

Gabriela C. Zapata

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EDUCATION

1999-2002	Ph.D., Spanish Applied Linguistics, The Pennsylvania State University. <u>Areas of Specialization:</u> SLA; Second and Heritage Language Pedagogy; Multiliteracies-Based Instruction; Teacher Education; Open Educational Resources (OER): Development and Implementation; Bilingualism
1996-1998	M.A., Teaching English as a Second Language, The Pennsylvania State University.
1987-1990	B.A. and Teaching Certificate, Teaching English as a Foreign Language, Instituto Nacional de Enseñanza Superior "Olga Cossettini," Rosario, Argentina.

CERTIFICATIONS

February 2014	Certified ACTFL Oral Proficiency Interview Tester
November 2019	CIMER Entering Mentoring Trained Facilitator

ACADEMIC POSITIONS

Associate Professor

Texas A&M University
Department of Hispanic Studies
May 8, 2019-Present

- **Research:**
 - Multimodality and multiliteracies (*Learning by Design*) and L2 Spanish teaching in intermediate classes
 - Grammar teaching through texts
 - Genre-based instruction in L2 classes
 - Open Educational Resources and L2 Learning
 - Spanish for the professions: Interdisciplinary collaborations
- **Teaching:** Graduate and undergraduate classes on L2 teaching methods and Hispanic and Applied Linguistics; Spanish grammar and writing; Diversity and inclusion.

Associate Professor

Director of Lower Division Spanish Instruction

Texas A&M University
Department of Hispanic Studies
August 2016-May 7, 2019

- **Research:**
 - Open Educational Resources and L2 Learning
 - Genre-based instruction in L2 classes
 - Multiliteracies (*Learning by Design*) and the teaching of Spanish to L2 learners with the use of technology
 - The implementation of ACTFL standards and Integrated Performance Assessment in L2 Spanish classes

- The psycholinguistic investigation of Spanish Heritage Speakers' language competence using the Visual World Eyetracking approach
- **Teaching:** Graduate and undergraduate classes on L2 Teaching Methods and Hispanic and Applied Linguistics.
- **Program Direction:** Responsible for all pedagogical and administrative aspects of the Spanish Language Program comprised of approximately 24 instructors and 900 students per semester. Determined theoretical and pedagogical bases for program and developed curriculum for all courses. Developed and maintained the program's website and eCampus (Blackboard) course sites for all courses in the program. Trained and supervised instructors (Graduate Teaching Assistants and Lecturers). Organized training workshops for instructors teaching in the program. Developed and administered benchmark exam for Spanish 102 and 202.

Assistant Professor, Spanish Linguistics
Coordinator of Spanish Language Program
Coordinator of Spanish Area

California State University, Monterey Bay
 School of World Languages and Cultures
 August 2014-July 2016

- **Research:**
 - The development and use of digital multimodal material (based on the *Learning by Design* pedagogy) for the teaching of Spanish to heritage speakers.
 - The implementation of ACTFL standards and Integrated Performance Assessment in L2 Spanish classes and Spanish courses for heritage speakers.
 - Bilingualism and Corpus Linguistics: Investigation of the linguistic and pragmatic characteristics of the Spanish spoken in the Salinas Valley; development of a corpus of this variety.
- **Teaching:** Undergraduate classes on L2 Spanish and Hispanic Linguistics
- **Program Direction:** Responsible for all pedagogical and administrative aspects of the Spanish Language Program comprised of approximately 10 instructors and 900 students per semester. Determined theoretical and pedagogical bases for program and developed curriculum for all courses. Trained and supervised instructors (lecturers). Organized training workshops for instructors teaching in the program.
- **Coordination of Spanish Area:** Responsible for advising of all majors and minors and organizing and scheduling of lower and upper division classes. Promoted major and directed seniors' capstone projects.

Associate Professor (Teaching)
Director of Spanish and Portuguese Programs

University of Southern California
 Department of Spanish and Portuguese
 July 2012-July 2014

- **Research:** Bilingualism and L1 attrition; the implementation of ACTFL standards and Integrated Performance Assessment in L2 classes; L2 Spanish vocabulary acquisition and syntax; task-based instruction.
- **Teaching:** Undergraduate classes on L2 Spanish, Hispanic Linguistics, and Discourse Analysis; graduate class on L2 methodology
- **Program Direction:** Responsible for all pedagogical and administrative aspects of the Spanish and Portuguese Language Programs comprised of approximately 25 instructors and 1200 students per semester. Determined theoretical and pedagogical bases for program and develop curriculum for all courses. Developed and maintained Blackboard course sites for all courses in the program and web page for language program. Trained and supervised instructors (Graduate Teaching Assistants and Lecturers). Organized training workshops for instructors teaching in the program.

Associate Professor, Spanish Applied Linguistics
Language Program Coordinator
 University of Alberta

Department of Modern Languages and Cultural Studies
July 2009 – July 2012

**Assistant Professor, Spanish Applied Linguistics
Language Program Coordinator**

University of Alberta
Department of Modern Languages and Cultural Studies
July 2005 – June 2009

- **Research:** Bilingualism and L1 attrition; L2 teacher education; L2 Spanish vocabulary acquisition and syntax; Computer Assisted Language Learning
- **Teaching:** Graduate and undergraduate classes on Bilingualism, L2 Teaching Methods, Hispanic and Applied Linguistics, L2 Spanish, and Spanish for Heritage Speakers.
- **Program Coordination:** Responsible for all pedagogical and administrative aspects of the Basic Spanish Language Program and advanced Spanish classes, comprised of approximately 25 instructors and 700 students per semester. Determined theoretical and pedagogical bases for program and developed material for all courses. Trained and supervised instructors (Graduate Teaching Assistants and Lecturers). Organized training workshops for instructors teaching in the program.

**Assistant Professor
Language Program Director**

Tulane University
Department of Spanish and Portuguese; Linguistics Program
July 2003 – June 2005

- **Research:** L1 incomplete acquisition/attrition; relationship between L2 instructors' beliefs and practice.
- **Teaching:** Graduate and undergraduate classes on L2 pedagogy and Second Language Acquisition.
- **Program Direction:** Responsible for all pedagogical and administrative aspects of the Spanish Basic Language Program, comprised of approximately 30 instructors and 1,000 students per semester. Determined theoretical and pedagogical bases for program and developed material for all courses. Secured funding for language program. Trained and supervised instructors (Graduate Teaching Assistants and Lecturers). Organized training workshops for instructors teaching in the program.

**Assistant Professor
Director of Spanish Basic Language Program**

University of Illinois, Urbana-Champaign
Department of Spanish, Italian, and Portuguese
May 2002 – June 2003

- **Research:** L1 incomplete acquisition/attrition; relationship between L2 instructors' beliefs and practice; culture in L2 Spanish classes.
- **Teaching:** Graduate and undergraduate classes on L2 pedagogy and Latin American culture.
- **Program Direction:** Responsible for all pedagogical and administrative aspects of the technology-enhanced Spanish Basic Language Program, comprised of approximately 40 graduate teaching assistants and 2,000 students per semester. Developed pedagogical material for language program. Secured funding for program. Trained and supervised instructors (Graduate Teaching Assistants). Organized training workshops for instructors teaching in the program.
- **Other:** Directed study-abroad program in Cuba.

Spanish I and II Supervisor

The Pennsylvania State University
Department of Spanish, Italian and Portuguese
August 2000 – December 2001

- Developed syllabi, lesson plans, and pedagogical materials; created material for, organized, and conducted pedagogical sessions in training workshop for new teaching assistants; and designed material for courses. Trained and supervised Graduate Teaching Assistants.

Researcher

The Pennsylvania State University
 Department of Spanish, Italian and Portuguese
 August 2000 – May 2001

- Data collection for a study on the effectiveness of a technology-based program for beginning Spanish classes.
- Participated in the “Penn State University Foreign Language Tele-Collaboration Project” research study, funded by the U.S. Department of Education's International Research and Studies Program.

Materials and Curriculum Developer

The Pennsylvania State University
 Department of Spanish, Italian and Portuguese
 May 2000 – August 2000

- Developed curriculum and web-based activities for use with the textbook *Temas* as part of a technology-based program for the basic Spanish language program at the Pennsylvania State University.

Teaching and Research Assistant

The Pennsylvania State University
 Department of Spanish, Italian and Portuguese
 August 1999 – May 2001

- Taught beginning Spanish and advanced Spanish grammar and writing classes and a technology-based advanced grammar and writing class for undergraduate students.
- Assisted Prof. Rafael Salaberry in second language acquisition research projects on the use of computer-mediated communication in Spanish as a foreign language classes.
- Assisted Prof. Sandra Savignon with the edition of the International Association of Applied Linguistics (AILA) 99 Review volume.

ESL Instructor

Intensive English Communication Program
 The Pennsylvania State University
 Summer 1999, Summer 2001

- Designed and conducted a seminar entitled “Mainstream Society and Multiculturalism in the United States” for advanced students of English as a Second Language. The pedagogical foundations of the seminar were theories of multimodality and the use of instructional technology. Taught lower intermediate speaking, an advanced writing seminar, intermediate grammar and listening classes to students of English as a Second Language.

Graduate Fellow

Spanish Department
 Georgetown University
 1998 - 1999

- Assisted Prof. Cristina Sanz and Prof. Alfonso Morales Front in research in Linguistics and Prof. Roberto Esquenazi Mayo in Latin American literature. In addition, edited faculty papers for publication.

Teaching Assistant, Research Assistant, and Instructor

Department of Speech Communication
 The Pennsylvania State University
 1996 - 1998

- Taught beginning and intermediate academic writing classes for first-year international undergraduate students and a speaking and listening class for international teaching assistants.

- Assisted faculty members at the MA TESL program with the creation and subsequent update of a web site for teaching assistants; developed an English phonetics and phonology workshop for students in the program; created a bibliographic database.
- Taught low-intermediate writing classes, beginning and intermediate grammar classes, and an advanced critical reading seminar to students of English as a Second Language. Also participated in the Nihon University (Japan) exchange summer program, as a teacher of a Writing-Grammar class and curriculum developer for the 1998 program.

Assistant Director/Counselor

Sonoma State University
California Summer Language Adventure
Summer 1996

- Developed instructional material for different levels of Spanish proficiency; taught intermediate and advanced Spanish classes; fulfilled director's duties (program organization, counselor supervision, etc.) when required; acted as residence hall mentor.

Language Assistant

Department of Spanish
Grinnell College
1994-1996

- Taught intermediate level conversation classes; supervised Language Lab and tutors; assisted faculty members in the development of instructional material for and in the teaching of beginning Spanish classes.

Lecturer

Certification Program in Teaching English as a Foreign Language
Instituto de Estudios Superiores "Cristóforo Colombo" (Rosario, Argentina)
1993-1994

- Taught English Grammar and Discourse Analysis to first-year students and Contemporary American and English Literature to second-year students.

EFL Instructor

Asociación Rosarina de Cultura Inglesa (Private institution depending on the British Council – Rosario, Argentina)
1990-1994

- Taught beginning, intermediate, and advanced general English classes to children, adolescents, and adults of different proficiency levels and ages. Prepared students for Oxford and Cambridge examinations of English as a foreign language.

EFL Instructor

Colegio "Mirasoles" (Private Catholic high school– Rosario, Argentina)
1992-1993

- Taught intermediate and advanced general English classes to thirteen- and seventeen-year-old students. Prepared students for Cambridge First Certificate examination.

EFL Instructor

Colegio "La Salle" (Private Catholic primary school– Rosario, Argentina)
1992-1993

- Taught beginning general English classes to seven-year-old students.

PUBLICATIONS

BOOKS:

Kalantzis, M., Cope, B., & Zapata, G. C. (2019). *Las alfabetizaciones múltiples: Teoría y práctica*. Barcelona: Octaedro. Paper edition ISBN: 978-84-18083-39-6; EPUB ISBN: 978-84-18083-40-2. Google book preview: <http://bit.ly/alfabetizaciones>

Zapata, G. C., & Lacorte, M. (Eds.) (2017). *Multiliteracies pedagogy and language learning: Teaching Spanish to heritage speakers*. New York: Palgrave Macmillan. Paper edition ISBN: 978-3-319-63102-8; eBook ISBN: 978-3-319-63103-5. Google book preview: http://bit.ly/Multiliteracies_HLLs

- Zapata, G. C. (2017). Chapter 1: A match made in Heaven: An introduction to *Learning by Design* and its role in heritage language education. In G. C. Zapata & M. Lacorte (Eds.), *Multiliteracies pedagogy and language learning: Teaching Spanish to heritage speakers* (pp. 1-26). New York: Palgrave Macmillan.
- Zapata, G. C. (2017). Chapter 3: The role of digital, *Learning by Design* instructional materials in the development of Spanish heritage learners' literacy skills. In G. C. Zapata & M. Lacorte (Eds.), *Multiliteracies pedagogy and language learning: Teaching Spanish to heritage speakers* (pp. 67-106). New York: Palgrave Macmillan.

ARTICLES IN PEER-REVIEWED JOURNALS:

Zapata, G. C. (in press). Sprinting to the finish line: The benefits and challenges of book sprints in OER faculty-graduate student collaborations. *The International Review of Research in Open and Distributed Learning*.

Zapata, G. C., & Ribota, A. (2020). The instructional benefits of identity texts and *Learning by Design* in required second language classes. *Pedagogies, An International Journal*.

DOI: <https://doi.org/10.1080/1554480X.2020.1738937> [Co-authored with graduate student]

Zapata, G. C. (2019). L2 Spanish university students' perceptions of the pedagogical benefits of culture portfolios. *Language, Culture and Curriculum*, 32(1), 94-110. (Advanced online publication on April 3, 2018; DOI: <https://doi.org/10.1080/07908318.2018.1457682>).

Zapata, G. C., & Mesa-Morales, M. (2018). The beneficial effects of technology-based social reading in L2 classes. *Lenguas en Contexto*, 9 (Suplemento 2018-2019), 40-50. Available at <http://www.facultaddelenguas.com/lencontexto/?idrevista=25#25.40>. [Co-authored with graduate student]

Zapata, G. C., & Ribota, A. (2017). Digital publications in language classes: Performance, multiliteracies, and learner autonomy. *Language Educator*, 12(3), 52-54. [Co-authored with graduate student]

Zapata, G. C. (2016). University students' perceptions of Integrated Performance Assessment and the connection between classroom learning and assessment. *Foreign Language Annals*, 49(1), 93-104.

Zapata, G. C., Cabrera, V., Siguenza-Ortiz, C., & Vierma, G. (2014). The role of cultural portfolios in the implementation of ACTFL culture-based standards in L2 Spanish classes. *Language Educator*, 9(2), 38-41.

Zapata, G. C. (2011). The effects of Community Service Learning projects on L2 learners' cultural understanding. *Hispania*, 94, 86-102.

Bolger, P. A., & Zapata, G. C. (2011). Semantic categories and context in L2 vocabulary learning. *Language Learning*, 61(2), 614-646.

Bolger, P. A., & Zapata, G. C. (2011). Psycholinguistic approaches to language processing in heritage speakers. *Heritage Language Journal*, 8 (1), Spring issue. Available at <http://www.international.ucla.edu/media/files/bolger-eight-one-g3-1dr.pdf>.

Sagarra, N., & Zapata, G. C. (2008). Computer-assisted instruction and L2 grammar development. *Hispania*, 91(1), 93-109.

- Sagarra, N., & Zapata, G. C. (2008). Blending classroom instruction with online homework: A superior recipe for student perceptions on computer-assisted L2 learning. *ReCALL*, 20(2), 208-224.
- Zapata, G. C., & Lacorte, M. (2007). Pre- and in-service instructors' metaphorical constructions of second language teachers and learners. *Foreign Language Annals*, 40, 3, 521-534.
- Zapata, G. C., & Sagarra, N. (2007). CALL on hold: The delayed benefits of an online workbook on L2 vocabulary learning. *Computer Assisted Language Learning*, 20, 153-171.
- Zapata, G. C., Sánchez, L., & Toribio, A. J. (2005). Contact/contracting Spanish among Spanish heritage bilinguals in the U.S. *International Journal of Bilingualism*, 9(3-4), 377– 396.
- Zapata, G. C. (2005). Literature in L2 Spanish classes: An examination of focus-on-cultural understanding. *Language Awareness*, 14(4), 261-273.
- Zapata, G. C. (2004). Second language instructors and CALL: A multidisciplinary research framework. *Computer Assisted Language Learning*, 17, 339-356.
- Zapata, G. C., & Oliveras-Heras, M. (2004). CALL and task-based instruction in Spanish for business classes. *The Journal of Language for International Business*, 15(1), 62-78.
- Zapata, G. C. (2002). A comprehensive model for graduate teaching assistant education. *The Journal of Graduate Teaching Assistant Development*, 9, 5-11.
- Zapata, G. C. (1998). Proverb project. *TESOL Journal*, 7, 38-39.

CHAPTERS IN PEER-REVIEWED EDITED VOLUMES:

- Zapata, G. C. (2015). Chapter 7: The role of metaphors in novice and experienced L2 instructors' classroom practice. In G. Low & W. Wan (Eds.), *Elicited metaphor analysis in educational discourse* (pp. 167-186). Amsterdam: John Benjamins.

- Zapata, G. C., & Tokarz, W. (2008). Community Service Learning and L2 students' intercultural communicative competence. In M. Mantero, P. Chamness Miller, & J. L. Watzke (Eds.), *Readings in language studies, Volume 1: Language across disciplinary boundaries* (pp. 281-297). Wilmington, DE: International Society for Language Studies. **[Co-authored with graduate student]**

RESEARCH-GUIDED TEXTBOOKS:

- Zapata, G. C., & Ribota, A. (2019). *Trayectos: An introduction to Spanish*. Volume 2. OER textbook published by the Center for Open Educational Resources and Language Learning (COERLL). Available at <https://trayectosoer.org/v2/> **[Co-authored with graduate student]**
- Zapata, G. C., Ribota, A., & the OER Texas A&M Team. (2019). *Trayectos: An introduction to Spanish*. Volume 1. OER textbook published by the Center for Open Educational Resources and Language Learning (COERLL). Available at <https://trayectosoer.org/v1/> **[Co-authored with graduate and undergraduate students]**
- Sainz, J. M., & Zapata, G. C. (2019). *Trayectos: An introduction to Spanish*. Teacher's Manual. OER manual published by the Center for Open Educational Resources and Language Learning (COERLL). Available at <https://trayectos.coerll.utexas.edu/teachers/tm/> **[Co-authored with graduate student]**
- Zapata, G. C. (2014) [with Rogers, D., Santos, C., Knorre, M., Dorwick, T., Pérez-Gironés, A. M., Glass, W. R., Villareal, H., & Elliot, A. R.]. *Puntos de partida: An Invitation to Spanish, Canadian Edition* (2nd Ed.). Whitby, ON: McGraw-Hill Ryerson.

Zapata, G. C. (2014) [with Rogers, D., Santos, C., Arana, A. A., & Arana, O.]. *Workbook to accompany Puntos de partida: An Invitation to Spanish, Canadian Edition* (2nd Ed.). Whitby, ON: McGraw-Hill Ryerson.

Zapata, G. C. (2011) [with Knorre, M., Dorwick, T., Pérez-Gironés, A. M., Glass, W. R., Villareal, H., & Elliot, A. R.]. *Puntos de partida: An Invitation to Spanish, Canadian Edition* (1st Ed.). Whitby, ON: McGraw-Hill Ryerson. [Sole author of first Canadian edition]

Zapata, G. C. (2011) [with Arana, A. A., & Arana, O.]. *Workbook to accompany Puntos de partida: An Invitation to Spanish, Canadian Edition* (1st Ed.). Whitby, ON: McGraw-Hill Ryerson. [Sole author of first Canadian edition]

O'Donnell, C. C., Kennedy, K., & Zapata, G. C. (2004). *Portales: Comunidad y cultura. Custom edition for Tulane University*. Pearson Custom Publishing.

OPEN EDUCATIONAL RESOURCES FOR L2 AND HL INSTRUCTION AND RESEARCH:

Brown, R., González, V., Miranda-Paez, A., Ríos, A., Rupert, A., Ribota, A., & Zapata, G. C. (2020). *OER Spanish for the professions* (Website with syllabi and sample instructional activities for the teaching of L2 Spanish for different professions). Available at <http://bit.ly/SpanProfTAMU> [Project carried out with graduate and undergraduate students]

Zapata, G. C., & Spanish 302, Section 503 Team. (2019). *Grammar through stories* (Five digital pages with information on children's books and resources for educators on cultural and social themes of books and grammar structures. Also included, comprehension and interpretation tasks and grammar-based activities). Available at

- *Frida*: <http://bit.ly/FridaCuento>
- *Los deseos de Carmela*: <http://bit.ly/CarmelaCuento>
- *El canto de las palomas*: <http://bit.ly/CantoPalomas>
- *El día en que descubres quién eres*: <http://bit.ly/ElDiaQuienEres>
- *Lola*: <http://bit.ly/LolaDíaz>

[Project carried out with undergraduate students]

Zapata, G. C. (2018). *Spanish for heritage language learners* (Four instructional modules for the teaching of Spanish as a HL grounded in the tenets of *Learning by Design*). Available at <https://drive.google.com/drive/folders/1mvyAuAKGHkVZ4XGrtuDNo8t-MM2j-4iY>

Zapata, G. C. (2017). *OER materials for L2 Spanish teaching* (Performance-based activities for Novice and Intermediate L2 Spanish students). Available at <https://www.gzapatatexasam.com/open-source-pedagogical-material>

Zapata, G. C. (2017). *Corpus of heritage Spanish in the Salinas Valley*. Available at <https://www.gzapatatexasam.com/spanish-in-the-salinas-valley>

Zapata, G. C. (2016). *Spanish for heritage speakers* (Spanish as a HL course based on the tenets of *Learning by Design*). Available at http://digitalcommons.csumb.edu/teaching_all/

OTHER OPEN EDUCATIONAL RESOURCES:

Zapata, G. C. (2019). *El activismo de los jóvenes hispanos* (Pedagogical activities for Spanish as a L2/HL). Available at <http://bit.ly/ActivismoJoven>

Zapata, G. C. (2019). *Hispanic activism in Texas* (Website with information on activism through action and art, and links to related instructional activities). Available at <http://bit.ly/ActivismTexas>

Zapata, G. C., Moyna, M. I., & Lombardini, L. (2019). *Growing the heart of Texas* (Website of NEH-funded project *Growing the heart of Texas*, with information on the role of Mexican-Americans in agriculture in Texas and links to related syllabi and sample instructional modules). Available at <http://bit.ly/HeartTexas>

Zapata, G. C. (2018). *Tejanas* (Website with information on the celebration of Hispanic Heritage Month, and links to separate pages on ten influential Tejanas and related instructional activities). Available at <http://bit.ly/Tejanas>

BOOK REVIEWS:

Zapata, G. C. (2008). Cooperative learning and second language teaching. *Modern Language Journal*, 92, 478-479.

Zapata, G. C. (2007). Developing minority language resources: The case of Spanish in California. *Canadian Modern Language Review*, 63, 583-585.

Zapata, G. C. (2001). Network-based language teaching: Concepts and practice. *Journal of Educational Computing Research*, 25, 319-323.

Zapata, G. C. (1997). Choices: Writing projects for students of ESL. *TESOL Quarterly*, 31, 817-818.

SELECTED PRESENTATIONS (2010-2020)

PEER-REVIEWED CONFERENCES:

Ribota, A., & Zapata, G. C. (2019). *The good and the ugly: Lessons learned from an OER L2 Spanish textbook initiative in an R1 university*. Poster presented at the 16th Annual Open Education Conference; October 30, 2019; Phoenix, AZ. **[Co-presented with graduate student]**

Ribota, A., & Zapata, G. C. (2019). *The beneficial effects of a service-oriented undergraduate research program for heritage students*. Paper presented at the 2019 6th National Symposium on Spanish as a Heritage Language; February 23, 2019; University of Texas, Rio Grande Valley. **[Co-presented with graduate student]**

Bolger, P. A., & Zapata, G. C. (2018). *Grammatical knowledge in performance-based instruction*. Paper presented at the 2018 Conference of the American Council for the Teaching of Foreign Languages (ACTFL); November 16-18, 2018; New Orleans, LA.

Mesa Morales, M., Zapata, G. C., & Ribota, A. (2018). *The beneficial effects of technology-based social reading in L2 classes*. Paper presented at the 2018 Texas Language Education Research (TexLER) Conference; September 28-29, 2018, San Antonio, TX. **[Co-presented with graduate students]**

Zapata, G. C., & Ribota, A. (2018). *Second language learning in a multimodal world: Learning by Design in the L2 classroom*. Paper presented at the 11th International Conference on e-Learning and Innovative Pedagogies and the e-Learning and Innovative Pedagogies Research; March 2-3, 2018, New York, NY. **[Co-presented with graduate student]**

Zapata, G. C. (2018). *Heritage language learners' translation experiences: From formal and informal to training and the classroom*. Paper presented as part of a panel at the Third International Conference on Heritage/Community Languages; February 16-17, 2018, University of California, Los Angeles, CA.

Zapata, G. C., & Ribota, A. (2018). *Heritage language learning in a multimodal world: Learning by Design in Spanish as a heritage language classrooms*. Paper presented at the Third International Conference on Heritage/Community Languages; February 16-17, 2018, University of California, Los Angeles, CA. **[Co-presented with graduate student]**

Zapata, G. C., Ribota, A., & Robles García, D. (2017). *The development and implementation of an innovative, research-informed Spanish curriculum*. Paper presented at the 2017 Texas Language Education Research Conference; February 17-18, 2017, San Antonio, TX. **[Co-presented with graduate students]**

Zapata, G. C., & Ribota, A. (2017). *The role of technology in the implementation of an innovative, research-informed Spanish curriculum*. Paper presented at the 2017 Texas A&M University Teaching with Technology Conference; March 1 & 2, 2017, College Station, TX. **[Co-presented with graduate student]**

Zapata, G. C. (2016). *The role of digital, multiliteracies-based instructional material on the development of Spanish heritage speakers' literacy skills*. Paper presented at the 2016 conference of the American Association of Applied Linguistics (AAAL); April 9-12, 2016, Orlando, FL.

Zapata, G. C. (2015). *Integrated Performance Assessment in Spanish classes for heritage speakers*. Paper presented at the 2015 Conference of the American Council for the Teaching of Foreign Languages (ACTFL); November 20-22, 2015; San Diego, CA.

Cabrera, V., Gallego, L., & Zapata, G. C. (2015). *L2 Spanish instructors and students' views of culture and ACTFL standards*. Paper presented at the 2015 Conference of the American Council for the Teaching of Foreign Languages (ACTFL); November 20-22, 2015; San Diego, CA.

Zapata, G. C., & Bolger, P. A. (2014). *Dative constructions by monolinguals, early bilinguals, and L2 students*. Paper presented at the Second International Conference on Heritage Language; March 7-8, 2014; UCLA, Los Angeles, California.

Zapata, G. C., Bolger, P. A., & Mateu-Martin, A. (2011). *Does semantic clustering inhibit L2 vocabulary learning? A classroom- and laboratory-based study using mixed-effects modeling*. Paper presented at the 16th World Congress of Applied Linguistics (AILA); August 24; Beijing, China. **[Co-presented with graduate student]**

Bolger, P. A., Zapata, G. C., & Mateu-Martin, A. (2011). *Semantically clustered contexts and L2 vocabulary: A classroom- and laboratory-based study*. Paper presented at the 2011 University of Illinois Bilingualism Forum, April 14, Chicago, Illinois, USA. **[Co-presented with graduate student]**

Zapata, G. C., & Bolger, P. A. (2010). *The effect of semantically clustered contexts on L2 vocabulary learning: A classroom- and laboratory-based study*. Poster presented at the Seventh International Conference on the Mental Lexicon. Windsor, Ontario, June 30-July 3, 2010.

ORGANIZED PANELS/SYMPOSIA AND INVITED PRESENTATIONS (2010-2020):

Zapata, G. C., & Blyth, C. (2020). *Opening up the L2 classroom: OER-enhanced approaches to Multiliteracies*. Co-organized symposium accepted to be part of the 2020 meeting of the International Association of Applied Linguistics (AILA), Gronigen, The Netherlands, August 9-14, 2020.

Ribota, A., & Zapata, G. C. (2020). *Diversity and inclusion: Performance- and literacy-based instruction in the open textbook Trayectos*. Paper to be presented at the Annual Symposium of the Consortium for Language Teaching and Learning, Princeton University, May 1-2, 2020. **[To be co-presented with graduate student]**

Zapata, G. C. (2019). *OER Hangout: Finding authentic L2 texts*. Presenter. Webinar sponsored by the Center for Open Educational Resources and Language Learning, October 4, 2019.

Zapata, G. C. (2019). *Open educational resources workshop*. Workshop organizer and presenter (presentation: *The world of OER-enabled pedagogy*). Workshop sponsored by Texas A&M University's Center for the Integration for Research, Teaching, and Learning, September 13, 2019.

Zapata, G. C. (2019). *Fostering heritage language learners' capabilities: An interdisciplinary, multiliteracies pedagogical approach*. Panel organizer and presenter. The 6th National Symposium on Spanish as a Heritage Language; February 23, 2019; University of Texas, Rio Grande Valley. **[Three graduate students were panel presenters]**

Zapata, G. C. (2019). *Materials development grounded in the Learning by Design multiliteracies framework*. Workshop presented at the 2019 6th National Symposium on Spanish as a Heritage Language, University of Texas, Rio Grande Valley, February 22, 2019.

Zapata, G. C. (2018). *Spanish for heritage speakers: Language program development and maintenance*. Presented as part of the *Spanish Heritage Language Workshop*, University of Texas, Austin, June 7, 2018.

Zapata, G. C. (2018). *The role of technology in the implementation of innovative, research-informed pedagogical practices*. Talk sponsored by Texas A&M University's Center for the Integration for Research, Teaching, and Learning, March 23, 2018.

Zapata, G. C. (2017). *A match made in heaven: Learning by Design and its role in heritage and second language instruction*. Paper presented as part of the *Workshop on Heritage Languages: Speakers and Learners*, University of Texas, Austin, September 30, 2017.

Zapata, G. C. (2017). Presenter at the Research Networking Panel. *Undergraduate Research Expo*, Texas A&M University, College Station, Texas, October 4, 2017.

Zapata, G. C. (2016). *Integrated Performance Assessment: Connecting learning and assessment*. Webinar presented on October 11, 2016 as part of the *McGraw-Hill Fall 2016 World Languages Professional Development Series*.

Zapata, G. C. (2014). *Digitizing the Curriculum. Presentation part of a panel on the application of technology in the classroom*. Presented to the University of Southern California UPC and HSC faculty. Los Angeles, California, January 17, 2014.

Zapata, G. C. (2010). *La adquisición de vocabulario en la clase ELE: Métodos y resultados*. Plenary talk presented at the First Conference for Spanish Teachers in the Province of Alberta. Edmonton, Alberta, May 14, 2010.

PEER-REVIEWED PUBLICATIONS AND PRESENTATIONS UNDER REVIEW OR IN PROGRESS

PUBLICATIONS:

Zapata, G. C., & Ribota, A. (2018). Open educational resources in heritage and L2 Spanish classrooms: Design, development, and implementation. In Blyth, C. & J. Thoms (Eds.) *Open education and foreign language learning and teaching: The rise of a new knowledge ecology*. Manuscript under second review. **[Co-authored with graduate student]**

Zapata, G. C. (2020). *Bringing diversity and inclusion to second language education: The case of theoretically-grounded OER textbooks*. Paper in progress. To be submitted to *System*.

PRESENTATIONS:

Zapata, G. C. & Ribota, A. (2020). *Diversity and inclusion: Performance-based instruction and open materials*. Proposal submitted for session presentation at the 2020 Conference of the American Council for the Teaching of Foreign Languages (ACTFL); November 20-22, 2020; San Antonio, TX. Under review. **[To be co-presented with graduate student]**

Okine, E., Sanz, J., & Zapata, G. C. (2020). *Grammar as concept: PACE in novice and intermediate Spanish classes*. Proposal submitted for paper presentation at the 2020 Conference of the American Council for the Teaching of Foreign Languages (ACTFL); November 20-22, 2020; San Antonio, TX. Under review. **[To be co-presented with graduate students]**

GRANTS AND AWARDS

PENDING:

- 2020 Specialty Crop Block Grant Program, Texas Department of Agriculture. Project Title: *Healthier living through hydroponics*. Co-PIs: Uvalde County Underground Water Conservation District and Texas A&M AgriLife Research, Uvalde. Grant portion: \$19,194.

CURRENT:

- 2020 Glasscock Cultural Enrichment and Campus Diversity Grant, Melbern G. Glasscock Center for Humanities Research, Texas A&M University to support *The body remembers: The cost of institutional racism* talk. \$500.
- 2019 Presidential Transformational Teaching Grant, Office of the President, Texas A&M University. Project Title: *The development of digital, multimodal open materials for second language Spanish learners*. \$20,000.
- 2019 Glasscock Center Undergraduate Summer Scholar Faculty Director, Melbern G. Glasscock Center for Humanities Research, Texas A&M University. Project Title: *Gaucha and charros. Discovering historical and socio-political parallels through multimodal social semiotic analysis*. \$5,000.
- 2019 Advancing Climate Together (ACT): Liberal Arts Faculty Grants for Inclusive Excellence, College of Liberal Arts, Texas A&M University. Project Title: *Somos Tejas: Digital stories for first-generation Hispanic/Latinx students*. Co-PIs: María Irene Moyna (Hispanic Studies) and Nancy Plankey Videla (Sociology). \$7,800.
- 2018 Office of the President, T3: Texas A&M Triads for Transformation, Texas A&M University. Project Title: *Achieving cross-cultural medication adherence in South Texas*. Co-PIs: María Irene Moyna (Hispanic Studies) and Michael J. Miller (Pharmacy). \$34,000.

NOT AWARDED:

- 2019 Small Research Grant on Education, Spencer Foundation. Project Title: *Come as you are: Investigating Pedagogies for the teaching of Spanish in mixed heritage- and L2-student classes*. Co-PI: María Irene Moyna (Hispanic Studies). \$50,000.

PREVIOUSLY AWARDED (SELECTED):

- 2018 Department of Education, Title VI Grant. Project Title: *Trayectos: OER for K-16 Spanish*. Part of the funding granted to the Center for Open Educational Resources and Language Learning (COERLL). \$21,000.
- 2018 National Endowment for the Humanities, Division of Education Programs, Humanities Connections Planning Grant. Project Title: *Growing the heart of Texas: Exploring the role of Mexican Americans in food production and rural communities*. Co-PIs: María Irene Moyna (Hispanic Studies) and Leonardo Lombardini (Horticulture). \$35,000.
- 2018 Innovations in Inclusion, Diversity, Equity and Accountability (IIDEA) Grant, College of Liberal Arts, Texas A&M University. Project Title: *Minority power (MPower): A minority graduate student peer mentoring initiative*. Co-PI: María Irene Moyna (Hispanic Studies). \$2,000.
- 2017 Seed Grant Program, Office of the Dean, College of Liberal Arts, Texas A&M University. Project Title: *A psycholinguistic investigation of Spanish heritage speakers' language competence using the visual world eyetracking approach*. Co-PIs: Jyotsna Vaid (Psychology) and Patrick A. Bolger (Psychology). \$15,000.

- 2016 Office of the Provost, Faculty Support Grant, California State University, Monterey Bay. Project Title: *An examination of the linguistic and socio-historical aspects of the Spanish spoken in the Salinas Valley*. Co-PI: Juan José Gutiérrez. \$5,600.
- 2015 Office of the Provost, Innovation in Teaching and Learning Grant, California State University, Monterey Bay. Project Title: *The development of digital, multimodal instructional material for the Teaching of Spanish to heritage speakers in Spanish 212*. \$7,752.
- 2015 Office of the Provost, Innovation in Teaching and Learning Grant, California State University, Monterey Bay. Project Title: *Major e-portfolio: Students' success and program effectiveness*. Co-PIs: Yoshiko Saito-Abbott, Rafael Gómez, Shigeko Sekine, and Donaldo Urioste. \$10,000.
- 2015 Office of the Provost, Faculty Support Grant, California State University, Monterey Bay. Project Title: *Linguistic and social aspects of the Spanish spoken in Monterey County*. \$5,600.
- 2012 Office of the Provost, McCalla Professorship, University of Alberta. Project Title: *Tasks and grammar learning in second language Spanish classes*. CAD\$32,000.
- 2009 Office of the Provost, Teaching and Learning Enhancement—Research Award, University of Alberta. Project Title: *The acquisition of vocabulary in second language Spanish classes*. Co-PI: Patrick A. Bolger. CAD\$53,265.
- 2008 Office of the Provost, Teaching and Learning Enhancement—Professional Development, University of Alberta. Project Title: *Community service learning in beginning second language Spanish classes*. CAD\$2,300.
- 2007 Office of the Provost, Community Service-Learning Teaching Innovation Grant, University of Alberta. Project Title: *Community service learning in second language Spanish classes*. Co-PI: W. Tokarz. CAD\$3,350. **[Co-authored with graduate student]**
- 2004 Office of the Dean, Liberal Arts and Sciences, Technology Funding, Tulane University. Project Title: *Technology-enhanced second language learning*. \$30,000.
- 2004 Office of the Dean, Liberal Arts and Sciences, COR Research Summer Fellowship, Tulane University. Project Title: *The role of metaphors in foreign language teachers' practice*. \$4,000.
- 2003 CIBER Course Development Grant, University of Illinois, Urbana-Champaign. Project Title: *Business models in Cuba*. \$11,000.

HONORS/AWARDS/PRIZES/FELLOWSHIPS:

- 2019 SGA Open Education Champion Award, Student Government Association, Texas A&M University
- 2012 McCalla Professorship, 2012-2013, Office of the Provost, University of Alberta
- 2002 Outstanding Teaching Award for Graduate Students in the College of Liberal Arts, The Pennsylvania State University
- 2002 Dissertation Support Grant, Research and Graduate Studies Office, The Pennsylvania State University
- 1998 Spanish Department Graduate Student Fellowship, Georgetown University
- 1994-96 Amity Scholarship

SERVICE

PROMOTION CASES:

- Member of the Mid-Term Tenure Review Committee for Dr. Sarah Hillman, Assistant Professor, Liberal Arts Program, Texas A&M University, Qatar. In charge of Research Report (2019)
- External Evaluator in faculty members' promotions to Assistant and Associate Professor (Teaching) at the University of Southern California (2014, 2015, 2016)
- External Evaluator in a faculty member's promotion to Lecturer with Security of Employment at the University of California, Santa Barbara (September 2013)
- External Evaluator in a faculty member's promotion to Lecturer with Security of Employment at the University of California, Merced (September 2013)
- External Evaluator in a faculty member's promotion to Research Chair in Bilingualism in the field of New Technologies and Computer Assisted Language Learning at the University of Ottawa, Canada (February 2012)

GRADUATE AND UNDERGRADUATE STUDENT ADVISING:

- Committee Member or Examiner (Doctoral Dissertations and Master's Theses) (Texas A&M University [August 2016-Present]; University of Alberta [2005-2012]; Tulane University [2003-2005])
 - Doctoral students at Texas A&M University:
 - Committee Head:
 - Rachel Allen
 - Alessandra Ribota
 - Julia Sanz
 - Ewurama Okine
 - Gao Ya
 - Committee Member:
 - Maria Castro (Educational Psychology; graduated in December 2019)
 - Kelsey Harper (Hispanic Studies; graduated in December 2019)
 - Omar García (Psychology)
 - Ileana Umana (Educational Psychology)
 - Siming Xie (Educational Psychology)
- Honors Supervision, Undergraduate Students (Texas A&M University [Spring 2018]; University of Alberta [2005-2012]; Tulane University [2003-2005])
 - Students at Texas A&M University:
 - Honors Thesis Direction:
 - Student: Jorge Vela de la Cruz, *The writing process in L2 Spanish students and heritage speakers: A keystroke logging study*. Successfully completed in Spring 2018.

MANUSCRIPT, CONFERENCE ABSTRACTS, AND GRANT PROPOSAL ASSESSMENT:

- Ad-hoc reviewer of proposals for *American Council on the Teaching of Foreign Languages'* (ACTFL) annual conference (2020)
- Ad-hoc reviewer of a research proposal for the *Agencia Nacional de Investigación e Innovación de Uruguay* (ANII) (2019)
- Ad-hoc reviewer of proposals for the *6th National Symposium on Spanish as a Heritage Language* (2018)
- Ad-hoc reviewer of proposals for the *Connections Grants for the National Endowment for the Humanities* (2018)
- Ad-hoc reviewer of a *National Science Foundation* grant proposal (2018)
- Ad-hoc reviewer of technology strand abstracts for the annual conference of the *American Association of Applied Linguistics* (2015, 2016, 2017, 2018)
- Ad-hoc reviewer of book proposals and chapters for *Routledge*, *Cengage*, and *Pearson*
- Ad-hoc reviewer for the journals *EuroAmerican Journal of Applied Linguistics and Languages*, *Foreign Language Annals*, *Applied Linguistics*, *Canadian Modern Language Review*, *Critical Inquiry in Language Studies*, *Language Learning*, and *Hispania*

- Chair of the Technology Strand for the 2005 and 2007 *International Society for Language Studies Conference*

STATE, NATIONAL, AND INTERNATIONAL COMMITTEES/ORGANIZATIONS:

- Chair of the *American Council on the Teaching of Foreign Languages'* (ACTFL) *Spanish for Heritage Learners Special Interest Group* (January 2020-Present)
- Vice-Chair of *American Council on the Teaching of Foreign Languages'* (ACTFL) *Spanish for Heritage Learners Special Interest Group* (January-December 2019)
- Member of the *International Advisory Board for the e-Learning and Innovative Pedagogies Research Network* (July 2019-Present)
- Member of the *Delegación en Texas de la Academia Norteamericana de la Lengua Española* (ANLE) (October 2019-Present)
- Member of the 2019 *American Council on the Teaching of Foreign Languages'* (ACTFL) *Wilga Rivers Awards for Leadership in Foreign Language Education Award Committee*
- Mentor (teaching) for the *American Council on the Teaching of Foreign Languages'* (ACTFL) (2018-2019)
- Member of the 2018 ACTFL-NFLMLTA/MLJ Emma Marie Birkmaier Award Committee
- Member of the FLLITE Editorial Board ([Center for Open Educational Resources and Language Learning](#), University of Texas, Austin) (August 2017-present)
- Member of [The Texas Coalition for Heritage Spanish](#) (Center for Open Educational Resources and Language Learning, University of Texas, Austin) (August 2017-present)
- Consultant for the *Institute for Innovation in Second Language Education at Edmonton Public Schools*; Edmonton, Province of Alberta, Canada (July 2008-June 2012)
- Ad-hoc consultant for the *Learning Technology Branch of Alberta Education*; Edmonton, Province of Alberta, Canada (March 2007)
- Ad-hoc curriculum development consultant for *Alberta Education* (Curriculum Branch); Edmonton, Province of Alberta, Canada (February 2007)
- Ad-hoc curriculum development consultant for Tucson's (AZ) charter school *City High School* (February 2004)

DEPARTMENTAL, COLLEGE, AND UNIVERSITY-WIDE COMMITTEES:

- Member of the 2019 *Transformational Teaching and Learning Conference* Program Committee (Fall 2018-Spring 2019)
- Member of the *Transformational Education Sub-Committee* in the 2030 *University Vision Development Committee*, Office of the Provost, Texas A&M University (Fall 2018-Spring 2019)
- Member of the *Planning and Resource Committee*, College of Liberal Arts, Texas A&M University (August 2017-Present)
- Member of the *Diversity and Climate Committee*, Department of Hispanic Studies, Texas A&M University (January 2019-Present)
- Member of the *Graduate Admissions Committee*, Department of Hispanic Studies, Texas A&M University (August 2016-May 2019)
- Member of the *Graduate Student Committee*, Department of Hispanic Studies, Texas A&M University (August 2016-December 2018)
- Chair of the *Graduate Student Teaching Award Committee*, Department of Hispanic Studies, Texas A&M University (January 2017)
- Chair of the *Ad-Hoc Lecturer Hire Committee*, Department of Hispanic Studies, Texas A&M University (May 2017, May 2018)
- Member of the *Faculty Committee for UROC's Fall Showcase*, California State University, Monterey Bay (August 2015-July 2016)
- Member of the *Post-Graduate and Student Research Committee*, Faculty Senate, California State University, Monterey Bay (August 2015-July 2016)
- Member of the *Technology Committee*, Faculty Senate, California State University, Monterey Bay (August 2015-July 2016)
- Member of the *Faculty Senate* (Spanish representative), California State University, Monterey Bay (August 2014-July 2016)

- Chair of *Ad-Hoc Part-Time Lecturer Hiring Committee*, Department of Spanish and Portuguese, University of California (Spring and Summer 2013)
- Member of the *Dornsife Committee on Non-Tenure-Track Promotions and Appointments*, Dornsife College of Letters, Arts, and Sciences, University of California (Summer 2013)
- Member of the *Dornsife Merit Evaluation Appeal Committee*, Dornsife College of Letters, Arts, and Sciences, University of California (Spring 2013)
- Member of the *Basic Language Program Committee*, Department of Spanish and Portuguese, University of California (Fall 2013-July 2014)
- Member of the *Non-Tenure Track Faculty Evaluation Committee*, Department of Spanish and Portuguese, University of California (Fall 2013- July 2014)
- *Coordinator of Spanish and Portuguese Area*, Department of Modern Languages and Cultural Studies, University of Alberta (Fall 2010-Winter 2011)
- Member of the *Faculty of Arts Academic Appeals Committee*, University of Alberta (Fall 2010-Winter 2011)
- Member of the *Graduate Studies Committee*, Department of Modern Languages and Cultural Studies, University of Alberta (Winter 2009; Fall 2010-Winter 2011)
- Chair of the *Language Coordinators Committee*, Department of Modern Languages and Cultural Studies, University of Alberta (January 1, 2009-June 30, 2009)
- Member of the *Mactaggard Writing Award Committee*, University of Alberta (Fall 2006, Fall 2008, Fall 2010)
- Member of the *Spanish Lecturer Selection Committee*, Department of Modern Languages and Cultural Studies, University of Alberta (Winter 2007)
- Member of the *Teaching Awards Committee*, Department of Modern Languages and Cultural Studies, University of Alberta (Fall 2006/Winter 2007)
- Member of the *Language Coordinators Committee*, Department of Modern Languages and Cultural Studies, University of Alberta (July 2005-June 2012)
- Chair of the following committees: *Jugenheimer Undergraduate Award* and *ICES Evaluation Questionnaire for Tas*, Department of Spanish, Italian, and Portuguese, University of Illinois, Urbana-Champaign (August 2002-June 2003)
- Member of the following committees: *Foreign Language Area of Specialization* and *Graduate Performance and Progress*, College of the Liberal and Sciences, University of Illinois, Urbana-Champaign (August 2002-June 2003)
- Member of *Activities Committee*, Department of Spanish, Italian, and Portuguese, The Pennsylvania State University (2001-2002)

OTHER:

- Co-facilitator of the workshop *Facilitating a Culture of Mentoring: Entering Mentoring Faculty Series 1*. Office of the Dean of Faculties and Center for Teaching Excellence, Texas A&M University (February-March, 2020)
- Organizer and developer of activities for *International Mother Tongue Week*, Texas A&M University (February 2019, 2020)
 - Zapata, G. C. (2020). *Multilingual poetry recital* (Website with the poems in different languages that were part of the recital and links to related informational pages). Available at <http://bit.ly/PoetryRecital>
 - Zapata, G. C. (2019). *Native languages of Texas* (Website with information on the native languages of Texas and links to related instructional activities). Available at <http://bit.ly/NativeLangTX>
- *FIRST Faculty Mentor* for first generation students, College of Liberal Arts, Texas A&M University (August 2018-Present)
- Organizer of *Student Diversity Poster Contest*, Department of Hispanic Studies, Texas A&M University (Fall 2019)
- Organizer of cultural, multimodal exhibits and developer of activities to promote L2 and heritage Spanish students' work with their content, Department of Hispanic Studies, Texas A&M University
 - *Vaquero, Genesis of the Texas Cowboy* (Fall 2019)
 - *Voces Americanas: Latino Literature in the United States* (Fall 2017)

- Faculty judge in the *Graduate 3-Minute Dissertation Presentation Competition*, Texas A&M University (Fall 2019)
- Graduate and undergraduate student mentor at the *Aggie Research Program*, Texas A&M University (Spring 2018-Fall 2019)
- Active listener in the *LAUNCH Undergraduate Research Scholars (URS) Symposium*, Texas A&M University (Spring 2019; Spring 2020)
- Reviewer of proposals for *X-Grants*, Office of the Provost, Texas A&M University (Spring 2019; Spring 2020)
- Translation of documents (English into Spanish) for the *Freshmen Innovation Group Initiative*, College of Liberal Arts, Texas A&M University (Spring 2018)
- Faculty judge in the *Student Research Week*, Texas A&M University (Spring 2017; Spring 2018; Spring 2019)
- Proposal and article reviewer for the Undergraduate Research Publication *Explorations*, Texas A&M University (Spring 2018; Spring 2019; Spring 2020)
- Faculty judge for the *Incoming Graduate Student Diversity Fellowship Award*, Texas A&M University (Spring 2018)
- Faculty judge in the *Graduate 5-Minute Dissertation Presentation Competition*, Texas A&M University (Fall 2017)
- Panelist at the *Successful Integration of Undergraduates into Your Research Community* panel at the 2017 *Undergraduate Research Expo*, Texas A&M University (Fall 2017)
- Co-organizer (with [Allen Academy](#)) of ACTFL's *OPI Familiarization Workshop*, Department of Hispanic Studies, Texas A&M University (Friday, November 3, 2017)
- Faculty judge in the *Cantu Undergraduate Research Committee*, Texas A&M University (Fall 2017)
- *CIRTL Fellow*, Center for the Integration of Research, Teaching, and Learning, Texas A&M University (August 2017-Present)
- Faculty Leader of *Study Abroad Summer Program in Toledo, Spain*, Texas A&M University (May-June 2017)
- Co-organizer and presenter of the first *Spanish Teachers' and Instructors' Seminar*, University of Alberta and Alberta Education (April 21, 2007)
- Organizer of the *Linguistics Program Speakers' Series*, Tulane University (August 2003-May 2005)
- Director of the *Study Abroad Summer Program in Havana, Cuba*, University of Illinois, Urbana-Champaign, (August 2002-June 2003)

COURSES TAUGHT

(Institutions in parentheses: TAMU: Texas A&M University; CSUMB: California State University, Monterey Bay; USC: University of Southern California; UA: University of Alberta; TU: Tulane University; UIUC: University of Illinois, Urbana-Champaign; PSU: The Pennsylvania State University; SSU: California Summer Language Adventure-Sonoma State University; GC: Grinnell College; CC: Instituto de Estudios Superiores "Cristóforo Colombo," Rosario, Argentina; ARCI: Asociación Rosarina de Cultura Inglesa, Rosario, Argentina; CM: Colegio "Mirasoles," Rosario, Argentina; CLS: Colegio "La Salle," Rosario, Argentina)

- SPAN 352: Hispanic Linguistics (TAMU)
- SPAN 302: Advanced Grammar (TAMU)
- SPAN 303: Spanish Composition (TAMU)
- Diversity in the College Classroom (Online Class; Graduate Course; co-taught with Dr. Rachel Kennison [UCLA]) (TAMU: Center for the Integration of Research, Teaching, and Learning)
- HISP 685: Directed Studies. Topics taught (Graduate Course) (TAMU)
 - Methods for Teaching Spanish to Heritage Language Learners
 - Open Educational Resources and L2 Learning
 - Multiliteracies and *Learning by Design*
- HISP 650: Research Methods in Linguistics (Graduate Course; co-taught with Dr. Patrick A. Bolger) (TAMU)
- SPAN 491: Undergraduate Research (TAMU)
- SPAN 489: Special Topics in Hispanic Linguistics: Introduction to Second Language Acquisition (Graduate and Undergraduate Course) (TAMU)

- SPAN 462/HISP 671: Bilingualism in the Spanish-Speaking World (Graduate and Undergraduate Course) (TAMU)
- HISP 675: Spanish Language Teaching Methods (Graduate Course) (TAMU)
- Introduction to Translation, Spanish-English (CSUMB)
- Bilingualism in the Spanish-Speaking World (CSUMB)
- Spanish for Heritage Speakers (CSUMB)
- Advanced Spanish Composition and Oral Expression (CSUMB)
- History of Spanish Language (CSUMB)
- Discourse and Identity: Immigrant Narratives (USC)
- Spanish for Native Speakers (USC)
- Practicum in Teaching Spanish (Graduate Course) (USC)
- Spanish Conversation (USC)
- Beginner's Spanish I (USC)
- Intermediate Spanish I (USC)
- Issues in Teaching Spanish (UA)
- Teaching Strategies for Postsecondary Language Instructors (Graduate Course) (UA)
- Bilingualism and L1 Attrition (Graduate Course) (UA)
- Advanced Spanish Grammar and Composition (This course included a translation component.) (UA)
- Introduction to Applied Linguistics (Graduate Course) (UA)
- Spanish and English, A Linguistic Comparison (UA)
- History of the Spanish Language (Graduate and Undergraduate Course) (UA)
- Spanish for Heritage Speakers (UA)
- Beginners' Spanish II (UA)
- Interlanguage (Graduate and Undergraduate Course) (TU)
- Second Language Acquisition Theory and Research and L2 Pedagogy (Graduate Course) (TU)
- Methods of Teaching Spanish and Portuguese (Graduate and Undergraduate Course) (TU)
- Proseminar in Foreign Language Teaching (Methods class) (Graduate Course) (UIUC)
- Intermediate Spanish (Content-based Class—Theme: "El mundo hispano-americano") (UIUC)
- Beginners' Spanish I (PSU)
- Intermediate Spanish Grammar and Composition (PSU)
- Advanced Spanish Grammar and Composition (PSU)
- Seminar "Mainstream Society and Multiculturalism in the United States" (ESL) (PSU)
- Level 2 Speaking and Listening (ESL-Lower Intermediate) (PSU)
- Seminar (ESL-Advanced Reading Comprehension Seminar) (PSU)
- Level 2 and 4 Writing (ESL- Lower intermediate and advanced writing classes) (PSU)
- Level 3 Grammar (ESL-Intermediate Grammar-TOEFL based) (PSU)
- Level 1 and 2 Grammar (ESL- Beginning and lower intermediate grammar classes) (PSU)
- ESL Writing (Intermediate Academic Writing Class for International Undergraduate Students) (PSU)
- ESL Rhetoric and Composition (Advanced Academic Writing Class for International Undergraduate Students) (PSU)
- ESL for International Teaching Assistants II (Intermediate Pronunciation and Listening Comprehension Class for International Teaching Assistants) (PSU)
- Spanish 4 (Advanced Spanish) (SSU)
- Spanish 3 (Intermediate Spanish) (SSU)
- Spanish Conversation (Intermediate) (GC)
- Discourse Analysis (CC)
- English Grammar (Syntax I) (CC)
- Contemporary American and English Literature (CC)
- General EFL Classes (Different proficiency levels) (ARCI, CM, CLS)