617-1690. México, D.F.: Editorial El Colegio de México.

- 2010. Una aproximación variacionista a la diferenciación social y semántico-pragmática de la variable *tratamiento informal* en el habla bataneca, Formas y fórmulas de tratamiento en el mundo hispánico, ed. by Martin Hummel, Bettina Kluge, and María Eugenia Vázquez Laslop, 811-828. México, D.F.: Editorial El Colegio de México.

- 2010. *The truth about verdá*: Its discursive uses with modal-epistemic reading, Dialogue in Spanish: Studies in functions and contexts, ed. by Dale Koike and Lidia Rodríguez Alfano, 117-135. Amsterdam: John Benjamin. Co-author: Beatriz Solís.

- 2007. Quantitative evidence for contact-induced accommodation: Shifts in /s/ reduction patterns in Salvadoran Spanish in Houston, Spanish in contact: Policy, social and linguistic inquiries, ed. by Kim Potowski and Richard Cameron, 327-341. Amsterdam: John Benjamin. Co-author: Jessi Elana Aaron.

PAPERS IN REFEREED CONFERENCE PROCEEDINGS

- 2011. Measuring rates and constraints of word-final nasal velarization in dialect contact, Selected Proceedings of the 13th Hispanic Linguistics Symposium, ed. by Luis A. Ortiz-López, 54-69. Somerville, MA: Cascadilla Proceedings.

- 2008. Presente Perfecto en la narrativa: Una comparación diacrónica y sincrónica, Actas del VII Congreso Internacional de Historia de la Lengua Española. ed. by Concepción Company Company and José G. Moreno de Alba, 677-699. Madrid: Editorial Arco.

- 2006. Present Perfect for Preterit in Salvadoran Narratives: The perfective expansion into narrative discourse, Selected Proceedings of the 9th Hispanic Linguistics Symposium, ed. by Nuria Sagarra and Almeida Jacqueline Toribio, 297-307. Somerville, MA: Cascadilla Proceedings Project.

- 2004. De un significado intensivo a un marcador de reacción: *ándale* y *ándele* en el español mexicano. In the Proceedings of the Séptimo Encuentro Internacional de Lingüística en el Noroeste, ed. by María del Carmen Morúa Leyva and Ana María Ortiz Ciscomani, 313-325. Hermosillo, Sonora: Editorial UniSon.

WORK IN PROGRESS

- Variación de articulaciones líquidas en el español sinomexicano: Adquisición fonológica de L2 en un contexto de bilingüismo social intenso.

- Half-truths, half-lies, and whole-blown linguistic stereotypes: The speech of the *Paisanos* confronts characterizations of Chinese L2 Spanish in Mexican popular culture.

- Grammaticalization of the modal structure *hallo que* in a corpus of Salvadoran Spanish

INVITED SPEAKER PRESENTATIONS

INVITED SPEAKER

- 2014. "Voices in the Salvadoran Diaspora: Language, identity, and contact" at the El Salvador in the Washington, D.C. Metropolitan Area Lecture Series, School of Languages, Literatures, and Cultures. College Park: University of Maryland, College Park, March.

INVITED PARTICIPANT IN PANEL DISCUSSION

- 2013. "The impact of NMCOSS and/or other corpora of spoken Spanish in my research" at the Contributions of NMCOSS to Studies of Southwest Spanish, Hispanic Linguistics, and Usage-based Approaches to Spanish Panel, Department of Spanish and Portuguese. Albuquerque, New Mexico: The University of New Mexico, September.

FEATURED SPEAKER

- 2013. "Dialect differences across Spanish-speaking populations" at the Legal Spanish Massive Open Online Lecture Series, College of Social and Behavioral Sciences and the Pre-Law Society. Edinburg, Texas: The University of Texas Pan American, February.

FEATURED SPEAKER

- 2012. "Appreciating linguistic differences: Spanish in Texas" at the Texas Spanish in Texas Schools Workshop for K-12th educators, Spanish in Texas Project, Center for Open Educational Research and Language Learning. Austin, Texas: The University of Texas, July.

CONFERENCISTA MAGISTRAL

- 2010. "Variación diacrónica de Pretérito Perfecto y Pretérito en el discurso narrativo". Plenary presentation at the II Coloquio de Cambio y Variación Lingüística: Argumentos Cualitativos y Argumentos Cuantitativos en Sociolingüística. México, D.F.: El Colegio de México, October.

CONFERENCISTA MAGISTRAL

- 2010. "Comunidad, identidad y lengua: historia sociolingüística de los japoneses en Baja California". Paper presented at the Instituto de Investigaciones Históricas, Universidad Autónoma de Baja California, Tijuana, México, May.

INVITED PARTICIPANT IN ROUND TABLE DISCUSSION

- 2010. "Argumentos Cualitativos y Argumentos Cuantitativos en Sociolingüística: Sus límites y posibilidades de complementación" at the II Coloquio de Cambio y Variación Lingüística: Argumentos Cualitativos y Argumentos Cuantitativos en Sociolingüística. México, D.F.: El Colegio de México, October.

REFEREED CONFERENCE PRESENTATIONS

- 2014. "On Target - off target variation of liquids in the L2 Spanish of Chinese-origin learners: L2 phonological acquisition in a situation of intense language contact". Paper presented at the 2014 Georgetown University Round Table of Languages and Linguistics. Washington, D.C.: Georgetown University, March. (Co-presenter Michelle Madrid).

- 2014. "A variationist study of the discourse marker *bueno* in Border Spanish". Paper presented at the 2014 Georgetown University Round Table of Languages and Linguistics. Washington, D.C.: Georgetown University, March.

- 2012. "Variación de fonemas líquidos en el español sinomexicano: Adquisición de L2 en un contexto de bilingüismo social intenso". Paper presented at the III Coloquio de Cambio y Variación Lingüística. México, D.F.: Escuela Nacional de Antropología, November.

- 2012. "Voices in the Salvadoran Diaspora: The psychological impact of contact". Paper presented at the 2012 Lozano Long Conference: Central Americans and the Latino/a Landscape: New Configurations of Latina/o America. University of Texas, Austin, Texas, February.

- 2011. " Distribución variable de un marcador del discurso: No decir nada es como decir *verdad* ". Paper presented at the 15th meeting of the Hispanic Linguistics Symposium, University of Georgia, Athens, Georgia, October. (Co-presenter Rubén Baldazo).

- 2011. "Variación diacrónica de Pretérito Perfecto y Pretérito en el discurso narrativo". Paper presented at the XL Linguistic Association of the Southwest, University of Texas Brownsville, South Padre Island, Texas, October.

- 2011. "*¡Chales güey! ¡Si somos mexicanos cabrones!*: Reducción de /s/ final de sílaba entre transmigrantes salvadoreños en el sur de Texas". Paper presented at the XL Linguistic Association of the Southwest, University of Texas Brownsville, South Padre Island, Texas, October (co-presenter Rubén Maldonado).

- 2011. "Focus on the Semantic-Pragmatic Component in Present Perfect Grammaticalization: Evidence from two Spanish Varieties" at the 12th Conference of the International Pragmatics Association, in session on Perfect evolution across languages and dialects: Semantic change and pragmatic motivations. Manchester, England, July.

- 2009. "Measuring rates and constraints of word-final nasal velarization in dialect contact". Paper presented at the 13th meeting of the Hispanic Linguistics Symposium, Universidad de Río Piedras, San Juan, Puerto Rico, October.

- 2009. "Contacto sin tacto: Pasado y presente de una minoría lingüística en Baja California y el Noroeste de México". Paper presented at the XXXVIII Linguistic Association of the Southwest, Brigham Young University, Provo, Utah, September.

- 2008. "Variation in a dialect contact situation: measuring the effect of a close-knit community". Paper presented at the 37th New Ways of Analyzing Variation, Rice University, Houston, November.

- 2008. "Measuring leveling and bidialectalism in dialect contact". Paper presented at the 12th meeting of the Hispanic Linguistics Symposium, Université Laval, Quebec, October.

- 2008. "Reconstruyendo un pasado lingüístico a través de la narrativa presente: Lengua, historia e identidad en El Nacimiento de los Negros". Paper presented at the XXXVII Linguistic Association of the Southwest, Oregon State University, Corvallis, October.

- 2008. "De elemento léxico a marcador modal aseverativo: un cambio de verdad". Paper presented at the XXXVII Linguistic Association of the Southwest, Oregon State University, Corvallis, Oregon, October (co-presenter: Beatriz Solís).

- 2007. "¿Cómo se puede llegar a ser más que perfecto?". Paper presented at the 11th meeting of the Hispanic Linguistics Symposium, University of Texas-San Antonio, November.

- 2007. "La verdá sobre verdad: sus usos discursivos con valor epistémico". Paper presented at the 1st International Conference on Spanish and Portuguese Dialogue Studies, University of Texas. Austin, April (co-presenter: Beatriz Solís)

- 2006. "Diferenciación semántica a nivel social y discursivo en la variación verbal de las formas de tratamiento casual". Paper presented at the 35th Annual Meeting of the Linguistic Association of the Southwest, Texas A & M International University. Laredo, Texas, September.

- 2006. "Presente Perfecto en la narrativa: una comparación dialectal". Paper presented at the 7th Congreso Internacional de la Historia de la Lengua Española, UNAM. Mérida, México, September.

- 2006. "La variación verbal de voseo y tuteo en el español salvadoreño". Paper presented at the 3rd Congreso Internacional sobre Lengua y Sociedad, Universitat Jaume I. Castellón, España, September.

- 2005. "Present Perfect in narrative in Salvadoran Spanish". Paper presented at the 9th joint meeting of the Hispanic Linguistics Symposium and the Conference on the Acquisition of Spanish and Portuguese as First and Second Languages. Penn State University, November.

- 2005. "Nadie es perfecto ¿o sí? Variación dialectal en el Pretérito Perfecto. Paper presented at the 4th Conference of the Asociación de Lingüística y Filología de América Latina, Universidad Autónoma de Nuevo León, October (co-presenter: Rena Torres Cacoullos).

- 2005. "Patterns of /s/ reduction in Salvadoran Spanish in Houston: the effects of dialect contact". Paper presented at the 20th Conference of Spanish in the United States and 5th Conference of Spanish in contact with Other Languages, University of Illinois at Chicago, March (co-presenter: Jessi Elana Aaron).

- 2003. "Meaning and prototype clustering of the Present Perfect construction in Salvadoran Spanish". Paper presented at The 7th meeting of The Hispanic Linguistics Symposium and The 6th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages, University of New Mexico, October.

- 2002. "De morfema intensivo a un uso léxico pragmático: los usos de *ándale/ándele* en el español mexicano". Paper presented at the VII Encuentro Internacional de Lingüística en el Noroeste, Universidad de Sonora, November.

- 2002. "Dialect contact and accommodation: variation patterns in Salvadoran Spanish in Houston". Paper presented at the 31st New Ways of Analyzing Variation, Stanford University, October (co-presenter: Jessie Elana Aaron).

- 2002. "A classification of the Present Perfect uses in Salvadoran Spanish". Paper presented at the 12th Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics, University of Texas Austin, March.

- 2001. "Patterns of morphological distribution in a *voseo* predominant variety". Paper presented at the 30th Annual Meeting of the Linguistic Association of the Southwest, University of New Mexico, September.

- 2001. "Checking boundaries: testing the equivalence constraint". Paper presented at the 1st Sociolinguistics Symposium on Language Variation in New Mexico, University of New Mexico, May (co-presenters: Mayra Torres, María Josep Jarque, and Sherrie Niccolai).

- 2000. "Las funciones pragmáticas de *Ándale/Ándele* en el español mexicano". Paper presented at the 29th Annual Meeting of the Linguistic Association of the Southwest, Benemérita Universidad Autónoma de Puebla, October.

- 2000. "Language shift and identity: the case of the *Negros Mascogos*". Paper presented at the Annual Anthropology Department Symposium, University of New Mexico, March.

- 1999. "La retención clítica y la duplicación acusativa nominal del español mexicoamericano en Houston, Texas". Paper presented at the 5º Congreso Nacional de Lingüística de la Asociación Mexicana de Lingüística Aplicada, Universidad Autónoma de Nuevo León, October.

- 1999. "Syntactic Duplication and Simplification in the Spanish Spoken in Houston". Paper presented at the 28th Annual Meeting of the Linguistic Association of the Southwest, University of Texas San Antonio, October.

ACADEMIC HONORS AND SCHOLARSHIPS

University of New Mexico, Latin American and Iberian Institute Title VI Fellowship, September 2000 - May 2001, September 2001 - May 2002

University of Texas-Pan American Brownsville, Outstanding student in the Modern Languages Department, March 1987.

RESEARCH FUNDING

University of New Mexico, Latin American and Iberian Institute-Field Research Grant, Summer 2000

University of New Mexico, Office of Graduate Studies-Research, Project, and Travel Grant, Summer 2000

University of New Mexico, Graduate and Professional Student Association-Student Research Allocations Committee Grant, Summer 1999

University of New Mexico, Graduate and Professional Student Association-Student Research Allocations Committee Grant, Spring 1999

SUPERVISION OF GRADUATE STUDENTS:

Member of Ph.D. Dissertation Committees

- Víctor A. Valdivia Ruiz. In progress. Verbs of speech and cognition: Structural patterns in a Mexican and New Mexican Spanish. Department of Linguistics, University of New Mexico.

- Dinorah Pesqueira. 2012. Acomodación y cambio lingüístico en situaciones de contacto dialectal. El Colegio de México.

- Alejandro Tovar. 2012. University of Houston

M.A. Theses Direction

- Hyanghee Lee. In progress. Language, Ideologies and Attitudes in South Texas.

- Stephanie Brock. 2012. *La construcción de la identidad salvadoreña en los Estados Unidos: Lengua, identidad y transnacionalismo*. University of Texas-Pan American

- Miriam Cruz. 2010. *Juntos pero no revueltos: Actitudes entre monolingües y bilingües en el aula*. University of Texas-Pan American

- Beatriz Solís. 2009. *Verdad y sus tintes modálicos en la conversación*. University of Texas-Pan American

- Marco Córdova. 2007. *Las funciones de pues y sus reducciones fonológicas pos y ps en el español de Lópezville, Texas*. University of Texas-Pan American

SCHOLARLY AND PROFESSIONAL ACTIVITIES

Editorial
Editorial Board

- *Revista Signotica* (Universidade Federal de Goias), Conselho Editorial, Spring 2012 to present

Guest Editor

- Special volume on Spanish Dialect Contact in the Americas, *Southwest Journal of Linguistics*, to appear August 2013.

Book Manuscript Reviewer

- Georgetown University Press. Spring 2011.

- Short comment for use on the back cover of the book and in other marketing materials: Georgetown University Press. Spring 2011.
  Spanish as a Heritage Language in the US: State of the Science

Journal Manuscript Reviewer

- *Studies in Hispanic and Lusophone Linguistics*. Fall 2010.
- *Hispania*. Spring 2012; Summer 2011; Spring 2011; Fall 2010; Spring 2010; Spring 2009.
- *Hipertexto*. Summer 2012; Fall 2009; Fall 2008; Spring 2008.
- *Journal of Language Variation and Change*. Fall 2008.
- *Southwest Journal of Linguistics*. Fall 2013; Spring 2012; Spring 2010; Fall 2005.
- *Journal of Sociolinguistics*. Spring 2012
- *Revista Signotica*. Fall 2012; Summer 2012

Special Volume Manuscript Reviewer

- New Directions in Hispanic Linguistics, Rafael E. Orozco and Richard File Muriel (eds.), Summer 2012.
- Studies in Spanish and Quechua, Kim Potowski and Talia Bugel (eds.), Spring 2013
- IULC Working Papers, Quatitative approaches to the study of sociolinguistic phenomena across Spanish varieties. Spring 2014

Conference Proceedings Manuscript Reviewer

- Proceedings of the III Coloquio de Cambio y Variación Lingüística: Argumentos Cualitativos y Argumentos Cuantitativos en Sociolingüística, Escuela Nacional de Antropología, Fall 2012.
- Proceedings of the II Coloquio de Cambio y Variación Lingüística: Argumentos Cualitativos y Argumentos Cuantitativos en Sociolingüística, El Colegio de México, Spring 2011; Fall 2011.
- Proceedings of the 2012 Hispanic Linguistic Symposium, Spring 2013.
- Proceedings of the 2010 Hispanic Linguistic Symposium, Spring 2011.
- Proceedings of the 2009 Hispanic Linguistic Symposium, Spring 2010.
- Proceedings of the XXVII Biennial Louisiana Conference on Hispanic Language and Literature, Spring 2010.
- Proceedings of the 6th International Workshop on Spanish Sociolinguistics, Fall 2012.

Conference Abstract Reviewer

- Coloquio de Cambio y Variación Lingüística, 2012 (Colegio de México) 2014 (UNAM); 2012 (Escuela Nacional de Antropología e Historia)
- Hispanic Linguistic Symposium: 2012 (UF-Gainesville); 2010 (UI-Bloomington); 2009 (Puerto Rico)
- Linguistic Association of the Southwest: 2010 (NMSU, Las Cruces); 2009 (Provo)

National Committees:

- Linguistic Association of the Southwest, Publicity Committee, October 2009 to present.
- CLEP Spanish Language Test Development Committee, Princeton, NJ: ETS, 2013-2014; 2012-2013; 2011-2012.

External Reviewer for Tenure-track Promotion Request:

- Appraisal of the professional portfolio presented for promotion from tenure-track Assistant professor to tenured Associate professor at the Department of Modern Languages, Kansas State University, July 2012.
- Appraisal of the professional portfolio presented for promotion from tenure-track Assistant professor to tenured Associate professor at the Department of Languages, Literatures, Cultures, University of Massachusetts - Amherst, July 2012.

Third Year Reviewer:

- Third Year Review Letter, Department of English and Modern Languages, Shepherd University, October 2012.

Organization of Conferences:

- Co-organizer of the 24th Conference on Spanish in the United States and 9th Conference on Spanish in Contact with Other Languages, University of Texas Pan American. March 6 – 9, 2013.

SERVICE TO THE DEPARTMENT AND COLLEGE

University of Texas-Pan American

Department:

- Associate Chair of the Department of Languages and Literature, Spring 2010-Spring 2012

Search Committees:

- Chair of search committee: Hispanic Linguistics, Fall 2009
- Member of search committee: Applied Linguistics, Fall 2009
- Member of search committee: French, Fall 2009
- Member of search committee: Chinese Applied Linguistics, Fall 2006
- Member of search committee: French Sociolinguistics, Fall 2005
- Member of search committee: Spanish Translation and Interpretation, Fall 2005

Other Committees

- Member, Curriculum committee, Subcommittee on Linguistics Curriculum, 2005-Present.

Task forces

- Member, Task force assigned to revise degree plan to reflect changes by the State Board for Educators Certification in their implementation of an all level Spanish certification, Summer 2009.
- Member, During the Spring 2008 semester of the *Modern Languages in the Core Curriculum Task force*, which sought to communicate the importance of maintaining the language component in our students' education plan, as a reflection of the University's mission and commitment to serve an ethnically diverse institution.

Other

- Adviser to Graduate Organizing Committee, Coloquio Estudiantil sobre Lengua, Literatura y Creación Literaria en la Frontera. Museum of South Texas History, Edinburg, Texas. December 2006; December 2009.

University:

Committees

- Member, Academic Advisory Committee on International Programs, 2005-2008
- Member, International Week Planning Committee: 2005, 2006, 2007, 2008.
- College Council Representative for the Modern Languages & Literature, Sept. 2005-May 2007

COURSES TAUGHT

University of Texas-Pan American

Upper level:

Graduate / Advanced Undergraduate-
SPAN 6344 Spanish in the United States
SPAN 6344 Variation in Spanish Second Language Acquisition
SPAN 6350 Sociolinguistics of Borders across the Spanish-speaking World
Span 6301 Introduction to Spanish Language Linguistics
Span 6344 Qualitative and Quantitative Methods in Language, Identity, and Ethnicity
Span 6350 Shift and Maintenance in Southwest Spanish
Span 6350 Intro to Sociolinguistic Variation in the Spanish-speaking World
Span 6350 Quantitative Methods in Semantics, Pragmatics, and Discourse Analysis
Span 3370 Intro to Hispanic Culture and Translation
Span 4370 Techniques and Methods of Translation

Undergraduate

Span 3330 Advanced Spanish Grammar
Span 3319 Introduction to Linguistics
Span 3306 Basic concepts of Spanish Phonetics and Phonology
Span 3304 Advanced Composition for Bilingual Educators

University of Saint Thomas

Span 3340 Introduction to Translation I
Span 4340 Introduction to Translation II

University of Houston

Span 6395/4396 Quantitative Methods in Semantics, Pragmatics, and Discourse Analysis
Span 6395/4356 Spanish Morphology

University of New Mexico

Span 352 Advanced Spanish Grammar
Span 302 Developing Spanish Writing Skills
Span 301 Language Issues in Mexican Spanish
Span 301 Spanish in New Mexico
Span 301 Spanish Language Contact

Beginning and intermediate:

- University of Texas—Brownsville, September 2007 to December 2007
- University of Saint Thomas – Houston, August 2003 to June 2005
- University of Houston Downtown, Summer 2004, January to May 2005
- University of New Mexico, August 1998 to May 2000
- Alvin Community College, January 1998 to August 1998
- Sam Houston State University, January 1998 to May 1998
- Houston Community College, September 1997 to May 1998, Jan. to May 2005
- Prairie View-Texas A&M University, September 1997 to December 1997
- University of Houston, September 1994 to December 1994

Public school experience

- Springwoods Middle School, Houston, Texas, ESL teacher, 1993-1994
- Filemón Vela High School, Brownsville, Texas, Spanish teacher, 1990-1992.

PROFESSIONAL AFFILIATIONS

- Linguistic Association of the Southwest
- American Association of Teachers of Spanish and Portuguese
- Linguistics Society of America
- Asociación Mexicana de Lingüística Aplicada

LANGUAGES SPOKEN

- Spanish (native)
- English (near native)
- Portuguese (advanced)
- French (intermediate)
- Catalan (reading level)

Yanina Hernández
[redacted] Edinburg, TX 78542
[redacted] (home) / [redacted] (cel)
e-mail: [redacted]

Education

University of New Mexico - Albuquerque, NM
M.A. in Spanish - Specialization in Hispanic Literature
Graduated May 2003
B.A. Anthropology & Spanish, Graduated May 2001.

Houston Community College - Houston, TX
Studied Jan. 1997 - May 1998

Escuela Nacional de Antropología e Historia - Mexico City
Studied Mexican archaeology - Jan. 1993 - Dec. 1994

Colegio de Ciencias y Humanidades (High School), Mexico City
Graduated June 1992

Presentations

2013 Online L2 Spanish Instructional Models: Moodle. Spanish Language Instruction Training, UTPA, 2013.

2009 Icebreakers and warm-ups: actividades comunicativas en las clases de español para principiantes. Texas Foreign Languages Association Conference, Austin, October.

2004 "*Día de muertos* in Central Mexico" Paper presented at Symposium *Día de Muertos*, Texas Southern University.

Service

Prepared a list of Spanish book recommendations for the Learning Resource Center 2013

Advisor, HACU Leadership Club, Texas State Technical College, 2013

Attended to the 27th HACU Annual Conference in Chicago last October with a group of TSTC students and two of the administrators.

Worked on promoting HACU and selecting the students to attend to the conference since 2012.

Member of the Employee Recognition Committee, Texas State Technical College, 2013 - present

Advisor, TSTC Dream Act Information Club, Texas State Technical College, 2012

Advisor, Spanish Club, Texas State Technical College, 2009-2010

Moderator at the I Congreso Internacional sobre Literatura, Cultura y Religión Hispana en el Mundo Hispánico, University of Texas at San Antonio, February 2009

Coordinated a campus orientation for Spanish courses online, January 2009

Member of the Distance Learning Assessment Committee October 2008-2012, Texas State Technical College

Translated Forms for a Mentoring Program at Texas State Technical College, October 2008

Coordinated a campus orientation for Spanish courses online, October, 2009

Translated brochures for the Learning Communities Program at the University of Texas Pan American Fall 2006

Moderator at the Spanish Symposium, University of Texas Pan American April 2006

Helped organize Intercultural Fest on April 25 at Texas Southern University

Helped organize symposium on November 2004 at Texas Southern University

Secretary, Spanish and Portuguese Graduate Association, 2002-2003

Teaching Experience

Classes Taught

Upper Level:

Texas Southern University:

Span 332 Conversation and Diction. This course is students to develop a superior level of oral proficiency a long with practicing other skills like listening, reading, and writing.

Span 335 Introduction to Latin American I. This course explores a survey of the Latin American literature from colonial times to the beginning of the Mexican Revolution.

Lower Division:

Spanish Lower Division languages classes, Beginning and Intermediate Spanish for Native Speakers

Texas State Technical College Summer 2008 - 2011
Spanish 1311 and 1312 (or equivalent)

University of Texas Pan American January 2006 - December 2007
Spanish 1303 and Spanish 1304 (or equivalent)

University of Texas, Brownsville August 2007 - October 2007
Spanish 1373 (or equivalent)

Spanish Lower Division languages classes, Beginning and Intermediate Spanish for Non-Native Speakers

Texas State Technical College, January 2007 – present
Spanish 1311 and Spanish 1312 (formerly 1411 and 1412) Online.

Texas State Technical College, January 2007 – Summer 2013
Spanish 1411 (or equivalent) Early College Program.

University of Texas Pan American, August 2005 - December 2007
Spanish 1301 and 1302 (or equivalent)

University of Texas Pan American, August 2006 - December 2006
Learning Community Spanish 1301, paired with UNIV 1301

Houston Community College, February - May 2005
Spanish 1214 (or equivalent)

Texas Southern University, August 2003 - May 2005
Span 131,132 and 231 (or equivalent)

University of New Mexico, August 2001 - May 2003
Span 101 and 102 (or equivalent)

Innovative Teaching

Designed Spanish hybrid course 1311 (or equivalent) - Texas State Technical College Spring 2012

Designed Spanish online course 1311 (or equivalent) - Texas State Technical College Spring 2010

Enhanced courses with the use of Moodle - Texas State Technical College

Designed Spanish online courses 1411 and 1412 (or equivalent) - Texas State Technical College Fall 2007

Enhanced courses with the use of Blackboard - University of Texas Pan American, University of Texas, Brownsville, and Texas State Technical College

Other Job Experience

Center for Mexican American Studies, University of Houston, Houston, TX
Non-college work study- Aug. 1997- June 1998

Museum of Fine Arts, Houston, TX
Security Guard - Feb.- May 1996

Museo del Templo Mayor, Mexico City
Archaeologist's assistant - March 1993 - Nov. 1994

Fieldwork Experience

University of New Mexico Archaeological Field School, Summer 2000

Escuela Nacional de Antropología e Historia, Mexico City, Field School 1993, 1994

Languages

Spanish, native
English, near native
Portuguese, able to talk and read

References

Dr. Daniel Gonzalez, Assistant Department Chair, Texas State Technical College, Harlingen, English/Foreign Language Department
State Representative Irma Rangel Science and Technology Building

[redacted]

Tel. [redacted]
Email: [redacted]

Dr. Victoria Contreras, Professor, University of Texas Pan American
Department of Modern Languages and Literature
[redacted]

Tel. [redacted]
Email: [redacted]

Dr. Nuria Sagarra, Associate Professor, Rutgers, The State University of New Jersey, Department of Spanish and Portuguese
Carpender House -Douglass Campus
[redacted]

Tel. [redacted]
Email: [redacted]

Dr. Shirley Moore, Assistant Professor, Texas Southern University
Department of English and Foreign Languages
[redacted]

Tel. [redacted]
E mail: [redacted]

Curriculum Vitae

Christian T. Hilchey

[redacted]

Preferred Address:
[redacted]

Department of Slavic Languages & Literatures
University of Chicago
[redacted]
Chicago, Illinois 60637

EDUCATION

Ph.D. University of Chicago, Slavic Linguistics, March 2014
Dissertation Title: *Prefixation of Simplex Pairs in Czech: An Analysis of Spatial Semantics, Distributive Verbs, and Procedural Meanings*

M.A. University of Chicago, Slavic Linguistics, March 2007

B.A. University of Virginia, Russian and Linguistics, March 2003

TEACHING EXPERIENCE

University of Chicago Slavic Department

Instructor

- Advanced Czech (2010–2011, Winter 2012)
- Elementary Czech (2005–2006, 2006–2007, Summer 2007, Autumn 2007, Spring 2008, 2010- 2013)
- Elementary Russian (Autumn 2007, Winter 2008, 2008–2009, 2009–2010) using *Stage One: L ive from Moscow*
- Second-year Russian (Winter 2011, Winter 2013)

Developed curriculum. Created course materials. Employed modern communicative techniques and learning tools. Wrote quizzes, tests, and exams. Utilized multimedia and technology in the classroom. Graded students. Created and maintained Blackboard sites. Planned for language assistants/drill instructors. Evaluated student progress and performance.

Language assistant

- Elementary Czech, University of Chicago (2008–2009, 2009–2010, 2010–2011)
- Second-year Czech (2006–2007, 2008–2009, 2009–2010)
- Second-year Russian (2010–2011)
- Elementary Bosnian, Croatian, Serbian (2007–2008)

Led twice weekly drill sessions. Graded quizzes. Administered oral exams.

Course assistant

- Cognitive Linguistics (Spring 2008)

Attended and participated in class lectures. Prepared and gave lecture when instructor was absent. Held office hours for students. Facilitated guest lectures.

Indiana University (SWSEEL)

Instructor

- Intensive Elementary Czech at Summer Workshop in Slavic, East European and Central Asian Languages (Summer 2009, 2010, 2011, 2012)

Developed curriculum. Created course materials. Employed modern communicative techniques and learning tools. Wrote quizzes, tests, and exams. Utilized multimedia and technology in the classroom. Evaluated student progress and performance. Created and maintained Oncourse sites. Assisted in compiling yearly reports to ACLS.

FELLOWSHIPS, GRANTS AND AWARDS

- Fulbright-Hays DDRA alternate, Fiscal Year 2012
- Provost's Summer Fellowship to study Georgian at Indiana University SWSEEL, Summer 2008
- SSRC Summer Fellowship to study Georgian at Indiana University SWSEEL, Summer 2008
- University of Chicago *Procházka* fellowship to study Slovak in Slovakia, Summer 2007
- SSRC Summer Fellowship to study Slovene at Indiana University SWSEEL, Summer 2006
- FLAS (Title VI), Russian, Academic Year 2006-2007
- ACLS Southeast European Language Training Grant, 2005 (declined)
- FLAS (Title VI), Bosnian/Croatian/Serbian, Academic Year 2005-2006
- FLAS (Title VI), language study in Croatia, Summer 2005
- University of Chicago *Procházka* fellowship to research Perfective Doublets in Prague, Summer 2005
- FLAS (Title VI),Bosnian/Croatian/Serbian, Academic Year 2004-2005
- David A. Harrison Undergraduate Research Award, University of Virginia, Czech Republic, Summer 2002, Project Title: "Varieties of Spoken Czech"

CONFERENCE AND WORKSHOP PRESENTATIONS

- "When Less is More: Multimodal Learning Through Czech *Večerníček*", SWSEEL, Indiana University, June 2012
- "Czech Aspect, Verbs of Motion, and the Cluster Model", Slavic Linguistics Society, University of Chicago, October 2010

- "Profiling Change of State: Distributives in Czech", Slavic Cognitive Linguistics Association, Brown University, October 2010
- "Czech Diglossia, or What it Means to Speak like a Real Praguer", Summer Workshop in Slavic, East European and Central Asian Languages, Indiana University, July 30, 2009
- "Realization of the Predicate in Czech Distributive Verbs", Slavic Linguistics Society, The Ohio State University, June 2008
- "Perfective Doublets in Czech", American Association of Teachers of Slavic and East European Languages, Chicago, December 2007
- "Perfective Doublets in Czech", Slavic Cognitive Linguistics Conference, University of Chicago, October 2007

SUMMER LANGUAGE PROGRAM PARTICIPATION

- Summer Workshop Slavic Eastern European, and Central Asian Languages, Elementary Georgian, Summer 2008
- Studia Academica Slovaca, Summer School of Slovak Language and Culture, Bratislava, Summer 2007
- Summer Workshop Slavic Eastern European, and Central Asian Languages, Elementary Slovene, Summer 2006
- Centar za strane jezike, Center for Foreign Languages, Dubrovnik, Summer 2005
- Hrvatska matica iseljenika, Croatian Heritage Foundation, Zagreb, Summer 2005
- Summer Prague University at Charles University, Summer 2001
- Summer Foreign Language Institute, University of Virginia, Elementary Russian, Summer 2000

LANGUAGE SKILLS

Czech	fluent, near-native
Russian	advanced
Slovak	advanced
Bosnian/Croatian/Serbian	intermediate
Slovene	intermediate
German	reading
French	reading

TRANSLATION EXPERIENCE

- Eurolingua spol. s r.o. (http://www.eurolingua.cz) –translation and editing texts from Czech into English (February 2004 –August 2004)

SERVICE

- Czech and Slovak Cultural Organization – University of Chicago Czech Table, Organized film screenings, Marketing Czech Language

PROFESSIONAL MEMBERSHIPS

- International Association of Teachers of Czech (IATC)
- Slavic Cognitive Linguistic Association (SCLA)
- Slavic Linguistics Society (SLS)

Orlando René Kelm
Curriculum Vitae

(QR - homepage)

PERSONAL DATA

Work Address:
Dept. of Spanish and Portuguese
University of Texas at Austin
[redacted]
Austin, TX 78712
Tel: [redacted]
e-mail: [redacted]
homepage: http://orlandokelm.wordpress.com

Personal Address:
[redacted]
Tel: [redacted]

EDUCATION

1989	University of California, Berkeley Ph.D., Hispanic Linguistics Dissertation: *Temporal Aspects of Speech Rhythm Which Distinguish Mexican Spanish and Brazilian Portuguese*. Director: Milton Azevedo
1985	Brigham Young University M.A., Second Language Acquisition – Spanish
1985	Brigham Young University Teaching English as a Second Language – Certificate
1983	Brigham Young University B.A., Portuguese

TEACHING EXPERIENCE

1995 -	Associate Professor, University of Texas, Austin
2012	Online Lecturer, University of North Carolina at Chapel Hill
2009 (January)	Visiting Professor, Universidad Católica de Santiago, Chile
1989 - 1994	Assistant Professor, University of Texas, Austin
1985 - 1989	Grad. Student Instr., University of California, Berkeley
1983 - 1985	Graduate Student Instructor, Brigham Young University
1980 - 1985	Portuguese Language Coordinator, MTC, Provo, Utah

AREAS OF TEACHING AND RESEARCH

The teaching of foreign language for professional purposes; The use of innovative technology in foreign language education; The cultural aspects of international business; Applied linguistics, phonetics; Languages: Portuguese, Spanish

COURSES TAUGHT

Undergraduate

- Portuguese language courses
- Advanced Portuguese Grammar
- Advanced Portuguese Conversation
- Portuguese Practical Phonetics
- Spanish language courses
- Advance Spanish Grammar
- Spanish Practical Phonetics
- Spanish Applied Linguistics
- Business Spanish

Graduate

- Portuguese Phonetics and Phonology
- Portuguese Linguistics
- Spanish Phonetics and Phonology
- Language for Specific Purposes
- Business in Latin America (MBA)

PH.D. DISSERTATIONS SUPERVISED

2010 Sandra Alexandrino, "*The Role of L1 Influence in the Acquisition of Negative Concord in Adult Second Language Learning*"

2009 Stephanie Lain (co-supervised with David Birdsong), "*Acoustic Correlates of [Voice] in Two Dialects of Venezuelan Spanish*"

2007 Maria de la Paz Garcia (co-supervised with David Schwartzer), "*Integrating Children's Literature into a College Foreign Language Class: A Teacher-Researcher's Perspective*"

2000 Joby McClendon, "*A Study of Three Features of 'Coastal' Spanish on the Costa Grande of Guerrero (Mexico)*"

PUBLICATIONS

I. BOOKS

1. Kelm, Orlando R., John N. Doggett, and Haiping Tang. *When we are the foreigners: What Chinese think about working with Americans*. Charleston, SC: Createspace.com. 2011. Pp 146.

   Interview Article: Ladan Nikravan, Diversity Executive, Oct. 4, 2011, <http://www.diversity-executive.com/article.php?in=1325>

   Review: Kirkus Indie Review, Oct. 3, 2011, <http://www.kirkusreviews.com/book-reviews/indie/orlando-r-kelm/when-we-are-foreigners/>

   Review: Trevor Williams, *Global Atlanta*, Sept. 21, 2011, <http://www.globalatlanta.com/article/25079/>

2. Kelm, Orlando R., Mary Risner. *Brazilians Working with Americans: Cultural Case Studies*. Austin, TX: The University of Texas Press, 2007. Pp 196.

   Review: Vanessa Fitzgibbon, *Luso-Brazilian Review*, Volume 47, Number 1, 2010, pp. 254-256.

   Review: Maria Antonia Cowles, *The Modern Language Journal*, Volume 93, Number 1, 2009, pp. 132.

In progress:

Kelm, Orlando R., and David Victor. Americans as foreigners: The Cultural side of working with Americans.

II. CHAPTERS IN BOOKS OR PROCEEDINGS

1. Kelm, Orlando R. 2011. "Innovative Technologies and the Teaching of Portuguese." In José Marcelo Freitas de Luna (ed.), *O Ensino de Português nos Estados Unidos.* 99-117. Jundiaí: Paco Editorial.

2. Kelm, Orlando R. 2005. "Foreign Language Materials for Business Portuguese: The Role of Technology in the Development of Foreign Language Curricula." In David V. Gibson, Manuel V. Heitor and Alejandro Ibarra-Yunez (eds.), *Learning and Knowledge for the Network Society.* 443-452. West Lafayette, Indiana: Purdue University Press.

3. Kelm, Orlando R. 2004. "Portuguese for Specific Purposes: It Applies 100% of the Time." Antônio Simões, Ana Maria Carvalho, and Lyris Wiedemann (eds.). *Português para falantes de espanhol: Artigos selecionados escritos em português e inglês*. 193-206. Campinas, SP: Editora Pontes.

III. ARTICLES IN REFEREED JOURNALS

1. Kelm, Orlando R. 2012. "Breathe Pure Chile: Teaching about the Cultural Differences in International Business." *Global Business Languages* 16:83-99.

2. Kelm, Orlando R. 2011. "Social Media: It's What the Students Do." *Business Communication Quarterly* 74(4): 505-520.

3. Kelm, Orlando R. 2010. "Innovative Technologies – New Opportunities in Language Teaching." *Portuguese Language Journal* 4. <http://www.latam.ufl.edu/portugueselanguagejournal/articles.html>

4. Kelm, Orlando R. 2010. "Online blogs: teaching the cultural aspects of international business." *Journal of International Education in Business* 2(1): 33-47. <http://www.ojs.unisa.edu.au/index.php/JIEB/index>

5. Kelm, Orlando R. 2004. "Cultural Aspects of Doing Business In Brazil." *The Journal of Language for International Business* 15(1): 117-129.

6. Kelm, Orlando R. 2003. "Curriculum Issues in Business Language and Culture: Recommendations from Business Professionals." *The Journal of Language for International Business* 14(1): 58-70.

7. Kelm, Orlando R. 2002. "Opportunities in Teaching Portuguese for Special Purposes: Business Portuguese." *Hispania* 85(3): 633-643.

8. Kelm, Orlando R. 2000. "Report on The National Forum on The Future of Spanish Departments on College and University Campuses." *Hispania* 83: 521-530.

IV. INTERNET BASED PROJECTS

1. "Conversa Brasileira." 2009-2011. Video podcast lessons with accompanying PDF files, and discussion blog. <http://coerll.utexas.edu/brazilpod/cob/>.

2. "LESCANT Photo Database." 2010-2011. Online photo database with accompanying discussion blog. <http://www.laits.utexas.edu/lescant/>.

3. "Practical Phonetics." 2011. Course Wiki to accompany SPN 346, Practical Phonetics. <http://practicalphonetics.wikispaces.com>.

4. "Let's Talk." 2011. Invited monthly column from McCombs School of Business website *Texas Enterprise, Big Ideas in Business from The University of Texas at Austin*. The column deals with the cultural aspects of international business. < http://www.texasenterprise.utexas.edu/series/lets-talk>.

5. “Technology: Foreign Language Teaching Methods.” 2010. Online, video-based methods course on best practices for foreign language instruction, Carl Blyth, Project Director. <http://coerll.utexas.edu/methods>.

6. "Brazilpod." 2009. Umbrella for all Portuguese Language Materials at the University of Texas, Austin. < http://coerll.utexas.edu/brazilpod/>.

7. "Orlando R. Kelm: SPN346 Course Blog." 2008. Course blog to accompany SPN 346, Practical Phonetics. <http://spn346.wordpress.com>.

8. "Cultural Interviews with Turkish-Speaking Professionals." 2008. QuickTime video clips and transcripts of native speakers who describe cultural aspects of doing business in Turkey. <http://www.laits.utexas.edu/orkelm/turkish/index.html>.

9. "Tá Falado: Brazilian Portuguese Pronunciation for Speakers of Spanish." 2007. Podcast lessons with accompanying PDF files, and discussion blog. <http://coerll.utexas.edu/brazilpod/tafalado/>.

10. (Mary Risner) "Brazilians Working With Americans: Cultural Case Studies." 2007. QuickTime video clips and transcripts of executives who discuss topics from the book "Brazilians Working With Americans: Cultural Case Studies. <http://www.laits.utexas.edu/orkelm/casos/intro.html>.

11. (Rathman, Marc, Somerholter, Kerstin) 2006. "Cultural Interviews with German-Speaking Professionals." QuickTime video clips and transcripts of native speakers who describe cultural aspects of doing business in Germany. <http://www.laits.utexas.edu/orkelm/german/index.html>.

12. (Chen, Jeanette, Haidan Wang) 2006. "Cultural Interviews with Chinese-Speaking Professionals." QuickTime video clips and transcripts of native speakers who describe cultural aspects of doing business in China. <http://www.laits.utexas.edu/orkelm/chinese/index.html>.

13. (Tanaka, Midori) 2006. "Cultural Interviews with Japanese-Speaking Professionals." QuickTime video clips and transcripts of native speakers who describe cultural aspects of doing business in Japan. <http://www.laits.utexas.edu/orkelm/japan/index.html>.

14. "Portuguese Communication Exercises." Updated Edition 2006. QuickTime video clips and transcripts of native speakers who exemplify language-specific tasks. <http://www.laits.utexas.edu/orkelm/ppe/intro.html>.

15. "Spanish Proficiency Exercises" Updated Edition 2006. QuickTime video clips and transcripts of native speakers who exemplify language-speaking tasks. <http://www.laits.utexas.edu/spe/index.html>.

16. "Cultural Interviews with Latin American and Spanish Executives." Updated Edition 2004. QuickTime video clips and transcripts of native speakers of Spanish who describe cultural aspects of doing business in Latin America. <http://www.laits.utexas.edu/laexec/laexec.html>.

17. "Las funciones de Excel." 2003. Story problems that incorporate the use of Excel business and statistical functions to teach business vocabulary in Spanish. <http://www.laits.utexas.edu/orkelm/excel/spnexcel.htm>.

18. "As funções do Excel." 2003. Story problems that incorporate the use of Excel business and statistical functions to teach business vocabulary in Portuguese. <http://www.laits.utexas.edu/orkelm/excelpor/contentspor.htm>.

19. "Nursing Tasks in Medical Spanish." 2001. QuickTime video clips and transcripts of dialogs and native-speaker examples for students of medical Spanish. <http://www.laits.utexas.edu/orkelm/nurse/nursespanish.html>.

LECTURES AND PAPERS AT PROFESSIONAL CONFERENCES AND LEARNED SOCIETIES

1. "When We Are the Foreigners: Cultural Aspects of International Business." 2012 NAFSA: Association of International Educators Annual Conference, Houston, Texas, May 31, 2012.

2. "Study Abroad Students, Analysis of Culture: Building a Photo Database." American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo 2011, Denver, Colorado, November 18-20, 2011.

3. "Conversa Brasileira: Effective use of Video in Foreign Language Teaching." Kentucky Foreign Language Conference, University of Kentucky, Lexington, Kentucky, April 11-16, 2011.

4. "Conversa Brasileira – A Internete e as Novas Possibilidades de Uso de Vídeo no Ensino de Português como Língua Estrangeira." (co-presented with Denise T.L. Palmiere). IV Simpósio sobre o Ensino de Português para Falantes de Espanhol, Georgetown University, Washington, D.C., March 10-12, 2011.

5. "Teaching Business Communication Via Online Student Database of the LESCANT Model." 10th Association of Business Communication Conference, Antwerp, Belgium, May 27-29, 2010.

6. "Business Communication and Culture: An Online Photo Database" 23rd Annual NASBITE (National Association of Small Business International Trade Educators) International Conference, Austin, Texas, April 7-9, 2010.

7. “Conversa Brasileira – Methods in Language Study for Advanced Learners.” American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo 2009, San Diego, California, November 20-22, 2009.

8. “The Changing Role of Educators: Effects of Technology-Enhanced Language Instruction.” American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo 2009, San Diego, California, November 20-22, 2009.

9. “Collaborative Materials: How Open Education Is Redesigning Foreign Language Learning.” (co-presented with Carl S. Blyth, Karen Kelton, Zsuzsanna Abrams). American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo 2009, San Diego, California, November 20-22, 2009.

10. “Designing a Course in International Business Culture.” CIBER Doctoral Symposium on Foreign Language Pedagogy for Business and the Professions, West Lafayette, Indiana, Purdue University, October 9-10, 2009.

11. “The Future of Teaching Business Language and Culture: Technology Changing our Paradigm.” 2009 CIBER Business Language Conference, Kansas City, Missouri, April 2-4, 2009.

12. “The Changing Role of Educators and Teachers: The Effects of Technology-Enhanced Language Instruction.” 2009 Conference of the South Central Association For Language Learning Technology (SOCALLT), Southwestern University, Georgetown, Texas, February 13-14, 2009.

13. “Teaching the cultural aspects of doing business with Chinese-speaking professionals.” 2008 International Conference on Translation Studies, Cross-Cultural Communication, and Chinese Pedagogy, Portland, Oregon, Oct. 24-25, 2008.

14. "Course wikis: How our students of today can teach our students of tomorrow." 2008 CIBER Business Language Conference, St. Petersburg, Florida, April 9-11, 2008.

15. “BrazilPod: Opportunities in Language Instruction via Podcasting.” 2007 ACTFL Convention and World Languages Expo, San Antonio, Texas, November 16-18, 2007.

16. "Podcasts and language learning: Are they pedagogically sound? How are they used?" (co-presented with Valdo Oliveira, Michelle Schreiner Lima). 2007 CALICO Conference, San Marcos, Texas, May 22-26, 2007.

17. "Reaching Language Learners. How Podcasting Can Change the Model." 2007 CIBER Business Language Conference, Columbus, Ohio, March 28-30, 2007.

18. "Podcasting: New Options in Foreign Language Instruction." 16th Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics, Austin, Texas, March 23-24, 2007.

19. "BrazilPod: Opportunities in Language Instruction via Podcasting." 2007 Conference of the South Central Association For Language Learning Technology (SOCALLT), Cy Fair, Texas, February 23-24, 2007.

20. "Teaching the Cultural Aspects of Doing Business with Chinese-Speaking Professionals." 16th International Conference of Pacific Rim Management and Association for Chinese Management Educators (ACME), Honolulu, Hawaii, July 27-29, 2006.

21. "The LESCANT Model Through The Eyes of Latin American, Brazilian, and Spanish Executives." (co-presented with David Victor). CIBER 2005 Conference: Business, Language & Culture: Putting the Pieces Together, Park City, Utah, April 7-9, 2005.

22. "Cultural Case Studies between American and Brazilian Professionals: World Ship." 2nd Conference of Texas Brazilianists, Austin, Texas, February, 2005.

23. "Training Programs for Future Teachers of Language for Specific Purposes." ACTFL 2004 Conference, Chicago, Il, November, 2004.

24. "Cultural Case Studies between American and Brazilian Professionals: Pedagogical Implications in Foreign Language Education." Deseret Language and Linguistics Symposium, Provo, Utah, March, 2004.

25. "Cultural Aspects of Doing Business in Brazil." 16th Annual International Conference of the North American Small Business International Trade Educators (NASBITE), San Antonio, Texas, April, 2003.

26. "Portuguese for Specific Purposes: It Applies 100% of the Time." Symposium Portuguese for Spanish Speakers: Teaching and Acquisition, Tucson, Arizona, March, 2003.

27. "Cultural Aspects of Business Communication: Applying David Victor's LESCANT Model to Latin America." Fall Meeting of the Commercial Development and Marketing Association. San Antonio, Texas, October 2002.

28. "Development of Business Language Curriculum: Balancing Content and Language." Issues and Methods in Business Language Teaching. Sponsored by

the Consortium for Language Teaching and Learning, Penn Language Center, University of Pennsylvania, Philadelphia, March, 2002.

29. "What Language Learners Do Is More Important Than How Much 'Technology' The Teachers Use." Technology for the Foreign Language Classroom and Beyond. Instructional Technology Symposium. Sponsored By The UCLA Language Resource Program, UCLA, Los Angeles, February, 2002.

30. "O ensino da pronúncia e gênero de estrangeirismos na fala cotidiana no Brasil." VI Congresso Internacional do Ensino de Português como Língua Estrangeira, México, D.F., México, October, 2001.

31. "The Role of Foreign Language Instruction and Proficiency as Related to Study Abroad Programs in Business." Invitational Roundtable on Study Abroad Programs, Michigan St. University, East Lancing, Michigan, September, 2001.

INVITED LECTURES

Keynote Talks:

1. "Innovative Technologies in Language Learning: Changing the Role of Students and Educators." Wiley Faculty Network, New Orleans, Louisiana, October 22, 2010

2. "Using Technology in Teaching Business Language in the K-12 Curriculum." 2nd Annual K-12 Language for Business Conference on Technologies and Tools for a New Language for Business Course, Miami, Florida, January 22-23, 2010.

3. "No Problem Professor, I can post it from Paris." 36th Annual Partnership in International Management (PIM) Conference, Austin, Texas, October 21-23, 2009.

4. "Community-Driven Language Learning." Teaching World Languages in the Digital Age Spring Symposium, sponsored by the UCLA Center for World Languages, The University of California at Los Angeles, Los Angeles, California, May 9, 2008.

Invited Guest Lectures:

1. "Aspectos Culturais de Negócios Internacionais." Petrobras S.A. Rio de Janeiro, Brasil, May 16, 2012.

2. "LESCANT Model as applied to Brazil." McDonough School of Business, Georgetown University, January 10, 2012.

3. “Conversa Brasileira: A Participação do Aluno no Uso dos Materiais Online.” 9. Congresso Alemão de Luistanistas, Vienna, Austria, September 14-17, 2011.

4. “Innovative Technologies and Innovative Education.” Jiading Experimental School, Shanghai, China, March 14, 2011.

5. “Carpe Diem – Cultural Case Study.” Zhe Jiang University, Hangzhou, China, March 13, 2011.

6. Visiting Lecturer, China 2011, Executive MBA, McCombs School of Business, University of Texas at Austin, January 2011.

7. "Working with Americans: Opinions from International Executives." Dallas Fort Worth McCombs MBA Alumni Network, Faculty Speaker Series, Dallas, Texas, March 25, 2008.

8. "Será que esse jeito, não tem jeito? Como é para o norteamericano quando ele trabalha com brasileiro." Fundação Getúlio Vargas, São Paulo, Brazil, March 13, 2008.

9. "What International Executives Think About Working With North Americans." McCombs MBA Alumni Boston Chapter, Faculty Speaker Series, Boston, Massachusetts, Feb. 7, 2008.

10. "Building Relationships: Brazil Business Culture." Business Brazil 07: An Emerging Market for Texas, The Southwest Texas International Trade Center and Free Trade Alliance, San Antonio, Texas, June 5, 2007.

11. "O ensino de línguas estrangeiras: Tarefas Lingüísticas." Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brazil, March 2006.

12. "Perspectivas para o Brasil no Cenário dos Negócios Internacionais: A Visão dos Estado Unidos." Instituto Adventista de Administração do Nordeste, Cachoeira, Bahia, Brazil, June 2004.

13. "Cultural Case Study of American-Brazilian Relations: WorldShip." Faculdade de Ciências Econômicas, Universidade Federal de Minas Gerais, Belo Horizonte, MG, Brazil, June 2004.

14. "O ensino de português para fins específicos nos Estados Unidos." Universidade Federal de Minas Gerais, Belo Horizonte, MG, Brazil, June 2003.

15. "O ensino de português para fins específicos." Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brazil, May 2003.

16. "Report on the Business Language Curriculum at the University of Texas at Austin." Stanford University, Palo Alto, California, October, 2002.

17. "Aspectos Culturales de la Gestion." ESAN, Escuela de Administración de Negocios, Programa Magister, Lima, Peru, June 2002

18. "Making the Transition from Foreign Language to Business Language." Brigham Young University, Provo, Utah, May 2002

19. "Materiais didáticas para ensino de português profissional." Línguas Clássicas e Modernas do Centro de Extensão da Faculdade de Letras da UFMG, Universidade Federal de Minas Gerais, Belo Horizonte, MG, June, 2001.

Invited Workshops:

1. "The Use of Innovative Technologies in the Teaching of the Cultural Aspects of International Business." 2012 CIBER Business Language Conference, Chapel Hill, N.C., March 21-23, 2012.

2. "Have You Downloaded That Yet? Innovative Technologies for Teaching Business Language." 2011 CIBER Business Language Conference, Charleston, S.C., March 23-26, 2011.

3. "Brazilpod for Everyone." 2nd Annual K-12 Language for Business Conference on Technologies and Tools for a New Language for Business Course, Miami, Florida, January 22-23, 2010.

4. "Using the Cultural Interviews with Chinese-Speaking Professionals." 2nd Annual K-12 Language for Business Conference on Technologies and Tools for a New Language for Business Course, Miami, Florida, January 22-23, 2010.

5. "Brazilians Working with Americans: Business Culture." Workshop on Doing Business With Brazil, Brazil Week 2008, International Center of Austin, Austin, Texas, Nov. 12, 2008.

6. "Culture vs. Grammar in the Lower-Division Classroom." Foreign Language Faculty Workshop of St. Edwards University, St. Edwards University, Austin, Texas, Aug. 13, 2008.

7. "Teaching the Cultural Aspects of International Business." (co-presented with Jeanette Chen, Jeanette and Midori Tanaka). Pre-conference workshop at CIBER 2006 Business Language Conference: Matters of Perspective: Culture, Communications & Commerce, Atlanta, Georgia, April 5-8, 2006.

8. "Enhancing Relationships between Business Schools and Language Departments." Invited Conference Workshop at CIBER 2005: Business,

Language & Culture: Putting the Pieces Together, Park City, Utah, April 7-9, 2005

9. "International Business Communication: Seeing the LESCANT Model Through The Eyes of Latin American and Spanish Executives." (co-presented with David Victor). Conference Workshop at CIBER 2004: Global Interdependence and Language, Culture, and Business, Univ. of Connecticut, Stamford, CT, March 31-April 3, 2004.

10. "Teaching the Cultural Aspects of Doing Business In Latin America." Pre-Conference Workshop at CIBER 2003: International Business, Languages & Technology: New Synergies, New Times, Florida International University, Miami, Florida, April, 2003.

11. "Implementing and Teaching Courses in Business Spanish: Oral Fluency, Vocabulary Building and Business Culture." (co-presented with Maria Shahan.) Pre-Conference Workshop at CIBER 2002: Global Interdependence And Language, Culture, And Business, University of North Carolina, Chapel Hill, March, 2002.

12. "High School Curriculum Development in Business Spanish." Brownsville Independent School District, Brownsville, TX, January, 2002.

13. "Curriculum Development in Spanish: Considering Today's Technology." Alamo Community College, San Antonio, TX, October, 2001.

14. "Developing, Implementing, and Teaching Courses in Business Spanish: Oral Fluency, Vocabulary Building and Business Culture." (co-presented with Sharon Foerster.) Pre-Conference Workshop at CIBER 2001: The Conference on Language Communication and Global Management, San Diego State University, San Diego, California, March, 2001.

15. "Use It or Lose It! Teaching for Life." Houston Area Teachers of Foreign Languages (HATFL) Annual Meeting, Houston, TX, January 2001.

16. "Curriculum and Course Development: Cultural Aspects of Doing Business in Latin America." 18th Annual Thunderbird-EMU 2000 Conference, Phoenix, Arizona, March, 2000.

PROFESSIONAL SOCIETIES

American Association of Teachers of Spanish and Portuguese; American Council on the Teaching of Foreign Languages; Association of Business Communication; Boy Scouts of America; CALICO

Referee for journals:

Global Advances in Business Communication; Global Business Language; Hispania; Journal of Teaching in International Business; Language Learning and Technology; The Modern Language Journal; Portuguese Language Journal; Southwest Journal of Linguistics.

GRANTS AND AWARDS

1. International Research and Studies (IRS) Instructional Materials Grant, Department of Education: 2009-2012; $503,017; Conversa Brasileira.

2. Liberal Arts Instructional Technology Services (LAITS) Grant: 2009-2010: $7,160; LESCANT Model of Cultural Communication.

3. "McCombs School of Business Elective Faculty Honor Roll," Outstanding MBA Class Instruction during Spring 2008, Granted October 7, 2008.

4. Tá Falado: Brazilian Portuguese Pronunciation. Mobile Technologies for Construction Education Gold Award Winner at Innovative Instructional Technology Awards Program (IITAP) 2008, May 2008; $3,000.

5. Liberal Arts Instructional Technology Services (LAITS) Grant: 2007-2008; $16,000; Tá Falado, Conversa Brasileira.

6. Liberal Arts Instructional Technology Services (LAITS) Grant: 2006-2007; $4,500; Portuguese Communicative Tasks.

7. Liberal Arts Instructional Technology Services (LAITS) Grant: 2005-2006; $4,500; Spanish Proficiency Exercises.

8. "Maria Isabel Abreu Award for the Best Research Article on the Teaching of Portuguese as a Second Language," American Association of Teachers of Spanish and Portuguese, 2003.

9. "McCombs School of Business Elective Faculty Honor Roll," Outstanding Elective Class Instruction during Fall 2002, Granted February 11, 2003.

10. "Essentials In Nursing Spanish," Honorable Mention in Sixth Annual Innovative Instructional Technologies Award (IITAP-2002), The University of Texas, Austin, 2002.

11. "Falando de Negocios: Building Language Competence in Business Portuguese," Second Place in Fifth Annual Innovative Instructional Technologies Award (IITAP-2001), The University of Texas, Austin, 2001.

STUDY ABROAD TEACHING EXPERIENCE

2012 SK Holdings Doing business in Latin America (taught course and led group to Brazil and Peru)
2012 MBA Global Connections Abroad in Brazil (taught course and led group
2012 Evening MBA Global Connections Abroad in Brazil (taught course and led group)
2011 UT Faculty-led Summer Abroad Program in Córdoba, Argentina (taught course and led group)
2010 MBA Global Connections Abroad in China (taught course and led group)
2009 UT Faculty-led Summer Abroad Program in Salvador, Brazil (taught course and led group)
2009 MBA Global Connections Abroad in China (taught course and led group)
2008 MBA Global Connections Abroad in Chile/Brazil (taught course and led group)
2007 MBA Global Connections Abroad in Chile/Brazil (taught course and led group)
2006 MBA Global Connections Abroad in Chile/Brazil (taught course and led group)
2001 UT/CIBER Faculty-led Summer Abroad Program in Barcelona, Spain (taught course and led group)
2000 UT/CIBER Faculty-led Summer Abroad Program in Barcelona, Spain (taught course and led group)

ADMINSTRATIVE SERVICE

Associate Director of Business Language Programs for the Center for International Business Education and Research (CIBER), University of Texas at Austin, January 2001 – present.

Advisory Board Member, AIESEC, Austin Chapter, 2009 – present.

Coordinator of Lower-Division Instruction: Spanish, University of Texas at Austin, September 2001 – December 2004.

Acting Director of the Center for International Business Education and Research (CIBER), University of Texas at Austin, January - June 2000.

Acting Director of Brazil Center, Institute of Latin American Studies, University of Texas at Austin, August – December 1994.

External Reviewer for US-Brazil Higher Education Consortia FIPSE-CAPES Grant between University of Florida, San Diego State University, PUC-Rio, and UFPR, Grant period, 2001-2004.

External Reviewer of the Department of Modern and Classical Languages at the University of St. Thomas, Houston, Texas, May 2002

COMMITTEES AND PUBLIC SERVICE

UT Committees:

DIIA Advisory Committee 2008-2010,
Foreign Language Education – Graduate Studies Committee, 1993+
International Education Fee Scholarship Committee 2006+
International Programs and Studies Committee of the General Faculty 1996-2001
Liberal Arts ITS Advisory Committee 2005+
Liberal Arts Language Laboratory Committee 1996-2004
Liberal Arts Policy & Curriculum Committee 2006+
Marketing Department – Graduate Studies Committee 1993+
Texas Language and Technology Center Advisory Board, 2009+

Departmental Committees:

Graduate Studies Committee
Undergraduate Studies Committee 2003+
Study Abroad Committee, 2003+
Brazilian Studies Committee 1996+
Executive Committee 2011

LANGUAGES

English: Native
Portuguese: Near-Native
Spanish: Near-Native
Italian: Intermediate
German: Elementary
Catalan: Beginning
Chinese: Elementary
Japanese: Beginning

Karen Kelton
Department of French &Italian [redacted]

Education

University of Texas: M.L.S. Library and Information Science, 1975
13 hrs Undergraduate Computer Sciences, 1981-83
University of Nebraska: 30 hrs Graduate study, French Literature, 1972-73
Wayne State College: B.A. French and German *summa cum laude* 1970

Awards

2009 CALICO Access to Language Education Award, from CALICO, (Computer Assisted Language Instruction Consortium), Lernu.net and the Esperantic Studies Foundation, to *Français Interactif*, for a web site offering exceptional access to language learning resources.
First Place, Innovative Instructional Technology Awards, Center for Instructional Technology, UT-Austin, 1997, 2004
Liberal Arts Instructional Technology Grants, 1996, 1998, 1999, 2001, 2003, 2009
Project QUEST Computer Award, Course Supplements to Teach French Pronunciation, UT-Austin, 1990

Professional Experience

Project Manager/Research Fellow, Texas Language Technology Center, Fall 2006-
Senior Lecturer, Dept. of French & Italian, University of Texas, 1981-2013
Supervisor, Second-Semester French, Fall 2003- 2013
Coordinator, Lower Division French, Fall 2003-Fall 2006
Asst. Coordinator, Lower Division French, 2001-2002
Supervisor, First-Semester French, 1991-2003
Supervisor, Third-Semester French, 1989-1991

Project Management: Websites

Rockin'Russian (Faculty developer: Thomas Garza) 2009. Russian music videos and exercises: http://tltc.la.utexas.edu/rr/
Deutsch im Blick (Faculty developer, Zsuzsanna Abrams) 2008. First-year German at UT: http://tltc.la.utexas.edu/dib
Grimm Grammar (Faculty developer, Zsuzsanna Abrams) 2008. German pedagogical grammar: http://tltc.la.utexas.edu/gg
Chansons françaises (Graduate student developer Kelle Keating) 2008: Music component for *Français interactif*: http://www.laits.utexas.edu/fi/chansons/
Radio Arlecchino (Faculty developers: Eric Edwards and Antonella Olson) 2007. Italian grammar and culture podcasts: http://tltc.la.utexas.edu/ra/

Curriculum Development: Websites/Textbooks

Enhancing French Skills (with N. Guilloteau) 2012. A website of videos and activities for intermediate learners of French. http://sites.la.utexas.edu/enhancing-french-skills/
Français Interactif, 3rd edition (with N. Guilloteau and C.Blyth) Center for Open Educational Resources and Language Learning (COERLL), 2011. Textbook to accompany web-based curriculum http://www.laits.utexas.edu/fi/ ; supported by U.S. Dept of Education Fund for the Improvement of Post-Secondary Education.

Summer Program Lyon, producer and editor (Thomas Vessely, primary author). Center for Open Educational Resources and Language Learning (COERLL), 2011.

Français Interactif (with C. Blyth, N. Guilloteau and E. Eubank) 2001, 2004. First-Year French at UT: http://www.laits.utexas.edu/fi/

Tex's French Grammar: grammaire de l'absurde (with C. Blyth, E. Eubank, Y. Munn, L. Myers, W. Moore, and C. Delyfer) 2000. http://www.laits.utexas.edu/tex/

Parallèles Interactive (with C. Blyth and E. Eubank) CD-ROM to accompany *Parallèles: Communication et culture*. New York: Prentice Hall, 1997.

First Year French at UT-Austin (with C. Blyth, E. Eubank, and Y. Munn) 1996. http://www.lamc.utexas.edu/fr

Study Abroad Experience

UT French Summer Program in Lyon, Asst. Dir. 2001; Director, 2002, 2004-2014

On-site liaison, Summer Paris Program 2000, CIBER, UT School of Business

Service

2010, 2011, 2012 Summer Study Abroad Selection Committee

2006 IITAP Judge (UT Innovative Instructional Technology Awards Program)

College of Liberal Arts Committees: IT Grants, CLAISAC (International Study Advisory Commmittee)

Recent Conference Presentations

"Leveraging the Power of Open Content," South Central Association for Language Learning Technology (SOCALLT), Boulder, CO, April 2012.

"Transforming Curriculum Through Assessment"(with Nancy Guilloteau)Texas Language Center, College of Liberal Arts, University of Texas at Austin, March 2012.

"Differentiating Instruction with a Variety of Resources" (with Carl Blyth) LOTE Institute 2012: Different Languages, Different Learners, Region XIII Education Service Center, Austin, February 2012.

"An Introduction to COERLL," (with Carl Blyth) Texas Foreign Language Association (TFLA), Houston, TX, October 2011.

"Open Textbooks, Online Communities: Do They Work?" (a panel discussion of teachers using Français interactif) South Central Association for Language Learning Technology (SOCALLT), Austin, TX, April 2011.

"Beyond Babel: The Survival of Language Programs in the Current Economy" (Panel Discussion) Texas Language Center, College of Liberal Arts, University of Texas at Austin, November 2010.

"Français interactif Central: Building a Foreign Language Learning Community." (with Nancy Guilloteau and Nathalie Steinfeld) South Central Association for Language Learning Technology (SOCALLT), Hot Springs, AR, April 2010.

"Getting from Here to There: Study Abroad in the Foreign Language Curriculum," Texas Language Center, College of Liberal Arts, University of Texas at Austin, March 2010.

"Collaborative Materials: How Open Education is Redesigning Foreign Language Learning." (with Z. Abrams, C. Blyth, O. Kelm) American Council for the Teaching of Foreign Languages (ACTFL), San Diego, November 2009.

"Adapting Français interactif to Your Classroom Needs." (with Nancy Guilloteau and Charles Mignot) Texas Foreign Language Association (TFLA) October 2009.

"Open Education and On-Demand Publishing: The Future of Foreign Language Learning and Materials." (with Carl Blyth and Zsuzsanna Abrams) Texas Foreign Language Association (TFLA) October 2009.

"Français interactif: A Case Study in Open Educational Publishing." (with N. Guilloteau) Computer Assisted Language Instruction Consortium (CALICO), Tempe, March 2009.

"What starts here changes the world": TLTC and the Open Education Movement?" (with C. Blyth and N. Steinfeld) South Central Association for Language Learning Technology (SOCALLT), Georgetown, TX, February 2009.

"When Students Teach Each Other: Developing Learner-Centered Technology." (with C. Blyth) Northeast Conference on the Teaching of Foreign Languages (NECTFL), New York, March 2008.

"Enhancing *Français Interactif* Through Song: a Project of the UT Texas Language Technology Center." (with K. Keating) South Central Association for Language Learning Technology (SOCALLT), Denver, February 2008.

"The Texas Language Technology Center: Emerging Technologies in Foreign Language Instruction." (with C. Blyth, E. Eubank, O. Kelm) American Council for the Teaching of Foreign Languages (ACTFL), San Antonio, November 2007.

"A Theory of Fun: Pedagogical Materials and Language Play." (with C. Blyth, Z. Abrams) American Council for the Teaching of Foreign Languages (ACTFL), San Antonio, November 2007.

"Technology-based Language and Culture Projects at the University of Texas at Austin."(with S. Rhodes, C. Kishi, and H. Boas) New Media Consortium Western Regional Conference, Monterey, March 2003.

Greg Kessler

[redacted]
Ohio University
Athens, OH
[redacted]

Career Achievements

- Delivered numerous plenary and featured talks at state, national and international conferences about the role of technology in teaching and learning
- Conducted numerous consulting and short-term grant training and development projects centered around designing instructional technology solutions and preparing teacher for their use
- Spearheaded a 5 year plan to transform a tradtional language learning lab into state of the art multimedia facility with an array of updated features and a emphasis on usability and open source ethos.
- Provided vision as a leader in professional organizations during times of transition
- Created customized Moodle learning management system for Ohio University (as well as other numerous Moodle sites for institutions through the U.S. Dept. of State and other organizations)
- 23 years experience as a university instructor, supervisor and trainer
- Authored and co-authored 3 books and over 30 articles and book chapters
- Established Computer Assisted Language Learning (CALL) certificate program at Ohio University
- Established annual CALL conference at Ohio University
- Recipient of prestigious university teaching awards

Leadership Experience

Director- Language Resource Center, Ohio University (2008-Present)
Administrative position overseeing technology across language programs, including establishing vision and mission, budgetary control, staff supervision and resource management.

President – Computer Assisted Language Instruction Consortium (CALICO) (2011-Present)
Elected position for 800 member international professional organization

President – Ohio Teachers of English to Speakers of Other Languages (TESOL) (2006-2008)
Elected position for 1200 member state-wide professional organization

Chair - FTAG, Ohio University (2012-Present; Member since 2008)
Campus-wide faculty representation for technology use

Editorial Board Member – Language Learning & Technology, Versita & International Journal of Language Studies

Director – Computer Assisted Language Learning (CALL) certificate program (2009-Present)

Conference Chair – CALICO (2011), **Ohio University CALL Conference** (2008-2012)

Executive Board Member - Ohio TESOL (1996-2002)

Chair – International TESOL CALL Interest Section (2003-2004)

Steering Committee member –International TESOL CALL Interest Section (1999-2002)

Education

Ph.D. Instructional Technology – Curriculum And Instruction
Ohio University - Athens

MA TESOL
California State University - Sacramento

BA English/Anthropology
Southern Illinois University - Carbondale

Awards

2010 Ohio University Outstanding Graduate Faculty Award (included delivering 2011 Graduate Commencement speech)

Ohio University Student Alumni Board Class of 1950 Teaching Excellence Award

Professional Positions

Director of Language Resource Center (9/2008-Present)
College of Arts & Sciences--Ohio University
Associate Professor of Computer Assisted Language Learning (2012-Present)
Department of Linguistics--Ohio University
Assistant Professor of Computer Assisted Language Learning (2007-2012)
Department of Linguistics--Ohio University
Director of Academic Oral Communication Program/Continuing Lecturer (1998-2007)
Department of Linguistics--Ohio University
Full Time Instructor (8/1996-7/1998)
Ohio State University--American Language Program
Academic Supervisor / Full Time Instructor (6/1993-8/1996)
California State University, Sacramento--LCP International Institute
ESL and English composition Instructor (8/1995-6/1996)
Cosumnes River College, Sacramento
CSU-Sacramento Liaison & Teacher Trainer (4/1995-10/1995)
Seoul Language Center International Seoul, Korea
Limited English Proficiency lab Tutor (9/1993-6/1994)
River City High School, West Sacramento
Graduate Teaching Assistant/Computer Lab Instructor (9/1993-9/1994)
Learning Skills Center, California State University Sacramento
ESL Instructor (1/1990-8/1992)
ACON International College, Buena Park, California

Editorial Positions

Action Research Column Editor, *Language Learning & Technology.* ISSN 1094-3501
2012-Present
Editorial Board, *Language Learning & Technology.* ISSN 1094-3501
2012-Present
Editorial Board, *International Journal of Language Studies.* ISSN: 2157-4898; eISSN: 2157-4901
2012-Present
Volume Editor, *CALICO Monograph: Technology Across Writing Contexts (With A. Oskoz & I. Elola), Volume 10, 2012*
Column Editor, *ESL Magazine Column: Greg Kessler's Technology, 2003-2006*

Publications

Refereed Publications

Kessler, G., & Ware, P. (2013). Addressing the language classroom standards of the European higher education area through the use of technology. In M. L. Pérez Cañado (Ed.) Competency-based Language Teaching in Higher Education. John Benjamins: Amsterdam.

Ware, P., & Kessler, G. (2013). CALL and digital feedback. In Contemporary Studies in Linguistics: Contemporary Computer-Assisted Language Learning. In M. Thomas, H. Reinders, & M. Warschauer, (Eds.), Continuum: London.

Kessler, G. (2012). Teacher training. In C. A. Chapelle (Ed.), The Encyclopedia of Applied Linguistics,
Oxford: Wiley-Blackwell.

Kessler, G. (2012). Authoring tools for language assessment. In C. A. Chapelle (Ed.), The Encyclopedia of Applied Linguistics, Oxford: Wiley-Blackwell.

Kessler, G., Bikowski, D, & Boggs, J. (2012). Collaborative Writing Among Second Language Learners in Academic Web-Based Projects. *Language Learning & Technology, 16*(1).

Kessler, G. (2012). Preparing today's teachers to use tomorrow's technology tools. In G. Kessler, A. Oskoz, & I. Elola, (Eds.), Technology Across Writing Contexts. CALICO Monograph.

Kessler, G., Oskoz , A., & Elola, I. (2012). Technology across writing contexts. CALICO Monograph.

Hanson-Smith, E., Healey, D., Hubbard, P., Iannou-Georgiou, S., Kessler, G., & Ware, P. (2011). TESOL Technology Standards: Description, Implementation, Integration. TESOL Publications: Alexandria, VA.

Kessler, G. & Bikowski, D. (2011). The influence of SLA upon CALL curricular design among teachers in preparation. *CALICO Journal, 28*(2), 522-545.

Kessler, G. (2010). Fluency and anxiety in self access speaking tasks: The influence of environment. *Computer Assisted Language Learning, 23*(4), 359–373.

Kessler, G., & Bikowski, D. (2010). Developing collaborative autonomous language learning abilities in computer mediated language learning: Attention to meaning among students in wiki space. *Computer Assisted Language Learning, 23*(1), 41-58.

Kessler, G. (2010). When they talk about CALL: Discourse in a required CALL class. *CALICO Journal, 27*(2), 376-392.

Kessler, G. (2010). Virtual business: An Enron email corpus study. *Journal of Pragmatics*. 42(1), 262-270.

Healey, D., Hegelheimer, V., Hubbard, P., Iannou-Georgiou, S., Kessler, G., & Ware, P. (2009). TESOL Technology Standards Framework. TESOL Publications: Alexandria, VA.

Kessler, G. (2009). Student initiated attention to form in wiki based collaborative writing. *Language Learning & Technology, 13*(1) 79-95.

Kessler, G. (2009). Instructional technology for international students. In M. Andrade & N. Evans (Eds), *International Students: Strengthening a Critical Resource*. American Council on Education: Washington, DC.

Kessler, G. (2009). Technology standards in foreign language education. In K. Cennamo, J. Ross, P. Ertmer, & K. Potter (Eds.), *Technology Integration with Meaningful Classroom Use: A Standards-Based Approach.* Thomson Learning.

Kessler, G., & Plakans, L. (2008). Does teachers' confidence with CALL equal innovative and integrated use? *Computer Assisted Language Learning, 21*(3), 269-282.

Kessler, G. (2007). Formal and Informal CALL Preparation and Teacher Attitude Toward Technology. *Computer Assisted Language Learning, 20*(2), 173-188.

Kessler, G. (2006). Assessing CALL teacher training: What are we doing and what could we do better? In P. Hubbard, & M. Levy, (Eds.), Teacher education in CALL. John Benjamins: Amsterdam.

Bikowski, D. & Kessler, G. (2002). Making the most of discussion boards in the ESL classroom, *TESOL Journal, 11*(3), 26-29.

Kessler, G. & Plakans, L. (2001). Incorporating ESOL learners' feedback and usability testing into instructor-developed materials, Spring 2001, *TESOL Journal, 10*(1), 15-20.

Reviews

Kessler, G. (2010). Computer Assisted Language Learning: Critical Concepts in Linguistics. Philip Hubbard (Ed.) Routledge: London & New York. In *Language Learning & Technology, 14*(3), 14-18.

Non-refereed publications

Kessler, G. (2007). Moodle: Getting together online gets even better. *ESL Magazine, 56*, 12-16.

Kessler, G. (2006). A Multimedia Lab on Your Desktop. *Essential Teacher,* 3(3)

Kessler, G. (2005). Interactive Exercise Generators. *Essential Teacher*, 3(2)

Kessler, G. (2003). Preparing for the Future of CALL. *Essential Teacher*, 1(1), 32-36

Kessler, G. (2003). The Virtual Computer Lab. *OhioTESOL Newsletter*, 12(2)

Kessler, G. (2002). So You Want to Build a CALL Lab? *OhioTESOL Newsletter*, May 2002. *Republished in ESL Mini Conference, June 2002.*

Kessler, G. (2003-2006). ESL Magazine Column, Greg Kessler's Technology

Invited Presentations

Kessler, G. (2012). Introduction to CALL and Collaboration. Mutah University, Karak, Jordan.

Kessler, G. (2012). Ubiquitous Computing and the Future of Language Teaching. Keynote: New York State TESOL, Albany, NY.

Kessler, G. (2012). New Tools and CALL Methods for Writing Instruction. Cornell University. Language Resource Center , Ithaca, NY.

Kessler, G. (2012). Collaboration, Ubiquitous Computing and the Future of Language Teaching. Keynote: Computer Assisted Language Instruction Consortium, Notre Dame: IN.

Kessler, G. (2012). Round Table on Teacher Preparation. CCERBAL Conference, University of Ottawa, Ottawa, Canada.

Kessler, G. (2012). Language Teachers, Students and Pedagogy in an Era of Ubiquitous Computing. University of Cincinnati, Cincinnati: OH

Kessler, G. (2011). Language Learning in an Era of Ubiquitous Computing: Pedagogy, Teachers, and Students. Keynote: Michigan TESOL, Kalamazoo: MI.

Kessler, G. (2011). Collaborative Learning in an Era of Ubiquitous Computing. Keynote: Aizu University ACM Chapter Conference on Elearning and Technical Communication. Aizu, Japan.

Kessler, G. (2011). Social Media and Information Technology. American Center: Embassy of the United
States. Rangoon, Burma.

Kessler, G. (2011). Computer Assisted Language Learning and Web 2.0. American Center: Embassy of the United States. Rangoon, Burma.

Kessler, G. (2011). The Evolution of Computer Assisted Language Learning. American Center: Embassy of the United States. Rangoon, Burma.

Kessler, G. (2011). Ohio University Graduate Commencement Speech. Athens, OH.

Kessler, G. (2011). Teacher training for Web 2.0 and Beyond. TESOL, New Orleans, LA.

Kessler, G. (2011). Breakfast with TESOL's Best. TESOL, New Orleans, LA.

Healey, D., Hubbard, P., Kessler, G., & Ware, P. (2011). TESOL Technology Standards for Your Classroom. New Orleans, LA.

Kessler, G. (2010). Higher education keynote: Language pedagogy in an era of ubiquitous computing. Ohio TESOL, Columbus, OH.
Kessler, G. (2010). Information and Communications Technology in Education. Al-Baha University, Al-Baha, Saudi Arabia.
Kessler, G. (2009). Collaborative writing using many-to-many technologies. Symposium on Second Language Writing, Tempe, AZ.
Kessler, G. (2009). State of the Profession: Collaborative writing using many-to-many technologies. Ohio TESOL, Columbus, OH.
Kessler, G. (2009). Digital literacy and teacher CALL innovation and integration. American Corners, Bursa & Kayseri, Turkey.
Kessler, G. (2009). New paradigms for collaborative writing. American Corners, Bursa & Kayseri, Turkey.
Kessler, G. (2009). The trouble with everything: Collecting online student data. American Corners, Bursa & Kayseri, Turkey.
Kessler, G. (2007). Trends in Developments in Educational Technology. American Corners, Prague, Czech Republic; Belgrade, Serbia; Nis, Serbia; Pecs, Hungary & Osijek, Croatia.
Kessler, G. (2006). The online audio lab. Ohio State University. ICALL Group. October, 2006.
Kessler, G. (2006). Technology and the future of Instruction and Ohio TESOL. OhioTESOL Columbus, OH, November.
Kessler, G. (2006). Audio Labs on the Go: CALL IS Academic Session, TESOL 2006, Tampa, FL, March.
Kessler, G. (2005). State of the Profession: What is the Current State of Computer Assisted Language Learning in Teacher Preparation Programs? OhioTESOL Conference, Columbus, Ohio, November.
Kessler, G. (2005). The Current State of CALL. Instructional Technology Association, Ohio University.
Kessler, G. (2005). Where are we now? Kansas TESOL Plenary. Emporia, KS, February.
Kessler, G. (2005). What can we do to improve CALL teacher training? Kansas TESOL keynote. Emporia, KS, February.
Kessler, G. (2003). Constructing Meaning with Computers. CALL IS Academic Session. TESOL, Baltimore, MD, March.
Kessler, G. (2002). What is the current state of CALL?. Saginaw Valley State University. Saginaw, Michigan, February.

Conference Presentations

Kessler, G., Oskoz , A., & Elola, I. (2012). Technology across writing contexts. CALICO, South Bend, IN.
Hubbard, P., Iannou-Georgiou, S., Kessler, G. (2012). Are you up to standard? Introducing the TESOL Technology Standards. IATEFL, Glasgow, UK.
Arnold, N., Bikowski, D., Cunningham, J., Dooly, M., Ducate, L., Hasko, V., Kessler, G., Levet, S., & Sadler, R. (2011). Ensuring Successful Implementation of Telecollaboration: Issues of Design, Management, Maintenance, and Evaluation. CALICO, Victoria, BC, CA.
Kessler, G. (2011). Complexity in asynchronous CMC. CALICO, Victoria, BC, CA.
Arnold, N., Bikowski, D., Cunningham, J., Dooly, M., Ducate, L., Hasko, V., Kessler, G., Levet, S., & Sadler, R. (2011). Advances in Telecollaborative practices for foreign language teaching and learning: Sharing Experiences, Insights, and Visions for the Future. The American Association of Applied Linguistics, Chicago, IL.

Kessler, G., Bikowski, D. & Stewart, R. (2010). Collaborative writing and web 2.0 Tools. CALICO, Amherst, MA.
Kessler, G., & Bikowski, D. (2010). Developing collaborative autonomous learning abilities in computer

mediated language learning: Attention to meaning among students in wiki space. CALICO, Amherst, MA.

Stewart, R., Kessler, G., & Bikowski, D. (2010). There's no I in We: Collaborative writing using web based and desktop based word processing. CALICO, Amherst, MA.

Bikowski, D., & Kessler, G. (2010). Politeness and Intercultural Competence in Computer-Mediated Cultural Exchanges. The American Association of Applied Linguistics, Atlanta, GA.

Kessler, G., & Bikowski, D. (2010). Developing Collaborative Autonomous Learning Abilities in Computer Mediated Language Learning: Attention to Meaning among Students in Wiki Space. The American Association of Applied Linguistics, Atlanta, GA.

Kessler, G. (2009). Use OhioTESOL's Moodle site to host your classes online. Ohio TESOL, Columbus, OH, November.

Kessler, G., & Bikowski, D. (2009). Collaborative writing and web 2.0: Realities, challenges & opportunities. CALICO, Tempe, AZ.

Kessler, G., & Bikowski, D. (2009). Constructing community with web based collaboration. CALICO, Tempe, AZ.

Burston, J., Goertler, S., & Kessler, G. (2009). National Foreign Language Instructional Technology Survey. CALICO, Tempe, AZ.

Kessler, G. (2009). Writing and Web 2.0: New paradigms of collaboration. Uludag University; Bursa & Erciyes University; Kayseri, Turkey

Kessler, G., & Ware, P. (2008). TESOL's Technology Standards. Ohio TESOL, Columbus, OH.

Kessler, G., Bikowski, D., Aljoris, S., Bauerle, S., Buechele, S., Dombroski, M., Ford, A., Hill, C., Parnell, J., Soto, J.,& Spicher, A. (2008). Ohio TESOL technology fair. Columbus, OH.

Coleman, D., & Kessler, G. (2008). Creating Professional Quality Illustrations for Teaching ESL. Ohio TESOL, Columbus, OH.

Hubbard, P. & Kessler, G. (2008). Help shape TESOL's technology standards. WorldCALL, Fukuoka, Japan.

Healey, D., Hubbard, P., Kessler, G., & Ware, P. (2008). Help shape TESOL's technology standards. New York, NY.

Kessler, G., Bikowski, D., & Davis, R. (2008). Hardware fair. New York, NY.

Waltje, J., & Kessler, G. (2008). Language Learning Tools for the 21st Century. CALICO, San Francisco, CA.

Kessler, G. (2008). When they talk about CALL. CALICO, San Francisco, CA.

Kessler, G. (2007). Ohio TESOL Technology Fair. Ohio TESOL, Columbus, OH

Kessler, G. (2007). Rethinking the CMS: The Online Audio Lab. CALICO, Texas State University, San Marcos, TX

Kessler, G. & Plakans, L. (2007). Instructional use and teacher perspective regarding digital audio and video. CALICO, Texas State University, San Marcos, TX

Kessler, G. (2007). Is CALL Important in TESOL teacher preparation? TESOL, Seattle, WA

Kessler, G. (2007). The Online Audio Lab. TESOL, Seattle, WA

Kessler, G. (2006). Ohio TESOL and Technology: Help Define the Future of Your Online Professional Development, OhioTESOL, Columbus, OH, November.

Kessler, G., Laurence, D., Bauer, E., Calle, A., Dombroski, M., Xu, H., Lee, I. & Ongito, O. (2006). The Best of Technology Fair. OhioTESOL, Columbus, OH, November.

Waltje, J, Kessler, G. & Heller, M. (2006). Audio and Video for the 21st Century. CALICO, University of Hawaii, Honolulu, HI.

Krzic, G., Kessler, G., Ghazel, E., Chiha, B., Tamrabet, L., & Shorman, J. (2006). ESL and Civic Education Online Community for Middle East and North African teachers. TESOL Electronic Village Internet Fair, Tampa, FL.

Kessler, G. (2005). How valuable is CALL teacher preparation? Society for Information Technology and Teacher Education (SITE), Phoenix, AZ, March.

Kessler, G. (2004). Moodle: A free Language-focused Course Management System. OhioTESOL, Columbus, Ohio, November.

Kessler, G. (2004). How are teacher training programs meeting the technology needs of language

teachers? CALICO, Pittsburgh, June.

Coleman, D. & Kessler, G. (2004). The Langland project. CALICO, Pittsburgh, June.

Kessler, G. (2004). How Do We Train Better CALL Practitioners? TESOL 2004, Long Beach, CA., March

Coleman, D. & Kessler, G. (2004). Langland. Developer's Showcase, Long Beach, CA, March.

Hubbard, P., Kessler, G. & Madden, J. (2004). Technology, Techniques, and Materials for Web Listening. Internet Fair Classics, TESOL, Long Beach, March.

Long, R. & Kessler, G. (2004). Video Chat Technologies for Language Teaching. Internet Fair, TESOL, Long Beach, March.

Coleman, D. & Kessler, G. (2003). What is Langland? OhioTESOL conference, Columbus, Ohio, November 7th.

Hubbard, P., Kessler, G. & Madden, J. (2003). Technology, Techniques, and Materials for Web Listening. TESOL, Baltimore, MD, March.

Coleman, D. & Kessler, G. (2003). Virtual contexts for comprehensible input. TESOL, Salt Lake City, Utah, April.

Kessler, G. (2002). Teaching Academic Oral Communication Skills Online. Spotlight on Learning Conference, Ohio University, Athens, OH, March 3

Mills, D. & Kessler, G. (2002). Making QuickTime Interactive for Enriched Language Learning. TESOL, Salt Lake City, Utah, April.

Coleman, D. & Kessler, G. (2002). Creating Virtual Realities to Contextualize Learning. TESOL, Salt Lake City, Utah, April.

Mills, D., Kessler, G. & Bradin, C. (2002). Using QuickTime in CALL multimedia materials development. TESOL, Salt Lake City, Utah, April.

Coleman, D. & Kessler, G. (2002). Contextualizing Language Learning with Virtual Reality. TESOL, Salt Lake City, Utah, April.

Kessler, G. (2001). Teaching Academic Oral Communication Skills Online. OhioTESOL, Athens, OH, April 21.

Kessler, G. & Plakans, L. (2001). Considering Student Feedback in Developing Distance Learning Materials. Syllabus Conference, Cincinnati, OH, April 5, 2001.

Kessler, G. & Bradin, C. (2001). Webmasters' Workshop. TESOL, April, 2001, St. Louis, MO.

Kessler, G. & Sachs, C. (2000). Webmasters' Workshop. TESOL, March, 2000, Vancouver, BC, Canada.

Kessler, G., Plakans, L & Forhan, L. (2000). Investigating Solutions to Academic Oral Communication Needs. Workshop presented at TESOL International, Vancouver, BC, Canada, March, 2000.

Kessler, G. & Plakans, L. (2000). Developing Multimedia for Academic Oral Communication Needs. Paper presented at TESOL International, Vancouver, BC, Canada, March, 2000.

Vickers, T, Panferov, S. & Kessler, G. (1999). Creating and Developing Communities of Online Learners. OhioTESOL Columbus, OH, October.

Kessler, G. & Whitby, G. (1999). Multimedia Authoring without Technical Support. CALICO, Miami University, Oxford, OH, June.

Kessler, G. (1999). Pronunciation Review. TESOL Electronic Village Developer's Showcase. March. New York, NY.

Sachs, C. & Kessler, G. (1999). Webmaster's Workshop. TESOL, March, New York, NY.

Kessler, G. & Sandholdt, L. (1999). Ohio State University's ESL Instructional Web Pages. TESOL Electronic Village Internet Fair, TESOL, March, New York, NY.

Kessler, G. (1999). Hyperstudio--making multimedia easily. OhioTESOL Spring Conference, Euclid, OH, April.

Kessler, G. (1999). OhioTESOL Online. OhioTESOL Spring Conference, Euclid, OH, April.

Sandholdt, L., Kessler, G. & Rosenstiel, E. (1998). Web Pages Made Easy. TESOL, Seattle, WA, March.

Sandholdt, L., Kessler, G. & Rosenstiel, E. (1998). Making A Web Page Can be Easy! Ohio TESOL. Dublin, OH, November.

Kessler, G. (1994) Contextualizing Listening Activities. Capitol Area Pronunciation Specialists,

Sacramento.

Courses Taught Recently

Computers for Language Teaching I (Ling 551)
Computers for Language Teaching II (Ling 552)
Computers for Language Teaching III (Ling 553)
ITA Classroom Communication (OPIE 581)
Intermediate Graduate Writing (OPIE 575)
Techniques for Gathering Research (OPIE 561)
Academic Oral Comm. Skills (OPIE 582)
Distributed Learning I (Ling 515)
Distributed Learning II (Ling 516)
Pedagogy of Phonology (Ling 661)
Introductory Graduate Writing (OPIE 573)
Advanced Graduate Writing (OPIE 574)
ITA Pronunciation (OPIE 580)
Combined Skills 1, 2, 3(OPIE 551,2,3)

Service To The Profession

Computer Assisted Language Instruction Consortium (CALICO) President
2012-2013
CALICO Interim Co-Director--with Senta Goertler
2011-2012
CALICO Conference Program Chair
2011
CALICO Executive Board Member
2009-2011
OhioTESOL President
2006-2008
TESOL Technology Standards Writing Group
2006-2011
TESOL CALL Interest Section Chair (2002 Chair Elect, 2003 Chair, 2004 Past-Chair)
2002-2004
TESOL Web Advisory Board
2003-2005
TESOL Technology Advisory Committee
2002-2007
TESOL CALL Interest Section steering Committee member
2000-2003
TESOL CALL Interest Section Convention Proposal evaluation
1999-Present
TESOL Electronic Village Coordinator
2000-2002
TESOL Electronic Village Volunteer
1998 -2008
Technology Coordinator for OhioTESOL conferences
1996-Present
Ohio TESOL Webmaster: Creation and maintenance of Ohio TESOL web site
1996-2001
Ohio University Information Technology Advisory Council
2010-present
Ohio University Faculty Technology Advisory Group
2007-present
Ohio University Moodle Administrator
2003-Present

Grants and Consulting

U.S. Department of State English Language Specialist, Rangoon, Burma
Summer 2011
University of Al-Baha, Al-Baha, Saudi Arabia, ESL Program Evaluation EDCT Training
Spring 2010
US Department of State English Language Specialist, Uludag & Erciyes Universities, Turkey
Winter 2009
Pearson Evaluation Systems, Basic Skills Test Evaluator
Fall 2008-Spring 2009
Ohio University 1804 Grant, Integrating iPod Technology into the classroom
2007-2008
U.S. Department of State English Language Specialist, Croatia, Czech Republic, Hungary, Montenegro, Serbia
Spring 2007
University of Arizona TEFL Certificate Program
Beijing, China
2006 /2005
University of Arizona CESL Teacher Training
Tucson, Arizona & Nogales, Mexico
Spring 2006
U.S. Department of State English Language Specialist, Almaty and Kokshetau, Kazakhstan
Fall 2004
Saginaw Valley State University, College Town, Michigan
Spring 2002
U.S. Department of State English Language Specialist, Alexandria, Egypt
Summer 2001
KETC Language Center, Komaki, Japan
Autumn 2000
CAEP Program, Creation of Multimedia Center, Hong Kong Baptist University
Spring 2000
Ohio University Technology Incentive Packages Grant
1999-2000
CAEP Program curriculum development, Hong Kong Baptist University
Autumn 1999

Professional Membership

SITE (Society for Information Technology & Teacher Education) 2005-2008
CALICO (Computer Assisted Language Instruction Consortium) 1998-Present
TESOL International 1992-Present
Ohio TESOL 1996-Present
California TESOL 1993--1996

Joanna Gay Luks

[redacted]

EDUCATION & PROFESSIONAL DEVELOPMENT

Attend yearly 5-10 workshops, conferences and presentations on topics relevant to the field of Language Teaching and Learning, 1994-present

Linguistics 700.22: *Working with Spoken Language*, audited Fall 1997
Mike McCarthy & Hongyin Tao, Cornell University

LSA Linguistic Institute, Summer 1997, Cornell University
Courses Taken
- *Analyzing conversation: a cross-cultural view*, Deborah Tannen
- *Input processing and L2 grammar acquisition*, Bill VanPatten
- *Topics in French discourse-pragmatics*, Lin Waugh & Monique Monville-Burston
- *Intonation*, Robert Ladd
- *Introduction to syntax*, C. T. Huang
- *Introduction to semantics*, Gennaro Chierchia

Ed.M. TESOL in post-secondary education, 1994
Boston University, School of Education, Boston, MA

***Preparation of Teacher Educators*,** April 1991
Women's Institute for Culture and Education (WICE) and Rutgers University, Paris, France
A 2-credit continuing education course in teacher training

TEFL Certificate, 1988-1989
WICE, in conjunction with the American University of Paris, France
A professional degree that is an American equivalent of the British RSA Diploma; the RSA Diploma is accredited in the U.S. as the equivalent of a Master's degree

***La Linguistique Enonciative*,** audited Fall 1988
Charles V, Université de Paris VII, Paris, France
Graduate course in French pragmatic theory as analytical framework for English grammar

B. A. Chinese Studies, 1982
Barnard College, Columbia University, NY *cum laude*

TEACHING & PROFESSIONAL EXPERIENCE

Department of Romance Studies, Cornell University
Senior Lecturer, French Program, F 2003–present
** On medical leave 10/9/2008–12/2009 and Spring 2011*

Courses
- **French 2060 Intermediate Reading and Writing**, 4 credits
  Course head and sole instructor: F 2011–present
- **French 1210 ((beginner/false beginner level)**, 4 credits
  Course Coordinator, curriculum designer, creator of biweekly lectures, TA mentor (5-6 TAs), and section instructor: F 2004–F 2010
- **French 1220 (avanced beginner level)**, 4 credits
  Course Coordinator, curriculum designer, creator of biweekly lectures, TA mentor (5-6 TAs), and section instructor: F 2004–F 2010

- **ROMS 5070: Methodology of Romance Language Learning and Teaching**, 3 credits. *Course creator for the Department of Romance Studies and instructor*: 2005–2008 (offered spring semesters only)
- **ROMS 5080: Practicum**, 1 credit follow-up to ROMS 5070 *Instructor*: 2006–2008 and 2010 (offered fall semesters only)

Intensive English Program (IEP), Cornell University
Senior Lecturer, F 2001–S 2003; Lecturer, F 1994–S 2001
Courses
Skills-focused core courses, all levels
Advanced-level electives:
- Academic Study Skills
- American Life Documented
- Understanding American Slang

Materials Development
- Initiated the program for elective courses and created the course materials for 3 electives
- Created materials for Wednesday workshops I offered every year
- Creator and coordinator: IEP Orientation (a 3-day program of events prior to the first day of classes, Fall and Spring semesters) F 1996–F 2002
- Author: *Intensive English Program (IEP) Student Handbook*, F 2000–S 2003
- Author: *IEP Guide to the Process & Culture of Applying to U.S. Colleges & Universities*, Su 2002

Center for English Language and Orientation Programs (CELOP), Boston University, Boston, MA, Lecturer, 1992–1994
Courses
Skills-focused core courses, all levels
Intermediate-advanced-level electives:
- Language and Academic Skills Training in Business and General English
- Pronunciation and Speaking Skills
- Slang
- Textbook Reading Skills

Programwide Video Materials Development
Intermediate and advanced levels, business and general English sections

Harvard University, Extension School, Cambridge, MA,
Substitute ESL Teacher, Spring 1994
- Listening and Speaking (advanced)
- Combined Skills (advanced)

Boston University, Graduate School of Management, Boston, MA,
ESL Teacher, August 1993
- Oral Presentations Workshop for incoming international students

A.C.R.E.A. Langues d'Aujourd'hui, Paris, France, EFL Teacher, 1990–1992
- Taught General and Business English; group adult classes, all levels
- Participated in programwide materials and curricula development
- Involved in the creation and implementation of *médiathèques* (resource centers with EFL materials designed for independent study)

I.F.G. Langues, Paris, France, EFL Teacher, 1990
- General and Business English; group and one-to-one adult classes, all levels

Jiangnan University, Wuxi, China, EFL Teacher, 1989–1990
- Integrated Skills for foreign trade undergraduates, local high school students, and factory cadres
- Speaking and Writing for the university's faculty members
- EFL Methodology for the university's English teachers

I.F.E.R.P., Paris, France, EFL Teacher, 1989
- General, Business, and Telephone English; group and one-to-one adult classes, all levels

Festival International de Films de Femmes, Créteil, France, EFL Teacher, 1988–1989
- General English for film festival directors and staff (adv-beg + interm. groups)

PROFESSIONAL SERVICES & ACTIVITIES

Grants Received for Materials Development
- From the Center for Open Educational Resources and Language Learning (COERLL), UT Austin, for a reading and writing supplement for university French courses.
- From the Consortium for Language Teaching and Learning for the creation of the 4-credit course, Methodology of Romance Language Learning and Teaching, for the Department of Romance Studies at Cornell, S 2004–F 2004

Department of Romance Studies Service Functions
- Supervisor/mentor for graduate TAs teaching French 1210 & 1220
- Coordinator of French 1210 & 1220 (6-7 sections)
- Coordinator of 3 sections of ROMS 5070: French, Spanish, Italian

Committee Memberships at Cornell
- Department Structure Committee member and convener, Sp 2014
- Search Committee for the hire of a lecturer in French, Sp 2014
- Member of group for response to external review, F 2013
- Participated in focus session, Bridging Literature/Languag, external review, F 2013
- A jury member for the selection of best essay in French for the Corson Prize, Sp 2013
- Department of Romance Studies pedagogy committee, F 2009–S 2010
- Consortium Committee for Language Teaching and Learning, 2005–2008
- CAPP (Committee on Academic Programs and Policies) 2006–2007
- UNC (University Neighborhoods Council) 2005–2006
- Chair: TA Pedagogy Course Committee, Romance Studies, S 2004
- Committee to Develop a Spoken Language Corpus of American English, F 1997–S 1999
- Lecturer Advisory Committee (LAC), S 1999
- Performance Review Committee, F 1997–S 1998
- Professional Events Committee, F 1997–S 1998

Professional Memberships
- ACTFL (American Council on the Teaching of Foreign Languages) and the Special Interest Group (SIG): Teacher Development, 2006–2008, 2014
- AAUSC, French section, 2014
- NEALLT, 2013–present
- French linguistics listserv 2005–present
- TESOL (Teachers of English to Speakers of Other Languages) 1997–2002

Presentations

- *Beyond the Frame: Becoming Teachers and Students of Meaning*, presentation for Annual Conference of Northeast Association of Language Learning and Technology (NEALLT), March 2014
- *eComma and Social Reading in English for Foreign Language Learners at the Introductory Levels*, presentation for Annual Conference of Northeast Association of Language Learning and Technology (NEALLT) at Cornell, April, 2013
- *Exploring the Literary in the Everyday*, presentation at LRC Cornell, Feb. 2013
- LRC Cornell Workshop, mini presentation on a fluency practice task as preparation for in-class oral tests that I created for French 1210 and 1220, involving student creation of short videos that are uploaded to a shared account. Dec. 8, 2009
- *Border crossings in "Remapping the Foreign Language Curriculum,"* Cornell Dept. Romance Studies Pro-Seminar session, F 2006
- *Exploring Cultural Boundaries: A framework for creating advanced beginner and intermediate level exercises*, presentation for Cornell Language Center Forum: "Implicit and Explicit Culture in the Classroom," March 2001
- DML Roundtable member: overviews of national and international conferences attended, relating to language teaching/learning. Presentation on the TESOL Conference forum: "Sociocultural approaches to language teacher education." Cornell, March 1999
- Presentation for Linguistics 700.22: "Working with Spoken Language," of a corpus-based project carried out in IEP speaking classes. Cornell, Fall 1997
- *Towards developing a systemic approach to grammar teaching*, presentation for Applying Applied Linguistics: SLA Research and the Language Classroom. LSA Linguistic Institute, Cornell, July 1997
- *Seeing Grammar: A systemic approach to English grammar for advanced- level learners*, DML presentation, Cornell, April 1997
- *A systemic approach to prepositions and phrasal verbs in English*, IEP presentation, Cornell, May 1995
- Invited panelist: "All you wanted to know about teaching overseas," MATSOL (Massachusetts Association of Teachers of English to Speakers of Other Languages), April 1993
- Invited panelist: "Teaching in exotic places," British Consulate Forum, Paris, Nov. 1990

Publications

- *Le Littéraire dans le quotidien*: *Resources for a transdiciplinary approach to reading/writing at the first and second year levels of college French*. Published as Open Educational Resource in summer 2013 on a Google docs site hosted by UT Austin's Center for Open Educational Resources and Language Learning (COERLL). To be available on print-on-demand basis, summer 2014
- "Using L1 in L2 Reading," a case study published as open educational resource on the COERLL site, UT Austin. March 2013. https://ecomma.coerll.utexas.edu/l1/

Editorships & Translations

- Provided extensive comments for the first four chapters of *The Acquisition of Lexical and Grammatical Aspect*, Ping Li and Yasuhiro Shirai, 2000, Mouton de Gruyter
- Edited a book notice written by Hongyin Tao for "Buduicheng he Biaojilun" [Asymmetries and the Markedness Theory], by Shen Jiaxuan. Nanchang: Jiangxi Jiaoyu Chubanshe, PRC. *Pragmatics, Journal of the International Pragmatics Association*. June 2000.
- Translations French to English of documents for the *Festival International de Films de Femmes*, 1988–1989, 1991

Mary Catherine Neuburger

Department of History [redacted]
University of Texas
Austin, Texas 78713
[redacted]

Education

• University of Washington, Seattle
Ph.D. in History, August 1997

• University of Washington, Seattle
M.A. in Geography, June 1993

• University of Oregon, Eugene
B.A. in Russian Studies, June 1990

Teaching Experience

University of Texas, Austin
• Associate Professor, Department of History, August 2006-present
• Assistant Professor, Department of History, August 1997-present

Administrative Experience

• Director, Center for Russian, East European and Eurasian Studies, 8-10 – present.
• Chair, Department of Slavic and Eurasian Studies, 8-10 – present.
• Director of History Honors Program, 2006-9.
• Primary organizer of conference entitled, "Exhibiting the Nation: World's Fairs, National Exhibitions and the Place of Southeastern and East Central Europe." October 26-7, 2007.
• Primary organizer of conference entitled, "Commodity and Culture in the "Other Europe." March 9-10, 2012.

Publications

Authored Books

• *The Orient Within: Muslim Minorities and the Negotiation of Nationhood in Modern Bulgaria*, Cornell University Press, 2004.

• *Inhaling Modernity: Tobacco Production, Commerce and Consumption in Bulgaria and Beyond*, *1856-1989*, forthcoming, Cornell University Press, 2012.

Co-edited Books

• *Communism Unwrapped: Consumption in Postwar Eastern Europe*, Paulina Bren, co-editor. Forthcoming, Oxford University Press, 2012.

- "Introduction," co-authored with Paulina Bren.
- Authored chapter: "The Taste of Smoke: *Bulgartabak* and the Manufacturing of Cigarettes and Satisfaction."

Guest Edited Journal Issue / Article

• *Nations on Display: World's Fairs and International Exhibitions in Eastern Europe and Beyond,* forthcoming, *Slavic Review,* fall 2010.

- "Introduction: Exhibiting Eastern Europe."
- Authored article: "Fair Encounters: Bulgaria and the "West" at International Exhibitions from Plovdiv (1892) to Chicago (1893) to St. Louis (1904)."

Refereed Articles and Book Chapters

• "Smoke and Beers: Touristic Escapes and Places to Party in Communist Bulgaria, 1956-1976," in *Socialist Escapes*: *Places of Leisure in Postwar Eastern Europe*, Cathleen Giusitno, ed.**,** forthcoming, Berghahn Press, 2012.

• "*Kebabche* or Hot Dogs?: Consuming the of Cold War at the Plovdiv Fair 1955-1972," under review (as part of special issue on Cold War exhibitions), *Journal for Contemporary History*, forthcoming, January 2012.

• "The *Krŭchma,* the *Kafene,* and the Orient Express: Tobacco, Alcohol, and the Gender of Sacred and Secular Restraint in Bulgaria, 1856-1939." *Aspasia: International Yearbook of Central, Eastern, and Southeastern European Women's and Gender History*, 2011.

• "Inhaling Luxury: Smoking and Anti-Smoking in Socialist Bulgaria 1947-1989, " In David Crowley and Susan Reid, eds., *Pleasures in Socialism: Leisure and Luxury in the Eastern Bloc,* Northwestern University Press, 2011.

• "Smokes for Big Brother: Bulgaria, the USSR and the Politics of Tobacco in the Cold War.*"* In Tricia Starks and Matt Romaniello, eds. *Tobacco in Russian History and Culture*, Routledge, 2009.

• "Dwelling in the Past: The Ottoman Imprint on Bulgarian 'Revival Houses' in Plovdiv and Beyond," *Centropa*, 2008.

• "To Chicago and Back: Aleko Konstantinov, Rose Oil, and the Smell of Modernity," *Slavic Review* 65 (2006): 427-445.

• "Pants, Veils, and Matters of Dress: Unraveling the Fabric of Women's Lives in Communist Bulgaria." p. 169-187, in *Style and Socialism: Modernity and Material Culture in Post-War Eastern Europe*, edited by D. Crowley and S. Reid, Oxford: Berg Publishing, 2000.

• "Pomak Borderlands: Muslims on the Edge of Nations," *Nationalities Papers* 28 (2000): 181-198.

• "Difference Unveiled: Bulgarian National imperatives and the Re-dressing of Muslim Women in the Communist Period 1945-89," *Nationalities Papers* 25 (1997): 169-181.

• "Bulgaro-Turkish Encounters and the Re-imagining of the Bulgarian Nation," *East European Quarterly* (31) 1997: 1-17.

• "The Russo-Turkish War and the "Eastern Jewish Question": Encounters between Victims and Victors in Ottoman Bulgaria 1877-78," *Eastern European Jewish Studies* 26 (1996): 53-66.

• "Out From Under the Yoke: Rethinking Balkan Nationalism in Light of Recent Scholarship on Ottoman Longevity and Decline," *New Perspectives on Turkey*, 15 (1996): 127-138.

External Fellowships and Grants

• American Council of Learned Societies, East European Studies Conference grant, Spring 2011.

• National Council for Eurasian and East European Research (NCEEER), academic year grant, 2009-2010.

• American Council of Learned Societies, Postdoctoral Fellowship in Southeastern European Studies, academic year grant, 2007-8.

• International Research and Exchanges Board (IREX), Individual Research Travel Grant, Bulgaria, Summer 2008.

• National Council for Eurasian and East European Research (NCEEER), Summer Research Travel Grant, Bulgaria, 2007.

• National Council for Eurasian and East European Research (NCEEER), academic year grant, 2000-2001.

• International Research and Exchanges Board (IREX), Individual Research Travel Grant, Bulgaria, Summer 2000.

• International Research and Exchanges Board (IREX), Individual Research Travel Grant, Bulgaria, Summer 1998.

• Fulbright Research Fellowship, Academic Year Travel Grant, Bulgaria, 1995-6.

• Foreign Language Area Studies, Language Study Grant, Turkey, Summer 1995.

• International Research and Exchanges Board (IREX), Bulgarian Summer Seminar Grant, 1994.

• American Council of Learned Societies, Language Study Grant, Bulgaria, Summer 1993.

Select Book Reviews

• Roumen Daskalov's *The Making of a Nation in the Balkans: Historiography of the Bulgarian Revival.* Budapest, New York: Central European University Press, 2004. *American Historical Review*, December, 2005.

• Božidar Jezernik. *Wild Europe: The Balkans in the Gaze of Western Travelers*. London. Saqi Books. 2004. *Slavic Review*, Fall, 2006.

• Munerva Hadziseehovic, *A Muslim Woman in Tito's Yugoslavia*. College Station: Texas A &M University Press, 2003. *Canadian-American Slavic Studies*, Winter, 2007.

• R. J. Crampton. *Bulgaria*. (Oxford History of Modern Europe.) New York: Oxford University Press. 2007. *American Historical Review*, February 2008.

• Nancy Parezo and Don Fowler, Anthropology Goes to the Fair: The 1904 Louisiana Purchase Exhibition, *Journal of Ethnic history*, Spring, 2009.

Select Professional Presentations

• Presented paper at American Association for the Advancement of Slavic Studies, Los Angeles, entitled "Traders or Traitors: Tobacco Men on Trial in Postwar Bulgaria," November 18-21, 2010.

• Presented paper at Symposium on Cold War Fairs, Budapest, Hungary. "Kebabche or Hot Dogs: Cold War Pleasures and Confrontations at the Plovdiv Fair, 1947-1977," May 25-6, 2009.

• Presented paper at American Association for the Advancement of Slavic Studies, Philadelphia, entitled ""The Good Life" on Display: American and Bulgarian exhibits at the Plovdiv Fair," November 20-23, 2008.

• Invited to give public lecture entitled "Smoke Filled Wombs: The Gender of Smoking and Anti-Smoking in Communist Bulgaria" University of Pittsburgh, December 5, 2008.

• Invited to give public lecture entitled "Coffee House Babble: Smoking and Sociability in Nineteenth Century Ottoman Bulgaria," University of Michigan, October, 2008.

Languages:

Bulgarian, Russian, Macedonian
Reading knowledge – Turkish, German, Serbo-Croatian

CURRICULUM VITAE

4/05/2014

SERGIO FRANCISCO ROMERO FLORIAN

Mail Address: The University of Texas at Austin
Department of Spanish & Portuguese
[redacted]
Austin, TX 78712-1611

Email: [redacted]

EDUCATION

08/01-06/06 Ph.D. in Linguistics
Dissertation Title:
"Sociolinguistic Variation and Linguistic History in Mayan: the case of K'iche'"
Advisor: Gillian Sankoff Ph.D.
University of Pennsylvania
Philadelphia, PA

08/98-05/01 M.A. in Anthropology
Graduation thesis:
"The sociolinguistic status of Nahuatl in 16th century Guatemala: A new interpretation".
Advisor: Victoria Bricker Ph.D.
Tulane University
New Orleans, LA

06-08/96 Graduate Course in Andean Linguistics and Bilingual Education
Centro de Estudios Regionales Andinos "Bartolomé de las Casas".
Cusco, Peru

02/93-11/96 B.A. in Anthropology
Universidad del Valle
Guatemala City, Guatemala

EMPLOYMENT

Teaching

07/12-	Assistant Professor LLILAS and Department of Spanish and Portuguese University of Texas Austin, TX
08/06-07/12	Assistant Professor Department of Anthropology Vanderbilt University Nashville, TN
01/06-06/06	Lecturer University of Chicago Chicago, IL
01-05/03	Teaching Assistant- Introduction to Language Change University of Pennsylvania Philadelphia, PA
06/01, 06/02, 06/03	Instructor Summer Field Course in Population and Environment Tulane University Alta Verapaz & Peten, Guatemala

RESEARCH

Books

In press	Language and ethnicity among the K'ichee' Maya. Provo: University of Utah Press.

Articles in referred journals

Single-authored

In press	Language, catechisms and Mesoamerican lords in Highland Guatemala: Addressing 'God" after the Spanish conquest. *Ethnohistory*.
2012	"They don't get speak our language right": Language standardization, power and migration among the lowland Q'eqchi' Maya. *Journal of Linguistic Anthropology* **22**, 2, 21-42.
2012	A Maya Version of Jespersen's Cycle: The diachronic evolution of negative markers in K'iche' Mayan. *International Journal of American Linguistics* **78**, 1, 76-97.
2000	The Lanquín Calendar: Time and the Q'eqchi' in the Late 18th Century, *Human Mosaic* **33**, 1.

Co-authored

In press	Co-authored with Laura Matthew. Nahuatl Historical Sources from Guatemala. *Tlalocan.*
2012	Co-authored with Laura Matthew. Nahuatl and Pipil in Colonial Guatemala: A Central American Counterpoint". *Ethnohistory* **59**, 4, 765-783.

Book chapters

Single authored

2009	Phonological markedness and regional identity in Mayan: the fricativization of intervocalic /l/ in K'iche'. In *Variation in Indigenous Minority Languages.* Eds. Dennis Preston and James Stanford. Amsterdam: Benjamins.
2006	Los Idiomas de Mesoamérica. In *Mesoamérica*. Ed. Horacio Cabezas. Guatemala City: Universidad Mesoamericana.

Co-authored

1997 Co-authored with Linda Asturias
La cofradía en Tecpán en la segunda mitad del siglo XX. In *Kaqoj, algodón café.* Ed. Linda Asturias de Barrios. Guatemala City: Museo Ixchel

Articles in conference proceedings

2012 De calendarios e historia: Tiempo e ideología en el pensamiento maya. In *Memorias del IX Congreso de Estudios Mayas*. Guatemala City: Universidad Rafael Landívar

2012 The Linguistic Construction of Maya Christianity: Social History and Pastoral Q'eqchi'. In *Proceedings of the XIII European Association of Mayanists' Congress.*

2008 Historia, migraciones y cambio lingüístico en Q'eqchi': Homogenización dialectal o resignificación de las diferencias? In *Memorias del VI Congreso de Estudios Mayas*. 18 pages. Guatemala City: Universidad Rafael Landívar

Book Reviews

2012 Converting Words: Maya in the Age of the Cross. William Hanks. Berkeley: University of California Press. 439 pp. *Journal of Linguistic Anthropology* **12**, 3, 271-73

2008 Kaqchikel Chronicles: The Definitive Edition. Judith Maxwell and Robert M. Hill. II. Austin: University of Texas Press, 2006, 691 pp. *Journal of Anthropological Research*, 64, pp. 440-441

GRANTS AND SCHOLARSHIPS

Received

04/13	Summer Research Grant LLILAS/University of Texas at Austin Austin, TX
05/11-/08/11	Provost's Research Scholar Grant Office of the Provost Vanderbilt University Nashville, TN
08/10	Vanderbilt University Faculty Fellow Robert Penn Warren Center for the Humanities Vanderbilt University Nashville, TN
06-07/09	Library Fellow American Philosophical Society Philadelphia, PA
05/07-08/07	Provost's Research Scholar Grant Office of the Provost Vanderbilt University Nashville, TN
08/01-06/06	William Penn Fellowship for Graduate Studies University of Pennsylvania Philadelphia, PA
07/03-08/03	Fellowship for Graduate Studies Linguistic Society of America Washington D.C.
08/98-05/01	Fellowship for Graduate Studies Graduate School, Tulane University New Orleans, LA
05-07/00	Research Grant Department of Latin American Studies, Tulane University New Orleans, LA

01/99	Research Grant Ethnohistory Fund, Department of Anthropology Tulane University New Orleans, LA
06-08/96	Scholarship for Graduate Studies Centro de Estudios Regionales Andinos "Bartolomé de las Casas". Cusco, Peru

PRESENTATIONS

Invited presentations

10/13	Workshop: "Hybridity in Mesoamerican languages and cultures" Universidad Nacional Autónoma de México (UNAM) Mexico City, Mexico
10/13	Una visión "negativa" del cambio sintáctico en Mesoamérica: El surgimiento de la concordancia negativa en maya k'ichee' IV Coloquio Mauricio Swadesh Mexico City, Mexico
08/13	Sobre acentos y etnicidad Seminario permanente de antropología, Universidad del Valle Guatemala City, Guatemala
06/13	Del *kaqjay* al *tinamit*: El urbanismo según las fuentes colonials mayas del altiplano. VI Convención Mundial de Arqueología Maya Guatemala City, Guatemala
04/13	"We're not Mexicans": Grammar, dialectal variation and honorific registers in Nahuatl and Pipil in 16th and 17th century Guatemala. SALSA XXI University of Texas at Austin, Austin
06/11	Popol Vuh y génesis del cristianismo maya. IV Convención Mundial de Arqueología Maya Antigua Guatemala, Guatemala
08/10	Consideraciones lingüísticas sobre el Popol Vuh. Annual Workshop, CAMTUR Guatemala City, Guatemala

10/09	"Talking like us": Migration, adolescence and new dialect formation in Q'eqchi' Maya Pierre Colas Memorial Conference Vanderbilt University, Nashville
09/09	Evangelización y traducción en el siglo XVI en Guatemala. Jornadas Históricas. Fraternidad de María. Guatemala City, Guatemala
01/08	*Jujun tinamit k'o ub'antajik, jujun tinamit k'o uch'ab'al* (Each town has its own ways, each town has its own speech): dialect and identity in Mayan Tulane University New Orleans, LA
08/07	Historia, migraciones y cambio lingüístico en Q'eqchi': Homogenización dialectal o resignificación de las diferencias? VI Congreso de Estudios Mayas Guatemala City, Guatemala
03/07	Workshop on Colonial documents written in Mesoamerican languages University of Guanajuato Leon, Mexico
06/02	Mayan revitalization and Christian missionaries: Contemporary Bible Translations into Q'eqchi' Pitt Speaker Series University of Pittsburgh, Pittsburgh, Pennsylvania

Conference presentations

03/14	El k'ichee' evangeliza al q'eqchi': Las lenguas indígenas como modelo de discurso doctrinal en la primera evangelización del altiplano guatemalteco VIII Missionary Linguistics Conference Lima, Perú
11/13	"Bill Gates speaks K'ichee'": The corporatization of linguistic revitalization in Guatemala. Meetings of the American Anthropological Association Chicago, IL

11/11	Language, Catechisms and Mesoamerican lords in highland Guatemala: Addressing 'God' after the Spanish conquest. XIII European Maya Conference. Copenhagen, Denmark.
08/11	De calendarios e historia: Tiempo e ideología en el pensamiento maya IX Congreso de Estudios Mayas Guatemala City, Guatemala
11/10	Stress retraction in Santa Maria Chiquimula; Some consequences for K'iche' Mayan dialectology NWAV 40 San Antonio, TX
06/09	Mas allá de la *lingua franca*: El uso del náhuatl en la Centroamérica colonial 53 Congress of Americanists Mexico City, Mexico
12/08	The Linguistic Construction of Everyday Christianity: Social History and Pastoral Q'eqchi' European Maya Conference Paris, France
11/08	Syntactic change and the rise of negative concord in K'iche' Mayan NWAV 37 Houston, TX
04/08	Dialectal homogenization and the social meaning of difference: The Rise of New Dialects of Q'eqchi' Mayan. 17 World Sociolinguistics Symposium Amsterdam, Netherlands
10/07	Palatalization, contact and the rise of a new reading style in K'iche' Mayan NWAV 36 Philadelphia, PA
09/07	Disjoint linguistic ideologies and bilingual education: The case of Mayan languages in Guatemala Meetings of the Latin American Studies Association Montreal, Canada

08/07	Historia, migración y cambio linguístico en Q'eqchi' VII Congreso de Estudios Mayas Guatemala City, Guatemala
07/06	Spanish loanwords in K'iche': Style, pragmatics and language change XVI World Sociolinguistics Symposium Limerick, Ireland
01/06	Assibilation of [l] in K'iche': An account of an unnatural phonetic change of great social worth Annual Meetings of the Linguistic Society of America Albuquerque, NM
08/05	Phonetic variation and the rise of new constructions: A study of negative particles in K'iche' Maya 16 International Congress of Historical Linguistics Madison, WI
04/04	The Impact of Phonological Change on Morphology: A Case Study First Symposium of the Penn Working Group in Language Philadelphia, PA
06/03	Hacia una dialectología del náhuatl en Guatemala III Congreso de Estudios Mayas Guatemala city, Guatemala

LANGUAGES

INDOEUROPEAN

Spanish	Mother Tongue
English	Near-native speaker fluency
French	Speaks, reads and writes fluently.
German	Speaks, reads and writes at intermediate level.
Italian	Speaks, reads and writes at intermediate level.
Latin	Reading knowledge.

MAYAN

K'iche'	Speaks, reads and writes fluently.
Kaqchikel	Speaks, reads and writes fluently.

Q'eqchi'	Speaks, reads and writes fluently.
Yucatec	Speaks, reads and writes at intermediate level.

OTHER

Nahuatl	Speaks, reads and writes fluently
Quechua	Basic level.

Fernando Rubio

Department of Languages and Literature Office: [redacted]
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University of Utah Email: [redacted]
Salt Lake City, Utah 84112-0492

EDUCATION

2000	Ph. D. Hispanic Linguistics: Theoretical and Applied, SUNY at Buffalo. Dissertation Director: Jorge Guitart
1998	M. A. Hispanic Literature and Linguistics, SUNY at Buffalo
1996	M. S. Secondary Education/English, SUNY College at Fredonia
1990	Diplôme de Langue, Alliance Française, Oviedo, Spain
1989	M.A. English, Universidad de Oviedo, Spain

EMPLOYMENT

2007-present	Associate Professor of Spanish, Department of Languages and Literature; Adjunct Associate Professor of Linguistics, Department of Linguistics, University of Utah
2002-2006	Assistant Professor of Spanish and Language Program Director, University of Utah
2000-2002	Assistant Professor of Spanish Linguistics and Language Program Coordinator, Southern Oregon University.
1999-2000	Assistant Professor of Spanish, Canisius College of Buffalo

ADMINISTRATIVE EXPERIENCE

- Co-Director, Second Language Teaching and Research Center, University of Utah (2012-)
- Co-Chair, Department of Languages and Literatures. University of Utah (2007-2012)

RECENT PUBLICATIONS

Edited volume:

2012 Rubio, F. & Thoms, J. (eds) *Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues.* Boston: Cengage/Heinle.

Textbooks:

2009 Rubio, F. & Rubio, L. *Tercer Milenio: Composición y Gramática*. GRT-Kendall Hunt: Dubuque, IA 2009.

Forthcoming

Rubio, F. & Cannon, T. *Juntos: Beginning Spanish* (under contract with Cengage/Heinle).

Articles and book chapters (refereed):

2013 (With Dulfano, I.) Reset or forge ahead? Is there a future and value in the study of Spanish? *Journal of Multilingual and Multicultural Development.* November, 2013. http://dx.doi.org/10.1080/01434632.2013.852560

2012 Hybrid language Teaching and Learning: Looking Forward. In Rubio, F. & Thoms, J. (eds) *Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues.* Boston: Cengage/Heinle.

2012 Blended learning and L2 proficiency. In Rubio, F. & Thoms, J. (eds) *Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues.* Boston: Cengage/Heinle.

2009 Mal de muchos: la influencia del inglés en el español médico. *Boletín de Pediatría*, 2009, 49, (217-219).

2006 "El uso de estrategias comunicativas entre hablantes avanzados de español." Chapter in Álvarez, A. et al. (eds.) *La competencia pragmática y la enseñanza del español como lengua extranjera*. Oviedo, Spain: Universidad de Oviedo, 2006. (547-556).

2005 "Metáfora y pragmática en el Quijote." *Espéculo Revista de Estudios Literarios 30*, 2005. Available at http://www.ucm.es/info/especulo/numero30/metaquij.html (pp. 14)

2005 "Grammar in disguise" (with Passey, A. and Campbell, S.) *Revista Electrónica de Lingüística Aplicada*, 3, 2004 (158-176). Available at http://dialnet.unirioja.es/servlet/fichero_articulo?articulo=1396249&orden=34882

2003 "Structure and complexity of oral narratives in advanced level Spanish: a comparison of three learning backgrounds." *Foreign Language Annals (Special Issue)* 2003, 36, 4 (537-45).

2003 "Online feedback in foreign language writing." Chapter in Cooke-Plagwitz, J. & Lomika, L. (eds.) *Best Practices for Using Technology to Teach and to Learn in the Foreign Language Classroom*. Boston: Heinle & Heinle, 2003 (9-18).

2001 "Psychological verbs in Spanish: Two teaching approaches," *Academic Exchange Quarterly,* Fall 2001 (136-141).

2001 "Causative-accusative Verbs in TCL." Chapter in Scarlett, E. & Wescott, H. (eds.) *Convergencias Hispánicas: Selected Proceedings and Other Essays on Spanish and Latin American Literature, Film, and Linguistics.* Newark, DE: Cuesta, 2001 (287-97)

RECENT CONFERENCE PRESENTATIONS (2011-2014)

2014 Online Innovations: From Distance Learning to MOOC Madness (Panelist). 2014 MLA Convention. Chicago, IL, January 2014

2014 The Gender Factor in Technology-Enhanced Language Courses. 2014 MLA Convention. Chicago, IL, January 2014

2013 Boundless Education: The Case of a Language MOOC. 2013 ACTFL Convention. Orlando, FL, November 2014.

2013 Preparing for the Launch of the 2014 AP Spanish Language & Culture Course and Exam. SWCOLT conference. Las vegas, NV, 04/04/2013.
2012 Integrated Performance Assessments for the Intermediate Level: The hows and whys. Utah Foreign Language Association. Ogden, Utah.
2012 ACTFL and the CEFR: False friends? Kentucky Foreign Language Conference. Lexington, KY.
2012 Learning Spanish: The Practical Value of an Intellectual Pursuit. Rocky Mountain Council on Latin American Studies Annual Conference. Park City, UT.
2011 Restart or Plow Ahead. The role of Spanish in Higher education. The Humanities Conference. Granada, Spain.
2011 The Place of Spanish in the 'New Normal'. MLA Convention. Los Angeles, CA.

RECENT INVITED LECTURES AND WORKSHOPS (2011-2014)

2014 Crossing Major Borders: Improving students' language performance. Ithaca, NY, 1/31/2014
2014 ACTFL Webinar. Guiding language performance through Advanced into Superior. https://live.blueskybroadcast.com/bsb/client/CL_DEFAULT.asp?Client=562094&PCAT=4797&CAT=7560
2013 ACTFL Webinar (with A. Bleicher and S. Dhonau) Developing Learners' Performance – Aiming Toward Proficiency
2013 Language Learning in a Hyperconnected World, Keynote.University of Pennsylvania. 12/14/2013 https://plc.sas.upenn.edu/system/files/symposium2013_program.pdf
2013 Blended language learning. Invited Talk, University of Kansas. 11/08/2013.
2013 Going beyond the *flipped classroom* in world languages. Keynote speech at the AASTP-Southern California conference. UCLA. 10/26/2013
2013 Using Hybrid Instruction to Enhance Learning in Large Enrollment Courses. Keynote. Weber State University Innovative Teaching Conference. 10/19/2013.
2013 Application of the blended model to an introductory language course. Presentation. Weber State University Innovative Teaching Conference. 10/19/2013.
2013 Best Practices in Online and Blended Teaching and Learning. Invited Talk. University at Buffalo. 10/04/2013. http://events.signup4.com/TU_WL10042013Buffalo
2013 MOOCs and Hybrid Language Courses: Does It Hurt to Be on the Cutting Edge? Advantages and Challenges. Invited talk. Northwestern University. 09/19/2013. http://www.cli.northwestern.edu
2013 Adding technology to the mix: how to blend your language course. Workshop. Northwestern University. 09/19/2013.
2013 Keynote speaker at *Learning World Languages with Your Head in the Cloud: Best Practices for Teaching Online or Blended Courses*, symposium organized by the Indiana Commission for Higher Education. Indianapolis, IN.
2013 Blended Learning and L2 Proficiency. Michigan State University.
2013 Preparing for the Launch of the 2014 AP Spanish Language & Culture Course and Exam. Southwest Conference on Language Teaching. Henderson, NV.

2013 Blended Learning 101: From Face-to-Face to Online. Michigan State University
2013 The Best of Both Worlds: Blended Learning in the Language Classroom. University of Kentucky, Lexington, KY.
2013 Harnessing the power of technology in the language classroom. SUNY Fredonia.
2012 Assessment tools in the K-12 immersion classroom. XIII Seminario de Administradores de Programas Educativos de Cooperación Internacional y VIII Seminario de Directores de *International Spanish Academies.* Park City, UT.
2012 What does it mean to "speak" a language (and how can you prove it)? Utah State University.
2012 The Power of Openness: Improving Foreign Language Learning Through Open Education. Center for Open Educational Resources and Language Learning. University of Texas, Austin.
2012 SLA and CALL. World Languages Symposium organized by Heinle-Cengage. Salt Lake Community College.
2012 ACTFL, MCER and Curriculum Design. Workshop organized by the Spanish Embassy Resource Center. Layton Preparatory School. Layton, Utah.
2011 Designing and implementing a blended language course. Brigham Young University-Idaho. Rexburg, ID.
2011 Blended learning in the language classroom. Fredonia State University. Fredonia, NY.
2011 Blended learning in the language classroom. Geneseo State University. Geneseo, NY.
2011 Blended learning in the language classroom. Canisius College. Buffalo, NY.
2011 Global Studies and Departmental Structures. ADFL Summer Seminar. Salt Lake City.
2011 Models of Hybrid Distance Teaching and Learning. ADFL Summer Seminar. Salt Lake City.
2011 Hybrid Instruction in College Foreign Language Courses. SUNY Binghamton.
2011 Virtual classroom (Skype presentation). Harvard University.
2011 Blended Teaching: What's in the Blender? Heinle World Language Experience. Philadelphia.
2011 Blended Teaching: What's in the Blender? Heinle World Language Experience. Salt Lake Community College.
2011 Blended Teaching: What's in the Blender? Heinle World Language Experience. Los Angeles.

MAJOR GRANTS & AWARDS

2013 Co-PI in IIE Language Training Center Grant ($250,000)
2013 Featured in *The Language Educator* "spotlight on…" (Summer issue).
2012 ACTFL Award for Excellence in Foreign Language Instruction Using Technology
2009 Utah System of Higher Education (USHE) Exemplary Faculty Use of Technology Award.
2002 Research Grant from the American Council on the Teaching of Foreign Languages.
1999 Excellence in Teaching Award from SUNY at Buffalo.

PROFESSIONAL ACTIVITIES/SERVICE

Modern Language Association

- Chair, Executive Committee of the Division on the Teaching of Language (2013-2014).
- Secretary, Executive Committee of the Division on the Teaching of Language (2012-2013).
- Member, Executive Committee of the Division on the Teaching of Language (2010-present).
- Delegate Assembly Member (2011- present).

American Council on the Teaching of Foreign Languages

- OPI tester (2000-present)
- AAPPL rater and trainer
- ACTFL Professional Development Presenter
- Member, ACTFL Research and Assessment Committee

College Board

- Co-Chair, AP Spanish Language and Culture Development Committee 2014-
- Member, AP Spanish Language and Culture Development Committee 2012-14
- AP Spanish Language Standard Setting Pilot panel. Pennsylvania, February 2012.

American Association of University Supervisors and Coordinators

- Executive Board Member (2010-)
- Spanish Section Head (2008-2011)
- Volunteer mentor in mentoring program (2007-2208)

Utah Foreign Language Association

- Board Member (2004-2009)

Editorial Board member

- Journal of Language Teaching and Research (JLTR, ISSN 1798-4769)
- Revista Española de Lingüística Aplicada (RESLA ISSN 0213-2028)

External Reviewer

- Connecticut College Department of Hispanic Studies program review. April 2013
- Spanish major proposal reviewer. Dixie State College, Utah. April 2012
- External evaluator for faculty member's promotion to Associate Professor. University of Tennessee (2012).
- Language program reviewer. Salt Lake Community College. April 2011
- External evaluator for faculty member's promotion to Full Professor. Pitzer College (2011).

Reviewer

- The Routledge Handbooks of Applied Linguistics

- Individual Differences, L2 Development & Language Program Administration: From Theory to Practice. AAUSC Issues In Language Program Direction, 2013
- Educating the Future Foreign Language Professoriate for the 21st Century. AAUSC Issues In Language Program Direction, 2011.
- Conceptions of L2 Grammar: Theoretical Approaches and their Application in the L2 Classroom. AAUSC Issues In Language Program Direction, 2008.
- Peer reviewer for *Hispania* and *CALICO Journal*

Conferences organized:

- 2014 International Immersion Conference. Member of organizing committee and Co- chair of Assessment strand.
- Utah Foreign Language Association Annual Meeting. Member of organizing committee and chair of program committee. November 2005, 2006, 2007, 2008, 2009.

Panels and Sessions Organized:

- The Postcommunicative Context and Twenty-First-Century Faculty Members. MLA Convention. Boston, January 2013.
- Connecting Theory and Practice in the Teaching of Less Commonly Taught Languages. MLA Convention. Seattle, January 2012.
- Technology-Enhanced Delivery Models in Foreign Language Learning and Teaching. MLA Convention. Los Angeles, January 2011.
- Hybrid language teaching/learning: Exploring pedagogical and curricular issues. ACTFL Convention. Boston, November 2010.
- Hybrid teaching: lessons from experience. Panel organizer and chair. Kentucky Foreign Language Conference. April 2008.
- 34th Annual Linguistic Symposium in Romance Languages. Salt Lake City, March 2004.

SERVICE AT THE UNIVERSITY OF UTAH

University:

- Teaching and Learning Portfolio (2012-)
- Member, Integrative learning Undergraduate Portfolio (2012-)
- Chair, General Education Fine Arts Area Committee.
- Co-Chair, Middle East Center's Curriculum Committee (2009-2010).
- Middle East Center Interim Administrative Team (2008-2009).
- Middle East Center Director Search (Fall 2008).
- Study Abroad Enhancement Committee (2006-2007).

College of Humanities:

- College Executive Committee (2004-2005; 2007-Present).
- Educational Technology Committee (2003-Present).
- Spanish Teacher's Workshop (coordinator), Tanner Humanities Center, August 2008.

Department of Languages and Literature:

- Member, Spanish sociolinguistics tenure-track search (2013-2014)

- Chair, Search committee Portuguese tenure-track search (2012-2013)
- Search Committee searches for Russian, Arabic and French language coordinators (2009).
- Program Director for Study Abroad in Spain (2003-2011).
- Member, Executive Committee (2006-2007)
- Assessment Committee (2006-2007)
- Grievance Committee (2006-2007)
- Member, Chair Search Committee (2006-2007)
- Departmental Restructuring Committee. (2006-2007).
- Chair, Study Abroad Committee (2005-2012).
- Member, Search Committee Spanish Golden Age Literature (2005-2006).
- Member, Graduate Committee (2005).
- Member, Teaching Major Ad-hoc Committee (2004-2005).
- Member, Search Committee Visiting Position in Latin American Literature (Spring 2004).
- Interim Graduate Advisor, Spanish Section (Spring 2004).
- Interim member of the Department's Executive Committee (Fall 2003).
- Interim French Language Program Director (Fall 2003).
- Member, Search committee Visiting Position in Peninsular Literature (Spring 2003).

THOMAS M. SAUER

[redacted]

PHONE [redacted] E-MAIL [redacted] • TWITTER: [redacted]

PROFILE

Motivated self-starter who is passionate about facilitating others in making the shift from teaching to learning.

WORK EXPERIENCE

- **Director of Design & Communication** (2013-present)
  The Partnership to Advance Learning (Memphis, TN)
- **Learning & Innovation Specialist** (2013-present)
  Fayette County Public Schools (Lexington, KY)
- **Independent Consultant** (2011-present)
  Lexington, KY
- **District World Language Content Specialist** (2012-2013)
  Fayette County Public Schools (Lexington, KY)
- **District World Language Specialist** (2005-2012)
  Jefferson County Public Schools (Louisville, KY)
- **Distance Learning and Online German Teacher/Tutor Coordinator** (1999-2005)
  Kentucky Educational Television & Kentucky Virtual High School (Lexington, KY)
- **Study Abroad Faculty** (2004)
  Kentucky Institute for International Studies; Western Kentucky University (Bowling Green, KY)
- **Adjunct Faculty & Instructor** (2002-2005)
  Georgetown College (Georgetown, KY) & University of Kentucky (Lexington, KY)

EDUCATION

- **M.A. Instructional Leadership and School Administration** (2008)
  Bellarmine University, Louisville, KY
- **M.A. Germanic Languages and Literatures** (1999-2001)
  University of Kentucky, Lexington, KY
- **B.A. Foreign Languages and International Economics** (1999)
  University of Kentucky, Lexington, KY
- **Current certificates:** Foreign Language Program Consultant (Admin), Rank 1 Professional Teaching Certificate for Teaching, All Grades

LEADERSHIP EXPERIENCE

- **Board of Directors,** American Council on the Teaching of Foreign Languages (2012-2014)
- **STARTALK Advisory Board and Task Force,** National Foreign Language Center (2012-2014)
- **Executive Board,** Kentucky World Language Association (2003 – 2012)
- **World Language Task Force**, Educational Professional Standards Board (2011)
- **Executive Board,** Central States Conference on the Teaching of Foreign Languages (2007-2010)
- **Executive Board,** National Association of District Supervisors of Foreign Languages (2006-2010)
- **President,** Kentucky World Language Association (2005 – 2008)
- **Leadership Program,** Central States Conference on the Teaching of Foreign Languages (2005-2006)
- **Key Leader Mission Trip to China,** Kentucky World Trade Center (2006)
- **Advisory Council,** Central States Conference on the Teaching of Foreign Languages (2004-2010)
- **World Language Task Force**, Council on Post-Secondary Education (2006-2007)
- **2020 Vision Project Participant**, Fayette County Public Schools (2005)
- **Trainer**, Goethe Institute Midwest Trainer Network (2000-2005)

AWARDS

- **NADSFL/Pearson Supervisor of the Year,** National Association of District Supervisor of Foreign Languages. (2011)
- **Global Visionary Award**, World Affairs Council of Kentucky and Southern Indiana, Louisville, KY. (2010)

PUBLICATIONS

- *Empowered Educators: When the Teacher becomes the Learner.* The Language Educator. (2014)
- *Teacher Effectiveness for Language Learning.* Self-published at www.TELLproject.com (2011) and www.TELLproject.org (2014)
- *21st Century Skills Map: World Languages;* Partnership for 21st Century Skills (2011)
- *Creating A Model World Language System For Kentucky's Students,* Kentucky World Language Association (2005)
- *Kultur* Activities for *Deutsch: Na klar!: An Introductory German Course*, McGraw Hill (2004)

GRANTS

- **Lead Facilitator,** *Developing Resources for STARTALK Teacher Programs* (2014)
  Co-wrote and co-directed $90,000 federal grant creating exemplars of effective learning strategies.
- **Project Coordinator,** *Advancing Learning through the next generation of teacher leaders* (2014)
  Co-wrote and co-directed $90,000 federal grant for teacher leader development.
- **Project Director,** *FCPS-STARTALK Chinese Summer Program* (2013)
  Wrote and directed $87,000 federal grant creating a Chinese summer institute.
- **Assessment Consultant,** *Crane House Chinese Language Institute* (2012)
  Wrote and consulted $87,000 federal grant creating a Chinese summer institute.
- **Assessment Consultant,** *Crane House Chinese Language Institute* (2011)
  Wrote and consulted $90,000 federal grant creating a Chinese summer institute.
- **Trainer,** *STARTALK: Connecting and Collaborating with the Arab World* (2011) Wrote and consulted $84,000 federal grant creating an Arabic summer institute.
- **Project Consultant,** *Crane House Chinese Language Institute* (2010)
  Wrote and consulted $89,000 federal grant creating a Chinese summer institute.
- **Project Director,** *Kentucky World Language Teacher Network Grant* (2008-2010)
  Co-wrote and co-directed $230,000 state grant creating end-of-course assessments.
- **Project Consultant,** *Crane House Chinese Language Institute* (2009)
  Wrote and consulted $98,000 federal grant creating a Chinese summer institute.
- **Project Consultant,** *Chinese Language and Culture: A Field of Arts* (2008)
  Wrote $92,000 state grant creating an integrated Arts and Chinese language program.
- **Project Consultant,** *jumpstart: Summer Language Institute for Chinese* (2008)
  Wrote and consulted $95,000 federal grant creating a Chinese summer institute.
- **Project Director,** *New Horizons: Expanding the Vision* (2006-2009)
  Wrote and directed $450,000 federal grant to introduce Chinese in 15 schools.
- **Project Director,** *Bringing the Vision into Focus* (2005)
  Directed last year of a $500,000 federal professional development grant.

SELECTED WORKSHOPS *(complete list available upon request)*

- *Integrating Language, Culture & Content.* invited workshop at the STARTALK Spring Conference (2012)
- *The 21st Century Culture through the Teacher Lens: Perspectives & Practices.* invited workshop at the American Council on the Teaching of Foreign Languages (ACTFL) Convention, Denver, CO (2011)
- *Preparing, Advancing & Supporting Student Learning – The Teacher Effectiveness for Language Learning (TELL) Project* - Invited workshop for National Council of State Supervisor of Foreign Languages (NCSSFL); Denver, CO (2011); Startalk Spring Conference, Albuquerque, NM (2011)
- *Personalized Learning for the iGeneration.* Edison Township Public Schools, Edison, NJ; Glastonbury Public Schools, Glastonbury, CT; Red Clay Consolidated School District, DE (2011)
- *It's a Flat World After All: Creating Communities for Generation C*; Invited workshop for Texas Association of Language Supervisors, San Antonio, TX (2010)
- *CONNECT – An (Un)Conference for World Language Teachers.* Jefferson County Public Schools, Louisville, KY (2010, 2011)
- *Be(coming) a Digital Citizen: Learning in Classroom 2.0* Kentucky World Language Association, Lexington, KY; Central States Conference, Minneapolis, MN; Northeast Conference on the Teaching of Foreign Languages, New York, NY (2009, 2010)

THOMAS M. SAUER • [redacted]
PHONE [redacted] E-MAIL [redacted] TWITTER [redacted]

- *Wii? Wiki? Web? What? – Using 21st Century Web Technologies*; Winter Workshop, Kentucky World Language Association, Bowling Green, KY (2008)
- *LinguaFolio – Empowering Learning*; Appleton School District, Appleton, WI (2006)
- *Blogging - A New Pathway to Writing in the 21st Century;* Massachusetts Foreign Language Association, Sturbridge, MA (2006); Central States Conference, Columbus, OH (2005); Kentucky Teaching and Learning Conference, Louisville, KY (2004)

SELECTED PRESENTATIONS *(complete list available upon request)*

- *World Languages: Are you Connected?* invited keynote speaker. Connecticut Council on Language Teaching (CtCOLT) Fall Conference; Boston, MA (2013)
- *Learn with NADSFL: Exemplifying the Reflective Practitioner.* American Council on the Teaching of Foreign Languages (ACTFL) Convention, Orlando, FL (2013)
- *Learners Center Stage: Using Performance Assessment to Improve Proficiency.* Invited keynote speaker. Arizona Language Association (AZLA) Fall Conference, Phoenix, AZ (2013)
- *"Just-in-Time" and "Just-about-You" - Making Teachers' Lives Easier.* Central States Conference on the Teaching of Foreign Languages, Milwaukee, WI; Southern Conference on Language Teaching, Atlanta, GA (2012)
- *With, Through and Despite Technology - Making Language Learning an Essential 21st Century Skill;* invited keynote speaker. New England Regional Association For Language Learning Technology; Schenectady, NY (2011)
- *The Lost "C": The Communities Goal Area;* invited plenary speaker. American Council on the Teaching of Foreign Languages (ACTFL) Convention; Boston, MA (2010)
- *Ready for Generation C? ~~Teaching~~ Learning Languages in a 2.0 World*; invited keynote speaker; Texas Foreign Language Association, San Antonio (2010)
- *It's Flat World After All;* American Council on the Teaching of Foreign Languages (ACTFL) Convention, Boston, MA (2010)
- *Learn with NADSFL: Tools for Making Proficiency Happen;* American Council on the Teaching of Foreign Languages (ACTFL) Convention, Boston, MA (2010)
- *Just-in-time and Just-about-you – Making Teachers' Lives Easier;* Kentucky World Language Association Fall Conferece; Lexington, KY (2010)
- *Be(coming) a Digital Citizen: Learning in the 21st Century;* Invited opening keynote for National Association of District Supervisors of Foreign Languages Annual Meeting, San Diego, CA (2009)
- *Discover Your New Leaders … Discover the Future*; Central States Conference, Kansas City, MO (2007); Southern Conference on Language Teaching, Atlanta, GA (2007); ACTFL Convention, Nashville, TN (2006)
- *Integrating German Unification Films into the Communicative Classroom;* ACTFL Convention, Chicago, IL (2004)

PROFESSIONAL AFFILIATIONS

- American Council on the Teaching of Foreign Languages (2003-2014)
- Kentucky World Language Association (2000-2014)
- National Association of District Supervisors of Foreign Languages (2005-2012)
- American Association of Teachers of German (1999-2006)

REFERENCES

Available upon request

THOMAS M. SAUER [redacted]
PHONE [redacted] • E-MAIL [redacted] TWITTER: [redacted]

Curriculum Vita

Joseph C. TenBarge

University of Texas at Austin
Liberal Arts Instructional Technology Services
[redacted]
Austin, TX 78712-0191
[redacted]

Education

A.B.D., Ph.D. program in Government, University of Texas at Austin. 1988-1998
B.S., University of Evansville, 1987.

Professional Experience

Assistant Dean, College of Liberal Arts, University of Texas at Austin, 2006 - present
Manage college facilities including capital building projects, renovation projects, assigning and managing office, research, and classroom space, and strategic space planning. Set IT policy and budgets. Create and lead department supporting research activities. Lead team providing business services to small units and other ad hoc services as required by the Dean.

Director, Liberal Arts Instructional Technology Services, University of Texas at Austin, 1998 – present.
Manage college instructional technology efforts, including budget planning, fundraising, grants for faculty and departments, and partnerships with other colleges. Lead department responsible for maintaining college data networks, building and maintaining technology classrooms, producing multimedia and web-based course material, and providing desktop support for college faculty and staff.

Computer Projects Coordinator, College of Liberal Arts, University of Texas at Austin, 1997 - 1998.
Coordinate upgrading of network infrastructure in all Liberal Arts buildings. Coordinate design and construction of networks servers for departments within Liberal Arts. Act as liaison between department within the College of Liberal Arts and other university computer and technology departments. Assist the Dean of Liberal Arts in planning and budgeting for instructional technology.

Manager, Computer Services Office, Department of Government, University of Texas at Austin, 1991 - 1997.
Consult with faculty and graduate students in data collection and analysis, and supervise data collection activities; maintain departmental data archive; supervise

Computer Services staff; purchase, setup, and manage departmental computing equipment; manage departmental computer lab; and assist faculty and graduate students in all computational needs.

Assistant Instructor, Department of Government, University of Texas at Austin, 1991 - 1998.

Graduate and undergraduate instruction in research methods, computer use (CMS, VMS, UNIX), and use of statistical packages (SAS, SPSS).

ICPSR Representative, University of Texas at Austin, 1991 - 1998.

Managing university's ICPSR data archive and assist researchers throughout the university with access to ICPSR data.

Teaching Assistant, Department of Government, University of Texas at Austin, 1989 - 1991.

Assisting with undergraduate instruction in public opinion and elections, political psychology, and American Government.

Field Manager/Lead Fundraiser, McCloskey for Congress, Bloomington, Indiana, 1985 - 1986.

Plan and implement fundraising activities, develop and lead grassroots organization, and design and manage registration and Election Day get-out-the vote programs.

Owner/Manager, TenBarge Construction Company, New Harmony, Indiana, 1979 - 1985.

Manage all phases of design and production of museum exhibits, theatrical stage sets, historic restorations, fine home interiors, and other specialized design and construction projects. Administer all day-to-day activities of company.

Co-owner/Assistant Manager, TenBarge Oil Company, Poseyville, Indiana, 1971 - 1976

Assist in management of all phases of sale and distribution of industrial lubricants, and design, planning, and oversight of retail outlets.

Conference Papers

"Social Identity and Political Participation" paper presented at the Annual Meeting of the American Political Science Association, September 1997

"Social Identification and Group Related Issues" paper presented at the Annual Meeting of the Midwest Political Science Association, April 1997

"Social Identity, Group Economic Conditions, and Vote Choice" (with Philip Paolio) paper presented at the Annual Meeting of the Midwest Political Science Association, April 1996.

"Education, Intelligence, and Political Sophistication" (with Robert Luskin), paper presented at the Annual Meeting of the American Political Science Association, September 1994.

"Proxy Variables with Correlated Error and the Incorrect Signs Phenomena" (with Robert Luskin), paper presented at the Eleventh Annual Political Methodology Conference, July 1994.

"Race and Racial Policy Attitudes" (with Kris Seago), paper presented at the Annual Meeting of the Southwestern Political Science Association, March 1993.

Invited Conferences

Eleventh Annual Political Methodology Conference, University of Wisconsin, July 1994.
Political Psychology Conference, University of Illinois, July 1993
Ninth Annual Political Methodology Conference, Harvard University, July 1992.

Leadership Training

2008 IT Leadership Program, MOR Associates, Inc, University of Texas at Austin, New York University, University of Washington, and Carnegie Mellon University

Wen-Hua Teng

Dept. of Asian Studies
The University of Texas at Austin
Austin, TX 78712
[redacted]

Education:

Ph.D., Foreign Language Education
The University of Texas at Austin

M.A. Foreign Language Education
The University of Texas at Austin

B.A. Foreign Languages and Literatures
National Taiwan University, Taipei, Taiwan

Academic Positions:

EFL (English as a Foreign Language) Instructor, 1984-1985
Chung-Yu Junior College of Business Administration
Keelung, Taiwan

Teaching Assistant (Chinese), 1986-1987
Dept. of Oriental and African Languages and Literatures
The University of Texas at Austin

Assistant Instructor (Chinese), 1987-1990
Dept. of Oriental and African Languages and Literatures
The University of Texas at Austin

Lecturer (Chinese), 1990-2000
Dept. of Asian Studies
The University of Texas at Austin

Senior Lecturer (Chinese), 2000-Present
Dept. of Asian Studies
The University of Texas at Austin

Project Director (Chinese), September, 2010 - Present
Center for Open Educational Resources and Language Learning
The University of Texas at Austin

Conference Presentations:

Testing Listening Comprehension in the Classroom, Paper presented at 1991 Chinese Language Teachers Association Annual Conference at Washington, D.C.

Communicative Strategies Employed by Advanced Learners of Chinese, Paper presented at 1991 Chinese Language Teachers Association Annual Conference at Washington, D.C.

The Significance of Punctuation in Language Pedagogy, Paper presented at 2008 Chinese Language Teachers Association Annual Conference at Orlando, Florida.

Examining "Subject" from the Perspective of CFL Pedagogical Grammar, Paper presented at 2009 Chinese Language Teachers Association Annual Conference at San Diego, CA.

Designing CFL Listening Comprehension Exercises for Web-based Learning, Paper presented at 2010 Chinese Language Teachers Association Annual Conference, Boston, MA

Chinese Take-In: Interactive Listening Comprehension Exercise for Beginning Chinese Learners, Paper presented at 2011 South Central Association for Language Learning Technology Annual Conference in April, 2011 at Austin, TX

Social Media and CFL Pedagogy, Paper presented at 7th International Conference on Internet Chinese Education at Taipei, Taiwan, 2011.

Designing Web-based Listening Comprehension Exercises for Beginning Chinese Learners, Poster presented at 2012 CALL (Computer-assisted Language Learning) Research Conference, Taichung, Taiwan

Enhancing CFL Learners' Understanding of Language Use through Scenarios, Paper presented at 2012 Chinese Language Teachers Association Annual Conference at Philadelphia, PA

Workshops

The Forgotten C: Pedagogical Grammar and Communication, Workshop presented on March 31, 2012, at Texas A&M University

The Yin and Yang of Learning: Chinese in and out of the Classroom, Workshop presented on July 21, 2012 at the University of Texas at Austin

Invited Speech:

Teaching Chinese as a Foreign Language in the U.S., Speech delivered on December 29, 2009, at National Taichung Normal University, Taichung, Taiwan

Publications:

Books

YUFA!: A Practical Guide to Mandarin Chinese Grammar, Hodder Education, London, 2011

(A book review article on *YUFA!: A Practical Guide to Mandarin Chinese Grammar* appeared in *Modern Language Journal*, Vol. 97, Issue 2, 2013)

A Practical Guide to the Use of Essential Chinese Words and Phrases, Taylor and Francis, London (Under Contract)

Websites

Concept and content creator for *Gateway to Chinese*: A collection of websites devoted to learning and practicing materials for beginning learners of Chinese http://sites.la.utexas.edu/chinese/

Professional Service:

Article Reviewer: *Computer Assisted Language Learning*, July, 2013

Member on the logographic language review committee (Texas Education Agency), 2014

Award:

Top Honor for Distinction in Instructional Approach (University of Texas, 2010 IITAP Award)

Grants:

LAITS Grant (University of Texas at Austin Liberal Arts Instructional Technology Grant, 2009)

LAITS Grant (University of Texas at Austin Liberal Arts Instructional Technology Grant, 2010-2011)

Professional Development Award (Texas Language Center, the University of Texas at Austin), 2010

Professional Development Award (Texas Language Center, the University of Texas at Austin), 2011

Professional Development Award (Texas Language Center, the University of Texas at Austin), 2012

Research Interests and Activities:

Pedagogical grammar of Chinese
Curriculum design in Chinese
Technology-enhanced CFL (Chinese as a Foreign Language) pedagogy

Toni Theisen

Education and Certifications

- M. A. Education of Diverse Learners, University of Phoenix, Colorado Campus, 2000
- M. A. French -University of Northern Colorado, Greeley, Colorado, 1993
- B. A. Education -French/Spanish, Bowling Green State University, Bowling Green, OH. 1973
- National Board Certified Teacher, WLOE French, 2002
- National Board Certified Teacher-Renewed-WLOE French, 2012
- Google Certified Teacher, 2009

Current Position

- Thompson School District World Languages and Cultures Curriculum Representative, Loveland, CO.
- Loveland High School World Languages and Cultures Department Chair, Loveland, CO.
- IB/AP French teacher, Loveland High School, Thompson School District, Loveland, CO.

Training Institutes, Seminars, and Workshops

- Multiple Intelligences Workshop, Tucson, AZ. 1996
- Differentiated Instruction Workshop with Northern Colorado Gifted Cadre with Carol Ann Tomlinson, 2001, 2002
- International Baccalaureate French Language B Training Level I, Montréal, Canada, Nov. 2005
- Mentoring, Leadership and Change: Designing Compelling Experiences for 21st Century Learners Summer Institute, National K-12 Foreign Language Resource Center, Iowa State University, 2006
- Technology Summer Institute, Language Acquisition Resource Center, San Diego State Univ, 2007
- Colorado Technology Learning 2.0 Workshop: Feb. 2008, Feb. 2009
- Rich Internet Applications for Language Learning: Introductory Techniques: CLEAR: Center for Language Education and Research: Michigan State University, July 2008
- International Baccalaureate French Language B Training MYP, Keystone, Colorado, June, 2009
- International Baccalaureate French Language B Training Roundtable, Denver, Colorado, Oct., 2009

National, Regional and State Professional Organizations Service

- 2013: President of the American Council on the Teaching of Foreign Language (ACTFL)
- AP World Languages Advisory Committee 2012-2016
- ACTFL-CEFR Seminar 2013, ACTFL representative, Alexandria, VA 2013
- 2010: Chair of the ACTFL 21st Century Skills Map Committee
- 2008 Co-chair of the task force for the revision of the National Board for Professional Teacher Standards for World Languages
- 2002-2005 ACTFL National Executive Council Member
- 2006 ACTFL Conference Program Chair for 2006 ACTFL Conference, Baltimore
- 2005 ACTFL Conference Program Chair for 2005 ACTFL Conference, Chicago
- 2003-present Colorado Department of Education World Languages Advisory Council to write entry level teacher standards and create new state student standards for foreign languages (SWLAC)
- 1998-2001 Member of Foreign Language Teacher Standards Writing Committee for the National Board for Professional Teaching Standards, chosen by ACTFL
- 1989-93 Board Member – CSC-Central States
- 1991 Program Chair for Annual Regional Conference- CSC- Indianapolis, Indiana
- 1987-88 President of the Colorado Congress of Foreign Language Teachers-CCFLT

Colorado Department of Education

- 2012: Co-chair-Colorado Dept. of Education Content Collaborative Assessment Bank Task Force

- 2012: Chair of the Colorado Dept. Curriculum Unit Writing Samples for World Languages
- 2009: Chair of the State Revision Task Force for the Colorado World Language Academic Standards

Publications

- "Curriculum: The Process is the Power of the Product", Southwest Conference on the Teaching of Foreign Language (SWCOLT) Monograph, Vol. 2, 1990.
- ***C'est à Toi,*** Level One, High School French textbook Program, EMC/Paradigm Publishing Co., 1996
- ***C'est à Toi,*** Level Two, High School French textbook program, EMC/Paradigm Publishing Co., 1997
- "Exploring Multiple Intelligences: Respecting the Diversity of Learning," Central States Conference Report (CSC), 1997
- CASL Cache: A Collection of Tools and Templates to Differentiate Instruction: A Roundtable Project 2001 participating author, Center for Advanced Student Learning. Centennial BOCES, Colorado 2001
- "Differentiated Instruction in the Foreign Language Classroom: Meeting the Diverse Needs of All Learners", Languages Other Than English, Center for Educational Development (LOTE CED) Communiqué, Issue 6, Austin, Texas, April 2002
- "Differentiated Instruction: Designing More Access and Support for Successful World Language Learning", National K-12 Foreign Language Resource Center Alumni Connection e-Newsletter, March, 2007, http://nflrc.iastate.edu/news/homepage.html
- "The Important Work of Engaging our 21st Century Learners", 2008 Report of the Central States Conference on the Teaching of Foreign Language (CSCTFL), 2008
- "Activating Chaos to Invigorate Learning", Michigan World Languages Association Newsletter, 2021
- ***T'es branché*** , Level I, Level II, Level III, High School French textbooks, EMC/Paradigm Publishing Co., 2012

Professional Presentations

- *Robert Slavin Student Team Learning Model:* District Workshops; Spring 1982, Fall 1983 - Thompson R2-J School District, CCFLT Conference, 1982; ACTFL, 1983; Air Force Academy Foreign Language Department, 1984; SWCOLT, 1985; Colorado Second Language Resource Workshop, 1986; FLEAMS (Foreign Language in the Elementary and Middle Schools) project Denver University, 1990
- *American Collegiality in a Foreign Language Camp*: FIPLV World Language Congress - Helsinki, Finland, 1985
- *Curriculum - The Process is the Power of the Project:* ACTFL 1988; CCFLT, 1989; Illinois Council on the Teaching of Foreign Language Winter Conference, 1990; CSC 1990; SWCOLT, 1990; ACTFL, 1990
- *Leadership in the Foreign Language Community*: *Communication and Cooperation:* SWCOLT, 1989; ACTFL, 1989, 1990
- *Active Learning Makes Lively Learners*: ACTFL, 1990; Putnam Schools, Oklahoma, 1993; CSC, 1993; CCFLT, 1993; Wyoming Foreign Language Teachers Association, 1994
- *Using Video Laser disc in the Classroom:* Thompson R2-J Inservice, 1992-1995
- *Integrating Video Laserdisc in the Foreign Language Classroom:* University of Northern Colorado, Foreign Language Methods Course, 1992
- *Minitel: Just Do It!* : CCFLT, 1993
- *La Musique Française: Les Sons de la Société*: SWCOLT, 1993; ACTFL, 1993; CSC, 1994
- *Organizing Upper Level Units Using Content-Based Themes*: CCFLT, 1994; CSC, SWCOLT, PNCFL, CCFLT Conference, 1995
- *Empowering Foreign Language Teachers to be District Leaders in Diversity*: ACTFL Workshop, 1997
- *Music, Movement, Mind-Mapping and More: Multiple Intelligences in Action:* SWCOLT, 1998; ACTFL, 1998; Idaho Foreign Language Association, 1998; North Dakota Foreign Language Association, 1998; Texas Conference in Coordinating Language, 1998; Kansas Elementary Foreign Language Association, 1999, California Language Teachers Conference 2001

- *Learning Scenarios, National Standards and Multiple Intelligences: Making the Connection*: SWCOLT, 1998; ACTFL 2000
- *Celine Dion and Her Francophone Friends: Music in the Classroom*: AATF National Conference, 1999, CCFLT, 2000
- *Brains, Books, and Minds: Using Textbooks in the Brain Compatible. Multiple Intelligence, Constructivist Classroom Professional Development Institute Workshop*: ASCD National Conference, 2000
- *Designing a Framework for Differentiated Instruction*: CCFLT, 2001
- *Creating the Inclusive Foreign Language Classroom*: SWCOLT, 2001
- *National Board Certification for Teachers of World Languages other than English Familiarization Session.* CCFLT, 1999, SWCOLT, 2001, CCFLT, 2002, AATF Conference, Martinique, 2003
- *New Visions: A Process Model for Implementation in Your Organization*: SWCOLT, 2001
- *Exploring Differentiated Instruction for the Foreign Language Classroom*: ACTFL, 2001
- *Exploring and Creating Differentiated Instructional Strategies*: CCFLT 2002, CSC 2002, SWCOLT, 2003, Arizona Language Association, 2004
- *National Board Certification Strategies*: SWCOLT, 2003, ACTFL, 2004
- *Engaging All Learners*: CCFLT, 2004, SWCOLT, 2004
- *Reaching Higher Levels of Performance*: CCFLT, 2007
- *What does rigor mean in a foreign language classroom?*: SWCOLT, 2007
- *Differentiated Instruction to Support and Challenge our 21st Century Learners*: ACTFL, 2007
- *Creating, Collaborating, Competing, Reflecting, Awakening, Analyzing, Evaluating, Problem-solving, Synthesizing: Thinking Skills of the 21st Century*: CCFLT Spring Conference, 2008
- *21st Century Tools to Teach, Learn, Collaborate and Advocate for Languages*: CCFLT 2009, ACTFL 2010
- *Integrating Technology to Enhance Communication in the Three Modes*: CCFLT 2011
- *Teaching, Learning and Collaborating in a 21st Century Interconnected World*: SWCOLT 2011
- *Technology: Putting it To the Test*: SWCOLT 2011
- *21st Century Skills Map for Languages*: SWCOLT 2011, ACTFL 2011
- *Activating Communication in a Thematic Unit at a Novice Level*: ACTFL 2011, SWCOLT 2012
- *Activating communication in 21st century thematic units:* CCFLT 2013
- *CDE Update: Assessment Resource Bank and Sample State Curriculum Units:* CCFLT 2013

Invited Workshop and Consultant Seminar Presentations

- *New Visions: Addressing Persistent Concerns of the Profession*: CLTA/CFLP Summer Seminar for Language Teachers, University of California, 2000
- *Standards, Maps, Organizers and Rubrics: From Student to Student Teacher*: University Of Northern Colorado Foreign Language Student Teaching Pedagogy Class, 2000
- *Multiple Intelligences and Standards: Aligning to Reach All Students:* Colorado State University Foreign Language Student Teaching Methods Class, Fall 2000
- *Multiple Intelligences and Differentiated Instruction: Designing Content-Based Learning Scenarios for All Learners*: Southwest Educational Development Laboratory Center: Languages Other Than English Center for Educator Development, Austin, TX, 2001
- *Multiple Intelligences and Differentiated Instructional Strategies: Responding to the Needs of All Learners:* CLTA (California Language Teachers' Association) Conference, San Diego, CA., 2001
- *Learning Scenarios and Multiple Intelligences: Making the Connections to the Needs of Diverse Learners* Fort Worth Unified School District World Language Teachers, Fort Worth, TX 2002
- *Exploring Multiple Intelligences & Differentiated Instruction in the Foreign Language Classroom*, El Paso, Texas District, 2002, Fort Bend, Texas School District, 2002, Ft Worth School District, 2002
- *Exploring and Creating Differentiated Instructional Strategies*: Fort Worth School District, Texas, 2003, Arizona Language Association, 2004, Foreign Language in New Jersey Conference (FLENJ), 2005

- *Engaging All Learners*: Arizona Language Association, 2004; New Jersey State FL Conference, 2005
- The Important Work of Reaching All Students, Keynote address, Foreign Language in New Jersey State Conference (FLENJ), 2005
- *Our Chrysalis Stage: Transforming and Strengthening Students' Skills:* CCFLT Fall Conference, 2006
- *"Tous les enfants":* Keynote address NNELL Annual Breakfast Meeting, ACTFL, 2006
- *Teaching Grammar in a Standards-Based Curriculum*: Poudre School District World Languages FLAP Grant Project, Fort Collins, CO, 2007
- *Standards-Based Teaching and Learning: Part I-What do the standards mean in the World Languages Classroom?* Poudre School District World Languages FLAP Grant Project, Fort Collins, CO, 2007
- *Pedagogical Uses of Wikis in the Foreign Language Classroom*: Language Technology Share Fair Keynote Presenter, ALTEC Foreign Language Center, Colorado University, Boulder, Colorado, 2007
- *Differentiated Instruction to Support and Challenge our 21st Century Learners*: ACTFL 2008
- *21st Century Tools to Teach, Learn, Collaborate and Advocate for Languages*: SCOLT 2009, NECTFL 2009, CSC 2009, SWCOLT 2009, Idaho FL Teachers Conference 2009, Utah FL Teachers Conference 2010, ACTFL 2010, Louisiana World Language Teachers Conference 2010, Pittsburgh Schools 2010, Wisconsin World Languages Teachers 2010, Nebraska Foreign Language Teachers 2010, Indiana Foreign Language Teachers, NYSAFLT 2010, Washington Foreign Language Teachers 2010, FLENJ 2011, University of Wisconsin at Milwaukee 2011, South Carolina Foreign Language Teachers Association 2011
- *Activating Communication: Five Ways to Enhance Communication Using Technology*: ACTFL Webinar Series 2010
- *Activating Chaos to Invigorate Learning*: Keynote: NYSAFLT: New York, 2011
- *Integrating Technology to Enhance Instruction:* NYSAFLT Summer Seminar: New York, 2011
- *Integrating Technology to Enhance Communication in the Three Modes*: CCFLT 2011
- *Backward Design: Learning with a purpose*: LARC Webinar 2011, San Diego State University
- *Backward Design: Learning with a purpose*: LARC STARTALK Workshop 2011, San Diego State University
- *Activating Chaos to Invigorate Learning*: Keynote: TFLA: Tennessee, 2011
- *Integrating Technology to Enhance Instruction:* OFLA: Ohio, 2012
- *Activating Chaos to Invigorate Learning*: Keynote: OFLA: Ohio, 2012
- *Backward Design: Learning with a purpose:* Poudre School District FLAP Grant, Fort Collins, CO 2012
- *Activating Communication using the Three Modes*: Poudre School District FLAP Grant, Fort Collins, CO 2012
- *Integrating Technology to Enhance Instruction:* Iowa Kid's Conference, Iowa Dept. of Education, 2012
- *ACTFL 21st Century Skills Map*: NADSFL Summer Teacher Leadership Academy, Princeton, NJ 2012
- *Leadership and 21st Century Learning*: NADSFL Summer Teacher Leadership Academy, Princeton, NJ 2012
- *"Organizing Learner Targets and Creating Learning Activities in the Three Modes":* CCFLT Fall 2012
- *Integrating Technology to Enhance Communication in the Three Modes*: International forum on Language Teacher, Breckenridge, CO. 2012
- *Activating Communication using the Three Modes*: CLTA Summer Seminar, CA, 2012
- *ACTFL 21st Century Skills Map*: CLTA Summer Seminar, CA, 2012
- *Colorado World Languages Academic Standards*: *How to use them in Teaching:* CSU Foreign Language Methods Class, 2012
- *Activating Communication in 21st Century Thematic Units*: AZLA, Arizona, 2012
- *Backward Design: Assessment and Proficiency,* Montana Language Association, Montana, 2012
- *Integrating Technology to Enhance the Three Modes:* Montana Language Association, Montana, 2012
- *Activating communication with the ACTFL 21st Century Skills Map:* FFLA, Florida, 2012

- *21st Century Strategies and Tools to Challenge and Support our Learners:* MWLA, Michigan, 2012
- *Activating Chaos to Invigorate Learning*: Vista Higher Learning, New Orleans, LA, 2012
- *ACTFL 21st Century Skills Map*: Vista Higher Learning, New Orleans, LA, 2012
- *Activating Communication, Designing Learning, Integrating Technology:* Glastonbury Schools World Languages, Connecticut. 2013
- *Engaging Your Students: Activating Chaos to Invigorate Learning:* NCOLCTL Conference, Chicago, 2013
- *Integrating Technology to Transform Learning:* Iowa Kid's Conference, Iowa Dept. of Education, 2013
- *Activating Communication. Designing Learning. Integrating Technology:* IALLT (International Association for Language Learning Technology): Fort Lauderdale, Florida, 2013
- *Activating Communication. Focusing Lenses:* AATSP Conference, San Antonio, Texas, 2013; AATF Conference, Providence, Rhode Island, 2013
- *Languages, 21st Century Skills. Common Core Math and Languages:* CLTA Summer Seminar, CA, 2013
- *Colorado World Languages Academic Standards*: *How to use them in Teaching:* CSU Foreign Language Methods Class, 2013
- *Integrating Technology to Transform Instruction:* Colorado State University PDS Pre-service students, 2013
- *Activating Communication. Focusing Lenses:* Plano School District: Plano, Texas, 2013
- *Common Core Math and Languages: :* Plano School District: Plano, Texas, 2013
- *Activating Communication. Designing Learning. Integrating Technology:* Plano School District: Plano, Texas, 2013
- *Activating Communication. Focusing Lenses:* Vista Higher Learning Seminar, Chicago 2013
- *Activating Communication. Designing Learning. Integrating Technology:* Vista Higher Learning Seminar, Chicago 2013
- *Authentic Student Voice: Let's Listen to our Learners!:* Panel Moderator; ACTFL, Orlando, Florida 2013
- *Activating Communication. Focusing Lenses:* CERCLL Intercultural Competence Conference, Tucson, Arizona, 2014
- *Designing meaningful deeper learning*: CCFLT, 2014
- *Update on CDE Curriculum Sample Units and the Assessment Resource Bank:* CCFLT 2014
- *Designing meaningful deeper learning*: SWCOLT, Salt Lake City, 2014

Honors, Awards and Grants

- 1986: Colorado Governor's Award for Excellence in Teaching
- 1988: "Write from the Beginning" presentation chosen as 'The Best" of the Joint CSC, SWCOLT, CCFLT Conference (sent to ACTFL National Foreign Language Conference)
- 1989: Honorable Mention Colorado Teacher of the Year
- 1989: SWCOLT Outstanding Secondary Foreign Language Teacher Award, Southwest Conference on Language Teachers
- 1990: "Curriculum - The Process is the Power of the Product" presentation chosen as 'The Best' of the SWCOLT Conference, (sent to ACTFL National Foreign Language Conference)
- 1990: Outstanding French Teacher of Colorado, University of Northern Colorado
- 1990: ACTFL Nelson Brooks Award for the Teaching of Culture, American Council on the Teaching of Foreign Language (ACTFL)
- 1993: Colorado/Wyoming AATF "Collègue Bien Meritante" Award
- 1993: Dean's Citation Award, College of Arts and Sciences University of Northern Colorado
- 1994: Excellence in Teaching Award, Colorado Congress of Foreign Language Teachers
- 1996:"Exploring Multiple Intelligences: Respecting the Diversity of Learning," presentation chosen as 'The Best' of 1996 CCFLT conference (sent to CSC regional conference)

- 1998: "Music, Movement, Mind-Mapping, and More: Multiple Intelligences in Action," presentation chosen as 'The Best' of 1998 SWCOLT conference (sent to ACTFL National Foreign Language Conference)
- 2000: Sam's Club Teacher of the Year--Loveland High School: a community award honoring commitment to education in Loveland, CO.
- 2002: Genevieve Overman Memorial Service Award: Colorado Congress of Foreign Languages Teachers
- 2002, 2004, 2008: Excel Energy Classroom Connection Disseminator Grant: Colorado
- 2007: Creativity Grant-technology-Thompson Education Association
- 2008: Colorado Congress of Foreign Language Teachers: Foreign Language Teacher of the Year
- 2008: Southwest Conference on Language Teaching: Regional Foreign Language Teacher of the Year
- 2009: National Foreign Language Teacher of the Year: American Council on the Teaching of Foreign Language (ACTFL)
- 2010: Robert J Ludwig Distinguished Leadership Award: New York State Association of Foreign Languages Teachers
- 2011: Integrating Technology to Enhance Communication in the Three Modes: chosen as "Best of" CCFLT 2011 Sent to SWCOLT, 2012.

February 2014

Joshua J. Thoms

CURRICULUM VITAE

[redacted]
Utah State University, Logan, UT 84322

Phone: [redacted]
E-mail: [redacted]

EDUCATION

2008 Ph.D. Second Language Acquisition, University of Iowa

Dissertation: "Teacher-Initiated Talk and Student Oral Discourse in a Second Language Literature Classroom: A Sociocultural Analysis." Recipient of the 2010 ACTFL-*Modern Language Journal* Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education.

Advisors: Professor Judith E. Liskin-Gasparro, FLARE and Department of Spanish and Portuguese

Professor Carol Severino, FLARE and Department of Rhetoric

Comprehensive examination areas: SLA Theory, Instructional Discourse, SLA and Technology

2003 M.A. Spanish Literature, University of Iowa

1997 B.A. Spanish, Secondary Education Minor, St. John's University

PROFESSIONAL AND ACADEMIC POSITIONS

2011– Assistant Professor, Department of Languages, Philosophy, and Communication Studies, Utah State University

2011– Core Faculty Member, Master of Second Language Teaching Program, Utah State University

2012, 2013 Invited Faculty Member, Summer Language Institute for Spanish Teachers, Southern Oregon University, Guanajuato, Mexico (3–week session)

2008–2011 Assistant Professor and Spanish Language Coordinator, Department of Foreign Languages and Literatures, Louisiana State University

2008–2011 Affiliated Faculty Member, Interdepartmental Linguistics Program, Louisiana State University

2010 Director, LSU Summer Study Abroad Program, Granada, Spain (5–week session)

2001–2008 Teaching Assistant, Department of Spanish and Portuguese, University of Iowa

1998–2001 High School Spanish Teacher, Sibley East Schools, Arlington, MN

1997–1998 Spanish/English Teacher, *Santa María del Mexicano* Residential School, Colon, Mexico

PUBLICATIONS

Edited book (refereed)

2013 *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues*. (Co-edited with Fernando Rubio) Boston: Heinle Cengage.

(Introductory chapter by Fernando Rubio and Joshua J. Thoms; Subsequent chapters by Robert Blake; Senta Goertler; Luis Cerezo; Lara Ducate, Lara Lomicka, and Gillian Lord; Dolly Jesusita Young and Jason Lee Pettigrew; Fernando Rubio; Susanne Rott; Joshua J. Thoms; Carl S. Blyth; Amy E. Rossomondo)

Articles (refereed)

Forthcoming An ecological view of whole-class discussions in a second language literature classroom: Teacher reformulations as affordances for learning, *Modern Language Journal*.

In Press The future tense in Spanish L2 textbooks, *Spanish in Context*, *11*, 27–49 (with Rafael Orozco).

2012 Classroom discourse in FL classrooms: A review of the literature. *Foreign Language Annals*, *45* (Special Issue), s8–s27.

2007 Journal-based self-studies of L1 English/L2 Spanish speakers learning L3 Kichwa in Ecuador and L3 Guaraní in Paraguay. *Entre Lenguas*, *12*, 61–75 (with Carol Severino).

2005 The use of L1 in an L2 on-line chat activity. *Canadian Modern Language Review, 62*, 161–182 (with Jianling Liao & Anja Szustak).

Book chapters (refereed)

2013 Analyzing linguistic outcomes of L2 learners: Hybrid vs. traditional course contexts. In F. Rubio & J. Thoms (Eds.), *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues* (177–195). Boston: Heinle Cengage.

2013 Hybrid language teaching and learning: Looking forward. In F. Rubio & J. Thoms (Eds.), *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues* (pp. 1–9). Boston: Heinle Cengage (with Fernando Rubio).

2011 Investigating foreign language graduate student instructors' perceptions and use of technology in the classroom. In H. Maxim & H. W. Allen (Eds.), *Educating the future*

foreign language professoriate for the 21st century (pp. 192–211). Boston: Heinle Cengage.

2011 Researching the (dis)connection between literary discussions and speaking functions: A replication with intermediate learners. In A. Cortazar & R. Orozco (Eds.), *Lenguaje, arte, y revoluciones ayer y hoy: New approaches to hispanic linguistic, literary, and cultural studies* (pp. 315–346). Newcastle, UK: Cambridge Scholars Publishing.

Proceedings (refereed)

2011 Hybrid language teaching and learning: Assessing pedagogical and curricular issues. In C. Wilkerson & P. Swanson (Eds.), *Dimension 2011* (pp. 21–34). Valdosta, GA: SCOLT Publications.

Book reviews

2013 Nicolson, M., Murphy, L., & Southgate, M. (Eds.) *Language teaching in blended contexts*. In *Modern Language Journal*, 97, 574–575.

2010 Cole, K., & Zuengler, J. (Eds.) *The research process in classroom discourse analysis.* In *Modern Language Journal*, 94, 346–347.

2008 Walsh, S. *Investigating classroom discourse*. In *Modern Language Journal*, 92, 152–153.

Other

2005 Guided Independent Study Course Manual for Intermediate Spanish I. Iowa City, IA: Center for Credit Programs, University of Iowa.

2005 Guided Independent Study Course Manual for Intermediate Spanish II. Iowa City, IA: Center for Credit Programs, University of Iowa.

WORK IN PROGRESS

Revising to resubmit Open educational resources in the United States: Insights from university foreign language directors (with Becky L. Thoms), *System*.

In preparation Analyzing whole-class discussion in a second language literature classroom: A case study of a novice teacher.

In preparation Investigating information behavior(s) of foreign language student teachers (with Anne Diekema).

In preparation Whole-class discussions in a L2 literature classroom: Teacher discourse and heritage language learners.

TEACHING AND COURSE SUPERVISION

Utah State University: Courses taught

Fall 2013	Graduate course – LING 6500: Second Language Acquisition: Theory and Practice (6 students); Undergraduate course – SPAN 3040: Advanced Spanish Grammar (22 students)
Summer 2013	Four, two-hour classes about *Technology and Language Learning* for 8 EFL Scholars/Teachers from Iraq (sponsored by the Fulbright Visiting Scholars in Applied Linguistics/EFL Program)
Spring & Fall 2012	Graduate course – LING 6510: Linguistic Analysis (9 students in Spring 2012; 6 students in Fall 2012)
Spring & Fall 2012 Fall 2011	Undergraduate course – LING 4100: The Study of Language (~80–90 students on average)
Fall 2011	Graduate course – LING 6520: Technology for Language Teaching (13 students)

Southern Oregon University: Courses taught

Summer 2012, 2013	Invited to teach the following graduate courses during a 3–week session for the Summer Language Institute for Spanish Teachers in Guanajuato, Mexico: FL 511: Second Language Acquisition (2012–18 students, 2013–14 students); FL 516: The Role of Classroom Discourse in L2 Teaching & Learning (2013–19 students).

Louisiana State University: Courses taught

Spring 2011	Graduate Seminar: Computer Assisted Language Learning (SPAN 7980)
Fall 2008, 2009, 2010	Foreign Language Teaching Methodology (SPAN 4603)
Summer 2010	Advanced Oral Communication (SPAN 2156) (taught in conjunction with LSU Study Abroad Program in Granada, Spain)
Spring 2010	Graduate Seminar: Second Language Acquisition Theory (SPAN 7983)
Spring 2009	Graduate Seminar: Research Methods in Hispanic Linguistics (SPAN 7985)

Louisiana State University: Courses supervised

2008–2011	Elementary Spanish I (SPAN 1101)
2008–2011	Elementary Spanish II (SPAN 1102)
2008–2011	Intensive Elementary Spanish (SPAN 1152)
2008–2011	Intermediate Spanish I (SPAN 2101)
2008–2011	Intermediate Spanish II (SPAN 2102)

University of Iowa: Courses taught

035: 005 Elementary Spanish Review (Intensive Beginning Spanish)
035: 012 Intermediate Spanish II
035: 013 Accelerated Intermediate Spanish

University of Iowa: Course supervised

035: 012 Intermediate Spanish II

CONFERENCE PRESENTATIONS (refereed)

** = graduate student

2014 Exploring the perceived benefits and challenges of using open educational resources in foreign language programs. American Association for Applied Linguistics (AAAL), Portland, OR (with Becky L. Thoms).

2013 Literacy-based approaches in college and high school FL courses. American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL (with Mark Darhower & Mary E. O'Donnell).

2013 Implementing a Fulbright scholar program. Utah International Higher Education Summit, Logan, UT (with Karin DeJonge-Kannan, Maria Luisa Spicer-Escalante, & Jessica Lee**).

2013 Open educational resources in the United States: Insights from university foreign language directors. Computer Assisted Language Instruction Consortium (CALICO), Honolulu, HI (with Becky L. Thoms).

2013 Sociolinguistics and SLA come together: The future tense in Spanish L2 textbooks. Southeastern Conference on Linguistics (SECOL), Spartanburg, SC (with Rafael Orozco).

2013* The role of classroom discourse in L2 learning and teaching. American Association for Applied Linguistics (AAAL), Dallas, TX.

*This paper was delivered as part of a special colloquium entitled "The ACTFL research priorities project: Moving language education forward." Other panelists included Laurent Cammarata, Rick Donato, Eileen Glisan, Kate Paesani, Diane J. Tedick, Heather Willis Allen.

2012 Whole-class discussions in a L2 literature classroom: Teacher discourse and heritage language learners. American Association for Applied Linguistics (AAAL), Boston, MA.

2011 The role of the teacher: Classroom discourse and building of classroom communities. American Council on the Teaching of Foreign Languages (ACTFL), Denver, CO (invited).

2011 Using alternative forms of delivery in hybrid language courses. Southern Conference on Language Teaching (SCOLT), Baton Rouge, LA (with Sheldon Lotten & Peggy McNeil).

2011 Exploring pronunciation and speaking issues in and out of the L2 classroom. Southern Conference on Language Teaching (SCOLT), Baton Rouge, LA (with Maritza Nemogá**).

2010 Research on language development in literature classes: Part II. American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA (invited).

2010 Second language literary discussions: Where SLA theory and practice meet. American Association for Applied Linguistics (AAAL), Atlanta, GA.

2010 Researching speaking functions in a Spanish literature classroom: A conceptual replication with intermediate learners. XXVII Biennial Louisiana Conference on Hispanic Languages and Literatures, Baton Rouge, LA.

2009 Textbook adoption: The advantages and disadvantages of a closed process. American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA (with Lisa DeWaard).

2009 Analyzing whole-class discussions in a second language literature classroom: The role of affordances. Second Language Research Forum (SLRF), East Lansing, MI.

2009 Whole-class discussions in a L2 literature classroom: Affordance structures, perceptions, and heritage language learners. American Association of Teachers of Spanish and Portuguese (AATSP), Albuquerque, NM.

2009 Acquiring L2 cultural knowledge and changing attitudes: Blogs vs. email exchanges. Computer Assisted Language Instruction Consortium (CALICO), Tempe, AZ (with Fanny Roncal-Ramírez**).

2007 From theory to practice: Language instruction in Spanish literature classes. American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, TX (with Cristina Carrasco).

2007 Linguistic, pedagogical, and cultural dissonance: Journal based studies of learning Kichwa in Ecuador and Guaraní in Paraguay. American Association for Applied Linguistics (AAAL), Costa Mesa, CA (with Carol Severino).

2006 The co-construction of participant expectations in second language classroom oral discourse. Second Language Research Forum (SLRF), Seattle, WA.

2006 Comparing the effects of blogging and email exchanges on the acquisition of L2 cultural knowledge. European Association for Computer-Assisted Language Learning (EUROCALL), Granada, Spain (with Fanny Roncal-Ramírez).

2006 Analyzing instructional discourse in a Spanish literature classroom: The effects of teacher questions. American Association of Teachers of Spanish and Portuguese (AATSP), Salamanca, Spain.

2005 Measuring L2 oral proficiency of Spanish learners: An assessment battery. Midwest Association of Language Testers (MwALT), Ames, IA.

2005 The use of L1 in L2 online chat activities: The influence of task type. World Congress of Applied Linguistics (AILA), Madison, WI (with Jianling Liao).

2005 The use of L1 in a L2 online chat. International Society of Language Studies (ISLS), Montréal, Canada (with Jianling Liao & Anja Szustak).

2004 Foreign language programs at The University of Iowa: Do they have the *write* stuff? Symposium on Second Language Writing, West Lafayette, IN.

Invited Panelist

2009 Discussion on hybrid models of teaching and learning, American Association of University Supervisors and Coordinators (AAUSC) Business Meeting and Panel Session, San Diego, CA (with Fernando Rubio & Heather Willis Allen).

2008 Discussion on anniversary of Firth and Wagner (1997) debate, University of Wisconsin–Madison/The University of Iowa Graduate Student Symposium, Madison, WI, 2008 (with Atsushi Hasegawa, Barbara Lafford, James Lantolf, Junko Mori, Jason Rothman, Bruce Spencer, Catherine Stafford, & Richard Young).

Special Session Organizer

2014 Open educational resources (OER) and foreign language (FL) education: Investigating the effects of OER on FL learning and teaching, American Association for Applied Linguistics (AAAL), Portland, OR. (Co-organizer with Carl Blyth; Presenters include Carl Blyth and Steven Thorne, Fernando Rubio, Amy Rossomondo, & Joshua J. Thoms and Becky L. Thoms).

2011 Technology-enhanced delivery models in foreign language learning and teaching, Modern Language Association (MLA), Los Angeles, CA. (Co-presider with Fernando Rubio; Presenters included Robert Blake & Diane Musumeci).

2010 Hybrid language teaching and learning: Exploring pedagogical and curricular issues, American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA. (Co-chair with Fernando Rubio; Presenters included Lara Ducate, Lara Lomicka Anderson, & Gillian Lord).

Poster Sessions

2012 Operation buy–in: How to effectively incorporate a literacy-based approach to L2 teaching and learning. American Association of University Supervisors and Coordinators Business Meeting at the American Council on the Teaching of Foreign Languages (ACTFL), Philadelphia, PA.

2005 Measuring L2 oral proficiency of Spanish learners: An assessment battery. American Council on the Teaching of Foreign Languages (ACTFL), Baltimore, MD.

2004 The use of L1 in a L2 online chat. American Council on the Teaching of Foreign Languages (ACTFL), Chicago, IL (with Jianling Liao & Anja Szustak).

PROFESSIONAL ACTIVITIES / SERVICE

National

2013 Invited reviewer of abstracts for *Language and Technology* research strand for the 2014 American Association for Applied Linguistics (AAAL) Conference (August – September).

2013	Invited by the publisher Pearson (World Languages) to participate in a Digital Symposium regarding the creation of digital foreign language textbooks, Las Vegas, NV (April).
2013	Invited by the publisher Pearson (World Languages) to review digital introductory Spanish language textbook *Enchufes* (April).
2013	Invited to contribute an entry to *Open Up* (http://blog.coerll.utexas.edu/); a blog dedicated to issues related to open educational resources in foreign languages hosted by the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas–Austin (February).
2013–	Manuscript reviewer, *Modern Language Journal*
2012–	Manuscript reviewer, annual volume of the American Association for University Supervisors, and Coordinators of Foreign Language Programs (AAUSC).
2012–2013	Invited by the publisher Heinle Cengage (World Languages) to serve on advisory board to provide technology consulting for the introductory hybrid Spanish textbook *Juntos* (September – January).
2011–2013	Invited reviewer of abstracts for *Second and foreign language pedagogy* research strand for the 2012, 2013, and 2014 American Association for Applied Linguistics (AAAL) Conferences (August – September).
2012	Invited by the publisher Pearson (World Languages) to participate in a focus group that considered the future of delivering Spanish language and cultural content in digital form, Philadelphia, PA (November).
2012*	Interviewed by *The Language Educator* magazine (a national publication of the American Council on the Teaching of Foreign Languages) for article about special issue of *Foreign Language Annals* journal (my paper on classroom discourse is one of the articles in the special issue). *My interview appeared in Volume 7, Issue 3 (April 2012) of *The Language Educator*.
2012	Invited to chair three paper sessions at American Association for Applied Linguistics (AAAL) Conference, Boston, MA (March).
2011	Nominee, Spanish Section Head, American Association of University Supervisors and Coordinators (AAUSC).
2011	Interviewed by *The Language Educator* magazine (a national publication of the American Council on the Teaching of Foreign Languages) for future article tentatively entitled "How Technology Has Affected Academic Research in Language Learning."
2010, 2011	Invited reviewer of abstracts for *Analysis of discourse and interaction* research strand for the 2011 and 2012 American Association for Applied Linguistics (AAAL) Conferences.
2010–	Editorial Board member, annual volume of the American Association for University Supervisors, and Coordinators of Foreign Language Programs (AAUSC).

2009– Manuscript reviewer, *Applied Linguistics*

2007– Book reviewer, *Modern Language Journal*

2004– Foreign language textbook and technology reviewer (e.g., Heinle Cengage: *Rumbos*; Pearson: *Expresémonos*; Vista Higher Learning: *Protagonistas*; Wiley & Sons: '*Niño' Intermediate Spanish*)

Utah State University

2013 Principal organizer (with Dr. Erica Holberg and Becky Thoms) of a panel discussion entitled *Information and Access: Sharing Knowledge Across Virtual Communities*, sponsored by the O.C. Tanner Foundation and hosted by the College of Humanities and Social Sciences. Invited speakers included: Dr. Peter Binfield (Co-founder and Publisher, *PeerJ*), Dr. Rebecca Frost Davis (Director of Instructional and Emerging Technology, St. Edward's University and Fellow at the National Institute for Technology in Liberal Education), and Dr. Adam Moore (Associate Professor, Dept. of Philosophy and Information School, University of Washington). (October).

2013– Chair, Study Overseas in Spanish (SOIS) committee, Department of Languages, Philosophy, and Communication Studies.

2013 Organizer of the Third Annual Lackstrom Linguistics Symposium, Department of Languages, Philosophy, and Communication Studies (January – August).

2013 Evaluated/ranked graduate research papers for "Best Graduate Paper Award" to be presented at the 2013 Research Symposium, Department of Languages, Philosophy, and Communication Studies (April).

2013 Member of search committee for English as a Second Language (ESL) tenure-track position in the Department of Languages, Philosophy, and Communication Studies; successful hire of Dr. Ekaterina Arshavskaya (January – March).

2013 Member of Spanish minor application subcommittee: Reviewed and ranked applications of students applying for a Spanish minor (February).

2013 Invited to give lecture on research and publishing issues in LING 6010: Research in Second Language Learning course taught by Dr. Karin DeJonge-Kannan (January 22).

2012 Student teacher supervision, School of Teacher Education and Leadership (Student Teacher: Dalen Van Wagoner, Spanish, Preston High School, Preston, ID) (August – December).

2012 Participated in a working group with a small cohort of colleagues that focused on the composition and sharing of teaching portfolios, Department of Languages, Philosophy, and Communication Studies (July – August).

2012 Assigned readings and evaluated a paper (based on assigned readings) for revalidation of credit plan for PhD Candidate Pamela Brown Crawford, School of Teacher Education

and Leadership (May – July).

2012 Member of Spanish lecturer search committee, Department of Languages, Philosophy, and Communication Studies (February – April).

2012 Session chair for 9th Annual Student Research Symposium, Department of Languages, Philosophy, and Communication Studies (April 20).

2012 Evaluated/ranked graduate research papers for "Best Graduate Paper Award" to be presented at the 2012 Research Symposium, Department of Languages, Philosophy, and Communication Studies (April).

2012 Evaluated/ranked undergraduate research papers for "Best Undergraduate Paper Award" to be presented at the 2012 Research Symposium, Department of Languages, Philosophy, and Communication Studies (April).

2012 Student teacher supervision, School of Teacher Education and Leadership (Student Teacher: Barry Hill, Spanish, Mount Logan Middle School, Logan, UT) (January – April).

2012 Invited to give lecture on research and publishing issues in LING 6010: Research in Second Language Learning course taught by Dr. Karin DeJonge-Kannan (January 24).

2012 Invited to give lecture on applied linguistics/language acquisition issues to senior citizens as part of USU's *Senior University* (February 22).

2011 Invited to participate in mock interviews for undergraduate and graduate students in LING 6400: Second Language Teaching: Theory and Practice course taught by Dr. Maria Luisa Spicer-Escalante (December 5).

2011– Member of studies overseas in Spanish (SOIS) committee, Department of Languages, Philosophy, and Communication Studies.

Regional (Utah)

2012– Member of Utah Dual Language Immersion (DLI) Research Advisory Board. This body is comprised of approximately twenty curriculum designers, state DLI coordinators, university researchers, and language specialists from the Utah Education Policy Center and the State Office of Education. We meet twice each year to discuss Utah's DLI research agenda and assist in the ongoing review of DLI research proposals.

2013 Invited to design and teach two classes of a week–long graduate course entitled *Designing and Implementing a Standards-Based Spanish Course* (with Mary E. O'Donnell), Department of Spanish and Portuguese, Brigham Young University (October).

Louisiana State University

2010 Session chair at XXVII Biennial Louisiana Conference on Hispanic Languages and Literatures (spring).

2010	Organizer, "Breakfast for Spanish majors and minors," Spanish section, Department of Foreign Languages and Literatures (with Dr. Dorota Heneghan) (spring).
2010	Organizer and presenter, "Second Language Teaching Round Table" mini workshop, Department of Foreign Languages and Literatures (spring).
2009	Session chair at sixth annual conference of the Interdisciplinary Program in Louisiana & Caribbean Studies (spring).
2009	Representative for Spanish section at Major's Fair, College of Arts and Sciences (spring).
2009	Representative for Spanish section at spring invitational (SPIN) program, Office of Admissions (spring).
2009	Chair, Spanish intermediate textbook committee, Spanish section, Department of Foreign Languages and Literatures (spring).
2009	Chair, Spanish Lecturer search committee, Spanish section, Department of Foreign Languages and Literatures (spring and summer 2009).
2009–2011	Chair, general education assessment committee for lower-level Spanish program, Department of Foreign Languages and Literatures (annual speaking and reading assessment of over 1,000 students mandated by Southern Association of Colleges and Schools).
2008–2011	Undergraduate committee, Spanish section, Department of Foreign Languages and Literatures.
2008–2011	Spanish course planning/scheduling committee, Spanish section, Department of Foreign Languages and Literatures.
2008–2009	Solely responsible for implementation of new Spanish placement exam and criteria, Spanish section, Department of Foreign Languages and Literatures.

Regional (Louisiana)

2009–2011	Coordinated/organized all aspects (e.g., creating speaking tasks and rubrics, assigning TAs and Instructors as judges) for the Spanish language events for the Louisiana State Rally sponsored by the Louisiana High School State Rally Association and held each spring at Louisiana State University.

ADVISING

Utah State University

Masters Advising

2013–2014	Chair, portfolio committee (requested), Martin Briggs, Master of Second Language Teaching Program (successfully defended on December 13, 2013; thesis deposited in

Spring 2014).

2013 Chair, portfolio committee (requested), Eric Sims, Master of Second Language Teaching Program (successfully defended on November 6, 2013).

2012 Portfolio committee member (requested), Elizabeth Sharp, Master of Second Language Teaching Program (successfully defended on July 18, 2012).

2011–2012 Portfolio committee member (requested), Gregory Child, Master of Second Language Teaching Program (successfully defended on May 30, 2012).

2011–2012 Portfolio committee member (requested), Sierra Fischback, Master of Second Language Teaching Program (successfully defended on April 16, 2012).

2011–2012 Portfolio committee member (requested), Abeer Ali Akari, Master of Second Language Teaching Program (successfully defended on April 11, 2012).

2011–2012 Portfolio committee member (requested), Lea Whiteley Child, Master of Second Language Teaching Program (successful defense on March 20, 2012).

Undergraduate Honors Projects

2012 Honors Project Advisor (requested), Anna Guadarrama, Department of Languages, Philosophy, and Communication Studies. Paper entitled: *Investigating Sociolinguistic Effects of Second Language Learning* (successful completion of project on December 7, 2012).

Louisiana State University

Doctoral Advising

2010–2012 Comprehensive exam committee member (requested), Clevia Pérez, Linguistics Program.

2010–2011 Comprehensive exam committee member (requested), Chrissy Della Corte, Linguistics Program.

2010–2011 Comprehensive exam committee member (requested), Byunghyun Jang, Linguistics Program.

Masters Advising

2010–2011 Examination committee member (requested), Dustin Williams, Hispanic Studies Program (successfully defended on April 25, 2011).

2010–2011 Examination committee member (requested), Marguerite Perkins, French Studies Program (successfully defended on April 20, 2011).

2009–2011 Thesis committee member (requested), Michelle Goff, Hispanic Studies Program.

2009–2010 Chair, thesis committee (requested), Madeline Boudreaux, Hispanic Studies Program (successfully defended on Nov. 5, 2010).

2008–2010 Thesis committee member (requested), Sarah Sullivan, Hispanic Studies Program (successfully defended on April 12, 2010).

2008–2010 Thesis committee member (requested), Josh Howard, Linguistics Program (successfully defended on June 16, 2010).

2008–2009 Thesis committee member (requested), Sarah Vitale, Hispanics Studies Program (successfully defended on September 11, 2009).

Extramural Advising

2011 Consultation on MA project (requested), Christina Morales, Teachers College, Columbia University.

RESEARCH AND TRAVEL FUNDING

2013 College of Humanities and Social Sciences Travel Award, Utah State University ($490 awarded).

2013 Funding to sponsor Panel Discussion about Information and Access Issues as part of Tanner Talk Series, O.C. Tanner Foundation/College of Humanities and Social Sciences, Utah State University (with Dr. Erica Holberg and Becky L. Thoms) ($5,000 awarded).

2013 College of Humanities and Social Sciences Travel Award, Utah State University ($500 awarded).

2012 College of Humanities and Social Sciences Travel Award, Utah State University ($500 awarded).

2011 American Association of University Supervisors and Coordinators/Center for Educational Resources in Culture, Language and Literacy (University of Arizona) Grant to attend 2012 Summer workshop entitled "Implementing literacy-based instruction in collegiate FL programs" ($700 awarded).

2011 American Council on the Teaching of Foreign Languages, National Research Priorities Initiative Grant: Classroom discourse and building of classroom communities–Approaches, findings, and future directions ($500 awarded).

2011 Council of Research Summer Stipend/Fellowship, Office of Research and Economic Development, Louisiana State University ($5,000 awarded).

2008–2011 6 Travel Grants/Awards (Faculty Travel Grant, Junior Faculty Travel Grant, Teaching Enhancement Fund Award), Louisiana State University ($4250 awarded).

2008 LSU Board of Regents - LEQSF Enhancement Grant: "Enhancing Spanish Instruction Through Technology." Co-Principal Investigator (with Mike Dettinger). Funds

requested: $97,525 (Not funded).

2006 First-Time Attendee at AATSP Annual Meeting Travel Stipend, American Association of Teachers of Spanish and Portuguese ($500 awarded).

2004–2008 11 Travel Grants/Awards (Graduate Student Senate Travel Grant, Student Government Scholarly Presentations Award, International Programs Graduate International Travel Grant), University of Iowa ($4500 awarded).

HONORS AND AWARDS

2013 Nominee, Researcher of the Year, Department of Languages, Philosophy, & Communication Studies, Utah State University

2010 American Council on the Teaching of Foreign Languages (ACTFL)/*Modern Language Journal* Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education

2007 Summer Fellowship, Graduate College, University of Iowa

2007 Outstanding Graduate Student as Mentor Award, Graduate College, University of Iowa

2006 Outstanding Teaching Assistant Award, Council on Teaching, University of Iowa

2004 Foreign Language and Area Studies (FLAS) Fellowship, U.S. Department of Education (studying Guaraní in Paraguay)

2003 Participant, Fulbright-Hays Group Projects Abroad Fellowship, Invited by Prof. Mercedes Niño-Murcia, University of Iowa (studying bilingualism–Guaraní and Spanish–in Paraguay)

RELATED PROFESSIONAL EXPERIENCE / SERVICE

2012– Member of Cache Valley Parents for Dual Language Immersion (DLI). This is a grassroots coalition of parents and other community members who formed to advocate for the implementation of DLI programs in Cache Valley elementary schools. I have made presentations to the Logan and Cache county district school boards on behalf of this group regarding the linguistic and other cognitive benefits of DLI.

2012 Attended *Write Winning Grants* Seminar, Office of Proposal Development, Utah State University.

2011 Attended bi–weekly seminars to discuss various teaching–related topics (i.e., New Faculty Teaching Academy), Office of the Executive Vice President and Provost, Utah State University (September – December).

2011 Invited to conduct workshop "PACE: An Inductive Approach to Teaching Grammar,"

	Department of Romance and Classical Languages, Michigan State University, Lansing, MI.
2011	Invited talk "Analyzing Oral Discourse in a Second Language Literature Classroom: Applied and Theoretical Perspectives," Department of Languages, Philosophy, and Speech Communication, Utah State University, Logan, UT.
2010	Invited to attend a course redesign workshop sponsored by the National Center for Academic Transformation and Pearson/Prentice Hall, Coronado, CA.
2004–2006	Consultant, The College Board, Midwestern region (conducted one-day workshops for high school teachers interested in offering Advanced Placement Spanish language courses).
2002, 2004, 2005	Advanced Placement Teacher Trainer, Belin–Blank Honors Center, University of Iowa, Iowa City, IA (designed and conducted week-long workshop for high school teachers interested in offering Advanced Placement Spanish language courses).
2001–2007	Educational Testing Service Reader/Grader and Table Leader for Advanced Placement Spanish language exam, San Antonio, TX.

PROFESSIONAL MEMBERSHIP

2005–	American Association for Applied Linguistics (AAAL)
2006–	American Association of Teachers of Spanish and Portuguese (AATSP)
2008–	American Association of University Supervisors and Coordinators (AAUSC)
2004–	American Council on the Teaching of Foreign Languages (ACTFL)
2009–	Computer Assisted Language Instruction Consortium (CALICO)

REFERENCES

Available upon request.

S T E V E N L. T H O R N E | S H O R T C U R R I C U L U M V I T A E

https://sites.google.com/site/stevenlthorne/

USA
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Portland State University
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United States of America
Email: [redacted]

The Netherlands
Department of Applied Linguistics
University of Groningen
[redacted]
The Netherlands
Email: [redacted]

E D U C A T I O N

1999	Ph.D., Graduate School of Education, University of California, Berkeley
1991	M.A., Department of South and Southeast Asian Studies, University of California, Berkeley
1983	B.A., University of Puget Sound, Tacoma, Washington

R E C E N T E M P L O Y M E N T

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, Netherlands
2003-2010	Assistant Professor, Department of Applied Linguistics, The Pennsylvania State University
1999-2003	Senior Lecturer, Program in Linguistics and Applied Language Studies and Department of Communication Arts and Sciences, The Pennsylvania State University

B O O K S & J O U R N A L S P E C I A L I S S U E S E D I T E D

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

S E L E C T P U B L I C A T I O N S

- 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). Language Learning, Ecological Validity, and Innovation Under Conditions of Superdiversity. *Bellaterra Journal of Teaching & Learning Language & Literature*, 6(2): 1-27.
- 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. (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., 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). Gaming Writing: Supervernaculars, 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., & 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. (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. (2011). Community Formation and the World as its Own Model. *Modern Language Journal*, 95: 304-307.
- 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. (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.
- Thorne, S. L., & Tasker, T. (2011). Sociocultural Theories and Applied Linguistics. In J. Simpson (ed.), *Routledge Handbook of Applied Linguistics* (pp. 487-500). New York: Routledge.
- 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*, 2nd edition (pp. 257-280). San Marcos, TX: CALICO.
- 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., 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.
- 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*. London: Equinox.
- Thorne, S. L. (2008). Mediating Technologies and Second Language Learning. In Leu, D., Coiro, J., Lankshear, C., & Knobel, M. (eds.), *Handbook of Research on New Literacies*. 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*. Amsterdam: John Benjamins.
- Thorne, S. L. (2008). Computer-Mediated Communication. In N. Hornberger & N. Van Duesen-Scholl (eds.), *Encyclopedia of Language and Education, 2nd Edition, Volume 4: Second and Foreign Language Education* (p. 325-336). New York: Springer.
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- Thorne, S. L., & Black, R. (2007). Language and Literacy Development in Computer-mediated Contexts and Communities. *Annual Review of Applied Linguistics*, 27: 133-160.
- Thorne, S. L., & Lantolf, J. (2007). A Linguistics of Communicative Activity. In S. Makoni & A. Pennycook (eds.), *Disinventing and Reconstituting Languages* (p. 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. (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. *The CALICO Journal* 22(3): 371-397.
- 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. (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).
- Thorne, S. L. (2003). Artifacts and Cultures-of-Use in Intercultural Communication. *Language Learning & Technology,* 7(2): 38-67.
- 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). 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.
- 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.

SELECT GRANT LIST

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 *Title: Improving Alaska Native Education through Computer Assisted Language Learning*.
Role: Coordinator for Computer Assisted Language Learning | U.S. Department of Education, Alaska Native Education Program, awarded $1,998,544

2011-2014 Title: *Integrating Telecollaborative Networks into University Foreign Language Education*.
Role: Investigator | European Commission Life Long Learning Programme, awarded € 339, 513

2009-2012 Title: *Piciryaramta Elicungcallra*: Teaching our Way of Life through our Language | Role: Investigator for research | U.S. Department of Education, Alaska Native Education Program, 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 | Spencer Foundation, awarded $470,000

2000-2003 Title: *The PSU Foreign Language Telecollaboration Project* | Role: Co-Principal Investigator; primary grant author | U.S. Department of Education, International Research & Studies Program, awarded $409,809

SELECT KEYNOTE & INVITED PRESENTATIONS (2007 – PRESENT)

- 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: Languaging, Place, and Semiotic Agility.” 1st International Conference on Interactivity, Language and Cognition. University of Southern Denmark, Odense, Denmark, September 12-14, 2012.
- Keynote Address: “Languaging Phenomenologies of Time, Place, and Space.” Insights into Applied Linguistics: Languaging, 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: 21st 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, New York University, New York, February 2, 2007.

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 National Resource Fellowship for Advanced Hindi Study in Benaras, India

1988-89 Language Fellow, Berkeley Urdu Language Program in Pakistan

1988 National Resource Fellowship for Intensive Hindi Study, Department of Asian Languages and Literature, University of Washington, Seattle

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

ALMEIDA JACQUELINE TORIBIO

Professor of Spanish Linguistics
Department of Spanish and Portuguese
The University of Texas, Austin
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PERSONAL	Place of birth: The Dominican Republic Citizenship: United States
EDUCATION	Ph.D., Cornell University, Linguistics, 1993 M.A., Linguistics & Cognitive Science, Brandeis University, 1987 B.A., French and Psychology, Cornell University, 1985
RESEARCH	Major fields: Spanish linguistics, sociolinguistics, linguistic theory Areas of specialization: language variation, language contact, code-switching Others areas of interest: sociology of language
APPOINTMENTS	Assistant Professor, University of California at Santa Barbara (1993-1999) Visiting Scholar, Massachusetts Institute of Technology (1996) Visiting Professor, University of Texas at Austin (1998) Associate Professor, The Pennsylvania State University (1999-2005) Professor, The Pennsylvania State University (2005-2009) Professor, The University of Texas, Austin (2009-ongoing)

RESEARCH AND SCHOLARLY PUBLICATIONS

BOOKS

1. Bullock, Barbara E. and Toribio, Almeida Jacqueline (Eds.). 2009. The Cambridge Handbook of Linguistic Code-switching. Cambridge University Press.

REFEREED JOURNALS

2. Anderson, Tyler and Toribio, Almeida Jacqueline. 2007. Attitudes towards borrowing versus code-switching. *Spanish in Context* 4: 217-240.
3. Jensen, Leif, Cohen, Jeffrey H., Toribio, Almeida Jacqueline, DeJong, Gordon F., and Rodríguez, Leila. 2006. "Ethnic identities, language and economic outcomes among Dominicans in a new destination." *Social Science Quarterly* 87: 1088-1099.
4. Zapata, Gabriela, Sánchez, Liliana, and Toribio, Almeida Jacqueline. 2005. "Contact and contracting Spanish." *International Journal of Bilingualism* 3-4, 377-395.
5. Bullock, Barbara E. and Toribio, Almeida Jacqueline. 2004. "Convergence as an emergent property in bilingual speech." *Bilingualism: Language and Cognition* 7, 91-93.
6. Toribio, Almeida Jacqueline. 2004. "Convergence as an optimization strategy of bilingual speech: Evidence from code-switching. " *Bilingualism: Language and Cognition* 7, 165-173.
7. Toribio, Almeida Jacqueline. 2004. "Spanish-English speech practices: Bringing chaos to order." *International Journal of Bilingual Education and Bilingualism* 7, 133-154.
8. Toribio, Almeida Jacqueline. 2003. "The social significance of language loyalty among Black and White Dominicans in New York." *The Bilingual Review/La Revista Bilingüe* 27.1, 3-11.
9. Toribio, Almeida Jacqueline. 2003."Spanish-English code-switching among US Latinos." *International Journal of the Sociology of Language* 158, 89-119.
10. Toribio, Almeida Jacqueline. 2001. "Accessing Spanish-English code-switching competence." *International Journal of Bilingualism* 5, 403-436.
11. Toribio, Almeida Jacqueline. 2001. "On the emergence of code-switching competence." *Bilingualism: Language and Cognition* 4, 203-231.

12. Toribio, Almeida Jacqueline. 2000. "Language variation and the linguistic enactment of identity among Dominicans." *Linguistics: An Interdisciplinary Journal of the Language Sciences* 38, 1133-1159.

13. Toribio, Almeida Jacqueline. 2000. "Setting parametric limits on dialectal variation in Spanish." *Lingua* 110, 315-341.

14. Rubin, Edward J. and Toribio, Almeida Jacqueline. 1996. "The role of functional categories in bilingual children's language mixing and differentiation." *World Englishes* 15, 385-39.

15. Belazi, Hedi, Rubin, Edward J. and Toribio, Almeida Jacqueline. 1994. "Code-switching and X-bar Theory." *Linguistic Inquiry* 25, 221-237.

16. Toribio, Almeida Jacqueline. 1992. "Proper Government in Spanish Subject Relativization." *Probus* 4, 291-304.

EDITORSHIP

1. Toribio, Almeida Jacqueline (Guest Ed.) 2008. *Lingua*. Special issue: Formal approaches to code-switching.

2. Sagarra, Nuria and Toribio, Almeida Jacqueline (Eds.). 2006. Selected Proceedings of the 9th Hispanic Linguistics Symposium. Cascadilla Proceedings Project.

3. Bullock, Barbara E. and Toribio, Almeida Jacqueline (Guest Eds.). 2004. *Bilingualism: Language and Cognition* 7.2. Special issue: Bilingualism and linguistic convergence.

PARTS OF BOOKS (INVITED AND/OR REFEREED)

1. Bullock, Barbara E. and Toribio, Almeida Jacqueline. "How to hit a moving target: On the sociophonetics of code-switching." In *Multidisciplinary approaches to code switching*, L. Isurin, D. Winford, and K. de Bot (eds.), 189-206. Amsterdam: Benjamins.

2. Toribio, Almeida Jacqueline. "Language attitudes and linguistic outcomes in Reading, PA." In *Language allegiances and bilingualism in the U.S.*, R. Salaberry (ed.), 24-41. Multilingual Matters.

3. Bullock, Barbara E. and Toribio, Almeida Jacqueline. 2009. "Themes in the study of code-switching." In *The Handbook of Linguistic Code-switching*, B. Bullock and A.J. Toribio (eds.), 1-17. Cambridge University Press.

4. Bullock, Barbara E. and Toribio, Almeida Jacqueline. 2007. "Kreyol incursions into Dominican Spanish: The percept of Haitianized speech among Dominicans." In *Linguistic identity and bilingualism*, M. Niño-Murcia and J. Rothman (eds.), 175-198. John Benjamins Publishers.

5. Bullock, B.E., Toribio, A.J., González, V. & Dalola, A. 2006. "Language Dominance and Performance Outcomes in Bilingual Pronunciation." In *Proceedings of the 8th Generative Approaches to Second Language Acquisition Conference*, M. Grantham O'Brien, C. Shea, & J. Archibald (eds.), 9-16. Somerville, MA: Cascadilla Press

6. Toribio, Almeida Jacqueline. 2006. "Spanish/English Contact." In *The Praeger handbook of Latino education in the U.S.*, L. Díaz Soto (ed.), 405-413. New York: Praeger.

7. Toribio, Almeida Jacqueline. 2006. "Linguistic displays of identity among Dominicans in national and diasporic settlements." In *English and Ethnicity*, C. Davies and J. Brutt-Griffler (eds.). New York: Palgrave.

8. Bullock, Barbara E. and Toribio, Almeida Jacqueline. 2006. "Intra-system variability and change in nominal and verbal morphology." In *Historical Romance Linguistics: Retrospective and Perspectives*, R. Gess and D. Arteaga (eds.)," 305-325. Amsterdam: Benjamins.

9. Toribio, Almeida Jacqueline and Nye, Carlos. (2006). "Restructuring of reverse psychological predicate in bilingual Spanish." In *New Perspectives in Romance Linguistics*. J. Montreuil and C. Nishida (eds.), 263-277. Amsterdam: Benjamins.

10. Toribio, Almeida Jacqueline, Bullock, Barbara E., Botero, Christopher G. and Davis, Kristopher Allen. 2004. "Perseverative effects in bilingual code-switching." In *Experimental and Theoretical Approaches to Romance Linguistics*, R. Gess and E. Rubin (eds.), 291-306. Amsterdam: Benjamins.

11. Toribio, Almeida Jacqueline. 2004. "Spanish/English speech practices: Bringing chaos to order." In *Bilingualism and Language Pedagogy*, J. Brutt-Griffler and M. Varghese (eds.), 41-62. Multilingual Matters. (Book version of special issue of the *International Journal of Bilingual Education and Bilingualism*).

12. Bullock, B. E., Toribio, A. J., Davis, K. A. & Botero, C. G. 2004. "Phonetic convergence in bilingual Puerto Rican Spanish." In *WCCFL 23: Proceedings of the 23rd West Coast Conference on Formal Linguistics*, V. Chand, A. Kelleher, A. Rodríguez, & B. Schmeiser (eds.), 113-125. Somerville, MA: Cascadilla Press.

13. Sánchez, Liliana and Toribio, Almeida Jacqueline. 2003. "Current Issues in the Generative Study of Spanish Second Language Syntax." In *Studies in Spanish Second Language Acquisition: The State of the Science*, B. Lafford and R. Salaberry (eds.), 189-232. Georgetown University Press.

14. Toribio, Almeida Jacqueline. 2003. "Minority perspectives on language: Mexican and Mexican-American attitudes towards Spanish and English." In *Mi lengua: Spanish as a heritage language in the United States,* A. Roca and C. Colombi (eds.), 154-169. Georgetown University Press.

15. Toribio, Almeida Jacqueline. 2002. "Focus on clefts in Dominican Spanish." In *Structure, Meaning, and Acquisition in Spanish*, J. Lee, K. Geeslin, and J.C. Clements (eds.), 130-146. Somerville, MA: Cascadilla Press.

16. Hammer, Carol, Miccio, Adele and Toribio, Almeida Jacqueline. 2002. "Linguistics and speech-language pathology: Combining research efforts towards improved language interventions for bilingual children." In *Georgetown University Round Table on Languages and Linguistics 2000: Linguistics, language, and the professions*, J. Alatis, H. Hamilton, and A.-H. Tan (eds.), 234-250. Washington, DC: Georgetown University Press.

17. Toribio, Almeida Jacqueline. 2001. "Minimalist ideas on parametric variation." In *North East Linguistics Society* 30, M. Hirotani, A. Coetzle, N. Hall, J.-Y. Kim (eds.), 627-638. Amherst, MA: University of Massachusetts.

18. Toribio, Almeida Jacqueline. 2000. "Code-switching and minority language attrition." In *Spanish Applied Linguistics at the turn of the Millennium*, R. Leow and C. Sanz (eds.), 174-193. Somerville, MA: Cascadilla Press.

19. Toribio, Almeida Jacqueline. 2000. "*Once upon a time en un lugar muy lejano*...Spanish-English code-switching patterns across narratives." In *Spanish in the United States: Linguistic Issues and Challenges*, A. Roca (ed.), 184-203. Somerville, MA: Cascadilla Press.

20. Toribio, Almeida Jacqueline. 2000. "*Nosotros somos dominicanos*: Language and social differentiation among Dominicans." In *Spanish in the United States: Linguistic Issues and Challenges*, A. Roca (ed.), 252-270. Somerville, MA: Cascadilla Press.

21. Toribio, Almeida Jacqueline. 2000. "Spanglish?! Bite your tongue! Spanish-English code-switching among Latinos." *Reflexiones 1999*, R. Flores (ed.), 115-147. Austin, TX: Center for Mexican American Studies.

22. Gumperz, John and Toribio, Almeida Jacqueline. 1999. "Codeswitching." In *The MIT Encyclopedia of the Cognitive Sciences*, F. Keil and R. Wilson (eds.), 118-119. Cambridge, MA: MIT Press.

23. Rubin, Edward J. and Toribio, Almeida Jacqueline. 1996. "Code-switching in Generative Grammar." In *Spanish in Contact*, J. Jensen and A. Roca (eds.), 203-226. Somerville, MA: Cascadilla Press.

24. Toribio, Almeida Jacqueline. 1996. "Dialectal variation in the licensing of null referential and expletive pronouns." In *Aspects of Romance Linguistics*, C. Parodi, C. Quicoli, M. Saltarelli and M.L. Zubizarreta (eds.), 409-432. Washington, D.C.: Georgetown University Press.

25. Rubin, Edward J. and Toribio, Almeida Jacqueline. 1995. "Feature-checking and the syntax of language contact." In J. Amastae, G. Goodall, M. Montalbetti and M. Phinney, eds. *Contemporary Research in Romance Linguistics*, 177-185. Amsterdam: Benjamins.

26. Toribio, Almeida Jacqueline. 1993. "Lexical Subjects in Finite and Non-finite Clauses." *Cornell Working Papers in Linguistics* 11, 149-178.

27. Harbert, Wayne E. and Toribio, Almeida Jacqueline. 1991. "Nominative Objects." *Cornell Working Papers in Linguistics* 9, 127-191.

28. Toribio, Almeida Jacqueline. 1989. "Specifier-head Agreement in Japanese. In *West Coast Conference on Formal Linguistics* 8, 535-548.

29. Toribio, Almeida Jacqueline. 1988. "Subject-Auxiliary Inversion in English: Licensing Operators." *MIT Working Papers in Linguistics* 10, 240-256.

REVIEW ARTICLES AND BOOK NOTICES

1. Toribio, Almeida Jacqueline. 2006. Review article of *Contact linguistics: Bilingual encounters and grammatical outcomes*, C. Myers-Scotton, *Journal of Pidgin and Creole Languages* 21: 411-414.

2. Toribio, Almeida Jacqueline. 2002. Review article of *Bilingual speech: A typology of codemixing*, P. Muysken. (2001), *International Journal of Bilingualism*, 91-94.

3. Toribio, Almeida Jacqueline. 2000. "Book Notice of A.Y. Durgunoglu and L. Verhoeven, eds. (1998), *Literacy development in a multilingual context*." *Language* 77, 413-414.

4. Toribio, Almeida Jacqueline. 2000. Review article, *Slips of the tongue: Speech errors in first and second language production*, N. Poulisse (1999), *Journal of Linguistics* 37, 439-444.

5. Toribio, Almeida Jacqueline. 2000. "Research directions in second language acquisition." Review article, *Handbook of second language acquisition*." W. Ritchie and T. Bhatia, eds. (1996), *World Englishes* 19, 251-254.

6. Toribio, Almeida Jacqueline. 1994. "Review article of Lightfoot and Hornstein, eds., *Verb Movement." Journal of Linguistics* 30, 356-561.

7. Toribio, Almeida Jacqueline. 1992. "Book Notice of Grewendorf and Sternefeld, eds., *Scrambling and Barriers* (1990)." *Language* 68.3, 659-660.

NON-REFEREED JOURNALS AND CONFERENCE PROCEEDINGS

1. Toribio, Almeida Jacqueline. 2001. "On Spanish language decline. In *Proceedings of the 25 Annual Boston University Conference on Language Development*, A. H.-J. Do, L. Domínguez and A. Johansen (eds.), 768-779. Somerville, MA: Cascadilla Press.

2. Toribio, Almeida Jacqueline. 2000. "Positional licensing of subjects. In *Proceedings of the Fifteenth Eastern States Conference on Linguistics*, R. Daly and A. Riehl (eds.), 237-248. Ithaca, NY: Cornell Linguistics Circle.

3. Co-author. Zabaleta, Francisco and Toribio, Almeida Jacqueline. 1999. "The influence of first language phonology in the development of first and second language orthography." *Tinta* 3, 65-82.

4. Toribio, Almeida Jacqueline. 1999. "Spanish-English code-switching as rule-governed bilingual behavior." In *1998 Mid-America Conference Papers*, N. Lutz and R. Schaefer (eds.), 280-290. Lawrence: University of Kansas.

5. Toribio, Almeida Jacqueline. 1999. "Code-switching and second language acquisition." In *1998 Mid-America Conference Papers*, N. Lutz and R. Schaefer (eds.), 113-125. Lawrence: University of Kansas.

6. Brown, Barbara and Toribio, Almeida Jacqueline. 1995. "Language contact and differentiation in child bilingualism: A syntactic analysis." In *Proceedings of the 19th Annual Boston University Conference on Language Development*, D. MacLaughlin and S. McEwen (eds.), 629-642. Somerville, MA: Cascadilla Press.

7. Toribio, Almeida Jacqueline. 1990. "A-bar Movement in Spanish: Wh-questions, Focalization and Relative Clauses." In *Proceedings of the Seventh Eastern States Conference on Linguistics,* Y. No and M. Libucha (eds.), 286-294. Columbus, OH: Ohio State University.

MANUSCRIPTS ACCEPTED FOR PUBLICATION

3. Bullock, Barbara E. and Toribio, Almeida Jacqueline. "Reconsidering Dominican Spanish: Data from the rural Cibao." *Revista Internacional de Lingüística Iberoamericana*.

4. Toribio, Almeida Jacqueline. Introduction: Language attitudes and identity issues in the Southwest. In *Spanish of the Southwest: A language in transition*, S. Rivera-Mills & D. Villa (eds.). Iberoamericana.

5. Bullock, Barbara E. and Toribio, Almeida Jacqueline. "Dominican Spanish in the United States: The language and its speakers." In *Increasing Language Diversity in Linguistic Courses: Practical Approaches and Materials*, M. DiPaolo and A. Spears (eds.).

6. Toribio, Almeida Jacqueline and Kay González. "Constraints on operator movement in English-Spanish codeswitching: Generative perspectives, from Government-Binding to Minimalism," in *Grammatical Theory and Bilingual Codeswitching*, J. MacSwan (ed.). Cambridge, MA: MIT Press.

MANUSCRIPTS IN PREPARATION

1. De Prada Pérez, Ana, Roggia, Aaron, Sánchez, Liliana, and Toribio, Almeida Jacqueline. "Preposed or stressed? The word order and intonation of objects in contact Spanish." To be submitted to *International Journal of Bilingualism*.

2. Toribio, Almeida Jacqueline and Bullock, Barbara E. "Code-switching among U.S. Latinos." Invited for *Handbook of Hispanic Sociolinguistics*, M. Díaz-Campos (ed.). Blackwell.

3. Toribio, Almeida Jacqueline, "Migrant Language." To be submitted to *Hispania* or *Bilingual Review/La Revista Bilingüe*.

FUNDED PROJECTS, GRANTS, COMMISSIONS, AND CONTRACTS

COMPLETED

1. National Endowment for the Humanities Fellowship. "Syntactic-theoretical perspectives on Spanish-English code-switching." 1996-1997. Amount: $30, 000.

2. UC-Mexus Grant, University of California. 1995-96: $8,000; 1996-97: $9,000
   Interdisciplinary Humanities Center, University of California at Santa Barbara. 1994-95: $1,500; 1995-96: $2,500; 1996-97: $800; 1998-99)
   Committee on Research, University of California at Santa Barbara. 1994-95: $1,500; 1995-96: $5,000, $3,500; $1997-98: $1,500
   Faculty Career Development Award, University of California at Santa Barbara. 1993-94, 1994-95: 1/9 salary.

3. Research and Graduate Studies Office, The Pennsylvania State University. "Language and social differentiation among Dominicans." 2000-2001. Amount: $5,000.

4. Africana Research Center, The Pennsylvania State University. "The 'racial' significance of the Spanish language among Afro-Dominicans. 2001-2002. Amount: $3,000.

5. Russell Sage Foundation, New York. "Dominican diaspora and transnationality. Collaborators Jeffrey Cohen, Sal Oropesa, Leif Jensen, Gordon De Jong. 2003-2004. Amount: $30,000.

6. Africana Research Center, The Pennsylvania State University. "Kreyol Incursions in Dominican Spanish." Co-investigator: Barbara Bullock. 2004-2005. Amount: $8,700.

7. Child, Youth and Family Consortium, The Pennsylvania State University. "Language Science Research Group." Collaborators: Judith Kroll, Philip Baldi, Barbara Bullock, Chip Gerfen, Adele Miccio, Carol Miller, Paola Dussias, Nuria Sagarra. Dan Weiss. 2004-2005. Amount: $30,000.

8. National Science Foundation. Principal Co-investigator; Co-investigator: Barbara Bullock. Workshop on Linguistic Convergence and Workshop on Language Processing. Amount: $20,000.

9. Child, Youth and Family Consortium, The Pennsylvania State University. "Joint conference and workshops." Collaborators: Barbara Bullock and Paola Dussias. 2005-2006. Amount: $19,000.

10. Child, Youth and Family Consortium, The Pennsylvania State University. "Age effects in bilingual pronunciation." Collaborator: Barbara Bullock. 2005-2006. Amount: $16,000.

11. Child, Youth and Family Consortium, The Pennsylvania State University. "Language instability and bilingualism." 2006-2007. Co-investigator; Principal Co-Investigator: Barbara Bullock. Amount: $9,300.

IN-PROGRESS

12. "Minorcan Spanish: The structural consequences of contact with Catalan," Dissertation Improvement Grant, National Science Foundation. Co-Investigator: Ana de Prada Pérez.

IN PREPARATION

13. National Institute of Health. "Bilingualism and first language instability among Spanish-English bilinguals in the Untied States."

INVITED PLENARY PRESENTATIONS

1. Invited plenary. 2010. Workshop on Spanish Sociolinguistics. North Carolina State University.

2. Invited plenary. 2009. "On the sociophonetics of code-switching." Bilingualism Forum. University of Illinois, Chicago.

3. Invited plenary (with Barbara E. Bullock). 2007. "Spanish/Kreyol contact." Iberian imperialism and language evolution in Latin America. University of Chicago.

4. Invited plenary. 2006. Tulsa NEH-sponsored Symposium on Language Development. University of Tulsa.

5. Invited plenary/Outreach lecture. 2005. "Dominicans in Reading, PA: A Sociolinguistic Profile." Joint Meeting of the Hispanic Linguistics Symposium and the Conference on Acquisition of Spanish and Portuguese as First and Second Languages, The Pennsylvania State University.
6. Invited plenary. 2005. Spanish in the United States. University of Illinois at Chicago Circle.
7. Invited plenary. 2005. Romance Linguistics Forum: What's new: Transatlantic Luso-Spanish debates. University of Michigan.
8. Invited plenary. 2004. Workshop: Expletives in Romance and other languages. University of Konstanz, Germany.

INVITED PRESENTATIONS IN SEMINARS, WORKSHOPS, SYMPOSIA, AND COLLOQUIA

1. 2009. Invited presenter (with Barbara E. Bullock). Title TBA. Series: The Bilingual Mind. Syracuse University
2. 2007. Invited presenter (with Barbara E. Bullock). "On the sociophonetics of code-switching" Workshop on cross-dispciplinary approaches to code-switching. Ohio State University.
3. 2007. Invited presenter (with Barbara E. Bullock). "Linguistic profiling on the Dominican-Haitian border." Carlton University.
4. 2007. Invited Toribio, Almeida Jacqueline. "Language attitudes and linguistic outcomes in Reading, Pennsylvania." AAAL invited colloquium 'Ideologies of language in an anti-immigrant age: The case of Spanish (or is it Spanglish?) in the United States, led by Guadalupe Valdés.
5. 2005. Invited Toribio, Almeida Jacqueline. "Bilingual convergence." University of Utah.
6. 2004. Invited Toribio, Almeida Jacqueline. "Linguistic displays of identity." Tulane University.
7. 2004. Invited Toribio, Almeida Jacqueline. "Spanish-English speech practices: Bringing chaos to order." Bilingualism Symposium, Rice University.
8. 2003. Invited Toribio, Almeida Jacqueline. "Signos de identidad en manifestaciones lingüísticos entre dominicanos. Instituto Cervantes, Seminario sobre la dimensión transatlántica del idioma español: El emigrante sí tiene quién le escriba, City University of New York.
9. 2002. Invited Toribio, Almeida Jacqueline. "In Black and White: Racial Prejudices and Linguistic practices among Dominicans." Symposium: English and Ethnicity, University of Alabama.
10. 2002. Invited commentator. NSF-sponsored Workshop: "Pronouns." CUNY Graduate Center.
11. 2001. Invited commentator, NEH-sponsored Symposium 'Towards a Unified Framework in Developmental Linguistics, ' University of Tulsa, OK.
12. 2001. Invited Toribio, Almeida Jacqueline. "Spanish language competences." Workshop on Bilingualism, Rutgers University.
13. 2001. Invited Toribio, Almeida Jacqueline. "Spanish-English code-switching competence." Cornell University Linguistics Circle.
14. 1999. Invited Toribio, Almeida Jacqueline. "Reading, Retelling, and Writing Spanish-English Code-switched Narrative Texts." Languaging 99: A conference Across Literature, Linguistics, and Writing, University of North Texas.
15. 1996. Invited commentator, Workshop on Code-switching, Linguistic Society of America, San Diego, CA.
16. 1992. Toribio, Almeida Jacqueline. "Another look at V/2." 8th Workshop on Comparative Germanic Syntax, University of Tromsø, Norway.

PRESENTATIONS AT PROFESSIONAL MEETINGS

1. 2009. Bullock, Barbara, and Toribio, Almeida Jacqueline. "Correcting the record on Dominican Spanish hypercorrection." Linguistic Symposium on Romance Languages.
2. 2008. Martínez, Cristina and Toribio, Almeida Jacqueline. "On the nature of expletive ello in Dominican Spanish." Hispanic Linguistics Symposium. University of Toronto.
3. 2007. Bullock, Barbara, De Prada Pérez, Ana, Roggia, Aaron, and Toribio, Almeida Jacqueline. Intonation patterns in Spanish-English code-switching. International Symposium on Bilingualism. Colloquium: Theoretical and empirical analyses of formal aspects of Code-switching.

4. 2007. Roggia, Aaron and Toribio, Almeida Jacqueline. "The intonation and word order of contact Spanish." International Symposium on Bilingualism. Colloquium: Morpho-syntactic convergence and attrition.

5. 2006. Bullock, Barbara and Toribio, Almeida Jacqueline. "Kreyol incursions in Dominican Spanish: The percept of Haitianized Spanish." Hispanic Linguistics Symposium, University of Western Ontario.

6. 2006. Bullock, Barbara, Toribio, Almeida Jacqueline, Dalola, Amanda, and González, Verónica. "Language dominance and performance outcomes." Generative Approaches to Second Language Acquisition.

7. 2006. Zapata, Gabriela, Toribio, Almeida Jacqueline, De Prada Pérez, and Suárez-Budenbender. "Further evidence for the continuum from core to peripheral syntax. Linguistic Symposium on Romance Languages, Rutgers University.

8. 2006. Bullock, Barbara, Toribio, Almeida Jacqueline, Dalola, Amanda, and González, Verónica. "Asymmetric phonetic convergence in bilingual speech." Linguistic Symposium on Romance Languages, Rutgers University.

9. 2005. Toribio, Almeida Jacqueline, de Prada Pérez, Ana, Suárez-Budenbender, Eva María, and Zapata, Gabriela. "The core versus peripheral grammars of Spanish heritage speakers." Joint meeting of the Hispanic Linguistics Symposium and the Conference on the Acquisition of Spanish and Portuguese as First and Second Languages, The Pennsylvania State University.

10. 2005. Toribio, Almeida Jacqueline, Barnes, Hilary, Suárez-Budenbender, Eva María, and Zapata, Gabriela. "Indeterminacy in the interpretive component." International Symposium on Bilingualism, Barcelona, Spain.

11. 2005. "The phonetics and phonology of code-switching." International Symposium on Bilingualism, Barcelona, Spain (with Barbara Bullock).

12. 2005. "Attitudes towards bilingual speech." Spanish in the United States. Chicago, Illinois (with Tyler Anderson).

13. 2005. "Restructuring of reverse psychological predicate in bilingual Spanish." Linguistic Symposium on Romance Languages, University of Texas at Austin (with Carlos Nye).

14. 2004. Sánchez, Liliana, Toribio, Almeida Jacqueline, and Zapata, Gabriela. "Subjects at the interface: Syntactic attrition in Spanish." Joint meeting of the Hispanic Linguistics Symposium and the Conference on the Acquisition of Spanish and Portuguese as First and Second Languages, University of Minnesota.

15. 2004. Toribio, Almeida Jacqueline, Barnes, Hilary, and Suárez-Budenbender, Eva María. "At the interface: Null and overt referential subjects in native, inter-language, and contact Spanish. Second Language Research Forum, The Pennsylvania State University.

16. 2004. Toribio, Almeida Jacqueline and Nye, Carlos. "Erosion at the interface: Evidence from reverse psychological predicates in heritage speaker Spanish." Second Language Research Forum, The Pennsylvania State University.

17. 2004. Sánchez, Liliana, Toribio, Almeida Jacqueline, and Zapata, Gabriela. "Variability in unergative and unaccusatve constructions in the Spanish of monolinguals, heritage speakers, and L2 learners." Second Language Research Forum, The Pennsylvania State University.

18. 2004. Bullock, Barbara E. and Toribio, Almeida Jacqueline. "Phonetic evidence of syntactic constraints in Spanish-English bilingual code-switching 7th Meeting of the European Society for the Study of English." University of Zaragoza (Spain).

19. 2004. Toribio, Almeida Jacqueline. "Spanish-English bilingual code-switching and convergence." 7th Meeting of the European Society for the Study of English." University of Zaragoza (Spain).

20. 2004. Toribio, Almeida Jacqueline. "Resembling without passing: Rebutting the opportunism of Acts of Identity." Symposium on Language and Identity (Ishtev Sachdev, Richard Clement, and Richard Bourhis, conveners). International Conference on Language and Social Psychology, The Pennsylvania State University.

21. 2004. Toribio, Almeida Jacqueline and Anderson, Tyler. "Attitudes of Spanish-English bilinguals towards contact Spanish." International Conference on Language and Social Psychology, The Pennsylvania State Universit.

22. 2004. Sánchez, Liliana, Toribio, Almeida Jacqueline, and Zapata, Gabriela. "The (in)stability of linguistic systems: Spanish heritage speakers and learners." American Association of Applied Linguistics, Portland, OR.

23. 2004. Bullock, Barbara E., Botero, Christopher, Davis, Kristopher Allen, and Toribio, Almeida Jacqueline. "Phonetic convergence in bilingual Puerto Rican Spanish." West Coast Conference on Formal Linguistics, University of California at Davis.

24. 2004. Bullock, Barbara E., Botero, Christopher, Davis, Kristopher Allen, and Toribio, Almeida Jacqueline. "Phonetic convergence in bilingual Puerto Rican Spanish." Generative Approaches to Second Language Acquisition, University of Indiana.

25. 2004. Bullock, Barbara E., Botero, Christopher, Davis, Kristopher Allen, and Toribio, Almeida Jacqueline. "Perseverative phonetic effects in bilingual code switching." Linguistic Symposium on Romance Languages, University of Utah.

26. 2003. Sánchez, Liliana, Toribio, Almeida Jacqueline, and Zapata, Gabriela. "Constituent ordering: Evidence of (in)stability in heritage speakers' Spanish." Second Language Research Forum, University of Arizona.

27. 2003. Toribio, Almeida Jacqueline "Attrition of interpretable features in heritage speakers of Spanish." Linguistic Symposium on Romance Languages, Indiana University.

28. 2003. Toribio, Almeida Jacqueline "Convergence in Spanish-English bilingual speech." Fourth International Symposium on Bilingualism, Arizona State University.

29. 2003. Toribio, Almeida Jacqueline. "Japanese-English code-switching: A formal syntactic analysis." Fourth International Symposium on Bilingualism, Arizona State University.

30. 2002. Toribio, Almeida Jacquelin.e "It's in the way that you talk: Language and social identity among Dominican(-American) children." American Association of Applied Linguistics, Salt Lake City, UT.

31. 2002. Toribio, Almeida Jacqueline. "Unilingual code and bilingual mode: The Spanish of Spanish-English bilinguals." Hispanic Linguistics Symposium 6, University of Iowa.

32. 2002. Toribio, Almeida Jacqueline. "Language and the enactment of racial and ethnic identity." Linguistics Circle, University of Texas at Austin.

33. 2002. Toribio, Almeida Jacqueline. "The linguistic repertoires of Dominican Americans." 19th National Conference on Spanish in the United States, University of Puerto Rico.

34. 2002. Toribio, Almeida Jacqueline. "Current issues in the generative study of Spanish second language syntax." American Association of Applied Linguistics, Salt Lake City, UT.

35. 2001. Toribio, Almeida Jacqueline. "On the exhaustive and contrastive features of clefted focus constructions." Modern Language Association Convention, New Orleans, LA.

36. 2001. Toribio, Almeida Jacqueline. "Generative perspectives on operator licensing in unilingual and bilingual code-switched structures." Modern Language Association Convention, New Orleans, LA.

37. 2001. Toribio, Almeida Jacqueline. "Experiencer subject constructions in Spanish." Hispanic Linguistics Symposium, University of Illinois at Urbana-Champaign.

38. 2001. Toribio, Almeida Jacqueline. "On adjectival modification in Spanish and Spanish-English code-switching." Linguistics Symposium on Romance Languages XXXI, University of Illinois at Chicago Circle.

39. 2001. Toribio, Almeida Jacqueline. "The social significance of minority language maintenance and displacement." Third international Symposium on Bilingualism, University of the West of England (Session: Language, ideology, linguistic minorities, and language shift; Convener: Rakesh Bhatt)

40. 2001. Toribio, Almeida Jacqueline. "The positional licensing of adjectives in code-switching." Third international Symposium on Bilingualism, University of the West of England (Session: Code-switching and the Minimalist Program; Convener: Jeff MacSwan).

41. 2001. Toribio, Almeida Jacqueline. "Locative inversion in Minimalist terms." Linguistic Society of America, Washington, DC.

42. 2001. Toribio, Almeida Jacqueline and Duncan, Jason. "Case licensing in English double object constructions." Linguistic Society of America, Washington, DC.

43. 2000. Toribio, Almeida Jacqueline. "The role of language in the (re)construction of Dominican national identity." 2000 Modern Language Association Convention, San Diego.

44. 2000. Toribio, Almeida Jacqueline. "Language variation: syntactic and sociolinguistic aspects." State University of New York at Stony Brook.

45. 2000. Toribio, Almeida Jacqueline. "Discursive and syntactic properties of focus and emphasis." 4th Hispanic Linguistics Symposium, Indiana University.

46. 2000. Toribio, Almeida Jacqueline. "Verb raising and verbal morphology in Spanish language attrition." Boston University Conference on Language Development.

47. 2000. Toribio, Almeida Jacqueline. "Inflectional variation and syntactic innovation: A synchronic perspective." Diachronic Generative Syntax Conference VI, University of Maryland at College Park.

48. 2000. Toribio, Almeida Jacqueline. "Intralingual syntactic variation." Sociolinguistics Symposium 2000, University of the West of England, Bristol, United Kingdom.

49. 2000. Toribio, Almeida Jacqueline. "Language as symbol of national and group identity in the immigrant and US-born Dominican populations of New York." Sociolinguistics Symposium 2000, University of the West of England, Bristol, United Kingdom.

50. 2000. Toribio, Almeida Jacqueline. "Variation in Spanish: The realization of Sigma Phrase." International Linguistics Association, Georgetown University, Washington, DC.

51. 2000. Toribio, Almeida Jacqueline. "Converging evidence for a syntactic-theoretical constraint in bilingual speech." Generative Approaches to Second Language Acquisition (Theme: The Bilingual Brain), Massachusetts Institute of Technology, Cambridge, MA.

52. 2000. Toribio, Almeida Jacqueline. "Language attrition and innovation in a contact situation." American Dialect Society/Linguistic society of America, Chicago, IL.

53. 1998. Toribio, Almeida Jacqueline. "Inter- and intra-dialectal variation in Spanish." Department of Spanish, Italian and Portuguese, University of Illinois at Urbana-Champaign.

54. 1999. Toribio, Almeida Jacqueline. "Minimalist ideas on parametric variation." Northeast Linguistic Society 30, Rutgers University, New Brunswick, NJ.

55. 1999. Toribio, Almeida Jacqueline. "Positional licensing of subjects." Eastern Conference on Linguistics, University of Connecticut, Storrs, CT.

56. 1999. Toribio, Almeida Jacqueline. "On the correlation between Spanish-English code-switching and native Spanish language attrition and loss." Georgetown University Conference on L1 and L2 Acquisition of Spanish and Portuguese.

57. 1999. Toribio, Almeida Jacqueline. "Bilingualism: Minimalist Perspectives." 2nd International Symposium on Bilingualism, University Newcastle, Newcastle upon Tyne, Great Britain.

58. 1999. Toribio, Almeida Jacqueline. "Expletives, Experiencers and Nominative Case." Germanic Linguistics Annual Conference, Department of Linguistics, University of Texas at Austin.

59. 1999. Toribio, Almeida Jacqueline. "Spanish-English code-switching patterns across narrative types." 17 National Conference on Spanish in the United States, Florida International University.

60. 1999. Toribio, Almeida Jacqueline and Beckstead, Karen. "Minority perspectives on language." 17th National Conference on Spanish in the United States, Florida International University.

61. 1999. Toribio, Almeida Jacqueline and Johnson, Kimann. "Language and racial identity." 17th National Conference on Spanish in the United States, Florida International University.

62. 1999. Toribio, Almeida Jacqueline. "Spanish-English Code-Switching Among U.S. Latinos." Texas Research Symposium on Language Diversity, University of Texas at Austin.

63. 1998. Toribio, Almeida Jacqueline. "Language and identity among US Latinos." Center for Mexican American Studies, University of Texas at Austin.

64. 1998. Toribio, Almeida Jacqueline. "Language and identity in Latino USA." International Conference on World Englishes, University of Illinois at Urbana-Champaign.

65. 1998. Toribio, Almeida Jacqueline. "Minimalist perspectives on bilingual acquisition." Mid-America Linguistics Conference. Southern Illinois University at Edwardsville.

66. 1998. Toribio, Almeida Jacqueline. "Spanish-English code-switching as rule-governed bilingual behavior." Mid-America Linguistics Conference. Southern Illinois University at Edwardsville.

67. 1998. Toribio, Almeida Jacqueline. “Accessing English-Spanish code-switching competence: Competing and converging methodologies.” Linguistic Association of the Southwest, Arizona State University, Tempe, AZ.

68. 1997. Toribio, Almeida Jacqueline. “Speaking in tongues: Code-switching as border language.” Session on “Itinerant cultural identities in the U.S./Mexico Borderlands.” Latin American Studies Association, Guadalajara, Mexico.

69. 1996. Rubin, Edward J. and Toribio, Almeida Jacqueline. “Feature specification in lexical acquisition.” Boston University Conference on Language Development, Boston, MA.

70. 1995. Rubin, Edward J. and Toribio, Almeida Jacqueline. “INFL Parameters in L2.” American Association for Applied Linguistics, Long Beach, CA.

71. 1995. Rubin, Edward J. and Toribio, Almeida Jacqueline. “The Functional Head Constraint: Evidence from child bilingualism.” American Association for Applied Linguistics, Long Beach, CA.

72. 1995. Toribio, Almeida Jacqueline. “Bringing chaos to order.” Joint meeting of Rocky Mountain and Pacific Coast Council on Latin American Studies, Las Vegas, NV.

73. 1995. Toribio, Almeida Jacqueline and Santiago R. Vaquera Vásquez. “*En un callejón* without an exit: Inscribing the borders of language.” The Street in North American Barrios, University of Paris VII.

74. 1995. Rubin, Edward J. and Toribio, Almeida Jacqueline. “Genitive case, head movement, and the structure of nominals in Romanian.” 1995 Annual Meeting of the Linguistic Society of America, New Orleans, LA.

75. 1994. Rubin, Edward J. and Toribio, Almeida Jacqueline. “English, Spanish, and the grammar in between.” Annual Meeting of the Modern Language Association, San Diego, CA.

76. 1994. Rubin, Edward J. and Toribio, Almeida Jacqueline. “The Competence of Child and Adult Bilinguals.” XV Symposium on Spanish and Portuguese Bilingualism, Rutgers University.

77. 1994. Toribio, Almeida Jacqueline and Brown, Barbara. “Patterns of contact and differentiation in bilingual children.” Boston University Conference on Language Development, Boston, MA.

78. 1994. Rubin, Edward J. and Toribio, Almeida Jacqueline. “Abstract Features and Functional Categories in Emergent Spanish-English Bilingual Competence.” Conference on First Language Acquisition, Lisbon, Portugal.

79. 1994. Toribio, Almeida Jacqueline. “Dialectal Variation in the Licensing of Null Expletives.” Linguistic Symposium on Romance Languages, University of California at Los Angeles and University of Southern California.

80. 1994. Toribio, Almeida Jacqueline. “Syntactic Reflexes of Morphological Operations: Reassignment and Suppression of Arguments.” Linguistic Society of America, Boston, MA.

81. 1993. Toribio, Almeida Jacqueline. “Licensing nominals in Standard versus Caribbean Spanish.” Linguistic Symposium on Romance Languages, Northern Illinois University.

82. 1993. Toribio, Almeida Jacqueline. “Introspection and Repetition: A comparative study of second language research methodologies.” Second Language Research Forum, University of Pittsburgh.

83. 1993. Toribio, Almeida Jacqueline. “Uniformity in movement.” Linguistic Society of America, Los Angeles, CA.

84. 1993. Lantolf, James, Roebuck, Regina, and Toribio, Almeida Jacqueline. “On the role of UG in adult second language acquisition: Evidence from pro-drop.” Linguistic Society of America, Los Angeles, CA.

85. 1993. Toribio, Almeida Jacqueline. “Licensing null and overt nominals Spanish.” Georgetown University Round Table on Languages and Linguistics Pre-session on Spanish Linguistics, Georgetown University.

86. 1992. McConnell-Ginet, Sally, silva, David, and Toribio, Almeida Jacqueline. “Sociolinguistics in Freshman Writing courses.” NWAV 21, University of Michigan.

87. 1992. Rubin, Edward J. and Toribio, Almeida Jacqueline. “The syntax of code-switching: feature-checking.” XIII Symposium on Spanish and Portuguese Bilingualism, University of Massachusetts at Amherst.

88. 1992. Toribio, Almeida Jacqueline. “Postverbal subjects and preverbal locatives in English.” Linguistic Society of America, Philadelphia, Pennsylvania.

89. 1991. Belazi, Hedi M., Rubin, Edward J. and Toribio, Almeida Jacqueline. "Code-switching, X-bar Theory and processing." XII Symposium on Spanish and Portuguese Bilingualism, Florida International University.

90. 1991. King, Andrew, Toribio, Almeida Jacqueline, and Villarreal, Regina. "The correlation of language balance/dominance to a syntactic hierarchy in English-Spanish code-switching." XII Symposium on Spanish and Portuguese Bilingualism, Florida International University.

91. Toribio, Almeida Jacqueline. 1990. "Non-nominative subjects in Hindi and Sinhala." Twelfth Annual South Asian Language Analysis, University of California at Berkeley.

92. Toribio, Almeida Jacqueline. 1989. "Verb-second in English, Spanish, and code-switching." New Ways of Analyzing Variance 18, Duke University.

PARTICIPATION IN COLLOQUIA AND OTHER SPECIALIZED FORA

1. 2004. Invited Toribio, Almeida Jacqueline. "Spanglish? Bite your tongue! Contact, code-switching, and convergence." Interdisciplinary Forum, Department of Languages, Literatures, and Linguistics, and Latino and Latin-American Studies, Syracuse University.

2. 2004. Invited Toribio, Almeida Jacqueline. "Linguistic displays of identity." Spanish Linguistics Lecture Series, Tulane University.

3. 2003. Invited commentator: "(Inter)subjectivity: A response to Traugott, Hopper, and Fitzmaurice." Modern Language Association Convention, New York City.

4. 2003. Invited commentator: "Convergence: A response to Brutt-Griffler, Page, and Potowski." Modern Language Association Convention, San Diego.

5. 2001. Invited Toribio, Almeida Jacqueline. "Spanish language variation: The enactment of linguistic and social competence." Cornell University Linguistics Circle.

6. 2000. Invited Toribio, Almeida Jacqueline. "Dominican Spanish: Linguistic-theoretical considerations and sociolinguistic consequences." Leiden University Linguistics Colloquium Series, The Netherlands.

7. 1999. Invited Toribio, Almeida Jacqueline. "Once upon a time *en un lugar muy lejano*..." City University of New York Graduate Center Linguistics Colloquia.

8. 1999. Invited Toribio, Almeida Jacqueline. "Inter- and intra-dialectal variation: Syntactic-theoretical considerations and sociolinguistic consequences." Department of Linguistics, University of Texas at Austin.

9. 1999. Invited Toribio, Almeida Jacqueline. "The development of code-switching competence in second language acquisition." UT Linguistics Circle, University of Texas at Austin.

PARTICIPATION IN OUTREACH ACTIVITIES

1. 2004. Presenter, "Spanish-English speech practices." Bilingualism Symposium (for K-12 educators), Rice University.

2. 2003. Toribio, Almeida Jacqueline. "Spanish/English bilingual speech practices." Hispanidad Unplugged, The Pennsylvania State University, Altoona.

3. 2002. Presenter, "Spanish language competences." Bilingualism Symposium (for K-12 educators), Rutgers University.

4. 2001. Co-Presenter. "Publishing in professional journals, books, and monographs." Black Graduate Student Association Achievement conference: Sharing Success in the Academic Setting (with Laurence Prescott).

5. 2000. Presenter, "Make it happen." Educational Opportunity Program. The Pennsylvania State University.

6. 1999. Presenter, "Spanglish?" Annual Southwest Student Conference on Latino Affairs, Texas A & M University, College Station, Texas.

7. 1999. Presenter, "Hacia una cooperación solidaria para el éxito." Office of Educational Equity, University of California, Santa Barbara.

8. 1996. Radio interview, "Code-switching/La alternancia de códigos" Radio Noticias, Universidad de California.

ACTIVITIES WITH SIGNIFICANT USE OF EXPERTISE

CONSULTANT TO FEDERAL AGENCIES

Consultant, National Science Foundation grant: "The interaction of language and dialect contact: variable expression of Spanish subject pronouns in six Spanish dialects in New York City." Ana Celia Zentella and Ricardo Otheguy, Principal Co-investigators. 2001.

REVIEWER, REFEREED JOURNALS

Journal of Applied Linguistics
Latino Studies
Studies in Second Language Acquisition
Language Acquisition
Natural Language and Linguistic Theory
International Journal of Bilingualism
Bilingualism: Language and Cognition
Spanish in Context
Hispanic Linguistics
Probus

READER/REVIEWER FOR PUBLISEHRS

Blackwell
Routledge
Benjamins

REVIEWER FOR GOVERNMENTAL AND PRIVATE AGENCIES

External Reviewer, National Science Foundation
External Reviewer, Netherlands Organization for Scientific Research
External Reviewer, Guggenheim Foundation

CONSULTANT TO BUSINESS AND INDUSTRY

Language consultant, *Dora the Explorer*, Nicolodeon

RECORD OF MEMBERSHIP IN PROFESSIONAL AND LEARNED SOCIETIES

Linguistic Society of America
Modern Language Association

SERVICE TO THE PENNSYLVANIA STATE UNIVERSITY

DEPARTMENT

Graduate Committee, 1999-2006
Graduate Officer, 2001-2003
Activities Committee, 2001-2004
Search Committee, 2000, 2001, 2002
Promotion and Tenure Committee Chair (2005)
Faculty Mentor, 2002-present

COLLEGE

Graduate Officer, 2001-2003
Liberal Arts Research Committee, 2002-2004
Fulbright Committee, 2003-2004
Latin American Studies Committee, 2003-present
Latino/a Studies Committee, 2006-present

PROGRAMS TO ENHANCE EQUAL OPPORTUNITY AND CULTURAL DIVERSITY

Collaborator with two Bunton-Waller doctoral students; research led to presentation in professional venues and publications to appear.

SERVICE TO THE DISCIPLINES AND TO THE PROFESSION

CONFERENCE ORGANIZER

Co-organizer (with Barbara Bullock), Workshop on Linguistic Convergence; 2005, The Pennsylvania State University.

Organizing Committee, Joint Conference on Hispanic Linguistics and the Acquisition of Spanish and Portuguese as First and Second languages; 2005, The Pennsylvania State University.

CONFERENCE ABSTRACT REVIEWER

Modern Language Association, Linguistics division
Hispanic Linguistics Symposium
Conference on the Acquisition of Spanish and Portuguese as First and Second Languages
International Symposium on Bilingualism
Linguistic Symposium on Romance Languages
Spanish in the United States
Second Language Research forum
American Association of Applied Linguistics
Laboratory Approaches to Spanish Phonology

LIST OF COURSES TAUGHT AT THE PENNSYLVANIA STATE UNIVERSITY

Semester	Course/Section	Credits	Title	Enrollment
Spring 2009	LING 448	3	Language and ethnic identity	14
	SPAN 415.1	3	Spanish Morphology and Syntax	23
	SPAN 496.1	3	Independent Studies	1
Fall 2008	SPAN 414.1	3	Spanish Phonetics and Phonology	24
	SPAN/LTNST 315	3	Spanish in the United States	24
Spring 2008	SABBATICAL			
Fall 2007	SABBATICAL			
Spring 2007	SPAN 415.2	3	Spanish Morphology and Syntax	30
	SPAN/LTNST 315	3	Latino language behaviors	31
Fall 2006	LING 447	3	Bilingualism	23
	SPAN083S	3	Freshman Seminar: Spanish/Spanglish	25
Spring 2006	SPAN/LING/FR 597	3	Language Contact	8
	LING402	3	Advanced Syntax	15
Fall 2005	SPAN/LING/FR 597	3	Language Contact	10
	SPAN 300	3	Advanced Composition	20
Spring 2005	SPAN 415.1	3	Spanish Morphology and Syntax	18
	SPAN 414.1	3	Spanish Phonetics and Phonology	26
Fall 2004	RESEARCH LEAVE			
Spring 2004	SPAN 511.1	3	Romance Syntax	11
	SPAN 415.1	3	Spanish Morphology and Syntax	25
Fall 2003	SPAN 100A.1	3	Spanish for Heritage Speakers	24
	LING 500.1	3	Syntax II	18
	SPAN 496.1	3	Independent Studies	1
Spring 2003	SPAN 415.1	3	Spanish Morphology and Syntax	22
	LING 447.1	3	Bilingualism	13
	SPAN 083S.1	3	Undergraduate Seminar	20
	(*1 credit of 3 credit course, substituted for colleague on medical leave)			
	SPAN 496.1	3	Honors Independent Studies	1
Fall 2002	SPAN 414.2	3	Spanish Phonetics and Phonology	15
	SPAN 597A.1	3	Introduction to Hispanic Linguistics	8
	SPAN 597D.1	3	Seminar in Language Contact	9
Spring 2002	SPAN 597B.1	3	Seminar in Spanish Syntax	6
	SPAN 596B.1	3	Independent Studies	
Fall 2001	SPAN 597C.1	3	Introduction to Hispanic Linguistics	12
	SPAN 414.1	3	Spanish Phonetics and Phonology	21
	SPAN 414.2	3	Spanish Phonetics and Phonology	20
Spring 2001	SPAN 497A.1	3	Senior Seminar: Spanish in the U.S.	14
	LING 447.1	3	Bilingualism	5
	SPAN 496.1	3	Independent Studies	1

Fall 2000	SPAN 414.2	3	Spanish Phonetics and Phonology	15
Spring 2000	SPAN 497B.1	3	Senior Seminar: Spanish in the U.S.	16
	SPAN 496.1	3	Honors Independent Studies	1
	SPAN 496H.1	3	Independent Studies	1
Fall 1999	SPAN 597C.1	3	Seminar in Multilingualism	16
	SPAN 415.1	3	Spanish Morphology and Syntax	18

IMPROVEMENT OF INSTRUCTION

Schreyer Institute for Teaching Excellence funding of undergraduate Linguistics curriculum revision to include problem- and web-based learning; efforts supported by the; lead investigators Barbara Bullock and Chip Gerfen and collaborator Richard Page. Amount: $10,000. 2002-2003.

SUPERVISION OF GRADUATE AND UNDERGRADUATE DISSERTATIONS, THESES, PROJECTS, AND MONOGRAPHS REQUIRED FOR DEGREES

- Ph.D. Dissertation (The Pennsyvlania State University)
  Co-director, Tamara Hertel, Ph.D. granted 2000 (with Ana Teresa Pérez-Leroux)
  Director, Lisa Noetzel, Ph.D. degree granted 2001
  Co-director, Jason Duncan, degree granted 2004 (with Philip Baldi)
  Director, Tyler Anderson, degree granted 2006
  Director, Verónica González, degree granted 2008
  Director, Ana de Prada Pérez, degree granted 2009
  Director, Eva María Suárez-Budenbender, dissertation defended April 2009
  Director, Hilary Barnes, dissertation defended June 2009
  Director, Aaron Roggia, degree in progress

- Undergraduate theses
  Honors thesis co-director, Beatriz Polanco, degree granted 2000
  McNair Scholar paper, Shanya Cordis, 2007

- Ph.D. Dissertation Committees, Department of Spanish, Italian, and Portuguese, Penn State
  Edwin Lamboy, degree granted 1999
  Staci Harrington, degree granted 2001
  Gillian Lord, degree granted 2001
  Gabriela Zapata, degree granted 2002
  Gretchen Sunderman, degree granted 2002
  Antonio Jiménez, degree granted 2003
  Jaime Gelabert, degree granted 2004
  Tina Christodouleas, degree granted 2008
  Ryan LaBrozzi, degree granted June 2009

- Ph.D. dissertation committee, other departments and institutions
  Christopher LeCluyse, Department of English, University of Texas at Austin, dissertation defended, 2002
  Marcela Movit, Graduate School of Education, Penn State, degree granted 2007
  Sharon Korrell, Graduate School of Education, degree granted 2007
  María José Cabrera, Department of Spanish and Portuguese, Rutgers University, degree granted 2008
  Cristina Martínez Sanz, Department of Spanish, University of Ottawa, dissertation in progress

- MA Examination Committees, Penn State
  Spanish, Italian, and Portuguese MA Examination Committee—all students: 1999-present
  Bianca Moravec Sumutka, Department of Psychology, 2002
  Susan Bobb, Department of Psychology, 2004
  Bonnie Alco, Department of Applied Linguistics, 2004

KEITH WALTERS
[redacted]

Department of Applied Linguistics

Portland State University [redacted] Tel.: [redacted] (office)
[redacted] [redacted] (dept.)
Portland OR 97207-0751 USA Portland OR 97201 USA [redacted] (fax)

EDUCATION

Ph.D., Linguistics, University of Texas at Austin, 1989. (Dissertation: *Social change and linguistic variation in Korba, a small Tunisian town*)

M.A., Linguistics, University of South Carolina, 1981. (Thesis: *Nonsexist language: The spread of a communicative innovation*)

B.A., English and secondary education, *magna cum laude*. Furman University, 1975.

PROFESSIONAL EXPERIENCE

Portland State University, Department of Applied Linguistics, Professor, 2006- .

University of Texas at Austin, Department of Linguistics: Professor, 2004-2006; Associate Professor, 1997-2004; Assistant Professor, 1991-1997; Visiting Assistant Professor, Fall, 1990.

Ohio State University, Department of English: Assistant Professor, 1989-1991; Instructor, 1988-1989.

University to Texas at Austin, Department of English: Assistant Instructor, 1984; Department of Linguistics: Assistant Instructor, 1982-1983; Teaching Assistant, 1981-1982.

Institut Polytechnique Gamel Abdel Nasser (Conakry, Guinea), Department of Modern Languages, Visiting Instructor/Fulbright Lecturer, 1980-1981.

University of South Carolina, Department of English: Teaching Assistant, 1978-1980; English Program for Internationals: Instructor, 1979, 1981.

Lancaster City Schools, Lancaster, SC, Teacher, Secondary English, Fall, 1977.

Lycée Technique, Jendouba, Tunisia, EFL teacher/Peace Corps volunteer, 1975-1977.

GRANTS, FELLOWSHIPS, AND AWARDS

GRANTS

ADMINISTRATIVE GRANTS & CONTRACTS

CAORC (Council of American Overseas Research Centers), American Overseas Research Program—AIMS (American Institute for Maghrib Studies), 2006-2007. ($530,000)

CAORC (Council of American Overseas Research Centers), American Overseas Research Program—AIMS (American Institute for Maghrib Studies), 2005-2006. ($270,000)

US Department of Education, Group Projects Abroad Program—TSALP (Tangier Summer Arabic Language Program)/AIMS (American Institute for Maghrib Studies), 2005-2008. ($250,000)

CAORC (Council of American Overseas Research Centers), American Overseas Research Program—AIMS (American Institute for Maghrib Studies), 2004-2005. ($264,000)

CAORC (Council of American Overseas Research Centers), American Overseas Research Program—AIMS (American Institute for Maghrib Studies), 2003-2004. ($300,000)

US Department of Education, American Overseas Research Centers Program—AIMS (American Institute for Maghrib Studies), 2003-2006. ($433,713)

RESEARCH GRANTS

Sabbatical research leave, Portland State University, 2013-2014.

Faculty Research Assignment, Graduate School, University of Texas at Austin, Spring 2005.

Faculty Research Assignment, Graduate School, University of Texas at Austin, 1997-1998.
Social Science Research Council (Tunisia) , 1997-98.
College of Liberal Arts, Computer Assisted Instruction in LIN306, Summer, 1996.
University Research Institute, University of Texas at Austin, Summer, 1993.
Center for Middle Eastern Studies Travel Grant, Summer, 1993.
Special Research Assignment, Ohio State University, Winter 1991.
Women's Studies Grant, Ohio State University, Spring, 1990.
American Institute for Maghrib Studies Research grant, 1987.
DDRA (Doctoral Dissertation Research Award), U.S. Department of Education, (Tunisia), September 1986-May 1987.
Fulbright Student Research Grant, IIE/USIA (Tunisia), September 1985-August 1986.
Fulbright Junior Lecturing Award (Guinea), 1980-1981.

FELLOWSHIPS

American Institute for Maghrib Studies, Tunisia, 2005.
Joint Committee on the Near and Middle East of the Social Science Research Council and the American Council of Learned Societies, Postdoctoral Fellowship for Under-Represented Disciplines, Tunisia, 1997-1998.
FLAS (Foreign Languages/Area Studies) Dissertation Fellowship, Center for Middle Eastern Studies, UT-Austin, 1987-1988.
University Fellowship, Graduate School, UT-Austin, 1983-84; 1987-88.
FLAS (Foreign Languages/Area Studies) National Resource Fellowships: Arabic (1982-1985); Hindi (Summer 1982).

PUBLICATIONS

ARTICLES & ESSAYS (SINCE 2000)

(in press). Language and identity in Tunisia: "Without Tunisian Arabic, We're not Tunisians." To appear in Volk, Lucia (Ed.) *Middle East in the world: An introductory guide*. Armonk, NY: M.E. Sharpe.
2012. (with Ginger Pizer & Richard Meier). "We communicated that way for a reason": Language practices and language ideologies among hearing adults whose parents are deaf. *The Journal of Deaf Studies and Deaf Education*. doi: 10.1093/deafed/ens031
2011. (with Elaine Chun). Orienting to Arab orientalisms: Language, race, and humor in a *You Tube* video. In Crispin Thurlow & Kristine Mroczek (Eds.), *Digital discourse: Language in the new media* (pp. 251-273). Oxford: Oxford University Press.
2011. Gendering French: Historicizing Tunisian language ideologies. *International Journal of the Sociology of Language 211*, 83-111.
2011. Education for Jewish girls in 19th- and early 20th-century Tunis and the spread of French in Tunisia. In Emily Gottreich and Daniel Schroeter (Eds.), *Jewish culture and society in North Africa* (pp. 257-281). Bloomington, IN: Indiana University Press.
2007. (with Ginger Pizer & Richard Meier). Bringing up baby with Baby Signs: Language ideologies and socialization in hearing families. *Sign Language Studies 7*, 387-430.
2007. Considering the meanings of literacy in a post-colonial setting: The Tunisian case. In Beth Daniell & Peter Mortensen (Eds.), *Women and literacy: Inquiries for a new century* (pp. 189-206). Routledge & NCTE.
2003. Fergie's prescience: The changing nature of diglossia in Tunisia. *International Journal of the Sociology of Language*, *163*, 77-109.
2003. (with Jungmin Ko & Diane Schallert). Rethinking scaffolding: Examining negotiation of meaning in an ESL storytelling task. *TESOL Quarterly*, *37*, 303-324.

2003. (translator & editor, with Naima Elarbi). Zbida Shetlan. In Elizabeth Fernea (Ed.), *Remembering childhood in the Middle East: Memoirs from a century of change* (pp. 148-156). Austin, TX: University of Texas Press.

2002. (with Anne-Marie Currie & Richard Meier). A cross-linguistic examination of the lexicons of four signed languages. In R. Meier et al. (Eds.), *Modality and structure in signed and spoken languages* (pp. 224-236). Cambridge: Cambridge University Press.

2001. English-only rules in the workplace and the courts' response. *Pennsylvania Working Papers in Linguistics 7.3* (Papers from NWAVE 29), 295-309.

2000.'Ca y est?' 'Maçayesh': Some sociolinguistic observations on language contact in contemporary Tunisia. *Les Langues en Tunisie: Etat des Lieux et Perspective* (pp. 103-111). Tunis: Markaz Al-Nashr al-Jaami'iy.

TEXTBOOKS

2012. (with Andrea Lunsford & John Ruszkiewicz.) *Everything's an argument, with readings*, 6th ed. New York: Bedford/St.Martin's Press. (Co-author of 2nd-6th ed.)

2012. (with Andrea Lunsford, Lisa Ede, Beverly J. Moss, Carole Clark Papper. & Michal Brody). *Everyone's an author, with readings*. New York: Norton.

2005. (with Michal Brody.) *What's language got to do with it?* New York: Norton.

ENTRIES FOR ENCYCLOPEDIAS & HANDBOOKS (SINCE 2000)

2007. Tunisia: Society and cultures. In *New encyclopedia of Africa*, 2nd ed., Gale Cengage, Vol. V.

2007. Language attitudes. In Kees Versteegh et al. (Eds.), *Encyclopedia of Arabic language and linguistics*, Leiden: Brill, Vol. II.

2006. The sociolinguistics of North Africa. In *Handbook of sociolinguistics*, 2nd ed. (pp.1941-1946). Berlin: Mouton de Gruyter.

2006. Communal dialects. In *Encyclopedia of Arabic language and linguistics*, Leiden: Brill. Vol. I, pp. 442-448.

INVITED LECTURES OR PRESENTATIONS, COLLOQUIA, KEYNOTE ADDRESSES, & WORKSHOPS (SINCE 2000)

DOMESTIC

2014. The challenges of Speak-English-Only rules in the workplace: A sociolinguistic perspective. Linguistics Colloquium Series, University of South Carolina, April 4.

2014. Why are American readers so dumb?: A workshop on challenges native speakers of Arabic face when writing academic prose in English. English Program for Internationals, University of South Carolina, April 4.

2012. The New Media and the failed linguistic legacy of Pan-Arabism. Georgetown University Conference on Arabic Linguistics, February 24.

2010. Language ideologies and the new media in the Arab world. Workshop presented at Georgetown University Roundtable on Language and Linguistics, March 12.

2008. Linguistics, anthropology, the media, and Arabic diglossia. Conference on the Links between Linguistics and Anthropology, Tucson, May 11.

2007. Ourselves among others: Teaching English in a multilingual/multicultural World. ORTESOL (Oregon TESOL), Portland, November 2.

2007. Language attitudes and the media in Arabic-speaking communities, Conference on Arabic and the Media, University of Utah, Salt Lake City, March 5.

2007. Challenges to recruiting students from professional and dual degree programs to study less commonly taught languages. US Department of Education International Education Program Services Language Workshop, Washington, DC, February 22.

2006. Gendering Arabic/French bilingualism in Tunisia: Language ideologies and the past, Portland State University, March 9.

2006. "English-Only in the Workplace" rules and sociolinguistic ways of thinking about bi- and multilingualism, Portland State University, March 8.

2004. Why Tunisian women speak French better than Tunisian men: Historicizing linguistic practices and language ideologies, Rice University Linguistics Department Colloquium Series, February 25.

2003. Gender, nationalism, and language ideology: The Tunisian case. Language, Identity, and Change in the Modern Arab world: Implications for the Study of Language and Culture, Berkeley, April 4.

2000. "Ça y est?" "Maçayesh": Codeswitching as performance of identity in Tunisia. Center for Middle Eastern Studies, University of Texas at Austin, September 7.

2000. Codeswitching: Tunisian identity as linguistic practice. Departments of Linguistics & Anthropology and the Center for Middle Eastern Studies, University of Arizona, Tucson, March, 2000.

INTERNATIONAL

2013. The failed linguistic legacy of Pan-Arabism. Arab Linguistics Society, Al-Akhawayn University, Ifrane, Morocco, June 28.

2011. (with Kevin Kecskes). Community engagement at PSU. Workshop for Social Work students and faculty from Bethlehem University and the Catholic University of Cologne, Bethlehem University, Bethlehem, West Bank, September 16.

2011. Academic writing for international Anglophone journals, Part II. Workshop for faculty of Bethlehem University, Bethlehem, West Bank, September 16.

2011. (with Kevin Kecskes). Lessons learned about community engagement at PSU. Symposium on Civic Engagement for Improving Teaching and Learning. Center for Excellence in Teaching and Learning, Bethlehem University, Bethlehem, West Bank, September 15.

2011. What speakers of Arabic know about writing in Arabic and have to learn about academic writing in English. Workshop for faculty of Bethlehem University, Bethlehem, West Bank, September 14.

2011. Academic writing for international Anglophone journals. Workshop for faculty of Hebron University, Hebron, West Bank, September 13.

2011. Academic writing for international Anglophone journals, Part I. Workshop for faculty of Bethlehem University, Bethlehem, West Bank, September 12.

2011. Teaching presentation skills in business classes in an EFL context. Workshop for the business faculty, Eastern International University, Binh Duong, Vietnam, August 14.

2011. Scaffolding and metacognitive awareness in English-language business classes. Workshop for the business faculty, Eastern International University, Binh Duong, Vietnam, August 9.

TEACHING EXPERIENCE

COURSES TAUGHT

PORTLAND STATE UNIVERSITY (2006-)

Undergraduate course: Introduction to Linguistics, Senior seminar: Arguing about language

Undergraduate/graduate courses: Bilingualism; Language, gender, & sexuality; African Americans in their speech communities, Introduction to sociolinguistics; Curriculum design & materials development; Language & nationalism in the Middle East; Discourse analysis

Graduate courses: Introduction to graduate studies in applied linguistics, Research design, Research methods, Thesis/Project Workshop

Supervisor: 10 MA theses; Committee member, 6; 1 thesis in progress.
6 MA projects; Committee member, 3;
Member, 1 dissertation committee (Education)

Mentor, Rose Sorfa, McNair Fellow, 2012

UNIVERSITY OF TEXAS AT AUSTIN (1981-1984; 1991-2006)

Undergraduate courses: Freshman composition; Introduction to the study of language; African Americans in their speech communities; Introduction to sociolinguistics; Arguing about language (regular and Honors versions); Language & identity in a pluralistic society (Honors); Language & sexuality; Bilingualism & immigration

Graduate courses: Introduction to sociolinguistics, Methods in sociolinguistic research, Supervised teaching in linguistics

Study Abroad (Graduate & Undergraduate): Contemporary Turkey/Historic Istanbul (in Istanbul, Turkey, summer 2002)

Graduate seminars: Language & gender; Language, literacy, & education; Language & culture in Arabic-speaking communities; Code-switching, language contact, & identity; Political economy of language; Code-switching & style-shifting; Identities & language ideologies; American English: Dialectological and sociolinguistic approaches; Language & nationalism in the Middle East; Language planning & language rights

Supervisor, 24 M.A. theses; Co-supervisor: 5 theses; Committee member: 24 theses

Supervisor, 14 dissertations; Co-supervisor: 23 dissertations: Committee member: 51 dissertations

DISSERTATIONS SUPERVISED, UNIVERSITY OF TEXAS

1. Amy Peebles, Linguistics (2004). *Sexual and spiritual identity transformation among ex-gays and ex-ex-gays: Narrating a new self.*
2. Andrea Jacobs, Linguistics (2004). *Language reform as language ideology: An examination to Israeli feminist language practices.* (Cofounder, Rally Point for Collaborative Change, non-profit organization management)
3. Michal Brody, Linguistics (2004). *The fixed word, the moving tongue: Variation in written Yucatec Maya and the meandering evolution toward unified norms.* (Adjunct, Sonoma State University & textbook author)
4. E.G. Kim-Rivera, Foreign Language Education (FLE) (2001). *The government's role in the early development of English language education in Korea (1883-1945)*.
5. Clay Butler, FLE (2001). *The role of context in the apology speech act: A socio-constructivist analysis of the interpretations of native English-speaking college students*. (Senior Lecturer in linguistics, Baylor University)
6. Chao-Mei Shen, FLE (1998). *Other-initiated repair in native-nonnative English conversation and its interactional consequences*. (Senior Lecturer in Chinese, Rice University)
7. Peggy Buckwalter FLE (1997). *Repair in classroom dyadic talk-in-interaction: An exploration of an approach to the analysis of L2 learner/learner discourse*. (Associate Professor, Department of Spanish, Black Hills State University)
8. Naima Elarbi, FLE (1997). *Face in traditional and modern Tunisia: An application of Brown and Levinson's politeness theory*. (Emerita, Department of English, Université de Tunis I, Tunis, Tunisia)
9. Mary Shapiro, Linguistics (1997). *Style-shifting: The perception and production of formality in English*. (Professor, Linguistics, Truman State)
10. Elizabeth Bingham, FLE (1996). *Accommodation and foreigner talk in an experimental setting*. (Textbook author)
11. Marcia Edwards, Linguistics (1995). *Strategies of linguistic politeness in gynecological exams*.
12. Terry Thatcher, FLE (1995). *Native speaker evaluation of foreigner and Taiwanese guise choice in Mandarin Chinese*. (Professional interpreter/translator, Taiwan)
13. Chris Hormann, FLE (1994). *Acts of identity in Aussiedler-German: Operationalizing Le Page's sociolinguistic theory*.
14. Akosua Anyidoho, FLE (1993). *Gender and language use: The case of two Akan verbal art forms*. (Director, NYU-in-Ghana, African Studies, NYU).

DISSERTATIONS CO-SUPERVISED, UNIVERSITY OF TEXAS

1. Beth Burnett, French (2012). *The spread of French in Protectorate Morocco among European, Jewish, Berber, and Muslim communities.* (with Carl Blyth, French).
2. Shannon Finch, Linguistics (2009). *Repetition as linguistic and social strategy in Hindi-English bilingual discourse*. (with Patience Epps, Linguistics). (Deloitte)
3. Laura Mahalingappa, Linguistics (2009). *The acquisition of split ergativity in Kurmanji Kurdish*. (with Richard Meier, Linguistics). (Assistant Professor, School of Education, Duquesne University)
4. Ginger Pizer, Linguistics (2008). *Sign and speech in family interaction: language choices of deaf parents and their hearing children* (with Richard Meier, Linguistics). (Assistant Professor, Department of English, Mississippi State University)
5. Elaine Chun, Linguistics (2007). *The meaning of mocking: Stylizations of Asians and preps at a US high school* (with Qing Zhang, Linguistics). (Associate Professor, Department of English & Interdepartmental Program in Linguistics, University of South Carolina)
6. Er-Xin Lee, Linguistics (2007). *Chinese Nationals among "Overseas Chinese" in Singapore: The sociolinguistic authentication of Mainland Chinese Identities* (with Qing Zhang, Linguistics).
7. Nihat Polat, FLE (2007). *Socio-psychological factors in the attainment of L2 native-like accent of Kurdish origin young people learning Turkish in Turkey* (with Diane Schallert, Educational Psychology) (Associate Professor, School of Education, Duquesne University)
8. Hsi-Yao Su, Linguistics (2005). *Language styling and switching in speech and online contexts: Identity and language ideologies in Taiwan* (with Qing Zhang, Linguistics). (Associate Professor, Department of English, National Taiwan Normal University, Taiwan)
9. Karen Cody, Romance Linguistics (2003). *Language choice, language attitudes and ethnic identity in bilingual speakers: A case study comparing Québécois in Montreal and Texas Spanish in San Antonio* (with Carl Blyth, French & Italian). (Associate Professor, Department of English and Modern Languages, Angelo State University)
10. Vicki Cobb, FLE (2002). *From where they sit: Stories of students making the transition from high school writing to college writing* (with Diane Schallert, Educational Psychology).
11. *Jungmin Ko, FLE (2001). *The effect of negotiation of meaning on the storytelling of adult students in ESL classrooms*.(with Diane Schallert, Educational Psychology). (Associate Professor, Department of English, Sungshin Women's University, Korea)
12. Amanda Doran, Linguistics (2001). *Language use and identity in a bilingual community: Re-examining the English of Mexican Americans* (with Tony Woodbury, Linguistics). (Advisor to International Scholars, MIT)
13. Brett Rosenberg, Spanish (2001). *Describing the nature of interpreter-mediated doctor-patient communication: A quantitative discourse analysis of community interpreting* (with Fritz Hensey, Spanish). (Professional Interpreter, New Mexico)
14. Anne Marie Guerra Currie, Linguistics (1999). *A Mexican Sign Language Lexicon: Internal and Cross-Linguistic Variation* (with Richard Meier, Linguistics). (Computational linguist, Austin, TX)
15. Naïma Boussofara, FLE (1999). *Diglossic switching in Tunisia and Myers-Scotton's MLF Model* (with Peter Abboud, Middle Eastern Languages and Cultures). (Associate Professor, Arabic Program, Kansas University)
16. **Yukako Sunaoshi, Linguistics (1999. *Collaboration on reaching understanding: Interactions and negotiations in Japanese manufacturing plants in the US* (with Masaaki Kotabe, School of Business and Management, Temple University). (Instructor, Waseda University, Japan, and Interpreter)
17. Risako Ide, Anthropology (1998). *Small talk in service encounters: The creation of self and public space in America* (with Joel Sherzer). (Professor, Modern Languages and Cultures, University of Tsukuba, Japan)

18. Glen Levine, German (1997). *Incomplete L1 acquisition in the immigrant situation: The case of Yiddish in the US* (with Robert King, German & Linguistics). (Professsor, School of Humanities, UC-Irvine)
19. Cynthia Dunn, Anthropology (1996). *Style and genre in Japanese women's discourse* (with Joel Sherzer, Anthropology). (Associate Professor, Department of Sociology, Anthropology, & Criminologyt, University of Northern Iowa)
20. Robert Vann, Spanish (1996). *Pragmatic and cultural aspects of an emergent language variety: The construction of Catalan Spanish deictic expressions* (with Dale Koike, Spanish). (Professor, Department of Spanish, Western Michigan University)
21. Robin Queen, Linguistics (1996). *Intonation in contact: A study of Turkish-German bilingual intonation patterns* (with Tony Woodbury, Linguistics). (Professor, Department of Linguistics, University of Michigan)
22. Chng Huang Hoon, Linguistics (1995). *Separate and unequal: The linguistic legitimization of ideology and gender relations in American law* (with Joel Sherzer, Anthropology). (Associate Professor, Department of English, National University of Singapore, Singapore)
23. Mary Rist, FLE (1994). *Constructing classroom discourse in oral, read, and written texts: Balancing conflicting discourses in an undergraduate business course* (with Diane Schallert, Educational Psychology). (Professor of English Writing & Rhetoric, St. Edwards University, Austin)

*Winner of the "Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education," American Council of Teachers of Foreign Languages/*Modern Language Journal*, 2002.

**Winner of the 'Best Dissertation of the Year in the Social Sciences, Business, & Education Award," Graduate School, University of Texas at Austin, 2000.

INSTITUTIONAL SERVICE

PORTLAND STATE UNIVERSITY

Center for Sustainable Solutions

Participant, Faculty Study Trip to Vietnam, September 4-19, 2010.

Maseeh College of Engineering & Computer Science

(with Susan Conrad & Kim Brown), Trainer/Consultant for Intel/USIS/ASU/PSU HEAAP (Higher Education Engineering Alliance Program with Vietnamese professors of Engineering) grant, Arizona State University, August 6-10, 2012 (Walters & Conrad); July 18-22, 2011 (Walters & Conrad); August 13-21, 2010 (Walters, Conrad, & Brown).

Department of Applied Linguistics

Chair, 2009- .
Member, PhD Program Proposal Committee, 2006-2009.
Co-director, Partnership with OHSU (Oregon Health Sciences University), 2007- .
Member, Tenure and Promotion Committee, 2008-2009.
Member, Curriculum Committee, 2008-2009.
Member, Grammar Test Committee, 2007-2008.
Classroom observation, Nariyo Kono, 2007.

Department of Speech and Hearing Sciences

Member, Tenure and Promotion Committee, 2011-2012.

Middle Eastern Studies Center

Affiliate, 2006- .
Member, Advisory Committee, 2010-13.
Member, FLAS Awards Committee, 2010-13.
Member, Search Committee, Islamic Studies/International Studies, 2008-2009.

Office of Graduate Studies
Graduate Council, 2011-2014 .
Office of International Affairs
Interviewer for NSEP, Boren, & Fulbright applicants, 2006-13.
Middle East Strategic Leadership Council, 2011-2012.
Member, Peace Corps Masters International Coordinating Committee, 2010- .
UNIVERSITY OF TEXAS AT AUSTIN
Member, Recreational Sports Committee, 2005-2006.
Member, Liberal Arts Writing Steering Committee, 2003- 2006.
Evaluator, Faculty Research Grants, 2003.
Chair, Hamilton Book Awards Committee, 2003.
Member, Graduate School Professional Development Advisory Board, 2000-2006.
Chair, Campus Fulbright Committee, 2000.
Member, Campus Fulbright Committee, 1998, 1999, 2001, 2005.
Faculty interviewer for NSEP Scholarships (Middle East & North Africa), 2003. 2004, 2005.
Lecturer, Honor's Colloquium, 1999, 2000, 2002, 2003, 2005.
Workshop presenter, Study-abroad orientation, Fall 2000.
Workshop organizer, Writing Fulbright grants for undergraduate & graduate students, 2001, 2000.
Member, University International Education Fee Scholarship Committee, 1993-1997.
Department of Linguistics, 1991-2006.
Member, Graduate Studies Committee, 1991-2006.
Member, Executive Committee, 1993-1996. 1999-2004. 2005-2006.
Chair, Search committee, Sociolinguistics, 2000-2001.
Chair, Fellowship Committee, 1999-2000.
Member, Undergraduate Curriculum Committee, 1994.
Member, Financial Aid Committee, 2002-2003, 1998-2000 (Chair), 1994-1996.
Departmental representative, Liberal Arts Faculty Council, 1991-1993.
Chair, Visiting Speakers Committee, 1992-1994.
Member, Admissions Committee, 1991-1994.
Member, Committee on English Proficiency of International Students, 1991-95.
Member, Ad hoc committee on Financial Aid, 1993.
Center for Middle Eastern Studies
Courtesy appointment and member of the Graduate Studies Committee, 1991-2006.
Associate Director, 2001-2003.
Graduate Advisor, 1999-2002.
Member, Executive Committee, 1999-2006.
Chair, Publications Committee, 2000-2006.
Member, FLAS awards committee, 2003.
Member, Publications Committee, 1993-97;1998-2006.
Member, Dean's Advisory Committee on Directorship of the Center for Middle Eastern Studies, 1995, 2003.
Member, Ad hoc committee to select the best CMES thesis, 1995.
Department of Middle Eastern Studies (formerly Department of Middle Eastern Language and Cultures)
Courtesy Appointment, 2002-2006.
Chair, Search committee, Associate Professor of Arabic language, 2005-2006.
Executive Committee, 2002-2003.
Member, Search committee, Associate Professor of Arabic language, 1999-2000.

Foreign Language Education Doctoral Program
Member, Graduate Studies Committee, 1991-2006.
Member, Ad hoc committee to evaluate and redesign the curriculum, Ph.D. in Applied linguistics, 1996.
Member, Ad hoc committee to evaluate and redesign the curriculum, Ph.D. in Foreign language teaching/ESL, 1995.
Member, Ad hoc committee on faculty advising load, 1993.
Department of Anthropology
Courtesy appointment, 2001-2006.
Search committee, Linguistic Anthropology, 2005-2006.
Women's and Gender Studies
Affiliate, 1991-2006.
Steering Committee, 2002-2004.

OTHER PROFESSIONAL ACTIVITIES:

SERVICE (SINCE 2000)

American Institute for Maghrib Studies
Treasurer, 2004-2008; Joint Treasurer (with Donna Lee Bowen), 2003-2004 .
Advisory Committee, Tangier Summer Arabic Language Program, 2005-2008.
Organizer, Annual conference, 2001. Tangier, Morocco.

EXPERT WITNESS

Sanchez v. Kaiser Foundation Hospitals, California, 2012-13, for the plaintiffs. (Deposed; resolved by arbitration with an award of $183,000 to the plaintiff)

EEOC et al. v. Central California Foundation for Health et al. United States District Court, East District of California, 2011-2012, for Asian Pacific American Legal Center (APALC) and the plaintiffs. (Submitted expert report; case resolved by settlement of $975,000)

The Local Church et al. v. Harvest House Publishers et al., for The Local Church, District Court, Harris County, Texas, 80th Judicial District, 2004-2005, for the plaintiffs. (Submitted expert report and deposed; ruling in favor of Harvest House Publishers et al.)

Romeo Egar et al. v. General Plastics Manufacturing Co. et al., for Romeo Egar et al., United States District Court, Western District of Washington at Tacoma, 2003. (Submitted expert report and deposed; case resolved by settlement with the plaintiffs)

EEOC v. University of the Incarnate Word, for the Equal Employment Opportunity Commission, United States District Court, Western District of Texas, San Antonio Division, 2000-2001. (Submitted expert report and deposed; case resolved by settlement of $2.4 million to the plaintiffs)

LANGUAGES

French, Tunisian Arabic, Modern Standard Arabic
Classroom study of American Sign Language, Swahili, Hindi, German, and Latin
Private study of Vietnamese and Italian
Reading knowledge of Spanish

Paige Ware

EDUCATION

Ph.D.	2003: University of California at Berkeley Education, Language, Literacy and Culture
M.A.	1999: University of California at Berkeley Education, Language, Literacy and Culture
B.A.	1994: University of Kentucky, Lexington, KY Double Major: English (linguistics focus) and German

EMPLOYMENT

Associate Professor, Southern Methodist University — Aug. 2010-present

Assistant Professor, Southern Methodist University — Aug. 2004-2010

Research Assistant Professor, Southern Methodist University — Dec. 2003- Jul. 2004

Technology Instructor for Community-University Partnership
Prescott-Joseph Center and University of California, Berkeley — Aug. 2002-May 2003

English as a Foreign Language Instructor
University of Greifswald, Greifswald, Germany — March/April 2001 and 2002

Instructor for English as a Second Language
College Writing Program, University of California, Berkeley — June 1999-August 2000

Elementary School English as a Foreign Language Instructor
Atenea Escuela Binlingüe and freelance, Granada, Spain — Aug. 1995-May 1998

Fulbright Scholar English Language Instructor
Burgstaedt Gymnasium, Burgstaedt, Germany — Oct. 1994-May 1995

HONORS AND AWARDS

SMU University Distinguished Service Award — 2013

National Academy of Education/Spencer Post-Doctoral Fellowship — 2008
Two-year fellowship for conducting research on adolescent language learners

Nominated for the Golden Mustang Award 2006
SMU Award for excellence in teaching

Bay Area Writing Project Teacher Consultant Invitational 2001
Six-week intensive professional development training for teaching writing and for creating K-16 curriculum connections

University of California Normative Time Fellowship 2001-2002
Tuition for progressing on normative timeline

University of California at Berkeley University Fellowship 1998-2001
Merit scholarship for graduate study

Fulbright Scholars Teaching Fellowship 1994-1995
One-year teaching appointment in former East Germany

EXTERNAL FUNDING

Non-SMU Funding

0-5 Initiative Evaluation Grant ($1 million). PI: Deborah Diffily, 2010-2013
Co-PI: Paige Ware and Ken Springer. Four-year evaluation grant with a mixed methods design to track pre-school readiness for low-income Spanish-speaking children.

National Academy of Education/Spencer Post-Doctoral Fellowship ($55,000) 2008-2010
PI: The Impact of an International Multimedia Writing Exchange on Adolescent Language Learners' Literacy Development: Two-year grant to study multimedia use with middle grades learners in schools.

U.S. Department of Education Office of English Language Acquisition: National Professional Development Program ($1.5 Million) 2007-2013
PI: Project CONNECT: Creating the Ongoing Network Needed to Educate Children and Teachers: Five-year award to provide secondary school content-area teachers with strategies for teaching language learners.

Proyecto de Innovación Docente (Project for Innovative Teaching) ($2,000) Spring 2007
Co-PI: Grant from the University of Jaén, Spain, to examine uses of technology in foreign language education.

TESOL International Research Foundation Grant ($20,000) Fall 2005
PI: Grant to study effects of telecollaboration on the grammar acquisition among adult English language learners.

Berkeley Language Center Research Fellowship ($10,000) Fall 2002
PI: Grant to analyze dissertation data from international telecollaboration

Center for German and European Studies Research Fellowship ($3,000) Fall 2001
PI: Grant to conduct field work in Germany on language learning in former East Germany

SMU Funding

SMU President Partners Grant ($2,450) 2012
PI: Grant to promote international telecollaboration

SMU President Partners Grant ($900) 2008
PI: Grant to promote technology in classroom teaching.

SMU Provost Instructional Technology Grant ($2,000): 2007
PI: Grant to incorporate web-based language games and podcasting into professional development courses.

SMU Office of Research and Graduate Studies Grant ($3,000) 2006
PI: Grant to study after-school technology and literacy program at an Irving ISD middle school.

SMU Early Career Ford Research Fellowship ($20,000) 2006-2008
PI: Two-year award to establish research program at SMU; funds were used to create an after-school literacy and technology program and to establish a series of online mentoring projects.

PUBLICATIONS

** peer-reviewed journal article or book chapter*
† editor-reviewed journal article or book chapter

*Ware, P., (in press). Feedback for adolescent writers in the English classroom: Exploring pen-and-paper, electronic, and automated options. *Writing & Pedagogy*.

†Ware, P., & Hellmich, A. (in press). CALL in the K-12 context: Language learning outcomes and opportunities. *CALICO Journal*.

* Ware, P., Kern, R., & Warschauer, M. (in press). The development of digital literacy. In P.K. Matsuda & R. Manchon (Eds.), *Handbook of second and foreign language writing*. De Gruyter Mouton.

*Ware, P., & Kessler, G. (revised and resubmitted). Telecollaboration in the secondary language classroom: Impact of an international blogging project. *Computer-Assisted Language Learning*.

*Ware, P. (2013). Teaching comments: Intercultural communication skills in the digital age. *Intercultural Education, 24*(4), 315-326.

*Ware, P., & Kessler, G. (2013). Computer-assisted language learning and digital feedback. *Contemporary computer-assisted language learning*. New York: Continuum Press.

*Ware, P., & Ramos, J. (2013). First-generation college students: mentoring through social media. *International Journal of Mentoring and Coaching in Education, 2* (2), 149-162.

†Ware, P., & Warschauer, M. (2013). Qualitative research on information and communication technology. In C. Chapelle & L. Harklau (Eds.), *The encyclopedia of applied linguistics*. Wiley Blackwell.

†Ware, P. (2013). Claire Kramsch: Bioentry. In C. Chapelle (Ed.), *Encyclopedia of applied linguistics*. Wiley-Blackwell.

†Kessler, G., & Ware, P. (2012). Addressing the language classroom competencies of the European Higher Education Area through the use of technology. In Marisa Perez (Ed.), *Competency-based language teaching in higher education*. John Benjamins.

* Ware, P., Liaw, M.-L., & Warschauer, M. (2012). The use of digital media in teaching English as an International Language. In L. Alsagoff, W. Renandya, G. Hu, S.L. McKay (Ed.), *Teaching English as an International Language: Principles and practices*. Routledge International.

*Ware, P., & Rivas, B. K. (2012). Technology and writing instruction in K-12 settings. *Technology use across writing contexts*. San Marcos, TX: CALICO.

†Ware, P., & Rivas, B. (2012). Mixed methods research on online language exchanges. In M. Dooly and R. O'Dowd (Eds.) *Researching online interaction and exchange in foreign language education: Methods and issues*. Peter Lang.

†Ware, P. (2011). Computer-generated feedback on student writing. *TESOL Quarterly*, *45*(4), 769-775.

*Ware, P., & Benschoter, J. (2011). Sheltered instruction for teachers of English Language Learners: The promise of online mentoring. *Middle School Journal, 42* (3), 46-54.

*O'Dowd, R., & Ware, P. (2009). Critical issues in telecollaborative task design. *Computer-Assisted Language Learning, 22*(2), 173-188.

†Pérez-Cañado, M.L., & Ware, P. (2009). Why CMC and VLE are especially suited to the ECTS: The case of telecollaboration in English Studies. In M.L. Pérez-Cañado (Ed.), *English language teaching in the European Credit Transfer System: Facing the challenge* (pp. 111-150). Bern, Switzerland: Peter Lang.

†Kern, R., Ware, P., & Warschauer, M. (2008). Network-based language teaching. In N. Van Deusen-Scholl and N. H. Hornberger (Eds.), *Encyclopedia of Language and Education*, 2nd Edition, Volume 4: Second and Foreign Language Education (pp. 281–292). Springer Science+Business Media LLC.

*Ware, P. (2008). Language learners and multimedia literacy in and after school. *Pedagogies: An International Journal, 3*(1), 37-51.

*Ware, P., & O'Dowd, R. (2008). Peer feedback on language form in telecollaboration. *Language Learning & Technology, 12*(1), 43-63.

†Warschauer, M., & Ware, P. (2008). Learning, change and power: Competing frames of technology and literacy. In J. Coiro, M. Knobel, C. Lankshear, & D.J. Leu. (Eds.), *Handbook of research on new literacies* (pp.215-240). New York: Lawrence Erlbaum.

*Ware, P., & Pérez-Cañado, M.L. (2007). Grammar and feedback: Turning to language form in telecollaboration. In R. O'Dowd (Ed.), *Online intercultural exchange: An introduction for foreign language teachers* (pp. 107-126). Clevedon, England: Multilingual Matters.

*Ware, P. (2006). From sharing time to showtime: Valuing diverse venues for storytelling in technology-rich classrooms. *Language Arts, 84*(1), 45-54.

†Ware, P., & Warschauer, M. (2006). Electronic feedback and second language writing. In K. Hyland & F. Hyland (Eds.), *Feedback on ESL writing: Context and issues* (pp. 105-122). Cambridge: Cambridge University Press.

* Warschauer, M., & Ware, P. (2006). Automated writing evaluation: Defining the classroom research agenda. *Language Teaching Research, 10*(2), 1-24.

†Kramsch, C., & Ware, P. (2004). Intercultural competence online? What language teachers need to know. In M. Bigelow & C. Walker (Eds.), *Creating teacher community: Selected papers from the third international conference on language teacher education* (pp.27-50). Minneapolis, MN: CARLA.

†Ware, P. (2005). Automated writing evaluation as a pedagogical tool for writing assessment. In A. Pandian, G. Chakravarthy, P. Kell, & S. Kaur (Eds.), *Strategies and practices for improving learning and literacy* (pp. 174-184). Selangor, Malaysia: Univerisi Putra Malaysia Press.

†Ware, P. (2005). Maximizing face-to-face and online interaction in the computer lab. *Essential Teacher, 2*(4), 38-41.

*Ware, P. (2005). "Missed" communication in online communication: Tensions in a German-American telecollaboration. *Language Learning & Technology, 9*(2), 64-89.

*Ware, P., & Kramsch, C. (2005). Toward an intercultural stance: Teaching German and English through telecollaboration. *Modern Language Journal, 89*(2), 190-205.

*Ware, P., & Warschauer, M. (2005). Hybrid literacy texts and practices in technology-intensive environments. *International Journal of Educational Research, 43*, 432-445.

†Kern, R., Ware, P., & Warschauer, M. (2004). Crossing frontiers: New directions in online pedagogy and research. *Annual Review of Applied Linguistics, 24*, 243-260.

*Ware, P. (2004). Confidence and competition online: ESL student perspectives on web-based discussions in the classroom. *Computers and Composition*, *21*(4), 451-468.

Curricular Materials, Standards Projects, and Professional Reports

Rivas, B. K., & Ware, P. (2012). *Assessment with cultural context in mind: Recommendations for community-based programs that serve young English learners*. Washington, DC: NCELA.

Healey, D., Hanson-Smith, E., Hubbard, P., Ioannou-Georgiou, S., Kessler, G., Ware, P. (2011). *TESOL Technology Standards*: *Description, implementation, integration*. Alexandria, VA: TESOL. *Order of authorship is alphabetical; intellectual and writing contributions were equal.

Healey, D., Hegelheimer, V., Hubbard, P., Ioannou-Georgiou, S., Kessler, G., Ware, P. (2009). *TESOL Technology and Language Standards*. TESOL. *Order of authorship is alphabetical; intellectual and writing contributions were equal.

Ware, P., & Counts, L. (2008). Teaching pre-school English in a dual immersion program in Guatemala. Curriculum guide, materials, and cd.

Ware, P. (2006). Book review: Composition in convergence: The impact of new media on writing assessment. *Assessing Writing.*

Ware, P., & Pandian, A. (2005). Final report to the International Reading Association teacher development project in Bangladesh. Washington, D.C.: International Reading Association.

Ware, P., & Pandian, A. (2005). English as a Foreign Language Curriculum Guide for Bangladesh Pilot Project: An Interactive Approach to Secondary English Instruction. Washington, DC: International Reading Association.

PROFESSIONAL PRESENTATIONS

Invited Keynote and Plenary Talks

Ware, P. (2014, April). Technology integration into language teacher education. **Keynote speech** at the Ohio CALL Conference. Athens, OH.

Ware, P. (2014, March). Beyond conventional classrooms: Embedding the global inside the local. **Keynote speech** at the SOCALLT Conference in Baton Rouge, LA.

Ware, P. (2013, October). Piecemeal but promising: Technology integration in secondary language classrooms. **Invited talk** at the University of California at Berkeley Language Center. Berkeley, CA.

Ware, P. (2013, March). Sharing cultures, sharing "likes": Social media prior to study abroad. **Invited talk** at the Body and the Web: Tools for Intercultural Learning. Florence, Italy.

Ware, P. (2012, September). Proceed with caution and curiosity: Integrating writing evaluation software into the secondary classroom. **Keynote address** at the Technology for Second Language Learning Conference. Ames, Iowa.

Ware, P. (2012, August). Adolescent language learners and intercultural roles in classroom settings. **Keynote address** at the EuroCALL conference. Gothenburg, Sweden.

Ware, P. (2012, May). Tourists, sojourners, and digital settlers: CALL and culture teaching. **Featured speech** presented at the 15th Annual Computer-Assisted Language Learning Conference. Taichung, Taiwan.

Ware, P. (2009, February). Critical issues in telecollaborative task design. **Invited talk** for the Universidad de Jaen Language Series. Jaen, Spain.

Ware, P. (2008, April). From conventional to digital: Adolescents, technology, and language learning. **Invited talk** for the University of Texas at Austin Technology, Language, and Teaching Center Lecture Series. Austin, TX.

Ware, P. (2008, October). No longer newcomers: Teachers, technology, and language education. **Keynote talk** at the Ohio State TESOL Conference. Columbus, OH.

National and International Conference Presentations

Ware, P, & Kessler, G. (2013, May). Integrating telecollaboration into the secondary school curriculum: Examining the impact on intercultural communication and technology skills. Paper to be presented at the CALICO Conference. Honolulu, HI.

Ware, P. (2013, May). Steering the next generation of teachers toward technology tools. Panel presentation with S. Stamper, G. Kessler, & V. Hegelheimer at the CALICO Conference. Honolulu, HI.

Ware, P. (2013, March). Addressivity in telecollaboration: How language learners imagine their audience in online communication. Colloquium organizer. To be presented at the American Association of Applied Linguistics. Dallas, TX.

Kessler, G., & Ware, P. (2013, March). Challenges of assessing intercultural competence in a telecollaborative study. Paper to be presented at the American Association of Applied Linguistics. Dallas, TX.

Ware, P. (2013, March). Using an iPad to create mini-lessons. Workshop to be presented at the International TESOL Conference. Dallas, TX.

Ware, P. (2011, April). Mixed methods study of the impact of an international online exchange project on adolescent writing. Paper presented at the American Education Research Association Conference. New Orleans, LA.

Ware, P. (2011, March). Teacher training on Web 2.0 technologies. Paper presented at the TESOL International Conference. New Orleans, LA.

Ware, P., & Rivas, B. (2010, December). Case studies of an online international multimedia exchange for adolescents. Paper presented at the Literacy Research Association. Fort Worth, TX.

Ware, P. (2010, March). Writing development among adolescent language learners in an international online exchange. Paper presented at the American Association of Applied Linguistics. Atlanta, GA.

Ware, P. (2010, March). Re-imagining L2 writing in a digitized world. Paper presented at the TESOL International Conference. Boston, MA.

Ware, P. (2009, December). Adolescent language learners writing in an international multimedia exchange. Paper accepted at the 59th National Reading Conference. Albuquerque, NM.

Ware, P. (2009, October). Looking outside the blimp: Adolescent language learners and technology inside school and after school. Paper presented at the National Academy of Education/Spencer Conference. Washington, DC.

Ware, P. (2009, February). Adolescent language learners and online writing. National Academy of Education/Spencer retreat. Washington, DC.

Ware, P., & Kessler, G. (2008, April). TESOL Technology Standards. International TESOL Conference. New York, NY.

Ware, P. (2007, March). E-partners and e-tutors: Telecollaboration as an effective means of grammar instruction. Paper presented at the International TESOL conference. Seattle, WA.

Ware, P. (2007, March). Online mentoring and ESL middle school student literacy: Study of genre-based writing. Invited paper presented at the International TESOL conference. Seattle, WA.

Ware, P. (2006, May). Integrating online exchanges for promoting linguistic development. European Association for Computer-Assisted Language Learning Telecollaboration Conference. León, Spain.

Ware, P. (2007, March). TIRF research on grammar instruction for adults. Panel organized by Paige Ware for the International TESOL conference. Seattle, WA.

O'Dowd, R., & Ware, P. (2006, September). Focus on form in telecollaboration: Using online exchanges for language learning. EuroCALL Conference. Granada, Spain.

Warschauer, M., Cummins, J., Ware, P., & Grimes, D. (2006, April). Technology and literacy: Breaking new ground: Panel presented at the American Educational Research Association conference. San Francisco, California.

Ware, P. (2006, March). Examining effective grammar instruction in telecollaboration. Paper presented at the International TESOL conference. Tampa, Florida.

Ware, P. (2005, December). Literacy blends: Examining social practices of digital storytelling. Paper presented at the 55th National Reading Conference. Miami, Florida.

Ware, P. (2005, November). Adapting curricular materials to meet local EFL teachers' needs. Paper presented at the annual TexTESOL state conference. Dallas, Texas.

Ware, P. (2005, October). Using multimedia projects to support peer teaching in literacy instruction. Paper presented at the 12th annual American Association for Teaching and Curriculum. Austin, Texas.

Ware, P. (2005, July). Intercultural understanding and online misunderstanding: Miscommunication in written conversations. Paper presented at the 14th annual AILA World Congress of Applied Linguistics. Madison, Wisconsin.

Ware, P. (2005, March). Using computers to promote peer teaching. Paper presented at the International Teachers of English to Speakers of Other Languages, San Antonio, Texas.

Ware, P., & Bartoshesky, A. (2005, March). PowerPoint and digital storytelling for English language learners. Workshop conducted at the International Teachers of English to Speakers of Other Languages, San Antonio, Texas.

Ware, P. (2004, December). Computer-mediated (mis)communication and second language learning: Examining sustained interaction in written conversations. Paper presented at the 54th National Reading Conference, San Antonio, Texas.

Ware, P. (2004, December). The affordances of multimedia storytelling and social science writing: Undergraduates and youth creating reciprocal relationships. Paper presented at the 54th National Reading Conference, San Antonio, Texas.

Ware, P. (2004, November). Children exploring literacy through new technologies: Readers, writers, and moviemakers. Paper presented at the American Anthropological Association, San Francisco, California.

Ware, P. (2004, June). Reading, writing, and remembering in the K-12 classroom: Telling stories with technology. Invitational workshop for the Bluebonnet Writing Project (National Writing Project), Arlington, Texas.

Ware, P. (2004, May). "Old" literacies in new technologies: Scanning, sizing, web-searching, and spelling. Paper presented at the American Association of Applied Linguistics, Portland, Oregon.

Ware, P. (2004, April). Promoting intercultural competence through international telecollaboration. Paper presented at the 38th Annual Teachers of English as a Second Language conference, Long Beach, California.

Ware, P., & Stanton, S.. (2004, February). Digital storytelling workshop for educators. Pre-conference workshop at the National Council for Teachers of English Assembly of Research, Berkeley, California.

Ware, P., & Zacher, J.. (2004, February). Reflecting on multiple literacies through term papers and digital stories. Paper presented at the National Council of Teachers of English Assembly on Research, Berkeley California.

Ware, P. (2003, October). Co-constructing and co-construing online discourse: L2 use in computer-mediated communication. Paper presented at the Second Language Research Forum, Tucson, Arizona.

Ware, P. (2003, March). Unleashing a live wire: Telecollaboration and intercultural competence. Paper presented at the American Association of Applied Linguistics Conference, Washington, D.C.

Ware, P. (2003, March). 'That time it was OK for me to be German': Telecollaboration and student reflections on identity. Paper presented at the Ethnography in Education Research Forum at the Center for Urban Ethnography, University of Pennsylvania, Philadelphia, Pennsylvania.

Ware, P. (2002, December). Lopsided conversations: The negative potential of online cross-cultural communication. Paper presented at the Berkeley Language Center, University of California at Berkeley.

Ware, P. (2001, July). Threading discussions in L2 writing classrooms. Bay Area Writing Project Teacher Consultant Institute. Berkeley, California.

Ware, P. (2000, October). Cultural issues that influence writing. Writing Well in Professional Settings Series, University of California at Berkeley.

ACADEMIC AND PROFESSIONAL SERVICE

International Service

Language Learning and Technology. Reviews Editor for flagship journal in field (2010-2014)

TESOL Technology Standards Project. Member of a five-person writing panel on a two-year project to develop national standards that link K-12 instruction with technology integration. Culminated in standards and a book

U.S. Agency for International Development (USAID) Literacy Hub. Reviewer for curricular materials for literacy projects in the BMENA (Broader Middle East and North Africa).

International Reading Association Literacy Development Project. Co-conducted a three-week language teacher professional development project. Dhaka, Bangladesh, June 2005.

Editorial Review Board. Member of the editorial review board for the international *Journal of English for Academic Purposes*

National Service

Mentor, National Academy of Education Spencer Fellows Program (2013)

Reviews Editor for the journal Language Learning & Technology (2010-2013)

Reviewer for the following national peer-reviewed journals and publishers:
American Association for Teaching and Curriculum.
SAGE
American Educational Research Association Journal;
CALICO;
Cambridge University Press;
Journal of Literacy Research;
Language Learning and Technology;
CALL Journal

University Service

Speaker, SMU Honors Convocation (2013)

Speaker, Center for Teaching Excellence (3 speaking events in 2013)

Faculty Affiliate, Mary Hay and Peyton Dorm (2013-2014)

Attendee, Emerging Leaders Seminar Series

Member, Faculty Senate (2011-2014)

Member, Executive Committee of the Faculty Senate (2011-2013)

Co-Chair: Semester Online Committee (with Beth Thornburg, 2013-2014)

Member, President Scholars Review Committee (2014)

Member, Hunt Scholars Review Committee (2012, 2013)

Committee member: Center for Academic Petitions (2010-2014)

Committee member: Center for Teaching Excellence Taskforce (2010)

Committee member: L2 Proficiency Committee (2010, 2011)

Review board member for Big Ideas: Undergraduate research program. (2008, 2009, 2010, 2011)

Committee member: Academic Research Computing Committee (2007, 2008)

Committee member: Athletic Affairs Planning Committee (2005)

Facilitator, entering first-year student book discussion (2007-2009)

Speaker, Graduate Women's Organization, (September 2009)

Departmental & School Service

Speaker, Sampling Simmons Event (February 2014)

Chair, PhD Committee (2011-2014)

Chair, Bilingual/ESL committee (2007-2010); member (2012-2014)

Chair, Bilingual Search committee (2012-2014)

Chair, MST Search committee (2011-2012)

Chair, Library committee (2007-2014)

Chair, Academic Computing Committee (2007; in 2008-2009—member)

Member, Technology Committee (2013-2014)

Member, Masters Program Committee (2006-2008; 2013-2014)

Member, PhD Committee (2009, 2010, 2011)

Member, EC-4 Curriculum Revision Committee (2006-2007)

Graduate student writing workshops. Developed and conducted a 3-hour mandatory writing workshop for all current and entering graduate students in 2005-2006 (13 sessions)

Drafted the SEHD mission statement. Wrote the first draft of the Faculty Mission Statement

Authored the Adjunct Faculty Handbook (2009)

Guest Lecturer, Inaugural Lecture at the SEHD Lecture Series, January 17, 2007

Guest Lecturer, Learning Therapy Writing Workshops, Summer and fall semesters 2009

Invited Speaker, SEHD Executive Board Meeting, October 14, 2009

COURSES TAUGHT (alphabetical order)

Conventional Literacy. Teacher certification course with a fieldwork component focusing on upper elementary literacy education.

Educational Psychology. Undergraduate course with a fieldwork component introducing students to basic concepts and principles.

ESL Teaching and Learning. Graduate-level course reviewing research-based methods for integrating an ESL focus across the K-12 curriculum.

ESL Instruction and Assessment. Graduate-level course focusing on second language acquisition theory, first and second language acquisition, and assessment techniques.

Mixed Methods. Doctoral course focused on qualitative and mixed methods research designs.

Multicultural Education. Graduate-level course examining theoretical and applied approaches to intercultural and cross-cultural classroom teaching.

Professional Seminar: Paradigms of Education Research. Doctoral course introducing students to scholarly work in education.

Qualitative Research in Education. Doctoral course introducing students to qualitative research.

Synthesis and Integration. Doctoral course facilitating discussion to make connections across their coursework.

Writing Seminar: Masters-level course preparing students for Masters-level writing.

Chantelle Warner

Associate Professor of German and Second Language Acquisition
Director, German Language Program
In-Coming Co-Director, Center for Educational Resources in Culture, Language and Literacy (CERCLL), a National Foreign Language Resource Center

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The University of Arizona
Tucson, AZ 85721, email: [redacted]

ACADEMIC BACKGROUND

Education

Ph.D. GERMAN.
University of California, Berkeley, 2007.
Dissertation: *Legitimizing Lives: Stylistic Elements of Testimonial Practice in Contemporary German Literature.*

M.A. GERMAN.
University of California, Berkeley, 2001.

B.A. GERMAN and CLASSICS.
Ball State University, Muncie, 2000.

Certification

Goethe Institute Testing Certificate, 2010. Examiner for the B1 and C1 levels.

Honors and Awards

- Poetics and Linguistics Association (PALA) Award. For the best article published in the journal *Language and Literature* by a newcomer to the field of stylistics, 2010.
- University of California, Berkeley Campus-wide Teaching Effectiveness Award, 2003.
- Campus-wide Outstanding Graduate Student Instructor Award, 2003.
- Berkeley Language Center Fellowship: Tuition, fees and fellowship to support a research project in second language acquisition, in which I designed and piloted network-based activities, using synchronous computer-mediated communication in the second-semester German classroom, University of California, Berkeley, 2002.
- Bancroft Library Research Award, University of California, Berkeley, 2002.
- Queen Beatrix Scholarship for Dutch Studies, University of California Berkeley, 2001.

RESEARCH INTERESTS

applied linguistics, foreign language literacy, second language teaching and learning, stylistic and discourse analytic approaches to literature, literary pragmatics, literature pedagogy in foreign language educational contexts, aesthetics and poetics in language teaching and learning, genre and narrative studies

TEACHING INTERESTS

- Second Language Acquisition Theory.
- Issues and Methods in Foreign and Second Language Teaching and Learning.
- Literacy through Literature.

PUBLICATIONS

Books

Warner, C. (2013). The Pragmatics of Literary Testimony: Authenticity Effects in German Social Autobiographies. New York: Routledge. 213 pages.

Peer-Reviewed Journal Articles

Warner, C. and Gramling, D. (forthcoming). “Kontaktpragmatik: fremdsprachliche Literatur und symbolische Beweglichkeit.” *Deutsch als Fremdsprache. Special Volume on Literature in German Foreign Language Teaching*.

Warner, C. (2011). “A Turkish Tale: Genre, Subjectivity, and the Controversy around Feridun Zaimoğlu's Leyla.” *Gegenwartsliteratur*, 10: 181-206.

Warner, C. (2011). “Rethinking the Role of Language Study in Internationalizing Higher Education.” *L2 Journal*, 3.1: 1-21.

Warner, C. (2009). “Hey, you! The Germans! Using Literary Pragmatics to Teach Language as Culture.” Die Unterrichtspraxis: *Teaching German*, 42.2: 162-168.

Warner, C. (2009). “Speaking from Experience: Narrative Schemas, Deixis, and Authenticity Effects in Verena Stefan's Feminist Confession Shedding.” Language and Literature, 18.1: 7-23. (Winner of the 2009 Poetics and Linguistics Association Prize).

Kramsch, C., Howell, T., Wellmon, C., and Warner, C. (2007). “Framing Foreign Language Education in the United States: The Case of German.” *Critical Inquiry in Language Studies*, 4.2-3: 151-178.

Warner, C. (2004). “It's Just a Game Right?: Types of Play in Foreign Language CMC.” Language Learning and Technology, 8.2: 69-87.

Chapters in Peer-Reviewed Annual Volumes or Edited Volumes

Warner, C. (in press). “Mapping New Classrooms in Literacy-Oriented Foreign Language Teaching and Learning: The Role of the Reading Experience.” In Urlaub, P. and Swaffar, J. (eds), *Transforming Postsecondary Foreign Language Teaching in the United States*.

Warner, C. (forthcoming). “Literature as Discourse and Dialogue: Rapport Management and Emine Sevgi Özdamar's ‘Blackeye and His Donkey’." In Clark, B. and Chapman, S. (eds), *Pragmatics and Literary Stylistics*. New York: Palgrave Macmillan.

Warner, C. (2014). “Literary Pragmatics and Stylistics.” In Burke, M. (ed), *The Routledge Handbook of Stylistics*. London/New York: Routledge (32 pgs).

Reinhardt, J, Warner, C, and Lange, K. (2014). “Digital Games as Practices and Texts: New Literacies and Genres in an L2 German Classroom.” In Pettes-Guikema, J. & Williams, L. (eds). *Digital Literacies in Foreign Language Education: Research, Perspectives, and Best Practices* (Calico Monograph) (pp. 159-178). San Marcos: Calico.

Warner, C. and Gramling, D. (2013). “Gerade Dir hat er eine Botschaft gesendet Contact Pragmatics and the Teaching of Foreign Language Texts.” In Plews, J. and Schmenck, B. (eds), *Traditions and Transitions: Curricula for German Studies* (pp. 209-226). Waterloo: Wilfrid Laurier University Press.

Warner, C. (2012). “Literary Pragmatics in the Advanced Foreign Language-Literature Classroom: the Case of Young Werther.” In Burke, M., Csabi, S., Week, L. and Zerkowitz, J. (eds.), *Pedagogical Stylistics: Current Trends in Language, Literature and ELT* (pp.142-157). London: Continuum.

Warner, C. and Gramling, D. (2012). “Toward a Contact Pragmatics of Literature: Habitus, Text, and the Advanced L2 Classroom.” In Levine, G. and Phipps, A. (eds), *Critical and Intercultural Theory and Language Pedagogy* (pp. 57-75). AAUSC Issues in Language Program Direction. Boston, MA: Heinle.

Other publications

Warner, C. and Gramling, D. (2014). “Making Multilingualism Material.” Introduction to *Critical Multilingualism Studies*, 2.1: 1-6.

Warner, C. and Gramling, D. (2013). “Introduction to this issue.” Introduction to *Critical Multilingualism Studies*, 1.2: 1-6.

Gramling, D. and Warner, C. (2012). “Critical Multilingualism Studies: An Invitation.” Introduction to Critical Multilingualism Studies, 1.1: 1-11.

Warner, C. (2002). "'Computer-Mediated 'Chatting:' The Design and Implementation of Network-based Activities in the German Classroom. The Berkeley Language Center Newsletter 18.1: 9-10.

Reviews

Warner C. (2010). Literature in Second Language Education by Piera Carroli, 2008. London and New York: Continuum, in Language and Literature, 19: 226-229.

Warner, C. (2008). Lagune Kursbuch 3 by Hartmut Aufderstasse, Julia Mueller und Thomas Storz, 2008. Ismaning: Hueber, in Unterrichtspraxis. Teaching German, 41.2: 72-81.

Warner, C. (2008). The Author by Andrew Bennett, 2005. London and New York: Routledge, in Language and Literature, 17: 97-99.

Manuscripts in preparation

Warner, C. and Chen, H. "Multilingual Conversationality on Facebook: Designing Talk in Social Network Spaces."

Warner, C. and Lange, K. "Literacy as Text and Action: Gaming in an L2 German Classroom."

Warner, C. "Exploring L2 Text Worlds and Discourse Worlds: Teaching Texts through Hypermedia."

CONFERENCES

International

Warner, C. (2013). "The Texture of the Wall: A Cognitive-Pragmatics Approach to Sarah Kirsch's 'Nature Preserve'." Poetics and Linguistics Association. Heidelberg, Germany.

Warner, C. (2012). "The Role of Mind Style, Point of View, and Stance in Reader Responses to German Pop Novels." Poetics and Linguistics Association. St. Julians, Malta.

Warner, C. (2011). "Literary Style as Facework." International Pragmatics Association. Manchester, UK (invited by panel organizers).

Warner, C. (2010). "Using Literary Pragmatics to Teach Language as Culture: the Case of Young Werther." Poetics and Linguistics Association. Genoa, Italy.

Warner, C. (2010). "Developing a Pedagogy of Translingual Competence through

Pragmatic Stylistics." German Curricula: Traditions and Transitions. Waterloo, Ontario, Canada.

Warner, C. (2008). "Towards a Theory of Literature as Linguistic Practice." Poetics and Linguistics Association. Sheffield, England.

National

Warner, C. (2014). "Internationalization as Desideratum and Discourse." American Association of Applied Linguistics. Portland, Oregon.

Warner, C. (2013). "Curricula Across the Language? Turning the Advanced German Course into a Site of Transdisciplinary Study." AAUSC Session. American Council of Teachers of Foreign Languages. Orlando, Florida.

Warner, C. (2013). "Preparing Future Teachers to Teach Literacy through Literature." AATG Session. American Council of Teachers of Foreign Languages. Orlando, Florida.

Warner, C. and Chen, H. (2013). "Multilingual Conversationality in Social Networking Spaces." American Association of Applied Linguistics. Dallas, Texas.

Warner, C. (2012). "Cognitive Empathy, Resonance, and Disposition: The Ambivalent Responses to the Pop Novels of Benjamin von Stuckrad-Barre." German Studies Association. Milwaukee, Wisconsin.

Warner, C. (2012). Commentator: Panel "Cognitive Approaches to German Literature and Film" at the annual conference of the German Studies Association. Milwaukee, Wisconsin.

Warner, C. (2012). "Teaching German in an Internationalized Curriculum." Reset/Reboot/Recoup: The New College Language and Cultural Studies. Austin, Texas (invited).

Warner, C. (2011). "The Language of Authenticity: Teaching Towards Intercultural Aesthetics through Autobiographical Literature." American Council of Teachers of Foreign Languages. Denver, Colorado.

Warner, C. (2011). "Autobiographical Positioning in the Mother Biographies of Peter Handke and Georg Diez." German Studies Association. Louisville, Kentucky (invited by panel organizer).

Warner, C. (2010). "Literary Context as Hypertext." The American Council on the Teaching of Foreign Languages. Boston, Massachusetts.

Warner, C. (2010). "Fostering Translingual Competence through Pragmatic Stylistics." American Association of Applied Linguistics, Atlanta, Georgia .

Warner, C. (2009). “Literature as Linguistic Practice: Bourdieu, Stylistics, and the Advanced Language/Literature Classroom.” Symposium on Critical and Intercultural Theory and Language Pedagogy, Irvine, California (invited).

Warner, C. (2008). “Crossing the Field: Using Bourdieu to Bridge Literary Linguistics and Cultural Studies.” The Modern Language Association Convention, San Francisco, California .

Warner, C. (2008). “Cultural Literacy through Textbook Analysis. Putting the ‘Text’ back in Textbook in the first-year FL classroom.” The American Council on the Teaching of Foreign Languages Convention. Orlando, Florida (invited by session organizer).

Warner, C. (2008). “Positioning Voices in Feminist Confessions.” Women in German Conference. Salt Lake City, Utah (poster Presentation).

Warner, C. (2008). “A Turkish Tale: Genre, Subjectivity, and the Controversy around Feridun Zaimoglu's Leyla.” The German Studies Association. St. Paul, Minnesota.

Regional/State

Warner, C. (2014). Lecture: “Whose Game Are We Playing: Foreign Language Literacy as Play.” SLAT Colloquium Series.

Warner, C. (2013). Presentation/Workshop: “Hypermedia Texts in the Classroom.” Western Consortium Language Workshop.

Warner, C. (2009). Lecture: “Fostering Translingual Competence through Pragmatic Stylistics.” SLAT Colloquium Series.

Warner, C. (2008). Lecture: “A Turkish Tale: Genre, Subjectivity, and the Controversy around Feridun Zaimoglu's Leyla.” German Studies Department Colloquium Series.

Warner, C. (2008). Lecture: “Crossing the Field: Using Bourdieu to Bridge Literary Linguistics and Cultural Studies.” College of Humanities Colloquium Series.

Conferences organized, coordinated, planned

October 2014 - Co-covenor Digital Literacies in and Beyond the L2 Classroom, University of Arizona.

October 2013 - Co-organizer seminar How we Read (German) Fiction – and Why? Cognitive Approaches to German Literature and Film. German Studies Association.

April 2012 - Co-covenor Multilingual, 2,0?: An International Symposium, University of Arizona.

Invited talks and workshops

Warner, C. (2013). “Facebook und konversationale Macht (Facebook and Conversational Power).” Herder Institute for German as a Foreign Language. Leipzig, Germany.

Warner, C. (2012). “Teaching Texts: Literacy in the German Classroom.” DAAD Workshop, “DaF in den USA: Grundzüge und Perspektiven.” Berkeley, California.

Warner, C. (2012). “Becoming Multilingual.” Center for Educational Resources in Language, Literacy and Culture (CERCLL). Tucson, Arizona.

Warner, C. (2011). “Literacy, Translingual Competence, and Foreign Language Teaching.” DAAD Workshop, “DaF in den USA: Grundzüge und Perspektiven.” Berkeley, California.

Warner C. (2010). “Teaching Texts: Pedagogical Stylistics in the Language Classroom.” Center for Educational Resources in Language, Literacy and Culture (CERCLL). Tucson, Arizona.

Warner, C. (2010). “Fostering Translingual Competence through Pragmatic Stylistics.” Herder Institute for German as a Foreign Language. Leipzig, Germany.

GRANTS

Funded

2014-2017. Arts and Humanities Council of the UK. Researching Multilingually at the Borders of Language, the Law, Body, and the State (Project Co-Director). “Multilingual Ecologies and the American Southwest Funds Received: £48,000.

2014. Confluencenter Directors Fund. Digital Literacies Symposium. Funds received: $8,000.

2011-2013. CERCLL (Project Director). “Hypermedia Texts in the L2 Classroom.” Target languages: Arabic, German, Portuguese and Turkish. Funds received: $34,745.

2011. Collaboration and Innovation Grant from the Confluencenter for Creative Inquiry (Co-PI with David Gramling and Asli Igsiz). “Multilingual, 2.0?,” Funds received: $24,427.

PROFESSIONAL AFFILIATIONS

American Association of Applied Linguistics.
American Council on the Teaching of Foreign Languages.
Association of University Supervisors and Coordinators.
Calico.
German Studies Association.
Poetics and Linguistics Association.

SERVICE TO THE PROFESSION

2013-present. Founding co-editor of the online peer-reviewed journal Critical Multilingualism Studies (http://cms.arizona.edu).
2013-present. Editorial board member for Palgrave book series Language, Style and Literature.
2009-2010; 2013-2014. anonymous reviewer for the journal L2.
2013. anonymous reviewer for Language and Intercultural Communication.
2013. anonymous reviewer for Calico Journal.
2012. anonymous reviewer for Unterrichtspraxis.
2011. Faculty Mentor for Iraqi Fulbright Scholar hosted by the Center for English as a Second Language (CESL).
2011. anonymous reviewer for Intercultural Pragmatics.
2011. manuscript reviewer for the publisher Continuum.
2010. anonymous reviewer for AAUSC volume Educating the Future Foreign Language Professoriate for the 21st Century.
2009-present. Goethe-Prüfung for German as a Foreign Language (certified and active tester since 2009).
2007-2010. Elected Member of the Executive Committee: Linguistic Approaches to Literature Section of the Modern Language Association (MLA).
2007-present. North American Ambassador: Poetics and Linguistics Association (PALA).
2006-2008. anonymous reviewer for the journal Language Learning and Technology (LLT).
2003-2006. Mailing List Administrator: Women in German (WIG).

PROFESSIONAL EMPLOYMENT / EXPERIENCE

Academic positions

Associate Professor, Department of German, Learning Services Building 312, The University of Arizona, Tucson, Arizona, August 2008 – present.

Teaching experience

Undergraduate level

- German 160c The German-speaking World (Tier 1 general-education course)
- German 276 Honors Crisis and Rebellion in Germany and Beyond (special topic: Youth, Angst, and Rebellion: The German Student

Movements) (Tier 2 general-education course for honors students)
- German 300 Encounters in Language and Culture (intermediate German)
- German 301 Voices Past and Present (intermediate/advanced German)
- German 313 Studies in Genre (special topic: Autobiography)
- German 412 Tales of Love
- German 450 Constructions of Identity (special topic: Multilingual Germans)
- German 475/575 Advanced German Grammar and Use
- German 496/596c Milestones in German Literature and Culture (senior capstone for German majors)

Graduate level
- German 502 Legitimizing Lives: Autobiographical Acts in German Literature and Film
- German 508 Approaches to German Studies (proseminar for new graduate students)
- German / SLAT 534 Literacy through Literature
- German 579 Issues and Methods in Postsecondary Foreign Language Teaching and Learning
- German 597b German Pedagogy Workshop

New courses developed
- German 300 Encounters in Language and Culture (intermediate German)
- German 475/575 Advanced German Grammar and Use
- German / SLAT 534 Literacy through Literature
- German 597b German Pedagogy Workshop

Administration

Director of Third-Year Language Instruction
- Oversee multiple 3-4 courses of intermediate German each semester.
- Plan curricula, select class textbooks and, develop syllabi.
- Organize and teach language training workshops for professional development.
- Supervise and observe graduate teaching assistants, provide feedback and support.
- Assist in the creation of teaching materials for teachers to use in the classroom.

Academic & Administrative Service to Department and COH

2013-2014. Member: Steering Committee on Language Mediation, Interpreting, and Translation Studies, College of Humanities.

2012-2014. Member: Executive Committee, Interdisciplinary Program in Second Language Acquisition and Teaching.

2012-2014. Faculty Advisor: SLAT Student Association.

2012-2013. Faculty Advisor: M.A. Track in Pedagogy with Secondary Certification, Department of German Studies.

2012-2014. Member: Adhoc Committee for the Writer-in-Residence Program, Department of German Studies.

2012-2014. Reader for SLAT Qualifying Exams in Language Pedagogy.

2012-2013. SLAT Interim Use Chair. Duties include advising of students wishing to major or minor in Language Use in SLAT.

2012-2013. Member: Graduate Committee, Department of German Studies.

2010-2012. Participated on Arizona Articulation Task Force.

2010. Member: Adhoc Committee on the Qualifying Exercise for the PhD in Transcultural German Studies.

2010-2011. College of Humanities Representative: University-wide Undergraduate Council.

2010, 2011 Poster Session Judge at the Second Language Acquisition and Teaching Roundtable.

2009-2013 Member: Undergraduate Committee, Department of German Studies.

2009-2012. Colloquium Series Coordinator: Department of German Studies.

2009-2011. Faculty Editor: Arizona Working Papers in Second Language Acquisition and Teaching.

2008. Member: Adhoc Committee on the Language Requirement for the PhD in Transcultural German Studies.

2008-2009. Member: Study Abroad Committee, Department of German Studies.

Dissertation Chair:
In progress: Diane Richardson (German); Katharina Kottwitz (German): Sansanee Punyalert (SLAT)

Dissertation Committee Member:
In progress: Jinjing Zhao, Kristin Helland, Sonja Fordham, Soomin Jwa, Alexander Ganz, Jieun Ryu.
2014: Jose Alvarez, Katie Angus, M'Balia Thomas.
2013: Ashli Lovitt,
2012: Hsin-I Chen, Robert Cote, Isabelle Maringer.

Curriculum Vitae

Richard Frederick Young

Professor in English Linguistics and Second Language Acquisition

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English Department
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Madison, WI 53706

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Fax: [redacted]

Educational Qualifications

Academic

University of Pennsylvania (1983–89): Ph.D. 1989, Educational Linguistics. Dissertation: "Variation in interlanguage morphology: (s) Plural-marking in the speech of Chinese learners of English."

University of Reading (1976–77): M.A. 1977, Applied Linguistics. Thesis: "English foreigner talk."

New College, Oxford University (1967–70): B.A. 1973, Philosophy, Politics and Economics; M.A. 1975

Professional

Royal Society of Arts, London: Certificate in the Teaching of English as a Second or Foreign Language, 1976

International Phonetics Association, London: Certificate of Proficiency in the Phonetics of English, 1975 – First Class

Academic Positions

2012–13	Visiting Professor, National Institute of Education, Singapore
2008	Distinguished Visiting Professor, International Islamic University of Malaysia
2006	Visiting Professor, Institut für Anglistik, Justus-Liebig-Universität Gießen, Germany
2002	Guest Professor, Summer Institute in Applied Linguistics, The Pennsylvania State University
1999–	Professor, Department of English, University of Wisconsin-Madison
1995–99	Associate Professor, Department of English, University of Wisconsin-Madison
1995–99	Director, Program in English as a Second Language, Department of English,

	University of Wisconsin-Madison
1996, 97, 98	Visiting Professor, Anglistisches Institut, Heinrich-Heine-Universität Düsseldorf, Germany
1993–95	Assistant Professor, Department of English, University of Wisconsin-Madison
1990–93	Assistant Professor, Department of Linguistics, Southern Illinois University at Carbondale
1986–90	Director, English Language Programs, University of Pennsylvania
1989–90	Lecturer in Education, Graduate School of Education, University of Pennsylvania
1983–88	Instructor in Education, Graduate School of Education, University of Pennsylvania
1986	Research Assistant, Language Analysis Project, Linguistics Department, University of Pennsylvania
1986	Research Assistant, Graduate School of Education, University of Pennsylvania
1985	Lecturer in English, English Department, University of Pennsylvania
1984–85	Research Assistant, Graduate School of Education, University of Pennsylvania
1979–83	Materials and Methodology Officer, British Council, Hong Kong
1977–79	Research and Development Assistant, Regent School of English, London
1977	Course Leader, Program for Students from the People's Republic of China, Centre for Applied Language Studies, University of Reading
1976	Tutor, Centre for Applied Language Studies, University of Reading
1971–76	Lettore di lingua inglese, Facoltà di Lettere e Filosofia, Università degli Studi di Torino, Italy
1973–76	Head of English Department, Centro Linguistico Internazionale, Turin, Italy
1971–73	Instructor in English, The English Center, Turin, Italy

Awards and Honors

College of Letters and Science Faculty Fellowship (2009-2014)

President of the American Association for Applied Linguistics (2005-2006)

Chair, AILA 2005: "The future is now: The 14th World Congress of Applied Linguistics, July 24-29, 2005 = L'avenir, c'est maintenant : le 14e Congrès mondial de linguistique appliquée, du 24 au 29 juillet 2005" (1998–2005)

U.S. Representative to AILA (l'Association Internationale de Linguistique Appliquée) (1997–2001)

Listed in TESOL Speakers Directory (1997)

Albert Markwardt scholarship to attend the 19th annual TESOL convention, Houston, TX (1985)

Distinction in the practical test, Royal Society of Arts Certificate in Teaching English as a

Foreign Language (1976)

Open scholarship in Natural Sciences, New College, Oxford (1967–70)

Publications

Books and Editions

R. F. Young. (2009). Discursive practice in language learning and teaching. Malden, MA: Wiley-Blackwell. Volume 6 in the Language Learning Monograph Series (xii, 267 pages). ISBN: 978-1-405-18444-1.

R. F. Young. (2008). Language and interaction: An advanced resource book. London & New York: Routledge. (xix, 330 pages). ISBN: 978-0-415-38552-7 (hardcover), 978-0-415-38553-4 (paperback).

T. McNamara & C. Roever. (2006). *Language testing: The social dimension.* Volume 5 in the Language Learning Monograph Series edited by Richard Young. Malden, MA and Oxford, UK: Blackwell (xv, 292 pages). ISBN: 978-1-4051-5543-4. Winner of the triennial award by SAGE publishers in conjunction with the International Language Testing Association for the best book on language testing published between 2005 and 2008.

P. Seedhouse. (2004). *The interactional architecture of the language classroom: A conversation analysis perspective*. Volume 4 in the Language Learning Monograph Series edited by Richard Young. Malden, MA and Oxford, UK: Blackwell. (xiv, 300 pages). ISBN: 978-1-4051-2009-8. Winner of the Kenneth W. Mildenberger Prize from the Modern Language Association for the outstanding scholarly book of the year in the fields of language, culture, literacy or literature with strong application to the teaching of languages other than English. Shortlisted for the British Association for Applied Linguistics Prize for an outstanding book in the field of Applied Linguistics.

G. Kasper & K. R. Rose. (2002). *Pragmatic development in a second language.* Volume 3 in the Language Learning Monograph Series edited by Richard Young. Malden, MA and Oxford, UK: Blackwell. (x, 351 pages). ISBN: 978-0-631-23430-2.

K. Bardovi-Harlig. (2000). *Tense and aspect in second language acquisition: Form, meaning, and use*. Volume 2 in the Language Learning Monograph Series edited by Richard Young. Malden, MA and Oxford, UK: Blackwell. (xvi, 492 pages). ISBN: 978-0-631-22149-4.

R. Young & A. W. He (Eds.). (1998). Talking and testing: Discourse approaches to the assessment of oral proficiency. Amsterdam/Philadelphia: John Benjamins. (x, 395 pages). ISBN: 978-90-272-4120-7.

J. Schumann. (1997). *The neurobiology of affect in language*. Volume 1 in the Language Learning Monograph Series edited by R. Young. Malden, MA and Oxford, UK: Blackwell. (xx, 341 pages). ISBN: 978-0-631-21010-8.

R. Young. (1991). Variation in interlanguage morphology. New York: Peter Lang. (xvi, 279 pages). ISBN 978-0-8204-1381-5.

—— (Ed.). (1989). *The training of international teaching assistants*. Special issue of *English for Specific Purposes*, *8*(2). ISSN: 0889-4906.

Articles in Refereed Journals and Refereed Chapters in Books

1. R. F. Young & A. C. Astarita. (2013). Practice theory in language learning. *Language Learning*, *63*(Supplement 1), 171-189. doi: 10.1111/j.1467-9922.2012.00743.x
2. R. F. Young. (2013). Learning to talk the talk and walk the walk: Interactional competence in academic spoken English. *Ibérica*, *25*, 13-36
3. R. F. Young. (2012). Qualitative research. In P. Robinson (Ed.), *The Routledge encyclopedia of second language acquisition* (pp. 536-539). Abingdon, UK & New York: Routledge.
4. R. F. Young. (2012). Social dimensions of language testing. In G. Fulcher & F. Davidson (Eds.), *The Routledge handbook of language testing* (pp. 178-193). Abingdon, UK & New York: Routledge.
5. R. F. Young. (2011). Interactional competence in language learning, teaching, and testing. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 426-443). London & New York: Routledge.
6. P. Garrett & R. F. Young. (2009). "Theorizing affect in foreign language learning: An analysis of one learner's responses to a communicative-based Portuguese course." *The Modern Language Journal*, *93*(2), 209–226.
7. R. F. Young. (2008). "English and identity in Asia." *Asiatic*, *2*(2), 1–13.
8. R. F. Young. (2008). "Second language acquisition as changing participation." In G. Bernini, L. Spreafico & A. Valentini (Eds.), *Competenze lessicali e discorsive nell'acquisizione di lingue seconde: Atti del convegno Bergamo, 8–10 giugno 2006* (pp. 407–435). Perugia: Guerra Edizioni. ISBN: 978-88-557-0101-3.
9. R. F. Young. (2007). "Language learning and teaching as discursive practice." In *Language learning and teaching as social inter-action*, edited by Z. Hua, P. Seedhouse, L. Wei, & V. Cook (pp. 251-271). Basingstoke, UK & New York: Palgrave Macmillan.
10. R. Young. (2006). "Series editor's foreword." In *Language testing: The social dimension* by T. McNamara & C. Roever (pp. xi–xiv). Malden, MA and Oxford, UK: Blackwell.
11. R. F. Young & E. R. Miller. (2004). "Learning as changing participation: Discourse roles in ESL writing conferences." *The Modern Language Journal*, *88*(4), 519–535.
12. R. F. Young & J. Lee. (2004). "Identifying units in interaction: Reactive tokens in Korean and English conversations." *Journal of Sociolinguistics*, *8*(3), 380–407.
13. R. Young. (2004). "Series editor's foreword." In *The interactional architecture of the language classroom: A Conversation Analysis perspective* by P. Seedhouse (pp. x–xiv). Malden, MA and Oxford, UK: Blackwell.
14. R. Young. (2002). "Series editor's foreword." In *Pragmatic Development in a Second Language* by G. Kasper & K. R. Rose (pp. viii–x). Malden, MA and Oxford, UK: Blackwell.
15. R. F. Young & H. T. Nguyen. (2002). "Modes of meaning in high school science." *Applied Linguistics*, *23*(3), 348–372.
16. R. F. Young. (2002). "Discourse approaches to oral language assessment." *Annual Review of Applied Linguistics*, *22,* 243–262.

Instructional Textbooks

M. Benson, E. Benson, R. Ilson, & R. Young. (1991). *Using the BBI: A workbook with exercises for the BBI combinatory dictionary of English*. Philadelphia: John Benjamins. ISBN: 978-90-272-2068-4.

R. Young, E. Lainé, L. Bradnack, & P. Gibbons. (1983–5). *Link up: The British Council English course for primary schools* (A 25-volume series of student's books, teacher's manuals, and workbooks at six levels). London: Evans.

R. King, V. Cheung, Y-S. Cheung, & R. Young. (1981). *Testing English language proficiency*. Materials for a course for teachers of English sponsored by the Ministry of Education of the People's Republic of China held at Yantai Normal College, Yantai, Shandong Province, China, August 3–22.

R. Young. (1979). *Holiday English* (Student's book and teacher's manual, level 6). London: Mary Glasgow.

Multimedia

R. F. Young. (2013). *Case study*. A series of six e-lectures authored on Articulate© Studio e-learning software. National Institute of Education, Singapore: English Language and Literature academic group.

R. Young. (2012). *On the role of culture: An interview with Dr. Richard Young*. Pimsleur Language Learning Blog, October 3. http://www.pimsleurapproach.com/blog/language-learning/on-the-role-of-culture-an-interview-with-dr-richard-young.

R. Young. (2003). Faculty perspectives on streaming. In *Teaching & Learning with Streaming* [http://streaming.wisconsin.edu/teaching.html]. UW-Madison: Department of Academic Technology Solutions, Division of Information Technology.

R. Young. (2002). Interviews on content area literacy. In A. Teemant & S. Pinnegar (Eds.), *The second language acquisition case: A video ethnography of second language learners* [CD-ROM]. Provo, UT: Harris Video Cases.

R. Young. (2001). R. F. Young interview. In A. Teemant & S. Pinnegar (Eds.), *Understanding language acquisition video segments* [Videotape recording]. Provo, UT: Brigham Young University/Public School Partnership.

R. Young & S. Magnan. (1997). *Multimedia teacher training* [Computer program]. Madison, WI: University of Wisconsin-Madison Department of English.

C. Ford, S. Magnan, R. Young, & J. Zuengler. (1995). *Learning face to face: Office hours with international teaching assistants* [Video]. Madison, WI: University of Wisconsin-Madison Instructional Media Development Center.

R. Young, T. Thibeault, C. Eddy, & R. Edwards. (1991). *Travels through the Soviet Union* [Computer program]. Carbondale, IL: Southern Illinois University Department of Linguistics.

Grants Awarded

2012 *Qualitative and quantitative research methods in applied linguistics: Competitive or complementary?* $3,986 awarded by the UW Graduate School Research Committee

2009-2010 Fellowship awarded by the UW-Madison Graduate School. $5,000.

2005 Interdisciplinary interest circle on *Interaction in the Second Language Classroom*. $2,500 awarded by the UW-Madison Language Institute

Multilingualism and Language Planning in Postcolonial Africa: What Prospects for the Indigenous Languages? $3,000 awarded by Multilingual Matters for a plenary at the 14th World Congress of Applied Linguistics

General support for the 14th World Congress of Applied Linguistics. $5,000 awarded by the Center for International Business Education and Research

General support for the 14th World Congress of Applied Linguistics. $500 awarded by the Center for Russia, East Europe, and Central Asia

Can schools be agents for indigenous language revitalization? Policy and practice on four continents. $10,000 Language Learning Roundtable Conference Grant awarded by the Board of Directors of Language Learning

General support for the 14th World Congress of Applied Linguistics. $2,000 awarded by Multilingual Matters

Provision of sign-language interpretation at the 14th World Congress of Applied Linguistics. $5,600 awarded by the National Institutes of Health

2004 UW Graduate School Research Committee award to attend the annual meeting of the American Association for Applied Linguistics in Portland, OR, May 1-4

General support for the 14th World Congress of Applied Linguistics. $29,993 awarded by the National Science Foundation

Testing English as an International Language. $12,000 awarded by Educational Testing Service for a featured symposium at the 14th World Congress of Applied Linguistics

2003 UW web grant to develop streaming video assignments for English 336 *English in Society*

UW Graduate School Research Committee award for work on "Discursive practice: Communication in face-to-face interaction"

1988,9 *American civilization, linguistics, and language pedagogy: A summer program for specialists in English as a foreign language from Czechoslovakia*. Awarded by the American Council for Collaboration in Education and Language Study and USIA.

Conversational English and American culture: A summer abroad program for undergraduates of Konan University, Japan. Awarded by International Language Services.

1988 *Symposium on the training of international teaching assistants*. $24,000 awarded by the Consortium for Language Teaching and Learning.

American studies institute: A program for West German specialists in English. Awarded by the Council for International Educational Exchange.

1987,9 *TESOL methods and American English: A summer program for specialists in English as a foreign language from Hungary*. Awarded by the American Council for Collaboration in Education and Language Study and The Soros Foundation.

Business and society in America: A summer program in the culture of American Business and English language skills for Japanese business executives. Awarded by the Council for International Educational Exchange.

Conversational English and American culture: A program for undergraduates from Nagoya University. Awarded by the Nagoya University of Commerce and Business Administration, Japan.

1987 *TESOL methods and American English: A summer program for specialists in English as a foreign language from the Soviet Union*. Awarded by the American Council of Teachers of Russian and USIA.

Keynote and Plenary Presentations

2013 *Dialogue with the past*. Keynote address to the International Association for Dialogue Analysis workshop on dialogue in multilingual, multimodal, and multicompetent communities of practice, University of Texas at Austin, March 23.

Bridging the gap: Cognitive and social approaches in applied linguistics. Co-organizer of an invited colloquium at the annual conference of the American Association for Applied Linguistics, Dallas, TX, March 18.

Personal moments of language learning and the history of persons. Distinguished lecture to the Singapore Association for Applied Linguistics, March 9.

2012 *Interactional competence in local and global contexts*. Keynote address at the Chulalongkorn University Language Institute National Seminar, Bangkok, November 20.

2010 *The practice of multimedia in English learning and teaching*. Internet keynote address at the 14th International Conference on Multimedia Language Education,

National Kaohsiung Normal University, Taiwan, December 18.

SLA: What's language got to do with it? Invited plenary address to the Second Language Acquisition Graduate Student Symposium co-sponsored by the University of Wisconsin-Madison and the University of Iowa, Madison, WI, April 17.

Discursive practice in language learning and teaching. Plenary address to the annual conference of the American Association for Applied Linguistics, Atlanta, GA, March 7.

2009 *Interactional competence in language teaching and learning*. Plenary address to the Korean Association of Foreign Language Educators, Ewha Womans University, Seoul, Korea, September 12.

2008 *English and identity in Asia.* Plenary address at 'English in Asia': The 1st International Conference on Language and Linguistics, International Islamic University of Malaysia, Kuala Lumpur, November 24-27.

Member of the plenary panel discussion of 'Second Language Acquisition Reconceptualized? The Impact of Firth and Wagner (1997)', Focus issue of The Modern Language Journal, vol. 91. Second Language Acquisition Graduate Student Symposium, Madison, April 11-12.

2006 *L'apprendimento linguistico come sviluppo dell'interazione*. Plenary address at a conference on 'Competenze lessicali e discorsive nell'acquisizione di lingue seconde,' Università degli Studi di Bergamo, Italy, June 8-10.

2005 *La competenza interazionale: processi di socializzazione nella lingua accademica*. Keynote address to the graduating Master ITALS class, Dipartimeno di Scienze del Linguaggio, Università Ca' Foscari di Venezia, Italy, December 17.

2001 *The entextualization of talk*. Invited paper presented at a joint plenary symposium on "Defining and Assessing Speaking Ability" held at the joint annual meeting of the American Association for Applied Linguistics and the Language Testing Research Colloquium, St Louis, Missouri, February 24.

2000 *Interactional competence: Challenges for validity*. Invited paper presented at a joint plenary symposium on "Interdisciplinary interfaces with language testing" held at the joint annual meeting of the American Association for Applied Linguistics and the Language Testing Research Colloquium, Vancouver, British Columbia, March 11.

Theories of speaking and their implications for assessment. Keynote address in the seminar on "Test talk: Dialogic aspects of language proficiency interviews" organized by the Department of Linguistics, University of Florence, Italy, January 21.

1983 *The negotiation of meaning in children's foreign language acquisition*. Keynote address at the annual convention of the Japan Association of Language Teachers, Tokyo, September.

Conference Presentations and Invited Lectures

2013 *The case for case study*. Brown bag seminar for the Language and Communication Centre, Nanyang Technological University, Singapore, March 3

Teaching and learning in the virtual classroom (with Soe Marlar Lwin & Ricky S. K. Er). Presentation to the English Language and Literature academic group, National Institute of Education, Singapore, April 24

2012 *Discursive practice in language learning and teaching*. Invited lecture to graduate students and faculty, Language Institute of Thammasat University, Thailand, and to the graduate program in English as an International Language, Chulalongkorn University, Thailand, November 21 & 22

Workshop on interactional competence. Workshop at the Chulalongkorn University Language Institute National Seminar, Bangkok, November 20

The pragmatics of prosody. Guest lecture to students in AAE432: Topics in Phonetics and Phonology, National Institute of Education, Singapore, October 30

An introduction to the methods of Conversation Analysis (with Younhee Kim). Presentation to the English Language and Literature academic group, National Institute of Education, Singapore, October 3

Invited speaker in a panel on *Going Beyond Surviving Your Confirmation Seminar* for doctoral students in English language and literature at the National Institute of Education, Singapore, August 23

Practice theory in language learning. Lecture to the Faculty of Languages & Linguistics, Universiti Malaya, August 3

Interactional competence in language learning and teaching. Invited lecture to the School of Language Studies and Linguistics, Universiti Kebangsaan Malaysia, August 2

Practice theory in language learning. Invited presentation at the Currents in Language Learning roundtable, University of Michigan, April 1 & 2. Audio available at http://youtu.be/YepwKyTIg5U.

2010 *The development of gesture and speech in adult bilinguals* (with Suyeon Kim). Paper presented in the panel "Function and Form in Bilingual Gesture" at the 4th Conference of the International Society for Gesture Studies July 25 – 30, 2010 – European University Viadrina Frankfurt/Oder, Germany

The development of gesture and speech in adult bilinguals (with Suyeon Kim). Paper presented at the Second Language Acquisition Graduate Student Symposium co-sponsored by the University of Wisconsin-Madison and the University of Iowa, Madison, WI, April 16

2009 *What functions do gestures serve for L2 speakers?* (with Suyeon Kim).

Paper presented at the Second Language Acquisition Research Forum, Michigan State University, October 31

Affect in language learning: A case study. Invited lecture to the Korean Association of Foreign Language Educators, Ewha Womans University, Seoul, Korea, September 12

Interactional competence in language teaching and learning. Invited lecture to the School of English Language Education, Andong National University, Andong, Korea, September 10

Language teaching and learning as discursive practice. Invited presentation at the Language Resource Center, Cornell University, February 12

2008 *Affect in language learning*. Invited lecture to the Department of English *Language* and Literature at the International Islamic University, Malaysia, Kuala Lumpur, December 18

2007 *Gesture and private speech in second language acquisition* (with J. Lee). *Paper* presented at a colloquium on "Gesture and the Acquisition of a Second Language" held at the annual meeting of the American Association for Applied Linguistics, Costa Mesa, California, April 21-24

2006 *A contrastive study of the roles of reactive tokens in Korean and American conversations*. Paper presented in the Interdisciplinary Linguistics Colloquium, Philipps-Universität Marburg, Germany, June 30

Self-discoveries about the language learning process: An analysis of one learner's affective responses to a communicative-based Portuguese course (with P. Garrett). Paper presented at the annual meeting of the American Association for Applied Linguistics, Montréal, Québec, June 17-20

2005 *Private speech as dialogue with the self.* Invited lecture, Facoltà di Scienze della Formazione, Università degli Studi di Modena e Reggio Emilia, Italy, December 15

Talk in context. Invited lecture, Facoltà di Scienze della Formazione, Università degli Studi di Modena e Reggio Emilia, Italy, December 14

Multivariate analysis. Invited lecture at a workshop on 'Metodologie di ricerca sull'acquisizione della seconda lingua: la dimensione sociale dell'interazione,' Dipartimento di Germanistica e Slavistica, Università degli Studi di Verona, Italy, December 12

Conversation analysis. Invited lecture at a workshop on 'Metodologie di ricerca sull'acquisizione della seconda lingua: la dimensione sociale dell'interazione,' Dipartimento di Germanistica e Slavistica, Università degli Studi di Verona, Italy, December 12

2004 *Co-constructing context* (with H. T. Nguyen). Paper presented at the annual meeting of the American Association for Applied Linguistics, Portland, OR,

Teaching

Courses Taught

Advanced Studies in Second Language Acquisition (English 715 at UW-Madison). Syllabus on line at http://www.wisc.edu/english/rfyoung/eng-715.spring2006.syllabus.html.

Computer-assisted Language Learning (Linguistics 580 at Southern Illinois University and Education 475 at University of Pennsylvania)

Contrastive Analysis (English 332 at UW-Madison)

Contrastive Rhetoric (Hauptseminar at Heinrich-Heine University). Syllabus on line at http://www.wisc.edu/english/rfyoung/contrastive_rhetoric.summer1997.syllabus.html.

Curriculum and Materials Development for TESOL (Education 425 at University of Pennsylvania)

English in Society (English 336 at UW-Madison). Syllabus on line at http://www.english.wisc.edu/rfyoung/eng-336.spring2011.syllabus.html.

Intensive ESL Grammar (English 110 at UW-Madison). Syllabus on line at http://www.wisc.edu/english/rfyoung/eng-110.summer2001.syllabus.html.

Interactional Competence (Linguistics 596-B at Penn State). Syllabus on line at http://www.wisc.edu/english/rfyoung/ling-596.summer2002.syllabus.html.

Introduction to Second Language Acquisition (Proseminar at Heinrich-Heine University)

Introduction to TESOL methods (English 334 at UW-Madison and Linguistics 453 & 570 at Southern Illinois University). Syllabus on line at http://www.wisc.edu/english/rfyoung/eng-334.spring2001.syllabus.html.

Languages in Contact (Vorlesung at Heinrich-Heine University). Syllabus online at http://www.wisc.edu/english/rfyoung/languages_in_contact.summer1998.syllabus.html.

Practicum in TESOL Methods (Linguistics 581 at Southern Illinois University)

Research Methods in Applied Linguistics (English 711 at UW-Madison and MAE 800 at the National Institute of Education, Singapore). Syllabuses on line at http://www.english.wisc.edu/rfyoung/eng-711.spring2011.syllabus.html and http://www.english.wisc.edu/rfyoung/MAE800_Spring2013.pdf.

Second Language Acquisition (English 333 at UW-Madison; Proseminar at Heinrich-Heine University; Linguistics 540 at Southern Illinois University). Syllabus on line at http://www.english.wisc.edu/rfyoung/eng-333.fall2011.syllabus.html.

Second Language Acquisition and Linguistic Variation (Hauptseminar at Heinrich-Heine University)

Seminar in Cross-cultural Pragmatics (English 905 at UW-Madison and Hauptseminar at Heinrich-Heine University). Syllabus on line at http://www.wisc.edu/english/rfyoung/crosscultural_pragmatics.summer1998.syllabus.html.

Seminar on Discursive Practices (English 905 at UW-Madison).

Seminar on Interactional Competence (English 905 at UW-Madison). Syllabus on line at http://www.wisc.edu/english/rfyoung/eng-905.fall2004.syllabus.html.

Studies in Interlanguage (English 332 at UW-Madison)

The Structure of English (English 324 at UW-Madison). Syllabus on line at http://www.english.wisc.edu/rfyoung/eng-324.fall2011.syllabus.html

Topics in Applied Linguistics (English 713 at UW-Madison). Syllabus on line at http://www.wisc.edu/english/rfyoung/eng-713.fall2008.syllabus.html.

Topics in Pragmatics (MAE 824 & GLT 414 at the National Institute of Education, Singapore). Syllabus on line at http://www.wisc.edu/english/rfyoung/mae824.fall2012.pdf.

World Englishes (Proseminar at Heinrich-Heine University). Syllabus on line at http://www.wisc.edu/english/rfyoung/world_englishes.summer1997.syllabus.html.

Doctoral Dissertation Committees

V. Drake. *Turn-final* or *in English: A conversation analytic perspective*. Dept. of English, UW-Madison, 2010–2013. Veronika is now assistant professor at Saginaw Valley State University.

B. Bird. *"Freefalling" into literature: Advanced students of Italian*. Ph.D. program in Second Language Acquisition at the University of Wisconsin-Madison. 2012–

A. C. Astarita. *The foreign language learning experiences of first-generation college and/or self-identified working class college students.* Ph.D. program in Second Language Acquisition at the University of Wisconsin-Madison. 2010– (Chair).

E. C. Tremmel. *International graduate student disciplinary identity construction: Positioning across contexts*. Ph.D. program in Second Language Acquisition at the University of Wisconsin-Madison. 2010– (Chair).

Y. Liu. *Power and resistance in the context of an online Chinese course for high school students*. Ph.D. program in Second Language Acquisition at the University of Wisconsin-Madison. 2010– (Chair).

B. Samarth. *Attrition and maintenance of home languages in the Indian diaspora in the United States*. Ph.D. program in Second Language Acquisition at the University of Wisconsin-Madison. 2010–2013 (Chair). Brajesh is now lecturer in Hindi at the Stanford University Language Center.

R. Showstack. *Discursive practices in Spanish-speaker identity in the heritage language classroom*. Dept. of Spanish and Portuguese, University of Texas at Austin. 2010–.

J. L. Arcenaux. *Language play in beginning college French.* Ph.D. program in Second Language Acquisition at the University of Wisconsin-Madison. 2008–2011. Jacques is now Lecturer in the Foreign Languages Department at City College of San

Master's Theses and Research Reports Directed

J. L. Oliver. 1995. *Academic ESL programs and the preparation of international students for oral participation in their content courses: Are the students being adequately prepared for the cultural norms and expectations of behavior in U.S. university classrooms?* M.A. thesis, Department of Educational Policy Studies, UW-Madison.

S. Narita. 1992. *Apologies in English by Japanese learners. M.A. in TEFL research report*. Winner of Linguistics Department Award for Best Research Report, 1992, Southern Illinois University.

A. Wane. 1993. *Variation in the use of articles by learners of French as a second language.* M.A. in Applied Linguistics thesis, Southern Illinois University.

M. Ramirez. 1993. *Training Costa Rican English teachers to use video in an EFL classroom: A practical guide*. M.A. in TEFL thesis, Southern Illinois University.

Professional Service

Offices Held in Professional Associations

2006–2007	Past President, American Association for Applied Linguistics
2005–2006	President, American Association for Applied Linguistics
2004–2005	1st Vice President, American Association for Applied Linguistics
2003–2004	2nd Vice President, American Association for Applied Linguistics
1997–2001	Secretary-Treasurer, American Association for Applied Linguistics
1995–6	Member of TESOL Ad Hoc Committee on Research Policy
1995–6	Chair, Research Interest Section, Teachers of English to Speakers of Other Languages (TESOL)
1994–5	Associate Chair, TESOL Research Interest Section
1993–4	Program Chair, Wisconsin Teachers of English to Speakers of Other Languages 1994 conference, Madison, April 15–16
1980	Vice President, Hong Kong Reading Association

Membership on Editorial Boards

2012–	Member of the Editorial Boards of the *Language Institute of Thammasat University Journal* and the *Foreign Language Learning and Teaching Journal*
2009–	Member of the Editorial Board of "Trends in Applied Linguistics," a book series published by Mouton de Gruyter

2008–	Member of the International Advisory Board of *Asiatic*
2006–2010	Member of the Board of Directors of *Language Learning*
2003–	Member of the Editorial Board of *Studies in Second Language Acquisition*
2003–2011	Member of the Editorial Board of *The Journal of Applied Linguistics*
1994–2006	General Editor of the *Language Learning Monograph Series*
1994–2002	Member of the Advisory Committee of *Studies in Second Language Acquisition*
1984–85	Member of the Editorial Committee, *Penn Working Papers in Educational Linguistics*
1982–84	Associate Editor, *Language Learning and Communication: A Journal of Applied Linguistics in Chinese and English*

Evaluation of Manuscripts for Journals and Book Publishers

2013	*Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia*
2009	*Studies in Second Language Acquisition*, *The Modern Language Journal, Language Learning*, Cambridge University Press, and Routledge
2005–	*Studies in Second Language Acquisition*, *The Modern Language Journal*, and Blackwell Publishers
2004	*Studies in Second Language Acquisition*, *The Modern Language Journal*
2003	*Studies in Second Language Acquisition*, *The Modern Language Journal*
2002	*Applied Linguistics*, *Studies in Second Language Acquisition*, *Language Testing*, *Modern Language Journal*
2001	*Applied Linguistics*, *Studies in Second Language Acquisition*, *Language Testing*, *Modern Language Journal*
2000	*Applied Linguistics*, *Studies in Second Language Acquisition*, *Language Testing*, *Language Learning*, *Modern Language Journal*, and Lawrence Erlbaum Publishers.
1999	*Applied Linguistics*, *Studies in Second Language Acquisition*, *Language Testing*, *Language Learning*, *Modern Language Journal,* Cambridge University Press, and Lawrence Erlbaum Publishers.
1998	*Studies in Second Language Acquisition*, *Language Learning*, and *TESOL Quarterly*
1997	*Applied Linguistics*, *Studies in Second Language Acquisition*, *Language Learning*, *Modern Language Journal*, and *Written Communication*.
1996	*Studies in Second Language Acquisition*, *Language Learning*, and *Written Communication*.
1995	*Studies in Second Language Acquisition*, *Applied Linguistics*, and *Language*

Learning.

1994 *Studies in Second Language Acquisition*, *Applied Linguistics*, *Language Learning*, and *The Modern Language Journal*.

1993 *Studies in Second Language Acquisition*, *Applied Linguistics*, *Language Learning*, and The University of Michigan Press.

1992 *Studies in Second Language Acquisition*, *TESOL Quarterly*, *Language Learning*, and Heinle & Heinle publishers.

1991 Evaluation of the Preliminary English Test for the University of Cambridge Local Examinations Syndicate.

Consultation

2012 External consultant for tenure and promotion review at the National University of Malaysia

External consultant for tenure and promotion review at The Pennsylvania State University

External examiner for Ph.D. thesis in linguistics at Macquarie University, Australia

External consultant for tenure-track hire at the National Institute of Education, Singapore

External reviewer of grant proposal submitted to the Office of Education Research, National Institute of Education, Singapore

2011-2014 External assessor for the degree of Master of Arts in English as a Second Language at the University of Malaya

2011 Member, National Screening Committee, 2012-2013 Competition for the Fulbright U.S. Student Program

Reviewer for the Linguistics Program at the National Science Foundation

External consultant for tenure and promotion review at the National University of Singapore

External consultant for promotion to Full Professor at Teachers College, Columbia University

2010 External evaluator for The Center for Open Educational Resources and Language Learning, University of Texas at Austin

External consultant for tenure and promotion reviews at the University of Toronto and the University of British Columbia

External reviewer for the Research Grants Council, Hong Kong, China

2008	Evaluation of the Department of English Language and Literature at International Islamic University Malaysia
	External consultant for tenure and promotion review at the University of Rochester
	External consultant for senior appointment with tenure at the University of Maryland
2005, 2006	Consultant for Heller Ehrman White & McAuliff, LLP in connection with patent litigation
2004	External consultant for tenure and promotion review at the University of British Columbia
	Member, National Screening Committee, U.S. Student Fulbright Program
	Appraisal of the M.A., M.Ed., Ed.D., and Ph.D. programs in Second Language Education at the Ontario Institute for Studies in Education of the University of Toronto
	Evaluation of the Department of TESOL and Applied Linguistics at Indiana University
2000–2004	Member of the TOEFL Committee of Examiners, Educational Testing Service
2000–2003	Chair, Advisory Committee for the Test of Spoken English, Educational Testing Service
2001	External consultant for tenure and promotion review at the University of Wisconsin-Parkside
	External consultant for tenure and promotion review at Arizona State University
2000	External consultant for tenure and promotion review at SUNY, Stony Brook
	External consultant for tenure and promotion review at Teachers College, Columbia University
1999–2000	Faculty adviser to the organizing committee of the Second Language Research Forum to be held in Madison, September 7–10, 2000
1998	External consultant for tenure and promotion review at Cornell University
1997–2000	Member of the Advisory Committee for the Test of Spoken English, Educational Testing Service.
1997	External consultant to the Connaught Fellowship Committee, University of Toronto
1996	Evaluation of the Interlink Language Center at the Colorado School of Mines
1995	Consultant to American College Testing, Inc. for a new ESL placement test
1994	Evaluator for the 1994 TESOL/Newbury House Distinguished Research Award
1979–	Assessor for the practical test of the Royal Society of Arts Further Education

1995	Certificate in the Teaching of English as a Foreign Language
1991	Short-term Technical Advisor on the Egypt Technical Assistance for the Integrated English Language Program, a proposal to USAID and the Egyptian Ministry of Education by The Experiment in International Living
1990	Member, Delegate Selection Committee for the USIA-sponsored Eastern European English Teaching Project by University and College Intensive English Programs
1983	External moderator for the Royal Society of Arts Certificate for Overseas Teachers of English
1982–1983	Item writer for the Hong Kong School Certificate Listening Test and the Use of English Listening Test
1982	Member of the Working Party on the Revision of the Secondary School English by Television Syllabus, Hong Kong
1981	Invited by the Chinese Ministry of Education to lecture on a Summer School dedicated to the design of the first nationwide standardized test of English proficiency in China.
1980–83	Adviser to the Modem English Language Center, Guangzhou (the first privately owned language school in China)
1980	Member of the Working Party on the Revision of the Primary School English Syllabus, Hong Kong Education Department
	Item writer for the English paper of the Secondary School Education Assessment Test (Scaling Test), Hong Kong Education Department
1978	Member of the Working Party to Design the Royal Society of Arts Test of the Communicative Use of English

Membership in Professional Associations

American Association for Applied Linguistics (AAAL)

International Society for Gesture Studies (ISGS)

Singapore Association for Applied Linguistics (SAAL)

Campus Appointments

2010–2012	Member, Russian Flagship Center Advisory Committee Co-director, Doctoral Program in Second Language Acquisition
2008–2011	Member of College of Letters and Science Senate
2007–08	Faculty Senator

Fall 2006	Faculty Senator
2005–2007	Executive Committee, Doctoral Program in Second Language Acquisition
2002–2007	Senator, Letters and Science Faculty Senate
2000–2003	Member, Chancellor's Foreign Language Technology Initiative Committee
1999–	Member, Interdisciplinary Committee on Second Language Acquisition (Established in 2002 a new Ph.D. in Second Language Acquisition)
1998–2002	Faculty Senator
1996, 97	Member, Instructional Technology Grants Review Committee
1995–97	Alternate Senator, Faculty Senate, UW-Madison
1991–93	Member of the College of Liberal Arts Council, Southern Illinois University
1991–93	Member of the Teaching and Learning Committee of the College of Liberal Arts Council, Southern Illinois University
1986–90	Member of the Language Learning Advisory Committee, University of Pennsylvania
1986–90	Member of the International Programs Advisory Board, University of Pennsylvania
1987–90	Member of the selection committee, University of Pennsylvania Program for Teaching English in China

Membership on Departmental Committees

2008–09	Chair, Graduate Exam Committee; Chair, Prelim Committee; Chair Purnell Hiring Committee, Chair, Raimy Tenure Committee; Member, Graduate Admissions Committee; Member Executive Committee of the Ph.D. Program in Second Language Acquisition
2007–08	Chair, Program in English Language and Linguistics; Chair, Graduate Exam Committee; Chair, Prelim Committee; Member, Graduate Admissions Committee
2005–06	Chair's Advisory Committee; Chair, Program in English Language and Linguistics; Chair, Search Committee for Assistant Professor in English Language and Linguistics
2003–04	Special Nominations Committee; Advisor, Program in English Language and Linguistics; Chair, Instructional Technology Committee
2001–03	Chair, Graduate Admissions Committee; Chair. Instructional Technology Committee
2000–01	Graduate Committee, Ad Hoc Committee on Merit Review Procedures

TIMELINE OF ACTIVITIES

Goal #1) Increase the number of activities related to FL teacher training that focus on new instructional methods, language technology and pedagogical research.		**Year 1 2014-15**	**Year 2 2015-16**	**Year 3 2016-17**	**Year 4 2017-18**
A) Develop TELL badge system and implement for teacher development in Austin area schools. See: *"Open Digital Badges for K-12 Professional Development"* (Narrative p. 17)	A.1. Design badge system and rubrics to assess competencies defined in the TELL framework.	X	X		
	A.2. Develop an open badge issuing platform that conforms to the Mozilla open badge specification.	X	X		
	A.3. Pilot badge system and issuing platform in professional development sessions with FL teachers in Austin ISD.		X	X	X
	A.4. Track teacher activity on badge issuing platform.		X	X	X
	A.5 Provide training to FL teachers on managing and curating digital badges.			X	X
	A.6. Obtain feedback for all activities from partners and participants.		X	X	X
	B.1. Develop and conduct PLUS Conference (1 per year).	X	X	X	X
B) Conduct teacher development conferences, symposia, and webinars. See: *Teacher Professional Development Events* (Narrative p. 20)	B.2. Develop and conduct TELL Conference (1 per year).	X	X	X	X
	B.3. Co-sponsor a Digital Literacy Symposium at CERCLL (1 per year in Y2 and Y4).		X		X
	B.4. Conduct webinar series with LARC and CALPER (4 per year)	X	X	X	X
	B.5. Host a heritage Spanish webinar series with our MSI collaborators (2 per year).	X	X	X	X
	B.6. Work with partners and TEA to ensure CPE credits for participation in all workshops and webinars.	X	X	X	X
	B.7. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.	X	X	X	X
C) Develop online modules for Arabic teacher-training. See: "*Tadriis: An Arabic Teaching Methods Website"*	C.1. Design, develop, and publish online training modules consisting of lessons, classroom videos, sample materials, interactive review, and glossary.	X	X		
	C.2. Test training modules and collect feedback from users to improve the modules.	X	X		

(Narrative p. 18)	C.3. Develop space for site users to post lesson plans to share online.		X	X	
	C.4. Track use of training modules and user-contributed materials.		X	X	X
	C.5. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.		X	X	X

Goal #2) Increase the number of activities related to the development and implementation of open resources, methods, and materials for foreign languages.		**Year 1 2014-15**	**Year 2 2015-16**	**Year 3 2016-17**	**Year 4 2017-18**
A) Conduct K-16 OER needs assessment. See: *"A National OER Survey and Needs Analyses*" (Narrative p. 19)	A.1. Develop survey instrument and methodology to include educational needs, preferences, and barriers related to training and use of OER methods, resources, and materials. Apply for IRB.	X	X		
	A.2. Conduct survey of K-16 foreign language educators, including Community Colleges and MSI's.		X		
	A.3 Prepare needs analysis based on focus group sessions held at national conferences.			X	X
	A.4. Disseminate results of survey and needs analysis in publications, conference presentations, and via the OER Research Hub.			X	X
B) Create and publish openly-licensed digital courseware for the teaching Czech, Chinese, French, K'ichee', Portuguese, and Spanish for Heritage Learners. See: "*Czech OER for the European LCTL Consortium*" (Narrative p. 6);"*Gateway to Chinese: Language Assessment OER Upgrade"* (Narrative p. 7); *"Lingua da Gente: Mobile Language Learning for Portuguese* (Narrative p. 8);"*Beginning K'ichee' Maya: OER for Indigenous Language Instruction***"** (Narrative p. 9)**;** *"User-generated Materials for Heritage Spanish"* (Narrative p. 10)	B.1. Perform user needs analysis for each target course and language.	X	X	X	
	B.2. Design, develop, and publish web-based course materials (lessons, activities, assessments, audio, video, interactives, etc.).			X	X
	B.3. Pilot all materials in target courses and conduct usability evaluations.			X	X
	B.4. Repurpose and reformat digital materials for distribution on third-party publishing platforms (e.g. Print-on-Demand, iTunes, OpenLanguage, etc.)			X	X
	B.5. Track use of materials through managed websites and third party distribution channels.			X	X
	B.6. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.	X	X	X	X

C) Develop curricular models and materials templates that may be adapted to specific languages and contexts. See: *"User-generated Materials for Heritage Spanish"* (Narrative p. 10)**;** *"The Literary in the Everyday: Crowd-sourcing L2 Literacy Materials"*(Narrative p. 12); *"Cultural Surveys and the Luso-Brazilian World"* (Narrative p. 14)**;**	C.1. Develop and implement a model for producing teacher-generated Heritage Spanish materials in collaboration with Community College and MSI partners.	X	X	X	X
	C.2. Develop and publish step-by-step templates for teacher-generated L2 literacy activities.	X	X		
	C.4. Develop cultural surveys and templates for using survey data in activities for teaching culture.		X	X	
	C.5. Develop training materials such as screencasts for producers of materials.		X		
	C.6. Pilot all curricular models and templates and conduct usability evaluations.		X	X	X
	C.7. Track use of materials through managed websites and third party distribution channels.	X	X	X	X
	C.8. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.	X	X	X	X

Goal #3) Increase the number of activities related to the dissemination, use, and assessment of open resources, methods, and materials for foreign languages.		**Year 1 2014-15**	**Year 2 2015-16**	**Year 3 2016-17**	**Year 4 2017-18**
A) Develop platforms to support creation and use of OER by foreign language teachers and learners. See: *"eComma: An Upgrade for L2 Social Reading Tool"* (Narrative p. 14); *"The Literary in the Everyday: Crowd-sourcing L2 Literacy Materials" (*Narrative p. 12); *"From Hybrid French to Online French: A New Platform for Français interactif"*	A.1. Develop eComma LTI software for integration with Learning Management Systems for L2 Social Reading.	X	X		
	A.2. Develop portal to allow creation and dissemination of teacher-generated Activities for L2 Literacy in several languages—French, German, Portuguese, Arabic, Turkish, and Persian with CERCLL (University of Arizona).		X	X	
	A.3. Develop platform for embedding *The Mixxer* OER into online language courses.				
	A.4. Track use of materials through managed websites and third party distribution channels.	X	X	X	X
	A.5. Obtain feedback for all activities from partners and participants on	X	X	X	X

(Narrative p. 15);	usefulness of activities/information, intention to use, and suggestions for future activities.				
B) Disseminate Open Educational Resources for foreign language teaching & learning. See: *Dissemination of COERLL's Products and Programs* (Narrative p. 24)	B.1. Develop and maintain NFLRC portal to disseminate NFLRC materials.	X	X	X	X
	B.2. Track use of NFLRC portal	X	X	X	X
	B.3. Develop and maintain COERLL website to disseminate materials.	X	X	X	X
	B.4. Track use of COERLL website.	X	X	X	X
	B.5. Disseminate COERLL materials through digital repositories including MERLOT and OER Commons.	X	X	X	X
	B.6. Track use of materials through managed websites and third party distribution channels	X	X	X	X
	B.7. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.	X	X	X	X
C) Disseminate Open Education research and practices to the foreign language community. See: *Dissemination of COERLL's Products and Programs* (Narrative p. 24)	C.1. Develop and post information about OER research and practice on social media channels (Twitter, Facebook, the "Open Up Blog", etc.)	X	X	X	X
	C.2. Track audience engagement with social media and blog.	X	X	X	X
	C.3. Publish bi-annual newsletter in print and digital format.	X	X	X	X
	C.4. Conduct special dissemination projects, such as infographics and the Voices for Openness publication.	X	X	X	X
	C.5. Consult with and provide training to other organizations wishing to implement open practices.	X	X	X	X
	C.6. Participate in consortia focused on OER, including the Community College Consortium on OER (CCCOER).	X	X	X	X
	C.7. Present OER research and practice at conferences, symposia, and workshops for foreign language education.	X	X	X	X
	C.8.Track use of materials through managed websites and third party distribution channels.	X	X	X	X

	C.9. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.	X	X	X	X

COLLEGE OF LIBERAL ARTS
THE UNIVERSITY OF TEXAS AT AUSTIN

Office of the Dean • Dorothy L. Gebauer Building • [redacted] *• Austin, Texas 78712-0579*
[redacted] *• FAX* [redacted]

June 27, 2014

To the Title VI LRC Selection Committee,

The College of Liberal Arts (CoLA) offers its strongest support for the Center for Open Educational Resources and Language Learning (COERLL) in its application for Title VI funding as a Language Resource Center. In the past four years, COERLL has become the key language resource center for the south central region of the US, with a national reputation for applying open educational principles to the publication of cutting-edge materials for foreign language learning and teaching. In fact, thanks to COERLL, UT-Austin has become the nation's top producer of foreign language Open Educational Resources (OER), including open textbooks, open grammars, open corpora, and more. Together with Liberal Arts Instructional Technology Services (LAITS), COERLL has produced a staggering array of digital materials in eighteen languages. Several of COERLL's language websites have received national honors.

I commend COERLL for working closely with all the language departments at UT-Austin as well as many language related units across campus: the Texas Language Center (TLC), the College of Education's Foreign Language Education Program (FLE), the Center for European Studies (CES), the Lozano Long Institute of Latin American Studies (LLILAS), the Center for Teaching and Learning (CTL), and our two Language Flagships (Arabic and Hindi/Urdu). COERLL is also on the forefront of forming linkages with Minority Serving Institutions, especially those in the Rio Grande Valley who serve large numbers of Hispanic students, and with the K-12 community through its many teacher-training initiatives. And I am particularly impressed by COERLL's efforts to devise large-scale collaborative projects with other language resource centers to reduce costs and to maximize impact.

In brief, COERLL is a national leader in language technology, especially in the development of OER and in hybrid and online platforms for foreign and second language learning. Thus, we enthusiastically support COERLL's bid to become a national model of technology-enhanced second language education, particularly in less commonly taught languages. I hope you will see fit to recommend COERLL for Title VI LRC funding.

Sincerely,

[redacted]

Randy L. Diehl, Dean
David Bruton, Jr. Regents Chair in Liberal Arts

UNT | HEALTH SCIENCE CENTER

June 16, 2014

Dear Ladies and Gentlemen,

The Center for Open Educational Resources and Language Learning (COERLL) has requested that I serve as the external program evaluator for the evaluation plan for the 2014-2018 grant application for Title VI funding from the Department of Education for Language Resource Centers Programs. I have comprehensive knowledge and extensive experience in developing, coordinating, and conducting multiple, short-term and long-term research/evaluation programs/projects related to higher education outcomes, program planning and evaluation, and applied research methods and statistics. In addition, I have served as the external program evaluator for several years for other Title VI grants for National Resource Centers and Foreign Language and Area Studies Fellowships Programs at UT Austin.

The evaluation will assess the quality of COERLL program activities based on the attainment of their stated project objectives. For each of the performance measures, COERLL will collect both quantitative and qualitative data over the four-year period, beginning in Fall 2014. All data collections will be incorporated into regular program procedures. As such, measures for data that is not currently being collected will be developed and implemented in Fall 2014. Sources for data include tracking, program databases, program surveys, and language proficiency tests.

For each reporting period, I will obtain the evaluation data, analyze it according to the performance measures, and write up a report of the results. Findings will be expressed in narrative, tables, and graphs as appropriate. Evaluation reports will (a) summarize data and feedback collected for each performance measure; (b) indicate the extent to which performance measures are on target; and (c) document any changes to indicators and/or data sources that were made during the reporting period. Reports will be submitted to the COERRL Project Director.

I am enthusiastic about partnering with COERLL for the upcoming cycle and look forward to working with them. If you need any further information, do not hesitate to contact me.

[redacted]
Jessica Hartos, PhD
Associate Professor, School of Health Professions
UNT Health Science Center
[redacted]

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
THE UNIVERSITY OF TEXAS - PAN AMERICAN
[redacted] • Edinburg, Texas 78539-2999 • [redacted] Office • [redacted] Fax

June 30, 2014

Dear Dr. Blyth,

The Modern Language and Literature Department at UT-Pan American is pleased to collaborate with COERLL in the upcoming Title VI grant cycle to develop pedagogical materials for the heritage Spanish learner. UT-Pan American is located in the Rio Grande Valley of Texas and is designated a Minority Serving Institution (MSI) with an enrollment of 88% Hispanic students. I am particularly enthusiastic about the goal of our collaboration—to create Spanish language materials *authored by and for heritage Spanish speakers*. I believe that this project will help US heritage speakers to view their communities and themselves as important resources for learning about Spanish language and culture.

Spanish faculty at UT-Pan American will join faculty at nearby Texas State Technical College in Harlingen, Texas to develop Spanish content and to work with the technical staff at COERLL to test these materials and to implement them online. As part of the project, we will include our heritage students in the development of the materials. For example, I will supervise a team of graduate students at UT-Pan American who have agreed to write lessons based on videos from the SpinTX archive. I know that COERLL has already begun work on a Spanish grammar website that draws examples from the videos in the SpinTX archive. My colleagues at UT-Pan American and I are also excited at the prospect of participating in COERLL's Heritage Spanish webinar series. Furthermore, the collaboration with the California institutions (LARC and NHLRC) will assure that our materials reach a broad range of Spanish speakers in the southwestern US.

In brief, my department and college have given me their strong support to pursue this project with COERLL. I am looking forward to a very productive collaboration between UT-Pan American, COERLL, and UT-Austin.

Sincerely,

[redacted]

Dr. José E. Hernández
Department of Modern Language and Literature
UT-Pan American

Education and Humanities
[redacted]
Fax: [redacted]
[redacted]
www.tstc.edu

Texas State Technical College

Date: June 30, 2014

Dear Dr. Blyth,

The Spanish language program at Texas State Technical College is pleased to collaborate with COERLL in the upcoming Title VI grant cycle to develop pedagogical materials for the heritage Spanish learner. Texas State Technical College is located in the Rio Grande Valley of Texas and is a community college that mainly serves minority students (88% Hispanic). I am particularly enthusiastic about the goal of our collaboration—to create Spanish language materials *authored by and for heritage Spanish speakers*. I believe that this project will help US heritage speakers to view their communities and themselves as important resources for learning about Spanish language and culture.

Spanish faculty at TSTC will join faculty at nearby UT-Pan American in Edinburg, Texas to develop Spanish content and to work with the technical staff at COERLL to test these materials and to implement them online. As part of the project, I will include our heritage students in the development of the materials as much as possible. I know that COERLL has already begun work on a Spanish grammar website that draws examples from the videos in the SpinTX archive. My colleagues at TSTC and I are also excited at the prospect of participating in COERLL's Heritage Spanish webinar series. Furthermore, the collaboration with the California institutions (LARC and NHLRC) will assure that our materials reach a broad range of Spanish speakers in the southwestern US.

In brief, the administration at TSTC has given me strong support to pursue this project with COERLL. I am looking forward to a very productive collaboration between TSTC, UT-Pan American, COERLL, and UT-Austin.

Sincerely,

[redacted]

Yanina Hernández
Texas State Technical College

advancelearning

[redacted] - Memphis, TN 38111 - [redacted] - [redacted]

June 29, 2014

Dear Dr. Blyth,

The Partnership to Advance Learning (AdvanceLearning) is delighted to support the Center for Open Educational Resources and Language Learning (COERLL) in its application for Title VI funding as a Language Resource Center during the 2014 grant competition.

As described in COERLL's grant narrative, AdvanceLearning will be collaborating with COERLL and the Austin Independent School District (AISD) to develop a professional learning badge system based on the Teacher Effectiveness for Language Learning (TELL) Framework.

The Teacher Effectiveness for Language Learning (TELL) Project, an initiative of AdvanceLearning, is a collection of products and processes that can be used to enhance the effectiveness of world language teachers. TELL, which emanates from an understanding that student achievement is influenced more by an effective teacher than any other factor, attempts to synthesize work from the general education arena regarding those things that effective teachers do and make that information specific to the work of language teachers. The COERLL proposal fills a critical need in dissemination of the work and will provide teachers with a systematic pathway to grow as educators and document their growth in the process.

We are excited to be working together with COERLL to empower educators to grow as world language teachers in school districts such as the Austin Independent School District (AISD) and beyond. COERLL's focus on collaboration and its aim to reframe foreign language education through the development of Open Educational Resources is a natural match for AdvanceLearning, which seeks to empower educators to envision, create, and provide opportunities that advance learning for students. AdvanceLearning fully supports COERLL's application for Title VI funding (2014-2018).

Sincerely yours,

[redacted]

Thomas Sauer

Director of Design & Communication, AdvanceLearning
Co-Director and Founder, Teacher Effectiveness for Language Learning Project

EMPOWERING EDUCATORS

www.TELLproject.org www.advance-learning.org

TEXAS LANGUAGE CENTER
THE UNIVERSITY OF TEXAS AT AUSTIN
[redacted] · *Austin, TX 78712* · [redacted] · *Fax:* [redacted]

30 June 2014

Dear Dr. Blyth,

The Texas Language Center (TLC) is delighted to support the Center for Open Educational Resources and Language Learning (COERLL) in its application for Title VI funding as a Language Resource Center during the 2014 grant competition. As described in COERLL's grant narrative, TLC will be partnering with COERLL to host the annual PLUS conference on the campus of UT-Austin. The conference will be instrumental in building a coalition of institutions into a nation-wide system of successful language programs unified by a common set of program standards, something that is currently lacking at the collegiate level. Our goal for the conference is to inform collegiate FL educators and administrators about the PLUS system of peer-reviewed accreditation for language programs. PLUS has targeted early 2015 as the launch date of its accreditation process. Given that PLUS members have decided to make UT-Austin the national headquarters for the organization, it makes sense that our centers join forces for this endeavor. In addition to hosting the annual conference, TLC will join COERLL's efforts to disseminate information about the PLUS coalition through our extensive social media network. TLC is also pleased to support COERLL's other professional development events for foreign language teachers: workshops, symposia and webinars.

As foreign language-related units on the same campus, TLC and COERLL have a history of mutual cooperation. In addition, we both have established records of innovation in the field of teacher education. For these reasons, we are excited to be working together with COERLL to improve foreign language teaching at UT-Austin and beyond. In conclusion, TLC fully supports COERLL's application for Title VI funding (2014-2018).

Sincerely yours,

[redacted]

Dr. Thomas J. Garza
Director
Texas Language Center
University of Texas at Austin

Austin Independent School District
Office of Academics

July 2, 2014

Carl Blyth
University of Texas, Austin, COERLL Department

In reference to the project description outlined below, Austin ISD World Languages is committed to participating and looks forward to working with both UT COERLL and the TELL Project and their representatives to enhance professional development for foreign language educators in the district.

Project Category 3: OER for Teacher Development
Advisors: Ms. Toni Theisen (Loveland High School, Colorado); Dr. Paige Ware (Southern Methodist University)

This category focuses on collaborative projects to develop and disseminate OER that foster FL teachers' training and professional knowledge related to new instructional methods, language technology and pedagogical research.

"Open Digital Badges for K-12 Professional Development"
Project Coordinators: Mr. Thomas Sauer, (TELL Project); Ms. Tina Dong, (Austin Independent School District)

Background. The mission of the Teacher Effectiveness for Language Learning (TELL) Project is to describe how effective FL teachers prepare for, advance, and support language learning. Recently adopted by StarTalk as their primary teacher training tool, the TELL framework provides a common language and definition of the model FL teacher. The criteria contained within the framework create a clear description of behaviors that model teachers exhibit. Although widely used, the TELL framework does not provide badges to FL teachers. Digital badges are online representations of earned knowledge and skills that allow teachers to validate and make visible their professional development.

Project Description. For the upcoming grant cycle, COERLL will collaborate with LARC and NHLRC as well as local school districts in our respective cities of Austin, San Diego, and Los Angeles, to develop a professional development badge system based on the TELL framework. COERLL will assist Austin Independent School District (AISD) to plan and offer professional development sessions for FL teachers to earn these badges. AISD teachers will acquire badges upon completion of established stages of growth within each TELL domain. Since the project will extend over a four-year span, teachers will be able to work on specific domains each year. Teachers will be able to document their growth by curating their badges using a virtual backpack and sharing their badges via social and professional networks. LARC and NHLRC will facilitate a similar collaboration between TELL and school districts within the San Diego and Los Angeles metropolitan

[redacted] Austin, Texas 78703 [redacted] [redacted] fax

regions. Creating a badge system based on the TELL framework will require COERLL's technical and curricular expertise (COERLL will adopt Mozilla's Open Badge System). First, with our colleagues from TELL and AISD, we will determine the levels of the competencies described by the TELL framework. Next, we will determine achievement criteria for each competency. Finally, we will develop rubrics for evaluators and design an actual badge per Mozilla's technical specifications. In summary, the deliverables of this project will be TELL badges for professional development, and a report on how school districts can integrate TELL badges into their professional development program.

Austin ISD World Languages is eager to begin the project and fully supports this grant application and process in order to promote alignment with the TELL Project criteria for teacher effectiveness for language learning and to initiate the development of digital badges that validate this professional growth.

With kind regards,

[redacted]

Tina Dong
World Languages Coordinator
[redacted]

[redacted] Austin, Texas 78703 [redacted] [redacted] fax

PENNSTATE

Center for Advanced Language Proficiency Education and Research
The Pennsylvania State University
[redacted]
University Park, PA 16802
Tel.:[redacted]
http://calper.la.psu.edu

Dr. Carl Blyth, Director
Center for Open Educational Resources and Language Learning (COERLL)
University of Texas at Austin

June 26, 2014

Dear Carl,

The Center for Advanced Language Proficiency Education and Research (CALPER) at The Pennsylvania State University is pleased to be partnering with the Center for Open Educational Resources and Language Learning (COERLL) on a project that is part of our applications for Title VI funding as National Language Resource Centers.

The proposed project addresses the continued need for quality teacher training opportunities by offering a webinar series on critical themes and topics in world language education. The year-round series will add to the workshops and institutes that our centers offer during the summer and significantly enhances opportunities for teachers. Building on the highly successful 2010-2014 series that CALPER and the Language Acquisition Resource Center (LARC) at San Diego State University developed, broadcast, and archived, we believe that with COERLL's contributions, the series will expand and reach an even wider audience.

We are looking forward to a fruitful and exciting partnership in supporting and strengthening the professional development of language educators in the United States.

Cordially,

[redacted]

James P. Lantolf, Greer Professor in Language Acquisition and Applied Linguistics
Co-director, Center for Advanced Language Proficiency Education and Research (CALPER)
Director, Center for Language Acquisition (CLA)

UNIVERSITY OF OREGON

June 24, 2014

Dr. Carl Blythe
Center for Open Educational Resources and Language Learning (COERLL)
[redacted]
Austin, TX 78712

Dear Dr. Blythe:

The Center for Applied Second Language Studies (CASLS) at the University of Oregon is delighted to be collaborating with the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas-Austin on innovative, collaborative dissemination efforts via the National Foreign Language Resource Center Portal.

COERLL's initial efforts in redesigning and maintaining the NFLRC Portal have been a strong step in optimizing the dissemination efforts of all Language Resource Centers around the country. Further redesign of the site to align the NFLRC Portal with 21st century realities will be a strong resource for the field. We look forward to collaborating with you on these efforts. We are especially excited about working with your center to design a user rating system, updated organizational structures, and a database of geo-tagged resources for use in local communities.

Our centers' emphases on innovative solutions to the creation and delivery of language learning resources, as well as technological infrastructures, present promising possibilities for the future.

I wish you all success in your application and look forward to collaborating with you in the coming grant cycle.

Sincerely yours,

[redacted]

Julie M. Sykes
Director, Center for Applied Second Language Studies
Courtesy Assistant Professor, Romance Languages
[redacted]

CENTER FOR APPLIED SECOND LANGUAGE STUDIES (CASLS)

[redacted], Eugene OR 97403-5290 T [redacted] F [redacted] casls.uoregon.edu

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THE UNIVERSITY OF ARIZONA.

Center for Educational Resources in Culture, Language and Literacy (CERCLL)

[redacted]
Tucson, AZ 85721-0067
Tel: [redacted]
Fax: [redacted]
cercll.arizona.edu

May 26, 2014

Dear Dr. Blyth,

The Center for Educational Resources in Culture, Language and Literacy (CERCLL) is pleased to be collaborating with the Center for Open Educational Resources and Language Learning (COERLL) on our applications for Title VI funding as Language Resource Centers. We will be working together on a shared project—**The Literary in the Everyday: An Archive of Open Educational Resources**—as well as on CERCLL's **Digital Literacies Symposium.**

The project **The Literary in the Everyday: An Archive of Open Educational Resources (LITE)** is inspired by a previous project supported by COERLL in the last grant cycle, directed by Joanna Luks. Based on the principles of the original project (metaphorical extension of meaning in new contexts, playing with language, social reading, collaborative annotation, etc.), we will develop further OER materials for French, German, Portuguese, Arabic, Persian, Turkish and Russian. In consultation with CERCLL, COERLL will develop an archival space to house these materials, which will be searchable based on a variety of terms and will include space for online forum discussions. This forum will serve as an additional resource for professional development and will be "crowdsourced" by the site's curators in order to continue to develop and to further articulate connections between the activities.

COERLL's technology team, in consultation with CERCLL, will be responsible for the development of the digital archive. Professors Beatrice Dupuy and Chantelle Warner (CERCLL co-directors) will curate and solicit materials for French and German respectively. CERCLL will also work with the Center for Middle Eastern Studies and the Center for Latin American Studies, National Resource Centers at the University of Arizona, to identify curators and find contributors for languages covered by their centers and to host competitions for best lessons as determined by a panel of expert jurors. Once the site has been developed for these initial languages, it can easily be expanded to include other LCTLS, for which there are often limited published teaching materials available and for which the high costs of traditional textbooks are sometimes prohibitive.

CERCLL will be hosting the first symposium on "Digital Literacies in and Beyond the L2 Classroom" in October of 2014. We hope to make the digital literacies symposium a more permanent part of our center's undertakings, with meetings planned for October 2015 and October 2017. Given COERLL's strengths in technology and language teaching, we are excited to also work together with your center on this event. COERLL will provide funding for a plenary speaker in 2015 and 2017 ($1600 each) and will work with the conference committee to select the invitee at both of these symposia.

CERCLL looks forward to working with COERLL on these important projects, both of which promote access to quality teaching materials and pedagogies through open educational resources and digital technologies.

Warmly,

[redacted]

Beatrice Dupuy

[redacted]

Chantelle Warner

Language Acquisition Resource Center
A National Language Resource Center
San Diego State University
[redacted]
San Diego CA 92182.8305
Tel.: [redacted]
Fax: [redacted]
http://larc.sdsu.edu

SAN DIEGO STATE UNIVERSITY

June 12, 2014

Dear Dr. Blyth,

LARC is pleased to collaborate with the Center for Open Educational Resources and Language Learning (COERLL) in its application for Title VI funding as a Language Resource Center during the 2014 grant competition. In particular, LARC looks forward to working together with COERLL on the Teacher Effectiveness for Language Learning (TELL) and Digital Badges professional development integration for K-12 world language teachers, which will be done in close collaboration with each center's home school district, Austin Independent and San Diego Unified. The collaboration will involve COERLL and LARC working as catalysts and facilitators for the development and implementation of an in-service teacher professional development program based on the TELL Framework and the meaningful, ubiquitous documentation of teachers' continuing education that Digital Badges offer. Workshops will be designed and delivered, and the resulting language teacher education model will be shared and disseminated nationally via the LRC and Title VI networks. Throughout the process, COERLL and LARC will consult with one another on plans and initial outcomes in order to synchronize best practices and minimize each Center's learning curve on the project.

COERLL and LARC's proposed collaboration will also entail extension of COERLL's already established Spanish in Texas (SpinTX) project by replicating the procedures – authentic interviews *by* heritage speakers *with* heritage speakers- and positive outcomes –a significant language classroom resource and ever-expanding linguistic corpus- in the California context. LARC will partner with the National Heritage Language Resource Center (NHLRC) at UCLA for the purpose of greater regional coverage and dissemination, with both LARC and NHLRC receiving guidance from COERLL's expert project leads on the sociolinguistic and technological components of this important project designed to further inform the study of heritage language speakers and privilege their language and culture at the same time.

By pooling resources through open collaboration the LRCs are able to achieve an exponentially greater set of outcomes and impacts. LARC is delighted and privileged to support COERLL's innovative and important application for Title VI LRC funding in the 2014-2018 cycle. LARC and COERLL each have an established history of fomenting innovation and catalyzing progress in the field of international education. We look forward to our continued and expanded partnership in the years ahead.

Sincerely [redacted]

Mary Ann Lyman-Hager

UCLA

NATIONAL HERITAGE LANGUAGE RESOURCE CENTER

[redacted]
Los Angeles, CA 90095-1411

June 25, 2014,

Dear Carl,

The UCLA National Heritage Language Resource Center (NHLRC) is very pleased to be collaborating with Center for Open Educational Resources and Language Learning (COERLL) on two projects: *SpinCAL* and *Digital Badges for Teacher Effectiveness*.

Every summer, NHLRC hosts a blended learning Heritage Language Teacher Workshop. The first part of the workshop is online and the second week is a face-to-face workshop. Each year, we receive over 100 applications but we can only accept 30 students. Language instructors are looking for more professional development opportunities in the area of heritage language instruction. Our collaboration with COERLL to create digital badges based on the framework developed by the Teacher Effectiveness in Language Learning Project (TELL) will help to expand these opportunities. The TELL badges will form the basis for on-going teacher development sessions given by Austin and Los Angeles schools. We agree that the ultimate goal of our joint project will be to 'badgify' the TELL framework so that it may be adopted by school districts as a coherent professional development program. We are very pleased to be adding the heritage language component of this project.

We are also very excited to work with COERLL to create SpinCAL. We are impressed with SpinTX and how you have implemented it at UT Austin. We look forward to working with you and the COERLL staff to create SpinCAL here in California. SpinCAL will also be a good model for us in creating interviews of other heritage language speakers in the future.

Thank you for agreeing to collaborate with us. I think we have much in common and more to learn from each other. I'm sure these two projects will produce fruitful collaboration and outcomes that we can share with the nation.

Sincerely,

[redacted]

Olga Kagan

Director

CENTER FOR EUROPEAN STUDIES

THE UNIVERSITY OF TEXAS AT AUSTIN

[redacted] • *Austin, TX 78712*
[redacted] • *Fax:* [redacted]

25 June 2014

Dear Dr. Blyth,

The Center for European Studies (CES) is pleased to be collaborating with COERLL and with the Center for Russian, East European, and Eurasian Studies (CREEES), on two large-scale projects which I outline in this letter of support.

First, for the upcoming grant cycle, CES will work with COERLL to create *Língua da Gente*, a podcast series of Portuguese language lessons targeted at beginning and intermediate levels of proficiency. Each lesson will be available free online, as an open resource, including an accompanying PDF of the lesson dialog and vocabulary, and made available as a language learning application from OpenLanguage.com via subscription. When completed, *Língua da Gente* will comprise literally hundreds of lessons, all combined and searchable within the same database as well as through its distribution nationally and internationally via Apple's iTunesU.

Second, CES and CREEES, in collaboration with COERLL, will establish a consortium of US institutions of higher learning to facilitate the availability and delivery of instruction in European LCTLs. Through the use of synchronous video-conferenced instruction of European LCTLs offered in "smart" classrooms at UT and participating institutions, students nationwide will be able to enroll in European LCTL courses at the introductory, intermediate, and advanced levels. While increasing the depth and breadth of European LCTLs, we will also improve the overall quality of instruction through the creation of new digital materials, maintaining in the process high measurable standards of proficiency. The proposed project will initially involve UT and the University of Wisconsin. Year one will be focused on finalizing administrative logistics. The first exchange itself would begin in fall 2015: UT will start offering Yiddish, Czech, and Turkish to the University of Wisconsin, while the University of Wisconsin will offer UT courses in Finnish and advanced courses in Serbian/Croatian. UT faculty members teaching Czech will work closely with COERLL to make their materials available to the consortium partners. Czech faculty will develop digital materials, such as Pdf's, websites, and print-on-demand books that will accompany the interactive, video-conferenced classes and thereby enhance the learning process for all the students, not only those interested in European LCTLs at UT, but also those at our partner institutions.

I look forward to working with COERLL on these important projects.

Yours,
[redacted]

Douglas Biow
Director, Center for European Studies
Co-Director, EU Center of Excellence
Director, France-UT Institute
[redacted]

LLILAS BENSON
LATIN AMERICAN STUDIES AND COLLECTIONS

THE UNIVERSITY OF TEXAS AT AUSTIN, [redacted], AUSTIN, TEXAS 78712-1469
[redacted] • WWW.UTEXAS.EDU/COLA/INSTS/LLILAS • WWW.LIB.UTEXAS.EDU/BENSON/

June 27, 2014

Dr. Carl Blyth
Director
Center for Open Educational Resources and Language Learning
University of Texas at Austin

Dear Dr. Blyth:

The Teresa Lozano Long Institute of Latin American Studies at UT-Austin (LLILAS) is pleased to collaborate with the Center for Open Educational Resources and Language Learning (COERLL) in its application for Title VI funding as a Language Resource Center during the 2014 grant competition. In particular, LLILAS looks forward to working together with COERLL on developing K'ichee' materials for our Indigneous Languages Initiative, a program focused on the teaching of Mayan, Nahuatl, and Quechua. The initiative makes use of the extensive authentic content available in UT-Austin's *Archive of the Indigenous Languages of Latin America* (AILLA), a free and open digital archive of recordings and texts. UT-Austin's K'ichee' Maya language program already includes a set of 25 lesson plans.

For the project, Dr. Sergio Romero, director of our Indigenous Languages Initiative will work with K'ichee' faculty and COERLL to create open learning materials. The deliverables for this project will include openly-licensed courseware for the teaching of K'ichee' Maya, and a model for the development of materials for teaching indigenous languages online. Under the direction of Dr. Romero, the project team will begin by reviewing the current curriculum and assessing needs for new material development, which may include online drills and practice materials. In the first year, a prototype and templates for new online teaching and learning materials will be developed. UT-Austin's faculty members from the K'ichee' Maya program will produce the new content based on the prototype and templates. In the final year, a prototype and templates for online teaching and learning materials will be developed and adapted for other indigenous languages. While the focus is on K'ichee' Maya, we intend to expand the project to other indigenous languages.

LLILAS and COERLL both have established records of innovation in the field of international education. We are delighted to be working on a collaborative project that draws from our centers' unique strengths. We look forward to a fruitful collaboration.

Sincerely,

[redacted]

Charles R. Hale, Director
LLILAS Benson
Latin American Studies and Collections
University of Texas at Austin
E: [redacted]
P: [redacted]

COERLL TABLE OF OBJECTIVES

OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES
1) Increase the number of activities related to FL teacher training that focus on new instructional methods, language technology and pedagogical research.	A) Develop TELL badge system and implement for teacher development in Austin area schools.	A.1. Design badge system and rubrics to assess competencies defined in the TELL framework with the Language Acquisition Resource Center at San Diego State University (LARC) and the National Heritage Language Resource Center at UCLA (NHLRC) as well as local school districts in our respective cities of Austin, San Diego and Los Angeles. A.2. Develop an open badge issuing platform that conforms to the Mozilla open badge specification. A.3. Pilot badge system and issuing platform in professional development sessions with FL teachers in Austin ISD. A.4. Track teacher activity on the badge issuing platform. A.5. Provide training to FL teachers on managing and curating digital badges. A.6. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.
	B) Conduct teacher development conferences, symposia, and webinars.	B.1. Develop and conduct annual PLUS conference. B.2. Develop and conduct annual TELL conference. B.3. Co-sponsor a Digital Literacy Symposium with CERCLL. B.4. Develop and conduct monthly webinar series with LARC and CALPER. B.5. Develop and conduct a heritage Spanish webinar series with our MSI collaborators (UT-Pan American and Texas State Technical College). B.6. Ensure CPE credits for teachers who participate in workshops and webinars. B.7. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.
	C) Develop online modules for Arabic K-16 teacher-training.	C.1. Design, develop, and publish online training modules consisting of lessons, classroom videos, sample materials, interactive review, and glossary. C.2. Test training modules and collect feedback from users to improve the modules. C.3. Develop space for site users to post lesson plans online to share with others. C.4. Track use of training modules and user-contributed materials. C.5. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.
2) Increase the number of activities related to the development and	A) Conduct K-16 OER needs assessment.	A.1. Develop survey instrument and methodology to include educational needs, preferences, and barriers related to training and use of OER methods, resources, and materials.

OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES
implementation of open resources, methods, and materials for foreign languages.		A.2. Conduct survey of K-16 foreign language educators, including Community Colleges and MSI's. A.3 Prepare needs analysis based on focus group sessions held at national conferences. A.4. Disseminate results of survey and needs analysis in publications, conference presentations, and via the OER Research Hub.
	B) Create and publish openly-licensed digital courseware for the teaching of Czech, Chinese, French, K'ichee', Portuguese, and Spanish for Heritage Learners.	B.1. Perform user needs analysis for each target course and language. B.2. Design, develop, and publish web-based course materials (lessons, activities, assessments, audio, video, interactives, etc.). B.3. Pilot materials in target courses and conduct usability evaluations. B.4. Repurpose and reformat digital materials for distribution on third-party publishing platforms (e.g. Print-on-Demand, iTunes, OpenLanguage, etc.) B.5. Track use of materials through managed websites and third party distribution channels. B.6. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.
	C) Develop curricular models and materials templates that may be adapted to specific languages and contexts.	C.1. Develop and implement a model for producing teacher-generated Heritage Spanish materials in collaboration with Community College and MSI partners. C.2. Develop and publish step-by-step templates for teacher-generated L2 literacy activities. C.3. Develop and publish surveys and activities focusing on cultural perspectives and practices. C.4. Develop cultural surveys and templates for using survey data in activities for teaching culture. C.5. Develop training materials such as screencasts for producers of materials. C.6. Pilot all curricular models and templates and conduct usability evaluations. C.7. Track use of materials through managed websites and third party distribution channels C.8. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.
3) Increase the number of activities related to the dissemination, use, and assessment of open resources, methods, and materials for foreign languages.	A) Develop platforms to support creation and use of OER by foreign language teachers and learners.	A.1. Develop eComma LTI software for integration with Learning Management Systems for L2 Social Reading. A.2. Develop portal to allow creation and dissemination of teacher-generated Activities for L2 Literacy in several languages—French, German, Portuguese, Arabic, Turkish, and Persian with CERCLL (University of Arizona). A.3. Develop platform for embedding *The Mixxer* OER into online language courses. A.4. Track use of materials through managed websites and third party distribution

OBJECTIVES	PERFORMANCE MEASURES	ACTIVITIES
		channels. A.5. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.
	B) Disseminate Open Educational Resources for foreign language teaching & learning.	B.1. Develop and maintain NFLRC portal to disseminate NFLRC materials, with assistance from CASLS. B.2. Track use of NFLRC portal. B.3. Develop and maintain COERLL website to disseminate materials. B.4. Track use of COERLL website. B.5. Disseminate COERLL materials through digital repositories including MERLOT and OER Commons. B.6. Track use of materials through managed websites and third party distribution channels. B.7. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.
	C) Disseminate Open Education research and practices to the foreign language community.	C.1. Develop and post information about OER research and practice on social media channels (Twitter, Facebook, the “Open Up Blog”, etc.) C.2. Track audience engagement with social media and blog. C.3. Publish bi-annual newsletter in print and digital format. C.4. Conduct special dissemination projects, such as infographics and the Voices for Openness publication. C.5. Consult with and provide training to other organizations wishing to implement open practices (including the ACTFL Open Badge initiative and the SpinCAL initiative). C.6. Participate in consortia focused on OER, including the Community College Consortium on OER (CCCOER). C.7. Present OER research and practice at conferences, symposia, and workshops for foreign language education. C.8.Track use of materials through managed websites and third party distribution channels. C.9. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.

1. Project Goal Statement: Increase the number of activities related to FL teacher training that focus on new instructional methods, language technology and pedagogical research.									
2. Performance Measures	**3. Activities**	**4. Data/Indicators**	**5. Frequency**	**6. Data Source**	**7. BL**	**T1**	**T2**	**T3**	**T4**
A) Develop TELL badge system and implement for teacher development in Austin area schools.	A.1. Design badge system and rubrics to assess competencies defined in the TELL framework. A.2. Develop an open badge issuing platform that conforms to the Mozilla open badge specification. A.3. Pilot badge system and issuing platform in professional development sessions with FL teachers in Austin ISD. A.4. Track teacher activity on the badge issuing platform. A.5. Provide training to FL teachers on managing and curating digital badges. A.6. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.								

1. Project Goal Statement: Increase the number of activities related to FL teacher training that focus on new instructional methods, language technology and pedagogical research.									
2. Performance Measures	**3. Activities**	**4. Data/Indicators**	**5. Frequency**	**6. Data Source**	**7. BL**	**T1**	**T2**	**T3**	**T4**
B) Conduct teacher development conferences, symposia, and webinars.	B.1. Develop and conduct annual PLUS conference. B.2. Develop and conduct annual TELL conference. B.3. Co-sponsor a Digital Literacy Symposium at CERCLL. B.4. Develop and conduct monthly webinar series with LARC and CALPER. B.5. Develop and conduct a heritage Spanish webinar series with our MSI collaborators (UT-Pan American and Texas State Technical College). B.6. Work with partners and TEA to ensure CPE credits for participation in all workshops and webinars. B.7. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.								

1. Project Goal Statement: Increase the number of activities related to FL teacher training that focus on new instructional methods, language technology and pedagogical research.									
2. Performance Measures	**3. Activities**	**4. Data/Indicators**	**5. Frequency**	**6. Data Source**	**7. BL**	**T1**	**T2**	**T3**	**T4**
C) Develop online modules for Arabic K-16 teacher-training.	C.1. Design, develop, and publish online training modules consisting of lessons, classroom videos, sample materials, interactive review, and glossary. C.2. Test training modules and collect feedback from users to improve the modules. C.3. Develop space for site users to post lesson plans online to share with others. C.4. Track use of training modules and user-contributed materials. C.5. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.								

1. Project Goal Statement: Increase the number of activities related to the development and implementation of open resources, methods, and materials for foreign languages.									
2. Performance Measures	**3. Activities**	**4. Data/Indicators**	**5. Frequency**	**6. Data Source**	**7. BL**	**T1**	**T2**	**T3**	**T4**
A) Conduct K-16 OER needs assessment.	A.1. Develop survey instrument and methodology to include educational needs, preferences, and barriers related to training and use of OER methods, resources, and materials. A.2. Conduct survey of K-16 foreign language educators, including Community Colleges and MSI's. A.3 Prepare needs analysis based on focus group sessions held at national conferences. A.4. Disseminate results of survey and needs analysis in publications, conference presentations, and via the OER Research Hub.								

1. Project Goal Statement: Increase the number of activities related to the development and implementation of open resources, methods, and materials for foreign languages.									
2. Performance Measures	**3. Activities**	**4. Data/Indicators**	**5. Frequency**	**6. Data Source**	**7. BL**	**T1**	**T2**	**T3**	**T4**
B) Create and publish openly-licensed digital courseware for the teaching of Czech, Chinese, French, K'ichee', Portuguese, and Spanish for Heritage Learners.	B.1. Perform user needs analysis for each target course and language. B.2. Design, develop, and publish web-based course materials (lessons, activities, assessments, audio, video, interactives, etc.). B.3. Pilot materials in target courses and conduct usability evaluations. B.4. Repurpose and reformat digital materials for distribution on third-party publishing platforms (e.g. Print-on-Demand, iTunes, OpenLanguage, etc.) B.5. Track use of materials through managed websites and third party distribution channels. B.6. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.								

1. Project Goal Statement: Increase the number of activities related to the development and implementation of open resources, methods, and materials for foreign languages.									
2. Performance Measures	**3. Activities**	**4. Data/Indicators**	**5. Frequency**	**6. Data Source**	**7. BL**	**T1**	**T2**	**T3**	**T4**
C) Develop curricular models and materials templates that may be adapted to specific languages and contexts.	C.1. Develop and implement a model for producing teacher-generated Heritage Spanish materials in collaboration with Community College and MSI partners. C.2. Develop and publish step-by-step templates for teacher-generated L2 literacy activities. C.3. Develop and publish surveys and activities focusing on cultural perspectives and practices. C.4. Develop cultural surveys and templates for using survey data in activities for teaching culture. C.5. Develop training materials such as screencasts for producers of materials. C.6. Pilot all curricular models and templates and conduct usability evaluations. C.7. Track use of materials through managed websites and third party distribution channels. C.8. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.								

1. Project Goal Statement: Increase the number of activities related to the dissemination, use, and assessment of open resources, methods, and materials for foreign languages.									
2. Performance Measures	**3. Activities**	**4. Data/Indicators**	**5. Frequency**	**6. Data Source**	**7. BL**	**T1**	**T2**	**T3**	**T4**
A) Develop platforms to support creation and use of OER by foreign language teachers and learners.	A.1. Develop eComma LTI software for integration with Learning Management Systems for L2 Social Reading. A.2. Develop portal to allow creation and dissemination of teacher-generated Activities for L2 Literacy in several languages—French, German, Portuguese, Arabic, Turkish, and Persian with CERCLL (University of Arizona). A.3. Develop platform for embedding *The Mixxer* OER into online language courses. A.4. Track use of materials through managed websites and third party distribution channels A.5. Obtain feedback for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.								

1. Project Goal Statement: Increase the number of activities related to the dissemination, use, and assessment of open resources, methods, and materials for foreign languages.									
2. Performance Measures	**3. Activities**	**4. Data/Indicators**	**5. Frequency**	**6. Data Source**	**7. BL**	**T1**	**T2**	**T3**	**T4**
B) Disseminate Open Educational Resources for foreign language teaching & learning.	B.1. Develop and maintain NFLRC portal to dissemination NFLRC materials. B.2. Track use of NFLRC portal. B.3. Develop and maintain COERLL website to disseminate materials. B.4. Track use of COERLL website. B.5. Disseminate COERLL materials through digital repositories including MERLOT and OER Commons. B.6. Track use of materials through managed websites and third party distribution channels. B.7. Obtain feedback from for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.								

1. Project Goal Statement: Increase the number of activities related to the dissemination, use, and assessment of open resources, methods, and materials for foreign languages.									
2. Performance Measures	**3. Activities**	**4. Data/Indicators**	**5. Frequency**	**6. Data Source**	**7. BL**	**T1**	**T2**	**T3**	**T4**
C) Disseminate Open Education research and practices to the foreign language community.	C.1. Develop and post information about OER research and practice on social media channels (Twitter, Facebook, the "Open Up Blog", etc.) C.2. Track audience engagement with social media and blog. C.3. Publish bi-annual newsletter in print and digital format. C.4. Conduct special dissemination projects, such as infographics and the Voices for Openness publication. C.5. Consult with and provide training to other organizations wishing to implement open practices (including the ACTFL Open Badge initiative and the SpinCAL initiative). C.6. Participate in consortia focused on OER, including the Community College Consortium on OER (CCCOER). C.7. Present OER research and practice at conferences, symposia, and workshops for foreign language education. C.8.Track use of materials through managed websites and third party distribution channels. C.9. Obtain feedback from for all activities from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities.								

SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

PURPOSE

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

INSTRUCTIONS FOR SUBMITTING THE SURVEY

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name: THE UNIVERSITY OF TEXAS AT AUSTIN

Applicant's DUNS Number: [redacted]

Federal Program: LANGUAGE RESOURCE CENTERS **CFDA Number:** 84.229A

---

1. Has the applicant ever received a grant or contract from the Federal government?

   ☒ Yes ☐ No

2. Is the applicant a faith-based organization?

   ☐ Yes ☒ No

3. Is the applicant a secular organization?

   ☒ Yes ☐ No

4. Does the applicant have 501(c)(3) status?

   ☐ Yes ☒ No

5. Is the applicant a local affiliate of a national organization?

   ☐ Yes ☒ No

6. How many full-time equivalent employees does the applicant have? *(Check only one box).*

   ☐ 3 or Fewer ☐ 15-50
   ☐ 4-5 ☐ 51-100
   ☐ 6-14 ☒ over 100

7. What is the size of the applicant's annual budget? *(Check only one box.)*

   ☐ Less Than $150,000
   ☐ $150,000–$299,999
   ☐ $300,000–$499,999
   ☐ $500,000–$999,999
   ☐ $1,000,000–$4,999,999
   ☒ $5,000,000 or more

OMB No. 1894-0010 Exp. 05/31/12

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** FinalLineItemBudget1019164057.pdf

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

THE UNIVERSITY OF TEXAS AT AUSTIN
Center for Open Educational Resources & Language Learning (COERLL)
Dr. Carl S. Blyth, Principal Investigator

Budget Per Project Yr	YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Type of Funding:	**ED**	**NON-**	**ED**	**NON-**	**ED**	**NON-**	**ED**	**NON-**
(ED) Dept of Education								
(NON-) Non-Federal								
Personnel								
Time Months Salary								
Principal Investigator	0	7,640	0	7,793	0	7,949	0	8,108
(Dr. Carl Blyth)								
Yr 1 10% 9 76,400								
Yr 2 10% 9 77,928								
Yr 3 10% 9 79,487								
Yr 4 10% 9 81,076								
Publications Manager	65,618	0	66,930	0	68,269	0	69,634	0
(Nathalie Steinfeld Childre)								
Yr 1 100% 12 65,618								
Yr 2 100% 12 66,930								
Yr 3 100% 12 68,269								
Yr 4 100% 12 69,634								
Projects Manager								
(Rachael Gilg)								
Yr 1 100% 12 64,297	64,297	0	65,583	0	66,895	0	62,774	5,459
Yr 2 100% 12 65,583								
Yr 3 100% 12 66,895								
Yr 4 100% 12 68,232								
	129,915	**7,640**	**132,513**	**7,793**	**135,164**	**7,949**	**132,408**	**13,566**
Fringe Benefits								
Permanent Staff (30%)	**38,975**	**2,292**	**39,754**	**2,338**	**40,549**	**2,385**	**39,722**	**4,070**
Travel (Domestic)								
Project Directors' Mtg								
Air/Ground	600	0	0	0	0	0	0	0
Lodging	450	0	0	0	0	0	0	0
Per diem	120	0	0	0	0	0	0	0
ACTFL								
Air/Ground	1,200	0	1,200	0	600	0	1,200	0
Lodging	900	0	900	0	450	0	900	0
Per diem	240	0	240	0	120	0	240	0

Budget Per Project Yr	YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Type of Funding: (ED) Dept of Education (NON-) Non-Federal	ED	NON-	ED	NON-	ED	NON-	ED	NON-
CALICO								
Air/Ground	1,200	0	600	0	600	0	600	0
Lodging	900	0	450	0	450	0	450	0
Per diem	240	0	120	0	120	0	120	0
SOCALLT								
Air/Ground	400	0	400	0	400	0	400	0
Lodging	450	0	450	0	450	0	450	0
Per diem	120	0	120	0	120	0	120	0
TFLA								
Air/Ground	400	0	400	0	400	0	400	0
Lodging	450	0	450	0	450	0	450	0
Per diem	120	0	120	0	120	0	120	0
	7,790	**0**	**5,450**	**0**	**4,280**	**0**	**5,450**	**0**
Equipment								
Not Applicable	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Supplies								
Project Supplies	2,250	0	250	0	250	0	250	0
Software	1,800	0	400	0	400	0	400	0
	4,050	**0**	**650**	**0**	**650**	**0**	**650**	**0**
Contractual								
Not Applicable	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Construction								
Not Applicable	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Other								
Speaker Fees	500	0	500	0	500	0	500	0
Proiect Evaluator Fees	2,000	0	2,000	0	2,000	0	2,000	0
Printing Costs	1,000	0	1,000	0	1,000	0	1,000	0
	3,500	**0**	**3,500**	**0**	**3,500**	**0**	**3,500**	**0**

Budget Per Project Yr	YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Type of Funding: (ED) Dept of Education (NON-) Non-Federal	ED	NON-	ED	NON-	ED	NON-	ED	NON-
Total Direct Costs	184,230	9,932	181,867	10,131	184,143	10,334	181,730	17,636
Indirect Costs (8%)	14,738	0	14,549	0	14,731	0	14,538	0
Training Stipends Not Applicable	0	0	0	0	0	0	0	0
TOTAL COSTS	198,968	9,932	196,416	10,131	198,874	10,334	196,268	17,636

TOTAL 4-YEAR FUNDING:

(ED) Dept of Education	790,526
(NON-) Non-Federal	48,033

COERLL Budget Narrative

Personnel

Project PI

The Principal Investigator (Dr. Carl Blyth) is employed as a full-time, 9-month faculty member by The University of Texas at Austin (Associate Professor, Department of French & Italian). He receives a course release and summer salary from the dean of the College of Liberal Arts (CoLA). Dr. Blyth will contribute at least 10% of his time.

COERLL Staff

The large majority of the budget is directed to the salaries of COERLL's technical staff—the Publications Manager (Nathalie Steinfeld Childre) and the Projects Manager (Rachael Gilg). These two employees are essential to COERLL's operations since our digital projects are media rich and require sophisticated technical skills. They will commit 100% of their time.

Fringe Benefits

Fringe benefits have been calculated at 30% of the PI salary and staff salaries. Sponsored awards are responsible for the actual fringe benefits incurred by each employee. Fringe benefits costs have been estimated based on historical data. However, actual costs for fringe benefits are charged (billed) to the sponsored project at the time the cost is incurred, based on salary, selected benefits package and other variables applicable to the individual.

The University of Texas at Austin

Fringe Benefit Rates

2013-14 Fiscal Year

Fringe Benefit	Object Code	Employee Deduction*	Departmental Charge	Additional Information
Social Security	1176	6.20%	6.20%	Only applicable on wages up to $113,700 (2013) or $117,000 (2014)
Medicare	1176	1.45%	1.45%	
Additional Medicare	1176	0.90%	-	Only applicable on wages of $200,000 and up
Unemployment Compensation Insurance (UCI)	1180	-	0.830%	Only applicable on wages up to $9,000
Worker's Compensation Insurance (WCI)	1185	-	0.099%	
Vacation and Sick Leave Assessment	1190	-	1.20%	
Retirement				
Teacher Retirement (TRS)	1195	6.40%	6.80%	
Optional Retirement (ORP)	1196	6.65%	8.50%	
Surcharge for Working Retirees	1146	-	13.20%	Only assessed for retirees working more than 50% time in a single month.
Insurance				
Full-Time Employees				Applicable to benefit eligible employees working 40 hours/week
Employee Coverage	1170	$497.55	$497.55	
Employee/Spouse Coverage	1170	$972.59	$758.37	
Employee/Child Coverage	1170	$888.48	$664.43	
Employee/Family Coverage	1170	$1,348.67	$926.81	
Part-Time Employees				Applicable to benefit eligible employees working less than 40 hours/week
Employee Coverage	1170	$497.55	$248.78	
Employee/Spouse Coverage	1170	$972.59	$379.19	
Employee/Child Coverage	1170	$888.48	$332.22	
Employee/Family Coverage	1170	$1,348.67	$463.41	

Gross, Longevity, Hazardous Duty, and University Salary Supplement pay are included as part of an employee's salary for all fringe benefit calculations.

Social Security and Medicare limits are established by the IRS. New rates take effect on checks issued on or after January 1.

*The Employee Deduction column is informational only, as these are not charges incurred by the department.

Travel

Travel funds are requested to attend the mandatory LRC Project Directors' meeting in Washington DC at the start of the grant cycle and to attend four FL conferences each year. These conferences have been chosen because they align with COERLL's focus on FL technology (Computer Assisted Language Instruction Consortium/CALICO and South Central Language Learning Technology Conference/SOCALLT), and because they are the most prominent national (ACTFL) and regional (Texas FL Association/TFLA) conferences. The main purpose of attending these conferences is to connect with FL teachers who use our materials, to disseminate our OER, to promote our professional development opportunities and to meet with the other LRC directors (ACTFL).

The national conferences (ACTFL and CALICO) will be attended by the Director and one other representative of COERLL. COERLL will be represented at the regional conferences (SOCALLT and TFLA) by one staff member. Cost estimates include flights or ground transportation, 3 nights lodging, and $40 per diem for one or two travelers. COERLL's faculty project coordinators will be eligible to receive travel grants from their academic departments for travel to conferences to present on COERLL-related activities. This will ensure that COERLL has at least two representatives at the national conferences each year of the grant cycle. The costs for TFLA and SOCALLT are estimated to be significantly less than the other conferences because they are regional, often within driving distance from COERLL's U.T. office.

The University of Texas at Austin has travel contracts with Anthony Travel and Corporate Travel Planners <u>to ensure lowest available airfares for faculty and employee traveling</u>.

Supplies

The line item *Project Supplies* includes items for storage and management of digital media produced for our projects. Portable external hard drives will be acquired for the materials development project (8 drives at $250 each). Digital tapes, SD cards and replacement batteries compatible with existing cameras will be also purchased in order to record new audiovisual media.

Item	Cost per unit	Quantity	Year 1	Year 2	Year 3	Year 4
Portable external hard drives	$250	8	$2000			
High Capacity SD memory cards	$50	5 per year	$250	$250	$250	$250
			$2250	**$250**	**$250**	**$250**

Software includes upgrades for graphic design and web development application packages (e.g., Adobe Creative Suite) and for video editing and screen capture applications (e.g., Screenflow). These applications will be used exclusively for the production of COERLL's digital and print materials. In addition, $400 is allocated for an annual subscription for an e-mail marketing platform (e.g. Constant Contact) to distribute information and materials to e-mail list subscribers. We will need to spend more on software in Year One in order to set up our office.

Item	Cost per unit	Quantity	Year 1	Year 2	Year 3	Year 4
Adobe Creative Suite upgrade	$600	2	$1200			
Screenflow	$100	2	$200			
E-mail marketing platform	$400 per year	4 years	$400	$400	$400	$400
			$1800	**$400**	**$400**	**$400**

Other

Speaker Fees

Honoraria will be provided to presenters at some of COERLL's professional development events. COERLL will sponsor one guest presenter per year at $500 in the collaborative webinar series with LARC and CALPER. The speakers have not yet been identified, but they will include nationally prominent figures in FL Education.

Project Evaluator Fees

COERLL's independent external evaluator, Jessica L. Hartos, will be paid $2000 annually for consultation and project evaluation activities. At the beginning of the project, Dr. Hartos will be responsible for designing feedback surveys for partners, participants, and users, as well as spreadsheets for entering data. She will also be responsible for receiving and assessing data and reporting results for the project annually. In addition, she will be available year-round for questions/comments/concerns related to program evaluation activities. (See p. 48 in Project Narrative for complete description of Dr. Hartos' duties as independent external evaluator).

Printing Costs

Despite COERLL's focus on digital materials, print remains important to our outreach activities. COERLL produces many different print materials for the public: a printed version of our biannual newsletter, handouts advertising our OER, and brochures that explain features of Open Education ("OER Basics," "Understanding Copyright"). COERLL also occasionally has the need to print

signage for conferences and events, and sample editions of our print-on-demand open textbooks to show to FL teachers at events and conference exhibits.

Indirect Costs

The Department of Education limits the indirect cost rate on this grant to 8% calculated on modified total direct costs.

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

The University of Texas at Austin

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	129,915.00	132,513.00	135,164.00	132,408.00		530,000.00
2. Fringe Benefits	38,975.00	39,754.00	40,549.00	39,722.00		159,000.00
3. Travel	7,790.00	5,450.00	4,280.00	5,450.00		22,970.00
4. Equipment						
5. Supplies	4,050.00	650.00	650.00	650.00		6,000.00
6. Contractual						
7. Construction						
8. Other	3,500.00	3,500.00	3,500.00	3,500.00		14,000.00
9. Total Direct Costs (lines 1-8)	184,230.00	181,867.00	184,143.00	181,730.00		731,970.00
10. Indirect Costs*	14,738.00	14,549.00	14,731.00	14,538.00		58,556.00
11. Training Stipends						
12. Total Costs (lines 9-11)	198,968.00	196,416.00	198,874.00	196,268.00		790,526.00

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: 2009-09-01-07 To: 2014-08-31-07 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Dept of Health and Human Services

The Indirect Cost Rate is 54.50 %.

(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

The University of Texas at Austin

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 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	7,640.00	7,793.00	7,949.00	13,566.00		36,948.00
2. Fringe Benefits	2,292.00	2,338.00	2,385.00	4,070.00		11,085.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	9,932.00	10,131.00	10,334.00	17,636.00		48,033.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	9,932.00	10,131.00	10,334.00	17,636.00		48,033.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

OMB Number: 1894-0007
Expiration Date: 07/31/2014

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Carl	S.	Blyth	

Address:

Street1: 201 W. 21st St., Stop B7600
Street2:
City: Austin
County: Travis
State: TX: Texas
Zip Code: 78712-1800
Country: USA: UNITED STATES

Phone Number (give area code): [redacted]
Fax Number (give area code): [redacted]

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: [redacted]

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.

EdSupplement1019163231.pdf

Add Attachment | Delete Attachment | View Attachment

SF 424 ED supplement

The national survey of foreign language teachers referred in COERLL's proposal will take place in the second year of the upcoming grant cycle. In the third year of the upcoming grant cycle, focus groups will be held at national conferences. Survey details and focus group details have not yet been determined with the faculty coordinator (Dr. Joshua Thoms, Utah State) at the time of this writing. However, COERLL will apply for IRB approval for the national survey and focus groups during Fall 2014.