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EDUCATION

- 2016 **Ph.D. in Bilingualism and Second Language Acquisition**
Rutgers, the State University of New Jersey, New Brunswick, NJ.
- 2012 **MA in Hispanic Linguistics and Literatures**
University of Massachusetts, Amherst, MA.
- 2009 **BA in Spanish Philology**
University of Barcelona, Barcelona, Spain.

AREAS OF SPECIALIZATION

- Language acquisition and linguistic development in heritage speakers
- Spanish SLA and bilingual education
- Language attrition, variation and contact

FACULTY/TEACHING APPOINTMENTS

- 2023-present **Associate Professor of Spanish**
Rutgers, the State University of New Jersey, Camden, NJ.
Department of World Languages and Cultures.
- 2016-2023 **Assistant Professor of Spanish**
Rutgers, the State University of New Jersey, Camden, NJ.
Department of World Languages and Cultures.
- Fall 2015 **Visiting Assistant Professor of Spanish**
Rutgers, the State University of New Jersey, Camden, NJ.
Department of World Languages and Cultures.
- 2012-2016 **Teaching Assistant**
Rutgers, the State University of New Jersey, New Brunswick, NJ.
Department of Spanish and Portuguese.
- 2010-2012 **Teaching Associate**
University of Massachusetts, Amherst, MA.
Department of Spanish and Portuguese.
- 2009-2010 **Spanish Language Assistant**
Amherst College, Amherst, MA.

Titles held within appointments:

- Fall 2021- July 2022 **Graduate Program Director**
Master of Arts in Teaching Spanish
Rutgers, the State University of New Jersey, Camden, NJ.

Fall 2019-present

Graduate Faculty Member

Rutgers, the State University of New Jersey, New Brunswick, NJ.
Department of Spanish and Portuguese.

PUBLICATIONS***Peer-reviewed articles:***

1. **Perez-Cortes, S.** (2023a). Obviating the mood, but mostly under control: Spanish heritage speakers' acquisition of the binding constraints of desiderative complements. *Language Acquisition*. Online first, <https://doi.org/10.1080/10489223.2023.2231993>
2. **Perez-Cortes, S.** (2023b). Re-examining the role of type of mood selection in Spanish HSs' subjunctive production. *Linguistic Approaches to Bilingualism*, 13(2), 238–266. <https://doi.org/10.1075/lab.20111.per>
3. Choi, Y, Uthirasamy, N., Córdoba, D., Morrow, L. **Perez-Cortes, S.**, Ramachandran, U., Pai, S., Lima, D., Shelton, P. & Jimenez, M. (2023). Feasibility and Acceptability of a Cross-Sector Health-Education Online Family Literacy Program in an Under-Resourced Community during the COVID-19 Pandemic. *Journal of Developmental & Behavioral Pediatrics*, 44(2), 104–110. <https://doi.org/10.1097/dbp.0000000000001155>
4. **Perez-Cortes, S.**, Giancaspro, D. (2022). (In)frequently asked questions: On types of frequency and their role in heritage language variability. *Frontiers in Psychology* (Special issue “The next phase in HL studies: Methodological considerations and advancements”), 13, 1–15. <https://doi.org/10.3389/fpsyg.2022.1002978>
5. Giancaspro, D., **Perez-Cortes, S.**, Higdon, J. (2022). (Ir)regular mood swings: Lexical variability in heritage speakers' oral production of subjunctive morphology. *Language Learning* 72(2), 456–496. <https://doi.org/10.1111/lang.12489>
6. **Perez-Cortes, S.** (2022a). Lexical frequency and morphological regularity as sources of heritage speaker variability in the acquisition of mood. *Second Language Research* 38(1) 149–171. <https://doi.org/10.1177/0267658320918620>
7. **Perez-Cortes, S.** (2022b). On complexity and divergence in heritage language grammars: The case of double mood selection in reported speech contexts. *Studies in Second Language Acquisition* 44(3), 818-842. <https://doi.org/10.1017/S0272263121000589>
8. **Perez-Cortes, S.**, Putnam, M. & Sánchez, L. (2019). Differential Access: Asymmetries in accessing features and representations in Heritage Languages in production and comprehension. *Languages*, 4(4), 1–27. <https://doi.org/10.3390/languages4040081>
9. Syrett, K., Lingwall, A., **Perez-Cortes, S.**, Austin, J. & Sánchez, L. (2017). Differences between Spanish monolingual and Spanish-English bilingual children in their calculation of entailment-based scalar implicatures, *Glossa: a journal of general linguistics*, 2(1), 1–19. <https://doi.org/10.1075/lab.14019.syr>
10. Syrett, K., Austin, J., Sánchez, L., Germak, C., Lingwall, A., **Perez-Cortes, S.**, Arias-Amaya, A., & Baker, H. (2017). The influence of conversational context and the developing lexicon on the calculation of scalar implicatures: Insights from Spanish-English bilingual children, *Linguistic Approaches to Bilingualism*, 6(6), 1–35. <http://doi.org/10.5334/gjgl.76>
11. **Perez-Cortes, S.** (2012). The Interpretation of Present Progressive aspectual features by L2 Spanish Learners and Heritage Language Speakers, *Arizona Working Papers in SLA Teaching*, 19, 36–55.

Peer-reviewed chapters:

12. Austin J., Sánchez, L., **Perez-Cortes, S.** & Giancaspro, D. (2021). The development of person and number agreement in child heritage speakers of Spanish learning English as a second language. In Martohardjono, G. and S. Flynn (Eds.) *Language in Development: A cross-linguistic perspective* (103–129). MIT Press. <https://doi.org/10.7551/mitpress/11865.003.0009>
13. Putnam, M., **Perez-Cortes, S.** & Sánchez, L. (2019). Feature Reassembly Hypothesis in Language Attrition Contexts. In Schmid, M., & Kopke, B. (Eds.), *Oxford Handbook of Language Attrition* (pp. 18–24). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198793595.013.3>
14. Austin, J., Sánchez, L., **Perez-Cortes, S.** (2017). Null subjects in the early acquisition of English by child heritage speakers of Spanish. In Perpiñán, S., Heap, D., Moreno-Villamar, I. & Soto-Corominas, A. (Eds.) *Romance Languages and Linguistic Theory 11. Selected papers from the 44th Linguistic Symposium on Romance Languages (LSRL), London, Ontario* (pp. 209–227). John Benjamins Publishing. <https://doi.org/10.1075/rllt.11.10aus>

Peer-reviewed proceedings:

15. **Perez Cortes, S.** (2011). The Acquisition of idiomatic expressions through a Cognitive Linguistics-based instruction: a pilot study, *Actas del IX Congreso Internacional de Lingüística General*, Universidad de Valladolid, 21-23 Junio, 2010.

Manuscripts under review:

1. García P.N., **Perez-Cortes, S.** & Rossborough, A. (under review). Conscious Conceptual Manipulation in the heritage language classroom: Fostering aspectual development and agentive control through mediated verbalizations. Submitted to the *Modern Language Journal*. [47 pages]
2. Lakata, L., Morrow, L., **Perez-Cortes, S.**, Ramachandran, U., Pai, S., Lima, D., Bator, A., Crabtree, B., Pellerano, M., Strickland, P., Uthirasamy, N., Guerrero, K., Mendoza, C. & Jimenez, M. (under review). Ready and Healthy for Kindergarten: A Bilingual Family Literacy and Health Readiness Program for Students Entering Kindergarten. Submitted to the *Reading Teacher journal*. [13 pages]
3. Guerrero, K., Lakata, L., Lima, D., Mendoza, C., Uthirasamy, N., Morrow, L.M., **Perez-Cortes, S.**, Pellerano, M., Strickland, P., Crabtree, B. and Jiménez, M. (under review). Refinement and pilot testing of a family literacy and wellness program for Latino dual language learners. Submitted to *Journal of Health Care for the Poor and Underserved*. [14 pages]

Works in progress:

1. Minetti, A., **Perez-Cortes, S.**, Colon, P., Guerrero, K., Malke, K., Strickland, P. Mendelsohn, A. & Jimenez, M. (in progress). Mimicking Conversational Turn-Taking and Promoting Interactivity During Shared Reading. To be submitted to *Early Childhood Research Quarterly*. [29 pages]
2. **Perez-Cortes, S.** (in progress). From Reggaetón to Flamenco: teaching Spanish dialectal variation through music. [Expected completion 5/24].
3. **Perez-Cortes, S.** Giancaspro, D. & Higdon, J. (in progress). Asymmetric effects of regularity in HL grammars. [Currently writing up analyses, expected completion 6/24].

4. **Perez-Cortes, S.** (in progress). Early uses of subjunctive in child heritage speakers of Spanish: details from a cross-sectional and longitudinal perspective. [Expected completion 8/24].
5. Giancaspro, D., & **Perez-Cortes, S.** (in progress). What Lies Within: Focusing on Intra-speaker Variability in Heritage Spanish. [data analysis stage, expected completion 7/24].
6. **Perez-Cortes, S.** (in progress). The dual development of present tense in child bilinguals in DL and English-only Kindergartens: evidence from Spanish and English production. [Expected completion 9/24].

REFEREED CONFERENCES and POSTERS

1. **Perez-Cortes, S.** (2024). “Su español es incorrecto”: Challenging Spanish teachers’ and students’ linguistic beliefs through CLA in a dialectology course”. 8th National Symposium of Spanish as a Heritage Language (NSSHL), *Texas A&M University-San Antonio*, TX, February 22-24th, 2024.
2. **Perez-Cortes, S.** (2021). The forms that bind us: an exploration of subject obviation and control in Spanish Heritage Speakers. Hispanic Linguistics Symposium (HLS), *Wake Forest University, Winston-Salem, NC*, October 7-9th, 2021.
3. **Perez-Cortes, S.** (2021). Obviating the mood, but very much under control: an analysis of Spanish HSs’ knowledge of binding constraints. 8th National Symposium of Spanish as a Heritage Language (NSSHL), *The Graduate Center-CUNY*, NY, May 13-15th, 2021.
4. Shelton, P., Morrow, L., Lima, D., **Perez-Cortes, S.**, Maskey, A., Pai, S., Ramachandran, U. & Jimenez, M. (2020). Literacy Educators and Pediatricians Working Together: Developing a Bilingual Family Literacy Program in Primary Care. 70th Literacy Research Association (LRA) Annual Conference, Virtual, December 2-5, 2020.
5. Giancaspro, D., & **Perez-Cortes, S.** (2020). Heritage Speakers' Subjunctive Mood Variability is Shaped by Verb Frequency and Regularity. 9th Generative Approaches to Language Acquisition North America (GALANA), *University of Iceland, Reykjavik*, August 21-23rd, 2020. [cancelled due to 2021 due to COVID-19]
6. Giancaspro, D., **Perez-Cortes, S.** & Higdon, J. (2020). Mood Swings: Effects of Verb Regularity and Frequency on Heritage Speakers’ Knowledge of Subjunctive Morphology in Spanish. 12th National Heritage Language Research Institute, *Penn State University*, June 8-11th, 2020.
7. **Perez-Cortes, S.** (2020). The effects of propositional modality in the acquisition of subjunctive mood by child heritage bilinguals. Heritage Languages Around the World (HLAW), *University of Minho, Lisbon, Portugal*, May 20-22nd, 2020. [cancelled to 2021 due to COVID-19]
8. **Perez-Cortes, S.** (2020). Mood selection in the semi-spontaneous production of child and adult HS of Spanish. 8th National Symposium of Spanish as a Heritage Language (NSSHL), *University of New Mexico, Albuquerque*, February 26-28th, 2020.
9. Giancaspro, D., **Perez-Cortes, S.** & Higdon, J. (2020). Frequency and Regularity Effects on Heritage Speakers’ Knowledge of Mood in Spanish. 8th National Symposium of Spanish as a Heritage Language (NSSHL), *University of New Mexico, Albuquerque*, February 26-28th, 2020.

10. **Perez-Cortes, S.** (2019). Explaining variability in Spanish heritage speakers: the role of lexical frequency and morphological regularity. Hispanic Linguistics Symposium (HLS), *University of Texas, El Paso*, October 24-26th, 2019.
11. **Perez-Cortes, S.** (2019). Mapping out the development of subjunctive mood in child heritage bilinguals. 12th International Symposium on Bilingualism (ISB12), *University of Alberta*, June 23-28, 2019.
12. **Perez-Cortes, S.** (2018). The role of propositional modality, age and proficiency in the acquisition of subjunctive by child HS of Spanish. Hispanic Linguistics Symposium (HLS), *University of Texas, Austin*, October 25-27th, 2018.
13. **Perez-Cortes, S & Rogers, M.** (2018). The development of English and Spanish morphology in child heritage bilinguals. Hispanic Linguistics Symposium (HLS), *University of Texas, Austin*, October 25-27th, 2018.
14. Rogers, M. & **Perez-Cortes, S.** (2018). Analyzing Early Morphological Development in Child Heritage Speakers of Spanish, 5th Annual Symposium of Spanish as a Heritage Language, *University of Iowa*, April 5th- 7th, 2018.
15. **Perez-Cortes, S. & Rogers, M.** (2018). Exploring bilingual morphological development in child heritage speakers of Spanish, Third International Conference on Heritage/Community Languages, *University of California, Los Angeles*, February 16th-17th, 2018.
16. **Perez-Cortes, S.** (2017). Back to basics: Mapping the acquisition of mood selection in child heritage bilinguals, Hispanic Linguistics Symposium (HLS), *Texas-Tech University*, October 26-28th, 2017.
17. García, P. N. & **Perez-Cortes, S.** (2017). Developing Grammatical Categories of Meaning Through Verbalizations in the Spanish HL Classroom, Hispanic Linguistics Symposium (HLS), *Texas-Tech University*, October 26-28th, 2017.
18. García, P. N. & **Perez-Cortes, S.** (2017). Heritage Language Learners and the internalization of grammatical categories in the language classroom, 4th Annual Symposium of Spanish as a Heritage Language, *UC-Irvine*, February 16th- 18th, 2017.
19. Austin, J., Syrett, K., Sanchez, L., Lingwall, A. & **Perez-Cortes, S.** (2016). Morphological Development and the Acquisition of Quantifiers in Child L2 Spanish. 41st Boston University Conference on Language Development (BUCLD41), November 4th-6th, 2016.
20. Austin, J., Sánchez, L., **Perez-Cortes, S** & Giancaspro, D. (2016). Morphological attrition and development in the languages of child heritage speakers of Spanish learning English as a second language. Hispanic Linguistics Symposium (HLS), *Georgetown University*, October 7-9th, 2016.
21. **Perez-Cortes, S.** (2016). Modeling subjunctive production in Spanish-English bilinguals: the role of proficiency, age and frequency of language use. Hispanic Linguistics Symposium (HLS), *Georgetown University*, October 7-9th, 2016.
22. **Perez-Cortes, S.** (2016). Charting the development of subjunctive production in Spanish Heritage Speakers and Second Language Learners. Second Language Research Forum (SLRF), *Columbia University*, September 22nd-25th, 2016.

23. **Perez-Cortes, S.** (2016). The effects of activation, proficiency and age in subjunctive selection: The case of Spanish Heritage Speakers and L2 learners, 2016 American Association for Applied Linguistics Conference in *Orlando, Florida*, April 9-12th, 2016.
24. Austin, J., Sanchez, L., Syrett, K., Lingwall, A. & **Perez-Cortes, S.** (2015). Quantity implicatures in English monolingual and Spanish-English bilingual children, *40th Boston University Conference on Language Development (BUCLD40)*, November 13th-15th, 2015.
25. García, P. N. & **Perez-Cortes, S.** (2015). A conceptual approach to fostering critical language awareness in the heritage language, XXII Sociocultural Theory & Second Language Learning Research Working Group Meeting, October 1st-October 3rd, 2015.
26. **Perez-Cortes, S.** (2015). Obligatory and variable mood selection in Heritage Speaker and L2 learners: the case of directives and verbs of communication, Hispanic Linguistics Symposium (HLS), *University of Illinois at Urbana-Champaign*, September 24-27, 2015.
27. García, P. N. & **Perez-Cortes, S.** (2015). Verbalizing as a tool to promote conceptual development in heritage learners, 10th International Symposium on Bilingualism (ISB10), *Rutgers University*, May 20-24, 2015.
28. **Perez-Cortes, S.** (2014). Mood alternations in non-obligatory contexts: Spanish heritage speakers' interpretation and use, Hispanic Linguistics Symposium (HLS), *Purdue University*, November 13-16, 2014.
29. **Perez-Cortes, S.** (2014). The effects of age, proficiency and syntactic flexibility in Heritage Speakers' Spanish and English performance, Second Language Research Forum (SLRF), *University of South Carolina*, October 23-25, 2014.
30. **Perez-Cortes, S.** (2014). Heritage speakers' interpretation and production of Spanish polarity subjunctive, UIC Bilingualism Forum (BilForum), *University of Chicago-Illinois*, October 2-3, 2014.
31. Austin, J., Sánchez, L., **Perez-Cortes, S.** (2014). Null subjects in the early acquisition of English by Spanish Heritage bilingual children, 44th Linguistic Symposium on Romance Languages (LSRL), *University of West Ontario*, May 2-4, 2014.
32. Syrett, K., Lingwall, A., **Perez-Cortes, S.**, Baker, H., Germak, C., Sanchez, L. & Austin, J. (2013). Investigations into the calculation of scalar implicatures by Spanish-English bilingual preschoolers, Hispanic Linguistics Symposium (HLS), *University of Ottawa*, Ottawa, October 17-20, 2013.
33. Syrett, K., **Perez-Cortes, S.**, Lingwall, A., Austin, J., Sanchez, L., Baker, H., Germak, C., Arias-Amaya, A. (2013). How Spanish-English bilingual children approach entailment-based scalar implicatures, Workshop on the acquisition of quantification, *University of Massachusetts- Amherst*, Amherst, MA, October 5-6, 2013.
34. **Perez-Cortes, S.** (2012). La alternancia modal en las oraciones condicionales potenciales en el español de Nueva Inglaterra, II ALFALito, Cuestiones lingüísticas en relación con la diáspora latinoamericana, *CUNY, Graduate Center*, New York, September 28th, 2012.
35. **Perez-Cortes, S.** (2010). The acquisition of idiomatic expressions through a Cognitive linguistics-based instruction: a pilot study, IX Congreso Internacional de *Lingüística General*, Universidad de Valladolid, 21-23 June, 2010.

INVITED PRESENTATIONS

Lectures

1. **Perez-Cortes, S.** (2024). Close and personal: the importance of examining intra-speaker variability and production data in heritage language research. As part of the UIC Talks in Linguistics (TiL) at the *University of Illinois, Chicago*, Department of Linguistics, Chicago, IL [4/12/24].
2. **Perez-Cortes, S.** (2023). Comprehension/production asymmetries in heritage speakers of Spanish. *Davidson College*, Department of Hispanic Studies, Davidson, NC [3/1/23].
3. **Perez-Cortes, S.** (2022). Unresolved issues and pesky challenges: exploring intra-speaker variability in heritage language grammars. *UiT, The Arctic University of Norway*. Tromso, Norway [10/26/22].
4. **Perez-Cortes, S.** (2018). Educación bilingüe y política lingüística en los EEUU: estatus actual y retos para el futuro. *University of Navarra*. Navarra, Spain [6/21/18]
5. **Perez-Cortes, S.** (2018). Multilingualism in the US: the case of bilingual education in NJ and PA. Department of Spanish. *Haverford College*. Haverford, PA [4/3/18]
6. **Perez-Cortes, S.** (2017). Analyzing the linguistic development of Spanish-English bilinguals in the Camden community, *St. Anthony of Padua school*, Camden, NJ. [11/10/17]
7. **Perez-Cortes, S.** (2016). Bilingualism in NJ: Linguistic, educational and social perspectives, Department of Spanish, *Drew University*, Madison, NJ. [4/14/16]
8. Lingwall, A. & **Perez-Cortes, S.** (2014). How Spanish-English bilingual children approach entailment-based scalar implicatures, Department of Spanish and Portuguese Brown Bag Lunch series, *Rutgers University*, New Brunswick. [3/24/14]

Workshops

9. **Perez-Cortes, S.** (2024). Desarrollo lingüístico en bilingües en los EEUU: qué esperar y cómo ayudar a nuestros hij@s. Presentation for the Egg Harbor High school parent/teacher night, Egg Harbor, NJ [3/21/24].
10. **Perez-Cortes, S.** (2019). Beyond the language classroom: Engaging heritage language learners from Pre-K to college. Workshops on heritage language acquisition and education organized by the department of Spanish and Portuguese, *Rutgers University*, New Brunswick. [3/1/19]
11. Darriba, P., Kinsella, B., Mathison, L., Marull, C., Lingwall, A., **Perez-Cortes, S.** (2015). The Benefits of Bilingualism: a workshop for parents/guardians and children, Highland Park Public Schools, Highland Park, NJ. [5/5/15]
12. Darriba, P., Kinsella, B., Mathison, L., Marull, C., Lingwall, A., **Perez-Cortes, S.** (2014). Growing up with two languages: a workshop on understanding and promoting bilingual literacy, Rutgers Graduate and Family Residence Life, Piscataway, NJ. [4/14/14]
13. García, P. N. & **Perez-Cortes, S.** (2013). Early dual language immersion: tools for helping our children succeed, preschool teacher's PDI session, Camden, NJ. [10/11/13]

Seminars

1. **Perez-Cortes, S.** (2024). Q & A about my article on "Form irregularity and frequency in the use of subjunctive by heritage speakers of Spanish". Lecture for Dr. Adrian Rodríguez-Riccelli's Romance Linguistics MA/PhD seminar, Department of Romance Languages and Literatures, *University of Buffalo*, Buffalo, NY [4/9/24].

2. Jimenez, M., Lima, D., **Perez-Cortes, S.**, Ramachandran, U., Morrow, L. (2024). As part of the "Team Science Across the NJ ACTS Consortium", at the Robert Wood Johnson Medical School (Child Health Institute of New Jersey), New Brunswick, NJ. [3/6/24]
3. **Perez-Cortes, S.** (2023). Conversations on heritage language acquisition. Lecture at the Dr. Pascual y Cabo's Spanish linguistics seminar, Department of Spanish and Portuguese, *University of Florida*, Gainesville, FL [3/20/23].
4. **Perez-Cortes, S.** (2019). Take me back to the start: The acquisition of subjunctive mood in child heritage bilinguals. Talk organized by Dr. Jose Camacho (Spanish Syntax) and by the department of Spanish and Portuguese, *Rutgers University*, New Brunswick, NJ. [11/7/19]
5. **Perez-Cortes, S.** (2018). The maintenance of Spanish: a generational divide. Department of World Languages and cultures (*590:210: Intro to Latin Am. Studies*), *Rutgers University*, Camden.
6. **Perez-Cortes, S.** (2015). Investigando en el campo de la adquisición de lenguas, lecture at the Spanish MAT class (*SPAN515: The Acquisition of Spanish as a Second Language*), Department of Foreign Languages, *Rutgers University*, Camden.
7. **Perez-Cortes, S.** (2014). Spanglish: ¿variación dialectal, lengua o cambio de código?, lecture at the Spanish MAT class (*SPAN513: Introduction to Spanish Sociolinguistics*), Department of Foreign Languages, *Rutgers University*, Camden.
8. **Perez-Cortes, S.** (2013). Doing quantitative research in SLA, lecture at the Spanish MAT class (*SPAN419: Spanish Grammar and Linguistics*), Department of Foreign Languages, *Rutgers University*, Camden.

Panels

9. **Perez-Cortes, S.** (2019). Flipping the classroom. Using polling apps to increase student engagement and improve assessment. Faculty panelist at the Digital Teaching Fellows workshop, *Rutgers University*, Camden. [5/29/19]
10. **Perez-Cortes, S.** (2018). Faculty panelist at the *Latin American Student Association (LASO)* "Let's celebrate Latin America" event [2/28/18]

Media Coverage

11. **Perez-Cortes, S.** (2023). Faculty panelist at *The Classroom Podcast: First Gen Week* feature recorded and aired (starting min.19:00 <https://www.youtube.com/watch?v=cXVaSx5uMSM&t=2052s>) [aired 11/6/23].
12. **Perez-Cortes, S.** (2023). Bilingualism expert cited in the article "N.J. kids speak 190+ languages at home. See the top school district for each language" published by NJ.com and *The Star Ledger* (<https://www.nj.com/education/2023/05/nj-kids-speak-190-languages-at-home-see-the-top-school-district-for-each-language.html>) [6/8/23].

ORGANIZATION OF CONFERENCES, SYMPOSIA AND COLLOQUIA

International conferences

1. **Member of the organizing committee.** XXII Annual Sociocultural Theory & Second Language Learning Research. Working Group Meeting, *Rutgers University*, Camden. [1-3 October, 2015]
2. **Member of the organizing and scientific committees.** International Symposium on Bilingualism 10 (ISB10). *Rutgers University*, New Brunswick. [20-25 May, 2015]

Workshops

3. **Event organizer.** “Spanish in the US: Intergenerational language change”, presented by Dr. David Giancaspro (University of Richmond, VA). Hosted by the Master of Arts in Teaching Spanish at *Rutgers University*, Camden. [November 27th, 2023]
4. **Event organizer.** “From Theory to Practice: Critical Language Awareness in the K-12 bilingual classrooms”, presented by Dr. Hudgens Henderson (Winona State University) and Mrs. Teale (Arcadia Public schools, WI). Hosted by the Master of Arts in Teaching Spanish at *Rutgers University*, Camden. [October 30th, 2023]
5. **Event co-organizer.** “No child left monolingual”, presented by Dr. Kimberly Potowski (University of Chicago). Hosted by the Master of Arts in Teaching Spanish at *Rutgers University*, Camden. [6-7 November, 2019]

Tables chaired

6. **Session chair.** “Heritage Language” at the Hispanic Linguistics Symposium (HLS), *University of Texas*, El Paso. [24-26, October, 2019]
7. **Session chair.** “Heritage Language” at the Hispanic Linguistics Symposium (HLS), *Texas-Tech University*, Lubbock. [26-28, October, 2017]
8. **Session chair.** “Heritage Spanish” at the Hispanic Linguistics Symposium (HLS), *University of Chicago* at Urbana-Champaign. [24-27, September, 2015]
9. **Session chair.** “Heritage Languages” at the Hispanic Linguistics Symposium (HLS), *Purdue University*, West Lafayette. [13-16, November, 2014]
10. **Session chair.** “Bilingualism in the US” at the Bilingualism Forum (BilForum), *University of Chicago*, Chicago. [2-3, October, 2014]

GRANTS AND AWARDS

Externally-funded

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| 2021-2026 | <ul style="list-style-type: none"> ▪ AHRQ Health Services Research Demonstration and Dissemination Grants (R18 HS028574-01) “Ready and Healthy for Kindergarten: a Primary Care Innovation to Promote a 360-degree View of Child Health” (Member of the <u>clinical trial and research team</u> (effort: 8.3%) led by Dr. Manuel Jiménez from the Robert Wood Johnson Medical School. [Granted, \$399,085]. |
| 2020-2025 | <ul style="list-style-type: none"> ▪ NIH NICHD Eunice Kennedy Schriever National Institute of child health and human development (R01HD099125-01A1) “Addressing Disparities in Language and Social-emotional Skill Acquisition through Literacy Promotion in Primary Care” (Member of the <u>clinical trial team</u> (effort: 10%) led by Dr. Manuel Jiménez from the Robert Wood Johnson Medical School). [Granted, \$1,245,431]. |
| 2019-2023 | <ul style="list-style-type: none"> ▪ William Penn Foundation (GR-000031281) “Starting the conversation: A new intervention model to stimulate language growth in underserved populations”. Project focused on translating parent-implemented early language intervention materials into Spanish and determining the efficacy of a light-touch, remote intervention delivery model. (Co-PI, alongside R. Alper (Temple) K. Hirsh-Pasek (Temple); P. N. García (RU-C) & R. Luo (ASU). [Granted \$503,333]. |

- 2020
- **Spencer Foundation Education** (Project #10019909)
(Co-PI) Creation of the “Bilingual Family Literacy Program in New Brunswick” \$500,000 to support 3-year collaboration [submitted, not granted].
- 2013
- **National Science Foundation (NSF) i-cubed grant**
(Co-PI of an award conferred to support the project developed by the association RUBilingual founded by Darriba, P., Mathison, L., Marull, C., Lingwall, A. and Perez-Cortes, S.) [granted, \$3,000]

Internally-funded

- 2024
- **Chancellor Grant for faculty research.** *Rutgers University, Camden.*
Project: “Language change and innovation in NJ: the case of Guatemalan Spanish in NJ” (\$4,000) [granted]
- 2020
- **Global Health Seed Grants.** *Rutgers University.*
Project: “A Cross-sector Partnership to Promote Equity in School Readiness”. Collaborative partner alongside Dr. Manuel Jiménez, Dr. Leslie Morrow, Dr. Usha Ramachandran and Dr. Shilpa Pai (\$10,000) [granted]
- 2019
- **Graduate Program Enhancement Grant.** *Rutgers University.*
Improvement of the Spanish MAT program. Co-PI alongside Dr. Próspero Garcia. (\$4,000) [granted]
- 2018
- **Graduate Program Enhancement Grant.** *Rutgers University.*
Improvement of the Spanish MAT program and the development of a Multilingual Questionnaire across Rutgers University campuses. Co-PI alongside Dr. Próspero Garcia. (\$4,000) [granted]
 - **Engaged Civic Learning Grant.** *Rutgers University.*
Project: “Bilingual Education in Camden: St. Anthony of Padua” (\$240) [granted]
- 2017
- **Rutgers Research Council Grant.** *Rutgers University*
Project: “Investigating Early Language in Latino Bilinguals” (\$2,761) [granted]
- 2015
- **Mellon Summer Research Grant.** *Rutgers University-NB.*
(\$4,000 towards the advancement of dissertation, on the basis of academic excellence and timely progress to degree)

Fellowships

- 2018
- **Digital teaching Fellow.** *Rutgers University- Camden.*
Member of the 2018 digital teaching Fellows cohort dedicated to re-design courses from face-to-face to online and embedding cutting-edge classroom technologies for engaging students. (\$1,000)
- 2017
- **Civic Engagement Faculty Fellow.** *Rutgers University- Camden.*
Member of the 2017 community committed to creating mutually-beneficial, transformative partnerships and civic engagement initiatives between the students, staff, and faculty of Rutgers-Camden (\$1,000)
- 2014-2016
- **Pre-Doctoral Leadership Fellowship.** *Rutgers University- NB.*
(\$2,000 fellowship to train doctoral students for future leadership positions in academia. 10-12 fellows are selected every year from applicants enrolled at all campuses of Rutgers University).

- 2012-2013
- **Graduate Excellence Fellowship.** *Rutgers University-NB.*
(Tuition and \$24,000 stipend)
- Awards*
- 2023
- **Chancellor’s Award for Academic Diversity and Inclusion.** *Rutgers University, Camden.* Recognition for outstanding academic courses that advance education about diversity and inclusion.
- 2021
- **Chancellor Award for Teaching Excellence.** *Rutgers University, Camden.* Recognition for exemplary teaching at the campus level.
- 2019
- **Faculty advisor award.** Latin Gala at *Rutgers University, Camden.* Recognition of mentorship to student group *Ritmo Latino.*
- 2018
- **Chancellor award for Community-Engaged Scholarship.** *Rutgers University, Camden.* Recognition for the research and community engagement in the local Camden community using expertise in language acquisition.
 - **2018 Leader in Higher Education.** *NJBIZ Magazine.* Recognition as a valuable member of higher education in NJ.
- 2016
- **TA-GA Professional Development Fund Award.** *Rutgers University.* (\$300 to get certified to administer the SOPA/ELOPA assessment in the K-8 setting to ELLs of Spanish).
- 2014-2016
- **Conference travel award.** *Rutgers University.* (\$1,865 for travel expenses to several conference presentations).
- 2014
- **Adolfo Snaidas Essay Prize.** *Rutgers University.* (\$500 conferred annually for the best research paper written by a graduate).
- 2013
- **Academic sponsorship-** *Rutgers University.* (\$990 to support the II Annual Bilingualism and SLA talk series).

COLLABORATIVE RESEARCH PROJECTS

- 2019-present
- **Research collaborator and leader of the Linguistics subproject within the Literacy among Latinos study (Language acquisition specialist)**
Leader of the research team (including 10+ RAs) examining interactions during shared-reading practices and bilingual children’s linguistic/literacy development.
 - **Research collaborator**
Effects of lexical frequency and regularity on heritage language grammars.
With Dr. David Giancaspro (University of Richmond)
- 2016-present
- **Research collaborator**
Heritage bilinguals’ linguistic representations.
With Dr. Michael T. Putnam (Penn State) & Dr. Liliana Sánchez (University of Illinois at Chicago)
- 2013- 2016
- **Research Assistant and Project coordinator**
Rutgers, the State University of New Jersey, New Brunswick, NJ.
Subject dislocation in heritage children’s English. P.I. Jennifer Austin (Rutgers University, Newark) and Liliana Sánchez (University of Illinois at Chicago)
- 2012- 2016
- **Graduate Research Assistant**
Rutgers Lab of Developmental Studies, New Brunswick, NJ.
Acquisition of Quantifiers by Bilingual children. P.I. Kristen Syrett (Rutgers University, New Brunswick)

- 2013
- **Researcher**
Rutgers University, NJ – CEIP Lorenzo Novo Mier, Oviedo, Spain
 Interpretation of genericity and specificity by monolingual and bilingual preschoolers. P.I. Silvia Perez-Cortes, Co-P.I. Liliana Sánchez

GRADUATE AND UNDERGRADUATE TEACHING

- 2016-present
- **Associate Professor of Spanish-** *Rutgers University, Camden.*
 Creator, developer and instructor of the following courses:
 - Undergraduate courses:
 - World Languages and cultures (Spanish program):*
 - 50:940:121: *Intermediate Spanish I*
 - 50:940:203: *Spanish Composition and Conversation I*
 - 50:940:204: *Spanish composition and Conversation II*
 - 50:940:250: *From Reggaetón to Flamenco: Introduction to Spanish dialectology through music*
 - 50:940:251: *Speaking Latino: Spanish in the US*
 - 50:940:291: *Advanced Spanish for Law and Legal Studies*
 - 50:940:292: *Being bilingual: Spanish/English contrasts*
 - 50:940:292: *Advanced Spanish for law and legal studies*
 - 50:940:391: *Early Language of Child Latino Bilinguals (Ind. study)*
 - 50:940:491: *Bilingualism in the US: from the theory to the classroom*
 - Department in English and communication:*
 - 50:615:387: *Multilingualism and linguistic minorities in the US*
 - Graduate courses:
 - Master of Arts in Teaching Spanish:*
 - 56:940: 515 *Spanish Second Language Acquisition*
 - 56:940:522: *Spanish Grammar and Linguistics II*
 - 56:940:540: *Bilingualism in the US*
 - 56:940:541: *The Scientific Method: doing language research*
- 2015
- **Visiting Assistant Professor of Spanish -** *Rutgers University, Camden.*
 Creator and instructor of cross-listed graduate and undergraduate courses.
- 2012-2016
- **Spanish Teaching Associate-** *Rutgers University, New Brunswick, NJ.*
 Full responsibility for planning, teaching, and assessment of student work in all the following courses:
 - *SPAN 261: Introduction to the study of language (hybrid course)*
 - *SPAN 201: Spanish for Native Speakers II (course developer)*
 - *SPAN 139: Spanish for Native Speakers I (course developer)*
 - *SPAN 132: Intermediate Spanish I*
- 2010 –2012
- **Spanish Teaching Associate-** *University of Massachusetts, Amherst, MA.*
 - *SPAN 311: Spanish Grammar and Composition for Majors*
 - *SPAN 110/120: Spanish for beginners I and II*

- 2009- 2010
- **Spanish Language Assistant-** *Amherst College, Amherst, MA.*
 - *SPAN 9: Spanish for Heritage Speakers*
 - *SPAN 7: Spanish grammar and Composition*
 - *SPAN 6: Spanish Conversation*
 - *SPAN 3: Intermediate Spanish*
 - *SPAN 1: Spanish for beginners*

CURRICULUM DEVELOPMENT

- 2020-2022
- **Coordination of the re-design and migration of the Spanish Online Placement Test** [100+ Spanish student placements per semester]
Department of World Languages and Cultures; *Rutgers University.*
- 2016-2017
- **Re-design of Intermediate and Advanced Spanish Language Sequence**
Department of World Languages and Cultures; *Rutgers University.*
Development and re-design the intermediate and advanced sequence of Spanish language courses (Spanish 121-204) updating proficiency standards, learning objectives and methodological implementations.
- 2014- 2016
- **Co-creator of the revised Heritage Language Track**
Department of Spanish and Portuguese; *Rutgers University, NB.*
Development the new Heritage Language Track (curriculum design, proficiency standards, pedagogical implementation and syllabus creation) Project under the supervision of Dr. Celinés Villalba-Rosado.

ACADEMIC AND RESEARCH MENTORSHIP

Doctoral dissertations

- Fall 2022- present
- Laura Solano-Escobar (PhD student in Hispanic Linguistics at Purdue university, IN). Title of dissertation “The Acquisition of Subjunctive Mood by Child Heritage Speakers of Spanish”. [External committee member].
- Spring 2022-present
- Adam Cleveland (PhD student in Hispanic Linguistics at the University of Illinois at Chicago (UIC)). Title of dissertation “Tú and Usted: Lexical Frequency and Lexical Access Effects among Heritage and Second Language Speakers of Spanish”. [External committee member].
- Fall 2021- Sp. 2023
- Patrick Thane (PhD student at the Bilingualism and SLA program in Rutgers NB) Title of dissertation “Two-Way Immersion and Heritage Language Development of the Spanish Subjunctive”. [Committee member].

Qualifying exams

- Spring 2021
- Patrick Thane (PhD student at the Bilingualism and SLA program in Rutgers NB). Committee member of PhD Qualifying paper: “Frequency and verbal grammar in Heritage Speakers”.
 - Rajvi Shah (3rd year medical student from RWJ-MS) “Pediatrician’s advice to parents of Dual Language Learners: a National Survey with an experimental design”.

MAT exams

- Marianela Abreu: MAT exit exam committee [Fall 2017]
- Digna Abreu: MAT exit exam committee [Fall 2017]
- Madison Rogers: MAT exit exam committee [Fall 2017]
- Yordanka Guilarte: MAT exit exam committee [Fall 2017]

- Milagros Pedroza: MAT exit exam committee [Fall 2017]
- Krysta Herrera: MAT exit exam committee [Fall 2016]
- Andrew Tsahakis: MAT exit exam committee [Fall 2016]

MAT capstones

- Maria González-Nájera: MAT in Spanish committee [Spring 2024]
- Tiyaná Hicks: MAT in Spanish committee [Fall 2023]
- Ashley Rios: MAT in Spanish committee [Fall 2023]
- Helena Cabezas: MAT in Spanish committee [Fall 2023]
- Yanet Trejo-Mendiola: MAT in Spanish committee [Spring 2023]
- Ibis Lo: MAT in Spanish committee [Fall 2021]

Student research

Spring 2024

- Waliya Rahman ('24- Spanish, Biology, Global Studies) “Supporting early literacy development: A collaboration between physicians and bilingual families” presented at the *Celebration of Undergraduate Research and Creative Activity* (CURCA) at Rutgers University, Camden.

Spring 2020

- Lidiize Perez ('20- Health Sciences, Global Studies) “Immigrant Agriculture Workers in Bridgeton, New Jersey” Poster to have been presented at the *Celebration of Undergraduate Research and Creative Activity* (CURCA) at Rutgers University, Camden.

- Gina Burgos ('20- Spanish, Psychology) and Zeyma Hernández ('21- Economics) “Measuring the Integration of the Public Community of Camden into the Campus Community” Poster to have been presented at the *Celebration of Undergraduate Research and Creative Activity* (CURCA) at Rutgers University, Camden.

Spring 2018

- Madison Rogers (MAT student) “Academic and linguistic development of ELLs in Camden, NJ” Poster presented at the *Celebration of Graduate Research and Creative Activity* (CURCA) at Rutgers University, Camden and “Examining Morphological Comprehension-Production Asymmetries in Child Spanish-English Bilinguals” in the *7th Language, Linguistics, and Life Virtual Conference* at Temple University.

- Elizabeth Theodore ('18 Spanish, International Relations) “Linguistic Landscapes: Spanish in NYC” Poster presented at the *Celebration of Undergraduate Research and Creative Activity* (CURCA) at Rutgers University, Camden.

Spring 2017

- Nicole Estrella (MAT student) “El rol de la película West Side Story (1961) en la caracterización de la cultura y la lengua de los hispanos”- Lecture at the *Greater Philadelphia Latin American Studies Consortium (GPLASC) 2017 Annual Conference* at the UPenn, Phila, PA.

- Giselle Ramos ('17- Spanish, Sociology) “Spanglish in NJ: examining Latino’s perception and usage” Poster presented at the *Celebration of Undergraduate Research and Creative Activity* (CURCA) at Rutgers University, Camden.

Independent Studies

Fall 2023

- Waliya Rahman ('24 Biology, Spanish) – The effectiveness of family language programs among Latinx low SES families.

Spring 2023

- Tammy Ong ('23- Public Policy, Global Studies)- The effects of short-term learning abroad programs on first-generation low-income students.

Spring 2022

- Ajay Shah ('24- Health Sciences, Spanish)- An examination of parent-

- Spring 2017
- children interactions during shared reading.
 - Evelyn Orantes ('17- Psychology, Childhood studies)- The study of Spanish-English bilinguals in New Jersey.
- Research Assistants**
- Fall 2023
- Hunter Metz ('24 Linguistics, Spanish). "Evaluation of a Bilingual Family Literacy Program"
- Sp 2023- present
- Naomy Azcona ('22 Exercise Science, RWJMS Pre-med student). "Coding interactivity in shared reading and conducting observations among Latinx families"
 - Arianny Isabel ('23 Biological Sciences, Research Assistant, RWJMS). "Coding interactivity in shared reading and conducting observations among Latinx families"
- Sp 2023- Sum. 2024
- Caroline Mendoza (Research Assistant, RWJMS). "Coding interactivity in shared reading and conducting observations among Latinx families"
- Sum. 2022- Sp 2023
- Sophia Abreu ('25 Biology and Cognitive Science), "Linguistic development of Latinx children participating in a Family Wellness program"
- Fall 2021-Fall 2023
- Keanaan Malke ('22 Biology, RWJMS Pre-med student). "Shared reading in low SES Latino families".
- Fall 2021-present
- Alexandria Minetti ('24 Linguistics, Rutgers U. New Brunswick campus) "Linguistic interactions between low SES Latino parents/children".
- Spring 2022
- Mariana Posso ('22- Health Sciences, Rutgers U. New Brunswick campus) Bloustein internship on "Linguistic interactions between low SES Latino parents/children"
- Fall 2021
- Diannys de Armas (MAT student) "Longitudinal Spanish/English bilingual children's narratives"
- 2018-2019
- Christopher Acello ('21 Spanish, Global studies).
- 2018
- Lizbeth Pena-Bonsenor ('20 Health Sciences)
- 2016- 2018
- Madison Rogers (MAT student) "The linguistic development of heritage Latino children in Camden"
- 2013-2016
- Kaitty Reyes ('16 Psychology), Marlene Garzona ('16 Psychology), Wanda Quintanilla ('17 Spanish and Linguistics) "Subject expression in Spanish-English child bilinguals in North Jersey"

SERVICE TO THE UNIVERSITY

Campus

- Fall 2024
- **Faculty advisor** of the student group RUCPPAA "Rutgers Camden future Physician's Assistants".
- Spring 2024
- **Commencement marshal.** FAS representative at the 2024 ceremony.
 - **Experiential Learning Fair.** Participation in the promotion of a newly developed database of research projects to connect faculty and students (CURCA-hub). *Rutgers University*, Camden, NJ.
- Fall 2023-present
- **RUC Fulbright committee.** Faculty mentor and evaluator of the Camden campus' Fulbright student proposals.

- Fall 2023
- **CURCA-hub database.** Design and implementation of a centralized system for students and faculty to connect over research (<https://research.camden.rutgers.edu/undergraduate-research-database/>).
- Spring 2023
- **Faculty facilitator (Community and Support)** at the Fireside chats during the first generation week mixer for students, faculty and staff.
- Spring 2022
- **Commencement marshal.** FAS representative at the 2023 ceremony.
 - **Rite of Passage faculty volunteer.** 2022 Commencement ceremony.
 - **Commencement marshal.** FAS representative at the 2022 ceremony.
- Summer 2021
- **Faculty mentor** during the TRIO summer orientation.
- Summer 2020
- **Faculty panelist** for the TRIO support services event.
- Fall 2019-Sp. 2020
- **Faculty advisor** of the student group “Ritmo Latino”.
- Summer 2019
- **Faculty panelist** for the TRIO support services event.
- Spring 2019
- **Commencement marshal.** FAS representative at the 2019 ceremony.
- Spring 2018
- **Commencement marshal.** FAS representative at the 2018 ceremony.
 - **Student Success Campus-wide Initiative.** Faculty tester of the new Student Management System.
- Fall 2016-present
- **Admitted students’ day.** Representative of the World Languages and Cultures department welcoming newly-admitted students in the campus.
- Department**
- Fall 2023
- **Experiential Learning Fair.** Participation in the promotion of the XPL courses available in the department and providing student curricular guidance and assistance at *Rutgers University*, Camden, NJ.
- Spring 2023-present
- **Head of the Teaching and Curriculum Committee.** Responsible for discussion of curricular changes in all three of our academic programs, organize teaching assignments from beginner/intermediate sequence.
- Fall 2021-present
- **Advising and Internal/External Relations Committee member.** Responsible for improving advising procedures, maintain website and be a link with different stakeholders.
- Fall 2019-present
- **New Online Language Placement Test Committee.** Design, implementation and oversight of the new Spanish online placement.
- Spring 2017- present
- **Raptor Welcome.** Participation in the events organized campus-wide to welcome new students, and provide them with guidance and mentorship at *Rutgers University*, Camden, NJ.
- Fall 2017
- **Search committee member.** Search for non-tenure track instructor in Spanish for specific purposes, representing the Department of WL.
- Fall 2016- present
- **Spanish advisor.** Meetings with Spanish majors, minors and prospective students at least 2 a year to follow their progress and determine milestones.
 - **Faculty Senate.** Senator representing the Department of World Languages (Period: 2016-2021).
 - **Website design and social network management.** Regular updates of content and design of the Spanish program website and management of RU-Spanish Camden Facebook site.
 - **Discover Rutgers Camden.** Participation in sessions to orient new students, to provide them with guidance and mentorship at *Rutgers University*, Camden, NJ.
 - **Member of the graduate advisory committee.** Creation and design of courses and internal policies for the MAT.

- Fall 2016
- **Member of the undergraduate advisory committee.** Creation and design of courses and internal policies for the LALS minor.
 - **Redesign of Basic and Intermediate Spanish Language sequence.** Co-creation and development of 4-sequence language course.
 - **Initial Online Language Placement Test Committee.** Design, implementation and oversight of the Spanish online placement.

At other institutions

- 2016
- 2014-2016
- 2013- 2016
- 2013
- 2012-2016
- **Graduate representative** in the committee for human subjects.
 - **Judge** at the Aresty Undergraduate Research Symposium.
 - **Mentor and Supervisor** of Undergraduate Research Assistants.
 - **President** of the Spanish and Portuguese Graduate Student Association.
 - **Member of organizing committee** of the “Bilingualism & SLA” talks.

SERVICE TO THE COMMUNITY

- September 2019-present
- May 2017-present
- 2016-present
- 2012-present
- **Consultant/ Member of research group**
Development of early reading skills in young bilingual Latinos. Collaboration between RWJMS (Medical school and University Hospital), members of the NB Graduate School of Education, and myself.
 - **Pedagogical advisor.**
Professional services to implement a Spanish for Heritage Language Learners sequence at *Pennsauken High School*, in Pennsauken, NJ.
 - **Bilingual Specialist and Committee Advisor.**
Member of the Dual Language Task Force to implement a bilingual program on *Catholic Partnership Schools* at Camden, NJ.
 - **Co-founder of the association “RUBilingual”**
Rutgers branch of *Bilingualism Matters* word-wide association. Community outreach organization aimed at providing linguistic advice and information on child bilingualism and language research in NJ.

SERVICE TO THE PROFESSION

Grant reviewer

- Fall 2023
- 2019- present
- Fulbright National Screening Committee administered by the Institute of International Education (IIE) [ETA Spain, awards reviewer]
 - National Science Foundation (NSF) projects within the Linguistics Strand [proposal reviewer]

Book reviewer

- 2022
- 2020
- 2019
- *Proceedings of the Hispanic Linguistics Symposium*, to be published in *Issues in Hispanic and Lusophone Linguistics* by John Benjamins [book chapter reviewer]
 - *Introducción a la lingüística hispanica* by Hualde, Olarrea, Escobar & Travis .Cambridge University Press. [reviewer of the 3rd edition]
 - *El español de los EEUU*, second edition by Ana M. Escobar & Kimberly Potowski. Cambridge University press [changes for the 2nd edition]

Journal reviewer

- 2024-present
- **Frontiers in Language Sciences.** Journal dedicated to developing knowledge and understanding of language processing and the ways in which it effects the brain and human development.
- 2023-present
- **Bulletin of Hispanic studies.** International interdisciplinary journal covering the linguistic areas of Spanish, Portuguese, Galician, Catalan, Basque and America.
 - **Bilingualism, Language and Cognition.** International peer-reviewed journal focusing on bilingualism from a linguistic, psycholinguistic, and neuroscientific perspective.
- 2022-present
- **Spanish as a Heritage Language.** International peer-reviewed journal dedicated to highlighting the emerging body of scholarship surrounding the field of Spanish as a Heritage Language studies in both theory and practice. Published by the University of Florida.
 - **Second Language Research.** International peer-reviewed, quarterly journal, publishing original theory-driven research concerned with second language acquisition and performance.
 - **Semas. Revista de Lingüística Teórica y Aplicada.** Biannual publication, in digital format and open access, edited by the Faculty of Languages and Letters of the Autonomous University of Querétaro (UAQ), Mexico.
 - **Language Acquisition.** Peer-reviewed journal publishing on first and second language acquisition to advance theories of linguistic representation, cognitive development, and language development.
- 2021- present
- **International Journal of Bilingual Education and Bilingualism.** Peer-reviewed and multidisciplinary journal focused on all aspects of bilingualism and bilingual education around the world.
- 2020-present
- **Languages.** International, peer-reviewed open access journal on interdisciplinary studies of languages.
 - **Linguistics Vanguard.** Academic peer-reviewed multimodal journal for the Language Sciences.
 - **Studies in Hispanic & Lusophone Linguistics.** Academic peer-reviewed journal that deals with the analysis of Hispanic and/or Lusophone languages.
- 2019-present
- **Cuadernos de Lingüística de El Colegio de México.** Academic peer-reviewed journal dedicated to the theoretical and empirical study of linguistics and language learning.
- 2018-present
- **Language Learning.** Academic peer-reviewed journal dedicated to the study of second language learning and bilingual acquisition.
 - **Revista de Lingüística Hispánica (RESLA).** Academic peer-reviewed journal dedicated to the study of Spanish linguistics.
- 2017-present
- **Heritage Language Journal (HLJ).** Academic peer-reviewed journal dedicated to the study of heritage bilinguals from an applied and a theoretical perspective.
 - **Linguistic Approaches to Bilingualism (LAB).** Academic peer-reviewed journal dedicated to the study of bilingualism and second language acquisition.

- 2012- present
- **Hispania.** Academic peer-reviewed journal dedicated to the study of Spanish linguistics and literature
- Abstract reviewer**
- 2023
- **Heritage Languages at the Crossroads (HL@Cross),** *Istanbul Medeniyet University, Istanbul, Türkiye.*
 - **XI Symposium on Spanish as a Heritage Language,** *University of Texas @ San Antonio, TX.*
 - **Hispanic Linguistics Symposium (HLS),** *Arizona State University, Phoenix, AZ.*
- 2022
- **IX Symposium on Spanish as a Heritage Language,** *Florida State University, Tallahassee, FL.*
- 2021
- **Hispanic Linguistics Symposium (HLS),** *Wake Forest University, Winston-Salem, NC.*
- 2020
- **VIII Symposium on Spanish as a Heritage Language,** *The Graduate Center, CUNY, New York, NY.*
 - **VII Symposium on Spanish as a Heritage Language,** *University of New Mexico, Albuquerque, NM.*
- 2019
- **Hispanic Linguistics Symposium (HLS),** *University of Texas, El Paso.*
- 2018
- **Hispanic Linguistics Symposium (HLS),** *University of Texas, Austin.*
- 2017
- **Hispanic Linguistics Symposium (HLS),** *Texas Tech University, Lubbock.*
 - **Generative Approaches to Language Acquisition (GALA),** *Universitat de les Illes Balears, Palma de Mallorca.*
 - **Bilingualism Forum (BilForum),** *University of Illinois, Chicago.*
- 2016
- **IV Symposium on Spanish as a Heritage Language,** *University of California, Irvine.*
- 2015
- **III Symposium on Spanish as a Heritage Language,** *University of Oregon, Eugene.*
- 2014
- **10th International Symposium of Bilingualism (ISB10),** *Rutgers University.*
 - **II Symposium on Spanish as a Heritage Language,** *Texas Tech University, Lubbock*

ACADEMIC & PROFESSIONAL DEVELOPMENT

- 2019
- Linguistic Landscapes and the Language Classroom: Opportunities for Critical Engagement with Society, Technology, and Place, sponsored by Latin American and Iberian Cultures (Columbia University) and of Spanish (Barnard), New York, October 14th, 2016.
- 2018-present
- Annual Rutgers University Faculty Elearning Conference, Camden, NJ.
- 2018
- SOPA and ELOPA assessment training for English Language Learners.
- 2016
- NJTESOL/NJBE Spring Conference, Rutgers University, June 1-3rd, 2016.
- 2015
- Methodological Developments of Teaching of Spanish as a Second Language: IX Workshop for Teachers, sponsored by Latin American and Iberian Cultures (Columbia University) and of Spanish (Barnard), New York, April 17-18th, 2015.
- 2012
- Pearson Seminar on Online course development, Rutgers University, NJ, November 15th, 2012.

- 2011
 - Conference on Formal Approaches To Heritage Languages (FAHL), UMass Amherst, MA, April 21-22nd, 2012.
 - Jornadas de formación de competencia digital docente, Cervantes Institute, NY, October 29th, 2011.
- 2008
 - XVIII Encuentro práctico de profesores de EL/E, International House ed. Difusión, Barcelona, Spain, December, 2008.

MEMBERSHIPS

- 2016-present
 - NJ Association for Teachers of English as a Second Language and Bilingual Education (NJTESOL/NJBE)
- 2011- 2016
 - Member of the American Association of Teachers of Spanish and Portuguese (AATSP).
 - Graduate member of the Lab for Developmental Lang. Studies at RUCCS, Rutgers University.
- 2010-2012
 - Graduate member of the Language Acquisition Research Group (LARC) at UMass-Amherst
- 2008-2016
 - Member of the Asociación para la enseñanza del español LE (ASELE)

OTHER SKILLS

- Languages:*
- **Spanish & Catalan:** native speaker
 - **English:** near-native proficiency
 - **French:** reading proficiency
 - **German:** reading proficiency
- Technology:*
- **Teaching:** Blackboard, Sakai, Canvas.
 - **Research:** SPSS, ELAN, Praat, CLAN,

REFERENCES

Available upon request.