

PAUL DAVID TOTH

CURRICULUM VITÆ

UNIVERSITY ADDRESS:
Anderson Hall 441
1114 Polett Walk
Temple University
Philadelphia, PA 19122-6090
tel: +1 (215) 204-8285

HOME ADDRESS:
104 Hilltop Road
Philadelphia, PA 19118-3738
tel: +1 (215) 687-5683
e-mail: ptoth@temple.edu

FORMAL EDUCATION

- 1994-1997* **Ph. D. in Spanish Applied Linguistics**
University of Pittsburgh, Pittsburgh, PA December 1997
- Dissertation title: *Linguistic and pedagogical perspectives on the acquisition of second language morpho-syntax: A look at Spanish se.*
- 1991-1994* **M. A. in Spanish Applied Linguistics**
University of Pittsburgh, Pittsburgh, PA May 1994
- Long paper title: *Using visuals effectively in the foreign language classroom.*
- June-July 1991* **Summer study abroad**
Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico
- Intensive language and cultural studies
- 1986-1990* **B. A. in History and International Studies**
John Carroll University, Cleveland, OH May 1990
- Secondary Education Certificate; International Studies Program
 - Cumulative average: 3.84/4.00 Magna Cum Laude

CERTIFICATIONS

- June 1994* **New York State permanent teacher certification grades 7-12**
- Spanish
 - Social studies
- 2003-2007* **ACTFL Oral Proficiency Interview certified tester for Spanish**

FOREIGN LANGUAGES

- Spanish** Near-native, ACTFL *Superior* rating on official Oral Proficiency Interview, December 2002
- Portuguese** Novice high

POSITIONS HELD

2014-present **Associate Professor of Spanish Applied Linguistics**

Department of Spanish and Portuguese, Temple University

- Teach 4 graduate and undergraduate courses per year in Spanish language, linguistics, and second language research, instruction, and development
- Conduct classroom research on Spanish second language development
- Supervise Ph.D. research; administer M.A. and Ph. D. exams
- Pedagogical advising to undergraduate Spanish language program

2008-2014 **Assistant Professor of Spanish Applied Linguistics**

Department of Spanish and Portuguese, Temple University

2005-2008 **Assistant Professor of Spanish Education**

Depts. of Curriculum & Instruction (75%) and Spanish & Portuguese (25%), University of Wisconsin-Madison

- Teach three courses per year in foreign language education, and one in Spanish linguistics
- Conduct classroom research on Spanish second language development
- Supervise student teachers and advise Spanish education majors
- Supervise M.A. and Ph.D. research.
- Core faculty for graduate program in second language acquisition

2001-2005 **Assistant Professor of Spanish Applied Linguistics**

Department of Modern Languages, University of Akron

- Teach 18 credits per year, graduate and undergraduate, in Spanish language, linguistics, and second language instruction
- Academic advisor for undergraduate Spanish majors
- First and second reader for M.A. research projects
- Supervise language instruction of graduate teaching assistants
- Coordination of 1st year Spanish language curriculum

1997-2001 **Director, Language Learning Resource Center; Lecturer in Linguistics**

Linguistics Department, University of Pittsburgh

- Coordinate teachers, curriculum and instruction in the Less-Commonly-Taught Languages and the Professional Translation Certificate programs (500 students per semester).
- Supervise the Language Media Center personnel and operation
- Manage budget in all three programs (budget = \$250,000/year)
- Plan and implement renewal of technology resources in the Language Media Center (\$350,000 in new equipment, 1997-2000), in consultation with Arts and Sciences and School of Education faculty
- Teach two courses per year in theoretical or applied linguistics.
- Design sequence within Linguistics undergraduate major for Sign Language and Translation Studies

Positions Held (continued)

- Fall 2000 & 1996* **Adjunct Faculty**
School of Education, University of Pittsburgh
- Teach graduate-level foreign language methods courses for a secondary education certification program.
- 1993-1997, 1991-1992* **Graduate Teaching Fellow**
Spanish Department, University of Pittsburgh
- Teach introductory through advanced Spanish.
 - Administer departmental oral proficiency exams to new undergraduate students for appropriate course placement.
- 1995-1996* **Graduate Teaching Assistant Trainer/Coordinator**
Spanish Department, University of Pittsburgh
- Implement orientation program for new TAs.
 - Conduct weekly training meetings with new TAs.
 - Observe and evaluate classroom teaching.
- 1994-1995* **University Supervisor**
School of Education, University of Pittsburgh
- Observe master's degree candidates 5 times during their teaching internships in Pittsburgh area public schools.
 - Conduct midterm and end-of-semester evaluations with teacher interns and cooperating teachers.
- 1992-1993* **High School Spanish Teacher**
The Winchester-Thurston School, Pittsburgh, PA
- Teach and build curriculum for Spanish 1, 2, 3, and 4
 - Coordinate Spanish club activities throughout the year.
- Spring 1991* Bishop Kearney High School, Rochester, NY
- Teach one Spanish 1 and four Spanish 3 classes
 - Prepare Spanish 3 students for the New York State Regents Exam
- Fall 1990* Rochester City and Greece Central Schools, Rochester, NY
- Substitute teacher, grades 7-12, Spanish and social studies
- Spring 1990* **Social Studies Student Teaching**
Cleveland Hts. City School District, Cleveland, OH
- Teach two classes of 11th grade American history and two classes of 9th grade world geography.
- Spring 1989* Warrensville Hts. City School District, Cleveland, OH
- Observe and teach lessons in an 11th grade American history class
- 1987-1989* **Lunch Recess Monitor**
Cleveland Hts. City School District, Cleveland, OH
- Supervise 3rd and 5th grade students during lunch recess

HONORS AND AWARDS

- 2019 Toth proposal to edit the 2021 special issue of the journal *Language Learning* selected for publication in an international competition. Proposal consists of nine papers carrying out differing analyses of Toth's Spanish classroom data within competing theoretical and methodological paradigms.
- 2018 Toth & Moranski publication in *Foreign Language Annals* 51 (1), 73-89 selected for the "Article in the Spotlight" feature in the quarterly newsletter of the Research Special Interest Group of the American Council on the Teaching of Foreign Languages, May 2018, issue 2, pp. 4-5.
- 2010 Temple University General Education Peer Teaching Award issued to faculty and experienced undergraduate students to collaborate in teaching Gen Ed courses. Faculty stipend: \$500; collaborating student stipend: \$1,500.
- 2009 "TLE spotlight on... Paul D. Toth" professional profile article published in *The Language Educator* magazine of the American Council on the Teaching of Foreign Languages, August 2009, Vol. 4, issue 4, p. 12.
- 2007 American Council on the Teaching of Foreign Languages / Modern Language Journal Paul Pimsleur Award for Excellence in Foreign Language Education Research. Award given for the article "Processing Instruction and a role for output in second language acquisition." in *Language Learning* 56, 319-385. Stipend: \$500
- 2005 University of Akron College of Arts & Sciences Department Chairs' Award for Outstanding Achievement in Early Career.
- 2002 American Council on the Teaching of Foreign Languages / Modern Language Journal Paul Pimsleur Award for Excellence in Foreign Language Education Research. Award given for the article "The interaction of instruction and learner-internal factors in the acquisition of L2 morphosyntax" in *Studies in Second Language Acquisition* 22, pp. 169-208. Stipend: \$500
- 1991-1997 Spanish department teaching fellowships, University of Pittsburgh. Value: \$11,000 yearly stipend plus 12-credit tuition waiver.
- 1994-1996 Spanish department summer teaching fellowships, University of Pittsburgh. Value: \$3,200 stipend per summer plus 9-credit tuition waiver.
- 1986-1990 President's Honor and American Values Scholarships, John Carroll University. Value: \$4,700 per year.

PUBLICATIONS: ACADEMIC JOURNAL ARTICLES (an asterisk* indicates external peer review)

- *2018 Toth, P. D. and Moranski, K. Why haven't we solved instructed SLA? A sociocognitive account. *Foreign Language Annals* 51 (1), 73-89. doi:10.1111/flan.12322
- *2016 Toth, P. D. and Davin, K. The socio-cognitive imperative of L2 pedagogy. *The Modern Language Journal* 100(Special Issue), 148-168. doi:10.1111/modl.12306
- *2014 Wagner, E. and Toth, P. D. Teaching and testing L2 Spanish listening using scripted versus unscripted texts. *Foreign Language Annals* 47(3) 404-422.
- *2014 Bowles, M., Adams, R., and Toth, P. D. A comparison of L2-L2 and L2-heritage learner interactions in Spanish language classrooms. *The Modern Language Journal* 98(2) 497-517.
- *2013 Toth P. D. and Guijarro-Fuentes, P. The impact of instruction on second-language implicit knowledge: Evidence against encapsulation. *Applied Psycholinguistics*, 34(4), 1163-1193.
- *2013 Toth, P. D., Wagner, E. M., and Moranski, K., "Co-constructing" explicit L2 knowledge with high school learners through guided induction. *Applied Linguistics* 34(3), 279-303.
- *2011 Toth, P. D. Social and cognitive factors in making teacher-led classroom discourse relevant for L2 grammatical development. *The Modern Language Journal* 95(1), 1-25. doi:10.1111/j.1540-4781.2010.01144.x
- *2008 Toth, P. D. Teacher- and learner-led discourse in task-based grammar instruction: Providing procedural assistance for L2 morphosyntactic development. *Language Learning* 58(2), 237-283. doi: 10.1111/j.1467-9922.2008.00441.x
- *2008 Toth, P. D. and Garritano, A. *La retroalimentación implícita por medio de «contraejemplos» en una clase de español como lengua extranjera* (Implicit feedback through "recasts" in a Spanish foreign language class.) *Hispania* 91(1), 124-138.
- *2006 Toth, P. D. Processing Instruction and a role for output in second language acquisition. *Language Learning* 56, 319-385. doi: 10.1111/j.0023-8333.2006.00349.x (Winner of ACTFL Paul Pimsleur Award for Excellence in Foreign Language Education Research, September 2007)
- *2004 Toth, P. D. When grammar instruction undermines cohesion in L2 Spanish classroom discourse. *The Modern Language Journal* 88(1), 14-30. doi:10.1111/j.0026-7902.2004.00216.x

Publications: ACADEMIC JOURNAL ARTICLES (continued)

- *2000 Toth, P. D. The interaction of instruction and learner-internal factors in the acquisition of L2 morphosyntax. *Studies in Second Language Acquisition* 22(2), 169-208. (Winner of ACTFL Paul Pimsleur Award for Excellence in Foreign Language Education Research, September 2002)
- *1999 Toth, P. D. Preemption in instructed learners of Spanish as a foreign language: Acquiring a rule for *SE*. *Spanish Applied Linguistics* 3(2), 195-246.

PUBLICATIONS: BOOK CHAPTERS (an asterisk* indicates external review; others refereed by editors)

- *2020 Toth, P. D., Moranski, K., Shaffer, A., and Mattson-Prieto, R. Linguaging and grammatical terminology: Expressing linguistic concepts while co-constructing understanding. In W. Suzuki, and N. Storch (Eds.), *Linguaging in language teaching: A collection of empirical studies* (pp.67-89). Amsterdam: John Benjamins.
- 2019 Toth, P. D. *Morfología* [Morphology.] In J. Muñoz-Basols, E. Gironzetti, and M. Lacorte (Eds.) *The Routledge handbook of Spanish language teaching: Metodologías, contextos y recursos para la enseñanza del español L2. [Methodologies, contexts, and resources for teaching L2 Spanish]* (pp. 301-315) New York: Routledge.
- 2017 Wagner, E. and Toth, P. D. The role of pronunciation in the assessment of L2 listening ability. In T. Isaacs and P. Trofimovich (Eds.) *Second language pronunciation assessment: Interdisciplinary perspectives* (pp. 72-92) Bristol, UK: Multilingual Matters.
- 2016 Moranski, K. and Toth, P. D. Small group meta-analytic talk and Spanish L2 development. In M. Sato and S. Ballinger (Eds.) *Peer interaction and second language learning: Pedagogical potential and research agenda* (pp. 291-316). Amsterdam: John Benjamins.
- 2013 Wagner, E. and Toth, P. D. Building explicit L2 Spanish knowledge through guided induction in small-group and whole-class interaction. In K. McDonough and A. Mackey (Eds.) *Second language interaction in diverse educational contexts* (pp. 89-108). Amsterdam: John Benjamins.
- *2012 Toth, P. D. Output-based instructional approaches. In C. Chapelle. (Ed.), *The encyclopedia of applied linguistics*. Oxford, UK: Wiley-Blackwell. DOI: 10.1002/9781405198431.wbeal0890

Publications: Book Chapters (continued)

- 2011 Toth, P. D. Teacher- and learner-led discourse in task-based grammar instruction: Providing procedural assistance for L2 morphosyntactic development. In P. Robinson (Ed.), *Best of Language Learning Series: Vol 7. Task Based Language Learning* (pp. 141-188). Hoboken, NJ: Wiley-Blackwell. (Reprinted from *Language Learning* 58(2), 237-283.)
- *2010 Toth, P. D. Relevance, cohesion and the sociocognition of form-focused, teacher-led L2 discourse. In R. Batstone (Ed.), *Sociocognitive perspectives on language use and language learning* (pp. 186-209). Oxford, UK: Oxford University Press.
- *2003 Toth, P. D. Psych verbs and morphosyntactic development in instructed L2 Spanish. In S. Montrul & F. Ordóñez (Eds.), *Linguistic theory and language development in Hispanic languages: Papers from the 5th Hispanic linguistics symposium and the 4th conference on the acquisition of Spanish and Portuguese* (pp. 468-497). Sommerville, MA: Cascadilla Press. (A selected conference proceedings volume)

PUBLICATIONS: BOOK REVIEW

- 2005 Toth, P. D. [Review of the book *Processing Instruction: Theory, Research, and Commentary*. Ed. by B. VanPatten]. *Language Teaching Research* 9(2), 223-226.

PUBLICATIONS: NEWSPAPER ARTICLES AND INTERVIEWS

- 2018 Toth, P. D., and N. Iwashita, "Interview with Assoc. Prof. Paul Toth," Podcast recorded August 24, 2018 for University of Queensland graduate course SLAT 7807. <https://soundcloud.com/mai-nguyen-622181618/interview-with-assoc-prof-paul-toth-sep-14-2018/s-ErSBk>
- 2018 Toth, P. D., and C. Gaab, "The role of grammar instruction – A conversation with Dr. Paul Toth," blog entry from *Fluency Matters*, May 8, 2018. <https://fluencymatters.com/the-role-of-grammar-instruction-a-conversation-with-dr-paul-toth/>
- 2014 Interview by K. Muldrow, "Supporting comprehensible output," published in *The Language Educator* magazine of the American Council on the Teaching of Foreign Languages, Oct/Nov 2014, Vol. 6, issue 5, pp. 37-39.
- 2005 Toth, P. D. (Dec. 10-11) I didn't want to be gay, but finally accepted myself. *The Capital Times* [Madison, WI], p. 11A

PUBLICATIONS: IN PROGRESS

- (in prep.) Toth, P. D. *Grammar*. In L. Gurzynski-Weiss & Y. Kim (Eds.), *Research methods in instructed second language acquisition*. Amsterdam: John Benjamins, to appear in 2021. (9,000 words).
- (in prep.) Zalbidea, J. & Toth, P. D. *The roles of interaction and output in input processing*. In W. Wong & J. Barcroft (Eds.) *The Routledge Handbook of Second Language Acquisition and Input Processing*. New York: Routledge, to appear in 2021 (7,500 words).
- (in prep.) Toth, P. D. *Grammar instruction and second language development: Bridging the socio-cognitive divide in theory and in practice*. Under contract with Routledge, to be submitted December 2020. (Target length: 120,000 words, 300 pages).
- (in prep.) Toth, P. D. (Ed.) *What do the data show? Multiple perspectives on classroom L2 learning from a single data set*. Special issue of *Language Learning* 71, consisting of an introduction, eight empirical studies, and a discussion, to appear in 2021.
- (in review) Toth, P. D., Gil-Berrio, Y. & Moranski, K. Intersubjectivity episodes and the negotiation of L2 use in peer interaction. In P. D. Toth, (Ed.). *What do the data show? Multiple perspectives on classroom L2 learning from a single data set*. Special issue of *Language Learning* 71, to appear in 2021.

PUBLICATIONS: PEDAGOGICAL MATERIALS

- 2004 Sarkas, A., Toth, P. D., McCormick, D., Quinto-Pozos, D., Laudato, N., & Johnston, W. *Visuals for Foreign Language Instruction* (Electronic database). University of Pittsburgh's Digital Research Library. Retrieved from <https://digital.library.pitt.edu/collection/visuals-foreign-language-instruction>
- 1997 Toth, P. D. Content-based foreign language lessons. In J. Gutiérrez, H. Rosser, & M. Rosso-O'Laughlin (Main Authors), *Ya Verás* (Second Ed., Level 1, pp. 152-153, 226-227; Level 2, pp. 204-205, 342-343). Boston, MA: Heinle & Heinle.

GRANTS AWARDED

- 2020 Temple University Provost's Summer Research Award. *Social and motivational factors in the peer interaction of Spanish classroom learners*. Value: \$7,000 to hire a research assistant to analyze Spanish post-secondary qualitative data, summer 2020.
- 2019 Temple University Provost sabbatical leave for fall 2019. *Social and cognitive factors in learning Spanish through classroom interaction*. Value: full salary and benefits for four months, to finish multi-year book project on classroom grammar instruction, and begin analysis of newly-collected post-secondary Spanish classroom data.

Grants Awarded (continued)

- 2018 *Language Learning Roundtable Grant. What do the data show? Multiple theoretical perspectives on learning in a single L2 classroom.* Value: \$10,000 to organize an invited colloquium of 12 participants at the 2019 Annual Meeting of the American Association for Applied Linguistics in Atlanta, GA.
- 2018 Temple University College of Liberal Arts Research Award. *Social and cognitive factors in Spanish classroom interaction and learning.* Value: \$5,000 to hire a graduate research assistant to compile quantitative and qualitative Spanish post-secondary classroom data, summer 2018.
- 2016 Temple University College of Liberal Arts Research Award. *The individual and social impact of small-group linguistic problem solving on adolescent Spanish learners' accuracy and language use.* Value: \$5,000 to hire and train graduate research assistant in qualitative analytic procedures, summer 2016.
- 2016 Temple University Provost's Summer Research Award. *The individual and social impact of small-group linguistic problem solving on adolescent Spanish learners' accuracy and language use.* Value: \$7,000 to transcribe and analyze high school classroom interactions using cloud-based software, summer 2016.
- 2014 Temple University Provost's Summer Research Award. *The impact of grammatical problem-solving on second-language linguistic performance.* Value: \$7,000 to analyze data on high school Spanish instruction, summer 2014.
- 2012 Temple University Provost sabbatical leave for fall 2012. *Grammar instruction and second language development: Explanations and implications from social and cognitive perspectives.* Value: full salary and benefits for four months, to develop the manuscript for a book on the relationship between second language acquisition theory and grammar instruction, to be published by Routledge.
- 2010 Temple University College of Liberal Arts Research Award. *Assessing learning outcomes for inductive versus deductive Spanish grammar instruction.* Value: \$5,000 to develop qualitative analytical procedures for classroom interaction data.
- 2009 Temple University Provost's Seed Grant Award. (Principal investigator, with Elvis Wagner). *Assessing the impact of inductive versus deductive instruction in high school Spanish classes.* Value: \$44,839 to analyze data and disseminate findings from research on Spanish instruction; seek external funding for future work, 2009-2011.
- 2009 Temple University Provost's Grant-in-Aid and Summer Research Awards. *Linguistic development in Spanish learners under deductive and inductive instructed conditions.* Value: \$7,500 to analyze data on high school Spanish instruction, summer 2009.

Grants Awarded (continued)

- 2007 University of Wisconsin Graduate School Research Grant. *Linguistic development in high school Spanish under deductive and inductive instructed conditions*. Value: \$27,266 to conduct research on high school Spanish instruction during the 2008-2009 school year.
- 2007 University of Wisconsin Latin American, Caribbean, and Iberian Studies small grant. *Linguistic development in high school Spanish under deductive and inductive instructed conditions*. Value: \$500 for research on high school Spanish instruction 2008-2009.
- 2006 University of Wisconsin Graduate School Research Grant. *Assessing deductive and inductive approaches to foreign language grammar instruction*. Value: \$35,682 to conduct research on high school Spanish instruction during the 2007-2008 school year
- 2003 University of Akron First Year Experience Program Improvement Project Grant. (Principal investigator, with Susan Colville-Hall and Matthew Wyszynski) Value: \$7,000 to conduct research on innovative approaches to pedagogy in first-year undergraduate language courses.
- 2001 University of Pittsburgh Chancellor's Innovations in Education Award. Value: \$25,000 to develop a digital database of visual aids for communicative language instruction.

GRANTS ATTEMPTED

- 2019 Spencer Foundation, field-initiated small grant. *Social and cognitive factors in Spanish classroom interaction and learning*. Proposed budget: \$49,983 to support qualitative case studies of the academic achievement of second and heritage learners of Spanish in intermediate university classrooms. Funding declined, revision encouraged.
- 2018 National Science Foundation, Program in Linguistics. (Co-principal investigator, with Kara Morgan-Short). *A multi-method approach to explaining performance and processing variability in second language development*. Proposed budget: \$329,650 over three years to investigate cognitive and social factors as determinants of individual variability in Spanish second language development. Evaluation: Competitive, funding declined.
- 2010 National Science Foundation, Programs in Linguistics and Perception, Action and Cognition. (Principal investigator, with Elvis Wagner). *The impact of inductive versus deductive instruction on second language grammatical development*. Proposed budget: \$419,329 over three years to investigate grammar instruction in third-semester undergraduate Spanish classes using quantitative and qualitative methods. Evaluation: Competitive-Low, funding declined.

Grants Attempted (continued)

- 2007 National Science Foundation, Programs in Linguistics and Perception, Action and Cognition. *Instruction and the development of second-language Spanish morphosyntax*. Proposed budget: \$348,434 over three years to investigate grammar instruction in third-year high school Spanish classes using quantitative and qualitative methods. Evaluation: Revision encouraged, funding declined.
- 2007 Spencer Foundation, small grant. Program in Teaching, Learning, and Instructional Resources. Proposed budget: \$39,667 to support ongoing quantitative and qualitative research on grammar instruction in third-year high school Spanish classrooms. Funding declined.

CONFERENCE PRESENTATIONS

- 2020 *The impact of deductive versus guided inductive instruction in L2 Spanish classrooms: A multisite study* (third author with Kara Moranski and Janire Zalbidea). Paper presented at the annual Second Language Research Forum. October 23-25. Vanderbilt University, Nashville, TN.
- 2019 The roles of comprehensible input and explicit instruction in L2 development. In F. Troyan (Chair), *Current research on explicit grammar instruction in language classrooms*. Invited panel for the Research Special Interest Group conducted at the Annual Meeting of the American Council on the Teaching of Foreign Languages. November 22-24. Washington, DC
- 2019 *Understanding discursive factors in form-focused L2 peer interaction* (first author with Ashley Shaffer). Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages. November 22-24. Washington, DC.
- 2019 What do the data show? Introducing a L2 Spanish classroom. In P.D. Toth (Chair), *What do the data show? Multiple theoretical perspectives on learning in a single L2 classroom*. Invited colloquium conducted at the American Association for Applied Linguistics Annual Meeting. March 9-12. Atlanta, GA <https://www.aaal.org/2019-invited-colloquia-paul-d-toth>
- 2018 *"Pragmatics related episodes" as regulators of intersubjectivity during form-focused tasks*. Paper presented at the 25th Annual Sociocultural Theory and Second Language Learning Conference. November 1-3. University of Pittsburgh, Pittsburgh, PA
- 2018 *Understanding classroom communication*. Paper presented at the Annual Conference of the Ohio Foreign Language Association. April 5-7, Cleveland, OH.
- 2018 *Why haven't we solved instructed SLA?: A sociocognitive account* (first author with Kara Moranski). Paper presented at the American Association for Applied Linguistics Annual Meeting. March 24-27, Chicago, IL.

Conference Presentations (continued)

- 2018 *Why haven't we solved form-focused peer interaction? A sociocognitive account* (first author with Kara Moranski). Paper presented at The Oral-Written Connection in the Learning of Second/Foreign Languages International Conference. March 8-9, Universidad del País Vasco, Vitoria-Gasteiz, Spain.
- 2017 Sociocognitive determinants of L2 peer interaction: A meeting of minds within social worlds. In J. Philp (Chair), *Exploring the role of peer dynamics and learning in the foreign language classroom*. Colloquium conducted at the European Second Language Association 27th Annual Meeting. August 30-September 2. University of Reading, Reading, UK.
- 2017 *On the importance of a sociocognitive perspective for effective L2 pedagogy* (first author with Kristin Davin). Paper presented at the International Association of Applied Linguistics 18th Triennial World Congress. July 23-28. Rio de Janeiro, Brazil.
- 2017 *Social and instructional determinants of language-related episodes in a Spanish L2 classroom* (first author with Kara Moranski and Yohana Gil-Berrio). Paper presented at the International Association of Applied Linguistics 18th Triennial World Congress. July 23-28. Rio de Janeiro, Brazil.
- 2017 *Exploring interrelationships between "pragmatics-related episodes" and language-related episodes in L2 Spanish peer interaction* (first author with Kara Moranski and Yohana Gil-Berrio). Paper presented at the 7th International Conference on Task-Based Language Teaching, April 19-21. Language Acquisition Research Group, University of Barcelona, Barcelona, Spain.
- 2017 *The impact of "pragmatics-related episodes" on language-related episodes in L2 Spanish peer interaction* (first author with Kara Moranski and Yohana Gil-Berrio). Paper presented at the American Association for Applied Linguistics Annual Meeting. March 18-21, Portland, OR
- 2017 *L2 teacher preparation and the imperative of a sociocognitive perspective* (first author with Kristin Davin). Paper presented at the Tenth International Language Teacher Education Conference. February 2-4. University of California at Los Angeles, Los Angeles, CA.
- 2016 *The socio-cognitive imperative of L2 instructional design* (first author with Kristin Davin). Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages. November 18-20. Boston, MA.
- 2016 *The social and instructional context of language-related episodes in a high school L2 Spanish classroom* (first author with Kara Moranski and Yohana Gil-Berrio). Paper presented at the annual Hispanic Linguistics Symposium. October 7-9. Georgetown University, Washington, DC.

Conference Presentations (continued)

- 2016 *The imperative of a sociocognitive perspective for L2 instruction* (first author with Kristin Davin). Proposal presented at the annual Second Language Research Forum. September 23-25. Teacher's College at Columbia University, New York, NY.
- 2016 *Social and instructional determinants of peer interaction among adolescent L2 Spanish learners* (first author with Kara Moranski and Yohana Gil-Berrio). Paper presented at the annual Second Language Research Forum. September 23-25. Teacher's College at Columbia University, New York, NY.
- 2016 The sociocognitive imperative of L2 pedagogy (first author with Kristin Davin). In H. Byrnes (Chair), *Celebrating 100 years of the Modern Language Journal: Reflecting on Challenges for Language Studies in a Multilingual World*. Colloquium conducted at the Modern Language Association Annual Convention. January 6-8. Austin, TX.
- 2015 *The impact of L1 meta-analytic talk on L2 target-structure accuracy and use* (first author with Kara Moranski and Yohana Gil-Berrio). Paper presented at the 6th International Conference on Task-Based Language Teaching. September 16-18. Centre for Language and Education, Leuven University, Leuven, Belgium.
- 2015 *Teaching with PACE: Developing and applying grammar rules for communication*. Paper presented at the First International Conference on Innovative Research in Foreign Language Education. August 26-28. Universidad de Córdoba, Montería, Colombia.
- 2015 The individual and social impact of meta-analytic talk on L2 Spanish accuracy and use (first author with Kara Moranski and Yohana Gil-Berrio). In M. Sato (Chair), *Understanding peer interaction: Research directions and pedagogical implications*. Colloquium conducted at the American Association for Applied Linguistics/ Canadian Association for Applied Linguistics Annual Meeting. March 21-24. Toronto, Canada.
- 2014 The Relevance of Prior Knowledge to Collaborative Consciousness-Raising In R.F. Young and P.D. Toth (Chairs) *Personal Moments of Classroom Language Learning in the History of Persons*. Colloquium conducted at the 17th Triennial World Congress of the International Association of Applied Linguistics. August 10-15. Brisbane, Australia.
- 2014 Prior Knowledge and Mutual Understanding During L2 Consciousness-Raising Tasks. In P.D. Toth and R.F. Young (Chairs) *What we know and what we learn: Personal histories in L2 classroom discourse*. Colloquium conducted at the American Association for Applied Linguistics Annual Meeting. March 22-25. Portland, OR.

Conference Presentations (continued)

- 2014 *Languageing and language use: L1 analytic talk as it relates to L2 production* (second author with Kara Moranski). Paper presented at the American Association for Applied Linguistics Annual Meeting. March 22-25. Portland, OR.
- 2014 *How collaboration in analyzing form and function affects L2 Spanish use among adolescent learners* (second author with Kara Moranski). Paper presented at the Georgetown University Round Table on Usage-based approaches to language, language learning, and multilingualism. March 14-16. Georgetown University, Washington, DC.
- 2013 What learners get out of grammar instruction: Growth, L1 transfer, and some surprises. In J.K. Hall and R. Donato (Chairs), *AAAL at ACTFL*. Invited colloquium at the Annual Meeting of the American Council on the Teaching of Foreign Languages. November 22-24. Orlando, FL.
- 2013 *The impact of explicit instruction on implicit L2 Spanish knowledge* (first author with Pedro Guijarro-Fuentes). Paper presented at the 9th International Symposium on Bilingualism. June 10-13. Nanyang Technological University, Singapore.
- 2013 *Classroom L2 learners' implicit knowledge of Spanish verbal semantics: Evidence against encapsulation* (first author with Pedro Guijarro-Fuentes). Paper presented at the American Association for Applied Linguistics Annual Meeting. March 16-19. Dallas, TX.
- 2012 *Introducing Phase II of ACTFL's Research Priorities* (with Dave McAlpine, Eileen Glisan, Richard Donato, and Marty Abbott). Plenary discussion panel at the Annual Meeting of the American Council on the Teaching of Foreign Languages. November 16-18. Philadelphia, PA.
- 2012 *Using authentic spoken language to improve foreign language listening* (second author with Elvis Wagner). Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages. November 16-18. Philadelphia, PA.
- 2012 *Young foreign and native learners' grammars* (second author with Pedro Guijarro-Fuentes). Paper presented at the 22nd Annual Conference of the European Second Language Association. September 6-8. Adam Mickewicz University, Poznan, Poland.
- 2012 *The linguistic impact of inductive versus deductive instruction on L2 Spanish young learners' grammars* (second author with Pedro Guijarro-Fuentes). Paper presented at the International Workshop on Language Education for Young Learners. January 14-16. Aristotle University of Thessaloniki, Thessaloniki, Greece.

Conference Presentations (continued)

- 2011 *Formulating rules with adolescent L2 Spanish learners through inductive consciousness-raising tasks.* Paper presented at the Fourth International Conference on Task-Based Language Teaching. November 18-20. University of Auckland, New Zealand.
- 2011 *Metalinguistic problem-solving with adolescent L2 Spanish learners during inductive grammar instruction* (first author with Elvis Wagner). Paper presented at the 16th Triennial World Congress of the International Association of Applied Linguistics August 23-28. Beijing Foreign Studies University, Beijing, China.
- 2011 *“Co-constructing” explicit L2 knowledge with high school Spanish learners during inductive grammar instruction* (first author with Elvis Wagner). Paper presented at the American Association for Applied Linguistics Annual Meeting. March 26-29. Chicago, IL.
- 2010 *“Languaging” with high school L2 Spanish learners during inductive grammar instruction* (first author with Elvis Wagner and Kara Moranski). Paper presented at the XVIIth Annual Sociocultural Theory and Second Language Learning Research Working Group. October 21-23. Teacher’s College of Columbia University, New York, NY
- 2010 *Non-traditional students and their agentive roles in the classroom* (third author with Kara Moranski and Chesla Ann Bohinski). Paper presented at the XVIIth Annual Sociocultural Theory and Second Language Learning Research Working Group. October 21-23. Teacher’s College of Columbia University, New York, NY
- 2010 *A non-traditional look at the adult learner: Deconstruction through “co-construction” of L2 grammar rules* (third author with Kara Moranski and Chesla Ann Bohinski). Paper presented at the Second Language Research Forum. October 14-16. University of Maryland, College Park, MD.
- 2010 *“Co-constructing” explicit L2 knowledge among high school Spanish learners through inductive grammar instruction* (first author with Elvis Wagner and Kara Moranski). Paper presented at the Second Language Research Forum. October 14-16. University of Maryland, College Park, MD.
- 2010 *Teaching grammar inductively with the story-based, PACE approach.* Paper presented at the Indiana University of Pennsylvania Spring Conference on Foreign Language Teaching. April 23. Indiana University of Pennsylvania, Indiana, PA.
- 2010 Cohesion and relevance in processing form-focused L2 Spanish discourse. In A. Juffs (Chair), *Connecting psycholinguistics and pedagogy: Processing in second language acquisition and processing in the classroom.* Colloquium conducted at the American Association for Applied Linguistics Annual Meeting. March 6-9. Atlanta, GA.

Conference Presentations (continued)

- 2009 *The linguistic impact of inductive versus deductive instruction on high school L2 Spanish learners' acquisition of se* (first author with Pedro Guijarro-Fuentes). Paper presented at the Hispanic Linguistics Symposium. October 21-24. Universidad de Puerto Rico, Río Piedras.
- 2009 Relevance and cohesion in processing form-focused, teacher-led L2 Spanish discourse. In A. Farley (Chair), *Issues in processing and instruction*. Colloquium conducted at Second Language Processing and Parsing: State of the Science. May 21-24. Texas Tech University, Lubbock, TX.
- 2009 *Grammar instruction and linguistic development in high school L2 Spanish classes* (first author with Pedro Guijarro-Fuentes). Paper presented at the Conference on First and Second Languages: Exploring the Relationship in Pedagogy-Related Contexts. March 27-28. University of Oxford, Oxford, United Kingdom.
- 2009 *The impact of inductive versus deductive grammar instruction on high school L2 Spanish development* (first author with Pedro Guijarro-Fuentes). Paper presented at the American Association for Applied Linguistics Annual Meeting. March 21-24. Denver, CO.
- 2009 *Relevance, cohesion, and negotiation during form-focused, teacher-led L2 Spanish discourse*. Paper presented at the Georgetown University Round Table on Implicit & Explicit Conditions, Processes and Knowledge in SLA and Bilingualism. March 13-15. Georgetown University, Washington, DC.
- 2009 *Conducting quasi-experimental classroom research with mixed methods*. Paper presented at the 3rd meeting of the Pennsylvania Applied Linguistics Consortium. January 31. University of Pittsburgh, Pittsburgh, PA.
- 2008 *Learner-learner interactions in Spanish as a foreign language classrooms* (third author with Melissa Bowles and Rebecca Adams). Paper presented at the Second Language Research Forum. October 17-19. University of Hawaii, Honolulu, HI.
- 2008 *Signaled recasts and learner uptake in an L2 Spanish classroom* (first author with Angela Garritano). Paper presented at the American Association for Applied Linguistics Annual Meeting. March 29-April 1. Washington, DC.
- 2007 *Teacher- and learner-led discourse as tools for L2 grammatical development in task-based Spanish instruction*. Paper presented at the 2nd International Conference on Task Based Language Teaching. September 20-22. University of Hawaii, Honolulu, HI.
- 2007 *Comparing outcomes for teacher- and learner-led discourse in task-based L2 Spanish instruction*. Paper presented at the American Association for Applied Linguistics Annual Meeting. April 21-24. Costa Mesa, CA.

Conference Presentations (continued)

- 2007 *Teacher- and learner-led discourse in L2 Spanish development: A proposal for “procedural assistance” in “output processing”*. Paper presented at Social & Cognitive Aspects of Second Language Learning and Teaching. April 12-14. University of Auckland, Auckland, New Zealand
- 2006 *Thinking Communicatively about Grammar Instruction: Equipping Learners for Independent speaking*. Paper presented at the Wisconsin Association For Language Teachers Annual Conference. November 2-4. Appleton, WI.
- 2006 *Acquiring Spanish Dative Constructions and Their Thematic Heterogeneity*. Paper presented at the Hispanic Linguistics Symposium. October 18-22. University of Western Ontario, London, ON Canada.
- 2006 *Investigating Learners’ Metatalk under Inductive versus Deductive Instructed Conditions*. Paper presented at the American Association of Teachers of Spanish and Portuguese Annual Meeting. June 28-July 2. Salamanca, Spain.
- 2006 *Articulating L2 metalinguistic rules under inductive versus deductive instructed conditions*. Paper presented at the American Association for Applied Linguistics Annual Meeting. June 17-20. Montreal, PQ Canada.
- 2005 *Unaccusativity and Spanish se in instructed L2 morphosyntactic development*. Paper presented at the Second Language Research Forum. October 6-9. Teacher’s College of Columbia University, New York, NY.
- 2004 *Psych verbs and Spanish se in the L2 morphosyntactic development of instructed beginners*. Paper presented at the Second Language Research Forum. October 14-16. Pennsylvania State University, State College, PA.
- 2004 *The PACE lesson: Does teaching grammar inductively make a difference?* Paper presented at the American Association of Teachers of Spanish and Portuguese Annual Meeting. July 29– August 1. Acapulco, Mexico.
- 2004 *Processing Instruction and the role of output in L2 acquisition*. Paper presented at the American Association for Applied Linguistics Annual Meeting. May 1-4. Portland, OR.
- 2004 *The ACTFL Oral Proficiency Interview: Principles and processes* (second author with Christopher Eustis and Alejandra Zanetta). Paper presented at the Ohio Foreign Language Association Annual Conference. March 25-27. Columbus, OH.
- 2003 *L2 acquisition of Spanish dative constructions: Moving beyond goal and benefactive* (second author with Pascual Masullo). Paper presented at the 6th Conference on the L1 and L2 Acquisition of Spanish and Portuguese. October 16-18. University of New Mexico, Albuquerque, NM.

Conference Presentations (continued)

- 2003 *Verb meaning and Spanish derivational morphology in instructed SLA*. Paper presented at the American Association of Applied Linguistics Meeting. March 22-25. Arlington, VA.
- 2002 *Costa Rica for educators: Lessons learned* (second author with Susan Colville-Hall). Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese. July 29-August 2. Rio de Janeiro, Brazil.
- 2002 *A “weak interface” for instruction and morphosyntactic development: Psych verbs in beginning L2 Spanish*. Paper presented at the Generative Approaches to Second Language Acquisition. April 26-28. University of Ottawa, Ottawa, Canada.
- 2002 *Costa Rica for educators* (second author with Susan Colville-Hall and Patrice Castillo). Paper presented at the Central States Conference. March 21-23. Kansas City, MO.
- 2001 *Psych verbs and morphosyntactic development in instructed L2 Spanish*. Paper presented at the 4th Conference on the L1 and L2 Acquisition of Spanish and Portuguese. October 11-14. University of Illinois at Urbana-Champaign, Urbana, IL.
- 2001 *The impact of grammatically- versus conversationally-sequenced input on classroom discourse*. Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese. July 5-9. San Francisco, CA.
- 2001 *The effects of grammar-driven versus conversational input on classroom interactions*. Paper presented at the American Association of Applied Linguistics Annual Meeting. February 24-27. St. Louis, MO.
- 2000 *Investigating the learning outcomes and classroom interactions of input processing, task-based, and teacher-fronted grammar practice*. Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese. August 2-6. San Juan, PR.
- 2000 *The impact of teacher turns on foreign language classroom discourse*. Paper presented at the American Association of Applied Linguistics Annual Meeting. March 11-14. Vancouver, BC, Canada.
- 1999 *Lexical and morphosyntactic preemption in instructed L2 Spanish*. Paper presented at the Conference on L1 and L2 Acquisition of Spanish and Portuguese. October 8-11. Georgetown University, Washington, DC.
- 1999 *Instruction, preemption, and the lexicon in L2 morphosyntactic development*. Paper presented at the Second Language Research Forum. September 23-26, 1999. University of Minnesota, St. Paul, MN

Conference Presentations (continued)

- 1998 *L2 morphosyntax at different levels of development: Searching for preemption.* Paper presented at the Second Language Research Forum. October 15-18. University of Hawaii, Honolulu, HI.
- 1998 *Comparing methods for L2 grammar instruction: Input processing, task-based, and teacher-fronted practice.* Paper presented at the American Association of Applied Linguistics Annual Meeting. March 14-17. Seattle, WA.
- 1997 *The interaction of instruction and learner-internal factors on the acquisition of L2 morpho-syntax: A look at Spanish se.* Paper presented at the Conference on the Acquisition of Spanish and Portuguese. October 2-4. McGill University, Montreal, PQ, Canada
- 1997 *The pragmatics of foreign language classroom communication.* Paper presented at the American Association of Applied Linguistics Annual Meeting. March 8-11. Orlando, FL.
- 1996 *Linguistic and pedagogical perspectives on the acquisition of L2 morpho-syntax.* Paper presented at the Second Language Research Forum. October 24-27. Univ. of Arizona, Tucson, AZ.

INVITED LECTURES AND PRESENTATIONS

- 2020 *Input, attention, and modified output in the interaction hypothesis.* Departamento de Idiomas Extranjeros [Department of Foreign Languages]. Invited course guest lecture. October 23. Universidad de Córdoba, Montería, Colombia.
- 2019 *Making grammar instruction relevant for second language development: Bridging the socio-cognitive divide in theory and practice.* Invited public lecture, Department of Hispanic and Italian Studies, University of Illinois at Chicago, November 15. Chicago, IL.
- 2019 *What does research tell us about Comprehensible Input and L2 grammar instruction?* Webinar for members of the Research Special Interest Group of the American Council on the Teaching of Foreign Languages, May 16.
<https://community.actfl.org/viewdocument/re-what-does-research-tell-us-about?CommunityKey=cac159f6-8c6c-47c7-89b8-8a7c08eee86c&tab=librarydocuments>
- 2019 *Contextualizing grammar teaching within communicative tasks.* Invited public lecture, Department of Romance and Arabic Languages and Literatures, University of Cincinnati, April 19. Cincinnati, OH.

Invited Lectures and Presentations (continued)

- 2019 *What do the data show? Multiple theoretical perspectives on learning in a single L2 classroom.* Invited colloquium organized for the American Association for Applied Linguistics Annual Meeting, and funded by a Language Learning Roundtable Grant. March 9-12. Atlanta, GA.
- 2018 *Understanding form-focused communication.* Workshop for language instructors, Center for Language Teaching Advancement, October 11. Michigan State University, East Lansing, Michigan.
- 2018 *What does it mean to “contextualize” grammar within communicative tasks?*
- Invited public lecture, Center for Language Teaching Advancement. October 11. Michigan State University, East Lansing, Michigan.
 - Invited keynote address for the Ninth International Conference on TESOL. August 9. Southeast Asia Ministries of Education Organization Regional Training Center (SEAMEO RETRAC), Ho Chi Minh City, Vietnam.
 - Invited public lecture, School of Languages and Cultures. August 1. University of Queensland, Brisbane, Australia.
<https://soundcloud.com/uqlanguagesandcultures/public-lecture-what-does-it-mean-to-contextualize-grammar-within-communicative-tasks>
 - Invited public lecture, Division of Education, Arts and Social Sciences. July 30. University of South Australia, Adelaide, Australia.
- 2018 *Contextualize this: Can we teach grammar in communicative tasks?* Invited keynote address for the Annual Conference of Modern Language Teachers’ Association of Western Australia. July 21. Curtin University, Perth, Australia.
- 2018 *Contextualize this: It’s all in your head!* Invited keynote address for the Annual Conference of the Ohio Foreign Language Association. April 6. Cleveland, OH.
- 2018 *How can they communicate if they don’t know the grammar?* Invited 3-hour workshop for the Annual Conference of the Ohio Foreign Language Association. April 5-7, Cleveland, OH.
- 2016 *Teaching Second Language Grammar with PACE: From Consciousness-Raising to Communication.* Invited public lecture, Japan Association of Language Teachers, Tokyo chapter. June 10. New York University Shinagawa Campus, Tokyo, Japan.
- 2016 *The socio-cognitive imperative of L2 pedagogy: A meeting of minds in social worlds.* Invited public lecture, Distinguished Lecturer Series, Graduate College of Education. June 11 (Tokyo); June 18 (Osaka). Temple University Japan Campuses, Tokyo and Osaka, Japan.

Invited Lectures and Presentations (continued)

- 2015 *Teaching with PACE: A guided, inductive approach to second language grammar.* Invited plenary address for the First International Conference on Innovative Research in Foreign Language Education. August 27. Universidad de Córdoba, Montería, Colombia.
- 2015 *Teaching Spanish SE with PACE: A guided, inductive approach to grammar instruction.* Department of Foreign Languages guest course lecture. April 21. Rutgers University-Camden. Camden, NJ.
- 2014 *Intermediate language learning at Dickinson: What the ACTFL Standards and Performance Indicators can tell us.* Provost's workshop for language instructors. May 13. Dickinson College, Carlisle, PA.
- 2013 *Making grammar instruction "relevant" for Linguistic Development: Applying L2 Theories to the Real World of Language Teaching.* Invited plenary address for the first annual Binghamton Conference on Foreign Language Teaching. September 28. Binghamton University, Binghamton, NY.
- 2011 *The relevance of instruction for second language development: Bridging the socio-cognitive divide in theory and practice.* TESOL Language and Linguistics Speaker Series. December 7. Temple University, Philadelphia, PA.
- 2011 *Workshop: The role of the teacher in classroom interaction.* 18th Annual Hispanic Forum. October 21. University of Vermont, Burlington, VT.
- 2011 *Lecture: Bridging the socio-cognitive divide in language teaching theory and practice.* 18th Annual Hispanic Forum. October 20. University of Vermont, Burlington, VT.
- 2011 *Making instruction relevant for second language development: Bridging the socio-cognitive divide in theory and practice.* Second Language Acquisition Speaker Series. May 3. University of Wisconsin-Madison, Madison, WI.
- 2009 *Methods and challenges in classroom-based applied linguistics research.* Department of English guest course lecture. December 1. University of Wisconsin-Madison, Madison, WI.
- 2008 *Teaching Methods and Instructed Second Language Acquisition.* School of Education, guest course lecture. November 5. Temple University, Philadelphia, PA.
- 2008 *Issues in Task-based language teaching and research.* (Panel discussion with Rebecca Adams, Melissa Bowles, Jonathan Newton, and Koen Van Gorp). Department of Second Language Studies guest course lecture. October 16. University of Hawaii at Manoa, Honolulu, HI.

Invited Lectures and Presentations (continued)

- 2008 *Comparing teacher-led and learner-led interaction in Spanish language classrooms: How teachers and peers facilitate linguistic development.* Latin American, Caribbean, and Iberian Studies Lunchtime Lecture Series. April 29. University of Wisconsin-Madison, Madison, WI.
- 2007 *Comparing outcomes for teacher- and learner-led L2 discourse: A proposal for “procedural assistance” in “output processing.”* Language Resource Center Seminar Series. September 10. Cornell University, Ithaca, NY.
- 2004 *When grammar instruction undermines classroom discourse cohesion.* College of Education guest course lecture. October 19. University of Akron, Akron, OH.
- 2002 *Contextualization and the role of the teacher in classroom interaction.* Northeast Ohio Language Association Workshop Series. April 20. University of Akron, Akron, OH.
- 2002 *Classroom discourse pragmatics and student participation.* Department of Modern and Classical Language Studies guest course lecture. February 5. Kent State University, Kent, OH.
- 2000 *The impact of teacher turns on foreign language classroom discourse.* Linguistics Department Colloquium Series. March 31. University of Pittsburgh, Pittsburgh, PA.
- 1999 *The role of context in facilitating L2 classroom discourse.* Department of Modern Languages Colloquium Series. March 10. Carnegie Mellon Univ., Pittsburgh, PA.
- 1998 *L2 morphosyntax at different levels of development: Searching for preemption.* Department of Modern Languages Colloquium Series. November 3. Carnegie Mellon University, Pittsburgh, PA.
- 1998 *Linguistic and pedagogical perspectives on the acquisition of L2 morphosyntax: A look at Spanish* se. Linguistics Department Colloquium Series. March 25. University of Pittsburgh, Pittsburgh, PA.
- 1997 *The acquisition of Spanish unaccusative constructions by English-speaking second language learners.* Department of Spanish, Italian, and Portuguese guest course lecture. November 13. Penn State University, University Park, PA.

UNIVERSITY COURSES TAUGHT (dates indicate most recent time I gave each course)

DOCTORAL SEMINARS

- 2020 The Social Self in Second Language Development
- 2019 Theory and Practice in Instructed Second Language Acquisition
- 2017 The Sociocognitive Imperative of Second Language Instruction
- 2016 Research in Second Language Classrooms
- 2015 Teaching in Higher Education: Foreign Languages
- 2013 Social and Cognitive Theories of Grammar
- 2009 Theory and Practice of Task-Based Language Teaching
- 2007 Applied Linguistics and Second Language Acquisition
- 2001 Costa Rica for Educators (study abroad seminar)

GRADUATE COURSES

- 2020 Spanish-English Bilingualism
- 2018 Spanish Applied Linguistics
- 2014 Spanish-English Contrasts
- 2014 Introduction to Spanish Linguistics
- 2004 Spanish Sociolinguistics and Pragmatics
- 2004 Second Language Teaching Practicum for Graduate Teaching Assistants
- 2002 Spanish Syntax
- 2000 Teaching Lab for Pre-Service K-12 Language Teachers
- 1999 Second Language Acquisition
- 1996 Topics in Foreign Language Instruction

UNDERGRADUATE COURSES

- 2020 Bilingual Communities
- 2019 Advanced Spanish Grammar and Linguistic Concepts
- 2018 Language in Society
- 2018 Advanced Composition and Conversation
- 2017 Spanish Composition
- 2014 Elementary Spanish 1
- 2014 Intermediate Conversational Review
- 2010 Intermediate Spanish 3rd Semester
- 2007 Language Teaching Methods, Grades K-8

University Courses Taught: Undergraduate (continued)

- 2008 Advanced Language Teaching Methods, K-12
2005 Elementary Spanish 2
2005 Intermediate Spanish Grammar
2001 Introduction to Linguistics
2000 Introduction to Applied Linguistics

MENTORING AND ADVISING

Ph.D. theses directed

(Temple University)

- Jacobs, Christopher. *"I can't believe class is over already!": A study of how language-class activities generate flow.* Graduated May, 2020.
- Gil-Berrio, Yohana. *Pair interaction in Spanish language classrooms that enroll heritage and L2 learners.* Graduated May, 2019.
- Longbottom, George W. *Dissecting L2 Spanish learner narratives: How the aspect and discourse hypotheses explain L2 preterit and imperfect selection in two narrative types.* Graduated May, 2019.
- Mattson-Prieto, Raquel. *Identity, discursive positioning, and investment in mixed-group Spanish language classes: A case study of five heritage speakers.* Graduated May, 2019.
- Shaffer, Ashley Rose. *Understanding the dynamic nature of willingness to communicate in L2 classroom interaction and the influence of L2 investment.* Graduated May, 2019.
- Pérez, Lissette. *How does output practice promote explicit and implicit knowledge? A qualitative study on the effects of output practice on the implicit and explicit knowledge of Spanish indirect object pronouns.* Graduated December, 2013.
- Abdul-Bagi, Samia. *Written discourse production of bilingual learners of Spanish: A comparison between heritage and non-heritage speakers as a look to the future of heritage language teaching.* Co-directed with Augusto Lorenzino, Temple Department of Spanish and Portuguese. Graduated May, 2012.
- Moranski, Kara. *Spanish native-speaker perception of accentedness in learner speech.* Graduated May, 2012.
- Bohinski, Chesla Ann. *The portrait of a word: The use of mental and visual images in the acquisition of form, meaning, and use of Spanish concrete nouns.* Graduated December, 2011.
- Poteau, Christine. *Effects of interlocutor familiarity on second language learning in group work.* Graduated December, 2010.

Ph.D. theses secondary reader

(Temple University)

- Bistline-Bonilla, Christine. *Interaction in SCMC: The effects of interlocutor, task, and state anxiety.* Graduated July, 2020. Georgetown University Department of Spanish and Portuguese. Ronald Leow, thesis director.

Mentoring and Advising: Ph. D. theses secondary reader (continued)

- Spinelli, Brendan W. *El comportamiento lingüístico conservador de la comunidad mexicana en Filadelfia, Pensilvania: Un estudio sociolingüístico de inmigrantes mexicanos procedentes de tierras altas y tierras bajas.* (The conservative linguistic behavior of the Mexican community in Philadelphia, Pennsylvania: A sociolinguistic study of Mexican immigrants from highlands and lowlands.) Graduated December 2019. Temple Department of Spanish and Portuguese. Jonathan Holmquist, thesis director.
- Díaz-Dávalos, Gabriela. *Creating and re-creating political discourse through government texts in an urban Mexican community: A case study of Ciudad Satélite.* Graduated December 2018. Temple Department of Spanish and Portuguese. Jonathan Holmquist, thesis director.
- Preciado-Sánchez, Ana Monica. *Peer interaction in the adult English as a foreign language classroom: Using social discourse to establish peer relationships.* Graduated August, 2018. Lancaster University Department of Linguistics and English Language (Lancaster, UK). Jenefer Philp, thesis director.
- Hepford, Elizabeth. *Dynamic L2 development: The interaction of complexity, accuracy, and fluency in a naturalistic learning context.* Graduated May, 2017. Temple University College of Education. Aneta Pavlenko, thesis director.
- Kos, Tomas. *Peer interactions in mixed-age EFL secondary school classrooms.* Graduated April, 2017. Lancaster University Department of Linguistics and English Language (Lancaster, UK). Jenefer Philp, thesis director.
- D'Arpa, Daniel. *Dominican Spanish in contact with St. Thomas English creole: A sociolinguistic study of speech variation on St. Thomas, U.S. Virgin Islands.* Graduated December, 2015. Temple Department of Spanish and Portuguese. Augusto Lorenzino, thesis director.
- Cortez, Eunice. *El español andino en Perú: Adquisición, variación y cambio en el habla de Huancayo.* (Andean Spanish in Peru: Acquisition, variation, and change in speech from Huancayo.) Graduated August 2014, Temple Department of Spanish and Portuguese. Jonathan Holmquist and Augusto Lorenzino, thesis co-directors.
- Bryant, Julianne. *Languages and identity among adolescent heritage Spanish students.* Graduated December 2013, Temple Department of Spanish and Portuguese. Augusto Lorenzino, thesis director.
- Italiano, Maria. *The linguistic experience of Italians in Buenos Aires, Argentina, 1890-1914: Language shift as seen through social spaces.* Graduated December, 2012, Temple Department of Spanish and Portuguese. Augusto Lorenzino, thesis director.
- Volinsky, María. *Encoding of motion events in the two languages of Russian-English bilinguals.* Graduated May, 2012, Temple University College of Education. Aneta Pavlenko, thesis director.
- Deak, Julia. *Learning and teaching the grammatical usage of vocabulary items in English as a second language.* Graduated December, 2011, University of Pennsylvania Graduate School of Education. Teresa Pica and Yuko Butler, thesis co-directors.

Ph.D. current advisees

(Temple University)

May 2021 graduation: Manuel Malia, Rimante Navickaite

Master's long papers directed

(University of Wisconsin-Madison)

Lopes, Jacqueline. *A Critical Analysis of ESL/Bilingual Education in the United States: A proposal for a humanizing language arts classroom that promotes high academic performance while nurturing students' native language*. Graduated May 2008.

(University of Akron)

Sramek, María. *El uso intercambiable de los pronombres usted y vos entre los mismos interlocutores en diferentes situaciones en el habla costarricense* (The interchangeable use of the pronouns usted and vos among the same speakers in different situations in Costa Rican speech.) Graduated May 2007.

Angela Garritano. *Los efectos de los recasts señalados en el salón de clase de L2* (The effect of signaled recasts in the L2 classroom). Graduated December 2004

Elizabeth Hanlon. *La co-construcción del método PACE* (Co-construction in the PACE method). Graduated May 2004.

Ben Montesano. *Un cambio más* (One more change). Graduated May 2004.

Master's long papers secondary reader

(University of Wisconsin-Madison)

Noelle Seelen. *The positive effects of teaching French through the multiple intelligences on the perceived learning of French*. Graduated August 2007.

(University of Akron)

De Ann Howell. *Resistencia y adherencia a la vanguardia: Estación, ida y vuelta de Rosa Chancel* (Resistance and adherence to the vanguard: Season, coming, and going of Rosa Chancel). Graduated May 2005.

Shannon Osorio. *Dorotea, la duquesa, Teresa y Dulcinea: La mujer ideal en Don Quijote—Las palabras o los actos?* (Dorotea, the duchess, Teresa, and Dulcinea: The ideal woman in Don Quijote—Words or deeds?). Graduated May 2004.

(University of Pittsburgh)

Jeffrey Micher. *Reaction time measurement in a critical period study*. Graduated December 1999.

Evaluation of graduate comprehensive exams

(Temple University)

- Ph. D. candidates: Lissette Pérez, Kara Moranski, Chesla Bohinski, Matthew Fischetti, Manuel Malia, George Longbottom, Rimante Navickaite, Erica O'Brien, Raquel Mattson-Prieto, Yohana Gil-Berrio, Ana Tamayo, Daniel Raso-Lllaras, Ashley Shaffer, Chloe Huh Prudente, Alodia Martín-Martínez, Lina Ruiz-Guzmán, Christopher Jacobs, Kaltra Marku
- M.A. candidates: Altidoro Gallardo, Rimante Navickaite, Jeff Worthington, Matthew Fischetti, William Longbottom, Joshua Pongan, Tanya Farnung, Taiwán Martínez, Nadia Olivari, Brendan Regan, Thomas Stone, Ashley McKeane, Megan DiVirgilis, Stella Potes-Curci, Brendan Spinelli, Raquel Mattson-Prieto, Yohana Gil-Berrio, Thomas Leslie, Daniel Raso-Lllaras, Christopher Jacobs, William Ryan, Lina Ruiz-Guzmán, Alodia Martín-Martínez, Chloe Huh Prudente, Francis Turco, Dayna Reed, María Romero, Rachel Anderson.

(University of Akron College of Education)

- Ph.D. candidate Rex Ferguson
- M.A. candidates Bethany Dickey, Maria Sramek, Ken Harlan.

Graduate academic advising

(Temple University)

- Director of graduate studies for the Department of Spanish and Portuguese, involving academic advising, admissions processing, and administration of procedures for progress through the program for 40 masters and doctoral students, July 2020-present

Undergraduate academic advising

(Temple University)

- Language evaluator for Fulbright scholarship applications 2014-present
- Coordinator and advisor for study abroad students 2014-2018
- Admissions advising for College of Liberal Arts high school student open house, Nov. 2017

(University of Wisconsin-Madison)

- Primary advisor to 18 Spanish teacher education majors per year
- Student teacher placement and supervision for 18 pre-service candidates per semester
- Evaluation of admissions files for undergraduate language teacher education program (about 20 per year) and graduate language education program (about 10 per year).

(University of Akron)

- Advisor to 20 Spanish undergraduate majors per year.

SERVICE ACTIVITIES: UNIVERSITY

Curriculum development

(Temple University)

- Recertification of *SPAN 0815 Language in Society* course as meeting university requirements for General Education curriculum. November 2018-May 2019.
- Coordinated intermediate-level courses (Span 1003, 2001, 2002, 2096), including selection and development of syllabi, materials, and tests; on-line course management and communications with teachers and instructors; regular class observations and instructor support. January-June, 2018
- Recertification of *SPAN 2096 Composition* course as meeting university requirements for writing intensive curriculum.
- Revisions to undergraduate Spanish language placement exam, 2017.
- Data-gathering on curriculum outcomes and advisory work on revisions to requirements for Spanish & Portuguese Department undergraduate and graduate programs, 2015-present.
- Work in progress with colleagues on development of interdisciplinary program in linguistics, 2013-present.
- Participated in inter-departmental committee to re-certify *Language in Society* course for the University's undergraduate General Education curriculum, 2012-2013.
- Developed language pedagogy course for the Provost's Teaching and Learning Center certificate program in teaching in higher education, 2009-2010.
- Participation in interdepartmental Applied Linguistics study group, supported by the Center for the Humanities At Temple, 2009-2010.
- Proposed improvements to undergraduate Spanish language program in collaboration with department chair, associate chair, and course coordinators, 2008-2010.

(University of Wisconsin-Madison)

- Designed new curriculum for Spanish Education major, including a new course, Spanish 331 Spanish Second Language Acquisition, for undergraduate teacher education majors 2005-2007.
- Collaborated with World Language Education colleagues on developing new admissions procedures for teacher education program, 2005-2007
- Developed observation procedures for supervision of Spanish student teachers, 2006.
- ACTFL Oral Proficiency Interviews conducted for Spanish undergraduate majors and teacher education candidates.

(University of Akron)

- Coordinated 1st year Spanish courses (Span 101 and 102), including complete revisions of tests and quizzes to reflect communicative teaching objectives; revisions to course materials and syllabi; design of intensive course materials for summer sessions; ad hoc management of conflicts between instructors and students; meeting and maintaining e-mail contact with instructors to address curricular issues, 2001-2005.
- Developed two new graduate/undergraduate courses: Spanish 404/504 Introduction to Spanish Linguistics, and 410/510 Spanish Applied Linguistics, 2003.
- ACTFL Oral Proficiency Interviews conducted for Spanish undergraduate majors.

Service Activities: UNIVERSITY: (continued)

Professional training and development

(Temple University)

- Faculty advisor for linguistics student organization Graduate Students of Language at Temple, 2017-present.
- Conducted biweekly workshops on research methods to support graduate student researchers, spring 2016, fall 2018
- Led research publication workshop for the student organization Graduate Students of Language at Temple, April 2, 2018.
- Led job application workshop for the student organization Graduate Students of Language at Temple, October 26, 2015, November 27, 2017.
- Gave workshop “Teaching foreign languages: Integrating grammatical accuracy and meaningful communication,” sponsored by Temple’s Teaching and Learning Center, October 6, 2014.
- Panel discussant for “What would *you* do?—Dealing with the tough stuff,” at the *12th Annual New TA Orientation and Teaching Workshops*, sponsored by Temple’s Teaching and Learning Center, August 22, 2013.
- Led discussion group “Declaration of Independence: Learning to Learn on Their Own,” as part of the *10th Annual Faculty Conference on Teaching Excellence*, sponsored by Temple’s Teaching and Learning Center, January 11, 2012.
- Co-organized with Augusto Lorenzino workshops on CV preparation and job interviewing skills for Spanish department graduate students, Nov. 4 & Dec. 2, 2011.
- Led discussion group on “Best Practices for Teaching Languages,” sponsored by Temple’s Teaching and Learning Center, November 7, 2011.
- Observed all new graduate teaching assistants in class and gave feedback on their performance, 2011-present.
- Organized beginning-of-term pedagogy workshop for new and returning Spanish instructors with language course coordinators, 2009-2013.
- Conducted biweekly meetings with new graduate teaching assistants to assist with lesson planning, 2009-2010.
- Organized guest lectures for:
 - Kim Potowski of University of Illinois at Chicago, April 2018
 - Silvina Montrul of University of Illinois at Urbana-Champaign, April 2018
 - Katherine Kinzler of Cornell University, October, 2016
 - Rhonda Oliver of Curtin University, September, 2016
 - Jim Lantolf of Penn State University, January, 2016
 - Lourdes Ortega of Georgetown University, October, 2015
 - Cristina Sanz of Georgetown University, February, 2014
 - Bill VanPatten of Michigan State University, September, 2011
 - Richard Donato of the University of Pittsburgh, April 2010
 - Nuria Sagarra of Penn State University, Nov. 2009

(University of Akron)

- Organized guest lecture for Shonna Trinch of Florida State University, Nov. 2004;
- Gave two-day pedagogy workshops for language instructors, 2002-2005.

Service Activities: UNIVERSITY (continued)

Committee work

(Temple University Department of Spanish and Portuguese)

- Graduate Admissions and Curriculum Committee (2018-2019; 2020-present)
- Grade Appeals Committee (2008-2016; 2018-present); Committee chair (2018-present)
- Undergraduate Curriculum Committee (2008-2012; 2014-2018)
- Search Committee for tenure-track Hispanic Linguistics hire (2017-2018)
- Executive Committee (2009-2011, 2015-2016, 2017-2018)

(Temple University College of Liberal Arts)

- Tenure and promotion committee (2014-2017); Committee chair (2016-2017)
- Latin American Studies Council (2016-present)
- Strategic planning committee for growth in research and creative activity (2016-2017)
- Representative for University Faculty Senate (2014-2015)
- Academic Technology Committee (2011-2014)

(Temple University Provost's Office)

- Fulbright scholarship selection committee (2014-2015)
- Sabbatical and Summer Salary awards committee (2014-2015)

(University of Wisconsin-Madison)

- Representative for University Faculty Senate, Department of Curriculum & Instruction
- Contributor and discussant at monthly Linguistics Circle research discussions with faculty and graduate students, Department of Spanish & Portuguese

(University of Akron)

- Chair of part-time faculty committee. Wrote a comprehensive handbook of administrative and academic policies for part-time instructors.
- Chair of planning and advising committee. Coordinated participation in two Arts and Sciences undergraduate program fairs; developed a new department mission statement.
- Member of ad hoc committee on teaching evaluation guidelines. Developed a standard class observation form for official teaching evaluations.
- Member of committee to integrate appropriate uses of technology in foreign language teacher training for the School of Education, funded by a REFOCUSTT (PT3) U.S. Department of Education grant.

(University of Pittsburgh)

- College of Arts and Sciences Foreign Language Advisory Board.

SERVICE ACTIVITIES: PROFESSIONAL

Editorial board memberships

- *The Modern Language Journal*, 2008-present
- *Dimension*, the journal of the *Southern Conference On Language Teaching*, 2011-present
- *Foreign Language Annals*, 2010-2018

Service Activities: PROFESSIONAL (continued)

Reviews

External reviewer for other universities

- Tenure and promotion reviewer
 - 2020 Northern Illinois University, Department of World Languages, DeKalb, IL
 - 2019 University of Pittsburgh, Department of Linguistics, Pittsburgh, PA
 - 2018 University of Memphis, Department of English, Memphis, TN
 - 2018 Ohio State University, College of Education and Human Ecology, Columbus, OH
- External reviewer for a faculty development grant application in second language pedagogy at Wilkes University, April 2009.

Scholarly journal manuscript reviews

- *Language Teaching*, 2020-present
- *International Journal of Applied Linguistics*, 2019-present
- *Lingua*, 2019-present
- *Language, Identity, and Education*, 2017-present
- *Language Awareness*, 2017-present
- *Revista Española de Lingüística Aplicada* 2015-present
- *The Heritage Language Journal*, 2016-present
- *Applied Linguistics*, 2014-present
- *The Canadian Modern Language Review*, 2012-present
- *Dimension*, 2012-present
- *Language Teaching Research*, 2011-present
- *Foreign Language Annals*, 2011-present
- *Spanish in Context*, 2011-present
- *Second Language Research*, 2008-present
- *Hispania*, 2007-present
- *Studies in Second Language Acquisition*, 2007-present
- *Language Learning*, 2005-present
- *The Modern Language Journal*, 2004-present
- *Proceedings of the Hispanic Linguistics Symposium*, 2003-present

Monograph and textbook reviews

- McGraw-Hill, 2003
- John Wiley & Sons, Publishers, 2005
- Mouton de Gruyter, 2009
- Routledge, 2012, 2014

Invited task force and ad hoc committee memberships

- Ad hoc tenure and promotion guidelines committee of the *American Association for Applied Linguistics*, 2019
- Ad hoc selection committee for the Paul Pimsleur Award for Research Excellence in Foreign Language Education, made by the American Council on the Teaching of Foreign Languages and the *Modern Language Journal*: member 2019; co-chair 2020.

Service Activities: PROFESSIONAL Invited task force and ad hoc committees (continued)

- *National Research Task Force* constituted by the American Council on the Teaching of Foreign Languages to develop and disseminate priorities for foreign language education research, sponsor projects within these priorities, and mentor scholars in the writing process 2010-2016.
- *New Visions in Action Research Task Force* of the National K-12 Foreign Language Resource Center in Ames, Iowa. 2001-2006

Professional memberships

- American Association for Applied Linguistics
- American Association of Teachers of Spanish and Portuguese
- American Council on the Teaching of Foreign Languages
- *Asociación Española de Lingüística Aplicada* (Spanish Applied Linguistics Association)
- International Consortium on Task-Based Language Teaching
- Pennsylvania State Modern Language Association

Academic conference support

Coordinator of reviewers and submissions

- Faculty coordinator for annual day-long *Language, Linguistics and Life Conference* of the Graduate Students of Language at Temple, Total attendees: 75-150, April 2018-present.
- Coordinator of submission for the 2014 *American Association for Applied Linguistics Annual Meeting*, Language and Cognition topic area. Total submissions = 63; total reviewers = 17.
- Coordinator of submission for the 2010 *American Association for Applied Linguistics Annual Meeting*, Second Language Acquisition topic area. Total submissions = 191; total reviewers = 61.
- Assistant coordinator of the host committee for the *Generative Approaches to Second Language Acquisition* conference, University of Pittsburgh, September 25-27, 1998

Reviewer of presentation proposals

- *AAAL Annual Meeting*, 2006, 2008, 2010, 2011, 2012, 2013, 2014, 2017, 2018, 2019, 2020
- *Second Language Research Forum*, 2010, 2012, 2014, 2016, 2017
- *International Symposium on Bilingualism*, 2015, 2017
- *AERA Annual Meeting*, 2006
- *Hispanic Linguistics Symposium*, 2002-2006

Panel Discussant

- “Getting Your Work Published in *Foreign Language Annals*,” at the *Annual Meeting of the American Council on the Teaching of Foreign Languages*, Orlando, FL, November 22, 2013.
- “ACTFL Research Priority Area#4: Mentoring K-16 FL Teachers and Classroom Discourse,” at the *Annual Meeting of the American Council on the Teaching of Foreign Languages*, Philadelphia, PA, November 17, 2012.
- “Getting Your Work Published in *Foreign Language Annals*,” at the *Annual Meeting of the American Council on the Teaching of Foreign Languages*, Philadelphia, PA, November 17, 2012.
- “Second Language Acquisition Research Findings” at the *Pennsylvania Applied Linguistics Consortium Graduate Research Symposium*, University Park, PA, January 23, 2010.

Service Activities (continued)

SERVICE ACTIVITIES: PUBLIC

- Consultant on classroom uses for the GOLD analytical tool for written corpora, Penn State University Center for Advanced Language Proficiency Education and Research, 2015-2017.
- Consultant on educational uses for the international Spanish language podcast *Radio Ambulante*, 2015. <http://radioambulanteintheclassroom.instapage.com>
- Member of the organizing committee for the Delaware Valley World Language Teacher's conference, in collaboration with the University of Pennsylvania Graduate School of Education, 2008-2009.
- Informal advising on the development of elementary school Spanish language programs at the *Nuestro Mundo* School of Madison Metropolitan School District, the Monona Grove School District and Heritage Elementary School of the Waunakee School District, 2006-2008
- Guest speaker on sexual minority issues for School of Education "Diversity in Learners" course, spring and fall semesters, 2002-2005, University of Akron, and in "Gender issues in education" course, spring semesters 2006-2007, University of Wisconsin.
- Guest speaker on careers in foreign languages at University of Wisconsin's "People Program" summer workshop for minority high school students, 2007 & 2008.
- Participated in advisory panel organized by the Wisconsin Association For Language Teachers to develop a statewide portfolio-based performance assessment of foreign language proficiency, August 2006.

REFERENCES

Professor Richard Donato, Chair
Department of Instruction and Learning
School of Education
5314 Wesley W. Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
(412) 624-7248
donato@pitt.edu

Professor Robert DeKeyser
School of Languages, Literatures, &
Cultures
3104 Jimenez Hall
University of Maryland at College Park
College Park, MD 20742
(301) 405-4030
rdk@umd.edu

Professor Joan Kelly Hall
Department of Applied Linguistics
Penn State University
305 Sparks Building
University Park, PA 16802
(814) 865-4982
jkh11@psu.edu

Professor Richard Young
Department of English
600 North Park Street
University of Wisconsin-Madison
Madison WI 53706-1403
(608) 263-2679
rfyoung@wisc.edu

Professor Montserrat Piera
Department of Spanish and Portuguese
Anderson Hall 438
1114 Polett Walk
Temple University
Philadelphia, PA 19122-6090
(215) 204-8285
mpiera01@temple.edu

Professor Elvis Wagner
Department of Teaching and Learning
College of Education
1301 Cecil B. Moore Avenue
Temple University
Philadelphia, PA 19122-6091
(215) 204-5821
elviswag@temple.edu