

CURRICULUM VITAE

Bill VanPatten

Michigan State University
Professor of Spanish & Second Language Studies
Affiliate Faculty in Cognitive Sciences
Director of Romance Language Instruction
Co-editor, *Studies in Second Language Acquisition*
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ADDRESS

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EDUCATION

- Ph.D. The University of Texas at Austin, 1983
Major Area: Hispanic Linguistics
Dissertation: Processing Strategies in Second Language Acquisition
- M.A. The University of Texas at Austin, 1981
Major Area: Romance Linguistics
Thesis: The Acquisition of *Ser* and *Estar* and the Preterit Tense in Two Learners of Spanish
- B.A. The University of Santa Clara, 1976
Majors: Spanish and Political Science

RECOGNITIONS AND OUTSTANDING ACHIEVEMENTS

Recipient of the 2015 Robert G. Mead, Jr. Distinguished Leadership award. Given by the American Association of Teachers of Spanish and Portuguese, the award honors someone who has shown leadership within the profession as a whole and who has made scholarly contributions to the profession.

Recipient of the 2014 Barbara Ort-Smith Award. Given by the Michigan World Language Association, this award is the most prestigious award a professional in the field of world languages can receive in the state of Michigan.

Inducted in Phi Kappa Phi honorary society, April, 2014.

Recipient of the 2013 Wilga Rivers Award for Leadership in Foreign Language Education (Postsecondary) given by the American Council on the Teaching of Foreign Languages (November 2013).

Inducted into the Orden de Don Quijote by the national collegiate Hispanic honor society, Sigma Delta Pi (July 2013). This is the highest honor bestowed by SDP in recognition of scholarship and professional contributions in Hispanism.

Recipient of the 2011 (32nd annual) Telly Bronze Award as writer for the film *Liaisons*. (The Telly Awards honor the very best local, regional, and cable television commercials and programs, as well as the finest video and film productions, and work created for the Web.)

Recipient of the 2007 Anthony Papalia Award for Excellence in Teacher Education. Given by the American Council on the Teaching of Foreign Languages and the New York State Association of Foreign Language Teachers.

Recipient of the 2005 Stephen Freeman Award given by the Northeast Conference on the Teaching of Foreign Languages. This award recognizes a single outstanding publication in the field of language teaching. (Award for the article "The Evidence is IN: Drills are OUT," *Foreign Language Annals*, 36, 403-423.0

Recipient of the 1999 MMI Award for Outstanding Achievement in Web-based Instruction (for the *Sabías que. . .?* CD-ROM)

Finalist for the 1997 campus-level Harriett Luckman award for excellence in undergraduate education at the University of Illinois Urbana-Champaign.

Recipient of the 1997 campus wide Outstanding Mentoring of Graduate Students at the University of Illinois Urbana-Champaign, an award conferred to a single faculty member by the Graduate College.

Recipient of the 1997 UIUC Humanities Award for Excellence in Teaching. This award is given by the Humanities Council and the Humanities Committee on Scholarships and Honors to acknowledge superior teaching in the humanities at the University of Illinois Urbana-Champaign.

Recipient of the 1996 William F. Prokasy Award for Excellence in Teaching given by the College of Liberal Arts and Sciences, University of Illinois at Urbana-Champaign. This prestigious College award honors faculty who demonstrate consistent excellence in undergraduate teaching and education as evidenced by peer, student, and other evaluations.

Selected by the Vice-president for Academic Affairs as the University of Illinois

Urbana-Champaign fellow to participate in the CIC Academic Leadership Program, 1995-1996. This program is designed to educate faculty about administrative issues in preparation of assuming administrative positions.

Recipient of the 1992 Nelson Brooks Award for Excellence in the Teaching of Culture, American Council on the Teaching of Foreign Languages.

Recipient of the 1985 Teacher-Scholar Award at Michigan State University.

List of Excellent Teachers Ranked by Students, University of Illinois Urbana-Champaign. Spring 1986, Fall 1987, Spring 1988, Spring 1991, Fall 1991, Fall 1992, Fall 1993, Spring 1994, Spring, 1995, Fall 1995, Fall 1997, Spring 1998, Fall 1999. (Ranked excellent in three other intensive courses, but they do not appear since eight week intensive course ratings are not published. Also ranked excellent in summer courses but these do not appear on list either. On leave Fall 1988 and Fall 1989 through Fall 1990. No teaching duties Spring 1992 or Fall 1996.)

Recipient of the Lilly Endowment Teaching Fellowship for 1987-1988, University of Illinois Urbana-Champaign.

Research Board Awards, UIUC: Fall 1986, Spring 1987, Summer 1987, Spring 1988; Spring 1991, Summer 1991; Spring 1993; Fall 1994; Spring 1995; Spring 1996; Humanities Released Time, Fall 1987.

New course development award, Office of the Vice-chancellor for Academic Affairs, UIUC, Summer 1995.

Undergraduate Instructional Award, Summer 1988, UIUC.

AMOCO Foundation Award for Undergraduate Curriculum, Spring 1989, UIUC.

Phi Kappa Phi Honorary Society

ACADEMIC POSITIONS

1983-1985	Michigan State University Assistant Professor of Spanish
1985-1989	University of Illinois at Urbana-Champaign Assistant Professor of Spanish
1989-1995	Associate Professor of Spanish (UIUC)
1995-2000	Professor of Spanish and Second Language Acquisition (UIUC)

2000-2006	University of Illinois at Chicago Professor of Spanish and Linguistics
Spring 2007	University of Illinois at Chicago Visiting Professor of Spanish and Linguistics
Fall 2007-2011	Texas Tech University Professor of Applied Linguistics & Second Language Studies
Fall 2011-present	Michigan State University Professor of Spanish & Second Language Studies

Administrative Positions

Director of Romance Language Instruction, beginning Fall 2011 (MSU)

Graduate Advisor and Director for Applied Linguistics and Second Language Studies, Fall 2007-May 2011 (TTU)

Interim Head, Department of Spanish, French, Italian and Portuguese, 2004-2005 (UIC)

Acting Head, Department of Spanish, French, Italian and Portuguese, Fall 2003 (UIC)

Director of Spanish Basic Language Program, 2000-2005 (UIC)

Head of the Division of English as an International Language, 1999- 2000 (UIUC)

Associate Head of Spanish, Italian, & Portuguese, 1997-1999 (UIUC)

Acting Head of Spanish, Italian, & Portuguese. Fall 1996, Summer 1999 (UIUC)

Director of Graduate Studies in Spanish, Italian and Portuguese. January 1992-1997 (UIUC)

Departmental advisor for the undergraduate B.A. in Teacher Education-Spanish. 1985-1999 (UIUC)

Departmental advisor for the M.A. in Teacher Education, the M.A. in Applied Linguistics, and the Doctoral SLATE (Second Language Acquisition and Teacher Education) Program in Spanish, Italian, and Portuguese. 1985 –2000 (UIUC)

Coordinator of Spanish Language Instruction, MSU 1983-1985.

Visiting Positions

University of Greenwich, CAROLE—Center for Research and Outreach on Language Education. Visiting Professor, 2015-2018.

Associate Member, Center for Literacy and Multilingualism (University of Reading), 2014 to present.

Florida State University, *Language Learning* Distinguished Scholar in Residence, March 22-30, 2006.

Brown University. *Language Learning* Distinguished Scholar in Residence, February 28-March 5, 2005.

“Input Processing: Cognitive and Linguistic Aspects” Four-week course at the Université de Laval. May 16-June 17, 2000.

"Input, Input Processing, and Second Language Acquisition Theory." Two-week course at the LSA summer institute, Cornell University, 1997.

"La adquisición de lenguaje: perspectivas psicolingüísticas sobre el input." Four-day seminar for the Masters Program in Applied Linguistics, Universidad Autónoma de México, August 1996.

"L2 and FL research: Implications for Language Teaching." Four-week seminar of the Linguistic Society of America/Modern Language Association Summer Institute, University of Arizona, 1989.

AREAS OF RESEARCH

Principal areas of research are: (1) input processing in second language acquisition that uses psycholinguistic approaches; (2) parsing and processing in monolingual, heritage and L2 speakers; (3) the interface between syntax and morphology in acquisition; (4) the impact of formal instruction on language acquisition. My research goals include the unification of linguistic and non-linguistic approaches to studying language acquisition in addition to linking the disciplines of second language acquisition theory and language teaching. My principal language of focus is Spanish, although I have conducted research on French, German, Russian, Japanese, and English.

RESEARCH, CREATIVE, AND OTHER SCHOLARLY ACTIVITIES

Books Authored or Co-authored

B. VanPatten. (forthcoming). *Principles of contemporary language teaching*. Alexandria, VA: The American Council on the Teaching of Foreign Languages.

B. VanPatten & A. Benati. (2015). *Key terms in second language acquisition*. 2nd edition. London: Bloomsbury.

B. VanPatten. (2007). *Chicago Tales*. A collection of short stories. Outskirts Press: Denver.

A. Benati, B. VanPatten & W. Wong. (2005). *L'approccio processing instruction: tra teoria e sperimentazione nell'acquisizione dell'italiano come lingua straniera*. Rome: Armando.

B. VanPatten. (2003). *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw-Hill.

B. VanPatten. (1996). *Input Processing and Grammar Instruction: Theory and Research*. Norwood, NJ: Ablex.

James F. Lee & B. VanPatten. (2003). *Making Communicative Language Teaching Happen*. 2nd edition. New York: McGraw-Hill.

James F. Lee & B. VanPatten. (1995). *Making Communicative Language Teaching Happen*. New York: McGraw-Hill.

James F. Lee & B. VanPatten. (1995). Manual to accompany *Making Communicative Language Teaching Happen*. New York: McGraw-Hill.

Books Edited or Co-edited

J. Jegerski & B. VanPatten. (Eds.) (2013). *Research methods in second language psycholinguistics*. New York: Routledge.

B. VanPatten & J. Jegerski. (Eds.) (2011). *Research on second language processing and parsing*. Amsterdam: John Benjamins.

B. VanPatten & J. Williams (Eds.). (2015). *Theories in Second Language Acquisition: An Introduction*. 2nd edition. New York: Routledge.

B. VanPatten, J. Williams, S. Rott & M. Overstreet (Eds.). (2004) *Form-meaning Connections in Second Language Acquisition*. Mahwah, NJ: Erlbaum.

B. VanPatten (Ed). (2004). *Processing Instruction*. Theory, Research and Commentary. Mahwah, NJ: Erlbaum.

Bill VanPatten and James F. Lee (Eds.). (1990). *Second Language Acquisition and*

Foreign Language Learning: Perspectives on Research and Practice. (with preface and introductions) Clevedon, UK: Multilingual Matters.

Terrell Morgan, James F. Lee, and Bill VanPatten (Eds.). (1987). *Language and Language Use: Studies in Spanish* (with introduction) Lanham, MD: The University Press of America.

Bill VanPatten, Trisha R. Dvorak and James F. Lee (Eds.). (1987). *Foreign Language Learning: A Research Perspective.* Cambridge, MA: Newbury House Publishers.

Textbooks Authored or Co-authored

B. VanPatten & W. Wong. (2012). *Liaisons.* A feature-length movie for the teaching of French. Boston, MA: Heinle/Cengage.

W. Wong, S. Weber-Feve, & B. VanPatten. (2012). *Liaisons: An Introduction to French.* Boston, MA: Heinle/Cengage. (2nd edition 2016.)

B. VanPatten & M. Leeser. (2010). *Así lo veo.* A 90 minute documentary filmed in Mexico City in February 2007. I developed the themes and questions used, as well as conducted the interviews with my co-author Michael Leeser.

M. Leeser, B. VanPatten, & G. D. Keating. (2010). *Así lo veo.* A college-level intermediate text for Spanish to accompany the documentary *Así lo veo.*

B. VanPatten. *Sol y viento.* A 2-hour movie filmed in Chile, March 2003, with accompanying materials for use in the teaching of Spanish. I am the story and script co-author as well as the main author with Michael J. Leeser and Gregory D. Keating on all supporting materials: textbook, workbook, and so on. New York: McGraw-Hill. 2005. 2nd edition 2008. 3rd edition 2011.

B. VanPatten, M. J. Leeser, & G. D. Keating. *Sol y viento en breve.* A brief version of *Sol y viento* for intensive courses. New York: McGraw-Hill. 2007.

B. VanPatten, M. J. Leeser, & G. D. Keating. *Lights, camera, Spanish!* A trade book for learning Spanish (based on *Sol y viento*). New York: McGraw-Hill. 2007.

B. VanPatten, J.F. Lee, & T.L. Ballman. *Vistazos: Un curso breve.* New York: McGraw-Hill, 2002. Second edition, 2006. Third edition, 2010.

J. F. Lee, A. Binkowski, B. VanPatten. *Ideas.* A second year reader that is both strategy oriented and content oriented. New York: McGraw-Hill Publishers. 1994. 189 pp.

B. VanPatten, J.F. Lee, T.L. Ballman & T. Dvorak. *¿Sabías que...?* A groundbreaking first-year college level text for Spanish that uses a task-oriented

approach. New York: McGraw Hill Publishers. 1992. 509 pp. Second edition, 1996. Third edition, 2000. Fourth Edition, 2004. Fifth Edition, 2008.

B. VanPatten, J.F. Lee, W.R. Glass, D. D. Binkowski. *Manual que acompaña ¿Sabías que. . .? (Volumes I and II)*. New York: McGraw Hill Publishers. 1992. 462 pp. Second edition, 1996. Third edition, 2000. Fourth Edition, 2004. Fifth Edition, 2008.

B. VanPatten (Ed.). *Instructor's Manual and Test Bank to accompany ¿Sabías que. . .?* New York: McGraw Hill Publishers. 1992. 109 pp. Second edition, 1996. Third edition, 2000. Fourth Edition, 2004. Fifth Edition, 2008.

B. VanPatten, M. Marks, D. Teschner. *Destinos: An Introduction to Spanish*. An innovative textbook to accompany the television/video series *Destinos*. New York: McGraw-Hill Publishers. 1992. 558 pp. (I was the conceptualizer and lead author of this project.). Alternate edition, 1998.

B. VanPatten, M. Marks, D. Teschner. *Workbooks I and II for Destinos: An Introduction to Spanish*. New York: McGraw-Hill Publishers. 1992. 561 pp. (I was the conceptualizer and lead author for these materials.)

B. VanPatten, M. Marks, D. Teschner. *Student Viewer Handbook for Destinos: An Introduction to Spanish*. New York: McGraw-Hill Publishers. 1992. 211 pp. (I conceptualized and wrote most of the materials contained in this supplement, a book for those using the *Destinos* video package without the textbooks and workbooks.)

B. VanPatten, M. Marks, D. Teschner. *Homeviewer's Guide to Accompany Destinos*. This supplement to the *Destinos* television series is designed as an outreach project to interest the general public in Spanish language. This supplement can be used in conjunction with the PBS broadcasting of *Destinos* and was published by McGraw-Hill, 1993.

M. Knorre, T. Dorwick, T. Higgs, B. VanPatten, W. Lusetti. *Puntos de partida*. (second edition). New York: Random House. 1985. (third edition, 1989)

M. Knorre, T. Dorwick, M. Marks, B. VanPatten, T. Higgs. *¿Qué tal?* (second edition). New York: Random House. 1987. 466 pp. (third edition, 1991).

Series Editor

Co-editor with Gregory D. Keating of the Routledge e-book series on *Foundations of Language Teaching*.

Co-editor (with James F. Lee) of the McGraw-Hill professional series for second languages. This series debuted in Spring 1995 with the publication of *Making Communicative Language Teaching Happen*.

Journal Editor

Co-editor of *Studies in Second Language Acquisition* (Cambridge University Press), 2015-2020.

Special Materials

Sample Listening Passages for "Vocabulario: preparación" plus supplementary exercises. *Puntos de partida: instructor's manual*, pp. 131- 168. New York: Random House, 1985 and 1989.

Video Modules. I designed and oversaw the production of four one- hour video modules for use with basic language instruction in Spanish. These modules were filmed on location in Spain, Argentina, Puerto Rico and Mexico. The modules are:

1. Functional Language
2. Situations
3. Vocabulary
4. Culture

and were published by McGraw-Hill, Inc., 1992.

Chapters in Books

B. VanPatten. (accepted). Processing instruction. In S. Loewen & M. Sato (Eds.), *The Routledge Handbook of Instructed Second Language Acquisition*. New York: Routledge.

B. VanPatten. (forthcoming). Processing instruction as Pedagogical Intervention. In J. I. Liantas (Gen. Ed.), *The TESOL encyclopedia of English language teaching*. New York: Wiley.

J. Jegerksi, G. D. Keating, & VanPatten, B. (accepted). The processing of ambiguous relative clauses in English and Spanish by heritage bilinguals and by Spanish-dominant bilinguals. In D. Pascual y Cabo (Ed.), *Advances in Spanish as a heritage language*. Amsterdam: John Benjamins.

B. VanPatten. (2016). *Language*. A mini-monograph for the new e-book series *Foundations of Language Teaching*. New York: Routledge.

B. VanPatten. (2016). *Communication and skill*. A mini-monograph for the new e-book series *Foundations of Language Teaching*. New York: Routledge.

B. VanPatten & J. Rothman. (2015). What does current generative theory suggest about the explicit-implicit debate? In P. Rebuschat (Ed.), *Explicit and implicit learning of languages* (pp. 91-116). Amsterdam: John Benjamins.

B. VanPatten. (2015). Processing perspectives on pedagogical intervention. In J.

Schwietzer (Ed.), *The Cambridge Handbook of Bilingual Processing* (pp. 200-215). Cambridge: Cambridge University Press.

B. VanPatten. (2015). Input processing in adult SLA. In B. VanPatten & J. Williams (Eds.), *Theories in Second Language Acquisition*. 2nd edition (pp.113-134). New York: Routledge.

B. VanPatten. (2014). Input processing by novices: The nature of processing and research methods. In Z-H. Hong & R. Rast (Eds.), *Input processing at Second Language Initial State* (pp. 193-207). Cambridge: Cambridge University Press.

B. VanPatten. (2014). Language acquisition theories. In C. Fäcke (Ed.), *Manual of Language Acquisition* (pp. 103-121). Berlin: De Gruyter.

B. VanPatten. (2014). On the limits of instruction: 40 years after ‘Interlanguage’. In Z-H. Han & E. Tarone (Eds.), *Interlanguage: 40 years later* (pp. 105-126). Amsterdam: John Benjamins.

B. VanPatten & J. Rothman (2014). Against “rules.” In A. Benati, C. Laval, & M. J. Arche (Eds.), *The grammar dimension in instructed second language acquisition: theory, research, and practice* (pp. 15-35). London: Bloomsbury.

M. Smith & B. VanPatten (2014). Instructed SLA as parameter setting: Evidence from earliest-stage learners of Japanese as L2. In C. Laval, M. J. Arche & A. Benati (Eds.), *The grammar dimension in instructed second language acquisition: theory, research, and practice* (pp. 127-146). London: Bloomsbury.

B. VanPatten. (2013). Aptitude as grammatical sensitivity: Recent research on processing instruction. In C. Sanz & B. Lado (Eds.), *Individual Differences, L2 Development & Language Program Administration: From Theory to Application* (pp. 13-31). Washington, D.C.: Georgetown University Press.

B. VanPatten. (2013). The psycholinguistics of second language acquisition. In J. Jegerski & B. VanPatten (Eds.), *Psycholinguistics and second language acquisition: Research methods for students and researchers* (pp. 1-19). New York: Routledge.

B. VanPatten. (2013). Mental Representation and Skill in Instructed SLA. In J. Schwietzer (Ed.), *Innovations in SLA, bilingualism, and cognition: Research and practice* (pp. 3-22). Amsterdam: John Benjamins.

J. Rothman & B. VanPatten. (2013). On multiplicity and mutual exclusivity: The case for different theories. In M. P. García Mayo, M. J. Gutierrez-Mangado, & M. Martínez Adrián (Eds.), *Contemporary approaches to second language acquisition* (pp. 243-256). Amsterdam: John Benjamins.

J. Jegerski, B. VanPatten, & G.D. Keating. (in press). The processing of ambiguous

sentences by Spanish heritage speakers and by Spanish-dominant bilinguals. In A. Roca, M. Carreira, & C. Colombí (Eds.), *Global Spanish: Research on bilingualism and language contact*. Somerville, MA: Cascadilla Press.

B. VanPatten. (2012). Processing Instruction. In P. Robinson (Ed.), *Routledge Encyclopedia of Second Language Acquisition*.

B. VanPatten. (2012). Input processing. In S. M. Gass & A. Mackey (Eds.), *The handbook of second language acquisition* (pp. 268-281). New York: Routledge.

B. VanPatten. (2012). Cognitive second language acquisition: Quantitative methods. In C. Chapelle (Gen. Ed.), *Encyclopedia of Applied Linguistics*. New York: Wiley-Blackwell.

B. VanPatten & J. Jegerski. (2011). L2 processing and parsing: The issues. In B. VanPatten & J. Jegerski (Eds.), *Second language processing and parsing* pp. 3-23). Amsterdam: John Benjamins.

B. VanPatten. (2011). Stubborn syntax: How it resists explicit teaching and learning. In C. Sanz & R. Leow (Eds.), *Implicit and Explicit Language Learning: Conditions, Processing, and Knowledge* (pp. 9-21). Washington, D.C.: Georgetown University Press.

B. VanPatten. (2009). Formal intervention and the development of proficiency: the role of explicit information. In A. Benati (Ed.), *Issues in attaining second language proficiency* (pp. 169-188). London: Continuum.

B. VanPatten. (2009). Processing matters in input enhancement. In T. Piske & M. Young-Scholten (Eds.) *Input Matters* (pp. 47-61). Clevedon, UK: Multilingual Matters.

B. VanPatten. (2007). Some thoughts on a research agenda for input enhancement. In Carolyn Gascoigne (Ed.) *Assessing the Impact of Input Enhancement in Second Language Education* (pp. 169-189). Stillwater: OK. New Forums Press.

B. VanPatten & J. Williams. (2007). Introduction: The nature of theories and models. In B. VanPatten & J. Williams (Eds.), *Theories in Second Language Acquisition* (pp. 1-16). Mahwah, NJ: Erlbaum.

B. VanPatten & J. Williams. (2007). Early theories in SLA. In B. VanPatten & J. Williams (Eds.), *Theories in Second Language Acquisition* (pp. 17-35). Mahwah, NJ: Erlbaum.

B. VanPatten. (2007). Input processing in adult SLA. In B. VanPatten & J. Williams (Eds.), *Theories in Second Language Acquisition* (pp.115-135). Mahwah, NJ: Erlbaum.

- B. VanPatten & M. J. Leiser (2007). Theoretical and Research Considerations Underlying Classroom Practice: The Fundamental Role of Input. In M. R. Salaberry and B. S. Lafford (Eds.), *Spanish Second Language Acquisition: State of the Art of Application* (pp. 55-77). Georgetown University Press.
- B. VanPatten. (2006). Processing instruction. In C. Sanz (Ed.) *Mind and Context in Adult Second Language Acquisition: Methods, Theory, and Practice*. Georgetown: Georgetown University Press.
- B. VanPatten (2004). On the Role(s) of Input and Output in Making Form-Meaning Connections. In B. VanPatten, J. Williams, S. Rott, and M.Overstreet (Eds.), *Form-Meaning Connections in Second Language Acquisition* (pp.29-47). Mahwah, NJ: Erlbaum.
- B. VanPatten, J. Williams, & S. Rott. (2004). A Framework for Researching Form-meaning Connections in Second Language Acquisition. In B. VanPatten, J. Williams, S. Rott, and M.Overstreet (Eds.), *Form-Meaning Connections in Second Language Acquisition* (pp. 1-26). Mahwah, NJ: Erlbaum.
- B. VanPatten. (2004). Input Processing in SLA. In B.VanPatten (Ed.), *Processing Instruction: Theory, Research, and Commentary* (pp. 1-31). Mahwah, NJ: Erlbaum.
- B. VanPatten & W. Wong. (2004). Processing Instruction vs. Traditional Instruction, Once Again: A study on the French Causative. In B.VanPatten (Ed.), *Processing Instruction: Theory, Research, and Commentary* (pp. 97-118). Mahwah, NJ: Erlbaum.
- B. VanPatten & C. Fernández. (2004). The Long-term Effects of Processing Instruction. In B.VanPatten (Ed.), *Processing Instruction: Theory, Research, and Commentary* (pp. 273-289). Mahwah, NJ: Erlbaum.
- B. VanPatten. (2004). Several Reflections on Why There is Good Reason to Continue Researching the Effects of Processing Instruction. In B.VanPatten (Ed.), *Processing Instruction: Theory, Research, and Commentary* (pp. 325-335). Mahwah, NJ: Erlbaum.
- B. VanPatten. (2002). Communicative Language Teaching, Processing Instruction, and Pedagogical Norms. In S. Gass, K. Bardovi-Harlig, & S. Magnan (Eds.) *Festschrift for Albert Valdman* (pp. 105-118). Philadelphia: John Benjamins.
- B. VanPatten. (2000). Thirty Years of Input (or Intake, the Neglected Sibling). In M. Anderson, C. Klee, F. Morris, E. Tarone, and B. Swierzbin (Eds.) *Interaction of Social and Cognitive Factors in SLA: Selected Proceedings of the 1999 Second Language Research Forum* (pp. 287-311). Somerville, MA: Cascadilla Press.

- B. VanPatten. (2000). Processing Instruction as Form-Meaning Connections: Issues in Theory and Research. In J.F. Lee and A. Valdman (Eds.) *Form and Meaning: Multiple Perspectives* (pp.43-68). Boston: Heinle & Heinle.
- B. VanPatten. (1999). Research Domains and Language Program Direction. In L. Kathy Heilenman (Ed.) *Research Issues and Language Program Direction* (pp.3-18). Boston: Heinle & Heinle.
- B. VanPatten & W. R. Glass. (1999). Anxiety and Grammar Acquisition. In Dolly J. Young (Ed.) *Anxiety in Second Language Acquisition: Theory to Practice* (pp. 89-105) New York: McGraw-Hill.
- B. VanPatten. (1998). Cognitive Characteristics of Adult Second Language Acquisition. In Heidi Byrnes (Ed.) *Learning Foreign and Second Languages: Perspectives in Research and Scholarship* (pp. 105-127). New York: The Modern Language Association.
- B. VanPatten. (1997). On the Relevance of Input Processing to Second Language Acquisition Theory and Second Language Instruction. In William R. Glass & Ana Teresa Pérez-Leroux (Eds.) *Contemporary Perspectives on The Acquisition of Spanish: Volume 2 Production, Processing, and Comprehension* (pp. 93-108). Cascadilla Press.
- J. Barcroft & B. VanPatten. (1997). Acoustic Salience: Testing Location, Stress and the Boundedness of Grammatical Form in Second Language Acquisition Input Perception. In William R. Glass & Ana Teresa Pérez-Leroux (Eds.) *Contemporary Perspectives on The Acquisition of Spanish: Volume 2 Production, Processing, and Comprehension* (pp. 109-121). Cascadilla Press.
- B. VanPatten. (1997). The Case for Psycholinguistics. In Kathleen Bardovi-Harlig & Beverly T. Hartford (Eds.) *Beyond Methods: Components of Teacher Education* (pp. 1-17). New York: McGraw-Hill.
- B. VanPatten & C. Sanz. (1995). From Input to Output: Processing Instruction and Communicative Tasks. In F. Eckman, D. Highland, P. W. Lee, J. Mileham, R. R. Weber (Eds.) *Second Language Acquisition Theory and Pedagogy* (pp. 169-185). Mahwah, NJ: Erlbaum.
- B. VanPatten. (1995). Cognitive Aspects of Input Processing in Second Language Acquisition. In P. Hashemipour, R. Maldonado & M. van Naerssen (Eds.) *Studies in Language Learning and Spanish Linguistics: in honor of Tracy D. Terrell* (pp. 170-83). New York: McGraw-Hill.
- B. VanPatten. (1994). On Babies and Bathwater: Input in Foreign Language Learning. In Ron Barasch (Ed.) *Beyond the Monitor Model*. Boston: Heinle & Heinle.

- James F. Lee & Bill VanPatten. (1991). The Question of Language Program Direction is *Academic*. In S. Magnan (Ed.). *Issues in Foreign Language Programs: Challenges in the 1990s for College Foreign Language Programs*. (pp. 111-127). Boston: Heinle & Heinle.
- B. VanPatten. (1991). The Foreign Language Classroom as a Place to Communicate. In B. Freed (Ed.) *Foreign Language Acquisition Research and the Classroom*. (pp. 54-73). Boston: D. C. Heath.
- B. VanPatten & J. F. Lee. (1990). Contexts, Processes and Products in SLA and FLL. In B. VanPatten and J. F. Lee (Eds.) *Second Language Acquisition and Foreign Language Learning: Perspectives on Research and Practice* (pp. 240-245). Clevedon, UK: Multilingual Matters.
- B. VanPatten. (1990). Theory and Research in SLA and FLL: On Producers and Consumers." In B. VanPatten and J. F. Lee (Eds.) *Second Language Acquisition and Foreign Language Learning: Perspectives on Research and Practice*. (pp. 17-26). Clevedon, UK: Multilingual Matters.
- B. VanPatten. (1990). The Acquisition of Clitic Pronouns in Spanish: Two Case Studies. In B. VanPatten and J. F. Lee (Eds.) *Second Language Acquisition and Foreign Language Learning: Perspectives on Research and Practice* (pp. 118-139). Clevedon, UK: Multilingual Matters.
- B. VanPatten. (1989). What Should Portuguese Language Teaching Do About Grammar? Current Trends in the Teaching of Spanish. In D. Koike and A. Simões (Eds.) *Negotiating for Meaning: Papers on Foreign Language Teaching and Testing* (pp. 25-42). Austin: University of Texas Press.
- B. VanPatten. (1987). Classroom and Naturalistic Acquisition: A Comparison of Two Case Studies in the Acquisition of Clitic Pronouns in Spanish. In T. Morgan, J. F. Lee and B. VanPatten (Eds.) *Language and Language Use: Studies in Spanish* (pp. 241-259). Lanham, MD: University Press of America. (Reprinted as "The acquisition of clitic pronouns..." in VanPatten & Lee, see above.)
- B. VanPatten, T. Dvorak, & J. F. Lee. (1987). Foreign Language Learning: An Overview. In B. VanPatten, T. R. Dvorak, and J. F. Lee (Eds.) *Foreign Language Learning: A Research Perspective*. (pp. 1-16). Cambridge, MA: Newbury House.
- B. VanPatten. (1987). Classroom Learners' Acquisition of *ser* and *estar*: accounting for the data. In B. VanPatten, T. R. Dvorak and J. F. Lee (Eds.) *Foreign Language Learning: A Research Perspective* (pp. 61-76) Cambridge, MA: Newbury House.
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Articles in Journals

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- Strategic Interaction: Learning Languages Through Scenarios, by Robert J. DiPietro. *Studies in Second Language Acquisition* 11 (1989): 117-118.
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Child Language: a Language Which does not Exist? by Willem Kaper. *Studies in Second Language Acquisition* 10 (1988): 76-77.

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Bulletins, Reports, and Interviews

B. VanPatten. "Entrevista a Bill VanPatten." marcoELE: Revista de didáctica español como lengua extranjera, February 9, 2009. <http://marcoele.com/entrevista-a-bill-vanpatten>

B. VanPatten. "Proficiency: Paradigm Shift or Flash in the Pan?" *Newsletter of the Northeast Conference*, March 1994.

B. VanPatten. "The Schizophrenic Nature of Language Teaching." *HANDS ON Language*, the publication of the Pacific Northwest Foreign Language Council (1994).

B. VanPatten. "This is Like a Foreign Language to Me!" *The HALT Newsletter*, a publication of the Hawaiian Association of Language Teachers, 1994.

B. VanPatten. "From Foreign Language to Another Language." *The Washington Association of Foreign Language Teachers Newsletter*, 1992.

Special television project

Chief Academic and Designer of the WGBH (Boston) National Telecourse/Video Project *Destinos: An Introduction to Spanish*. This \$5,000,000 project, funded by the Annenberg Foundation, is a weekly PBS serial of 52 episodes that applies comprehension based language teaching to home learning of Spanish. Having debuted in September 1992, it is accompanied by a student text and workbooks. As the designer and chief academic my duties included the following.

1. I was the lead author on all 52 scripts for a total of 26 hours of television time. As the lead author, I was involved in story development, actual writing of each episode, and the pedagogical scope and sequence of the series (language, culture, and so on). In short, I was responsible for all content and writing. The episodes are listed below. (Note: Due to union regulations, my name does not appear in the actual episode credits for writing.)

Episodio 1 "La carta" (B. VanPatten & F. Barzyk)
Episodio 2 "El secreto" (B. VanPatten & F. Barzyk)
Episodio 3 "El comienzo" (B. VanPatten & F. Barzyk)
Episodio 4 "Perdido" (B. VanPatten & F. Barzyk)
Episodio 5 "La despedida" (B. VanPatten & F. Barzyk)
Episodio 6 "¿Maestra?" (B. VanPatten & F. Barzyk)
Episodio 7 "La cartera" (B. VanPatten & F. Barzyk)
Episodio 8 "El encuentro" (B. VanPatten & F. Barzyk)
Episodio 9 "Estaciones" (B. VanPatten & F. Barzyk)
Episodio 10 "Cuadros" (B. VanPatten & F. Barzyk)
Episodio 11 "La demora" (B. VanPatten)
Episodio 12 "Revelaciones" (B. VanPatten & R. Maura)
Episodio 13 "La búsqueda" (B. VanPatten & R. Maura)
Episodio 14 "En el extranjero" (B. VanPatten & R. Maura)
Episodio 15 "Culpable" (B. VanPatten & R. Maura)
Episodio 16 "Caras" (B. VanPatten & R. Maura)
Episodio 17 "Inolvidable" (B. VanPatten & R. Maura)
Episodio 18 "Estimada Sra. Suárez" (B. VanPatten)
Episodio 19 "Por fin. . ." (B. VanPatten & R. Rodríguez)
Episodio 20 "Relaciones estrechas" (B. VanPatten & R. Rodríguez)
Episodio 21 "El peaje" (B. VanPatten & R. Rodríguez)
Episodio 22 "Recuerdos" (B. VanPatten & R. Rodríguez)
Episodio 23 "Vista al mar" (B. VanPatten & R. Rodríguez)
Episodio 24 "El don Juan" (B. VanPatten & R. Rodríguez)
Episodio 25 "Reflexiones (I)" (B. VanPatten)
Episodio 26 "Reflexiones (II)" (B. VanPatten)
Episodio 27 "El rescate" (B. VanPatten & R. Maura)
Episodio 28 "Atrapados" (B. VanPatten & R. Maura)
Episodio 29 "¡Se derrumbó!" (B. VanPatten & R. Maura)
Episodio 30 "Preocupaciones" (B. VanPatten & R. Maura)
Episodio 31 "Medidas drásticas" (B. VanPatten & R. Maura)
Episodio 32 "Ha habido un accidente" (B. VanPatten & R. Maura)
Episodio 33 "Si supieras. . ." (B. VanPatten & R. Maura)
Episodio 34 "Éxito" (B. VanPatten & R. Maura)
Episodio 35 "Reunidos" (B. VanPatten & R. Maura)
Episodio 36 "¿Qué estarán haciendo?" (B. VanPatten)
Episodio 37 "Llevando cuentas" (B. VanPatten & R. Maura)
Episodio 38 "Ocultando la verdad" (B. VanPatten & R. Maura)
Episodio 39 "La misma sonrisa" (B. VanPatten & R. Maura)
Episodio 40 "Entre la espada y la pared" (B. VanPatten & R. Maura)
Episodio 41 "Algo inesperado" (B. VanPatten & R. Maura)
Episodio 42 "Yo invito" (B. VanPatten & R. Maura)
Episodio 43 "Seremos cuatro" (B. VanPatten & R. Maura)
Episodio 44 "Una promesa y una sonrisa" (B. VanPatten & R. Maura)
Episodio 45 "¡Estoy harta!" (B. VanPatten & R. Maura)

Episodio 46 "Las empanadas" (B. VanPatten & R. Maura)
Episodio 47 "Tengo dudas" (B. VanPatten & R. Maura)
Episodio 48 "Así fue (I)" (B. VanPatten)
Episodio 49 "Así fue" (II)" (B. VanPatten)
Episodio 50 "Así fue (III)" (B. VanPatten)
Episodio 51 "Así fue (IV)" (B. VanPatten)
Episodio 52 "Siempre lo amó" (B. VanPatten)

2. I was responsible for all pre-production casting of the characters (over 100 for the entire 52 episodes).
3. I was responsible for content of all scenes during on-location filming in Argentina, Spain, Puerto Rico and Mexico, and oversaw the director's work.
4. I was responsible for the content of all post-production editing of each episode, working one-on-one with the film editors in Boston.
5. I was the lead author and designer for all the support print materials (e.g., textbook, workbooks, etc.)

Work in Progress

1. B. VanPatten. "On the Interface Between Word Order and Case Marking: A Study on the Acquisition of Latin as a Second Language." This study looks at how word order (SOV only, SVO only, and mixed SOV/SVO) affect learners acquisition of case marking. We are using Latin as the test language.
2. B. VanPatten & G.D. Keating. *The Routledge e-book modules on contemporary language teaching*. The e-Book Modules for Second Language Instruction is a new way of conceptualizing the content often delivered to novice and in-service teachers in so called "methods books." The idea behind the modules is not to create a book with chapters but to create a series of independent modules that can stand alone or be combined at the discretion of the reader or instructor for whatever purpose he or she has in mind. They may also be used as supplements to existing materials. (Currently under review by Routledge.)
3. G.D. Keating, B. VanPatten, & J. Jegerski. We are conducting several studies as follow-ups to our recent studies on anaphora of null and overt subject pronouns in Spanish L2 and in heritage speakers. We are looking at L1 transfer effects at the interface between syntax and discourse, as well as the effects of pragmatic and extra-linguistic biases.

4. B. VanPatten & W. Wong. *Liaisons/Encore*. This is a two-year college level French Program based on two scripts written by myself and Wynne Wong. Cengage Publishing. The first year textbook has published and the second-year part of the project will publish next year.

PRESENTATIONS AND INVITED LECTURES

Papers Delivered: international

“What If There are No Rules?” Invited talk for the University College of London. October 13, 2015.

“Non-western Languages in Second Language Research.” Invited plenary for the conference Acquisition of Non-western Languages: The Interface Between Language Learning and Language Teaching. The University of Greenwich. October 10, 2015.

“The Centrality of Meaning in Language Acquisition and Teaching.” Invited presentation for the workshop/symposium on “Meaning in Language Teaching.” University of Southampton, UK. January 24, 2015. (Delivered via Skype)

“What Processing Instruction Is and Isn’t.” Invited paper for the special symposium Processing Instruction: Twenty years of Theory and Research.” University of Greenwich, UK. September 5, 2013.

“Aptitude as grammatical sensitivity in adult SLA.” Invited paper for the launch of the Center for Literacy and Multilingualism, University of Reading, UK. September 3, 2013.

“La adquisición de qué? La representación (mental) frente a la destreza (comunicativa).” Invited plenary address for the Congreso Internacional Investigación e Innovación en el Español como Lengua Extranjera. May 9-11, 2012, San Juan, Puerto Rico.

"Back to Basics: Components of Instructed SLA." Invited paper for the University of Greenwich (UK) symposium on Grammar Instruction in Second Language Acquisition: Theoretical and Practical Considerations. April 21, 2012.

“Explicit information in instructed SLA.” Second Language Research Forum, Honolulu, October 16-19, 2008.

“Two Kinds of Processing.” Invited plenary for the British Association for Applied Linguistics, July 2008, University of Greenwich.

“Processing Instruction.” Invited paper for the colloquium on Processing Instruction

Research. Australian Association for Applied Linguistics, September 23-26, 2005, Melbourne.

"The Fundamental Similarity Hypothesis." Invited plenary address for the annual meeting of the International Association of Teachers of English as a Foreign Language. Liverpool, 13-17 April, 2004.

"On the Dependency of SLA on both Input and Output." Invited plenary address for the 8th annual Symposium on Applied Linguistics. University of the Americas, Puebla, México. May, 2003.

"The Role(s) of Input and Output in Making Form-Meaning Connections." Plenary for the conference *Form-meaning Connections in SLA*, University of Illinois at Chicago, February 21-24, 2002.

"El papel del conocimiento explícito en la adquisición de la gramática en un ambiente formal." Invited plenary for the 10th Encuentro de Profesores de Lenguas Extranjeras, UNAM, San Antonio, October 28, 2000.

"Thirty Years of Input, or, Intake the Neglected Sibling." Invited plenary address for the annual Second Language Research Forum, University of Minnesota, September 20-22, 1999.

"Processing Instruction: An Update." Paper delivered at the annual Second Language Research Forum, Honolulu, HI, October 16-18, 1998.

"The Effects of Context on L2 Sentence Processing." Paper delivered at the annual Second Language Research Forum, East Lansing, MI, October 13-15, 1997.

"El procesamiento de input: teoría y aplicación." Invited plenary speaker for the Noveno Encuentro de Profesores de Lenguas Extranjeras, Mexico City, August 14-16, 1996.

"El procesamiento de input: hacia un modelo para la adquisición de una segunda lengua." Invited paper and seminar lecture at the University of Barcelona, January 11-12, 1996.

Input Processing and Grammar Instruction." A series of invited talks given at the following institutions: Free University (Netherlands), University of Utrecht (Netherlands), University of Nijmegen (Netherlands), University of Aarhus (Denmark), Open University of Aarhus (Denmark), University of Copenhagen (Denmark), University of Stockholm (Sweden). Sept 11-Sept 24, 1995.

"El procesamiento de input: aspectos cognitivos." Invited plenary for the session "El español como segunda lengua" of the Primer Congreso Internacional de la Lengua Española, June 1995, Mexico City.

"Attention and Capacity in Input Processing." Invited paper for the special colloquium on "Consciousness and SLA" as part of the 10th World Congress of the Association Internationale de Linguistique Appliquée, August 1993, Free University, The Netherlands.

"SLA and Input Processing." Paper delivered at the special conference Theory Construction and Methodology in Second Language Acquisition Research, October 4-6, 1991, Michigan State University, East Lansing.

"The Effect of Instruction on Input Processing." Invited paper delivered at the colloquium The Role of Instruction in Second Language Acquisition. Co-hosted by Concordia University and McGill University, Montreal, Canada, July 9-12, 1991.

"Attending to Form and Content in the Input: An Experiment in Consciousness." Second Language Research Forum, UCLA, February 1989.

"X + Y = Utterance." 8th Second Language Research Forum, Honolulu, Hawaii, March 3-6 1988.

"Early Stage Syntax: Is It Really Syntax?" Invited presentation at the special conference/workshop on interlanguage, La Trobe University, Melbourne, Australia, August 1987.

"Monitored Comprehension in Second Language Acquisition." Annual TESOL Convention, Miami, April 1987.

"The Interaction of Simplification, Communicative Value, Frequency in Input, and First Language Transfer: the Acquisition of Spanish Copula." Annual Second Language Research Forum, Los Angeles, February 1985.

"Semantic Value and Input Processing in L2 Acquisition." Annual TESOL Convention, Houston, March 1984.

Papers Delivered: national

"Replication Research in Instructed SLA." Invited paper for a special colloquium on replication research in second language acquisition. Annual meeting of the American Association of Applied Linguistics. March 21-24, 2015. Toronto.

"Against 'Rules'." Webinar for the American Association for the Teaching of Spanish and Portuguese. February 11 and 12, 2015 (four webinars were presented, two each day).

"Are you up-to-date? What everyone should know about second language acquisition." Three-hour workshop for the American Association of Teachers of

Spanish and Portuguese. Denver, CO, July 19, 2015.

“The centrality of meaning.” Panel participant. The annual meeting of the American Association of Teachers of Spanish and Portuguese. Denver, CO, July 17, 2015.

“The Superset Bias in Early Stage Japanese L2.” with Megan Smith. Paper presented at the Second Language Research Forum (October 2014, Columbia, SC) and the Boston University Conference on Language Development (November 2014, Boston MA).

“Against ‘Rules’.” Webinar for the American Council of the Teaching of Foreign Languages. Sponsored by the Research Special Interest Group. November 13, 2014.

“Explicit Information Goes Nowhere and Here’s Why.” Paper delivered at the annual meeting of the American Association of Teachers of Spanish and Portuguese, Panama City, Panama, July 2014.

“The Spanish Proficiency Project at Michigan State University.” Paper co-presented with Walter Hopkins at the annual meeting of the American Association of Teachers of Spanish and Portuguese, Panama City, Panama, July 2014.

“Issues in Articulation at the University Level: Questioning the Assumptions.” Invited presentation for the special session on articulation at the annual meeting of the American Association of Teachers of Spanish and Portuguese, Panama City, Panama, July 2014.

“Ambiguity Resolution in Spanish Heritage Speakers: Target Structure Makes a Difference,” With Gregory D. Keating and Jill Jegerski. First symposium on Spanish as Heritage Language. Texas Tech University, February 21-22, 2014.

“On the Lone Wolf in Humanities.” Presentation delivered on the panel ‘Reforming the Ph.D. in Literature.’ The Modern Language Association convention, January 2014.

“On the Fundamental Nature of Applied Linguistics: The Square Peg.” Paper delivered at the Modern Language Association convention, January 2014.

“Bringing the Native Speaker to Your Students: TalkAbroad and Proficiency Development in Spanish.” with Todd Nichols and Daniel Trego. The American Council on the Teaching of Foreign Languages annual convention, Orlando, FL. November 23, 2013.

“Aptitude as Grammatical Sensitivity in Adult SLA.” with Megan Smith. The American Council on the Teaching of Foreign Languages annual convention, Orlando, FL. November 23, 2013.

“Creating Proficiency Outcomes: The Michigan State University Project.” with Daniel Trego, Walter Hopkins, and Le Anne Spino. The American Council on the Teaching of Foreign Languages annual convention, Orlando, FL. November 22, 2013.

“The Centrality of the Language Learner: Rethinking Graduate Education.” Opening session and special session at the annual meeting of the American Association of Teachers of Spanish and Portuguese, July 8-11, 2013, San Antonio.

“From Discrete Point Testing to Integrated Discourse: The New Michigan State University Placement Test.” With Daniel Trego. The annual meeting of the American Association of Teachers of Spanish and Portuguese, July 8-11, 2013, San Antonio.

“Click Here: The Why, What, and How of Hybrid Language Instruction.” With Justin P. White. The annual meeting of the American Association of Teachers of Spanish and Portuguese, July 8-11, 2013, San Antonio.

“Which One is It? Heritage Speakers’ Processing of Ambiguous Sentences in Spanish.” With Gregory D. Keating. The annual meeting of the American Association of Teachers of Spanish and Portuguese, July 8-11, 2013, San Antonio.

“It All Comes Down to Input: Is it That Simple?” Invited keynote address for the Research Special Interest Group of the American Council on the Teaching of Foreign Languages, Nov. 15-18, 2012. Philadelphia.

“Click Here: The Why, What, and How of Hybrid Language Courses.” With Michael Leiser and Justin White. Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, Nov. 15-18, 2012. Philadelphia.

“Aptitude: Rule Learning vs. Processing.” Invited plenary for the Second Language Research Forum. University of Pittsburg/Carnegie Mellon University, Oct. 18-20, 2012.

“The on-line processing of subject pronouns in heritage bilingual Spanish.” With Gregory D. Keating and Jill Jegerski. Paper presented at the Second Language Research Forum. University of Pittsburg/Carnegie Mellon University, Oct. 18-20, 2012.

“Instructed SLA: 40 Years After ‘Interlanguage’.” Invited paper for the symposium on Interlanguage: 50 Years Later. Columbia University, Oct. 5-7, 2012.

“Explicit Information and Grammatical Sensitivity: Research on PI in Spanish, German, Russian, and French.” Paper for the special panel Bridging the Gap between Research and Practice. Annual meeting of ACTFL, November 17-20. Denver, CO.

“A comparative study on processing instruction and dictogloss.” Paper delivered at the annual meeting of ACTFL, November 18-21, 2010, Boston.

“Using film in the classroom.” Paper delivered at the annual meeting of ACTFL, November 18-21, 2010, Boston.

“In one ear and out the other: What does explanation do for language acquisition?” Pre-conference paper delivered at the annual meeting of ACTFL, November 18-21, 2010, Boston.

“Processing-Oriented Pedagogical Interventions (POPIs).” Invited paper for the special colloquium on the interface between processing and instruction. The annual meeting of the American Association for Applied Linguistics, March 6-9, Atlanta GA.

“L2 Processing and Parsing: Staking Out the Territory.” Invited plenary for the L2 Processing and Parsing Conference, Texas Tech University, May 21-24, 2009.

“Stubborn Syntax: How it Resists Explicit Learning.” Invited plenary for the Georgetown University Roundtable on Linguistics, March 13-15, 2009.

“The Hidden Effects of Explicit Information in Processing Instruction.” Annual meeting of the American Association for Applied Linguistics, Denver, March 21-24, 2009.

“Hidden Aspects of Language Contact: How Early Bilinguals Resolve Ambiguity” (with G. Keating & J. Jegerski). Annual Conference on Spanish in the U.S. Miami, Feb 19-21, 2009.

“Developing Grammatical Competence” (with M. J. Leeser). Annual ACTFL Conference, November 16-18, 2007.

“The Position of Antecedent Hypothesis: Conflicting Data” (with G. D. Keating). Hispanic Linguistics Symposium, San Antonio, November 1-4, 2007.

“Getting Tense.” (with G. D. Keating). Paper delivered at the annual meeting of the American Association for Applied Linguistics, April 2007, Costa Mesa, CA.

“Non-native processing: From lexical to syntactic processing?.” Invited plenary for the annual Hispanic Linguistics Symposium. University of Western Ontario, October 19-22, 2006.

“Structured Input.” (with Wynne Wong). Paper delivered at the annual meeting of the American Association for Teachers of French. July 7-11, Quebec City.

“The Long-term Effects of Processing Instruction” (with Claudia Fernández). Paper

delivered at the annual meeting of the American Association for Applied Linguistics, April 6-9, 2002, Salt Lake City.

“Testing the limits of Processing Instruction” (with Wynne Wong). Paper delivered at the annual meeting of the American Association for Applied Linguistics, Feb 24-27, 2001, St. Louis.

“Transfer in SLA: Proceed with Caution.” Invited plenary address for the 4th annual symposium on Hispanic Linguistics, Nov 17-19, 2001, Indiana University, Bloomington.

“Theoretical and Research Issues in Textual Enhancement Research: A Response to Wong, Simard, and Overstreet.” Invited paper for the special colloquium on text enhancement, American Association for Applied Linguistics, March 12-14, 2000, Vancouver, BC.

"Challenges to FL Departments: the Role of Contemporary SLA Theory Development to Language Instruction." Paper presented at the summer ADFL seminar for department heads/chairs, Stanford University June 3-6, 1999.

"Does Structure-type Affect How Learners Render Grammaticality Judgments?" (with Paul Mandell). Paper delivered at the annual meeting of the American Association for Applied Linguistics, Stamford CT, March 8-10, 1999.

"What Learners Bring to the Task of Second Language Acquisition." Invited paper for the special session on applied linguistics organized by Heidi Byrnes, annual meeting of the MLA, San Francisco, December 27-30.

“Processing Instruction: an Update.” Invited plenary for the Symposium on the Acquisition and Teaching of Spanish as a Second Language. University of Texas at Austin, October 4, 1997.

"The Nature of Comprehension-checks in the Foreign Language Classroom." paper delivered at the invited colloquium on The Nature of Communication in Foreign Language Classrooms of the annual meeting of the American Association for Applied Linguistics, March 9-11, 1997, Orlando, FL.

"Research Domains in Applied Linguistics." Invited paper for the annual meeting of the American Association of University Supervisors and Coordinators held at the ACTFL meeting, Philadelphia, November 22-24, 1996.

"Technology and the Communicative Classroom." Invited presentation for the Third annual McGraw-Hill Teleconference on Language Teaching, October 23, 1996, broadcast from Los Angeles.

"The Relevance of Input Processing to Second Language Acquisition Theory and

Instruction." Invited plenary paper at the First Conference on the Acquisition of Spanish as a First or Second Language. Penn State University, October 12, 1995.

"What Every Instructor Should Know About Second Language Acquisition." Workshop/presentation at the annual AATSP meeting, Philadelphia, August 7, 1994.

"Using Interactive Tasks to Set Proficiency Goals." Paper presented at the annual convention of the American Council on the Teaching of Foreign Languages, November, 1993. (This presentation was also one of six that were selected by ACTFL for its live satellite broadcast of the conference.)

"Interactive Tasks and Curriculum Development." Invited paper for a special panel organized by the Spanish Embassy for the annual meeting of the American Council on the Teaching of Foreign Languages, November, 1993.

"Recruiting Researchers: Getting FL specialists interested in SLA research." Invited presentation for the Research Interest Group of the American Council on the Teaching of Foreign Languages, November, 1993.

"From Input to Output: Processing Instruction and Communicative Tasks." (with Cristina Sanz). The 22nd Annual Linguistics Symposium, University of Wisconsin-Milwaukee, October 8-10, 1993.

"Proficiency: Paradigm Shift or Flash in the Pan." Invited paper for the special Prime Time Session of the Northeast Conference, New York, April, 1993.

"Input and Grammar Acquisition: Testing SLA Theory in the FLL Context." Invited keynote paper for SLA-FLL III, Purdue University, February, 1993.

"Structured Input and Structured Output: Explicit Grammar Instruction for the Communicative Classroom." Paper delivered at the annual ACTFL meeting, November 21-23, 1992, Chicago, Illinois.

"Theoretically Motivated Instruction in Grammar: Structured Input for Foreign Language Learners." Paper delivered at the annual AATSP meeting, August 10-13, 1992, Cancún, México.

"What is Input Processing?" Paper presented at the annual meeting of the American Association for Applied Linguistics, Seattle, Washington, February 28-March 2, 1992.

"Theoretically Motivated Instruction in Grammar." Paper presented at the Annual meeting of the Modern Language Association for the panel on Current Perspectives in Research, San Francisco, December 29, 1991.

"Input Processing and Second Language Acquisition: On the Relationship Between

Meaning and Form." Paper delivered at the annual meeting of the American Association of Teachers of Spanish and Portuguese, August, 1990, Miami.

"The Foreign Language Classroom as a Place to Communicate." Invited paper for the Ivy League Consortium on Foreign Language Acquisition, October, 1989, University of Pennsylvania.

"Toward a Model of Input Processing." Paper delivered at the annual meeting of the AATSP, San Antonio, TX, August 13, 1989.

"Adapting the Natural Approach." Workshop for the annual AATSP, San Antonio, August 11, 1989.

"Second Language Acquisition and Foreign Language Teaching" Invited paper for the MLA Professional Workshop, University of Arizona, Tucson, July 12, 1989.

"What Should Portuguese Language Teaching do About Grammar? Current Trends in the Teaching of Spanish." Invited paper for the National Portuguese Language Teaching Conference, The University of Texas at Austin, March 3-4, 1989.

"From Contrastive Analysis to Contrastive Analysis: On the Current Status of Spanish 'Applied' Linguistics." Symposium on Spanish Linguistics, University of Illinois at Chicago, November, 1988.

"What is Spanish Applied Linguistics, Anyway?" Presented at the annual meeting of the AATSP, Denver, August, 1988.

"Second Language Research and Language Teaching." Presented at the annual meeting of the AATSP, Denver, August, 1988.

"Can Learners Attend to Form and Content at the Same Time? or The *FAR SIDE* of the Classroom", Invited presentation for the Research Panel on Applied Linguistics, MLA Convention, San Francisco, December, 1987.

"The Role of Methods in Language Instruction (or Nietzsche on Methods)", Invited presentation for the Panel on Language Teaching Methods, MLA Convention, San Francisco, December, 1987.

"The Effects of Monitored Listening on Input Processing." Presented at the Annual AATSP, Los Angeles, August, 1987.

Invited discussant for "Policy Issue #4: A National Agenda", a panel at the special symposium 'Retrospect and Prospect', the Ohio State University, April, 1987.

"Developing Research and Theory: The Relationship Between SLA and FLL." Paper presented at the special panel discussion of the SLA-FLL conference, University of

Illinois, April, 1987.

"Classroom vs. Naturalistic Acquisition." Annual AATSP Meeting, Madrid, August, 1986.

"Using Authentic, Unabridged Texts in the Classroom." The Annual Northeast Conference on Language Teaching, Washington, D.C., April, 1986.

"The Acquisition of Spanish Syntax and Morphology: How Much do We Know Right Now?" Annual AATSP Meeting, New York, November, 1985.

"The Acquisition of *Ser* and *Estar* by Adult Classroom Learners: Transitional Stages of Competence." XV Annual Linguistic Symposium on Romance Languages, Boston, March 1985.

"Learning from Input: Two Possible Processing Strategies." Annual AATSP Meeting, New Orleans, August, 1983.

"The Acquisition of English Morphemes: L1 = L2." XI Annual Milwaukee Symposium on Linguistics, March, 1982.

Papers Delivered: regional

"Against 'Rules'." Featured presentation at the annual meeting of MIWLA, Lansing MI. Oct 22, 2015.

"In-class versus on-line testing." With Walter Hopkins and Daniel Trego. Annual meeting of MIWLA, Lansing MI, October 22, 2015.

"Are you up to date: Part 1" and "Are you up to date: Part 2." Two evening keynote sessions for Alaskans for Language Acquisition (AFLA), Sept 18-19, 2015.

"Creating Proficiency Outcomes: The Michigan State University Spanish Project" presentation at the Michigan World Language Association annual meeting, November 8, 2013.

"What Everyone Should Know about Second Language Acquisition." Featured presentation at the Michigan World Language Association annual meeting, November 8, 2013.

"Click Here: The Why, What, and How of Hybrid Language Courses." Paper presented at the Michigan World Language Association annual meeting, Oct. 25, 2012. With LeAnne Spino, Daniel Trego, and Suzanne Johnston.

"Using Film in the Language Classroom." Invited presentation for the annual meeting of the West Virginia Foreign Language Teachers Association, Sept 29, 2012.

“The Basics: Five Principles for CLT.” Invited keynote address for the annual meeting of the West Virginia Foreign Language Teachers Association, Sept 28, 2012.

“No Bells, No Whistles: Fundamental Considerations in Contemporary Language Teaching.” Invited keynote address for the annual meeting of the Kentucky World Language Association. September 23-24, 2011.

“Back to Basics: Tenets of Communicative Language Teaching.” Invited keynote paper for the annual meeting of the Foreign Language Educators of New Jersey. April 10, 2010.

“Mental Representation vs. Ability in Second Language Acquisition: Parts I & II.” Two papers delivered at the University of California Language Consortium, “Grammar and Language Teaching.” Held at UC San Diego, June 19-21, 2004.

“The Fundamental Similarity Hypothesis.” Invited keynote for the Kansas TESOL annual meeting. March 13-14, 2004.

“Back to Basics.” Invited keynote address for the annual Mountain Interstate Foreign Language Conference, Charleston, SC, October 9, 2003.

“If SLA were a two-step, who would lead? The roles of input and output in language acquisition.” Invited keynote for the annual Texas TESOL meeting, Dallas, TX, October 19, 2002.

“The evidence against form alone.” Invited keynote for the annual Texas Foreign Language Education Conference, March 28, 2002.

“The evidence is IN; drills are OUT.” Invited keynote for the annual meeting of the Southwest Council on Language Teaching, March 8, 2002.

“Perceptions of and Perspectives on the term ‘Communicative’: Teacher, Textbook, Researcher.” Invited Keynote address for the Alabama Association for Foreign Language Teachers, January 31, 1998, Huntsville, AL.

“What Does ‘Communication’ Mean to You?” Invited keynote address for the annual Michigan Foreign Language Teachers’ Association, October 28, 1997.

"Perspectivas sobre el término comunicativo." Invited keynote speech for the Second annual Congreso Didáctico de la Lengua Española de Indiana, Indianapolis, May 3, 1997.

"Perceptions of the Term 'communicative'." Invited plenary session, annual Conference on Language Teaching, Youngstown State University, Ohio, October, 1996.

"Let's Talk!', 'You Have the Floor', 'Conversation': Perceptions on Communication and Communicative Tasks." Invited keynote speech for the Southwest Conference on Language Teaching, Salt Lake City, Utah, April 21-22, 1994.

"The Schizophrenic Nature of Foreign Language Teaching." Invited keynote address delivered at the annual meeting of the Pacific Northwest Council on Language Teaching, Eugene, Oregon, May 8, 1993.

"Structured Input for Language Learning." Invited workshop for the Pacific Northwest Council on Language Teaching, Eugene, Oregon, May 8, 1993.

"Foreign begins with F." Invited keynote address for the annual meeting of the California Foreign Language Teacher's Association, San Diego, April 24-25, 1993.

"This is like a Foreign Language to Me!" Invited keynote address for the Hawaii Association of Language Teachers, Honolulu, March 6, 1993.

"Rethinking Grammar Instruction." Paper delivered at the annual Texas Meeting of Community Colleges, Austin, Texas, February 19, 1993.

"From Foreign Language to Another Language." Invited keynote address for the joint meeting of the Washington Association of Foreign Language Teachers and Spokane Falls Community College. March 14, 1992.

"Teacher Education at the University of Illinois." Paper and discussion at the annual ICTFL meeting, November 21-23, 1992, Chicago, Illinois.

"What every student teacher should know about SLA." Paper and discussion at Winterfest '92, the annual meeting of the Illinois Council on the Teaching of Foreign Languages, February 15, Decatur, Illinois.

"Getting Input into the Classroom." Invited presentation for the New Jersey Foreign Language Teachers' Association, November 4, 1989.

"What should we do about grammar in CLT?" Invited paper for the Purdue Linguistics Club, Purdue University, March 23, 1989.

"Natural-Like Approaches to the Classroom" Invited presentation for the University of Toledo Language Teaching Conference, October 1, 1988.

"The Changing Face of Language Instruction and the Role of the Cooperating Teacher." Invited presentation to the Illinois Downstate Chapter of the AATSP, April 16, 1988.

"The Role of Grammar in Teaching for Proficiency." VIII Delaware Symposium on

Language Studies, October, 1986.

"In Defense of Input." IV Cincinnati Conference on Romance Languages, May 1986.

"On Babies and Bathwater." Invited Keynote Address, Indiana University of Pennsylvania Spring Workshop, April, 1986.

"The Acquisition of Early Stage Syntax: Characterizing the Product." New York Area Second Language Discussion Group, November, 1985.

"Using Natural-like Approaches in Language Teaching." Invited presentation for the Michigan Foreign Language Association, East Lansing, October, 1985.

"On the Cyclic Nature of Learner Rules in Second Language Acquisition." Mid-west TESOL Conference, Milwaukee, October, 1985.

"Natural Approaches to Language Teaching." Invited lecture at Calvin College, Grand Rapids, Michigan, September, 1985.

"Automatic and Controlled Processes: Toward a Refinement of the Acquisition/Learning Distinction." Michigan Linguistic Society, October, 1984.

"Second Language Acquisition: Implications for the Foreign Language Classroom." Michigan Foreign Language Association, October, 1984.

"The Interaction of Semantic Value and Input Processing in Second Language Acquisition." Mid-west TESOL, Cincinnati, October, 1984.

"On the Use of the Term 'Communicative' in Foreign Language Teaching." Northeast Modern Language Association, Philadelphia, March 1984.

"Processing Strategies and L2 Acquisition." Northeast Modern Language Association, Erie, April 1, 1983.

"Teacher-student conversation: a Hierarchy of Questioning Strategies." TEX-TESOL, Austin, April, 1982.

"Communicative Questioning in the Classroom." TEX-TESOL, Dallas, November, 1981.

"Teaching the Subjunctive for Communication: Step 1." Graduate Student Symposium at Yale University, April, 1980.

Papers Delivered: local and other campuses

“Why What’s on Page 32 of the Textbook Doesn’t Wind Up in Your Students’ Heads.” Invited talk for Wheaton College, MA. April 18, 2016.

“Rethinking Explicit/Implicit Learning.” Invited lecture:
Washington University, St. Louis. April 5, 2016
The Ohio State University, March 21.
The University of Connecticut, November 9, 2015.

“What everyone should know about second language acquisition (sort of....).”
Invited presentation for the Institute of World Languages, University of Virginia,
September 11, 2015.

“Facts and Myths About Second Language Acquisition.” Invited lecture for Harvard
University (delivered via Skype). August 31, 2015.

“Against ‘Rules’.” Invited talk at the following institutions and locations:

- North Carolina State University (March 6, 2015)
- The Foreign Service Institute (April 30, 2015)

“What Educators Should Know about Second Language Acquisition.” Invited
presentation for the Atlanta Public Schools ESOL & World Languages Division. July
29, 2014.

“Circumscribing Aptitude.” Invited talk for Pennsylvania State University. April 19,
2014.

“Against ‘Rules’.” With Jason Rothman. Invited lecture at the University of Houston.
February 20, 2014.

“What Everyone Should Know About Second Language Acquisition.” Invited lecture
for Truman State University, January 23, 2014.

“Putting Aptitude in its Place.” Invited plenary talk for the University of Utah Student
Conference in Linguistics. Salt Lake City, April 4, 2013.

“The Why, What and How of Proficiency-oriented Instruction.” Invited paper for the
Center for Latin American and Caribbean Studies, MSU, November 28, 2012.

“It All Comes Down to Input: Is it That Simple?” Invited paper for University of
West Virginia, Department of World Languages, Sept. 27, 2012.

“Morphological Deficits as a Representational Problem.” Invited lecture for the
Department of Spanish and Portuguese/Center for the Humanities, Western Michigan
University. March 16, 2012.

“Morphological Deficits as a Representational Problem.” Invited lecture for the

Center for the Interdisciplinary Study of Language and Literacy, Northern Illinois University. March 1, 2012.

“Back to Basics: Five Principles of CLT.” Invited paper at Temple University, Philadelphia, September 16, 2011.

“On the Roles of Explicit Information and Grammatical Sensitivity in Processing Instruction.” Invited lecture for the doctoral program in Second Language Acquisition and Instructional Technology, University of South Florida, March 3, 2011.

“Input Processing.” Invited lecture for the class on Second Language Acquisition, University of Florida at Gainesville. March 2, 2011.

“The Two Faces of SLA: Mental Representation and Skill, and What this Means for Researchers and Language Teachers.” Invited Keynote address for the 4th ProjectTEACH Conference, Texas Tech University. December 4, 2010.

“The Role of Explicit Information in Language Learning: A study with Spanish, German, and Russian.” Invited lecture for Harvard University, April 8, 2010.

“Why Language Fascinates Me.” Invited two-part lecture at Overlake School, Seattle, WA. February 24-25, 2010.

“Some Observations on the Necessity (and the How) of Replication Research.” Invited paper at Florida State University, Dept. of Modern Languages and Linguistics, Feb. 10, 2010.

“What’s a Direct Object? And Who Cares Anyway? Recent Research on the Role of Explicit Information in Instructed SLA.” Invited paper presented at the McGraw-Hill Conference on Professional Development. Houston, TX, February 19, 2010. Also, Dallas, TX, November 6, 2009.

“Testing the Position of Antecedent Hypothesis: Anaphoric Resolution with Monolingually Raised Natives, Heritage Speakers, and Advanced L2 Learners of Spanish.” Paper delivered at the University of Calgary Linguistics Program, September 26, 2008.

“PI, MOI, and DG: A comparative study” and “On the importance of replication research.” Invited talks for the Apple Lectures at Teachers’ College, Columbia University, April 25, 2008.

“Universals or L1 Transfer in L2 Input Processing?” Invited paper for the Department of Linguistics, San Diego State University, November 30, 2007.

"Fundamental Similarity and Fundamental Difference" and "L1 Transfer vs. Universals in Sentence Processing." Invited talks for the APPLE series at Columbia

Teachers College, New York, March 30, 2007.

“Second Language Acquisition: What We Know, What we Need to Know, Where the Research is Headed.” Invited series of three lectures at Texas Tech University, November 3-4, 2006.

“Issues in Grammar Instruction.” Invited paper at University of Georgia, October 4, 2006; University of Cincinnati, October 23, 2006

“Input Enhancement: Thoughts on a Research Agenda.” Invited keynote address for the annual SLATSA Roundtable, University of Arizona, February 24-25, 2006.

“Mental Representation versus Skill in Adult SLA.” Invited paper for the following venues:

University of Cincinnati, May 3, 2005

University of Chicago, May 13, 2005

University of Nevada at Reno, August 26, 2005

The Ohio University, September 14, 2005

“The Fundamental Similarity Hypothesis.” Invited paper for CUNY, November 6, 2004.

“On the Roles of Input and Output in Second Language Acquisition: Making Novel Form-meaning Connections.” Invited paper for the University of Maryland Distinguished Speaker Series in Second Language Acquisition. April 26, 2004.

“The Fundamental Similarity Hypothesis.” Invited paper for USC, March 9, 2004.

“The Future of Processing Instruction Research,” invited paper for the Pennsylvania State University, sponsored by Spanish, Italian & Portuguese and the Center for Language Acquisition, February 13, 2003.

“El input estructurado en la sala de clase.” Instituto Cervantes, Chicago, June 23, 2001.

“The Role of Explicit Knowledge in Instructed SLA,” invited paper for Ohio State University, Dept of French and Italian and the Center for Language Instruction, May 7, 2001.

“Processing Instruction: Theory, Research, Application,” invited paper and workshop for Notre Dame University, Department of Modern Languages, April 23, 2001.

“Processing Instruction: An Update,” invited paper for the Georgetown Univ series on applied linguistics, April 2, 2001.

“A Brief History of Input in SLA Research and Why we Need to Look at

Processing.” Invited paper for the SLATE speaker series, University of Illinois at Urbana-Champaign, October 12, 2000.

“The Relationship Between SLA Theory/Research and Language Teaching Practice” Invited paper for Southern Connecticut State University, April 17, 2000.

“Can Language Teaching Pedagogy be Informed by SLA Theory and Research?” Invited paper for the Cal-State University Los Angeles symposium, April 8, 2000. Also delivered as an invited paper at Cal-State University Fresno, April 10, 2000.

“A Brief History of Input and Why we Need Processing” Invited inaugural lecture in the Donna Johnson Memorial Lecture Series, University of Arizona Program in Second Language Acquisition, December 3, 1999.

“Theories in SLA: What are They and How do we Want to Evaluate Them?” Invited lecture, University of Houston, Houston TX, October 18, 1999.

"Toward a Task-driven Pedagogy." Invited lecture, University of Pittsburgh, Department of Hispanic Studies, March 19, 1999.

"Communication, Purpose, and the role of Information-based Tasks in Contemporary Language Teaching." Invited lectured, Bates College, Maine, March 11, 1999.

“Communicative Language Teaching and Grammar Instruction: Contrasting Approaches.” Invited lecture, University of Kentucky, October 29, 1998.

“Contemporary Approaches to Communicative Language Teaching.” Invited lecture for Marquette University, January 11, 1998.

"The Nature of Comprehension Checks in Foreign Language Classrooms." SLATE seminar series, UIUC, May 1, 1997.

"Current approaches to grammar instruction." Invited paper for an all-campus roundtable on language learning and teaching, Indiana University, Feb 26, 1997.

"What does 'Communicative' Mean?" Invited lecture for the language resource center of UCLA, November 1, 1996.

"Input Processing and Grammar Instruction." Invited NEH seminar for Rice University, April 11, 1996.

"An Input-based Approach to Grammar Instruction." Invited lecture at the University of Nebraska, Lincoln, April 10, 1996.

"The Role of Explicit Information in Processing Instruction." Invited paper for the University of Florida, January 31, 1996, and Florida International University,

February 1, 1996.

"Cognitive Aspects of Input Processing." Invited lecture for the SLATE speaker series, the University of Illinois at Urbana-Champaign, February 28, 1995.

"Processing Instruction." Invited lecture, University of Texas at Arlington, November 14, 1994.

"Psycholinguistically Motivated Grammar Instruction." Invited lecture, University of Georgia, November 18, 1994.

"Tasks and Lesson Organization." Invited lecture, University of Michigan, April 7, 1994.

"Second Language Acquisition Research and Language Teaching." Invited paper and workshop for Mundelein High School, Mundelein, IL, February 25, 1994.

"Cognitive Aspects of Input Processing in Second Language Acquisition." Invited paper for the University of South Carolina Linguistics Colloquium Series, December 4, 1993.

"A Meaning-based Approach to Grammar Instruction." Invited paper and workshop for the University of California at Berkeley, October 21, 1993.

"Cognitive Aspects of Input Processing in Second Language Acquisition." Invited paper for the SIP forum series at the Pennsylvania State University, August 26, 1993.

"Attention and Input Processing." Invited paper for the Department of English as a Second Language Colloquium series, University of Hawaii at Manoa, March 8, 1993.

"Destinos: Theory, Philosophy, and Practical Constraints." DEIL Seminar series, October 29, 1992.

"SLA as Input Processing: Rethinking Explicit Instruction." DEIL Colloquium, April 22, 1992.

"Theoretically Motivated Instruction in Grammar: Input Revisited." Invited paper for Georgetown University, Department of Spanish, October 8, 1992.

"An Input-based Approach to Explicit Grammar Instruction." Invited paper delivered to the graduate methods course in the Department of Spanish, Italian and Portuguese, Pennsylvania State University, October 7, 1992.

"The Making of *Destinos* : Or How I Went to Spain, Argentina, Puerto Rico and Mexico and Almost Lost My Mind. " S.I.P. Colloquium, February, 1991.

"Language Teaching: Insights From Second Language Acquisition Research" Invited presentation for the University of Kentucky special series *Language Teaching: Theory and Practice*. October 25, 1991.

"Current Trends in Classroom Language Teaching." Invited presentation at Furman University, South Carolina, June 26, 1991.

"Current Approaches to Language Teaching." Invited talk and workshop, Western Kentucky University, November 1, 1989.

"Teaching for Communicative Language Development." invited workshop and paper for the university of Texas at Austin, Department of Spanish and Portuguese, September 1, 1989.

"Getting Started with Input." Seminar presented at Florida International University, April 1, 1989.

"On Contrastive Analysis (or Going Full Circle)." S.I.P. Linguistics Club, October, 1988.

"Communicative Language Teaching and the Thorny Issue of Grammar (and Other Observations on Our Enslavement to Linguistic Form)." Invited paper at California State University at Long Beach, April 25, 1988.

"X + Y = Utterance: A Cross-linguistic Analysis of Early Stage Speech." Presented in the S.I.P. Colloquium Series, Spring, 1988.

"Can Learners Attend to Content and Form in the Input at the Same Time?" Paper presented in the DEIL Colloquium, University of Illinois, October 28, 1987.

"How Juries get Hung: Problems with the Evidence for a Focus on Form." Invited paper at the University of Florida, Gainesville, April 1987.

"The Natural Approach." Demonstration and talk given to African Language TAs, University of Illinois, January, 1987.

"What is Applied Linguistics?" SLATE Seminar, University of Illinois, November, 1986.

"Second Language Research and the Learning of Spanish." SIP Colloquium Series, University of Illinois, December, 1985.

"Early Stage Syntax: Characterizing the Product." SLATE Seminar, University of Illinois, October, 1985.

Courses Taught

Undergraduate:

- all levels of Spanish language
- La geografía del mundo hispánico (content-based second-year Spanish)
- Theoretical Foundations in Language Learning and Teaching (an intro course)
- Teacher's Course (a senior level methods course)
- Spanish Grammar for Communicative Language Teaching (a senior level methods course)
- La fonología y la fonética
- (The) Chicano Experience(s) (freshmen discovery course)

Graduate:

- Spanish Syntax (masters level)
- Classroom Language Acquisition (masters level)
- Theoretical and Research Foundations of Communicative Language Teaching
- Seminar in Second Language Learning (MA/doctoral level):
 - Input Processing in SLA
 - Theory and Research on Explicit Instruction
 - Processing Instruction
 - Theories in Second Language Acquisition
 - Input in Second Language Acquisition
 - Universal Grammar and the Acquisition of Spanish as a Second or Bilingual Language
 - Processing and Parsing in a Second Language
 - Linguistic and Psycholinguistic Approaches to Spanish as a Second Language

SUPERVISION OF STUDENT RESEARCH

Chair of Supervising Committee (MSU)

Megan Smith (Second Language Studies): Defended successfully April 1, 2016.

Roman Chepsyhk (Second Language Studies)

LeAnne Spino (Second Language Studies)

Suzanne Johnston (Second Language Studies)

Member of Dissertation Committee (MSU)

Wen-Hsin “Kelly” Chen (Second Language Studies)

Drew Trotter (Linguistics)

Hannah Forsythe (Linguistics)

Dissertations

(UIC)

Jill Jegerski: "Ultimate Attainment in Non-native Processing." (defense date: March 12, 2010)

Claudia Fernandez: "The role of explicit information in processing instruction." Defended, Dec 10, 2004.

Gregory Keating: "Beyond the DP: Competence and Processing in Second Language Learner's Acquisition of Gender Agreement." Defended, May 23, 2005.

(UIUC)

Yong Kim: "The development of object pronoun clitics in L2 Spanish: Acquisition of null object morphosyntactic properties" (Defended November 7, 2005)

Lucile Duperron: "Learner acquisition of tense and aspect in French." Defended August 15, 2003.

Kristina McCollam: "Readiness and Structure Type in Instructed SLA." Defended: May 8, 2003

Michael Leeser: "The effect of learner variables on input processing." Defended November 1, 2002. Graduation: May 2003.

Mark Overstreet: "Textual Enhancement: A Study on Learner Focus of Attention." Graduation: May 2002

Diana Pulido: "The Effects of Known and Unknown Scripts on L2 Vocabulary Acquisition During Reading." (Graduation: December 2000)

Wynne Wong: "Textual Enhancement and Items of Low Communicative Value" (Graduation: May 2000)

Casilde Isabelli: "Parameter resetting and the null-subject phenomenon" (Graduation: May 2000)

Andrew P. Farley: "The Differential Effects of Processing Instruction, Structured

Input, Structured Output, and Meaning-based Output Instruction on Learning the Subjunctive in Spanish" (Graduation: May 2000)

Joe Barcroft: "Processing Effects in Vocabulary Acquisition." (Graduation: May 2000)

Nuria Sagarra: "The Relationship of Comprehension Capacity to Second Language Acquisition." (Graduation: May 2000)

Paul Mandell: "Parameter (re)setting in Second Language Acquisition." (Graduation: August, 1996)

Tony Houston: "The Effects of Context and Background Knowledge in the Processing of Word Order." (Graduation: May, 1996)

Marisol Fernández: "Communicative Value and Acoustic Salience in Input Processing: What Do Learners Attend to in Subjunctive Sentences?" (Graduation: May 1996)

Isabel Pereira: "Testing Markedness in Processing Instruction" (Graduation: May, 1996)

Luci Moreira di Biagi: "Second Language Listening: A qualitative study." (Graduation: May, 1995)

Anita Cheng: "Processing Instruction and the Acquisition of *Ser* and *Estar* in Spanish." (Graduation: May, 1995)

Cristina Sanz: "The Effect of Instruction: Controlled and Non-controlled Production." (Graduation: May, 1994)

Jane Berne: "The Effects of Task and Text Type in Listening Comprehension Assessment." (Graduation: May, 1992)

Teresa Cadierno: "Explicit Instruction in Grammar: A Comparison of Input-based and Output-based Instruction in Second Language Acquisition." (Graduation: May, 1992)

Rodney Bransdorfer: "The Relationship of Knowledge and Meaning to Input Processing." (Graduation: May, 1991)

Clara Mojica: "Inter[social]language: A Study of the Use of Address Forms by Second Language Learners of Spanish." (Graduation: May, 1991)

Ana Jenkins: "Linguistic Variation and Language Attitudes of Foreign Language Teachers." (Graduation: August, 1990)

Diane Musumeci: "How Learners Assign Tense at the Sentence Level: A Crosslinguistic Study." (Graduation: August, 1989)

In addition to serving on numerous other dissertation committees, I have also served on Ph.D. committees in French, Linguistics, Educational Psychology, and Curriculum & Instruction as well as masters theses in the Division of English as an International Language at UIUC, UIC, and MSU. I have also served as a reader on theses for Laval University (Quebec), University of Alberta, The Universidad Autónoma de México, The Universidad de Barcelona, Penn State University, and Texas Tech University.

Masters Theses

(TTU)

Megan Smith: "Head Directionality in Second Languages."
(May 2012)

Onur Uludag: "Processing Instruction and Dictogloss: A Comparative Study with the English Passive." (May 2010)

Committee member/reader for Erhan Aslan, May 2010.

Senior Honors Theses

(UIUC)

Rebecca Rubin: "The Discourse of Communication in Elementary FLES and College-level Spanish Classes" (Spring 1996)

Soile Oikkenon: "Causative Variables in Processing Instruction." (May, 1995.)

Cari Van Senus: "Student Beliefs About Participation in the Foreign Language Classroom." (May, 1993)

SERVICE AND OTHER PROFESSIONAL EXPERIENCE

Journals and Editorial Boards

Member of the Advisory Board for *Teaching Italian Language and Culture Annual*. 2015-present.

Associate editor for *Hispania*, the journal of the American Association of Teachers of Spanish and Portuguese. 2010-present.

Member of the Editorial Board for the John Benjamins' monograph/book series

Bilingual Processing and Acquisition. 2014 to present.

Member of the editorial board for John Benjamins' monograph/book series *Issues in Hispanic and Lusophone Linguistics*. 2012-present.

Member of the editorial board for *Linguistic Approaches to Second Language Acquisition*. 2010-present.

Member of the Advisory Committee for *Studies in Second Language Acquisition*, 1990-to present.

Member of the Editorial Board for the *Modern Language Journal*. 1994-96.

National Conferences, Committees, and Panels

Member of AATSP Nominating Committee, 2015.

Member of AATSP by-laws revision committee, 2015.

Chair of the Special Interest Group on Research. The American Council on the Teaching of Foreign Languages. 2013-2015.

Member of the Executive Council of the American Association of Teachers of Spanish and Portuguese (3 year term), 2012-2014.

- Chair of sub-committee for teacher education standards of the AATSP Exec. Committee, 2012.
- Chair of sub-committee for language course standards of the AATSP Exec. Committee, 2012.

Member of the National Advisory Board for Michigan State University's Center for Language Education and Research, 1996-present.

Member of the Editorial Board for the Georgetown University Press series "Georgetown Studies in Romance Linguistics."

Member of the Scientific Committee for the Congreso Mundial de Profesores de Español. Congress dates: November 21-22, 2011.

Organizer of the special panel "Less is More: Rethinking the Traditional Syllabus." AATSP annual meeting, July 2010.

Organizer of the special panel "Implications of Second Language Acquisition Research for Instruction: Focus on Spanish Morpho-syntax." AATSP annual meeting, July 2009.

Organizer of the May 21-24 2009 conference on “L2 Processing and Parsing: State of the Science.” Texas Tech University. Established the SLPP (Second Language Processing and Parsing) Consortium along with Penn State, University of Arizona, and Florida State University.

Member of the 2004 Nominating Committee for the American Association for Applied Linguistics.

Co-organizer of the 2002 conference “Form-meaning Connections in Second Language Acquisition.” Chicago.

Member of the ACTFL Committee for the Florence Steiner Award for Leadership in Foreign Language Education, 1995.

Co-organizer of the 1990 and 1987 SLA-FLL (Second Language Acquisition-Foreign Language Learning) Conference held at the University of Illinois.

Organizer and chair of the 1990 AATSP special panel, "More on Input Processing", Miami, Florida.

Organizer and Chair of the 1989 AATSP special panel, "Input and the Acquisition of Spanish" San Antonio, Texas, August.

Chair of the 1988 American Association of Teachers of Spanish and Portuguese panel, "Teacher Education", Denver.

Chair of the 1987 American Association of Teachers of Spanish and Portuguese panel, "Current Research on Language and Language Teaching", Los Angeles.

Originator and chair of the American Association for Applied Linguistics panel, "Research on Classroom Language Learning", December 1987, San Francisco.

Exam writer and consultant for Educational Testing Service, revision of CLEP, Spring 1984.

Member of Spanish Achievement Exam Committee, Educational Testing Service, 1986-1987, 1987-1988.

Member of the American Association of Teachers of Spanish and Portuguese committee to establish guidelines for teacher education in Spanish, 1988 -1989.

Manuscript reviewer and consultant

Random House/McGraw-Hill
Harper and Row

Newbury House
American Association for Applied Linguistics (abstract reviewer)
Applied Linguistics
Applied Psycholinguistics
Canadian Modern Language Review
International Review of Applied Linguistics
Language Learning
Modern Language Journal
Second Language Research
Studies in Second Language Acquisition
Linguistic Approaches to Bilingualism

Grant reviewer for NSF, Behavioral Sciences: Linguistics.

Other consulting

Consultant for the Defense Intelligence Agency (Pentagon), January 25, 2005.

Invited evaluator of the Second Language Acquisition and Teaching program at U Arizona and chair of the review committee, n.d..

Invited evaluator of the Language Programs and chair of the review committee, University of California at Santa Cruz, June 3-4, 1996.

Invited evaluator of the Department of Modern Languages, Hope College, Michigan, February 1996.

Invited evaluator of the Department of Spanish and Portuguese, University of Maryland, March 1991.

Invited evaluator of the Spanish section, Austin College, Sherman, Texas, September 1992.

Various tenure and promotion reviews for other institutions.

Various reviews for NEH.

Professional Organizations

American Association for the Teaching of Spanish and Portuguese
American Council on the Teaching of Foreign Languages
American Association for Applied Linguistics

Committees and Other

(MSU)

- (1) Member and Discussion leader of the CeLTA Faculty Learning Community, Spring 2016.
- (2) Grad Adviser in Spanish, Spring 2016.
- (3) Convener of Spanish Section: 2011-2012
- (4) Member of the CELTA Advisory Board: 2011-present
- (5) Chair of search committees for Spanish Instructors, Assistant Director of Language Instruction in French, Assistant Director of Language Instruction in Spanish AY 2011-2012, AY 2012-2013.
- (6) Convener of ad-hoc committee to revise the Spanish undergraduate curriculum: AY 2012-2013.
- (7) Member ad-hoc committee to revise the Spanish graduate curriculum: AY 2012-2013.
- (8) Member of search committee for assistant professor of Second Language Studies: AY 2012-2013.

(TTU)

- (1) Tenure and promotion committee: 2007 to 2011
- (2) 3rd-year peer evaluation, chair (two committees)
- (3) 3rd-year peer evaluation, member (two committees)
- (4) 5th-year peer evaluation, chair (one committee)

(UIC)

- (1) Graduate Studies Committee for Spanish (2000-2007)
- (2) Departmental Advisory Committee (2003-2005)
- (3) Graduate College Executive Committee. 2003-2005.

- (1) Organizing committee for the Advanced Certificate in Language Teaching (2002). In this committee, we developed a certificate for graduate students to be recognized on their transcripts. The intent is to enhance their knowledge about language teaching and give them a boost on the job market.

(UIUC)

- (1) SLATE Executive Committee (1985-2000)
- (2) Multilingual/Bicultural Education Advisory Board (1985-86)
- (3) Capricious Grading for S.I.P. (1985-1988, chair 1987-88)
- (4) Language Learning Lab Executive Committee (1985-1988)
- (5) Portuguese Search Committee (Spring 1986)
- (6) Spanish Linguistics Search Committee (1986-1987)
- (7) SIP Colloquium Series (member 1985-1988; Chair 1986-1987)
- (8) Foreign Language Area Committee (since 1985; chair, 1991-92 & 1997-99)
- (9) Special FLAC sub-committee to investigate dismissals, chair (1987)
- (10) LAS Admissions Committee (1986-1988)

- (11) LAS/NEH Curricula Reorganization (1987-1988)
- (12) SIP Graduate Admissions Committee (1987-1988)
- (13) LAS Undergraduate Curriculum Committee (1988-1990)
- (14) LAS search committee for position in FLED (1990-1991)
- (15) SLATE seminar series (1992-1994, chair; 1998-2000, chair)
- (16) Center for Latin American & Caribbean Studies Executive Committee (1993-1994)
- (17) Vice-chancellor's campus wide committee for selection of Undergraduate instructional awards (Spring 1994)
- (18) Special task force to redesign the Foreign Language Teacher Education curriculum (1995-96)
- (19) Departmental search committee for applied linguistics (1995-96)
- (20) Departmental search committee for Latino studies (1995-96)
- (21) Departmental Advisory Committee (1995-97)
- (22) Departmental Curriculum Redesign Committee (1996-1997)
- (23) Graduate College Executive Committee (1998-2000)
- (24) Department Outcomes and Assessments Design Committee (1998-99), Chair
- (25) Departmental search committee for SLA, chair (1998-9) and chair of instructors search committee.
- (26) Affirmative Action Officer, SIP, 1999-2000.
- (27) Campus-wide Committee on Outcomes and Assessment

Other Campus Service

(UIUC)

Faculty participant in the 1994 summer orientation for Freshmen, June 1-10.

Faculty participant in the 1992, 1993 and 1995 campus-wide faculty and staff orientation.

Supervision and teacher education

Director of Romance Language Instruction, Michigan State University, Fall 2011 to present.

Director of Spanish Basic Language, University of Illinois at Chicago, 2000-2005.

Director, Undergraduate Program in Teaching Spanish, UIUC, 1985-1995.

Language program coordinator and TA educator at Michigan State University, Spanish Language, 1983-1985.

Supervisor of secondary student teachers, Rutgers University, 1979-1980.

Numerous in-service workshops at various schools, universities, and colleges in 45 different states in the U.S.

