

# MELISSA BARALT

## CURRICULUM VITAE

Department of Modern Languages  
Florida International University  
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### EDUCATION

- 2010            **Ph.D.** in Applied Linguistics, July 2010, Georgetown University, Washington, D.C., USA. Awarded with Distinction.
- 2007            **M.S.** in Applied Linguistics, May 2007, Georgetown University, Washington, D.C., USA.
- 2003            **B.A.** in Spanish Linguistics, May 2003, University of Virginia, Charlottesville, Virginia, USA. Awarded with Distinction.

### EMPLOYMENT

- 2016-            **Associate Professor**, Florida International University, Department of Modern Languages. Affiliate Faculty in the School of Education and the Center for Children and Families, Miami, FL.
- 2010-2016        **Assistant Professor**, Florida International University, Department of Modern Languages, Miami, FL.
- 2005-2010        **Research and Teaching Graduate Assistant**, Georgetown University, Department of Spanish and Portuguese, Washington, D.C.
- 2003-2005        **ESL and 1<sup>st</sup> Grade Teacher**, Escuela Las Morochas, Ciudad Ojeda, Venezuela.

### HONORS AND AWARDS

- 2017            Winner, United States [Bridging the Word Gap Challenge](#). *Háblame Bebé: An app to help Hispanic families reduce the word gap and promote bilingualism*. Sponsored by the US Health Resources and Services Administration (HRSA) and the Maternal and Child Health Bureau (MCHB).
- 2016            **Faculty Award for Excellence in Teaching**, awarded by Florida International University.

- 2016            **Children's Wellbeing Pioneer Award**, awarded by Ashoka Changemakers and the Robert Wood Johnson Foundation for project titled *Háblame Bebé: An app to help Hispanic families reduce the word gap and promote bilingualism*.
- 2014            **Top Scholar Award for Excellence in Research**, awarded by Florida International University.

## **PUBLICATIONS**

(\* indicates graduate student co-author)

### **I. Edited Volumes**

- Leow, R., Cerezo, L., Baralt, M. (Eds.). (2015). *A psycholinguistic approach to technology and language learning*. Boston: de Gruyter Mouton.
- Baralt, M., Gilabert, R., & P. Robinson (Eds.) (2014). *Task sequencing and instructed second language learning*. London: Bloomsbury.

### **II. Articles in Refereed Journals**

- Baralt, M., & \*Morcillo Gómez, J. (2017). Task-Based Language Teaching online: A guide for teachers. *Language Learning & Technology*, 21, 28-43.
- Darcy Mahoney, A., & Baralt, M. (2016). Bilingualism and executive inhibitory control in 4- and 5-year-old preterm born children: A pilot study. *Advances in Neonatal Care*, 16, E9.
- Baralt, M., & \*López-Bravo, M. (2016). Teaching Chinese as a foreign language: A classroom study on the timing of grammar around a task. *Chinese as a Second Language Research*, 5, 27-61.
- Gurzynski-Weiss, L., & Baralt, M. (2015). Does type of modified output correspond to learner noticing of feedback? A closer look in face-to-face and computer-mediated task-based interaction. *Applied Psycholinguistics*, 36, 1393-420.
- \*Head, L., Baralt, M., & Darcy Mahoney, A. (2015). Bilingualism as a potential strategy to improve executive function in preterm infants: A review. *Journal of Pediatric Health Care*, 29, 126-36.
- Gurzynski-Weiss, L., & Baralt, M. (2014). Exploring learner perception and use of task-based interactional feedback in FTF and CMC modes. *Studies in Second Language Acquisition*, 36, 1-37.
- Cerezo, L., Baralt, M., Suh, B-R., & Leow, R. (2014). Does the medium really matter in L2 development? The validity of CALL research designs. *Computer Assisted Language Learning*, 27, 294-310.

- Baralt, M. (2013). The impact of cognitive complexity on feedback efficacy during online versus face-to-face interactive tasks. *Studies in Second Language Acquisition*, 35, 689-725.
- Baralt, M., Pennestri, S., Selvanadin, M. (2011). Using Wordles to teach foreign language writing. *Language Learning & Technology*, 15, 12-22.
- Baralt, M., & Gurzynski-Weiss, L. (2011). Comparing learners' state anxiety during task-based interaction in computer-mediated and face-to-face communication. *Language Teaching Research*, 15, 201-29.
- Baralt, M. (2009). The Use of Social Networking Sites for Language Practice and Learning. *Ilha Do Desterro, Recent Research in SLA*, 59, 1. Federal University of Santa Catarina (UFSC), Brazil.

### III. Chapters in Edited Volumes

- Baralt, M. (in press). Becoming a task-based teacher educator: A case study. In M. Bygate, V. Samuda, & K. Van den Branden (Eds.), *TBLT as a researched pedagogy*. Amsterdam: John Benjamins.
- Baralt, M., Gurzynski-Weiss, L., & Kim, Y. (2016). Engagement with the language: How examining learners' affective and social engagement explains successful learner-generated attention to form. In M. Sato & S. Ballinger (Eds.), *Peer interaction and L2 learning* (pp. 209-239). Amsterdam: John Benjamins.
- Baralt, M. (2015). Working memory capacity, cognitive complexity and L2 recasts in online language teaching. In Z. Wen, M. Borges Mota, & A. McNeill (Eds.), *Working memory in second language acquisition and processing* (pp. 248-269). Bristol: Multilingual Matters.
- Baralt, M., & Leow, R. (2015). Uptake, task complexity, and L2 development in SLA: An online perspective. In Cerezo, L., Leow, R., & Baralt, M. (Eds.), *A psycholinguistic approach to technology and language learning* (pp. 201-222). Boston: de Gruyter.
- Gurzynski-Weiss, L., Baralt, M., Al-Khalil, M., & Leow, R. (2015). The roles of type of feedback, type of linguistic item, and awareness in L2 development in computer-mediated communication. In Cerezo, L., Leow, R., & Baralt, M. (Eds.), *A psycholinguistic approach to technology and language learning* (pp. 151-170). Boston: de Gruyter.
- Baralt, M. (2014). Task sequencing and task complexity in traditional versus online classes. In M. Baralt, R. Gilabert, & P. Robinson (Eds.), *Task sequencing and instructed second language learning* (pp. 95-122). London: Bloomsbury.
- Baralt, M., Gilabert, R., & Robinson, P. (2014). An introduction to theory and research in task sequencing and instructed second language learning. In M. Baralt, R. Gilabert, & P. Robinson (Eds.), *Task sequencing and instructed second language learning* (pp. 1-34). London: Bloomsbury.

Baralt, M., \*Harmath-de Lemos, S., & \*Werfelli, S. (2014). Teachers' application of the Cognition Hypothesis when lesson planning: A case study. In M. Baralt, R. Gilabert, & P. Robinson (Eds.), *Task sequencing and instructed second language learning* (pp. 179-206). London: Bloomsbury.

Baralt, M. (2012). Coding qualitative data. In A. Mackey and S. Gass (Eds.), *Research methods in second language acquisition: A practical guide* (pp. 222-244). Malden: Wiley Blackwell.

## **PRESENTATIONS**

(\* indicates graduate student co-presenter)

### **I. Invited Plenary and Keynote presentations**

*How to design and sequence tasks in Task-Based Language Teaching*. Universidad de Córdoba, Montería, Colombia. 2017.

### **II. Refereed Paper Presentations**

*Review of language-promoting interventions for young children & families from culturally & linguistically diverse backgrounds*. Presented with L. Cycyk, J. Carta, C. Hammer, A. Larson, C. Wood, Y. Uchikoshi, & G. A. Zhe. American Speech-Language-Hearing Association. Los Angeles, California, 2017.

*“After teaching online I feel exhausted”: What eye-tracking reveals about teachers’ attentional demands during task-based language teaching online*. Presented with \*J. Morcillo Gómez. 7<sup>th</sup> International Conference on Task-Based Language Teaching. University of Barcelona, Barcelona, Spain, 2017.

*The word gap in low-income Hispanic children: Why sociolinguistics is an imperative in U.S. government early childhood education initiatives*. Spanish in the U.S. Conference, Brigham Young University, Provo, Utah, 2017.

*Synthesizing studies examining cultural and linguistic factors in language-promoting intervention*. Presented with A. Larson, J. Carta, C. Scheffner Hammer, \*G. An, L. Cycyk, Y. Uchikoshi, & C. Wood. Society for Research on Child Development Biennial Conference. Austin, TX, 2017.

*Háblame Bebé: An app to help Hispanic families reduce the Word Gap and promote bilingualism*. Florida Psycholinguistics Symposium. Florida Atlantic University, Boca Raton, Florida, 2016.

*Successful tasks for successful black learners*. 6<sup>th</sup> International Conference on Task-Based Language Teaching. University of Lueven, Lueven, Belgium, 2016.

*The timing of grammar teaching around a task in a Chinese foreign language classroom*. Presented with \*M. López-Bravo. American Association of Applied Linguistics, Toronto, Canada, 2015.

- Moving beyond LREs: Operationalizing a tridimensional construct of learners' engagement with the language.* Presented with L. Gurzynski-Weiss and Y. Kim. American Association of Applied Linguistics, Toronto, Canada, 2015.
- Levels of awareness in relation to type of recast and type of linguistic item in SCMC: A concurrent investigation.* Presented with L. Gurzynski-Weiss, M. Al-Khalil, and R. Leow. American Association of Applied Linguistics, Portland, Oregon, 2014.
- The effect of task complexity and classroom environment on learners' engagement with the language.* Presented with L. Gurzynski-Weiss and Y. Kim. American Association of Applied Linguistics, Portland, Oregon, 2014.
- We CALLED—Psycholinguistics answered.* Presented with L. Cerezo, R. Leow, and B. Suh. Computer Assisted Language Learning. Providence University, Taiwan, 2012.
- Comparing learners' state anxiety during task-based interaction in computer-mediated and face-to-face communication.* Presented with L. Gurzynski-Weiss. Georgetown University Round Table on Linguistics. Georgetown University, Washington, D.C., 2011.
- The use of Brazil's social networking site, Orkut, in the Portuguese as a foreign language classroom: Learner's interaction and perceptions.* Presented with M. Ferreira. Georgetown University Round Table on Linguistics. Georgetown University, Washington, D.C., 2011.
- Using data visualizations in foreign language writing.* Presented with M. Selvanadin. Mid-Atlantic Association for Language Learning Technology. Georgetown University, Washington, D.C., 2010.
- Reasoning and Convergence: The Effects of Task Complexity and Task Conditions on L2 Oral Production.* Third Biennial International Conference on Task-Based Language Teaching, Lancaster, England, 2009.
- Interaction in computer-mediated tasks: NNS/NNS vs. NNS/NS pairs.* American Association of Teachers of Spanish and Portuguese conference, Albuquerque, New Mexico, 2009.
- Social Functions of Language in a U.S. Bilingual Education Context.* Presented with L. Gurzynski-Weiss. American Association of Applied Linguistics, Denver, Colorado, 2009.
- Investigating Different Levels of Child Bilingualism in the U.S. Bilingual Education Context.* Presented with L. Gurzynski-Weiss. American Association of Applied Linguistics, Denver, Colorado, 2009.
- Tradition vs. Technology in Stimulated Recall: Learners' Perceptions of Feedback According to Modality.* Presented with L. Gurzynski-Weiss. Georgetown University Round Table of Linguistics, Georgetown University, Washington, D.C., 2009.
- CMC versus face-to-face interaction: A qualitative analysis using NVivo.* Second Language Research Forum, University of Hawaii, Honolulu, 2007.

*Conducting qualitative language analysis with NVivo*. British Association of Applied Linguistics, Swansea University, United Kingdom, 2008.

*Orkut do Brasil: Rede social e colaboração online para ensino de português para falantes de espanhol*. Presented with M. Ferreira. Simposio Sobre Ensino de Português para Falantes de Espanhol, Universidade Estadual de Campina, São Paulo, Brazil, 2008.

*Learner's perceptions of tasks in CMC*. American Association of Teachers of Spanish and Portuguese, San José, Costa Rica, 2008.

*An innovative record-keeping of learners' language performance: Using computer-mediated chat dialogue for assessment and learning purposes*. Technology for Second Language Learning, Iowa State University, 2007.

### **III. Presentations in Invited Colloquia /Symposiums**

*Háblame Bebé: A phone app to reduce the word gap and promote bilingualism*. Presented with N. Brito and A. Darcy Mahoney. Symposium on Using Technology to Overcome Poverty-Related Disparities in Early Language Experience Symposium, organized by the Bridging the Word Gap Research Network Group. Society for Research on Child Development Biennial Conference. Austin, TX, 2017.

*Teachers' application of the Cognition Hypothesis when lesson planning: A case study*. Symposium on Psycholinguistic Rationales for task sequencing in instructional design, organized by M. Baralt, R. Gilabert, and P. Robinson. International Association of Applied Linguistics, Brisbane, Australia, 2014.

*Measuring student cognitive processing during task-based interaction*. Symposium on the Cognitive Aspects of Task-Based Language Teaching. 4<sup>th</sup> Biennial Task-Based Language Teaching Conference. University of Alberta, Canada, 2013.

*Investigating task-based cognitive processes with retrospective judgments of time-on-task*. Symposium on Methodological Advances in Task-Based Language Teaching Research: Measuring Task-Generated Cognitive Demands and Processes. American Association of Applied Linguistics, Dallas, Texas, 2013.

*The role of CMC in Task Complexity and Task Sequencing*. Symposium on Task Complexity and Task Sequencing, organized by P. Robinson. 3rd Biennial Task-Based Language Teaching Conference. University of Auckland, Auckland, New Zealand, 2011.

*Quantitative and qualitative methods to measure learners' perceptions of tasks*. Research Network Symposium on Task Complexity, organized by F. Kuiken and I Vedder. International Association of Applied Linguistics. Beijing Foreign Studies University, Beijing, China, 2011.

#### **IV. Colloquium/Symposium/Panel Organizations**

*The diminished presence of black learners studying Spanish in the U.S.: Reasons and solutions.* Symposium co-organizer with \*J. Godoy, \*D. Gómez, and \*J. Morcillo. Latin American Studies Association, New York, 2016.

*Psycholinguistic rationales for task sequencing in instructional design.* Symposium co-organizer with P. Robinson and R. Gilabert. International Association of Applied Linguistics, Brisbane, Australia, 2014.

*Input manipulation and the L2 acquisition process: An internal perspective.* Panel co-organizer with R. Leow. American Association of Teachers of Spanish and Portuguese, San José, Costa Rica, 2008.

#### **V. Invited Local Talks / Brownbag Series**

*'I took four years of Spanish in high school but don't speak a word of it': Why the United States is behind in language teaching and learning.* K-12 teacher training conference, Miami-Dade County Public Schools, 2014.

*Task-based language teaching: Current trends and future directions.* Plenary speaker for 6<sup>th</sup> Annual K-12 Language for Business Conference. Florida International University, Miami, 2014.

*Learner perception and use of task-based interactional feedback in face-to-face and computer-mediated communication.* Linguistics Colloquium: Brown Bag lectures. Presented with L. Gurzynski-Weiss. Indiana University, 2013.

*How to teach Portuguese with task-based methodology.* Plenary speaker for American Organization of Teachers of Portuguese (AOTP) Conference. Broward County, Florida, 2012.

*Teaching a second language for business using a task-based approach.* Plenary speaker for 5<sup>th</sup> Annual K-12 Language for Business Conference Technology. Center for International Business Education & Research (CIBER). Florida International University, 2012.

*Task complexity, the Cognition Hypothesis, and interaction in CMC and FTF environments.* Linguistics Colloquium: Brown Bag Series. Florida International University, 2010.

#### **VI. Invited Ph.D. Course Lectures**

*Task based language teaching online: A guide for teachers.* Invited lecture for the Technology mediated Task based Language Teaching graduate course at Arizona State University, 2017.

*Task complexity and task sequencing.* Invited lecture for the Task-Based Language Teaching graduate course at Indiana University, 2014.

*How to design and sequence tasks communicative language tasks in your foreign language classroom.* Invited lecture for Foreign Language Teaching Methodology graduate course at Indiana University, 2012.

*Instructional sequencing and tasks: How to design tasks of increasing cognitive complexity.* Invited lecture for Foreign Language Teaching Methodology graduate course at Indiana University, 2011.

*Using NVivo for Qualitative Research in SLA.* Invited lecture for graduate-level linguistics course on research methods in SLA. Georgetown University Department of Linguistics, 2010, 2009.

*Communicative Language Teaching in Practice.* Invited lecture for graduate and undergraduate course on ESL Materials Development. Presented with L. Gurzynski-Weiss. Georgetown University Department of Linguistics, 2008.

## **VII. Invited Teacher-Training Workshops at National and International Conferences**

*Task-Based Language Teaching methodology in the EFL classroom.* Universidad de Córdoba, Montería, Colombia. 2017.

*How to do Task-Based Language Teaching for Heritage Language Learners.* 4<sup>th</sup> National Symposium on Spanish as a Heritage Language. University of California Irvine, Irvine, USA, 2017.

## **VIII. Workshops for Teachers**

*How and when to teach grammar in Task-Based Language Teaching.* 7<sup>th</sup> International Conference on Task-Based Language Teaching. University of Barcelona, Barcelona, Spain, 2017.

*Task-Based Language Teaching: Successful tasks for successful minority language learners.* Florida Memorial University (an HBCU). Miami, 2017.

*Task-Based Language Teaching: Where does grammar go?* Second Annual Conference on Perspectives on Teaching Portuguese at Mainstream Schools for K-18 Portuguese teachers and specialists. Florida International University, Miami, 2017.

*Doing Task-Based Language Teaching Online (Part II).* Broward College. Davie, FL, 2016.

*Task-Based Language Teaching: A review of fundamentals and practicum (Part I).* Broward College. Davie, FL, 2016.

*How to focus on meaning in the pre-task phase.* 6<sup>th</sup> International Conference on Task-Based Language Teaching. University of Lueven, Lueven, Belgium, 2016.

*How to do Task-Based Language Teaching: A professional development workshop for language teachers.* Broward College. Davie, FL, 2015.



*Task-Based Language Teaching: A refresher workshop.* Presented with \*J. Godoy, \*D. Gómez, and \*J. Morcillo. Florida International University, Miami, 2015.

*Black students' experience in the Spanish foreign language classroom: A conversational workshop for teachers.* Presented with \*J. Godoy, \*D. Gómez, and \*J. Morcillo. Florida International University, Miami, 2015.

*Teaching business with a task-based methodology.* Workshop for teachers of Portuguese. 6<sup>th</sup> Annual K-12 Language for Business Conference. Florida International University, Miami, 2014.

*Teaching Italian with a task-based methodology.* Plenary speaker for the Workshop per gli Insegnanti di Lingua Italiana K-12. (Workshop for the Teaching of the Italian Language, K-12). Florida International University, Miami, 2012.

*Why and how to engage language learners in conversational interaction in the classroom.* K-12 teacher training workshop, Palm Beach County 7<sup>th</sup> Annual Language and Culture Conference. West Palm Beach County, Florida, 2011.

*Implementación del método comunicativo—cuando el enfoque es una estructura gramatical.* (The implementation of the communicative method—when the focus is a grammatical structure). Teaching Spanish as a foreign language training workshop, Florida International University, Miami, 2011.

*How to create communicative tasks for the Spanish business classroom.* Workshop given at the K-12 Language for Business Conference Technologies and Tools for a New Language for Business Course. Miami, Florida, 2011.

*Métodos comunicativos para la enseñanza de español como lengua extranjera (ELE)* (Communicative methods for the teaching of Spanish as a foreign language (SFL). Teaching Spanish as a foreign language training workshop, Florida International University, Miami, 2010.

*Technology in the FL classroom: Using Google Earth to learn about Che's Latin American Journey.* Presented with L. Gurzynski-Weiss & S. Pennestri. Workshop given at the American Association of Teachers of Spanish and Portuguese conference, Albuquerque, New Mexico, 2009.

## **IX. Workshops for Parents**

2011 *The cognitive benefits of bilingualism: Why and how to encourage your children to keep up their Portuguese.* Workshop given to parents at the Brazilian Culture Center and Language School. Boca Raton, Florida.

## GRANTS

- 2017 Florida International University Internal Cross Collaboration Grant. With D. Bagner, Psychology. **\$2,000. A cross-discipline approach to the design of culturally-relevant parent training for children with language delay and behavior problems**
- 2017 American Speech-Language-Hearing Association. With A. Larson and C. Scheffner Hammer. Grant to support language development in culturally and linguistically diverse children. **\$14,900. Háblame Bebé (Talk to Me Baby): Reducing the Word Gap and promoting bilingualism in low-income Hispanic children.**
- 2017 Florida International University Technology Enhancement Grant. Grant to purchase two eye-trackers for FIU's Modern Languages Department. **\$47,280. FIU at the forefront of eye-tracking technology.**
- 2017 Health Resources and Services Administration "Bridging the Word Gap Challenge." Technology-driven innovation to tackle the word gap among children from low-income families. 2016. **\$75,000. Háblame Bebé: An app to reduce the word gap and promote bilingualism amongst Hispanic families. (Challenge Winner).**
- 2016 Health Resources and Services Administration "Bridging the Word Gap Challenge." Technology-driven innovation to tackle the word gap among children from low-income families. 2016. **\$25,000. Háblame Bebé: An app to reduce the word gap and promote bilingualism amongst Hispanic families. (PHASE 2 Winner and Funding).**
- 2016 Health Resources and Services Administration "Bridging the Word Gap Challenge." Technology-driven innovation to tackle the word gap among children from low-income families. 2016. **\$10,000. Háblame Bebé: An app to reduce the word gap and promote bilingualism amongst Hispanic families. (PHASE 1 Winner and Funding).**
- 2015 Development of an MI-BRIDGE online toolkit for teachers (MI-BRIDGE: minority institutions building resources to ignite development and growth in education). Designated language teaching methodologist funds under LACC Title VI grant with Dr. Frank Mora. 2015-2017. **\$9,000. How to increase black enrollment in foreign language classes.**
- 2015 Development of MI-BRIDGE Post-Secondary Faculty Training Workshops. Designated language teaching methodologist funds under LACC Title VI grant with Dr. Frank Mora. 2015-2017. **\$9,000. Language teacher training in minority-service institutions.**
- 2014 *Language Learning* Small Research Grant. With Dr. Ashley Darcy-Mahoney, Baptist Children's Hospital. **\$10,000. The benefits of bilingualism for children born premature.**
- 2014 Kranys Children's Innovation Fund Grant. With Dr. Ashley Darcy-Mahoney, Baptist Children's Hospital. **\$100,000. Bilingualism and the relationship to cognitive and executive development in preterm infants.**

2015, Broad Fellowship, Florida International University, **\$1000**.  
2012

## **PROFESSIONAL SERVICE**

### **Reviewer for Federal Funding Agencies**

National Science Foundation

### **Reviewer for Journals**

*Journal of Second Language Writing*  
*Language, Culture, & Curriculum*  
*Language Awareness*  
*Language Learning*  
*Language Learning & Technology*  
*Language Teaching Research*  
*Studies in Second Language Acquisition*  
*System*  
*Teacher and Teacher Education*  
*The Modern Language Journal*  
*The Language Learning Journal*

### **Reviewer for Publishers**

Georgetown University Press (2015, 2016)  
John Benjamins (2014)  
Pearson (2013)  
Routledge (2014, 2015)  
Wiley-Blackwell (2012)

### **Reviewer for Conferences**

American Association of Applied Linguistics Conference (2014)  
Second Language Research Forum (2015)  
International Task-Based Language Teaching Conference (2016)

## **STUDENT ADVISING AND MENTORING**

### **Dissertation Chair**

1. Majeed Noroozi: *Assessment in Task-Based Language Teaching* (present). Florida International University, Education.
2. Miyuki Nakatsugawa: *Task complexity sequencing and the development of academic language proficiency*. Temple University Japan, Education.
3. Marilyn Zeledón: *The linguistic market of codeswitching in Latino literature*. Completed Spring 2015. Florida International University, Modern Languages.

### **Dissertation Committee Member**

1. Juan Carlos Morales: *Defying the statistics: Latinx students' journeys from ESL to the honors college at the community college* (present). University of Miami, Education.
2. Yeonjoo Jung: *Interactive alignment in online versus face-to-face language learning* (present). Georgia State University.
3. Yinhong Duan: *Chinese learners' use of community-learning tasks for the learning of L2 writing* (present). Florida International University, Education.
2. Celia Chomón Zamora: *The secret is in the processing: A study of levels of explicit computerized feedback in heritage and L2 learners of Spanish* (present). Georgetown University, Spanish and Portuguese.

### **Master's Thesis Chair**

1. Kay-Ann Linton: *Learning logographic Chinese orthography through extensive reading* (present). Florida International University, Linguistics.

### **Master's Thesis Committee Member**

1. Daniel Garzon. *Exploring Miamians' Perceptions of Linguistic Variation in Miami-Dade County and the state of Florida*. (Present). Florida International University, Linguistics.
2. Kaitlynn Gutierrez: *Semantic and syntactic features in WH-questions in heritage speaker Spanish* (present). Florida International University, Linguistics.
3. Gina Ailanjian: *Linguistic landscape of two Hispanic-serving Institutions* (Present). Florida International University, Linguistics.
4. Christopher Diaz: *Lexical Leveling Among Varieties of Spanish in Miami*. (Present). Florida International University, Linguistics.
5. Salvatore Callesano: *Perceiving Spanish in Miami: The interaction of dialect and social information*. Spring, 2015. Florida International University, Linguistics.
6. Lydda López: *Vowels in the 305: A first pass at Miami Latino English*. Spring, 2015. Florida International University, Linguistics.
7. Kristen Mullen: *A cross-generational analysis of Spanish-to-English lexico-semantic phenomena in emerging Miami English*. Spring, 2015. Florida International University, Linguistics.
8. Samia Mercedes: *When a bilingual processes meaning in semantic categorization in Spanish-English bilinguals*. Spring, 2016. Florida International University, Linguistics.
9. Erica Verde: *How Miami's English-Spanish bilinguals encode deictic motion events*. Spring, 2014. Florida International University, Linguistics.
10. Joanne Sampaio: *American perceptions of British regional dialects*. Spring, 2013. Florida International University, Linguistics.
11. Simone Harmath-de Lemos: *"Mãe, quem que a gente vai no cinema com?": Preposition Stranding in Brazilian Portuguese heritage speakers*. Spring, 2012. Florida International University, Linguistics.

### **Undergraduate Honor's Thesis Committee Member**

1. Julio Martin: *Variations in witness memory reports as a function of language proficiency*. Spring, 2016. Florida International University, Psychology.

## **Undergraduate Mentor to McNair Scholar in Biomedical Engineering**

1. Valentina Dargam: *Exploring differences in the neural recruitment of executive function in bilinguals, heritage learners, and monolinguals with functional near-infrared spectroscopy (fNIRS)*. (Present). Florida International University, Biomedical Engineering and Linguistics.

## **TEACHING**

### **Graduate**

- *Foreign Language Teaching Methodology*
- *Teaching Practicum*
- *Task-Based Language Teaching*
- *La Estructura del Español (The Structure of Spanish)*
- *La Adquisición del Español Como Lengua Extranjera (The acquisition of Spanish as a Foreign Language)*
- *Research internship in Biomedical Engineering (with functional near-infrared spectroscopy)*

### **Undergraduate**

- *Introducción a La Lingüística Hispánica (Introduction to Hispanic Linguistics)*
- *Aplicando la Lingüística en Miami (Applying Linguistics in Miami)*
- *Spanish Language Teaching Internship* (with Miami-Dade Public Library Systems)
- *Review of Spanish Grammar and Writing*
- *Research internship in Biomedical Engineering (with functional near-infrared spectroscopy)*

## **INSTITUTIONAL SERVICE**

### **Service to the Department of Modern Languages**

- Member of the Spanish Undergraduate Curriculum Committee (present)
- Member of the Spanish Heritage Placement Exam Committee (present)
- Member of Committee for the development of Spanish Language Program at Qingdao University, Qingdao, China (present)
- Give professional development training workshop twice a year for all TAs, instructors and adjuncts in the Department (present)
- Member of Committee for Spanish Curriculum for FIU's Medical School (2016)
- Member of Search Committee for Assistant Professor in Spanish Applied Linguistics (spring 2016)
- Member of Committee for the development of new Master's Degree (2010-2013)

### **Service to the University**

- Faculty mentor to new Assistant Professor, FIU Mentor Program (present)
- Represent FIU and Center for Children and Families at Miami Family Expo (Fall, 2016)
- Member of Committee for Instructor Teaching Awards Selection (Fall, 2014)

## **LANGUAGES**

- English – native language
- Spanish – near native language ability
- Portuguese – four semesters at Georgetown University
- Italian – one semester at the University of Virginia
- Hawaiian Creole English – one semester at the University of Hawai'i

## **MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS**

- IATBLT: International Association of Task-Based Language Teaching
- AAAL: American Association of Applied Linguistics
- AILA: International Association of Applied Linguistics
- SRCD: Society for Research in Child Development
- AATSP: American Association of Teachers of Spanish and Portuguese
- MLA: Modern Language Association