

Curriculum Vitae: Lorenzo García-Amaya

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

(Updated October 31, 2021)

AREAS OF STUDY

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

EDUCATION

- 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*
- May 2006 **Master of Arts (M.A.), Hispanic Linguistics**, Departments of Spanish & Portuguese, Indiana University
- May 2003 **Bachelor of Arts (B.A.), English Language & Literature**, University of Seville, Spain

EMPLOYMENT

- 2016-Present **Assistant Professor**, Department of Romance Languages & Literatures, University of Michigan, Ann Arbor, MI
- 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 (*graduate student or **undergraduate student collaboration)

Peer-Reviewed Journal Articles (published, accepted, or in press)

- [1] **García-Amaya, Lorenzo.** (in press-a). An investigation into utterance-fluency patterns of advanced L2 bilinguals Afrikaans and Spanish in Patagonia. *Linguistic Approaches to Bilingualism*. <https://doi.org/10.1075/lab.19090.gar> (available online in 2021)
- [2] **García-Amaya, Lorenzo.** (in press-b). Exploring the connection between language use and oral proficiency during study abroad: Results from the Daily Language Questionnaire 2. *Foreign Language Annals*.
- [3] **García-Amaya, Lorenzo & Myrna Cintrón-Valentín*.** (in press). The effects of textually enhanced captions on written elicited imitation in L2 grammar. *Modern Language Journal*.
- [4] Cintrón-Valentín, M.*, & **Lorenzo García-Amaya.** (in press). Investigating textual enhancement and captions in L2 grammar and vocabulary: An experimental study. *Studies in Second Language Acquisition*, 1–26. <https://doi.org/10.1017/s0272263120000492> (available online in 2021)
- [5] Henriksen, Nicholas, Andries W. Coetzee, **Lorenzo García-Amaya,** & Micha Fischer*. (2021). Exploring language dominance through code-switching: Intervocalic voiced stop lenition in Afrikaans-Spanish bilinguals. *Phonetica*, 78(3), 201–240. <https://doi.org/10.1515/phon-2021-2005>
- [6] **García-Amaya, Lorenzo.** (2021). A change of setting: Measuring language use in an overseas immersion context. *Study Abroad Research in Second Language Acquisition and International Education*, 6(1), 32–58. <https://doi.org/10.1075/sar.19010.gar>

- [7] **García-Amaya, Lorenzo** & Sean Lang**. (2020). Filled pauses are susceptible to cross-language phonetic influence: Evidence from Afrikaans-Spanish bilinguals. *Studies in Second Language Acquisition*, 42(5), 1077–1015. <https://doi.org/10.1017/s0272263120000169>
- [8] Szpiech, Ryan, Joshua Shapero, Andries W. Coetzee, **Lorenzo García-Amaya**, Paulina Alberto, Victoria Langland, Ellie Johandes**, & Nicholas Henriksen. (2020). Afrikaans in Patagonia: Language shift and cultural integration in a rural immigrant community. *International Journal of the Sociology of Language*, 2020(266), 33–54. <https://doi.org/10.1515/ijsl-2020-2110>
- [9] Henriksen, Nicholas & **Lorenzo García-Amaya**. (2019). Falsetto in interaction in Western Andalusian Spanish: A pilot study. *Revista Internacional de Lingüística Iberoamericana*, 34, 101–124.
- [10] 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. <https://doi.org/10.1080/09571736.2019.1615978>
- [11] **García-Amaya, Lorenzo**. (2017). Detailing L1 and L2 use in study-abroad research: Data from the Daily Linguistic Questionnaire. *System*, 71, 60–72. <https://doi.org/10.1016/j.system.2017.09.023>
- [12] Henriksen, Nicholas & **Lorenzo García-Amaya**. (2012). Transcription of intonation of Jerezano Andalusian Spanish. *Estudios de Fonética Experimental*, 21, 109–162.
- [13] **García-Amaya, Lorenzo**. (2008). The effect of topic on rate of speech. *Estudios de Lingüística Inglesa Aplicada*, 8, 117–150.

Submitted Manuscripts in Peer-Reviewed Journals

- [1] **García-Amaya, Lorenzo**. (Under review in *Second Language Research*). Investigating the relation between L2 pauses and syntactic complexity: Longitudinal data from study-abroad learners. [“Revise & resubmit” decision received on 10/27/21].

Edited volume

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

Peer-Reviewed Conference Proceedings & Book Chapters

- [1] **García-Amaya, Lorenzo**, Harjus Jannis, & Nicholas Henriksen. (2019). Introducción. Las hablas andaluzas: estado de la cuestión [Introduction. Andalusian Spanish: The State of the Matter]. *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.), *The Routledge Handbook of Spanish Phonology* (pp. 416–438). 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* (pp. 1610–1614). Canberra, Australia: Australian Speech Science and Technology Association.
- [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)* (pp. 23–28). 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). The L2 acquisition of variable perfective past time reference in Spanish in an overseas 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 SLA of direct object pronouns in a study abroad immersion environment where use is variable. 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.

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.
- [2] Henriksen, Nicholas & **Lorenzo García-Amaya**. (2012). Review of the book *Perception of Castilian Spanish Intonation: Implications for Intonational Phonology*, by Timothy L. Face. *Estudios de Fonética Experimental*, 21, 266–270.

PUBLIC SCHOLARSHIP

Animated Videos

- [1] **García-Amaya, Lorenzo.** (2021). [‘Why do we, like, hesitate, when we, um, speak?’](#) TED-Ed Lesson. Script writer role.
- [2] **García-Amaya, Lorenzo.** (2021). [‘Why are there Afrikaans speakers in Argentina?’](#) Animated video for the *From Africa to Patagonia: Voices of Displacement*. Project director and Script writer.
- [3] **García-Amaya, Lorenzo.** [‘Words You Didn’t Know: Collaborating to Discover the Secrets of Second Languages’](#), (2020) ‘Last Lecture’ delivered on receiving the 2020 Golden Apple Award at the University of Michigan, by invitation, October 16, 2020.

Public Essays

- [1] Cook, Ian K.**, Ella Deaton**, Ellie Johandes**, Kelly Kendro**, Paulina Alberto, Andries W. Coetzee, **Lorenzo García-Amaya**, Victoria Langland, Ana Silva*, Ryan Szpiech, & Nicholas Henriksen. (2020). [Collaboration transcending crisis.](#) *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, May 5). [La asombrosa historia de los gauchos sudafricanos de la Patagonia \[The amazing story of the South African gauchos of Patagonia\].](#) *Viva*.
- [3] Szpiech, Ryan, Andries W. Coetzee, **Lorenzo García-Amaya**, Nicholas Henriksen, Paulina L. Alberto, & Victoria Langland. (2019, January 14). [An almost-extinct Afrikaans dialect is making an unlikely comeback in Argentina.](#) *Quartz Africa*.
- [4] Szpiech Ryan, Andries W. Coetzee, **Lorenzo García-Amaya**, Paulina Alberto, Victoria Langland & Nicholas Henriksen. (2019, January 8). [Language and identity: Lessons from a unique Afrikaans community in Patagonia.](#) *The Conversation*. [*Republication in Spanish*]
- [5] Henriksen, Nicholas, Andries W. Coetzee, **Lorenzo García-Amaya**, Paulina L. Alberto, Victoria Langland, Ryan Szpiech, & Joshua Shapero. (2018). [From Africa to Patagonia: Voices of Displacement.](#) *Babel*, 24, 16–21.

Press Mentions & Interviews

- [1] Burr, Caitlin. (2021). [Dr. Lorenzo García-Amaya Research Project Feature.](#) In *Undergraduate Research Opportunity news during the National Arts and Humanities Month*.

- [2] Chen, Meiru. (Executive Producer). (2021, January 5). [This is What We're Talking About](#) (No. 2) [Audio podcast episode]. In *The Workings: From Human to Human Society*.
- [3] Morioka, Sharon. (2020). [Office Hours: Learning Language with Lorenzo García-Amaya](#). *Michigan Alumnus Magazine*.
- [4] Dau, James. (2020). [Speaking their legacy](#). Rackham Graduate School.
- [5] Wang, Caroline. (2020). [Golden Apple Award winner Lorenzo García-Amaya delivers lecture on second language acquisition, love for teaching](#). *The Michigan Daily*.
- [6] Zaniewski, Ann. (2020). [Golden Apple recipient animates message of student learning](#). *The University Record*.
- [7] Bleiler, Jeff. (2020). [García-Amaya receives 30th Golden Apple Award in virtual surprise](#). *The University Record*.
- [8] Howe, Carter. (2020). [Spanish professor Lorenzo García-Amaya wins 2020 Golden Apple award for excellence in teaching](#). *The Michigan Daily*.
- [9] Small, Samantha. (2019). [Collaborative humanities project brings professors and students together to understand cultural identity](#). *The Michigan Daily*.
- [10] Short, Brian. (2019). [Last words: LSA researchers work to document a lesser-known version of the Afrikaans language before the last generation of speakers is gone](#). *LSA Magazine*.
- [11] Meyer, Naomi. (2019, April 17). [Revisiting the end of the world: an interview on language identity and displacement](#). Litnet.
- [12] Maytham, John. (Producer). (2019, March 4). [Afrikaans in Patagonia](#) [Audio Podcast Episode]. In *The John Maytham Show*. CapeTalk.
- [13] BBC. (2019). [Patagonia's last Boers keeping Afrikaans alive](#). [Video]. Facebook.
- [14] Flanagan, Jane. (2019) [Boers of Patagonia keep Afrikaans alive](#). *The Times*.
- [15] Johandes, Ellie. (2019). [Women in STEM: how to combine science and humanities research](#). *Times Higher Education*.
- [16] Venter, Malani. (2019). [Dis ons land die, maar Afrika is my regte land](#) [It's our country, but Africa is my real country]. *Die Burger* (South Africa).

- [17] Boonzaaier, Dawie. (2019). [Die Afrikaners van Argentinië \[The Afrikaners of Argentina\]](#). *Rapport* (South Africa).
- [18] Canty, Cynthia. (Producer). (2018, December 17). [UM laboratory shows students, parents the real world value of a humanities education](#) [Audio podcast episode]. In *Stateside*. Michigan Radio.
- [19] Meer, Jennifer. (2017). [University researchers study bilingualism in Argentina from a linguistic and sociocultural perspective](#). *The Michigan Daily*.
- [20] Meyer, Naomi. (2015). [kykNET Silwerskermfees 2015: Interview with producer Richard Gregory about The Boers at the End of the World](#). Litnet.
- [21] Gregory, Richard (Director). (2015). [The Boers at the End of the World](#). Film. Good Work.
- [22] El Patagónico (Argentina). (2014). [Cineasta sudafricano está rodando un documental sobre los bóers \[A South African filmmaker is making a documentary about the Boers\]](#).
- [23] Canal 9 Comodoro Rivadavia (Argentina) (2014). [Media Interview](#).
- [24] Block, Molly. (2013). [Professor Profile: Lorenzo García-Amaya](#). *The Michigan Daily*.

Collaboration in Online Archives

- [1] [This Interactive Atlas of Spanish Intonation](#). Pilar Prieto & Paolo Roseano [coordinators].
- [2] [From Africa to Patagonia Digital Archive](#). Nicholas Henriksen, Lorenzo García-Amaya, Andries Coetzee, Paulina Alberto, Ryan Szpiech, Victoria Langland, Joshua Shapero, Ana Silva [coordinators], & Ellie Johandes [archive curator].

AWARDS & DISTINCTIONS

- 2021 Individual Award for Outstanding Contributions to Undergraduate Education (College of Literatures, Sciences, and Arts, University of Michigan)
- 2021 Outstanding Undergraduate Research Opportunity Mentor Award Winner
- 2020 University of Michigan's 30th Golden Apple Award
- 2011 American Association of Applied Linguistics Graduate Student Award
- 2010 Indiana University's Outstanding Associate Instructor Award

- 2010 Indiana University Graduate & Professional Student Government Research Award
- 2010 Agapito Rey/Donald Sisters/Timothy Rogers Fellowship, Department of Spanish & Portuguese, Indiana University

RESEARCH GRANTS

- 2021 2021 LSA Summer Research Program, “Language usage is critical to language learning: Designing the ‘Study-Abroad Lang Log’”: \$6,000.
- 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 Namboodiripad. 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.

INVITED PRESENTATIONS

- 2021 **García-Amaya, Lorenzo** & Andries Coetzee. Afrikaans in Patagonia: The unexpected survival of a Germanic language in Argentina. *Presented at the Foro de Política Lingüística at Universidad Pontificia de Comillas, Spain, by invitation, October 27.*
- 2021 **García-Amaya, Lorenzo**. Producing and transcribing English sounds. *Presented at the Department of Linguistics (Linguistics 209) at the University of Michigan, by invitation, February 16.*
- 2020 Henriksen, Nicholas & **Lorenzo García-Amaya**. Long-term language contact in Argentina: Data from the Afrikaans-Spanish bilingual community. *Presented at the Katholische Universität Eichstätt-Ingolstadt, Germany, by invitation, December 14.*
- 2020 **García-Amaya, Lorenzo**. Words You Didn’t Know: Collaborating to Discover the Secrets of Second Languages, (2020) ‘*Last Lecture*’ delivered on receiving the 2020 Golden Apple Award at the University of Michigan, by invitation, October 16.

- 2020 **García-Amaya, Lorenzo**, Nicholas Henriksen, & Andries W. Coetzee. From Africa to Patagonia: Racial narratives in an Afrikaans expatriate community in Patagonia, Argentina. *Presented at the University of Cape Town, School for African & Gender Studies, Anthropology, and Linguistics, South Africa, by invitation*, March 6.
- 2019 **García-Amaya, Lorenzo**. From Africa to Patagonia: A Humanities Collaboration. *Presented at the University of Western Ontario, Canada, by invitation*, September 20.
- 2019 **García-Amaya, Lorenzo**. Pedagogical approaches to Teaching Theories of Second Language Acquisition. *Presented at the University of Seville, Spain, by invitation*, January 14-15.
- 2017 **García-Amaya, Lorenzo**. (2017). Language Learning in Study Abroad Contexts. *Presented at the School of Education (Education 870) at the University of Michigan, by invitation*, February 15, 2017.
- 2015 **García-Amaya, Lorenzo**. 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.
- 2014 **García-Amaya, Lorenzo**. Variation in the Spanish-speaking world. *Presented at the Department of Linguistics (Linguistics 340) at the University of Michigan, by invitation*, September 15.
- 2010 **García-Amaya, Lorenzo**. 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.

PROFESIONAL CONFERENCE PRESENTATIONS

- 2021 **García-Amaya, Lorenzo** & Myrna Cintrón-Valentín. Form-Focused Instruction through Captioned Grammar in L2 Spanish: An Experimental Study. Oral presentation at *EuroSLA 30*. University of Barcelona, Barcelona, Spain, June 30-July 3.
- 2020 Stephen Tobin, Alex Kramer, Savithry Namboodiripad, **Lorenzo García-Amaya**, Yourdanis Sedarous, Nicholas Henriksen, Andries Coetzee & Julie Boland. Portable pupillometry on a shoe-string: A sentence processing demonstration. Poster presentation at *Architectures and Mechanisms for Language Processing Conference*, University of Potsdam, Potsdam, Germany, September 3-5.
- 2019 **García-Amaya, Lorenzo** & Nicholas Henriksen. Speech rate and pause variation in two varieties of Peninsular Spanish. Poster presentation at *4th Workshop on Sound Change*, Salamanca, Spain, October 18.

- 2019 **García-Amaya, Lorenzo**. The relationship between pausing, complexity, and phrase position in L2 narratives: Longitudinal data from an overseas immersion program. Paper presented at the *EuroSLA 29*, Lund, Sweden, August 28-31.
- 2019 Henriksen, Nicholas, **Lorenzo García-Amaya**, Andries W. Coetzee, & Daan Wissing. Phonological effects of long-term language contact: Obstruent lenition in Patagonian Spanish and Afrikaans. Paper presented at the *EuroSLA 29*, Lund University, Lund, Sweden, August 28-31.
- 2019 Coetzee, Andries W., **Lorenzo García-Amaya**, Jiseung Kim*, Daan Wissing, & Nicholas Henriksen. Velar palatalization in Patagonian and South-African Afrikaans: Language and Settlement History in an Expatriate Community. *19th international congress of phonetic sciences (ICPhS 19)*, Melbourne, Australia, August 5-9.
- 2019 Henriksen, Nicholas, **Lorenzo García-Amaya**, Jiseung Kim. Uncovering the geographic origins of bilingual immigrant communities: Spanish-Afrikaans bilingualism in Patagonia. Paper presented at *International Symposium of Bilingualism*, University of Alberta, Alberta, Canada, June 23-28.
- 2019 Henriksen, Nicholas, Andries W. Coetzee, **Lorenzo García-Amaya**, Jiseung Kim*, & Daan Wissing. 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 Cintrón-Valentín, Myrna*, **Lorenzo García-Amaya**, & Nick C. Ellis. The Effects of Textual Enhancement and Captioning on the Uptake of L2 Spanish Grammar. Paper presented at *American Association of Applied Linguistics 2019*, Atlanta, GA, United States, March 9-12.
- 2018 Cintrón-Valentín, Myrna*, **Lorenzo García Amaya**, & Nick Ellis. To what extent can captioning facilitate Second Language Learning? Paper presented at the *Second Language Research Forum*, Université du Québec à Montréal, Montreal, Canada, October 26-28.
- 2018 Kim, Jiseung*, Andries W. Coetzee, **Lorenzo García-Amaya**, Nicholas Henriksen, & Daan Wissing. A comparative analysis of transitional gliding in Patagonian and South-African Afrikaans. Paper presented at *MidPhon 23*, Northwestern University, Chicago, IL, United States, October 5-6.
- 2018 Coetzee, Andries W., **Lorenzo García-Amaya**, Nicholas Henriksen, & Daan Wissing. Aspects of the phonetics and phonology of Patagonian Afrikaans. Paper presented at *Second Afrikaans Grammar Workshop*, Ghent, Belgium, October 5-6.

- 2018 Henriksen, Nicholas, Andries W. Coetzee, **Lorenzo García-Amaya**, Daan Wissing, & Dominique Bouavichith*. Phonological effects of long-term language contact: Spanish and Afrikaans in Patagonia. Poster presented at *LabPhon 16*, Universidade de Lisboa, Lisbon, Portugal, June 19-22.
- 2018 **García-Amaya, Lorenzo**. 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, IL, United States, March 24-27, 2018.
- 2018 **García-Amaya, Lorenzo**. Myrna Cintrón-Valentín*, & Nick C. Ellis. Captioning and Grammar learning in the L2 Spanish Classroom. Paper presented at the *American Association of Applied Linguistics 2018*, Chicago, IL, United States, March 24-27.
- 2018 Henriksen, Nicholas, Meghan E. Armstrong, & **Lorenzo García-Amaya**. Second-language intonation in the study-abroad context: Examination of non-question rises ('uptalk') by English-speaking L2 learners of Spanish. Paper presented at the *American Association of Applied Linguistics 2018*, Chicago, IL, United States, March 24-27.
- 2017 **García-Amaya, Lorenzo**. Language Use in the Study Abroad Experience: What do learners do when abroad? Paper presented at the *Second Language Research Forum*, Ohio State University, Columbus, OH, United States, October 12-15.
- 2017 Cintrón-Valentín, Myrna*, **Lorenzo García-Amaya**, & Nick C. Ellis. Captioning and Grammar Learning in the L2 Spanish Classroom. Paper presented at *Second Language Research Forum*, Ohio State University, Columbus, OH, United States, October 12-15.
- 2017 **García-Amaya, Lorenzo**. Methodological Innovations in Study Abroad Research: A New Proposal for Assessing Language Use While Abroad. Paper presented at the *American Association of Applied Linguistics 2017*, Portland, OR, United States, March 18-21.
- 2017 **García-Amaya, Lorenzo**. Phonic Variation in L2 Spanish Fluency: Exploring the connection between oral production and cognitive abilities. Paper presented at the *Deutcher Hispanistentag 2017*, Ludwig-Maximilians-Universität München, Munich, Germany, March 29-April 2.
- 2017 Cintrón-Valentín, Myrna,* **Lorenzo García-Amaya**, & Nick C. Ellis. Captioning and Grammar Learning in the L2 Spanish Classroom. Paper presented at the *Symposium GDRI-SLAT*, Université de Paris 8, Paris, France, May 18-19.

- 2016 **García-Amaya, Lorenzo.** 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 Cintrón-Valentín, Myrna*, **Lorenzo García-Amaya**, & Nick C. Ellis. Can Closed Captioning facilitate L2 Grammar Learning in the Spanish Classroom? Paper presented at the *Symposium on Teaching and Learning Vocabulary in Another Language*, Western University, London, Canada, October 21.
- 2015 Coetzee, Andries W., **Lorenzo García-Amaya**, Nicholas Henriksen, & Daan Wissing. Transfer effects in bilingual rhythm: Afrikaans-Spanish bilinguals in Patagonia. Paper presented at *Second Language Research Forum*, Georgia State University, Atlanta, GA, United States October 29-31.
- 2015 Coetzee, Andries W., **Lorenzo García-Amaya**, Nicholas Henriksen, & Daan Wissing. Bilingual speech rhythm: Spanish-Afrikaans in Patagonia. Paper presented at the *18th International Congress of Phonetic Sciences*, Glasgow, Scotland, August 10-14.
- 2015 Coetzee, Andries W., **Lorenzo García-Amaya**, Nicholas Henriksen, & Daan Wissing. Afrikaans in Patagonia: Maintenance and loss under Spanish contact. Paper presented at the *Joint Annual Conference of the Linguistic Society of Southern Africa (LSSA), the Southern African Applied Linguistics Association (SAALA) and the South African Association for Language Teaching (SAALT)*, North-West University, Potchefstroom, South Africa, June 24-26.
- 2015 Coetzee, Andries W., **Lorenzo García-Amaya**, Nicholas Henriksen, & Daan Wissing. Rhythmic transfer in language contact: Spanish and Afrikaans in Patagonia. Paper presented at the *Linguistics Symposium on Romance Languages*, University of Campinas, Campinas, Brazil, May 6-9.
- 2013 **García-Amaya, Lorenzo & Isabelle Darcy.** Fluency and cognitive resources in the at-home and study abroad contexts: A comparative study. Paper presented at the *Second Language Research Forum*, Brigham Young University, Provo, UT, United States, October 31-November 2.
- 2013 **García-Amaya, Lorenzo & Isabelle Darcy.** 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.
- 2012 **García-Amaya, Lorenzo.** 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 University, Utrecht, Netherlands, November 12-13.

- 2012 **García-Amaya, Lorenzo.** 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 18-21.
- 2012 **García-Amaya, Lorenzo.** L1 inhibition in the study abroad experience: A reaction time study. Paper presented at the *American Association for Applied Linguistics Conference*, Boston, MA, United States, March 24-27.
- 2011 **García-Amaya, Lorenzo.** Cognitive demands of the study abroad experience. Paper presented at the *Second Language Research Forum*, Iowa State University, Ames, IA, United States, October 13-16.
- 2011 Czerwionka, Lori & **Lorenzo García-Amaya.** Variability and clausal position of discourse markers in L2 oral production: Sociopragmatic learning in a 6-week overseas immersion program. Paper presented at the *15th Hispanic Linguistics Symposium*, University of Georgia, Athens, GA, United States, October 6-9.
- 2011 **García-Amaya, Lorenzo.** Inhibiting the L1 in benefit of the L2: Cognitive demands of the study abroad experience. Paper presented at the *15th Hispanic Linguistics Symposium*, University of Georgia, Athens, GA, United States, October 6-9.
- 2011 **García-Amaya, Lorenzo & Nicholas Henriksen.** An initial examination of Andalusian Spanish intonation: Data from an intonation survey. Paper presented at *Phonetics and Phonology in Iberia 2011*, Tarragona, Spain, June 21-22.
- 2011 **García-Amaya, Lorenzo.** Filled pauses, discourse markers and clause type 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, United States, March 26-29.
- 2010 **García-Amaya, Lorenzo & Marisa Figueras.** 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 *14th Hispanic Linguistics Symposium*, Indiana University, Bloomington, IN, United States, October 14-17.
- 2010 Geeslin, Kimberly, **Lorenzo García-Amaya**, Maria Hasler-Barker, Nicholas Henriksen & Jason Killam. The L2 Acquisition of variable perfective past time reference in Spanish in an overseas immersion setting. Paper presented at the *14th Hispanic Linguistics Symposium*, Indiana University, Bloomington, IN, United States, October 14-17.

- 2010 **García-Amaya, Lorenzo.** 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*, University of Kentucky, Lexington, KY, United States, April 15-17.
- 2009 **García-Amaya, Lorenzo.** 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, United States, March 21-24.
- 2008 **García-Amaya, Lorenzo.** (2008). Fluency, topic and syntactic complexity: New findings in second language speech production. Paper presented at the *Hispanic Linguistic Symposium*, Laval University, Quebec City, Canada, October 23-26.
- 2008 Geeslin, Kimberly, **Lorenzo García-Amaya**, Maria Hasler, Nicholas Henriksen, & Jason Killam. The SLA of direct object pronouns in a study abroad immersion environment where use is variable. Paper presented at the 12th *Hispanic Linguistics Symposium*, Laval University, Quebec City, Canada, October 23-26.
- 2008 **García-Amaya, Lorenzo.** New findings on the role of topic on fluency measures. Paper presented at the *American Association for Applied Linguistics Conference*, Washington, DC, United States, March 29-April 2, 2008.
- 2008 **García-Amaya, Lorenzo.** Variable norms in the production of /θ/ in Jerez de la Frontera, Spain. Paper presented at the *Kentucky Foreign Language Conference*, University of Kentucky, Lexington, KY, United States, April 17-19.
- 2007 **García-Amaya, Lorenzo.** New Findings on fluency measures across three different learning contexts. Paper presented at the 11th *Hispanic Linguistics Symposium*, University of Texas at San Antonio, San Antonio, TX, United States, Nov. 1-4.
- 2006 **García-Amaya, Lorenzo.** Disfluencies in advanced second language learners: A drawback or a strategy? Paper presented at the 10th *Hispanic Linguistic Symposium*, University of Western Ontario, London, Ontario, October 19-22.

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 Genter), 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***. Spring 2021 (online), Spring 2020 (online), Winter 2018, Fall 2017, Winter 2017, Winter 2016, Summer 2013, & Fall 2012
- [6] **Spanish 413: *Methods of Teaching Spanish***. Winter 2021 (online), Winter 2020 (hybrid), 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 340: *Introduction to Contemporary Spanish Culture***. Taught in Salamanca for the Center for Global and Intercultural Study at the University, Summer 2017, Summer 2015, & Summer 2014
- [9] **Spanish 298: *Introduction to Spanish Linguistics***. Summer 2021 (online), Fall 2020 (online), Summer 2020 (online), 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

Courses taught at the University of Alabama at Birmingham

- [10] **Spanish 490: *Shape of Contemporary Spanish Culture***, Taught in Toledo, Spain, for the Study Away office at the University of Alabama at Birmingham in 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

Courses taught at Northern Illinois University

- [15] **Spanish 201: *Intermediate Spanish 1***, Fall 2010 & Spring 2011
- [16] **Spanish 101: *Elementary Spanish 1***, Fall 2010 & Spring 2011

Courses taught at Indiana University

- [17] **Spanish 326: *Introduction to Hispanic Linguistics***, Spring 2010
- [18] **Spanish 312: *Introduction to Expository Writing in Spanish***, Spring 2009
- [19] **Spanish 310: *Spanish Grammar & Composition***, Spring 2008
- [20] **Spanish 280: *Spanish Grammar in Context***, Fall 2009
- [21] **Spanish 275: *Introduction to Hispanic Culture***, Fall 2006, Fall 2007, Spring 2007, & Fall 2008
- [22] **Spanish 250: *Second Year Spanish II***, Spring 2006
- [23] **Spanish 200: *Second Year Spanish I***, Fall 2005
- [24] **Spanish 105: *First Year Spanish***, Fall 2004 & Spring 2005

TEACHING: HONORS THESIS DIRECTOR/READER

- 2021-2022 **Juan Tampubolon**, Department of Linguistics (Thesis Co-director)
- 2020-2021 **Amber Galvano**, Dept. of Romance Languages & Literatures (Thesis reader)
- 2019-2020 **Annika Topelian**, Dept. of Linguistics (Thesis reader)
- 2018-2019 **Sean Lang**, Dept. of Romance Languages & Literatures (Thesis director)
- 2018-2019 **Michael Ward**, Dept. of Romance Languages & Literatures (Thesis reader)
- 2018-2019 **Kelly Kendro**, Dept. of Psychology (Thesis reader)
- 2016-2017 **Gavin Buck**, Dept. of Romance Languages & Literatures (Thesis reader)
- 2014-2015 **Bryan Frederick**, Dept. of Romance Langs. & Literatures (Thesis director)
- 2013-2014 **Rebecca Cao**, Dept. of Romance Languages & Literatures (Thesis reader)

MENTOR: UNDERGRADUATE RESEARCH OPPORTUNITY PROGRAM (UROP)

- 2020-2021 Mara Estrict (**UROP Symposium Ribbon**), Lauren Fuller, Elya Kaplan (**UROP Symposium Ribbon**), Renata Martell, Yonghuan Hu, Amelia Turco
- 2019-2020 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 Guldan, Aaron Keyes, Alec Hall
- 2013-2014 Paul Akande, Sara Drlik, Bryan Frederick, Lauren Guldan, 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

DOCTORAL & POST-DOCTORAL ADVISING

- [1] Micha Fischer (2018-present). PhD student, Survey Methodology Program, Institute for Social Research.
- [2] Emily Sabo (2018-2020). PhD student, Department of Linguistics. Dr. Sabo is a Spanish lecturer at the University of Tennessee, Knoxville.
- [3] Myrna Cintrón-Valentín. (2016-2019). PhD student, Department of Psychology. Dr. Cintrón-Valentín is currently a Research Data Specialist for the Department of Justice in Sacramento, California.
- [4] Joshua Shapero (2017-2018). Postdoctoral researcher, Department of Anthropology. Dr. Shapero is currently Assistant Professor of Ethnology at the University of New Mexico.

DISSERTATION COMMITTEES

- [1] Emily Sabo (2018-2020). Department of Linguistics.
- [2] Myrna Cintrón-Valentín. (2016-2019). Department of Psychology.

SERVICE AT UNIVERSITY OF MICHIGAN

2021	Adam Gustan-Grant Fourth-Term Review (Committee Chair)
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
2017-2020	Foundational Course Initiative committee, CRLT, University of Michigan
2014-2015	Ad-hoc committee to revise Spanish 277 (<i>Reading, Grammar and Composition</i>), Romance Languages & Literatures

2013-2016 Spanish internships coordinator, Romance Languages & Literatures

SERVICE AT UNIVERSITY OF ALABAMA AT BIRMINGHAM

2011-2012 Director, Language & Culture Study Abroad in Toledo, Spain

2011-2012 Member, tenure promotion committee of Roberto Mayoral Hernández

2011-2012 Textbook selection committee (Committee Chair)

ORGANIZED WORKSHOPS & PANELS

Since 2015, I have been organizing the “Second Language Acquisition Instruction and Research Workshop”, in collaboration with UM's Language Resource Center. Every year, we bring to campus one or two scholars, who give a teaching workshop and a research talk.

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

Journals:

1. *Applied Psycholinguistics*
2. *Canadian Journal of Applied Linguistics*
3. *Estudios de Lingüística Inglesa Aplicada*
4. *Hispania*
5. *Indiana University Working Papers in Linguistics*
6. *International Journal of Learner Corpus Research*
7. *Journal of Applied Linguistics and Professional Practice*
8. *Journal of the International Phonetic Association*
9. *Language Learning*
10. *Modern Language Journal*
11. *Studies in Second Language Acquisition*
12. *System*

Volumes & Proceedings:

1. *Encyclopedia of Applied Linguistics*
2. *Handbook of Spanish Second Language Acquisition*
3. *Handbook of Spanish Sociolinguistics*
4. *Proceedings of 10th, 11th, 14th, & 16th Hispanic Linguistics Symposium*

PROFESSIONAL REFERENCES

1. **Alejandro Herrero-Olaizola** <aherrero@umich.edu>, Arthur F. Thurnau Professor of Spanish & Latin American Studies. Department of Romance Languages & Literatures. University of Michigan.
2. **Andries Coetzee** <coetzee@umich.edu>, Professor of Linguistics. Department of Linguistics. University of Michigan.
3. **Diane Larsen Freeman** <dianelf@umich.edu>, Professor Emerita of Education & Linguistics, School of Education & Department of Linguistics. University of Michigan.