

## Gabriela C. Zapata

Department of Hispanic Studies  
Texas A&M University  
219 Academic Bldg., MS 4238  
College Station, TX 77843-4238  
[gzapata@tamu.edu](mailto:gzapata@tamu.edu)

Personal Website: <https://www.gzapatatexasam.com>

### EDUCATION

---

|           |  |
|-----------|--|
| 1999-2002 | Ph.D., Spanish Applied Linguistics, The Pennsylvania State University.<br><u>Areas of Specialization</u> : Second and Heritage Language Pedagogy; Multiliteracies-Based L2 Instruction ( <i>Learning-by-Design</i> ); Teacher Education; Open Educational Resources (OER): Development and Implementation; Multimodal Social Semiotics; <i>Lotería</i> in the United States. |
| 1996-1998 | M.A., Teaching English as a Second Language, The Pennsylvania State University.  |
| 1987-1990 | B.A. and Teaching Certificate, Teaching English as a Foreign Language, Instituto Nacional de Enseñanza Superior “Olga Cossetini,” Rosario, Argentina.  |

### SECOND LANGUAGE EDUCATION/PEDAGOGY CERTIFICATIONS AND TRAININGS

---

|      |   |
|------|---|
| 2021 | <i>Guiding Learners to Intercultural Citizenship: Designing Interdisciplinary Units to Link Language + Culture + Content</i> . ACTFL Virtual Learning Course. |
| 2018 | <i>Digital Storytelling in the Classroom</i> . ADOBE Education.   |
| 2017 | <i>Core Practices for Effective Language Learning</i> . ACTFL Virtual Learning Module.  |
| 2014 | Certified ACTFL Oral Proficiency Interview Tester   |

### DIVERSITY, EQUITY, & INCLUSION/MENTORING TRAININGS/CERTIFICATES

---

|      |   |
|------|---|
| 2021 | <i>Fostering Connection: A Relational Approach to Advocacy</i> . NCORE, University of Oklahoma  |
| 2021 | <i>Managing Difficult Conversations and Dynamics in the Classroom: An Interactive Workshop</i> . NCORE, University of Oklahoma  |
| 2021 | <i>Diversity and Inclusion Certificate</i> . Cornell University.  |
| 2021 | <i>Painting a Just Picture: Art &amp; Activism</i> . Learning for Justice.  |
| 2021 | <i>Work &amp; Communicate Across Generations: Solutions for Connecting and Engaging A Generationally Diverse Workforce</i> , presented by Mr. Ryan Jenkins. Academic Affairs Climate and Diversity Committee, Texas A&M University. |
| 2020 | <i>Green Dot Bystander Intervention Training</i> (how to become an active bystander when acts of power-based personal violence are witnessed). Texas A&M University.  |
| 2019 | <a href="#">CIMER</a> Entering Mentoring Trained Facilitator. Texas A&M University.   |

### ACADEMIC POSITIONS

---

#### Professor

Texas A&M University  
Department of Hispanic Studies  
September 1, 2021-Present

- Research:
  - *Learning by Design*, open pedagogy, and L2 education
  - Inclusive interdisciplinary educational practices
  - Multimodal social semiotics
  - Cultural, social, and historical aspects of Mexican *Lotería* in the United States
  - Grammar teaching through texts

- Genre-based instruction in L2 classes
- Teaching: Graduate and undergraduate classes on L2 and heritage language teaching methods, Hispanic and Applied Linguistics, and Qualitative Research Methods; L2 Spanish grammar and writing; diversity and inclusion

**Associate Professor**

Texas A&M University  
Department of Hispanic Studies  
May 8, 2019-August 31, 2021

- Research:
  - *Learning by Design*, open pedagogy, and L2 education
  - Inclusive interdisciplinary educational practices
  - Multimodal social semiotics
  - Cultural, social, and historical aspects of Mexican *Lotería* in the United States
  - Grammar teaching through texts
  - Genre-based instruction in L2 classes
- Teaching: Graduate and undergraduate classes on L2 and heritage language teaching methods, Hispanic and Applied Linguistics, and Qualitative Research Methods; L2 Spanish grammar and writing; diversity and inclusion

**Associate Professor**

**Director of Lower Division Spanish Instruction**

Texas A&M University  
Department of Hispanic Studies  
August 2016-May 7, 2019

- Research:
  - *Learning by Design*, open pedagogy, and L2 education
  - Genre-based instruction in L2 classes
  - The implementation of ACTFL standards and Integrated Performance Assessment in L2 Spanish classes
  - The psycholinguistic investigation of Spanish Heritage Speakers' language competence using the Visual World Eye-tracking approach
- Teaching: Graduate and undergraduate classes on L2 teaching methods and Hispanic and Applied Linguistics; Spanish writing; diversity and inclusion.
- Program Direction: Responsible for all pedagogical and administrative aspects of the Spanish Language Program comprised of approximately 24 instructors and 900 students per semester. Determined theoretical and pedagogical bases for program and developed curriculum for all courses. Developed and maintained the program's website and *eCampus* (Blackboard) course sites for all courses in the program. Trained and supervised instructors (Graduate Teaching Assistants and Instructional Faculty). Organized training workshops for instructors teaching in the program. Developed and administered benchmark exam for Spanish 102 and 202 (Fall 2017-Spring 2019).

**Assistant Professor, Spanish Linguistics**

**Coordinator of Spanish Language Program**

**Coordinator of Spanish Area**

California State University, Monterey Bay  
School of World Languages and Cultures  
August 2014-July 2016

- Research:
  - The development and use of digital multimodal material (based on the *Learning by Design* pedagogy) for the teaching of Spanish to heritage speakers.
  - The implementation of ACTFL standards and Integrated Performance Assessment in L2 Spanish classes and Spanish courses for heritage speakers.
  - The investigation of the linguistic and pragmatic characteristics of the Spanish spoken in the Salinas Valley; development of a corpus of this variety.
- Teaching: Undergraduate classes on L2 Spanish and Hispanic Linguistics.
- Program Direction: Responsible for all pedagogical and administrative aspects of the Spanish Language Program comprised of approximately 10 instructors and 900 students per semester. Determined theoretical and

pedagogical bases for program and developed curriculum for all courses. Trained and supervised instructors (instructional faculty). Organized training workshops for instructors teaching in the program.

- Coordination of Spanish Area: Responsible for advising all majors and minors and organizing and scheduling lower and upper division classes. Promoted major and directed seniors' capstone projects.

#### **Associate Professor (Teaching)**

##### **Director of Spanish and Portuguese Programs**

University of Southern California

Department of Spanish and Portuguese

July 2012-July 2014

- Research: Bilingualism and L1 attrition; the implementation of ACTFL standards and Integrated Performance Assessment in L2 classes; L2 Spanish vocabulary acquisition and syntax; task-based instruction.
- Teaching: Undergraduate classes on L2 Spanish, Hispanic Linguistics, and Discourse Analysis; graduate class on L2 teaching methods.
- Program Direction: Responsible for all pedagogical and administrative aspects of the Spanish and Portuguese Language Programs comprised of approximately 25 instructors and 1200 students per semester. Determined theoretical and pedagogical bases for program and developed curriculum for all courses. Developed and maintained Blackboard course sites for all courses in the program and web page for language program. Trained and supervised instructors (Graduate Teaching Assistants and Instructional Faculty). Organized training workshops for instructors teaching in the program.

#### **Associate Professor, Spanish Applied Linguistics**

##### **Language Program Coordinator**

University of Alberta

Department of Modern Languages and Cultural Studies

July 2009 – July 2012

#### **Assistant Professor, Spanish Applied Linguistics**

##### **Language Program Coordinator**

University of Alberta

Department of Modern Languages and Cultural Studies

July 2005 – June 2009

- Research: Bilingualism and L1 attrition; L2 teacher education; L2 Spanish vocabulary acquisition and syntax; Computer Assisted Language Learning
- Teaching: Graduate and undergraduate classes on bilingualism, L2 teaching methods, Hispanic and Applied Linguistics, L2 Spanish, and Spanish for Heritage Speakers.
- Program Coordination: Responsible for all pedagogical and administrative aspects of the Basic Spanish Language Program and advanced Spanish classes, comprised of approximately 25 instructors and 700 students per semester. Determined theoretical and pedagogical bases for program and developed curriculum for all courses. Trained and supervised instructors (Graduate Teaching Assistants and Instructional Faculty). Organized training workshops for instructors teaching in the program.

#### **Assistant Professor**

##### **Language Program Director**

Tulane University

Department of Spanish and Portuguese; Linguistics Program

July 2003 – June 2005

- Research: L1 incomplete acquisition/attrition; relationship between L2 instructors' beliefs and practice.
- Teaching: Graduate and undergraduate classes on L2 teaching methods and Second Language Acquisition.
- Program Direction: Responsible for all pedagogical and administrative aspects of the Spanish Basic Language Program, comprised of approximately 30 instructors and 1,000 students per semester. Determined theoretical and pedagogical bases for program and developed curriculum for all courses. Secured funding for language program. Trained and supervised instructors (Graduate Teaching Assistants and Instructional Faculty). Organized training workshops for instructors teaching in the program.

#### **Assistant Professor**

##### **Director of Spanish Basic Language Program**

University of Illinois, Urbana-Champaign  
Department of Spanish, Italian, and Portuguese  
May 2002 – June 2003

- Research: L1 incomplete acquisition/attrition; relationship between L2 instructors' beliefs and practice; culture in L2 Spanish classes.
- Teaching: Graduate and undergraduate classes on L2 pedagogy and Latin American culture.
- Program Direction: Responsible for all pedagogical and administrative aspects of the technology-enhanced Spanish Basic Language Program, comprised of approximately 40 graduate teaching assistants and 2,000 students per semester. Developed pedagogical material for language program. Secured funding for program. Trained and supervised instructors (Graduate Teaching Assistants). Organized training workshops for instructors teaching in the program.
- Other: Directed study-abroad program in Cuba.

### **Spanish I and II Supervisor**

The Pennsylvania State University  
Department of Spanish, Italian and Portuguese  
August 2000 – December 2001

- Developed syllabi, lesson plans, and pedagogical materials; created material for, organized, and conducted pedagogical sessions in training workshop for new teaching assistants; and designed material for courses. Trained and supervised Graduate Teaching Assistants.

### **Researcher**

The Pennsylvania State University  
Department of Spanish, Italian and Portuguese  
August 2000 – May 2001

- Data collection for a study on the effectiveness of a technology-based program for beginning Spanish classes.
- Participated in the "Penn State University Foreign Language Tele-Collaboration Project" research study, funded by the U.S. Department of Education's International Research and Studies Program.

### **Materials and Curriculum Developer**

The Pennsylvania State University  
Department of Spanish, Italian and Portuguese  
May 2000 – August 2000

- Developed curriculum and web-based activities for use with the textbook *Temas* as part of a technology-based program for the basic Spanish language program at the Pennsylvania State University.

### **Teaching and Research Assistant**

The Pennsylvania State University  
Department of Spanish, Italian and Portuguese  
August 1999 – May 2001

- Taught beginning Spanish and advanced Spanish grammar and writing classes and a technology-based advanced grammar and writing class for undergraduate students.
- Assisted Prof. Rafael Salaberry in second language acquisition research projects on the use of computer-mediated communication in Spanish as a foreign language classes.
- Assisted Prof. Sandra Savignon with the edition of the International Association of Applied Linguistics (AILA) 99 Review volume.

### **ESL Instructor**

The Pennsylvania State University  
Intensive English Communication Program  
Summer 1999, Summer 2001

- Designed and conducted a seminar entitled "Mainstream Society and Multiculturalism in the United States" for advanced students of English as a Second Language. The pedagogical foundations of the seminar were theories of multimodality and the use of instructional technology. Taught lower intermediate speaking, an advanced writing seminar, intermediate grammar and listening classes to students of English as a Second Language.

### **Graduate Fellow**

Georgetown University

Spanish Department  
1998 - 1999

- Assisted Prof. Cristina Sanz and Prof. Alfonso Morales Front with research projects in Linguistics and Prof. Roberto Esquenazi Mayo with projects on Latin American literature. In addition, edited faculty papers for publication.

**Teaching Assistant, Research Assistant, and Instructor**

The Pennsylvania State University  
Department of Speech Communication  
1996 - 1998

- Taught beginning and intermediate academic writing classes for first-year international undergraduate students and a speaking and listening class for international teaching assistants.
- Assisted faculty members in the MA TESOL program with the creation and subsequent update of a web site for teaching assistants; developed an English phonetics and phonology workshop for students in the program; created a bibliographic database.
- Taught low-intermediate writing classes, beginning and intermediate grammar classes, and an advanced critical reading seminar to students of English as a Second Language. Also participated in the Nihon University (Japan) exchange summer program, as a teacher of a Writing-Grammar class and curriculum developer for the 1998 program.

**Assistant Director/Counselor**

Sonoma State University  
California Summer Language Adventure  
Summer 1996

- Developed instructional material for different levels of Spanish proficiency; taught intermediate and advanced Spanish classes; fulfilled the director's duties (program organization, counselor supervision, etc.) when required; acted as residence hall mentor.

**Language Assistant**

Grinnell College  
Department of Spanish  
1994-1996

- Taught intermediate level conversation classes; supervised Language Lab and tutors; assisted faculty members in the development of instructional material for and in the teaching of beginning Spanish classes.

**Lecturer**

Instituto de Estudios Superiores "Cristóforo Colombo" (Rosario, Argentina)  
Certification Program in Teaching English as a Foreign Language  
1993-1994

- Taught English Grammar and Discourse Analysis to first-year students and Contemporary American and English Literature to second-year students.

**EFL Instructor**

Asociación Rosarina de Cultura Inglesa (Private institution depending on the British Council – Rosario, Argentina)  
1990-1994

- Taught beginning, intermediate, and advanced general English classes to children, adolescents, and adults of different proficiency levels and ages. Prepared students for Oxford and Cambridge examinations of English as a foreign language.

Colegio "Mirasoles" (Private Catholic high school– Rosario, Argentina)  
1992-1993

- Taught intermediate and advanced general English classes to thirteen- and seventeen-year-old students. Prepared students for Cambridge First Certificate examination.

Colegio "La Salle" (Private Catholic primary school– Rosario, Argentina)  
1992-1993

- Taught beginning general English classes to seven-year-old students.

## ADMINISTRATIVE POSITIONS

### ADVANCE Administrative Fellow

Texas A&M University

Office for Diversity

June 2020-May 2021

- Duties:
  - Development of research instruments (e.g., Qualtrics and Google Forms surveys)
  - Management of the [ACES Fellows Program](#) (a faculty-pipeline program in support of faculty hiring)
  - Management of the [ADVANCE Scholars Program](#) (a faculty retention program for tenure-track faculty)
  - Mentoring of ACES Fellows and ADVANCE Scholars
  - Research on different institutional issues related to DEI and faculty recruitment and retention
  - Development and delivery of presentations related to issues in DEI

## PUBLICATIONS

### BOOKS:

- Zapata, G. C. (2022). *Learning by Design and second language teaching: Theory, research, and practice*. Routledge. Google book preview: <https://bit.ly/3Mcprua>.

#### Open access chapters:

- Zapata, G. C. (2022). Chapter 1: Introduction to *Learning by Design*. Licensed under CC BY-NC-ND 4.0. Available at [https://library.oapen.org/bitstream/handle/20.500.12657/54053/9781003106258\\_10.4324\\_9781003106258-1.pdf?sequence=1](https://library.oapen.org/bitstream/handle/20.500.12657/54053/9781003106258_10.4324_9781003106258-1.pdf?sequence=1).
- Zapata, G. C. (2022). Chapter 2: *Learning by Design* and second language education. Licensed under CC BY-NC-ND 4.0. Available at [https://tandfbis.s3.us-west-2.amazonaws.com/rt-files/docs/Open+Access+Chapters/9781003106258\\_10.4324\\_9781003106258-2.pdf](https://tandfbis.s3.us-west-2.amazonaws.com/rt-files/docs/Open+Access+Chapters/9781003106258_10.4324_9781003106258-2.pdf).
- Zapata, G. C. (2022). Chapter 3: *Learning by Design* and second language teaching practices. Licensed under CC BY-NC-ND 4.0. Available at [https://library.oapen.org/bitstream/handle/20.500.12657/54055/9781003106258\\_10.4324\\_9781003106258-3.pdf?sequence=1](https://library.oapen.org/bitstream/handle/20.500.12657/54055/9781003106258_10.4324_9781003106258-3.pdf?sequence=1).
- Kalantzis, M., Cope, B., & Zapata, G. C. (2019). *Las alfabetizaciones múltiples: Teoría y práctica [Multiliteracies: Theory and practice]*. Octaedro. Google book preview: <http://bit.ly/alfabetizaciones>.
- Zapata, G. C., & Lacorte, M. (Eds.) (2017). *Multiliteracies pedagogy and language learning: Teaching Spanish to heritage speakers*. Palgrave Macmillan. Google book preview: [http://bit.ly/Multiliteracies\\_HLLs](http://bit.ly/Multiliteracies_HLLs).
  - Zapata, G. C. (2017). Chapter 1: A match made in Heaven: An introduction to *Learning by Design* and its role in heritage language education. In G. C. Zapata & M. Lacorte (Eds.), *Multiliteracies pedagogy and language learning: Teaching Spanish to heritage speakers* (pp. 1-26). Palgrave Macmillan.
  - Zapata, G. C. (2017). Chapter 3: The role of digital, *Learning by Design* instructional materials in the development of Spanish heritage learners' literacy skills. In G. C. Zapata & M. Lacorte (Eds.), *Multiliteracies pedagogy and language learning: Teaching Spanish to heritage speakers* (pp. 67-106). Palgrave Macmillan.

### ARTICLES IN PEER-REVIEWED JOURNALS:

- Zapata G. C., Moyna, M. I., & Miller, M. (2022). Interprofessional learning to enhance Spanish communication skills in Pharmacy students. *E-JournALL, EuroAmerican Journal of Applied Linguistics and Languages*, 9(1), 121-137. <https://doi.org/10.21283/2376905X.15.1.263>.
- Zapata G. C. (2021). *Lotería* in the age of COVID-19: A social semiotic analysis of two artistic visions. *Hispania*, 104(2), 271-296. <https://doi.org/10.1353/hpn.2021.0045>.
- Zapata, G. C., Dominguez, Y. A., Gooch, S. C., & Pacheco A. L.<sup>1</sup> (2021). Charros in Texas and gauchos in Argentina: A social semiotic analysis of historical multimodal artifacts. *The International Journal of Design in Society*, 15(1), 25-44. <https://doi.org/10.18848/2325-1328/CGP/v15i01/25-44>.

<sup>1</sup> Student co-authors' names underlined.

- Zapata, G. C., & Ribota, A. (2021). The instructional benefits of identity texts and learning by design for learner motivation in required second language classes. *Pedagogies: An International Journal*, 16(1), 1-18. (Advanced online publication on March 16, 2020; <https://doi.org/10.1080/1554480X.2020.1738937>).
- Zapata, G. C. (2020). Sprinting to the finish line: The benefits and challenges of book sprints in OER faculty-graduate student collaborations. *The International Review of Research in Open and Distributed Learning*, 21(2), 1-17. <http://www.irrodl.org/index.php/irrodl/article/view/4607/5315>.
- Zapata, G. C. (2019). L2 Spanish university students' perceptions of the pedagogical benefits of culture portfolios. *Language, Culture and Curriculum*, 32(1), 94-110. (Advanced online publication on April 3, 2018; <https://doi.org/10.1080/07908318.2018.1457682>).
- Zapata, G. C., & Mesa-Morales, M. (2018). The beneficial effects of technology-based social reading in L2 classes. *Lenguas en Contexto*, 9 (Suplemento 2018-2019), 40-50. <http://www.facultadlenguas.com/lencontexto/?idrevista=25#25.40>.
- Zapata, G. C., & Ribota, A. (2017). Digital publications in language classes: Performance, multiliteracies, and learner autonomy. *Language Educator*, 12(3), 52-54.
- Zapata, G. C. (2016). University students' perceptions of Integrated Performance Assessment and the connection between classroom learning and assessment. *Foreign Language Annals*, 49(1), 93-104. <https://doi.org/10.1111/flan.12176>.
- Zapata, G. C., Cabrera, V., Siguenza-Ortiz, C., & Vierma, G. (2014). The role of cultural portfolios in the implementation of ACTFL culture-based standards in L2 Spanish classes. *Language Educator*, 9(2), 38-41.
- Zapata, G. C. (2011). The effects of Community Service Learning projects on L2 learners' cultural understanding. *Hispania*, 94, 86-102. <https://www.jstor.org/stable/23032087>.
- Bolger, P. A., & Zapata, G. C. (2011). Semantic categories and context in L2 vocabulary learning. *Language Learning*, 61(2), 614-646. <https://doi.org/10.1111/j.1467-9922.2010.00624.x>.
- Bolger, P. A., & Zapata, G. C. (2011). Psycholinguistic approaches to language processing in heritage speakers. *Heritage Language Journal*, 8 (1), Spring issue. <http://www.international.ucla.edu/media/files/bolg-zap-eight-one-g3-1dr.pdf>.
- Sagarra, N., & Zapata, G. C. (2008). Computer-assisted instruction and L2 grammar development. *Hispania*, 91(1), 93-109. <https://www.jstor.org/stable/20063626>.
- Sagarra, N., & Zapata, G. C. (2008). Blending classroom instruction with online homework: A superior recipe for student perceptions on computer-assisted L2 learning. *ReCALL*, 20(2), 208-224. <https://doi.org/10.1017/S0958344008000621>.
- Zapata, G. C., & Lacorte, M. (2007). Pre- and in-service instructors' metaphorical constructions of second language teachers and learners. *Foreign Language Annals*, 40, 3, 521-534. <https://doi.org/10.1111/j.1944-9720.2007.tb02873.x>.
- Zapata, G. C., & Sagarra, N. (2007). CALL on hold: The delayed benefits of an online workbook on L2 vocabulary learning. *Computer Assisted Language Learning*, 20, 153-171. <https://doi.org/10.1080/09588220701331352>.
- Zapata, G. C., Sánchez, L., & Toribio, A. J. (2005). Contact/contracting Spanish among Spanish heritage bilinguals in the U.S. *International Journal of Bilingualism*, 9(3-4), 377-396. <https://doi.org/10.1177/13670069050090030501>.
- Zapata, G. C. (2005). Literature in L2 Spanish classes: An examination of focus-on-cultural understanding. *Language Awareness*, 14(4), 261-273. <https://doi.org/10.1080/09658410508668841>.
- Zapata, G. C. (2004). Second language instructors and CALL: A multidisciplinary research framework. *Computer Assisted Language Learning*, 17, 339-356. <https://doi.org/10.1080/0958822042000319610>.
- Zapata, G. C., & Oliveras-Heras, M. (2004). CALL and task-based instruction in Spanish for business classes. *The Journal of Language for International Business*, 15(1), 62-78.

- Zapata, G. C. (2002). A comprehensive model for graduate teaching assistant education. *The Journal of Graduate Teaching Assistant Development*, 9, 5-11.
- Zapata, G. C. (1998). Proverb project. *TESOL Journal*, 7, 38-39.

#### CHAPTERS IN PEER-REVIEWED EDITED VOLUMES:

- Zapata, G. C. (2022). *Lotería* as an expression of Tejanidad in Celeste De Luna's art. To be included in N. E. Cantú & J. A. Marín (Eds.), *Anthology on Tejanidad*. [Manuscript with revisions submitted for publication]
- Zapata, G. C., & Ribota, A. (2021). Chapter 1: Open educational resources in heritage and L2 Spanish classrooms: Design, development, and implementation. In C. Blyth & J. Thoms (Eds.), *Open education and foreign language learning and teaching: The rise of a new knowledge ecology* (pp. 25-46). Multilingual Matters.  
<https://www.degruyter.com/document/doi/10.21832/9781800411005-003/html>.
- Zapata, G. C. (2015). Chapter 7: The role of metaphors in novice and experienced L2 instructors' classroom practice. In G. Low & W. Wan (Eds.), *Elicited metaphor analysis in educational discourse* (pp. 167-186). John Benjamins.  
<https://doi.org/10.1075/milcc.3.07zap>.
- Zapata, G. C., & Tokarz, W. (2008). Community Service Learning and L2 students' intercultural communicative competence. In M. Mantero, P. Chamness Miller, & J. L. Watzke (Eds.), *Readings in language studies, Volume 1: Language across disciplinary boundaries* (pp. 281-297). International Society for Language Studies.

#### OTHER:

- Zapata, G. C. (2021). ACTFL Spanish for Heritage Learners SIG: SIG spotlight. *Language Educator*, 16(1), 20-21.

#### RESEARCH-GUIDED TEXTBOOKS:

- Zapata, G. C. (2021). *Introducción a la escritura. Genre-Based writing for intermediate Spanish learners*. Pressbooks. <https://intermediatespanish.pressbooks.com/>.
- Zapata, G. C. (2020). *Voces de nuestro mundo* (Series of instructional modules, part of the textbook *Trayectos*, based on multimodal authentic materials that address socially-relevant issues and involve students in tasks that not only promote the use of Spanish, but also critical thinking). <https://trayectosoer.org/voces-de-nuestro-mundo/>.
- Zapata, G. C., & Ribota, A. (2019). *Trayectos: An introduction to Spanish*. Volume 2. OER textbook published by the Center for Open Educational Resources and Language Learning (COERLL). <https://trayectosoer.org/v2/>.
- Zapata, G. C., Ribota, A., & the OER Texas A&M Team. (2019). *Trayectos: An introduction to Spanish*. Volume 1. OER textbook published by the Center for Open Educational Resources and Language Learning (COERLL). <https://trayectosoer.org/v1/>.
- Sainz, J. M., & Zapata, G. C. (2019). *Trayectos: An introduction to Spanish*. Teacher's Manual. OER manual published by the Center for Open Educational Resources and Language Learning (COERLL). <https://trayectos.coerll.utexas.edu/teachers/tm/>.
- Zapata, G. C. (2014) [with Rogers, D., Santos, C., Knorre, M., Dorwick, T., Pérez-Gironés, A. M., Glass, W. R., Villareal, H., & Elliot, A. R.]. *Puntos de partida: An Invitation to Spanish, Canadian Edition* (2<sup>nd</sup> Ed.). Whitby, ON: McGraw-Hill Ryerson.
- Zapata, G. C. (2014) [with Rogers, D., Santos, C., Arana, A. A., & Arana, O.]. *Workbook to accompany Puntos de partida: An Invitation to Spanish, Canadian Edition* (2<sup>nd</sup> Ed.). Whitby, ON: McGraw-Hill Ryerson.
- Zapata, G. C. (2011) [with Knorre, M., Dorwick, T., Pérez-Gironés, A. M., Glass, W. R., Villareal, H., & Elliot, A. R.]. *Puntos de partida: An Invitation to Spanish, Canadian Edition* (1<sup>st</sup> Ed.). Whitby, ON: McGraw-Hill Ryerson. [Sole author of first Canadian edition]
- Zapata, G. C. (2011) [with Arana, A. A., & Arana, O.]. *Workbook to accompany Puntos de partida: An Invitation to Spanish, Canadian Edition* (1<sup>st</sup> Ed.). Whitby, ON: McGraw-Hill Ryerson. [Sole author of first Canadian edition]
- O'Donnell, C. C., Kennedy, K., & Zapata, G. C. (2004). *Portales: Comunidad y cultura. Custom edition for Tulane University*. Pearson Custom Publishing.



**GRANT-FUNDED WORK:**

- Leskovar, D., & Zapata, G. C. (2022). *Healthier living through hydroponics*. (Website with information on project of the same name, hydroponics, and links to resources and OER activities for K-12 students.). [tx.ag/uvaldehydro](https://tx.ag/uvaldehydro) (Project supported by the Specialty Crop Block Grant Program, Texas Department of Agriculture. Also involved in the initiative: Ewurama Okine [Graduate Research Assistant, Hispanic Studies, Texas A&M], Josh Harvey [Research Associate, Texas A&M AgriLife], and Manuel Figueroa Pagan [Texas A&M AgriLife Research Technician])
- Zapata, G. C. (2020). *The wonderful world of lotería/El maravilloso mundo de la lotería* (Website with information on different aspects of Mexican lotería and links to resources and OER activities for Heritage Language Learners). <https://bit.ly/loteriasite>. (Project supported by a Glasscock COVID-19 Micro-Grant, Melbern G. Glasscock Center for Humanities Research, Texas A&M University). Link to overview of project: <https://glasscockcenter-tamu.squarespace.com/c19-microgrant-showcase/loteria>.
- Zapata, G. C., Moyna, M. I., & Plankey-Videla, N. (2020). *Somos Texas A&M* (Website with the results of interviews with first-generation students and faculty at Texas A&M University). <https://www.somostejastamu.com/>. (Project supported by an Advancing Climate Together Grant, College of Liberal Arts, Texas A&M University)
- Zapata, G. C., Moyna, M. I., & Lombardini, L. (2019). *Growing the heart of Texas* (Website with information on the role of Mexican-Americans in agriculture in Texas and links to related syllabi and sample instructional modules). <http://bit.ly/HearTexas>. (Project supported by an NEH Humanities Connections Planning Grant)
- Zapata, G. C. (2017). *Corpus of heritage Spanish in the Salinas Valley*. <https://www.gzapatatexasam.com/spanish-in-the-salinas-valley>. (Project supported by a Faculty Support Grant, Office of the Provost, California State University, Monterey Bay)
- Zapata, G. C. (2016). *Spanish for heritage speakers* (Spanish as a HL course based on the tenets of Learning by Design). [http://digitalcommons.csumb.edu/teaching\\_all/](http://digitalcommons.csumb.edu/teaching_all/). (Project supported by an Innovation in Teaching and Learning Grant, Office of the Provost, California State University, Monterey Bay)

**OPEN EDUCATIONAL RESOURCES FOR L2 & HL INSTRUCTION, AND LINGUISTICS & SOCIAL JUSTICE:**

- Zapata, G. C., & Spanish 203, Section 500 Team. (2022). *Monstruos de nuestro mundo* (Five digital pages in Spanish with information on monsters culturally connected with different Spanish-speaking regions.) Available at
  - *El chupacabras*: <https://adobe.ly/3Lggdft>
  - *El güije*: <https://adobe.ly/3NnppjY>
  - *El muqui*: <https://adobe.ly/3IBlhCE>
  - *El silbón*: <https://adobe.ly/3uyV0Xn>
  - *La llorona*: <https://adobe.ly/3iKfkQk>
- Zapata, G. C., & Hispanic 602 and Spanish 462, Section 500 Team. (2020). *Social Justice, Linguistics, and Children's Stories* (Four digital pages with information on children's books that focus on social issues. Linguistic and social topics are tied to the texts and illustrations. Also included, critical analyses based on the categories developed by Sims Bishop [1982, 1990] and Alamillo and Arenas [2012]). Available at
  - *Yesterday I Had the Blues*: <https://bit.ly/YesterdayIhadtheblues>
    - Linguistic/Social Topics: African American Language; Black African American Sign Language; African American identity; discourse analysis and AAL.
  - *La Frontera: El viaje con papá/My Journey with Papa*: <https://bit.ly/Lafronteraconpapa>
    - Linguistic/Social Topics: The use of Spanish/English in children's books for Latinx children; varieties of Spanish; the experiences of undocumented immigrants; family separation.
  - *Playing el juego de la lotería*: <https://bit.ly/Jugandolaloteria>
    - Linguistic/Social Topics: The use of Spanish/English in children's books for Latinx children; Spanish as a heritage language; translanguaging; code-switching; Spanish: generational differences; Mexican lotería.
  - *They Call Me Mix/Me llaman maestre*: <https://bit.ly/Mellamanmaestre>
    - Linguistic/Social Topics: Inclusive language; intersectionality; non-binary identities.

- Zapata, G. C., Kalantzis, M., & Cope, B. (2020). *Nuevo aprendizaje* (Website with information in Spanish on pedagogical and research-based resources on *Learning by Design* and *Multiliteracies*). <http://nuevosaprendizajes.com/>.
- Brown, R., González, V., Miranda-Paez, A., Ríos, A., Rupert, A., Ribota, A., & Zapata, G. C. (2020). *OER Spanish for the professions* (Website with syllabi and sample instructional activities for the teaching of L2 Spanish for different professions). <http://bit.ly/SpanProfTAMU>.
- Zapata, G. C., & Spanish 302, Section 503 Team. (2019). *Grammar through stories* (Five digital pages with information on children's books and resources for educators on cultural and social themes of books and grammar structures. Also included, comprehension and interpretation tasks and grammar-based activities).
  - *Frida*: <http://bit.ly/FridaCuento>
  - *Los deseos de Carmela*: <http://bit.ly/CarmelaCuento>
  - *El canto de las palomas*: <http://bit.ly/CantoPalomas>
  - *El día en que descubres quién eres*: <http://bit.ly/ElDiaQuienEres>
  - *Lola*: <http://bit.ly/LolaDíaz>
- Zapata, G. C. (2018). *Spanish for heritage language learners* (Four instructional modules for the teaching of Spanish as a HL grounded in the tenets of *Learning by Design*). <https://drive.google.com/drive/folders/1mvyAuAKGHkVZ4XGrtuDNo8t-MM2j-4iY>.
- Zapata, G. C. (2017). *OER materials for L2 Spanish teaching* (Performance-based activities for Novice and Intermediate L2 Spanish students). <https://www.gzapatatexasam.com/open-source-pedagogical-material>.

#### OTHER OPEN EDUCATIONAL RESOURCES:

- Zapata, G. C. (2021). *Artivism from and in Texas* (Website with multimodal information and resources on artists who focus on social issues affecting the Latinx communities in Texas and the United States, and links to related sites and instructional activities). <https://adobe.ly/3tEFBnJ>.
- Zapata, G. C. (2019). *El activismo de los jóvenes hispanos* (Pedagogical activities for Spanish as a L2/HL). <http://bit.ly/ActivismoJoven>.
- Zapata, G. C. (2019). *Hispanic/Latinx activism in Texas* (Website with information on activism through action and art, and links to related instructional activities). <http://bit.ly/ActivismTexas>.
- Zapata, G. C. (2018). *Tejanas* (Website with information on the celebration of Hispanic Heritage Month, and links to separate pages on ten influential Tejanas and related instructional activities). <http://bit.ly/Tejanas>.

#### BOOK REVIEWS:

- Zapata, G. C. (2008). Cooperative learning and second language teaching. *Modern Language Journal*, 92, 478-479.
- Zapata, G. C. (2007). Developing minority language resources: The case of Spanish in California. *Canadian Modern Language Review*, 63, 583-585.
- Zapata, G. C. (2001). Network-based language teaching: Concepts and practice. *Journal of Educational Computing Research*, 25, 319-323.
- Zapata, G. C. (1997). Choices: Writing projects for students of ESL. *TESOL Quarterly*, 31, 817-818.

#### SELECTED PRESENTATIONS, WORKSHOPS, AND PANELS

##### PEER-REVIEWED (2017-2022):

- Zapata, G. C. (2022). *Multiliteracies, performance-based instruction, and open materials*. Presentation abstract under review.
- Zapata, G. C. (2022). *L2 writing development, lifeworlds, and intercultural citizenship growth: Learning by Design, genre-based instruction, and OER in the L2 Spanish classroom*. Paper accepted for presentation at the XXIX International Conference on Learning. July 13-15, 2022. University of Valencia, Valencia, Spain.

- Zapata, G. C., & Blyth, C. (2021). *Opening up the L2 classroom: OER-enhanced approaches to Multiliteracies*. **Symposium co-organizer**. Presented at the 2021 meeting of the International Association of Applied Linguistics (AILA); August 18, 2021. Virtual.
- Zapata, G. C. (2021). *Open L2 textbooks: Opportunities for diversity, equity, and inclusion*. Paper presented at the 2021 Foreign Language OER Conference. Organized by COERLL and the Open Language Resource Center. Saturday, March 6, 2021. Virtual.
- Zapata, G. C., & Moyna, M. I. (2021). *Somos Texas A&M: First generation Latinx students' perspectives on the Aggie experience*. Paper presented at the fourth annual Texas A&M Race, Identity, & Social Equity (RISE) Conference. Thursday, March 25, 2021. Virtual.
- Okine, E., Sainz, J., & Zapata, G. C. (2020). *Grammar as concept: PACE in novice and intermediate Spanish classes*. Paper presented at the virtual 2020 Conference of the American Council for the Teaching of Foreign Languages (ACTFL); November 20-22, 2020. Virtual.
- Ribota, A., & Zapata, G. C. (2019). *The good and the ugly: Lessons learned from an OER L2 Spanish textbook initiative in an R1 university*. Poster presented at the 16th Annual Open Education Conference; October 30, 2019; Phoenix, AZ.
- Zapata, G. C. (2019). *Fostering heritage language learners' capabilities: An interdisciplinary, multiliteracies pedagogical approach*. **Panel organizer and presenter**. The 6th National Symposium on Spanish as a Heritage Language; February 23, 2019; University of Texas, Rio Grande Valley, TX.
- Ribota, A., & Zapata, G. C. (2019). *The beneficial effects of a service-oriented undergraduate research program for heritage students*. Paper presented at the 2019 6th National Symposium on Spanish as a Heritage Language; February 23, 2019; University of Texas, Rio Grande Valley, TX.
- Bolger, P. A., & Zapata, G. C. (2018). *Grammatical knowledge in performance-based instruction*. Paper presented at the 2018 Conference of the American Council for the Teaching of Foreign Languages (ACTFL); November 18, 2018; New Orleans, LA.
- Mesa Morales, M., Zapata, G. C., & Ribota, A. (2018). *The beneficial effects of technology-based social reading in L2 classes*. Paper presented at the 2018 Texas Language Education Research (TexLER) Conference; September 28, 2018, San Antonio, TX.
- Zapata, G. C., & Ribota, A. (2018). *Second language learning in a multimodal world: Learning by Design in the L2 classroom*. Paper presented at the 11th International Conference on e-Learning and Innovative Pedagogies and the e-Learning and Innovative Pedagogies Research; March 2, 2018, New York, NY.
- Zapata, G. C. (2018). *Heritage language learners' translation experiences: From formal and informal to training and the classroom*. Paper presented as part of a panel at the Third International Conference on Heritage/Community Languages; February 16, 2018; University of California, Los Angeles, CA.
- Zapata, G. C., & Ribota, A. (2018). *Heritage language learning in a multimodal world: Learning by Design in Spanish as a heritage language classrooms*. Paper presented at the Third International Conference on Heritage/Community Languages; February 16, 2018; University of California, Los Angeles, CA.
- Zapata, G. C., Ribota, A., & Robles García, D. (2017). *The development and implementation of an innovative, research-informed Spanish curriculum*. Paper presented at the 2017 Texas Language Education Research Conference; February 18, 2017; San Antonio, TX.
- Zapata, G. C., & Ribota, A. (2017). *The role of technology in the implementation of an innovative, research-informed Spanish curriculum*. Paper presented at the 2017 Texas A&M University Teaching with Technology Conference; March 1, 2017; College Station, TX.

#### INVITED PRESENTATIONS, WEBINARS, AND WORKSHOPS:

- Zapata, G. C. (2022). *Trayectos: Diversity, equity, and inclusion, performance-based instruction, and multiliteracies*. Presenter. Sponsored by the Center for Open Educational Resources and Language Learning. March 10, 2022. Virtual.

- Zapata, G. C. (2021). *Diversity and inclusion: Performance- and literacy-based instruction in the open textbook "Trayectos."* Paper presented at the Annual Symposium of the Consortium for Language Teaching and Learning; Princeton University; May 1, 2021. Virtual.
- Zapata, G. C. (2021). *Teaching heritage Spanish: Learning by Design and social justice.* Baylor University, April 6, 2021. Virtual.
- Zapata, G. C. (2021). *Materials development grounded in the Learning by Design multiliteracies framework.* Texas Tech University, March 16, 2021. Virtual.
- Zapata, G. C. (2019). *OER Hangout: Finding authentic L2 texts.* Presenter. Webinar sponsored by the Center for Open Educational Resources and Language Learning; October 4, 2019. Virtual.
- Zapata, G. C. (2019). *Materials development grounded in the Learning by Design multiliteracies framework.* Workshop presented at the 2019 6<sup>th</sup> National Symposium on Spanish as a Heritage Language; February 22, 2019; University of Texas, Rio Grande Valley, TX.
- Zapata, G. C. (2018). *Spanish for heritage speakers: Language program development and maintenance.* Presented as part of the *Spanish Heritage Language Workshop*; June 7, 2018; University of Texas, Austin, TX.
- Zapata, G. C. (2017). *A match made in heaven: Learning by Design and its role in heritage and second language instruction.* Paper presented as part of the *Workshop on Heritage Languages: Speakers and Learners*; September 30, 2017; University of Texas, Austin, TX.
- Zapata, G. C. (2016). *Integrated Performance Assessment: Connecting learning and assessment.* Webinar presented as part of the *McGraw-Hill Fall 2016 World Languages Professional Development Series*; October 11, 2016.
- Zapata, G. C. (2014). *Digitizing the curriculum.* Presentation part of a panel on the application of technology in the classroom; January 17, 2014; University of Southern California UPC and HSC, Los Angeles, CA.
- **Plenary Talk:** Zapata, G. C., and Bolger, P. B. (2010). *La adquisición de vocabulario en la clase ELE: Métodos y resultados (Vocabulary acquisition in the L2 Spanish classroom: Methods and results).* Presented at the First Conference for Spanish Teachers in the Province of Alberta; May 14, 2010; Edmonton, Alberta, Canada.
- Zapata, G. C. (2007). *Teaching grammar communicatively: Theory and practice.* Workshop for L2 Spanish Teachers in the province of Alberta and for Teaching Assistants and Graduate Students at the Department of Modern Languages and Cultural Studies, University of Alberta, Canada. Alberta Education, Curriculum Branch, and University of Alberta. Edmonton, Alberta, Canada.
- Zapata, G. C. (2006). *Applications of technology for the teaching of Spanish as a foreign language.* Alberta Education, Curriculum Branch. Edmonton, Alberta, Canada.
- Zapata, G. C. (2005). *Pedagogy in second language acquisition.* Autonomous University of the State of Mexico, Toluca, Mexico.

#### **CENTER FOR THE INTEGRATION OF RESEARCH, TEACHING, AND LEARNING (TEXAS A&M UNIVERSITY):**

- Zapata, G. C. (2020). *Inclusive teaching.* Faculty facilitator. Summer 2020 CIRTLMOOC Zoom Local Learning Community: *An Introduction to Evidence-Based Undergraduate STEM Teaching*; Center for the Integration for Research, Teaching and Learning, Texas A&M University; July 29, 2020; College Station, TX. Virtual.
- Zapata, G. C. (2019). *Open educational resources workshop. Workshop organizer and presenter* (presentation: *The world of OER-enabled pedagogy*). Workshop sponsored by Texas A&M University's Center for the Integration for Research, Teaching, and Learning; September 13, 2019; College Station, TX.
- Zapata, G. C. (2018). *The role of technology in the implementation of innovative, research-informed pedagogical practices.* Talk sponsored by Texas A&M University's Center for the Integration for Research, Teaching, and Learning; March 23, 2018; College Station, TX.

#### **DEI AND MENTORING PRESENTATIONS AND WORKSHOPS:**

- Zapata, G. C., Means Coleman, R. R., & Reyes, J. (2021). *Tenure-track faculty in the age of COVID-19: The role of faculty-retention programs and diversity units*. Poster presented at the 2021 conference of the National Conference on Race and Ethnicity (NCORE). June 7-11, 2021. Virtual. Peer-reviewed.
- Co-facilitator of the workshop *Addressing Equity and Inclusion in Mentoring*. Office of the Dean of Faculties and Center for Teaching Excellence, Texas A&M University; March 26, 2021. Virtual.
- *Town Hall on Diversity and Inclusion*. Invited panelist. Conference on Student Government Associations. Saturday, March 13, 2021. Virtual.
- *2020 State of Diversity: Be a CDO*. Co-Presenter: Dr. Jennifer M. Reyes. 2020 Graduate Advisor Workshop, Office for Graduate and Professional Studies, Texas A&M University; September 11, 2020; College Station, TX. Virtual.
- *ACES Fellows Program Leadership Orientation*. Co-Presenter: Dr. Robin Means Coleman. Office for Diversity, Texas A&M University; September 7, 2020; College Station, TX. Virtual.
- *ACES Fellows Program Fellow Orientation*. Co-Presenter: Dr. Robin Means Coleman. Office for Diversity, Texas A&M University; August 12, 2020; College Station, TX. Virtual.
- Co-facilitator of the workshop *Facilitating a Culture of Mentoring: Entering Mentoring Faculty Series 1*. Office of the Dean of Faculties and Center for Teaching Excellence, Texas A&M University (February-March, 2020)

## GRANTS, AWARDS, MEDIA

---

### CURRENT:

- 2020 Specialty Crop Block Grant Program, Texas Department of Agriculture. Project Title: *Healthier living through hydroponics*. Co-PIs: Uvalde County Underground Water Conservation District and Texas A&M AgriLife Research, Uvalde. Grant portion: \$19,194.

### RECENT, NOT FUNDED:

- 2021 Racial Equity Special Research Grants, Spencer Foundation. Project Title: *Enhancing self-perception and fostering self-advocacy: Pairing first-generation Black and Latinx undergraduates and middle-school students*. Co-PIs: ArCasia James-Gallaway (Teaching, Learning, & Culture), María Irene Moyna (Hispanic Studies), and Jeffrey Liew (Educational Psychology). \$75,000.
- 2021 Of the People: Widening the Path: Community Collections Grant, Library of Congress. Project Title: *Lotería and the Mexican-American experience in Texas: Identity, Culture, and Social Engagement*. \$50,000.

### PREVIOUSLY AWARDED (SELECTED):

- 2020 Glasscock COVID-19 Micro-Grant, Melbern G. Glasscock Center for Humanities Research, Texas A&M University. Project Title: *Lotería in the age of COVID-19: Two artistic visions*. \$500.
- 2020 Glasscock Cultural Enrichment and Campus Diversity Grant, Melbern G. Glasscock Center for Humanities Research, Texas A&M University to support the talk *The body remembers: The cost of institutional racism*. \$500.
- 2019 Presidential Transformational Teaching Grant, Office of the President, Texas A&M University. Project Title: *The development of digital, multimodal open materials for second language Spanish learners*. \$20,000.
- 2019 Advancing Climate Together (ACT), Liberal Arts Faculty Grants for Inclusive Excellence, College of Liberal Arts, Texas A&M University. Project Title: *Somos Tejas: Digital stories for first-generation Hispanic/Latinx students*. Co-PIs: María Irene Moyna (Hispanic Studies) and Nancy Plankey Videla (Sociology). \$7,800.
- 2019 Glasscock Center Undergraduate Summer Scholar Faculty Director, Melbern G. Glasscock Center for Humanities Research, Texas A&M University. Project Title: *Gaucha and charros. Discovering historical and socio-political parallels through multimodal social semiotic analysis*. \$5,000.
- 2018 Department of Education, Title VI Grant. Project Title: *Trayectos: OER for K-16 Spanish*. Part of the funding granted to the Center for Open Educational Resources and Language Learning (COERLL). Grant portion: \$21,000.

- 2018 National Endowment for the Humanities, Division of Education Programs, Humanities Connections Planning Grant. Project Title: *Growing the heart of Texas: Exploring the role of Mexican Americans in food production and rural communities*. Co-PIs: María Irene Moyna (Hispanic Studies) and Leonardo Lombardini (Horticulture). \$35,000.
- 2018 T3: Texas A&M Triads for Transformation, Office of the President, Texas A&M University. Project Title: *Achieving cross-cultural medication adherence in South Texas*. Co-PIs: María Irene Moyna (Hispanic Studies) and Michael J. Miller (Pharmacy). \$34,000.
- 2018 Innovations in Inclusion, Diversity, Equity and Accountability (IIDEA) Grant, College of Liberal Arts, Texas A&M University. Project Title: *Minority power (MPower): A minority graduate student mentoring initiative*. Co-PI: María Irene Moyna (Hispanic Studies). \$2,000.
- 2017 Seed Grant Program, Office of the Dean, College of Liberal Arts, Texas A&M University. Project Title: *A psycholinguistic investigation of Spanish heritage speakers' language competence using the visual world eyetracking approach*. Co-PIs: Jyotsna Vaid (Psychological and Brain Sciences) and Patrick A. Bolger (Psychological and Brain Sciences). \$15,000.
- 2016 Office of the Provost, Faculty Support Grant, California State University, Monterey Bay. Project Title: *An examination of the linguistic and socio-historical aspects of the Spanish spoken in the Salinas Valley*. Co-PI: Juan José Gutiérrez (Anthropology). \$5,600.
- 2015 Office of the Provost, Innovation in Teaching and Learning Grant, California State University, Monterey Bay. Project Title: *The development of digital, multimodal instructional material for the teaching of Spanish to heritage speakers in Spanish 212*. \$7,752.
- 2015 Office of the Provost, Innovation in Teaching and Learning Grant, California State University, Monterey Bay. Project Title: *Major e-portfolio: Students' success and program effectiveness*. Co-PIs: Yoshiko Saito-Abbott (Japanese Program), Rafael Gómez (Spanish Program), Shigeko Sekine (Japanese Program), and Donaldo Urioste (Spanish Program). \$10,000.
- 2015 Office of the Provost, Faculty Support Grant, California State University, Monterey Bay. Project Title: *Linguistic and social aspects of the Spanish spoken in Monterey County*. \$5,600.
- 2012 Office of the Provost, McCalla Professorship, University of Alberta. Project Title: *Tasks and grammar learning in second language Spanish classes*. CAD\$32,000.
- 2009 Office of the Provost, Teaching and Learning Enhancement—Research Award, University of Alberta. Project Title: *The acquisition of vocabulary in second language Spanish classes*. Co-PI: Patrick A. Bolger (Linguistics). CAD\$53,265.
- 2008 Office of the Provost, Teaching and Learning Enhancement—Professional Development, University of Alberta. Project Title: *Community service learning in beginning second language Spanish classes*. CAD\$2,300.
- 2007 Office of the Provost, Community Service-Learning Teaching Innovation Grant, University of Alberta. Project Title: *Community service learning in second language Spanish classes*. Co-PI: W. Tokarz (graduate student). CAD\$3,350.
- 2004 Office of the Dean, Liberal Arts and Sciences, Technology Funding, Tulane University. Project Title: *Technology-enhanced second language learning*. \$30,000.
- 2004 Office of the Dean, Liberal Arts and Sciences, COR Research Summer Fellowship, Tulane University. Project Title: *The role of metaphors in foreign language teachers' practice*. \$4,000.
- 2003 Center for International Business Education and Research, Course Development Grant. Project Title: *Business models in Cuba*. \$11,000.

#### **HONORS/AWARDS/FELLOWSHIPS:**

- 2021 Fall 2021 Faculty Development Leave, Texas A&M University
- 2019 SGA Open Education Champion Award, Student Government Association, Texas A&M University

- 2012 McCalla Professorship, 2012-2013, Office of the Provost, University of Alberta
- 2002 Outstanding Teaching Award for Graduate Students in the College of Liberal Arts, The Pennsylvania State University
- 2002 Dissertation Support Grant, Research and Graduate Studies Office, The Pennsylvania State University
- 2001 Invited to become a member of the *Honor Society of Phi Kappa Phi*, which “recognizes and promotes academic excellence in all fields of higher education and engages the community of scholars in service to others” (<https://www.phikappaphi.org/about/mission-and-history#.X9jRVGRKhQM>)
- 1998 Spanish Department Graduate Student Fellowship, Georgetown University
- 1994-96 Amity Scholarship

**MEDIA:**

- 2019 Featured in *Open Up: Conversations on Open Education for Language Learning*, Blog, Center for Open Educational Resources and Language Learning. Published on April 28. Available at <https://blog.coerll.utexas.edu/?s=Gabriela+Zapata>
- 2019 Featured in *Combining disciplines to fuel research*, News, College of Liberal Arts, Texas A&M University. Published on April 25. Available at <https://liberalarts.tamu.edu/blog/2019/04/25/combining-disciplines-to-fuel-research/>
- 2019 Featured in *Thirty Liberal Arts faculty members to present at the President’s Excellence Fund Symposium*, News, College of Liberal Arts, Texas A&M University. Published on April 2. Available at <https://liberalarts.tamu.edu/blog/2019/04/02/thirty-liberal-arts-faculty-members-to-present-at-the-presidents-excellence-fund-symposium/>
- 2018 Featured in *Recognition round-up*, News, College of Liberal Arts, Texas A&M University. Published on May 22. Available at <https://liberalarts.tamu.edu/blog/2018/05/22/recognition-round-up/>
- 2016 Featured in *Faculty research looks at language use in Salinas Valley*, News, California State University, Monterey Bay. Published on January 27.
- 2010 The secret of teaching languages. *Works of Art*, 6(2), 27. Available at [https://issuu.com/faculty\\_of\\_arts/docs/work\\_of\\_arts\\_fall\\_2010\\_online](https://issuu.com/faculty_of_arts/docs/work_of_arts_fall_2010_online)

**SERVICE**

**PROMOTION CASES:**

- External Evaluator in a faculty member’s promotion to Associate Professor at the University of Texas, Austin (2021)
- Member of the Mid-Term Tenure Review Committee for Dr. Sarah Hillman, Assistant Professor, Liberal Arts Program, Texas A&M University, Qatar. In charge of Research Report (2019)
- External Evaluator in faculty members’ promotions to Assistant and Associate Professor (Teaching) at the University of Southern California (2014, 2015, 2016)
- External Evaluator in a faculty member’s promotion to Lecturer with Security of Employment at the University of California, Santa Barbara (2013)
- External Evaluator in a faculty member’s promotion to Lecturer with Security of Employment at the University of California, Merced (September 2013)
- External Evaluator in a faculty member’s promotion to Research Chair in Bilingualism in the field of New Technologies and Computer Assisted Language Learning at the University of Ottawa, Canada (February 2012)

**GRADUATE AND UNDERGRADUATE STUDENT MENTORING:**

- PhD Committees
  - Chair/Co-Chair:
    - Alessandra Ribota (Chair, Texas A&M University; 2020-)
    - Rachel Allen (Chair, Texas A&M University; dissertation successfully defended on March 11, 2022)
    - Olena Sivachenko (Co-Chair, University of Alberta; 2009-2011)
    - Paulina De Santis (Co-Chair, Tulane University; graduated in 2007)



- Committee Member:
  - Ewurama Okine (Hispanic Studies, Texas A&M University; 2021-)
  - Lina Shu (Educational Psychology, Texas A&M University; 2021-)
  - Ileana Umana (Educational Psychology, Texas A&M University; 2020-)
  - Siming Xie (Educational Psychology; Texas A&M University; graduated in 2021)
  - Omar García (Psychology; Texas A&M University; graduated in 2021)
  - Maria Castro (Educational Psychology; Texas A&M University; graduated in 2019)
  - Kelsey Harper (Hispanic Studies; Texas A&M University; graduated in 2019)
  - Laura Monerri-Oliveras (University of Alberta; 2007-2011)
  - Valerie Wust (University of Alberta; 2008-2011)
  - Samuel Navarro (University of Alberta; graduated in 2007)
- Honors Thesis Direction, Undergraduate Students
  - Ariadne Pacheco, *A multimodal semiotic analysis of cartoons on the US and Russian Relations under the Barack Obama and Donald Trump administrations*. Texas A&M University, Spring 2021.
  - Jorge Vela de la Cruz, *The writing process in L2 Spanish students and heritage speakers: A keystroke logging study*. Texas A&M University, Spring 2018.
  - Brent Thompson, *Accounting for the patterns of usage of the Castilian “haber” in diachrony*. University of Alberta, Winter 2009.
  - Joanna Boyle, *Methods of teaching Spanish in the United States: An analysis of pedagogical material*. Tulane University, Spring 2005.
- Scholarly mentoring and funding of undergraduate and graduate students, Texas A&M University (2017-Present):
  - Projects:
    - *OER Textbook Initiative “Trayectos”*:
      - Graduate Student Collaborators: Zaida Aguilar, Leanee Díaz Sardiñas, Amy King, Alessandra Ribota, Damián Robles García, Julia Sainz, and Paloma Serrano
      - Undergraduate Student Collaborators: Marlenie Arzamendi, Allison Beatty, Amy Beristain, Riley Brown, Bailey Buchanan, Karina Cabrera, Carolina Cantú, Aimar Díaz, Victoria González, Efraín Hernández, Eileen Lynch, Dylan Manshack, Verónica Martínez, Rachael McBride, Andrea Miranda-Paez, Andrés Ríos, Jocelyn Rodríguez, Alexis Rupert, Mariana Salazar, Paola Sparagna, and Faith Villarreal
    - *Growing the heart of Texas* (NEH-funded project)
      - Graduate Student Collaborators: Zaida Aguilar, Laura Bernal, Amy King, and Julia Sainz
      - Undergraduate Student Collaborators: Joshua Johnson (Horticultural Sciences), Jacob Purcell (Horticultural Sciences), and Yvonne Reyes (Hispanic Studies)
    - *Achieving cross-cultural medication adherence in South Texas* (T3-funded project):
      - Graduate Student Collaborators: Zaida Aguilar, Laura Bernal, Leanee Díaz Sardiñas, Alessandra Ribota, Paloma Serrano Viñuelas, and Amelia Uribe Guajardo
      - Undergraduate Student Collaborators: Carolina Cantú and Elliot Flint
    - *Somos Texas A&M* (ACT-funded project):
      - Undergraduate Student Collaborators: Víctor Humberto de la Parra Echeverría, Aimar Díaz, Gabriela Lozano, and Jorge Tolentino
    - *Healthier living through hydroponics* (USDA-funded project):
      - Graduate Student Collaborator: Ewurama Okine

#### MANUSCRIPT, CONFERENCE ABSTRACTS, AND GRANT PROPOSAL ASSESSMENT:

- Ad-hoc reviewer of proposals for the *9th National Symposium on Spanish as a Heritage Language* (2021)
- Ad-hoc reviewer of proposals for the National Endowment for the Humanities *NEH CARES (Coronavirus Aid, Relief, and Economic Security): Cultural Organizations Program* (2020)
- Ad-hoc reviewer of proposals for the annual conference of the *American Council on the Teaching of Foreign Languages* (2020)
- Ad-hoc reviewer of a research proposal for the *Agencia Nacional de Investigación e Innovación de Uruguay (ANII)* (2019)
- Ad-hoc reviewer of proposals for the *6th National Symposium on Spanish as a Heritage Language* (2018)



- Ad-hoc reviewer of proposals for the National Endowment for the Humanities *Connections Grants* (2018)
- Ad-hoc reviewer of a *National Science Foundation* grant proposal (2018)
- Ad-hoc reviewer of technology strand abstracts for the annual conference of the *American Association of Applied Linguistics* (2015, 2016, 2017, 2018)
- Ad-hoc reviewer of book proposals and chapters for *Routledge*, *Cengage*, and *Pearson*
- Ad-hoc reviewer for the journals *Teacher and Teacher Education*, *EuroAmerican Journal of Applied Linguistics and Languages*, *Foreign Language Annals*, *Applied Linguistics*, *Canadian Modern Language Review*, *Critical Inquiry in Language Studies*, *Language Learning*, and *Hispania*
- Chair of the Technology Strand for the 2005 and 2007 *International Society for Language Studies Conference*

#### STATE, NATIONAL, AND INTERNATIONAL COMMITTEES/ORGANIZATIONS:

- Past Chair of the *American Council on the Teaching of Foreign Languages*' (ACTFL) *Spanish for Heritage Learners Special Interest Group* (January-December 2021)
- Chair of the *American Council on the Teaching of Foreign Languages*' (ACTFL) *Spanish for Heritage Learners Special Interest Group* (January-December 2020)
- Vice-Chair of *American Council on the Teaching of Foreign Languages*' (ACTFL) *Spanish for Heritage Learners Special Interest Group* (January-December 2019)
- Member of the *International Advisory Board for the e-Learning and Innovative Pedagogies Research Network* (July 2019-Present)
- Member of the *Delegación en Texas de la Academia Norteamericana de la Lengua Española* (ANLE) (October 2019-August 2021)
- Member of the 2019 *American Council on the Teaching of Foreign Languages*' (ACTFL) *Wilga Rivers Awards for Leadership in Foreign Language Education Award Committee*
- Mentor (teaching) for the *American Council on the Teaching of Foreign Languages*' (ACTFL) (2018-2019)
- Member of the 2018 ACTFL-NFMLTA/MLJ *Emma Marie Birkmaier Award Committee*
- Member of the *FLLITE* Editorial Board ([Center for Open Educational Resources and Language Learning](#), University of Texas, Austin) (August 2017-present)
- Member of [The Texas Coalition for Heritage Spanish](#) (Center for Open Educational Resources and Language Learning, University of Texas, Austin) (August 2017-present)
- Consultant for the *Institute for Innovation in Second Language Education at Edmonton Public Schools*; Edmonton, Province of Alberta, Canada (July 2008-June 2012)
- Ad-hoc consultant for the *Learning Technology Branch of Alberta Education*; Edmonton, Province of Alberta, Canada (March 2007)
- Ad-hoc curriculum development consultant for *Alberta Education* (Curriculum Branch); Edmonton, Province of Alberta, Canada (February 2007)
- Ad-hoc curriculum development consultant for Tucson's (AZ) charter school *City High School* (February 2004)

#### DEPARTMENTAL, COLLEGE, AND UNIVERSITY-WIDE COMMITTEES:

- Member of the *Speakers and Special Events Committee*, Department of Hispanic Studies, Texas A&M University (September 2021-Present)
- Member of the *Awards and Leaves Committee*, Department of Hispanic Studies, Texas A&M University (September 2021-Present)
- Member of the 2019 *Transformational Teaching and Learning Conference* Program Committee (Fall 2018-Spring 2019)
- Member of the *Transformational Education Sub-Committee* in the 2030 *University Vision Development Committee*, Office of the Provost, Texas A&M University (Fall 2018-Spring 2019)
- Member of the *Planning and Resource Committee*, College of Liberal Arts, Texas A&M University (August 2017-July 2020)
- Member of the *Undergraduate Student Committee*, Department of Hispanic Studies, Texas A&M University (August 2019-Present)
- Member of the *Diversity and Climate Committee*, Department of Hispanic Studies, Texas A&M University (January 2019-June 2020)
- Member of the *Graduate Admissions Committee*, Department of Hispanic Studies, Texas A&M University (August 2016-May 2019)
- Member of the *Graduate Student Committee*, Department of Hispanic Studies, Texas A&M University (August 2016-December 2018)

- Chair of the *Graduate Student Teaching Award Committee*, Department of Hispanic Studies, Texas A&M University (January 2017)
- Chair of the ad-hoc *Lecturer Hire Committee*, Department of Hispanic Studies, Texas A&M University (May 2017, May 2018)
- Member of the *Faculty Committee* for *UROC's Fall Showcase*, California State University, Monterey Bay (August 2015-July 2016)
- Member of the *Post-Graduate and Student Research Committee*, Faculty Senate, California State University, Monterey Bay (August 2015-July 2016)
- Member of the *Technology Committee*, Faculty Senate, California State University, Monterey Bay (August 2015-July 2016)
- Member of the *Faculty Senate* (Spanish representative), California State University, Monterey Bay (August 2014-July 2016)
- Chair of ad-hoc *Part-Time Lecturer Hiring Committee*, Department of Spanish and Portuguese, University of Southern California (Spring and Summer 2013)
- Member of the *Dornsife Committee on Non-Tenure-Track Promotions and Appointments*, Dornsife College of Letters, Arts, and Sciences, University of Southern California (Summer 2013)
- Member of the *Dornsife Merit Evaluation Appeal Committee*, Dornsife College of Letters, Arts, and Sciences, University of Southern California (Spring 2013)
- Member of the *Basic Language Program Committee*, Department of Spanish and Portuguese, University of Southern California (Fall 2013-July 2014)
- Member of the *Non-Tenure Track Faculty Evaluation Committee*, Department of Spanish and Portuguese, University of Southern California (Fall 2013- July 2014)
- *Coordinator of Spanish and Portuguese Area*, Department of Modern Languages and Cultural Studies, University of Alberta (Fall 2010-Winter 2011)
- Member of the *Faculty of Arts Academic Appeals Committee*, University of Alberta (Fall 2010-Winter 2011)
- Member of the *Graduate Studies Committee*, Department of Modern Languages and Cultural Studies, University of Alberta (Winter 2009; Fall 2010-Winter 2011)
- Chair of the *Language Coordinators Committee*, Department of Modern Languages and Cultural Studies, University of Alberta (January 1, 2009-June 30, 2009)
- Member of the *Mactaggard Writing Award Committee*, University of Alberta (Fall 2006, Fall 2008, Fall 2010)
- Member of the *Spanish Lecturer Selection Committee*, Department of Modern Languages and Cultural Studies, University of Alberta (Winter 2007)
- Member of the *Teaching Awards Committee*, Department of Modern Languages and Cultural Studies, University of Alberta (Fall 2006/Winter 2007)
- Member of the *Language Coordinators Committee*, Department of Modern Languages and Cultural Studies, University of Alberta (July 2005-June 2012)
- Chair of the following committees: *Jugenheimer Undergraduate Award* and *ICES Evaluation Questionnaire for TAs*, Department of Spanish, Italian, and Portuguese, University of Illinois, Urbana-Champaign (August 2002-June 2003)
- Member of the following committees: *Foreign Language Area of Specialization* and *Graduate Performance and Progress*, College of the Liberal and Sciences, University of Illinois, Urbana-Champaign (August 2002-June 2003)
- Member of *Activities Committee*, Department of Spanish, Italian, and Portuguese, The Pennsylvania State University (2001-2002)

#### OTHER:

- Ad-hoc reviewer of applications for the *Provost Academic Professional Track Faculty Teaching Excellence Awards*, Center for Teaching Excellence, Office of the Provost, Texas A&M University (Spring 2021)
- Co-organizer (with Dr. Sarah M. Misemer) of the Zoom panel *Undergraduate Research and the Hispanic/Latinx Community*, LAUNCH Undergraduate Research, Texas A&M University (Fall 2020)
- Organizer and developer of activities for *International Mother Tongue Week*, Texas A&M University (February 2019, 2020)
  - Zapata, G. C. (2020). *Multilingual Poetry Recital* (Website with the poems in different languages that were part of the recital and links to related informational pages). Available at <http://bit.ly/PoetryRecital>
  - Zapata, G. C. (2019). *Native Languages of Texas* (Website with information on the native languages of Texas and links to related instructional activities). Available at <http://bit.ly/NativeLangTX>

- *FIRST Faculty Mentor* for first generation students, College of Liberal Arts, Texas A&M University (August 2018-Present)
- Organizer of *Student Diversity Poster Contest*, Department of Hispanic Studies, Texas A&M University (Fall 2019)
- Organizer of cultural, multimodal exhibits and developer of activities to promote L2 and heritage Spanish students' work with their content, Department of Hispanic Studies, Texas A&M University
  - [\*Vaquero, Genesis of the Texas Cowboy\*](#) (Fall 2019)
  - [\*Voces Americanas: Latino Literature in the United States\*](#) (Fall 2017)
- Faculty judge in the *Graduate 3-Minute Dissertation Presentation Competition*, Texas A&M University (Fall 2019)
- Graduate and undergraduate student mentor at the *Aggie Research Program*, Texas A&M University (Spring 2018-Fall 2019)
- Active listener in the *LAUNCH Undergraduate Research Scholars (URS) Symposium*, Texas A&M University (Spring 2019; Spring 2020)
- Ad-hoc reviewer of proposals for *X-Grants*, Office of the Provost, Texas A&M University (Spring 2019; Spring 2020)
- Translation of documents (English into Spanish) for the *Freshmen Innovation Group Initiative*, College of Liberal Arts, Texas A&M University (Spring 2018)
- Faculty judge in the *Student Research Week*, Texas A&M University (Spring 2017; Spring 2018; Spring 2019)
- Proposal and article reviewer for the Undergraduate Research Publication *Explorations*, Texas A&M University (Spring 2018; Spring 2019; Spring 2020)
- Faculty judge for the *Incoming Graduate Student Diversity Fellowship Award*, Texas A&M University (Spring 2018)
- Faculty judge in the *Graduate 5-Minute Dissertation Presentation Competition*, Texas A&M University (Fall 2017)
- Panelist at the *Successful Integration of Undergraduates into Your Research Community* panel at the *2017 Undergraduate Research Expo*, Texas A&M University (Fall 2017)
- Co-organizer (with [Allen Academy](#)) of ACTFL's *OPI Familiarization Workshop*, Department of Hispanic Studies, Texas A&M University (Friday, November 3, 2017)
- Faculty judge in the *Cantu Undergraduate Research Committee*, Texas A&M University (Fall 2017)
- *CIRTL Fellow*, Center for the Integration of Research, Teaching, and Learning, Texas A&M University (August 2017-Present)
- Faculty Leader of *Study Abroad Summer Program in Toledo, Spain*, Texas A&M University (May-June 2017)
- Developed and established the *Graduate Teaching Assistant Mentorship Program*, Department of Hispanic Studies, Texas A&M University (January 2017)
- Co-organizer and presenter of the first *Spanish Teachers' and Instructors' Seminar*, University of Alberta and Alberta Education (April 21, 2007)
- Organizer of the *Linguistics Program Speakers' Series*, Tulane University (August 2003-May 2005)
- Director of the *Study Abroad Summer Program in Havana, Cuba*, University of Illinois, Urbana-Champaign, (August 2002-June 2003)

## COURSES TAUGHT

(Institutions in parentheses: TAMU: Texas A&M University; CSUMB: California State University, Monterey Bay; USC: University of Southern California; UA: University of Alberta; TU: Tulane University; UIUC: University of Illinois, Urbana-Champaign; PSU: The Pennsylvania State University; SSU: California Summer Language Adventure-Sonoma State University; GC: Grinnell College; CC: Instituto de Estudios Superiores "Cristóforo Colombo," Rosario, Argentina; ARCI: Asociación Rosarina de Cultura Inglesa, Rosario, Argentina; CM: Colegio "Mirasoles," Rosario, Argentina; CLS: Colegio "La Salle," Rosario, Argentina)

- SPAN 203: Intermediate Spanish for Heritage Speakers (TAMU)
- HISP 692: Professional Study (TAMU)
- SPAN 462/HISP 602: Linguistics and Social Justice (Graduate and Undergraduate Course) (TAMU)
- HISP 491: Gaucho and Charros: Discovering Historical and Socio-Political Parallels Through Multimodal Social Semiotic Analysis (TAMU)
- SPAN 352: Hispanic Linguistics (TAMU)
- SPAN 302: Advanced Grammar (TAMU)
- SPAN 303: Spanish Composition (TAMU)

- Diversity in the College Classroom (Online Class; Graduate Course; co-taught with Dr. Rachel Kennison [UCLA]) (TAMU: Center for the Integration of Research, Teaching, and Learning)
- HISP 685: Directed Studies. Topics taught (Graduate Course) (TAMU)
  - Diversity, Equity, and Inclusion in L2 Textbooks
  - Methods for Teaching Spanish to Heritage Language Learners
  - Open Educational Resources and L2 Learning
  - Multiliteracies and *Learning by Design*
- HISP 650: Research Methods in Linguistics (Graduate Course; co-taught with Dr. Patrick A. Bolger) (TAMU)
- SPAN 491: Undergraduate Research (TAMU)
- SPAN 489: Special Topics in Hispanic Linguistics: Introduction to Second Language Acquisition (Graduate and Undergraduate Course) (TAMU)
- SPAN 462/HISP 671: Bilingualism in the Spanish-Speaking World (Graduate and Undergraduate Course) (TAMU)
- HISP 675: Spanish Language Teaching Methods (Graduate Course) (TAMU)
- Introduction to Translation, Spanish-English (CSUMB)
- Bilingualism in the Spanish-Speaking World (CSUMB)
- Spanish for Heritage Speakers (CSUMB)
- Advanced Spanish Composition and Oral Expression (CSUMB)
- History of Spanish Language (CSUMB)
- Discourse and Identity: Immigrant Narratives (USC)
- Spanish for Native Speakers (USC)
- Practicum in Teaching Spanish (Graduate Course) (USC)
- Spanish Conversation (USC)
- Beginner's Spanish I (USC)
- Intermediate Spanish I (USC)
- Issues in Teaching Spanish (UA)
- Teaching Strategies for Postsecondary Language Instructors (Graduate Course) (UA)
- Bilingualism and L1 Attrition (Graduate Course) (UA)
- Advanced Spanish Grammar and Composition (This course included a translation component.) (UA)
- Introduction to Applied Linguistics (Graduate Course) (UA)
- Spanish and English, A Linguistic Comparison (UA)
- History of the Spanish Language (Graduate and Undergraduate Course) (UA)
- Spanish for Heritage Speakers (UA)
- Beginners' Spanish II (UA)
- Interlanguage (Graduate and Undergraduate Course) (TU)
- Second Language Acquisition Theory and Research and L2 Pedagogy (Graduate Course) (TU)
- Methods of Teaching Spanish and Portuguese (Graduate and Undergraduate Course) (TU)
- Proseminar in Foreign Language Teaching (Methods class) (Graduate Course) (UIUC)
- Intermediate Spanish (Content-based Class—Theme: "El mundo hispano-americano") (UIUC)
- Beginners' Spanish I (PSU)
- Intermediate Spanish Grammar and Composition (PSU)
- Advanced Spanish Grammar and Composition (PSU)
- Seminar "Mainstream Society and Multiculturalism in the United States" (ESL) (PSU)
- Level 2 Speaking and Listening (ESL-Lower Intermediate) (PSU)
- Seminar (ESL-Advanced Reading Comprehension Seminar) (PSU)
- Level 2 and 4 Writing (ESL- Lower intermediate and advanced writing classes) (PSU)
- Level 3 Grammar (ESL-Intermediate Grammar-TOEFL based) (PSU)
- Level 1 and 2 Grammar (ESL- Beginning and lower intermediate grammar classes) (PSU)
- ESL Writing (Intermediate Academic Writing Class for International Undergraduate Students) (PSU)
- ESL Rhetoric and Composition (Advanced Academic Writing Class for International Undergraduate Students) (PSU)

- ESL for International Teaching Assistants II (Intermediate Pronunciation and Listening Comprehension Class for International Teaching Assistants) (PSU)
- Spanish 4 (Advanced Spanish) (SSU)
- Spanish 3 (Intermediate Spanish) (SSU)
- Spanish Conversation (Intermediate) (GC)
- Discourse Analysis (CC)
- English Grammar (Syntax I) (CC)
- Contemporary American and English Literature (CC)
- General EFL Classes (Different proficiency levels) (ARCI, CM, CLS)

**CV updated on April 21, 2022**