

MARTA TECEDOR CABRERO

Arizona State University • School of International Languages & Cultures • marta.tecedor@asu.edu

EDUCATION

- 2013 **Ph.D. Second Language Acquisition.** Specialization: Technology, University of Iowa.
Dissertation: *Developing Interactional Competence through Videoconferencing: Beginning Learners of Spanish*. Advisors: Judith E. Liskin-Gasparro and Stephen Alessi
- 2007 **M.A. Linguistics,** University of Iowa
- 1999 **Licenciatura** (five-year degree) Comparative Literature and Literary Theory (major) and Spanish Literature and Linguistics (minor), Universidad Complutense de Madrid, Spain

ACADEMIC POSITIONS

- 2017-present Assistant Professor of Spanish
School of International Letters and Cultures, Arizona State University
- 2013–2017 Assistant Professor of Spanish
Department of Classical and Modern Languages and Literatures, Texas Tech University
- 2005–2012 Spanish Teaching Assistant
Department of Spanish and Portuguese, University of Iowa
- 2002–2005 Spanish Lecturer
Beijing Language and Culture University, Beijing, China
- 2002 Spanish Instructor
Brighton Language School, Madrid, Spain
- 2000–2002 Spanish Instructor
Language & Communication Services, Santiago, Chile
- 1999–2000 Spanish Instructor
LGC School of Languages, Paris, France

ADMINISTRATIVE POSITIONS

- 2018-present Consultant online Spanish courses
School of International Letters and Cultures, Arizona State University
Responsible for data analysis, suggesting changes to the curriculum, and instructor training
- 2013–2017 Director of lower-level Spanish courses
Department of Classical and Modern Languages and Literatures, Texas Tech University
- 2011–2012 Technology Consultant, Elementary and Intermediate Spanish Program
Department of Spanish and Portuguese, University of Iowa
- Summer 2010 Materials developer, Elementary and Intermediate Spanish Program
Department of Spanish and Portuguese, University of Iowa
- 2009–2010 Graduate Assistant
Language Media Center, University of Iowa
- 2007–2011 Technology Specialist
Department of Spanish and Portuguese, University of Iowa

Research interests

Computer-assisted language learning, online, hybrid, and flipped instruction, instructor training, curriculum development, teaching methods, second language acquisition theories, second language speaking, social justice pedagogies in world languages

Teaching interests

Second language acquisition, second language teaching methods, Spanish linguistics, applied linguistics, Spanish conversation, Spanish language courses (beginning to advanced, intensive, face-to-face, hybrid, flipped, and online), Spanish grammar

RESEARCH

Refereed articles and chapters (☉ = publication with a student)

(11) ☉¹ Kerber, N., & Shea, J., & **Tecedor, M.**, “Sorry, that's all I know!”: A study of pragmatic-apology instruction for novice L2 learners. Accepted to *Foreign Language Annals* on March, 16 2023 (7955 words).

(10) **Tecedor, M.** (2023) Digital storytelling: Changing Spanish heritage language learners’ attitudes and self-efficacy towards digital literacies. *Applied Linguistics*, XX/XX: 1–24.

(9) Gómez Soler, I. & **Tecedor, M.** (forthcoming) Creencias, percepciones y competencias del profesor en el aula virtual, in J. Muñoz-Basols, M. Fuertes Gutiérrez, & L. Cerezo, (Eds.) *E-Learning y Enseñanza del Español: Cómo Planificar, Personalizar e Implementar*. Routledge. Accepted on August, 2022 (8917 words)

(8) ☉² **Tecedor, M.**, Del Carpio, L., & Ochoa V. (2021) Novice or expert? Heritage speakers’ orientation to the novice-expert paradigm. *Journal of Pragmatics*, 182, 253-264.

(7) **Tecedor, M.** & Vasseur, R. (2020) Videoconferencing and the development of intercultural competence: insights from self-reflections. *Foreign Language Annals*, 53(4), 761-784.

(6) **Tecedor, M.** & Pascual y Cabo, D. (2020). In your own backyard: legitimizing local communities as a way to increase language learning motivation. *Language, Culture, and Curriculum*, 33(4), 433-450.

(5) ☉³ **Tecedor, M.** & Pérez, A. (online: 2019; print: 2021) Perspectives on flipped L2 classes: Implications for learner training, *Computer Assisted Language Learning*, 34(4), 506-527.

(4) **Tecedor, M.** & Campos, G. (2019). Developing oral communication skills in Spanish lower-level courses: The case of voice recording and videoconferencing activities. *ReCALL*, 31(2), 116-134.

(3) Elola, I., Nakatsukasa, K. & **Tecedor, M.** (2018). Developing academic literacy and researcher identities: The case of multilingual graduate students. *L2 Journal*, 10(2), 158–182.

(2) Gómez Soler, I. & **Tecedor, M.** (2018) Foreign language teaching assistant training: A contrastive analysis of trainers’ and trainees’ perspectives. *Hispania*, 101(1), 38–54.

(1) **Tecedor, M.** (2016). Beginning learners’ development of interactional competence: Alignment activity. *Foreign Language Annals*, 49(1), 23–41.

Manuscripts submitted (☉ = with a student)

(12) **Tecedor, M.** Negotiated interactions in cross-cultural video-mediated virtual exchanges. Submitted to *Computer Assisted Language Learning* on September 2022 (8258 words). Minor revisions December 2022.

(13) **Tecedor, M.** & Gómez Soler, I. Predicting success in difficult times: A latent class analysis of world language teachers’ online experiences during the COVID-19. In S. Goertler, & J. Gleason (Eds.), *Technology-Mediated Crisis Response in Language Studies*. Minor revisions June 2023.

¹ Kerber, N., and Shea, J. are PhD students at ASU

² Del Carpio, L. and Ochoa V. graduated in 2022. Del Carpio, L. is an Assistant professor position at Indiana University. Ochoa V. is Assistant professor at Puget Sound University

³ Pérez, A. graduated in 2021 and is currently Clinical Assistant Professor at University of Maryland

Manuscripts in preparation

(14) **Tecedor, M.** The development of novice/expert identity in learner–native speaker videoconferencing conversations. Expected submission to *Language Learning* on February, 2023

Projects in preparation (☺ = with a student)

(15) **Tecedor, M.** Deforeignizing the Spanish language curriculum: the case of conversational exchanges with US-Spanish speakers.

(16) ☺**Tecedor, M.,** Matsumura, S., Kerber, N., Illarramendi, J. Task-based instruction in flipped lower-level classroom

(17) ☺**Tecedor, M.,** Langenhorst, H. Increasing intercultural communicative competence using a US-Spanish culture curriculum in lower-level Spanish classrooms

(18) **Tecedor, M. & Elola, I.** Exploring social justice and critical awareness through digital multimodal texts and translanguaging practices

Ancillary materials for textbooks

2016 Student Activities Manual to accompany *¡Anda! Elemental* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

2015 Activities for *Club Cultura*, cultural video accompanying *Mosaicos* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

2014 Oral practice activities for electronic workbook of *Mosaicos* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

2012 Oral practice activities for electronic workbook of *Unidos* (1st ed.). Upper Saddle River, NJ: Pearson Education.

2011 Oral practice activities for electronic workbook of *¡Arriba!* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Invited publications

2014 *Case study of hybrid format.* Pearson Newsletter.
http://www.pearsonmylabandmastering.com/northamerica/results/files/MySpanishLabTexasTechU_CS.pdf

2004 “Testimonio” by invitation of Emma Martinell in *La oferta □ormative del profesorado de E/LE.* Emma Martinell (coord.). Editorial Edinumen, Madrid, Spain

AWARDS

2023 Campus Inclusion Catalyst Award. ASU

2021 The Zebulon Pearce Distinguished Teaching Award. Nominated

2020 Honorable mention as runner up for the Outstanding Scholarly Publication Award. *Hispania*

2013 Outstanding Teaching Assistant Award. University of Iowa (\$1,000).

GRANTS & FELLOWSHIPS

2023 William T. Grant Foundation. Research Grants on Reducing Inequality. Offices’ Research Grant (\$50,000). Applied August 2, 2023

Spencer Foundation. Racial Equity Special Research Grants Program (\$75,000). Applied June 16, 2023

National Endowment for the Humanities. Awards for Faculty at Hispanic Serving Institutions (\$60,000). Applied April 12, 2023.

2022	Seed grant. Institute for Humanities Research. Arizona State University (\$12,000). Funded
2021	Spencer Foundation. Small research grant (\$50,000). Applied September 2021. Not funded
2019	Faculty Success Program. National Center for Faculty Development & Diversity. The College at Arizona State University (\$5,000). Funded
2018	Bidstrup Undergraduate Fellows Grant. Barrett, the Honors College at Arizona State University (\$2,000). Funded AAUW American Fellowship Short-Term Research Publication Grant. American Association of University Women. (\$6,000). Applied November 2018. Not funded
2017	Worldwide eLearning, Texas Tech University (\$1,000). Funded
2016	<i>Spanish Film Festival: New Trends</i> . Pragda (\$1,500). Funded Department of Classical and Modern Languages and Literatures (\$500). Funded The Thomas Jay Harris Institute for Hispanic and International Communication (\$500). Funded International Film Series (\$500). Funded Worldwide eLearning, Texas Tech University (\$1,000). Funded
2015	<i>Simulating Study Abroad</i> . Research Grant. TalkAbroad (\$10,000). Funded <i>Spanish Film Festival: Celebrating Diversity</i> . Pragda (\$1,500). Funded Department of Classical and Modern Languages and Literatures (\$500). Funded The Thomas Jay Harris Institute for Hispanic and International Communication (\$500). Funded The Division of Institutional Diversity, Equity & Community Engagement (\$500). Funded
2013	Outstanding Teaching Assistant Award. University of Iowa (\$1,000).
2012–2013	Ballard Seashore Dissertation Year Fellowship. University of Iowa (\$18,000). Funded
2011	Research Grant Award. Professional Advancement Grants (PAGs). Executive Council of Graduate and Professional Students, University of Iowa (\$1,000). Funded Research Grant. Department of Spanish and Portuguese, University of Iowa (\$300). Funded Research Grant. FLARE/SLA, University of Iowa (\$300). Funded Travel Grant. Pearson Education (\$1,000). Funded Travel Grant. Department of Spanish and Portuguese, University of Iowa (\$300). Funded
2010	Graduate College Summer Fellowship. University of Iowa (\$3,000). Funded Travel Grant. The University of Iowa Graduate Student Senate (\$300). Funded http://gss.grad.uiowa.edu/awardee-spotlight/Marta-Cabrero Travel Grant. Department of Spanish and Portuguese, University of Iowa (\$300). Funded
2002–2005	Fellowship for visiting lecturers. Spanish Agency of International Cooperation (AECI). (€47,700) Funded

CONFERENCE PRESENTATIONS (🌐 = presentation with a student)

2023	<i>Exploring Social Justice and Critical Awareness Through Digital Multimodal Texts and Translanguaging Practices</i> . WorldCALL. Chiang Mai, Thailand. <i>Exploring negotiated interaction in video-based L2-NS conversations</i> . AAAL. Portland, OR.
2021	<i>Using Digital Storytelling to Changing SHL Learners' Attitudes and Self-efficacy towards Digital Literacies</i> . EuroCALL. Paris, France (with I. Elola) <i>Looking Back to Move Forward: Evaluating Teachers' Transition to Online Teaching through a Latent Class Analysis</i>

- Approach*. EuroCALL. Paris, France (with I. Gómez Soler)
- 2020 *Digital Storytelling: Changing SHL Learners' Attitudes and Self-efficacy towards Digital Literacies*. NSSHL. Albuquerque, NM (with I. Elola)
- 2019 ☉ *Novice or expert? Heritage Language Learners' Use of Communication Strategies*. SLRF. Michigan, AZ (with L. Del Carpio y V. Ochoa)
- 2019 *Fostering Intercultural Competence through Videoconferencing Conversations with Native Speakers*. CALICO. Montreal, Canada (with R. Vasseur)
- 2018 *Redefining the Spanish Cultural Curriculum: Strategies to Legitimize Local Communities*. ACTFL. New Orleans, LA (with D. Pascual y Cabo)
- Developing Academic Literacy and Researcher Identities: The Case of Multilingual Graduate Students*. AAAL. Chicago, IL (with I. Elola and K. Nakatsukasa)
- 2017 ☉ *Training instructors to teach in a flipped instructional model*. ACTFL 2017, Nashville, TN (with A. Pérez Belda)
- ☉ *Perspectives on Flipped L2 Classes: Implications for Instructor Training*. CALICO 2017, Flagstaff, AZ (with A. Pérez Belda)
- 2016 *Rethinking Teaching Assistant Training in the 21st Century*. MLA. Austin, TX (with I. Gómez Soler)
- ☉ *Superdiversity in the Classroom: Beyond Language Myths for a Look at Ethnicity, Inclusion and Diversity*. Advancing Teaching and Learning Conference. Texas Tech University, Lubbock, TX (with D. Pascual y Cabo, J. de la Rosa Prada, and B. Mejía)
- ☉ *Simulating Study Abroad with TalkAbroad Videoconferencing Technology*. AAAL. Orlando, FL (with J. Gleason and R. Vasseur)
- ☉ *Student Experiences with TalkAbroad Videoconferencing for Spanish Intercultural Learning*. CALICO. Michigan State University, East Lansing, MI (with J. Gleason and R. Vasseur)
- 2015 *Developing Academic Literacy: The Case of Multilingual Graduate Students*. SLRF. Atlanta, GA. (with I. Elola and K. Nakatsukasa)
- Measuring Oral Proficiency: The Case of Presentational and Interpersonal Computer-Mediated Activities*. CALICO. Boulder, CO (with G. Campos)
- ☉ *Using Gestures to Teach Pronunciation: the Case of Spanish Voiceless Stops*. AAAL 2015. Portland, OR (with K. Nakatsukasa, D. Pascual y Cabo, and J. de la Rosa Prada)
- ☉ *Spanish Heritage Language Courses in U.S. Universities*. Symposium on Spanish as a Heritage Language. Lubbock, TX (with B. Mejía)
- 2014 ☉ *The Effect of Gestural Corrective Feedback on Spanish VOTs*. SLRF. Columbia, SC. (with K. Nakatsukasa, D. Pascual, and J. Travis)
- Videoconferencing Environments: Beginning Learners' Development of Sequence Organization*. CALICO. Athens, OH
- 'Ah, sí, sí, mucho divertido': Beginning Learners' Development of Alignment Moves in Videoconferencing Conversations*. AAAL. Portland, OR
- 2011 *Communicative and Interactional Competence in Computer-Based Oral Tests for Beginning Learners*. CLRT. Ann Arbor, MI
- Assessing Oral Performance: Computer-Based Tests for Beginning Learners*. CALICO. Victoria, British Columbia, Canada
- 2010 *Estratego: An Interactive Multimedia Tool to Assist Independent Reading*. CALICO. Amherst, MA
- 2007 *Culture Learning through Native Speaker Interviews: Combining Processes and Products*. ACTFL. San Antonio, TX (with J. Liskin-Gasparro)
- Clitics in the Initial State of English-Spanish Interlanguage*. Georgetown University Language Roundtable (GURT), Washington, DC

Invited lectures and workshops

- 2023 **University of Missouri Columbia** “Is Tech the Solution?: Examining the impact of technology-enhanced instruction on learning outcomes.”
- 2021 **Arizona State University** “Examining Teachers’ Attitudes Towards Technology: Tools for Language Program Directors”
- 2020 **University of Iowa** “Teacher training and collaboration opportunities for online teaching”
- 2018 **University of Illinois at Urbana-Champaign:** “Flipping the classroom: implications for student and instructor training”
- 2017 **Arizona State University:** “Issues on Program Direction: The Case of Multisection Spanish programs.” Graduate course Language Program Direction.
- 2016 **Bakersfield College:** “Flipping the Classroom: From Traditional Face-to-Face Instruction to Flipped”
- 2015 **Boston College:** “Inspiring and Engaging in the Classroom and Beyond: the Use of Multimedia Tools for Second Language Instruction”
Arizona State University: “Flipping the Classroom: Benefits and Challenges”
- 2014 **Pearson Digital Symposium:** “The Nuts and Bolts of Flipping the Classroom and Initial Results”
Texas Tech University: Symposium on Spanish as a Heritage Language. “Spanish Heritage Speakers: students, parents, and educators”
- 2013 **University of Iowa:** SLA Graduate Student Symposium. “Technology in SLA”
Texas Tech University: “Using a story-based approach to teach grammar: The PACE model.” Graduate course Second Language Methodology.
- 2012 **University of Iowa:** “Blended learning: transition from traditional face-to-face instruction to hybrid model.” Graduate course Multimedia and Second Language Acquisition.
University of Iowa: “Conversation Analysis: A research methodology for second language data.” Graduate course Discourse Analysis.
- 2011 **University of Iowa:** “Assessing oral skills: Computer-based tests”
University of Iowa: “Working with technology in hybrid classes”
- 2010 **University of Iowa:** “Computer-based assessment: Quizzes and tests”
University of Iowa: “Using technology to develop writing skills: Discussion threads and Google Wave”
- 2007–
2012 **University of Iowa:** “Using multimedia technology in the foreign language classroom.” Graduate course Foreign Language Teaching Methods.

TEACHING

COURSES TAUGHT

Arizona State University

SPA420: Applied Linguistics (online)

SPA400: Introduction to Hispanic Linguistics

SPA598: Topics in Applied Linguistics: Online Learning (Graduate course)

SPA598: Spanish Second Language Acquisition (Graduate course)

Texas Tech University

SPAN1507: Elementary Spanish Review

SPAN2301: Intermediate Spanish I

LING5322: Theoretical and Research Foundations of Second Language Teaching

SPAN5343: Studies in Spanish: New Literacies
SPAN5343: Acquisition of Spanish as a Second Language, part II (research)

University of Iowa

Elementary Spanish I & Elementary Spanish II
Spanish Elementary review
Intermediate Spanish I & Intermediate Spanish II
Accelerated Intermediate Spanish

Beijing Language and Culture University

Academic Writing
Business Spanish
Hispanic Cultures
Introduction to Hispanic Linguistics
Introduction to Hispanic Literatures
Reading Spanish Media

COURSES SUPERVISED

Arizona State University

Online lower-level Spanish courses
SPA420: Applied Linguistics (online)

Texas Tech University

Elementary Spanish Review
Intermediate Spanish I & Intermediate Spanish I
Accelerated Intermediate Spanish

MENTORING

Ph.D. Committees

Spanish linguistics, dissertation advisor
Noelle Kerber (Expected graduation, Fall 2024)

Spanish linguistics, dissertation reader
Sofía Fernández (Expected graduation, Fall 2023)
Silvana Domaz (Graduated Fall 2020)
Kaitlyn Teske (Graduated Fall 2018)

Education, dissertation reader
Steven Flanagan (Graduated Spring 2022)

M.A Committees

Spanish linguistics, chair
Jacqueline Shea (Graduated Spring 2021)

Spanish linguistics, portfolio reader
Laura Dicochea (Graduated Spring 2021)

Undergraduate Thesis Committees

Psychology, reader
Sara Quiñones (Graduated Spring 2019)

Honors projects

Diana Quintero Pacheco (Spring 2018)
Cassandra Rau (Spring 2018)

PROFESSIONAL DEVELOPMENT

2020 Faculty Showcase for Excellence in Online Teaching (2h) Arizona State University

2019	OPI familiarization workshop (8 h.), Arizona State University
2015	Institute for Inclusive Excellence, Texas Tech University
2011	SOPI training (15 h.), Center for Applied Linguistics, University of Iowa <ul style="list-style-type: none"> Fully trained to evaluate students' oral proficiency in Spanish on the ACTFL scale using this semi-direct instrument
2010	SOPI training (15 h.), Center for Applied Linguistics, University of Iowa
2009	SOPI training, ACTFL (15 h.), University of Missouri-Kansas City
2003	Teaching Spanish as a Second Language (90 h.), Instituto Cervantes and Universidad de Barcelona, Spain Approach to the Literary Text in the Spanish as a Second Language Classroom (80 h.), Instituto Cervantes and Universidad de La Rioja, Spain
2001	Teaching Spanish as a Second Language (175 h.), International House and the Universidad de Barcelona, Spain

PROFESSIONAL ACTIVITIES

2015	External Reviewer for <i>Enchufes: Foundational Spanish for the Digital Age, VI.0</i>
2010	MySpanishLab User Consultant. Pearson Education
2009	Linguistic Consultant. Excelsior College
2007–2012	Reader for Spanish Advanced Placement Examination. Educational Testing Service

PROFESSIONAL SERVICE

Service to the profession

Manuscript reviewer for *Language Learning & Technology*—2023
Member Organizing Committee for *Hispanic Language Symposium*—2022
Manuscript reviewer for *Spanish as a Heritage Language*—2021, 2022
Manuscript reviewer for *Porta Linguarum Revista Interuniversitaria de Didáctica de las Lenguas Extranjeras*—2021
Manuscript reviewer for *Sustainability*—2021
Manuscript reviewer for *Computer Assisted Language Learning*—2020, 2021
Abstract reviewer for *L2DL Symposium: Critical Transnational Dialogue and Virtual Exchange*—2020
Manuscript reviewer for *Innovation in Language Learning and Teaching*—2019, 2021
Manuscript reviewer for *Heritage Language Journal*—2019
Manuscript reviewer for *Hispanic Studies Review*—2018
Manuscript reviewer for *RECALL*—2018, 2019
Manuscript reviewer for *Applied Linguistics*—2017
Manuscript reviewer for *Foreign Language Annals*—2016
Abstract reviewer for *Symposium on Spanish as a Heritage Language*—2014, 2015, 2016, 2017
Faculty mentor for flipped and hybrid instruction. Bakersfield College—2015
Faculty mentor for flipped and hybrid instruction. Arizona State University—2015
Volunteer Spanish teacher. Prairie Green School, Cosgrove, IA—2013
Organizational assistant for Language Testing Research Colloquium (LTRC) conference, Ann Arbor, MI—2011
Organizational assistant for CALICO conference, Amherst, MA—2010
Organizational assistant for GASLA 9, Iowa City, IA—2007

Service to the community

Volunteer (Spanish translator & host) International Rescue Committee *Asylum-Seeking Support Network*—2019 to present
Spanish instructor *Prairie Green School*—2012/2013

Service to ASU

Member of Dissertation committee: Steven Flanagan—Fall 2021, Spring 2022
Member of Honors Thesis committee: Sara Quiñones—Fall 2018, Spring 2019
Honors contracts Diana Quintero Pacheco & Cassandra Rau—Spring 2018

Service to School of International Languages and Cultures at ASU

Graduate advisor for Spanish Linguistics—Fall 2022 to present
Graduate committee member, Spanish Linguistics representative—Spring 2021, Fall 2022 to present
Point person for Spanish online courses—Fall 2018 to present
Search committee member for Bryan Smith— Fall 2018
Technology Innovation Committee—Fall 2017, Spring 2018

Service to Spanish Section at ASU

Graduate advisor: Noelle Kerber
Search committee member for Spanish instructor—Fall 2022
Graduate mentor: Hunter Lungenhorst, Julia Illarramendi, and Sara Matsumura—Fall 2022, Spring 2023
Graduate mentor: Brandon Cannon, Noelle Kerber, and Hunter Lungenhorst—Fall 2021, Spring 2022
Undergraduate committee Spanish section—Spring 2020 to Spring 2022
Member of Job Market Search committee—Fall 2020, Spring 2021, Fall 2022
Coordinator of Spanish Linguistics mentoring—Fall 2020 to present
Co-chair search committee for Director of Spanish Language Acquisition— Spring 2020
Member of Graduate evaluation committee—Fall 2020 to present
Graduate mentor: Brandon Cannon and Noelle Kerber—Fall 2020, Spring 2021
Graduate mentor: Brandon Cannon and Ashely Lenz—Fall 2019, Spring 2020
Member of Doctoral Dissertation: Silvana Domaz—Spring 2019 to Fall 2020
Graduate mentor: Andrés Jiménez and Ashely Lenz—Fall 2018, Spring 2019
Co-Director Spanish Language Pedagogy Certificate—Spring 2018 to present
Member of Doctoral Dissertation: Kaitlyn Teske—Fall 2017, Spring 2018
Member of Doctoral Comprehensive exams: Kaitlyn Teske—Fall 2017
Search committee member for two Spanish instructors—Spring 2018
Graduate mentor: Lluís Algué Salas and Timothy Ashe Jr.—Fall 2017, Spring 2018
Member of Spanish Linguistics Graduate Committee— Fall 2017 to present

Service to Texas Tech University

Scholarship Review Committee—2016
Search committee member for a position in French Program Director—2015, 2016
Abstract reviewer for *Arts and Humanities Graduate Student Research Conference*—2014, 2015

Service to Spanish Division at Texas Tech University

Search committee member for a Spanish program director—2017
Member of Doctoral Comprehensive exams: Josh de la Rosa Prada—Spring 2016
Member of Doctoral Comprehensive exams: Cheryl Maqueda—Spring 2016
Member of Master Comprehensive exams: Paola Guerrero—Spring 2016
Editorial Board, *Céfiro Journal* (Volume 14)—2016 to 2017
Search committee member for a position in Hispanic Linguistics—2016
Member of Master Comprehensive exams: Brenda Mejía—Spring 2014
Placement exam committee—2014 to 2017
Member of curriculum committee for MA and PhD program in Spanish Linguistics—2014 to 2017
Member of PhD Dissertation Committee: Laura Valentín Rivera—Fall 13 to Spring 2014
Organizer of Spanish Film Festival: Celebrating diversity—2014 to 2017
Faculty advisor. Spanish Club—2013 to 2017
Professionalization workshop for graduate students—2013 to 2017

Service to University of Iowa

Mentor. Critical Mentoring and Student Support program—2013

Service to Spanish Division at University of Iowa

Member of Division of World Languages, Literatures & Cultures Promotional Team—2012
Member of Task Force on Hybridization in Elementary and Intermediate Spanish—2011

Service to FLARE program at University of Iowa

Treasurer FLAREs Graduate Student Organization—2012
Abstract reviewer, SLA Graduate Student Symposium—2011
Organizational assistant for SLA Graduate Student Symposium, University of Iowa—2009, 2011

Service to Beijing Language and Culture University

Coordinator of Annual Hispanic Cultural Festival. In cooperation with Spanish Embassy—2002 to 2005
Editor of Culturas Hispanas, annual magazine funded by Spanish Embassy in Beijing—2002 to 2005
Coordinator of Language Partner Program—2002 to 2005

PROFESSIONAL MEMBERSHIPS

American Association for Applied Linguistics (AAAL)
American Council on the Teaching of Foreign Languages (ACTFL)
Computer-Assisted Language Instruction Consortium (CALICO)
Modern Language Association (MLA)