

MARÍA DEL PILAR GARCÍA MAYO
January 2009

Departamento de Filología Inglesa y Alemana
Facultad de Letras
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DEGREES

- Ph.D, Theoretical Linguistics – The University of Iowa (U.S.A.), May 1993
Ph.D. dissertation: *On Certain Null Operator Constructions in English and Spanish*. Thesis supervisor: Prof. Alice Davison.
Dissertation committee: Paula Kempchinsky, William D. Davies, Robert Chametzky and Christopher Culy.
- M.A., TESOL and Linguistics – The University of Iowa (U.S.A.), May 1989
- *Licenciatura* (B.A.) in English Philology – Universidad de Santiago de Compostela (Spain), June 1987

EMPLOYMENT HISTORY

2003-	Full Professor, English Language and Linguistics, The University of the Basque Country
1997-2003	Associate Professor, English Language and Linguistics, The University of the Basque Country
1995-2001	Instructor, University Studies Abroad Consortium (U.S.A.C.), The University of the Basque Country
1993-1997	Assistant Professor, English Language and Linguistics, The University of the Basque Country
1991-1993	Teaching and Research Assistant, Linguistics Department, The University of Iowa (U.S.A.)
1989-1991	Teaching and Research Assistant, Department of Spanish and Portuguese, The University of Iowa (U.S.A.)

COURSES TAUGHT

Undergraduate level

The University of Iowa (1988-1993)

- *Accelerated Intermediate Spanish* (1988-1991)
- *Introduction to Hispanic Linguistics* (1989-1990)
- *Linguistics 187: English as a Second Language (Writing)* (1992-1993)
- *Linguistics 013: Language and Formal Reasoning* (1991-1992)
- *Linguistics 189: English as a Second Language (Reading)* (1992-1993)
- *Introduction to Linguistics* (1992-1993)

MARÍA DEL PILAR GARCÍA MAYO
January 2009

The University of the Basque Country (1993- present)

- *English for Specific Purposes* (1993-1997) – 9 credits
- *English Language II* (1993-1994) – 6 credits
- *Academic English* (1995-1998) – 9 credits
- *English Phrase Structure* (1997-1999) – 6 credits
- *Scientific and Technical English* (1995-2004) – 6 credits
- *Introduction to English Grammar* (1999-2003) – 6 credits
- *Monograph: English Linguistics – Second Language Acquisition* (1998-2000) – 6 credits
- *English Grammar I (Introduction to Generative Syntax)* (2003- present) – 6 credits
- *Monograph: English Linguistics – SLA: An Introduction and Two Models* (2003- 2007) – 6 credits
- *Second Language Acquisition* (University Studies Abroad Consortium – USAC) (1995-2001) – 6 credits

Graduate Level

The University of the Basque Country (1993- present)¹

- *Phrase Structure and the Lexicon in Government and Binding Theory* (1994-95, 1996-97)
- *Applied Linguistics- Second Language Acquisition* (1995-96)
- *Linguistics and Second Language Acquisition* (1997-98)
- *Input, interaction and second language acquisition* (2000-01) **
- *The acquisition of English (L1 and L2) syntax* (2001-2002) **
- *Second language acquisition research and the foreign language classroom* (2002-03) **
- *L2 English Syntax: A generative perspective* (2003-04, 2004-05, 2005-06)**
- *Research on cognitive processes in second/foreign language acquisition* (2006-07, 2007-08; 2008-09) **
- *English Language* (1994-1995, MA Program in Translation)

Universitat Jaume I – Castelló

- *Tasks as research tools in L2 learning* (1 credit). Academic year 1999-2000. Ph. Program: English Philology.

¹ All the courses listed were 3-credit courses (30 hours). Those marked with a double asterisk (**) were cross-listed in the Interdepartmental Ph.D. Program on *Linguistics*. This program has been distinguished as a *Ph.D. Program of High Quality* by the Spanish Ministry of Education in the academic years 2000-1001, 2001-2002, 2002-2003, 2003-2004, 2004-2005, 2005-2006, 2006-2007 and 2007-2008. The courses *L2 Syntax: A Generative Perspective* and *Research on cognitive processes in second/foreign language classroom* were also included in the interuniversity Ph.D. Program *Applied Linguistics* (UPV/EHU, Universidad de Barcelona and Universidad Jaume I), also distinguished as a *Ph. D. Program of High Quality* by the Spanish Ministry of Education the academic year it started (2005-2006), in 2006-2007 and 2007-2008.

MARÍA DEL PILAR GARCÍA MAYO
January 2009

Universidad de Cantabria – Santander

- *La adquisición de segundas lenguas en contextos formales de aprendizaje. El uso de tareas* (1 credit). Academic year 2001-2002. Ph.D. Program: Pensamiento, lengua y cultura.

Universitat de Barcelona

- *Research on cognitive processes in second/foreign language acquisition* (3 credits) Academic year 2006-2007. Interuniversity Ph.D. Program: Applied Linguistics – awarded ‘High Quality Distinction’ by the Spanish Ministry of Education.

Other Teaching Activities

- *Task-based language learning and communicative language teaching.* . Colegio Oficial de Doctores y Licenciados de Filosofía y Letras y en Ciencias. Cursos de Formación del Profesorado del Dpto. de Educación, Universidades e Investigación del Gobierno Vasco. Bilbao, 27 January 1997.
- *Aspectos pragmáticos de la lengua inglesa: El análisis del inglés científico-técnico y el diseño de materiales didácticos.* Colegio Oficial de Doctores y Licenciados de Filosofía y Letras y en Ciencias. Cursos de Formación del Profesorado del Dpto. de Educación, Universidades e Investigación del Gobierno Vasco. Bilbao, 18 November 1997.
- *Task-based language learning in CLT.* Colegio Oficial de Doctores y Licenciados de Filosofía y Letras y en Ciencias. Cursos de Formación del Profesorado del Dpto. de Educación, Universidades e Investigación del Gobierno Vasco. Durango (Vizcaya). 3 April 2000.
- *English I.* Humanities for Senior Citizens. UPV/EHU. 2000/2001.
- *Input, output y atención a la forma en español lengua extranjera (ELE): Perspectivas desde el marco interaccionista.* Instituto Cervantes & UPV. 2 June 2006, 1 June 2007 & 23 May 2008.
- *La adquisición de aspectos sintácticos del inglés como tercera lengua. Una perspectiva generativista.* Invited seminar. Universidad de Vigo (Spain). 30 October 2007.
- *Content-based instruction and form-focused approaches in language education.* 8-hour course. Universidad de Huelva (Spain). 22-3 January 2008.
- *¿Qué es la Gramática Universal? Jornadas de divulgación: Un mirada a las lenguas: Reflexión sobre su adquisición’ (What is Universal Grammar? A look at languages: Reflections on its acquisition).* 9 March 2009. Bilbao (Spain)

MARÍA DEL PILAR GARCÍA MAYO
January 2009

RESEARCH LINES

1. Formal second language acquisition. Acquisition of L2 English morphosyntax.
2. Acquisition of English in a classroom context. Cognitive aspects. Interactionist perspective.
3. Neurolinguistics. Lexical and syntactic processing in bilingual and trilingual speakers.

PARTICIPATION IN FUNDED RESEARCH PROJECTS

- 1994-1995 *El reconocimiento de los sonidos vocalizados en la adquisición del inglés: Tratamiento fonético, competencia lingüística y elementos psicosociales.* Universidad del País Vasco (UPV/EHU). Proyecto UPV 103.130-HA136/94 (505.000 ptas = 3.042 euros).
- 1995-1996 *Adquisición perceptiva de los fonemas vocálicos ingleses contextualizados: Identificación de factores determinantes y evaluación del tratamiento fonético.* Universidad del País Vasco (UPV/EHU). Proyecto UPV 103.130-HA011/95 (668.000 ptas = 4024 euros).
- 1996-1997 *Elementos fonéticos y psicolingüísticos en la percepción y producción de suprasegmentos en una segunda lengua: Acentos y pausas.* Universidad del País Vasco (UPV/EHU). Proyecto UPV 103.130-HA106/96 (1.053.740 ptas = 6.348 euros)
- 1996-1998 *La adquisición del inglés: Desarrollo lingüístico y psicosocial.* Dirección General de Enseñanza Superior del Ministerio de Educación y Cultura. Proyecto PS95-0025 (1.725.000 ptas = 10.392 euros).
- 1997-1998 *La interacción oral entre alumnos de inglés como segunda lengua: Efectos en la recepción de input y necesidad de corrección formal.* Universidad del País Vasco (UPV/EHU). Proyecto UPV 103.130-HA-087/97 (1.069.120 ptas = 6.440 euros). Principal investigator: María del Pilar García Mayo
- 1998-2001 *La adquisición del inglés como tercera lengua: Un estudio longitudinal.* Dirección General de Enseñanza Superior e Investigación Científica del Ministerio de Educación y Cultura. Proyecto PB97-0611 (2.500.000 ptas = 15.060 euros).
- 1998-2003 *Second language learning through interaction (Projects: The role of group work in classroom second language acquisition; Focus on form in the content-based language classroom).* University of Pennsylvania.

MARÍA DEL PILAR GARCÍA MAYO
January 2009

- 1998-2001 *El desarrollo fonético, léxico, sintáctico y discursivo en la adquisición del inglés: La influencia de elementos lingüísticos, psicosociales y pedagógicos.* Departamento de Educación, Universidades e Investigación del Gobierno Vasco. Proyecto PI-1998-96 (4.418.900 ptas = 26.619 euros)
- 1999-2001 *Más allá de la negociación de significado: Discurso colaborativo, procesos de corrección y tareas comunicativas centradas en aspectos formales. Un estudio de los procesos de aprendizaje y los resultados lingüísticos con alumnos avanzados de EFL.* Principal investigador: María del Pilar García Mayo. Universidad del País Vasco. Proyecto UPV 103.130-HA-011/99 (1.250.000 ptas = 7.530 euros)
- 2002-2003 *La adquisición de la competencia comunicativa en inglés: Un estudio longitudinal.* Dirección General de Investigación. Ministerio de Ciencia y Tecnología. Proyecto BFF2000-0101 (2.500.000 = 15.060 euros).
- 2001-2006 Grupo de investigación consolidado *Research in English Applied Linguistics (REAL)*. 9/UPV 00103.130-13578/2001 (175.974,37 euros) (Main researcher in the subproject: *La adquisición de la composición nominal y deverbal inglesa por parte de aprendices bilingües: Implicaciones para la teoría sintáctica.*
- 2003-2006 *La adquisición de la competencia fonética, léxica, morfosintáctica y discursiva en inglés: Un estudio longitudinal.* Dirección General de Investigación. Ministerio de Ciencia y Tecnología. Proyecto BFF2003-04009-C02-01 (61.600 euros).
- 2005-2010 *Sustainable development in a diverse world* (European Network of Excellence). VI European Framework (89.404 euros for the University of the Basque country, one of the 32 participating institutions)
- 2004-2007 *Language, Communication and Cognitive Neuroscience.* Tempus. European Union.
- 2006-2009 *Desarrollo de la competencia fonética, morfosintáctica, léxica y discursiva en inglés como lengua extranjera. Un estudio longitudinal.* Dirección General de Investigación. Ministerio de Ciencia y Tecnología. Proyecto HUM2006-09775-C02-01/FILO. (73.320 euros)
- 2007 *Research in English Applied Linguistics (REAL)*. Quality research group funded by UPV/EHU (GIU06/90). Main researcher: M^a del Pilar García Mayo (31.245 euros).
- 2007-2009 *Research in English Applied Linguistics (REAL)*. Quality research group funded by the Basque Government. Main researcher: María del Pilar García Mayo (85.834,09 euros). Ref. IT-202-07.

MARÍA DEL PILAR GARCÍA MAYO
January 2009

The *REAL* group belongs to the Compostela Group of Universities (www.grupocompostela.org) and does research within the Working Group Multilingualism and Cross-Cultural Communication.

2007-2012 *Bilingüismo y Neurociencia Cognitiva (Bilingualism and Cognitive Neuroscience)*. CONSOLIDER-INGENIO 2010. CSD2007-00012.
Leader: Nuria Sebastián Gallés (Parc Científic de Barcelona) – 999.962euros per year.

PUBLICATIONS

BOOKS AUTHORED

📖 **M. P. García Mayo**. 1994. *On Certain Null Operator Constructions in English and Spanish*. Bilbao: Universidad del País Vasco. ISBN: 84-7585-579-1. Pp 221.

References

- *The Modern Language Journal* 78(3): 352, 1994.
- *Dissertation-Abstracts-International*, Ann Arbor, MI (DAI): 1994, Jan, 54:7, 2558A, 59A; DAI No: DA9334600.

📖 **M. P. García Mayo**. 2000. *English for Specific Purposes. Discourse Analysis and Course Design*. Bilbao: Universidad del País Vasco. ISBN: 84-8373-251-3. Pp. 146.

Reviews

- *La Lettre du GERAS* (Groupe d'Étude et de Recherche en Anglais de Spécialité), no. 19: 8-9. Diciembre 2000.
- *UNESCO-ALSED ESP Newsletter* (ahora *LSP and Professional Communication*/<http://www.dsff-lsp.dk>) 23, no. 2(50): 67-70. Diciembre 2000.
- *ESP France Newsletter* 15(4): 1-4. 2000.
- *Ibérica* (revista de la Asociación Europea de Lenguas para Fines Específicos), 3: 110-112. 2001.
- *English for Specific Purposes* 21(1): 99-101. 2002
- *LSP and Professional Communication* volume 2(1). 2002.

BOOKS EDITED

📖 **M. P. García Mayo** and M. L. García Lecumberri (eds.) 2003. *Age and the Acquisition of English as a Foreign Language*. Clevedon: Multilingual Matters. ISBN 1-85359-639-6 (hbk) / 1-85359-638-8 (pbk). Pp. 209.

MARÍA DEL PILAR GARCÍA MAYO
January 2009

Reviews

- The Linguist List (9-10-2003)
- *ATLANTIS* (Revista de la Asociación Española de Estudios Anglo-Norteamericanos) 2003, XXV(2): 137-141.
- *System: An International Journal of Educational Technology and Applied Linguistics*. 2006, 34(1): 151-154.

References

- P. Lightbown and N. Spada. 2006 (1999). *How Languages are Learned*. Oxford: Oxford University Press. The book appears in the recommended bibliography (p. 212)
- Center for Applied Languages. Washington D.C. (www.cal.org) *Why, how and when should my child learn a second language?* There is a reference to the book in the Recommended bibliography.

📖 S. Foster-Cohen, **M. P. García Mayo** & J. Cenoz (eds.) 2005. *EUROSLA Yearbook 5*. Amsterdam/Philadelphia: John Benjamins. ISBN: 90 272 5452 4 (Europe)/ 1 58811 291 8 (USA). Pp. 280.

📖 **M. P. García Mayo** (ed.) 2007. *Investigating Tasks in Formal Language Learning*. Clevedon: Multilingual Matters. Hbk ISBN 1853599271, Pbk ISBN 1853599263. Pp.267.

References

- M. H. Long and C. Doughty (eds.) *The Handbook of Foreign Language Teaching and Learning* – forthcoming July 2009-.
- P. Robinson (ed.). 2008. *The Handbook of Cognitive Linguistics and Second Language Acquisition*. New York/London: Routledge.

Book reviews

- Language Teaching Research 2008; 12; 538-540.
- ATLANTIS 2008.30(1): 179-184.
- Studies in Second Language Acquisition 2008, 30(4): 544-546.

📖 **M.P. García Mayo** & R. D. Hawkins (eds.) *Second Language Acquisition of Articles: Empirical Findings and Theoretical Implications*. Amsterdam: John Benjamins (Language Acquisition and Language Disorders Series) (forthcoming)

SPECIAL ISSUES

- **M. P. García Mayo** and E. Alcón Soler. 2002 (Guest editors). *International Journal of Educational Research* 37 (3-4). Special issue on 'The role of interaction in instructed language learning'.
-

- E. Alcón Soler and **M. P. García Mayo** (eds.) Interaction and language learning in foreign language contexts. *International Review of Applied Linguistics* 47, 3 (accepted – forthcoming 2009)

ARTICLES IN REFEREED JOURNALS

1. M. P. García Mayo. 1994a. Complex event nominals in English and Spanish: A comparative approach. *Miscelánea: Journal of English and American Studies* 15: 301-317. ISSN: 0214-0586.
2. M. P. García Mayo. 1994b. Privative voice and English irregular verbs. *ATLANTIS: Journal of the Spanish Association for Anglo-American Studies* XVI (1-2): 105-118. ISSN: 0210-6124.
3. M. P. García Mayo. 1994c. Operators, clause-boundedness and finiteness in English vs. Romance parasitic gap constructions. *Revista de Filología de la Universidad de La Laguna* 13: 175-182. ISSN: 0212-4130.
4. M. P. García Mayo. 1995a. The licensing of parasitic gaps. *Miscelánea: Journal of English and American Studies* 16: 125-140. ISSN: 0214-5913.
5. M. P. García Mayo. 1995b. Some Old English phenomena and syllable structure. *Revista Canaria de Estudios Ingleses* 30-31: 163-173. ISSN: 0211-5913.
6. M. P. García Mayo. 1995c. Designing an ESP course for Health Science students. *Asp: Anglais de Spécialité* 7/10: 501-510. ISSN: 1246-8185.
7. **M. P. García Mayo** and V. A. Núñez Antón. 1995. Needs identification for an ESP Pharmacy course. *Revista de Lenguas para Fines Específicos* 2: 81-94. ISSN: 0-213-0610.
8. M. P. García Mayo. 1996a. The reliability of the holist method when grading language essays. *Cuadernos de Filología Inglesa* 5(1): 51-62. ISSN: 0213-5485.
9. M. P. García Mayo. 1996b. Project work in the ESP classroom. *Revista de Lenguas para Fines Específicos* 3: 123-133. ISSN: 0213-0610.
10. M. P. García Mayo. 1997a. Non-occurrence of subject and adjunct parasitic gaps. *ATLANTIS: Journal of the Spanish Association for Anglo-American Studies* XIX (1-2): 125-133. ISSN: 0210-6124.
11. M.P. García Mayo. 1997b. Organizing a new course: EST in a Humanities degree. *Anglais de Spécialité* 15/18: 595-606. ISSN: 1246-8185.
12. M. P. García Mayo. 1998. The null subject parameter in adult second language acquisition. *ATLANTIS: Journal of the Spanish Association for Anglo-American Studies* XX(1): 47-58. ISSN: 0210-6124.
13. M. P. García Mayo. 1998/1999. The development of ESP: Language description and its influence on pedagogical materials. *Revista de Lenguas para Fines Específicos* 5/6: 205-228. ISSN: 0213-0610.
14. M. P. García Mayo, 1999. Grammaticality intuitions of bilingual and monolingual Basque EFL learners. *Estudios de Lingüística Aplicada* 28: 71-80. ISSN: 0185-2647.

MARÍA DEL PILAR GARCÍA MAYO
January 2009

15. **M. P. García Mayo** and T. Pica. 2000a. L2 learner interaction in a foreign language setting: Are learning needs addressed? *IRAL: International Review of Applied Linguistics* 38(1): 35-58. ISSN: 0019-042X.
16. **M. P. García Mayo** and T. Pica. 2000b. Interaction among proficient learners: Are input, feedback and output needs addressed in a foreign language context? *Studia Linguistica: A Journal of General Linguistics* 54(2): 272-279. ISSN: 0039-3193.
17. M. P. García Mayo. 2001a. Repair and completion strategies in the interlanguage of advanced EFL learners. *ITL: Review of Applied Linguistics* 131/132: 139-168. ISSN: 0019-0810.
18. M. P. García Mayo. 2001b. Language learning through interaction: What role does negotiation play among EFL learners? *Rassegna Italiana di Linguistica Applicata* XXXIII (1): 31-49. ISSN: 0033-9725.
19. M. P. García Mayo. 2002a. The effectiveness of two form-focused tasks in advanced EFL pedagogy. *International Journal of Applied Linguistics* 12(2): 156-175. ISSN: 0802-6106.
20. M. P. García Mayo. 2002b. Interaction in advanced EFL grammar pedagogy: A comparison of form-focused activities. *International Journal of Educational Research* 37(3-4): 323-341. ISSN: 0883-0355.
21. **M. P. García Mayo** and E. Alcón Soler. Introduction to 'The role of interaction in instructed language learning' *International Journal of Educational Research* 37(3-4): 233-236. ISSN: 0883-0355.
22. **M. P. García Mayo** and S. Perales Haya. 2002. Input processing and attention to form in native speakers of Spanish: Implications for foreign language learning. *Interface: Journal of Applied Linguistics* 17(1): 13-25.
23. M. P. García Mayo. 2003. Native vs non-native grammaticality judgments. *Revista Canaria de Estudios Ingleses* 47: 183-201. ISSN: 0211-5913.
24. **M. P. García Mayo**, A. Lázaro Ibarrola and J. M. Licerias. 2005. Placeholders in the English interlanguage of bilingual (Basque/Spanish) children. *Language Learning* 55(3): 445-489. ISSN: 0023-8333.
25. **M. P. García Mayo**, A. Lázaro Ibarrola and J. M. Licerias. 2006. Agreement in the English interlanguage of Basque/Spanish bilinguals: A minimalist farewell to *pro*. *ITL: International Journal of Applied Linguistics* 151: 83-98. ISSN: 0019-0810.
26. **M. P. García Mayo**. 2006. Synthetic compounding in the English interlanguage of Basque/Spanish bilinguals. *International Journal of Multilingualism* 3(4): 231-257. ISSN: 1479-0718.
27. M. P. García Mayo. 2007. Universal Grammar and the acquisition of English L3 syntax. *Vigo International Journal of Applied Linguistics*. Special issue on *Current Issues in Second Language Acquisition* 4: 25-41. ISSN: 1697-0381. **Invited contribution.**
28. M. P. García Mayo. 2008. The acquisition of four non-generic uses of *the* by EFL learners. *System: An International Journal of Educational Technology and Applied Linguistics* 36: 550-565. ISSN: 0346-251X.

29. S. Perales Haya, **M. P. García Mayo** and J. M. Licerias. 2009. The acquisition of L3 English negation by bilingual (Spanish/Basque) learners in an institutional setting. *International Journal of Bilingualism* (in press). ISSN: 1367-0069.
30. A. Alegría de la Colina and **M. P. García Mayo**. 2009. Oral interaction in task-based EFL learning: The use of the L1 as a cognitive tool. *IRAL International Review of Applied Linguistics* 47(3) (forthcoming)

CHAPTERS IN BOOKS

1. M. P. García Mayo. 1993. A new look at parasitic gaps. In W. J. Ashby, M. Mithum, G. Perissinotto and E. Raposo (eds.) *Linguistic Perspectives on the Romance Languages. Current Issues in Linguistic Theory*. Volume 103: 249-258. Amsterdam/Philadelphia: John Benjamins. ISBN: 90-272-3605-4 (Europe); 1-55619-557-5 (USA).
2. **M. P. García Mayo** and P. M. Kempchinsky. 1994. Finiteness in parasitic gap constructions in Romance and English. In M. L. Mazzola (ed.) *Issues and Theory in Romance Linguistics* (pp. 303-316). Washington, D.C.: Georgetown University Press. ISBN: 0-87840-243-8.
3. M. P. García Mayo. 1994. Translation in ESP: Is it worth it? In A. Gimeno Sanz (ed.) *Colección de Idiomas para Fines Específicos. A Practical Approach* (pp. 57-67). Valencia: Servicio de Publicaciones de la Universidad de Valencia. ISBN: 84-7721-278-3.
4. M.P. García Mayo. 1995. ESP for Pharmacy: A preliminary needs analysis study. In S. Barrueco, E. Fernández and L. Sierra (eds.) *Lenguas para Fines Específicos (IV): Investigación y Enseñanza* (pp. 403-409). Alcalá de Henares: Servicio de Publicaciones de la Universidad de Alcalá. ISBN: 84-8138-996-X.
5. M. P. García Mayo. 1996. The use of translation in an ESP classroom. In J. Piqué, J. Vicente Andreu-Besó and D. J. Viera (eds.) *English in Specific Settings* (pp. 207-213). Valencia: NAU Llibres. ISBN: 84-7642-475-2.
6. M. P. García Mayo. 1998. EST for English Philology students: Some ideas about how to approach a new course. In I. Vázquez Orta and I. Guillén Galve (eds.) *Perspectivas Pragmáticas en Lingüística Aplicada* (pp. 449-452). Zaragoza: Anúbar Ediciones. ISBN: 84-7013-265-2.
7. M. P. García Mayo. 2000. Pauses and listening comprensión : How advanced learners process new aural input. In F. J. Ruiz de Mendoza Ibáñez (coord.) *Panorama de la Lingüística Aplicada. Conocimiento, Procesamiento y Uso del Lenguaje* (pp. 1523-1532). Logroño: Mogar Linotype S.A. ISBN: 84-699-3362-0.
8. M.P. García Mayo. 2001a. Advanced learners' interaction in a foreign language context: Are input and feedback needs addressed? In I. de la Cruz, C. Santamaría, C. Tejedor and C. Valero Garcés (eds.) *La Lingüística Aplicada a Finales del Siglo XX: Ensayos y Propuestas* (pp. 69-75). Alcalá de Henares: Servicio de Publicaciones. ISBN: 84-8138-373-2.

MARÍA DEL PILAR GARCÍA MAYO
January 2009

9. M. P. García Mayo. 2001b. Tasks and the development of learner language. In E. Alcón and V. Codina (eds.) *Language Learning in the Foreign Language Classroom* (pp. 127-147). Castelló: Estudios Filológicos 8. ISBN: 84-8021-346-9.
10. M. P. García Mayo. 2001c. Are collaborative focus-on-form (FonF) tasks worthwhile among advanced EFL learners? In A. I. Moreno and V. Colwell (eds.) *Recent Perspectives on Discourse*. León: Universidad de León. ISBN: 84-7719-984-1.
11. M. P. García Mayo. 2001d. Focus on form tasks in EFL grammar pedagogy. In D. Lasagabaster and J. Sierra (eds.) *Language Awareness in the EFL classroom* (pp. 221-236). Bilbao: Universidad del País Vasco. ISBN: 84-8373-407-9.
12. **M. P. García Mayo** and M.J. Gavela González. 2001. Repair strategies among advanced EFL learners: An argument for focus on form? In C. Muñoz (coord.) *Perspectivas Recientes en la Adquisición de Lenguas* (pp. 103-110). Barcelona: Universitat de Barcelona. ISBN: 84-477-0733-4.
13. **M. P. García Mayo**, A. Lázaro Ibarrola and J. M. Liceras. 2001. La forma *is* y los pronombres débiles como morfemas de concordancia en la interlengua inglesa de niños bilingües castellano/euskera. In L. González Romero, M. Martínez Vázquez, B. Rodríguez Arrizabalaga and P. Ron Vaz (eds.) *Recent Approaches to English Grammar* (pp. 77-89). Huelva: Universidad de Huelva. ISBN: 84-607-2772-6.
14. **M. P. García Mayo** and A. Lázaro Ibarrola. 2002. Strategies in rendering grammaticality judgments in L1 and L2. In L. Iglesias Rábade and S. Doval Suárez (eds.) *Studies in Contrastive Linguistics* (pp. 445-453). Santiago: Universidad de Santiago de Compostela. ISBN: 84-9750-027-X.
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January 2009

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January 2009

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January 2009

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57. M.P. García Mayo. 2005 (**invited speaker**). A Focus-on-Form approach for English in an instructional setting: Findings from research. *I International Seminar on Cognitive-Interactionist Approaches to Instructed Second Language Acquisition*. Universitat Jaume I. Castelló (Spain). 10-11 November.
58. M.P. García Mayo. 2006a. The acquisition of four non-generic uses of *the* by EFL learners. *XXIV International Meeting of the Spanish Applied Linguistics Association (AESLA)*. Madrid (Spain). 30 and 31 March, 1 April.
59. M.P. García Mayo. 2006b. La adquisición del inglés como lengua extranjera desde la perspectiva generativa. Round table: La gramática universal: una ventana abierta a los procesos de adquisición de lenguas (*Universal Grammar: A window opened to second language acquisition processes*). **Invited speaker**. *XXIV International Meeting of the Spanish Applied Linguistics Association (AESLA)*. Madrid (Spain). 30 and 31 March, 1 April.
60. M.P. García Mayo. 2006d. The acquisition of the article *the* by EFL learners. International Conference 'Research on second and foreign language acquisition and teaching'. Paris (France), 6-8 September.
61. I. Villarreal Olaizola and M. P. García Mayo. 2006. Tense and agreement in L3 acquisition: Content-based learning vs. the learning of English as a school subject. *GLOBE 2006: Communicating across age groups: Age, language and society*. Warsaw (Poland), 21-23 September.
62. E. Alcón and M.P. García Mayo. 2007. Focus on form in a meaning-focused foreign language classroom: An exploratory study. *XXV International Meeting of the Spanish Applied Linguistics Association (AESLA)*. Murcia (Spain). 19-21 April.
63. I. Villarreal Olaizola and M.P. García Mayo. 2007. Finiteness in English as an L3: Content-based vs English as a school subject learners. *The 6th International Symposium on Bilingualism*. Hamburg (Germany), 30 May- 2 June.
64. M. Martínez Adrián, M.P. García Mayo and A. Landa. 2007. Word order alternations and feature assignment in the bilingual and multilingual acquisition of German. *The 6th International Symposium on Bilingualism*. Hamburg (Germany), 30 May- 2 June 2007.

MARÍA DEL PILAR GARCÍA MAYO
January 2009

65. M.P. García Mayo. 2007. Article choice in L2 English by Spanish speakers: Evidence for Full Transfer. European Second Language Association (EUROSLA) 17. Newcastle (United Kingdom), 11-14 September.
66. I. Villareal Olaizola and M. P. García Mayo. 2007. Variability in tense and agreement morphology in English as L3: Content-based instruction learners vs learners of English as a school subject. European Second Language Association (EUROSLA) 17. Newcastle (United Kingdom), 11-14 September.
67. M. P. García Mayo. 2007. (Updating) formal SLA: The English non-native grammar of bilingual learners. **Invited plenary talk**. AEDEAN (Asociación Española de Estudios Anglo-Norteamericanos). A Coruña (Spain), 15-17 November.
68. N. Snape, A. Gürel, M. P. García Mayo and D. Barner. 2008. L2 acquisition of English generic NPs by Japanese, Chinese, Spanish and Turkish speakers. J-SLA (the 8th Annual Conference of the Japanese Second Language Association). Kyoto (Japan) University of Foreign Studies. May 31- 1 June.
69. N. Snape, M.P. García Mayo and A. Gürel. 2008. Japanese, Spanish and Turkish L2 acquisition of English generic noun phrases. European Second Language Association - EUROSLA 2008. Aix-en-Provence (France), 10-13 September.
70. I. Villarreal Olaizola and M.P. García Mayo. 2008. Acquiring tense and aspect in L3 English: Does type of input matter? European Second Language Association - EUROSLA 2008. Aix-en-Provence (France), 10-13 September.
71. A. Alegría de la Colina and M.P. García Mayo. The role of the L1 in the oral interaction of low proficiency EFL learners during task-based collaborative work. I Congreso Internacional de Interacción Comunicativa y Enseñanza de Lenguas. Valencia (Spain), 18-20 September.
72. M.P. García Mayo. 2008. El uso de tareas y la atención a la forma en AICLE (*The use of tasks and attention to form in Content and Language Integrated Learning*). **Plenary talk**. III Congreso sobre metodologías específicas y diseño de materiales para la enseñanza. Universidad de Córdoba (Spain), 2-3 October.
73. M. P. García Mayo. 2008. Workshop “Pedagogical interventions based on focus on form tasks in the language classroom”. III Congreso sobre metodologías específicas y diseño de materiales para la enseñanza. Univesida de Córdoba (Spain), 2-3 October.
74. I. Villareal Olaizola and M.P. García Mayo. 2008. Does CLIL methodology improve the acquisition of L3 English tense and agreement morphology? CLIL Fusion. Multilingual Mindsets in a Multicultural World: Building quality learning communities. Tallinn (Estonia), 24-25 October.
75. M.P. García Mayo. 2008. Multilingualism and CLIL: The need for a task-based FonF approach. **Invited talk** in Round Table English in the school and English in the world. International Conference on Multilingualism: Sociolinguistic and Acquisitional Perspectives. Castellón (Spain), 16-18 December.
76. I. Villarreal Olaizola and M.P. García Mayo. 2008. Type of input and the acquisition of tense and agreement in English as an L3. International Conference on Multilingualism. Sociolinguistic and Acquisitional Perspectives. Castellón (Spain), 18-18 December.

MARÍA DEL PILAR GARCÍA MAYO
January 2009

77. M.P. García Mayo. **Invited speaker.** 2009. The English interlanguage of Basque/Spanish bilinguals. International Conference on ‘The role of the background languages in third language acquisition. Romance languages as L1, L2 or L3’. Stockholm University (Sweden), 5-7 February.
78. N.Snape, M.P. García Mayo, A. Gürel, D. Barner and A. Libenson. 2009. L2 learners’ acquisition of generic reference. Generative Approaches to Second Language Acquisition (GASLA) 10. University of Illinois at Urbana-Champaign. Illinois (USA), 13-15 March.
79. N.Snape, A. Gürel, M.P. García Mayo and D. Barner. 2009. L2 acquisition of generic reference by Spanish, Turkish, Japanese and Chinese learners. Mind and Context Divide: Language Acquisition and Interfaces of Cognitive-Linguistic Modules. The University of Iowa (USA). 30 April – 2 May.

Other presentations

- M.P. García Mayo. 1988. Innovative approaches to second/foreign language teaching: Total Physical Response. Iowa City, Iowa (USA).
- M.P. García Mayo. 1988. Teaching writing in second-year Spanish. Department of Spanish and Portuguese Teaching Assistant Workshop. Iowa City, Iowa (USA) **(invited)**
- M.P. García Mayo. 1994. Materials for medical English. Teaching English for Specific Purposes course. Institute for Applied Language Studies. The University of Edinburgh.

GRADUATE SUPERVISION

Ph. D. dissertations

- A. Lázaro Ibarrola. 2002. *La adquisición de la morfosintaxis inglesa por niños bilingües euskera-castellano. Una perspectiva minimalista* (co-supervised with J. M. Licerias). The University of the Basque Country. High distinction (sobresaliente *cum laude*) by unanimous decision). Current employment: Tenured position at the Universidad Pública de Navarra (Spain).
- S. Perales Haya. 2004. *La adquisición de la negación en inglés por hablantes bilingües euskera-castellano* (co-supervised with J.M. Licerias), The University of the Basque Country. High distinction (sobresaliente *cum laude*) by unanimous decision). Current employment: Tenure-track at the Universidad de Cantabria (Spain).

MARÍA DEL PILAR GARCÍA MAYO
January 2009

- J. Gutierrez Mangado. 2005. *The acquisition of English long distance wh-questions by bilingual (Basque-Spanish) participants in a classroom context* (co-supervised with V. Valmala). The University of the Basque Country. High distinction (sobresaliente *cum laude*) by unanimous decision. Special distinction for Outstanding Ph.D. Dissertations (UPV/EHU). Current employment: Tenure-track at the University of the Basque Country (Spain).
- M. Martínez Adrián. 2006. *El papel de la segunda lengua en la adquisición del orden de palabras del alemán como tercera lengua* (co-supervised with A. Landa). The University of the Basque Country High distinction (sobresaliente *cum laude*) by unanimous decision). Current employment: Tenure-track at the University of the Basque Country (Spain).
- I. Villareal Olaizola. *Tense and agreement in the interlanguage of Basque/Spanish bilinguals: Content-based learning vs the learning of English as a school subject*. (co-supervised with R. Hawkins). The University of the Basque Country - in preparation. Current employment: Centro Navarro de Autoaprendizaje de Idiomas (<http://www.webcnai.com>). Navarra (Spain).

M.A. Thesis

- A. Lázaro Ibarrola. 1999. *Null subjects in the English interlanguage of bilingual learners* (5-credit paper)
- A. Lázaro Ibarrola. 1999. *The acquisition of negation in English* (3.5-credit paper)
- J. Gutierrez Mangado. 1999. *The acquisition of wh-words by Spanish speakers learning English* (5-credit-paper)
- J. A. Espinosa Novales . 1999. *Suggestopedia and classroom research. Some considerations* (8-credit paper)
- S. Perales Haya. 2001. *Input processing and focus on form in native speakers of Spanish* (12-credit paper).
- M. Martínez Adrián. 2001. *Una reflexión sobre la posible influencia del inglés como L2 en el aprendizaje del alemán como L3* (12-credit paper).
- E. O. Dalley Benson. 2004. *Awareness of linguistic form and language learning* (12-credit paper)
- A. Alegría de la Colina. 2004. *Atención a la forma en tareas de colaboración*. (12-credit paper)
- Izaskun Villareal. 2006. *Tense and agreement in the non-native English of Basque-Spanish bilinguals: Content-based learning vs the learning of English as a school subject* (6-credit paper).
- Madeleine Kingsbury. 2008. *Modals of possibility in EFL: Task complexity and language use*. (12-credit paper). Universitat de Barcelona.
- Maria Basterretxea Lozano. *Implementing CLIL in a Science class* (in progress) (12-credit paper)
- Agurtzane Azkarai Garai (in progress). *The influence of gender in the learning of a second language: Interaction and focus-on-form tasks*

MARÍA DEL PILAR GARCÍA MAYO
January 2009

Director of pre-doctoral scholarship

- Agurtzane Azcaray Garai. Ph.D. candidate. Linguistics. Basque Government 4-year scholarship. *The influence of gender in the learning of a second language: Interaction and focus-on-form tasks*

Dissertation examiner

Ph.D. theses

- 2003. April. Ph.D. thesis- Patricia Salazar Campillo. *Interaction and language acquisition: The effect of corrective feedback and focus on form in the English as a foreign language context*. Universitat Jaume I (Castellón).
- 2003. November. Ph.D. thesis – Verónica Ann Colwell O’Callahan. *Análisis de errores en la enseñanza y aprendizaje de inglés como lengua extranjera en alumnos universitarios españoles*. Universidad de León (León).
- 2004. April. Ph.D. thesis - Ramiro Cebreiros Álvarez. *Empty categories in the interlanguage of Spanish learners of English in a natural and formal context*. Universidad de Santiago de Compostela (Santiago de Compostela).
- 2004. July. Ph.D. thesis – Francisco Gallardo del Puerto. *La adquisición de la pronunciación del inglés como tercera lengua*. Universidad del País Vasco (UPV/EHU). Vitoria.
- 2004. December. Ph.D. thesis – Alicia Martínez Flor. *The effect of instruction on the development of pragmatic competence in the English as a foreign language context: A study based on suggestions* Univesitat Jaume I (Castellón).
- 2005. January. Ph.D. thesis – Roger Gilabert Guerrero. *Task complexity and L2 narrative oral production*. Universitat de Barcelona (Barcelona). President.
- 2006. May. Ph.D. thesis – M^aCarmen Moreno Pichastor. *Logical connectors in EFL writing: Learners’ use and instruction*. Universitat Jaume I (Castellón). President.
- 2006. July. Ph.D. thesis – Izaro Egiguren Bastida. *Atzerriko hizkuntza goiztiarraren eragina gaitasun eleaniztunean* (The influence of the early introduction of a foreign language on multilingual competence). UPV/EHU. Vitoria. President.
- 2007. July. Ph.D. thesis – Mainer Huarte Abasolo. *Ergatiboaren jabekuntza: Ikerketa esperimental bat eta beraren emaitzak*. UPV/EHU. Vitoria.
- 2007. November. Ph.D. thesis – Maria Pilar Agustín Llach. *Los errores léxicos como indicadores de la competencia escrita y el nivel de vocabulario en la lengua extranjera*. Universidad de La Rioja.
- 2007. December. Ph.D. thesis – Elisabet Pladevall Ballester. *Child and adult non-native subject-development: A bi-directional study of English and Spanish as L2s*. Universitat Autònoma de Barcelona. President
- 2008 May. Ph.D. thesis – Mable Chan. *Acquisition of ‘be’ by Cantonese learners in Honk Kong and its pedagogical implications*. The University of Essex. Colchester (U.K.)

MARÍA DEL PILAR GARCÍA MAYO
January 2009

Diploma in Advanced Studies

President

- 2005. November. MA thesis – Candelas Cabanillas González. *Traducciones de productos audiovisuales en ETB (1993-2003)*. Universidad del País Vasco.
- 2005. November. MA thesis – Ana Moreno Peinado. *La traducción de elementos culturales en el texto audiovisual. La obra de Pedro Almodóvar en alemán, francés e inglés*. Universidad del País Vasco.
- 2005. November. MA thesis – Josu Barambones Zubiria. *Traducción de productos audiovisuales en ETB (1983-1992)*. Universidad del País Vasco.
- 2005. November. MA thesis – Raúl Moreno Gilete. *Análisis de la obra ‘The Magician’s Nephew’ the C. S. Lewis: El héroe en una novela de la literatura de espantapájaros’*. Universidad del País Vasco.
- 2005. November. MA thesis – Leticia Viteri Comunión. *La representación de la aboriginalidad en la literatura aborigen australiana. La búsqueda de la identidad en ‘The Fringe Dwellers’ y ‘Radiance’*. Universidad del País Vasco.
- 2006. May. MA thesis – Nuria Edo Marzá. *A terminographical approach towards a corpus-based English-Spanish specialized dictionary of the ceramic industry*. Universitat Jaume I.
- 2006. May. MA thesis- Antonio J. Silvestre López. *A cognitive analysis of the semantic contribution of ‘in’, ‘on’ and ‘at’ to English prepositional verbs*. Universitat Jaume I.
- 2007. July. MA thesis – María del Mar Varas Montero. *Corpus de las películas alemanas estrenadas en España (1933-1945)*. Universidad del País Vasco.
- 2007. November. MA thesis – Angel Chaparro Sainz. *Mormon literature. Phyllis Barber’s writing*. Universidad del País Vasco.
- 2009. February. MA thesis. Sara Bustinduy Fernández, Elena García García, Yolanda Hurtado Gregg, M^a Luisa Martín Toronjo, Rosa Muñoz Luna, Miriam Lorena Román Bello, Dolores Santiago Fernández, José Luis Uribe Pérez & Caroline Warren. Universidad de Málaga.

SCHOLARLY AND PROFESSIONAL ACTIVITIES

Editorial board

- *ATLANTIS (The Journal of the Spanish Association of Anglo-American Studies)*. ISSN: 0210-6124 (2007-onwards)
- *Educational Research and Reviews* (ISSN: 1990-3839) (2007 onwards)
- *EUROSLA (European Second Language Association) Yearbook*. John Benjamins. ISSN: 1568-1491 (2003 onwards)
- *Pan-Pacific Association of Applied Linguistics Journal*, ISSN: 1345-8353 (2002 onwards)

MARÍA DEL PILAR GARCÍA MAYO

January 2009

- *VIAL: Vigo International Applied Linguistics* (ISSN 1697-0381) (2004 onwards)
- *The Open Applied Linguistics Journal* (www.bentham.org) ISSN: 1874-9135.

Assessment

Periodicals

Evaluation of articles for the following journals:

- *Applied Linguistics*, ISSN: 01426001.
- *ATLANTIS: Journal of the Spanish Association for Anglo-American Studies*. ISSN 020-6124
- *International Journal of Applied Linguistics* (INJAL), ISSN: 0802-6106.
- *International Journal of Multilingualism*, ISSN 1479-0718.
- *IRAL: International Journal of Applied Linguistics* ISSN: 0019-042X. Special issue on Task complexity, cognition and second language learning and language production.
- *Journal of Second Language Writing*. ISSN: 1060-3743.
- *Miscelánea: A Journal of English and American Studies*, ISSN 0214-05.
- *Language and Cognitive Processes*, ISSN: 0169-0965.
- *Language Learning: A Journal of Research in Language Studies*. ISSN: 0023-8333.
- *Lingua*. Special issue on *Current emergentist and nativist perspectives on second language acquisition*. ISSN: 0824-3841.
- *Pan-Pacific Association of Applied Linguistics Journal*, ISSN: 1345-8353.
- *Second Language Research*. ISSN: 0267-6583.
- *Studia Linguistica: A Journal of General Linguistics*, ISSN: 0039-3193.
- *System: An International Journal of Educational Technology and Applied Linguistics*, ISSN: 0346-251X.
- *System: An International Journal of Educational Technology and Applied Linguistics. Special Issue on Pragmatics in Instructed Language Learning*
- *TESOL (Teachers of English to Speakers of Other Languages)* – English for Specific Purposes theme section.

Publishing companies

- **John Benjamins**
 - *EUROSLA (European Second Language Association) Yearbook 2*. 2002. Amsterdam/Philadelphia: John Benjamins. ISBN: 90 272 5452 4 (Europe)/1 58811 291 8 (USA)
 - *EUROSLA (European Second Language Association) Yearbook 3*. 2003. Amsterdam/Philadelphia: John Benjamins. ISBN: 90 272 5452 4 (Europe)/1 58811 291 8 (USA).

MARÍA DEL PILAR GARCÍA MAYO

January 2009

- *EUROSLA (European Second Language Association) Yearbook 4*. 2004. Amsterdam/Philadelphia: John Benjamins. ISBN: 90 272 5454 0 (Europe)/1 58811 572 0 (USA).
- *EUROSLA (European Second Language Association) Yearbook 5*. 2005. Amsterdam/Philadelphia: John Benjamins. ISBN: 90 272 5455 9 (Europe)

- *EUROSLA (European Second Language Association) Yearbook 6*. 2006.
- *EUROSLA (European Second Language Association) Yearbook 7*. 2007.
- *EUROSLA (European Second Language Association) Yearbook 9*. 2009.

- Oxford University Press

Evaluation of chapter for:

Mackey, A. (2007). *Conversational interaction in second language acquisition: A collection of empirical studies*. Oxford: Oxford University Press.

Symposia (evaluation of abstracts)

- AEDEAN (Asociación Española de Estudios Anglo-Norteamericanos). Thematic panel *Language Teaching and Acquisition (1998-2002)* (2005-)
- AESLA (Asociación Española de Lingüística Aplicada). Thematic panel *Language acquisition and learning (1999- present)*
- 4th International Symposium on Bilingualism. Arizona State University. 2003.
- EUROSLA 15 (Dubrovnik – Croatia)- 2005
- EUROSLA 16 (Antalaya – Turkey) – 2006
- EUROSLA 17 (Newcastle-upon-Tyne)- 2007
- EUROSLA 19 (Cork) - 2009

Research Projects and Institutional Evaluation

- Assessor for the Spanish Research Council on Science and Technology (assessing of research projects for the Agencia Nacional de Evaluación y Prospectiva (ANEP). National I+D Plan) (2000-present)
- External academic evaluator of the Department of English Philology (University of Huelva). ANECA (National Agency for Quality Evaluation). February 2004.
- Member of the Commission for the Humanities of the Agència de Qualitat Universitaria de les Illes Balears (AQUIB). November 2008.
- External member of Expert Committee for Ph. D. dissertation – Universitat Jaume I (Castellón-Spain). January 2006.
- Academic evaluator of the undergraduate degree ‘English Studies’ at the Universitat Jaume I. Castellón. September 2008.

MARÍA DEL PILAR GARCÍA MAYO
January 2009

Chair

- European Society of the Study of English (ESSE III). Section 25: Syntax and Semantics. University of Glasgow 8-12 September 1995.
- European Second Language Association 9. Lund University. 10-12 June 1999.
- II International Contrastive Linguistics Conference. Session: Discourse Analysis and Pragmatics IV. Universidade de Santiago de Compostela. 24-27 October 2001.
- European Second Language Association 12. Universität Basel. 18-22 September 2002.
- Third International Conference on Trilingualism and Third Language Acquisition. Tralee (Ireland). 4-6 September.
- European Second Language Association 15. Dubrovnik (Croatia). 14-17 September 2005.

Academic organization

- Main researcher of research group *REAL* (Research in English Applied Linguistics): 2004- present. REAL is the host group of the Ikerbasque (www.ikerbasque.net) fellow Regina Weinert.
- Responsible for Ph.D. program *Research in English and German: Linguistics, Literature and Translation*. Departamento de Filología Inglesa y Alemana y de Traducción e Interpretación (UPV/EHU) from 1998 to 2004. The Basque Government financially supported the program during the following academic years: 1998-99, 1999-2000, 2000-01, 2002-03 and 2003-2004 (no application for funding was submitted in 2001-2002).
- Coordinator- Scientific section *Language and Linguistics*. Departamento de Filología Inglesa y Alemana y de Traducción e Interpretación. 1996-1997 and 2001-2003.
- Responsible for interuniversity Ph.D. program *Applied Linguistics: Bilingualism and Multilingualism* (University of the Basque Country / University of Barcelona / University Jaume I). Distinguished as a Ph.D. Program of High Quality by the Spanish Ministry of Education (2005-2006, 2006-2007, 2007-2008).
- Responsible for thematic panel *Language Teaching and Acquisition* in the international AEDEAN conference (conference of the Spanish Association of Anglo-American Studies). December 2002-December 2004.
- Responsible for English Philology section in the College of Pharmacy (University of the Basque Country). 1993-1997.
- Organization of Ph.D. courses by the following Visiting Professors:

MARÍA DEL PILAR GARCÍA MAYO

January 2009

- Juana M. Liceras (University of Ottawa – Canada). *La adquisición del lenguaje nativo y no-nativo: A la búsqueda de desencadenantes*. May 1998.
- Eva Alcón Soler (Universitat Jaume I – Castelló- Spain). *Conversational interaction and L2 development*. May 1999.
- Bonnie D. Schwartz (University of Durham – United Kingdom). *Determining developmental route from the L2 initial state*. October 1999.
- Juana M. Liceras (University of Ottawa- Canada). *Protagonistas de la investigación lingüística en L2: De los parámetros a las categorías funcionales a los rasgos*. May 2005.
- Roger D. Hawkins (University of Essex – United Kingdom). *The development of grammatical knowledge in second language learners. Evidence and theories*. May 2007.
- Folkert Kuiken (University of Amsterdam – The Netherlands). *Task complexity and L2 proficiency*. January 2009.

2000 Co-director of UPV/EHU summer course/ European course: *The age factor in the acquisition of a foreign language* (San Sebastián, 10-12 July)

2009 Director of the Symposium on Content and Language Integrated Language (CLIL) (Vitoria, 8-9 May).

Promotion committees

- Universidad Rovira i Virgili – Spain (0105-DL000215). 10-11 April 2005.
- Universidad de Valladolid- Spain (KO27K04 /RP04001). 26-28 September 2005
- National Committee for Full Professor selection (Comisión de Habilitación Nacional 1/345/2005 (BOE 21/9/2005)
- Universitat Jaume I – Spain. Committee for Promotion to Full Professor. 30 January 2009.

Other activities

- Member of the scientific and organizing committee of the *Fourth Conference of the Formal Linguistic Society of Mid-America*. Iowa City, Iowa (USA). April 1993.
- Co-chair of the *14th Congress of the European Second Language Association (EUROSLA)*. San Sebastián, 8-11 September 2004.
- Academic advisor for the *University Studies Abroad Consortium (USAC)*. 1996-1999.
- Tutor for the organization *New Dimensions in Learning*. The University of Iowa. Iowa City, Iowa (USA). 1992-1993.
- Member of committee. Research Award ‘Leocadio Martín Mignorance’ in Linguistics. AEDEAN XVIII (Valencia, 16-18 December 2004).

MARÍA DEL PILAR GARCÍA MAYO

January 2009

- President of committee. Research Award ‘Leocadio Martín Mignorance’ in Linguistics. AEDEAN XXXI (A Coruña, 15-17 November 2007).

GRANTS AND AWARDS

- **ISEP (International Student Exchange Program – Fullbright-Hays Act).** Scholarship to obtain MA in Linguistics. 1987-1989
- Department of Spanish and Portuguese. The University of Iowa. Iowa City, Iowa (USA). Grant to obtain MA in Linguistics. 1988-1989.
- Department of Linguistics and Department of Spanish and Portuguese. The University of Iowa. Iowa City, Iowa (USA). Grants to finance studies for Ph.D. in Linguistics (1989-90, 1990-91; 1991-92; 1992-1993).
- Department of Spanish and Portuguese. The University of Iowa. Iowa City, Iowa (USA). Grants to finance studies for Ph.D. in Linguistics (1989-1990; 1992-93).
- **Outstanding Teaching Assistant Award.** Council on Teaching. The University of Iowa, Iowa City, Iowa (USA). November 1989.
- First six-year research period (*sexenio de investigación*) (1992-1997) granted by the National Committee for the Evaluation of Research Activity (Comisión Nacional Evaluadora de Actividad Investigadora – CNEAI). 27 June 2000.
- Second six-year research period (*sexenio de investigación*) (1998-2003) granted by the National Committee for the Evaluation of Research Activity (Comisión Nacional Evaluadora de Actividad Investigadora – CNEAI). 31 May 2004.
- Teaching load reduction (6 credits) during the second semester of the academic years 2007-2008, 2008-2009 and 2009-2010 on the basis of research merits (Criteria approved by the Consejo de Gobierno of the UPV/EHU on 5 November 2006).
- Institutional funding to travel to different research meetings (1994-2001).
- Institutional funding to attend the course *Teaching English for Specific Purposes*. Institute of Applied Language Studies. The University of Edinburgh. 25 July-12 August 1994.
- Institutional funding (UPV/EHU) to buy computers and other material (1995, 1996, 1998, 2000).

OTHER ACTIVITIES

- Departmental committees:
 - Doctoral committee (1998-2003)
 - Teaching committee (1995-96)
 - Human resources committee (2000-01), (2004-05, President)
 - Special exams (1997-99)
 - President of committee awarding the Diploma in Advanced Studies (a requirement to continue work toward Ph.D. dissertation writing)

MARÍA DEL PILAR GARCÍA MAYO
January 2009

● Other professional activities

- Translation and Interpretation. Musco Mobile Lighting, Ltd. Oskaloosa, Iowa. USA.
- Translator. The Translation Laboratory of The University of Iowa, Iowa City, Iowa. USA.
- Translator. Department of Pharmacology and Farmaceutical Technology. College of Pharmacy. University of the Basque Country (1993-present)

▶ Courses attended

- 1990 *Foreign Language Assessment*. The University of Iowa. 9-10 de September.
1994. *Teaching English for Specific Purposes*. The University of Edinburgh (25-7 //12-8)
1995. *La competencia pragmática y el uso de la segunda lengua*. Curso de verano UPV/EHU. Junio.
1995. *Evaluación y corrección en el aprendizaje de segundas lenguas*. Curso de verano UPV/EHU. Septiembre.
2000. *Curso CHILDES* sobre codificación de lenguaje infantil. 3-4 Febrero 2000.
2001. *Investigación en el aula de L2 en contextos formales de aprendizaje. Resultados y aplicaciones para la práctica docente*. Summer course UPV/EHU.
2004. *Las nuevas tecnologías como recurso didáctico en el aula*. July.
2005. *Hacia la introducción del crédito europeo*. Workshop organized by the Servicio de Asesoramiento Educativo (SAE). UPV/EHU. 25-27 January.
2005. *Power Point XP*. Online course organized by the Servicio de Asesoramiento Educativo (SAE) UPV/EHU (40 hours).
2006. *Of Minds and Language: An Encounter with Noam Chomsky*. Summer course. Curso UPV/EHU .19-22 June. (40 hours).
2007. *'Reference Manager'* course, UPV/EHU. January (4 hours).
2007. Course on online platforms IKASI and MOODLE. UPV/EHU. May.
2008. *Liderazgo, comunicación y trabajo en equipo en el aula*. UPV/EHU. 3-4 March.
2008. *Elaboración del Protocolo Docente*. UPV/EHU. 10, 12 March, 1, 8, and 15 April.
2008. *Gestor de contenidos Web.21* UPV/EHU. May (6 hours)
2008. Verificación y acreditación de enseñanzas: un reto para la universidad. University Summer Course. 14-15 July (20 hours).
2008. *E-Learning and the Humanities*. UPV/EHU.16-18 September (20 hours).

Member of the following scientific associations:

- Asociación Española de Estudios Anglo-Noarteamericanos (AEDEAN)

MARÍA DEL PILAR GARCÍA MAYO
January 2009

- Asociación Europea de Lenguas para Fines Específicos (AELFE)
- Asociación Española de Lingüística Aplicada (AESLA)
- European Second Language Association (EUROSLA)
- AILA (Association de Linguistique Appliquée)