

Kimberly Vinall

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Berkeley, CA 94720

EDUCATION

- Ph.D. University of California, Berkeley**
Language, Literacy, and Culture Division of the Graduate School of Education,
December 2015
- Dissertation title: “The Tensions of Globalization in the Contact Zone: The Case of Two Intermediate University-level Spanish Language and Culture Classrooms on the U.S. / Mexico Border”
- Claire Kramsch (Chair), Rick Kern, Laura Sterponi
- M.A. University of Arizona**
Hispanic Literature, December 1995
- B.A. Indiana University**
Double major: Spanish and Anthropology, 1993
Phi Beta Kappa, High Distinction

RESEARCH AND TEACHING INTERESTS

- Applied linguistics and language acquisition
- Machine translation and world language teaching and learning
- Intersections of language, power, and identity
- Cultural studies
- Digital literacies
- Social justice approaches to the teaching of language and culture
- Critical service-learning and community engagement

TEACHING EXPERIENCE

- University of California, Berkeley;** Berkeley, CA Fall 2021– present
Executive Director, Berkeley Language Center
- De Anza College;** Cupertino, CA Fall 2015 – Spring 2021
Tenured full-time Instructor, Intercultural/International Studies Division
World Languages Coordinator
- University of San Francisco;** San Francisco, CA Spring 2015
Adjunct Lecturer, International / Multicultural Education Department
- San Francisco State;** San Francisco, CA Fall 2014
Lecturer, Department of English Language and Literature
- University of California, Berkeley;** Berkeley, CA Fall 2007 – Spring 2012

Graduate Student Instructor

Bennington College; Bennington, VT Faculty, Master of Arts in Teaching a Second Language (MATSL)	Summer 2012
Miracosta College; Oceanside CA Associate Faculty, International Languages Department	Spring 2010 – Spring 2012 Fall 2005 – Summer 2007
University of California, San Diego; San Diego, CA Lecturer, Literature Department	Winter 2007 – Spring 2007 Winter 2006 – Spring 2006
San Diego State; San Diego, CA Lecturer, Department of Spanish and Portuguese	Fall 2005
University of Michigan; Ann Arbor, MI Lecturer III, Dep. of Romance Languages & Literatures Instructor, Salamanca Spain Summer Program Assistant Director, Santander Spain Summer Program	Fall 1996 – Winter 2005 Summer 2000, 2001, 2002 Summer 1998

PUBLICATIONS

Peer Reviewed Journal Articles

- Hellmich, E. & Vinall, K. (forthcoming). Student use and instructor beliefs: Machine translation in language education. *Language Learning & Technology*.
- Vinall, K. & Hellmich, E. (2021). Down the rabbit hole: Metaphor, machine translation, and instructor identity / agency. *Second Language Research and Practice*, 2(1), 99-118.
- Hellmich, E. & Vinall, K. (2021). FL Instructor beliefs about machine translation. *IJCALLT*, 11(4), 1-18.
- Vinall, K. & Shin, J. (2018). The construction of the tourist gaze in English textbooks in South Korea: Exploring the tensions between internationalization and nationalization. *Language, Culture and Curriculum*, 31(2), 1-18.
- Vinall, K. (2016). “Got Llorona?”: Teaching for the development of symbolic competence. *L2 Journal*, 8(1), 10-16.
- Vinall, K. & Murphy-Graham, E. (2012). “I learn to seek solutions but without work I can’t solve anything”: Youth education and community development in rural Honduras. *Journal of International Cooperation in Education*, 15(2), 35-51.
- Vinall, K. (2012). ¿Un legado histórico?: Symbolic competence and the construction of multiple histories. *L2 Journal*, 4, 102-123.
- Barrette, C., Paesani, K., & Vinall, K. (2010). Toward an integrated curriculum: Maximizing the use of target language literature. *Foreign Language Annals*, 43(2), 216-230.
- Gódev, C., Gallego, O., & Vinall, K. (2002). Changing an old concept: Mini-lectures in a content-based classroom. *NECTFL Review*.

Introductions and Afterwords

Vinall, K. & Hellmich, E. (2022). Do you speak translate?: Reflections on the nature and role of translation. *L2 Journal*, 14(1), 4-25.

Heidenfeldt, W. & Vinall, K. (2017). Introduction to the special issue: Symbolic competence: From theory to practice. *L2 Journal*, 9(2), 3-11.

Vinall, K. & Heidenfeldt, W. (2017). Afterword: Where do we go from here? *L2 Journal*, 9(2), 3-11.

Bernstein, K., Hellmich, E., Katznelson, N., Shin, J., & Vinall, K. (2015). Introduction to the special issue: Critical perspectives on neoliberalism in second/foreign language education. *L2 Journal*, 7(3), 3-14.

Book Chapters

Vinall, K. (in press). Practicing solidarity in a critical community service-learning project. *How we take action: Social justice in K-16 language classrooms*. Charlotte: Information Age Publishing.

Kramsch, C. & Vinall, K. (2015). The cultural politics of language textbooks in the era of globalization, in X.L. Curdt-Christiansen & C. Weninger (Eds.), *Language, ideology and education: The politics of textbooks in language education*. London and New York: Routledge.

Special Journal Issue

Machine translation & language education: Implications for theory, research, & practice. (2022) E. Hellmich & K. Vinall (Eds.). *L2 Journal*, 14(1).

Symbolic competence: From theory to pedagogic practice. (2017). W. Heidenfeldt & K. Vinall (Eds.). *L2 Journal*, 9(2).

Critical perspectives on neoliberalism in second/foreign language education. (2015). K. Bernstein, E.A. Hellmich, N. Katznelson, J. Shin, & K. Vinall (Eds.). *L2 Journal*, 7(3).

INVITED TALKS

Exploring online teaching tools. American Association of Teachers of German (AATG), online, Summer, 2020.

“Machine translation is a lot like booze:” Language instructors’ beliefs about machine translation. Presented with Emily Hellmich, Berkeley Language Center, University of California, Berkeley, 2020.

Machine translation (MT) and the teaching of text: Possibilities or limitations?; German Academic Exchange Service at University of California, Berkeley, 2019.

Bridging cultures and languages; Middlebury Institute of International Studies at Monterey, 2018.

Becoming language activists through foreign/second language education; University of Massachusetts, Boston, 2018.

Engaging culture in the language classroom; University of San Diego, 2017.

Developing symbolic competence through cultural representations; German Academic Exchange Service at University of California, Berkeley, 2015, 2016, 2017, 2018.

Critical reflections on community service-learning (CSL); San Francisco State University, 2015.

Teaching critical reading skills; presented for GSI Teaching and Resource Center, University of California, Berkeley, 2015.

Symbolic competence and intercultural understanding in second language and culture acquisition; University of San Diego, 2012.

(Des)encuentros culturales: Reflections on the teaching of language and culture; presented for Futuro-Perfecto: A Spanish Language Workshop for Spanish and ELD Teachers, Center for Latin American Studies, University of California, Berkeley, 2011.

CONFERENCE PRESENTATIONS

“If we can beat ‘em, join ‘em”: How student use and instructors’ perceptions of machine translation can inform pedagogical practices; co-presented with Emily Hellmich, Computer Assisted Language Instruction Consortium (CALICO), 2021.

Buen vivir as utopian methodology: Reflections from Voces y manos, a youth program in rural Guatemala; co-presented with Michael Bakal as part of a panel titled “Breaking the climate of no alternatives: Power of utopian methodology,” American Educational Research Association (AERA), 2021.

Crossing the uncanny valley?: Locating instructor struggles with machine translation; co-presented with Emily Hellmich as part of a panel titled “The uncanny valley: Experiences of language and learning in the age of AI,” American Association of Applied Linguistics (AAAL), 2021.

Learners’ voices: Exploring understandings of social justice and their relevance in language / culture learning; American Association of Applied Linguistics (AAAL), 2018.

The critical potentials of community service-learning (CSL)?; presented as part of a panel titled “Integrating service-learning into applied linguistics: Practices, challenges, and results,” American Association of Applied Linguistics (AAAL), 2016.

Developing critical cultural awareness in ELT contexts; Korea Teachers of English to Speakers of Other Languages (KOTESOL), co-presented with Jaran Shin, Daegu, Korea, 2014.

Critical reflections on ‘becoming’ researchers in the age of neoliberalism; American Association for Applied Linguistics (AAAL), co-presented with Emily Hellmich and Jaran Shin as part of a colloquium I organized titled “Neoliberalism and its Impact on Language, Research, and Learning,” 2014.

“Putting a face on it”: Community service-learning and intercultural competence; Fourth

International Conference on the Development and Assessment of Intercultural Competence, Center for Educational Resources in Culture, Language and Literacy (CERCLL), Tucson, 2014.

Reinventing the communities 'C': Community service-learning and blogging; American Council on the Teaching of Foreign Languages (ACTFL), Orlando, co-presented with Elizabeth Evans, 2013.

Exploring students' understandings of the relationship between their education and community engagement; Comparative and International Education Society (CIES), Puerto Rico, 2012.

Understanding constructions of community in Honduras; Comparative and International Education Society (CIES), Montreal, 2011.

Critical culture across the curriculum; American Association of Teachers of Spanish and Portuguese (AATSP), San Diego, co-presented with Catherine Barrette, Luis Martín-Cabrera and Daniel Noemi, 2007.

Negotiating conflict and understanding critical perspective through film; American Association of Teachers of Spanish and Portuguese (AATSP), San Diego, co-presented with Fabiana Sacchi, 2007.

Maximizing the content of literature teaching culture, analysis and stylistics; American Council on the Teaching of Foreign Languages (ACTFL), Baltimore, co-presented with Kate Paesani and Catherine Barrette, 2005.

WEBINARS

Translating Google Translate: Instructional strategies for machine translation in the language classroom. Presented with Emily Hellmich, CERCLL, September 29, 2021.
<https://cercll.arizona.edu/event/hellmichvinall/>

PROFESSIONAL SERVICE (Beyond UC)

Reviewer for *L2 Journal*, *Language and Culture*, and *Berkeley Review of Education (BRE)*, *Language, Culture and Curriculum*.

Submission reviewer AAAL Conference, Intercultural Competence Conference

PROFESSIONAL SERVICE (UC)

Member, Executive Committee of *L2 Journal*.

PROFESSIONAL AFFILIATIONS

Member, American Association of Applied Linguistics (AAAL).

Member, American Association of University Supervisors, Coordinators and Directors of

Foreign Language Programs (AAUSC).

Member, American Council on the Teaching of Foreign Languages (ACTFL).

Member, Modern Language Association (MLA).

OTHER PROFESSIONAL EXPERIENCE AND TRAINING

- Completed the institute *Using the web for communicative language teaching*, CARLA Technology Online Summer Institute, Summer 2020.
- Board Member (Guatemala), *Voces y manos*, Summer 2014-present
- Completed Language Teaching and Technology Seminar, Spring 2013
- Managing Editor, *L2 Journal*, Summer 2013-Spring 2015
- Copyeditor *L2 Journal*, Fall 2010 – Summer 2013
- Consultant (Impact Evaluation), USAID, Summer 2014-Summer 2018

FOREIGN STUDY

- Instituto Profesional de Español para Extranjeros (IPEE), Costa Rica, Summer 1999
- Committee on Institutional Cooperation (CIC), Study Abroad Program, Guanajuato, Mexico, Indiana University, Summer 1992
- American Field Service (AFS), Student Exchange Program, Bucaramanga, Colombia, Summer 1988