

Blair E. Bateman

PROFESSOR OF SPANISH AND PORTUGUESE PEDAGOGY



Department of Spanish and Portuguese
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Education

Ph.D., Curriculum and Instruction: Second Languages and Cultures Education, University of Minnesota, Twin Cities Campus. Dissertation: <i>Ethnographic Interviews as a Tool for Culture Learning in a University Spanish Classroom</i>	2002
M.A., Spanish and Portuguese Pedagogy, Brigham Young University. Thesis: <i>The Development and Validation of the Missionary Language Performance Test</i>	1995
B.A., Music and Portuguese, Brigham Young University	1990

Academic Appointments

BRIGHAM YOUNG UNIVERSITY

Professor, Department of Spanish and Portuguese	2018-present
Associate Professor, Department of Spanish and Portuguese	2011-2018
Assistant Professor, Department of Spanish and Portuguese	2003-2011
Visiting Instructor, Department of Spanish and Portuguese	2002-2003
Faculty Instructor, Department of Spanish and Portuguese	1995-96, 1998
Graduate Teaching Assistant, Department of Spanish and Portuguese	1991-1993
Portuguese and Spanish Teacher, LDS Missionary Training Center	1989-1992

UNDERGRADUATE COURSES TAUGHT

ScEd 276R Exploration of Foreign Language Teaching
FLANG 300 Foundations of Dual Language and Immersion Education
FLANG 477R/TELL 478R Dual Language Immersion K-12 Student Teaching
Span 377 Spanish Teaching Methods 1
Span 378 Spanish Teaching Methods 2
Span 380 Practicum in Spanish Teaching

Span 490R Senior Seminar in Spanish
 Span 476R Student Teaching
 Span 496R Academic Internship
 Span 102 First-Year Spanish
 Port 101 First-Year Portuguese
 Port 102 First-Year Portuguese
 Port 201 Second-Year Portuguese
 Port 202 Second-Year Portuguese
 Port 302 Intermediate Portuguese
 Port 315 Intermediate Portuguese
 Port 321 Third-Year Grammar and Composition
 Port 355 Brazilian Civilization
 Port 377 Methods of Portuguese Teaching
 Port 457R Special Topics in Brazilian Culture
 IAS 201R Cultural Survey (Brazil Education Exchange Program)

GRADUATE COURSES TAUGHT

Span 671 Principles of Foreign Language Teaching and Learning
 SLaT 601 Language Teaching Theory and Practice
 Span 601C Research Design in Hispanic Language Teaching
 SLaT 603 Conducting Research in Second Language Teaching
 Ling 620 Research in TESOL
 Span 670R/678 Teaching Reading and Writing in a Foreign Language
 Span 670R Teaching Speaking and Listening in a Foreign Language
 Span 674 Teaching Hispanic Culture
 Span 679R Seminar: Qualitative Research in Foreign Language Education
 Port 673R Directed Teaching of Portuguese
 Span 673R Directed Teaching of Spanish
 Port 680R Methods of Teaching Portuguese
 Span/Port 680R Mini-course in Qualitative Research
 Fall Workshop for Student Instructors of Portuguese and Spanish

UNIVERSITY OF MINNESOTA

Graduate Student Teacher Supervisor, Dept. of Curriculum and Instruction, Second Languages and Cultures Education	1999-2002
Graduate Spanish and Portuguese Instructor, Dept. of Spanish and Portuguese	1996-1999

K-12 PUBLIC SCHOOLS

Spanish Teacher, St. Louis Park High School, St. Louis Park, Minnesota	1999-2001
Elementary Orchestra Teacher, Provo School District, Provo, Utah	1987-1990

OTHER RELATED EXPERIENCE

Instructional Developer, LDS Missionary Training Center, Provo, Utah	1997
Research Assistant, LDS Missionary Training Center, Provo, Utah	1993-1996

Publications

REFEREED JOURNAL ARTICLES

- Child, M., & Bateman, B. (2020). Nominal and verbal agreement in Portuguese: Differential outcomes of a focus on language in a fourth grade immersion class. *Hispania*, 103(4), 501-521.
- Bateman, B., Child, M., & Bueno, E. B. (2020). A focus on language in the immersion language arts curriculum: Insights from a fourth-grade Portuguese classroom. *Journal of Immersion and Content-Based Language Education*, 8(2), 200-229. <http://doi.org/10.1075/jicb.18031.bat>
- Asay, D. T., Martinsen, R. A., Bateman, B. E., & Erickson, R. G. (2019). A survey of teachers' integration of culture in secondary foreign language classrooms. *NECTFL Review*, 83, 9-39. Available at <https://www.nectfl.org/nectfl-review/>
- Bateman, B. (2017). Pedagogical implications of research on the acquisition of Portuguese as a third language [rejoinder to essay for *Hispania's* centenary edition]. *Hispania*, 100(5), 63-64. <https://doi.org/10.1353/hpn.2018.0015>
- Bateman, B. (2014). Communication and other C's: A study of what Portuguese instructors want in textbooks. *Portuguese Language Journal*, 8. Available at <https://www.portugueselanguagejournal.com/> (31 pages in refereed online journal)
- Bateman, B., & Oliveira, D. (2014). Students' motivations for choosing (or not) to study Portuguese: A survey of beginning university-level classes. *Hispania*, 97, 264-280. <https://doi.org/10.1353/hpn.2014.0055>
- Bateman, B. (2010). The creation of a Portuguese Teaching minor for secondary education majors. *Portuguese Language Journal*, 4. Available at Available at <https://www.portugueselanguagejournal.com/> (9 pages in refereed online journal)
- Bateman, B., & Wilkinson, S. (2010). Spanish for heritage speakers: A statewide survey of secondary school teachers. *Foreign Language Annals*, 43, 324-353. <https://doi.org/10.1111/j.1944-9720.2010.01081.x>
- Bateman, B. (2008). Student teachers' attitudes and beliefs about using the target language in the classroom. *Foreign Language Annals*, 41, 11-28. <https://doi.org/10.1111/j.1944-9720.2008.tb03277.x>
- Bateman, B., & Mattos, M. (2006). An analysis of the cultural content of six Portuguese textbooks. *Portuguese Language Journal*, 1. Available at <https://www.portugueselanguagejournal.com/> (37 pages in refereed online journal)
- Bateman, B., & Knapp, N. (2005). Españolandia: A statewide language and culture simulation for Spanish students. *NECTFL Review*, 57, 7-19. Available at <http://www.nectfl.org/nectfl-review/>

Bateman, B. E. (2004). Achieving affective and behavioral outcomes in culture learning: The case for ethnographic interviews. *Foreign Language Annals*, 37, 240-253.
<https://doi.org/10.1111/j.1944-9720.2004.tb02197.x>

Bateman, B. E. (2002). Promoting openness toward culture learning: Ethnographic interviews for Spanish students. *Modern Language Journal*, 86, 318-331. <https://doi.org/10.1111/1540-4781.00152>

ARTICLES IN PUBLISHED CONFERENCE PROCEEDINGS

Bateman, B. E. (2004). Attitudinal outcomes of an Exploration of Second Language Teaching course. In M. Bigelow & C. Walker (Eds.), *Creating teacher community: Selected papers from the Third International Conference on Language Teacher Education* (pp. 301-320). Minneapolis, MN: Center for Advanced Research on Language Acquisition. Available at <http://carla.umn.edu/resources/working-papers/documents/CreatingTeacherCommunity.pdf>

Bateman, B. (2008). Portuguese WebCLIPS: Online grammar diagnosis and practice. In C. M. Alonso García & D. J. Gallego Gil (Eds.), *XII Congreso Internacional de Tecnologías para la Educación y el Conocimiento: La Web 2.0* [DVD]. Madrid: Grupo Comercial ANAYA.

Abreu-Ellis, C., Ellis, J. B., Tabor, A. J., Peach, A., Bateman, B., Graham, R., Mendes, G. M. L., & Pletch, M. D. (2010). *Diversity: The Challenges of 21st Century Educators (CAPES/FIPSE 2010)*. [Electronic Media: ISBN 978-85-7773-149-7]. 10th annual Meeting of the Directors of FIPSE/CAPES Consortia. Florianopolis, SC, Brazil.

Ellis, J. B., Abreu-Ellis, C., Bateman, B., Tabor, A., & Graham, R. (2011). *Teletandem delivery: The educational relevance of the real-world application of language and culture in online pedagogic and target tasks*. In M. Koehler & P. Mishra (Eds.), *Proceedings of Society of Information Technology & Teacher Education International Conference 2011* (pp. 245-251). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). Available at <http://www.editlib.org/p/36269/>

BOOKS

Bateman, B., Mattos, M., Brasileiro, M., & Knapp, N. (2020). *Perspectivas: Português para falantes de espanhol* (2nd ed.). Brigham Young University Academic Publishing. [456 pages, plus online Canvas course with 270 self-correcting practice activities and 11 thematic chapter videos] Website: <https://redshelf.com/book/1610030/perspectivas-2e-1610030-9781614210238-blair-bateman-marilena-mattos-marcus-brasileiro-nieves-perez-knapp>

Bateman, B., Mattos, M., Brasileiro, M., & Knapp, N. (2017). *Perspectivas: Português para falantes de espanhol*. Ronkonkoma, NY: Linus Learning. [432 pages, plus online Moodle course with 270 self-correcting practice activities and 11 thematic chapter videos] Website: <https://perspectivasportugues.com/>

Taylor, J. S., & Bateman, B. (2012). *Fundamentals of language teaching: What every Spanish teacher needs to know* (revised ed.). Morrisville, NC: Lulu.com. [Self-published textbook, 460 pages]

Bateman, B. (2009). *Linking culture and language: Ethnographic interviews in a university Spanish course*. Köln, Germany: Lambert Academic Publishing. [Published version of doctoral dissertation, solicited by publisher – 170 pages]

SOLICITED CHAPTERS IN EDITED VOLUMES

Bateman, B. (2017). Teaching Portuguese to Spanish speakers. In M. Millerett & M. Risner (Eds.), *A handbook for Portuguese instructors in the U.S.* (pp. 195-213). Roosevelt, NJ: Boavista Press.

Bateman, B. (2017). Planning a Portuguese course. In M. Milleret & M. Risner (Eds.), *A handbook for Portuguese instructors in the U.S.* (pp. 96-115). Roosevelt, NJ: Boavista Press.

Bateman, B., & Knapp, K. (2008). El tango, la historia, la Tomatina... ¿qué tiene que ver la cultura con el aprendizaje del español? In J. D. Ewald & A. Edstrom (Eds.), *El español a través de la lingüística: Preguntas y respuestas* (pp. 252-261). Somerville, MA: Cascadilla Press.

MULTIMEDIA MATERIALS

Bateman, B., & Lago, B. (2011). *Methods of language teaching* (2nd ed.) [Instructional DVD]. London, UK: Routledge. Available at <http://hlr.byu.edu/methods.php>
Reviewed by: Moghtadi, A. (2012). *The Linguist List*, 23.3613. Review available at <http://linguistlist.org/issues/23/23-3613.html>

Bateman, B., & Lago, B. (2008). *Methods of language teaching* [Instructional DVD]. London, UK: Routledge.
Reviewed by: Ducate, L. (2009). *CALICO Journal*, 26(3), 702-707. Review available at http://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=1022&context=ling_facpub

Bateman, B. (2010). Portuguese WebCLIPS (Computerized Language Instruction and Practice Software). [WebCLIPS is available in English, German, Spanish, and Portuguese; I wrote new content for the Portuguese version, consisting of 4 diagnostic tests and 68 instructional modules in advanced Portuguese grammar.] Available at <http://webclips.byu.edu>

SOLICITED BLURB IN TEXTBOOK

Bateman, B. (2016). A note about culture learning in immersion education. In Curtain, H., & C. A. Dahlberg, *Language and learners: Making the match. World language instruction in K-8 classrooms and beyond* (pp. 459-460). Boston, MA: Pearson.

BOOK REVIEWS

Bateman, B. (2011). Review of the book *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.) by Zoltan Dornyei with Tatsuya Taguchi. *Modern Language Journal*, 95, 667-668. <https://doi.org/10.1111/j.1540-4781.2011.01252.x>

Bateman, B. (2011). Review of the book *Measuring second language vocabulary acquisition* by Milton James. *Modern Language Journal*, 95, 477-478. <https://doi.org/10.1111/j.1540-4781.2011.01212.20.x>

Bateman, B. (2009). Review of the book *Input for instructed L2 learners: The relevance of relevance* by Anna Nizegorodcew. *Modern Language Journal*, 93, 425-453.
<https://doi.org/10.1111/j.1540-4781.2009.00901.13.x>

Bateman, B. (2009). Review of the book *Dictionary use in foreign language writing exams: Impact and implications* by Martin East. *Modern Language Journal*, 93, 327-328.
<https://doi.org/10.1111/j.1540-4781.2009.00870.24.x>

Conference Papers and Presentations

Van Orden, S., & Bateman, B. (2019, February). *Proposing, preparing, presenting: How to give a world-class session at UFLA*. Presentation at the annual conference of the Utah Foreign Language Association, Ogden, UT.

Bateman, B., & Child, M. (2018, November). *Counterbalanced instruction in a fourth-grade Portuguese class*. Presentation at the Annual Convention of the American Council on the Teaching of Foreign Languages, New Orleans, LA.

Bateman, B. (2018, February). *Improving immersion students' linguistic accuracy: Counterbalanced instruction in a 4th grade Portuguese class*. Presentation at the annual conference of the Utah Foreign Language Association, Ogden, UT.

Bateman, B. (2017, February). *Easy tips for improving the validity of your tests*. Presentation at the annual conference of the Utah Foreign Language Association, Orem, UT.

Bateman, B. (2015, February). *Teaching Portuguese to Spanish speakers: An inductive, contrastive approach*. Presentation at the annual conference of the Utah Foreign Language Association, Ogden, UT.

Bateman, B. (2014, October). *Communication and other C's: A study of what Portuguese instructors want in textbooks*. Presentation at the 9th International Conference of the American Portuguese Studies Association, Albuquerque, NM.

Bateman, B. (2012, October). *Preparing prospective teachers for the Utah Dual Language Immersion Endorsement*. Presentation at Immersion 2012 Conference: Bridging Contexts for a Multilingual World, St. Paul, MN. Published in online conference proceedings:
http://www.carla.umn.edu/conferences/past/immersion2012/handouts/Bateman_Creating anEndorsementProgram.pptx.pdf

Gordon, D., Schwinge, D., Hardman, J., & Bateman, B. (2011, May). *Action research for preservice language teachers*. Panel discussion at the 7th International Conference on Language Teacher Education, Minneapolis, MN.

Bateman, B., & Wilkinson, S. (2009, May). *Spanish for heritage speakers in Utah: A statewide survey of secondary school teachers*. Presentation at the 6th International Conference on Language Teacher Education, Washington, DC.

- Bateman, B. (2008, July). *Portuguese WebCLIPS: Online grammar diagnosis and practice*. Presentation at the XII Congreso Internacional de Tecnologías para la Educación y el Conocimiento, Madrid.
- Bateman, B. (2008, February). *Student teachers' attitudes and beliefs about using the target language in the classroom*. Presentation at the Southwest Conference on Language Teaching, Salt Lake City, UT.
- Bateman, B. (2007, May). *Student teachers' attitudes and beliefs about using the target language in the classroom*. Presentation at the 5th International Conference on Language Teacher Education, Minneapolis, MN.
- Wentworth, N., Hansen, J. M., Adair, M., Bateman, B., Jensen, A., & Asay, D. (2006, October). *Moving from academic silos to collaborative communities: Common assessments developed by arts and sciences to prepare competent and caring teachers*. Presentation at the annual conference of the National Network for Educational Renewal, Cincinnati, OH.
- Eagan, M. W., Baugh, S. C., Scanlon, R., Adair, M., & Bateman, B. (2006, October). *Moving from academic silos to collaborative communities: Successfully connecting with the arts and sciences in preparing competent and caring teachers*. Presentation at the annual conference of the National Network for Educational Renewal, Cincinnati, OH.
- Knapp, N., & Bateman, B. (2005, November). *Españolandia: A statewide language and culture simulation for Spanish students*. Presentation at the annual conference of the American Council on the Teaching of Foreign Languages, Baltimore, MD.
- Knapp, N., & Bateman, B. (2005, November). *¡Haciendo las maletas! Helping your class enjoy their visit to Españolandia*. Presentation at the annual conference of the Utah Foreign Language Association, Orem, UT.
- Bateman, B. E., & Mattos, M. (2004, October). *An analysis of the cultural content of six Portuguese textbooks*. Presentation at the 4th International Congress of the American Portuguese Studies Association, College Park, MD.
- Bateman, B. E. (2003, May). *Attitudinal Outcomes of an Exploration of Second Language Teaching Course*. Presentation at the 3rd International Conference on Language Teacher Education, Minneapolis, MN.
- Bateman, B., & Mattos, M. (1999, August). *Teaching an Advanced Portuguese Class to Double Majors*. Presentation at the annual conference of the American Association of Teachers of Spanish and Portuguese, Denver.

Invited Professional Workshops and Presentations

- Bateman, B. (2021, August). Training workshop for high school teachers in Utah Portuguese Dual Language Immersion Bridge Program.

- Bateman, B. (2018, 6 March). *Teaching culture in the immersion classroom*. Invited online lecture for the Department of Spanish and Hispanic Studies, Concordia College, Moorhead, MN.
- Bateman, B. (2017, 9 November). *Does culture really belong in foreign language classes?* Presentation at St. John's University, St. Joseph, MN.
- Bateman, B. (2015, March). *"Use it or lose it": Recursos e estratégias para manter as habilidades linguísticas em português*. Presentation at the 26th Annual Language Conference hosted by the 300th Military Intelligence Brigade, Draper, UT.
- Tedick, D. J, Hernández, A. M., & Bateman, B. (2014, 16 October). *Designing effective immersion teacher preparation and professional development programs*. Workshop at the 5th International Conference on Language Immersion Education, Salt Lake City, UT.
- Bateman, B. (2013, March). *Improve your proficiency level by expanding your vocabulary*. Presentation at the 24th Annual Language Conference hosted by the 300th Military Intelligence Brigade, Draper, UT.
- Bateman, B. (2013, 8-12 July). *STARTALK Professional Training for Portuguese Immersion Teachers*. Park City, UT.
- Bateman, B. (2007, 7-8 May). *Teaching Culture in the Foreign Language Classroom: The Importance of Perspective*. Workshop at Franklin and Marshall College, Lancaster, PA.
- Bateman, B. (2007, 24 March). *Teaching Culture in the Foreign Language Classroom: From Theory to Practice*. Workshop at Salt Lake Community College, Salt Lake City, UT.
- Bateman, B. (2006, 25-29 July). *Culture as the Core in the Second Language Classroom*. CARLA Summer Institute for Language Teachers, University of Minnesota, Minneapolis, MN.
- Bateman, B. (2003, 11-15 August). *Culture as the Core in the Second Language Classroom*. CARLA Summer Institute for Language Teachers, University of Minnesota, Minneapolis, MN.
- Bateman, B. (various years). *BYU Summer Workshops for Spanish Teachers*.
 Cómo dirigir la clase en español (2009)
 De gramática a temas (2010)
 El papel de la cultura en la planificación temática (2011)
 Cómo escoger un tema y complementarlo (2012)
 Entrevistas etnográficas como herramienta cultural (2012, 2014, 2017)
 Consejos para mejorar e contextualizar los exámenes escritos (2017)

Invited Keynote Address

- Bateman, B. (2019, 10 Aug.). *Perspectivas on teaching cultures of the Portuguese-speaking world*. Closing keynote address at the VIII Encontro Mundial sobre o Ensino de Português, Princeton University, NJ.
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Consulting

Consultant for Portuguese Acquisition Linkages Project [development of Portuguese high school curriculum]. Portuguese Flagship Program, University of Georgia. 2016-2017.

Pedagogical Mentoring and Advising

M.A. THESES - CHAIR

- Hill, Camellia. (in progress). *Research-based course development and design for blended learning.*
- Teixeira, Diomar. (in progress). *Promoção da conscientização da proficiência em línguas entre falantes avançados de português.*
- Reynolds, Braden. (2020). *The development and validation of a Portuguese elicited imitation test.*
- Wilde, Laura. (2019). *Implications of academic pathway to teaching in Utah: Does alternative certification alleviate teacher shortages?*
- Bueno, Eliane. (2018). *Fluência ou precisão? A Implementação de uma abordagem Ccounterbalanced em um programa de imersão em português.*
- Rivera, Yvette. (2017). *Analyzing young readers' empathetic responses to a Mexican historical narrative.*
- Company, Mayte. (2017). *Dynamic written corrective feedback and linguistic writing accuracy of university learners of Spanish.*
- Manjarrez, Mahonri. (2016). *Effects of culture awareness lessons on attitudes of university students of French.*
- Proper, Rebecca. (2015). *A unit on the family and traditions for middle school Spanish classes.*
- Bird, Susy. (2014). *Products, practices, and perspectives of in the world language classroom.*
- Wyatt, Arwen. (2013). *An evaluative study of the Spanish class for returned missionaries at Brigham Young University.*
- Carbutt, Ren. (2012). *The experiences of Hispanic international students as interviewees in a cross-cultural interview project.*
- Cherry, Lee. (2011). *Language anxiety among heritage speakers of Spanish on the Texas-Mexico border.*
- Oliveira, Desiree. (2011). *Portuguese as a foreign language: Motivations and perceptions.*
- Martinez, Marcella. (2010). *An evaluation of the communicative value of activities in high school Spanish textbooks.*
- Wilkinson, Sara. (2010). *A survey of Utah Spanish teachers regarding the instruction of heritage language students of Spanish.*
- Weyerman, Sharon. (2009). *Phonemic awareness in Spanish for native English speakers in a two-way immersion program.*
- Child, Michael. (2008). *The effect of music and singing on beginning students' pronunciation of Portuguese.*
- Parks, Audrey. (2007). *The presentation of culture in first-year Portuguese textbooks used at universities in the United States.*
- Jackson, Jennifer Grandy. (2007). *Understanding the feelings, perceptions, and attitudes of students who participate in a service study abroad program.*
- Wiseman, Heather. (2007). *Recommendations for the content of a course on teaching foreign language literature: A grounded theory study.*
- Hames, Gregg. (2006). *Digital portfolios in the foreign language classroom.*

- Lopez, Jennifer Joy. (2005). *The attitudes of university students and instructors toward grammar instruction and error correction in the intermediate Spanish classroom.*
- Losik, Vanesa R. Michalek de. (2005). *Las actitudes en cuanto a la enseñanza y el uso de estrategias de lectura entre estudiantes universitarios de una lengua extranjera.*

M.A. THESES – COMMITTEE MEMBER

- Baptista, Ruth. (in progress). *The development of a website as a language tool to facilitate comprehensible input and maximize student language learning outcomes in the 21st century.*
- Zamora, Fernanda. (2021). *Teacher perspectives on students with special educational needs enrolled in world language classes at the secondary level in the state of Utah.*
- Vieira, Lourdes. (2021). *O uso de metodologias ativas nas aulas de literatura em língua estrangeira.*
- Casares, Talia. (in progress). *Reading fluency development and science in a 4th grade dual language immersion classroom.*
- Sandholtz, Carrie. (2020). *Making it real: The effect of Hispanic peer tutors on high school Spanish learners.*
- Hemsath, Dustin. (2018). *Differences in gesticulation: A mixed-methods approach to gesture differences between first and second language speech output among Advanced-level Spanish/English bilinguals.*
- Vasquez, Jorge. (2018). *Spanish language learning and supporting strategies in mixed classrooms at the secondary level.*
- Stegner, Linnea. (2018). *Strategies used by secondary French teachers to help students visualize their progress.*
- Overvliet, Emily. (2018). *Purposeful integration of literacy and science instruction in a fourth grade French partial immersion program.*
- Anderson, Michelle. (2017). *Target practice: Exploring student TL/L1 use in paired interactions.*
- Asay, Danielle. (2016). *What, why, and how much? The integration of culture in secondary foreign language classrooms.*
- Loyd, Brant. (2016). *Perspectives of language teachers on influences, challenges, and practices affecting language choice.*
- Brazzale, Rebecca. (2014). *Student perceptions of strategies used for reading Hispanic literature: A case study.*
- Ookhara, Olga. (2014). *Understanding the experience of successful study abroad students in Russia.*
- Daniel, Bethany. (2013). *Defining critical thinking for the 21st century world language classroom.*
- Sebastian, Paul. (2012). *Pedagogical exchange in a common digital space.*
- Betteridge, Amberly Patch. (2011). *The pedagogical strengths of the Missionary Training Center's Computer-Assisted Language Learning program.*
- Brown, Kristin Aten. (2010). *An analysis of the literary, social, and historical relevance of the works of Carolina Maria de Jesus.*
- Tobias, Camila. (2010). *A ditadura militar brasileira: A memória e a construção da história através da literatura de testemunho.*
- Socorro, Alciel. (2010). *A pedagogia Fernando Pessoa: Fundamentos de uma escola pagamista.*
- Ruesch, Ashley. (2009). *Student and teacher perceptions of motivational strategies in the foreign language classroom.*

- Miller, Andrew. (2009). *Collaboration 2.0: Comparing group work on a wiki composition and a paper composition in the foreign language classroom.*
- Crossley, Blake. (2007). *Relationships between learning styles and oral error correction strategies.*
- Michalek de Villamizar, Adriana. (2007). *Los efectos de los programas Study Buddy y el laboratorio de conversación en cuanto a las actitudes de los estudiantes hacia los hispanohablantes, su cultura y la motivación para continuar el estudio de la lengua.*
- Barton, Sheila Ainsworth. (2007). *A comparison of BYU's Golden Age course and Golden Age theater production and outreach course: A qualitative analysis.*
- Silva, Eduardo Viana. (2006). *A função de Cristo na literatura pessoana: A estratégia utilizada por Fernando Pessoa na caracterização de seu ortônimo e de seus heterônimos: Alberto Caetano, Álvaro de Campos e Ricardo Reis.*
- Carvalho, Rubynara. (2006). *Ensinando a cultura nordestina brasileira em aulas de Português como língua estrangeira com o Auto da Compadecida.*
- Silva, Lucimary. (2006). *A oralidade em Terra Sonâmbula de Mia Couto: O uso da língua falada na escrita.*
- Bellini, Marisa. (2006). *Life stories of nikkeijin seeking better opportunities: The motivation of Brazilian immigrants in Japan for learning Japanese as a second language.*
- Lewis, Christopher. (2006). *Defamiliarization in Fernando Pessoa's Cancioneiro: Sinuous syntax and cryptic concepts through life, death, and the beyond.*
- Bautista, Shelby. (2005). *Cultural representations in Spanish foreign language textbooks.*
- Crain, Robert. (2004). *An investigation into the relationship between field independence and Spanish language development, grade point average, and Spanish achievement test scores.*
- Cox, Lori. (2004). *Developing an instrument for determining teacher beliefs or orientations of secondary school Spanish language teachers.*
- Taylor, Kathy. (2004). *A survey of teachers' use of songs in Spanish language classrooms in secondary schools in the state of Utah.*
- Tate, Richard. (2003). *Vocabulary acquisition at the Novice level through second language independent reading.*

DOCTORAL DISSERTATION - COMMITTEE MEMBER

- Thompson, Carrie. (2013). *The development and validation of a Spanish Elicited Imitation Test of oral language proficiency for the Missionary Training Center.*

HONORS THESES

- Lever, Jarrett Finlinson. (2014). *Elicited imitation test for Brazilian Portuguese.*
- Davis, Robert W. (2008). *Correlation between acculturation and English proficiency: A look at Springville, Utah's Hispanic community.*

STUDENT INSTRUCTORS AND STUDENT TEACHERS

Supervision of student teachers in Dual Language Immersion minor	2017
Supervision of student teachers and interns in Spanish Teaching B.A.	2006-2008
Training and supervision of student instructors in Spanish and Portuguese	2002-present
Faculty advisor for undergraduate students in Spanish Teaching major	2002-present

TEACHER WORK SAMPLES

Chair/advisor for the Teacher Work Samples of 30 Spanish Teaching majors (2006-2008)

Development of Curriculum and Assessments

NEW COURSES CREATED, DESIGNED, AND TAUGHT

SPAN 105 *University Spanish I* (2006)
SPAN 106 *University Spanish II* (2006)
PORT 105 *Portuguese for Spanish Speakers I* (2013)
PORT 205 *Portuguese for Spanish Speakers II* (2013)
SPAN 380 *Practicum in Spanish Teaching* (2008)
PORT 377 *Methods of Portuguese Teaching* (2013)
PORT 457R *Special Topics in Brazilian Culture* (2020)
SPAN 670R/677 *Teaching Speaking and Listening in a Foreign Language* (2006/2016)
SPAN 670R/678 *Teaching Reading and Writing in a Foreign Language* (2005/2016)
SPAN 679R *Qualitative Research in Foreign Language Education* (2005)
PORT 673R *Directed Teaching of Portuguese* (2008)
FLANG 300 *Fundamentals of Dual Language and Immersion Education* (2012)
FLANG 477 *DLI K-12 Student Teaching* (2017)

ONLINE AND HYBRID COURSES CREATED AND DESIGNED

PORT 105 *Portuguese for Spanish Speakers I* (2018)
PORT 206 *Intensive Portuguese Skills Development* (2015)
PORT 201 *Third-semester Portuguese* (2021)
PORT 202 *Fourth-semester Portuguese: Reading and Comprehension* (2020)

STAND-ALONE ASSESSMENTS DESIGNED

National Portuguese Exams (4 levels of achievement exams for high school students) for the American Association of Teachers of Spanish and Portuguese (2017-2020)
Speaking prompt assessment for Spanish and Portuguese MA program applicants (2020)
WebCLIPS Portuguese grammar diagnostic tests (4 online tests) (2012)
Portuguese 16-credit Challenge Exam for returned LDS missionaries (2008)

Professional Service

DEPARTMENT COMMITTEES AND SERVICE

Associate Chair, Department of Spanish and Portuguese	2014-present
Interim Co-chair, Department of Spanish and Portuguese	2020
Chair, Department Curriculum and Assessment Committee	2014-present
Chair, Third-Year Spanish Supervisor Search Committee	2020
Section Head, Spanish and Portuguese Pedagogy Section	2010-2014

Member, Department Executive Committee	2010-present
Member, Department Curriculum and Assessment Committee	2013-present
Member, Department Curriculum Committee	2006
Member, Spanish 321 Design Committee	2006
Program Coordinator, Portuguese Teaching Minor	2013-present
Co-coordinator, Españolandia simulation at BYU Foreign Language Fair	2003-present
BYU Director, Brazil Diversity in Education Exchange Study Abroad	2009-2013

COLLEGE AND UNIVERSITY COMMITTEES AND SERVICE

Member, College of Humanities Curriculum Committee	2021-present
Member, Second Language Teaching M.A. Program Advisory Committee	2018-2020
Member, BYU Faculty Advisory Council	2017-2020
Co-Chair, Academic Environment Committee, Faculty Advisory Council	2018-2019
Program Coordinator, Dual Language Immersion K-12 Teaching Minor	2016-2020
Member, Center for Teaching and Learning Advisory Council	2017-2018
College of Humanities representative on BYU Educator Preparation Initial Programs Council	2015-2016
Member, BYU College of Humanities Educator Preparation Program Council	2015-present
Member, BYU Educator Preparation Program Accreditation Brief Writing Committee for TEAC accreditation review	2013
Co-chair, BYU Secondary Education Committee	2009-2012
Member, BYU Educator Preparation Program Executive Committee	2009-2012
Member, BYU Secondary Education Committee	2003-2015; 2020-present
Member, Second Language Teaching M.A. Design Committee (College of Humanities)	2008-2010

STATE AND REGIONAL COMMITTEES AND SERVICE

Curriculum Development Coordinator, Utah Portuguese Dual Language Immersion Bridge Program	2020-present
President, Utah Foreign Language Association	2020-2021
BYU Representative, Utah Foreign Language Association Board	2004-2019
UFLA Proficiency Tester in Portuguese	2009-2017
Chair, External Program Review Team for Department of Foreign Languages, Weber State University	2015
Instructor, Portuguese STARTALK training for immersion teachers	2012-2014
Utah Dual Language Immersion Research Committee	2012
Utah State Office of Education Portuguese Steering Committee	2015-present
Executive Secretary/Treasurer, Utah Foreign Language Association	2006-2008
Hospitality Chair, Southwest Conference on Language Teaching	2008
Judge, Utah Sterling Scholar Competition, Foreign Language category	2015, 2016, 2017

NATIONAL AND INTERNATIONAL SERVICE

Editorial Board, Portuguese Textbook Language Series, Tagus Press	2019
Reviewer of submissions to the 11 th International Conference on Language Teacher Education, Minneapolis, MN	2019
Director of Test Development, National Portuguese Exams, American Association of Teachers of Spanish and Portuguese	2017-2020
Reviewer of research proposals for ACTFL Research and Assessment Committee	2017
Organizing Committee, 5 th International Conference on Language Immersion Education, Salt Lake City, UT	2013-2014
National Chair, ACTFL/MLJ Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education	2009
Reviewer of submissions to the Sixth International Conference on Language Teacher Education, Washington, DC	2009
Reviewer for ACTFL-MLJ Emma Marie Birkmaier Award	2008
Reviewer for <i>Modern Language Journal</i> , <i>Foreign Language Annals</i> , <i>NECTFL Review</i> , <i>Hispania</i> , <i>Teaching Education</i>	2003-present

NON-ACADEMIC SERVICE

Violinist, Orchestra at Temple Square/Mormon Tabernacle Choir	2003-present
Legislative District Chair, Utah County Democratic Party	2007-2010

Awards

Humanities Center Fellowship, BYU College of Humanities	2014-2016
Benjamin Cluff Jr. Distinguished Teacher Educator Award, David O. McKay School of Education	2011
Teaching and Learning with Technology Faculty Fellowship, BYU Center for Instructional Design	2005-2006

Grants

International and Foreign Language Education (IFLE), U.S. Dept. of Education. <i>Perspectivas: Português para Falantes de Espanhol</i> . \$4,000. [Funding for travel to Atlanta to film videos to accompany Portuguese textbook]	2016
International and Foreign Language Education (IFLE), U.S. Dept. of Education. <i>Diversity: Meeting the Cultural Demands of Education in the 21st Century</i> . \$250,000. [Funding a four-year exchange program for education majors between Brigham Young University, Ashland University, Georgetown College, Universidade Federal Rural do Rio de Janeiro, and Universidade do Estado de Santa Catarina]	2009-2013

Professional Memberships

American Council on the Teaching of Foreign Languages
American Association of Teachers of Spanish and Portuguese
Utah Foreign Language Association
Southwest Conference on Language Teaching