

Diego Pascual y Cabo

Associate Professor of Spanish & Linguistics
Director, Spanish Heritage Language Program
Department of Spanish & Portuguese Studies
University of Florida
diego.pascual@ttu.edu

PROFESSIONAL APPOINTMENTS

- 2021-present Associate Professor
Director, Spanish Heritage Language Program
Department of Spanish & Portuguese Studies
University of Florida
- 2018-2021 Assistant Professor
Director, Spanish Heritage Language Program
Department of Spanish & Portuguese Studies
University of Florida
- 2013- 2018 Assistant Professor (*granted Tenure & Promotion, March 2018*)
Director, Spanish Heritage Language Program
Department of Classical & Modern Languages & Literatures
Texas Tech University
-

PUBLICATIONS

I. BOOKS & EDITED VOLUMES

5. Showstack, R., **D. Pascual y Cabo**, & D. Vergara Wilson (Submitted). *Language Ideologies and Linguistic Identity in Heritage Language Learning*.
4. **Pascual y Cabo, D.**, & J. Torres (Eds.) (2021). *Aproximaciones al estudio del español como lengua de herencia*. Routledge, Book series: Advances in Spanish Language Teaching.

REVIEWED IN:

- Heritage Language Journal (2023; Vol. 20(1), 1-13), reviewed by Sara Beaudrie and Anna Marrero-Rivera; Arizona State University.
 - EuroAmerican Journal of Applied Linguistics and Languages (2022; Vol. 9 (2), 40-44), reviewed by Julio César Medina López; University of Houston.
3. **Pascual y Cabo, D.** & I. Elola (Eds.) (2020). *Current Theoretical and Applied Perspectives on Hispanic and Lusophone Linguistics*. Issues in Hispanic and Lusophone Linguistics. Amsterdam/Philadelphia: John Benjamins.
2. **Pascual y Cabo, D.** (Ed.). (2016). *Advances in Spanish as a Heritage Language*. Studies in Bilingualism. Amsterdam/ Philadelphia: John Benjamins.

REVIEWED IN:

- *Hispania* (2018; Vol. 101 (2), 337-338), reviewed by Antonio Martín Gómez, PhD; Purdue University.
- *Heritage Language Journal* (2017; Vol. 14 (3), 334-339), reviewed by Gregory Thompson, PhD; Brigham Young University.
- *Chiricú Journal: Latina/o Literatures, Arts, & Cultures* (2017; Vol. 1, 241-244); reviewed by Mercedes Niño-Murcia, PhD; University of Iowa.

1. Cabrelli Amaro, J., T. Judy, & **D. Pascual y Cabo** (Eds.) (2013). *Proceedings of the 12th Generative Approaches to Second Language Acquisition Conference (GASLA)*. Somerville, MA: Cascadilla Proceedings Project.

II. REFEREED JOURNAL ARTICLES (🌟 = publication with a student)

27. Guerrero, P., Prada, J., & **Pascual y Cabo, D.** (forthcoming). When heritage speakers study in their heritage countries: An exploration of identity dynamics and their implications for study abroad program success. To be published in *Study Abroad Research in Second Language Acquisition and International Education*
26. Cuartero Marco, M., Domínguez, M., **Pascual y Cabo, D.** (2023) Examining Oral (Dis)Fluency in—uh— Spanish as a Heritage Language. *Languages* 8(3):173. <https://doi.org/10.3390/languages8030173>
25. Echevarría, L., & **Pascual y Cabo, D.** (2023). Examining the Effects of Spanish Heritage Language Instruction in Students' Writing Performance Over the Course of a Semester. *Hispanic Studies Review*, 7(2), 1-20.
24. Zalbidea, J., **Pascual y Cabo, D.**, Loza, S., & Luque, A. (2023). Spanish heritage language learners' motivational profile in the postsecondary classroom: Insights from psychological network modeling. *Studies in Second Language Acquisition*, 1-25. doi:10.1017/S0272263123000025
23. Lin, M., Ramírez-Esparza, N., & **Pascual y Cabo, D.** (2023). Latinx's Attention to Social Context: A Comparison with European Americans and East Asians Living in the U.S. *Journal of Ethnic and Cultural Studies*, 10(2), 1–21. <https://doi.org/10.29333/ejecs/1446>
22. 🌟 Cuartero, M., Rossi, E., Navarro, E., & **Pascual y Cabo, D.** (2023). Mind the net! Unpacking the contributions of Social Network Science for Heritage Bilingualism research. *Research Methods in Applied Linguistics*.
21. Bayram, F., Kubota, M., Luque, A., **Pascual y Cabo, D.**, & Rothman, J. (2021). You can't fix what is not broken: Contextualizing the imbalance of perceptions about heritage language bilingualism. *Frontiers in Education* (6).
20. **Pascual y Cabo, D.** & Rivera-Marín, G. (2021). Understanding and Addressing Linguistic Aggressions in the Spanish Heritage Language Classroom. *Estudios del Observatorio / Observatorio Studies*, 73, pp. 1-30. <https://cervantesobservatorio.fas.harvard.edu/en/reports>

19. ♣Prada, J., Guerrero, P., & **Pascual y Cabo, D.** (2020). How does heritage language anxiety operate in two classroom environments? A comparative mixed methods study. *Heritage Language Journal* 17(1), 92-113.
18. Tecedor Cabrero, M. & **Pascual y Cabo, D.** (2020 -online first-). In your own backyard: Legitimizing local communities as a way to increase language learning motivation. *Language, Culture and Curriculum*.
17. Vergara Wilson, D. & **Pascual y Cabo, D.** (2019 -online first-). Linguistic diversity and student voice: The case of Spanish as a heritage language. *Journal of Spanish Language Teaching*.
16. **Pascual y Cabo, D.** & Vergara Wilson, D. (2019). Teaching Spanish Heritage Language for the First Time: Ten suggestions. AAAL Briefs; December 9, 2019.
15. Bayram, F., Kupisch, T., **Pascual y Cabo, D.**, & Rothman, J. (2019). Terminology matters on theoretical grounds too!: Coherent grammars cannot be incomplete. *Studies in Second Language Acquisition* 41 (2), 257-264.
14. ♣**Pascual y Cabo, D.** & Prada, J. (2018). Redefining Spanish language teaching and Learning. *Foreign Language Annals* 51, 533-547.
13. Gómez Soler, I. & **Pascual y Cabo, D.** (2018). On Focus and Weight in Spanish as a Heritage Language. *Revista Española de Lingüística Aplicada (RESLA)*.
12. **Pascual y Cabo, D.** (2018). Examining the role of cross-generational attrition in the development of Spanish as a heritage language: Evidence from *gustar*-like verbs. *Linguistic Approaches to Bilingualism*.
11. Torres, J., **D. Pascual y Cabo**, & J. Beusterien. (2017). What's next: Heritage Language learners pave the path for Spanish teaching. *Hispania Special Centenary Issue* (100.5).
10. ♣**Pascual y Cabo, D.**, Prada, J. and Lowther Pereira, K. (2017). Effects of Community Service-Learning on Heritage Language Learners' Attitudes Toward Their Language and Culture. *Foreign Language Annals*. doi:10.1111/flan.12245
9. Gómez Soler, I. & **Pascual y Cabo, D.** (2016). Syntactic Reflexes of Information Structure in Heritage Spanish: Evidence from Psych-Predicate Constructions. *IRAL-International Review of Applied Linguistics in Language Teaching*, 54 (4), 291-318.
8. **Pascual y Cabo, D.** (2016). Syntactic Reflexes of Emerging Optionality in Heritage Speaker Spanish. *Hispania* 99 (1), 34-50.
7. ♣**Pascual y Cabo, D.** & DeLaRosa-Prada, J. (2015). Understanding the Spanish heritage language speaker/learner. *E-JournALL, EuroAmerican Journal of Applied Linguistics and Languages* 2(2), 1-10.
6. **Pascual y Cabo, D.** & Gómez Soler, I. (2015). Preposition Stranding in Spanish as a Heritage Language. *Heritage Language Journal* 12(2), 186-209.

5. **Pascual y Cabo, D.** (2015). Issues in Spanish Heritage Morpho-syntax. *Studies in Hispanic and Lusophone Linguistics*. 8 (2), 389–401.
4. **Pascual y Cabo, D.** & J. Rothman. (2012). The (Il)logical Problem of Heritage Speaker Bilingualism and Incomplete Acquisition. *Applied Linguistics* 33 (4), 1-7.
3. **Pascual y Cabo, D.**, P.G. Hannah-Ybarra, & J. Holcomb. (2012). Overlapping Identities: The Case of Japanese Immigrants in Cali, Colombia. *Rice Working Papers in Linguistics* (3).
2. Diaz Collazos, A.M. & **D. Pascual y Cabo**. (2011). Vocalic Instability in L3 Acquisition: The Case of Falling Diphthongs [aj] [oj] among Japanese Learners of Spanish. *International Journal of Language Studies (IJLS)*, 5(1), 1-16.
1. **Pascual y Cabo, D.** (2010). Construcción social de género en el cancionero infantil español. *Ensayos: Revista de la Facultad de Educación de Albacete* 25, 141-155.

III. CHAPTERS IN EDITED VOLUMES (✪ = publication with a student)

13. ✪Stransky, D., Donnelly, E., C., Stonick, M. Domínguez, & **Pascual y Cabo, D.** (2022) New media representations of Spanish heritage speakers: The case of #nosabokids. In Sánchez-Muñoz, A., & Retis, J. (Eds.). *Communicative Spaces in Bilingual Contexts: Discourses, Synergies and Counterflows in Spanish and English*. Taylor & Francis.
12. Prada, J. & **D. Pascual y Cabo** (2022). Can heritage language programs aid with student retention? In M. Bowles (Ed.) *Outcomes of University Spanish Heritage Language Instruction in the United States*. Georgetown: Georgetown University Press.
11. Vergara Wilson, D. & **Pascual y Cabo, D.** (2022). Linguistic Diversity and Student Voice: The Case of Spanish as a Heritage Language. In Hernández Muñoz, N., J. Muñoz-Basols, & C. Soler Montes (Eds.) *La Diversidad del español y su enseñanza*. Routledge.
10. **Pascual y Cabo, D.** & S. Montrul. (2021). Morfosintaxis nominal del español como lengua de herencia. In D. Pascual y Cabo & J. Torres (Eds.), *Aproximaciones al estudio del español como lengua de herencia*. Routledge Press. Book series: Advances in Spanish Language Teaching.
9. ✪ **Pascual y Cabo, D.** & G. Vela. (2020). Futurity and probability in Spanish as a heritage language. To be published in 2016 Hispanic Linguistics Symposium proceedings. Issues in Hispanic and Lusophone Linguistics. John Benjamins, Amsterdam.
8. Putnam, M., Kupisch, T., & **Pascual y Cabo, D.** (2018). Different situations, similar outcomes: Heritage grammars across the lifespan. Published in 25th anniversary of John Benjamins book series Studies in Bilingualism. John Benjamins, Amsterdam.
7. **Pascual y Cabo, D.** & Gómez Soler, I. (2017). Dative Experiencer Predicates in Child Heritage Speaker Cuban-Spanish. In Cuza, A. (Ed.), *Cuban Spanish Dialectology: Variation, Contact and Change*. Washington D.C: Georgetown University Press.
6. Rothman, J., M. I. Tsimpli, & **D. Pascual y Cabo**. (2016). Formal Linguistic Approaches to Heritage Language Acquisition: Bridges for Pedagogically Oriented Research. In Pascual y Cabo, D. (Ed.) *Advances in Spanish as a Heritage Language*. John Benjamins, Amsterdam.

5. **Pascual y Cabo, D.** (2016). Charting the Past, Present, and Future of Spanish Heritage Language Research. In Pascual y Cabo, D. (Ed.) *Advances in Spanish as a Heritage Language*. John Benjamins, Amsterdam.
4. Valenzuela, E., M. Iverson, J. Rothman, K. Borg, **D. Pascual y Cabo** & M. Pinto. (2015). Eventive and Stative Passives and Copula Selection in Canadian and American Heritage Speaker Spanish. In I. Pérez-Jiménez, M. Leonetti and S. Gumiel-Molina (Eds.) *New Perspectives on the Study of Ser and Estar*, John Benjamins, 267-292.
3. **Pascual y Cabo, D.** (2015). Language Attitudes and Linguistic Identities in Miami. In S. Sessarego and M. Gonzalez Rivera (Eds.), *New Perspectives on Hispanic Contact Linguistics in the Americas*. Madrid: Iberoamericana-Vervuert, 373-404.
2. De Prada Pérez, A. & **D. Pascual y Cabo**. (2013). Input and Quirky Agreement: Comparing Heritage Speakers and L2ers. In S. Stavrakaki, M. Lalioti and P. Konstantinopoulou (Eds.) *Advances in Language Acquisition*, Cambridge Scholars Publishing, 291-299.
1. **Pascual y Cabo, D.** & J. Rothman. (2012). Multilingualism and Identity. In Chappel, C. (Ed.), *Encyclopedia of Applied Linguistics*. Blackwell MA.

IV. HANDBOOK CHAPTERS (★ = publication with a student)

5. ★ Guerrero, P., A. Ojeda, & **D. Pascual y Cabo** (2021). Issues and Practices in Community-based Experiential Learning for Heritage Speakers. In S. Montrul & M. Polinsky (Eds.), *The Oxford Handbook of Heritage Languages*. Cambridge: Cambridge University Press.
4. Bayram, F., **Pascual y Cabo, D.** and Rothman, J. (2019). Cross-generational Attrition Contributions to Heritage Speaker Competence. In Köpke, B. and Schmid, M. (eds). *The Oxford Handbook of Attrition*, Oxford: Oxford University Press.
3. **Pascual y Cabo, D.** (2018). Spanish as a Heritage Language in the US: Core Issues and Future Directions. In K. Geeslin (ed.), *The Cambridge Handbook of Hispanic Linguistics*.
2. ★ Bayram, F., J. Prada, **D. Pascual y Cabo**, & J. Rothman. (2017). Why should formal linguistic approaches to heritage language acquisition be linked to heritage language pedagogies? In Trifonas, P. P. and Aravossitas, T.(eds.) *Handbook of Research and Practice in Heritage Language Education*. Springer International Handbooks of Education. Springer, Switzerland.
1. Rothman, J. & **D. Pascual y Cabo**. (2014). Generative Approaches to Spanish Second Language Acquisition. In K. Geeslin (Ed.), *Handbook of Spanish Second Language Acquisition*. Malden, MA: Blackwell.

V. CONFERENCE PROCEEDINGS

5. Cabrera-Pérez, R., Conde, D., & **Pascual y Cabo, D.** (2023). El español como lengua heredada: oportunidades para el empoderamiento, el crecimiento personal y la reflexión. *Actas del XII Encuentro Práctico de Profesores de Español en Nueva Delhi*. Instituto Cervantes de Nueva Delhi, India.

4. **Pascual y Cabo, D.** (2013). Knowledge of *Gustar*-like Verbs in Spanish Heritage Speakers. In Jennifer Cabrelli Amaro, Tiffany Judy, and Diego Pascual y Cabo (Eds.) *Proceedings of the 12th Generative Approaches to Second Language Acquisition Conference (GASLA)*, 162-169. Somerville, MA: Cascadilla Proceedings Project.
3. **Pascual y Cabo, D.**, A. Lingwall, & J. Rothman. (2012). Applying the Interface Hypothesis to Heritage Speaker Acquisition: Evidence from Spanish Mood. In Alia K. Biller, Esther Y. Chung, and Amelia E. Kimball, (Eds.) *Proceedings of the 36th annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Proceedings Project.
2. De Prada Pérez, A. & **D. Pascual y Cabo**. (2012). Interface Heritage speech across proficiencies: Unaccusativity, focus, and subject position in Spanish. In Geeslin, K. and M. Díaz-Campos (Eds.), *Proceedings of the Hispanic Linguistic Symposium (HLS)*. Somerville, MA: Cascadilla Proceedings Project.
1. De Prada Pérez, A. & **D. Pascual y Cabo**. (2011). Invariable *gusta* in the Spanish of Heritage Speakers in the US. In Hershenschon, J. and D. Tanner (Eds.), *Proceedings of the 11th Generative Approaches to Second Language Acquisition (GASLA)*. Somerville, MA: Cascadilla Proceedings Project.

VI. BOOK REVIEWS (★ = publication with a student)

10. ★ Matos, M. & **D. Pascual y Cabo**. (2018). Review of “*The Routledge Handbook of Spanish Language Teaching*” by Javier Muñoz-Basols, Elisa Gironzetti, and Manel Lacorte, eds. (ISBN 978-1138182905). Routledge. Review for *Journal of Spanish Language Teaching*.
9. ★ Guerrero-Rodriguez, P. & **D. Pascual y Cabo**. (April, 2017). Review of “*The Acquisition of Heritage Languages*” by Silvina Montrul. (ISBN 9781107007246). Cambridge University Press. Review for *Heritage Language Journal*.
8. ★ De la Rosa-Prada, J. & **D. Pascual y Cabo**. (September, 2016). Review of “*Bilingualism in the Spanish-Speaking World: Linguistic and Cognitive Perspectives*” by Jennifer Austin, María Blume, and Liliana Sánchez. (ISBN 9780521132978). Cambridge University Press. Review for *Hispania*.
7. **Pascual y Cabo, D.** (February, 2014). Review of “*Spanish as a Heritage Language in the United States*” by Sara Beaudrie and Marta Fairclough (eds.). (ISBN 9781589019386). Georgetown University Press. Review for *Linguistlist*.
6. **Pascual y Cabo, D.** (August, 2012). Review of “*Bilingualism in the USA: The Case of the Chicano-Latino community (2011)*” by Fredric Field. (Studies in Bilingualism 44). Amsterdam: John Benjamins. (ISBN 902724183X). Review for *Linguistlist*.
5. **Pascual y Cabo, D.** (March, 2012). Review of “*Otras voces: Nuevas identidades en la frontera sur de California (Testimonios) (2010)*” edited by Marisol Montaña, Alejandro Solomianski & Sofía Wolhen. Raleigh, NC: Editorial A Contracorriente. (ISBN 9781257752379). Review for *Hispania*.
4. **Pascual y Cabo, D.** (March, 2011). Review of “*Implementación de un modelo metodológico mixto para la enseñanza-aprendizaje de español como LE (2009)*” by Kerwin Anthony Livingstone.

(LINCOM studies in second language teaching 10.) Munich: LINCOM Europa. (ISBN 9783895866067). Review for eLanguage (Linguistic Society of America).

3. **Pascual y Cabo, D.** (February, 2011). Review of “*Language diversity in the USA (2010)*” edited by Kim Potowsky. New York: Cambridge University Press. (ISBN 9780521745338). Review for Linguistlist.
2. **Pascual y Cabo, D.** (January, 2011). Review of “*Convergence and divergence in language contact situations (2009)*” edited by Kurt Braunmüller and Juliane House. (Hamburg studies on multilingualism 8.) Amsterdam: John Benjamins. (ISBN 9789027219282). Review for eLanguage (Linguistic Society of America).
1. **Pascual y Cabo, D.** (January, 2011). Review of “An introduction to sociolinguistics (2010)” By Ronald Wardhaugh. Malden, MA: Wiley-Blackwell. (ISBN [978-1-405-18668-1](#)). Review for eLanguage (Linguistic Society of America).

PRESENTATIONS

I. PLENARY/KEYNOTE PRESENTATIONS

- | | |
|-------------|--|
| 2022 | 7. “La pedagogía del español como lengua de herencia como forma de empoderamiento, crecimiento y reflexión.” Keynote presentation delivered at the XII EPPELE (2022). Conference co-organized by the Instituto Cervantes, New Delhi (India) and the Instituto Cervantes, Cairo (Egypt)
December, 2022 |
| | 6. “Are we making a difference? Stories of success and lessons learned.” Keynote presentation delivered at the Ninth Symposium on Spanish as a Heritage Language; Florida State University.
Tallahassee, FL
February, 2022 |
| 2021 | 5. “Beyond explicit instruction outcomes: Examining direct and indirect effects of Spanish heritage language teaching.” Plenary presentation to be delivered at the Ninth Annual Hispanic and Luso-Brazilian Linguistics Conference; Arizona State University.
Tempe, AZ
March, 2021 |
| 2020 | 5. “Beyond explicit instruction outcomes: Examining direct and indirect effects of Spanish heritage language teaching.” Plenary presentation to be delivered at the Ninth Annual Hispanic and Luso-Brazilian Linguistics Conference; Arizona State University.
Tempe, AZ
Cancelled due to COVID19 |
| 2017 | 4. “Pedagogical practices for the linguistic and socio-affective needs of Heritage Language Populations.” Plenary presentation delivered at the ACTFL Plenary III; Research Priorities: Advancing Research for Effective Classroom Practice.
Nashville, TN
November, 2017 |
| 2016 | 3. “Embracing heritage Spanish and its place in the US language education: Where to Now?” Keynote presentation delivered at the ACTFL Spanish as a Heritage Language, Special Interest Group.
Boston, MA
November, 2016 |

- 2015** 2. “Input Driven Reanalysis: Evidence for Emerging Optionalities in Heritage Spanish.” Plenary presentation delivered at the “Lost in Transmission Workshop: The Role of Attrition and Input in Heritage Language Development.”
Reading University, Reading (United Kingdom) October, 2015
1. “Emerging optionalities in Spanish as a heritage language.” Plenary presentation delivered at the 8th Heritage Language Research Institute.
Harvard University, Boston, MA June, 2015

II. INVITED PRESENTATIONS, WORKSHOPS & COLLOQUIA (Since 2012)

- 2023** 31. TBD Invited presentation to be delivered at the *Observatorio Cervantes, Harvard University* November, 2023
30. TBD Invited presentation to be delivered at the *Observatorio Cervantes, Harvard University* December, 2023
29. Español como lengua de herencia en los Estados Unidos: de la lingüística formal a la pedagogía. Invited presentation delivered at the Hispanic Applied Linguistics Series.
University of Maryland March, 2023
28. Critical Language Awareness and the Second-language Classroom. Invited presentation delivered as part of the lecture series: “Acquiring a Second Language: Why do we find it so difficult?”
Instituto Cervantes Manchester and Leeds (UK) February, 2023
- 2022** 27. The quiet tragedy of forgetting your heritage language. Invited presentation delivered at the Hispanic Honors Society general body meeting.
Florida State University October, 2022
26. Paradigmas emergentes en el español de los Estados Unidos. Invited presentation delivered at the *Observatorio Cervantes, Harvard University* April, 2022
25. “Embracing heritage Spanish and its place in the US language education”. Invited presentation delivered at the Central New York Humanities Corridor virtual round table,
Syracuse University April, 2022
- 2021** 24. “Understanding the heritage speaker and why it matters for the future of language teaching”. Invited presentation delivered at the Linguistics Colloquium series,
Missouri State University. October, 2021
23. “Remembering the challenges in our lives. Recordando los retos de nuestras vidas”. Invited presentation delivered at the 2021 Hispanic & Latinx Heritage month,
University of Florida. September, 2021
22. “Teaching and learning in the SHL classroom.” Invited presentation delivered as part of a panel at the 2021 Symposium of Spanish as a Heritage Language (with Kim Potowski, María Carreira, and Damian Wilson).

CUNY Graduate Center. March, 2021

23. "Publishing on Spanish as a heritage language: Tips and insights from journal editors." Invited panel at the 2021 Symposium of Spanish as a Heritage Language, *CUNY Graduate Center* (with Andrew Lynch, Elena Foulis, Josh Prada, and Damian Wilson). March, 2021

- 2020**
20. "Heritage speaker bilingualism matters: Insights from minoritized languages in the United States. Invited talk at the 2020 Psychonomics Annual Meeting (with Judith Kroll, Eleonora Rossi, and Antonella Sorace). November, 2020
19. "TBD." Invited talk at the 2020 ADFL Summer Seminar "Diversity: Students, Faculty, Curriculum." *University of Florida*
Cancelled due to COVID19
18. "Understanding the Heritage Speaker: The who, what, how, and why of heritage language teaching and learning." *Florida State University.*
Cancelled due to COVID19
- 2019**
17. "Understanding the Heritage Speaker: Theoretical and Practical Considerations." Invited talk at Spanish AP Reading in Cincinnati. June, 2019
- 2018**
16. "Twenty years of heritage language studies: where we are and what's next." Invited panel at ACTFL 2018 in New Orleans (with Maria Carreira, Joy Peyton, and Claire Chick). November, 2018
- 2017**
15. "The First Day of Class." Invited presentation for the 31st Annual New Teaching Assistant Workshop. College of Arts & Sciences. *Texas Tech University* August, 2017
14. "Embracing heritage Spanish and its place in US "foreign" language education: Where to now? Invited webinar by ACTFL, Spanish for heritage learners Special Interest Group. June, 2017
13. "Service Learning: The good, the bad, the ugly... and the amazing!" Invited talk at the Teaching, Learning, & Professional Development Center (TLPDC). *Texas Tech University.* April, 2017
12. "Rethinking Teaching Spanish in the US: Contributions of the Heritage Learner in the years to come". Invited talk at the University of Texas, El Paso. *UT, El Paso* April, 2017
11. "Agreement reflexes of emerging optionality in Spanish as a heritage language." Invited talk at the University of Texas, el Paso. *UT, El Paso* April, 2017
- 2016**
10. "Explorations in Spanish as a Heritage Language: The Case of Dative Experiencer Verbs." Invited talk at *Konstanz University (Germany)* June, 2016

- 2015** 9. “The Future of Spanish Curriculum: Contributions of the Heritage Learner”. Invited talk at American Association of University Supervisors and Coordinators meeting at ACTFL. San Diego November, 2015
8. “Connecting our efforts: Building communication for growing heritage languages programs across educational levels” *Harvard University* June, 2015
- 2014** 7. “El Mercado de trabajo académico: Taller para estudiantes graduados”. *Texas Tech University* October, 2014
6. “Spanish in the US: Sorting Out Myths from Facts.” Widening Perspectives: Spanish in Contemporary Societies. Event organized by Sigma Delta Pi. *Texas Tech University* September, 2014
5. “Addressing the needs of Spanish heritage language learners.” *Lubbock Independent School District (Lubbock, TX)* August, 2014
4. “The Graduate School Series: Getting your First Academic Job.” Event organized by the Teaching, Learning & Professional Development Center. *Texas Tech University* February, 2014
- 2013** 3. “If Not Attrition or Incomplete Acquisition then What?: Back to the Basics of the Input in Heritage Speaker Bilingualism.” *Indiana University* September, 2013
- 2012** 2. “Agreement Reflexes of Emerging Optionality: Examining Psychological Predicates in Heritage Speaker Spanish.” *Florida International University* November, 2012
1. “Issues on Heritage Speaker Bilingualism.” Undergraduate course on Spanish in the United States. This course was taught by Dr. Jason Rothman. *University of Florida* July, 2012

III. ACADEMIC PRESENTATIONS VIA ZOOM/SKYPE

- 2021** 7. “Understanding the heritage speaker: Linguistic outcomes and best pedagogical approaches.” Zoom presentation at Texas Tech University; graduate seminar taught by Dr. Idoia Elola (February, 2021).
- 2020** 6. “Dative experiencer predicates in child heritage speaker Cuban Spanish.” Zoom presentation at the University of Miami; undergraduate course taught by Dr. Andrew Lynch (October, 2020).
- 2017** 5. “On the issue of incomplete acquisition and heritage speaker bilingualism.” Zoom presentation at the University of New Mexico; graduate seminar taught by Dr. Damian Vergara Wilson (April, 2017).
- 2016** 4. “Spanish as a heritage language in the context of the United States.” Skype lecture at the University of Florida; graduate seminar taught by Dr. Ana de Prada Pérez (November, 2016).

3. “The (Il)logical problem of incomplete acquisition and heritage speaker bilingualism.” Skype lecture at Arizona State University; graduate seminar taught by Dr. Sara Beaudrie (September, 2016).

2. “El español como lengua minoritaria en los Estados Unidos.” Skype lecture at the University of Memphis; graduate seminar taught by Dr. Inmaculada Gómez Soler (February, 2016).

2015 1. “The Effect of Cross-generational attrition in Heritage Speaker Bilingual Development.” Skype lecture at the University of Florida; graduate seminar taught by Dr. Ana de Prada Pérez (October, 2015).

IV. NATIONAL & INTERNATIONAL PEER-REVIEWED CONFERENCES

★ = presentation with an undergraduate student

⊛ = presentation with a graduate student

** = poster presentation

2021 61. ★⊛ ** “Spanish Heritage Speakers in the classroom: Talking about –uh- pauses.” **Hispanic Linguistics Symposium (HLS)**, Wake Forest University, (with María Domínguez and Marina Cuartero)

2020 60. ⊛ “Beyond explicit instruction outcomes: Examining (in)direct effects of Spanish heritage language teaching.” **Symposium on Spanish as a heritage language (SSHL)**, *University of New Mexico*, (with Alejandro Acero, Marina Cuartero, Leire Echevarria, and Máyori Matos)

59. “Publishing in the Spanish heritage language journal.” **Symposium on Spanish as a heritage language (SSHL)**, *University of New Mexico*.

2019 58. ⊛ “Beyond explicit instruction outcomes: Examining (in)direct effects of Spanish heritage language teaching.” **Hispanic Linguistics Symposium (HLS)**, *University of Texas, El Paso* (with Leire Echevarria and Máyori Matos)

57. ⊛ “Heritage speakers in study abroad: expectations, reality, and outcomes.” **Hispanic Linguistics Symposium (HLS)**, *University of Texas, El Paso* (with Paola Rodríguez Guerrero)

2018 56. “Fostering cultural sensitivity towards US Hispanics” **ACTFL 2018**, New Orleans, LA. (With Marta Tecedor)

55. ⊛ “From heritage language anxiety to heritage language enjoyment: a mixed-methods approach to the emotional dynamics of heritage language use in the classroom.” **Hispanic Linguistics Symposium (HLS)**, *University of Texas, Austin*. (With Josh Prada & Paola Rodríguez Guerrero)

54. “Redefining the Spanish cultural curriculum: strategies to legitimize local communities.” **AAAL 2018**, Chicago, IL. (with Marta Tecedor)

53. ✪ “A Study Into Heritage Language Anxiety in Two Learning Environments: The Lower-Level Heritage Language Classroom and Lower-Level Second Language Classroom.” **Third International Conference on Heritage/Community Languages.** *UCLA* (With Josh Prada, Paola Guerrero & Violeta Rodriguez Vindel)

52. ✪ “Future of Probability in Spanish as a Heritage Language.” **Third International Conference on Heritage/Community Languages.** *UCLA* (With Vicente Iranzo, Laura Rieder & Violeta Rodriguez Vindel)

2017

51. ✪ “Deconstructing heritage language anxiety: Contextual factors and personal traits.” **LASSO XLVI.** *New Mexico State University* (With Josh Prada, Paola Guerrero, Violeta Rodriguez Vindel)

50. ✪ “Future of probability in Spanish as a heritage language: A(nother) case of simplification.” **LASSO XLVI.** *New Mexico State University* (With Laura Rieder, Violeta Rodriguez Vindel, Vicente Iranzo)

49. “Strategies for Academic Journal Publishing.” **Kentucky Foreign Language Conference.** *University of Kentucky.* (With Mark del Mastro & Carl Wise)

48. ✪ “Beyond language: Exploring unseen benefits of heritage language programs”. **4th Symposium on Spanish as a Heritage Language (SSHL).** *University of California, Irvine.* (With Josh Prada)

47. ✪ “The realization of contrastive narrow focus by heritage speakers of Spanish” **4th Symposium on Spanish as a Heritage Language.** *University of California, Irvine.* (With Rajiv Rao, Arturo Ramírez, & Dion Grosse)

2016

46. ✪ ** “Why should formal linguistic approaches to heritage language acquisition be linked to heritage language pedagogies?”. **Workshop on Heritage Language Acquisition – Breaking New Ground in Methodology and Domains of Inquiry.** *The Arctic University of Norway* (With Jason Rothman, Josh Prada, & Fatih Bayram)

45. ✪ “Future of Probability in Spanish as a Heritage Language.” **Hispanic Linguistics Symposium. (HLS).** *Georgetown University* (With Gema Vela and Brenda Mejía)

44. ✪ “Superdiversity in the classroom: Beyond language myths for a look at ethnicity, inclusion and diversity.” Panel presented at the **12th Annual Advancing Teaching and Learning Conference at Texas Tech University.** (With Marta Tecedor, Brenda Mejía, Kelly Lowther Pereira, and Josh de la Rosa Prada)

43. ✪ “Spanish heritage language learner attitudes: The benefits of community service-learning.” **3rd Symposium on Spanish as a Heritage Language.** *University of Oregon.* (With Kelly Lowther Pereira and Josh de la Rosa Prada)

42. “What’s next?: Heritage language learners shape new paths in Spanish teaching. “

3rd Symposium on Spanish as a Heritage Language. University of Oregon. (With Julio Torres and John Beusterien)

2015

41. “Dative experiencer predicates in child Heritage Spanish.” **Hispanic Linguistics Symposium.** (HLS). University of Illinois at Urbana-Champaign. (with Inmaculada Gómez Soler)

40. ★ “Preposition Stranding in Spanish as a Heritage Language.” **2nd Symposium on Spanish as a Heritage Language.** Texas Tech University. (with Inmaculada Gómez Soler and Grace Mihalyov)

39. ** "Heaviness vs. newness in heritage speakers' judgments of Spanish word order patterns." To be presented at the **10th International Symposium on Bilingualism (ISB).** Rutgers University (With Inmaculada Gómez Soler)

38. ⚙ “Using Gestures to Teach Pronunciation: The Case of Spanish Voiceless Stops.” **American Association for Applied Linguistics (AAAL)** Conference. Toronto, Ontario, Canada. (With K. Nakatsukasa, M. Tecedor, J. delaRosa Prada & J. Travis)

37. “Heritage Spanish in a Canadian context.” **Multiculturalism and Multilingualism in Canada** conference. *University of Ottawa*, Canada. (With Elena Valenzuela, Michael Iverson, J. Rothman, and Kristina Borg)

2014

36. “The effect of information structure and phonological weight on heritage speaker acquisition of Spanish.” **Hispanic Linguistics Symposium (HLS).** *Purdue University.* (With Inmaculada Gómez Soler)

35. “Knowledge of Preposition Stranding in Heritage Speakers of Spanish.” **Hispanic Linguistics Symposium (HLS).** *Purdue University.* (With Inmaculada Gómez Soler)

34. ⚙ “The Effect of Gestural Corrective Feedback on Spanish VOTs.” **Second Language Research Forum (SLRF).** *University of South Carolina.* (With Kimi Nakatsukasa, Marta Tecedor, Josh de la Rosa Prada & Jared Travis)

33. “Heritage Speaker Acquisition of Spanish Word Order: A Case of Convergence.” **Second Language Research Forum (SLRF).** *University of South Carolina* (with Inmaculada Gómez Soler)

32. “Differences are not Deficiencies: Argument Structure Reanalysis in Heritage Speaker Spanish.” **Second International Conference on Heritage/Community Language.** *University of California at Los Angeles.*

31. Delayed Acquisition of *Gustar* as Seen Via an Experiment on Passivization. **Kentucky Foreign Language Conference (KFLC).** *University of Kentucky.*

2013

30. ** “Examining the Input in Heritage Speaker Bilingualism: The Case of *Gustar*-like Verbs”. **Hispanic Linguistics Symposium (HLS).** *University of Ottawa, Canada.*

29. **If Not Attrition or Incomplete Acquisition then What?: Back to the Basics of the Input in Heritage Speaker Bilingualism. **38 Boston University Conference on Language Development (BUCLD)**. *Boston University*.

28. If Not Attrition or Incomplete Acquisition then What?: Back to the Basics of the Input in Heritage Speaker Bilingualism. **Second Language Research Forum (SLRF)**. *Brigham Young University*.

27. “Examining Syntactic Reflexes of Emerging Optionality in Heritage Speaker Spanish. **Generative Approaches to Second Language Acquisition (GASLA XII)**. *University of Florida*.

2012

26. ”Reverse Psychological Predicates in Heritage Speaker Spanish: Evidence in support of Invariable *Gusta*”. **31st Second Language Research Forum (SLRF)**. *Carnegie Mellon University*.

25. ** “Examining Variable Outcomes in the Grammars of Canadian and US Spanish Heritage Speakers.” **Hispanic Linguistic Symposium (HLS)**. *University of Florida*. (With Elena Valenzuela, Camila Bardel, Manuela Pinto, J. Rothman & Kristina Borg)

24. ** “Agreement Reflexes of Emerging Optionality in Heritage Speaker Spanish: Examining Reverse Psychological Predicates.” **Hispanic Linguistic Symposium (HLS)**. *University of Florida*.

23. “Reverse Psychological Predicates in Heritage Speaker Spanish.” **22nd Annual Conference of the European Second Language Association (EuroSLA)**. *Adam Mickiewicz University in Poznań, Poland*.

22. “Factors in heritage language maintenance and ethnolinguistic vitality among Cuban and Mexican communities in the southeastern US.” **6th International Workshop on Spanish Sociolinguistics**. *University of Arizona*. (With Kelly Lowther Pereira)

21. “Language Change in the Spanish of Heritage Speakers in the US: Evidence from Reverse Psychological Predicates”. **2012 Kentucky Foreign Language Conference (KFLC)**. *University of Kentucky*.

20. “Miami Cubans and Piedmont Triad Mexicans: Language Attitudes and Heritage Language Maintenance.” **2012 Kentucky Foreign Language Conference (KFLC)**. *University of Kentucky*. (With Kelly Lowther Pereira)

2011

19. “Modality alternations at the syntax-discourse interface: Examining the Interface Hypothesis’ application to heritage bilingualism.” **21st Annual Conference of the European Second Language Association (EuroSLA)**. *University of Stockholm, Sweden*. (With Jason Rothman and Anne Lingwall)

18. “Reverse Psychological Predicates: Heritage speakers vs. Second Language Learners.” **Generative Approaches to Language Acquisition (GALA)**. *University of Thessaloniki, Greece*. (With Ana de Prada Pérez)

17. ** “Modality Alternations at the Syntax-Discourse Interface in Heritage Speaker Spanish.” **Generative Approaches to Language Acquisition (GALA)**. *University of Thessaloniki, Greece*. (With Jason Rothman and Anne Lingwall)
16. “Invariable *gusta* in the Spanish of Heritage Speakers in the US.” **Linguistic Symposium on Romance Languages (LSRL XLI)**. *University of Ottawa, Canada*. (With Ana de Prada Pérez)
15. “Applying the Interface Hypothesis to Heritage Speaker (HS) Acquisition: Evidence from Spanish Mood.” **36th Boston University Conference on Language Development (BUCLD)**. *Boston University*. (With Jason Rothman and Anne Lingwall)
14. “Subjunctive vs. indicative mood selection at the interfaces in heritage speakers of Spanish.” **Hispanic Linguistics Symposium (HLS)**. *University of Georgia-Athens*. (With Jason Rothman and Anne Lingwall)
13. “*Juntos pero no revueltos*: a case of juxtaposed linguistic identity(ies) in Miami” **Spanish in the US**. *University of California-Davis*.
12. “On the acquisition of Spanish reverse psychological predicates L2 learners and heritage speakers.” **Generative Approaches to Second Language Acquisition (GASLA XI)**. *University of Washington*. (With Ana de Prada Pérez)
11. “Invariable *gusta* in the Spanish of Heritage Speakers in the US.” **VI Interdisciplinary Colloquium on Spanish/Latin American Literatures, Linguistics, and Cultures**. *University of Florida*. (With Ana de Prada Pérez & Carolina López)
10. “Subject position in L2 Spanish: The effect of variable vs. categorical input.” **VI Interdisciplinary Colloquium on Spanish/Latin American Literatures, Linguistics, and Cultures**. *University of Florida*. (With Ana de Prada Pérez, Domonique Rora & Murielle Joseph)
9. “The Linguistic Construction of Social and Personal Identities among Japanese Immigrants in Cali, Colombia.” **IV Biennial Meeting of Rice Linguistics Society**. *Rice University*. (With Jeanne Holcomb and Petta-Gay Ybarra)
- 2010
8. “Subject-to-subject Raising across an Experiencer in the English and Spanish of Hispanic heritage speakers.” **Second Language Research Forum (SLRF)**. *University of Maryland*. (With J. Rothman, A. de Prada Pérez and G. Campos)
7. “Subject position in Spanish in contact with English in the US: Evidence for the Differential Interface.” **The Hispanic Linguistics Symposium (HLS)**. *University of Indiana*. (With Ana de Prada Pérez)
6. “On the status of embedded T in Heritage Speaker (HS) Spanish and English: Evidence from subject-to-subject raising.” **The Romance Turn IV**. *Tours, France*. (With Jason Rothman, Ana de Prada Pérez and Gonzalo Campos)

5. “Falling diphthongs [aj̃] [oj̃] among Japanese learners of Spanish as L3: A case of stylistic variation.” **The Hispanic Linguistics Symposium (HLS)**. *University of Indiana*. (With Ana María Díaz Collazos and Gillian Lord)

4. “Social, Cultural and Linguistic Identities of Japanese Immigrants in Colombia.” **VI Annual Conference of the Social Sciences**. *The University of Florida*. (With Petta-Gay Ybarra & Ana María Díaz Collazos)

3. “The Language of Reggaeton: A Response to Satterfield’s Evidence for the Emergence of a New Variety of Spanish in the U.S.” **The Ohio State University Congress on Hispanic and Lusophone Linguistics**. *The Ohio State University*

2. “Language transfer in the acquisition of vowel sequences: The case of L1 Japanese, L2 Spanish, and L3 English.” **X Coloquio Anual de Literatura, Lingüística y Cultura Hispanoamericana y Peninsular**. *University of Central Florida*. (With Ana María Díaz Collazos)

2009 1. “Moving Forward: A Multicultural Transformation in the Spanish Curriculum.” **Multicultural Transformation Institute**. *Northern Illinois University*.

ACADEMIC HONORS, AWARDS & RECOGNITIONS

2017 **Texas Tech University Alumni Association New Faculty Award**. For positive student evaluations, innovative teaching activities, research activities, evidence of interaction with students, publishing efforts, service activities to the college/community, and attitudes and activities that draw favorable attention from students and colleagues. Award presented at the Texas Tech University Faculty Honors Convocation (April, 2017).

2014 **Russ Campbell Young Scholar Award (National Heritage Language Resource Center)**. For research in the field of Heritage Language Studies. Award presented at the Second International Conference on Heritage/Community Languages at UCLA.

2012 **EuroSLA Doctoral Award**. This award was presented at the 22nd Annual Conference of the European Second Language Association (EuroSLA) at Adam Mickiewicz University, Poznań (Poland.)

2011 **Paula Menyuk Graduate Student Award**. This award was presented at the 36th Annual Boston University Conference on Language Development on November, 2011. Boston University School of Education.

Hispanic Linguistics Symposium Graduate Student Award. Franklin College of Arts and Sciences. University of Georgia

2010 **Outstanding Graduate Student in Hispanic Linguistics**. University of Florida

TEACHING HONORS, AWARDS & RECOGNITIONS

- 2021** **Nominated to University of Florida Teacher of the year award** representing the College of Liberal Arts & Sciences
- 2021** **College of Liberal Arts & Sciences Teacher of the year (University of Florida).** For exceptional achievement in teaching at the University of Florida.
- 2019** **Anderson Scholars Faculty Honoree (University of Florida).**
- 2017** **College of Arts & Sciences Excellence in Teaching Award (Texas Tech University).** Nominated by Classical & Modern Languages & Literatures Award Committee. Award presented at the Arts & Sciences award ceremony.
- 2016** **Phi Beta Kappa Society, Faculty Appreciation Recognition (Texas Tech University).** Nominated by 2016 Phi Beta Kappa inductees as a faculty member who was influential in their academic and intellectual development. Award presented at the 2016 Phi Beta Kappa induction ceremony.
- 2015** **Phi Beta Kappa Society, Faculty Appreciation Recognition (Texas Tech University).** Nominated by 2015 Phi Beta Kappa inductees as a faculty member who was influential in their academic and intellectual development. Award presented at the 2015 Phi Beta Kappa induction ceremony.
- Mortar Board Society, Faculty Appreciation Recognition (Texas Tech University).** Nominated by the Mortar Board, National College Senior Honors Society, in recognition of faculty who have most encouraged, challenged, and inspired students.
- 2013** **Eta Omicron Un, Faculty Appreciation Award (Texas Tech University).** For exceptional achievement in teaching at Texas Tech University. Faculty nominations were solicited from students campus wide. Only four awards were given across the entire university. Award presented at the Eta Omicron Un award ceremony.
- 2012** **University of Florida Graduate Student Teaching Award.** For exceptional achievement in teaching at the University of Florida.

FELLOWSHIPS

Division of Institutional Diversity and Teaching Fellow

Texas Tech University, 2017-2018

Service-Learning Faculty Fellow

Texas Tech University, 2014-2015

INTERNAL GRANTS & SCHOLARSHIPS

- Humanities Scholarship Enhancement Fund, 2018** (funded) \$11,997
 Project title: Language instructors' beliefs and attitudes towards local US Spanish varieties"
 University of Florida
 Role: PI
- Scholarship Catalyst Program, 2017-2018** (funded) \$3,500
 Project title: "Developing Literacy through experiential service learning"
Texas Tech University
 Role: PI
- Scholarship Catalyst Program, 2016-2017** (funded) \$3,200
 Project title: "Expression of Probability in Spanish as a Heritage Language"
Texas Tech University
 Role: PI
- Scholarship Catalyst Program, 2016-2017** (funded) \$3,497
 Project title: "Developing Linguistic Confidence and Awareness via Service Learning among Spanish Heritage Language Speakers"
Texas Tech University
 Role: Co-PI, with Zenaida Aguirre-Muñoz
- Scholarship Catalyst Program, 2014-2015** (funded) \$3,000
 Project title: "Bilingualism in the US: Examining Spanish Case Marking"
Texas Tech University
 Role: PI
- Center of European Studies Course Development Grant** (funded) \$5,000
University of Florida. Spring 2012
 Role: PI
- University of Florida Graduate School Doctoral Research Award** (funded) \$4,352
 Project title: "Agreement Reflexes of Emerging Optionality in Heritage Speaker Spanish"
University of Florida, 2012
 Role: PI
- Spanish and Portuguese Studies Graduate Research Award** (funded) \$3,000
 Project title: "Psychological predicates among Spanish heritage speakers in Miami"
University of Florida, 2011
 Role: PI
- NSF-funded I-Cubed Interdisciplinary Research Project Award** (funded) \$2,500
 Project title: "Social and linguistic approaches to a Japanese immigrant community in Colombia"
University of Florida, 2010
 Role: Collaborator; with Ana María Díaz Collazos (PI), Petta-Gay Hannah & Jeanne Holcomb

EXTERNAL GRANTS & SCHOLARSHIPS

William T. Grant Foundation, Fall 2022, (submitted)
 Project title: "Combating Inequalities for Immigrant Communities: The Role of Shared Language Erosion and a Heritage Language Enrichment Club." Role: Co-I

Spencer Foundation, Fall 2016 (not funded) (\$44,200)
 Project title: "Examining the transformative potential effects of a critical pedagogical approach to community engagement." Role: PI

ACTFL Research Priorities Initiatives, Fall 2016 (funded) (\$2,000)
 American Council on the Teaching of Foreign Languages, 2016-2017
 Role: PI

United States Department of Education, Spring 2016 (not funded) (\$2,699,967)
 Project title: "Transforming English Learners' Academic Achievement through Engaged Inquiry Circles"
 Role: Co PI; With Zenaida Aguirre-Muñoz & Hansel Burley

Woodrow Wilson National Fellowship Foundation, Spring 2015 (not funded) (\$ 60,000)
 Early Career Enhancement Fellowship
 Role: PI

Humanities Texas, Spring 2014 (funded) (\$1,000)
 State affiliate of the National Endowment for the Humanities.
 Role: PI

National Science Foundation: DDIG (not funded) (\$ 11,999)
 Project title: Reverse Psychological Predicates among Cuban American Heritage Speakers Role: Co PI; With Jason Rothman

TEACHING EXPERIENCE

- **Courses Taught at the University of Florida** (2009-2013 & 2018-present)

- **Graduate courses**

- Understanding the Heritage Language Learner
 - Issues in Spanish Heritage Language Acquisition
 - Issues in Heritage Language Teaching and Learning

- **Undergraduate courses**

- Elementary Spanish I & II
 - Intermediate Spanish I & II
 - Intermediate Spanish II
 - Intensive Communication Skills in Spanish
 - Spanish Grammar and Composition for Heritage Speakers
 - Advanced Syntax and Composition for Heritage Speakers
 - Introduction to Linguistics
 - Europe: Language and Identity

- Understanding the Heritage Speaker
 - Spanish Heritage Speakers in Florida
 - Language, Race, and Racism
 - Bilingualism in the Spanish speaking world
- **Courses Taught at Texas Tech University (2013- 2018)**
 - Graduate courses**
 - Spanish in the US
 - Applied Linguistics
 - Understanding the Heritage Language Learner
 - Spanish Syntax
 - Issues in Multilingualism
 - Introduction to Hispanic Linguistics
 - Undergraduate courses**
 - Intermediate Spanish I
 - Intermediate Spanish II
 - Advanced Language Skills (Course taught in Seville, Spain)
 - Spanish Life and Culture (Course taught in Seville, Spain)
 - Conversation for Bilingual Speakers
 - Spanish for the Southwest

SERVICE FOR THE PROFESSION

- **Founder and Editor-in-chief of Spanish Heritage Language Journal**, an international peer reviewed journal co-published by University of Florida Press and the Department of Spanish & Portuguese Studies at the University of Florida (2019-present)
- **National Science Foundation (NSF)**
 - Review Panelist for the Graduate Research Fellowship Program (2016, 2018)
 - Reviewer for Doctoral Dissertation Improvement Grant (Spring 2017; Fall 2017; Fall 2022)
- **Associate Editor for Hispanic Studies Review**, an international peer reviewed journal housed in the Department of Hispanic Studies at the College of Charleston. 2015-2019
- **Ad Hoc article referee for the following professional journals:**
 - Modern Language Journal (2017)
 - Journal of Child Language (2018, 2019)
 - Journal of Spanish Language Teaching (2017, 2018)
 - Language, Culture, and Curriculum (2018, 2019)
 - Foreign Language Annals (2017, 2018, 2019, 2020)
 - Language Teaching (2017)
 - Applied Linguistics Review (2016, 2021)
 - Second Language Research (2016)
 - Studies in Second Language Acquisition (2015, 2017, 2018)
 - Applied Linguistics (2012)
 - Heritage Language Journal (2014, 2017, 2018)
 - Hispania (2011, 2012, 2014, 2018, 2019, 2021, 2022)

- Lingua (2012, 2015)
 - Linguistic Approaches to Bilingualism (2012, 2013, 2014, 2015, 2017, 2018, 2021)
 - Revista Nebrija de Lingüística Aplicada a la enseñanza de lenguas (2020)
 - Critical Inquiry in Language Studies (2020)
 - Language Awareness (2021)
- **Ad Hoc book proposal referee for the following professional book series**
 - DeGruyter Mouton, Language and Social Life series (2021, 2022)
 - John Benjamins, Issues in Bilingualism series (2021)
 - Routledge, Language Learning (2021, 2022)
 - Georgetown University Press, Georgetown Languages (2021, 2023)
- **Ad Hoc article referee for the following professional edited volumes:**
 - Russian as a Heritage Language: From Research to Classroom Application
 - Meaning and Structure in Second Language Acquisition: Studies in honor of R. Slabakova
 - Lost in transmission: The role of attrition and input in heritage language development
 - Selected Proceedings of the 2013 Hispanic Linguistics Symposium
 - Selected Proceedings of the 2014 Hispanic Linguistics Symposium
 - Handbook of Spanish Second Language Acquisition
 - Cambridge Handbook of Spanish Linguistics
 - Innovative Approaches in Heritage Language Teaching: From Research to Practice
 - New Perspectives on Hispanic Contact Linguistics in the Americas
 - Selected Proceedings of the Romance Turn V
- **Ad Hoc abstract referee for the following conferences:**
 - Linguistic Association of the Southwest, LASSO (2017)
 - University of Illinois at Chicago, Bilingualism Forum (2016, 2017, 2018, 2019, 2022)
 - Boston University Conference on Language Development (2015, 2016, 2017, 2019, 2020, 2021, 2022)
 - Bilingualism in the Hispanic and Lusophone World (2015, 2017, 2019)
 - Workshop on Spanish Sociolinguistics (2014, 2016)
 - Symposium on Spanish as a Heritage Language (2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022)
 - Hispanic Linguistics Symposium (2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019; 2022)
 - Generative Approaches to Language Acquisition (2018)
 - Generative Approaches to Language Acquisition in North America (2018, 2020)
 - Interdisciplinary Colloquium on Spanish/Latin American Literatures, Linguistics, and Cultures (2011, 2012)
 - Georgetown University Round Table (2020)
 - International Symposium on Bilingualism (2023)
- **External reviewer for tenure & promotion**
 - 2022 (x1), 2023 (x1)
- **External reviewer for promotion (non-tenure-track)**
 - 2019 (x1), 2022 (x1), 2023 (x1)

- **Chair-organizer for the following professional conference:**
 - Hispanic Linguistics Symposium (2017); Texas Tech University
 - 2nd Annual Symposium on Spanish as a Heritage Language (2015); Texas Tech University
 - 1st Annual Symposium on Spanish as a Heritage Language (2014); Texas Tech University
- **Organizing committee for the following professional conferences:**
 - National committee for the Symposium on Spanish as a Heritage Language (2016, 2017, 2018, 2019, 2020)
 - Generative Approaches to Second Language Acquisition (2013); University of Florida
 - Hispanic Linguistics Symposium (2012); University of Florida
 - Interdisciplinary Colloquium on Spanish/Latin American Literatures, Linguistics, and Cultures. (2010, 2011, and 2012); University of Florida
- **AP Reader.** *College Board's AP[®] Spanish Language Reading.* 2009- 2013, 2015-present

SERVICE FOR THE DEPARTMENT & UNIVERSITY

At the University of Florida

- 2018- present, Director, Spanish Heritage Language Program
- 2021-present, Member, Tenure and Promotion Committee
- 2022-present, Member, Merit Pay Committee
- 2022, Member, College of Liberal Arts & Sciences Teacher of the Year Selection Committee
- 2022, Member, Center for Latin American Studies Field Research Grants Selection Committee
- 2023, Member, Center for Latin American Studies Field Research Grants Selection Committee
- 2020-2021, Member, Chair of Department Search Committee
- 2018-2019, Chair, Hispanic Linguistics Assistant Professor Search Committee
- 2018-2021, Member, SPS Advisory Committee

At Texas Tech University

- 2016- 2018, Study Abroad Competitive Scholarships, Office of International Affairs
- 2015- 2018, Graduate Student Recruiter, Department of Classical & Modern Languages & Literatures
- 2017-2018, Member, Hispanic Linguistics Qualia Professor Search Committee
- 2016-2017, Member, Hispanic Linguistics Qualia Professor Search Committee
- 2016-2017, Member, Hispanic Linguistics Assistant Professor Search Committee
- 2017, Member, Hispanic Linguistics Visiting Assistant Professor Search Committee
- 2014-2018, Member, Texas Tech University Convocation Committee
- 2015-2018, Member, Spanish & Portuguese Graduation Ceremony Committee
- 2013- 2018, Member, Undergraduate Studies Committee, Department of Classical & Modern Languages & Literatures
- 2013- 2018, Member, Spanish Language Placement Test Committee, Department of Classical & Modern Languages & Literatures
- 2015, 2016, Abstract reviewer/Presentation judge, Texas Tech Undergraduate Research Conference
- 2015- 2016, Member of Mentor Tech

ADVISING

Doctoral Students**(*Expected) graduation year**

- Aylin Figueroa *2028
- Daniela Nuñez de Stransky; Co-chair *2024
- Gabriela Rivera; Co-chair *2024
- Marina Cuartero; Chair 2023
- Leire Echevarría; Co-chair 2022
- Paola Guerrero-Rodríguez; Chair 2021
- Josh Prada; Chair 2018

Member of PhD dissertation committee

- Nazita Fazlkhah Committee member *2025
- María Laura Mecías, Committee member *2025
- Megan Nakamura; Committee member *2024
- Diana Velázquez-López; Committee member 2023
- Irene Zurita; Committee member 2023
- Hernán Rosario; Committee member 2023
- Lori Lye; Committee member 2020

Member of PhD dissertation committee at other institutions

- Amalia Merino; University of Texas at Austin *2023
- Jocelyn Brooksbank; University of Ottawa (Canada) 2022
- Gilberto García; Texas Tech University 2021
- Carolina Archer; Texas Tech University 2021
- Lourdes Martínez Nieto; Arizona State University 2018
- Bonnie Holmes; University of Arizona 2017
- Laura Valentín; Texas Tech University 2015

Master students**(*Expected) graduation year**

- Zachary Mott *2025
- Daniella Conde *2025
- Jade Sierra; Chair 2023
- Máyori Matos; Chair 2020
- Alejandro Acero; Chair 2021
- Noah Verboon; Chair 2021
- Crispin Beyogle; Chair 2021
- Paola Guerrero-Rodríguez; Chair 2017
- José Machado, MA; Chair 2018
- Laura Rieder; Chair 2019
- Violeta Rodríguez de Vindel; Chair 2018

Undergraduate students

- Sela Iverson; Chair 2023
- Madison Weech; Chair *2023

REFERENCES

Gillian Lord

Professor of Hispanic Linguistics
University of Florida, USA
glord@ufl.edu
(352) 273-3749

Idoia Elola

Professor of Hispanic Linguistics
Texas Tech University, USA
idoia.elola@ttu.edu
(806) 795- 1400