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University of Washington
Seattle, WA 98195

CURRICULUM VITAE

Klaus Brandl

EDUCATION

- 1988 - 1991 Ph.D. in Applied Linguistics/Foreign Language Education, University of Texas at Austin
Dissertation: STRATEGIC RESPONSE TO ERRORS IN COMPUTER ASSISTED LANGUAGE LEARNING
- 1985 - 1987 MA in Foreign Language Education, University of Texas at Austin
- 1981 - 1985 Zwischenprüfung (BA equivalent) in English, University of Würzburg, Germany

EMPLOYMENT

- 2009 – present Assistant Professor of Applied Linguistics; Director of the German Language Program
Department of Germanics, University of Washington,
- 2008 - 2009 Senior Lecturer, Department of Scandinavian Studies (50%)/Department of Germanics (50%)
- 1998 - 2008 Senior Lecturer, Foreign Language Education, University of Washington
Department of Scandinavian Studies (40%)/College of Arts & Sciences (60%)
Adjunct Senior Lecturer:
Department of Germanics (since 2000)
Romance Languages & Literature, (Spanish Division) (since 1999)
Teacher Education Program, College of Education (since 1998)
- 1993 - 1997 Lecturer in Foreign Language Education, University of Washington, Seattle Department
of Scandinavian Studies (40%)/College of Arts & Sciences (60%)
- 1991 - 1993 Language Pedagogy Specialist, Center for Instructional Development and
Research/Language Learning Center, University of Washington, Seattle
- 1987 - 1990 Instructor, first- and second-year German at the University of Texas, Austin
- 1989 Sum Instructor, intermediate/advanced German, German Summer School in Taos, NM
- 1987 Sum Supervisor for ESL Instruction at Emerson Language School, Taiwan
ESL Instructor, Jordan's Language Institute, Taiwan

PROFESSIONAL EXPERIENCE

TEACHING

100 - 300-level German 2009 - 2012

Foreign Language Teaching Methodology (TA Training Seminar), ASIAN/GER/ROM, NE, SLAV 518,
University of Washington, 1992 - present

World Languages I & II (Secondary Teacher Training Seminar), EdTEP 588/589, University of
Washington, 1995 - 2008

The Use of Technology in Language Learning, University of Washington, 2000 – 2008

GOLDEN German Teacher Training Course (online), 2004, Coordinated with Prof. Moeller, University of
Nebraska)

Scandinavian Teaching Methods & Materials, SCAND 594, University of Washington, Fall 2005 – 2008
Scandinavian TA Training, SCAND 595, 1994 - 2009
German Teaching Methods & Materials, GER 576, University of Washington, Fall 1995, 2002, 2008
German 101, 102, University of Washington, 1997, 2009
Language Teaching Methods, EdC&I 329, University of Washington, 1993 - 1994
Special Topics in Foreign Language Teaching Methodology (Independent Study Course at the Graduate Level), University of Washington, Spring 1994
Applied Linguistics and CALL (Independent Study Course at the Graduate Level), University of Washington, Fall 1993
Technology and Language Learning (Independent Study Course at the Graduate Level), University of Washington, Fall 1991
Applied Linguistics: Using the Computer to Teach German (Co-instructor with Dr. Dorothy Chun), University of Texas, Austin, Fall 1990
First/Second-Year German, University of Texas, Austin Language Instructor, 1987 - 1990
Advanced German, German Summer School in Taos, NM, Summer 1989
Advanced ESL, ESL Intern Teacher, Intensive English Program, University of Texas, Austin, Spring 1986

TEACHER TRAINING, SUPERVISION, CONSULTING

Director of German Language Program, 2009 - present
First-Year Language Program Coordinator, Department of Germanics, 2008 - 2009.
Training of Language Teaching Assistants (at the departmental/individual level), College of Arts & Sciences/ Center for Instructional Development & Research, University of Washington, 1991 – 2008.
Supervision of Technology Projects (e.g., implementation of WebCT, MOODLE, etc.), Language Learning Center, University of Washington, 2002 – 2008.
Consultant on Curriculum Design for the Bengali Language Project (Funded by the South Asia Language Resource Center), 2005-2006.
Curriculum and online course development for WEFLI projects in German and Spanish, Principle Investigator, University of Washington, 2003 - 2005.
Supervision of Graduate Student Assistants' Technology Projects, Language Learning Center, University of Washington, 1991 – 2002.
Language Program Coordinator, Department of Scandinavian Studies, 1998 - 2009.
Consultant on Curriculum Design for the Persian Language Project (Funded by the Federal Government), Language Learning Center, University of Washington, Summer 1994.
Teacher Training at SEASSI (South East Asian Studies Summer Institute), University of Washington, Summer 1993.
Course Coordinator, second-year German, University of Texas, Austin, Fall 1990.

PUBLICATIONS

BOOKS

[SALOMON, C., ABEDIN, N., & BRANDL, K. K. \(EQUALLY CO-AUTHORED\) \(2011\). EPAR BANGLA OPAR BANGLA: BANGLA ACROSS BORDERS: AN ELEMENTARY BANGLA LANGUAGE COURSE. UNIVERSITY OF WASHINGTON.](#)

[Brandl, K. K. \(2008\). Communicative language teaching in action. Upper Saddle River: Pearson Prentice Hall.](#)

REFEREED ARTICLES

[Brandl, K. K. \(2012\). Effects of required and optional exchange tasks in online language learning environments. ReCALL, 24, 85-107.](#)
[Brandl, K. K. \(2012\). Principles and Guidelines for Task Design in](#)

[CMC Learning. In F. Zhang \(Ed.\). Computer-Enhanced and Mobile-Assisted Language Learning: Emerging Issues and Trends \(pp.1-34\). IGI Global.](#)

Brandl, K. K. (2009). Implementational demands in task-based teaching: The teachers' perspective. *e-FLT online*. 6 (2), 117-125.

Brandl, K. K., (principal author) & Borreguero, P. (2005). Textbook analysis. *Journal of the Washington Association of Language Teaching*, 26 (1), 7-20.

Lawrence, M., & Brandl, K. K. (equally co-authored) (2005). Aligning in Foreign Language Instruction. In D. H. Wulff, et al. (Eds.), *Aligning for Learning (pp. 134-146)*. Bolton, MA: Anker Publishing Company.

[Brandl, K. K. \(2002\). Integrating Internet-based reading materials into the foreign language curriculum: From teacher- to student-centered approaches. *Language Learning & Technology*, 6 \(3\), 87-107.](#)

Brandl, K. K. (principal author), & Bauer, G. (2002). Students' perceptions of novice teaching assistants' use of the target language in beginning foreign language classes: A preliminary investigation. In W. Davis, J. Smith, & R. Smith (Eds.), *Ready to Teach: Graduate Teaching Assistants Prepare for Today and for Tomorrow (pp. 128-138)*. Stillwater, OK: New Forums Press.

Brandl, K. K. (2000). Foreign language TAs' perceptions of training components: Do we know how they like to be trained? *The Modern Language Journal*. 84 (3), 355-371.

[Brandl, K. K. \(1998\). Die Anwendung eines multimedialen Leseprogramms im Umgang mit literarischen Texten im DaF-Unterricht. Eine Didaktisierung am Beispiel von Borcherts Kurzgeschichte *Das Brot*. *Jahresheft der Internationalen Wolfgang-Borchert-Gesellschaft. e.V.*, 10, 34-43.](#)

Brandl, K. K. (1995). Strong and weak students' preferences of feedback options in computer assisted language learning. *The Modern Language Journal* 79 (2), 194-211.

White, K. (principal author), Selfe, S., Roddy, M. & Brandl, K. K., (1994). The University of Washington's entry-level initiative: An interdisciplinary approach for training departmental lead TAs and enhancing undergraduate learning. *The TA Experience: Preparing for Multiple Roles*. Stillwaters, OK: New Forms Press.

Chun, D. & Brandl, K. K. (equally co-authored) (1992). Beyond form-based drill and practice: Meaning-enhancing CALL on the Macintosh. *The Foreign Language Annals*. 25, 255-267.

REFEREED ONLINE COURSES

Brandl, K. K., & Moeller, A. (equally co-authored) (2001). *Instructional Planning*. German Teacher Training Course. GOING THE DISTANCE: On-line Training Course for Teachers of German. The American Association of Teachers of German & The Goethe Institute.

REPRINTED ARTICLES

Brandl, K. K. (2009). Strong and weak students' preferences of feedback options in computer assisted language learning. In P. Hubbard (Ed). *Computer Assisted Language Learning: Critical Concepts in Linguistics (pp. 307-335)*. New York: Routledge.

Brandl, K. K. (2003). Integrating Internet-based reading materials into the foreign language curriculum: From teacher- to student-centered approaches. (Part 1) In O. Villarreal & M. Kira (Eds.), *SHARE An Electronic Magazine*, 4 (99), March 8th.

Brandl, K. K. (2003). Integrating Internet-based reading materials into the foreign language curriculum: From teacher- to student-centered approaches. (Part 2) In O. Villarreal & M. Kira (Eds.). *SHARE An Electronic Magazine*, 4 (101), April 6th.

(TRANSLATED INTO FRENCH)

Chun, D. & Brandl, K. K. (equally co-authored) (1992). Exercices axés sur le sens, plutôt que sur la forme, au moyen du système CALL sur Macintosh. In S. Rehorick & V. Edwards (Eds.), *L'apprentissage et l'enseignement des langues secondes (pp. 23-41)*. The Canadian Modern Language Review.

REFEREED COMPUTER SOFTWARE

Brandl, K. K. (1996). *Das Brot: An Interactive Reading Program*. Agora Language Marketplace in cooperation with Schoenhof's Foreign Books. Spring.

Brandl, K. K. (1996). *The Gradebook for Languages*. Agora Language Marketplace in cooperation with Schoenhof's Foreign Books. Spring.

Brandl, K. K. & Stöhr, I. (1994). *The German Pronunciation Tutor* (2nd. Ed). The Hyperglot Software Company. Fall.

Brandl, K. K. & Stöhr, I. (1990). *The German Pronunciation Tutor* (1st. Ed). The Hyperglot Software Company. Fall.

Brandl, K. K. (1989). *The German Passive Voice Tutor*. The Hyperglot Software Company. Summer.

CONTRIBUTIONS TO TEXTBOOKS

Brandl, K. K. (2012) Filmlektüren (Kapitel 1, 8 and 9) in E. Tschirner, B. Nicolai, & T. Terrell. *Kontakte* (7th Ed) (p.58-60; 282-283;311-312). New York: McGraw-Hill.

BOOK/SOFTWARE REVIEWS

Brandl, K. K. (2009). [Review of the book *New Learning Environments for Language Learning: Moving Beyond the Classroom?*]. *The Modern Language Journal*, 93, 444-445.

[Brandl, K. K. \(2005\). Are you ready to "MOODLE"? *Language Learning & Technology*, 9 \(2\), 16-23.](#)

NON-REFEREED

Brandl, K. K. (2001). *A comparison of two different formats of Span 110: A pilot study*. Unpublished manuscript. University of Washington.

Brandl, K. K., & Stecher-Hansen, M. (1994). *TA Training Handbook*. Department of Scandinavian Studies. University of Washington, Seattle, WA.

Brandl, K. K., (1994). Assessing students' use of feedback strategies. In F. L. Borchardt & E. Johnson (Eds.), *Proceedings of the 1994 CALICO Annual Symposium 'Human Factors'* (p. 50). Durham, CALICO.

PRESENTED KEYNOTES, LECTURES, PAPERS, PROFESSIONAL WORKSHOPS

Keynotes/Featured Speaker

[\(2012, April\). Maximizing task effects in a communicative learning environment. Keynote address presented at the Language Symposium, University of Illinois at Chicago.](#)

(2011, April). *Novice teachers' implementation of communicative-language teaching and task-based instruction: Impact on learner engagement*. National Taiwan University, Taipei, Taiwan.

(2010, April). *Maximizing task effects in interactive online learning environments* Keynote address presented at the Symposium on Teaching and Research using Technology in the Humanities (TRUTH). University of Victoria.

(2009, June). *When NOTHING exists: Developing a first-year language curriculum from scratch*. Keynote address presented at the annual meeting of the Association of Teachers of Korean, Seattle, WA.

(2007, March). *The swing toward communicative language teaching and task-based language instruction*. Keynote address presented at the Prentice Hall World Language Symposium, Chicago, Ill.

(2006, November). *Communicative language teaching and task-based language instruction*. Keynote address presented at the Prentice Hall World Language Symposium. Seattle, WA.

(2003, March). *From principal method to methods based on principles*. Keynote address presented at the Language Learning & Teaching Symposium at WSU, Pullman, WA.

Refereed Presentations

(2011, November). *Development of beginning teachers' cognition in the effectiveness of using collaborative learning*. American Council of Foreign Language Teachers Conference, Denver, CO.

(2011, May). *Multiuser interactive task designs (MUIDs) using Moodle*. Paper presented at the CALICO Conference. Victoria, Canada.

(2010, October). *Teaching German 103 in high schools*. Paper presented at the WAFLT Conference. SeaTac, WA.

(2010, June). *Course development for online learning environments*. Paper presented at the CALICO Conference. Amherst College, MA.

(2010, June). *The impact of open-ended and closed tasks in synchronous and asynchronous environments on learners' language production*. Paper presented at the CALICO Conference. Amherst College, MA.

(2009, November). *A three-tiered approach to training beginning language teachers*. Paper presented at the American Council of Foreign Language Teachers Conference, San Diego, CA.

(2007, September). *Training novice teachers in implementing a task-based approach: Benefits and challenges*. Paper presented at the 2nd International Conference on Task-Based Language Teaching. Honolulu, HI.

(2005, August). *Moving first-year language instruction online: The hidden effects on student learning*. Paper presented at the EuroCALL Conference, Cracow, Poland.

(2003, November). *GOLDEN German Teacher Training Online*. Paper presented at the American Council of Foreign Language Teachers Conference, Philadelphia, PA.

(2003, October). *Inside the elementary University of Washington language classroom*. Paper presented at Washington Association of Foreign Language Teachers Conference. Wenatchee, WA.

(2002, March). *Students' attitudes and perception of learning: A comparative study of a web- and classroom-based language course*. Paper presented at the CALICO Conference. Davis, CA.

(1999, November). *On training TAs: Do we know how they like to be trained?* Paper presented at the American Council of Foreign Language Teachers Conference, Dallas, TX.

(2000, November). *Instructional planning. GOING THE DISTANCE: On-line Training Course for Teachers of German*. Paper presented at the American Council of Foreign Language Teachers Conference, Boston, MA.

(1996, November). *TA training in foreign languages: Learning from students' perceptions*. Paper presented at the American Council of Foreign Language Teachers Conference, Philadelphia, PA.

(1994, March). *Assessing students' use of feedback strategies*. Paper presented at the annual meeting of the Computer Assisted Language Learning and Instruction Consortium, Flagstaff, AR.

(1993, November). *Computer-assisted reading: Integrating pre- and post-reading strategies for better comprehension*. Paper presented at the American Council of Foreign Language Teachers Conference, San Antonio, TX.

(1990, March). *Foreign language instruction using HyperCard*. Paper presented at the South Central Small College Computing Conference, Austin, TX.

(1990, March). *HyperCard solutions to problems in teaching sound perception and production: An integrated approach*. Paper presented at the Computer Assisted Language Learning and Instruction Consortium. Baltimore.

(1990, October). *Teaching German pronunciation: A HyperCard application*. Paper presented at the annual meeting of the South Central Modern Language Association Conference, San Antonio, TX.

(1989, December). *The German pronunciation tutor*. Paper presented at the Modern Language Association Conference, Washington, DC.

(1989, November). *Developing communicative skills through radio plays and short stories*. Paper presented at the American Association of Teachers of German Conference, Boston, MA.

(1988, March). *Teaching ESL in Taiwan*. Paper presented at the TexTesol 3rd Convention. Austin.

Invited Presentations/Workshops

(2011, April). *Instructional Sequencing and Task Design*. National Taiwan University, Taipei, Taiwan.

(2010, March). *Roundtable on Asian language textbook development*. Paper presented at the University of Washington, Seattle, WA.

(2009, March). *Maximizing learner engagement through task application*, Air Force Academy, Colorado Springs.

(2009, March). *Are you ready to Moodle? Using Moodle in Language Learning*, Air Force Academy, Colorado Springs.

- (2006, June). Workshop on *Communicative language teaching and task-based instruction*. Bangla Summer Institute. Independent University of Bangladesh, Dhaka.
- (2005, September). *The effective use of PowerPoint in the language classroom*. Paper presented at the Kansas AATG (American Association of Teachers of German). Baldwin, KA.
- (2005, March). *Language carriers in Second Language Acquisition and Applied Linguistics*. Panel Discussion. WAFLT Spring Regional, Bellingham, WA.
- (2004, January). *Oral Proficiency Testing in the Language Classroom*. Liberty High School, Issaquah School District, WA.
- (2004, April). *Developing Goals, Objectives and Learning Outcomes*. Paper presented at the UW Large Lecture Collegium. Pack Forest, WA.
- (2003, March). *Students' attitudes and perception of learning: A comparative study of a web- and classroom-based language course*. Paper presented at the Language Learning & Teaching Symposium at WSU, Pullman, WA.
- (2001, October). Taking Language Instruction Online: Progress or Demise? Paper presented at the Washington Association of Foreign Language Teachers Conference, Pasco, WA.
- (2001, February). *From principal method to methods based on principles*. Paper presented at the in-service day for the Shoreline School District. Seattle, WA.
- (2001, January). *The development of the instructional planning course*. Paper presented at the Author Workshop. The Goethe Institute, Washington, DC.
- (2000, April). Workshop on *Review of TA training program*, University of Pennsylvania, Philadelphia, PA.
- (1999, March). Workshop on *TA training in action: Development through assessment and feedback*, University of Pennsylvania, Philadelphia, PA.
- (1996, November). Panelist, Roundtable discussion of *Bringing faculty work to the Agora language marketplace*, at the American Council of Foreign Language Teachers Conference, Philadelphia, PA.
- (1996, November). *The cognitive benefits of learning a foreign language at an early age*. Paper presented at the annual parents meeting at Bennett Elementary School. Bellevue, WA.
- (1995, May). Panelist, Roundtable Discussion of *What do Tamil, O. J., and computers have in common?* at the University of Washington, Seattle, WA.
- (1994, March). *LET'S TALK! Communication exercises for German*. Software demonstrated at the annual meeting of the Computer Assisted Language Learning and Instruction Consortium. Flagstaff, AR.
- (1994, May). Workshop on *Developing Oral Achievement Tests*, Kitsap School District, Silverdale, WA.
- (1994, June). *Faculty multimedia projects*. Software demonstrated at the University of Washington, Seattle, WA.
- (1994, October). Workshop on *Oral Testing in Language Teaching*, Kitsap School District, Silverdale, WA.
- (1994, October). *'Röda Rummet' An interactive reading program*. Paper presented at the annual meeting of the Swedish Teachers' Conference, Seattle, WA.
- (1993, September). *The use of German language learning software in the classroom*. Paper presented at the annual meeting of the American Association of Teachers of German in Washington, Hyak, WA.
- (1992, February). *Communicative CALL for the Macintosh: Beyond drill and practice*. Paper presented at the Computer Assisted Language Learning and Instruction Consortium, Monterey, CA.
- (1989, July). *The Macintosh: A grammar tutor?* Paper presented at The German Summer School of Taos, NM, Taos, NM.

SELECTED WORKS CITED IN:

- Lyddon, P. A., & Sydorenko, T. (2008). Assessing Distance Language Learning. In Goertler, S. & Wine, P. (Eds.) *Opening Doors through Distance Language Education: Principles, Perspectives, and Practices* (pp. 109-127). CALICO Monograph Series, Vol. 7, San Marcos, TX: CALICO, (cited on p. 110).

- Chun, D. (2006). CALL technologies for L2 reading. In Arnold, N., & Ducate, L. (Eds.). *Calling on CALL: From theory and research to new directions in foreign language teaching* (pp. 69-98). CALICO Monograph Series, Vol. 5, San Marcos, TX: CALICO, (cited on p. 71, 87, 92).
- Luke, C. (2006). Situating CALL in the broader methodological context of foreign language teaching and learning: Promises and possibilities. In Arnold, N., & Ducate, L. (Eds.). *Calling on CALL: From theory and research to new directions in foreign language teaching* (pp. 21-41). CALICO Monograph Series, Vol. 5, San Marcos, TX: CALICO, (cited on p. 27).
- Heift, T. (2004). Corrective feedback and learner uptake in CALL. *ReCALL 16* (2), (cited on p. 425).
- Smith, C. D., & King, P. E. (2004). Student Feedback Sensitivity and the Efficacy of Feedback Interventions in public speaking. *Communication Education, 53*, (3), (cited on p. 204).
- Al-Mekhlafi, A. (2004). The Internet and EFL teaching: The reactions of UAE secondary school English language teachers. *Journal of Language and Learning. 2* (2), (cited on p. 89).
- Greenfield, R., (2003). Collaborative E-mail exchange for teaching secondary ESL: A case study in Hong Kong. *Language Learning & Technology, 7*, (1), (cited on p. 2).
- Brantmeier, C., (2003). Technology and second language reading at the university level: Informed instructors' perceptions. *The Reading Matrix, 3* (3), (cited on p. 70).
- Dreyer, C., & Nel, C. (2003). Teaching reading strategies and reading comprehension within a technology-enhanced learning environment. *System, 31*(3), (cited on p. 2).
- Duquette, L. (2001). Analyse de données en apprentissage d'une L2 en situation d'autonomie dans un environnement multimedia. *Apprentissage des Langues et Systèmes d'Information et de Communication, 5*, (1), (cited on p. 36).
- Adair-Hauck, B., L. Willingham-McLain, & B. E. Youngs. (2000). Evaluating the integration of technology in second language learning. *CALICO Journal, 17*, 2, (cited on p. 270).
- Pujolà, A. (2001). Did CALL feedback feed back? Researching learners' use of feedback - *ReCALL, 13* (1), (cited on pp. 80, 81).
- Shrum, L. J., & Glisan, E. W. (2000). *Teacher's Handbook* (2nd ed). Boston: Heinle & Heinle Publishers, (cited on pp. 337-339).
- Schulz, R. A. (2001). Cultural Differences in Student and Teacher Perceptions Concerning the Role of Grammar Instruction and Corrective Feedback: USA-Colombia. *The Modern Language Journal, 85* (2), (cited on p. 255).
- Brett, P. (1998). Using multimedia: A descriptive investigation of incidental language learning *Computer Assisted Language Learning, 11*(2), (cited on p. 183).
- Nutta, J. (1998). Is computer-Based Grammar Instruction as Effective as Teacher-Directed Grammar Instruction for Teaching L2 Structures? *CALICO Journal, 16*, 1, (cited on p. 50).
- Blake, R. (1998). The Role of Technology in Second Language Learning. In H. Byrnes (Ed.) *Learning Foreign and Second Languages. New York: The Modern Language Association of America*, (cited on pp. 215, 229, 230).
- Winslow, R. (1997, July 10). How Language is Stored in Brain Depends on Age. *The Wall Street Journal*, B1.
- Richard-Amato, P. (1996). *Making it Happen. Interaction in the Second Language Classroom. From Theory to Practice*. White Plains, NY: Addison-Wesley Publishing Group, (cited on p. 289).
- Colón, A. (1996, April 28). Parlez-vous CD-Rom? *The Seattle Times*, C3.
- Armstrong, K., & Yetter-Vassot, C. (1994). Transforming Teaching through Technology. *Foreign Language Annals, 27*, (cited on p. 477).
- Shrum, L. J., & Glisan, E. W. (1994). *Teacher's Handbook*. Boston: Heinle & Heinle Publishers, (cited on pp. 262; 266-267).
- Cononelos, T., & Oliva, M. (1993). Using Computer Networks to Enhance Foreign Language/ Culture Education. *Foreign Language Annals, 26* (4), (cited on p. 528).
- Nicholas, M., & Toporski, N. (1993). Developing 'The Critic's Corner': Computer-Assisted Language Learning for Upper-Level Russian Students. *Foreign Language Annals, 26* (4), (cited on p. 470).

Fraser, C. (1993). What is technology really doing for language teaching and learning? *Die Unterrichtspraxis/Teaching German*, 26, (cited on p. 127).

PROFESSIONAL OFFICES/AWARDS/SERVICE

Offices

President, SIG Software Development, Computer Assisted Language Learning and Instruction Consortium, 1993 - 1994.

1994 EDUCOM Higher Education Software Awards: Finalist for Languages, 1994.

Vice President, SIG Software Development, Computer Assisted Language Learning and Instruction Consortium, 1992 - 1993.

Vice President, FLECSA (Foreign Language Education Center Student Association), University of Texas, Austin, 1987 - 1988.

Public Relations Officer, FLECSA, University of Texas, Austin, 1986 - 1987.

University of Texas Professional Development Award, 1989 - 1990.

Awards

Competitive Scholarship (tuition waver) from the University of Texas, Austin, 1985 - 1987.

Editorial Boards

2008 - present. *Language Learning & Technology*

2004 - present. e-FLT (Electronic Journal of Foreign Language Teaching)

Editorial Reader

2010 - present. *Language Learning*

2004 - present. *e-FLT* (Electronic Journal of Foreign Language Teaching)

2004 - present. *Die Unterrichtspraxis*

1999 - present. *Language Learning & Technology*

1997 - present. *The Modern Language Journal*

1997. *JOLIB*

1994 - present *CALICO* Journal

Publisher Reviews

2011. *Mittendrin*. Pearson Prentice Hall

2011. *Kaleidoskop*. Houghton Mifflin

2011. *Deutsch heute!* Cengage Learning

2011. *Kontakte!* McGraw-Hill Company

2011. *Welten!* Heinle & Heinle

2010. *Immer Weiter!* Pearson Prentice Hall

2000. *Deutsch im Berufsalltag*. Hartcourt Publishers

1993. *Wendepunkte*. Heinle & Heinle

1990. Software for *Deutsch Zusammen*. Macmillan Publishing Company

1989. *The German Tense Tutor*. The Hyperglot Software Company

UW COMMITTEES/DUTIES/SERVICE

Member. *Localization Committee*. Department of Germanics. 2011- present.

Member. *Web Design Committee*. Department of Germanics. 2011- present.

Member. *Graduate Student Admissions Committee*. Department of Germanics. 2009 - present.

Co-chair. *Steering Committee*. Language Teaching Certificate. 2009 - 2010.

Member. *Field Committee on Teacher Preparation*, 2008 - 2009.
Chair. *Language Board*, University of Washington, 2001 - 2008.
Member. *Advisory Board*, Language Learning Center, University of Washington, 2001 – 2008.
Member. *Advisory Board*, University of Washington Certificate Program in Software Localization, 2001 – 2005.
Member. *Outstanding TA Committee*, Department of Scandinavian Studies, 1998 - 2000.
Principal member (with Julia Herschensohn and Paul Aoki), *Language Mission Project* (collaborative effort of the Association of American Colleges and the National Foreign Language Center). 1996 - 1998.
Member. *Collegial Evaluation Committee*, Department of Scandinavian Studies, 1997 - 1999.
Member (ex officio). *Language Center Board*, 1995 - 2000.
Member. *Admissions Committee*, Teacher Education Program, College of Education, 1996 - 2000.
Chair. *Foreign Languages Field Studies Committee*, 1994 - present, Member, 1992 - 1993.
Member. *Applied Linguistics Committee*, 1995 - 2000.
Member, *Language Steering Committee*, 1993 - 1994.
Member. *Curriculum Development Committee*, Secondary Teacher Education Program, College of Education, 1993 - 1994.
Member. *Language Task Force*, College of Arts & Sciences, 1992 - 1993.

Graduate Students Supervised

Ph.D. Degrees

A. Chair/Co-chair

Jason Hendryx, Curriculum Instruction, 2008.

Ph.D. Exam Committees

Veronika Egorova, Department of Slavic Languages & Literature, 2007.

Lisa Frumkes, Department of Slavic Languages & Literature, 1994.

Joseph Kautz, Department of Slavic Languages & Literature, 1994.

Master of Arts Degrees

A. Chair

Mall Pesti, Department of Scandinavian Studies, 2005.

Diana Pullido, Romance Linguistics, 1995.

B. MA Exam Committee

Veronika Egorova, Department of Slavic Languages & Literature, 2005.

Nicole Miller, Romance Linguistics, 1995.

Ellen Rees, Department of Scandinavian Languages & Literature, 1991.

Graduate Students' Projects Supervised at the Teacher Education Program

Joelle Jay, Teacher Education Program, 1998 - 1999.

Graduate Students' Projects Supervised at the LLC

Hörverständnis Übungen (S. Clagg from Germanics), 1996 - 1997.

Röda Rummet (G. Howard, C. Beckmann, A. Sonnerup from Scandinavian Languages & Literature), 1993 - 1996.

The Chinese PINYIN Tutor (Q. Yang, C. DeLucia from Asian Languages & Literature), 1993 - 1996.

Russian Poetry Reader: "Blok's Russia" (D. Graber from Slavic Languages & Literature), 1994 - 1995.

Russian Number Tutor (J. Kautz from Slavic Languages & Literature), 1993 - 1994.

Ernst Barlach (E. Andree from Germanics), 1992 - 1993.

Community Service

Member, *Advisory Committee*, John Stanford International School, 1999 - 2002.

Member; Subcommittee of The Higher Education Coordinating Board on Admission Standards for Language Learning for the State of Washington, 1997 - 1999.

Paper presented on *Necessary Changes in Teacher Training Requirements and Certification/ Endorsement Implementations* to the Commission on Student Learning (WA K-12 Education Reform Commission). Tukwila, April 17, 1995.

Written report on *World Language Research* submitted to the Commission on Student Learning. (WA K-12 Education Reform Commission). Olympia, April 17, 1995.

LANGUAGES

Native:	German
Near-native fluency:	English
Intermediate	Spanish
Reading knowledge:	French, Italian
Beginning knowledge:	Chinese

PROFESSIONAL AFFILIATIONS

AATG (American Association of Teachers of German)

AAUSC (American Association of University Supervisors, Coordinators, and Directors of Foreign Language Programs)

CALICO (Computer Assisted Language Learning Consortium)