

Cristhian Fallas Escobar

Curriculum Vitae

ACADEMIC RANK

Teaching Assistant
University of Texas at San Antonio
Department of Bicultural-Bilingual Studies
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EDUCATION

Degree	Institution	Date Degree Granted
Ph.D.	University of Texas at San Antonio Culture, Literacy and Language. Department of Bilingual Bicultural Studies	2023
M.A.	Universidad Nacional Second Languages and Cultures	2010
B.A.	Universidad Nacional Teaching of English (TESOL)	2003

CERTIFICATIONS, CERTIFICATES

Critical Thinking for English Language Teaching (EFL) Curriculum, University of Oregon, 2012.
Skills and Principles of Language Teacher Training, School for International Training, Vermont, 2010.

POSITIONS/EMPLOYMENT

University of Texas at San Antonio Teaching Assistant Department of Bicultural-Bilingual Studies	(2018- 2013)
Universidad Nacional de Costa Rica Assistant professor School of Literature and Language Sciences	(2009 – present year)
Universidad Técnica Nacional Assistant professor Department of English as a Foreign Language	(2011-2012)
School for International Training Assessor of TESOL courses TESOL Costa Rica	(2011-2012)
Universidad de Costa Rica Trainer of in-service teachers (National Ministry of Education) School of Modern Languages	(2009-2010)
Costa Rica-USA Binational Center Language instructor Trainer of in-service and pre-service teachers	(2003-2009)

PUBLICATIONS

Books or Monographs (Textbook)

Ramírez, J., Castro D., **Fallas Escobar, C.** (2012). *English Made Easy 10*. San José: Grupo Dinatex.
<http://www.libreroonline.com/costa-rica/autor/cristian-fallas-escobar>

Refereed Journal Articles

Kevin Brand, K., & **Fallas Escobar, C.** (In evaluation) Reshaping the Quinquennial Plan for Indigenous Peoples: Dialoguing with a Gnöbe community leader. *Revista de Lenguas Modernas*. Universidad de Costa Rica.

Fallas Escobar, C., & Porras Nuñez, M. (In Press). Reading as Onlookers or Critical Participants? *Revista Letras*. Universidad de Nacional.

Fallas Escobar, C. & Brand Fonseca, K. (In Press). Challenges facing Gnöbe English teaching majors: An analysis of the Quinquennial Plan for the Indigenous Peoples at Universidad Nacional. *Revista de Lenguas Modernas*.

Fallas Escobar, C. (In press). EFL learners' self-concept: Repercussions of native speakerism. *International Journal for 21st Century Education*.

Fallas Escobar, C. & Chaves, L. (2017). EFL learners' development of voice in academic writing: Lexical bundles, booster/hedges and stance-taking strategies. *Educational and Learning Research Journal*, No. 15, 96-124. <https://gistjournal.unica.edu.co/index.php/gist/article/view/392>

Fallas Escobar, C. (2017). Diversifying proficiency models in EFL programs. *Revista de Lenguas Modernas*, 27, 269-283. <https://revistas.ucr.ac.cr/index.php/rlm/article/view/32146/31797>

Ennser-Kananen, J., **Fallas Escobar, C.**, & Bigelow, M. (2017). "It's Practically a Must": Neoliberal Reasons for Foreign Language Learning. *International Journal of Society, Culture and Language*, 5 (1), 15-28. http://ijscel.net/article_22788.html

Fallas Escobar, C., Ennser-Kananen, J., & Bigelow, M. (2016). Monetary and career based motives at the core of EFL programs: Problems and solutions. *Educational and Learning Research Journal*, No. 12, 152-173. <http://www.publicacionesunica.com/gist/index.php/gist/article/view/249>

Fallas Escobar, C. (2016). Challenging the monolingual bias in EFL programs: Towards a bilingual approach to L2 learning. *Revista de Lenguas Modernas*, 24, 249-266.
<https://doi.org/10.15517/rlm.v0i24.24627>

Fallas Escobar, C. & Dillard-Paltrineri, E. (2015). Students' and professors' conflicting beliefs about translanguaging in the EFL classroom: Dismantling the monolingual bias. *Revista de Lenguas Modernas*, 23, 301-328. <http://revistas.ucr.ac.cr/index.php/rlm/article/view/22355/22512>

Fallas Escobar, C. (2010) The need to empower future teachers. *Revista Letras*, 48, 169-192.
<http://www.revistas.una.ac.cr/index.php/letras/article/view/5181/4941>

Book Chapters

Fallas Escobar, C. Problematizing the Need for English in Latin America and Prescriptive Ways of Being and Becoming Bilingual. In *Teoría y práctica del bilingüismo: experiencias y aproximaciones para su estudio* (Eds. Signoret Dorcasberro, Rodríguez Lázaro, Flórez Osorio, Delgadillo Macías. (2018). ENALLT, UNAM. *Accepted for publication*.

Paper Presentations

Invited Presentations at Professional Meetings

Fallas Escobar, C., & Porras Nuñez M. (October, 2013). *Backward Design: An Insider's View*. Workshop given to the Minnesota English Language Institute faculty, University of Minnesota.

Fallas Escobar, C., Porras Nuñez M., Bigelow M., & Dillard-Paltrineri, E. (October, 2013) *The Status of English as a Foreign Language in Costa Rica*. Talk organized through the Center of Advanced Research on Language Acquisition and attended by doctoral students and faculty, Department of Curriculum and Instruction, University of Minnesota.

Papers Presented at Professional Conferences

Fallas Escobar, C. (April, 2017). *Diversifying Proficiency Models in EFL Programs*. Paper presented at the 10th Annual SLA Student Symposium, University of Minnesota, USA.

Fallas Escobar, C. (November, 2016) *EFL learners' self-concept: Repercussions of native speakerism*. Paper presented at the II International Conference on Bilingual Education, Universidad de Córdoba, Spain.

Fallas Escobar, C. & Chaves, L. (November 2016) *Learners' voice in academic writing: Tensions and struggles*. Paper presented at the II International Conference on Bilingual Education, Universidad de Córdoba, Spain.

Fallas Escobar, C. (November, 2015). *Challenging the Monolingual Bias in EFL Programs: Towards in Bilingual Approach to L2 Learning*. Paper presented at the III Foro de Bilingüismo y Rendimiento Académico, UNAM, México D.F., México.

Fallas Escobar C; Bonilla, A; Cordero G; & Valenzuela N. (December, 2010). *Providing spaces for reflection: Experiential learning in the university classroom*. Paper presented at the II Congreso Internacional de Lenguas Modernas: Lengua, Cultura e Identidades. Universidad de Costa Rica, San José.

Bonilla, A; Cordero, G; **Fallas Escobar, C** & Valenzuela N. (December, 2010). *Reorienting teaching as a research act: The value of ethnography in education*. Paper presented at the II Congreso Internacional de Lenguas Modernas: Lengua, Cultura e Identidades, Universidad de Costa Rica, San José.

Bonilla, A; Cordero, G; **Fallas Escobar C** & Valenzuela N. (December, 2010). *Educating learners to research ethnographically: The pros and limitations of a qualitative approach*. Paper presented at the II Congreso Internacional de Lenguas Modernas: Lengua, Cultura e Identidades, Universidad de Costa Rica, San José.

Works in Progress

Fallas Escobar, C. EFL instructors' ambivalent stances toward translanguaging: Fostering dialogue about language ideologies amidst anxiety and resistance. Preparing to submit as book chapter for proposed edited volume on Translanguaging in TESOL (Eds. Aghai, Sayer, Schissel & Zhongfeng).

Fallas Escobar, C. Translanguaging by Design: Opening Spaces for Emergent Bilinguals' Language in EFL Education. Preparing to submit to Classroom Discourse as for a special issue on Translanguaging in the Classroom [Edited by Wei Li & Angel Lin].

TEACHING AND CURRICULUM DEVELOPMENT

Curriculum Development in Collaboration with other colleagues

Re-design of oral communication and pronunciation courses of the B.A. in EFL (Universidad Nacional)

Re-design of the M.A. program in Second Languages and Cultures (Universidad Nacional)

Design of a Didactic Unit on Critical Thinking for EFL Contexts (Universidad Nacional)

FELLOWSHIPS, GRANTS AND AWARDS

Presidential Distinguished Research Fellow 2018-2022 – University of Texas at San Antonio

ADVISING AND MENTORING

Graduate Student Activities

Master's Final Graduation Project Directed (M.A. in Second Languages and Cultures)

Lisbeidy Álvarez, *English for Finance: An Exploratory Study of the Specialized English Language Functions Used by Employees from the Finance Department at Western Union in Costa Rica*, 2017.

Master's Final Graduation Project Directed (M.A. in Second Languages and Cultures)

Henry Sevilla, *The Journey of the Road Not Taken: The Intersection of Contextual and Affective Factors in EFL Poetry Writing*, 2014.

Master's Final Graduation Project Directed (M.A. in Second Languages and Cultures)

Pamela Tencio, *An Exploration of the Communication Strategies Tenth and Eleventh Graders Resort to During Conversation Classes at Liceo Bilingüe de Belén*, 2012.

Master's Final Graduation Project Directed (M.A. in Second Languages and Cultures)

Lena Barrantes, *The Mixed-proficiency Language Class in the Associate's Program at UNASRB: The Consequences for Students, Teachers and the Institution*, 2011.

SERVICE AND PUBLIC OUTREACH

Service to the Discipline/Profession/Interdisciplinary Area(s)

Review Activities for Journals

2013 Language & Linguistics Compass

Review Activities for Conferences

2017 XXVI Annual International Conference: Global Inequality and Human Rights

Member of the Ibero-American Bilingual & Intercultural Education Network – University of Cordoba, Spain (2018- present)