Curriculum Vitae

Lawrence Williams

Professor – Applied Linguistics/French
Department of World Languages, Literatures, and Cultures
University of North Texas

Professor	2015 – Present
Associate Professor	2009 – 2015
Assistant Professor	2003 – 2009

EDUCATION

- PhD in French (Program: Applied Linguistics)
  The Pennsylvania State University, 2003
- Master of Teaching English as a Second Language
  Arizona State University, 1997
- Master of Arts in French (Program: Translation)
  Arizona State University, 1996
- Bachelor of Arts (Concentrations: French, German, History)
  State University of New York (SUNY), 1993

Work In Progress

Williams, L. *Linguistic Landscape as a Tool for Exploring Cultures and Learning Languages.*

This book project articulates a model of cultural exploration and language learning that includes the use of linguistic landscape photos as an integral part of a curriculum informed by the multiliteracies framework of the New London Group from the perspective of Vygotskian sociocultural theory. I have collected data in several countries for this long-term project, which I anticipate completing during the next few years.

Eilderts, L., & Williams, L. *Linguistic Landscapes in Paris.*

This project includes a database of photos as an open educational resource as well as a series of reports including analysis and pedagogical materials. The reports explore language use in different parts of the city, with special focus on neighborhoods and other types of spaces that are used in various ways by a range of communities and groups. We also provide an analysis of memorials, monuments, and plaques as objects that serve as cultural symbols for commemoration, memorialization, and remembrance.

Najour, C., & Williams, L. *Linguistic Landscapes in Morocco: An Open Educational Resource for Learners, Teachers, and Researchers.*

We are currently organizing and categorizing our photos, which will become part of an online Open Educational Resource. Our corpus currently includes approximately 3,000 photos of language used in many different contexts in Morocco. Our fieldwork has focused primarily on Casablanca, Rabat, and Tangier, but we also have photos from other areas of the country. The primary languages in our photos are Arabic, English, and French.

Edited Volumes

Guikema, J. P., & Williams, L. (Eds.). (2014).
Digital literacies in foreign and second language education. 340 pages.
Computer-Assisted Language Instruction Consortium (CALICO) Monograph Series.
Editor-in-chief: Robert Fischer (Texas State University)

Abraham, L. B., & Williams, L. (Eds.). (2009). *Electronic discourse in language learning and language teaching*. Amsterdam: Benjamins. 346 pages.
Book series: Language Learning and Language Teaching
Series editors: Nina Spada (University of Toronto)
                Nelleke Van Deusen-Scholl (Yale University)

Edited Special Issues of Journals

van Compernolle, R. A., & Williams, L. (Eds.). (2013).
Sociocultural theory and second language pedagogy.
Language Teaching Research. Volume 17, Issue 3. 104 pages.
SAGE Publications, http://www.sagepub.com/journals.nav
Editors-in-chief: Gary Barkhuizen & Rod Ellis (University of Auckland, New Zealand)

Williams, L., & van Compernolle, R. A. (Eds.). (2012).
Computer-mediated discourse and interaction in second and foreign language learning
    and teaching. Volume 68, Issue 4. 106 pages.
Canadian Modern Language Review / Revue canadienne des langues vivantes.
University of Toronto Press, http://www.utpjournals.com/cmlr/
Editors-in-chief: Laura Collins (Concordia University)
                Danièle Moore (Simon Fraser University)

Articles (peer-reviewed)

Williams, L. (in preparation). Concept-driven instruction in a French curriculum: A case study. [≈10,000 words]

Blattner, G., & Williams, L. (2022). The variable use of diacritics in synchronous computer-mediated French discourse: Replication research. *Journal of French Language Studies, 32*(2)*,* 216-242. https://doi.org/10.1017/S0959269522000011 [≈10,112 words]

Douglass, K., & Williams, L. (2016). Expanding the *Comparisons* goal area of the French curriculum: Language variation in Canada and France. *French Review, 89,* 54-66. [≈4,850 words]

Williams, L., Abraham L. B., & Bostelmann, E. D. (2014). A discourse-based approach to CALL training and professional development. *Foreign Language Annals, 47,* 614-629. [≈8,275 words]

van Compernolle, R. A., & Williams, L. (2013). Group dynamics in the language classroom: Embodied participation as active reception in the collective ZPD. *Classroom Discourse, 4,* 42-62. Routledge. [≈9,812 words]

van Compernolle, R. A., & Williams, L. (2013). The effect of instruction on language learners' metasociolinguistic awareness: An empirical study with pedagogical implications. *System, 41,* 298-306. Elsevier. [≈5,038 words]

Williams, L., Abraham, L., & Negueruela-Azarola, E. (2013). Using Concept-Based Instruction in the L2 classroom: Perspectives from current and future language teachers. *Language Teaching Research, 17,* 363-381. [≈8,436 words]

van Compernolle, R. A., & Williams, L. (2012). Reconceptualizing sociolinguistic competence as mediated action: Identity, meaning-making, agency. *Modern Language Journal, 96,* 24-50. National Federation of Modern Language Teachers Associations: Wiley-Blackwell. [≈12,657 words]

van Compernolle, R. A., & Williams, L. (2012). Teaching, learning, and developing L2 French sociolinguistic competence: A sociocultural perspective. *Applied Linguistics, 33,* 184-205. Oxford University Press. [≈9,635 words]

van Compernolle, R. A., & Williams, L. (2012). Promoting sociolinguistic competence in the classroom Zone of Proximal Development. *Language Teaching Research, 16,* 1-22. Sage. [≈10,580 words]

Abraham, L. B., & Williams, L. (2011). Expanding discourse options through computer-mediated communication: Guiding learners toward autonomy. *Foreign Language Annals, 44,* 626-645. American Council on the Teaching of Foreign Languages: Wiley-Blackwell. [≈9,472 words]

Blattner, G., & Williams, L. (2011). L'emploi variable du *ne* dans le discours électronique synchrone : une étude variationniste en temps apparent [The variable use of *ne* in synchronous electronic discourse: An apparent-time variationist study]. *Langage & Société, 138,* 109-129. Maison des sciences de l'homme, France. [≈7,203 words]

Note: Cairn International commissioned an English translation of this article for inclusion in its English-language catalog. http://cairn-int.info/resume.php?ID_ARTICLE=E_LS_138_0109

Lomicka Anderson, L., & Williams, L. (2011). The use of new technologies in the French curriculum: A national survey of teachers of French. *French Review, 84,* 764-781. Official journal of the American Association of Teachers of French. [≈5,758 words]

van Compernolle, R. A., & Williams, L. (2011). Metalinguistic explanations and self-reports as triangulation data for interpreting L2 sociolinguistic performance. *International Journal of Applied Linguistics, 21,* 26-50. Wiley-Blackwell. [≈8,537 words]

van Compernolle, R. A., & Williams, L. (2011). Thinking with your hands: Speech-gesture activity during an L2 awareness-raising task. *Language Awareness, 20,* 203-219. Routledge. [≈6,846 words] DOI: 10.1080/09658416.2011.559244

van Compernolle, R. A., Williams, L., & McCourt, C. (2011). A corpus-driven study of second-person pronoun variation in L2 French synchronous computer-mediated communication. *Intercultural Pragmatics, 8,* 67–91: Mouton de Gruyter. [≈9,916 words]

van Compernolle, R. A., & Williams, L. (2010). Orthographic variation in electronic French: The case of *l'accent aigu*. *French Review, 83,* 820-833*.* Official journal of the American Association of Teachers of French (AATF). [≈5,749 words]

van Compernolle, R. A., & Williams, L. (2009). Variable omission of *ne* in real-time French chat: A corpus-driven comparison of educational and non-educational contexts. *Canadian Modern Language Review, 65,* 413-440. University of Toronto Press. [≈10,152 words] DOI: 10.3138/cmlr.65.3.413

van Compernolle, R. A., & Williams, L. (2009). Learner versus non-learner patterns of sociolinguistic variation in synchronous electronic French: *Yes/no* questions and *nous* vs. *on*. *Studies in Second Language Acquisition, 31,* 471-500. Cambridge University Press. [≈13,776 words]

Williams, L. (2009). Sociolinguistic variation in French computer-mediated communication: A variable rule analysis of the negative particle *ne*. *International Journal of Corpus Linguistics*, *14,* 467-491. John Benjamins Publishing Company. [≈9,294 words]

Williams, L., & van Compernolle, R. A. (2009). *On* versus *tu* and *vous*: Pronouns with indefinite reference in synchronous electronic French discourse. *Language Sciences, 31,* 409-427. Elsevier Science. [≈13,988 words] DOI: 10.1016/j.langsci.2007.11.001

Williams, L., & van Compernolle, R. A. (2009). Second-person pronoun use in French-language discussion fora. *Journal of French Language Studies, 19,* 363–380. Cambridge University Press. [≈7,908 words]

van Compernolle, R. A., & Williams, L. (2007.) De l'oral à l'électronique : la variation orthographique comme ressource sociostylistique et pragmatique dans le français électronique [From spoken to electronic: orthographic variation as a sociostylistic and pragmatic resource in electronic French]. *Glottopol, 10,* 56-69. [≈7,335 words]

Williams, L., & van Compernolle, R. A. (2007). Second-person pronoun use in on-line French-language chat environments. *French Review, 80,* 804-820. Official journal of the American Association of Teachers of French (AATF). [≈7,052 words]

Williams, L. (2006). Web-based machine translation: A tool for promoting electronic literacy and language awareness. *Foreign Language Annals*, *39,* 565-578. Official journal of the American Council on the Teaching of Foreign Languages (ACTFL). [≈8,114 words]

Williams, L., & Merlen, C. (1996). A translation of "Truth and Juridical Forms" from *Dits et écrits* by Michel Foucault. *Social Identities, 2,* 327-341.

Chapters in Edited Volumes

Williams, L. (2017). Sociolinguistic insights into digital communication. In S. Thorne & S. May (Eds.). *Language, education and technology* (pp. 57-69). Berlin: Springer. [≈6,600 words]

Williams, L. (2017). Task-based language teaching and concept-based instruction. In M. J. Ahmadian & M. P. García Mayo (Eds.), *Recent perspectives on task-based language learning and teaching* (pp. 121-141). Series: Trends in Applied Linguistics. Berlin: Mouton de Gruyter. [≈7,027 words]

Williams, L. (2016). Authenticity and pedagogical grammar: A concept-based approach to teaching French auxiliary verbs. In R. A. van Compernolle & J. McGregor (Eds.). *Authenticity, language, and interaction in second language contexts* (pp. 35-60). Bristol, England: Multilingual Matters. [≈10,780 words]

Guikema, J. P., & Williams, L. (2014). Digital literacies from multiple perspectives. In J. P. Guikema & L. Williams (Eds.), *Digital literacies in foreign and second language education* (pp. 1-7). San Marcos, TX: Computer Assisted Language Instruction Consortium (CALICO). [≈2,611 words]

Williams, L., Abraham, L. B., & Bostelmann, E. D. (2014). A survey-driven study of the use of digital tools for language learning and teaching. In J. P. Guikema & L. Williams (Eds.), *Digital literacies in foreign and second language education* (pp. 29-67). San Marcos, TX: Computer Assisted Language Instruction Consortium (CALICO). [≈12,914 words]

Williams, L. (2013). Pragmatics of second language computer-mediated communication. In C. Chapelle (Ed.), *Encyclopedia of Applied Linguistics*. Oxford, England: Wiley-Blackwell. [≈2,401 words] DOI: 10.1002/9781405198431

van Compernolle, R. A., & Williams, L. (2012). Variationist sociolinguistics, L2 sociopragmatic competence, and corpus analysis of classroom-based synchronous computer-mediated discourse. In J. C. Félix-Brasdefer & D. Koike (Eds.), *Pragmatic Variation in First and Second Language Contexts: Methodological Issues* (pp. 239-270). Amsterdam: Benjamins. [≈11,356 words] Series: IMPACT—Studies in Language and Society.

Abraham, L. B., & Williams, L. (2009). Introduction: Analyzing and exploring electronic discourse. In L. B. Abraham & L. Williams (Eds.), *Electronic Discourse in Language Learning and Language Teaching* (pp. 1-8). Amsterdam: Benjamins. [≈2,882 words]

Abraham, L. B., & Williams, L. (2009). The discussion forum as a component of a Technology-enhanced Integrated Performance Assessment. In L. B. Abraham & L. Williams (Eds.), *Electronic Discourse in Language Learning and Language Teaching* (pp. 319-343). Amsterdam: Benjamins. [≈10,114 words]

Blattner, G., & Williams, L. (2009). Linguistic and social dimensions of French-language discussion forums. In L. B. Abraham & L. Williams (Eds.), *Electronic Discourse in Language Learning and Language Teaching* (pp. 263-289). Amsterdam: Benjamins. [≈9,680 words]

van Compernolle, R. A., & Williams, L. (2009). (Re)situating the role(s) of new technologies in world-language teaching and learning. In R. Oxford & J. Oxford, (Eds.), *Second language teaching and learning in the Net Generation* (pp. 9-21). Series: National Foreign Language Research Center Monographs. Honolulu: University of Hawai'i Press. [≈6,546 words]

Williams, L. (2009). Navigating and interpreting hypertext in French: New literacies and new challenges. In L. B. Abraham & L. Williams (Eds.), *Electronic Discourse in Language Learning and Language Teaching* (pp. 43-64). Amsterdam: Benjamins. [≈8,668 words]

Williams, L., & van Compernolle, R. A. (2009). The chatbot as a tool/peer for learners of French. In L. Lomicka & G. Lord (Eds.), *The next generation: Social networking and online collaboration in foreign language learning* (pp. 145-172)*.* Computer Assisted Language Instruction Consortium (CALICO) Monograph Series 2009. [≈12,911 words]

Williams, L. (2008). Terminology for new technologies: A nexus of tradition and modernity. In M.-C. Koop (Ed.), *Le Québec à l'aube du nouveau millénaire: entre tradition et modernité* (pp. 130-138)*.* Presses de l'Université du Québec. [≈4,156 words]

Williams, L. (2004). Preparing students for real-time chat in language-learning environments. In J. Cooke-Plagwitz & L. Lomicka (Eds.), *Teaching with technology* (pp. 16-24 and Appendix in on-line supplements). Boston: Heinle & Heinle/Cengage.

Book/Software Reviews

Williams, L. (2021). Review of *Discours et système: théorie systémique du discours et analyse des représentations* by Albin Wagener. *French Review, 94,* 256-257.

Williams, L. (2014). Review of *Second language learning theories* (3rd ed.) by R. Mitchell, F. Myles, & E. Marsden. *Modern Language Journal, 98,* 482-483.

Williams, L. (2013). Review of *Les figures à l'épreuve du discours* by F. Calas, C. Fromilhague, A.-M. Garagnon, & L. Susini (Eds.). *French Review, 87,* 287-288.

Williams, L. (2013). Review of *Comptes d'auteurs. Tome I. Études statistiques, de Rabelais à Gracq* by Étienne Brunet. *French Review, 86,* 1009-1010.

Williams, L. (2011). Review of *Grammatical variation across space and time: The French interrogative system* by Elsig, Martin. *Language in Society, 40,* 250-251.

Williams, L. (2010). Review of *Les prédicats statifs: étude sémantique et pragmatique* by Fabienne Martin. *French Review, 84,* 432-433.

Williams, L. (2010). Review of *Pragmatics and discourse: A resource book for students* by Cutting, Joan. *Modern Language Journal*, *94,* 347-348.

Williams, L. (2009). Review of *Genders: French Vocabulary Software 1.0* by Faro Systems. *CALICO Journal*, 26. Available from https://www.calico.org/page.php?id=53

Williams, L. (2009). Review of *Grammaire descriptive de la langue française* by Éluerd, Roland. *French Review, 83,* 211-212.

Williams, L. (2009). Review of *Séquences: Intermediate French through Film*. Bissière, Michèle. Boston: Heinle/Cengage. *Modern Language Journal, 93,* 128-129.

Williams, L. (2007). Review of *L'Intégration des migrants en terre francophone: aspects linguistiques et sociaux.* Conti, V., & de Pietro, J.-F. (Eds.). *French Review, 80,* 1171-1172.

Williams, L. (2007). Review of *Teaching the Cult of Literature in the French Third Republic.* Guiney, M. Martin. *French Review, 80,* 710-711.

Williams, L. (2005). Review of *La Langue de papier: spéculations linguistiques au Québec.* Larose, Karim. *French Review, 79,* 462-463.

Technical Reports

Williams, L. (2010, January). Exploring Virtual Linguistic Landscapes. Report for the Commission on Technology. *National Bulletin,* American Association of Teachers of French, 35, 25-27. [≈2,893 words]

Williams, L. (2009, April). *Tu* and *Vous* in Hypertext. Report for the Commission on Technology. *National Bulletin,* AATF, 34, 39-41. [≈2,310 words]

Williams, L. (2007, January). French Podcasting. Report for the Commission on Technology. *National Bulletin,* American Association of Teachers of French, 32, 31-32. [≈1,421 words]

Textbook Materials

Williams, L. (2011). *Intrigue: Langue, culture et mystère dans le monde francophone* (3rd ed.). Practice Tests, chapters 1-10. Prentice Hall/Pearson.

Grants Received

Research and Creative Activity Award, University of North Texas. Data collection in Morocco: Linguistic landscapes. $4,000. Spring 2023. [Internal]

Research and Creative Activity Award, University of North Texas. Multicultural landscapes and language policies in Morocco. $4,250. Spring 2019. [Internal]

Charn Uswachoke International Development Fund, University of North Texas. *Curriculum development and initiating long-term academic partnerships in Morocco.* $3,600. Spring 2015. [Internal]

Research and Creativity Enhancement Award, University of North Texas, *Teaching and learning verbal aspect through Concept-Based Instruction*. Summer 2012. Applied for and received ≈$6,500. [Internal]

Transformative Instruction Initiative Fellowship, University of North Texas. *Teaching and learning verbal aspect in French through Concept-Based Instruction.* Summer 2011. Applied for and received $2,000. [Internal]

Transformative Instruction Initiative Fellowship, University of North Texas. *Technology-enhanced modules for learning & teaching culture in Elementary French.* Summer 2009. Applied for and received approximately $6,000. [Internal]

Transformative Instruction Initiative Fellowship, University of North Texas. *The acquisition of sociolinguistic competence by Intermediate learners of French.* Summer 2008. Applied for and received approximately $6,000. [Internal]

Learning Enhancement Grant, University of North Texas, *Orthographic and phonetic transcriptions of selected scenes from French-language films; Interview of the Month French podcast.* Summer 2007. $6,000. [Internal]

Research and Creativity Enhancement Award, University of North Texas, *Linguistic variation in computer-mediated French discourse*. Summer 2010. $6,500. [Internal]

Charn Uswachoke International Development Fund, University of North Texas. *Linguistic analysis of a corpus of spoken French.* May, 2009. $7,425 [Internal]

Faculty Research Grant (Research Initiation Grant), University of North Texas, *A linguistic analysis of the lexical, syntactic, and discursive properties and characteristics of synchronous electronic communication in French*. Spring 2004. Applied for $5,000; received $3,000 (stipend for a research assistant). [Internal]

Grant proposals not funded

Research and Creative Activity Award, University of North Texas. Linguistic Landscapes in Morocco. $5,000. Fall 2021. [Internal]

Research and Creative Activity Award, University of North Texas. Linguistic Landscapes & Language Policies in Morocco. $5,000. Fall 2020. [Internal]

Charn Uswachoke International Development, University of North Texas. *Multilingualism and globalization in the linguistic landscape of Phnom Penh, Cambodia.* Applied Spring 2013 for 2013-2014 academic year. [Internal]

Government of Canada, Faculty Research Grant Program, *A sociolinguistic analysis of the linguistic landscape of four urban areas in New Brunswick, Canada: Moncton, Saint John, Fredericton, and Bathurst*. Summer 2012. Applied for $8,140.
[Decision: Meritorious proposal not funded due to budget reductions and the subsequent cancellation of the grant program.]

National Science Foundation, Linguistics Division, Revised and resubmitted version of *A corpus-driven analysis of linguistic variation in French computer-mediated discourse*. Summer 2009. Applied for $24,868.54.

National Science Foundation, Linguistics Division, *A corpus-driven analysis of linguistic variation in French computer-mediated discourse*. Summer 2008. Applied for $27,247.29.

Scholarly and Creative Activity Award. *A sociolinguistic analysis of the linguistic landscape of Brussels, Belgium*. Funding decisions made by the College of Liberal Arts & Social Sciences; Grant sponsored by the Office of the Provost/VPAA, University of North Texas. $3,470.00. Oct. 2017 – Aug. 2018. [Internal]

Scholarly and Creative Activity Award. *A sociolinguistic analysis of the linguistic landscapes of Brussels, The Hague, and Paris*. Funding decisions made by the College of Arts & Sciences; Grant sponsored by the Office of the Provost/VPAA, University of North Texas. $5,000.00. Oct. 2016 – Aug. 2017. [Internal]

Scholarly & Creative Activity Award. *A framework for describing and analyzing the linguistic landscape: A tool for research, teaching, and learning*. Funding decisions made by the College of Arts & Sciences; Sponsored by the Office of the Provost/VPAA, University of North Texas. $5,000.00. Oct. 2015 – Aug. 2016. [Internal]

Scholarly & Creative Activity Award. *Creating an open-access database for linguistic landscape research*. Sponsored by the Office of the Provost/VPAA, University of North Texas. $5,000.00. Oct. 2014 – Aug. 2015. [Internal]

Scholarly & Creative Activity Award. *The linguistic landscape as a tool for learning, teaching, and research*. Sponsored by the Office of the Provost/VPAA, University of North Texas. $5,000.00. January 2014 - August 2014. [Internal]

A Corpus-Based Analysis of Orthographic, Pronominal, and Sociolinguistic Variation in Electronic French Discourse. Applied, November 2007 for Summer 2008. $5,000. Junior Faculty Summer Research Fellowship, University of North Texas. [Internal]

A Corpus-Based Analysis of Linguistic Variation in Electronic French Discourse. Applied November 2006 for Summer 2007. $5,000. Junior Faculty Summer Research Fellowship, University of North Texas. [Internal]

Sociolinguistic and Pragmatic Variation in French Computer-Mediated Discourse. Applied Spring 2007 for Fall 2007. $5,000. Faculty Research Grant, University of North Texas. [Internal]

A Linguistic Analysis of Electronic French Discourse: Orthographic Variation and Pronoun Paradigm Shifts. Applied in November 2005 for Summer 2006. $5,000. Junior Faculty Summer Research Fellowship, University of North Texas. [Internal]

Summer Stipend Program. *The Grammar and Discourse of Electronic French*. Applied Summer 2005 for Summer 2006. $5,000. [Internal proposal for National Endowment for the Humanities university nominations.]

A Morphological and Lexical Analysis of Synchronous Electronic French Discourse. Applied November 2004 for Summer 2005. $5,000. Junior Faculty Summer Research Fellowship, University of North Texas. [Internal]

Summer Stipend Program. *The Grammar and Discourse of Electronic French*. Applied Summer 2005 for Summer 2006. $5,000. [Internal proposal for National Endowment for the Humanities university nominations.]

A Structural and Sociolinguistic Analysis of Web-based Translation and Foreign Language Learning Tools. Applied December 2003 for Summer 2004. $5,000. Junior Faculty Summer Research Fellowship, University of North Texas. [Internal]

A Linguistic Analysis of Electronic French Discourse: Morphological, Orthographic, and Sociopragmatic Variation. Applied October 2005 for Spring/Summer 2006. $5,000. Faculty Research Grant, University of North Texas. [Internal]

A Linguistic Analysis of Electronic French Discourse: Morphological, Orthographic, and Sociopragmatic Variation. Applied October 2004 for Spring/Summer 2005. $5,000. Faculty Research Grant, University of North Texas. [Internal]

Presentations

INVITED LECTURES

Williams, L. (2023). Linguistic landscape analysis: Morocco and Québec. Department of Modern Languages and Literatures, Grand Valley State University. Allendale, MI.

Williams, L. (2020). An exploration of the linguistic landscape of Morocco. Fall 2020 Center for Languages and Cultures, Texas Christian University. Fort Worth, TX.

Williams, L. (2020). Cultural products and practices in Morocco. Future Eagles Program. Division of Student Affairs, University of North Texas. Denton, TX.

Williams, L. (2019). Morocco: It's more than just couscous and mint tea. Future Eagles Program. Division of Student Affairs, University of North Texas. Denton, TX.

Williams, L. (2018). Digital tools and digital literacies for exploring virtual worlds. Summer workshop series *Literacy in the wild: Getting foreign language learners out of the classroom and into the world*, University of Arizona.

CONFERENCE PRESENTATIONS

Eilderts, L., & Williams, L. (2025). The linguistic landscape of Paris: Making connections to other disciplines. American Association of Teachers of French. Chicago, IL.

Williams, L. (2025). Leveraging technology for exploring linguistic landscapes in the L2 curriculum. South Central Association for Language Learning Technology. Albuquerque, NM.

Williams, L. (2025). The linguistic landscape as a tool for language learning: Austria and France. Southwest Conference on Learning and Teaching. Chandler, AZ.

Williams, L. (2024). Using and evaluating a language learning app: A corpus-driven, autoethnographic analysis. Computer-Assisted Language Instruction Consortium. Pittsburgh, PA.

Williams, L., & Eilderts, L. (2023). Linguistic landscapes of *non-lieux* in Paris. Twentieth and Twenty-First Century French and Francophone Studies. Tucson, AZ.

Williams, L. (2023). Linguistic landscape artifacts as learning tools in foreign language education. Texas Foreign Language Association. Austin, TX.

Williams, L. (2023). Street signs in Morocco: An interdisciplinary pedagogical tool. Special Interest Group Research Session. American Council on the Teaching of Foreign Languages. Chicago, IL.

Williams, L. (2022). Data-driven learning for the French curriculum: Grammar & interculturality. American Council on the Teaching of Foreign Languages.

Williams, L. (2022). Data-driven lesson planning for the French curriculum. Texas Foreign Language Association. Frisco, TX.

Williams, L. (2022). Linguistic landscapes of Morocco: Casablanca, Rabat, and Tangier. Sociolinguistics Symposium 24. Ghent, Belgium.

Williams, L. (2021). Digitized texts, digital spaces, and educational reading. Second Language Reading and Technology Panel. CALICO.

Williams, L. (2021). Mobile apps in Foreign Language Education: A survey-driven study of undergraduate learners. CALICO.

Williams, L. (2021). The linguistic landscape as a tool for teaching Interculturality. American Council on the Teaching of Foreign Languages.

Williams, L. (2021). The linguistic landscape of the Kingdom of Morocco as evidence of sociolinguistic resilience and reinvention. University of Texas at Arlington. Cultural Constructions Conference.

Williams, L. (2021). Teaching the Maghreb in a French program: A postcolonial, transnational approach. Modern Language Association.

Williams, L. (2020). Street signs in Rabat, Morocco: A corpus-driven approach to developing standards-based learning modules. Modern Language Association. Seattle, WA.

Williams, L. (2020). The variable use of French second-person pronouns in website discourse. Second International Conference on Internet Pragmatics. University of Helsinki, Finland.

Williams, L. (2019). Discourse analysis as a tool for learning and understanding languages. Texas Foreign Language Association. Houston, TX.

Guikema, J. P., & Williams, L. (2018). Social justice in the L2 curriculum: A survey- and interview-driven study. Modern Language Association. New York, NY.

Williams, L. (2018). Using authentic foreign language resources to make connections to other disciplines. Texas Foreign Language Association. San Antonio, TX.

Williams, L. (2017). Designing authentic tasks for language learning: Challenges and models. Texas Foreign Language Association. Arlington, TX.

Williams, L. (2017). Technology as a methodological and theoretical enhancement for Concept-Based Instruction. Computer-Assisted Language Instruction Consortium. Flagstaff, AZ.

Guikema, J. P., & Williams, L. (2016). A closer look at the role of social justice in the foreign language curriculum. American Association for Teaching and Curriculum. Grand Rapids, MI.

Williams, L. (2016). The virtual linguistic landscape as a tool for teaching symbolic competence. Computer-Assisted Language Instruction Consortium. Michigan State University, East Lansing, MI.

Williams, L. (2015). Leveraging translation websites and apps as tools for learning languages. Texas Foreign Language Association. Houston, TX.

Williams, L. (2015). Theoretical and concrete dimensions of teaching vernacular varieties of French. Association for French Language Studies. Caen, France.

Williams, L. (2015). The role of digital literacies and new technologies in language teacher training. Ninth International Conference on Language Teacher Education. Center for Advanced Research on Language Acquisition, University of Minnesota.

Williams, L. (2014). Rethinking communicative competence for digital spaces. Symposium Title: Digital literacies in and beyond the classroom. The Center for Educational Resources in Culture, Language, and Literacy, University of Arizona.

Williams, L. (2014). Synchronous computer-mediated communication as a tool for promoting cognitive development and language acquisition. Association internationale de linguistique appliquée, 17th World Congress. Brisbane, Australia.

Abraham, L., & Williams, L. (2014). The linguistic landscape as a pedagogical tool for linguistic and sociopragmatic development. Association internationale de linguistique appliquée, 17th World Congress. Brisbane, Australia.

Williams, L., & Bostelmann, E. (2014). Analyzing the Linguistic Landscape of a Midsize Texas City: Methodological Considerations and Pedagogical Applications. American Association for Applied Linguistics. Portland, OR.

Williams, L. (2014). The importance of syntax and pragmatics in second language instruction and teacher training. Division on the Teaching of Language, Modern Language Association. Chicago, IL.

Abraham, L., & Williams, L. (2013). Teaching verbal aspect through Concept-Based Instruction: A case study of pre-service and experienced teachers of Spanish. American Association of Teachers of Spanish & Portuguese. San Antonio, TX.

Bostelmann, E., & Williams, L. (2013). Foreign language education in an era of ubiquitous technology: A survey and case study of undergraduate learners. South Central Association of Language Learning Technology. Fort Worth, TX.

Williams, L. (2013). The linguistic landscape as a pedagogical resource in a *Standards*-based foreign language curriculum. Texas Foreign Language Association. Frisco, TX.

Williams, L. (2013). The variable use of diacritics and the negative particle *ne* in computer-mediated French discourse. American Association for Applied Linguistics. Dallas, TX.

Katz Bourns, S., & Williams, L. (2012). Beyond communicative language teaching: An expanded paradigm for French programs. American Association of Teachers of French. Chicago, IL.

Williams, L. (2012). Age as a variable in computer-mediated French discourse. CMC and Variation panel, moderated by Susan Herring. New Ways of Analyzing Variation-NWAV 41, Indiana University. Bloomington, IN.

Williams, L. (2012). Informational and symbolic functions of English, French, and other languages in the virtual linguistic landscape of the city of Montréal. Sociolinguistics Symposium 19, Freie Universität, Berlin, Germany.

Williams, L. (2012). Teaching verbal aspect through Concept-Based Instruction: An Experiential Learning pilot study. American Association of Teachers of French. Chicago, IL.

Douglass, K., & Williams, L. (2011). Addressing the Comparisons standard in the French curriculum: Teaching language variation. American Association of Teachers of French. Montréal, Canada.

Williams, L. (2011). Regional and social variation in linguistic cyberscapes: Pedagogical applications. Modern Language Association. Los Angeles, CA.

Abraham, L., & Williams, L. (2011). Orientation to task and L1 use by learners of French and Spanish in synchronous computer-mediated communication. Annual conference of the American Association for Applied Linguistics. Chicago, IL.

van Compernolle, R. A., & Williams, L. (2011). Thinking with your hands: Speech-gesture activity during an awareness-raising task. Annual conference of the American Association for Applied Linguistics. Chicago, Illinois.

Williams, L. (2011). A model for vertical analysis of the virtual linguistic landscape. (2011, March) Panel: New Media as a Virtual Linguistic Landscape for Language Learning and Teaching. Georgetown University Round Table on Linguistics. Washington, D.C.

Grall, C., & Williams, L. (2010). Representations of (in)authentic discourse in textbooks for learners of French: A data-driven analysis. Texas Foreign Language Association. Arlington, TX.

Morton, S., & Williams, L. (2010). Integrating Web-based dictionaries and translation sites into the foreign language curriculum. Texas Foreign Language Association. Arlington, TX.

van Compernolle, R. A., & Williams, L. (2010). Reconceptualizing sociolinguistic competence in second language research: Identity, meaning-making, agency. American Association for Applied Linguistics. Atlanta, GA.

van Compernolle, R. A., & Williams, L. (2010). Students' (in)appropriate use of French second-person pronouns in synchronous inter-learner computer-mediated communication. American Association for Applied Linguistics. Atlanta, GA.

Williams, L. (2010). Learners' and non-learners' use of French second-person pronouns in synchronous electronic communication: Contrasting sociopragmatic repertoires. Fourth International Conference on Intercultural Pragmatics. Universidad Autónoma de Madrid, Spain.

Williams, L. (2010). Orthographic variation as (im)politeness: A corpus-based analysis of computer-mediated communication in French. Fifth International Symposium on Politeness: Politeness on- and off-line. Universität Basel, Switzerland.

van Compernolle, R. A., & Williams, L. (2009). Evaluating the sociolinguistic competence of instructed L2 learners of French. Annual conference of the American Association for Applied Linguistics. Denver, CO.

Abraham, L. B., & Williams, L. (2009). Foreign language learning framed as multicompetence and multiexpertise: Data and models from French and Spanish. Modern Language Association. Philadelphia, PA.

Abraham, L. B., & Williams, L. (2009). French and Spanish second-person pronoun use in computer-mediated communication. Modern Language Association. Philadelphia, PA.

Williams, L., & van Compernolle, R. A. (2009). A microgenetic analysis of Intermediate learners' development of sociolinguistic competence. Association of French Language Studies. Université de Neuchâtel, Switzerland.

van Compernolle, R. A., & Williams, L. (2008). Analyzing sociolinguistic variation in the L2 learner community of practice: Performance versus competence. NWAV 37 (New Ways of Analyzing Variation). Rice University, Houston, TX.

Williams, L. (2008). Using blogs, podcasts, and clickers in the World Language classroom [podcast segment of panel]. American Council on the Teaching of Foreign Languages. Orlando, FL.

Abraham, L. B., & Williams, L. (2007). French and Spanish synchronous computer-mediated discourse: A corpus-driven comparison of native speakers and non-native speakers. Modern Language Association. Chicago, IL.

Williams, L. (2007). Pragmatic variation of French second-person pronouns in online advertising. Georgetown University Round Table on Linguistics. Washington, D.C.

Williams, L. (2007). Teaching the pragmatics of second-person French pronouns through film. American Association of Teachers of French. Baton Rouge, LA.

Williams, L. (2007). Terminology for new technologies: A nexus of tradition and modernity in Québec. Le Québec à l'aube du nouveau millénaire: entre tradition et modernité. University of North Texas, Denton, TX.

Williams, L. (2007). The acquisition of sociopragmatic competence: An analysis of Beginning and Intermediate learners of French. Association for French Language Studies. Boulogne-sur-Mer, France.

Dyess, J., & Williams, L. (2006). On-line translation sites: Tools for promoting language awareness and electronic literacy. South Central Association of Language Learning Technology. Plano, TX

Williams, L., & van Compernolle, R. A. (2006). Variation of negative particle use in electronic French discourse: Educational and non-educational contexts. Association for French Language Studies. University of the West of England, Bristol, England.

Williams, L. (2006). Language change and conflict in on-line French-language forums: The debate over orthographic norms and systems. Sociolinguistics Symposium 16. University of Limerick, Ireland.

Williams, L. (2006). Orthographic and sociopragmatic norms and variation in French-language web forums, moderated chat, and non-moderated chat. CMT 2006. Université de Bordeaux 3, France.

Abraham, L. B., & Williams, L. (2005). Web-based translation and foreign language education. American Council on the Teaching of Foreign Languages. Baltimore, MD.

Williams, L. (2005). A taxonomy of written electronic discourse types: The role of discourse particles. Second Annual Conference on Intercultural Rhetoric & Written Discourse, Indiana Center for Intercultural Communication, IUPUI, Indianapolis, IN.

van Compernolle, R. A., & Williams, L. (2005). Second-person pronoun use in French-language chat communities. Constructing Cultures, University of Texas at Arlington. Arlington, TX.

Williams, L. (2005). Teaching and using second-person pronouns: A paradigm shift In electronic French. American Association of Teachers of French. Quebec City, Canada.

Williams, L. (2004). Real-time chat as a learning tool: Virtual French tutoring. Association for Educational Computing and Technology. Denton, TX.

Williams, L. (2004). Web-based translation software: Understanding this new technology and using it in the French classroom. World Congress of Teachers of French. Atlanta, GA.

Hendrickson, S., & Williams, L. (2003). The American and French revolutions: Development of *Standards*-based multimedia activities. American Council on the Teaching of Foreign Languages. Philadelphia, PA.

Bullock, B., Farrell, K., & Williams, L. (2002). Vowel harmony and the *Loi de position*: Evidence from L1 and L2 speakers of French. Linguistic Symposium on Romance Languages XXXII. University of Toronto, Canada.

Hendrickson, S., & Williams, L. (2002). On-line resources for learning French: A survey of student awareness, accessibility, and use. Rocky Mountain Modern Language Association. Scottsdale, AZ.

Williams, L. (2002). Internet Relay Chat as a space for multi-directional peer support. Computer Assisted Language Instruction Consortium. University of California – Davis.

Hendrickson, S., & Williams, L. (2002). The World Wide Web: Access to resources and creating learning opportunities for French language courses. American Association of Teachers of French. Boston, MA.

Williams, L. (2001). Expanding language learning opportunities with technology. Pennsylvania Modern Language Association. Hershey, PA.

Williams, L. (1997). *Le neuvième jour* d'Hervé Bazin: Un avertissement apocalyptique. Rocky Mountain Modern Language Association. Denver, CO.

Award

Teacher-Scholar Award, Office of the Provost, University of North Texas, 2013.

Teaching

GRADUATE COURSE TOPICS

Corpus Linguistics
Data-Driven Learning & Teaching
Discourse Analysis
Francophone Canada
Francophone Communities & Linguistic Variation
Francophone Identity & Language
Francophone Linguistic Landscapes
Language & Culture in the Maghreb
Research Project Design
Sociolinguistics
Translation

UNDERGRADUATE COURSE TOPICS

Foreign Language Instruction & Assessment
Language & Culture in Canada
Language & Culture in North Africa
Linguistic Landscapes Around the World
Phonetics
Sociolinguistics
Translation

DISSERTATION COMMITTEES (MEMBER)

Alsuwat, S. (2020). The rise of post-method epistemology in the English language teaching field. PhD in Teacher Education & Administration, College of Education, University of North Texas.

Olaniyi, A. (2019). Are things falling apart again? A dialectical analysis of language education policy in Nigeria. PhD in Teacher Education & Administration, College of Education, University of North Texas.

Koo, Y. (2018). Framing he DREAM Act: An analysis of Congressional speeches. PhD in Teacher Education & Administration, College of Education, University of North Texas.

Nguyen, D. (2018). Vietnamese Students' translanguaging in a bilingual context: Communications within a student organization at a US university. PhD in Teacher Education & Administration, College of Education, University of North Texas.

Chew, S. Y. (2013). *Lexical complexity, interactive competence and participation style of ESL learners in face-to-face and online discussions.* PhD in Linguistics. Universiti Malaya (Kuala Lumpur, Malaysia).

THESIS DIRECTOR

Martinez, K. (2025). *Lexical borrowings in French news media.* Master of Arts in French.

Umekwe, E. (2025). *My multilingual journey: An autoethnography.* Master of Arts in French.

Padilla, W. (2022). *English Loanwords in French: A Corpus-Driven Analysis of Corporate Websites.* Master of Arts in French.

Dikosso-Bebe, M. (2020). *Mobile-assisted language learning: A survey-driven study of learners of French.* Master of Arts in French.

Fremder-Center, S. (2020). *Dynamic assessment for teaching French pronunciation.* Master of Arts in French.

Sessions, G. (2019). *Tâches d'apprentissage et langues étrangères : analyse et application en classe de FLE de niveau secondaire* [Pedagogical tasks and foreign languages: Analysis and application in a high school French as a Foreign Language program]. Master of Arts in French.

Kharrat, L. (2013). *An age-based etic analysis of orthographic variation in computer-mediated French discourse: A comparison of twenty-somethings and fifty-somethings*. Master of Arts in French.

Tison, J.-B. (2012). *Étude comparative de messages publicitaires anglophones et francophones à la lumière d'éléments culturels* [A comparative study of English and French advertisements through a cultural lens]. Master of Arts in French.

Barnhart, Z. (2012). *A comparative analysis of Web-based machine translation quality: English to French and French to English.* Master of Arts in French.

Allred, M. (2011). *Representations of new technologies and related terminology in French and Spanish Textbooks.* Master of Arts in French.

Mbuye, K. L. (2011). *Integrating online discussion forums into the foreign language curriculum: A case study of advanced learners of French.* Master of Arts in French.

Reed, S. (2011). *A case study of* tu *and* vous *use in the French dubbing and subtitling in an American film.* Master of Arts in French.

Gould, R. (2010). *The variable use of* ne *in negative structures: An apparent-time variationist study of synchronous electronic French discourse.* Master of Arts in French.

Grall, C. (2010). *Présentations de la grammaire et représentations du discours dans les manuels de français publiés aux États-Unis : une étude diachronique* [Presentations of grammar and representations of discourse in textbooks for learners of French published in the U.S.: A diachronic study]*.* Master of Arts in French.

Al-Rashdan, O. (2010). *L'emploi variable des signes diacritiques dans le français tchaté : une étude variationniste en temps apparent* [The variable use of diacritics in French-language chat: An apparent-time variationist study]. Master of Arts in French.

McCourt, C. (2008). *Learner use of French second-person pronouns in synchronous electronic communication.* Master of Arts in French.

van Compernolle, R. A. (2007). *From "y as plus personne qui parle" to "plus personne ne dit rien": The variable use of the negative particle* ne *in synchronous French chat.* Master of Arts in French.

THESIS COMMITTEES (member)

Guerrero, D. (2020). *Quebec's* Révolution Tranquille *reflected through artists' voices (1945-1995)*. Master of Arts in French.

King, C. (2020). *The Quebec difference: Unique challenges of the Quebec education system as compared to Ontario.* Master of Arts in French.

Griffin, J. (2018). *Same-sex parent families in France: Past, present, and future*. Master of Arts in French.

Novier-Baldwin, F. (2011). *The passage of the comic book to the animated film: The case of the Smurfs.* Master of Arts in French.

Arnold, A. (2011). *Mosques in France: The visible presence of Islam.* Master of Arts in French.

Crawford, K. (2011). *France and the United States: Borrowed and shared national symbols.* Master of Arts in French.

Runyan, A. (2010). *Daughters of the king and founders of a nation: Les filles du roi in New France*. Master of Arts in French.

Kim, Y.-J. (2009). *Effectiveness of on-line corpus research in L2 writing: Investigation of proficiency in English writing through independent error correction.* Master of Arts in Linguistics.

UNDERGRADUATE HONORS THESIS DIRECTOR

Powers, C. (2018). The pedagogical use of technology in second language acquisition. Honors College, University of North Texas.

Page, L. (2005). *A comparative analysis of phonetic awareness and development in learners of French at home and abroad.* Honors College, University of North Texas.

UNDERGRADUATE HONORS COURSE CONTRACT DIRECTOR

Taylor, M. (2011). *Lexical and sociolinguistic divergences of language in French dubbing and subtitling for American films.* Honors College, University of North Texas.

HIGH SCHOOL THESIS DIRECTOR

Garelick, A. (2013). *Variation in the vocabulary of automobiles and technology in Québec and France.* The School for the Talented and Gifted, Dallas Independent School District.

TEACHING PROJECT DIRECTOR

Teaching Triad Team Initiative, Department of World Languages, Literatures, and Cultures, University of North Texas. Fall 2022-Spring 2023; Fall 2023-Spring 2024. Team members: Caroline Najour, Yayoi Takeuchi, Lawrence Williams.

SERVICE

TO THE PROFESSION

Chair, Research Special Interest Group. American Council on the Teaching of Foreign Languages (ACTFL). 2024. [Vice-Chair, 2023].

Program Reviewer for Educator Preparation Programs. American Council on the Teaching of Foreign Languages (ACTFL) / Council for the Accreditation of Educator Preparation (CAEP). 2015 – Present.

Member (appointed), Editorial Review Board, Foreign Languages and the Literary in the Everyday (FLLITE) Project, Center for Open Educational Resources & Language Learning (COERLL) National Foreign Language Resource Center, University of Texas at Austin. 2015 – Present.

Member (appointed), Editorial Review Board, *NECTFL Review*, the journal of the Northeast Conference on the Teaching of Foreign Languages. 2007 – Present.

Reviewer of Presentation Proposals (appointed), American Council on the Teaching of Foreign Languages (ACTFL). 2019 – Present.

Reviewer of Presentation Proposals (appointed), American Association for Applied Linguistics (AAAL). 2012 – Present.

Member (elected), Executive Board, Computer-Assisted Language Instruction Consortium (CALICO). Spring 2016 – Spring 2019.

Member (elected), Executive Committee, Applied Linguistics, Modern Language Association (MLA). January 2012-January 2017.

Member (appointed), Scientific Committee, 2017 International Symposium on Bilingualism, University of Limerick (Ireland). Fall 2016.

Member (appointed), Reviewer of Proposals for the Ninth International Conference on Language Teacher Education 2015. University of Minnesota.

Member (appointed), Reviewer of Proposals for the Tenth International Symposium on Bilingualism 2015. Rutgers University. (Proposals reviewed during 2014.)

Member (appointed), Graduate Student Award Committee, American Association for Applied Linguistics. March 2013-March 2014.

Local Chair (appointed), 2013 Annual Conference of the American Association for Applied Linguistics. Dallas, TX.

Member (invited), Commission on Technology [formerly Commission on Telematics and New Technologies], American Association of Teachers of French. 2006 – 2012.

Grant proposal peer reviewer for Social Sciences and Humanities Research Council of Canada (SSHRC). January 2010.

Administrator (appointed), e-mail distribution list for the North Texas chapter of the American Association of Teachers of French. 2008 – Present.

Organizer and Host, Heinle & Heinle/Cengage Learning Texas World Languages Symposium held at the University of North Texas. April 2 – 3, 2009.

Member (appointed), Teaching Effectiveness Review Committee, Office of the Provost, University of Texas at Arlington. Spring 2008.

Professional Development Workshops for Teachers of French (2 sessions) held at the University of North Texas. March 1, 2008.

North Texas Regional Administrator (elected), *Le Grand Concours* (National French Contest), American Association of Teachers of French. October 2005 – June 2006.

Judge (appointed), *La Fête française*, composition and oral expression competitions: February 2004; February 2005; February 2006; February 2007; February 2008.

Supervisor and judge (appointed) for *dictée* competitions at *La Fête française*: February 2007, February 2008, March 2009.

Officer (elected), Executive Committee of the North Texas Chapter of the American Association of Teachers of French. Fall 2004 – Summer 2006.

Judge (appointed), National French Language & Culture Competition, American Association of Teachers of French. March 2004.

Member (appointed), *La Fête française* Testing Committee, North Texas Chapter of the American Association of Teachers of French. October 2003-February 2004.

PEER REVIEWER OF JOURNAL MANUSCRIPTS

American Association of Teachers of French Selected Conference Proceedings

Cahiers de l'AFLS

CALICO Journal
CALICO Monograph Series
Canadian Modern Language Review
Foreign Language Annals
International Journal of Applied Linguistics
JALT CALL Journal
Journal of French Language Studies
Language and Sociocultural Theory
Language @ Internet
Language Learning
Language Learning & Technology
Modern Language Journal
PMLA/Publications of the Modern Language Association

EVALUATIONS OF TEXTBOOKS

En avant. McGraw-Hill. 2010.
Sons et sens. Pearson/Prentice Hall. 2010.
Faisons le point!, 2nd ed. Pearson/Prentice Hall. 2009.
Horizons, 4th ed. Thomson/Heinle. 2007.
Séquences: Intermediate French through Film. Thomson/Heinle. 2006.
Motifs, 4th ed. Thomson/Heinle. 2005.
Rond-point, North American edition. Pearson/Prentice Hall. 2005.
A vous. Houghton Mifflin College Division. 2005.
Chez nous, 3rd ed. Pearson/Prentice Hall. 2004.
Autour de la littérature, 5th ed. Thomson/Heinle. 2004.

COMMUNITY

Volunteer Tutor (English as a Second Language), General Robert E. Lee Elementary School [renamed as Alice Moore Alexander Elementary School], Denton, TX. Fall 2010.

COLLEGE/UNIVERSITY

Faculty Senate (Member, elected). Fall 2019 ; Fall 2020 – Spring 2024.

Graduate Council (Member, elected). Fall 2019 – Spring 2025.

Faculty Advocate Network (Member, appointed). Fall 2022 – Present.

Faculty Policy Oversight Committee (Chair, appointed). Fall 2024.

Faculty Policy Oversight Committee (Member, appointed). Fall 2021 – Spring 2024.

Personnel Affairs Committee, College of Liberal Arts & Social Sciences (Member, elected). Fall 2019 – 2022.

Research & Scholarly Activity Award Committee, College of Liberal Arts & Social Sciences (Member, appointed). Fall 2019.

Teacher Education Council (Member, appointed). Fall 2008 – Fall 2016.

University Undergraduate Curriculum Committee (College of Arts & Sciences Dean's designee; elected *ex officio* voting member). Fall 2016-Summer 2017.

Academic Leadership Fellow. Office for Faculty Success, University of North Texas. Fall 2013-Spring 2014.

Undergraduate Curriculum Committee, College of Arts & Sciences
    Member (elected): Fall 2014 – Spring 2017
    Member (appointed): Fall 2010 – Spring 2013
    Member (appointed): Fall 2006 – Spring 2009

University Undergraduate Curriculum Committee (College of Arts & Sciences Dean's *designee*; appointed *ex officio* voting member). Fall 2012-Summer 2013.

Co-Preparer (with Dr. Mary Harris, College of Education), NCATE accreditation report for LOTE (Languages Other Than English) Educator Preparation Program certification, College of Education. Fall 2008-Summer 2010.

Preparer of the NCATE/CAEP accreditation report for LOTE (Languages Other Than English) Educator Preparation Program certification, College of Education. Fall 2014-Spring 2015.

Peer reviewer (invited), Research & Creativity Enhancement proposals for the Office of Research & Economic Development. 2012.

Peer reviewer (invited), Junior Faculty Summer Research Fellowship proposals, Office of the VP for Research and Economic Development. 2007-2009.

DEPARTMENT

Graduate Advisor (appointed). 2015-2016. 2024-2025.
Associate Chair (appointed). 2013-2015.
Acting Chair (appointed). 2009-2015, as needed.
Arabic Program Coordinator (appointed). 2014-2015.
Director of Curriculum & Assessment (appointed). 2008-2012.
Director of Language Programs (appointed). 2006-2008.
Coordinator of Elementary & Intermediate French (appointed). 2003-2006.

Preparer of Continuing Professional Education (CPE) application (Texas Education Agency) for the Department of Foreign Languages & Literatures. 2008.

Webmaster (appointed), Department of Foreign Languages and Literatures. January 2004 – August 2011.

Mentoring

Probationary Faculty Mentor. [French]. Fall 2018 – Fall 2022.
Probationary Faculty Mentor. [Japanese]. Fall 2015 – Spring 2018.
Program Coordinator Mentor. [Arabic]. Fall 2015 – Spring 2017.
Program Coordinator Mentor. [French]. Fall 2006 – Spring 2008.

Standing Committees

Personnel Affairs Committee (annual review of full-time faculty)
- Member, several times since 2009
- Chair (elected), several times
- Secretary (elected), several times

Reappointment, Tenure, and Promotion Committee
- Member, several times
- Secretary (elected), several times
- Chair (elected), several times

Executive Committee
Member: Fall 2013-Spring 2016; 2022-2023
Secretary: Fall 2015-Spring 2016

Graduate Affairs Committee
Member: Fall 2003-2024
Chair: Fall 2015-Spring 2016
Secretary: several times

Curriculum Committee
Member: August 2005 – May 2012
Chair: several times

Ad Hoc Committees

Chair, 2009 Ad Hoc Committee on Merit Evaluation. Fall 2009.
Secretary, 2008 Ad Hoc Committee on Merit Evaluation. Fall 2008.
Chair, Ad Hoc Committee on Student Evaluations. Fall 2006-Spring 2007.

Faculty Search Committees

Secretary, Assistant Professor of Japanese Search Committee. Fall 2023-Spring 2024.
Chair, Assistant Professor of French Search Committee. Fall 2017-Spring 2018.
Member, Assistant Professor of French Search Committee. Fall 2016-Spring 2017.
Co-Chair, Chinese Program Coordinator Search Committee. Summer 2015.

Co-Chair, Lecturer of Japanese Search Committee. Summer 2015.
Member, Arabic Program Coordinator Search Committee. Fall 2014-Spring 2015.
Member, Department Chair Search Committee (first round). Spring 2011.
Member, Assistant Professor of German Search Committee. Fall 2008-Spring 2009.
Member, Assistant Professor of French Search Committee. Fall 2007-Spring 2008.
Member, Lecturer of French Search Committee. Summer 2009.
Member, Lecturer of French Search Committee. Summer 2008.
Member, Lecturer of French Search Committee. Summer 2007.
Member, Chair Search Committee (first round). Spring 2007.

LANGUAGES

English
- Native speaker

French
- Extensive living, traveling, and working experience in Belgium, France, Québec, and Switzerland

Arabic
- Modern Standard Arabic, 2 semesters (non-credit audit)
- Colloquial Moroccan Arabic, 3 months of classroom instruction in Morocco
- One-month stay in Tunisia for cultural exploration and linguistic landscape fieldwork

German
- Undergraduate semester abroad program (Heidelberg, Germany)
- Undergraduate coursework up to the senior level
- Travel in many areas of Austria and Germany

Latin
- One semester (undergraduate)
- Additional study as related to the histories of the English and French languages

Russian
- Two semesters (undergraduate)

Spanish
- Three years of formal instruction and 2 graduate courses successfully audited
- Substantial living/working experience in Southwest U.S.A. (Arizona, Texas)
- Travel to hispanophone countries: Andorra, Costa Rica, Mexico, Panama, Spain

Research Interests

- Linguistic Landscape
- Second Language Learning/Teaching
- Sociolinguistics

Memberships in Professional Organizations

- American Association of Teachers of French
- American Council on the Teaching of Foreign Languages
- Computer-Assisted Language Instruction Consortium
- Texas Foreign Language Association