

Rebecca S. Borden, Ph.D.

Assistant Professor, World Languages Education
Instructional Leadership and Academic Curriculum
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EDUCATION

- 2017 **University of Oklahoma**
Ph.D., Instructional Leadership & Academic Curriculum
Dissertation: “What Effective Language Teachers Do: A Case Study of 5 High-Achieving University Spanish Instructors”
Committee: Lawrence Baines (Chair), Sara Beach, Neil Houser, Courtney Vaughn and Jeannette Sánchez-Naranjo
- 2012 **University of Oklahoma**
M.Ed., Instructional Leadership & Academic Curriculum: World Languages Education
- 2002 **University of Houston**
Teacher Preparation Program
Secondary Spanish Grades 6-12
- 1998 **Arizona State University**
B.A. Spanish
- 1995-1996 **Universidad de Granada**
Study Abroad

PEER-REVIEWED PUBLICATIONS

- Bacher, M., Bacher, S., **Borden, R.** (*in press*) Effective foreign language oral proficiency diagnostics: A comparative perspective of CEFR-based and ACTFL-based exams.
- Borden, R., Anderson, D. (2023) It takes a village: A planned initiative toward language program revitalization. In: Heidrich Uebel, E., Kronenberg, F.A., Sterling, S. (Eds.), *Language program vitality in the United States* (pp. 185-190). Springer. https://doi.org/10.1007/978-3-031-43654-3_15
- Frantz, K., **Borden, R.** (2023) Reaching Out, Bringing In, and Supporting New Teachers: An Oklahoma Model. *The Language Educator*, 18(4), 31-33.
- Borden, R. (2022). Examining teacher dispositions and high-leverage practices in university Spanish courses. *Second Language Research and Practice*, 3(1), 81-100. <https://hdl.handle.net/10125/69869>
- Bell, T.R., **Borden, R.** (2022). Examining target language proficiency among in-service K-12 language teachers. *Foreign Language Annals*, 55(3), 815-831. <https://doi.org/10.1111/flan.12637>
- Borden, R., Davis, W.S. (2022). Preparing language educators: A shared responsibility. *The Language Educator*, 17(2), 41-44.
- Borden, R. (2022). The case for inquiry-based practices in social justice education. *The Clearing House: A journal of educational strategies, issues, and ideas*, 17(3), 142-148. <https://doi.org/10.1080/00098655.2022.2066059>

Borden, R. (2022) Building a classroom discourse community in university Spanish courses: What high-achieving language teachers do. *Foreign Language Annals*, 55(2), 586-609. <https://doi.org/10.1111/flan.12614>

Borden, R. (2014). The English only movement: Revisiting cultural hegemony. *Multicultural Perspectives*, 16(4), 229-233.

Borden, R. (2014). Book Review: Early biliteracy development: Exploring young learners' use of their linguistic resources. *Language Teaching Research*, 18(1), 137-139.

Borden, R. (2012). State teachers unprepared to teach ELL programs. *The Oklahoman*. Retrieved from <http://newsok.com/state-teachers-unprepared-to-teach-ell-programs/article/3737585>

Manuscripts Under Review

Borden, R., Bell, T. (*Revise & Resubmit*) In-service teacher beliefs on the impact of target language proficiency and teaching practices.

Davis, W.S, **Borden, R.**, Wu, K. (*Revise & Resubmit*) Examining the Resilience of Two Early Career World Language Teachers: A Two-Year Case Study.

Borden, R. Self-Assessment with *Talk Abroad* to bolster the oral proficiency development of pre-service world language teachers.

Borden, R., Davis, W.S. Early Career world language teachers' agency through contextualizing language instruction

Borden, R., Kim, J. Using Experiential Language Activities to Develop Monolinguals' Awareness of Translanguaging Pedagogy.

Manuscripts in Progress

Borden, R., Yue, W. Pre-service teachers' implementation of and shared perspectives on HLTPs in the K-12 WL classroom.

Borden, R., Wu, K., & Liu, B. High-leverage practices in the K-12 WL classroom.

Davis, W.S., **Borden, R.**, Yue, W. & Frantz, K. World language teachers as researchers: Growing a sustained university-practitioner partnership

ACADEMIC APPOINTMENTS

2020-present **Assistant Professor, *World Languages Education***
Jeannine Rainbolt College of Education, University of Oklahoma
World Languages in the Elementary School (EDWL 3003 Service-Learning)
Writing Across the Curriculum (EDLT 4813)
Foundations of Second Language Acquisition Theory (EDWL 4023/5023)
Theory & Practice in Bi/Multilingual Education (EDWL 5043)
Methods for Teaching World Languages in PK-12 Settings (EDWL 4033/5033)
Second Language Literacy for Spanish-Speaking ELLs (EDWL 4970/5970)
Theory and Research in Education (ILAC 5143)
Curriculum Theory (ILAC 6003)

- 2017-2020 **Instructor, Jeannine Rainbolt College of Education, University of Oklahoma**
 Foundations of Second Language Acquisition Theory (EDWL 4023/5023)
 Teaching English Language Learners PK-12 (EDWL 4970/5970)
 Methods for Teaching World Languages in PK-12 Settings (EDWL 4033/5033)
 Theory and Research in Education (ILAC 5143)
- 2017-present **Lecturer, Modern Languages, Literatures & Linguistics, University of Oklahoma**
 Grammar in Conversation (SPAN 3073)
- 2009-2017 **Instructor, Modern Languages, Literatures & Linguistics, University of Oklahoma**
 Beginning Spanish (SPAN 1115)
 Beginning Spanish Continued (SPAN 1225)
 Intermediate Spanish (SPAN 2113)
 Intermediate Spanish Continued (SPAN 2223)
 Grammar in Conversation (SPAN 3073)
 Techniques of Teaching a Foreign Language (Guest Lecturer) (MLLL 4813/5813)
- 2005-2010 **Teacher, Department of World Languages, Norman High School, OK**
 Spanish I
 Spanish II
 Spanish III
- 2004-2005 **Teacher, Department of Spanish, Bowie High School, Texas**
 Spanish I
 Spanish II
- 2001-2004 **Teacher, Department of Spanish, Lamar High School, Texas**
 Spanish I-IB
 Spanish II-IB

Academic Administrative Positions

- 2017-present **Jeannine Rainbolt College of Education**
 Program Area Coordinator-World Languages Education

Primary Responsibilities

Placement and supervision of student internship
 Develop and maintain curriculum for the WLE program
 Design curriculum and assessments for ACTFL/CAEP accreditation
 Author ACTFL/CAEP program area accreditation reports
 Placement and supervision of Level 3 Field Placement for WLE students

- 2014-2017 **Department of Modern Languages, Literatures & Linguistics**
 First-Year Spanish Language Coordinator

Primary Responsibilities

Design curriculum and assessments for first-year Spanish courses

Observe and evaluate instructors and Graduate Teaching Assistants (GTAs)
Organize and conduct pedagogical training sessions twice yearly
Conduct regular meetings
Schedule and manage teaching assignments for 92 sections of Spanish
Handle concerns among students, instructors, lecturers and GTAs
Design and maintain Canvas course for instructors to access course materials
Manage uniform final exams for first-year courses

CURRICULUM DEVELOPMENT

- 2020-2021 Oral English Curriculum, years I & II. St. Monica's School for Women, Gulu, Uganda.
- 2013-2014 Gateway Spanish Initiative Course. Research Assistant with Dr. Sanchez-Naranjo. Designed an online course for Spanish Instructors and Graduate Teaching Assistants to develop effective instructional practices among instructional staff.
- 2010 Curriculum Map for Spanish levels I & II. Created Essential Questions, scope and sequence for Spanish courses. Norman, OK. Norman Public Schools.

PEER-REVEIWD PAPER PRESENTATIONS

- Borden, R., Davis, W.S. (2023). Novice WL teachers' agency in curricular decision making. American Council on the Teaching of Foreign Languages Annual Convention. Chicago, IL.
- Borden, R., Bell, T. (2022). Teacher Beliefs on Oral Proficiency: Implications for Classroom Practice. American Council on the Teaching of Foreign Languages Annual Convention. Boston, MA.
- Borden, R. (2022). Oral Proficiency Levels of Current K-12 Language Teachers. American Educational Research Association Annual Meeting. San Diego, CA.
- Borden, R. (2021) La indagación como base en la enseñanza y el aprendizaje del español. AATSP Annual Conference. Atlanta, GA.
- Borden, R. (2018). What effective university language teachers do: A case study. ACTFL Annual Conference. New Orleans, LA.

CONFERENCE PRESENTATIONS

Peer Reviewed

- Borden, R. (2023). It's all connected: Moving from interpretive to presentational mode through the writing process. SWCOLT Conference, Salt Lake City, Utah.
- Borden, R. Davis, W.S (2022). Strategies & initiatives for WL teacher recruitment, preparation, & support. American Council on the Teaching of Foreign Languages Annual Convention. Boston, MA.
- Borden, R. (2022). It's all connected: Moving from interpretive to presentational mode through the writing process. OFLTA Fall Conference. Norman, OK.
- Borden, R. (2022). Developing Intercultural Competence Through Project-based Inquiry. SWCOLT

Conference. Reno, NV.

Borden, R. (2021). Using Guided Inquiry to Develop Intercultural Competence and Implement Social Justice Practices. OFLTA Fall Conference. Oklahoma State University, Stillwater, OK.

Borden, R. (2019). Rebuilding our world language education programs: ACTFL's educators rising. ACTFL Annual Convention

Borden, R. (2019). Reading for Proficiency in the Language Classroom. OFLTA Fall Conference. Oklahoma City, OK.

Borden, R. (2019). Teaching L2 Pragmatics through Film. South West Conference on Language Teaching Annual Conference. Fort Worth, TX.

Borden, R. (2019). Using Film in the L2 Classroom. OFLTA Spring Conference. Tulsa, OK.

Borden, R. (2019). Working with Authentic Texts in the Language Classroom. OFLTA Winter Workshop. Stillwater, OK.

Borden, R. (2018). Engaging in High-Leverage Teaching Practices in the World Language Classroom. Plenary Session, OFTLA Fall Conference. Moore, OK

Borden, R. (2018). Reflections on Teaching: The First Days in the Classroom. OFLTA Fall Conference. Moore, OK.

Borden, R. (2017). Reading for Proficiency in the Foreign Language Classroom. ACTFL Annual Convention. Nashville, TN.

Borden, R. (2017). Proficiency-based Curriculum and Assessment in Higher-Ed. SWCOLT Annual Conference. Oklahoma City, OK.

Borden, R. & Sanchez-Naranjo, J. (2015). Challenging discrepancies in the Spanish L2 classroom. CARLA International Conference. Minneapolis, MN.

Borden, R. & Sanchez-Naranjo, J. (2015). Improving teacher effectiveness in Higher education via open course access. ACTFL Annual Convention. San Diego, CA.

Borden, R & Ganeshan, A. (2015). Teaching learners to listen: Challenges, techniques, assessment, and resources. ACTFL Annual Convention. San Diego, CA

Borden, R. (2014). Raising a bilingual and bicultural child. University of Oklahoma Diversity Scholar's Event. Norman, OK.

Borden, R. (2010). El Arte Más Allá de la Piñata-Content Based Instruction in the Target Language. International Forum on Language Teaching. Los Alamitos, CA.

Borden, R. (2011). El Arte Más Allá de la Piñata-Content Based Instruction in the Target Language. Southwest Conference on Language Teaching. Fort Worth, TX.

Borden, R. (2010). From Cocoon To Butterfly-Using Children's Books in the Foreign Language Classroom. Oklahoma Writing Project Presentation. Moore, OK.

Borden, R. (2010). Reader's Theater and Children's Books in the ELL classroom. International Forum on Language Teaching. Los Alamitos, CA.

Invited Talks

Borden, R., Bell, T.R. (2021) Examining target language proficiency among in-Service K-12 language

teachers. Language Acquisition Research Colloquium. Brigham Young University.

Professional Development Workshops

Borden, R. Rentería, J., Peruch, M. (2022). Building bridges: Advocacy and engagement with the Hispanic community of Norman Public Schools. GET FIT Conference, Norman Public Schools.

Borden, R. (2021) English Language Learners in the Mainstream Classroom. Pre-internship PD Session. University of Oklahoma.

Borden, R. (2020) Active Teaching and Learning. Professional Development Workshop. Gulu, Uganda.

Borden, R. (2020). Connecting With English Learners in the Content Area. GET FIT Conference. Norman Public Schools.

Borden, R. (2020). English Learners Across the Curriculum. Jeannine Rainbolt College of Education Pre-Internship Session. Virtual

Borden, R. (2020). Connecting with English Learners Across the Content Areas in Secondary Classrooms. KEY Conference, Jeannine Rainbolt College of Education. University of Oklahoma

Borden, R. (2019). Connecting with English Learners in the Content Area. GET FIT Conference. Norman Public Schools, Norman, OK.

Borden, R. (2016). Keys to Success in First-Year Language Courses. University of Oklahoma Department of Modern Languages. Norman, OK.

Borden, R. (2016). Working with Texts in the Foreign Language Classroom. University of Oklahoma Department of Modern Languages. Norman, OK.

Borden, R. (2014). Technology and Quizzes in the Communicative Classroom. University of Oklahoma Department of Modern Languages. Norman, OK.

Borden, R. (2014). Making the paradigm shift: Moving toward proficiency-oriented instruction. University of Oklahoma Department of Modern Languages Job Talk. Norman, OK

Borden, R. (2014). Increasing target language communication with short films. University of Oklahoma Department of Modern Languages Conference Presentation. Norman, OK.

Borden, R. (2011). Las Siete Metas Comunicativas en Niveles 1115 y 1225. University of Oklahoma Department of Modern Languages Professional Development Session. Norman, OK.

Borden, R. (2011). Writing Carousels in Second Language Courses. University of Oklahoma Department of Modern Languages Professional Development Session. Norman, OK

GRANTS, AWARDS, AND HONORS

2022 ILAC Departmental Award for Teaching

2021 ILAC Departmental Award for Citizenship & Leadership

2020-2021 Jeannine Rainbolt College of Education Small Research Grant Award (\$2000)

- 2018-2019 Oklahoma State Regents for Higher Education. *Rebuilding Oklahoma's World Language Education Programs* (\$3500)
- 2014 University of Oklahoma-Provost's Certificate of Distinction for Outstanding Graduate Assistant Teaching Excellence
- 2013 University of Oklahoma Department of Modern Languages-Outstanding Graduate Teaching Assistant Award.

FACULTY DEVELOPMENT ACTIVITIES

- 2022 NCFDD 14-Day Writing Challenge
CFE Tenure & Promotion Workshop
AERA Conference, San Diego, CA
SWCOLT Annual Conference, Reno, NV
- 2021 ACTFL Annual Convention, Virtual
OFLTA Fall Conference, Stillwater, OK
LILL Leadership Conference, Virtual
AATSP Annual Conference, Atlanta, GA
SWCOLT Annual Conference, Virtual
OFLTA Spring Conference, Virtual
- 2020 Solphe Symposium on Language Teaching
ACTFL Annual Convention, Virtual
OFLTA Fall Conference, Virtual

SERVICE

To the professional community

- 2023 ACTFL Florence Steiner Award Committee
AERA Annual Meeting 2024 Conference Paper Reviewer
Foreign Language Annals Article Reviewer
Journal of Teacher Education Article Reviewer
SWCOLT TOY Committee Co-Chair & Oklahoma Representative
Latinas WIN, Board Member
- 2022 ACTFL Conference Proposal Reviewer
AERA Annual Meeting 2023 Conference Paper Reviewer
Adult Education Quarterly Article Reviewer
SWCOLT TOY Committee Co-Chair & Oklahoma Representative
Latinas WIN, Board Member
- 2021 SWCOLT TOY Committee Co-Chair & Oklahoma Representative
Oklahoma State Standards Review Executive Committee-World Languages Education
AERA Annual Meeting 2022 Conference Paper Reviewer
ACTFL Anthony Papalia Award Committee
Past-President, Oklahoma Foreign Language Teacher's Association

- Latinas WIN, Board Member
- 2020 President, Oklahoma Foreign Language Teacher's Association
- 2018-present State of Oklahoma World Languages and English Language Learners Advisory Board
- 2018-2019 New Teacher Liaison, Oklahoma Foreign Language Teacher Association
Board of Directors, Oklahoma Foreign Language Teacher Association

To the department/university

- 2023 MLLL Search Committee-External Member
ACTFL SPA Author, WLE Program
ILAC Awards Committee Member
Curriculum Committee Member
Education Professions Division Committee Member
Education Professions Division, Executive Committee Member
Course Petition Task Force Member
- 2022 Search Committee Member-English Education Search
Curriculum Committee Member
Education Professions Division Committee Member
Education Professions Division, Executive Committee Member
Course Petition Task Force Member
School of Library Science Committee Member
- 2020-2021 Search Committee Chair-World Languages Education
Education Professions Division Committee Member
Education Professions Division, Executive Committee Member
Course Petition Task Force Member
School of Library Science Committee Member
Technology Committee Member
- 2018-2020 Committee on Committees
Course Appeals Committee
School of Library Science Committee
Graduate Research Day Adjudicator
University of Oklahoma Fulbright Committee Interviewer and Language Evaluator
Technology Committee
- 2017 Second Year Spanish Coordinator Search Committee
Education Professions Division Committee
- 2016-2017 Ad-Hoc First-Year Steering Committee-Improving Retention Efforts

PROFESSIONAL LICENSES

- American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI)
Certified Full Tester
National Board-Certified Teacher, World Languages other than English
Oklahoma Teaching Certificate, Secondary Spanish grades 6-12
Texas Teaching Certificate, Secondary Spanish grades 6-12

PROFESSIONAL AFFILIATIONS

American Council on the Teaching of Foreign Languages (ACTFL)

ACTFL SIGS Language Teacher Development, Research

American Educational Research Association (AERA)

American Association of Teachers of Spanish and Portuguese (AATSP)

Teachers of English to Speakers of Other Languages (TESOL)

Oklahoma Foreign Language Teacher Association (OFLTA)

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

Southwest Conference on Language Teaching (SWCOLT)

LANGUAGES

English

Spanish, (OPI: Superior)

Italian, Intermediate Mid

Portuguese, Intermediate Low