

**Curriculum Vitae:
Lorenzo García-Amaya, Ph.D.**

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Google Scholar: <https://scholar.google.com/citations?user=fDgaLS8AAAAJ&hl=en>

(Updated April 22, 2020)

AREAS OF STUDY

Second Language Acquisition, Second Language Oral Fluency, Psycholinguistics, Second Language Cognition, Study Abroad, Bilingualism, Andalusian Spanish, Sociophonetics

EDUCATION

May 2003 **Bachelor of Arts (B.A.), English Language & Literature**, University of Seville, Spain

May 2006 **Master of Arts (M.A.), Hispanic Linguistics**, Departments of Spanish & Portuguese, Indiana University

May 2012 **Doctor of Philosophy (Ph.D.), Hispanic Linguistics**, Departments of Spanish & Portuguese and Second Language Studies, Indiana University

Dissertation title: *Second Language Fluency and Cognition: The Study of Spanish Second Language Development in an Overseas Immersion Program and an At-Home Foreign Language Classroom*

CURRENT EMPLOYMENT

2016-Present **Assistant Professor**, Department of Romance Languages & Literatures, University of Michigan, Ann Arbor, MI

PREVIOUS EMPLOYMENT

- 2015-2016 **Lecturer IV**, Department of Romance Languages & Literatures, University of Michigan, Ann Arbor, MI
- 2012-2015 **Lecturer III**, Department of Romance Languages & Literatures, University of Michigan, Ann Arbor, MI
- 2011-2012 **Assistant Professor**, Department of Foreign Languages & Literatures, University of Alabama at Birmingham, Birmingham, AL
- 2010-2011 **Lecturer**, Department of Foreign Languages and Literatures, Northern Illinois University, DeKalb, IL
- 2005-2010 **Director & Conversation, Culture & Phonetics Instructor**, Indiana University Honors Program in Foreign Languages, León, Spain
- 2004-2010 **Assistant Instructor**, Department of Spanish and Portuguese, Indiana University, Bloomington, IN

PUBLICATIONS

Peer-Reviewed Journal Articles

- [1] **García-Amaya, Lorenzo & Sean Lang**. (In press). Filled pauses are susceptible to cross-language phonetic influence: Data from Afrikaans-Spanish bilinguals. *Studies in Second Language Acquisition*.
- [2] Cintrón-Valentín & **Lorenzo García-Amaya**. (In press). Investigating textual enhancement and captions in L2 grammar and vocabulary: An experimental study. *Studies in Second Language Acquisition*.
- [3] **García-Amaya, Lorenzo**. (Accepted, minor revisions). A change of setting: Measuring language use in an overseas immersion context. *Study Abroad Research in Second Language Acquisition and International Education*.
- [4] Szpiech, Ryan, Joshua Shapero, Andries Coetzee, **Lorenzo García-Amaya**, Paulina Alberto, Victoria Langland, Ellie Johandes, & Nicholas Henriksen. (Accepted). Afrikaans in Patagonia: Language shift and cultural integration in a rural immigrant community. *International Journal of the Sociology of Language*.
- [5] Henriksen, Nicholas & **Lorenzo García-Amaya**. (2019). Falsetto in interaction in Western Andalusian Spanish: A pilot study. *Revista Internacional de Lingüística Iberoamericana*, 34, 101–124.

- [6] Cintrón-Valentín, Myrna, **Lorenzo García-Amaya**, & Nick C. Ellis. (2019). Captioning and grammar learning in the L2 Spanish classroom. *The Language Learning Journal*, 47(4), 439-459.
- [7] **García-Amaya, Lorenzo**. (2017). Detailing L1 and L2 use in study-abroad research: Data from the Daily Linguistic Questionnaire. *System*, 71, 60–72.
- [8] Henriksen, Nicholas & **Lorenzo García-Amaya**. (2012). Transcription of intonation of Jerezano Andalusian Spanish. *Estudios de Fonética Experimental*, 21, 109–162.
- [9] **García-Amaya, Lorenzo**. (2008). The effect of topic on rate of speech. *ELIA (Estudios de Lingüística Inglesa Aplicada)*, 8, 117–150.

Peer-Reviewed Conference Proceedings & Book Chapters

- [1] **García-Amaya, Lorenzo**, Harjus Jannis, Henriksen, Nicholas. (2019). Introduction. Andalusian Spanish: The State of the Art. *Revista Internacional de Lingüística Iberoamericana*, 34, 7-13.
- [2] Henriksen, Nicholas, **Lorenzo García-Amaya**, Andries W. Coetzee & Daan Wissing. (2019). Language contact in Patagonia: Durational control in the acquisition of Spanish and Afrikaans phonology. In F. Martínez-Gil & S. Colina (Eds.), *Handbook of Spanish Phonology* (pp. 414-436). New York: Routledge.
- [3] Coetzee, Andries W., **Lorenzo García-Amaya**, Jiseung Kim, Daan Wissing & Nicholas Henriksen. (2019). Velar palatalization in Patagonian and South-African Afrikaans: Language and Settlement History in an Expatriate Community. In S. Calhoun, P. Escudero, M. Tabain & P. Warren (Eds.), *Proceedings of the 19th International Congress of Phonetic Sciences, Melbourne, Australia 2019* (pp. 1610-1614). Canberra, Australia: Australian Speech Science and Technology Association Inc.
- [4] Alberto, Paulina, Ana Silva, Andries W. Coetzee, **Lorenzo García-Amaya**, Victoria Langland, Ryan Szpiech, Ellie Johandes, & Nicholas Henriksen. (2019). Los otros afro-argentinos: Narrativas raciales de la colectividad sudafricana de la Patagonia del siglo XX. In E. Lamborghini, M. Ghidoli, & J. F. Martínez Peria (Eds.), *Estudios Latinoamericanos 4: Actas de las Sextas Jornadas del GEALA* (pp. 175–190). Buenos Aires: Editions of the Cultural Center of the Floreal Gorini Cooperation.
- [5] **García-Amaya, Lorenzo**. (2018). Utterance fluency in the study abroad context: An overview of research methodologies. In C. Sanz & A. Morales-Front (Eds.), *The Routledge Handbook of Study Abroad Research and Practice* (pp. 181–192). New York: Routledge.

- [6] Henriksen, Nicholas, Meghan E. Armstrong, & **Lorenzo García-Amaya**. (2016). The intonational meaning of polar questions in Manchego Spanish spontaneous speech. In M. Armstrong, N. Henriksen, & M. Vanrell (Eds.), *Intonational Grammar in Ibero-Romance: Approaches across linguistic subfields* (pp. 181–206). Amsterdam: John Benjamins.
- [7] **García-Amaya, Lorenzo**. (2015). A longitudinal study of filled pauses and silent pauses in second language speech. In R. Lickley (Ed.), *The 7th Workshop on Disfluency in Spontaneous Speech (DiSS 2015)*. Edinburgh, UK: the University of Edinburgh.
- [8] Coetzee, Andries W., **Lorenzo García-Amaya**, Nicholas Henriksen, & Daan Wissing. (2015). Bilingual speech rhythm: Spanish-Afrikaans in Patagonia. In The Scottish Consortium for ICPhS 2015 (Eds.), *Proceedings of the 18th International Congress of Phonetic Sciences*. Glasgow, UK: the University of Glasgow.
- [9] Abelló-Contesse, Christián & **Lorenzo García-Amaya**. (2012). Bardovi-Harlig, Kathleen. In C.A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Oxford, UK: Wiley-Blackwell.
- [10] Geeslin, Kimberly L., **Lorenzo García-Amaya**, Maria Hasler-Barker, Nicholas C. Henriksen & Jason Killam. (2012). Variability and the L2 acquisition of perfective past time reference in Spanish in an abroad immersion setting. In K. Geeslin & M. Díaz-Campos (Eds.), *Selected proceedings of the 14th Hispanic Linguistic Symposium* (pp. 197–213). Somerville, MA: Cascadilla Press.
- [11] Geeslin, Kimberly L., **Lorenzo García-Amaya**, Maria Hasler-Barker, Nicholas C. Henriksen & Jason Killam. (2010). The development of variation in clitic pronouns among Spanish L2 learners in an abroad immersion program. In C. Borgonovo, M. Español-Echevarría & P. Prévost (Eds.), *Selected proceedings of the 12th Hispanic Linguistic Symposium* (pp. 246–259). Somerville, MA: Cascadilla Press.
- [12] **García-Amaya, Lorenzo**. (2009). New findings on fluency measures across three different learning contexts. In J. Collentine, M. García, B. Lafford & F. Marcos-Marín (Eds.), *Selected Proceedings of the 11th Hispanic Linguistics Symposium* (pp. 68–80). Somerville, MA: Cascadilla Press.
- [13] **García-Amaya, Lorenzo**. (2008). Variable norms in the production of /θ/ in Jerez de la Frontera, Spain. In J.F. Siegel, T.C. Nagle, A. Lorente-Lapole & J. Auger (Eds.), *IUWPL7: Gender in Language: Classic Questions, New Contexts* (pp. 49–71) Bloomington, IN: IULC Publications.

Edited volumes

- [1] **García-Amaya, Lorenzo**, Harjus Jannis, Henriksen, Nicholas (2019). Sección Temática: Las Hablas Andaluzas. *Revista Internacional de Lingüística Iberoamericana*, 34.

Public Essays

- [1] Cook, Ian, Ella Deaton, Ellie Johandes, Kelly Kendro, Paulina Alberto, Andries W. Coetzee, **Lorenzo García-Amaya**, Victoria Langland, Ana Silva, Ryan Szpiech, & Nicholas Henriksen. (Forthcoming, 2020). Humanities Reimagined: An innovative faculty-student collaborative model. *Inside Higher Ed*.
- [2] Silva, Ana M., Paulina L. Alberto, Andries W. Coetzee, **Lorenzo García-Amaya**, Ellie Johandes, Victoria Langland, Ryan Szpiech, & Nicholas Henriksen. (2019). La asombrosa historia de los gauchos sudafricanos de la Patagonia. *Clarín (Viva)*, 5 May 2019), 16–20.
- [3] Szpiech Ryan, Andries Coetzee, **Lorenzo García-Amaya**, Paulina Alberto, Victoria Langland & Nicholas Henriksen. (2019, January 8). Language and identity: Lessons from a unique Afrikaans community in Patagonia. Retrieved from <http://theconversation.com/>
- [4] Henriksen, Nicholas, Andries Coetzee, **Lorenzo García-Amaya**, Paulina Alberto, Victoria Langland & Ryan Szpiech. (2018). Afrikaans in Patagonia: Voices of displacement. *Babel, The Language Magazine*. (pp. 16-21). Huddersfield: University of Huddersfield.

Book Reviews

- [1] Henriksen, Nicholas, **Lorenzo García-Amaya**, & Sarah Harper. (2014). Review of the book *The Phonology of Intonation and Phrasing*, ed. by Sun-Ah Jun. *Estudios de Fonética Experimental*, 23, 296–300.

INVITED PRESENTATIONS

- [1] **García-Amaya, Lorenzo**, Nicholas Henriksen, & Andries Coetzee. (2020). From Africa to Patagonia: Racial narratives in an Afrikaans expatriate community in Patagonia, Argentina. *University of Cape Town, School for African & Gender Studies, Anthropology, and Linguistics*. March 6, 2020.

- [2] **García-Amaya, Lorenzo.** (2019). From Africa to Patagonia: A Humanities Collaboration. *Presented at the University of Western Ontario by Invitation, Canada, September 20, 2019.*
- [3] **García-Amaya, Lorenzo.** (2019). Pedagogical approaches to Teaching Theories of Second Language Acquisition. *Presented at the University of Seville, Spain, by Invitation, January 14-15, 2019.*
- [4] **García-Amaya, Lorenzo.** (2019). Language Learning in Study Abroad Contexts. *Presented at the School of Education (Education 870) at the University of Michigan by Invitation, February 15, 2017.*
- [5] **García-Amaya, Lorenzo.** (2015). How to become a successful second language learner. *Presented at the Department of Linguistics (Linguistics 111) at the University of Michigan by Invitation, April 15, 2015.*
- [6] **García-Amaya, Lorenzo.** (2014). Variation in the Spanish-speaking world. *Presented at the Department of Linguistics (Linguistics 340) at the University of Michigan by Invitation, September 15, 2014.*
- [7] **García-Amaya, Lorenzo.** (2010). Cognitive abilities of L2 language learners: What happens to the L2 when the L1 is inhibited? *Presented at the University of Seville, Spain, by Invitation, December 20, 2010.*

PROFESIONAL CONFERENCE PRESENTATIONS

- [1] **García-Amaya, Lorenzo** (2019). The relationship between pausing, complexity, and phrase position in L2 narratives: Longitudinal data from an overseas immersion program. Paper presented at the *EuroSLA 2019*, Lund, Sweden, August 28-31, 2019.
- [2] Henriksen, Nicholas, **Lorenzo García-Amaya**, Andries Coetzee, Daan Wissing. Phonological effects of long-term language contact: Obstruent lenition in Patagonian Spanish and Afrikaans. Paper presented at the *EuroSLA 2019*, Lund, Sweden, August 28-31, 2019
- [3] Henriksen, Nicholas, **Lorenzo García-Amaya**, Jiseung Kim. (2019). Uncovering the geographic origins of bilingual immigrant communities: Spanish-Afrikaans bilingualism in Patagonia. Paper presented at International Symposium of Bilingualism, Alberta, Canada, June 23-28, 2019
- [4] Henriksen, Nicholas, Andries W. Coetzee, **Lorenzo García-Amaya**, Jiseung Kim, & Daan Wissing. (2019). Uncovering the geographic origin of immigrant communities: Transitional gliding in Patagonian Afrikaans. Poster presented at Phonetics and phonology in Europe, Lecce, Italy. June 17-19, 2019.

- [5] Cintrón-Valentín, Myrna **Lorenzo García Amaya**, & Nick Ellis. (2018). To what extent can captioning facilitate Second Language Acquisition? Paper presented at the *Second Language Research Forum*, Université du Québec à Montréal, Montreal, Quebec, October 26-28, 2018.
- [6] Kim, Jiseung, Andries W. Coetzee, **Lorenzo García-Amaya**, Nicholas Henriksen, & Daan Wissing. (2018). A comparative analysis of transitional gliding in Patagonian and South-African Afrikaans. Paper presented at *MidPhon 23*, Chicago, Illinois, October 5-6, 2018.
- [7] Coetzee, Andries W., **Lorenzo García-Amaya**, Nicholas Henriksen, & Daan Wissing. (2018). Aspects of the phonetics and phonology of Patagonian Afrikaans. Paper presented at *Second Afrikaans Grammar Workshop*, Ghent, Belgium, October 5-6, 2018.
- [8] Henriksen, Nicholas, Andries W. Coetzee, **Lorenzo García-Amaya**, Daan Wissing, & Dominique Bouavichith. (2018). Phonological effects of long-term language contact: Spanish and Afrikaans in Patagonia. Poster presented at *LabPhon 16*, Lisbon, Portugal, June 19-22, 2018.
- [9] **García-Amaya, Lorenzo**. (2018). Using qualitative and quantitative methods to understand language use during a Study Abroad experience: Results from the Daily Language Questionnaire 2. Paper presented at *American Association of Applied Linguistics 2018*, Chicago, Illinois, March 22-25, 2018.
- [10] **García-Amaya, Lorenzo**, Myrna Cintrón-Valentín, & Nick C. Ellis. (2018). Captioning and Grammar learning in the L2 Spanish Classroom. Paper presented at the *American Association of Applied Linguistics 2018*, Chicago, Illinois, March 22-25, 2018.
- [11] Henriksen, Nicholas, Meghan E. Armstrong, & **Lorenzo García-Amaya**. (2018). Second-language intonation in the study-abroad context: Examination of non-question rises by English-speaking L2 learners of Spanish. Paper presented at the *American Association of Applied Linguistics 2018*, Chicago, Illinois, March 22-25, 2018.
- [12] **García-Amaya, Lorenzo** (2017). Language Use in the Study Abroad Experience: What do learners do when abroad? Paper presented at the *Second Language Research Forum*. Columbus, OH, October 12-15, 2017.
- [13] Cintrón-Valentín, Myrna, **Lorenzo García-Amaya**, & Nick C. Ellis (2017). Captioning and Grammar Learning in the L2 Spanish Classroom. Paper presented at *Second Language Research Forum*. Columbus, OH, October 12-15, 2017.

- [14] **García-Amaya, Lorenzo.** (2017). Methodological Innovations in Study Abroad Research: A Proposal for Assessing Language Use While Abroad. Paper presented at the *American Association of Applied Linguistics 2017*, Portland, Oregon, March 18-21, 2017.
- [15] **García-Amaya, Lorenzo.** (2017). Phonic Variation in L2 Spanish Fluency. Paper presented at the *Deutscher Hispanistentag 2017*, Munich, Germany, March 29-April 2, 2017.
- [16] Cintrón-Valentín, Myrna, **Lorenzo García-Amaya**, & Nick C. Ellis. (2017). Captioning and Grammar Learning in the L2 Spanish Classroom. Paper presented at the *Symposium GDRI-SLAT*, Paris, France, May 16-18, 2017.
- [17] **García-Amaya, Lorenzo.** (2016). Exploring the Connection between Working Memory & Utterance Fluency in L2 Spanish: Data from Study Abroad. Paper presented at *EuroSLA 2016*, Jyväskylä, Finland, August 24-27, 2016.
- [18] Cintrón-Valentín, Myrna, **Lorenzo García-Amaya**, & Nick C. Ellis. (2016). Can Captioning Improve Grammar Learning in the L2 Spanish Classroom? Paper presented at the *Symposium on Teaching and Learning Vocabulary in Another Language*, Western University, London, Canada, October 21, 2016.
- [19] Coetzee, Andries W., **Lorenzo García-Amaya**, Nicholas Henriksen, & Daan Wissing. (2015). Transfer effects in bilingual rhythm: Afrikaans-Spanish bilinguals in Patagonia. Paper presented at *Second Language Research Forum*, Atlanta, October, 2015.
- [20] Coetzee, Andries W., **Lorenzo García-Amaya**, Nicholas Henriksen, & Daan Wissing. (2015). Bilingual speech rhythm: Spanish-Afrikaans in Patagonia. Paper presented at the *18th International Congress of Phonetic Sciences*, Glasgow, Scotland, August 2015.
- [21] Coetzee, Andries W., **Lorenzo García-Amaya**, Nicholas Henriksen, & Daan Wissing. (2015). Afrikaans in Patagonia: Maintenance and loss under Spanish contact. Paper presented at the *Annual Conference of the Linguistic Society of Southern African*, North-West University, Potchefstroom, South Africa, June 2015.
- [22] Coetzee, Andries W., **Lorenzo García-Amaya**, Nicholas Henriksen, & Daan Wissing. (2015). Rhythmic transfer in language contact. Spanish and Afrikaans in Patagonia. Paper presented at the *Linguistics Symposium on Romance Languages*. Campinas, Brazil, May 6-9, 2015.
- [23] **García-Amaya, Lorenzo & Isabelle Darcy.** (2013). Fluency and cognitive resources in the at-home and study abroad contexts: A comparative study. Paper presented at the *Second Language Research Forum*. Provo, UT, October 30-November 2, 2013.

- [24] **García-Amaya, Lorenzo & Isabelle Darcy.** (2013). Attention control in study abroad context: Longitudinal data from L2 learners of Spanish. Paper presented at the *American Association for Applied Linguistics Conference*. Dallas, TX, March 16-19, 2013.
- [25] **García-Amaya, Lorenzo.** (2012). Disfluencies and language use in L2 Spanish: Longitudinal data from the study abroad and at-home contexts. Paper presented at the *Workshop on Fluent Speech*. Utrecht, Netherlands, November 12-13, 2012.
- [26] **García-Amaya, Lorenzo.** (2012). Testing the threshold hypothesis in an abroad context: Data on L2 fluency and cognition. Paper presented at the *Second Language Research Forum*. Pittsburgh, PA, October 19-21, 2012.
- [27] **García-Amaya, Lorenzo.** (2012). L1 inhibition in the study abroad experience: A reaction time study. Paper presented at the *American Association for Applied Linguistics Conference*. Boston, MA, March 24-27, 2012.
- [28] **García-Amaya, Lorenzo.** (2011). Cognitive demands of the study abroad experience. Paper presented at the *Second Language Research Forum*. Ames, IA, October 13-16, 2011.
- [29] Czerwionka, Lori & **Lorenzo García-Amaya.** (2011). Variability and clausal position of discourse markers in L2 oral production: Sociopragmatic learning in a 6-week overseas immersion program. Paper presented at the *Hispanic Linguistics Symposium*. Athens, GA, October 6-9, 2011.
- [30] **García-Amaya, Lorenzo.** (2011). Inhibiting the L1 in benefit of the L2: Cognitive demands of the study abroad experience. Paper presented at the *Hispanic Linguistics Symposium*. Athens, GA, October 6-9, 2011.
- [31] **García-Amaya, Lorenzo.** (2011). The effect of clause type on filled pauses and discourse markers in the oral production of second language learners across three different learning contexts. Paper presented at the *American Association for Applied Linguistics Conference*. Chicago, IL, March 26-29, 2011.
- [32] **García-Amaya, Lorenzo & Marisa Figueras.** (2010). From filled pauses to discourse markers in 6 weeks in an overseas immersion program: An account of the relationship of these particles with clause type and oral fluency. Paper presented at the *Hispanic Linguistics Symposium*. Bloomington, IN, October 14-17, 2010.
- [33] Geeslin, Kimberly, **Lorenzo García-Amaya,** Maria Hasler-Barker, Nicholas Henriksen & Jason Killam. (2010). Variability and the SLA of perfective past time reference in Spanish in an abroad immersion setting. Paper presented at the *Hispanic Linguistics Symposium*. Bloomington, IN, October 14-17, 2010.

- [34] **García-Amaya, Lorenzo.** (2010). The relationship between filled pauses and clause type in the oral speech production of second language learners across three different learning contexts. Paper presented at the *Kentucky Foreign Language Conference*. Lexington, KY, April 15-17, 2010.
- [35] **García-Amaya, Lorenzo.** (2009). The role of neighborhood density and other lexical variables in second language learners' oral speech production. Paper presented at the *American Association for Applied Linguistics Conference*. Denver, CO, March 21-24, 2009.
- [36] **García-Amaya, Lorenzo.** (2008). Fluency, topic and syntactic complexity: New findings in second language speech production. Paper presented at the *Hispanic Linguistic Symposium*. Quebec City, Canada, October 23-25, 2008.
- [37] Geeslin, Kimberly, **Lorenzo García-Amaya**, Maria Hasler, Nicholas Henriksen, & Jason Killam. (2008). The development of variation of clitic pronouns among second language learners of Spanish in an abroad immersion program in León, Spain. Paper presented at the *Hispanic Linguistics Symposium*. Quebec City, Canada, October 23-25, 2008.
- [38] **García-Amaya, Lorenzo.** (2008). New findings on the role of topic on fluency measures. Paper presented at the *American Association for Applied Linguistics Conference*. Washington, DC, March 31-April 2, 2008.
- [39] **García-Amaya, Lorenzo.** (2008). Variable norms in the production of /θ/ in Jerez de la Frontera, Spain. Paper presented at the *Kentucky Foreign Language Conference*. Lexington, KY, April 18-20, 2008.
- [40] **García-Amaya, Lorenzo.** (2007). Fluency strategies in second language speech. Paper presented at the *Hispanic Linguistics Symposium*. San Antonio, TX, November 1-4, 2007.
- [41] **García-Amaya, Lorenzo.** (2006). Disfluencies in advanced second language learners: A drawback or a strategy? Paper presented at the *Hispanic Linguistic Symposium*. London, Ontario, October 19-22, 2006.

TEACHING: FULL ACADEMIC COURSES FOR CREDIT

Courses taught at University of Michigan

- [1] Comparative Literature 498: *Independent study*. Winter 2020 (Samantha Tosa)
- [2] Spanish 487: *The Acquisition of Spanish in a Study Abroad Setting*. Winter 2013

- [3] Spanish 435: *Independent Study*. Fall 2019 (Kara Genthner), Fall 2018 (Kelly Kendro, Ella Zhang), Winter 2018 (Cindy Chu), Winter 2017 (Amelia Waters), Summer 2016 (Sarah VanDiepenbos), Winter 2016 (Ian Cook), Fall 2015 (Michael Abiragi), Summer 2015 (Audrey Niemchick), Winter 2014 (Andrés Espinoza), Fall 2013 (Angeline Gonyea, Yumi Masuda), & Winter 2013 (Sarah Awad-Farid, Stephen Daniels, Jeremy Neuman)
- [4] Spanish 428/299: *Spanish Internship Abroad*. Fall, 2016, Fall 2015, Fall 2014
- [5] Spanish 418: *Theories of Second Language Acquisition*. Winter 2018, Fall 2017, Winter 2017, Winter 2016, Summer 2013, Fall 2012
- [6] Spanish 413: *Methods of Teaching Spanish*. Winter 2020, Fall 2019, Winter 2016 Winter 2014, Winter 2015, & Fall 2013
- [7] Spanish 350: *Independent study*. Winter 2019 (Alexandria Sheere), Fall 2018 (Lauren Levitt), Winter 2017 (Sean Lang)
- [8] Spanish 298: *Introduction to Spanish Linguistics*. Fall 2019, Summer 2019, Summer 2018, Fall 2017, Winter 2017, Fall 2016, Fall 2015, Winter 2015, Fall 2014, Winter 2014, Fall 2013, Winter 2013, Fall 2012
- [9] Spanish 340: *Introduction to Contemporary Spanish Culture*. This course was taught in Salamanca for the Center for Global and Intercultural Study at the University of Michigan in Summer 2017, Summer 2015, Summer 2014

Courses taught at the University of Alabama at Birmingham

- [10] Spanish 490: *Shape of Contemporary Spanish Culture*. Summer 2012
- [11] Spanish 210: *Spanish Conversation & Culture*. Fall 2011
- [12] Spanish 202: *Intermediate Spanish 2*. Fall 2011
- [13] Spanish 201: *Intermediate Spanish 1*. Spring 2012
- [14] Spanish 102: *Elementary Spanish 2*. Fall 2011 & Spring 2012
- [15] *Introduction to Contemporary Spanish Culture*. This course was taught in Toledo, Spain, for the Study Away office at the University of Alabama at Birmingham in Summer 2012

Courses taught at Northern Illinois University

[16] *Spanish 201: Intermediate Spanish I*, Fall 2010 & Spring 2011

[17] *Spanish 101: Elementary Spanish I*, Fall 2010

Courses taught at Indiana University

[18] *Spanish 326: Introduction to Hispanic Linguistics*, Spring 2010

[19] *Spanish 312: Introduction to Expository Writing in Spanish*, Spring 2009

[20] *Spanish 310: Spanish Grammar & Composition*, Spring 2008

[21] *Spanish 280: Spanish Grammar in Context*, Fall 2009

[22] *Spanish 275: Introduction to Hispanic Culture*, Fall 2006, Fall 2007, Spring 2007, & Fall 2008

[23] *Spanish 250: Second Year Spanish II*, Spring 2006

[24] *Spanish 200: Second Year Spanish I*, Fall 2005

[25] *Spanish 105: First Year Spanish*, Fall 2004 & Spring 2005

TEACHING: HONOR THESIS DIRECTOR/READER

2019-2020 **Annika Topelian** (Thesis reader)

2018-2019 **Sean Lang** (Thesis director)

2018-2019 **Michael Ward** (Thesis reader)

2016-2017 **Gavin Buck** (Thesis reader)

2014-2015 **Bryan Frederick** (Thesis director)

2013-2014 **Rebecca Cao** (Thesis reader)

MENTOR: UNDERGRADUATE RESEARCH OPPORTUNITY PROJECT (UROP)

2020-2019 Mateo Amprimo, Donavin Stoops, Juan Tambupolon.

2018-2019 Matthew Neubacher, Brysyn McHenry (UROP Symposium Ribbon)

2017-2018 Mackenzie Kramer, Kara Gunther, Lauren Levitt, Ella Zhang

2016-2017 Andrew Dicks, Moiz Mahmood, Elias Murdoch-Morales, Angelica Orellana (UROP Symposium Ribbon), Brooke Perras, Maria Uribe (UROP Symposium Ribbon)

2014-2015 Lauren Guldán, Aaron Keyes, Alec Hall

- 2013-2014 Paul Akande, Sara Drlik, Bryan Frederick, Lauren Guldán, Aaron Keyes, Sandra Zadeyeh
- 2012-2013 Maya Adamczyk, Monique Becker, Sara Drlik (UROP Symposium Ribbon), Andrés Espinoza, Bryan Frederick (UROP Symposium Ribbon), Emily Plumley, Amanda Said, Thomas Sorek, Megan Spencer

DISSERTATION COMMITTEES

- [1] Emily Sabo (2018-present). Department of Linguistics.
- [2] Myrna Cintrón-Valentín. (2016-2019). Department of Psychology.

RESEARCH GRANTS

- 2020 Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan. Award: \$1,500.
- 2019 Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan. Award: \$1,500.
- 2018 University of Michigan M-Cubed 3.0 Classic Cube Award for project “Flexibility and bilingualism: How does flexible word order affect bilinguals’ abilities to process their second language?” (PI), with Brady West & Savithry Nambodiripad. Award: \$60,000.
- 2018 Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan. Award: \$1,000.
- 2017 Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan. Award: \$1,500.
- 2017 University of Michigan Humanities Collaboratory Project Funding Grant for project “From Africa to Patagonia: Voices of Displacement”; Collaborators: Paulina Alberto, Andries Coetzee, Lorenzo García-Amaya, Nicholas Henriksen (Principal Investigator), Victoria Langland, & Ryan Szpiech. Award: \$472,142.
- 2017 University of Michigan Humanities Collaboratory Proposal Development Grant for project “Argentine Afrikaners: Interrogating Hybridity in a Unique Diasporic Community”; Collaborators: Paulina Alberto, Andries Coetzee, Lorenzo García-Amaya, Nicholas Henriksen (Principal Investigator), Victoria Langland, & Ryan Szpiech. Award: \$68,747.
- 2016 Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan. \$1,500.

- 2016 University of Michigan M-Cubed Grant for project “Using eye-tracking to understand language use and language processing in bilingual communities” (PI), with Julie Boland & Andries Coetzee. Award: \$15,000.
- 2015 Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan. \$1,500.
- 2015 University of Michigan MCubed 2.0 Mini Cube Award for project “Using big data to understand the architecture of second language development” (Principal Investigator); Collaborators: Nick Ellis, Nicholas Henriksen, & Cristina Moreiras-Menor. Award: \$15,000.
- 2014 LEO Professional Developmental Fund, University of Michigan. Award: \$900.
- 2014 Research Teaching & Learning Lecturers’ Professional Development Fund, CRLT, University of Michigan. Award: \$2,000.
- 2013 Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan. Award: \$3,500.
- 2013 LEO Professional Developmental Fund, University of Michigan. Award: \$900.
- 2012 Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan. Award: \$4,500.
- 2012 Research Teaching & Learning Lecturers’ Professional Development Fund, CRLT, University of Michigan. Award: \$2,000.

AWARDS & DISTINCTIONS

- 2020 Recipient of University of Michigan’s 30th Golden Apple Award
- 2011 American Associate of Applied Linguistics Graduate Student Award
- 2010 Outstanding Associate Instructor Award, Indiana University

SERVICE AT UNIVERSITY OF MICHIGAN

- 2012-present Undergraduate advisor, Romance Languages & Literatures
- 2012-present Recruitment for Study Abroad, Center for Global & Intercultural Study

- 2013-present Spanish undergraduate curriculum committee, Romance Languages & Literatures
- 2017-present Lecturer review committee, Romance Languages & Literatures
- 2017-2018 Foundational Course Initiative committee, CRLT
- 2014-2015 Ad-hoc committee to revise Spanish 277 (*Reading, Grammar and Composition*), Romance Languages & Literatures
- 2013-2016 Spanish internships coordinator, Romance Languages & Literatures

ORGANIZED WORKSHOPS & PANELS

- 2019 Cristina Sanz (Georgetown University). “The Language Program Director as a conductor” & “Context and the Individual in Bilingual Development.” University of Michigan, April 9-10, 2019
- 2019 Isabelle Darcy (Indiana University). “Learning to forget: phonological updates in the bilingual mental lexicon” & “Pronunciation teaching: what we know and what we’d like to know.” University of Michigan, April 17-18, 2019
- 2018 Alejandro Cuza (Purdue University). “The teaching of heritage languages: Theoretical and pedagogical issues” & “The acquisition of gender agreement and phrasal word order in Spanish-English bilingual children.” University of Michigan, April 3-4, 2018
- 2017 Lourdes Ortega (Georgetown University), “Error correction in foreign language classrooms: Journey to Ithaca” & “Success in multilingual learning: Continued, probabilistic, and beyond language.” University of Michigan, April 6-7, 2017
- 2016 Nicole Tracy-Ventura & Amanda Huensch (University of South Florida). “Using CLAN to analyze syntactic complexity in a second language.” University of Michigan, March 17-18, 2016
- 2015 Ralph Rose (Waseda University). “Understanding second language fluency development: Comparisons with first language speech and with listener perceptions.” University of Michigan, March 11, 2015

EXTERNAL REFEREE

- 2020 *Studies in Second Language Acquisition*
2019 *Journal of Applied Psycholinguistics*
2018 *Journal of the International Phonetic Association*
2017 *Journal of Applied Linguistics and Professional Practice, Canadian Journal of Applied Linguistics, System*
2016 *Language Learning, International Journal of Learner Corpus Research*
2015 *Modern Language Journal*
2013 *Journal of Applied Psycholinguistics, Indiana University Working Papers in Linguistics*
2012 *Hispania, Proceedings of 16th Hispanic Linguistics Symposium, Handbook of Spanish Second Language Acquisition*
2011 *Encyclopedia of Applied Linguistics*
2010 *Handbook of Spanish Sociolinguistics, Proceedings of 14th Hispanic Linguistics Symposium*
2008 *Indiana University Working Papers in Linguistics, Estudios de Lingüística Inglesa Aplicada*
2007 *Proceedings of 11th Hispanic Linguistics Symposium*
2006 *Proceedings of 10th Hispanic Linguistics Symposium*