

CURRICULUM VITAE

Idoia Elola

Professor of Spanish & Applied Linguistics
Department of Classical and Modern
Languages and Literatures
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EDUCATION

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| 2005 | Ph.D., Foreign Language Acquisition Research & Education , University of Iowa, Iowa City, United States |
| 1997 | M.A. Teaching of Spanish as a Second Language , Universidad Complutense, Madrid, Spain |
| 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 |

ACADEMIC POSITIONS

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| 2018– | Professor | Texas Tech University, Lubbock, Texas |
| 2011–2018 | Associate Professor | Texas Tech University, Lubbock, Texas |
| 2005–2011 | Assistant Professor | Texas Tech University, Lubbock, Texas |
| 2004 | Visiting Instructor | Bennington College, Vermont |
| Summer, 2003 | Visiting Instructor | Middlebury College, Vermont |
| 2000–2004 | Teaching Assistant | University of Iowa, Iowa City, Iowa |
| Fall, 1998 | Instructor | New York University, New York |
| Fall, 1998 | Instructor | Pace University, New York |
| 1997–1998 | Spanish Teacher | Roosevelt High School, Yonkers, New York |
| Spring, 1997 | Instructor | Universidad Complutense, Madrid, Spain |
| 1991–1996 | English Teacher | Basque Country High School System, Spain |

2018–	Professor	Texas Tech University, Lubbock, Texas
2011–2018	Associate Professor	Texas Tech University, Lubbock, Texas

ACADEMIC ADMINISTRATIVE POSITIONS

2007–Present	Academic Director of the Seville Study Abroad Program at Texas Tech University, Seville, Spain (Spanish program) • Made key curricular decisions, created textbooks and materials, selected instructors to teach in the study abroad program, trained instructors for this immersion program, and held weekly meetings via Zoom with instructors once they were on site • Recruited undergraduate students by creating posters, videos, webpages, writing emails; selected applicants; led orientations and individual meetings with applicants; and met with personnel from the International Affairs Office and the Center in Seville monthly
Fall 2020–June 2021	Interim Director of the Spanish Heritage Language (SHL) Program • Supervised graduate student assistants and instructors, created a new webpage, started new pedagogical and cultural projects in the SHL courses (e.g., fanfiction with the novel, <i>I am not your perfect Mexican daughter</i>), and developed new courses with coordinator Sylvia Flores (e.g., new online 1508)
Spring 2021	Interim Director of the Spanish Foundation courses • Supervised graduate student assistants and instructors, started new pedagogical and cultural projects in the Spanish Foundation courses
2015–2017	Director of the Spanish and Portuguese Program (undergraduate and graduate level) • Coordinated program vision and programming with department chair • Worked with the Graduate Studies Committee and Undergraduate Studies Committee and Student Recruitment and Retention Committees to make curricular changes more relevant • Scheduled faculty and graduate student annual teaching assignments, evaluated graduate part-time instructors teaching Spanish foundation courses, and entered assessments into TracDat
2016– 2017	Co-director of the Women Faculty Writing Program at Texas Tech University • Led weekly writing sessions, coordinated programming, discussed readings, organized the calendar of activities for the semester, created and foster a safe environment for female faculty members, in particular, junior faculty members, to write their own research, and discussed writing progress during the semester

EDITORIAL POSITIONS

- 2020– **Editor-in-Chief in the journal *System***
- Oversee the selection and publication of cutting-edge research in the field of the application of educational technology and applied linguistics to problems of foreign language teaching and learning. In the last year the journal has cite score of 8.8 and an impact factor of 4.9. *System* is number three of all SSCI/ESCI Linguistics journals. We publish 10% of the total submissions (2,200 submissions a year).
- 2011– **Board editorial member in the journal *RESLA***

AWARDS, FELLOWSHIPS & DEVELOPMENT LEAVE

- 2024 TruTransformers Project funding from the Helen Jones Foundation, Inc. (2,500) to conduct research with Karen Garcia, a TTU psychology undergraduate student
- 2022–2023 Maria Zambrano Fellowship, granted and financed by the Spanish Government (Ministerio de Universidades) and the European Union
- 2021-2022 Development leave
- 2018–2024 The Texas Tech University President’s Excellence in Teaching Professorship
- 2018 Texas Tech University Arts and Sciences Teaching Award
- 2018 Texas Tech University President’s Teaching Excellence Award
- 2018 Texas Tech University Integrated Scholar
- 2017 Texas Tech University Global Vision Haragan Award for Study Abroad
- 2017 Nominated: Texas Tech University Faculty Distinguished Leadership Award
- 2015, Spring Development leave
- 2013 Nominated: Texas Tech University Spencer A. Wells Award for Creativity in Teaching
- 2012 Nominated: Texas Tech University Faculty Distinguished Leadership Award
- 2011 Texas Tech University Teaching Learning & Professional Development Center (TLPDC) Teaching Award
- 2009 Inducted Member, Texas Tech University Teaching Academy

2008

Texas Tech University Alumni Association New Faculty Award

RESEARCH COLLABORATION WITH OTHER UNIVERSITIES

- 2023-2026 Project name: Monomodal and multimodal L2 writing: Effects of individual differences and task-related variables on writing processes and products funded by the Ministerio de Ciencia e Innovación in Spain. Universidad de Murcia, Spain.
- 2021- Project name: Collaborative multimodal composing. Universidad Pública de Navarra, Spain.

PUBLICATIONS

Book

Oskoz, A., & Elola, I. (2020). *Digital L2 Writing Literacies*. London, UK: Equinox Press.

Edited Books

Pascual y Cabo, D., & Elola, I. (2020). *Current theoretical and applied perspectives on Hispanic and Lusophone linguistics*. Philadelphia, PA: John Benjamins Publishing Company.

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

Special Issues

Elola, I., & Oskoz, A. (Eds.) (2024). Thematic Issue: Processes, practices, and products of multimodal texts in the L2 classroom. *CALICO*

Elola, I., Zhang, L., Hennebry, M., McKinley, J., & Zheng, Y. (2023). 50th Anniversary Special Issue. *System Journal*.

Elola, I., & Vasseur, R. (Eds.). (2022) Special Issue: L2/HL Writing and Technology. *Languages*, journal.

Lubbock Scapes Collective (Eds.) (2022). Critics Page: Margins. Volume 22, Issue 10, pp. 34-53. *BrooklynRail*, journal.

[Lubbock Scapes Collective (Bauer, C., Beneyetz-Duran, R., Elola, E., Larson, S.,

Taylor, C., and Wilkinson, K.). Collective invited by editor Charles Schultz to organize Critics Page section of the journal with contributions from C.J. Alvarez, Priscilla Solis Ybarra, Ashton Thornhill, Maria Sánchez, Terry Allen, Jo Harvey Allen, Danielle Demetria East, Lucía Jalón Oyarzun, and Barry Lopez on the theme of margins.]

Refereed Articles

Elola, I., Mikulski, A., & Padial, A. (2024). Spanish Heritage Language students' writing perspectives. *Writing & Pedagogy*.

Hennebry, M., Elola, I. & Harfitt, G. (2024). Leaving the comfort zone: Towards closer partnership between scholars and practitioners. *System*.

Mikulski, A., Padial, A., & Elola, I. (2024). Voices of SHL Educators: Writing in the Heritage Spanish Classroom. *RESLA*.

Elola, I., & Vasseur, R. (2022). Introduction to Special Issue: L2/HL Writing and Technology. *Languages*, journal.

Bueno, C., Vasseur, R., & Elola, I. (2022). Effects of collaborative writing and peer feedback on Spanish as a foreign language writing performance. *Foreign Language Annals*.

Mikulski, A., Elola, I, **Padial, A, & Berry, G.** (2019). Written Feedback in Heritage Spanish Classrooms: A National Survey of Students and Educators. *RESLA*

Elola, I. (2017). Writing in Spanish as a foreign and heritage language: Past, present, and future. *Hispania, Special Centenary Issue, 100*(5), 119–124.

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 21st-century literacy. In L. Williams & J. Pettes (Eds.), *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, Lengua 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.

***Boldface highlights articles/chapters published or presentations with graduate students.**

Refereed Chapters

Elola, I., & Oskoz, A. (accepted). Navigating in the HL/L2 Language Writing Curriculum: Delicate Balance between Genres and Modes. In A. Reyes-Torres, M. Estela Brisk, & M. Lacorte (Eds.). *Multiliteracies, Multimodality and Learning by (Inclusive) Design in Second Language Teacher Education*. Multiliteracies and second language education Series. Routledge

Elola, I., & Oskoz, A. (accepted). Technological contexts for teaching Spanish. In M. Lacorte (Ed.), *The Routledge Handbook of Hispanic Applied Linguistics (2nd edition)*. Routledge.

Manchón, R.M., Elola, I. & Oskoz, A. (in press). La expresión escrita. In C. Sanz, E. Serafini, & I. Taboada (Eds.), *Manual de español como lengua extranjera*. Wiley.

Elola, I. (in press). Digital genres. In C. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*, 2nd Edition. Pearson.

Elola, I. & Oskoz, A. (2023). Reexamining Feedback on L2 Digital Writing. In R. M. Manchón & Y. Coyle (Eds.). *L2 writing and feedback processing in pen and paper and digital environments*. Studies in Second Language Learning and Teaching.

Román, D., Vasseur, R., & Elola, I. (2022). L2 Writing under Pandemic Conditions: How Do Chinese and Spanish Instructors Adapt? In L. Yang and L. Valentín (Eds.), *Writing in L2 Spanish and Chinese classrooms*. Multilingual Matters.

Elola, I. & Oskoz, A. (2023). Sociocultural approaches to L2 Digital Collaborative Writing. In M. Li & M. Zhang (Eds.), *L2 collaborative writing in diverse learning contexts*. John Benjamins.

Wilkinson, K., Elola, I., & Partida, G. (2022). Media, Linguistics and Translanguaging on the South Plains of Texas. *Communicative Spaces in Bilingual Contexts: Discourses, Synergies and Counterflows in Spanish and English*. Routledge.

Elola, I. & Oskoz, A (2022). In Marta Lloret & Nicole Ziegler (Eds.), *Handbook of SLA and Technology*. Routledge.

Elola, I., & Oskoz, A. (2021). 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. **Guerrero, P., & Padial, A.** (2021). 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* (pp. 166-177). London, UK: Routledge.

Elola, I., & **Prada, J.** (2020). Developing critical sociolinguistic awareness through linguistic landscapes: the case of Spanish in Texas. In D. Malinowski, S. Dubreil, and H. Maxim (Eds.), *Language Teaching in the Linguistic Landscape*. Springer.

Elola, I., & Oskoz, A. (2019). Using blogs and wikis to enhance cultural dialogue in the FL classroom. In N. Arnold & L. Ducate (Eds.), *Engaging language learners through CALL: From theory and research to informed practice* (pp. 240–266). San Marcos, TX: CALICO.

Elola, I., Nakatsukasa, K., & Tecedor, M. (2018). Developing academic literacy and researchers' identities: The case of multilingual graduate students. *L2 Journal, Living Literacies: L2 Learning, Textuality, and Social Life*, special issue.

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.

***Boldface highlights articles/chapters published or presentations with graduate students**

Work under review

Journals

Elola, I., Bueno, C. & López, V. (under review, passed first selection). Integrating collaborative digital multimodal texts in the Spanish as a second language curriculum. *ReCALL*.

Elola, I. & Mikulski, A. (abstract accepted, article due on September 30th). Revisiting the Integration of Technology in the SHL Classroom: Program Directors' Voices. *Languages*.

Articles/Chapter in progress

Elola, I. & Bueno, C. (due date on October 15th). Comparing collaborative writing and peer feedback on digital narrative texts. *Foreign Language Annals*.

Elola, I., Tecedor, M., & **García, K.** (due December 2024). HL/L2 learners' writing processes with AI: Students' uses, assessment, and decision-making. *Journal of Second Language writing*

Elola, I., Prada, J., **Cadenas, G., & Velazquez, Y.** (in progress). Linguistic landscapes: A comparative ethnographic study.

Prada, J., Elola, I., **Millan, J., & Boni, B.** (in progress). Hispanic Flea Markets in Urban Texas: Sensory Materiality.

Elola, I. (in progress). Chapter 4: Cognitive-Driven L2 Writing Instruction in the era of new technologies. In Eds. R. Leow and M. Tabari, *Dynamics of Cognition in Second Language Writing: Theory, Research Methodology, and Research-based Pedagogy*. Routledge.

Book in progress

Elola, I. & Guerrero, P. (Summer 2024). We are working on a book proposal and TUF scholarship application. The envisioned investment for the TUF scholarship is the completion of a book accompanied by a website that celebrates the histories of its peoples, and their connection to the land at the rural and urban levels through live experiences—schooling, health and rural—, as well as their ways to communicate their opinions, goals, and dreams through the diversity of languages and their coexistence. These histories come from a complex series of interactions, sometimes in the form of Texan clashing communities, and other in the form of allegiances, which have always been connected to the Texas territory, the land.

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KEYNOTE PRESENTATIONS

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| May, 2025 | “Multimodal feedback in L2 writing. Issues in research & practice”
Universidad de Murcia Research Seminar [with Ana Oskoz] |
| June, 2024 | “Reassessing Feedback on HL/L2 Digital Writing” at CERCL,
University of Arizona [with Ana Oskoz] |
| May, 2022 | “L2 composing in the digital era: Digital story telling at best.” 10 th
Global Conference on Linguistics and Foreign Language Teaching,
Turkey |
| 2021 | “Technology befriends L2 writing: An overview.” Instructed Second
Language Acquisition Forum, Huazhong University of Science and
Technology, China. |
| 2021 | “L2 writing/composing in the digital era: What does it mean to be
literate in the world today?” Dalian University of Foreign Languages,
China. |
| 2021 | “Digital L2 writing and WCF provision. New tools, new genres, new
challenges,” Universidad de Murcia Research Seminar [with Ana
Oskoz] |
| 2020 | “Coming to terms with 21 st century L2 writing and digital literacy.” The
Computer-Assisted Language Learning Club at Arizona State
University |
| 2019 | “Language as interpellation.” 29th Annual Graduate and Professional
Spanish and Portuguese Symposium, University of Arizona. |
| 2015 | “Writing with 21 st -century social tools: Traditional and new literacies in
the foreign language classroom.” Plenary presentation, 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.” Digital Literacies
Symposium, Tucson, Arizona. |

TALK SERIES CO-COORDINATOR

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| 2022-
present | “Acquiring a Second Language: Why do we find it so difficult?” at the
Instituto Cervantes at Manchester and Leeds, UK. The Lecture Series is |
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coordinated by Idoia Elola (Texas Tech University) y Ana Oskoz (University of Maryland, Baltimore County (UMBC)), a forum aimed at teachers, language students, parents and the general public, which will consider how we learn a second, or a heritage language.

<https://www.eventbrite.co.uk/cc/acquiring-a-second-language-1521689>

NATIONAL & INTERNATIONAL CONFERENCES (REFEREED)

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|--------------|--|
| August, 2024 | Colloquia chair: “Practitioners and researchers: A scholarship partnership made in authoring,” AILA, Kuala Lampus, Indonesia. [with Mairin Hennebry and Gary Harfitt] |
| March, 2024 | “New spaces for practitioner–researcher partnerships: Redefining language education research,” AAAL, Houston. [with Mairin Hennebry and Gary Harfitt] |
| March, 2024 | Exploring cultural practices of underrepresented communities: Connecting multiliteracies and social justice in language education, AAAL, Houston. [with Marta Tecedor] |
| 2023 | “A pedagogical design to integrate multimodality in the Spanish as a second language classroom,” SEDLL, Santiago de Compostela, Spain [with Victoria López and Camino Bueno] |
| 2023 | “Exploring Social Justice and Critical Awareness Through Digital Multimodal Texts and Translanguaging Practices,” WorldCALL, Thailand [with Marta Tecedor] |
| 2023 | “Escritura colaborativa en línea de textos monomodales y multimodales por parejas del mismo L1 y diferente,” ASELE, Burgos. [with Victoria López and Camino Bueno] |
| 2022 | Editors’ Symposium: “Just being published or being published and cited?” EUROCAL, Iceland |
| 2021 | “Using digital storytelling to change Spanish heritage language learners’ attitudes and self-efficacy towards digital literacies,” EuroCALL, Paris [with Marta Tecedor, ASU] |
| 2020 | “Effects of collaborative writing and peer feedback on individual writing performance,” SEDLL, Pamplona, Spain [with Raychel Vasseur, TTU] |
| 2020 | “Digital storytelling: Changing SHL learners’ attitudes and self-efficacy towards digital literacies,” 7th National Symposium on Spanish as a Heritage Language, Albuquerque, New Mexico [with Marta Tecedor, ASU] |

- 2019 “Exploring FL & HL student voices: Digital literacies, social justice and cultural awareness in Spanish courses,” Second Language Writing Symposium at Tempe, Arizona [with **Maya Edwards**]
- 2019 “Positioning students’ global and local concerns in a Spanish social justice class through digital storytelling,” LIP, Texas Tech University, Lubbock, Texas [with **Maya Edwards**]
- 2019 “Discovering Spanish heritage student voices: Incorporating digital storytelling and social Justice in a Spanish culture course,” AESLA, Valladolid, Spain [with **Maya Edwards**]
Uncovering voices: Redefining language as community resource,” MLA International, Lisbon, Portugal [with Maisa Taha, Priscilla Ybarra, & **Maya Edwards**]
- 2019
- 2018 “Digital storytelling: Developing SHL learners' multiliteracies,” Symposium on Spanish as a Heritage Language, University of Iowa [with Diego Pascual, **Ana Padial**, **Paola Guerrero** & **Josh Prada**]
- 2018 “Perceptions and practices of writing in heritage Spanish classrooms: A national student survey,” American Association of Teachers of Spanish & Portuguese, Salamanca, Spain [with Ariana Mikulski & **Ana Padial**]
- 2017 “SCAPES Collective Manifesto: Situated knowledge in local matters and global conditions,” 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,” Spanish Linguistics Symposium, Texas Tech University [with **Josh Prada** and Maite Correa]
- 2017 “Round table on interdisciplinarity in the mediation of SCAPE: Lubbock SCAPE Collective” [with Curtis Bauer, Rafael Beneytez, Susan Larson, Carmen Pereira, Christ Taylor, and Kent Wilkinson]
“Beyond language portrayal: Investigating the linkage between linguistic landscape and ethnolinguistics,” Symposium on Spanish as a Heritage Language, University of California, Irvine [with **Josh 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 “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]
- 2016 “Feedback in action: Interaction among subjects, tools, and objects,” The American Association for Applied Linguistics (AAAL), Toronto, Canada [with Ana Oskoz]
- 2015 “Feedback: Towards the development of 21st-century digital L2 writing,” American Council on the Teaching of Foreign Languages annual conference, San Antonio, TX [with Ana Oskoz]
- 2015 “Professionalization of L2 writing in technical environments,” Second Language Writing Symposium, Tempe, AZ [panel member]
- 2014 “The 21st-century foreign language writing class: Same goals, same objectives, same rules?” AAAL, Portland, OR [with Ana Oskoz]
- 2014 “Social tools: Assessment,” American Council on the Teaching of Foreign Languages Annual Conference, Orlando, FL [with Ana Oskoz]
- 2014 “Digital stories: A 21st-century tool in the foreign language classroom,” WorldCALL Conference, Glasgow, UK [with Ana Oskoz]
- 2014 “Social tools: Assessment,” American Council on the Teaching of Foreign Languages annual conference, Orlando, FL [with A. Oskoz]
“Digital stories: a 21st-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 AAAL, Dallas, TX [with Ana Oskoz]
- 2013 “Writing tasks in foreign language classrooms,” American Council on the Teaching of Foreign Languages annual conference, Philadelphia, PA [with Ana Oskoz]

- 2012 “What is the best written feedback?” American Council on the Teaching of Foreign Languages annual conference, Philadelphia, PA [with **Laura Valentin**]
- 2012 “Technology in writing contexts,” Computer Assisted Language Instruction Consortium (CALICO), Notre Dame University, Indiana [with Greg Kessler & Ana Oskoz]
- 2012 “An activity theoretical view of the use of social tools in the FL writing classroom,” AAAL, Chicago, IL [with Ana Oskoz]
- 2011 “Taking time out to write: Intrasentential pauses in the composing process of heritage learners of Spanish,” The AAAL, Atlanta, GA [with Ariana Mikulski]
- 2010 “The use of social technologies: Sociocultural and socioconstructivist approaches to FL writing,” The AAAL, Atlanta, GA [with Ana Oskoz]
- 2010 “Revisions in real time: Spanish heritage language learners’ writing processes in English and Spanish,” Second Language Writing Symposium, Tempe, AZ [with Ariana Mikulski]
- 2009 “Promoting FL collaborative writing through the use of Web 2.0 tools,” Second Language Writing Symposium, Tempe, AZ [with Ana 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 Ana 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 Ana Oskoz]
- 2009 “Composing in a foreign language: Using wikis and chats to enhance students’ collaborative writing,” The AAAL, Denver, CO [with Ana Oskoz]
- 2009 “A matter of time: Spanish heritage language learners’ writing fluency, planning, and composing in English and Spanish,” The AAAL, Denver, CO [with Ariana Mikulski]
- 2009 “Heritage- and foreign-language learner use of the subjunctive in advice,” Second Language Research Forum (SLRF), Manoa, HI [with Ariana Mikulski]
- 2008

- “Bimodal approaches: Combining wikis and chats for L2 collaborative writing,” Second Language Research Forum, Manoa, HI [with Ana Oskoz]
- 2008 “Writing collaboratively: Using wikis in the foreign language classroom,” Computer Assisted Language Instruction Consortium (CALICO), San Francisco, CA [with Ana 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 Judith 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 Curtis 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,” 27th 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 Judith 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 Judith 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 Judith 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 Mary 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 20th annual conference, Iowa City, IA

***Boldface highlights presentations with graduate students**

INVITED LECTURES AND WORKSHOPS

2023 **Universidad de Navarra, Pamplona, Spain:** L2 Writing/Composing in the Digital Era: Being multiliterate in today’s world, at ILCE

2022 **The Brooklyn Rail's radio session:** Lubbock Scapes Collective, New Social Environment

2020 **XXI Congreso Internacional de la SEDLL:** Journal publishing—Round Table of Journal Editors Pamplona, Spain

2018 **Texas Tech University:** “Bless me, Última: Linguistic approaches” Humanities Center reading series

2018 **Texas Tech University:** “Heritage digital stories” TTU libraries annual Spanish 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

2022–2023	Maria Zambrano Fellowship, granted and financed by the Spanish Government (Ministerio de Universidades) and European Union (\$44,000)
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)

Internal Applications Accepted

2024	Studio E(ngagement). Engaged College Program from the Arts and Sciences College (26, 000) (with L. Chiller as PI and other faculty members from the Arts and Sciences College)
2024	TruTransformers Project funding from the Helen Jones Foundation, Inc. to conduct research with Karen Garcia, a TTU psychology undergraduate student (2,500)
2018–2024	The TTU President’s Excellence in Teaching Professorship (\$5,000 per year)
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)
Fall, 2009	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

RESEARCH MENTORING

Chair of Doctoral Committee

Completed

- Román Zuñiga, D. (2024) “The use of writing conferences with indirect and direct feedback in the development of infographics as a planning writing task
- Ruiz, S. (2022) “Voices and Perspectives: Retelling into a Digital Story,” Texas Tech University (Thesis Director)
- Sepúlveda, Y. (2022) “Intercultural competence in the foreign language classroom,” Texas Tech University (Thesis Co-director)
- García, G. (2021). “Los retornados en México: La inserción de los hablantes de herencia en contextos educativos monolingües.” Texas Tech University (Thesis Director)
- Maqueda, C. (2020). “Collaboration and digital literacies in second language writing.” Texas Tech University (Thesis Director)
- Padial, A. R. (2020). “Digital storytelling in the Spanish heritage language course: A sociocognitive approach.” (Thesis Director)
- Valentín-Rivera, L. (2015). “Collaborative narratives between Spanish heritage and foreign language learners: understanding aspect selection through two types of corrective feedback.” Texas Tech University (Thesis Director)

Member of Doctoral Committee

- Iranzu Peña Pascual, Consciencia metafórica y narración digital (digital storytelling) en español como L2. Universidad de Navarra. I was her international reviewer (2024)

Completed

- Archer, C. (2021). “*Yeísmo* in the Spanish of central Argentina: Production and perceptions of voiced affricate [ʒ] and voiced fricative [j] in the city of Córdoba.”
- Iranzo, V. (2020) “Sensibility to aural gender agreement violations in early and late bilinguals.”
- de la Rosa Prada, J. (2018) “Towards a grounded theory of ethnolinguistic identity in community engagement for heritage language programs.” Texas Tech University.
- Pink, S. (2015). “De Sevilla al jardín secreto: el espacio físico en la obra de Luis Cernuda.” Texas Tech University.
- Sarfraz, S. “Improving cohesiveness in emotive writing at the undergraduate level of Pakistan Universities: A computer based integrated model.” University of Azad Jammu and Kashmir, Pakistan.
- Buckner, T. (2011). “Aspects of dead protagonists in Latin American and peninsular Novels.” Texas Tech University.
- Peart, S. (2008). “The effects of textual enhancement and structured input on L2 acquisition of past tense in Spanish,” Spanish-SLA focus, Texas Tech University.

Master’s Theses in Spanish

- Cadenas, G. (in progress). “Multiliteracies for students with special needs” (chair)
- Kaplan, H. (in progress). “Understanding linguistic discrimination towards U.S. variation Spanish in the heritage Spanish language classroom: Perceptions, practices, and motives of university educators in the Southwest United States (committee member)
- Vaudry, W. (2021). “The effects of a short-term study abroad program.”
- Mastrantuono, A. (2021). “Present Perfect and Preterit Variation in the Spanish of Lima and Mexico City”
- Tieperman, R. (2020). “¿Cómo está el Pablo?: Examining Definite Article Use with Personal Proper Names in Three Regional Varieties of Spanish.”

Master’s Theses in Interdisciplinary Studies

- Mendoza, D. (2016). “Interdisciplinary Portfolio.” Texas Tech University.

Applied Linguistics Master’s Degree Examinations

- Irina Lavrova, 2021
- Aleksei Proskurin, 2021
- Shiori Saito, 2021
- Mourad Abdennebi, 2020
- Yamato Kitahashi, 2020
- Yayoi Akita, 2020
- Karina Oliveira de Paula, 2020
- Elizabeth Burrows, 2017
- David Villareal, 2015
- Jacklyn Scrivener, 2013

Spanish Master's Degree Examinations

- Britanni Chaffin, 2021
- Anna Mastrantuono, 2021
- Philip Williams, 2020
- Will Vaudry, 2020
- Robin Tieperman, 2020
- Laura Rieder, 2018
- José García Machado, 2018
- Violeta Rodríguez de Vindel, 2018
- Sergio Hernández, 2018
- Paola Guerrero, 2017
- Brenda Mejía, 2016
- Santiago Arias, 2014

Spanish Doctoral Examinations

- Daniel Román, 2022
- Carolina Archer, 2019
- Sergio Ruiz, 2019
- Gilberto García, 2018
- Vicente Iranzo, 2018
- Ana Rodríguez Padial, 2018
- Cheryl Maqueda, 2016
- Josh de la Rosa Prada, 2016
- Laura Valentin, 2013

STUDENT MENTORING ACTIVITIES

Graduate Student Mentoring

- Write letters of recommendation for job positions, grants, and graduate programs
- Mentor for the job market: give annual presentation at Spanish graduate student job market workshop (2009–present)
- Provide research mentoring; worked on approximately 35 IRB applications in the last three years

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

- Daniel Román, Placement: Linguomeeting, Seville, Spain (2024)
- Sergio Ruíz, Placement, Lecturer at University of Logroño, Spain (2022)
- Ana Padial, Placement: Lecturer of Spanish and Foreign Language Education, Kennesaw State University, Georgia (2020)
- Cheryl Maqueda, Placement: Associate Professor at William Carey University
- Josh Prada, Placement: Assistant Professor at University of Groningen

- Alejandra Cerdas, Placement: Visiting professor of Spanish, Missouri State University, Springfield, MO, 2016
- Laura Valentín, Placement: Associate 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: Associate Professor of Spanish, Fayetteville State University, Fayetteville, NC, 2012

Graduate Students' Independent Studies

- Provide guidance to approximately 25 independent studies from 2011 to 2024 on Spanish linguistics and second language writing

SERVICE

1. Service to the Department of Classical and Modern Languages

Academic director for the language program and language instructors in the TTU Center in Seville (from the Lubbock campus), Spring 2007–present

- Make curricular decisions, create textbooks and materials, select instructors to teach in the study abroad program, train instructors for this immersion program, and hold weekly meetings via Zoom with instructors once they are on site
- Recruit undergraduate students by creating posters, videos, webpages, writing emails; selected applicants; led orientations and individual meetings with applicants; and met with personnel from the International Affairs Office and the Center in Seville monthly

Céfiro advisor (conference and journal), 2023-2025

- Advise *Céfiro* committee member regarding 2024 conference and journal. I meet with the committee members once a week and we have invited two keynote speakers, worked on flight tickets and accommodations, designed webpage, conference and journal call, sent emails to faculty in several countries, organized and planned the *Céfiro* volume for 2024 (that will include conference proceedings), etc. The 2024 *Céfiro* Conference was a success with national and international presenters. Now the *Céfiro* Journal has an office, with computers and software for publishing the journal online (thanks to the Arts and Sciences dean Tosha Dupras)

Director of the Spanish and Portuguese programs, 2015–2017

- Supervise the undergraduate and graduate curricula, schedule courses, propose new courses, establish a collegial environment among faculty, help provide a view of the program, organize faculty meetings, and liaise between Spanish and Portuguese faculty and the Chair of the Department

Member, Graduate Studies Committee for developing graduate students' manual, rotation of graduate courses, 2005–present

Chair, Third year committee for Dr. Paola Guerrero and Brandon Roger, 2024
Chair, Fifth year review for instructor, Sylvia Flores, 2024
Chair, Tenure Committee for Dr. Diego Pascual y Cabo, 2018
Chair, Job Search Committee, 2016–2021
Member, Job Search Committee, 2015–2020
Member, Certificate development with the College of Media and Communication committee, 2016–present
Developer, Spanish Survival course for the College of Engineering, 2015–2016
Organizer, Events such as workshops, receptions, etc., 2015–present
Member, Peer Review Committee for Dr. Matta (2013) and Dr. Jonsson (2016)
Mentor for junior faculty, 2013–present
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

2. Service to the Applied Linguistics Program at Texas Tech University:

Member, CALICHE, graduate student conference
Chair, Tenure Committee for Dr. Kimi Nakatsukasa
Member, Job Search Committee, 2016–2020
Faculty Advisor, Applied Linguistics, 2011–2021

3. 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, 2015–2017

4. Service to Texas Tech University:

Member of the Mexican-American and Latinas/os committee, 2017-2019
Member of the Hispanic serving institution committee, 2018
Presenter for Diversity, gender, and Equity office's radio ad, 2018
Interviewer for TEACH fellows' exit interview (2008-2015)
Member, Teaching Academy new member selection committee, Spring 2017–present
Member of the Arts and Sciences Liaison for Texas Tech University's Quality Enhancement to develop assessment tools to help assess students' education in a global context (2016–present)
Co-director, Women Faculty Writing Program at Texas Tech University

- Led a weekly research writing group, discussed readings, organized the calendar of activities for the semester, fostered a comfortable setting for female faculty to write their own research, selected members for the writing groups, and discussed 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

5. Service for the profession

Editor-in-chief, for the journal *System* (2020- until now)

Chair-organizer, the Hispanic Linguistics Symposium (2017), held at Texas Tech University

Editorial Board Member, *Revista Española de Lingüística Aplicada*, 2013–present

Manuscript Reviewer, Routledge editorial house, 2016

Article Reviewer for the following journals:

- *Language Awareness*
- *Spanish Heritage Language Journal*
- *Language Learning and technology*
- *CALICO (Journal of Computer Assisted Language Instruction Consortium)*
- *System*
- *The Journal of Second Language Writing*
- *Foreign Language Journal*
- *The Modern Language Journal*
- *Language Learning*
- *Hispania*
- *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.)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

The Computer Assisted Language Instruction Consortium

American Association for Applied Linguistics