

## **Dr. Susan Kathriner Spezzini**

<http://www.uab.edu/education/esl/susan-spezzini-phd>

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### **EDUCATION**

#### **Doctor of Philosophy (2002)**

University of Alabama, Tuscaloosa

Major: Curriculum and Instruction for English as a Second Language (ESL)

Minor: Educational Leadership

Advisors: Drs. Rebecca Oxford and Joyce Stallworth

Dissertation: *Students' bilingual voice at an American overseas school: Individual and sociocultural dimensions in the process of learning English and patterns of language use*

#### **Master of Arts in Teaching: German (1975)**

University of California, Berkeley

#### **Bachelor of Arts: Linguistics (1973)**

University of California, San Diego

#### **Teacher Certification**

Spanish, German, and ESOL: Alabama State Department of Education (ALSDE) (2013-2024)

Spanish, German, and Math: California Division of Teacher Credentialing (1974-2019)

### **ACADEMIC APPOINTMENTS**

#### **University of Alabama at Birmingham (2003-January 2025): retired**

School of Education (SOE), Department of Curriculum and Instruction

Professor (tenured) of English Language Learner (ELL) Education (2018-present)

Teaching Responsibilities (course load): 6 graduate courses per academic year

Sabbatical: Spring 2021

Program Coordinator: Arts Education (2012-present) & Educational Studies (2018-present)

Single-Subject K-12 certification (Music and Visual Arts)

MAEd (traditional and alternative), and undergraduate degree (music only)

Educational Studies MAEd (Non-certification)

Program Coordinator of Pedagogical Studies Concentration (2016-24)

PhD Ed. *Studies in Diverse Populations*

Program Director of ESL Teacher Education (2006-23)

MAEd cert (traditional & alt.), dual cert (ESL w/Sp/Fr), & non-cert (TESOL)

EdS in TESOL: certification track and professional track

Associate Professor (tenured) of English Language Learner (ELL) Education (2011-18)

Teaching Responsibilities: Initial course load of 6 graduate courses per academic year

Program Director: Secondary Education 6-12 and Single-Subject K-12 (2012-18)

EdS, MAEd (traditional and alternative), and undergraduate degrees

Program Director: ESL Teacher Education (2012-18)

EdS, certification MAEd (traditional, alternative), and non-certification MA-TESOL

Program Coordinator (inaugural): Pedagogical Studies Concentration (2016-18)

PhD program *Educational Studies in Diverse Populations*

Program Coordinator: Teacher Leader EdS (from 2012 until teach-out in 2017-18)

Assistant Professor of English Language Learner (ELL) Education (2005-2011)

Teaching Responsibilities: Initial course load of 6 graduate courses per academic year

Program Coordination: ESL Teacher Education (certification and master's degree)

Director of Project EQUAL, USDE National Professional Development Grant (2003-2005)

Promoted ELL partnership with Shelby County Schools and provided EL prof. development

Delivered seminars to SOE faculty for infusing syllabi with ELL best practices



**EARLIER POSITIONS****American School of Asunción; Paraguay (1988-2002)**

Curriculum &amp; Staff Development Coordinator (1998-2002); Assistant to Superintendent (1993-98)

Participated on steering committee for SACS re-accreditation

Introduced, promoted, and coordinated the Advanced Placement (AP) Program

Represented school at events in Bolivia, Brazil, Chile, Paraguay, Uruguay, and U.S.

Teacher (1988-93): Taught AP Spanish Language/Literature, Host Country Culture (grades 2-12),

Spanish as Second Language (grades 2-12), English (grade 8), and Mathematics (grade 6)

**Centro Anglo-Paraguay; Asunción, Paraguay (1985-88)**

Instructor and Assistant Director

Taught beginning, intermediate, and advanced classes of English as a Foreign Language

Conceptualized, implemented, and supervised the summer program and intensive courses

Served as oral examiner for examinations from the University of Cambridge

**Peace Corps Volunteer; Paraguay (1976-79)**

Technical Coordinator (1979). Developed training modules for Peace Corps volunteers; San Lorenzo.

Extension Agent/Teacher (1977-78). Organized/implemented 4-C Clubs and taught English; Itapúa.

Linguist (1976). Studied Spanish/Guarani bilingualism in rural 1<sup>st</sup> grade classrooms; Guairá.**OTHER PROFESSIONAL EXPERIENCES****University of Alabama, Tuscaloosa (2006-12)**

Adjunct Instructor. College of Education's Overseas Master's Program

**University of Alabama at Birmingham (2003-05)**

Adjunct Instructor. School of Education and the Graduate School

**Catholic University of Asunción, Paraguay (1998-2001)**

Adjunct Instructor. Master's Program in Applied Linguistics

**University of Alabama, Tuscaloosa (1996 & 1999)**

Graduate Research Assistant for Dr. Liza Wilson

Graduate Teaching Assistant, Foreign Language methods, for Dr. Jill Shearin

**University of Alabama, Tuscaloosa (1994-2002)**

Site Coordinator for Office of International Programs. Asunción, Paraguay

**California State University, Northridge (1990)**

Adjunct Instructor. Overseas Program, Paraguay

**National University of Asunción, Paraguay (1980-2002)**

Adjunct Instructor. School of Philosophy, Department of English

**University of California, Berkeley (1974-75)**

ESL Instructor. English Language Institute

Graduate Teaching Assistant. German Department

**GRANTS**

**U.S. Fulbright Scholar Award (Summer 2023):** \$15,505 (includes \$3,360 monthly stipend for 3 months plus funds for lodging, food, and other expenses) and round-trip airfare at about \$1500.

**OTHER FEDERAL GRANTS (awarded): Principal Investigator (PI) and Author**

| <b>Roles</b>                                     | <b>Titles, Dates, and Topics</b>   | <b>Funding Source</b>                              | <b>Amount</b> |
|--|--|--|---------------|
| PI<br>(Jan. – Sept. 2022)                        | <b>IMPACT-PD (2016-22)</b><br>Prepare pre-school educators statewide with effectively teaching emergent bilinguals   | USDE Office of English Language Acquisition (OELA) | \$2,568,726   |
| PI and Author<br>[Co-PIs = J. Prado and K. Hill] | <b>Project CREST (2016-22)</b><br>Train educators in Etowah County, Gadsden, Attalla and St. James Catholic School to provide sheltered instruction to ELLs and promote family and community engagement. | OELA   | \$2,611,041   |



|   |   |           |                    |
|---|---|-----------|--------------------|
| PI and Author<br>[Co-PI = J. Austin]                    | <b>Etowah EDGE (2012-18)</b><br>Training Etowah County educators to provide sheltered instruction to ELLs, especially STEM      | USDE/OELA | \$1,699,678        |
| PI and Author<br>[Co-PI = J. Austin]                    | <b>Southeast ECHO (2012-18)</b><br>Training Enterprise City educators to provide sheltered instruction to ELLs, especially STEM | USDE/OELA | \$1,699,909        |
| PI and Author<br>[Co-PI = J. Austin]                    | <b>Project HEART (2007-13)</b><br>Training Homewood City teachers to provide sheltered instruction to ELLs                      | USDE/OELA | \$1,124,291        |
| <b>Total Awarded in Federal Grants as PI and Author</b> |   |           | <b>\$9,703,645</b> |

**FEDERAL GRANTS: Other Roles**

| <b>Roles</b>                                    | <b>Titles, Dates, and Topics</b>   | <b>Funding Source</b> | <b>Amount</b>      |
|---|--|-----------------------|--------------------|
| Co-PI & Co-Author<br>[PI = J. Prado]            | <b>EMPOWER (2022-2027)</b><br>Preparing educators in six partnering districts for effectively teaching ELLs and engaging families  | USDE/OELA             | \$2,985,871        |
| Co-PI & Co-Author<br>[PI = J. Austin]           | <b>Project SPEAK (2012-18)</b><br>Training Jefferson County educators to provide sheltered instruction to ELLs, especially in STEM | USDE/OELA             | \$1,696,832        |
| Co-PI & Co-Author<br>[PI = J. Austin]           | <b>Shelby STARS (2007-13)</b><br>Training Shelby County educators to provide sheltered instruction to ELLs                         | USDE/OELA             | \$1,305,820        |
| Program Director<br>[PI = J. Austin]            | <b>Project EQUAL (2003-08)</b><br>Supporting language acquisition and academic achievement of ELLs in Shelby County                | USDE/OELA             | \$1,347,654        |
| <b>Total in Federal Grants with other Roles</b> |  |                       | <b>\$7,336,177</b> |

**GRANTS AWARDED FROM NON-FEDERAL SOURCES**

| <b>Roles</b>                                    | <b>Titles, Dates, and Topics</b>  | <b>Funding Source</b>                            | <b>Amount</b>   |
|---|---|--|-----------------|
| PI and Author                                   | <b>Bridging from Known to Unknown (2009-10).</b><br>A comparison of learner outcomes before and after the incorporation of visual analogies | UAB Faculty Development: Scholarship of Teaching | <b>\$ 4,956</b> |
| <b>Total in Grants from non-federal sources</b> |   |  | <b>\$ 4,956</b> |

**GRANT APPLICATIONS (unfunded)**

PI and author: Submitted application to USDE/OELA for an NPD grant (April 2021) – TRANSCEND, proposed for \$2,987,474: unfunded.

Co-PI and co-author (PI = J. Prado): Submitted application to USDE/OELA for an NPD grant (April 2021) – BLAZE, proposed for \$2,980,801: unfunded.

PI and author: Submitted application to USDE/OELA for an NPD grant (April 2017) – EP-FACTOR, proposed for \$2,748,034: unfunded.

Co-PI and co-author: Mentored and supported junior faculty (Dr. Kelly Hill and Dr. Josie Prado) in preparing and submitting grant applications to USDE/OELA for NPD grants (April 2017) - ACHIEVE, BLAZE, and CONNECT, proposed for a total of \$8,015,833: unfunded.

PI and author: Submitted application to USDE/OELA for an NPD grant (February 2016) - Project COMET, proposed for \$2,659,258: unfunded.

Co-PI and co-author: Mentored and supported junior faculty (Dr. Kelly Hill and Dr. Josie Prado) in preparing and submitting grant applications to USDE/OELA for NPD grants (February 2016) - Projects BLAZE, INSPIRE, PREPARE, and SUCCESS, proposed for a total of \$10,385,098: unfunded.



PI and author: Submitted application to UAB Faculty Senate's Research Committee for a faculty development grant (February 2015) - *Oral English Intelligibility and Comprehensibility of Non-Native English Speaking Teachers*, targeted for \$5,000: unfunded.

Co-PI and co-author: Submitted applications to USDE/OELA for NPD grants (May 2011) - Baldwin BUILD and Shelby FORGE, proposed jointly for \$3,231,292: unfunded.

Co-PI and co-author: Submitted applications to USDE/OELA for NPD grants (2007) - Project CLIMBS and Project EXCELL, proposed for a total of \$3,079,968: unfunded.

## **RESEARCH AND SCHOLARSHIP**

### **Editing**

Canese, V., & **Spezzini, S.** (Eds.). (2023). *Teaching English in global contexts: Language, learners, and learning*. Editorial de la Facultad de Filosofía, Universidad Nacional de Asunción (UNA). 55 chapters written by 61 authors from 9 countries [Fulbright project]. Released by Creative Commons in November 2023 at [https://books.google.com.py/books/about?id=D8rhEAAAQBAJ&redir\\_esc=y](https://books.google.com.py/books/about?id=D8rhEAAAQBAJ&redir_esc=y) and published online in January 2024 at <https://bit.ly/TEGC2023Website>.

### **Peer-reviewed Publications**

Canese, V., & **Spezzini, S.** (2024). Three decades of supporting English teachers in Paraguay: PARATESOL's new advocacy response. In K. M. Reynolds, G. Mendoza, D. Suarez, O. Effiong, & G. Kormpas, G. (forthcoming). *Decentering advocacy in English language teaching: Global perspectives and local practices* (pp. xx – xx). University of Michigan Press.

De Jong, E., & **Spezzini, S.** (2024). Infusing ELL expertise in initial elementary teacher preparation: Alabama and Florida. In E. de Jong, E. Dwyer, and E. Wilson-Patton (Eds.), *English language learners in the Southeastern United States*. Lexington Books.

**Spezzini, S.** (2023). Overview. In V. Canese & S. Spezzini (Eds.), *Teaching English in global contexts: Language, learners, and learning* (pp. 19-30). Editorial de la Facultad de Filosofía, Universidad Nacional de Asunción. [https://doi.org/10.47133/tegc\\_overview24](https://doi.org/10.47133/tegc_overview24)

**Spezzini, S.** (2023). Strategies to teach speaking. In V. Canese & S. Spezzini (Eds.), *Teaching English in Global Contexts: Language, learners, and learning* (pp. 477-494). Editorial Facultad de Filosofía: UNA. [https://doi.org/10.47133/tegc\\_ch40](https://doi.org/10.47133/tegc_ch40)

**Spezzini, S.** (2023). Strategies to teach pronunciation. In V. Canese & S. Spezzini (Eds.), *Teaching English in global contexts, Language, learners, and learning* (pp. 525-551). Editorial Facultad de Filosofía, UNA. [https://doi.org/10.47133/tegc\\_ch44](https://doi.org/10.47133/tegc_ch44)

Prado, J., LaChenaye, J., Hodges, J., **Spezzini, S.**, & Austin, J. (2022). Relational mentoring and teacher motivation in an ESL master's program: A 5-year study in the context of cohorts and PLCs. *Mentoring & Tutoring: Partnership in Learning*, 30(4), 479-498. <https://www.tandfonline.com/doi/full/10.1080/13611267.2022.2095118>

Olmstead, S., Prado, J., & **Spezzini, S.** (2021). 10 years of reciprocal support: Teaching adult English learners and training MA-TESOL students. *MinneTESOL Journal*, 37(2).

**Spezzini, S.** (2021). Teaching applied phonology in a virtual classroom: Reimagining kinesthetic activities. *Nemityra Research Journal*, 2(2). 10-19.

Prado, J., **Spezzini, S.**, Harrison, M., Fraser Thompson, S., Ponder, J., & Merritt, P. (2020, June). Teacher educator and preservice teacher construct virtual internship through online writing class for post-secondary English learners. In R. E. Ferdig, E. Baumgartner, R. Hartshorne, R. Kaplan-Rakowski, & C. Mouza. (Eds.), *Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field* (pp. 323-327). Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/p/216903/>.

Acar, S., & **Spezzini, S.** (2020, March). Pronouncing words in English that exist as loan words in Turkish: Preliminary findings from four Turkish-speaking English learners. *As We Speak*. TESOL International Association.

**Spezzini, S.**, & Oxford, R. (2019, August). Oral L2 comprehensibility among English immersion learners when giving school speeches. *Nemityra Research Journal*, 1(1), 37-64.



- Spezzini, S., Franks, S., & Carter, D.** (2018). Accent reduction vs. intelligibility. In M. Christison & C. Broady (Eds.), *Teaching Speaking and Pronunciation, Volume 3* (pp. 1597-1602), in J. I. Lontas (Editor-in-Chief), *The TESOL Encyclopedia of English Language Teaching*. Hoboken, NJ: John Wiley & Sons.
- Franks, S., **Spezzini, S., & Prado, J.** (2018). The Role of Speaking in Academic Language. In M. Christison & C. Broady (Eds.), *Teaching Speaking and Pronunciation, Volume 3* (pp. 1789-1794), in J. I. Lontas (Editor in Chief), *The TESOL Encyclopedia of English Language Teaching*. John Wiley & Sons.
- Spezzini, S., Barratt, L., & Carter, D.** (2018). Pronunciation assessment. In C. Coombes (Ed.), *Assessment and evaluation, Volume 8* (pp. 5174-5180), in J. I. Lontas (Editor-in-Chief), *The TESOL Encyclopedia of English Language Teaching*. Hoboken, NJ: John Wiley & Sons.
- Spezzini, S., Austin, J., & Prado, J.** (2015). "Why didn't anyone tell me this before?" In D. Freeman and Y. Freeman (Eds.), *Research on preparing inservice teachers to work effectively with emergent bilinguals*, (pp. 205-232), Volume 24 in S. Pinnegar (Series Editor), *Advances in Research on Teaching*. Bingley, UK: Emerald Group Publishing Limited.
- Spezzini, S., La Cross, L., & Austin, J.** (2013). A doctoral student's shift from modified AAVE to Standard English: Evidence for taking a Language for Specific Purposes (LSP) approach. In L. Sanchez-Lopez (Ed.), *Scholarship and Teaching of Languages for Specific Purposes*, (pp. 99-108). ISBN 978-0-9860107-0-5.
- Seay, S., **Spezzini, S., & Austin, J.** (2013). Enhancing languages for specific purposes through interactive peer-to-peer oral techniques. In L. Sanchez-Lopez (Ed.), *Scholarship and Teaching of Languages for Specific Purposes*, (pp. 121-128). ISBN 978-0-9860107-0-5.
- Spezzini, S., & Becker, A.** (2012). Summer book clubs for ELLs: Teacher collaboration for promoting academic achievement. In A. Honigsfeld & M. Dove (Eds.), *Co-Teaching and other collaborative practices: Rationale, research, reflections, and recommendations* (pp. 175-184). Information Age Publishing.
- Spezzini, S., & Austin, J.** (2011). New teachers for new students: A teacher education program for the linguistically diverse. *Childhood Education* 87(5), 318-322.
- Spezzini, S.** (2010). Effects of visual analogies on learner outcomes: Bridging from the known to the unknown. *International Journal on the Scholarship of Teaching and Learning*, 4(2), 1-30.  
<https://digitalcommons.georgiasouthern.edu/ij-sotl/vol4/iss2/11/>
- Spezzini, S.** (2010). Children were punished: Not for what they said but for what their teachers heard. *Childhood Education*, 86(3), 130-131.  
<http://images.magnetmail.net/images/clients/ACEI/attach/issues.pdf>
- Spezzini, S., & Austin, J.** (2010). Collaborative mentoring among K-12 teachers: Professional development on the effective instruction of English language learners. *AccELLerate! National Clearinghouse for English Language Acquisition*, 2(2), 11-13.  
[http://www.ncela.us/files/uploads/17/Accellerate\\_2\\_2.pdf](http://www.ncela.us/files/uploads/17/Accellerate_2_2.pdf)
- Spezzini, S., Austin, J., Abbott, G. & Littleton, R.** (2009). Role reversal within the mentoring dyad: Collaborative mentoring on the effective instruction of English language learners. *Mentoring & Tutoring: Partnership in Learning*, 17(4), 297-315.
- Spezzini, S.** (2009). Fostering language in English language learners through grammaring and IPOTs. *Focus on Teacher Education*, 9(3). 5-6.
- Spezzini, S.** (2006). Helping English language learners with pronunciation. *Focus on Teacher Education*, 7(1). 3-4.
- Spezzini, S.** (2005). English immersion in Paraguay: Individual and sociocultural dimensions of language learning and use. In A. de Mejia (Ed.), *Bilingual Education in South America* (pp. 79-98). Clevedon UK: Multilingual Matters.
- Spezzini, S.** (2004). English immersion in Paraguay: Individual and sociocultural dimensions of language learning and use. *International Journal of Bilingual Education and Bilingualism*, 7(5). 412-31.  
<http://www.tandfonline.com/toc/rbeb20/7/5>
- Spezzini, S., & Oxford, R.** (1998). Perspectives of pre-service foreign language teachers. *System*, 26(1), 65-76.
- Kathriner, S.** (1976). Teaching German through science, math and art. *Die Unterrichtspraxis*, 9(2). 100-108.

## Contributions in Monographs



Project Names: Shelby STARS and Project HEART. (2010). In C. Casteel & K.G. Ballantyne. (Eds.). *Professional Development in Action: Improving Teaching for English Learners*, (p. 111). Washington, DC: National Clearinghouse for English Language Acquisition. [http://www.ncela.us/files/uploads/3/PD\\_in\\_Action.pdf](http://www.ncela.us/files/uploads/3/PD_in_Action.pdf)

**Spezzini, S., & Austin, J.** (2010). Collaborative mentoring among K-12 teachers: Professional development on the effective instruction of English language learners. In C. Casteel & K.G. Ballantyne. (Eds.). *Professional Development in Action: Improving Teaching for English Learners*, (pp. 29-31). Washington, DC: National Clearinghouse for English Language Acquisition. Available at [http://www.ncela.us/files/uploads/3/PD\\_in\\_Action.pdf](http://www.ncela.us/files/uploads/3/PD_in_Action.pdf)

### Book Reviews

**Spezzini, S.** (2004, November). Review of Essential Linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar, by D. E. Freeman & Y. S. Freeman, Portsmouth, NH: Heinemann, 2004. *Education Reviews*. <http://edrev.asu.edu/index.php/ER/issue/view/82>

### Manuscripts in Progress

Canese, V., & **Spezzini, S.** (in progress). An open-access collaborative textbook experience: A duoethnographic study of teaching English in global contexts (Chapter 14). In R. A. Mora & L. J. Penton Herrera (Eds.), *Latin American chronicles: Autoethnographic insights into innovative English language teacher education*. [This edited volume is being prepared for the [Critical Approaches and Innovations in Language Teacher Education](#) series by Bloomsbury with Bedrettin Yazan as Series Editor.]

Sexton, B., & **Spezzini, S.** (in progress). Partnering hands-on realia and graphic organizers with the 9-1-1 paragraph in science classrooms: Key for English learners to improve their writing.

**Spezzini, S., Franks, S., & Prado, J.** (in progress). Featuring NNEST fluency through phonological and acoustic analyses.

### Conference Proceedings

**Spezzini, S., & Austin, J.** (2013, March). SOTL implications from a longitudinal study of a site-based teacher certification program. Paper presented at 7<sup>th</sup> Scholarship of Teaching & Learning Commons. Savannah, GA. <https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2013/49/>

**Spezzini, S.** (2010). *Visual analogies in a graduate course: Student perceived learning outcomes*. 3<sup>rd</sup> Scholarship of Teaching and Learning Commons. Statesboro, GA. <https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2010/39/>

**Spezzini, S.** (2009). *Visual analogies for enhancing the scholarship of teaching and learning*. 2<sup>nd</sup> Scholarship of Teaching and Learning Commons. Statesboro, GA. <https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2009/51/>

### Technical Reports as Author

Submitted to the UAB Graduate School for submission to the Alabama Council of Graduate Deans

Proposal for the SOE's *Teaching English as an Additional Language* (TEAL) graduate certificate to receive the Alabama Advanced, Specialized Skills, Education, and Training (AL-ASSET) designation; presented on October 25, 2023 at a meeting of the Alabama Council of Graduate Deans and approved as responding to the Governor's mandate to offer specialized training for the workforce.

Submitted to the U.S. Peace Corps

Proposal for a Peace Corps Coverdell Fellows program at the School of Education in conjunction with the Sparkman Center for Global Health (submitted 2014 and 2019, approved 2015 and reapproved 2019).  
Proposal for a Peace Corps Master's International program at the School of Education (submitted 2012, approved Spring 2013).

Submitted to the U.S. Department of Education Office of English Language Acquisition (OELA)

Annual Performance Report for ESL grant – Project CREST (2017, 2018, 2019, 2020, 2021, 2022).



Application for 12-month No Cost Extension for CREST and IMPACT—approved (2022).  
 Application for 12-month No Cost Extension for Southeast ECHO and Etowah EDGE—approved (2017).  
 Annual Performance Reports and Complete Data Reports for the ESL grants - Southeast ECHO and Etowah EDGE (2013, 2014, 2015, 2016).  
 Final Report for the ESL grants - Project HEART and Shelby STARS (2013).  
 Annual Performance Reports for ESL grants - Project HEART and Shelby STARS (2008, 2009, 2010, 2011).  
 Final Report for the Project EQUAL grant (2008).  
 Annual Performance Reports for Project EQUAL grant (2003, 2004, 2005, 2006).

Submitted to Alabama Commission on Higher Education (ACHE) and UA Board of Trustees (all approved)

Information Items for EdS MAEd-ESL to be fully online program (2022).  
 Bill for Alabama's Seal of Biliteracy, signed by Governor Kay Ivey (April 6, 2022)  
 Proposal (author) of Graduate Certificate "Teaching English as an Additional Language" (2022).  
 Alteration to EdS-TESOL for fully online and for name change of non-cert track (2021-22).  
 Proposal (co-author) of Graduate Certificate "Teaching Multilingual Learners" (2018-19).  
 Proposal for non-cert MAEd in Educational Studies with five concentrations (2018).  
 Proposal for EdS in TESOL with two concentrations: non-certification (online) and certification (2017-18).  
 Notification of Intent to Submit Proposal (NISP) for creating an EdS degree program in TESOL (2017).  
 Notification of Intent to Submit Proposal (NISP) for non-certification MAEd in Educational Studies (2017).  
 Information Item for changing name of the International Track to TESOL in the MAEd/ESL program (2017).  
 Post-Implementation Report to ACHE highlighting accomplishments during the five years since the ESL Master's program had been implemented (submitted 2016 and approved 2016).  
 Proposal for a New Graduate Degree Program—Master of Arts in Education for Teaching English as a Second Language, with three tracks (submitted 2009-10 and approved March 2011).

Submitted to the Alabama State Department of Education (ALSDE)

Application for UAB and AMTESOL to jointly offer a Professional Learning Unit (PLU) for school administrators on effectively serving English Learners (submitted 2015 and 2019; approved and reapproved).  
 Proposal for a new major in the Educational Specialist degree: Class AA certification in English as a Second Language (submitted June 2011 and approved 2012).  
 Proposal for dual-certification majors (ESL/Spanish and ESL/French) within the traditional and alternative MAEd/ESL program (submitted June 2011 and approved 2012).

Prepared for use by UAB School of Education

Documents for seeking reaccreditation from CAEP relative to the state's CIEP process for initial teacher certification in Spanish and French (Fall 2021)  
 Application for National Recognition of the MAEd/ESL program's initial ESL teacher certification, from the Commission for the Accreditation of Educator Preparation (CAE) programs, through the Specialized Professional Association (SPA) process with TESOL; prepared and submitted in March 2018 and September 2019, and awarded in February 2020.  
 Information Packet for prospective applicants to the Pedagogical Studies concentration of the Educational Studies in Diverse Populations (ESDP) PhD program (2017).  
 edTPA Assessment Plan in ESL, to serve as model for other programs in UAB's SOE (2015).  
 Continuous Improvement Educator Preparation (CIEP) report for ESL certification, to serve as model for other teaching programs in UAB's SOE (2015).  
 Information Packets for applicants to C&I programs - Alternative Master's, Traditional Master's, and Educational Specialist (initially prepared in Fall 2012 and updated annually).  
 Selected sections on the UAB SOE Institutional Report for reaccreditation from NCATE (2013).  
 Operations Manual for ESL Teacher Education program, including grants from USDE/OELA (2010).  
 ESL Teacher Education Program: Self-study report for Site Visit Review by the National Council for Accreditation of Teacher Education (2005).

Prepared for use by INTO UAB and by UAB's former English Language Institute (ELI)



Pathway Programs (Standard and Accelerated) for non-certification master's degree in TESOL, Early Childhood Education, and Special Education (2016).  
 Teachers-in-Training section on the ELI's application for initial accreditation from the Commission on English Language Program Accreditation (2013 and 2018).

### **Service Publications (non-refereed)**

- Spezzini, S.** (2020, August). Letter from the Past Chair. *SPLIS Newsletter, TESOL International*.  
**Spezzini, S.** (2020, March). Letter from the Chair. *SPLIS Newsletter, TESOL International*.  
**Spezzini, S.** (2019, August). Letter from the Chair. *SPLIS Newsletter, TESOL International*.  
**Spezzini, S.** (2019, February). Letter from the Chair-Elect. *SPLIS Newsletter, TESOL International*.  
**Spezzini, S.** (2009, Spring). SETESOL conference: A glance. *AMTESOL News*, 27(1). 7.  
**Spezzini, S.** (2009, February). Southeast regional TESOL draws attendees from 25 states. *TESOL Affiliate News*.  
**Spezzini, S.** (2005, Fall). Thinking ahead to graduate student research days, *UAB Graduate School Newsletter*.  
**Spezzini, S.** (2002). The rainbow as a metaphor for language learning. *Paraguay TESOL Newsletter*. 14-16.  
**Spezzini, S.** (1995, September). Stamp my card, please. *TESOL Affiliate News*, 4(2). 8.  
**Spezzini, S.** (1993, December). Graduate courses in education from the University of Alabama. *Guarani News*. Asunción, Paraguay.  
**Spezzini, S.** (1991, April). No passports needed. *International Schools Services NewsLinks*, 10(5).

### **INVITED PRESENTATIONS AT PROFESSIONAL CONFERENCES**

#### **Keynote**

- Spezzini, S.** (2019, October). Helping English learners overcome pronunciation difficulties. Keynote presented at the annual Louisiana TESOL conference's PACE Day for K-12 educators.  
**Spezzini, S.** (2011, February). Reflections on the past, gateways to the future. Keynote presented at the annual conference for the Alabama Association of Foreign Language Teachers; Montevallo, AL.  
**Spezzini, S.** (2010, October). Promoting oral interaction among language learners. Closing keynote presented at the Literacy Council's 2<sup>nd</sup> annual conference for volunteer ESOL instructors; Birmingham, AL.  
**Spezzini, S.** (2009, October). Welcome to the world of ESOL! Opening keynote presented at the Literacy Council's inaugural conference for volunteer ESOL instructors; Birmingham, AL.  
**Spezzini, S.** (2001, July). Student perspectives on second language learning at a bilingual school. Keynote (in Spanish) presented at the International Symposium on Bilingualism and Bilingual Education; Asunción, Paraguay.

#### **National and International Level**

- Spezzini, S.** (2021, May). Lessons learned from Pandemic-inspired hybrid teaching. Participated on panel presented during Paratesol Town Hall. Asuncion, Paraguay.  
**Spezzini, S.** (2019, March). Nexus for career advancement: The education specialist degree. Organized panel (12 panelists) at the 53<sup>rd</sup> annual TESOL International Association convention. Atlanta, GA.  
**Spezzini, S.** (2013, March). Interactive peer-to-peer oral techniques. Panel presented at the Special Interest Section on Elementary Education at the 47<sup>th</sup> annual Teachers of English to Speakers of Other Languages (TESOL) International Convention. Dallas, TX.  
**Spezzini, S.** (2012, March). Teacher education for pronunciation teaching in intensive English programs. Panel session presented in the InterSection (Special Interest Sections on Teacher Education, Intensive English Programs, and Speech/Pronunciation/Listening) roundtable, at the 46<sup>th</sup> annual International TESOL Convention. Philadelphia, PA.  
**Spezzini, S., & Austin, J.** (2012, March). Using interactive techniques to enhance educators' cultural competencies. Paper presented at the K-12 Dream Day pre-conference institute at the 46<sup>th</sup> annual International TESOL Convention. Philadelphia, PA.



- Spezzini, S.** (2011, March). Cross-cultural interaction styles and teacher education. Panel session presented in the InterSection (Teacher Education and Intercultural Communication Interest Sections) roundtable, Effectively working with the "intercultural" in the ESOL classroom, at the 45<sup>th</sup> annual TESOL Convention. New Orleans, LA.
- Spezzini, S.** (2010, March). One-on-one professional development. Session presented in the Teacher Education-led InterSection roundtable, Features and application of successful professional development and post-certification programs, at the 44<sup>th</sup> annual TESOL convention. Boston, MA.
- Austin, J., Cate, J., Metheny, A., Platt, H., & **Spezzini, S.** (2009, March). ESL and mainstream teachers collaborating effectively for ELL academic success. Panel session in the Teacher Education Interest Section-led InterSection (Teacher Education, Secondary Schools, and Elementary Education) at the 43<sup>rd</sup> annual TESOL convention. Denver, CO.
- Spezzini, S.** (2008, September). Faculty professional development in ESL best practices at IHEs. Panel organized and chaired as part of the USDE/OELA National Professional Development strand at the annual Southeast TESOL (SETESOL) regional conference. Birmingham, AL.

### Regional Level

- Edmonds, L., Prado, J., & **Spezzini, S.** (2023, January). Write grants to help fulfill your critical mission in ESL. Pre-conference institute at the annual Alabama-Mississippi TESOL (AMTESOL) conference, Huntsville, AL.
- Spezzini, S.** (2020, January). Bringing the Seal of Biliteracy to Mississippi and Alabama. Organizer and Lead Presenter of a 7-member national panel. Pre-conference institute at the annual AMTESOL conference. Auburn, AL.
- Spezzini, S.** (2019, October). Using interactive techniques to enhance educators' cultural competencies. Paper presented at the annual Louisiana TESOL conference's PACE Day for K-12 educators.
- Spezzini, S.** (2019, October). Circles and Lines: Keep 'em Talking. Paper presented at the annual Louisiana TESOL conference's PACE Day for K-12 educators.
- Spezzini, S., & Earley, M.** (2015, October). Do you hear what I hear? Paper presented at K-12 Dream Day at the annual SETESOL conference. New Orleans, LA.
- Spezzini, S.** (2009, September). Strategies for effective oral interaction in the classroom. Pre-Conference Institute presented at the annual SETESOL conference. Atlanta, GA.
- Spezzini, S.** (2009, September). A mouthful of vowels. Paper presented at the annual conference of the Tennessee Association of Professional Interpreters and Translators (TAPIT). Nashville, TN.
- Spezzini, S.** (2008, September). It's not what you say, but how you say it! Paper presented at the annual TAPIT conference. Nashville, TN.
- Snyder, K., & **Spezzini, S.** (2008, September). Rx for treating persistent pronunciation ailments. Pre-Conference Institute presented at the annual SETESOL conference. Birmingham, AL.
- Spezzini, S.** (2008, September). Strategies for effective oral interaction in the classroom. Pre-Conference Institute presented at the annual SETESOL conference. Birmingham, AL.
- Spezzini, S.** (2007, June). Helping ELLs overcome difficulties in perceiving and producing English phonemes. Paper presented at the annual Mid-South Reading conference. Birmingham, AL.
- Spezzini, S.** (2006, June). Helping ELLs overcome difficulties in perceiving and producing English phonemes. Paper presented at the annual Mid-South Reading conference. Birmingham, AL.

### Local and State Level

- Spezzini, S.** (2022, September). Panel: Where are we going with the Alabama Seal of Biliteracy? Language Study Rising Workshop sponsored by the American Association of Teachers of Spanish and Portuguese and Birmingham Southern College
- Spezzini, S.** (2021, January). Do you Hear What I Hear? Alabama Leaders Advocating for English Learners, 2<sup>nd</sup> annual conference. Tuscaloosa, AL.
- Spezzini, S.** (2020, January). Seal of Biliteracy. Alabama Leaders Advocating for English Learners, inaugural conference. Pelham, AL.
- Spezzini, S.** (2017, January). Interactive peer-to-peer oral techniques (IPOTs). Pre-conference workshop presented at the annual Alabama-Mississippi TESOL (AMTESOL) conference. Hattiesburg, MS.



- Spezzini, S.**, (2016, February). Introduction to second language acquisition. *School Administrators' Strand*. Paper presented at the annual AMTESOL conference. Orange Beach, AL.
- Earley, M., & **Spezzini, S.** (2015, January). Do you hear what I hear? Pre-conference institute presented at the annual AMTESOL conference. Tuscaloosa, AL.
- Spezzini, S.** (2014, October). *Grammaring* and IPOTs: A dynamic duo. Presented at The Literacy Council's ESOL Educators' Conference. Birmingham, AL.
- Spezzini, S.** (2013, October). Going on a language learning journey. Presented at The Literacy Council's ESOL Educators' Conference. Birmingham, AL.
- Spezzini, S.** (2010, January). Strategies for effective oral interaction in the classroom. Pre-Conference Institute presented at the annual AMTESOL conference. Oxford, MS.
- Spezzini, S.** (2010, January). Strategies for success. Paper presented at the annual Alabama-Mississippi TESOL (AMTESOL) conference. Oxford, MS.
- Spezzini, S.** (2010, January). Welcome to the world of ESL. Paper presented at the annual AMTESOL conference. Oxford, MS.
- Spezzini, S.** (2009, July). Interactive peer-to-peer oral techniques. Paper presented at the annual Adult Educators Conference sponsored by the Post-secondary Division of the Alabama State Department of Education. Birmingham, AL.
- Spezzini, S.** (2006, November). Guiding ELLs to school success. Paper presented at the Alabama State Association for Physical Education, Health, Recreation, and Dance conference. Birmingham, AL.
- Spezzini, S.**, Harvey, J., Elechi, O., & Dutton, K. (2006, February). Helping ELLs overcome difficulties in perceiving and producing English phonemes. Paper presented at the Alabama Federation of the Council for Exceptional Children conference. Birmingham, AL.
- Spezzini, S.** (2004, March). Learning and interactional styles across cultures. Paper presented at the Alabama Educators' Association conference. Birmingham, AL.

## **PEER-REVIEWED PRESENTATIONS AT PROFESSIONAL CONFERENCES**

### **National and International Level**

- Canese, V., & **Spezzini, S.** (2025, March). Multi-affiliate collaboration: 55-chapter online textbook for the Global South. 58<sup>th</sup> annual TESOL International Association convention. Long Beach.
- Spezzini, S.**, Canese, V., Prado, J., & Mendoza, G. (2024, March). Global collaboration of creative commons book for EFL teacher preparation. 57<sup>th</sup> annual TESOL International Association convention. Tampa.
- Canese, V., **Spezzini, S.**, Diaz Maggioli, G., & Dean-Fastnacht, G. (2024, March). Strategies for using online open textbooks in EFL teacher education. 57<sup>th</sup> annual TESOL International Association convention. Tampa.
- Spezzini, S.** (2023, November). Perspectives of ESL resource teachers about using this book to support in-service teachers in Alabama and Georgia (USA). Paraguayan Congress of Applied Linguistics (virtual). Asuncion, Paraguay.
- Canese, V., & **Spezzini, S.** (2023, November). Preparation of language teachers for global contexts: Publishing an open access textbook. Paraguayan Congress of Applied Linguistics (virtual).
- Spezzini, S.**, Canese, V., Ortiz, C., Roca, A., & Dean-Fastnacht, G. (2023, November). Organizer and moderator of Panel 18—Using chapters from the book, *Teaching English in Global Contexts: Language, Learners and Learning*. Paraguayan Congress of Applied Linguistics (virtual).
- Canese, V., & **Spezzini, S.** (2023, September). Becoming a global teacher: Creating communities to learn about language. Paraguay TESOL Conference (virtual). Asuncion, Paraguay.
- Canese, V., & **Spezzini, S.** (2023, June). Teaching English in global contexts: Language, learners, and learning. AR-TESOL Conference (hosting Latin America/Caribbean Group). Salta, Argentina.
- Canese, V., **Spezzini, S.**, Diaz Maggioli, G., Barratt, L., Mendoza, G., & Algren, M. (2023, March). Organizer and Panelist: Open-Access ELT College Textbooks for Preservice EFL Teacher Preparation. 56<sup>th</sup> annual TESOL International Association convention. Portland.
- Spezzini, S.**, Prado, J., & Edmonds, L. (2022, March). Write grants to inspire your teaching and empower your classroom. 55<sup>th</sup> annual TESOL International Association convention. Pittsburgh.



- Spezzini, S.**, (2022, March). Pronunciation teaching goes virtual: Kinesthetic activities to empower your English learners. 55<sup>th</sup> annual TESOL International Association convention. Pittsburgh.
- Spezzini, S.**, Sardegna, V., & Hegelheimer, S. (2021, November). Preparing teachers to teach English pronunciation skills. Panel presented online at the 2<sup>nd</sup> Paraguayan Applied Linguistics Congress. Asuncion, Paraguay.
- Hill, K., **Spezzini, S.**, Weber, M., Burchett, J., & Rose, P. (2021, March). Enhancing Oral Language in PK-8. Paper presented online as part of the *EEIS/SPLIS Intersection*. 55<sup>th</sup> annual TESOL International Association convention.
- Spezzini, S.** (2020, November). Redesigning the applied phonology course for a virtual classroom: Kinesthetic activities to enhance learning. Paper presented online at the 1<sup>st</sup> National Applied Linguistics Congress. Asuncion, Paraguay.
- Prado, J., Earley, M., & **Spezzini, S.** (2020, April-virtual). Learning Design to Design Learning: An Exploratory Study of Teacher Educators Developing their Online Teaching Presence. Society for Information Technology and Teacher Education (SITE).
- Spezzini, S.** (2019, March). Collaboration across nine TESOL affiliates. Participated in the Affiliate Colloquium: The influence of collaboration initiatives on TESOL communities. 53<sup>rd</sup> annual TESOL International Association convention. Atlanta, GA.
- Spezzini, S.** (2019, March). It's not what English Learners said but what others heard. Paper presented within Intersection *Helping Young Learners Overcome English Pronunciation Challenges* at the 53<sup>rd</sup> annual TESOL International Association convention. Atlanta, GA.
- Franks, S., **Spezzini, S.**, & Prado, J. (2018, March). Sustaining linking words in dialogue: Linking theory and practice. Paper presented at the 52<sup>nd</sup> annual International TESOL Convention. Chicago, IL.
- Spezzini, S.**, & Prado, J. (2017, November). Promoting parent, family engagement in an English learner consortium project. Poster presented at the National Professional Development Directors' Meeting, Office of English Language Acquisition, U.S. Department of Education. Washington, D.C.
- Spezzini, S.** (2017, March). Equal partners – equal opportunities: Alabama-Mississippi TESOL affiliate partnership. TESOL International Affiliate Leadership Colloquium at the 51<sup>st</sup> International TESOL Convention. Seattle, WA.
- Franks, S., Prado, J., & **Spezzini, S.** (2017, March). Phonological processes and fluency of NNESTs. Paper presented at the 51<sup>st</sup> International TESOL Convention. Seattle, WA.
- Spezzini, S.**, Prado, J., Hill, K., & Earley, M. (2016, October). Serving English learners across Alabama: Making a difference! Poster presented at the National Professional Development Directors' Meeting, Office of English Language Acquisition, U.S. Department of Education. Washington, D.C.
- Earley, M., **Spezzini, S.**, & Prado, J. (2016, April). Empowering K-12 administrators to become EL advocates. Paper presented at 50<sup>th</sup> annual International TESOL Convention. Baltimore, MD.
- Franks, S., **Spezzini, S.**, & Prado, J. (2016, April). Prosodic syllable lengthening of NNESTs and their L2 experiences. Paper presented at 50<sup>th</sup> annual International TESOL Convention. Baltimore, MD.
- Prado, J., Franks, S., & **Spezzini, S.**, (2016, April). Reflections of NNESTs: Linking languages, cultures, and identities. Paper presented at 50<sup>th</sup> annual International TESOL Convention. Baltimore, MD.
- Spezzini, S.**, Prado, J., & DeRocher, L. (2016, April). Collaborative initiative by three institutions: Preparing ELLs for community college. Paper presented at 50<sup>th</sup> annual International TESOL Convention. Baltimore, MD.
- Spezzini, S.**, Seay, S., & Prado, J. (2015, March). Redesigning programs and clinical experiences: Bridging theory to practice. Paper presented at 49<sup>th</sup> annual International TESOL Convention. Toronto, ON, Canada.
- DeRocher, L., **Spezzini, S.**, & Prado, J. (2015, March). Adult learners in community-based ESL classes: *Keep 'em comin'*. Paper presented at 49<sup>th</sup> annual International TESOL Convention. Toronto, ON, Canada.
- Spezzini, S.**, & Austin, J. (2014, March). Exploring development of a new track within ELT master's program. Paper presented at 48<sup>th</sup> annual International TESOL Convention. Portland, OR.
- Spezzini, S.**, & Austin, J. (2013, March). SOTL implications from a longitudinal study of a site-based teacher certification program. Paper presented at 7<sup>th</sup> annual Scholarship of Teaching & Learning (SoTL) Commons. Savannah, GA.



- Spezzini, S., & Austin, J.** (2013, March). Longitudinal effects of a site-based ESL teacher certification program. Paper presented at 47<sup>th</sup> annual International TESOL Convention. Dallas, TX.
- Spezzini, S., Austin, J., & Seay, S.** (2012, April). Enhancing language for specific purposes (LSP) through interactive peer-to-peer oral techniques (IPOTs). Workshop presented at the first International Symposium on Languages for Specific Purposes (ISLSP). Birmingham, AL.
- Spezzini, S., Anderson, L., & Austin, J.** (2012, April). A doctoral student's shift from modified AAVE to Standard English: Evidence for taking an LSP approach. Paper presented at the first ISLSP. Birmingham, AL.
- Spezzini, S.** (2012, March). A SIOP tale: From experiencing to implementing. Paper presented at the 46<sup>th</sup> annual International TESOL Convention. Philadelphia, PA.
- Spezzini, S., & Austin, J.** (2011, March). SOTL outcomes in a distance-delivery master's degree program. Paper accepted for the 4<sup>th</sup> annual SOTL Commons. Statesboro, GA. [accepted but unable to attend]
- Spezzini, S.** (2010, March). Visual analogies: Student perceptions of learning outcomes. Paper presented at the 3<sup>rd</sup> annual SOTL Commons. Statesboro, GA.
- Spezzini, S., & Anderson, L.** (2010, March). A doctoral student's journey from modified AAVE to standard English when giving an academic presentation. Paper presented at the annual conference of the American Association for Applied Linguistics (AAAL). Atlanta, GA.
- Spezzini, S., Austin, J., & Abbot, G.** (2009, April). Collaborative mentoring for the effective instruction of ELLs: Mainstream teachers mentoring mainstream teachers. Paper presented at the annual meeting of the American Education Research Association. San Diego, CA.
- Spezzini, S.** (2009, April). Visual analogies for enhancing the scholarship of teaching and learning. Paper presented at the 2<sup>nd</sup> annual SOTL Commons. Statesboro, GA.
- Spezzini, S.** (2008, May). Using symbols to bridge from the known to the unknown. Paper accepted for The Teaching Professor Conference. Kissimmee, FL. [could not attend]
- Spezzini, S., & Austin, J.** (2008, April). Awakening cross-cultural awareness. Paper presented at the 42<sup>nd</sup> annual TESOL convention. New York, NY.
- Spezzini, S.** (2008, April). Pre-service teacher education in ESL best practices. Paper presented at the national conference on Teaching Science to Hispanic ELLs in the Southeast. Tuscaloosa, AL.
- Snyder, K., & Spezzini, S.** (2008, March). Remedies for ELLs' persistent pronunciation ailments. Poster session presented at the annual Association of Children Education International (ACEI) conference. Atlanta, GA.
- Spezzini, S., & Austin, J.** (2006, January). Transformation of mainstream teachers into ESL mentors. Paper presented at the 35<sup>th</sup> annual conference of the National Association of Bilingual Education (NABE). Phoenix, AZ.
- Spezzini, S., & Austin, J.** (2005, April). From mainstream teacher to ESL mentor. Paper presented at the 39<sup>th</sup> annual TESOL convention. San Antonio, TX.
- Austin, J., & Spezzini, S.** (2005, January). Interactive strategies for fostering linguistic and academic growth of 6<sup>th</sup>–12<sup>th</sup> grade ELLs. Paper presented at the 34<sup>th</sup> annual NABE conference. San Antonio, TX.
- Smith, J., & Spezzini, S.** (2004, February). Spanish-speaking students challenged through AP's vertical approach. Paper presented at the 33<sup>rd</sup> annual NABE conference. Albuquerque, NM.
- Spezzini, S., & Oxford, R.** (2003, May). Immersion learners' dual language use at an American overseas school. Paper presented at the 4<sup>th</sup> International Symposium on Bilingualism. Tempe, AZ.
- Spezzini, S.** (2003, March). Immersion students' voice regarding dual language use. Paper presented at the 37<sup>th</sup> annual TESOL convention. Baltimore, MD.
- Spezzini, S.** (2003, March). Activities for fostering students' bilingual self-awareness. Post-Conference Institute presented at the 37<sup>th</sup> annual TESOL Convention. Baltimore, MD.
- Spezzini, S., & Oxford, R.** (2003, March). Immersion L2 usage: Issues of identity, gender, and ethnicity. Paper presented at the annual AAAL conference. Arlington, VA.
- Spezzini, S.** (2002, November). Activities for fostering students' bilingual self-awareness. Paper presented at the annual conference of the European Council of International Schools (ECIS). Berlin, Germany.
- Spezzini, S.** (2002, November). Designing and implementing a school-wide advanced placement program. Paper presented at the annual ECIS conference. Berlin, Germany.
- Spezzini, S.** (2002, November). Student perspectives on language learning at the American School of Asunción. Paper presented at the annual ECIS conference. Berlin, Germany.



- Spezzini, S.** (2002, April). Activities for fostering students' bilingual self-awareness. Paper presented at the 36<sup>th</sup> annual TESOL convention. Salt Lake City, UT.
- Spezzini, S.** (2000, October). Enhanced acquisition of language skills: Fostering students' self-awareness of their bilingualism. Paper presented at the annual conference of the American Schools in South America (AASSA). Sao Paulo, Brazil.
- Spezzini, S.** (1995, August). Reinforcing grammatical structures through creative writing. Paper presented at the 1<sup>st</sup> biennial Southern Cone Regional TESOL convention. Montevideo, Uruguay.
- Spezzini, S.** (1995, August). Bilingualism and the bilingual individual. Paper presented at the 1<sup>st</sup> biennial Southern Cone Regional TESOL convention. Montevideo, Uruguay.
- Spezzini, S.** (1995, April). A real life formula for writing compositions. Paper presented at the 28<sup>th</sup> annual TESOL convention. Long Beach, CA.
- Spezzini, S.** (1995, March). Difficulties encountered by Spanish speakers when learning English. Paper presented at the annual AASSA conference. Montevideo, Uruguay.
- Spezzini, S.** (1994, July). The bilingual individual. Paper presented at the 4<sup>th</sup> annual Brazil TESOL conference. Riberao Preto, Sao Paulo, Brazil.
- Spezzini, S.** (1994, July). A 1-2-3 formula for writing exam compositions. Paper presented at the 4<sup>th</sup> annual Brazil TESOL Conference. Riberao Preto, Sao Paulo, Brazil.
- Spezzini, S.** (1987, July). A 1-2-3 real life formula for teaching composition. Paper presented at the 2<sup>nd</sup> biennial conference of the Latin American British Cultural Institutes. Rio de Janeiro, Brazil.

### Regional Level

- Spezzini, S.** (2023, November). Fulbright and Creative Commons: Preparing preservice EFL teachers in global contexts. Paper presented at the annual Regional Southeast TESOL (SETESOL) conference. Myrtle Beach, SC.
- Spezzini, S., Prado, J., & Edmonds, L.** (2022, October). Funding to promote equity: A grant workshop. Paper presented at the annual SETESOL conference. Richmond, VA.
- Spezzini, S.** (2021, October). Using kinesthetic activities online for helping ELs overcome pronunciation difficulties. Paper presented at the annual SETESOL conference. Atlanta, GA.
- Spezzini, S.** (2019, November). Writing Grants: A Time of Empowerment for TESOL Educators. Round table presented at the annual SETESOL conference. Orlando, FL.
- Spezzini, S.** (2019, November). Interactive peer-to-peer oral techniques: Strategies for effective classroom interaction. Paper presented at the annual Louisiana TESOL conference.
- Spezzini, S.** (2019, November). Tips on helping English learners with their pronunciation challenges. Paper presented at the annual Louisiana TESOL conference.
- Franks, S., **Spezzini, S., & Prado, J.** (2017, October). Transforming lives through connected speech: Linking theory and practice. Paper presented at the annual SETESOL conference. Birmingham, AL.
- Spezzini, S.** (2017, October). Preparing all educators for effectively serving English learners. Moderator of panel with 11 education faculty members at the annual SETESOL conference. Birmingham, AL.
- Spezzini, S.,** (2017, March). Bridging communities: School administrators taking action for ELs. Paper presented at the annual Tennessee TESOL conference. Memphis, TN.
- Spezzini, S., & Earley, M.** (2016, October). Introduction to phonology and ELL pronunciation errors. Paper presented at the annual SETESOL conference. Louisville, KY.
- Spezzini, S., DeRocher, L., & Prado, J.** (2015, October). Tri-institutional college prep writing course for generation 1.5 students. Paper presented at the annual SETESOL conference. New Orleans, LA.
- Prado, J., Franks, S., & **Spezzini, S.** (2015, October). NNEST voices: Empowerment through languages, cultures, and identities. Paper presented at the annual SETESOL conference. New Orleans, LA.
- Earley, M., & **Spezzini, S.** (2014, October). Do you hear what I hear? Paper presented at the annual SETESOL conference. Rogers, AR.
- Spezzini, S., & Olmstead-Wang, S.** (2013, November). Developing a new track within an existing ESL master's program. Paper presented at the annual SETESOL conference. Myrtle Beach, SC.
- Spezzini, S., & Austin, J.** (2012, September). Ten years later: Ongoing effects from an ESL teacher certification program. Paper presented at the annual SETESOL conference. Knoxville, TN.
- Spezzini, S.** (2011, October). A SIOP tale: First as a learner, then as a teacher. Paper presented at the annual SETESOL conference. Richmond, VA.



- Spezzini, S., & Austin, J.** (2010, September). Creating conditions for one-on-one professional development. Paper presented at the annual SETESOL conference. Miami, FL.
- Austin, J., & **Spezzini, S.** (2007, November). Building bridges among cultures. Paper presented at the annual SETESOL conference. Louisville, KY.
- Spezzini, S., & Austin, J.** (2006, November). Transforming teachers into ESL mentors through a school/university partnership. Paper presented at the annual conference of the MidSouth Educational Research Association (MSERA). Birmingham, AL.
- Spezzini, S.** (2005, September). The transformation of mainstream teachers into ESL mentors. Paper accepted for the annual MSERA Conference; Baton Rouge, LA. [canceled: Hurricane Katrina].
- Spezzini, S., & Austin, J.** (2005, September). Using interactive strategies to promote comprehensible output. Paper presented at the annual SETESOL conference. Myrtle Beach, SC.
- Smith, J., & **Spezzini, S.** (2004, March). Spanish-speaking students challenged through AP's vertical approach. Paper presented at the annual conference of the Southern Council on Language Teaching. Mobile, AL.
- Austin, J., **Spezzini, S., & Smith, J.** (2003, September). School-university partnership for system-wide support of ELLs. Paper presented at the annual SETESOL conference. New Orleans, LA.
- Spezzini, S.** (1999, November). Student talk and group identity at an overseas bilingual school. Paper presented at the annual SETESOL conference. Birmingham, AL.
- Spezzini, S.** (1999, November). Lines and circles: Communicative activities embedded within action research. Paper presented at the annual SETESOL conference. Birmingham, AL.

### Local and State Level

- Spezzini, S.** (2025, January). Seal of biliteracy: Your English learners' passport to the future. Poster presented at the annual Alabama-Mississippi TESOL (AMTESOL) conference, Montgomery, AL.
- Spezzini, S., Montiel, S., Valtierra, L., & Hatley, M.** (2024, July). Seal of biliteracy for supporting college, career, and workforce readiness: Voices from the field. Panel presented at the ALSDE's annual MEGA conference. Mobile.
- Spezzini, S.** (2024, January). Teaching English in global contexts. Paper presented at the annual AMTESOL conference, Tupelo, MS.
- Spezzini, S.** (2023, January). Promoting and implementing the Seal of Biliteracy. Paper presented at the annual AMTESOL conference, Huntsville, AL.
- Spezzini, S., & Prado, J.** (2022, January). Reach out and across for grants that empower your teaching. Paper presented at the annual AMTESOL conference. Jackson, MS.
- Spezzini, S.** (2021, January). Redesigning pronunciation teaching for a virtual classroom: Reimagining kinesthetic activities. Paper presented at virtual AMTESOL conference.
- Spezzini, S., & H. Grimes.** (2020, January). Alabama leaders advocating for English learners. Paper presented at the annual AMTESOL conference, Auburn, AL.
- Spezzini, S., Chou, A., & Maunsell, M.** (2019, July). Seal of Biliteracy: Celebrating bilingualism and enhancing career options. ALSDE's annual MEGA conference. Mobile, AL.
- Spezzini, S.** (2018, October). Advocating for English learners in Alabama's Black Belt. Poster presented at the annual AMTESOL conference. Oxford, MS.
- Spezzini, S.** (2018, October). Promoting English Learners' Language Development through Interactive Peer-to-peer Oral Techniques (IPOTs). Paper presented at the annual MEGA conference. Mobile, AL.
- Oxford, R. & **Spezzini, S.** (2017, January). Promoting peace in ESL teaching: Insights and classroom activities. Paper presented at the annual AMTESOL conference. Hattiesburg, MS.
- Spezzini, S.** (2016, July). Do you hear what I hear? Paper presented at the ALSDE's annual MEGA conference. Mobile, AL.
- Franks, S., **Spezzini, S., & Prado, J.** (2016, February). Length of English vowels produced by nonnative English speaking teachers. Paper presented at the annual AMTESOL conference. Orange Beach, AL.
- Spezzini, S., Prado, J., & Seay, S.** (2015, January). Enhancing teacher preparation through clinical experiences: Developing a culture of learning. Paper presented at the annual AMTESOL conference. Tuscaloosa, AL.
- Dobbs-Black, L., & **Spezzini, S.** (2014, January). Heritage language instruction for academic and career success. Paper presented at the annual AMTESOL conference. Oxford, MS.



- Nightenhelser, B., & **Spezzini, S.** (2013, January). From Alabama to Paraguay: Overseas practicum for culminating the master's. Paper presented at the annual AMTESOL conference. Huntsville, AL.
- Spezzini, S.** (2012, January). A SIOP tale for training teachers. Paper presented at the annual AMTESOL conference. Oxford, MS.
- Spezzini, S.** (2011, January). Helping ELLs catch and tame the pronunciation beast. Paper presented at the annual AMTESOL conference. Auburn, AL.
- Snyder, K., & **Spezzini, S.** (2008, January). Rx for treating persistent pronunciation ailments. Paper presented at the annual AMTESOL conference. Meridian, MS.
- Spezzini, S.** (2008, January). Embracing cultural diversity. Paper presented at the annual AMTESOL conference. Meridian, MS.
- Spezzini, S.** (2007, January). Punishable pronunciation errors. Paper presented at the annual AMTESOL conference. Mobile, AL.
- Spezzini, S.** (2006, January). Tips for coaching colleagues on ESL best practices. Paper presented at the annual AMTESOL conference. Jackson, MS.
- Spezzini, S.** (2005, January). Challenges facing ELLs based on their L1 writing systems. Paper presented at the annual AMTESOL conference; Florence, AL.
- Spezzini, S.** (2004, January). Introduction to learning styles. Paper presented at the annual AMTESOL conference. Starkville, MS.
- Spezzini, S.** (2003, January). Activities for fostering students' bilingual self-awareness. Paper presented at the annual AMTESOL conference. Birmingham, AL.
- Spezzini, S.** (2002, July). Phonological features associated with high and low comprehensibility. Paper presented at the 13<sup>th</sup> annual Paraguay TESOL conference. Asunción, Paraguay.
- Spezzini, S.** (2001, July). Instructional strategies for enhancing student learning. Paper presented at the 12<sup>th</sup> annual Paraguay TESOL conference. Asunción, Paraguay.
- Spezzini, S.** (2001, July). Student perspectives on language learning at a bilingual immersion school. Paper presented at the 12<sup>th</sup> annual Paraguay TESOL conference. Asunción, Paraguay.
- Spezzini, S.** (2000, July). Fostering students' self-awareness of their bilingualism. Paper presented at the 11<sup>th</sup> annual Paraguay TESOL conference. Asunción, Paraguay.
- Spezzini, S.** (1999, July). Increasing student interaction by using parallel lines and concentric circles. Paper presented at the 10<sup>th</sup> annual Paraguay TESOL conference. Asunción, Paraguay.
- Spezzini, S.** (1998, July). Phonological difficulties encountered by Spanish speakers when learning English. Paper presented at the 9<sup>th</sup> annual Paraguay TESOL conference. Asunción, Paraguay.
- Spezzini, S.** (1995, September). Reinforcing grammatical structures through creative writing. Paper presented at the 7<sup>th</sup> annual Paraguay TESOL conference. Asunción, Paraguay.
- Spezzini, S.** (1994, September). "Keep talking!" Paper presented at the 6<sup>th</sup> annual Paraguay TESOL conference. Asunción, Paraguay.
- Spezzini, S.** (1993, August). Difficulties of Spanish speakers learning English. Paper presented at the 5<sup>th</sup> annual Paraguay TESOL conference. Asunción, Paraguay.
- Spezzini, S.** (1991, October). Preparing students for exam essays. Paper presented at the 3<sup>rd</sup> annual Paraguay TESOL conference. Asunción, Paraguay.
- Spezzini, S.** (1990, December). The bilingual student. Paper presented at the 2<sup>nd</sup> annual Paraguay TESOL conference. Asunción, Paraguay.
- Spezzini, S.** (1990, November). Teaching at an American overseas school. Paper presented at the Southern California TESOL conference. Northridge, CA.
- Spezzini, S.** (1989, December). A 1-2-3 real life formula for teaching composition. Paper presented at the 1<sup>st</sup> annual Paraguay TESOL conference. Asunción, Paraguay.
- Kathriner, S.** (1975, October). German in the secondary classroom: "Use it! Don't abuse it!" Paper [in German] presented at the annual conference of the Foreign Language Association of Northern California in conjunction with the American Association of Teachers of German. Oakland, CA.

## **Review of Scholarly Work**

Editorial Board



V. Canese (Ed.), *Nemityra; A multilingual research journal on Language, Society, and Education*. ISSN: 2707-1642. National University of Asuncion, Paraguay. (2019 – present)

L. Sanchez-Lopez (Ed.), *Scholarship and Teaching of Languages for Specific Purposes*. ISBN 978-0-9860107-0-5. UAB Digital Collections.

#### Manuscript submissions

*World Englishes* (2014)

*Mentoring & Tutoring: Partnership in Learning* (2010)

#### Book Chapters

Freeman, D., & Freeman, Y. (reviewed in 2013). *Essential Linguistics*; Chapter 4 Phonology.

De Mejia, A. (reviewed in 2008). Enrichment bilingual education in South America. In N.

Hornberger & J. Cummins (Eds.). *Encyclopedia of language and education* (2<sup>nd</sup> ed.);

Springer Editorial.

Garcia, O., Torres-Guzman, M., & Beardsmore, H. B. (reviewed in 2004). *Multilingual and*

*multicultural children and youths in schools: A 21<sup>st</sup> century bilingual education perspective*.

Blackwell.

### **SERVICE**

*Served as:*

#### **TESOL International Association**

- Lead author and organizer of letter nominating Dr. Veronica Sardegna for the D. Scott Enright Service Award for Interest Sections (Selected and awarded, March 2021)
- Past Chair of TESOL's Speech-Pronunciation-Listening Interest Section (SPLIS) (April 2020-March 2021)
- Chair of TESOL's Speech-Pronunciation-Listening Interest Section (SPLIS) (2019- March 2020)
- Chair-Elect of TESOL's Speech-Pronunciation-Listening Interest Section (SPLIS) (2018-19)
- Community Manager for SPLIS and member of the SPLIS Board (2016-18)
- Team Lead for reviewing programs submitted to CAEP for national TESOL recognition (2017-2019)
- Reviewer of programs submitted to CAEP for national TESOL recognition (2014-15)
- Volunteer: International TESOL Convention: Affiliate Booth (2017), SPLIS Interest Section (2015, 2018-19)
- Reviewer of presentation proposals for TESOL: Teacher Education IS (2012-13) and SPLIS (2018-19)
- Coordinator of volunteers at the K-12 Dream Day, pre-conference institute at the 46<sup>th</sup> annual TESOL convention, Philadelphia, PA (March 2012)
- Team leader on the committee for organizing and implementing the 45<sup>th</sup> annual TESOL convention, New Orleans, LA (March 2011)
- Member of organizing committee for the K-12 Dream Day, pre-conference institute of the 45<sup>th</sup> annual TESOL convention, New Orleans, LA (March 2011)
- Affiliate representative on TESOL's International Affiliate Council:  
2008-09 in representation of the Alabama/Mississippi affiliate  
1995 in representation of the Paraguay affiliate

#### **Other Entities at the National/International Level**

- Chaired and coordinated a conference strand at the Paraguayan Applied Linguistics Congress (virtual), November 14-16, 2022. This strand consisted of seven panels about the book "Teaching English in Global Contexts: Language, Learners, and Learning" that I edited as a Fulbright Scholar. Each panel consisted of six authors of different book chapters, which was a total of 42 authors from nine countries.
- Served as reviewer of applications for English Teaching Awards. Fulbright (2019-21).
- Presented "Journey of Learning Languages and Cultures: Peace Corps, ESL, and Teaching" as part of a series for Jefferson Community College (AL) and the Peralta Community Colleges (CA). (2021)
- Provided access to UAB subjects for doctoral student's research from The Ohio State University (2017-18): Ms. Hyoseon Lee
- External Reviewer for Tenure and Promotion: University of Arizona (2016)



- Member of the organizing committee for the first International Symposium of Languages for Specific Purposes, Birmingham, AL (April 2012)
- Guest speaker for professional development:  
*Individual & social dimensions in language learning and use*, American School of Asunción (2012)
- Session moderator at conferences:  
American Association of Applied Linguistics, Atlanta, GA (March 2010)  
AERA Research on Women and Education, Birmingham, AL (October 2009)  
American Association of Applied Linguistics, Salt Lake City, UT (April 2002)
- External reviewer for faculty promotion:  
Molloy College, Rockville Centre, NY (2010)
- Reviewer of presentation proposals:  
TESOL: Teacher Education IS (2004-13)  
AERA: Mentoring SIG (2009)  
SoTL: Commons (2011)
- Reviewer for Episode #506 "First Day of School" of "Dora, the Explorer" for the Nicolodean (Nick Jr.) Broadcasting Company (May 2009).
- Guest speaker for professional development  
*Individual and social dimensions in language learning and use*, American School of Asunción (2012)  
*Strategies for teaching ELLs*. Asunción Christian Academy, Paraguay (March 2008)  
*Oral interactive techniques (in Spanish)*. American School of Asunción, Paraguay (March 2008)  
*Strategies for helping ELLs reach success*. Alliance Academy, Quito, Ecuador (May 2006)  
*Strategies for helping ELLs reach success*. Escuela Americana, Quito, Ecuador (May 2006)  
*Keep talking*. The British School, Montevideo, Uruguay (March 1995)
- Board member for the Paraguayan-American Cultural Center (1995-96 and 2001-02)
- Member of the Academic Committee for the Paraguayan-American Cultural Center (1997-2002)
- Board member for the Paraguay TESOL Affiliate (President 1994-95; Newsletter editor 1989-95)
- Inaugural member of the Paraguay TESOL Affiliate (1989)
- Chair of the Women in Development Committee and co-chair of the Youth Development Committee, Paraguay-Kansas Partners (1982-88):  
Visited counterparts at Kansas State University and The University of Kansas (1982 and 1986)  
Represented Paraguay at Partners of the Americas education conference in Cali, Colombia (1983)  
Wrote 35 travel grants (95% funded) for professional exchanges between Kansas and Paraguay  
Wrote \$500,000 grant awarded by W. K. Kellogg Foundation to Paraguay's 4-C Clubs  
Received American Express outstanding program award

### **Regional Southeast TESOL (SETESOL)**

- Affiliate representative for Alabama-Mississippi on the Regional SETESOL Council (Fall 2013-Fall 2023)
- Mentor for Virginia TESOL representative on planning and implementing SETESOL Conference (2020)
- Chair, SETESOL Conference (Oct. 4-7, 2017), hosted by Alabama-Mississippi TESOL:  
212 presentations, of which 72 were by UAB faculty, instructors, staff, students, and alumni  
301 presenters, of which 101 were UAB faculty, instructors, staff, students and alumni  
944 attendees: 622 from Alabama and 322 from 23 other states and 6 countries  
*This conference is planned/implemented by volunteers; it usually averages 400-500 attendees.*
- Chair of the Regional Council of Southeast TESOL affiliates (2016-17)
- Secretary for the Regional Council of Southeast TESOL Affiliates (2013-16)
- Alternate affiliate representative on the SETESOL Council (2004-2012)
- Associate chair and program chair, Southeast TESOL Regional Conference (2008):  
970 attendees from 25 states [organized and implemented entirely by volunteers]
- Secretary for the Regional Council of Southeast TESOL Affiliates (2007-08)

### **Other Entities at the Regional Level**

- Member of Founders' Council for Southeastern Colloquy for Scholarship of Teaching and Learning (2010)



- Session Presider at the MidSouth Education Research Association, Birmingham, AL (November 2006)

### Alabama-Mississippi TESOL (AMTESOL)

- Coordinator of the AMTESOL conference, Montgomery AL, January 16-18, 2025.
- Board member (2005-present)
- Immediate Past-President, AMTESOL (2017)
- President, AMTESOL (2016): [*AMTESOL membership rose from 377 in 2015 to 905 in 2017.*]
- Chair, Annual Conference of the AMTESOL Affiliate (2016, Orange Beach, AL)
- Vice-President for membership on Executive Board, AMTESOL (2014)
- Presentation review subcommittee for annual AMTESOL Conferences (2012-14)
- Member-at-large on the Executive Board for AMTESOL Affiliate (2012-13)
- Member-at-large on the Executive Board for Alabama-Mississippi TESOL Affiliate (2005-13)

### Other Entities at the State Level

- Guest speaker at the Alabama International Economic and Educational Partnership board meeting (Dec. 12, 2023) on the progress statewide by schools in awarding the State Seal of Biliteracy, per invitation by Dr. Jim Purcell, Executive Director of the Alabama Commission of Higher Education.
- In representation of UAB and AMTESOL, supported statewide movement for Seal of Biliteracy (since February 2019), promoted Seal of Biliteracy at MEGA Conference and AMTESOL conference (2019-20), and, per request from ACHE, sought input to Bill from 20 LEA and SEA stakeholders and fully edited Bill (2020), reviewed Bill (2021), and witnessed Gov. Ivey signing Bill (2022).
- Invited Participant on the Stakeholder Work Group for developing the ALSDE's Framework for English Learner Success for improving EL student academic achievement (2020-21)
- Guest presenter, multicultural issues, Judson College (March 2020)
- Board member, Alabama Literacy Alliance (2017- Fall 2019)
- Guest Speaker *Interactive peer-to-peer oral techniques* at the English Language Center, Auburn University Montgomery (2016)
- Dissertation committee member at other universities:  
University of Alabama, Tuscaloosa, AL (Holly Hubbard, 2017-defended spring 2021)  
Alabama State University, Montgomery, AL (Stephanie Reynolds, 2015-defended 2019)
- Organized and chaired the Session "HB 56 and Public Education" at the Immigration Forum hosted by the Birmingham Area Council on Higher Education-BACHE (2012)
- Invited member on committees and task forces with Alabama State Department of Education (ALSDE):  
Revising standards for ESL teacher certification (December 1, 2008)  
Identifying solutions for closing ELL achievement gap, Task Force (May 25-27, 2006)  
Assessing ESL comprehensive needs (Sept. 2005, Nov. 2005, Dec., 2005, Jan. 2006, Feb. 2006)
- Invited participant for working with Praxis II #0360 English to Speakers of Other Languages:  
Determining ESOL knowledge of test takers (Spring and Fall 2009)  
Setting standards in seminars offered by Educational Testing Service (2/06/06, 12/12/06)

### Local/Community Level

- Guest Speaker for Professional Development:  
*Challenges of being a language learner* presented to each grade level team at Bumpus Middle School, Hoover (February 18, 2014)  
*Interactive peer-to-peer oral techniques (IPOTs)* presented as a professional development workshop for foreign language teachers in Jefferson County (August 2013)
- Panel member for the symposium "Raising your child to be multilingual"  
The Birmingham International Center (2012)
- Guest speaker at The Literacy Council in Birmingham  
Participated in a presentation to the United Way's Visiting Allocation Team (October 27, 2010)  
Explained UAB's collaboration for literacy development of adult ELLs  
Provided training to volunteer ESL instructors at St. Francis Xavier Church (July 10, 2010)



- Presented *Promoting oral interaction among language learners*
- Attended Board of Directors meeting (June 30, 2010)
- Presented *The power of reciprocal support*
- Established partnership between UAB and Literacy Council
- Member of ESL Advisory Councils
  - Homewood City Schools (2007-present)
  - Birmingham City Schools (2006-2014)
  - Jefferson County Schools (2007-2014)
  - Shelby County Schools (2005-2013)
- Volunteer for the Paraguay booth (setting up and staffing) in the Cultural Village FIESTA Latina (2004-07)
- Support for the Hispanic Interest Coalition of Alabama (HICA!) by providing letters for grant proposals
- Link to potential teacher applicants for ESL summer program at Indian Springs School (2010)

### University Level: UAB

- Professional development workshop *Interactive peer-to-peer oral techniques (IPOTs)* for the faculty of the Department of World Languages and Literature (January 2024)
- SOE representative on campus-wide Curriculum Committee (2019-20)
- Chair of the Undergraduate Curriculum Committee (2017-2019)
- Co-Chair of the Signature Core Curriculum Team (2018)
- Member of the Faculty Senate Executive Council (2015-16 and 2017-19)
- Member of the Faculty Senate
  - Senator (2013-19) and Alternate Senator (2011-13)
  - Faculty Senate interviews with Provost candidates (2017)
  - Faculty Senate's Curriculum Committee (2011-18)
  - Undergraduate Curriculum Committee (2015-17)
- Member of Search Committees:
  - Tenure Track Assistant Professor in Spanish (2018-19)
  - Executive Director of the INTO-UAB Center (2016)
  - Director of the English Language Institute (2014, 2015, and 2016)
  - Vice President of Diversity, Equity, and Inclusion (2015)
  - Dean of the Graduate School (2015)
  - Inaugural Dean of the Honors College (2014)
- Inaugural member of Vice Provost's Academic Council for International Student Success (2016-2021)
- Member of the Community Engagement Task Force (2016-17)
- Participant in Kick-off visit by worldwide INTO representatives (2016)
- Member of the Blaze Leadership Academy (2013-14)
  - Campus Tour Project: Designed and prepared Walking Tour for New Employees
- Member of the organization committee for the Immigration Forum hosted by BACHE (February 2012)
- Collegial supporter for UAB's English Language Institute (ELI):
  - Teacher preparation section in the ELI's accreditation application to the Commission on Educational Accreditation of English language centers (2012-13)
  - Letter of support for the ELI's proposal to ACHE for becoming a center (2011)
- Committee member
  - Graduate Curriculum Committee (2023-25)
  - Retention and Graduation Committee (2014-20)
  - Technology use in classes (2016)
  - Academic Programs Review Committee-APRC (2012-15)
  - Academic Advisory Council of the Center for Teaching and Learning (2011-2013)
  - Undergraduate Program Council (2009-11)
  - Instructional Environment Committee (2009-11)
- Collaborator with the Foreign Language Department
  - Evaluating the teaching of communicative lessons by two instructors (Fall 2011)
  - Serving as guest speaker for the FLL 210 class (almost every semester since 2011)



- Proposing draft for a merged Foreign Language/ESL teacher certification checklist (2010)
- Providing contact for a guest speaker from Paraguay (2006)
- Faculty marshal, UAB Commencement (Fall 2012, Spring 2013, Fall 2014, Spring 2016, Fall 2017, 2018)
- Faculty marshal, UAB Commencement (Spring 2006)
- Guest speaker
  - Journeying with new languages and cultures*: Faculty development on teaching internationals  
UAB Center for Teaching and Learning (August 3, 2017)
  - Tips for writing grant proposals*  
English Department's Writing Retreat for CAS faculty members (May 17, 2012)
  - Tips for raising bilingual children*  
UAB's Childcare Center (January 21, 2010)
  - Visual analogies in college courses: Bridging from the known to the unknown*  
GRD 705 Teaching at the College Level and Beyond (Feb. 11, 2008; March 16, 2009)
  - Tips for writing grant proposals*  
Writing Retreat for Faculty members (May 18, 2011)
  - Yes, you can! Effective teaching practices to help English language learners*  
English Department's articulation conference for high school teachers  
32<sup>nd</sup> Annual John J. Haggerty Articulation Conference (March 3, 2006)
- Faculty host for meeting with visitors
  - Brazilian ESL teacher from the Rotary Club's International Exchange (May 2009)
  - High school students for job shadowing hosted by Junior Achievement (Spring 2009)
- Seminar presenter on teaching international students (September 13 and 27, 2010)
- Faculty participants from Art History, Biology, English, Foreign Languages, and Government

#### **Unit Level: School of Education**

- Member of school-wide Search Committees:
  - Academic advisor for elementary education and music (Fall 2023)
  - SOE Dean (Fall 2022)
  - Associate Dean (2016)
- Coordinator for all initiatives in partnership with the Peace Corps (since 2013): Coverdell Fellows and formerly the Peace Corps Master's International. Coordinated communication with Peace Corps to discontinue UAB's partnership for hosting Peace Corps Coverdell Fellows (April 2024).
- Chair of dissertation committees in the Educational Studies in Diverse Populations PhD
  - James Nunez, ESDP Pedagogical Studies-Social Science (graduated April 2021)  
Teaching historical skills using monuments, markers, and online museums
  - Matthias Maunsell, ESDP Pedagogical Studies-TESOL (graduated December 2021)  
Intra-university collaboration between an English language center and a disability resource office to support international students with disabilities: A bridge toward inclusive excellence
  - Melissa Hawkins, ESDP Pedagogical Studies-TESOL (graduated December 2022)  
The role of international faculty in comprehensive campus internationalization
  - Melinda Harrison, ESDP Pedagogical Studies-TESOL (graduated August 2023)  
International graduate students in a Master of Public Health program: A mixed methods study to identify challenges and needed supports
  - Desmond Parker, ESDP Pedagogical Studies-Science (graduated December 2024)  
*Hang on King, I've got you*: A critical antideficit phenomenological analysis of Black male STEM educators in Alabama
  - Tandy Petrov, ESDP Pedagogical Studies (comps stage)  
Exploring the Food-Master curriculum at an alternative urban high school: Perspectives from parents and educators
- Co-chair of dissertation committees in the Educational Studies in Diverse Populations PhD
  - Khalilah Smith, ESDP Pedagogical Studies (withdrew from committee upon my retirement)  
Constructing a *Gesamtwerk*-informed framework for understanding the homeschooling perspective: a convergent mixed-methods study
  - Jacqueline Nicholas, ESDP Pedagogical Studies (comps stage)



Exploring family math night in urban middle schools through a \$4.5M grant from the Gates Foundation

Erica Littleton, ESDP Pedagogical Studies-Teacher Leadership (graduated April 2023)

The urban pedagogue to principal pipeline: Elementary school teacher leaders' perceptions of mentorship and its impact on their school leadership preparation

- Member on PhD dissertation committees

Carl Floyd (graduation projected for Summer 2025)

Newcomer programs for students with limited formal education at high schools in three school districts

Lise Falconer (graduation projected for Summer 2025)

Exploring teaching practices of science and social studies teachers with teaching environmental social justice issues

Tricia Merritt (graduation projected for 2026)

Creating equitable and inclusive engagement practices for the Central American family

Emily Duley (graduation projected for 2026)

How we can *be* the change as educators: White, anti-racist educators learning about Black language and secondary English language arts education

Rebecca Bidwell, ESDP Pedagogical Studies-Social Science (graduated 2021)

The marriage of public issues and civic action: A case study on integrating public issues into the C-3 framework

Nefertari Yancie, ESDP Pedagogical Studies-Social Science (graduated 2020)

Using historical dialogues as perspective writing to foster historical empathy: A bounded case study

Paulette Evans, ESDP Pedagogical Studies-Science (graduated 2019)

*We never considered teaching*: A critical narrative of African American stem majors' identity as stem educators

Allison Newton, Early Childhood Education (graduated 2016)

Kellie Carter, Educational Leadership (graduated 2012)

- Committee Chair

Committee to plan and implement ESL program's 25-year celebration, 4/30/24:

about 20 hours monthly for 3 months –includes updating alumni list and emailing alumni.

Student Awards and Advocacy Committee (Chair 2023-24): about 20 hours monthly for 5 months.

Led SAAC in revamping and implementing the Awards Ceremony on 4/24/24. Continued on SAAC in Fall 2024 and trained new chair to take over in Spring 2025.

Faculty Affairs Committee (Chair 2021-22 and Co-Chair 2022-23)

Curriculum & Programs Committee (CPC): Chair (2010-11 and 2014-2019) and Co-Chair (2019-20)

Nominating Committee for Excellence in Teaching Award (Chair 2014, 2015, 2019, 2020)

ESL program's 20-year Celebration (Chair 2019)

Program Review Subcommittee (Chair 2015-17)

- Committee member

Assessment Committee (2023-2024): about 2 hours monthly

Professional Development Advisory Council (2019-20)

Faculty Issues and Concerns (FIC) Committee, renamed Faculty Affairs (2018-23)

Program Review Subcommittee: inaugural member (2014) and until it became inactive (2017)

Nominating Committee for Excellence in Teaching Award: member (2012-14 and 2018 and 2023)

NCATE Assessment Committee (2013-14)

NCATE Steering Committee (2011-13)

Curriculum & Programs Committee (2005-23): Secretary (2008-10)

Teacher Leader EdS Subcommittee (2010)

Recent Experiences Subcommittee (2009)

Mentoring/Advising Subcommittee (2010)

Redesign Committee (2008-2010)



- Diversity Committee (2006-2009)
- Secondary Advisors Committee (2005-06)
- Member on Task Force
  - Transition Faculty Handbook (2021-23)
  - SOE Student Handbook, led by Bradley Barnes (2021-22)
  - Faculty salaries for teaching summer courses (2021)
  - Designing proposal to create a PhD program: Educational Studies in Diverse Populations (2014-16)
  - Designing EdS Teacher Leader program and its implementation plan (2011-12)
- Presenter at faculty professional development sessions
  - What's it all about?* Seminar on preparing educators to teach ELs (Aug. & Sept., 2017, Oct. 2014)
  - Linguistic diversity in Alabama* (November, 2007)
  - Providing support to ELLs for school success* (November, 2006)
- Guest speaker
  - Undergraduate and graduate courses (approximately twice a year), e.g., UAB Teach (since 2015)
  - Visits by Future Teachers of America from local high schools (2009 and 2010)
- Search committees
  - Research Assistant Professor (2010)
  - Director of Student Teaching (2006)

### **Department Level: Curriculum and Instruction**

- "Susan K. Spezzini Endowed Scholarship"
  - Collaborated with SOE Advancement Officer in creating this endowment (Spring 2024)
- "Julia S. Austin Endowed Scholarship"
  - Organized selection committee (Spring 2022 and 2023)
  - Oversight of Alumni Game Night to finish meeting goal of \$25,000 (August 2021)
  - Conceptualization and launching (2019)
- Program Coordinator P-12 certification (art, music, Spanish, French) & Educational Studies (2018-2024)
  - Provide leadership (e.g., information packets and meetings with CAS Dept Chairs and faculty)
  - Design course schedule and oversee adjunct instructors
  - Advise graduate students in art, music, and world languages (about 12 per year)
  - Provide oversight and expansion of websites and catalog
  - Coordinate and represent program internally and externally
- Program Director Single Subject P-12 (ESL, art, music, Spanish, French) & Ed. Studies (2018-2023)
  - Provide leadership (e.g., program meetings, new courses, information packets)
  - Design course schedule, approximately 20 courses per term (fall, spring, summer)
  - Oversee adjunct instructors, average of 5 per term
  - Promote and maintain outreach to the art, music, and foreign language departments
    - Advise graduate students in music and world languages (about 8 per year)
  - Coordinate all aspects of ESL teacher education and represent program internally and externally
    - Advise and mentor EdS-TESOL students: both tracks (15 per year)
    - Advise and mentor MAEd/ESL students: Alternative Track (15 per year)
    - Arrange ESL student teacher placements (average: 5 per year)
    - Arrange adult ESL apprenticeship internships (average: 5 per year)
    - Maintain contact with MAEd/ESL alumni
- Program Director for Secondary Education, grades 6-12 (English language arts, math, science, and social science) and Single Subjects, grades P-12 (art, music, Spanish, French, and ESL) (2012-2018)
  - Provide leadership (e.g., program meetings, new courses, information packets)
  - Design course schedule, approximately 30 courses per term (fall, spring, summer)
  - Oversee adjunct instructors, average of 10 per term
  - Promote and maintain outreach to the art, music, and foreign language departments
  - Coordinate all aspects of ESL teacher education and represent program internally and externally
    - Advise and mentor MAEd/ESL students: Alternative Track (15 per year)



Arrange ESL student teacher placements (average: 10 per year)  
 Arrange adult ESL apprenticeship internships (average: 10 per year)  
 Maintain contact with MAEd/ESL alumni

- Program Coordinator for ESL Teacher Education (2005-11)
  - Represent program internally and externally
  - Provide leadership (e.g., program meetings, syllabi, new courses)
  - Create and lead ESL Advisory Council with representatives from 20 entities
  - Conceptualize, design, and promote new track for teaching ESL to adult language learners
  - Monitor courses (about 10 per term) and oversee adjunct instructors (about 7 per term)
  - Arrange and monitor student teaching placements (average: 10 per year)
  - Arrange summer internship placements (average: 30 per summer)
  - Organize and oversee comprehensive exams (average: 40 per year)
  - Plan and implement annual alumni reunions (2009-11)
  - Advise and mentor all students pursuing MAEd/ESL (average: 100 per year)
  - Oversee comprehensive exams (average: 35 per year, 2005-2011)
- Faculty search committees
  - Early Childhood Assistant Professor/Accreditation Coordinator – non-tenure, Chair (Summer 2021)
  - IDT Assistant Professor - tenure-track, Chair (Spring 2020 and again Fall 2020)
  - ELL Assistant Professor - tenure-track, Chair (2016)
  - ELL Assistant Professor - two non-tenure positions, Chair (2013)
  - ELL Assistant Professor - tenure-track (unsuccessful), Chair (2012)
  - ELL Assistant Prof. –non-tenure position shared with Graduate School (unsuccessful), Chair (2010)
- EdS thesis committee member
  - Susan Goggins, Secondary ELA (2015)
  - Stephanie Dillard-McClain, Secondary Mathematics (2014)
  - DeAnna Buhl, Elementary Education (2013)
  - Cindy Hunt, Secondary Science (2012)
  - Mary Earley, Secondary English (2011)
- Author of ESL Teacher Education website, managed by ESL grants [www.uab.edu/esl](http://www.uab.edu/esl)
  - Provided annual oversight of program website, with expansion as needed (2012-2024)
  - Authored early phase of ESL Teacher Education website (2007-11)

## **CONSULTING ACTIVITIES**

### **Colleges and Universities**

Workshop *Interactive peer-to-peer oral techniques (IPOTs)* at the English Language Program, Kansas State University (May 2015)

Workshop *Phonological Differences* for school-based speech and language pathologists:  
 Project SELL (Servicing English Language Learners), University of West Georgia (October 2010)

Guest Speaker presentations in undergraduate education courses at Birmingham Southern College  
 (12/05/06, 11/12/07, 12/03/07, 4/10/08, 10/29/08, 4/07/09)

### **American Overseas Schools**

Professional development on the Sheltered Instruction Observation Protocol (SIOP): American School in Salvador, Bahia, Brazil (January 2012)

Professional development, ESL best practices: Cotopaxi Academy in Quito, Ecuador (Oct. 2006, Feb. 2007)

Diagnostic for restructuring the English Language Institute hosted by the American-Nicaraguan School:  
 Managua, Nicaragua (May 2007 and December 2007)

### **School Systems in other states**

Professional development workshop: *Strategies for helping ELLs succeed in school*  
 For principals and central office administrators in the Columbus City Schools, MS (2011)

### **School Systems in Alabama**



Professional development workshop: *Strategies for helping ELLs succeed in school*

For principals: Tuscaloosa County Schools (7/17/08)

For teachers: Attalla City Schools (1/03/08)

DeKalb County Schools (1/04/16)

Eufaula City Schools (5/22/07)

Greene County Schools (1/06/09)

Homewood City Schools (10/11/04, 11/21/06)

Hoover City Schools (1/17/08)

Huntsville City Schools (8/04/09, 8/05/09)

Marion County Schools (3/14/07)

Morgan County Schools (11/14/06, 03/13/07)

Sumter County Schools (10/16/06)

Tuscaloosa City Schools (1/05/04, 9/8/05, 10/17/06, 9/05/07)

Tuscaloosa County Schools (2/26/04, 8/24/04, 8/26/04, 12/1/04, 3/1/05, 9/11/07,  
10/15/08, 1/14/09, 9/30/09, 11/04/09)

### **PROFESSIONAL ORGANIZATION MEMBERSHIPS**

TESOL International Association (Teachers of English to Speakers of Other Languages)

Regional Southeast TESOL (SETESOL)

Alabama-Mississippi TESOL (AMTESOL)

Paraguay TESOL (PARATESOL)

American Association of Applied Linguistics (AAAL)

Association for Childhood Education International (ACEI)

American Educational Research Association (AERA)

Mid-South Educational Research Association (MSERA)

### **AWARDS, ACHIEVEMENTS, AND SPECIAL RECOGNITION**

#### **Awards and Achievements**

AMTESOL's inaugural Lifetime Achievement Award (awarded in January 2024)

AMTESOL's Susan Spezzini Rural Teacher of the Year award (announced in January 2024)

Fulbright Scholar in Paraguay in summer 2023 (selected 2020 with flex grant: summers 2022 and 2023).

Nominated for TESOL Int'l Association's Virginia French Allen Award for Scholarship & Service (2018)

Nominated by the Department of Curriculum & Instruction for UAB's Shared Governance Award (2017)

Faculty Diversity Award. UAB (2013)

Outstanding Faculty Mentor. UAB Graduate School (2012)

Partner in Literacy Award. The Literacy Council, Birmingham, AL (2010)

President's Award for Excellence in Teaching, School of Education, UAB (2009)

<http://images.main.uab.edu/uabreporter/032309color.pdf>

M. Ray Loree dissertation research award. College of Education, University of Alabama (2002)

Paul G. Orr Fellowship at Honors Day. College of Education, University of Alabama (1999)

Outstanding doctoral student from overseas school. College of Education, University of Alabama (1999)

Highest honors at graduation. University of California, San Diego (1973)

#### **Special Recognition**

An MAEd/ESL student was selected to speak at the Commencement Ceremony in representation of all graduate students graduating from UAB's College of Arts and Sciences (May 2012)

*Children were punished: Not for what they said, but for what their teachers heard* was highlighted in the ACEI Newsletter (VII Resources, March 2010): "Read this compelling article regarding children's pronunciation errors and the misunderstandings it can cause"

[http://www.magnetmail.net/actions/email\\_web\\_version.cfm?recipient\\_id=148702524&message\\_id=948473&user\\_id=ACEI&group\\_id=195532](http://www.magnetmail.net/actions/email_web_version.cfm?recipient_id=148702524&message_id=948473&user_id=ACEI&group_id=195532)

*The fun-analogy train* was featured as exemplary of a big picture diagram in Harvey Brightman's master teacher seminar (Fall 2007 binder, slide #9).



*Immersion students' voice regarding dual language use* was selected among the best ten presentations for a mini-conference on bilingual education; 2003 TESOL convention (audio-taped, placed on sale).  
<http://www.eslminiconf.net/mar2003/tesoltop10bilingualed.htm>

Articles about Dr. Spezzini:

UAB partners with Shelby, Homewood schools to beef up ESL education. *UAB Reporter*, 32(1).  
 Project EQUAL: Local schools target cross-cultural disparity. *Education Outlook*, 6 (2), p. 6.

## **LANGUAGES AND INTERNATIONAL TRAINING**

### **Languages**

English (native)  
 Spanish (near-native)  
 German (good)  
 Guarani (fair)

### **International Training**

Administration of development projects: Kibbutz Sheffayim, Israel (1980)  
 Peace Corps training: Asunción, Paraguay (1976) and Paraná, Brazil (1978)  
 Education abroad program: Göttingen, Germany (1971-72)  
 Spanish language and Hispanic culture: Tepic, Mexico (1967) and Guadalajara, Mexico (1970)

## **TEACHING AND COURSE DESIGN**

### **Quality Matters Review: Refined online UAB course per QM criteria and submitted**

EESL 625 Phonology for Second Language Teachers  
 Internal UAB review (initial submission Sept. 2021, resubmissions Oct'21 & Jan'22)  
 External review: submitted May 2022 and received 100 points (100%) in August 2022

### **Converting F2F courses to online**

University of Alabama at Birmingham  
 EESL 625 Phonology for Second Language Teachers (Dec. 2019 - Oct. 2020)  
 Created and filmed 80 mini-lectures at the e-learning filming studio

### **Created new courses**

University of Alabama at Birmingham  
 EDC 760 *Engaging Glocal Communities* (2016)  
 EDC 791 *Field Studies* (2016)  
 EDC 793 *Directed Readings* (2016)  
 EDC 795 *Selected Topics* (2016)  
 EDC 797 *Dissertation Seminar* (2016)  
 EDC 799 *Dissertation* (2016)  
 EDC 732 *Culturally and Linguistically Responsive Instruction (Fall 2011)*  
 EESL 680 *Research in ESL* (2019)  
 EESL 560/660 *Effective Teaching and Learning* (2017)  
 EESL 625 *Phonology for ESL Teachers* [formerly *Discourse Analysis ESL Teachers*] (2004)  
 EESL 615 *Grammar and Linguistics for ESL Teachers* (2003)  
 Catholic University; Asunción, Paraguay  
*Phonology of the English Language* (2001)  
*Phonology of the Spanish Language* [taught in Spanish] (1999)  
*Psycholinguistics* [taught in Spanish] (1998)

### **Directed development of new courses**

University of Alabama at Birmingham  
 EESL 743 *Promoting World Peace through TESOL* (2016)  
 EESL 763 *Facilitating Intercultural Communicative Competence* (2016)  
 EHS 692 *Field Studies: Heritage Language Instruction* (2015)  
 EESL 617 *Teaching English in a Global Context* (2011)  
 EESL 657 *Instruction and Assessment: Listening and Speaking* (2011)



EESL 637 *Methods for Teaching English as an International Language* (2010)  
 EESL 647 *Instruction and Assessment: Reading and Writing* (2010)  
 EESL 650 *Strategies for Teaching Math and Science to ELLs* (2010)  
 EESL 660 *Research in ESL* (2013)  
 EESL 687 *Practicum Seminar in Adult English Language Teaching* (2010)  
 EESL 627 *Teaching Adult Language Learners* (2008)  
 EESL 697 *ESL Practicum, Adult ELLs* (2007)

## Taught courses

### University of Alabama at Birmingham

EDC 760 *Engaging Glocal Communities* (Fall 2023; Sum. 2017, 2018, 2019, 2021)  
 EDC 732 *Culturally & Linguistically Responsive Instruction:*  
     ONLINE (Fall 2016, 2018, 2020, 2022, 2024); formerly F2F (Fall 2011, 2012, 2014)  
 EESL 697 *Practicum/Apprenticeship Teaching* (2011-12 and 2019)  
 EESL 690 *Internship ESL, N-12:* ONLINE (Summer 2020, 2021); F2F (Sum. 2003-2007)  
 EESL 680 *Research in ESL:* ONLINE (Fall 2023; Spring and/or Fall, from 2019 to 2022)  
 EESL 660/560 *Effective Teaching & Learning:* ONLINE (Fall 2024, 2023, 2022, 2021, 2020;  
     Spring 2017, 2018); F2F—only EESL 560 (Fall 2019)  
 EESL 657 *Instruction and Assessment: Listening and Speaking:* ONLINE (Spring 2024)  
 EESL 625/525 *Phonology for ESL Teachers:* ONLINE (Fall 2024, Spring 2024, Fall 2023,  
     Spring 2023, Fall 2022); F2F (from 2004 to 2014 and from 2016 to Spring 2020)  
 EESL 615 *Grammar and Linguistics for ESL Teachers:* ONLINE (summer 2024);  
     formerly F2F (fall and/or summer, from 2003 to 2011)  
 EESL 612/512 *Curriculum, Programs & Policies:* ONLINE (Sum. 2024, 2021, 2020, 2019)  
 EESL 610 *Second Language Acquisition* (2007)  
 EEC 573 *Teaching in a Multicultural Society* (2006)  
 EDU 500 *Education as a Profession* (2014: spring, summer & fall)  
 EDU 600/700 *Education as a Profession:* ONLINE (2014)  
 GRD 701 *Presentation and Discussion Skills* (2003-2006)

### University of Alabama, Tuscaloosa

CIE 579 *Methods for Teaching ESL* (2006, in Ecuador)  
 CIE 577 *Second Language Acquisition* (2008, in Paraguay)  
 CIE 576 *Second Language Literacy* (2012, in Paraguay)

### California State University, Northridge

SED 516 *Teaching the Bilingual/Bicultural Student* (1990, in Paraguay)

### Catholic University (master's degree program); Asunción, Paraguay

*Phonology of the English Language* (2001)  
*Phonology of the Spanish Language* [taught in Spanish] (1999, 2000)  
*Psycholinguistics* [taught in Spanish] (1998)

### National University (undergraduate); Asunción, Paraguay

*Introductory Linguistics and Phonology* (1982-88, 1993-94, 1998-2002)  
*Morphology and Syntax* (1982-88), *British/American Literature* (1980-83)