

CURRICULUM VITAE (July 2025)

**CINDY BRANTMEIER**  
**Professor of Applied Linguistics**  
**Professor of Global Studies**  
**Faculty Scholar – Institute for Public Health**  
**Washington University**

**Professor of Romance Languages and Literature (affiliate)**  
**Professor of Psychological and Brain Sciences (affiliate)**  
**Professor of Philosophy, Neuroscience, Psychology (affiliate)**  
Campus Box 1173, One Brookings Drive, St. Louis, Missouri 63130-4899  
[cbrantme@wustl.edu](mailto:cbrantme@wustl.edu)

**EDUCATION**

Ph.D.

Start Date: September, 1995

End Date: May, 2000

Indiana University at Bloomington  
Department of Spanish and Portuguese  
Major Area: Applied Linguistics  
Specializations: Second Language Acquisition, Sociolinguistics, Educational Psychology

- Research Abroad: *US State Department / United States Information Agency Fellowship*, Nicaragua and Costa Rica, 1997

M.A.  
1992

Miami University, Oxford, Ohio  
Major Area: Hispanic Language and Literature

- Education / Research Abroad: Universidad de las Américas, Puebla, México, 1991

B.A.  
1990

University of Wisconsin-Stevens Point, Stevens Point, Wisconsin  
Major Areas of Study: Spanish, English as Second Language, Education, English Literature (teacher certification in Spanish(9-12), English(9-12) and ESL(K-12) graduated with High Honors

- Education Abroad: Center for Bilingual and Multicultural Studies, Cuernavaca, México, 1990  
Center for International Studies, Madrid, Spain, 1988

\*Additional Study Abroad:

- INTECFOR, Development and Sustainability, Estelí, Nicaragua, 1993
- *United States Information Agency Fellowship*: Chosen as 1 of 7 students in the nation to represent USA, *Young Leaders International Education Exchange*, Germany, 1991
- Youth for Understanding Exchange Student, Bucaramanga, Colombia, 1984

## **FACULTY APPOINTMENTS**

Professor of Applied Linguistics and Global Studies. Global Studies Program, Washington University in St. Louis, MO. 2018-present. (primary appointment, Global Studies).

Faculty Scholar of Health Literacy and Linguistic Diversity, Institute for Public Health, School of Medicine, Washington University. 2020-present.

- Leading interdisciplinary research efforts to examine factors with health literacy and language use in the services provided to linguistically diverse patients.

Faculty Affiliate, Center for the Study of Race, Ethnicity & Equity CRE2. Washington University in St. Louis. 2022-present.

Professor - Global Citizenship Program (GCP). Global Studies Program, Washington University in St. Louis, MO. July 2018 – Spring 2023 (5 years). Created new course entitled “Global population on the move: Language and resettlement with legal, healthcare and educational systems.”

Distinguished Visiting Professor of Applied Linguistics. School of Foreign Languages. Northeast Normal University, Changchun, China. May 2016 - 2021.

- The honored distinction given by the President of NENU only to those who have made remarkable research accomplishments in the social sciences outside of the campus of NENU. Founded in 1946, the university is considered one of China’s leading centers for scholarship in linguistics and applied linguistics.

Visiting Scholar, University of California at Berkeley. September 2017 – December 2017.

- Invited by Dr. P David Pearson, Professor and Dean of Graduate School of Education.

Professor, Department of Romance Languages and Literatures. Washington University in St. Louis, MO. Professor 2014. Associate Professor of Applied Linguistics and Spanish 2007-2013. Assistant Professor 2000-2007. (present courtesy apt).

Professor of Psychology. Washington University in St. Louis, MO. (courtesy apt)

Professor of Philosophy, Neuroscience, Psychology (PNP) program. Washington University in St. Louis, MO. (courtesy apt)

Professor of Education, Washington University in St. Louis, MO.  
Professor of Applied Linguistics, 2014-2018.

Visiting Assistant Professor. Department of Second Language Studies. University of Hawaii. January 1<sup>st</sup> 2007-July 1<sup>st</sup> 2007.

## **ADMINISTRATIVE & LEADERSHIP POSITIONS in ACADEMIA**

Founding Director of Applied Linguistics. Applied Linguistics identifies and solves real-world language problems. It is an interdisciplinary field that draws on knowledge from anthropology, sociology, psychology, education and linguistics in order to develop its own theoretical models of language acquisition and language use. (PhD and Undergraduate Program). Washington University in St. Louis, MO. PhD 2013 - present. (Undergraduate Minor – 2007 to 2013; Major 2013-2019, Minor 2019 to present).

- Recent Phd Advisor for:
  - Liu Huan (Chinese National; graduated 2021)
  - David A. Balmaceda Marengo (Nicaraguan National; graduated 2024)
  - Yanjie Li (Chinese National; graduated 2023)
  - Haley Dolosic (USA National; graduated 2019)
- Current Undergraduate Academic Advisor for 17 undergraduates in App Ling
- Student Fulbright Winners – Awarded numerous times to undergraduate students of Applied Linguistics since 2010.

Senior Research Advisor for International Research with Human Subjects – School of Medicine and Danforth Campus. Office of the Vice Chancellor for Research, Washington University in St. Louis. 2025 – present.

Faculty Fellow for International Research - School of Medicine and Danforth Campus. Office of the Vice Chancellor for Research, Washington University in St. Louis. August 2019 – 2025.

- Inaugural position. Primary duties include supporting and advising faculty across all disciplines on conducting international research and achieving effective collaborations with international partners. Maintain compliance with university policies and regulatory requirements for human subjects of diverse languages and culture. Advise university leadership on new matters.

University Sexual Harassment Investigation Board (USHIB)– Washington University in St. Louis. Appointed board member. Fall 2024-present.

National Fulbright U.S Student Program Screening Committee- Invited by US Department of State and Institute of International Education. Three-year term. Fall 2024- present.

Advisory Board - Multinational Language Research study in England, Norway and France. Spring 2022-present.

- Named to the advisory board for LANGUAGES, a multinational language acquisition research study being conducted in England, Norway and France, funded by the Research Council of Norway. Coordinated by the University of Oslo in collaboration with universities in Norway (University of Bergen), France (École normale supérieure de Lyon) and the UK (University of Exeter and University of Oxford).

Co-Chair with Jeanne Velders, HRPO Executive Director. University Wide Committee for International Research with Human Subjects. Co-lead efforts to create Guidance Documents for Researchers who conduct studies with human subjects outside of the USA. Active committee meetings. Fall 2021-present.

Arts & Sciences Foundation Team Member for *Connections: From Local to Global* (Fall 2023-Spring 2024). Foundation team members contribute critical guidance to the mission of the WashU Strategic Plan.

Co-Chair of Danforth IRB Advisory Board for Washington University. Elected 2018-2022, Re-elected 2022-present (second term with Mitch Sommers Co Chair)

- This board plays a key role on the Danforth Campus in guiding the Institutional Review Board (IRB) on review of research and identifying issues to address in human subjects (HS) protections. As Co-Chairs, we provide leadership across disciplines with ongoing issues and concerns for both clinical and non-clinical research, which involves leading sub committees for the creation of detailed compliance rubrics for all HS research conducted by our academic community (Engineering, Social Work, Law, Business, and Arts and Sciences)

Health Communications University Wide Interdisciplinary Research Group – Sponsored by WashU Provost's office. Member. Fall 2023-present.

Selected Member of the Washington University Medical School IRB and HRPO Advisory Board. January 2019 - present.

- The Human Research Protection Office (HRPO) and Washington University Institutional Review Boards (WU IRBs) in collaboration with the Office of the Vice Chancellor for Research (OVCR) initiated a new partnership with the Medical School research community. This Advisory Committee Membership includes a wide array of institutional leaders who represent the research interests of various Clinical and Preclinical Departments, Programs, Campuses and those of the University's research enterprise more broadly to engage in dialogue, problem-solving and strategic thinking.

Appointed Co-Editor of *Reading in a Foreign Language*.

- RFL is a leading scholarly international and refereed journal. Journal housed at University of Hawaii. Journal acceptance rate of 7 - 10%. Fall 2015 – Fall 2020. Editorial Board of *Reading in a Foreign Language*, Fall 2020-present.

Selected member of 2014-16 Inaugural class of *Women Faculty Leadership Institute (WIFLI)*, sponsored by the Provost's office, Washington University.

- Leadership training topics: negotiation, strategic communication, managing conflict, managing and building teams, university finances, and mentoring.

Co-Director of Graduate Certificate in Language Instruction. Department of Romance

Languages and Literatures. Washington University in St. Louis, MO: 2000 - present.

- This PhD certificate is for graduate students in literature and language.

US State Department and Education USA - Director of Language Acquisition. Summer program with University College responsible for assisting US universities with recruiting international students. Washington University in St. Louis: October 2015 – August 2016.

Appointed member of AERA (American Educational Research Association) Committee on *Scholars and Advocates for Gender Equity*. 2015 - 2018.

Interim Chair. Department of Education. Washington University in St. Louis, MO. 2014 - 2016. Past Chair appointed Dean of Graduate School. I stepped up to be chair at a crucial time in the interim. The Department of Education has approximately 41 faculty members, research scientists, fellows, and staff.

Director of Graduate Studies. (Interim Director). Department of Education. Washington University in St. Louis, MO. July 2014-January 2015.

Co-Chair of Masters in Social Work/Master of Arts in Education (MSW/MAEd). Co-lead a team to develop and launch a new joint Master's degree program across different schools and disciplines. Spring 2014 – Spring 2018.

Director of Teacher Training. Department of Romance Languages and Literatures, Washington University in St. Louis, MO: 2000-2013.

In charge of conducting orientation/workshop for all new teaching assistants in Spanish and French as well as observing and evaluating their teaching during the semester. Duties include equipping teachers with the theory and research that drives principled decisions for the classroom.

Director of Language Placement. Department of Romance Languages and Literatures, Washington University in St. Louis, MO: 2001-2013.

Track, analyze and report online placement exam (OPLE) data to be used for freshmen placement policies for Spanish, French, and Italian.

Consistently modify existing placement policies and procedures for Spanish.

Director of Language Program Assessment. Department of Romance Languages and Literatures, Washington University in St. Louis, MO: Fall 2002-2005; Fall 2006-2012.

Collect, analyze, and report online data for part of the *RLL Department Assessment Report for Spanish, French and Italian Language Program* for Higher Learning Commission of the North Central Association of Colleges and Schools.

Developed criterion-referenced self-assessment online tests for all levels of language instruction for Spanish, French, and Italian. Spring 2010-2013.

Director of Advanced Spanish. Department of Romance Languages and Literatures, Washington University in St. Louis, MO: 2001-2013.

Work with a team of Course Coordinators to evaluate and improve the 307/308 advanced grammar and composition course sequence. Oversee overall curriculum development and program structure. Fall 2002-2013.

Director of Undergraduate Studies in Spanish. Department of Romance Languages and Literatures, Washington University in St. Louis, MO: Fall 2005- Spring 2006.

Director of Spanish Oral Communication Sequence. Department of Romance Languages and Literatures. Washington University in St. Louis, MO: 2009-2013

## **HONORS AND AWARDS**

*2020-2021 Outstanding Faculty Mentor Award.* By the Graduate Student Senate of the Graduate School of Arts and Sciences at Washington University.

*2019 Merle E Simmons Distinguished Alumna Lecture.* Department of Spanish and Portuguese, Indiana University. The honored distinction includes delivering a plenary address to faculty and students from the Social Sciences, Humanities and visiting alumni and recognizes past, present and future accomplishments and collaborations.

*2017-2018 Outstanding Faculty Mentor Award.* By the Graduate Student Senate of the Graduate School of Arts and Sciences at Washington University.

*2013-2014 Recognition for Excellence in Mentoring.* By the Graduate Student Senate of the Graduate School of Arts and Sciences at Washington University.

*Washington University's 2012 Emerson Excellence in Teaching Award.* Award was given to one professor at Washington University each year. Award recognizes passion for teaching, impact on student learning, and knowledge and creativity.

*2006-2007 Recognition for Excellence in Mentoring.* By the Graduate Student Senate of the Graduate School of Arts and Sciences at Washington University.

*2006 Oxford University Round Table Scholar.* Selected as 1 of 40 specialists in the world to participate in a round table discussion concerning bilingual education sponsored by University of Oxford, UK.

*2001-2002 Recognition for Excellence in Mentoring.* By the Graduate Student Senate of the Graduate School of Arts and Sciences at Washington University.

*2001 NCCLA Professional Teaching Award.* Award recipient for writing *LAGARTO*: Interactive Computer Assisted Language Learning Materials for Advanced Spanish Grammar.

*1999 President's Lieber Outstanding Associate Instructor Award* (highest award given at Indiana University to only 4 instructors per year across all campuses and disciplines).

*1999 Associate Instructor Award for Outstanding Teaching in the Department of Spanish and Portuguese*, Indiana University.

*1999 TERA Teaching Excellence Recognition Award for Spanish*, Department of Spanish and Portuguese, Indiana University.

*1998 NCCLA Graduate Student Research Award*, North Central Council of Latin Americanists.

*1998 TERA Teaching Excellence Recognition Award for Spanish*, Department of Spanish and Portuguese, Indiana University.

*1998 KAPLAN Excellence Award for Teaching* for the Midwest region (for teaching TOEFL and GRE prep courses).

*1998 Central Indiana Interactive Instruction Award of Merit* for "Semana Cervantina" Distance Learning Project.

*1997 NCCLA Professional Teaching Award*, North Central Council of Latin Americanists.

*Miami University Outstanding Graduate Student Contribution Award*: For serving as Co-President of Graduate Student Association, 1992.

*Michael Morgan Excellence in Spanish Award*, University of WI at Stevens Point, 1990.

*Melvin Laird Leadership Scholarship*, University of WI at Stevens Point, 1985-1990.

*National Scholar Athlete Award*, United States Army Reserve, 1985.

*Valedictorian*. Hilbert High School, Hilbert, Wisconsin, 1985.

*International Youth for Understanding Foreign Exchange Student Scholarship* for study in Bucaramanga, Colombia. 1984.

## **SELECTED WORK involving LAW, LANGUAGE AND JUSTICE**

*Forensic Linguist* – I am a contracted forensic linguist for cases involving immigrants in the criminal justice system across the USA, which includes forensic analysis and cross-examinations as an expert witness in the courtroom.

Panel Discussant – "Immigrants in the Criminal Justice System." Spring, 2019, Washington

University Global Citizenship Program.

## PUBLICATIONS

### Articles and Book Chapters

**Brantmeier, C.**, Agyepong, D. P., Dube, A., Strube, M., Van Rheenen, J., Wills, J., Paithankar, U., Thompson, R. G. A., Brevik, L. M., Gudmundsdottir, G. B., Smith, C., Vorawandthanachai, T., Ssewamala, F., & Nabunya, P. (2025). L2 reading in healthcare contexts: Informed research methods with language diverse patients. *Reading in a Foreign Language*, 37(1): 1–26. <https://hdl.handle.net/10125/67508>

Balmaceda, M.D., **Brantmeier, C.**, Strube, M. (2025). Learners devalue reading and writing: A study on beliefs about skills and language learning. *The Reading Matrix*. (in print).

**Brantmeier, C.**, Tsiamtsiouris, D., Strube, M., Vorawandthanachai, T., Paithankar, U., Schmiedt, B., Rajkumar, A. (2025) Monolingual and multilingual HCWs perceived discussions and communication strategies with patients. *Journal of Nursing and Patient Healthcare*, 6(1): 101.

Balmaceda, M.D., **Brantmeier, C.**, & Hoglebe, M.C. (in press, 2025). Spanish enrollment decline and student's beliefs and attitudes: Does gender matter? *Spanish Journal of Applied Linguistics*.

Li, Y., **Brantmeier, C.**, Gao, Y., Strube, M. (2024). The effects of strategic adjunct questions on L2 reading and strategy use. *Reading in a Foreign Language*.36(1): 1-37.

**Brantmeier, C.**, Liu, H., Li, Y., & Balmaceda, M.D. (2024). COVID-19 and global engagement through remote language learning: Bringing research to immediate practice. *Aligarh Journal of Linguistics*, Aligarh Muslim University, India.

Li, Y., **Brantmeier, C.**, Gao, Y., Hoglebe, M. (2022). Comparing reading strategy measures and L2 readers' performance on different comprehension tasks. *Reading in a Foreign Language*, 34(2), 269-303.

**Brantmeier, C.**, Dube, A. R., Li, S. S., Strube, M., Balmaceda M. D. & van Rheenen, J., (2021). Health Care Workers and Self-Assessed Communication with Language Diverse Patients in the St. Louis Region at the Onset and One Year into COVID-19. *Journal of Nursing and Patient Health Care*, 3(1): 103-121.

Li, Y. & **Brantmeier, C.** (2021). The effects of working memory capacity on reading comprehension and strategy use with Chinese EFL university students. *The Reading Matrix*, 21(1): 1-26.



- Brevik, L. M., **Brantmeier, C.**, & Pearson, P. D. (2020). Strategic readers of L2 English. Gradual release of responsibility. In L. M. Brevik & U. Rindal (Eds.), *Teaching English in Norwegian classrooms. From research to practice*. Oslo: Scandinavian University Press.
- Brantmeier, C.**, Dolosic, H., Balmaceda, D. & Li, Y. (2019). Revisiting gender and L2 reading Spanish at the university: The evolution of reading skill components across instructional levels. *Hispania*, 102(4), 513-527.
- Liu, H., **Brantmeier, C.** & Strube, M. (2019). EFL test preparation in China: The multidimensionality of the reading-writing relationship. *Reading in a Foreign Language*, 31(1), 44-61.
- Liu, H. & **Brantmeier, C.** (2019). I know English: Self-assessment of foreign language reading and writing abilities among young Chinese learners of English. *System*, 80, 60-72.
- Dolosic, H., Fang, W.C., **Brantmeier, C.**, Strube, M., & Gao, Y. (2019). Preparing Chinese EFL adults for life abroad: Self-assessment, listening, and speaking. *The Asian Journal of Applied Linguistics*, 6(1), 28-41.
- Medina, A., Callender, A., **Brantmeier, C.** & Schultz, L. (2017). Inserted adjuncts, working memory capacity, and L2 reading. *System*, 66, 69-86.
- Dolosic, H., **Brantmeier, C.**, Strube, M., & Hogrebe, M. (2016). Living language: Self-assessment, oral production, and domestic immersion. *Foreign Language Annals*, 49 (2).
- Brantmeier, C.**, Dolosic, H., Schultz, L., Aquino-Sterling, C. & Van Bishop, T. (2015) Readings in L2 Reading: Publications in other venues during 2014-2015. *Reading in a Foreign Language*. 27(2), 314-339.
- Brantmeier, C.**, Hammadou Sullivan, J., & Strube, M. (2014). Toward independent L2 readers: Effects of textual adjuncts, subject knowledge, L1 reading ability, and L2 proficiency. *Reading in a Foreign Language*. 26(2), 34-53.
- Leuthardt, E., Peelle, J., **Brantmeier, C.**, Cunningham, J. & Barbour, D. (invited, forthcoming). The emerging world of speech neuroprosthetics: Scientific, clinical, and technical considerations. *Frontiers of Neuroscience*.
- Brantmeier, C.** & Yu, X. (2014). Empirical research on native Chinese speakers reading in English: Data driven issues and challenges. *The Reading Matrix*. 14(2), 145-163.
- Brantmeier, C.**, Strube, M. & Yu, X. (2014). Scoring recalls for L2 readers of English in China: Pausal or idea units. *Reading in a Foreign Language*. 26(1), 114-130.
- Brantmeier, C.**, Schultz, L., Aquino-Sterling, C. & Bishop, T. (2014). Readings on L2 Reading:

Publications in other venues during 2013-2014. *Reading in a Foreign Language*. 26(2), 86-96.

**Brantmeier, C.** (2013). Acquisition of reading in second language Spanish. *Acquisition in the Spanish Classroom* (pp. 466-481). Geeslin, K. (Ed.). Wiley-Blackwell.

Callender, A., Medina, A. & **Brantmeier, C.** (2013). Textual enhancements or interference? Inserted adjuncts and L2 reading with intermediate language learners. *System*, 41(4), 952-964.

**Brantmeier, C.**, Bishop, T., Xiucheng, Y., & Davis, S. (2013). Readings on L2 Reading: Publications in other venues during 2012-2013. *Reading in a Foreign Language*, 25(2), 295-304.

**Brantmeier, C.**, Callender, A. & McDaniel, M. (2013). The role of gender, embedded questions, and domain specific readings with learners of Spanish. *Hispania*. 96(3), 562-578.

**Brantmeier, C.**, Callender, A., & McDaniel, M. (2012). Textual enhancements and comprehension with adult readers of English in China. *Reading in a Foreign Language*. 24(1). 158-184.

**Brantmeier, C.**, Xiucheng, Y., Bishop, T. & Anderson, B. (2012). Readings on L2 reading: Publications in other venues during 2011-2012. *Reading in a Foreign Language*. 24(1), 256-272.

**Brantmeier, C.**, Vanderplank, R. & Strube, M. (2012). What about me? Individual self-assessment by skill and level of language instruction. *System*, 40(1), 144-160.

**Brantmeier, C.**, Havard, M. & Domingo, I. (2012). Technology and the scholar-teacher. *The Reading Matrix*. 12(2), 163-176.

**Brantmeier, C.**, Callender, A. & McDaniel, M. (2011) The effects of embedded and elaborative interrogation questions on reading comprehension with advanced second language learners. *Reading in a Foreign Language*. 23(2). 187-207.

**Brantmeier, C.**, Xiucheng, Y. & Bishop, T. (2011). Readings on L2 reading: Publications in other venues during 2010-2011. *Reading in a Foreign Language*. 23(2), 238-247.

**Brantmeier, C.**, Davis, S. & Havard, M. (2011). Reading in Other Languages: A Bibliography for the Scholar-Teacher. *Reading in a Foreign Language*, 23(1), 139-160.

**Brantmeier, C.**, Bishop, T., and Xiucheng, Yu. (2010). Readings on L2 Reading: Publications in other venues during 2009-2010. *Reading in a Foreign Language*, 22(2), 362-371.

**Brantmeier, C.** (2009). More than words: inferential and incorrect units recalled. In R. M. Jimenez Catalan (Ed.). *Gender perspectives on vocabulary in second and foreign languages* (pp. 23-43). New York, NY: Palgrave Macmillan Publishing.

**Brantmeier, C. & Dragiyski, B. (2009).** Toward a Dependable Measure of Metacognitive Reading Strategies with Advanced L2 Learners. In C. Brantmeier (Ed.). *Crossing Languages and Research Methods: Analyses of Adult Foreign Language Reading* (pp. 47-72). Book series entitled *Research in Second Language Learning*. Greenwich, CT: Information Age Publishing.

Bishop, T., **Brantmeier, C.** & V. White (Eds.) (2009). Readings on L2 reading: Publications in other venues during 2008-2009. *Reading in a Foreign Language*, 21(2), 233-239.

**Brantmeier, C. & Vanderplank, R. (2008).** Descriptive and criterion-referenced self-assessment with L2 readers. *System*, 36, 456-477.

**Brantmeier, C. & Bishop, T. (Eds.) (2008).** Readings on L2 reading: Publications in other venues during 2007-2008. *Reading in a Foreign Language*, 20(1), 278-286.

**Brantmeier, C. (2008).** Meeting the demands: The circularity of remodeling collegiate foreign language programs. In H. Byrnes (Ed.), *Perspectives, The Modern Language Journal*, 92(2), 306-309.

**Brantmeier, C. & Day, R. (2007).** Individual learner differences and extensive reading. In J. Mukundan, S. Menon and A. A. Hussin (Eds.), *ELT Matters 3: Developments in English Language Learning and Teaching* (pp. 94-105). Serdang: Universiti Putra Malaysia Press.

**Brantmeier, C. (Ed.) (2007).** Readings on L2 reading: Publications in other venues during 2006-2007. *Reading in a Foreign Language*, 19(1), 137-145.

**Brantmeier, C., Schueller, J., Wilde, J., & Kinginger, C. (2007).** Gender equity in foreign and second language learning. In S. Klein (Ed.), *Handbook for Achieving Gender Equity through Education* (pp. 305-334). New Jersey: Lawrence Erlbaum.

**Brantmeier, C. (2006).** Toward a multicomponent model of interest and second language reading: Sources of interest, perceived situational interest, and comprehension. *Reading in a Foreign Language*, 18(2), 89-115.

**Brantmeier, C. (2006).** Advanced L2 learners and reading placement: Self-assessment, computer-based testing, and subsequent performance. *System*, 34(1), 15-35.

**Brantmeier, C. (2006).** Readers' gender and test method effect in second language reading. *Forum on Public Policy: A Journal of the Oxford Round Table*, University of Oxford, UK, 1-36.

**Brantmeier, C. (2006).** The Effects of Language of Assessment and L2 Reading Performance on Advanced Reader's Recall. *The Reading Matrix: An International Online Journal*, 6(1), 1-17.

**Brantmeier, C. (Ed.) (2006).** Readings on L2 reading: Publications in other venues during 2005-2006. *Reading in a Foreign Language*, 18(2), 131-135.

**Brantmeier, C.,** Flores, L. & Romero, G. (2006). Theory Driven Technologies: Frameworks for Individual Language Learners. *The Reading Matrix: An International Online Journal*, 6(3), 299-309.

**Brantmeier, C.** (2005). Nonlinguistic variables in Advanced L2 reading: Learner's self-assessment and enjoyment. *Foreign Language Annals*, 38(4), 493-503.

**Brantmeier, C.** (2005). Effects of reader's knowledge, text type, and test type on L1 and L2 reading comprehension. *The Modern Language Journal*, 89(1), 37-53.

**Brantmeier, C.** (2005). Anxiety about L2 Reading or L2 Reading Tasks? A Study with Advanced Language Learners. *The Reading Matrix: An International Online Journal*, 5(2), 67-85.

**Brantmeier, C.** (Ed.) (2005). Readings on L2 reading: Publications in other venues during 2004-2005. *Reading in a Foreign Language*, 17(2), 159-167.

**Brantmeier, C.** (2004). Statistical procedures for research on L2 reading comprehension: An examination of regression models and ANOVA. *Reading in a Foreign Language*, Special Issue on *Methods and Applications in Reading Research*, 16(2), 51-69.

**Brantmeier, C.** (2004). Technology and the individual: Students in control of advanced second language acquisition. In Y. Saito-Abott, R. Donovan, & T. Abbot (Eds.), *Emerging Technologies in Teaching Languages and Culture* (pp. 279-298). San Diego, CA: LARC Press.

**Brantmeier, C.** (2004). Building a comprehensive theory of adult foreign language reading: A variety of variables and research methods. In C. Brantmeier (Ed.), *Adult Foreign Language Reading: Theory, Research, and Implications. The Southern Journal of Linguistics* (pp.1 - 6). Charlotte, NC: The University of North Carolina at Charlotte Press.

**Brantmeier, C.** (2004). Gender, violence-oriented passage content, and reading in a second language. *The Reading Matrix: An International Online Journal*, 4(2), 1-19.

**Brantmeier, C.** (2003). Language skills or passage content? A comparison of native and non-native male and female readers of Spanish. *Applied Language Learning*, 13(1), 183-205.

**Brantmeier, C.** (2003). The role of gender and strategy use in processing authentic written input at the intermediate level. *Hispania*, 86(4), 844-856.

**Brantmeier, C.** (2003). Technology and second language reading at the university level: Informed instructors' perceptions. *The Reading Matrix: An International Online Journal*, Special Issue on *Reading and Technology*, 3(3), 50-74.

**Brantmeier, C.** (2003). Beyond linguistic knowledge: Individual differences in second language reading. *Foreign Language Annals*, 36(1), 33-44.

**Brantmeier, C.** (2003). Does gender make a difference? Passage content and comprehension in second language reading. *Reading in a Foreign Language*, (15)1, 1-24.

**Brantmeier, C.** (2002). The effects of passage content on second language reading comprehension by gender across instruction levels. In J. Hammadou Sullivan (Ed.), *Research in Second Language Learning: Literacy and the Second Language Learner*. (pp. 149-176). Greenwich, CT: Information Age Publishing.

**Brantmeier, C.** (2002). Second language reading strategy research at the secondary and university levels: Variations, disparities and generalizability. *The Reading Matrix: An International Online Journal*, 2(3), 1-14.

**Brantmeier, C.** (2001). Second language reading research on passage content and gender: Challenges for the intermediate level curriculum. *Foreign Language Annals*, 34(4), 325-333.

**Brantmeier, C.** (1998). Issues of power and constraint: The creation of an English language center in Nicaragua. *Bilingual Research Journal*, 21(1), 50-65.

### **Books and Volumes**

**Brantmeier, C.** (Ed) (2016). Celebrating Linguistically Diverse Learners of St. Louis: Responsive Research and Practice for Literacy. Volume published in special issue of *Reading in a Foreign Language*, 28(2).

**Brantmeier, C. & Pulido, D.** (Eds.) (2010). Revisiting the MLA Report on Reconfiguring Foreign Language Programs: The Role of Reading, Volume published in special issue of *Reading in a Foreign Language*, 21(2).

**Brantmeier, C.** (Ed.) (2009). *Crossing Languages and Research Methods: Analyses of Adult Foreign Language Reading*. Book series entitled *Research in Second Language Learning*. Greenwich, CT: Information Age Publishing.

**Brantmeier, C. & Koda, K.** (Eds.) (2009). *Reading in languages other than English*, Volume published in special issue of *Reading in a Foreign Language*, 20(2).

**Brantmeier, C.** (Ed.) (2004). *Adult foreign language reading: Theory, research and implications*, Volume published by *Southern Journal of Linguistics*. Charlotte, NC: The University of North Carolina at Charlotte Press, 27(1).

### **Articles currently under review:**

Balmaceda, M., D., Brantmeier, C. (2025) Learners devalue reading and writing: A study on beliefs about skills and language learning. (Manuscript submitted for publication).

### **Selected Contracted Documents**

Brantmeier, C. (2020). An examination of machine translation technology competencies and the quality of translation for specific purposes. Contracted Document for *United States Department of Justice*. March-July 2020.

Brantmeier, C. (2000) (Contracted Document/textbook). Two chapters of ANCLA-Computer Assisted Language Learning Materials for Intermediate Level Spanish (Ed. James F. Lee, Indiana University).

Brantmeier, C. (1998). *Evaluación Global del Programa de Español: Centro Cultural Costarricense Norteamericano*. United States Information Agency, Bi-National Center, San José, Costa Rica.

Brantmeier, C. (1992). *Evaluación del Programa de Lengua*. Ministerio de Educación. Nicaragua.

### **HOST to INTERNATIONAL VISTING SCHOLARS for research in APPLIED LINGUISTICS at Washington University**

*Host and Mentor to Dr. Zameka Sijadu*, Assistant Professor, South Africa. BECHS, Center for Humanities. Translanguaging in South Africa. Fall 2022.

*Host to Dr. Dorothy Pojoa Agyepong*, Assistant Professor of Linguistics, University of Ghana. BECHS, Center of Humanities. Research collaborations about health literacy and linguistic diversity during CoVid-19. Spring 2020.

*Host to Dr. Yanming Gao*, Vice Dean of the School of Overseas Education from Northeast Normal University, China. We are collaborating on language learning research during her residency at WashU. Spring 2019 and Fall 2019.

*Host to Dr. Lisbeth Brevik*, Department of Teacher Education and School Research. University of Oslo, Norway. We collaborated with research on foreign and second language reading during her residency at WashU. Fall 2018.

*Host to Dr. Yanming Gao*, Vice Dean of the School of Overseas Education from Northeast Normal University, China. We collaborated on language learning research during her residency at WashU. Spring 2012-Fall 2013, and we continue to conduct experiments in China.

*Host to Dr. Cao Jun*, Vice Dean of School of Foreign Languages and Professor of Applied Linguistics from Northeast Normal University, China. We collaborated with research during his

residency at WashU. Fall 2010-Fall 2011, and we continue to do research in China.

*Host to Dr. Xiucheng Yu*, a Professor of Applied Linguistics from Northeast Normal University, China. We collaborated with research during his residency at WashU. Fall 2009-Fall 2010, and we continue to do research in China.

## **INVITED PLENARIES / KEYNOTES / PRESENTATIONS**

Keynote Speaker for Kentucky Foreign Language Conference: Second Language Acquisition Strand. “Digital Natives and COVID-19: L2 Reading as an Online Social Act.” April, 2023.

SALaMAxCIES Regional Conference on Education, Migration and Human Rights. Invited to present with SALaMA Panel, Qatar Foundation International. Monterey, CA, USA. October 2023.

Elevate: Elevating for English Learning Success 2023 Conference. Invited to present with SALaMA Panel. “Integration of Newcomer Students from Arab-majority Countries.” Ritenour High School, St. Louis, MO. June 2023.

Invited opening day talk *UNESCO’s Latin American Conference on Literacy*. Title of address: “Literacy and Global Health: A Study on Language Equity and COVID.” Panama. Hybrid. September 2022.

Kickoff Launch of SALaMA Webinar Series: Brown School of Social Work. “Strategies to Support Multilingual Learners in US Schools.” Sponsored by Qatar Foundation International. September 2022.

Invited opening talk for *2022 McDonnell Scholars Academy*. “Communication across Languages and Cultures.” Purina Farms, Washington University in St. Louis. August 2022.

Opening Plenary Speaker for International Conference *Crafting Resources for Language Pedagogy at Digital Age*, Title of Talk: COVID-19 and Global Engagement through Remote Language Learning: Let’s Talk and Read.” Aligarh Muslim University, India. May 2021.

Oslo Invited Plenary Speaker for *2021 Exploring Language Education: Teaching and Learning Languages in the 21<sup>st</sup> Century*. University of Oslo, Norway. June 2021.

Opening Plenary Speaker for *Startalk 2021: President of the United States National Security Language Initiative*. Gave the opening address and then a series of 4 talks for the acquisition and teaching of Arabic and Persian. Webster University and Washington University, St. Louis, MO. June 2021.

Invited talk, *Global Health Center, Institute for Public Health*. Title of Talk: “81 Languages and 25 Million People in Ghana: Healthcare Workers Assessments’ of Pandemic Literacy,” Africa Initiative, Washington University in St. Louis, MO. June 2021.

Invited Talk for *Summer Research Program, Institute for Public Health*. Title of Talk: “Healthcare Workers’ Assessments of Communication with Linguistically Diverse Patients in the St Louis Region during COVID-19.” June 2021.

Gave an Invited Talk to *Anthropology* Faculty and Students. Title of Talk: “Conducting Research with Human Subjects in Global Contexts during COVID-19,” Washington University in St. Louis, Fall 2021

Invited Talk, *2021 Researcher Forum for Medical School*, Sponsored by the Office of the Vice Chancellor for Research. Title of Talk: “Regulations and Policies of Human Subject’s Research in Global Contexts for Bio-Medical Studies during COVID-19,” Washington University, January, 2021.

Invited Talk, *2021 Researcher Forum for Danforth Campus*, Sponsored by the Office of the Vice Chancellor for Research. Title of Talk: “Regulations and Policies of Human Subject’s Research in Global Contexts for Social Sciences during COVID-19,” Washington University, January, 2021.

Invited Talk, *International and Area Studies* Faculty and Students. Title of Talk: “Conducting Research with Human Subjects in Global Contexts,” Fall 2020.

Invited Panelist - *Researcher Town Hall on COVID-19 – Ramp Up of Research with Human Subjects during the Pandemic*, Summer 2020

Invited Talk, *2020 Researcher Forum for Medical School*, Sponsored by the Office of the Vice Chancellor for Research. Title of Talk: “Regulations and Policies of Human Subject’s Research in Global Contexts for Bio-Medical Studies,” January, 2020.

Invited Talk, *2020 Researcher Forum for Danforth Campus*, Sponsored by the Office of the Vice Chancellor for Research. Title of Talk: “Regulations and Policies of Human Subject’s Research in Global Contexts for Social Sciences,” January, 2020.

Invited Talk, *Global Health Center, Institute for Global Health*. Title of Talk: “Guidelines for Navigating the Regulations and Policies of Human Subject’s Research in Global Contexts,” St. Louis, September 2019.

Brantmeier, C., Balmaceda M., D., Li, Y. *The American Association of Teachers of Spanish and Portuguese*. Title of Talk: “Revisiting gender and L2 reading Spanish at the University: The evolution of reading skill components across instructional levels,” July 2019.

Invited Talk, *Office of Government Relations, Research and Sponsored Programs*, Webster University, St. Louis. Title of Talk: “Doing Research with Human Subjects Outside the USA,” Fall 2019.



Invited Plenary for the *2019 World Congress of Extensive Reading*. Taiwan. August, 2019.

Invited Talk, *Global Health Center, Institute for Global Health*. Title of Talk: “Guidelines for Navigating the Regulations and Policies of Human Subject’s Research in Global Contexts,” Washington University in St. Louis, September 2019.

Invited Presentation for *TESOL Convention*. Title of talk: “How to get published in TESOL and Applied Linguistics.” Chicago. March 2018.

Invited Plenary Address for *UNESCO’s International Conference on Literacy*. Title of address: “Research on Literacy across Languages and Cultures in an Increasingly Interconnected World.” Chile. October 2017.

Invited Plenary Address for *Anniversary celebration of School of Foreign Languages, Northeast Normal University (NENU)*, Changchun, China. Invited by Vice President of NENU, Zhang Shaojie. Title of address: “Second and Foreign Language Acquisition: Theory, Research and Practice.” Spring, 2016.

Invited Speaker for Gephardt Institute Urban Immersion Program. “Addressing Academic Achievement of English Language Learners in St. Louis: An Initiative for Educators of Bosnian and Latino Children.” October, 2015; October 2016.

Invited Plenary Speaker for *STARTALK 2015: President of the United States National Security Language Initiative*. The Language Acquisition Resource Center, San Diego State University. Gave the opening plenary address and a series of talks. June, 2015.

Speaker for Professional Development Series for St. Louis public school teachers at *Oak Hill Elementary* school, St. Louis, MO. 2014-16.

Invited *Plenary Speaker* for *STARTALK 2013: President of the United States National Security Language Initiative*. “Second Language Reading Research: Theory and Practice.” The Language Acquisition Resource Center, San Diego State University. Gave the opening plenary address and a series of talks. June, 2013.

“Diagnosing Strengths and Weaknesses of Foreign/Second Language Readers.” Invited by Pennsylvania State and San Diego State, Center for Language Acquisition., 90-minute talk/webinar. October, 2012.

“Research Methods and Analysis for Experiments on Second Language Reading.” Invited by The Development of Social Cognition Lab, Department of Psychology, University of Chicago. October, 2012.

“Assessing the Complex Process of L2 Reading” and “Developing Assessment Tasks for L2

Reading: Applying Research and Theory.” Invited to give a lecture of research and a workshop at Michigan State University. September 2011.

“Second Language Reading and Assessment: Responding to the MLA Report.” Invited to give a talk and lead a discussion at Cornell University, New York. May 2010.

*\*Keynote Speaker:*

“Second Language Acquisition and Technology: Past, Present and Future.” French and Spanish Symposium. Saint Louis University. March 2009.

“Mobile Computing and Language Learning.” Emerging Technologies: Academic Applications and Implications. Invited by Dennis Martin, College of Arts and Sciences. Washington University. February 2009.

“Criterion Referenced Self-Assessment and Advanced L2 Reading,” Department of Second Language Studies, Brown Bag Series. University of Hawaii. March 2007.

“Program Administration and Computer-Assisted Language Learning,” Department of Second Language Studies, Graduate course on Language Program Administration. University of Hawaii. March 2007.

*\*Featured Speaker:*

“Second Language Reading: Theory, Research and Instruction,” The 6th Malaysia International Conference on Language Teaching (MICELT) Achieving Tangible Standards. Melaka, Malaysia. May 2006.

“Language Acquisition: Connecting Research to Practice,” Three different lectures at Georgia Technical University, Foreign Language Department, Tbilisi, The Republic of Georgia: May 2006.

“Experimental Evidence on Second Language Reading in the USA,” University of Amsterdam, Invited by J.H. Hulstijn, The Nelson Group, *Netherlands Organization for Scientific Research*: March 2006.

“Interacting Variables in Second Language Reading at the University Level in the USA,” *Oxford Round Table on Bilingual Education*. Oxford University, UK: March 2006.

“Bridging Research into Practice,” *ITeach Symposium for Teaching*, Washington University, Co-Presentation with Derek Hirst, Chair, History Department: January 2006.

“Individual Variation in L1 and L2 Reading Comprehension,” *Conference on Perspectives in Linguistic Variation*. Department of Philosophy, Washington University in St. Louis: November 2005.

“Second Language Testing and Assessment,” Department of Modern Languages and Literatures, University of North Carolina at Charlotte and Greensboro: October 2005.

“Second Language Reading Instruction,” El Centro de Enseñanza de Lengua de New England, Mendoza, Argentina: August 2005.

“Technology and Second Language Instruction.” Invited to present to St. Louis schools: MICDS, John Burroughs, Villa Duschene and La Principia: January 2005.

"Instructional Technologies and Second Language Acquisition," (research, theory and materials development). Stanford University, CA: Summer 2004.

“Enhancing Your Classroom with Technology.” Invited to present LAGARTO, online computer activities that I created for Advanced Spanish Grammar and Composition courses. ITeach Symposium for Teaching with Technology, Washington University, January 2004.

"Interacting Variables in L2 Reading Comprehension: Research and Implications." Invited to present a synthesis of my recent research to a graduate level Second Language Acquisition class, University of Notre Dame, Fall 2001.

"Language, Gender and Instruction." Invited to present a session for the Arts and Science Women Faculty at Washington University, Fall 2000.

“Teaching Literature in a Spanish Department.” Member of a panel on the teaching of reading and literature, Department of Spanish and Portuguese, Indiana University, April 1999.

“Teacher Training in Third World Countries.” Invited by Dr. Martha Nyikos to conduct a workshop for a graduate course on Methods of Teacher Training, Indiana University, Spring 1998.

“Language Program Planning in Nicaragua.” Invited by Dr. Robert Arnove to give a lecture to a graduate class on International Education, Indiana University, Spring 1998.

#### **CONFERENCE PRESENTATIONS (does not include invited talks, see above)**

“Self-Assessment of Healthcare Worker Communication with Language Diverse Patients in Obstetrics and Gynecology. Dr. Juwee Vorawandthanachai, Cindy Brantmeier & Dr. Janet Stein. American Society of Reproductive Medicine (ASRM) Scientific Congress: Equity, Access and Innovation. March 2024.

“L2 Learners Undervalue of Reading and Writing: What Instructors Can do About It.” Balmaceda M., D. & Brantmeier, C. 2023. *The American Association for Applied Linguistics*. Portland, Oregon, United States. March 2023.

“Effects of Strategic Adjunct Questions on Comprehension with Chinese EFL Readers.” Li, Y., Brantmeier, C. *American Association for Applied Linguistics (AAAL)*, Pittsburgh, PA. March 2022.

“Researchers Assert That We Acquire Spanish Through Reading...But Our Students Disagree” Brantmeier, C., & Balmaceda M., D. *The American Association of Teachers of Spanish and Portuguese*. San Juan, Puerto Rico, United States. July 2022.

“Spanish enrollment decline and student’s beliefs: Does gender matter?” Balmaceda M., D., & Brantmeier, C. *The American Association of Teachers of Spanish and Portuguese*. Atlanta, GA, United States. July 2021.

“Revisiting gender and L2 reading Spanish at the University.” Brantmeier, C., Balmaceda, D. & Yanjie Li. (2019). *American Association of Teachers of Spanish and Portuguese*. San Diego, CA. July 2019.

“Self-Assessment with Reading and Writing in French: Evidence from a Domestic Immersion Program.” Dolosic, H. & Brantmeier, C. *American Association for Applied Linguistics*. Atlanta, GA. March 2019.

“Exploring vocabulary lookup behaviors: Does retrieval of word form enhance vocabulary learning during online reading?” Fang, W.-C., Hsu, Y.-C., Liu, H., & Brantmeier, C. *XIXth International CALL Research Conference*, KU Leuven Campus Brugge, Brussels, Belgium. 2018. (presentation delivered by Wei Chieh)

“The relationship between Gender, Self-Assessment of Writing, and Subsequent Writing Performance.” Huan Liu, Cindy Brantmeier & Wei-Chieh Fang. *The 16<sup>th</sup> Symposium on Second Language Writing*. Chulalongkorn University, Bangkok, Thailand. July 2017. (presentation delivered by Huan & Wei-Chieh)

“Online placement testing for university level Spanish: Relationships between gender, vocabulary, grammar and reading.” Dolosic, H. & Cindy Brantmeier. *The American Association of Teachers of Spanish and Portuguese*. Chicago. July 2017.

“Explaining Variance in Foreign Language (FL) Reading with Adolescent Chinese Readers: FL Writing, Self-Assessment, Topic Familiarity, Morphological Awareness and Gender.” Liu, H., & Brantmeier, C. Poster. *American Association for Applied Linguistics*. Portland, Oregon. March, 2017.

“Individuals in the Chinese EFL Classroom: The Relationships between Self-Assessment, Affect, Speaking, and Listening.” Dolosic, H., Fang, W.C., Brantmeier, C., & Strube, M. *Second Language Research Forum*. Teachers College, Columbia University: New York, NY. 22 September 2016.

“Examining L2 Literacy Development among Chinese EFL Learners: Reading-writing

Connections, Levels of Instruction, and Self-Assessment.” Huan Liu, Cindy Brantmeier & Mike Strube. *Second Language Research Forum*. Teachers College, Columbia University: September 2016.

“An examination of informal immersion contexts with adolescents: Self-esteem, self-consciousness, self-assessment & oral production.” Dolosic, H., Brantmeier, C., Strube, M. & Hogrebe, M. American Association of Applied Linguistics, Orlando, April 2016. (presentation delivered by Haley Dolosic)

“More Than a Test: Skills-based Self-Assessment of advanced learners of Spanish.” *American Association of the Teaching of Spanish and Portuguese*. San Juan, Puerto Rico: July 2012.

“Effects of Textual Enhancement Adjuncts, Subject Knowledge, L1 Reading Ability, and L2 Spanish Knowledge on L2 Reading Comprehension.” Co-presented with Dr. Jo Ann Hammadou Sullivan. American Association of Applied Linguistics. Boston, MA: March 2012.

“Criterion Referenced Self-Assessment for L2 Reading across Levels of Instruction.” American Association of Applied Linguistics. Chicago, IL: March 2011.

“Language Placement of Advanced L2 Readers: The Effects of Criterion-Referenced Self-Assessment.” *Chicago Language Symposium 2008: Language Learning and Assessment*. University of Chicago, Northwestern University & University of Illinois at Chicago. Chicago, IL: 2008.

“Interacting Variables in Second Language Reading.” Colloquia Organizer: Cindy Brantmeier. Colloquia Participants: Elizabeth Bernhardt, Amos van Gelderen, Jan Hulstijn & Rob Schoonen, Cindy Brantmeier, Hiram Maxim, Richard Day. *American Association of Applied Linguistics*. La Mesa, CA: 2007.

“A Multicomponent Model of Interest and Adult Second Language Reading,” *American Educational Research Foundation*. (Gabriela Romero presented the study). Chicago: 2007.

“Toward a Multicomponent Model of Interest and Second Language Reading: Sources of Interest, Perceived Situational Interest, & Comprehension,” *American Association of Applied Linguistics/Canadian Assoc. of Applied Linguistics*, Montreal, Quebec: June 2006.

“Advanced L2 Learners and Reading Placement: Self-assessment, Computer-based Testing, and Subsequent Performance,” *Second Language Research Forum*, Columbia University, NYC: Fall 2005.

“Gender, Anxiety, and L2 Reading Comprehension.” *American Association of Applied Linguistics/International Association of Applied Linguistics*, Madison: Summer 2005.

"Readers' Gender: A Moderating Variable in Second Language Reading Comprehension?"

Language Symposium 2004: *The Place of Reading in the Foreign Language Curriculum*. University of Chicago and Northwestern University, Chicago: Spring 2004.

"Subject Knowledge, Analogies and Comprehension Tasks in L1 and L2 Reading." *American Association of Applied Linguistics*. Portland, Oregon: Spring 2004.

"Second Language Acquisition and Pedagogy: Integrating Technology into Language Instruction" Group presentation by: Cindy Brantmeier and graduate students - Anthony Alvarez, Anouk Alquier, Shenika Harris. (Shenika Harris presented the introduction written by Cindy Brantmeier). *Kentucky Foreign Language Conference*. University of Kentucky, Lexington: Spring 2004.

"Anxiety, Gender, and Second Language Reading." *International Linguistics Association: Literacy, Linguistic Change and Language Development*. Hunter College, New York: Spring 2004.

"Technology and the Individual: Students in Control of Advanced Second Language Acquisition." *Emerging Technologies in Teaching Languages and Culture*, California State University Monterey Bay: Spring 2003.

Panel Organizer. "Technology and Second Language Instruction." *Washington University Department of Education Forum*, Spring 2003. Washington University in St. Louis. (organized a panel and presentation of graduate student work from my seminar).

"Beyond Literal Meaning: An Analysis of Inferential and Incorrect Understandings of L2 Texts by Gender." *SECOL Conference*, Georgetown University: Spring 2003.

Panel Organizer. "Interacting Variables in Second Language Reading with Adults." *SECOL Conference*, Georgetown University: Spring 2003.

"The Effects of Gender and Violence-oriented Input on L2 Reading Comprehension." *Second Language Research Forum*, University of Toronto: Fall 2002.

"Second Language Literacy" (Discussion Leader) *Mid-America Conference on Hispanic Literatures*. Washington University in St. Louis: Fall 2002.

"Written Dialogue as a Pragmatic Factor with Native and Non-native Readers of Spanish." *Simposio de Linguística Hispanica en el Reino Unido*. University of London & University of Surrey, England: Spring 2002.

"The Effects of Passage Content on L2 Reading Comprehension across Instruction Levels." *American Association of Applied Linguistics Conference*. Salt Lake City, Utah: Spring 2002.

"Technology Resources for Language Acquisition." *I Teach Symposium on Teaching with*

*Technology*. Washington University in St. Louis: Winter, 2002.

"Issues in the Training and Development of Language Instructors." *North Central Council of Latin Americanists*. Panel on Teaching. Co-Presentation with Assistant Professor Andrew Farley, University of Notre Dame. Iowa: Fall 2001.

Organizer of panel on "Why Choose CALL (Computer Assisted Language Learning) for Spanish Language Acquisition?" Presentation by Cindy Brantmeier: "Bridging Second Language Acquisition Theories to CALL: The Subjunctive in Nicaragua." *North Central Council of Latin Americanists*. Iowa: Fall 2001.

"Challenges in Second Language Reading Research: Implications for Comprehension and Strategy Use Investigations." *SECOL LXIV Southeastern Conference on Linguistics*, University of Knoxville, TN: Spring 2001.

"Does Gender Make a Difference? Passage Content, Comprehension and Strategy Use in L2 Reading." *46th Annual International Linguistic Association Conference*, New York University, NY: Spring 2001.

"Language Skills or Passage Content? A Comparison of L1 and L2 Male and Female Readers." *American Association of Applied Linguistics*, Applied Linguistics for the 21st Century, St. Louis, MO: Spring 2001.

Panel Leader for "Integrating Technology in the Second Language Curriculum." *Department of Education 8th Annual Spring Forum*. Washington University, St. Louis, MO: Spring 2001. Presented with graduate students Chris Brown, David Neville, Joel Postema and April Seager.

"Beyond Linguistic Knowledge: Individual Learner Differences in L2 Reading Comprehension." *4th Hispanic Linguistics Symposium*, Indiana University, IN: Fall 2000.

"The Relationship Between Readers' Gender, Passage Content, Comprehension, and Strategy Use in Reading Spanish as a Foreign Language." *The 19th Annual Second Language Research Forum*, University of Minnesota, MN, Fall 1999.

"Rediscovery or Conquest of the Americas? A Pedagogical Guide to Teaching Colonial Literature in the University Level Spanish Classroom." *North Central Conference of Latin Americanists*, St. Norbert's College, WI, Fall 1998.

"An Investigation in the Teaching of Hispanic Culture: Ordinary People or Elite Masters?" *North Central Conference of Latin Americanists*, Beloit College, WI, Fall 1997.

"Representations or Misrepresentations of Culture in the Second Language Classroom." *Crossing the Boundaries V: Translating/Transposing Cultures*, SUNY-Binghamton, NY, Spring 1997.

“The Power of Language in Estelí, Nicaragua.” *University of Miami 14th Annual Intercultural Conference on Latin American and the Caribbean*, Miami, FLA, Fall 1996.

“Issues of Power and Constraint: An Evaluation of an English Language Center in Estelí, Nicaragua.” *North Central Conference of Latin Americanists*, Ripon College, WI, Fall 1996.

“Rethinking the History of Spain: The Literature of Carmen Martín Gaité.” *Midwest Feminist Graduate Student Conference*, Miami University, OH, Spring 1991.

## **SELECTED FUNDING/GRANTS/HONORARIUMS**

Co-PI for Grant from Maimonides Research and Development Foundation, New York. Study entitled: *Examining Linguistic Inequities in Women’s Healthcare: Patients’ and Physician’s Perspectives*. Other PIs: Dr. Vorawandthanachai and Dr. Stein, Division of Obstetrics and Gynecology, Maimonides Hospital, NYC. Phase One 2022-2023. Grant Renewed Phase Two 2023-2024.

IMPACT GLOBAL Center (PIs Dr. Ssewamala, Dr. McKay, Dr. Cavazos-Rehg) Member of research team. Awarded Here and Next Seed Grant from the University-Wide Interdisciplinary Research Initiatives (URI) Program for our project, "Improving Mental Health, Poverty, and AIDS Research and Training in Global Contexts (IMPACT GLOBAL) Center." 2025-present.

PI for Funding, *The Africa Initiative Pilot Grant Program*, in partnership with the Institute for Public Health and the McDonnell International Scholars Academy, Washington University. Research at University of Ghana entitled: Health Literacy and Linguistic Diversity during COVID-19 in Ghana. Summer, 2021.

Co-PI Funding/Honorarium for *STARTALK 2021*, sponsored by the President of the United States National Security Language Initiative (NSLI). The initiative seeks to expand and improve the teaching and learning of strategically important world languages that are not now widely taught in the US. Other programs under the NSLI umbrella include Title VI/Fulbright Hays programs of the US Department of Education and The National Security Education program of the National Defense University. STARTALK held at Webster University, June 2021, for teachers of Arabic and Persian.

Faculty Sponsor/Advisor for PhD Student External Funding:

*2019 National Federation of Modern Language Teachers Associations & National Council of Less Commonly Taught Languages*, USA, Graduate Student Research Award, Recipient- PhD student Huan Liu



2019 *Educational Testing Service*, USA, Grant for Doctoral Research in Second or Foreign Language Assessment 2018-, Princeton, NJ. Competitive bi-annual grant for PhD students to support their research, Recipient-PhD student Haley Dolosic

2018 *American Council on the Teaching of Foreign Languages*, USA, Recipient of Student Stipend Award, Recipient- PhD student Huan Liu

*Washington University College of Arts and Sciences Innovation Grant* to develop a new, interdisciplinary and innovative course with high impact pedagogy for the Global Citizenship Program. Course entitled: *Global Population on the Move: Refugees, Resettlement, Education, and Advocacy*. Course will be housed in the International and Area Studies Program and cross listed in the Department of Education and will be offered to freshmen. Grant awarded to Cindy Brantmeier and Tabea Linhard. Summer 2018.

Recipient of *Innovative BYOI Grant Competition from Washington University Office of Provost "Bring Your Own Idea" program*. Proposal was for cross-school faculty collaborations and forums to discuss ideas about *Refugee Lives: Local and Global*. Won the grant with Professor Tabea Linhard, Romance Languages and Literatures. Spring 2017, Fall 2017, Spring 2018.

Funding/Honorarium for *STARTALK Teacher Training 2013*, sponsored by the President of the United States National Security Language Initiative (NSLI). The initiative seeks to expand and improve the teaching and learning of strategically important world languages that are not now widely taught in the US. Other programs under the NSLI umbrella include Title VI/Fulbright Hays programs of the US Department of Education and The National Security Education program of the National Defense University. STARTALK held at San Diego State University, June 2013, for teachers of Arabic, Chinese, Dari, Persian, and Turkish.

*NENU Scholar Program, China*. Invited by Vice President Zhang Shaojie, Northeast Normal University (NENU), Changchun, China, to be Scholar of NENU program for collaborating with research in China. Part of this funding involves giving a series of lectures to scholars of applied linguistics in China. Invitation initiated in Spring 2008. Full funding to host visiting scholars at Washington University paid for by the Consulate of China. Series of experiments started (spring 2011) with cooperating faculty at NENU, China.

*Washington University Faculty Research Grant* for research conducted in Argentina. Summer 2005.

*Washington University Faculty Research Grant* for research conducted in Costa Rica. Summer 2001.

*US State Department/United States Information Agency Grant: Costa Rica Summer Fellowship*, sponsored by Indiana University and United States Information Agency, Centro Cultural Costarricense Norteamericano, San José, Costa Rica. Summer 1997.

*Annenberg Foundation Grant:* Awarded to The Peddie School, New Jersey. I was the Spanish Acquisition Coordinator for this project. 1994-1995.

*Partners for America Grant: Wisconsin/Nicaragua Partnership.* Grant for creating a language center in Estelí, Nicaragua. 1992.

### **Service Tasks for Global Studies**

*Global Studies Instructor Observations and Reports.* Visited classes conducted by GS instructors and compiled an observational report of the teaching performance. Spring 2022, Fall 2023.

*Invited Presentation for Global Futures Class.* Prepared and delivered a formal presentation about Global Health and Language to a core class for the GS major. Spring 2023.

*Committee for Global Studies Mission/Vision Statement.* Worked with GS faculty after the GS workshops to develop a concise vision statement that incorporated the collaborative and reflective perspectives. Spring 2023.

*Global Futures Grant Committee.* Helped the team develop and implement the new grant application protocol for the new campus wide Global Futures Grants. Member of the team to evaluate the submitted proposals. Fall 2022, Spring 2023.

*Major Advisor for Global Studies and Minor Advisor for Applied Linguistics.* Meet each semester with GS undergraduate who are my advisees to help with planning classes. Currently have 18 advisees.

*International Institute Community Service.* Arrange for GS majors to volunteer with the International Institute, with tutoring and also conducting professional interviews for newcomers to St. Louis region. Fall 2018-present.

*Honor's Thesis Evaluation Committee.* Read and give feedback to each of the honor's thesis written for the GS major. Take part in the culminating interview for each student which includes a presentation by the student following with discussion questions from this committee. Spring 2021, Spring 2022.

*Global Studies Assessment Committee,* member. Assess 18 writing samples from GS students. Scores used for the Higher Education Accreditation Commission. 2021

*Promotion Guidelines Committee,* member. Helped Tabea Linhard and Andy Sobel create a document for promotion guidelines for non tenure track faculty of GS. Spring 2022, Fall 2022.

*Global Studies Ethical Review for Research - Presentation.* Gave a talk to GS majors about the process for obtaining human subjects approval for research in global contexts. Fall 2021.

*Global Studies Research Workshop Talk.* Gave a talk to the course Research Workshop for Global Studies Majors about the presubmission process for ethical approval for human subjects research outside the USA. Spring 2022.

### **St. Louis OUTREACH EFFORTS with REFUGEES AND IMMIGRANTS**

*Online social reading program developer* - for New American adolescents in the St Louis City schools. The program is being utilized by the After School Program at the International Institute of St. Louis.

*Volunteer for It's a Small World Series at Old Bonhomme Elementary School.* Lead and facilitated a formal discussion to parents and children on first generation immigrants attending St. Louis public schools.

*Volunteer for Professional Development Series for Teacher Training at St. Louis Public School.* Lead a team of graduate students to conduct workshops for literacy training for teachers at local Oak Hill Elementary School, a school with a 50% student population of linguistically diverse learners. 2015.

*Volunteer for Moveon.Org.* As part of an objective to bring Hispanic people into politics in St. Louis, I volunteered to call Spanish-speaking people to advise them how to register to vote in the presidential election. I also help build electronic advocacy groups among Hispanic voters under the direction of Dr. Lestor K. Spence. Sep. 2004.

*Volunteer for Annual Christmas Celebration* for local Hispanics in the Tower Grove area of St. Louis. Under the direction of Virginia Braxs. Dec. 2001, 2002, 2003.

*Foreign/Immigrant Student Advisor:* English Language Institute, Stevens Point, Wisconsin. Employed: Summer 1989, Summer 1992.

*International Residence Hall Assistant:* Burroughs Residence Hall, University of Wisconsin-Stevens Point. Employed: Spring and Fall semesters 1988.

### **TEACHING at Washington University in St. Louis**

Courses taught for *PhD -Applied Linguistics, Major/Minor in Applied Linguistics, Global Studies* and *Graduate Certificate of Language Instruction*:

- *Global Health and Language.* Fall 2025, Spring 2023, Spring 2022.
- *Linguistics and Language Learning,* Graduate/Undergraduate course: Spring 2025, Fall 2023, Fall 2022, Fall 2021, Fall 2020, Fall 2019, Fall 2018, Spring 2016, Spring 2014, Spring 2013, Spring 2012, Fall 2010, Spring 2009, Spring 2008.
- *Global Studies Research Methods and Pro Seminar.* Spring 2025.

- *Global Citizenship Program Freshmen course: Global Population on the Move: Refugees, Resettlement, Education and Advocacy*, Spring 2023, Spring 2022, Spring 2021, Spring 2020.
- *Second Language Acquisition and Technology*. Graduate/Undergraduate course: Fall 2018, Fall 2016, Fall, 2014, Spring 2013, Spring 2010, Fall, 2007, Spring 2005, Spring 2003, Spring 2001.
- *Reading and Writing in a Second Language*, Graduate/Undergraduate course: Fall, 2020; Fall 2018, Spring 2017, Spring 2015, Fall 2013, Fall 2010, Spring 2009, Spring 2008, Fall 2006, Fall 2004, Spring 2002.
- *Methods of Teaching Romance Languages*, Graduate level course: Fall 2012, Fall 2009, Fall 2007, Fall 2005, Spring 2004, Fall 2001, Fall 2000.
- *Methods of Teaching and Researching Language*, Graduate/Undergraduate course: Spring 2017.
- *Spanish Phonetics, Phonology and Dialectology*, Graduate/Undergraduate course: Fall 2011, Spring 2006, Fall 2002.
- Doctoral Seminar: *Studying the Complex Dimensions of Urban Educational Settings*, Graduate course: Fall 2018, Fall 2016, Fall 2015.
- *Foundations of Research in Education*, Graduate/Undergraduate course: Spring 2014.
- *Study for Honors in Education/Applied Linguistics*, 10 semesters
- *Education 590: Research in Education*, Spring 2019, Fall 2015, Spring 2016, Fall 2016.
- *Education 884: Doctoral Continuing Studies*, Fall 2016.
- *Education 500: Independent Study Research*, Spring 2019, Fall 2016, Spring 2017.
- *Study for Honors 404*, Fall 2016, Spring 2017, Fall 2018, Spring 2019.

Language courses taught:

- *Advanced Spanish Grammar and Composition*, Undergraduate Level Course: Spring, 2006, Fall 2005, Spring 2005, Fall 2004, Spring 2004, Spring 2003, Fall 2002, Spring 2002, Fall 2001, Fall 2000.
- *Advanced Spanish Grammar and Composition II*, Undergraduate level course: Spring 2012, Spring 2001.

**OTHER TEACHING EXPERIENCE in USA**

*Visiting Assistant Professor*. Department of Second Language Studies. University of Hawaii. January 1<sup>st</sup> 2007-July 1<sup>st</sup> 2007.

- Graduate (MA) course: *Language Learning and Technology*
- Graduate (MA) course: *Teaching Second Languages*

*Associate Instructor of Spanish*: Department of Spanish and Portuguese, Indiana University, Bloomington, Indiana. Employed: August 1995-May 2000.

- Spanish 200, Intermediate Spanish I
- Spanish 250, Intermediate Spanish II

- Spanish 275, Introduction to Hispanic Culture
- Spanish 311, Advanced Spanish Grammar
- Spanish 331, The Hispanic World I: Introduction to Latin American Literature

*English as a Second Language-TOEFL Program Coordinator/Instructor:* KAPLAN Educational Center, Bloomington, Indiana. Employed: January 1996-July 1998.

*Spanish Acquisition Coordinator/Full-time Teacher:* Principio Pilot Project, The Peddie School, Hightstown, New Jersey. Employed: Academic Year of 1994-1995.

*English as Second Language Teacher:* Franklin High School and Middle School, Franklin, Wisconsin. Employed: Replacement position, Nov 1993-June 1994.

*Spanish Instructor:* Miami University, (Ohio). Employed: Two academic years-September 1990-May 1992.

- Spanish 100, First Year Spanish I
- Spanish 101, First Year Spanish II

*English as a Second Language Teacher:* English Language Summer Camp, University of Wisconsin-Stevens Point. Employed: Summer 1990, Summer 1992, Summer 1994.

*Spanish/English Teacher-Intern:* Wautoma High School, Wautoma, Wisconsin. Employed: One semester-Spring 1990.

### **INTERNATIONAL TEACHING / WORK EXPERIENCES prior to PhD (does not include studies abroad for academic credit)**

*Spanish Language Program Evaluator/Consultant and Educational Advising Assistant:* United States Information Agency/Centro Cultural Costarricense Norteamericano, Bi-National Language Center, San José, Costa Rica. Summer 1997.

*Study Abroad Coordinator:* Cuernavaca, Mexico. Summer 1996.

*Study Abroad Director/Instructor* for The Peddie School: Granada, Spain. Summer 1995.

*Director and Full-Time Teacher of English/Spanish Language Center:* Estelí, Nicaragua. Awarded Grant from Partners for America. Employed: January 1993-November 1993. (Left due to civil unrest/war).

*Adjunct Instructor of English as a Second Language* for the University of Wisconsin-Stevens Point teacher education program. Estelí, Nicaragua. Employed: January 1993-July 1993.

*Interpreter-Spanish/English:* International Strategic Planning Exercise, Estelí, Nicaragua. Employed: January, 1993.

*Language Consultant/ ESL Project Coordinator:* Minister of Education, Estelí, Nicaragua.  
Employed: Academic year of January 1993-January 1994.

INTECFOR-National Forestry Institute of Nicaragua, Estelí, Nicaragua. Attended courses on Rural Development in Central America. Spring 1993.

*Bilingual School Teacher* for 6th graders: Colegio Americano of Puebla, Puebla, Mexico.  
Employed: Semester Teacher Exchange, Fall 1992.

*Spanish Teacher for ESL Teachers (Part-time night classes):* Colegio Americano of Puebla, Puebla, Mexico. Employed: Fall Semester 1992.

*International Education Office Assistant:* Universidad de las Américas, Puebla, Mexico.  
Employed: Summer 1991.

*English as a Second Language Teacher/Physical Education Teacher:* AJRM Summer English Camp, Salas de los Infantes, Spain. Employed: Summer 1988.

Youth for Understanding, Bucaramanga, Colombia. Spanish Immersion Volleyball Program, Spring and Summer 1984.

### **SELECTED LIST OF DISSERTATION COMMITTEES**

Department of Psychology. Dissertation by Samuel Chung. Dissertation Chair: Mike Strube. 2021.

Department of Education. Dissertation by David Barnes. Dissertation Chair: Odis Johnson. 2021.

Department of Psychology. Dissertation by Molly Farry-Thorn. Dissertation Chair: Rebecca Treiman. 2019.

Department of Political Science. Dissertation by Josh Boston. Dissertation Chair: James Spriggs. 2019.

Department of Educational Sciences, University of Oslo, Norway. Expert adjudication committee for dissertation by Lisbeth Brevik.

Department of Psychology. Dissertation by Kathleen Sullivan. Dissertation Chair: Lori Markson.

Department of Psychology. Dissertation by Nick Hotzman. Dissertation Chair: Mike Strube.

Department of Psychology. Dissertation by Alexandra Lord. Dissertation Chair: Mike Strube.

Department of Psychology. Dissertation by Ling Nguyen. Dissertation Chair: Mike Strube.

Department of Psychology. Dissertation by Meg McClelland. Dissertation Chair: Becky Triemann.

Department of Anthropology. Dissertation by Jennifer Anne Quincey. Dissertation Chair: John Bowen.

Department of Education. Dissertation by Diane Hui. Dissertation Chair: James Wertsch.

Department of Second Language Acquisition. Dissertation by Eduardo Lage Otero. New York University. Dissertation Chair: Dr. Plass of NYU.

### **SERVICE TO THE UNIVERSITY**

Invited member of Human Subjects Ramp-Up Research Committee. Office of the Vice Chancellor for Research, Washington University, 2020-2021.

Invited member of Final Exam Schedule Review Committee. Office of the Provost, Washington University, 2019-2020.

Invited member of Search Committee for Executive Chair of IRB- Washington University. January - April 2019.

Invited by Chair of Political Science to serve as member of Search Committee for a position in American politics. Fall 2018.

Invited by Chair of Political Science to serve as member of Search Committee for a position in international political science. Fall 2016 – Spring 2017.

Invited by Dean of faculty to serve as a member of the Search Committee for Dean of University of College. Spring 2016.

Invited to serve as Faculty Member for IT Governance Committee – Teaching and Learning Domain. Fall 2014 – 2016.

Invited by Leah Merrifield, Assistant Vice Chancellor for Community Engagement and Director of College Prep, to lead evaluation and assessment team for the College Prep Program at Washington University. 2014.

Invited by Provost Holden Thorp to serve as faculty mentor for *2013 Leadership Alliance Mellon Initiative*. The initiative supports a community of undergraduates in the social sciences from other institutions and cultivates, mentors and trains these students in preparation for their application to competitive doctoral-degree programs. Summer research 2013 and 2015.

Invited by Provost Ed Macias to be one of three faculty members on the committee for the *Athletics and Recreation Master Plan* for Washington University. The committee meetings were facilitated by Jamie Kolker, Assistant Vice Chancellor for Campus Planning. Spring and Summer, 2011.

Invited to serve on the *Search Committee for Assistant Professor of Linguistic Anthropology*. Department of Anthropology. Spring 2010.

Invited by Dean Ed Macias to participate in a panel discussion about Washington University and St. Louis for *New Faculty Orientation*. Fall, 2006.

*Association for Women Faculty*: Member of *Workplace Climate Committee*. Fall, 2004-2007.

*Committee for College Board*. Invited to be on an Arts and Sciences committee to discuss issues

involved in placement and assessment in higher education. Spring, 2004-present.

Invited by Dean Ed Macias to facilitate the *Assistant Professor Forum*. The board plans several major events for junior faculty in Arts and Sciences at Washington University. Fall 2001, Spring 2002, Fall 2002, Spring 2003.

Invited Member of the *Faculty Advisory Committee for I\*Teach Symposium*, January, 2002. Purpose of I\*Teach Symposium is to provide opportunities for Washington University faculty to explore new ways to involve and challenge students through the use of technology. Director of I\*Teach: Professor Jim Davis and Kathy Atnip.

*Academic Mentoring Committee*. Member of Arts and Science committee that meets to discuss undergraduate academic mentor training. Chair of Committee: Dr. Harvey Fields. Spring 2004.

### **Selected SERVICE to ACADEMIC JOURNALS**

*Member of Editorial Board for Reading in a Foreign Language*, a leading, scholarly international refereed journal of issues in foreign language reading and literacy.

*Member of Editorial Board for The Journal of Language and Linguistics*, an international, refereed journal that includes both theoretical and applied topics in language studies, linguistics and language teaching.

*Member of Editorial Board for The Reading Matrix: An International Online Journal*, a refereed journal dedicated to issues surrounding first and second language reading in both traditional academic and hypertextual environments.

*Reviewer of Manuscripts* submitted to *TESOL Quarterly*, a leading journal that links theory with practice and addresses the practical concerns of language educators.

*Reviewer of Manuscripts* submitted to *System*, an international, refereed journal devoted to the applications of educational technology and applied linguistics to problems of foreign language teaching and learning.

*Reviewer of Manuscripts* submitted to *Language Learning*, an international, refereed journal dedicated to research in applied linguistics.

*Reviewer of Manuscripts* submitted to *Language Learning and Technology*, an international, refereed journal devoted to the research in language acquisition and technology.

*Reviewer of Manuscripts* submitted to *Research in Reading*, an international journal devoted to first and second language reading research.

*Reviewer of Manuscripts* submitted to *English for Specific Purposes*, an international journal



devoted to all research concerning English as a Second and Foreign Language.

*Associate Editor, CHIRICU*, The International Journal of Chicano-Riqueño Studies. Indiana University. August 1998-2000.

### **OTHER SERVICE TO THE ROMANCE LANGUAGES AND LITERATURES DEPARTMENT at Washington University (2000-2013)**

#### **Selected Examples of Student Thesis Advising (beyond undergraduate major / minor advising)**

*Director of Undergraduate Senior Research Capstone Projects and Thesis*

- Title: *Research Methods in Sociolinguistics: Qualitative and Quantitative Procedures* - Brian Sergeant.
- Title: *Teaching English as a Second Language in Latin America: Research, Theory and Practice* - Andy Levi.
- Title: *Issues of Linguistic Imperialism in Barcelona* - Matt Adler. Co-directed this thesis with Tabea Linhard.

*Internship Faculty Sponsor* for 3 undergraduates for research and study in Mexico, Honduras, and Nicaragua.

*Special Undergraduate Major Advisor*

- *Linguistic Anthropology and Swahili Studies*: Jamie Thomas
- *Sociolinguistics*: Matthew Prescott Adler.
- *Applied Linguistics*: Carson Klingenberg.

### **Romance Languages and Literatures Program Development**

*Course Supervisor of Spanish 307*. Department of Romance Languages and Literatures, Washington University in St. Louis, MO: 2001-2003.

Organizer of *McGraw-Hill Satellite Teleconference on Topics in Second Language Learning* for all language departments at Washington University. McGraw-Hill sponsors a series of free annual Teleconferences to bring topics in Second Language Learning to all language teachers across the USA. October, 2002; October, 2004.

*Facilitator of Discussion about L2 Classroom Based Testing*. Joe Barcroft and I facilitated a workshop on test preparation with all course coordinators in all languages. Fall, 2004.

*Committee for the Foreign Language Learning Colloquium Series*. Discuss and select speakers for this series. Plan and facilitate the series, which includes a lecture and workshop. Fall 2000-present.

*Coordinator of Senior Exit Surveys* for Spanish. Developed online inventories for seniors who major in Spanish. Gather quantifiable data for assessment purposes.

*Language Major Requirements*. Facilitated a collaborative effort to develop a template for the Spanish major for *Heritage Language Learners*.

*Language Major Requirements*. Facilitated a collaborative effort to develop a template for the *Special Major in Romance Languages*.

### **Work involving Romance Languages and Literatures Graduate Student Professional Development**

*Committee for the Departmental Teaching Assistant Award in Spanish / University Wide Dean's Award*. Solicited nominations from professors and course coordinators for these awards. I help TAs assemble application materials and oversee the selection committee procedures. Spring 2002-2013 graduate students won the award.

Contribute to *Panel Discussions on Graduate Student Professional Issues* for RLL Graduate Students. 2004, 2006, 2011.

Contributed to *Panel Discussions on Job Market Preparation* for RLL Graduate Students. Organizer of panel: Dr. Akiko Tsuchiya. Fall 2004, Spring 2004, Spring 2002.

*Job Market Teaching Portfolio Preparation*: Guide individual graduate students in their preparation of teaching portfolio, including reviewing and editing materials. Spring 2002-2013.

### **Positions as Liaison for Romance Languages and Education Department**

Invited to serve on the *Undergraduate Teaching Preparation Board*. Current Chair of Committee: Professor William Tate. 2001-present.

Invited by William Tate to serve on the *Search Committee for Assistant Professor of Language Studies*. Department of Education. Fall 2006, Fall 2007.

*Member of MOSTEP State Accreditation Review Committee*. I was interviewed by an accreditation team of examiners to demonstrate the value of the undergraduate teacher preparation program in French, Italian, and Spanish. Spring 2004.

*MOSTEP Spanish Exam Preparation Materials*. I prepare study materials for and meet with students preparing to take the *Missouri State Teacher Education Exam* for Certification in Spanish (K-12 certification). Spring 2004, Spring 2005, Spring 2006.

*Committee for Review of Graduate Applications for MAT*. I review application materials submitted for graduate work in the department of Education with a specialization in Applied

Linguistics and Second Language Instruction. 2005-present.

## **SPECIAL PROFESSIONAL INVITATIONS**

*Invited by Don Marsh, host of "St. Louis on the Air"* for an interview on NPR radio show along with Professor John Baugh. Discussion focused on the evolution of the English language, St. Louis English, and the influence of foreign languages on oral communication. March 2013.

*Member of BCI Research Group: Washington University School of Medicine.* Invited by Dr. Eric Leuthardt, Associate Professor of Neurological Surgery and Director, Center for Innovation in Neuroscience and Technology to be a member of the BCI research group. We are collaborating on research that will provide an understanding of current notions of speech / linguistics and how this could influence design for a speech brain computer interface.

*Member of External Departmental Review Committee- University of Southern California.* Invited by Dean Howard Gillman of University of Southern California, Dana and David Dornsife College of Letters, Arts, and Sciences, to be a member of the external review committee for the USC Department of Spanish and Portuguese. November, 2011.

*Invited to Chair the Modern Language Association (MLA) committee for the Kenneth W. Mildenberger Award* for the best publication on the teaching of foreign/second languages. Summer 2008. Appointment made by Rosemary G. Feal, Executive Director of MLA.

Invited to go to Georgia Technical University in Tbilisi, The Republic of Georgia. Dean McCleod, Professor James Wertsch, and Joachim Faust initiated this mission. I delivered three different lectures of my research to the foreign language faculty. May 2006.

Selected to serve on the MLA committee for the *Kenneth W. Mildenberger Award* for the best publication in the teaching of languages. Summer, 2006; Summer, 2007.

Selected to serve on the MLA committee for the *Mina P. Shaughnessy Award* for the best publication on the teaching of English. Summer, 2006; Summer, 2007.

Selected to serve on the CUNY system grant proposal board for linguistics research. Spring 2006.

Nominated to the *College Board's World Language Advisory Committee*. The College Board serves over three and a half million students. Among its best-known programs are the SAT, the PSAT, and the Advanced Placement Program (AP). Fall 2005.

Invited by Dr. Richard Day, Editor of *Reading in a Foreign Language*, to be Editor of a new feature of the journal that reviews articles published in other venues that treat L2 reading. Dec. 2004 to Oct 2016.

### **OTHER SERVICE as graduate student**

Graduate Student Representative on Job Search and Screen Committee for Director of Language Instruction position in Department of Spanish and Portuguese, Indiana University, 1996.

Graduate Student Representative on GSAC-Graduate Student Advisory Council, Indiana University, 1996-1997.

President of Graduate Student Organization (campus wide organization), Miami University, 1991.

Graduate Student Representative for University Senate, Miami University, 1991-1992.

### **LANGUAGE RELATED POSITIONS**

*Consultant for K-8 Spanish Program Assessment*, Clayton Public School District, Clayton, MO, Fall 2002.

*Spanish Language Interpreter*, Monroe County Courthouse, Bloomington, Indiana, January 1999-2001.

*Spanish Language Interpreter*, Eli Lilly and Company, 1998 Global Health Care Conference, Indianapolis, Indiana, July 1998.

*Semana Cervantina Distance Learning Project Instructor*, Indiana University and Indianapolis Area High Schools, Spring 1998.

*Oral Spanish Proficiency Examiner*, DELE (Diploma de Español Como Lengua Extranjera), Ministerio de Educación y Cultura, Madrid, Spain. Exams administered at Indiana University, Fall 1997.

*Minority Student Activities Coordinator*: English for College Program, English Language Institute, Stevens Point, Wisconsin. Employed: Summer 1990, Summer 1992, Summer 1994.

*International Programs Office Assistant*: University of Wisconsin-Stevens Point. Employed: 2 academic years, September 1988-January 1990.

### **RECENT UNDERGRADUATE HONORS THESIS DIRECTOR (Applied Linguistics)**

Lilly Fawcett. Undergraduate Honors Thesis. Spring 2019.

Juwee Vorawandthanachai. Undergraduate Honors Thesis. Spring 2017.

Jonathan Williford. Undergraduate Honors Thesis. Spring 2017