

1 University of New Mexico MSC03 2100  
Albuquerque, NM 87131

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**EDUCATIONAL HISTORY**

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- Ph.D. University of Minnesota, May 2008  
9 Pleasant St. SE, 51 Folwell Hall, Minneapolis, MN 55455  
Hispanic Linguistics  
Areas of Specialization: Second Language Acquisition, Computer-Assisted Language Learning (CALL), Interlanguage Pragmatic Development  
Graduate Certificate in School Technology Leadership
- Dissertation Title: A Dynamic Approach to Social Interaction: Synthetic Immersive Environments and Spanish Pragmatics
- Advisors: Professor Carol A. Klee, Department of Spanish and Portuguese, University of Minnesota  
Professor Andrew D. Cohen, Institute of Linguistics, ESL, and Slavic Languages, University of Minnesota
- M.A. Arizona State University, May 2004.  
Areas of Specialization: Second Language Acquisition, Computer-Assisted Language Learning (CALL), Pragmatics
- B.A. California Lutheran University, May 2001.  
Spanish-Summa Cum Laude  
International Studies-Summa Cum Laude

**EMPLOYMENT HISTORY – PRINCIPAL POSITIONS**

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- August 2008-present **Assistant Professor**, Department of Spanish and Portuguese,  
University of New Mexico  
1 University of New Mexico  
MSC03 2100  
Albuquerque, NM 87131-0001
- August 2006-May 2008 **Graduate Instructor**, Department of Spanish and Portuguese,  
University of Minnesota  
9 Pleasant St. SE, 51 Folwell Hall  
Minneapolis, MN 55455

- August 2005-  
August 2006      **Research Assistant**, The Center for Advanced Research in Language Acquisition (CARLA), University of Minnesota  
140 University International Center  
331 17th Ave SE  
Minneapolis, MN 55414
- August 2004-May  
2005      **Intermediate Spanish Level Coordinator, Spanish Lecturer**, Department of Languages and Literatures, Arizona State University  
P.O. Box 870202  
Tempe, AZ 85287-0202
- August 2001-May  
2004      **Assistant to Section Coordinator**, Department of Languages and Literatures, Arizona State University  
P.O. Box 870202  
Tempe, AZ 85287-0202
- August 2001-May  
2004      **Teaching Assistant**, Department of Languages and Literatures, Arizona State University  
P.O. Box 870202  
Tempe, AZ 85287-0202

#### **EDUCATIONAL HISTORY – CONCURRENT, TEMPORARY, VISITING**

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- Summer 2007 –  
2009      **Educational Testing Services Advanced Placement Grader**, Spanish San Antonio, TX, Spanish Writing  
P.O. Box 6080  
Princeton, N.J. 08543-4912
- December 2004-  
July 2005      **Assistant Onsite Director and Instructor Supervisor**, Mexico Summer Program, Arizona State University Summer Study Abroad Programs  
P.O. Box 870202  
Tempe, AZ 85287-0202
- June 2002-July  
2004      **Correspondence Course Instructor**, Department of Languages and Literatures, Distance Learning, Arizona State University  
P.O. Box 870202  
Tempe, AZ 85287-0202
- January 2003-  
December 2003      **Spanish Language Instructor and Consultant**, Maricopa County Employee Training Center and Clinic for the Homeless, Phoenix, AZ  
Elementary Spanish for Clinicians

August 2003-  
December 2003

**Graduate Course Intern**, Technology in the Foreign Language  
Classroom, Department of Languages and Literatures,  
Arizona State University  
FLA598-Technology in the Foreign Language Classroom  
P.O. Box 870202  
Tempe, AZ 85287-0202

## **PROFESSIONAL RECOGNITION**

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2009-2010 New Faculty of the Year Nominee, University of New Mexico

2008 CALICO Graduate Student of the Year

2007 Article of the Year, CALICO Journal (co-authors, Barbara A. Lafford and Peter Lafford); Awarded 2008

Spanish Linguistics Student Award, Arizona State University, 2004.

Award for the Improvement of Language Teaching, Grant to create computer-based composition evaluation measures, 2003, Arizona State University.

Award for the Improvement of Language Teaching, Grant to create computer-based materials to accompany SPA 101 & SPA 111, 2003, Arizona State University.

Gail Gunterman Award for Teaching Excellence, Awarded annually to the best teaching assistant of the year, 2002, Arizona State University.

Member of Sigma Delta Phi, Spanish Honor Society, 2000-present.

## **DESCRIPTION OF RESEARCH, TEACHING, AND SERVICE INTERESTS**

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### *Research*

My research efforts are dedicated to the use of emerging technologies for Second Language Acquisition, with a focus on digital gaming and the learning of intercultural pragmatics. First, I seek to contribute to an ongoing mission of providing language learners with meaningful, relevant intercultural experiences, a task very difficult in the foreign language classroom. Second, I hope to gain a comprehensive understanding of the best practices for the design and implementation of innovative materials for language learning. As a result, my research addresses both theoretical matters as well as practical implementation issues. One of my ongoing research projects, addresses the development and use of a synthetic immersive gaming environment for learning Spanish - *Croquelandia*. I am currently working with a data set including 120 hours of in-game play data, pre and posttests, one-on-one interviews, and in-class presentations. The objective of this project is to arrive at a greater understanding of the implications for design, content, evaluation, teacher training, and expansion of this emerging collaborative platform for language learning curricula. Most recently, I have been collaborating with a colleague at UNM on a project addressing the design and implementation of the first place-based, augmented reality mobile game for learning Spanish - *Mentira*. (<http://www.mentira.org>). We focus on researching best practices for place-based mobile games in language learning. Our data set includes field recordings, gameplay data, one-on-one interviews, and survey data. This allows us to investigate topics such as ideal feedback types, implementation of field experiences in language classes, and mobile game design.

### *Teaching*

My teaching responsibilities consist of my courses and advisement and coordination of the Spanish as a Second Language Program. I strive to actively engage students in their own learning process. I also aim to synthesize my research and teaching practices through the meaningful use of technology in the classroom. As evidenced through my IDEA evaluations, students are excited to take my courses and find them to be challenging, thought-provoking, and dynamic. I am also the Coordinator of the Spanish as a Second Language Program (SSL). In this capacity, I am responsible for Beginning and Intermediate Spanish courses. In addition to serving the 2500 students enrolled in these courses, my coordination duties include the supervision of 35-40 Graduate Teaching Assistants.

### *Service*

I have served on four Departmental Committees – Undergraduate Committee, Hispanic Linguistics Search Committee, Website Improvement Committee, and the Graduate Student Selection Committee. At the College level, I have worked as a Faculty Liaison for Distance Education and on the Language Lab Director Search Committee. At the university level, I serve on the Teaching Enhancement Committee and am currently serving as the Chair of the Teaching Allocations Grant Committee. Outside of the university, I sit on the editorial board for the *Theory and Practice in Language Studies* journal, serve as a reviewer for five journals and as a reviewer for edited chapters as needed. I also serve as the co-chair of the CMC Special Interest Group for CALICO and also served as Track Chair for the 2010 Latin American Studies Association conference.

## SCHOLARLY ACHIEVEMENTS

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### *Articles in Refereed Journals*

2010. Sykes, J. (In)Commensurable Discourse: Researchers and Practitioners Bring Pragmatics to the Language Learning. Viewpoints Article. *Studies in Hispanic and Lusophone Linguistics*, 253-263. [invited]
2009. Thorne, S., Black, R., & Sykes, J. Second Language Use, Socialization, and Learning in Internet Interest Communities and Online Games. *Modern Language Journal*, 93, 802-821.
2009. Mack, S. & Sykes, J. *¡Qué feíto estás tú también, cariño!*: A Comparison of the Response to the Use of 'Positive' Irony for Complimenting in Peninsular and Mexican Spanish. *Studies in Hispanic and Lusophone Linguistics*, 2, 305-346.
2008. Sykes, J., Oskoz, A., & Thorne, S. Web 2.0, Synthetic Immersive Environments, and the Future of Language Education. *CALICO Journal*, 25(3), 528-546.
2008. Sykes, J. & Cohen, A.D. L2 Pragmatics: Six Principles for Online Materials Development and Implementation. *Acquisition of Japanese as a Second Language*, (11), 81-100. [invited]
2007. Lafford, B., Lafford, P., & Sykes, J. Entre dicho y hecho...: An Assessment of the Application of Second Language Acquisition and Related Research to the Creation of Spanish CALL materials. *CALICO Journal*, 24(3), 497-529. [Awarded CALICO Article of the Year, 2007]
2005. Sykes, J. Synchronous CMC and Pragmatic Development: Effects of Oral and Written Chat. *CALICO Journal*, 22(3), 399-431.
2004. Colina, S. & Sykes, J. Educating Parents in the Spanish-Speaking Community: A Look at Translated Educational Materials. *Bilingual Research Journal*, 28(3), 299-317.

### *Refereed Conference Proceedings*

2008. Sykes, J. & Cohen, A.D. Observed Learner Behavior, Reported Use, and Evaluation of a Website for Learning Spanish Pragmatics. In M. Bowles, R. Foote, and S. Perpiñán (Eds.). 2007 Second Language Research Forum Conference Proceedings, Cascadilla Press, 144-157.

**Articles Appearing as Chapters in Edited Volumes**  
 (\* denotes refereed chapter)

- \*2010. Sykes, J. Multi-user Virtual Environments: User-Driven Design and Implementation for Language Learning. In G. Vicenti & J. Braman *Teaching Through Multi-user Virtual Environments: Applying Dynamic Elements to the Modern Classroom*.
2010. Sykes, J., Reinhardt, J., & Thorne, S.L. Multiplayer Digital Games as Sites for Research and Practice. In F. Hult (Ed.) *Directions and Prospects for Educational Linguistics*. New York: Springer, 117-136.
- \*2009. Sykes, J. Learner Requests in Spanish: Examining the Potential of Multiuser Virtual Environments for L2 Pragmatic Acquisition. In L. Lomika and G. Lord (Eds.) *The Second Generation: Online collaboration and social networking in CALL, 2009 CALICO Monograph*, 199-234.
2008. Sykes, J. & Cohen, A.D. Learner Perception and Strategies for Pragmatic Acquisition: A Glimpse into the Future of Online Self-Access Materials. In *Language and Linguistics: Emerging Trends Volume*, Frank Columbus (Ed.), NOVA Publications, 99-135.

**Other Writings**

- Accepted (forthcoming, 2011). Sykes, J. Synthetic immersive environments and second language pragmatic development. In *The Encyclopedia of Applied Linguistics*, Carol Chapelle (Ed.), Wiley Blackwell. (refereed encyclopedia entry)
- Accepted (forthcoming, 2011). Sykes, J. Review of Lee Abraham & Lawrence Williams (eds.) (2009). *Electronic Discourse in Language Learning and Language Teaching*. Philadelphia: John Benjamins, Pp. V, 346. ISBN 978-90-272-1988-6, hardbound; 978-90-272-9055-7, e-book. *Modern Language Journal*.
2010. Cohen, A. D. & Sykes, J. M. Language-learner strategies and their effect on speech act performance. *Applied Linguistics Forum*, 30(1). [http://www.tesol.org/s\\_tesol/article.asp?vid=142&DID=13196&sid=1&cid=695&iid=13190&nid=2857](http://www.tesol.org/s_tesol/article.asp?vid=142&DID=13196&sid=1&cid=695&iid=13190&nid=2857)

2010. Sykes, J. Review of Eva Alarcón-Soler (ed.) (2008). *Learning How to Request in an Instructed Language Learning Context*. Berlin, Peter Lang. Pp. 260, ISBN 978-3-03911-601-0. *Modern Language Journal*.
2007. Sykes, J. and C. Klee. Review of María Elena Placencia and Carmen García (eds.) (2007). *Research on Politeness in the Spanish-Speaking World*. Mahwah, New Jersey, Lawrence Erlbaum Associates, Publishers. Pp. v + 442. ISBN 0-8058-5227-1, *Sociolinguistic Studies*, 1, 3.

### ***Digital Media Publications***

- Mentira*, a Mobile, Place-Based, Augmented Reality Game for Learning Spanish. Co-authored with Christopher Holden. <http://www.mentira.org>
- Croquelandia*, a Synthetic Immersive Gaming Environment for Learning Spanish, University of Minnesota. <https://sites.google.com/site/croquelandia/>
- Dancing With Words: A Website for Learning Spanish Pragmatics. Co-authored with Andrew D. Cohen. University of Minnesota. [http://www.carla.umn.edu/speechacts/sp\\_pragmatics/home.html](http://www.carla.umn.edu/speechacts/sp_pragmatics/home.html)

### ***Works in Progress***

#### ***Books***

##### **Accepted for publication:**

- Sykes, J. & Reinhardt, J. (under contract). Possible Futures: How Digital Games Can Inform, Enhance, and Transform Foreign Language Teaching. Series on Theory And Practice In Second Language Classroom Instruction, J. Liskin-Gasparro & M. Lacorte, series eds. Pearson-Prentice Hall.

- Koike, D., Klee, C., Lacorte, M., Mayberry, M., Sykes, J., & Pearson, L. (under contract), forthcoming August 2012). First year Spanish Book and Program. New York: Pearson, Inc.

#### ***Articles***

##### **Accepted for publication:**

- Holden, C. & Sykes, J. (accepted 9/2010, to appear 2011). Leveraging mobile games for place-based language learning. *International Journal of Game-based Learning*.

##### **Submitted for publication:**

- Sykes, J. & Holden, C. (invited, submitted 8/2010). Communities: Exploring digital games and social networking. In L. Ducate and N. Arnold, *CALICO Monograph 2011*.

Cohen, A. & Sykes, J. (submitted 8/2010). Strategy-based learning of pragmatics: An example of language learning for intercultural competence. In F. Dervin and A. Liddicoat, *Linguistics for Intercultural Education in Language Learning and Teaching*.

Sykes, J. (invited, submitted 8/2009). Digital Games and Second Language Pragmatic Acquisition. In *Topics in Japanese SLA* (preliminary title), Kazumi Hatasa (Ed.).

**In preparation:**

Holden, C. & Sykes, J. (proposal accepted, 9/2010). Digital games and qualitative learner corpora. In V. Hasko, Special Issue in *International Journal of Corpus Linguistics*.

Reinhardt, J. & Sykes, J. (proposal accepted, 9/2010). Conceptualizing digital game-mediated language learning and teaching: game-based, game-enhanced, and game-informed research and practice. In H. Reinders *Computer Games in Language Learning and Teaching*.

Sykes, J. (invited, proposal accepted 7/2010). TBLT and Synthetic Immersive Environments: Design, Assessment, and Transfer. In *Technology and tasks: Exploring technology-mediated TBLT*, Marta Gonzalez Lloret and Lourdes Ortega (Eds.)

**PRESENTATIONS – INVITED AND/OR REFEREED**

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***Invited***

SLAT Interdisciplinary Roundtable, Invited Keynote Speaker. University of Arizona, Tucson, AZ, to present February 2011.

PEO Scholar's Award: Intercultural Education and Technology. Invited Scholar's Award Representative, PEO New Mexico State Convention, Albuquerque, NM, April 2010.

To Play or Not to Play: Digital Games and Language Learning. Invited Speaker, University of Colorado – Boulder. February 2010.

Realms of Possibility: Understanding the Role of Multiuser Virtual Environments in Foreign Language Curricula. Electronic Roundtable: Virtual Worlds and Pedagogy. Modern Language Association, Philadelphia, Pennsylvania. December 2009.

Tomorrow and Beyond: A Top “Ten” List of Technologies in Language Learning. Pearson World Languages Symposium, California State University – Long Beach, March, 2009.

Interlanguage Pragmatics, Multiuser Environments, and Language Learning: Helping Learners Help Themselves. Invited Speaker, Department of Linguistics Colloquia, University of New Mexico, October, 2008.

The Secret of My (Simulated) Success. Invited TEL Grant Panel Participant. TEL Seminar, University of Minnesota, February 2008.

*Croquelandia*: A Synthetic Immersive Environment to Enhance Intercultural Communication. Invited Participant. Neighborhoods in Cyberspace Symposium, University of Minnesota, February, 2008.

PEO Scholar’s Award: Dynamic Interaction, Immersion, and Innovation. Invited Scholar’s Award Representative, PEO Colorado State Convention, Breckenridge, CO, June 2007.

### *Refereed*

A Framework for Evaluating Digital Game-Mediated Language Learning. With Jonathon Reinhardt. 16<sup>th</sup> World Congress of Applied Linguistics (AILA), Beijing, China, accepted for presentation August, 2011.

Exploring parallels in L2 learning activity and digital game design. With Jonathon Reinhardt. American Association for Applied Linguistics (AAAL), Chicago, IL, accepted for presentation March 2011

Virtual Environments for Cultural Learning. Panel presentation with Amy Ogan and Chad Lane. Second International Conference on the Development and Assessment of Intercultural Competence. Accepted for presentation, University of Arizona, Tucson, Arizona, January 2010.

Place-Based Mobile Games for Language Acquisition: Engaging Learners as Designers. With Chris Holden. EDUCAUSE Learning Initiative (ELI) 2010 Annual Meeting, Austin, TX, January 2010.

Innovative Technologies and L2 Curricula: Immersive Gaming and Mobile Environments. 43rd Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). San Diego, CA, November 2009.

Triangulating Evaluation: Learning More through a Comparison of Perception and Outcome Data. American Association of Teachers of Spanish and Portuguese AATSP, Albuquerque, NM, July 2009.

It's a Beautiful Day in the Neighborhood: Developing Place-Based, Augmented Reality Games for Language Learning. With Christopher L. Holden, Games, Learning, and Society 5.0, Madison, WI, presentation June 2009.

From the Virtual World to the Real World: An Interdisciplinary Approach to Pragmatic Development and Study Abroad. With Rachel Shively. American Association of Applied Linguistics (AAAL). Denver, CO, March 2009.

Putting CMC Into Practice. With Senta Goertler, Computer Assisted Language Instruction Consortium (CALICO), Phoenix, AZ, March 2009.

Virtual Worlds for Newbies: An Introduction to Life, Living, and Teaching in Virtual Environments. With Steve L. Thorne & Randall Sadler, Computer Assisted Language Instruction Consortium (CALICO), Phoenix, AZ, March 2009.

Digital Immersion: Applications of Collaborative Gaming Spaces in Language Education. Accepted for presentation at the 42<sup>nd</sup> Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL, November, 2008.

Online Learner Strategies Instruction and Virtual Assessment in Spanish Pragmatics: Does it Work? With Andrew D. Cohen. American Association for Applied Linguistics (AAAL), Washington, DC, March 2008.

Synthetic Immersive Environments & Spanish Pragmatics: Dynamic CMC. Computer Assisted Language Instruction Consortium (CALICO), San Francisco, CA, March 2008.

Making the Unconventional Conventional: Examining the Roles of Emerging Digital Media in Language Learning. With Steve L. Thorne. Computer Assisted Language Instruction Consortium (CALICO), San Francisco, CA, accepted for presentation March 2008.

*Croquelandia*: Helping Learners Develop Authentic Intercultural Communication Skills in a Synthetic World. With Liz Wendland and Peter Moore, EDUCAUSE Learning Initiative (ELI) 2008 Annual Meeting, San Antonio, TX, January 2008.

Maximizing Learner Strategies to Enhance Pragmatic Development: An Online Illustration. With Andrew D. Cohen. 41st Annual Meeting and Exposition,

American Council on the Teaching of Foreign Languages (ACTFL). San Antonio, TX, November 2007.

Online Learning of Spanish Pragmatics: What Learners Do, How They Do It, and What They Think. With Andrew D. Cohen. 30<sup>th</sup> Annual Second Language Research Forum (SLRF 2007), Champaign-Urbana, IL, October 2007

Computer Mediated Communication and Language Learning: Endless Possibilities. Full-day workshop co-moderated with Peter Lafford. Computer Assisted Language Instruction Consortium (CALICO), Texas State University, San Marcos, TX, May 2007

*¡Qué feito estás tú también cariño!*: An e-DCT Comparison of Reactions to Positive Irony in Mexican and Peninsular Spanish. With Sara Mack, American Association for Applied Linguistics (AAAL), Costa Mesa, CA, April 2007.

Five Guidelines for Effective Integration of SMC in Learning Pragmatics. 17th International Conference on Pragmatics and Language Learning, University of Hawaii at Manoa, Honolulu, HI, March 2007.

Strategies, CMC, and Learning Pragmatics: An Empirical Evaluation of Effectiveness. With Andrew D. Cohen. 17th International Conference on Pragmatics and Language Learning, University of Hawaii at Manoa, Honolulu, HI, March 2007.

Virtual Interaction and Strategies Instruction: A Dynamic Approach to Interlanguage Development, 11<sup>th</sup> Graduate Symposium in Romance Languages, University of Minnesota, Minneapolis, MN, March, 2007.

Learning Spanish Speech Acts: The Creation of a Self-Access Website. With Andrew D. Cohen. 40th Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL), Nashville, TN, November 2006.

A Website Featuring Strategies for L2 Pragmatics: The Learning of Speech Acts in Spanish Made Easier. Presented with Andrew D. Cohen. CARLA Lunchtime Presentation Series, University of Minnesota, Minneapolis, MN, November 2006.

Effective Technology: Teaching Pragmatics with CALL. Presented with Andrew D. Cohen. MinneTESOL 2006, Minneapolis Community and Technical College, Minneapolis, MN, November 2006.

Pragmatic Evolution: An Examination of the Changing Politeness Perceptions of *Piropos* in Yucatan, Mexico. Hispanic Linguistics Symposium (HLS), University of Western-Ontario, London, Canada, October 2006.

Encouraging a Strategy-Based Approach to Learning Spanish Pragmatics: The Design and Learner Use of a Self-Access Website. Presented with Andrew D. Cohen. Fourth Annual Conference on Technology for Second Language Learning, University of Iowa, Aimes, IA, September 2006.

The Development and Evaluation of a Self-Access Website for Learning Spanish Speech Acts. With Andrew D. Cohen. American Association for Applied Linguistics (AAAL) and the Association Canadienne de Linguistique Appliquée/Canadian Association of Applied Linguistics (ACLA/CAAL) Conference, Montreal, Canada, June 2006.

Learning pragmatics: The Creation of a Self-access Website. With Andrew D. Cohen. Invited Workshop at the Annual Meeting of the National Association of Professors of Hebrew (NAPH), Minneapolis, MN, June 2006.

Minimizing Difficulties: Utilizing SCMC to Enhance Interlanguage Pragmatic Development. Computer Assisted Language Instruction Consortium (CALICO), University of Hawaii, Honolulu, HI, May 2006.

Planning, Production, and Process: A Practical Guide to FL Course Online Hybridization. Arizona Language Association (AZLA), Flagstaff, AZ, September 2004.

Pragmatic Adequacy and Translator Competence: What is Missing?. With Sonia Colina. 14<sup>th</sup> World Congress of Applied Linguistics (AILA), University of Wisconsin, Madison, July 2005.

Refusals of Invitations: L2 Pragmatic Development through Synchronous Computer Mediated Communication. 16th International Conference on Pragmatics and Language Learning, Indiana University, Bloomington, IN, 2005.

What to Say When: A Look at the Effects of Different Types of Synchronous CMC on Language Learners' Pragmatic Development. Computer Assisted Language Instruction Consortium (CALICO), Carnegie-Mellon University, Pittsburgh, PA, June 2004.

Entre dicho y hecho...: An assessment of the Application of Second Language Acquisition. Presented with Barbara A. Lafford and Peter Lafford. Computer Assisted Language Instruction Consortium (CALICO), Carnegie-Mellon University, Pittsburgh, PA, June 2004.

Oral or Written Chat? A Look at Pragmalinguistic Development in Spanish. Ninth Annual Spanish Graduate Student Symposium, Arizona State University, Tempe, AZ, April 2004.

Parental Education in the Spanish-speaking Community: A Look at LEP Guidelines and Translated Educational Materials. Presented with Sonia Colina. Language Minority Education Research Roundtable of Arizona (LMERRA), Arizona State University, Tempe, AZ, April 2004.

Attaining L2 Sociopragmatic Competence through the Use of Oral and Written Synchronous Computer Mediated Communication, Arizona State University, 10th Annual Graduate Linguistics/TESOL Symposium, Tempe, AZ, March 2004.

From Computers to the Classroom: A Practical and Realistic Guide to Creating Web-Based Activities and Assessments. Arizona Language Association (AZLA), Glendale, AZ, September 2003.

Formulae, Function and Form: A Look at Learners' Pragmatic Development Abroad, Eighth Annual Spanish Graduate Student Symposium, Arizona State University, Tempe, AZ, April 2003.

Formulae, Function and Form: A Poster Session Examining Pragmatic Development of Learners Studying Abroad. Second Language and Teaching (SLAT) Interdisciplinary Roundtable, University of Arizona, Tucson, AZ, March 2003]

## **RESEARCH FUNDING**

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Games to Teach, CERCLL

Principal Investigators: Jonathon Reinhardt and Julie M. Sykes

Federal Grant for Language Resource Center – CERCLL, University of Arizona  
2010- 2014, \$56,023, awarded September 2010.

Mobile Technologies for the Facilitation of Place-Based, Hands-On Learning

Principal Investigators: Julie M. Sykes, Christopher L. Holden

2008-2009 Interdisciplinary Research Allocation Committee Grant, University of  
New Mexico,  
2008-2009, \$9,526, awarded February 2009.

Enhancing Language Learning Through the Use of Mobile Technologies

Principal Investigator: Julie M. Sykes

2008 Teaching Enhancement Grant, University of New Mexico  
2008-2009, \$5,000.

TechNexus: Simulated Language Immersion, and Socially-Situated, Virtual  
Intercultural Communication and Interaction in Spanish

Principal Investigators: Julie M. Sykes, Mahmoud Sadrai

2007 Technology Enhanced Learning (TEL) Grant-Tier 2 Funding (Top Project  
Selected from TEL Grant Winners)  
Digital Media Center, University of Minnesota  
2007 – 2008, \$5,000

TechNexus: Simulated Language Immersion, and Socially-Situated, Virtual  
Intercultural Communication and Interaction in Spanish

Principal Investigators: Julie M. Sykes, Mahmoud Sadrai

2007 Technology Enhanced Learning (TEL) Grant  
Digital Media Center, University of Minnesota  
2007 – 2008, \$10,000

A Dynamic Approach to Social Interaction: Synthetic Immersive Environments &  
Spanish Pragmatics

Principal Investigator: Julie M. Sykes

P.E.O International Scholar's Program, P.E.O. International  
2007-2008, \$10,000

## TEACHING

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### *Doctoral Advisement*

Heather Mendoza, committee member, expected date of degree, May 2013  
 Adrienne Gonzales, chair, expected date of degree: May 2011  
 F. Manuel Burgos, committee member, expected date of degree: May 2011  
 Michelle Salazar, committee member, PhD awarded in May 2009

### *Masters Advisement*

Aubrey Healey, MA in progress, expected date of degree: May 2012  
 Daniel Abeyta, MA in progress, expected date of degree: May 2011  
 Linda Lemus, MA completed, August 2010  
 Leah Houle, MA completed May 2010  
 Sandra Cano, MA completed May 2010  
 Michael Heim, MA completed May 2010

### *Classroom Teaching*

#### University of New Mexico

2010, Fall, Research and Methods for Teaching Spanish; SPAN 541/549; 18  
 2010, Summer, Introduction to Hispanic Linguistics, SPAN 351/549; 17  
 2009; Fall; Spanish Pragmatics; SPAN 549; 12  
 2009; Fall; Research and Methods for Teaching Spanish; SPAN 541/549; 25  
 2009; Summer, Introduction to Hispanic Linguistics, SPAN 351/549; 21  
 2009; Spring; Technology, Discourse, and SLA; SPAN 549; 14  
 2008; Fall; Research and Methods for Teaching Spanish; SPAN 541; 18

#### University of Minnesota

2008; Spring; Spanish Sociolinguistics; SPAN 3704; 26  
 2007; Fall; Spanish Applied Linguistics; SPAN 3706; 26  
 2007; Summer; Intermediate Spanish; SPAN 1004; 26  
 2007; Spring; Introduction to Hispanic Linguistics; SPAN 3107; 26  
 2006; Fall; Introduction to Hispanic Linguistics; SPAN 3107; 26

#### Arizona State University

2005; Spring; Intermediate Spanish; SPAN 202; 28  
 2005; Spring; Intermediate Spanish; SPAN 201; 28  
 2005; Summer; Intermediate Spanish; SPAN 201 & 202; 11  
 2004; Fall; Intermediate Spanish Language; SPAN 202; 28  
 2004; Fall; Intermediate Spanish Language; SPAN 201; 28  
 2004; Spring; Intermediate Spanish Language; SPAN 201; 56  
 2004; Summer; Intermediate Spanish Language; SPAN 201; 28  
 2003; Fall; Intermediate Spanish Language; SPAN 202; 54  
 2003; Spring; Intensive Beginning Spanish Language; SPAN 111; 56  
 2002; Fall; Beginning Spanish Language; SPAN 102; 56

2002; Spring; Elementary Spanish; SPAN 101; 56  
2001; Fall; Elementary Spanish; SPAN 101; 56

### ***Curriculum Development or Teaching Administrative Positions***

Scholarly Teaching Faculty Learning Group, OSET, University of New Mexico, Fall 2009.

Coordinator, Spanish as a Second Language Program, Department of Spanish and Portuguese, University of New Mexico

Invited External Consultant, Seward Inc., 3-D Math Simulations Learning Expert. May 2008-present.

Invited Expert Consultant, New Media Language Education Group. External Advising Group for Middlebury-Monterey Language Academy, July 2007-present.

Independent Learning Courses, Arizona State University. Adaptation of On-campus courses to be used for Distance Learning, SPA 101, 102, 201, 202. 2003.

Computer-Based Activities for the Hybridization of SPA 101. SPA111, Arizona State University, 2003-2004 (transition from 5 days per week in the classroom to 3 days in the classroom with 2 online sessions per week

### **SERVICE**

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#### **Editorships**

Member, Editorial Board, Theory and Practice in Language Studies (TPLS) Journal, Academy Publisher, 2010-present.

#### **Reviewing for Journals**

Reviewer, CALL, 2010-present

Reviewer, CALICO, 2009-present

Reviewer, Language Learning, 2009-present

Reviewer, Language Learning and Technology, 2008-present

Reviewer, Modern Language Journal, 2007-present

Reviewer, edited volume chapters as requested

#### **Administrative Work with Professional Organizations**

Track Chair, Technology, Scholarly Resources, and Pedagogy, Latin American Studies Association (LASA) 2010, 2009-2010.

Computer-Mediated Communication Special Interest Group, CALICO, Co-chair, 2008-present.

**Administrative Work with University, College, and Department**

Chair, Teaching Allocations Subcommittee Grant, University of New Mexico, 2009-present.

Teaching Enhancement Committee, University of New Mexico, 2009-2010, 2010-2011.

Realms of Possibility: Games and Learning at UNM; Organizing Committee, 2008-2009.

Lab Director Search Committee, College of Arts and Sciences, University of New Mexico. 2010-2011.

Faculty Liaison, College of Arts and Sciences, University of New Mexico, December 2009-present.

Linguistics Faculty Search Committee, Department of Spanish and Portuguese, University of New Mexico, 2009-2010.

Undergraduate Committee; Department of Spanish and Portuguese, University of New Mexico, 2008-2009, 2009-2010, 2010-2011.

Graduate Student Selection Committee; Department of Spanish and Portuguese, University of New Mexico, 2008-2009; 2009-2010; 2010-2011