

CURRICULUM VITAE

April 2021

Barbara Armstrong Lafford
Emerita Professor of
Spanish Linguistics
Arizona State University
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EDUCATION

Cornell University, Ithaca, NY, Ph.D. in Romance Linguistics, 1982.

Minors: Spanish Linguistics, Applied Linguistics

Thesis topic: Dynamic synchrony in the Spanish of Cartagena, Colombia: The influences of linguistic, stylistic and social factors on the retention, aspiration and deletion of syllable and word final /s/.

Dissertation director: Prof. Linda R. Waugh, Professor of Romance Linguistics
Cornell University, Ithaca, NY, M.A. in Romance Linguistics, 1977.

Middlebury College, Middlebury, VT, B.A. in Spanish, Summa Cum Laude, 1973.

ADMINISTRATIVE EXPERIENCE

Director, Spanish for the Professions program, College of Integrative Sciences and Arts, Downtown Phoenix campus, Fall 2007 to December 2019

Writing Program Administrator, Faculty of Languages and Cultures, College of Letters and Sciences/ College of Integrative Sciences and Arts, Downtown Phoenix Campus, Fall 2007 to June 2017.

Faculty Director/Head, Faculty of Languages and Cultures, College of Letters and Sciences/College of Integrative Sciences and Arts, Downtown Phoenix Campus, Fall 2007 to June 2017.

Interim Director of the Spanish Translation Program, School of International Letters and Cultures, Fall 2006 to Spring 2016.

Professor in Charge, Faculty of Languages and Cultures, School of Interdisciplinary Studies, Phoenix Downtown Campus, Fall 2006-Fall 2007

Coordinator of Spanish, Portuguese and Romanian Section, Department of Languages and Literatures, Arizona State University, Fall 2002-Spring 2005.

Director and T.A. Supervisor for 300-400 Spanish Language Program: SPA 313, 314, 412 (all conversation/composition courses) and SPA 413 (Advanced Grammar) 2004-2005.

Director, Translation Certificate Program, Arizona State University, Jan. 2001-Jan 2004.

Associate Dean, College of Extended Education, Arizona State University, 1996-1999.

Co-Director, ASU Summer Program in Cuernavaca, Mexico, 1996-97.

Founder and Director, ASU Summer Program in Cuernavaca, Mexico, 1995.

Academic Advisor and Internship Coordinator for Spanish language programs abroad, International Programs Office, fall 1994-Spring 1996.

Faculty Intern, International Programs Office, fall 1993-Spring 1994.

Director and T.A. Supervisor of 300-level Spanish Language Program: SPA 311, 312, 313, 314, 1986-88; 1992-1994.

Director and T.A. Supervisor of Elementary Spanish Language Program: SPA 101-102, 1980-1984; fall 1988-Fall 1989.

Resident Director of ASU study abroad program in Granada, Spain, Spring 1990.

Co-coordinator of Spanish Section, 1982-1984.

TEACHING EXPERIENCE

Emerita Professor of Spanish, College of Integrative Sciences and Arts, Arizona State University, December 2019→ present

Professor of Spanish, College (School) of Letters and Sciences/College of Integrative Sciences and Arts, Arizona State University, 2006 to December 2019.

Professor of Spanish, School of International Letters and Cultures, Arizona State University, August 2007 to Spring 2016.

Professor of Spanish, Department of Languages and Literatures, Arizona State University, May 2004-2007.

Associate Professor of Spanish, Department of Languages and Literatures, Arizona State University, 1988-2004.

Assistant Professor of Spanish, Department of Foreign Languages, Arizona State University, 1982-1988.

Lecturer in Spanish, Department of Foreign Languages, Arizona State University, 1980-82.

Teaching Assistant, Department of Modern Languages and Linguistics (D.M.L.L.), Cornell University: Spanish 203, 1978-79.

Teacher, Centro Colombo-Americano, Cartagena, Colombia: English as a Foreign Language, Spring 1978.

Student Teacher, Ithaca City Schools, Ithaca, NY: Spanish II and IV, Fall 1976.

Instructor and Curriculum Developer, D.M.L.L., Cornell University: Spanish 123, Summer 1977.

Teaching Assistant, D.M.L.L., Cornell University: Spanish 131-132, 1976-77.

Teaching Assistant, D.M.L.L., Cornell University: Spanish 101-102, 1974-76.

COURSES TAUGHT

Undergraduate courses

Language/Professional courses

SPA 101/102 Elementary Spanish (live class and Independent Learning)

SPA 201/202 Intermediate Spanish (Independent Learning)

SPA 311/312 Spanish Conversation

SPA 313/314 Spanish Conversation/Composition

SPA 413 Advanced Spanish Grammar

SPA 403 Spanish Grammar and Stylistics (for the professions)

SPA 404 Spanish in U.S. Professional Communities (online)

Linguistics courses

FLA 400	Introduction to Linguistics
SPA 400	Introduction to Spanish Linguistics
SPA 417	Spanish Phonetics and Phonology
SPA 420	Spanish Applied Linguistics

Graduate Courses

FLA/SLC 515	Second Language Acquisition
FLA/SLC 598	Research Methods for Linguists
FLA 598	Introduction to Linguistics
FLA 598	Technology in the Language Classroom
SPA 540	History of the Spanish Language
SPA 541	Spanish Language in America
SPA 543	Structure of Spanish
SPA 544	Spanish Phonology
SPA 598	Introduction to Spanish Linguistics
SPA 598	Spanish Applied Linguistics
SPA 598	Spanish Second Language Acquisition

PROGRAM DEVELOPMENT

Since 1988, I have improved existing programs and have developed several new programs and initiatives at ASU in order to expand professional development opportunities for students: nnn

- Study Abroad Programs in Cusco, Perú and Santiago, Dominican Republic with an emphasis on Internships/Service Learning, language learning, and culture (Summer 2011, 2012→)
- Spanish Minor/Certificate for the Professions, School of Letters & Sciences, Downtown Phoenix campus (May 2010→)
- English/Writing Program in the Faculty of Languages and Cultures, School of Letters and Sciences, Phoenix Downtown Campus (English composition courses) (Fall 2007→)
- Spanish Program in the Faculty of Languages and Cultures at the Phoenix Downtown Campus (Fall 2006→ December 2019)
- Spanish Translation Certificate, Director, 2001-2004; Interim Director, 2006-2017.
- Study Abroad Programs
 - Granada, Spain: established course equivalencies, served as Resident Director in Spring 1990.
 - Cuernavaca, Mexico: established a summer study abroad program in Cuernavaca, Mexico, 1995.
 - Mexico City & Cuernavaca, Mexico: established a two-week study tour for MBA students from ASU, 1998.

- Mérida, Mexico: helped to establish summer study abroad program in Mérida, Mexico, 2004.
- Internships (for undergraduate students)
 - Phoenix metropolitan area (public and private sector) for translation and other types of internships.
 - Cuernavaca, Mexico, in partnership with the Center for Bilingual and Multicultural Studies, several Mexican businesses and social service agencies.
- Graduate Certificates
 - Certificate in Linguistics (approved 5/03)

PROFESSIONAL DEVELOPMENT

I have taken several professional development workshops throughout my career at ASU. In addition to workshops in linguistics at other institutions, I have participated in several workshops offered by the Center for Learning and Teaching Excellence (e.g., collaborative and student-centered learning, assessment [which I immediately applied to the creation of the Spanish assessment plan for majors], budget preparation) and the Information Technology unit (e.g., myASU, Blackboard, distance learning).

CERTIFICATIONS:

ACTFL certification to be an Oral Proficiency Tester (1990-94).
Permanent Secondary Certification to teach Spanish (7-12) in New York State

LANGUAGE PROFICIENCY

Superior level rating in Spanish on the ACTFL Oral Proficiency Interview
Advanced level rating in French on the ACTFL Oral Proficiency Interview
Intermediate level linguistic abilities in Portuguese and German

PUBLICATIONS

MONOGRAPHS

Sanchez López, L., & Lafford, B. (under contract). *Spanish for Specific Purposes (SSP): From Research to Practice*. New York, NY: Routledge.

King Ramírez, C., Lafford, B., & Wermers, J. (forthcoming in September 2021). *Online Language Instruction Training and Assessment: An Ecological Approach*. Washington, D.C.: Georgetown University Press.

EDITED VOLUMES

Lafford, B., Sánchez-López, L., Ferreira Cabrera, A., Arnó-Macià, E. (Eds.), *The Routledge Handbook of Spanish for Specific Purposes*. (accepted, forthcoming 2022).

- King de Ramírez, C., & Lafford, B. (Eds.) (2018). *Transferable skills for the 21st Century: Preparing students for the workplace through world languages for specific purposes*. Provo, UT: Sabio Books.
- Lafford, B. (Ed.) (2014). *Goals of collegiate learners and the standards for foreign language learning* by S. S. Magnan, D. Murphy, & N. Sahakyan. *Modern Language Journal* 2014 monograph, 98(s1), 1-293.
- Lafford, B. (Ed.) (2012). *Languages for specific purposes in the United States in a global context: Update on Grosse and Voght (1991)*, *Modern Language Journal*, 96(s1).
- Lafford, B. (Ed.) (2010). *Realizing advanced FL writing development in collegiate education: Curricular design, pedagogy, assessment*, by H. Byrnes, H.M. Maxim, & J. Norris. *Modern Language Journal* 2010 monograph, 94(s1), 1-235.
- Lafford, B. (Ed.). (2009). *Technology in the service of language learning: Update on Garrett (1991) trends and issues*. Second Focus Issue of the *Modern Language Journal*, 93(5), 673-887
- Collentine, J., García, M. E., Lafford, B., Marín, M. (Eds.) (2009). *Selected proceedings of the 2007 Hispanic Linguistics Conference*. Somerville, MA: Cascadilla Proceedings Project.
- Lafford, B. (Ed.) (2008). *Language learning in study abroad: Case studies of Americans in France*, by Celeste Kinginger. *Modern Language Journal* 2008 monograph, 92(s1), 1-131.
- Lafford, B. (Ed.) (2007). Second language acquisition reconceptualized?: Current perspectives on the impact of ideas raised by Firth & Wagner (1997). First Focus Issue of the *Modern Language Journal*, 91(5). 733-942.
- Salaberry, R., & Lafford, B. (Eds.). (2006). *The art of teaching Spanish: Second language acquisition from research to praxis*. Washington, D.C.: Georgetown University Press.
- Lafford, B., & Salaberry, R. (Eds.). (2003). *Spanish second language acquisition: State of the science*. Washington, D.C.: Georgetown University Press.
- Lafford, B., & Shockey, M. (Eds.). (1993). *Culture and context: perspectives on the acquisition of cultural competence in the foreign language classroom*. Tempe, AZ: Southwest Conference on Language Teaching,
- Lafford, B. (Ed.). (1987). *Central America and the Caribbean: Today and tomorrow*. Tempe, AZ: Center for Latin American Studies, Arizona State University.

TEXTBOOKS

Lafford, B., & Lafford, P. (1983). Workbook to accompany *Vida y Voces*, intermediate Spanish text by Philip D. Smith, C. Ben Christensen and David E. Wolfe. Boston: Heinle and Heinle, 293 pages.

REFEREED ARTICLES

Colina, S., & Lafford, B. (2017). Translation in Spanish language teaching: The integration of a “fifth skill” in the second language curriculum. *Journal of Spanish Language Teaching*, 4(2), 1-14.
<https://doi.org/10.1080/23247797.2017.1407127>

Lafford, B. (2017). The evolution of future Spanish graduate programs to meet diverse student needs. *Hispania*, 100 (5), 195-201.

King de Ramírez, C., & Lafford, B. (2014). Spanish for the professions: Cultivating cultural intelligence in LSP programs. *Cuadernos de ALDEEU*, 28, 57-81. Special issue on Languages for Specific Purposes, edited by Michael Doyle.

Lafford, B., Abbott, A., & Lear, D. (2014). Spanish in the professions and in the community. *Journal of Spanish Language Teaching*, 1(2), 171-186. Special issue on teaching Spanish in the United States, edited by Jesús Sánchez-García and Manel Lacorte.

Lafford, B., Lafford, P. & Sykes, J. (2007). Entre dicho y hecho....: An assessment of the application of second language acquisition and related research to the creation of Spanish CALL materials for lexical acquisition. *CALICO Journal*, 24(3), 497-529.

Lafford, P., & Lafford, B. (2005). CMC technologies for teaching foreign languages: What’s on the horizon. *CALICO Journal*, 22(3), 679-709.

Segalowitz, N., Freed, B., Collentine, J., Lafford, B., Lazar, N., & Díaz-Campos, M. (2004). A comparison of Spanish second language acquisition in two different learning contexts: Study abroad and the domestic classroom. *Frontiers*, 10(4), 21-38.

Lafford, B. (2004). The effect of the context of learning (classroom vs. study abroad) on the use of communication strategies by learners of Spanish as a second language. *Studies in Second Language Acquisition*, 26(2), 201-26.

Lafford, B. (2000). Spanish applied linguistics in the twentieth century: A retrospective and bibliography (1900-99). *Hispania*, 83(4), 711-32.

- Lafford, B., & Ryan, J. (1995). The acquisition of lexical meaning in a study abroad context: the semantic functions of POR and PARA in the interlanguage of beginning intensive students in Granada, Spain. *Hispania*, 78, 528-47.
- Ryan, J., & Lafford, B. (1992). Acquisition of lexical meaning in a study abroad environment: SER and ESTAR and the Granada experience. *Hispania*, 75, 714-22.
- Newfield, M., & Lafford, B. (1991). The origin of the specious: The creation and interpretation of puns. *Language and Style*, 24(1), 77-89.
- Lafford, B., & Collentine, J. G. (1989). The telltale targets: An analysis of access errors in the speech of intermediate students of Spanish. *Lenguas Modernas*, 16, 143-62.
- Lafford, B. (1989). Is functionalism a fact?: Data from the Caribbean. *Hispanic Linguistics*, 3(1), 49-74.
- Lafford, B., Collentine, J. (1987). Lexical and grammatical access errors in the speech of intermediate/advanced level students of Spanish. *Lenguas Modernas*, 14, 87-112.
- Lafford, B. (1987). Providing comprehensible input for advanced conversation classes in university settings. *Italica*, 64(2), 278-97.
- Lafford, B. (1980/1985). El nuevo conservadurismo en el caribe hispánico: El habla de Cartagena, Colombia. *Boletín de la Academia Puertorriqueña de la Lengua Española*, VIII(2), 72-90.

BOOK CHAPTERS

- Lafford, B. (forthcoming). Afterword. In C. Sanz & C. Pérez Vidal (Eds.), *Methods in Study Abroad Research: Past, Present and Future*. Amsterdam: John Benjamins.
- Lafford, B., & Isabelli, C. (2019). Programas de estudio en el extranjero (study abroad programs). In J. Muñoz-Basols, E. Gironzetti & M. Lacorte (Eds.), *The Routledge handbook of Spanish language teaching: Metodologías, contextos y recursos para la enseñanza del español L2* (pp. 505-518). New York: Routledge. ISBN: 9781138182905
- Lafford, B., & King Ramírez, C. (2018). Afterword. In C. King Ramírez & B. Lafford (Eds.), *Transferable skills for the 21st Century: Preparing students for the workplace through world languages for specific purposes* (pp. 317-352). Provo, UT: Sabio Books
- Lafford, B., King de Ramírez, C., & Wermers, J. (2018). Issues and challenges of the assessment of online language teacher performance. In S. Link & J. Li (Eds.), *Assessment across online language education* (pp. 93-115). Sheffield, England:

Equinox Publishing, Ltd.

- Sánchez-López, L., Long, M., & Lafford, B. (2017). New directions in LSP research in US higher education In M.L. Long (Ed.), *Language for specific purposes: Trends in curriculum development*. (pp. 13-34). Washington, D.C.: Georgetown University Press.
- King de Ramírez, C., & Lafford, B. (2017). Mentors' perspectives on professional internships: Rewards, challenges and future directions. In M. Bloom & C. Gascoigne (Eds.), *Creating experiential learning opportunities for language learners: Acting locally while thinking globally* (pp. 135-159). New York, NY: Routledge.
- Lafford, B. (2014). Preface to *Goals of collegiate learners and the standards for foreign language learning* by S. S. Magnan, D. Murphy, & N. Sahakyan. *Modern Language Journal*, 98(s1), iv-viii.
- Lafford, B., & Uscinski, I. (2013). Study abroad and second language Spanish. In K. Geeslin (Ed.), *Handbook of second language Spanish* (pp. 386-403). Boston: Wiley-Blackwell.
- Lafford, B. (2012). Languages for specific purposes in the United States in a global context: Commentary on Grosse and Voght (1991) revisited. Introduction to the third Focus Issue, *The evolution of languages for specific purposes: Update on Über Grosse and Voght (1991) in a global context*. *Modern Language Journal*, 96(s1), 1-27.
- Magnan, S., & Lafford, B. (2012). Learning through immersion during study abroad. In S. Gass (Ed.), *Handbook of second language acquisition* (pp. 525-540). New York, NY: Routledge.
- Lafford, B. (2010). Preface to *Realizing advanced FL writing development in collegiate education: Curricular design, pedagogy, assessment*, by H. Byrnes, H.M. Maxim, & J. Norris. *Modern Language Journal* 2010 monograph, 94(s1), iv-vi.
- Lafford, B. (2009). Toward an ecological CALL: Update to Garrett (1991). Introduction to the second Focus Issue. *Technology in the service of language learning: Update on Garrett (1991) trends and issues*, *Modern Language Journal*, 93(s1), pp. 673-96.
- Smith, B., & Lafford, B. (2009). The evaluation of scholarly activity in Computer-Assisted Language Learning. In B. Lafford (Ed.), *Technology in the service of language learning: Update on Garrett (1991) trends and issues*, *Modern Language Journal*, 93(s1), 868-83.
- Lafford, B. (2008). Preface to *Language learning in study abroad: Case studies of Americans in France* by Celeste Kinginger. *Modern Language Journal* 2008 monograph, 92(s1), pp. iii-vi.

- Lafford, B. (2008) Response to a chapter by D. Woolsey, From theory to research: Contextual predictors of 'estar + adjective' and the study of the SLA of Spanish copula choice. In P. Guijarro-Fuentes & K. Geeslin (Eds.), *Language acquisition, language variation and copula choice in Spanish*. Special volume of *Bilingualism: Language and Cognition*, 11(3), pp. 297-300.
- Lafford, B. (2008). ¿Necesito estudiar en el extranjero para aprender bien otro idioma? In J. Ewald & A. Edstrom (Eds.) *Perspectivas: El español a la luz de la lingüística* (pp. 205-216). Sommerville, MA: Cascadilla Press.
- Lafford, B. (Ed.) (2007). Second language acquisition reconceptualized?: Current perspectives on the impact of ideas raised by Firth & Wagner (1997). Introduction to the volume. First Focus Issue of the *Modern Language Journal*, 91(s1), 735-56.
- Salaberry, R.S., & Lafford, B. (2006). The art of teaching Spanish: From research to praxis (Introduction). In R. M. Salaberry & B. Lafford (Eds.), *The art of teaching Spanish: From research to praxis* (pp. 1-22). Washington, DC: Georgetown University Press.
- Lafford, B., & Collentine, J. (2006). The effects of study abroad and classroom contexts on the acquisition of Spanish as a second language: From research to application. In R. M. Salaberry & B. Lafford (Eds.), *The art of teaching Spanish: Second language acquisition from research to praxis* (pp.103-126). Washington, D.C.: Georgetown University Press.
- Lafford, B., & Salaberry, R. (2003). Introduction. In B. Lafford & R. M. Salaberry (Eds.), *Spanish second language acquisition: State of the science* (pp. 1-15). Georgetown University Press.
- Lafford, B., Collentine, J.G., & Karp, A. (2003). The acquisition of lexical meaning by second language learners: An analysis of general research trends with evidence from Spanish. In B. Lafford & R. M. Salaberry (Eds.), *Spanish second language acquisition: State of the science* (pp. 130-159). Georgetown University Press.
- Lafford, P., & Lafford, B. (1997). Learning language and culture with Internet technologies. In M. D. Bush & R. M. Terry (Eds.), *Technology-enhanced language learning* (pp. 215-62). Chicago: National Textbook Company.
- Lafford, B. (1995). Getting into, through and out of a situation: a comparison of strategies used by students of Spanish--abroad and those 'at home.' In B. Freed (Ed.), *The linguistic impact of study abroad* (pp. 97-121). Philadelphia: John Benjamins Press.
- Turnham, M., & Lafford, B. (1995). Sex, class and velarization: The linguistic, social and stylistic functions of the velarization of /s/ in the youth of Madrid. In P. Hashemipour, R. Maldonado, & M. Van Naerssen (Eds.), *Studies in language learning and Spanish linguistics in honor of Tracy D. Terrell* (pp. 313-39).

San Francisco: McGraw-Hill.

Lafford, B. (1986). El valor diagnóstico-social del uso de ciertas variantes lingüísticas en el español de Cartagena, Colombia. In R. Nuñez Cedeño, I. Páez Urdaneta, & J. M. Guitart (Eds.), *Estudios sobre la fonología del español del Caribe* (pp. 53-74). Caracas: La Casa de Bello (Colección Hispanoamericana de Lingüística).

CONFERENCE PROCEEDINGS

Lafford, B. (2019). Revisiting the Normalization of CALL: A Critical Pedagogical Approach. *Céfiro: A Journal of the Céfiro Graduate Student Organization*, 15, pp. 134-164. Keynote presentation appearing in this volume of selected proceedings of the 2019 20th Annual Conference at Texas Tech.

Lafford, B. (2013). The next frontier: A research agenda for exploring experiential language learning in international and domestic contexts. In J. Cabrelli Amaro, G. Lord, A. de Prada Pérez, & J. E. Aaron (Ed.). *Selected Proceedings of the 16th Hispanic Linguistics Symposium* (pp. 80-102). Somerville, MA: Cascadilla Proceedings Project.
<http://www.lingref.com/cpp/hls/16/paper2927.pdf>

King, C., & Lafford, B. (2013). Spanish for the professions: Program design and assessment. In L. Sánchez-López (Ed.), *Scholarship and teaching on languages for specific purposes*, pp. 31-41. Birmingham, AL: University of Alabama digital collections. <https://clas-pages.uncc.edu/michael-scott-doyle/wp-content/uploads/sites/264/2013/03/Doyle-Continuing-Theoretical-Cartography-in-the-Language-for-Specific-Purposes-Era.pdf>

Lafford, B., & Petersen, M. (2007). Spanish for educators: Planning for the D.E.L.T.A. doctorate language requirement. In D. C. Thompson & F. E. Crampton (Eds.), *Exploring contested intersection of democracy, social justice, and globalization* (33 pages). UCEA Conference Proceedings for Convention 2006. Available online at: <http://coe.ksu.edu/ucea/2006/LaffordUCEA2006.pdf>

Lafford, B. (2006). The effects of study abroad vs. classroom contexts on Spanish SLA: Old assumptions, new insights and future research directions. In C. Klee & T. Face (Eds.), *Selected proceedings of the 7th conference on the acquisition of Spanish and Portuguese as first and second languages* (pp. 1-25). Somerville, MA: Cascadilla Proceedings Project.

Salaberry, R., & Lafford, B. (2004). La contribución de las perspectivas lingüísticas, cognitivas y socio-culturales para el entendimiento del desarrollo del español como segunda lengua. *Actas del XIII Congreso Internacional de la Asociación de Lingüística y Filología de la América Latina (ALFAL)*, San José, Costa Rica: Universidad de Costa Rica. 2002.

Lafford, B. (1988). La sincronía dinámica en el español de Cartagena, Colombia. In

Actas del VI Congreso Internacional de la Asociación de Lingüística y Filología de la América Latina (ALFAL) (pp. 509-525). Mexico D.F.: UNAM.

Lafford, B. (1986). Ser y estar: una nueva dimensión. In J. G. Moreno de Alba (Ed.), *Actas del II Congreso internacional sobre el español de América* (pp. 553-66). Mexico D.F.: UNAM.

ENCYCLOPEDIA ENTRIES

Waugh, L., & Lafford, B. (2000). Markedness. In *Ein internationale Handbuch zur Flexion und Wortbildung. An International Handbook on Inflection and Word-Formation* (pp. 271-81). New York: Walter de Gruyter.

Waugh, L., & Lafford, B. (1994). Markedness. *The encyclopedia of language and linguistics* (pp. 2378-83). London: Pergamon Press.

PROFESSIONAL NEWSLETTER ARTICLES/NOTES

Lafford, B. (2015). Implications of LSP curricular design for mainstream world language classes. CASLS InterCom issue for 4/27/15/
http://caslsintercom.uoregon.edu/content/viewContent/19318?searchUrl=%2Fcontent%2FsearchContentSubmit%3Ftxt_ContentTitle%3D%26txt_Author%3D%26txt_InputDate1%3D%26txt_InputDate2%3D%26shouldIncludeAnyResults%3Dyes%26hiddenContentType%3D3%26hiddenLanguage%3D%26hiddenLevel%3D%26hiddenContentArea%3D%26hiddenState%3D%26hiddenGroup%3DIntercom%26UpdateTags%3D

Lafford, B., & Lafford, P. (2002). The use of internet technologies to integrate the national foreign language standards in a cultural learning scenario format. *LOTE CED*, 5(3), 8-9. Reprinted from *CLEAR News*, 5(1), 1, 6-8.

Lafford, B., & Lafford, P. (2001). The use of Internet technologies to integrate the national foreign language standards in a cultural learning scenario Format. *CLEAR News*, 5(1), 1, 6-8.

Lafford, B. (1999). El uso del español en la lingüística aplicada: Barreras y soluciones. *Hispania*, 82(2), 180-82.

REVIEW ARTICLE

Lafford, B. (2004). Review of *TELL MeMore Spanish*, Auralog. *Language Learning and Technology*, 8(3), 21-34.

Lafford, B. (1992). Review article of *Estudio sociolingüístico del español de las Palmas de Gran Canaria* by José Antonio Samper Padilla. *Hispanic Linguistics*, 5(1-2),

REVIEWS

- Lafford, B. (2020). Review of *Translation and Language Teaching: Continuing the Dialogue*. M. Koletnik & N. Froeliger (Eds.), 2019. *Translation and Translanguaging in Multilingual Contexts*.
<https://www.jbe-platform.com/content/journals/10.1075/ttmc.00062.laf>
- Lafford, B. (2013). Review of *Corpus-informed research and learning in ESP: Issues and applications*. A. Boulton, S. Carter-Thomas, & E. Rowley-Jolivet, 2012. *Modern Language Journal*, 97(4), 1016-1017.
- Lafford, B. (2012). Review of *Specialized languages in the global village*. C. Pérez-Llantada & M. Watson (Eds.), 2011. *Modern Language Journal*, 96 (4), 635-636.
- Lafford, B. (2011). Review of *Comunicación eficaz para los negocios: Curso de conversación, recursos y vocabulario*, M. DePrada & M. Pilar, 2010. *Modern Language Journal*, 95 (4), 683-685.
- Lafford, B. (2009). Review of *Conversation analysis and language for specific purposes*, H. Bowles & P. Seedhouse (Eds.), 2007. *Modern Language Journal*, 93(1), 114-116
- Lafford, B. (2008). Review of *Temas de turismo*, C. Rosa de Juan et al., 2006. *Modern Language Journal*, 92(3), 500-501.
- Lafford, B. (2005). Review of *The handbook of applied linguistics*, Alan Davies & Catherine Elder, 2004. *Studies in Second Language Acquisition*, 27(3), 491-92.
- Lafford, B. (2005). Review of *Applied Linguistics*, Guy Cook, 2003. *Studies in Second Language Acquisition*, 27(3), 470-472.
- Lafford, B. (2004). Review of *Controversies in applied linguistics*, B. Seidlhofer (Ed.), 2003. *Studies in Second Language Acquisition*, 26(3), 483-85.
- Lafford, B. (2002). Review of *Lingüística aplicada a las lenguas extranjeras*, R. Salaberri & M. Sagrario (Eds.), 1999. *Modern Language Journal*, 86(1), 152-54.
- Lafford, B. (2001). Review of *Evaluation in text: Authorial stance and the construction of discourse*, S. Hunston & G. Thompson (Eds.), 2000. *Modern Language Journal*, 85(2), 313-14.
- Lafford, B. (2000). Review of *Discourse analysis in the language classroom: Vol. 1 The spoken language*, H. Riggensbach, 1999. *Modern Language Journal*,

84(1), 137-38.

Lafford, B. (1999). Review of *¡Búscaló! (Look it up!) A quick reference guide to Spanish grammar and usage*, W. Clarkson & G. Campos, 1998. *Modern Language Journal*, 83(1), 155-56

Lafford, B. (1998). Review of *Manual de estilo*, J. L. Martínez Albertos & L. Santamaría Suárez, 1997. *Modern Language Journal*, 82(3), 447-48.

Lafford, B. (1997). Review of *Contrastive rhetoric: cross-cultural aspects of second language writing*, U. Conner, 1996. *Modern Language Journal*, 81(2), 255.

Lafford, B. (1996). Review of *Latin American Spanish*, J. Lipski, 1994. *Language*, 72(4), 821-25.

Lafford, B. (1985). Review of *Curso de gramática histórica española*, T.A. Lathrop, 1984. *Hispania*, 68(2), 330-31.

Lafford, B. (1984). Review of *Morphology*, M. F. Bergquist, 1983. *Rocky Mountain Review*, 38(4), 236-37.

Lafford, B. (1984). Review of *The communicative syllabus: evolution, design and implementation*, J. Yalden, 1983. *Modern Language Journal*, 68(1), 68.

Lafford, B. (1982). Review of *The theory of grammatical relations*, J. Bowers, 1981. *Rocky Mountain Review*, 36(2), 127-29.

SCHOLARLY PAPERS PRESENTED (Presentations on Pedagogy and Technology are listed in a later section.)

INTERNATIONAL

Teaching transferable skills through world language education. Co-presented with Carmen King Ramírez. American Association of Teachers of Spanish and Portuguese. San Diego. July 2019.

Toward a Socially Responsive LSP: Reconsidering the Scope and Objectives of LSP for the Twenty-First Century. Member of Roundtable discussion at the Fourth International Symposium on Languages for Specific Purposes/ CIBER Business Language Conference, Arizona State University, Downtown Phoenix campus, February 2018. Roundtable members: Diana Ruggiero, Lourdes Sánchez-López, Anne Abbott, Carmen King de Ramírez, Barbara Lafford, and Christina García.

Articulating augmented reality into the LSP online curriculum: Spanish for healthcare Professionals. Co-presented with Andrés Jiménez and Peter Lafford. Fourth International Symposium on Languages for Specific Purposes/ CIBER Business Language Conference, University of Florida, Gainesville, February 2018.

Where's the community in languages for specific purposes? Member of Roundtable discussion at the Third International Symposium on Languages for Specific Purposes/ CIBER business language conference, Arizona State University, Downtown Phoenix campus, March 19, 2016. Roundtable members: Anne Abbott, Lourdes Sánchez-López, Barbara Lafford, Diana Ruggiero, and Deb Reisinger.

Research interests and needs in languages for specific purposes in higher education in the United States: A survey study. Co-presented with Lourdes Sánchez-López and Mary K. Long. Second International Symposium on Languages for Specific Purposes 2014, University of Colorado at Boulder April 17-19, 2014.

LSP program development and assessment: Spanish for the Professions. Co-presented with Carmen King. First International Symposium on Languages for Specific Purposes University of Alabama at Birmingham, April 13-14, 2012.

Contribuciones complementarias de perspectivas lingüísticas, cognitivas y socio-culturales para el entendimiento del desarrollo del español como segunda lengua. Co-presented with Rafael Salaberry. Asociación de Lingüística y Filología de la América Latina (ALFAL). San José, Costa Rica, February 2002.

The usefulness of the concept of co-existing discourse worlds in the analysis of NS and NNS narratives. 12th World Congress of Applied Linguistics (AILA-International Association of Applied Linguistics), Tokyo, Japan, August 1999.

La lingüística aplicada en *Hispania*: política de publicación y procedimientos. American Association of Teachers of Spanish and Portuguese (AATSP). Madrid, Spain, August 1998.

La función semántica de las preposiciones POR y PARA en el interlenguaje de estudiantes anglohablantes. Co-presented with John M. Ryan. ALFAL, Veracruz, Mexico, April 1993.

Ser y estar: una nueva dimensión, II Congreso sobre el español de América, Mexico City, January 1986.

Rige el funcionalismo en el habla de Cartagena, Colombia? ALFAL, Sto. Domingo, Dominican Republic, September 1984.

El nuevo conservadurismo en el caribe hispánico: el habla de Cartagena, Colombia.

Seventh Annual Symposium on Caribbean Dialectology, San Juan, Puerto Rico, October 1982.

La sincronía dinámica en el español de Cartagena, Colombia. ALFAL, Phoenix, Az., September 1981.

NATIONAL

Course sharing initiatives at Arizona State University—Developing sustainable intra and inter-institutional language programs: Toward an ecosystem. Co-presented with Andrew Ross. Course Sharing for Sustainable Programs Symposium, Columbia University, April 2017.

Panel discussion chair: The future of study abroad research — what needs to be done? Study Abroad Conference. Center for Languages and Intercultural Communication, Rice University, February 2017.

The nature and assessment of the study abroad (SA) classroom & the facilitation of effective SA programs. Co-presented with Casilde Isabelli. 2017 Study Abroad Conference. Center for Languages and Intercultural Communication, Rice University, February 2017.

Spanish for educators: Planning for the D.E.L.T.A. doctorate language requirement. Co-presented with Michelle C. Petersen. University Council for Educational Administration, San Antonio, TX, November 2006.

The effect of study abroad vs. classroom learning contexts on the acquisition of Spanish as a second language: Pedagogical and programmatic implications for intermediate and advanced learners. Co-presented with Joseph Collentine, Northern Arizona University. Georgetown University Roundtable (GURT), March 2005.

Conducting research on the effect of classroom vs. study abroad contexts on SLA. Research workshop co-presented with Joseph G. Collentine. National Barbara A. Lafford 15 Association of Foreign Student Advisers (NAFSA), Salt Lake City, May 2003.

Symposium: Context of learning as a variable in second language acquisition. Member of panel. American Association of Applied Linguistics, Arlington, VA, March 2003. (This was the venue for the members of the CIEE research project to present their research.)

The use of communication strategies by classroom and study-abroad learners. Co-presented with J. Collentine, B. Freed, N. Segalowitz, M. Díaz-Campos, and N. Lazar. SLAT Interdisciplinary Roundtable, University of Arizona, Tucson,

AZ, March 2003.

Acoustic analysis of voiceless initial stops in the speech of study abroad and regular class students: Context of learning as a variable in Spanish second language acquisition. Co-presented with M. Díaz-Campos, N. Lazar, B. Freed, N. Segalowitz, and J. Collentine. Hispanic Linguistics Symposium/Acquisition of Spanish as a First and Second Language Conference, Iowa City, October 2002.

The development of linguistic complexity in a study-abroad context by foreign-language learners of Spanish. Co-presented with J. Collentine, B. Freed, N. Segalowitz, M. Díaz-Campos, and N. Lazar. Hispanic Linguistics Symposium/Acquisition of Spanish as a First and Second Language Conference, Iowa City, October 2002.

Theoretical perspectives on the acquisition of Spanish as a second language: State of the science. Colloquium organizer. American Association of Applied Linguistics, Salt Lake City, Utah, April 2002.

What can a qualitative approach tell us about SLA?: examples from case studies of Spanish L2 Narratives. American Association of Applied Linguistics, Stanford, CT, March 1999.

Toward a variable “native norm”: the development of narrative structure in the acquisition of Spanish as a second language. American Association of Applied Linguistics, Seattle, WA, March 1998.

The development of tense/aspect relations in L2 Spanish narratives: evidence to test competing theories. Second Language Research Forum, Tucson, AZ, October 1996.

Discourse strategies of second language learners of Spanish: classroom vs. study abroad settings. Research Perspectives on Applied Linguistics and Language Acquisition, Columbus, OH, November 1995.

Communicative strategies of Spanish L2 students: study abroad vs. classroom settings. American Association of Applied Linguistics, Long Beach, CA, March 1995.

Paronomasia viewed from a Jakobsonian structuralist semantic theory. Co-presented with Madeleine Newfield. Modern Language Association, New York, NY, December 1986.

REGIONAL

Discourse strategies of second language learners of Spanish. Rocky Mountain Modern Language Association (RMMLA), Spokane, WA, October 1995.

Getting into, through and out of a situation: a comparison of strategies used by students of Spanish--abroad and those 'at home.' RMMLA, Colorado Springs, CO, October 1994.

La interacción de poder/solidaridad y factores sociales en el uso de los pronombres en el español de Antioquia y Caldas, Colombia. Co-presented with Lucia Idárraga.
RMMLA, Denver, CO, October 1993.

The acquisition of lexical meaning in a study abroad environment: the Spanish prepositions POR and PARA. Co-presented with John Ryan. RMMLA, Tempe, AZ, October 1992.

Acquisition of lexical meaning (SER vs. ESTAR) in a natural environment: The Granada experience. Co-presented with John Ryan. RMMLA, Tempe, AZ, October 1991.

The saga continues: An analysis of access errors in the speech of intermediate students of Spanish. Co-presented with Joseph G. Collentine. RMMLA, Las Cruces, NM, October 1988.

Lexical and grammatical access errors in the speech of Intermediate/Advanced level students of Spanish. Co-presented with Joseph G. Collentine. RMMLA, Spokane, WA, October 1987.

SER and ESTAR: A new dimension. RMMLA, Provo, UT, October

1985. Is functionalism a fact? RMMLA, El Paso, TX, October 1984.

Social and linguistic constraints on language change in Cartagena, Colombia.
RMMLA, Phoenix, AZ, October 1983.

LOCAL

The next frontier: A research agenda for exploring experiential language learning in international and domestic contexts. Applied Linguistics speaker series, Arizona State University, November, 2013.

Implications of study abroad research. Spanish linguistics symposium series.
Department of Languages and Literatures, Arizona State University, March 2007.

INVITED TALKS

Strengthening students' career preparation within academe: The role of world languages for specific purposes. Colorado State University, March 7, 2019.

Revisiting the normalization of CALL: A critical pedagogical approach. Céfiro conference keynote presentation, Texas Tech University, March 1, 2019.

The normalization of CALL: Reflections and Implications for Language Learning and Teacher Education. AZCALL conference plenary, Arizona State University, February 21, 2015.

The next frontier: A research agenda for exploring experiential language Learning in International and Domestic Contexts. Plenary talk. Hispanic Linguistics Symposium, University of Florida, October 2012.

Advancing the field of languages for specific purposes: Insights and models. Panel moderator and co-presenter with Sonia Colina, Viviana Cortes, and Joseph Collentine. CIBER annual conference. University of North Carolina, Chapel Hill, March, 2012.

Advancing the field of languages for the professions: How to conduct research and successfully publish in languages for the professions. Workshop given with Sonia Colina, Viviana Cortes, and Joseph Collentine. CIBER annual conference. University of North Carolina, Chapel Hill, March, 2012.

Variation in the acquisition of Spanish L2 pragmatic competence 'at home' and abroad: Context, methods, and outcomes. Invited panelist on pragmatic variation. Hispanic Linguistics Symposium, Indiana University, October 2010.

SLA reconceptualized?: Firth and Wagner 10 years later. Keynote panel moderator for the SLA Graduate Student Symposium at the University of Wisconsin, Madison, April 2008.

E-portfolios for Language Learning Assessment: An Application Workshop. Co-presented with Peter A. Lafford. Workshop given as part of the SLAT colloquia series at the University of Arizona, April 2007.

CMC technologies and tasks for teaching foreign languages: The shape of things to come. Co-presented with Peter A. Lafford, Keynote address at the Northeast Association of Language Learning Technology (NEALLT), Philadelphia, PA. April 2006.

The effects of study abroad vs. classroom contexts on Spanish SLA: Old assumptions, new insights and future research directions. Plenary session. Eighth Annual Hispanic Linguistics Symposium/Seventh Annual Acquisition of Spanish as a First and Second Language Conference, University of Minnesota, Minneapolis, October 2004.

DVD Pedagogy workshop for faculty in Modern Languages and Literatures. Co-presented with Peter A. Lafford. Invited under a Title VI grant to give a workshop at St. Lawrence University, Canton, NY, May 2003.

Spanish professional development programs at Arizona State University. Keynote address given at the inaugural meeting of the Arizona Interpreters and Translators Association (AITA), April 2003.

The effect of the context of learning (classroom vs. study abroad) on the use of communication strategies by students of Spanish as a second language. Invited under a Title VI grant to speak at the University of Florida, Gainesville, FLA, February 2003.

The use of computerized DVD to facilitate the acquisition of organizational and pragmatic competence. Co-presented with Peter A. Lafford. Invited under a Title VI grant to speak at Florida International University, February 2003.

The use of internet technologies to integrate the National Foreign Language Standards in a learning scenario format. Invited panelist in nationally-televised McGraw-Hill Teleconference on the Internet and Second Language Instruction. Long Beach, CA, October 2000. Since I was unable to participate physically in this teleconference (due to my mother's illness) Peter Lafford read my presentation for me and participated on the panel in my absence.

Co-existing discourse worlds and the analysis of NNS and NS narratives: case studies from Spanish. Keynote address, Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics, University of Texas, Austin, April 1999.

Technology in the classroom: Internet-based activities. Co-presented with Peter A. Lafford. Keynote address given at the AZTESOL conference in Yuma, AZ, April 1997.

The acquisition of narrative structure by second language learners of Spanish. Presentation given at the University of Southern California, February 1996.

Second language acquisition of discourse strategies in study abroad and classroom environments. Presentation given as part of the symposia series sponsored by the Committee on Linguistics, Arizona State University, October 1994.

Colombia: Land of contrasts. Department of Foreign Languages Symposium, Arizona State University, April 1981.

PRESENTATIONS/WORKSHOPS ON PEDAGOGY AND

TECHNOLOGY NATIONAL

An ecological approach to the assessment of online world language instructors:

Instruments

and procedures. Virtual panel presentation at Computer Assisted Language Instruction Consortium (CALICO). Seattle, WA. June 2021.

World languages for specific purposes for career preparation: Curricular design and Implementation. LSP Workshop with Languages, Literatures & Cultures Faculty Colorado State University, March 8, 2019.

Evaluating online language instructors. Workshop co-presented with Carmen King de Ramirez and James Wermers, Computer Assisted Language Instruction Consortium (CALICO). Flagstaff, AZ. May 2017.

A new instrument for evaluating online foreign language faculty. Co-presented with James Wermers, Carmen King de Ramirez. Computer Assisted Language Instruction Consortium (CALICO). Boulder, CO, May 2015.

Evaluating online foreign language faculty: Issues and instruments. Co-presented with James Wermers, Carmen King de Ramirez. Computer Assisted Language Instruction Consortium (CALICO). Athens, OH, May 2014.

Interdisciplinary digital approaches to the teaching of online languages for specific purposes courses. Co-presented with James Wermers, Carmen King de Ramirez, and Peter Lafford. Computer Assisted Language Instruction Consortium (CALICO). Manoa, Hawaii, May 2013.

Digital narratives and gaming for teaching language and literature. Panel organizer. Modern Language Association, Seattle, WA, January, 2012.

Bringing cultural authenticity to the classroom with iPads and flip-cameras. To be co-presented with Peter Lafford and Michelle Petersen at the annual meeting of the American Council on the Teaching of Foreign Languages, Denver, CO, November, 2011. Cancelled due to family emergencies.

Toward the Normalization of CALL: Using the iPad and Flip Camera in the Language Classroom. Workshop co-presented with Peter Lafford and Michelle Petersen. Computer Assisted Language Instruction Consortium (CALICO). Victoria, BC, May 2011.

Social networking: Web 2.0 applications for the teaching of languages and literatures. Panel organizer. Modern Language Association, Los Angeles, January, 2011.

Just Googling Around: Interaction and Innovation for Language Learning. Workshop co-presented with Peter A. Lafford and Julie Sykes. Computer Assisted Language Instruction Consortium (CALICO). Amherst, MA, June 2010.

The use of E-Portfolios for L2 assessment: Reflection and evaluation. Co-presented with Michelle Petersen. Modern Language Association, San Francisco, CA,

December 2008.

E-portfolios as language assessment tools: Lessons learned from implementation.

Co-presented with Michelle Petersen and Peter A. Lafford. American Council on the Teaching of Foreign Languages, Orlando, FL, November, 2008.

The use of e-Portfolios in Spanish language teaching: Update on a case study.

Co-presented with Michelle Petersen and Peter A. Lafford. Computer Assisted Language Instruction Consortium (CALICO), San Francisco, May 2008.

A quality analysis of CALL journals. Co-presented with Bryan Smith. Computer

Assisted Language Instruction Consortium (CALICO), San Francisco, May 2008.

The use of e-portfolios in language teaching: Some case studies. Co-presented with

Peter A. Lafford and Michelle Petersen. Computer Assisted Language Instruction Consortium (CALICO), Texas State University, San Marcos, TX, May 2007.

Digital editing and podcast production workshop. Co-presented with Peter Lafford.

Computer Assisted Language Instruction Consortium (CALICO), University of Hawai'i, Honolulu, HI, May 2006.

CMC technologies for teaching foreign languages: What's on the horizon? Co-presented

with Peter Lafford. Computer Assisted Language Instruction Consortium (CALICO), Michigan State University, East Lansing, MI, May 2005.

Entre dicho y hecho: an assessment of the application of second language

acquisition and related research to the creation of Spanish CALL materials. Co-presented with P. Lafford and J. Sykes. CALICO, Carnegie Mellon University, Pittsburgh, Pennsylvania, June 2004.

Conducting L2 CMC research: A panel discussion of methodologies, models and

Techniques. Co-presented with J. Scott Payne and Steven Thorne. CALICO, University of Ottawa, Ottawa, Canada, May 2003.

Second language CMC research: A poster session of research reports and

pedagogical applications. Co-organized with J. Scott Payne and Steven Thorne, as a follow-up to the panel session, in order to exemplify the different types of CMC research that has been carried out. CALICO, University of Ottawa, Ottawa, Canada, May 2003.

The use of computerized DVD to facilitate the acquisition of pragmatic competence:

Six degrees of comprehension. Co-presented with Peter A. Lafford. CALICO, University of California, Davis, CA, March 2002.

The use of computerized DVD to facilitate the acquisition of pragmatic competence:

Six degrees of comprehension. Co-presented with Peter A. Lafford. Microcomputers in Education Conference (MEC). Tempe, AZ, March 2002.

Standards and technology in language teaching. Co-presented with Gail Guntermann and Peter A. Lafford. CALICO, University of Arizona, Tucson, AZ, June 2000.

Computer mediated communication in the language lab: foundation, implementation, and results. Co-presented with Peter A. Lafford and Michael Cottam. CALICO, Miami University, Oxford, OH, June 1999.

Foreign language sites on the World Wide Web: hands-on browsing. Workshop given with Peter A. Lafford. Microcomputers in Education Conference (MEC), Tempe, AZ, March 1997.

The use of on-line technologies to acquire the target language and culture. Co-presented with Peter A. Lafford. American Council on the Teaching of Foreign Languages (ACTFL), Philadelphia, PA, November 1996.

Yesterday's renovation: today's lab--- How is it really working? Co-presented with Peter A. Lafford. CALICO, Middlebury College, Middlebury, VT, June 1995.

Integrating technology into the curricula: after the workshop's over. Co-presented with Walter Oliver, Peter Lafford and Dan Brink. CALICO, Flagstaff, AZ, March 1994.

What's happening in today's language labs? MEC, Tempe, AZ. Workshop given with Paul R. Estes and Peter A. Lafford, March 1994.

Designing Courseware with HYPERCARD. Workshop given with Mark D. Larsen. American Association of Teachers of Spanish and Portuguese. Phoenix, AZ, August 1993.

REGIONAL

Google docs & maps: Collaboration and discovery for language teaching. Presentation given with Peter A. Lafford. Southwest Conference on Language Teaching (SWCOLT), April 2010. Best of Arizona presentation.

The use of Internet-based voice technology to facilitate second language acquisition. Co-presented with Peter A. Lafford, Rocky Mountain Modern Language Association, Missoula, MT, October 2003.

The use of DVD technology to teach conversation and pragmatics in the foreign language classroom. Co-presented with Peter A. Lafford. Rocky Mountain Modern Language Association, Scottsdale, AZ, October 2002.

The use of Internet technologies as bridges to the target language and culture. Co-presented with Peter A. Lafford. Region VI Conference, University Continuing Education Association (UCEA), Portland, OR, October, 1997.

The use of technology to teach language and culture. Workshop given with Peter A. Lafford and Paul R. Estes. Southwest Conference on Language Teaching (SWCOLT), April 1998.

Implementation of a state of the art language learning facility: dreams and realities. Workshop given with Paul R. Estes and Peter A. Lafford. SWCOLT, Tempe, AZ, April 1993.

STATE

Google docs & maps: Collaboration and discovery for language teaching. Presentation given with Peter A. Lafford. Arizona Association of Teachers of Spanish and Portuguese, February 2010. Best of Arizona presentation.

Current Research in Language and Language Teaching, co-presented with Dr. Helene Ossipov and graduate students from ASU, to showcase our graduate students' research. This session has been scheduled regularly for the past few years. Arizona Language Association (AZLA). Glendale, AZ, September 2001-present.

Google Docs and Maps: Collaboration and discovery for language teaching, workshop co-presented with Peter A. Lafford. Arizona Language Association (AZLA), Phoenix, AZ, September, 2009. Voted Best of AZLA.

The use of e-Portfolios in Spanish language teaching: Update on a case study. Co-presented with Michelle Petersen and Peter A. Lafford. Arizona Language Association (AZLA), Phoenix, AZ, September, 2008.

Computer-Mediated communication technologies and task-based activities for teaching foreign languages. Co-presented with Peter A. Lafford. Arizona Language Association (AZLA). Tucson, AZ, October, 2006.

DVD in the language classroom: Six degrees of comprehension. Co-presented with Peter A. Lafford. Arizona Language Association (AZLA). Wickenburg, AZ, September 2001.

Standards and technology in language teaching. Co-presented with Gail Guntermann and Peter A. Lafford. AZLA. Tucson, AZ, September 2000.

How 2 chat in Y2K: chat software for the language lab. Presentation given with Peter A. Lafford. AZLA, Tempe, AZ, September 1999.

The use of computer technologies to teach language and culture. Workshop given with Peter A. Lafford. AZLA, Tempe, AZ, September 1998.

E-mail and electronic communication in the Foreign Language Classroom and Workshop given with Peter A. Lafford, AZLA, Phoenix, AZ (ASU West), September 1996.

- Browsing the World Wide Web to benefit the foreign language classroom.
Workshop given with Peter A. Lafford, AZLA, Phoenix, AZ (ASU West),
September 1996.
- Incorporating technology in the teaching of culture in upper-division language classes.
Workshop given with Peter A. Lafford. AZLA, Phoenix, AZ (ASU West),
September 1995.
- Yesterday's renovation, today's lab: How is it really working? Workshop given with Peter
A. Lafford and Paul R. Estes. AZLA, Tempe, AZ, February 1995.
- Back to the future: ASU's new language lab facilities. Workshop given with Peter A.
Lafford and Paul R. Estes. AZLA, Tempe, AZ, October 1994.
- What is multimedia today?--Some in-house and commercial answers. Workshop given
with Peter A. Lafford. AZLA, Tempe, AZ, October 1993.
- Microcomputers in foreign language instruction. Co-presented with Peter A. Lafford,
AZLA, Tucson, AZ, September 1984.

LOCAL

- Four ASU Provost Teaching Fellow workshops given with Prof. Wilhelmina
Savenye on The Flipped Classroom: Hands-On Workshop, spring 2017.
- Three workshops given with Peter A. Lafford to the faculty of the Department of
Languages and Literatures and the American English and Culture
Program, Arizona State University: The use of electronic communication,
the World Wide Web in the classroom, How to create a Web page, May
1997.
- The ACTFL/ETS proficiency scale: implications for curriculum design. In-Service
presentation to Grand Canyon University foreign language faculty, Phoenix,
AZ, November 1991.
- Testing toward oral proficiency. Co-presented with Dr. Gail Guntermann. In-Service
presentation to Phoenix Country Day School foreign language faculty,
Phoenix, AZ, November 1989.
- Integrating culture in the classroom: the use of authentic materials in the foreign
language classroom. Co-presented with Dr. Gail Guntermann. Weekend
workshops sponsored by a EESA grant from the Arizona Board of Regents,
through Northern Arizona University, October 1988, February 1989, March
1989.
- Lower the filter and empower your students. In-Service presentation to Phoenix
College Foreign Language faculty, Phoenix, AZ, January 1989.

An introduction to the ACTFL proficiency scale and curricular implications.
Presented to Department of Foreign Languages faculty, co-presented with Dr. Gail Guntermann, Spring 1988.

The use of authentic materials to develop the receptive skills in advanced classes.
Presented to Department of Foreign Languages faculty, Spring 1988.

PROFESSIONAL MEMBERSHIPS, POSITIONS

HELD INTERNATIONALLY

Asociación de Lingüística y Filología de la América Latina (ALFAL)
International Association of Applied Linguistics (AILA)

NATIONAL

American Association of Applied Linguistics (AAAL)
American Association of Teachers of Spanish and Portuguese (AATSP),
Associate Editor of the Applied Linguistics section of its journal
Hispania, 1996-2002.
American Council on the Teaching of Foreign Languages (ACTFL)
Computer Assisted Language Instruction Consortium (CALICO), Computer
Mediated Communication SIG Chair, 1999-2000; elected to the Board Spring
2004; elected Vice-Chair and program Chair for CALICO 2005-2006; Chair
in 2006-2007.
Linguistics Society of America (LSA)
Modern Language Association (MLA)

REGIONAL

Rocky Mountain Modern Language Association (RMMLA), Co-Chair of 1991
conference held at ASU; elected Vice President 1993; President in 1994;
Past- President in 1995.
Southwest Conference on Language Teaching (SWCOLT), Advisory Council. Served
on the Board of the organization, 1988-1991; monograph editor 1993.

STATE

Arizona Foreign Language Association (AZLA), Recording Secretary,
1983-84, President-elect, 1984-85, President, 1985-86; Past-
President, 1986-87.
Arizona Interpreters and Translators Association (AITA), spring 2003-present. (I gave
the keynote address at the inaugural meeting of this organization.)

PROFESSIONAL SERVICE

INTERNATIONAL/NATIO

NAL*Editorial/Board positions and committee service*

Editorial Board member of the *Study Abroad Research Journal* (2018-)
 Member of the Committee on Information Technology for the Modern Language Association (2009-2012).
 Editor of the Monograph/Focus Volume Series for the *Modern Language Journal* (July 2005--> June 2014) and member of MLJ Editorial Board.
 Chair of CALICO Executive Board (2006-2007)
 Vice-Chair of CALICO Executive Board (2005-2006), elected Spring 2005. Member of CALICO Executive Board, elected Spring 2004.
 Associate Editor of the Applied Linguistics section of *Hispania*, the journal of the American Association of Teachers of Spanish and Portuguese, 1996-2002.
 Member of the Editorial Board of the journal *Spanish Applied Linguistics*, 1997-2001. Member of the Editorial Board (Consejo Científico) of the electronic journal *Revista E/LE* (Journal of Spanish as a foreign language), 2000-present.

Other professional service:

Linguistics project assessment for Università Ca' Foscari Venezia, Spring 2012.
 Evaluator for National Science Foundation proposal in linguistics, Summer 2012
 Evaluator for National Science Foundation proposal in linguistics, Spring 2007
 Evaluator of Spanish program at Purdue University, Fall 2004.
 Evaluator for National Endowment for the Humanities proposal, Spring 2004.
 Evaluator for the revisions of the Advanced Placement test in Spanish. Invited by the Educational Testing Service to travel to Princeton, NJ in March 2004.
 Referee for articles in second language acquisition for prestigious journals in my field: *Studies in Second Language Acquisition*, *Modern Language Journal*, *Spanish Applied Linguistics*, *Language*, *Hispanic Linguistics*, since 1985.
 Outside evaluator for tenure-promotion for various universities (e.g., Rice, University of Florida at Gainesville, University of Toledo, Pennsylvania State University, University of Minnesota, University of Hawaii, Northeastern, University of California [Davis], University of Nevada [Reno]), 1990-December 2019 (3-5 each year).
 Outside evaluator of the Spanish program at the University of Minnesota, Spring 1997; Spring 2016.
 Outside evaluator of Center for Applied Second Language Studies (CASLS), University of Oregon, Eugene. This is one of the National Foreign Language Centers, 2015-2017.
 Chair of various sessions on linguistics at International and National conferences (e.g., ALFAL, AAAL, AATSP, International Symposium on Bilingualism) since 1982.

REGIONAL

Member of organizing committee for the Southwest Conference on Language Teaching, February 13-16, 1986, Phoenix, AZ.

Chair of various sessions on linguistics and pedagogy at Regional conferences (RMMLA, SWCOLT, LASSO), since 1982.

STATE

Member of the Arizona Council for Second Language Instruction, 1997-1998.

Member of AZFLES (Arizona Foreign Languages in the Elementary School), 1995-1996.

Member of Standards Committee for the Arizona Language Association (AZLA), 1994-1998.

Chair of the Workshops committee for AZLA, 1994-98.

Member of Arizona State Board of Education Task Force for Foreign Languages, which was charged with upgrading state standards for secondary certification in foreign language areas, 1986-1987. Our recommendations to the State Board of Education were made in May 1987.

Chair of various sessions on linguistics and pedagogy at State conferences (AZLA), since 1980s. At each AZLA conference since 2000, co-chaired (with Dr. Helene Ossipov) a panel of ASU MA linguistics student research papers at AZLA. Session title was "Current Research in Language and Linguistics."

COMMUNITY SERVICE

Member of task force of Maricopa County Medical Interpreter Project to train medical interpreters (Spanish-English) in Valley hospitals, Spring 2002-Fall 2004.

Explored the creation of a partnership between ASU's College of Extended Education and St. Joseph's Hospital and Medical Center to go after grants for training hospital staff in English as a Second Language and Spanish to allow them to become medical interpreters for the hospital, 1999.

Member of planning committee for Certificate in Court Interpretation (Spanish/English) sponsored by a grant from the Maricopa County Superior Court and created in partnership with ASU's College of Extended Education and the Superior Court, 1997-2002.

Translated documents and interpreted for constituents of St. Paul's Episcopal Church, Phoenix, AZ. Spring, 1999-2001.

Translated documents for the Green Gables Neighborhood Association, Phoenix, AZ, Spring 1998.

Translated public service documents for the Chandler Police Department, Spring 1993.

Administered the Oral Proficiency Interview to employees of the City of Chandler to certify their Spanish skills for dealing with the public, Spring 1993-Summer 1998.

Expert witness for the Maricopa County Prosecutor's office in a trial involving a Spanish speaking police officer, Spring 1992.

Administered the Oral Proficiency Interview to members of the Chandler Police Department and their officers. Advised the department on the establishment of Spanish training classes for their officers, Spring 1992-Summer 1998.

UNIVERSITY SERVICE

Chair of the Commission on the Status of Women, Tempe Campus, 2004-2005.

Assisted with the translation of ASU President Crow's webpages into Spanish,

2002-2003.

Evaluator/Interviewer for ASU students soliciting Fulbright grants, 1996-present.
ASU's liaison to the Academic Consortium for Global Education (housed at the
University of Vermont), 1997-1999.

Faculty Ombudsperson, Fall 1994-Spring 1996.

Graduate College representative to several Ph.D. dissertation defenses in other
colleges, intermittently since 1988.

Arizona State University Representative to the Educational Testing Service to help
develop proficiency testing for colleges and universities, New York, NY, 1987.

COLLEGE SERVICE

College of Extended Education:

Primary promoter and organizer of College of Business' two-week seminar in Mexico for
Evening M.B.A. students, summer 1998.

College of Extended Education spokesperson for two television interviews on college
activities that serve the Hispanic community, Fall 1998.

College of Extended Education representative to three national workshops on Workforce
Development, Washington, D.C., 1997-1999.

Coordinator and primary presenter at New Staff Orientations, 1997-1999; presenter in
orientations, 1999-present.

Primary data coordinator for the College of Extended Education, 1996-1999.

Part of authoring team and primary data coordinator for two self-evaluation reports for
the College of Extended Education: the Academic Program Review (1997), for
ASU's Provost's office, and the Program Authorization Review (1997), for the
State Legislature.

College of Extended Education liaison to Maricopa Community Colleges, Fall 1996-99.

College of Engineering and Applied Sciences

Co-reader (with Peter A. Lafford) of names for CEAS convocation, Fall 2004- present.

College of Liberal Arts and Sciences:

Co-reader (with Peter A. Lafford) of names for CLAS convocation, 1998-present.

Member of Planning Grant task force for the establishment of the NEH Southwestern
Regional Humanities Center at ASU, 1999-2001.

Ombudsperson for College of Liberal Arts and Sciences, Fall 1992-Fall 1993.

College of Liberal Arts and Sciences Representative to NEH Seminar in Flagstaff, AZ,
April 1987.

Graduate College

Served as Graduate College representative for dissertation defenses.

University College/College of Letters & Sciences/College of Integrative Sciences & Arts

(CISA)

Co-Chair of CISA Academic Program Review Committee (2017→ present)
 Chair of CISA Bylaws Committee (2014→ present)
 Director of Spanish for the Professions Minor/Certificate (2010→ present)
 Faculty Director/Head, Faculty of Languages & Cultures, School/College of Letters and Sciences/CISA, Downtown Phoenix Campus, (Fall 2007→ June 2017)
 Assessment Coordinator for the School of Letters & Sciences, 2011→ 2016.
 Professor in Charge, Faculty of Languages & Cultures, School of Letters and Sciences, Phoenix Downtown Campus (January 2006→ Spring 2007).

DEPARTMENTAL SERVICE

School of International Letters and Cultures/Department of Languages & Literatures

Chair of the sub-committee to draft a plan for the SILC PhD in linguistics (fall 2013 → spring 2014)
 Member of the Community Outreach sub-committee for the creation of the School of International Letters and Cultures.
 Senator from Department of Languages and Literatures, Spring 2004-Spring 2006.
 Creator of week-long pre-service departmental T.A. training in 1982 and subsequent participant in the TA training orientation each Fall to the present.
 Spearheaded first DLL fundraiser at the Phoenix Art Museum, February 2003.
 Spearheaded writing the strategic plan for the Department of Languages and Literatures (chaired ad-hoc committee set up by Chair), Fall 2001.
 Consultant for technology projects for DLL faculty, Fall 2001.
 Participant in DLL/SILC Language Fair (e.g., judging competitions, facilitating entertainment) every Spring.

Spanish & Portuguese Faculty Service

Chair/member of PhD committees in Spanish linguistics, fall 2015→ present
 Head of Spanish linguistics, fall 2013→ spring 2014
 Helped to draft document to create the Spanish PhD track in linguistics (fall 2013→ spring 2014)
 Evaluator of ASU equivalencies for Spanish transfer courses (languages and linguistics) from U.S. universities and courses taken on study abroad programs. 2010→ present
 Grader of Spanish Reading Exam, Summer 2008.
 Establish SPA equivalencies for courses taken abroad and interview students applying for exchange programs, Fall 1993-Spring 2006.
 Coordinator of Spanish, Portuguese and Romanian Section in the Department of Languages and Literatures, Fall 2002-Spring 2005.(Duties include representing The SPR section at Coordinators' meetings with the Chair, scheduling courses, settling disputes among faculty, TAs and students, correcting graduate reading exams, coordinating selection of bilingual exam grader, working with TA to create pre-test workshops for Spanish proficiency test for future teachers, spearheading the creation of the Spanish assessment plan for majors,

administering proficiency exams for those students going abroad, helping to create new programs [new summer program in Mexico], helping to choose TAs for the summer programs in Spain and Mexico, establish equivalencies for courses from other institutions (domestic and international), interviewed students applying for exchange programs), ex-officio member of the Spanish Undergraduate and Graduate Committees.)

Director and T.A. Supervisor for 300-400 Spanish Language Program: SPA 313, 314, 412 (all conversation/composition courses) and SPA 413 (Advanced Grammar) 2004-2005.

Director and T.A. Supervisor of 300-level Spanish Language Program: SPA 311, 312, 313, 314, 1986-88; 1992-1994.

Director and T.A. Supervisor of Elementary Spanish Language Program: SPA 101-102, 1980-1984; fall 1988-Fall 1989.

Faculty advisor for Sigma Delta Pi, Spanish honor society, 2004-2005.

Faculty advisor for the ASU Spanish Club, 2004- 2005.

Participation in Professional Development Workshops for Spanish Ph.D. and Mentoring Workshop on interviewing skills given (often with Dr. Carmen de Urioste) to D.L.L. graduating Ph.D.s before their interviews at the Modern Language Association annual meeting, intermittently since 1990.

Spanish Internship Coordinator, 2000-present. Created partnerships with the public and private sector to create opportunities for our students to use their Spanish in professional settings.

Interim Director of Spanish Translation Certificate Program, Fall 2004→ present.

Director of Spanish Translation Certificate Program, Fall 2000-Spring 2004. (I gave the keynote address at the inaugural meeting of the Arizona Interpreters and Translators Association in Spring 2003.); Interim Director, 2006-2007.

Arranged for and promoted advanced level Spanish courses for various professions (medical, legal, business) offered at ASU's Downtown Center, 1997-1999.

Chair of over 25 Masters committees in linguistics and language and culture for the Department of Languages and Literatures, 1982-present.

Member of Masters committees in linguistics, language and culture and E.S.L. in the Departments of Languages & Literatures and English, 1982-present.

Co-administrator (with Dr. Teresa Valdivieso and Dr. Heidi García) of qualifying test for T.A.s to assume responsibility for 300-level conversation/composition classes, 1994-2005.

Independent Learning Coordinator for Spanish (101-202), 1984-1996.

COMMITTEES

University Committees

Project Humanities Steering Committee, Fall 2011-December

2019 General Studies Committee, Fall 2003-2013.

English & Spanish Working Group (David Young's office), Fall 2007→ Spring 2010

Academic Senate, Committee on Committees, 2005-2006
 Search committee for new Dean of the Herberger School of Fine Arts, 2005-2006.
 CAPC/TCCS, Fall 2005.
 Public Safety Committee, 2005-2006.
 Institutional Review Board, 2005-2006
 Commission on the Status of Women, Tempe campus, Chair, 2004-2005.
 Association of Academic Advisors Council (AAAC), Fall 2002.
 President's Council on Extended Education, 1998-1999.
 President's Steering Committee for Extended Education, 1998-1999.
 Commencement Committee, Fall 1997-Spring 1998.
 Research Deans Council, 1996-1999.
 Associate Dean's Council, Steering Committee, 1996-1999.
 Ombudsperson Committee, Fall 1992-Spring 1996.
 Committee on Linguistics, 1985-1987; 1989-present; Curriculum and Media/Web-site sub-committees, 1993-99. Sub-committee to investigate the creation of an Interdisciplinary Ph.D. and a Graduate Certificate in Linguistics. The Academic Senate approved the certificate in May 2003.
 Member of steering committee for Applied Linguistics PhD, 2003-2013.
 Director of Applied Linguistics PhD program, fall 2013, during its disestablishment.
 Fulbright and NSEP Review Committee, 1988-present.

College Committees

University College, School of Letters & Sciences/College of Integrative Sciences & Arts

By-Laws Committees, SLS, Spring 2007, Summer-Fall 2008 → 2017
 Faculty Annual Review Committee, fall 2009

College of Liberal Arts and Sciences:

Project Humanities Steering Committee, 2010 → 2017
 Science and Society Task Force, 2005-2006
 Curriculum Committee, Fall 2004-Spring 2005.
 Academic Standards Committee, Fall 2001-Spring 2004.
 Strategic Planning Committee, Fall 1996-Spring 1999.
 Quality of Instruction Committee, Fall 1992-Spring 1995.
 CLAS-ACT (Computer Technology) Committee, Fall 1993-Spring 1997.
 Center for Latin American Studies Film Committee, Chair, 1981-1988; member, Fall 1991-Spring 1993.

Graduate College

Preparing Future Faculty, Steering Committee, Fall 2003-Spring 2004

College of Extended Education

Dean's Council (External Advisory Group--community leaders), 1996-1999.
 Membership and Structure Sub-Committee, Dean's Council, 1996-1999.

Fundraising Sub-Committee, Dean's Council, 1996-1999.
Marketing Sub-Committee, Dean's Council, 1996-1999.

Extended Education Advisory Council, Chair, 1996-1999.
Workforce Development Committee, EEAC, Chair, 1997-1999.

Departmental Standing Committees (Department of Languages and Literatures)

Advisory Committee, 1982-1985, 1987-1989, 1994-1995; 2005-2006.
Affirmative Action Committee, 1982-1985.
Spanish Graduate Committee, 1985-1997. Fall 2000-2002. Ex-officio member as
Coordinator, Fall 2002-Spring 2005.
Personnel Committee, 1988-1990, 1994-1996: Chair, 1988-1990, 1995-96, 2004-2006.
Language Lab Committee, Chair and Co-Chair, 1993-1996.
Spanish Undergraduate Committee, 1994-1996. Ex-officio member as
Coordinator, Fall 2002-Spring 2005.

Departmental Ad-hoc committees (Department of Languages and Literatures/SILC)

SILC Community Links Sub-Committee, 2005-2006.
DLL Strategic Planning Committee, Chair, Fall 2001.
Departmental Reorganization Committee, Fall 2000-Spring 2001.
DLL ad-hoc committee to explore the creation of a National Language Resource
Outreach Center (NALROC) at ASU, Fall 1999-Spring 2000.
DLL Linguistics Committee, Chair, 1999-present.
Search committees for Assistant/Associate Professor positions, 1988-present. Search
committees for senior-level hires in Mexican and Mexican-American Studies
2003-2004.

GRANTS

NATIONAL

FIPSE grant application for \$439,000 (Creating a model for community- responsive
translation and interpreting pedagogy: Culture, context and communication)
was submitted, but not funded. Served as primary writer of the proposal.
2003-2004.
Fulbright-Hays Doctoral Dissertation Research Grant to Colombia, 1977-78, \$11,510.

STATE

Applied for ABOR Improving Teacher Quality (ITQ) Grant with Josué Gonzalez
(College of Education), 2006. Project title: Language and culture academy
for educational leaders. \$391,768.00 Grant not funded.
Maricopa County Superior Court grant for the creation of a Certificate in Court
Interpretation (Spanish/English), served on planning committee, 1999-2000,

\$56,609.

EESA Grant from the Arizona Board of Regents for In-Service Training of Foreign Language High School Teachers, with Dr. Gail Guntermann. 1989-90.
\$17,000.

UNIVERSITY

Women in Philanthropy Grant for supporting *Write On, Downtown!* an anthology of student writing at the Phoenix Downtown campus, \$4,500 awarded spring 2009.

ASU, Office of the Vice Provost for Research, Grant for developing a Center for the Training of Translator and Interpreter Trainers (\$24,000, summer 2003). (multi-investigator project)

ASH Grant from the Office of the Assistant Vice President for Research for the following project "A multivariate analysis of the interlanguage of intermediate Spanish students," Spring, Summer and Fall 1991, \$7,250.

Summer Research Grant from the College of Liberal Arts and Sciences to study the interrelation of language, feminism and politics in Spain, Summer 1989, \$4,000.

Faculty Grant-in-Aid from the College of Liberal Arts, Arizona State University, Summer 1987, for the following project: "A quantitative analysis of Spanish interlanguage errors: Theoretical and pedagogical implications," \$3,000.

Mini-Grant from the College of Liberal Arts to attend a Summer Linguistic Institute on Quantitative Analysis in Linguistics, sponsored by the Linguistic Society of America, Summer 1986, \$500.

Faculty Grant-in-Aid from the College of Liberal Arts, Arizona State University, Summer 1984, for the following project: Testing Relationships Among Linguistic Variables in the Spanish of Cartagena, Colombia, \$2,559.

Research Assistant awarded to me by the College of Liberal Arts, ASU, for summer 1982, to develop pedagogical materials for SPA 101-102, \$1,800.

AWARDS

Provost's Teaching Fellow, one of 10 faculty to receive an award to develop modules to enhance the teaching of new ASU faculty, fall 2015-spring 2018.

Best of AZLA (Arizona Language Association) award for technology workshop at the 2009 AZLA conference (co-presented with Peter A. Lafford)

Research award from the Computer Assisted Language Instruction Consortium for most outstanding article in CALICO Journal in 2007 (Lafford, Lafford & Sykes)

Service Award from the ASU Advisors' Association, Spring 2005.

Mentoring Appreciation Award, Preparing Future Faculty, Arizona State University, 2004.

International Achievement Award from the American English and Culture Program, Arizona State University, 1999.

Award for Outstanding Service to the Arizona Language Association (AZLA), 1998.

Award for Outstanding Faculty Support and Contributions to Iota Chapter, from Alpha Mu Gamma, Foreign Language Honor Society, Arizona State University, 1993.

Award for Excellence in Teaching, from the Arizona Foreign Language Association, 1992.

Outstanding Teacher Award for Service from AZLA, 1990.

Dean's Quality of Instruction Award, from the College of Liberal Arts and Sciences, Arizona State University. Monetary award of \$3,100, 1987.