

**PRÓSPERO N. GARCÍA, PH.D.**

[Rev. November 4<sup>th</sup>, 2016]

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**EDUCATION**

- 2012 Ph.D. in Hispanic Linguistics. *U of Massachusetts, Amherst*  
“VERBALIZING IN THE SECOND LANGUAGE CLASSROOM: THE DEVELOPMENT OF THE GRAMMATICAL CONCEPT OF ASPECT”  
**Chair:** Dr. Eduardo Negueruela. *U of Navarra, Pamplona*  
Areas of concentration:  
**Major:** Applied Linguistics (Second Language Acquisition)  
**Minor:** Language Program Direction & Administration
- 2009 M.A. in Hispanic Literatures and Linguistics. *U of Massachusetts, Amherst*
- 2003 B.A. in Foreign Language Pedagogy. *U of Oviedo, Spain*
- 2001 B.A. of Arts in Physical Education. *U of Oviedo, Spain*

**FACULTY APPOINTMENTS**

- 2012-Present Assistant Professor of Spanish Applied Linguistics. Graduate Faculty.  
Rutgers University, Camden. Department of Foreign Languages & Literatures.
- 2014-Present Graduate Faculty (non-dual appointment).  
Rutgers University, New Brunswick. Department of Spanish & Portuguese.
- 2009-2012 Lecturer in Spanish. Undergraduate Faculty.  
Amherst College. Spanish Department.
- 2003-2009 Teaching Associate. Undergraduate Faculty.  
University of Massachusetts, Amherst. Department of Spanish and Portuguese.
- 2005-2009 Teaching Assistant. Undergraduate Faculty.  
Smith College. Spanish Department.

**RESEARCH INTERESTS**

- Sociocultural Theory and Second Language Learning and Teaching
- Spanish Second Language Acquisition and Pedagogy
- Evaluation and Assessment in the Second Language Classroom
- Foreign Language Teaching Methodology and Pedagogical Grammar
- Language Program Direction and Administration
- Technology Enhanced Language Learning

## PUBLICATIONS

### Special Issues (Guest Editor)

1. García, P. N. (forthcoming, 2017). Exploring the Role of Dynamic Assessment in Language Education. *Language and Sociocultural Theory 4* (2).

### Articles in Refereed Journals

1. García, P. N. (Submitted, under review). Verbalizing: A Meditational to Promoting and Ascertaining Conceptual Development in the L2 Classroom. *The Canadian Modern Language Review*.
2. García P.N. & Perez-Cortes, S. (Submitted, under review). Heritage learners and the internalization of gramatical categories: A Vygotskyan approach to teaching and learning. *Language, Teaching, Research*.
3. García, P. N. (forthcoming, 2017). Dynamic Assessment: Promoting in-Service Teachers' Conceptual Development and Critical Language Awareness in the L2 Classroom. *Language and Sociocultural Theory 4* (2).
4. García, P. N. (In press, January 2017). A sociocultural approach to analyzing L2 development in the Spanish L2 Classroom. *VIAL (Vigo International Journal of Applied Linguistics)* 14, 1-22.

### Refereed Book Chapters

1. García, P. N. (Forthcoming 2017). Implementing Concept-Based Instruction in the Spanish K-12 Classroom: The Case of Por and Para. In R. A. van Compernelle (Ed.) *Concept-Based Instruction in the L2 Classroom*. Multilingual Matters.
2. García, P. N. (Forthcoming, 2017). Conscious Conceptual Manipulation for L2 Development. In J. P. Lantolf & M. E. Poehner (Eds.) *The Routledge Handbook of Sociocultural Theory and Second Language Development*. New York: Routledge (Double-blind; peer-reviewed).
3. García, P. N. (Forthcoming, 2017). Promoting L2 in-Service Teachers' Conceptual Development through Collaborative Dialogue. In M. Haneda & H. Nassaji (Eds.) *Language as social action: Multiple perspectives*. Bristol, England: Multilingual Matters (Double-blind; peer-reviewed).
4. Negueruela, E. & García P. N. (2016). Sociocultural Theory and The Language Classroom. In G. Hall (Ed.) *The Routledge Handbook of English Language Teaching*. New York: Routledge, 295-309 (Double-blind; peer-reviewed).
5. Negueruela, E., García, P. N. & Buescher, K. (2015). From inter-action to intra-action: the internalization of talk, gesture, and concepts in the second language classroom. In N. Markee (Ed.) *The Handbook of Classroom Interaction*. Malden: Wiley-Blackwell, 233-249 (Double-blind; peer-reviewed).
6. García, P. N. (2014). Verbalizing in the Second Language Classroom: Exploring the Role of Agency in the Internalization of Grammatical Categories. In P. Deters, X. Gao, E. R. Miller, & G. Vitanova (eds.) *Theorizing and Analyzing Agency in Second Language Learning: Interdisciplinary Approaches*. Bristol, England: Multilingual Matters, 213-231 (Double-blind; peer-reviewed).

### Refereed Proceedings

1. García, P. N. (2011). Dynamic Assessment and the Spanish Classroom: Implications for Teaching. *Actas del IX Congreso Internacional de Lingüística General*. Valladolid, Spain. June 21<sup>st</sup> - 23<sup>rd</sup>, 2010. 949-963 ISBN: 987-84-693-6786-5 (Double-blind; peer-reviewed).
2. García, C., & P. N. García (2009). Averamiento a la historia del cómic n'asturianu. *Actes del II Conceyu Internacional de Lliteratura Asturiana (CILLA)*, Uviéu, 5, 6, 7 y 8 de payares 2007. Academia de la Llingua Asturiana, Oviedo, Spain. 407-421 ISBN: 978-84-8168-478-0 (Double-blind; peer-reviewed).

### Refereed Book Reviews

1. García, P. N. (2014). Review of Ruiz Fajardo, Guadalupe (2012) *Methodological Developments in Teaching Spanish as a Second and Foreign Language*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing. *Hispania*, 97, 3. 529-530.
2. García, P. N. (2014). Review of Deters, P. (2013). *Identity, Agency and the Acquisition of Professional Language and Culture*. London, UK: Bloomsbury. 2013. In *LINGUIST List*, 25.2351: <http://linguistlist.org/pubs/reviews/get-review.cfm?subid=25100291>

### Textbooks

1. Blanco, J., C. C. Tocaimaza-Hatch & P. N. García (2013). *Enlaces*. Vista Higher Learning. Boston, MA. ISBN: 978-1-60576-092-6. [Contributing writer]
2. Courtad, J, K. Everly, & M. Gaspar (2012) *Intrigas: Advanced Spanish Through Literature and Film*. Vista Higher Learning. Boston, MA. ISBN 13 978-1-617-671036. [Contributing writer]
3. Amores, M., J. L. Suárez García, & M. Morris (2012) *Experience Spanish*. McGraw Hill. New York, NY. ISBN 978-0-07-353439-8. [Member of the Editorial Board of Advisors]
4. Blanco, J., C. C. Tocaimaza-Hatch & P. N. García (2011). *Sueña, Second Edition*. Vista Higher Learning. Boston, MA. ISBN: 978-1-60576-250-0. [Contributing writer]
5. Blanco, J., C. C. Tocaimaza-Hatch & P. N. García (2010). *Imagina, Second Edition*. Vista Higher Learning. Boston, MA. ISBN: 978-1-60576-092-6. [Contributing writer]

### Textbook Reviews

1. Blanco, J. & P. R. Donley (2012) *Vistas: Introducción a la lengua española, Fourth Edition*. Boston, MA. ISBN: 978-1-61767-057-2.
2. Bleichmar, G. & P Cañón (2012) *Taller de escritores: Grammar and Composition for Advanced Spanish*. Vista Higher Learning. Boston, MA. ISBN: 978-1-61767-100-5.
3. Chiquito, B. (2012) *A Handbook of Contemporary Spanish Grammar*. Vista Higher Learning. Boston, MA. ISBN: 978-1-61767-097-8.
4. Friis, R. & T Séeligman (2012) *Doble vía: Comunicación en español*. Heinle/Cengage Learning. Boston. ISBN-13: 978-0-495-91509-6

### Work in progress:

1. García, P.N. (in preparation). Conscious Conceptual Manipulation at the core of L2 Conceptual Development: The case of Spanish *por* and *para*. To be Submitted to *Language Awareness*.
2. Rosborough, A., Buescher, K., Garcia, P.N., Hults, A., McCafferty, S., & Negueruela-Azarola (In preparataion). A Pedagogy with People Who Feel: Teaching and Learning World Languages in a Contradictory and Complex Educational Universe. To be submitted to the *Harvard Educational Review*.
3. García, P. N. (in preparation). Conscious Conceptual Manipulation as a tool for Development in the Second Language Classroom. To be Submitted to *Language, Teaching, Research*.
4. García, P. N. (in preparation). Collaborative learning in the L2 classroom: Zones of Potential Development v. Affective factors. To be Submitted to *Language Learning Journal*.
5. García, P. N. (in preparation). Dynamic Assessment: Exploring the Role of Enrichment in the development of in-service L2 Teachers' Critical Language Awareness. To be Submitted to *Applied Linguistics*.
6. García, P. N. (in preparation). Thinking-and-Speaking: Exploring the Effect of Mediation in L2 Learners' Verbalizing protocols. To be Submitted to *The Modern Language Journal*.
7. García, P. N. (Work in progress). Group Dynamic Assessment in the Spanish Classroom: Towards a Model of Development-Referenced Assessment.

## ONGOING RESEARCH PROJECTS

- 2015-Present *Spaces, Communities, Interaction, and Development in the Language Classroom*. Funded by The McKay School of Education at Brigham Young University.  
Co-PIs: Rosborough, A., E. Negueruela, S. McCafferty, P. García, A. Hulst, and K. Buescher.
- 2014-Present *Grammar Concepts as Psychological Tools: An Online Resource Site For Concept-Based Grammar Teaching*. Funded by The Center for Advanced Language Proficiency Education and Research (CALPER) at the Pennsylvania State University.  
PI: Eduardo Negueruela-Azarola; Co-PI: Próspero N. García
- 2014-Present *Promoting Second Language Conceptual development in the Spanish K-12 Classroom*. Ongoing at Rutgers University, Camden / Absegami High School, NJ.  
PI: Próspero N. García

## REFEREED CONFERENCES & PRESENTATIONS

1. March 18<sup>th</sup>-21<sup>st</sup>, 2017 [Lecture] "Exploring the Role of L2 Learners' Conscious Conceptual Manipulation in the Teaching and Development of Grammatical Categories." *American Association for Applied Linguistics 2017 Conference (AAAL)*. Portland, OR.
2. November 3<sup>rd</sup>-5<sup>th</sup>, 2016 [Lecture Co-authored with Alessandro Rosborough, Kimberly Buescher, Alaska Black-Hulst, Eduardo Negueruela-Azarola, and Steven McCafferty] "A Pedagogy for Feeling-Thinking Beings: Against Observable Standards." *XXIIIth Annual Sociocultural Theory and Second Language Learning Research Working Group*. University of South Florida, Tampa Bay, FL.
3. April 9<sup>th</sup>-12<sup>th</sup>, 2016 [Lecture] "Promoting in-Service Teachers' Conceptual Development in the L2 Classroom through Pedagogical Praxis." *2016 American Association for Applied Linguistics (AAAL)*. Orlando, FL.
4. March 11<sup>th</sup>-13<sup>th</sup>, 2016 [Lecture] "Dynamic Assessment: Promoting in-Service Teachers' Conceptual Development and Critical Language Awareness in the L2 Classroom." *2016 Georgetown University Roundtable (GURT): Useful Assessment and Evaluation in Language Education*. Washington, D.C.
5. October 1<sup>st</sup>-3<sup>rd</sup>, 2015 [Lecture, Co-authored with Silvia Perez-Cortes] "A Conceptual Approach to Fostering Critical Language Awareness in the Heritage Language." *XXIIth Annual Sociocultural Theory and Second Language Learning Research Working Group*. Rutgers University, Camden, NJ.
6. May 20<sup>th</sup>-24<sup>th</sup>, 2015. [Lecture, Co-authored with Silvia Perez-Cortes] "Verbalizing as a Tool to Promote Conceptual Development in Heritage Learners." *10<sup>th</sup> International Symposium on Bilingualism (ISB 10)*. Rutgers University, New Brunswick, NJ.
7. April 28<sup>th</sup>, 2015. [Lecture] "Enhancing Learning Objectives and Critical Thinking through ePortfolios and Social Media." *2<sup>nd</sup> elearning Conference*. Rutgers University, Camden, NJ.
8. March 21<sup>st</sup>-24<sup>th</sup>, 2015. [Lecture] "Concept-Based Instruction: Promoting L2 Development Through Conscious Conceptual Manipulation." *2015 joint American Association for Applied Linguistics and Association Canadienne de Linguistique Appliquée Conference (AAAL-ACLA 2015)*, Toronto, Ontario, Canada.
9. November 6<sup>th</sup>-8<sup>th</sup>, 2014 [Lecture, Co-authored with Aurora Boyette] "Obuchenie in the Making: Promoting L2 Conceptual Development in the Spanish K-12 Classroom." *XXIth Annual Sociocultural Theory and Second Language Learning Research Working Group*. University of Miami, Coral Gables, FL.

10. August 10<sup>th</sup>-15<sup>th</sup>, 2014 [Lecture] "Verbalizing in the L2 Classroom: The Role of Agency in the Internalization of Grammatical Categories." *XVIIIth World Congress of the International Association of Applied Linguistics (AILA)*. Brisbane, Australia
11. April 25<sup>th</sup>, 2014 [Lecture] "The quality of the explanation matters: Implementing Concept-Based instruction." *2014 IUP Spring Methodology Conference on Foreign Language Teaching*. Blairsville, PA.
12. March 22<sup>nd</sup>-25<sup>th</sup>, 2014 [Lecture] "Implementing the Grammatical Concept of Aspect as a Mediational Tool to Develop Learner's Agency in the Spanish L2 Classroom." *American Association for Applied Linguistics 2014 Conference (AAAL)*. Portland, OR.
13. September 26<sup>th</sup>-28<sup>th</sup>, 2013 [Lecture] "Thinking and Speaking: Exploring L2 learners' agency in the conceptualization of grammatical categories." *XXth Annual Sociocultural Theory and Second Language Learning Research Working Group*. Pennsylvania State University, PA.
14. March 16<sup>th</sup>-19<sup>th</sup>, 2013 [Lecture] "Verbalizing in the Second Language Classroom: The Development of the Grammatical Concept of Aspect." *American Association for Applied Linguistics 2013 Conference (AAAL)*. Dallas, TX.
15. January 6<sup>th</sup>, 2013 [Lecture] "Collaborative Language Learning in the Second Language Classroom: Significant Joint Activity that leads to Individual Development in the L2". *128<sup>th</sup> MLA Annual Convention*. Boston, MA.
16. October 13<sup>th</sup>-15<sup>th</sup>, 2011 [Lecture] "Zones of Potential Development in the Second Language Classroom: The role of G-CBI in the Internalization of the grammatical concept of Aspect". *XVIIIth Annual Sociocultural Theory and Second Language Learning Research Working Group*. University of Alabama, AL.
17. October 21<sup>st</sup>-23<sup>rd</sup>, 2010 [Lecture] "Collective and Individual Zones of Potential Development in the Foreign Language Classroom: The Internalization of Aspect". *XVIIth Annual Sociocultural Theory and Second Language Learning Research Working Group*. Columbia University. New York City, NY.
18. June 21<sup>st</sup>-23<sup>rd</sup>, 2010 [Lecture] "Dynamic Assessment and the Spanish Classroom: Implications for Teaching". *IX Congreso Internacional de Lingüística General*. Valladolid, Spain.
19. October 19<sup>th</sup>, 2009 [Lecture, co-authored with Chechu García] "La transición en el cómic asturiano: Un análisis del Surdimiento". *Asturias y los asturianos a través de la historia: Pasado, Presente y Futuro. / Asturias and the Asturians throughout History: Past, Present and Future*. Chicago, IL.
20. April 19<sup>th</sup>, 2008 [Lecture] "Dynamic Assessment: Testing L2 Learners' Development Using Cognitive Developmental Activities. A Case Study." *61<sup>st</sup> Kentucky Foreign Language Conference (KFLC)*, Lexington, KY.
21. November 7<sup>th</sup>, 2007 [Lecture, co-authored with Chechu García] "Averamiento a la historia del comic n'asturiano". *II Conceyu Internacional de Lliteratura Asturiana (CILLA)*, Oviedo, Spain.
22. September 16<sup>th</sup>, 2007 [Lecture, co-authored with Chechu García] "Futuru del comic en llingua asturiana". *Arribada 2007: Vagamar lliteraria en Xixón*. Gijón, Spain.
23. June 20<sup>th</sup>, 2006 [Lecture] "Dynamic Assessment and Language Placement Tests: Interfaces between Language Testing and Second Language Research." *Joint AAAL-ACLA/CAAL 2006 Conference*. Montreal, Canada.
24. November 20<sup>th</sup>, 2004 [Lecture] "La fiabilidad de un estudio válido o la metáfora del huevo y la gallina". *I Seminario de Lingüística Hispánica y Metodología de Investigación*. University of Massachusetts, Amherst, MA.
25. October 16<sup>th</sup>, 2004 [Poster, co-authored with E. García-Frazier & F. Meizoso] "An Online Workbook in the FL Classroom: A Pilot Study." *Second Language Research Forum (SLRF) 2004*, Penn State University, PA.
26. April 17<sup>th</sup>, 2004 [Lecture] "La enseñanza del español como segunda lengua en España". *I Massachusetts Symposium on Hispanic Linguistics*. University of Massachusetts, Amherst, MA.

## INVITED PRESENTATIONS & KEYNOTES

### Keynote Speaker

- April 18<sup>th</sup>, 2015. “Concept-Based Instruction in the Second Language Classroom: Rethinking Language Teaching and Learning as Transformative Activity.” *Methodological Developments of Teaching of Spanish as a Second Language. IX Workshop for Teachers: Concept-Based Approach.* Sponsored by the departments of Latin American and Iberian Cultures (*Columbia University*) and of Spanish and Latin American Cultures (*Barnard College*), New York.

### Lectures

1. March 9<sup>th</sup>, 2015. “A Sociocultural and Transformative Agenda for Researching Development in the L2 Classroom.” *Temple University*, PA.
2. February 19<sup>th</sup>, 2015. “Concept-Based Instruction: A sociocultural Approach to Teaching, Learning, and Developing Grammatical Concepts in the L2 classroom.” *Haverford College*, PA.
3. November 15<sup>th</sup>, 2014. “Dynamic Assessment in the Spanish Language Classroom: From Theory to Praxis.” *Department of World Languages & Cultures, Indiana University-Purdue University Indianapolis*. Indianapolis, IN.
4. February 22<sup>nd</sup>, 2013. “L2 Development in the Spanish Classroom: The role of Verbalizing in the Conceptualization of Grammatical Categories.” *Rutgers University*, New Brunswick, NJ.
5. February 20<sup>th</sup>, 2012. “Sociocultural Theory in the Second Language Classroom: Rethinking activity.” *Department of Foreign Languages, Georgia Southern University*. Statesboro, GA.
6. February 16<sup>th</sup>, 2012. “Language Program Articulation in the post MLA 2007 report era: Challenging the Ghost in the Machine.” *Department of Romance, German and Slavic Languages, The George Washington University*. Washington, D.C.
7. February 14<sup>th</sup>, 2012. “Sociocultural Theory in the L2 Classroom: Using Spanish as a tool for thinking.” *Department of Modern Languages, Literatures, and Cultures, Butler University*. Indianapolis, IN.
8. February 9<sup>th</sup>, 2012. “Sociocultural Theory and the Spanish Language Classroom: Implications for Teaching and Assessment.” *Department of Latin American and Iberian Cultures, Columbia University*. New York, NY.
9. January 25<sup>th</sup>, 2012. “Reformulating the pedagogical imperative: The formation of critical educators.” *Department of Modern Languages, University of Mississippi*. Oxford, MS.
10. November 4<sup>th</sup>, 2011. “A Sociocultural Approach to Foreign Language Teaching for the XXI Century.” *Department of Foreign Languages and Literatures, MIT*. Boston, MA.
11. September 25<sup>th</sup>-28<sup>th</sup>, 2008. “Trends and Teaching Challenges in Introductory Spanish.” *McGraw-Hill World Languages National Symposium: Introductory Spanish*. Tucson, AZ.
12. April 30<sup>th</sup>, 2007 [Co-authored with Chechu García] “La historia del comic n’asturiano.” *28 Selmana de les Lletres Asturianes*. Nava, Spain.

### Seminars

1. September 14<sup>th</sup>, 2015. “Dynamic Assessment in the Spanish Classroom.” *Temple University*, PA
2. February 22<sup>nd</sup>, 2013. “Qualitative Research Methods in Applied Linguistics.” *Rutgers University*, New Brunswick, NJ.

### Workshops

3. September 5<sup>th</sup>, 2014. “Enhancing Learning Objectives through Technology.” *Digital Teaching Fellows workshops*. Rutgers University, Camden.

4. October 11<sup>th</sup>, 2013. [Co-authored with Silvia Perez-Cortes] “Early dual language immersion in the classroom: Tools for helping bilingual children succeed.” *Early Learning Research Academy (ELRA)*. Camden, NJ.
5. September 20<sup>th</sup>, 2007. “Using Gradekeeper as an Assessment Tool in the L2 Classroom”. *University of Massachusetts, Amherst, MA*.

## ORGANIZATION OF CONFERENCES, SYMPOSIA, AND COLLOQUIA

### International Conferences

- October 1<sup>st</sup>-3<sup>rd</sup>, 2015. *XXII Annual Sociocultural Theory & Second Language Learning Research Working Group Meeting*. Rutgers University, Camden, NJ. [Chair of the organizing Committee] <http://foreignlanguages.camden.rutgers.edu/stsllr-group/>
- May 20<sup>th</sup>-25<sup>th</sup>, 2015. *International Symposium on Bilingualism 10 (ISB10)*. Rutgers University, New Brunswick, NJ. <http://isb10.rutgers.edu/cfp.html> [Member of the Organizing Committee; Webmaster; Chair of Sociocultural Approaches, and Affective Factors Committees]

### Refereed Colloquia

- March 11<sup>th</sup>-13<sup>th</sup>, 2016. “Exploring the Role of Dynamic Assessment in Language Education.” 2016 *Georgetown University Roundtable (GURT): Useful Assessment and Evaluation in Language Education*. Washington, D.C. **Presenters:** Kristin Davin (Loyola University Chicago), Próspero N. García (Rutgers University Camden), Diana Gomez (University of Pittsburg), Paolo Infante (Pennsylvania State University), Xiaofei Lu (Pennsylvania State University), Matthew Poehner (Pennsylvania State University), and Jie Zhang (University of Oklahoma). **Discussant:** Marta Antón (Indiana University-Purdue University Indianapolis).
- March 21<sup>st</sup>-24<sup>th</sup>, 2015. “Exploring the Role of Thinking-for-Speaking in Second Language Education.” 2015 *joint American Association for Applied Linguistics and Association Canadienne de Linguistique Appliquée Conference (AAAL-ACLA 2015)*, Toronto, Ontario, Canada. **Presenters:** Francisca Aguiló-Mora (University of Miami), Teresa Cadierno (University of Southern Denmark), Alberto Hijazo-Gascón (University of East Anglia), Steve McCafferty (University of Nevada, Las Vegas), Eduardo Negueruela-Azarola (University of Miami), and Gale Stam (National Louis University). **Discussant:** James P. Lantolf (Pennsylvania State University).

### Roundtables

- March 4<sup>th</sup>, 2014. “*Fourth Getting to Work Roundtable Series: Shifting trends in the assessment of classroom interaction*,” presented by Dr. Marta Antón (Indiana University-Purdue University Indianapolis). Hosted by the Master of Arts in Teaching Spanish at Rutgers, Camden.
- February 18<sup>th</sup>, 2014. “*Third Getting to Work Roundtable Series: Languages in the professional world*,” presented by Dr. Celínés Villalba (Rutgers University, New Brunswick). Hosted by the Master of Arts in Teaching Spanish at Rutgers, Camden.
- November 21<sup>st</sup>, 2013. “*Second Getting to Work Roundtable Series: Translation*,” presented by Dr. Miguel Jiménez (Rutgers University, New Brunswick). Hosted by the Master of Arts in Teaching Spanish at Rutgers, Camden.
- May 2<sup>nd</sup>, 2013. “*First Getting to Work Roundtable Series: Spanish Education Opportunities in S. Jersey*,” presented by Roseth Rodríguez (Moorestown School System, NJ). Hosted by the Master of Arts in Teaching Spanish at Rutgers, Camden. [Co-organized with Dr. Ana Laguna]

## Workshops

- April 21<sup>st</sup>, 2015. “*Teaching Spanish se with PACE, a Guided, Inductive Approach to Grammar Instruction,*” presented by Dr. Paul Toth (Temple University). Hosted by the Master of Arts in Teaching Spanish at Rutgers, Camden.
- April 9<sup>th</sup>, 2015. “*Genre-based Approaches to Designing Curricula,*” presented by Dr. Ana López-Sánchez (Haverford College). Hosted by the Master of Arts in Teaching Spanish at Rutgers, Camden.
- November 17<sup>th</sup>, 2014. “*Engaging Learners in Peer Collaboration to Promote Individual Mediation in the Foreign-Language Classroom,*” presented by Dr. Kara Moranski (University of Pennsylvania). Hosted by the Master of Arts in Teaching Spanish at Rutgers, Camden.
- October 29<sup>th</sup>, 2014. “*A Sociocultural Perspective on Teaching and Developing Literacy in the L2 Classroom,*” presented by Kimberly Buescher (Pennsylvania State University). Hosted by the Master of Arts in Teaching Spanish at Rutgers, Camden.

## Webinars

- October 27<sup>th</sup>, 2016. “*Concept-Based Pragmatics Instruction for the L2 Classroom,*” presented by Dr. Remi A. van Compernelle (Carnegie Mellon University). Hosted by the Master of Arts in Teaching Spanish at Rutgers, Camden.
- March 2<sup>nd</sup>, 2016. “*Interventionist Dynamic Assessment in the Spanish Classroom,*” presented by Dr. Kristin Davin (Loyola University Chicago). Hosted by the Master of Arts in Teaching Spanish at Rutgers, Camden.
- October 15<sup>th</sup>, 2014. “*Sociocultural Theory in the Spanish Classroom: Implications for teaching,*” presented by Dr. Eduardo Negueruela-Azarola (University of Miami). Hosted by the Master of Arts in Teaching Spanish at Rutgers, Camden.
- April 25<sup>th</sup>, 2014. “*Dynamic Assessment in the Spanish Classroom,*” presented by Dr. Matthew Poehner (Pennsylvania State University). Hosted by the Master of Arts in Teaching Spanish at Rutgers, Camden.

## Tables Chaired

- May 23<sup>rd</sup>, 2015. “Bilingual Literacy.” *International Symposium on Bilingualism 10* (ISB10). Rutgers University, New Brunswick, NJ. <http://isb10.rutgers.edu/cfp.html>
- October 23<sup>rd</sup>, 2014. “The Desiring Gendered Subject.” *2014 Early Modern Image and Text Conference* (EMIT). Rutgers University, Camden, NJ.

## GRANTS & AWARDS

### Grants

- **Spring 2016.** CCFAS Dean’s Matching Fund for Faculty Travel at Rutgers Camden. Granted \$500.
- **Fall 2015.** 2015-2016 Faculty Research and Creative Activities Award. Funded by the School of Arts and Sciences at Rutgers Camden. Granted \$5,000.
- **Fall 2015.** Graduate Program Enhancement Grant. Funded by the Graduate School at Rutgers Camden. Granted \$5,000. Co-PIs - Próspero N. García and Ana Laguna (alphabetically).
- **Fall 2014.** CCFAS Dean’s Matching Fund for Faculty Travel at Rutgers Camden. Granted \$500.



- **Spring 2014.** Workshop “Bilingual morphology at the crossroads: multidisciplinary perspectives on word structure” held in conjunction with the *International Symposium on Bilingualism 10* (May 20-24, 2015), in New Brunswick, NJ. Funded by the National Science Foundation (NSF).  
Granted \$23,379. Co-PIs - José Camacho and the organizing committee of the *10th International Symposium on Bilingualism* (<http://isb10.rutgers.edu/committee.html>)
- **Spring 2014.** CCFAS Dean’s Matching Fund for Faculty Travel at Rutgers Camden.  
Granted \$500.
- **Spring 2005.** Graduate Foundation Conference Grant. University of Massachusetts, Amherst.  
Granted \$250.

### Awards

- 2015 **Chancellor’s Award for Teaching Excellence.** *Rutgers University, Camden.* Finalist.
- 2014 **Digital Teaching Fellowship.** Rutgers University, Camden. (\$2000)
- 2008 **Distinguished Teaching Award.** *U of Massachusetts, Amherst.* Finalist.
- 2007 **Distinguished Teaching Award.** *U of Massachusetts, Amherst.* Finalist.
- 2001 **Internship Tandem Program,** Oviedo (Spain). *University of Oviedo* (Spain), *University of Bochum* (Germany), and *University of Leeds* (United Kingdom).

## TEACHING EXPERIENCE & CURRICULUM DEVELOPEMENT

Fall 2012 – Present **Assistant Professor of Hispanic Applied Linguistics,** *Rutgers University.* Camden, NJ. Full responsibility for designing syllabi, planning, teaching, and assessment of student work in all the following courses:

### Graduate:

- Spanish 513: Introduction to Spanish Sociolinguistics.
- Spanish 515: Acquisition of Spanish as a Second Language.
- Spanish 517: Methods of Teaching Spanish.
- Spanish 521: Spanish Grammar and Linguistics I.
- Spanish 522: Spanish Grammar and Linguistics II.
- Spanish 531: Technology in the Spanish Classroom.
- Spanish 533: Assessment and Evaluation in the Spanish Classroom.
- Spanish 535: Sociocultural Theory in the Spanish Classroom: Rethinking Activity.
- Spanish 536: Introduction to Spanish Applied Linguistics.
- Spanish 591: Concept Based Teaching in the k-12 Classroom.
- Spanish 681: Psychological Foundations of Teaching Spanish.

### Undergraduate:

- Spanish 227: Spanish for the Health Professions.
- Spanish 292: Psychological Foundations of Teaching Spanish.
- Spanish 471: Technology in the Spanish Classroom.
- Spanish 473: Assessment and Evaluation in the Spanish Classroom.
- Spanish 475: Sociocultural Theory in the Spanish Classroom: Rethinking Activity.
- Spanish 476: Introduction to Spanish Applied Linguistics.
- Spanish 477: Introduction to Spanish Sociolinguistics.
- Spanish 478: Spanish Grammar and Linguistics I.

- Spanish 479: Spanish Grammar and Linguistics II.
- Spanish 481: Acquisition of Spanish as a Second Language.
- Spanish 491: Methods of Teaching Spanish.

Fall 2009 – Spring 2012 **Lecturer of Spanish.** *Amherst College.* Amherst, MA. Full responsibility for planning, teaching, and assessment of student work in all the following courses:

- Spanish 03/ Spanish 120: Intermediate Spanish. (7 sections)
- Spanish 05/ Spanish 130: Advanced Spanish. (4 sections)
- Spanish 06 / Spanish 135: Spanish Conversation (2 sections)
- Spanish 07 / Spanish 199: Advanced Spanish Composition. (5 sections)

Fall 2003 - Spring 2009 **Teaching Associate.** *University of Massachusetts (UMass),* Amherst, MA. Full responsibility for planning, teaching, and assessment of student work in all the following courses:

- Spanish 311: Advanced Grammar. (2 sections)
- Spanish 301: Advanced Conversation. (5 sections)
- Spanish 240: Intermediate Spanish II, Spanish for General Purposes. (1 section)
- Spanish 232: Spanish for Specialists. (1 section)
- Spanish 230: Intermediate Spanish I, Spanish for General Purposes. (4 sections)
- Spanish 126: Intensive Elementary Spanish, Spanish for General Purposes. (1 section)
- Spanish 120: Elementary Spanish II, Spanish for General Purposes. (2 sections)
- Spanish 110: Elementary Spanish I, Spanish for General Purposes. (3 sections)

Fall 2005, Spring 2009. **Teaching Assistant.** *Smith College.* Northampton, MA. Shared responsibility for planning, teaching, and assessment of student work in the following course:

- Spanish 112: Accelerated Elementary Spanish. (4 sections)

### LANGUAGE PROGRAM COORDINATION

- Fall 2008 – Spring 2009. **Advanced Spanish Language Program Coordinator,** All Spanish 300 level courses. Coordination, creation of syllabi, and organization of 8 sections each semester. *U of Massachusetts, Amherst*
- Spring 2008. **Assistant to the Language Program Director (LPD).** Responsibilities: Assist the LPD in the design of assessment materials, collect grade distributions and mean scores to help the LPD insure inter-rater reliability across sections of the language program, and selection of textbooks for the different levels of the language program. *U of Massachusetts, Amherst*
- Fall 2007 – Spring 2008. **Elementary Spanish Language Program Coordinator,** Spanish 110 & Spanish 120. Coordination, creation of syllabi, and organization of 22 sections each semester. *U of Massachusetts, Amherst*

### MENTORING: Research and Academic Development

#### Mentoring of Student Research

- Spring 2016. Madison Rogers. “Mediation during Dynamic Assessment as a tool for Fostering In-

service Language Teachers' Microgenetic Conceptual Development." Poster presented at the *Celebration of Undergraduate Research and Creative Activity (CURCA)* at Rutgers University, Camden.

- Spring 2015. Caridad Cloud. "Culture as a Gateway to Enhancing Second Language Learning and Development." Poster presented at the *Celebration of Undergraduate Research and Creative Activity (CURCA)* at Rutgers University, Camden.
- Summer 2014 - Ongoing. Aurora Boyette. *Promoting Second Language Conceptual development in the Spanish K-12 Classroom.*

### **MAT Capstone & MAT Comprehensive Exam at Rutgers University.**

- **Fall 2016.** Krysta Herrera. Member of her MAT Capstone and Exit Exam Committees
- **Fall 2016.** Andrew Tsahakis. Member of his MAT Capstone and Exit Exam Committees
- **Fall 2015.** Sae Gutierrez. Member of her MAT Capstone and Exit Exam Committees
- **Fall 2015.** Eveling Hondros. Member of her MAT Capstone and Exit Exam Committees
- **Fall 2015.** Stephany Villar. Member of her MAT Capstone and Exit Exam Committees
- **Spring 2015.** Aurora Boyette. Member of her MAT Capstone and Exit Exam Committees
- **Spring 2015.** Galina Graulau. Member of her MAT Capstone and Exit Exam Committees

### **Federally Funded Mentoring of Undergraduate Research Assistants**

- **Fall 2016.** Krysta Herrera. (\$2000 Grant). Collaboration in the transcription and data analysis of a study conducted by Próspero N. García.
- **Spring 2016.** Madison Rogers. (\$2000 Grant). Collaboration in the transcription and data analysis of a study conducted by Próspero N. García.
- **Spring 2014.** Eveling Hondros. (\$880 Grant). Collaboration in the transcription and data analysis of a study conducted by Próspero N. García.

## **SERVICE TO THE PROFESSION**

### **Article Editor in Journals**

- *SAGE Open*, SAGE Publishers. Spring 2014.

### **Ad hoc reviewer in Journals**

- *Language Awareness*, Taylor & Francis. Spring 2016 - Present
- *Language Teaching Research*, SAGE Publishers. Fall 2015 - Present
- *RESLA (Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics)*, John Benjamins. Spring 2015 - Present.
- *Language and Sociocultural Theory*, Equinox. Summer 2014 - Present.
- *Language Learning*, Wiley. Fall 2013 – present.
- *Linguistlist*, Spring 2013 – present.
- *Hispania*, American Association of Teachers of Spanish and Portuguese. Fall 2012 – present.

### **Abstract Reviewer for international conferences**

- *XI International Symposium on Bilingualism (ISB11)*. University of Limerick, Ireland. June 11-15, 2017.

- *2017 Conference of the American Association for Applied Linguistics (AAAL), Second Language Acquisition Strand.* Portland, OR. March 18-21, 2017.
- *2016 Conference of the American Association for Applied Linguistics (AAAL), Second and Foreign Language Pedagogy Strand.* Orlando, FL. April 9- 12, 2016.
- *XXII Annual Sociocultural Theory & Second Language Learning Research Working Group Meeting.* Rutgers University, Camden, NJ. October 1-3, 2015.
- *X International Symposium on Bilingualism (ISB10).* Rutgers University, New Brunswick, NJ. May 20-25, 2015.
- *XV Annual Sociocultural Theory & Second Language Learning Research Working Group Meeting.* University of Massachusetts, Amherst, MA. October 16-18, 2008.

### Administration

- **Creation, development and administration** of the *Sociocultural Theory and Second Language Learning listserv* ([sct\\_sll@email.rutgers.edu](mailto:sct_sll@email.rutgers.edu)). Spring 2014 - Present.

### Mentorship

- **Mentor** for students working with Vygotskian theory for the *Sociocultural Theory and Second Language Learning Working Group* (<http://sctresearch.org/Resources.html>). Spring 2014 - Present.

## SERVICE TO THE UNIVERSITY

### University

- Spring 2015 - Present. **Strategic-Planning Research Committee.** Member nominated by the Chancellor. *Rutgers University, Camden*
- Fall 2014 - Fall 2016. **Faculty Senate.** Senator representing the Department of Foreign Languages. *Rutgers University, Camden.*
- Spring 2014. **Graduate Program Committee.** Member. Rutgers University, Camden.
- Fall 2013. **Faculty Senate.** Interim Senator representing the Department of Foreign Languages. *Rutgers University, Camden.*

### Department

- Spring 2016. **Learning Goals and Assessment Committee.** Member. Creation, coordination, and development, of the Learning Goals and Assessment tools. Department of Foreign Languages. *Rutgers University, Camden.*
- Spring 2016. **Learning Goals and Assessment Committee.** Member. Creation, coordination, and development, of the Learning Goals and Assessment tools. Masters of Arts in Teaching Spanish. *Rutgers University, Camden.*
- Fall 2014. **General Education Learning Goals and Assessment.** Creation, and development, of the General Education Learning Goals and Assessment tools for the Department of Foreign Languages. *Rutgers University, Camden.*
- Summer 2014. **Search Committee Member** for non-tenure track visiting instructor in Latin American Literature, representing the Department of Foreign Languages. *Rutgers University, Camden.*
- Spring 2014-Present. **Online sequence: Spanish Language Program.** Creation, coordination, and development, Department of Foreign Languages. *Rutgers University, Camden.*

- Spring 2014. **Masters of Arts in Teaching (MAT)**. Co-Director. Department of Foreign Languages. *Rutgers University, Camden*.
- Fall 2012- Spring 2013. **Search Committee Member** for an assistant professor tenure-track in Latin American Literature, representing the Department of Foreign Languages. *Rutgers University, Camden*.
- Fall 2012 – Present. **Faculty Committee**. Member. Department of Foreign Languages. *Rutgers University, Camden*.
- Fall 2012 - Present. **Head of the Advisory Committee, MAT**. Department of Foreign Languages. *Rutgers University, Camden*.
- Fall 2012 - Present. **Advisory Committee**. Member. Latin American and Latino Studies (LALS) minor at Rutgers-Camden. *Rutgers University, Camden*.
- Fall 2012 - Present. **Design, review, implementation of social networks and website for the Spanish Program and MAT in Spanish**. Department of Foreign Languages. *Rutgers University, Camden*.

#### At academic institutions other than Rutgers

- Fall 2009 – Spring 2012. **Faculty Committee**. Member. Spanish Department. *Amherst College*.
- Spring 2010. **Spanish Placement Exam**. Co-Creator, developer, and updates of the materials for the Spanish Placement Exam at *Amherst College*.
- Fall 2007 – Spring 2008. **Webmaster**. Creation, development and, updating for the website of the Department of Spanish and Portuguese at the *U of Massachusetts, Amherst*. [www.umass.edu/spanport](http://www.umass.edu/spanport)
- Fall 2004 - Spring 2005. **International Programs Committee representative**. Department of Spanish & Portuguese. *U of Massachusetts, Amherst*.
- Fall 2003 - Spring 2004. **Masters of Arts in Teaching (MAT) Committee representative**. Department of Spanish & Portuguese. *U of Massachusetts, Amherst*.
- Fall 2000 - Spring 2001. **Undergraduate Students Representative to the School of Education**. School of Education, *University of Oviedo* (Spain).

#### SERVICE TO THE COMMUNITY

- October 10<sup>th</sup>, 2016. **Discover Rutgers-Camden Days**. Representative of the Department of Foreign Languages and Literatures in the events organized campus-wide to welcome new students, and provide them with guidance and mentorship.
- August 31<sup>st</sup>, 2016. **Raptor Welcome**. Rutgers University, Camden. Participation in the events organized campus-wide to welcome new students, and provide them with guidance and mentorship.
- October 2014 - June 2015. **Pedagogical Support for the implementation of Concept-Based Instruction** in the Spanish Classroom at Absegami High school, Egg Harbor, NJ.
- October 22<sup>th</sup>, 2014. **Read for the record**, Leap Academy, Camden, NJ. An event organized by JumpStart.
- April 3<sup>rd</sup>, 2014. **Compulsive narratives: Stories that need to be told**. Rutgers University, Camden. Lecture, screening and roundtable moderation of the movie “Arrugas”. Event organized by Cyril Reade.
- February 7<sup>th</sup>, 2014. **Discover Rutgers-Camden Days**. Representative of the Department of Foreign Languages and Literatures in the events organized campus-wide to welcome new students, and provide them with guidance and mentorship.

- September 2013. **Raptor Welcome.** Rutgers University, Camden. Participation in the events organized campus-wide to welcome new students, and provide them with guidance and mentorship.
- September 2012. **Raptor Welcome.** Rutgers University, Camden. Participation in the events organized campus-wide to welcome new students, and provide them with guidance and mentorship.

### DIRECTION & ADMINISTRATION OF ABROAD PROGRAMS

- Fall 2006 – Spring 2007. **Resident On-site Director,** UMass-Oviedo Study Abroad Program Spring 2007, organization and administration tasks. Department of Spanish and Portuguese, *U of Massachusetts, Amherst* – University of Oviedo, Spain.
- July 2005. **Assistant Director,** Salamanca Summer Abroad Program 2005, organization and administration tasks. Department of Spanish and Portuguese, *U of Massachusetts, Amherst.*
- Fall 2004-Spring 2005. **Administrative Assistant** to the Director for the UMass Salamanca Summer abroad Program 2005. Department of Spanish and Portuguese, *U of Massachusetts, Amherst.*

### ACADEMIC PROFESSIONAL DEVELOPMENT

- October 14<sup>th</sup>, 2016. *Linguistic Landscape and the Language Classroom: Opportunities for Critical Engagement with Society, Technology, and Place,* sponsored by The Consortium for Language Learning and Teaching, the Department of Latin American and Iberian Cultures, and the Language Resource Center of Columbia University. New York, NY. 4 hours.
- September 22<sup>nd</sup>-25<sup>th</sup>, 2016. *Second Language Research Forum (SLRF): Thirty Years of Instructed SLA: Learning, Instruction, Learning, and Outcome.* Teachers College. Columbia University, NY.
- January 17<sup>th</sup>, 2015. “*Active Learning for World Languages: Where, When and How?*” The Penn Language Center. A Symposium hosted by the University of Pennsylvania. 8 hours.
- April 29<sup>th</sup>, 2014. “*Rutgers University–Camden Faculty eLearning Conference.*” Rutgers University, Camden. 4 hours
- March 29<sup>th</sup>, 2014. “*Methodological Developments of Teaching of Spanish as a Second Language: Acquisition. VII Workshop for Teachers*”, sponsored by the departments of Latin American and Iberian Cultures (*Columbia University*) and of Spanish and Latin American Cultures (*Barnard College*), New York. 6 hours.
- December 8<sup>th</sup>, 2013. “*Fast Forward Language Online.*” The Penn Language Center. A Symposium hosted by the University of Pennsylvania. 8 hours.
- November 13<sup>th</sup>, 2013. “*Designing Writing Assessments and Rubrics,*” presented by Dr. Deborah Crusan (Wright State University). Testing and Assessment Webinars hosted by *LARC-CALPER* at PennState. 5 hours.
- October 5<sup>th</sup>, 2013. “*The American Association of Teachers of Spanish and Portuguese, New Jersey Chapter: Fall meeting*”. NJAATSP. Rutgers University. 3 hours.
- May 10<sup>th</sup>-11<sup>th</sup>, 2013. “*Alternative Approaches to SLA.*” A symposium hosted by the Sponsored by The Center for Language Acquisition & The Gil Watz Early Career Professorship at PennState Univeristy, PA. 10 hours.
- April 8<sup>th</sup>, “*Mindful Engagement: Teaching Concepts in the Foreign Language Classroom.*” Workshop presented by Dr. Eduardo Negueruela (University of Miami). Hosted by the Department of Spanish and Portuguese at Smith College, MA. 2 hours.
- April 6<sup>th</sup>, 2013. “*Methodological Developments of Teaching of Spanish as a Second Language: Assessment. VI<sup>th</sup> Workshop for Teachers*”, sponsored by the departments of Latin American

and Iberian Cultures (*Columbia University*) and of Spanish and Latin American Cultures (*Barnard College*), New York. 10 hours.

- January 17<sup>th</sup>, 2013. “4<sup>th</sup> Annual Online & hybrid Learning Conference.” Center for Online & Hybrid learning. A series of workshops hosted by Rutgers, New Brunswick. 5 hours.
- December 8<sup>th</sup>, 2012. “*Advancing language education beyond the classroom.*” The Penn Language Center. A Symposium hosted by the University of Pennsylvania. 8 hours.
- December 7<sup>th</sup>, 2012. “*A working model for live online language courses.*” University of Pennsylvania. Workshop presented by Dr. Ed Nixon (University of Pennsylvania). 3 hours.
- November 12<sup>th</sup>-15<sup>th</sup>, 2012. “*ACTFL Oral Proficiency Interview (OPI) Assessment Workshop.*” American Council on the Teaching of Foreign Languages (ACTFL). Philadelphia, PA. 36 hours.
- October 23<sup>rd</sup>, 2012. “*Diagnosing Strengths and Weaknesses of Foreign/Second Language Readers*”, presented by Dr. Cindy Brantmeier (Washington University in St. Louis). Testing and Assessment Webinars hosted by *LARC-CALPER* at PennState. 5 hours.
- April 20<sup>th</sup>-21<sup>st</sup>, 2012. “Methodological Developments of Teaching of Spanish as a Second Language: Content and Language Integrated Learning (CLIL). VI<sup>th</sup> Workshop for Teachers”, sponsored by the departments of Latin American and Iberian Cultures (*Columbia University*) and of Spanish and Latin American Cultures (*Barnard College*), New York. 20 hours.
- April 19<sup>th</sup>, 2012. “Assessing Speaking: Putting the pieces together”, presented by Dr. Glenn Fulcher. Testing and Assessment Webinars hosted by *LARC-CALPER* at PennState. 5 hours.
- December 8<sup>th</sup>, 2011. “Assessing Writing”, presented by Dr. Sara Cushing Weigle. Testing and Assessment Webinars hosted by *LARC-CALPER* at PennState. 5 hours.
- October 29<sup>th</sup>, 2011. “Jornadas de formación centradas en la competencia digital docente en la enseñanza del ELE”, sponsored by *the Instituto Cervantes*, NYC. 10 hours.
- October 27<sup>th</sup>, 2011. “Beyond Accountability: Using Formative Assessment to Improve Learning”, presented by Dr. Carl Falsgraf. Testing and Assessment Webinars hosted by *LARC-CALPER* at PennState. 5 hours.
- February 26<sup>th</sup>-27<sup>th</sup>, 2011. “Methodological Developments of Teaching of Spanish as a Second Language: Task Based Learning. V<sup>th</sup> Workshop for Teachers”, sponsored by the departments of Latin American and Iberian Cultures (*Columbia University*) and of Spanish and Latin American Cultures (*Barnard College*), New York. 20 hours.
- February 10<sup>th</sup>, 2011. “Foreign Language Classroom Assessment in Support of Teaching and Learning”, presented by Dr. Matthew Poehner. Testing and Assessment Webinars hosted by *LARC-CALPER* at PennState. 5 hours.
- Fall 2010. Faculty Seminar on the Teaching of Writing. *Amherst College*. 30 Hours
- June 2010, June 2008, June 2007, June 2006. Spanish Advanced Placement Exam. **Reader**. *ETS* (Educational Testing Service). San Antonio, TX. 51 hours each (204 hours in total).

## FURTHER QUALIFICATIONS

- 2013 **ACTFL OPI Tester Certification**. American Council on the Teaching of Foreign Languages.
- 2003 **Elementary German Degree**. Continuum Education, University of Oviedo, Spain.
- 2001 **Course “Aplicación de las herramientas informáticas al desarrollo del curriculum educativo”** (Technological Tools and their Application to the Educational Curriculum Development). Continuum Education, University of Oviedo, Spain.
- 2000 **Título de avanzado de lengua asturiana** (Advanced Asturian Language degree). Issued by The Academy of the Asturian Language and the University of Oviedo, Spain.
- 1999 **Título de elemental de lengua asturiana** (Elementary Asturian Language degree). Issued by The Academy of the Asturian Language and the University of Oviedo, Spain.
- 1998. **Associate Degree in Programming and Administration of Computer Systems**. SERESCO, Oviedo, Spain.

## OTHER RELEVANT PROFESSIONAL EXPERIENCE

June 2008 – Present. **Freelance Editor**. Vista Higher Learning, Boston, MA.

December 2008 – Present. **Freelance Editor**. McGraw-Hill CO. San Francisco, CA.

January 2009. **Reviewer** for *Plazas Demo* (Online Workbook). Heinle | Cengage Learning, Boston, MA.

## LANGUAGES

**Spanish** – native speaker

**Asturian** – native speaker

**English** – native speaker proficiency

**German** – elementary level

**Portuguese** - reading knowledge

**Italian** - reading knowledge

## ACADEMIC SOCIETIES

**American Association for Applied Linguistics (AAAL)**

**American Association of University Supervisors and Coordinators (AAUSC)**

**American Association of Teachers of Spanish and Portuguese (AATSP)**

**American Association of Teachers of Spanish and Portuguese, New Jersey Chapter (NJAATSP)**

**American Council on the Teaching of Foreign Languages (ACTFL)**

**Modern Language Association (MLA)**

**Sociocultural Theory and Second Language Learning Working Group (SCT & SLL)**

## REFERENCES

- |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1) Dr. Eduardo Negueruela, Associate Professor<br/>Dept. of Modern Languages &amp; Literatures<br/>University of Miami<br/>Merrick Building 212<br/>Coral Gables, Florida 33124<br/><a href="mailto:enegueruela@miami.edu">enegueruela@miami.edu</a></p>                     | <p>2) Dr. James Rushing, Associate Professor, Chair<br/>Dept. of Foreign Languages and Literatures<br/>Rutgers University, Camden<br/>311 N. 5<sup>th</sup> St, 470 Armitage Hall<br/>Camden, NJ 08102<br/><a href="mailto:rushing@camden.rutgers.edu">rushing@camden.rutgers.edu</a></p> |
| <p>3) Dr. Ana Laguna, Associate Professor<br/>Dept. of Foreign Languages and Literatures<br/>Rutgers University, Camden<br/>311 N. 5<sup>th</sup> St, 436 Armitage Hall<br/>Camden, NJ 08102<br/><a href="mailto:alaguna@camden.rutgers.edu">alaguna@camden.rutgers.edu</a></p> | <p>4) Dr. Steven G. McCafferty, Professor<br/>Dept. of Educational Psychology and Higher Ed.<br/>University of Nevada, Las Vegas<br/>Box 453003, 4505 S. Maryland Parkway<br/>Las Vegas, NV 89154-3003<br/><a href="mailto:mccaffes@unlv.nevada.edu">mccaffes@unlv.nevada.edu</a></p>     |
| <p>5) Dr. Gale Stam, Professor<br/>Dept. of Psychology<br/>National Louis University<br/>5202 Old Orchard Road, Room 208<br/>Skokie, IL 60077-4409<br/><a href="mailto:gstam@nl.edu">gstam@nl.edu</a></p>                                                                       | <p>6) Dr. Jose Ornelas, Professor<br/>Dept. of Languages, Literatures, and Cultures<br/>University of Massachusetts<br/>422 Herter Hall<br/>Amherst, MA 01003<br/><a href="mailto:ornelas@spanport.umass.edu">ornelas@spanport.umass.edu</a></p>                                          |