

# CURRICULUM VITAE

**Idoia Elola**  
**October 2018**

## I. GENERAL INFORMATION

### CONTACT INFORMATION

**Idoia Elola**  
The Department of Classical & Modern Languages &  
Literatures  
Texas Tech University  
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(806) 742-3145

### EDUCATION

- 2005      **Ph.D., Foreign Language Acquisition Research & Education**, University of Iowa  
Dissertation title: *The complexity of revision in the foreign language classroom and the creation of a FL revision model*
- 1995      **Diploma in Methodology of Teaching Spanish as a Second Language**, Universidad Internacional Menendez y Pelayo, Santander, Spain
- 1992      **Teaching Certificate**, Universidad del País Vasco, San Sebastián, Spain
- 1990      **B.A., English Philology**, Universidad del País Vasco, Vitoria, Spain

### CURRENT ACADEMIC POSITION

- |              |                     |                                       |
|--------------|---------------------|---------------------------------------|
| 2018-        | Professor           | Texas Tech University, Lubbock, Texas |
| 2011–present | Associate Professor | Texas Tech University, Lubbock, Texas |
| 2005–2011    | Assistant Professor | Texas Tech University, Lubbock, Texas |
| 2004 Spr/Sum | Visiting Instructor | Bennington College, Vermont           |
| 2003, Summer | Visiting Instructor | Middlebury College, Vermont           |
| 2000–2004    | Teaching Assistant  | University of Iowa, Iowa City, Iowa   |
| 1998, Fall   | Instructor          | New York University, New York         |

1998, Fall	Instructor	Pace University, New York
1997–1998	Spanish Teacher	Roosevelt High School, Yonkers, New York
1997, Spring	Instructor	Universidad Complutense, Madrid, Spain
1991–1996	English Teacher	Basque Country High School System, Spain

## MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

The Computer Assisted Language Instruction Consortium

The American Association of University Supervisors and Coordinators

American Association of Teachers of Spanish & Portuguese

American Council on the Teaching of Foreign Languages

American Association for Applied Linguistics

## II. TEACHING

### TEACHING AWARDS

2018	Teaching Professorship Award
2018	Arts and Sciences Teaching Award
2018	President's Teaching Excellence Award
2018	Integrated Scholar
2017	Global Vision Haragan Award for Study Abroad
2017	Nominated: Faculty Distinguished Leadership Award
2016	Nominated: Global Vision Haragan Award
2013	Nominated: Spencer A. Wells Award for Creativity in Teaching
2012	Nominated: Faculty Distinguished Leadership Award
2011	Teaching Learning & Professional Development Center (TLPDC) Teaching Award
2009	Inducted Member, Texas Tech University Teaching Academy
2008	Texas Tech Alumni Association New Faculty Award

## PEDAGOGICAL ACCOMPLISHMENTS

### **Curriculum Development and redesign**

2011-present	Member of the Graduate Studies Committee: Graduate curriculum and course rotation
2016	Ad hoc committee member: Establishment of the curriculum for the Spanish Media certificate
2016	Co-developer of Survival Spanish course for the Engineering College
2015–2016	Developer of language courses (lower-level courses) at the TTU Seville Center
2013-present	Co-developer of the Spanish Linguistic Track and its new courses
2006, Spring	Intermediate Advanced Grammar
2006–2007, Fall	Language Courses (4) at the TTU Seville Center

### **Program coordination**

2007-present	Coordinator for Spanish 1607 (beginning level), 2607 (intermediate level) in Seville: supervise graduate instructors, provide teaching and testing materials.
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### **New Courses developed at TTU**

#### ***Graduate Courses***

SPAN 5385-001	Seminar in Hispanic Linguistics
LING 5382-003	Second Language Writing
SPAN 5484-001	Acquisition and Development of Skills in Spanish as a Second Language
SPAN 5343-001	Acquisition of Spanish as a Second Language (Part 1/ 2)
SPAN 5340-001	Introduction to Spanish Linguistics
SPAN 5347-001	Spanish Applied Linguistics
SPAN 5340-260	Spanish Language and Linguistics: SLA and L2 writing
SPAN 5346-260	Spanish Life and Culture
LING 5322-002	Theoretical and Research Foundations of Second Language Teaching
LING 5382-001	Seminar in Language Instruction: Speaking
SPAN 7000	Second Language Acquisition & Instruction
SPAN 7000	Second Language Acquisition and Curriculum Design in the Spanish Language Classroom
SPAN 7000	Second Language Acquisition and Culture in the Spanish Language Classroom

#### ***Undergraduate Courses***

SPAN 3307-001	Writing multiliteracies in context
SPAN 3305-002	Intermediate Advanced Grammar
SPAN 4307-001	Spanish Composition
SPAN 4343-261	Advanced Language Skills
SPAN 1607-260	Beginning Spanish [co-taught]
SPAN 2607-260	Intermediate Spanish [co-taught]

SPAN 2301-260	Intermediate Spanish [co-taught]
SPAN 4346/5346	Spanish Life and Culture
SPAN 4309-001	Spanish Applied Linguistics
LING 4315-001	Introduction to Spanish Linguistics

## RESEARCH MENTORING

### **Chair of doctoral committee**

#### In progress

- Cheryl Maqueda, “Collaboration and digital literacies in second language writing.” Texas Tech University. (Thesis Director)
- Ana Rodríguez Padial “Digital storytelling in the Spanish heritage language course: A sociocognitive approach. (Thesis Director)
- Gilberto García, “(Up)rooted in Mexico/United States: Hispanic heritage and linguistic perspectives from a border city.” (Thesis Director)
- Vicente Iranzo, “Sensibility to aural gender agreement violations in early and late bilinguals.” (Thesis Director)

#### Completed

- Laura Valentín-Rivera, “Collaborative narratives between Spanish heritage and foreign language learners: understanding aspect selection through two types of corrective feedback.” Texas Tech University. 2015. (Thesis Director)

### **Member of doctoral committee**

#### In progress

- Emilia Illana Mahiques, “An ecological approach to peer review in a second language Spanish writing classroom,” University of Iowa.
- Anna A. Mikhaylova, “Source Integration Processes and Products in an Integrated Writing Assessment Task in French,” University of Iowa.

#### Completed

- Josh de la Rosa Prada, “Towards a grounded theory of ethnolinguistic identity in community engagement for heritage language programs.” Texas Tech University.
- Sara Pink, “De Sevilla al jardín secreto: el espacio físico en la obra de Luis Cernuda.” Texas Tech University. 2015.
- Summaira Sarfraz, “Improving cohesiveness in emotive writing at the undergraduate level of Pakistan Universities: A computer based integrated model.” University of Azad Jammu and Kashmir, Pakistan.
- Tim Buckner, “Aspects of dead protagonists in Latin American and peninsular Novels.” Texas Tech University. 2011.
- Silvia Peart, “The effects of textual enhancement and structured input on L2 acquisition of past tense in Spanish,” Spanish-SLA focus, Texas Tech University. 2008.

### **Master’s Thesis in Applied Linguistics**

- Eileen Locke, “Familiarity effects on lexical representation and access,” Texas Tech University. 2008.

### **Master’s Thesis in Interdisciplinary Studies**

- Daniel Mendoza, Interdisciplinary Portfolio, Texas Tech University, 2016.
- Faten Arfaoui, Interdisciplinary Portfolio, Texas Tech University, 2010.

### **Applied Linguistics Master’s Degree Examinations**

- Elizabeth Burrows, 2017
- David Villareal, 2015
- Jacklyn Scrivener, 2013
- Caye Larissa, 2014
- Rosa Adriana Rodriguez, 2013
- Tatiana Artamonova, 2010
- Wakana Maekawa, 2009
- Yuko Isashiki, 2008
- Eileen Lock, 2008
- Hillah Cullman, 2008
- Jeffrey Barnett, 2007
- Silvia Peart, 2007

### **Spanish Master’s Degree Examination**

- Laura Rieder
- José García Machado
- Violeta Rodríguez de Vindel
- Sergio Hernández
- Paola Guerrero, 2017
- Brenda Mejía, 2016
- Santiago Arias, 2014
- Valerie Wehmeyer, 2010
- José Olascoaga, 2007
- Eduardo Almaraz, 2007
- Katherine Winfrey, 2006
- Norberto Ramos, 2006

### **Applied Linguistics Doctoral Examination**

- Silvia Peart, 2008

### **Spanish Doctoral Examination**

- Gilberto García, 2018
- Vicente Iranzo, 2018
- Ana Rodríguez Padial, 2018
- Cheryl Maqueda, 2016
- Josh de la Rosa Prada, 2016
- Laura Valentin, 2013

- Sara Pink, 2011
- Tim Buckner, 2009

## STUDENTS MENTORING ACTIVITIES

### **Graduate Student Mentoring**

- Letter of recommendation for job positions, grants, and graduate programs
- Mentoring for the job market: annual presentation at Spanish graduate student job market workshop, 2009 to present
- Research mentoring: work on approximately 20 IRB applications in the last three years

Individual mentoring: (review of application documents, mock interviews, mentoring for campus interviews, hiring process, and job references (letter and phone conversations))

- Alejandra Cerdas, Placement: Visiting professors of Spanish, Missouri State University, Springfield, MO, 2016
- Laura Valentín, Placement: Assistant Professor of Spanish, Kansas State University, Manhattan, KA, 2015
- Heath Wing, Placement: Assistant Professor of Spanish, North Dakota State University, Fargo, ND, 2015
- Tim Buckner, Placement: Assistant Professor of Spanish, Fayetteville State University, Fayetteville, NC, 2012

### **Graduate students' independent studies**

- 13 independent studies from 2011 to 2018 on Spanish linguistics and second language writing.

### **Conference presentation with graduate students**

- Perceptions and Practices of Writing in Heritage Spanish Classrooms: A National Student Survey. Paper presented at the American Association of Teachers of Spanish & Portuguese. Salamanca, Spain. [With Ariana Mikulski and *Ana Padial*], 2018
- Digital storytelling: Developing SHL learners' multiliteracies. Paper presented at the 5<sup>th</sup> National Symposium on Spanish as a Heritage Language. University of Iowa. Iowa City, IA. [with *Ana Padial*, *Paola Guerrero*, *Josh Prada* and Diego Pascual], 2018.
- Panel of Linguistic Landscapes at the Spanish Linguistics Symposium, Texas Tech University, [with *Josh de la Rosa Prada* and Maite Correa], 2017
- Beyond language portrayal: investigating the linkage between linguistic landscape and ethnolinguistics. Symposium on Spanish as a Heritage Language, University of California, Irvine [with *Josh de la Rosa Prada*], 2017
- Program perspectives: the state of writing in heritage Spanish. American Council on the Teaching of Foreign Languages annual conference, Boston, MA [with *Ana Padial* & Ariana Mikulski], 2016
- Feedback from the instructor: A blessing or curse? American Association of Teachers of Spanish and Portuguese (AATSP), Miami, FL [with *Ana Padial* & Ariana Mikulski], 2016

## III. RESEARCH

### PUBLICATIONS

## Refereed Articles

Elola, I. (2017). Writing in Spanish as a foreign and heritage language: Past, present, and future. *Hispania, Special Centenary Issue*.

Elola, I., & Oskoz, A. (2017). Writing with 21st-century social tools in the FL classroom: New literacies, genres, and writing practices. *Journal of Second Language Writing, 36*, 52-60.

Elola, I., Mikulski, A., & **Buckner, T.** (2017). The impact of direct and indirect feedback in the development of Spanish aspect. *Journal of Spanish Language Teaching, 3*, 1-14.

Oskoz, A., & Elola, I. (2016). Digital stories: Bringing multimodal texts to the Spanish writing classroom. *ReCALL, 28*(3), 326-342.

Oskoz, A., & Elola, I. (2016). Digital stories in L2 education: Overview. *CALICO Journal, 33*(2), 157-173.

Elola, I., & Oskoz, A. (2016). Supporting second language writing using multimodal feedback. *Foreign Language Annals, 49*(1), 58-74.

Elola, I., & Mikulski, A. (2016). Similar and/or different writing processes? A study of Spanish foreign language and heritage language learners. *Hispania, 99*(1), 87-102.

Oskoz, A., & Elola, I. (2014). Integrating digital stories in the writing class: Toward a 21<sup>st</sup>-century literacy. In: L. Williams & J. Pettes, *Digital Literacies in Foreign Language Education: Research, Perspectives, and Best Practices* (pp. 179-200). San Marcos, TX: CALICO.

Elola I., & Mikulski, A. (2013). Revisions in real time: Spanish heritage language learners' writing processes in English and Spanish. *Journal of Foreign Language Annals, 46*(4), 646-660.

Mikulski, A., & Elola, I. (2013) Heritage and foreign-language learner use of the subjunctive in advice. *Heritage Language Journal, 10*(1), 51-82.

Elola, I., & Mikulski, A. (2011). Heritage language learners' allocation of time to writing processes in English and Spanish. *Hispania, 94*(4): 715-733.

Elola, I., & Oskoz, A. (2010). A social constructivist approach to foreign language writing in online environments. *AAUSC monograph* (pp. 181-196). Boston: Heinle.

Elola, I., & Oskoz, A. (2010). Collaborative writing: Fostering L2 development and mastery of writing conventions. *Language Learning & Technology, 14*(3): 51-71.

Elola, I., Rodríguez-García, V., & Winfrey, K. (2008). Dictionary use and vocabulary choice

in L2 writing. *ELIA Journal*, 63–89.

Elola, I., & Oskoz, A. (2008). Blogging: Fostering intercultural competence development in foreign language and study abroad contexts. *Foreign Language Annals* 41(3), 454–477

Elola, I., & Liskin-Gasparro, J. (2008). Entiendo cuando hablan en español, pero me cuesta mucho responder. ¿Por qué? In: J. Ewald & A. Edstrom (Eds.), *El Español a Través de la Lingüística: Preguntas y Respuestas* (pp. 193–204). Somerville, MA: Cascadilla Press.

Elola, I. (2007). Portrait of a teacher: Beliefs on feedback and revision in the foreign language classroom. In: J. Siskin (Ed.), *From Thought to Action: Exploring Beliefs and Outcomes in the Foreign Language Program. AAUSC monograph* (pp. 48–66). Boston: Heinle.

Elola, I. (2003). Teachers' gendered language as a model in the second language classroom. In: J. Santaemilia (Ed.), *Género, Lenguaje y Traducción* (pp. 298–312). Valencia, Spain: Universidad de Valencia.

Elola, I. (2003). Gendered language in a foreign language classroom. In: P. Kempchinsky & C.E. Piñeros (Eds.), *Theory, Practice, and Acquisition* (pp. 382–394). Somerville, MA: Cascadilla Press.

### **Edited Book**

Kessler, G., Oskoz, A., & Elola, I. (2012). Technology across writing contexts and tasks. *CALICO Monograph Series*, vol. 10, San Marcos, TX: CALICO.

### **Book**

Oskoz, A., & Elola, I. (forthcoming). *Digital L2 Writing Literacies*. Equinox Press.

### **Refereed chapters**

Elola, I., **Guerrero, P., & Padial, A.** (forthcoming). Social tools in the HL classroom: Constructing learners' identities as multiliterate individuals. In J. Torres and D. Pascual (Eds.), *Aproximaciones al estudio del español como lengua de herencia.* London, UK: Routledge Press.

Elola, I., & **Rosa de la Prada, J.** (forthcoming). Developing critical sociolinguistic awareness through linguistic landscapes: the case of Spanish in Texas. *Language Teaching in the Linguistic Landscape*, book edited by D. Malinowski, S. Dubreil, and H. Maxim.

Elola, I., & Oskoz, A. (forthcoming). Writing collaboratively in the twenty-first century. In: Marta Lloret & Margarita Vinagre (Eds.), *Technology Mediated Communication: Learning and Teaching Foreign Languages*. London, UK: Equinox.

Elola, I., Nakatsukasa, K., & Tecedor, M. (2018). Developing academic literacy and researchers' identities: The case of multilingual graduate students. Special issue of the *L2*

*Journal, Living Literacies: L2 Learning, Textuality, and Social Life.*

Elola, I., & Oskoz, A. (2014). Towards online and hybrid courses. In: M. Lacorte (Ed.), *The Routledge Handbook of Hispanic Applied Linguistics* (pp. 221–237). London, UK: The Routledge Publishing House.

Oskoz, A., & Elola, I. (2014). Promoting foreign language collaborative writing through the use of Web 2.0 tools. In: M. González-Lloret & L. Ortega (Eds.), *Technology and Tasks: Exploring Technology-mediated TBLT* (pp. 115–148). Amsterdam, Netherlands: John Benjamins.

Oskoz, A., & Elola, I. (2013). Beyond the FL writing classroom: Social tools at work. In: N. Estévez Fuerte & B. Calvel Arroitia (Eds.), *Adquisición de Segundas Lenguas en el Marco del Nuevo Milenio* (pp. 211–228). Valencia, Spain: Universitat de Valencia.

Oskoz A., & Elola I. (2012). Understanding the impact of social tools in the FL writing classroom: Activity theory at work. In: G. Kessler, A. Oskoz, & I. Elola (Eds.), *Technology Across Writing Contexts and Tasks* (pp. 131–153). *CALICO Monograph Series*, vol. 10, San Marcos, TX: CALICO.

Elola, I., & Oskoz, A. (2011). Using blogs and wikis to enhance cultural dialogue in the FL classroom. In: L. Ducate & N. Arnold (Eds.), *Calling on CALL: From Theory and Research to New Directions in Foreign Language Teaching* (pp. 171–210). San Marcos, TX: CALICO.

Oskoz, A., & Elola, I. (2011). Academic writing in the foreign language classroom: Wikis and chats at work. In: M. Pennington & P. Burton, *The College Writing Toolkit: Tried and Tested Ideas for Teaching College Writing* (pp. 345–356). London, UK: Equinox.

Oskoz, A., & Elola, I. (2011). Meeting at the wiki: The new arena for collaborative writing in foreign language courses. In: M. Lee & C. McLaughlin (Eds.), *Web 2.0-Based E-Learning: Applying Social Informatics for Tertiary Teaching* (pp. 209–227). Hershey, PA: IGI Global.

## **Textbooks**

Elola, I., Hildebrandt, S., & O'Donnell, M. (2002). *Conexiones Workbook for Intermediate I* (University of Iowa custom edition). Boston: Pearson Custom Publishing.

O'Donnell, M., Elola, I., & Hildebrandt, S. (2002). *Conexiones Workbook for Intermediate II* (University of Iowa custom edition). Boston: Pearson Custom Publishing.

## **Submitted work**

Mikulski, A., Elola, I., & **Padial, A.** \* (submitted). Written Feedback in Heritage Spanish Classrooms: A National Survey of Students and Educators. *RESLA*.

**\*Students working on my research team.**

## **PRESENTATIONS**

### **Plenary presentations**

- 2019            Language as interpellation. Keynote speaker for the “29th Annual Graduate and Professional Spanish and Portuguese Symposium” at the University of Arizona.
- 2015            Writing with 21<sup>st</sup>-century social tools: Traditional and new literacies in the foreign language classroom. Plenary presentation delivered at the American Council on the Teaching of Foreign Languages Research, Special Interest Group. San Diego, CA [with A. Oskoz].
- 2014            Digital Literacies in and beyond the L2 classroom (Keynote speaker at panel). Digital Literacies Symposium, Tucson, Arizona.

### **National & International Conferences (refereed)**

- 2017            SCAPES COLLECTIVE MANIFESTO: situated knowledge in local matters and global conditions at the Association of Collegiate Schools of Architecture Fall conference at Marfa, Texas [with the Lubbock Scape Collective]
- 2017            To correct or not correct: where is the problem? American Council on the Teaching of Foreign Languages annual conference, Nashville, Tennessee [with Ana Padial & Ariana Mikulski].
- 2017            Panel of Linguistic Landscapes at the Spanish Linguistics Symposium, Texas Tech University, [with Josh de la Rosa Prada and Maite Correa]
- 2017            Round table on Interdisciplinarity in the mediation of SCAPE: Lubbock SCAPE Collective [with Curtis Bauer, Reafael Beneytez, Susan Larson, Carmen Pereira, Christ Taylor, and Kent Wilkinson]
- 2017            Beyond language portrayal: investigating the linkage between linguistic landscape and ethnolinguistics. Symposium on Spanish as a Heritage Language, University of California, Irvine [with Josh de la Rosa Prada].
- 2016            Program perspectives: the state of writing in heritage Spanish. American Council on the Teaching of Foreign Languages annual conference, Boston, MA [with Ana Padial & Ariana Mikulski].
- 2016            Feedback from the instructor: A blessing or curse? American Association of Teachers of Spanish and Portuguese (AATSP), Miami, FL [with Ana Padial & Ariana Mikulski].

- 2016 Similar and/or Different Writing Processes? A Study of Spanish Foreign Language and Heritage Language Learners. American Association of Teachers of Spanish and Portuguese (AATSP) Miami, FL [with Ariana Mikulski].
- 2016 Tell us how we're doing? An instructor survey on writing in heritage Spanish classrooms. Kentucky Foreign Language Conference, Lexington, KY [with Ana Rodriguez & Ariana Mikulski].
- 2015 Feedback in action: Interaction among subjects, tools, and objects. The American Association for Applied Linguistics (AAAL), Toronto, Canada [with A. Oskoz].
- 2015 Feedback: Towards the development of 21<sup>st</sup>-century digital L2 writing. American Council on the Teaching of Foreign Languages annual conference, San Antonio, TX [with A. Oskoz].
- 2014 Professionalization of L2 writing in technical environments. Second Language Writing Symposium, Tempe, AZ [Panel member].
- 2014 The 21<sup>st</sup>-century foreign language writing class: Same goals, same objectives, same rules? The American Association for Applied Linguistics (AAAL), Portland, OR [with A. Oskoz].
- 2014 Social tools: Assessment. American Council on the Teaching of Foreign Languages annual conference, Orlando, FL [with A. Oskoz].  
Digital stories: a 21<sup>st</sup>-century tool in the foreign language classroom. WorldCALL Conference, Glasgow, UK [with A. Oskoz].
- 2013 The role of chats and wikis in promoting task- and process-based collaborative L2 writing in two genres. The American Association for Applied Linguistics (AAAL), Dallas, TX [with A. Oskoz].
- 2013 Writing tasks in foreign language classrooms. American Council on the Teaching of Foreign Languages annual conference, Philadelphia, PA [with A. Oskoz].
- 2012 What is the best written feedback? American Council on the Teaching of Foreign Languages annual conference, Philadelphia, PA [with L. Valentin].
- 2012 Technology in writing contexts. Computer Assisted Language Instruction Consortium (CALICO), Notre Dame University, Indiana [with G. Kessler & A. Oskoz].
- 2012 An activity theoretical view of the use of social tools in the FL writing classroom. The American Association for Applied Linguistics (AAAL),

Chicago, IL [with A. Oskoz].

- 2011 Taking time out to write: Intrasentential pauses in the composing process of heritage learners of Spanish. The American Association for Applied Linguistics (AAAL), Atlanta, GA [with A. Mikulski].
- 2010 The use of social technologies: Sociocultural and socioconstructivist approaches to FL writing. The American Association for Applied Linguistics (AAAL), Atlanta, GA [with A. Oskoz].
- 2010 Revisions in real time: Spanish heritage language learners' writing processes in English and Spanish. Second Language Writing Symposium, Tempe, AZ [with A. Mikulski].
- 2009 Promoting FL collaborative writing through the use of Web 2.0 tools. Second Language Writing Symposium, Tempe, AZ [with A. Oskoz].
- 2009 Fostering discourse level awareness among FL writers through collaborative work when using Web 2.0 tools. Second Language Research Forum, SLRF, Lansing, MI [with A. Oskoz].
- 2009 Pedagogical shifts in FL writing: Enhancing students' writing with wikis. American Council on the Teaching of Foreign Languages annual conference, San Diego, CA [with A. Oskoz].
- 2009 Composing in a foreign language: Using wikis and chats to enhance students' collaborative writing. The American Association for Applied Linguistics (AAAL), Denver, CO [with A. Oskoz].
- 2009 A matter of time: Spanish heritage language learners' writing fluency, planning, and composing in English and Spanish. The American Association for Applied Linguistics (AAAL), Denver, CO [with A. Mikulski].
- 2009 Heritage- and foreign-language learner use of the subjunctive in advice. Second Language Research Forum (SLRF), Manoa, HI [with A. Mikulski].
- 2008 Bimodal approaches: Combining wikis and chats for L2 collaborative writing. Second Language Research Forum, Manoa, HI [with A. Oskoz].
- 2008 Writing collaboratively: Using wikis in the foreign language classroom. Computer Assisted Language Instruction Consortium (CALICO), San Francisco, CA [with A. Oskoz].
- 2008 Promoting successful revision in L2 writing: The role of teacher feedback. American Council on the Teaching of Foreign Languages annual conference, Nashville, TN [with J. Liskin-Gasparro]

- 2006 Collaborations: How a creative writing professor and a Spanish composition professor integrate pedagogy and materials across disciplines. Cincinnati Romance Languages and Literatures conference, OH [with C. Bauer].
- 2006 Moving away from an error-correction approach to a revision-process approach—a teacher takes the challenge to create a space for students’ learning. 27<sup>th</sup> Annual Ethnography in Education Research Forum, University of Pennsylvania.
- 2006 Portrait of a writer: Composing, revising, and editing in Spanish. American Council on the Teaching of Foreign Languages annual conference, Baltimore, MD [with J. Liskin-Gasparro].
- 2005 Slowing the pace (Part II): Impact on linguistic development. American Council on the Teaching of Foreign Languages annual conference, Chicago, IL [with J. Liskin-Gasparro].
- 2004 Writing in FL contexts: Policies and purposes. Fourth Symposium on Second Language Writing, Purdue University.
- 2004 Slowing the pace: Impact on linguistic development in beginning Spanish. American Council on the Teaching of Foreign Languages annual meeting, Philadelphia, PA [with J. Liskin-Gasparro].
- 2003 Blackboard technology in a lecture classroom: Comprehension and note-taking behavior. International Society of Language Studies conference, St. Thomas, U.S. Virgin Islands [with M. O’Donnell].
- 2003 Teachers’ gendered language as a model in the second language. Sixth Hispanic Linguistics Symposium and Fifth Annual Conference on the Acquisition of Spanish and Portuguese as First and Second Languages, Iowa City, IA.
- 2002 Influences of the writing tutor on a student’s revision in L2 writing. The Midwest Writing Centers Association 20<sup>th</sup> annual conference, Iowa City, IA.

### **Invited Lectures and Workshops**

- 2018 **Texas Tech University:** “Bless me, Última: Linguistic approaches” Humanities Center reading series
- 2018 **Texas Tech University:** “Heritage digital stories” TTU libraries annual heritage month events
- 2015 **Texas Tech University:** “Spanish Heritage writing” (Latino Research

- Symposium).
- 2014 **Texas Tech University:** “How to revise a dissertation.”
- 2014 **Instituto Concha Méndez Cuesta, Torremolinos (Málaga), Spain:** “Students’ academic responsibility in secondary education in Spain and in the U.S.”
- 2013 **Texas Tech University:** “Revising dissertations.”
- 2013 **University of Iowa:** “Foreign language & technology: Collaborative writing.”
- 2012 **Instituto Concha Méndez Cuesta, Torremolinos (Málaga), Spain:** “Writing in Spanish: immigrant population.”
- 2010 **U. S. Naval Academy:** “Understanding the Spanish heritage language learners’ writing behaviors in English and Spanish.”
- 2009 **Instituto de Educación Secundaria “Santa María de Aguilar,” Almeria, Spain:** “Approaches to L2 writing.”
- 2008 **Fullerton University:** “L2 writing: What we know so far.”
- 2007 **Instituto de Educación Secundaria “Alto Almanzora,” Almeria, Spain:** “U.S. Culture and education: Comparing Spain and the United States.”

## **FUNDING**

### ***External applications accepted and pending***

- 2017 The CH Foundation, “Reading and Writing Mathematics,” with Lars Christensen (Project Director), Curtis Bauer (Collaborator), Kristen Moore (Collaborator) and Idoia Elola (Collaborator), (\$43,511)-accepted

### ***Internal applications accepted***

- 2017 College-Level Funding from the Center for Global Communication, “Identity and Resistance in Global Contexts” with the following collaborating colleges: A&S, Architecture, Media & Communication, School of Music, Texas Tech Libraries, (\$50, 723)
- 2016-2017 The Women Faculty Writing Program (\$375)
- 2016-2017 Technology grant: Classical and Modern Languages and Literatures, Texas Tech University, (\$500)

2016–2017	The Schovanec Teaching Development Scholarship (\$1,500)
2016–2017	Catalyst Scholarship, Texas Tech University (\$2,700)
2015–2016	The Humanities Center Scholarship (\$2,000)
2015–2016	Catalyst Scholarship, Texas Tech University (\$3,500)
2014–2015	The Art and Science Scholarship (\$6,000)
2012	FY2013 Creative Arts, Humanities and Social Sciences, Texas Tech University (\$6,000)
2011	FY2012 Creative Arts, Humanities and Social Sciences (\$6,000)
2009–2010	CMLL Research Funding (\$3,000)
2009, Fall	Lecture Funding, Texas Tech University; Joint Funding– Classical and Modern Languages and Literatures & Language Lab. Funding for Invited Lecture: Ana Oskoz (topic: The use of Web 2.0 tools for collaborative work in foreign language classrooms)
2008	TTU Spring Research Enrichment Fund (\$7,900)
2005	TTU Humanities Fellowship (\$10,000)
2004–2005	Seashore Dissertation Year Fellowship, University of Iowa

***External application denied***

2017	Application to 2018 NEH summer grant, “Linguistic landscapes in Hispanic markets in the Mexico-Texas border” (\$6,000)-selected by TTU to move forward to the NEH submission.
2016	American Council on the Teaching of Foreign Languages, Heritage Special Interest Group (\$ 1,000)-declined

***Internal applications denied***

2017	Texas Tech University Seed Grant for Interdisciplinary Research, “The Interdisciplinarity in the mediation of SCAPE,” with Curtis Bauer (Project Director), Susan Larson (Collaborator), Idoia Elola (Collaborator), Chris Taylor (Collaborator), Carmen Pereira (Collaborator), Kent Wilkinson (Collaborator), and Rafael Beneytez
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(Collaborator), (\$150,000)

2016-2017 E-learning Grant, Texas Tech University (\$1,000)

2015 Texas Tech University Seed Grant for Interdisciplinary Research: Writing Mathematics, Texas Tech Alumni Association with Lars Christensen (Project Director), Curtis Bauer (Collaborator), Kristen Moore (Collaborator) and Idoia Elola (Collaborator); (\$ 4.500)

#### IV. SERVICE

##### **Service to the Spanish Program at Texas Tech University:**

- **Director of the Spanish and Portuguese programs**, 2015–present: Responsibilities include the supervision of the undergraduate and graduate curricula, scheduling courses, propose new courses, establish a collegial environment among faculty, help provide a view of the program, organize faculty meetings, and liaison between Spanish and Portuguese faculty and the Chair of the Department.
- **Academic director for the language program and language instructors in the TTU Center in Seville** (from the Lubbock campus), Spring 2007–present: Responsibilities include curricular decisions, selection of instructors to teach in the study-abroad program, training of instructors, weekly meetings on Skype with instructors once they are on site, undergraduate student recruitment, selection of applicants, leading orientations, individual meetings with applicants, meeting with personnel from the International Affairs Office and the Center in Seville.
- **Member**, curriculum graduate committee for developing learning outcomes and assessments for Linguistics in the Spanish Program, 2005–present
- **Chair of tenure committee** for Dr. Diego Pascual y Cabo
- **Chair**, job search committee, 2016–2017
- **Member**, job search committee, 2015–2016
- **Member** of Certificate development with the College of Media and Communication committee, 2016–present
- **Developer** of Spanish Survival course for the College of Engineering, 2015–2016
- **Organizer** of events such as workshops, receptions, etc., 2015–present
- Peer review committee member for Dr. Matta (2013), Dr. Jonsson (2016)
- **Mentor** for junior faculty, 2013–present
- **Executive Coordinator of the lower-level Spanish courses**, Texas Tech University: Responsibilities included supervising graduate student assistants and instructors, reviewing and coordinating their work and teaching responsibilities, reviewing and coordinating the course syllabus, calendar, materials, logistics, reviewing teaching philosophies, meeting with undergraduate students and attending to complaints, 2011-2013
- **Member**, Spanish graduate committee, 2007–present
- **Chair**, job search committee, 2012–2013
- **Director** of the Spanish and Portuguese programs, 2011–2013: Major accomplishment of the program during this time: the creation of the MA and PhD linguistics track and the hiring of Dr. Marta Tecedor and Diego Pascual y Cabo

- **Member**, committee for development of a Summer MAT Program, Fall 2009–Spring 2010
- **Co-developer** of workshop for the job market for Spanish graduate students, Fall 2009
- **Member**, ad hoc committee to develop a survey to assess the Spanish graduate program, Fall 2009
- **Member**, together with Dr. Pereira, served on the ad hoc committee to study and report on Dr. Van Patten’s proposal for a joined MA in Applied Linguistics and Spanish, Fall 2008
- **Member**, Study Abroad grant committee for the program in Spain, 2008–2009
- **Curriculum developer and coordinator**, TTU Center in Seville, 2006–2007
- **Co-director**, Spain Field Course, 2006–2007
- **Chair**, search committee for a position in Spanish (Heritage track), 2005–2006
- **Member**, committee for development of learning outcomes and assessments for Spanish for the lower and upper undergraduate and graduate levels, TTU, 2006
- **Member**, ad hoc committee for redesigning the Spanish curriculum, TTU, 2006–present
- **Member**, curriculum committee for lower-division Spanish, 2005–present
- **Member**, curriculum committee for Linguistics in the Spanish division, 2005–present
- **Member**, upper undergraduate committee for the Spanish division, 2005–2013

#### **Service to the Applied Linguistics Program at Texas Tech University:**

- **Member**, job search committee, 2016–2017
- **Faculty advisor**, Applied Linguistics, 2011–present
- **Judge** for abstracts at the Applied Linguistic Conference, 2010
- **Presenter** in a workshop promoting the Applied Linguistics program for LISD, 2008
- **Member**, committee for the organization of Applied Linguistics Week, Fall 2008
- **Member**, search committee for a position in ESL, 2005–2006
- **Member**, call committee for the annual Conference on Language Learning and Teaching that was held at TTU, 2005
- **Liaison** with the Linguistics division in the English department, 2005–2006

#### **Service to the Department of Classical & Modern Languages & Literatures:**

- **Judge**, Spanish high school day, Fall 2016
- **Member**, communication literacy committee, 2016
- **Creator** of TracDat information, 2015–present
- **Member**, CMLL awards committee, 2008–2010
- **Mentor** for TEACH Fellows (Silvia Peart & Iñaki Prados), 2007–2008
- **Mentor**, teaching certification sessions (TOPT) and workshop, 2008
- **Mentor**, meeting with graduate students in preparation for job talks and presentation of materials, 2005–present
- **Mentor**, reference letter writer for graduate students applying for university funds and jobs, undergraduate and graduate students applying for grants, 2005– present

#### **Service to Texas Tech University:**

- **Member** of the Mexican-American and Latinas/os committee
- **Member** of the Hispanic serving institution committee
- **Presenter** for Diversity, gender, and Equity office’s radio ad

- **Interviewer** for TEACH fellows' exit interview
- **Member** of the Teaching Academy new member selection committee, Spring 2017-present
- **Member** of the Arts and Sciences Liaison for Texas Tech University's Quality Enhancement Plan: Responsibilities include meeting to develop assessment tools to help assess students' education in a global context. 2016-present
- **Co-director** of the Women Faculty Writing Program at Texas Tech University: Responsibilities include leading a weekly research writing group, discuss readings, organize the calendar of activities for the semester, foster a comfortable setting for female faculty to write their own research, select members for the writing groups, discuss writing progress during the semester. 2016-2017
- **Board member** of the Teaching Academy, Fall 2016: Responsibilities include discuss new bylaws, select the best nominees for the Chancellor's award, modify and create new venues for the faculty at Texas Tech University.
- **Visiting reviewer** for the Land Arts final critique, College of Architecture, Fall 2016
- **Member**, Global Leadership Committee, 2016–present
- **Participant**, TTU Difficult Dialogues Program, Spring 2010
- **Participant**, Cross-Cultural Academic Advancement Center roundtable to brainstorm ideas for increasing diversity and communication about diversity-related events at the TTU campus, 2008–present
- **Member** of the Black and Hispanic Faculty group and attendee at social receptions and meetings organized by this group, 2006–present
- **Representative** of the College of Arts & Sciences for the Teaching Academy Advisory Committee: Responsibilities include the participation in awards committees, discuss issues regarding teaching at Texas Tech, attend Teaching Academy meetings.
- **Member**, Teaching, Learning, and Connecting Committee, an interdisciplinary group of TTU faculty with the goal of extending the knowledge about the diversity-related programs organized by our departments, 2009–present
- **Presenter** in a workshop for LISD in order to recruit high school teachers to master's programs, 2008
- **Co-chair** of Reading series with Dr. Bauer in the TTU Center in Seville, 2006–2007
- **Developer**, study abroad strategies for TTU International and the TTU Center in Seville, 2006
- **Recruiter** of graduate students from Spain, 2006–2007
- **Graduate representative** in Laura Cruz Garza's final examination for the doctoral degree (Psychology Department), 2006

#### **Service for the profession:**

- **Chair-organizer** for the Hispanic Linguistics Symposium (2017): To be held at Texas Tech University
- **Editorial Board Member**, Revista Española de Lingüística Aplicada, 2013-present
- **Manuscript reviewer** for Routledge editorial house, 2016
- **Article reviewer** for the following Journals:
  - Foreign Language Journal
  - The Journal of Second Language Writing
  - The Modern Language Journal
  - Language Learning

- Hispania
- Journal of Computer Assisted Language Instruction Consortium
- Revista Española de Lingüística Aplicada
- Revista Internacional de Lenguas Extranjeras (Spain)
- Revista Íkala Universidad de Antioquía (Colombia)
- **Reviewer** for edited volumes
  - *Advances in Spanish as a Heritage Language*. Studies in Bilingualism. Amsterdam/Philadelphia: John Benjamins, by Diego Pascual y Cabo (Ed.)
- *Ad Hoc abstract referee* for the following conferences:
  - American Association of Applied Linguistics
  - Applied Linguistic Conference at Texas Tech University