MELISSA BARALT
CURRICULUM VITAE

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Florida International University
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EDUCATION

2010	**Ph.D**. in Spanish 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.

POSITIONS HELD

2024- **Professor**, Florida International University, Department of Modern Languages, Miami, FL. Affiliate faculty member in:
- The Center for Children and Families
- Education
- Biomedical Engineering

2016-2024 **Associate Professor**, Florida International University, Department of Modern Languages, Miami, FL. Affiliate faculty member in:
- The Center for Children and Families
- Education
- Biomedical Engineering

2010-2016 **Assistant Professor**, Florida International University, Department of Modern Languages, Miami, FL. Affiliate faculty member in:
- The Center for Children and Families

2005-2010 **Research and Teaching Graduate Assistant**, Georgetown University, Department of Spanish and Portuguese, Washington, D.C.

2003-2005 **ESL and Pre-K Teacher**, Escuela Las Morochas, Ciudad Ojeda, Venezuela

HONORS AND AWARDS

2025 **Top Scholar Award in Recognition for Grant Funding Achievements**, Florida International University

2023	**Distinguished Practitioner Award for Outstanding and Sustained Contributions to the Field of TBLT in Practice**, International Association of Task-Based Language Teaching
2022	**Faculty Award for Excellence in Research and Creative Activities,** Office of the Provost and Faculty Senate, Florida International University
2022	**Top Scholar Award in Recognition for Grant Funding Achievements**, Florida International University
2020	**Top Scholar Award in Recognition for Grant Funding Achievements**, Florida International University
2017	**National Winner, United States Federal Challenge**. U.S. Health Resources and Services Administration (HRSA) and the Maternal and Child Health Bureau (MCHB). *Háblame Bebé: An app to help Hispanic families promote bilingualism and track developmental milestones*
2016	**Phase II Finalist, United States Federal Challenge**. U.S. Health Resources and Services Administration (HRSA) and the Maternal and Child Health Bureau (MCHB). *Háblame Bebé: An app to help Hispanic families promote bilingualism and track developmental milestones*
2016	**Phase I Finalist, United States Federal Challenge**. U.S. Health Resources and Services Administration (HRSA) and the Maternal and Child Health Bureau (MCHB). *Háblame Bebé: An app to help Hispanic families promote bilingualism and track developmental milestones*
2016	**Faculty Award for Excellence in Teaching**, Office of the Provost and Faculty Senate, 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 track developmental milestones and promote bilingualism*
2014	**Top Scholar Award in Recognition for Grant Funding Achievements**, Florida International University

FUNDED RESEARCH GRANTS: FEDERAL

Bridging Real-World Needs: A Multi-Site Task-Based Needs Analysis for Arabic Instruction in Secondary Schools, 2025-2026

     Baralt, M. (Principal Investigator)
     Qatar Foundation International
     $87,212.93

FIU Tabadul: Creating Language-Learning Community Through Virtual Reality, 2024-2027
>   Baralt, M. (Principal Investigator)
>   Steven's Initiative
> $450,000

Reading Bees: Adapting and testing a mobile app designed to empower families to read more interactively with children in distinct geographical and cultural contexts, 2023-2026
>   Hutton, D. (Principal Investigator)
>   Baralt, M., Luma, M., Heineman, T. (Co-Investigators)
>   National Institutes of Health, National Library of Medicine
> $450,000

An HSI and HBCU collaboration to create open access Spanish language curricula celebrating Blackness in Latin America, 2023-2026
>   Baralt, M. (Principal Investigator)
>   Gómez, D. (Co-Principal Investigator)
>   U.S. Department of Education
> $180,000

Promoting child language acquisition through a preventative parenting intervention, 2023-2024
>   Bagner, D. (Principal Investigator)
>   Baralt, M., Bickman, L., Coxe, S., Graziano, P., Griffith, S., Pettit, J. (Co-Investigators)
>   National Institutes of Health, Child Health and Human Development
> $454,441

FIU Tabadul: Creating Language-Learning Community Through Virtual Reality, 2021-2023
>   Baralt, M. (Principal Investigator)
>   Boukerrou, L., Doscher, S. (Co-Investigators)
>   Steven's Initiative
> $543,439

Háblame Bebé: Improving health information access for low-income Hispanic children's early language environments (G08LM013183), 2019-2023
>   Baralt, M., Darcy Mahoney, A. (Co-Principal Investigators), Brito, N. (Co-Investigator)
>   National Institutes of Health, National Library of Medicine
> $450,000

Improving Spanish-language teacher retention and success among Black Spanish-language learners: An HSI-HBCU collaboration (AC-264174-19), 2019-2023
>   Baralt, M. (Principal Investigator)
>   National Endowment for the Humanities
> $100,000

Supporting Hispanic children's early language environments and bilingualism through nurse home visiting, 2019-2021
>   Baralt, M., Darcy Mahoney, A., Brito, N., Larson, A. (Co- Principal Investigators)

Home Visiting Applied Research Collaborative grant (PI: Duggan, Johns Hopkins)
Health Resources and Services Administration, Maternal and Child Health Bureau
$25,000

Háblame Bebé: An app to help Hispanic families promote bilingualism and track developmental milestones. (Federal Challenge Winner), 2017
U.S. Health Resources and Services Administration, Maternal and Child Health Bureau
Baralt, M., Darcy Mahoney, A., Brito, N. (Co-Principal Investigators)
$75,000

Háblame Bebé: An app to help Hispanic families promote bilingualism and track developmental milestones. (PHASE 2 Winner and Funding), 2016
U.S. Health Resources and Services Administration, Maternal and Child Health Bureau
Baralt, M., Darcy Mahoney, A., Brito, N. (Co-Principal Investigators)
$25,000

Háblame Bebé: An app to help Hispanic families promote bilingualism and track developmental milestones. (PHASE 1 Winner and Funding), 2016
U.S. Health Resources and Services Administration, Maternal and Child Health Bureau
Baralt, M., Darcy Mahoney, A., Brito, N. (Co-Principal Investigators)
$10,000

Black language learner enrollment in foreign language classes, 2015-2017
F. Mora (Principal Investigator)
U.S. Department of Education Title V
(Designated language teaching methodologist funds under MI-BRIDGE: minority institutions building resources to ignite development and growth in education)
$9,000

Language teacher training in minority-service institutions, 2015-2017
F. Mora (Principal Investigator)
U.S. Department of Education Title V
(Designated language teaching methodologist funds under MI-BRIDGE: minority institutions building resources to ignite development and growth in education)
$9,000

FUNDED RESEARCH GRANTS: STATE OR PRIVATE

Habla Conmigo, Daddy: A father-centered language intervention, 2024-2026
Ferjan-Ramírez, N. (Principal Investigator)
Baralt, M., and Darcy Mahoney, A. (Co-Investigators)
Kranys Children's Innovation Fund Grant, Baptist Health
$200,000

Helping nurses coach Spanish-speaking at-risk mothers in Language Nutrition, 2020-2023
Baralt, M., Darcy Mahoney, A. (Co-Principal Investigators)
Kranys Children's Innovation Fund Grant, Baptist Children's Hospital
$53,401.14

Use and maintenance of languages other than English among Coral Gables school children, 2019-2022
      Baralt, M., Carter, P., Lynch, A. (Co-Principal Investigators)
      Coral Gables Community Foundation Grant
      $2,500

Háblame Bebé (Talk to Me Baby): Promoting bilingualism in low-income Hispanic children, 2017
      Larson, A., Baralt, M., Scheffner Hammer, C. (Co-Principal Investigators)
      American Speech-Language-Hearing Association
      $14,900

Bilingualism, executive function and cognitive development in preterm infants, 2014-2015
      Baralt, M., Darcy Mahoney, A. (Co-Principal Investigators)
      Kranys Children's Innovation Fund Grant, Baptist Children's Hospital
      $100,000

The benefits of bilingualism for children born premature, 2014
      Baralt, M. (Principal Investigator)
      Language Learning Small research grant
      $10,000

FUNDED RESEARCH GRANTS: IN HOUSE

Community-engaged research for the creation of bilingual literacy supports for Haitian Parents and infants using a book and video in pediatric visits, 2021-2023
      Baralt, M., Andre, N., & Leger, S. (Co-Principal Investigators)
      Florida International University Research Opportunity Seed Fund
      $30,000

FIU at the forefront of eye-tracking technology, software upgrade, 2022
      Baralt, M., Eddine-Mouchane, S. (Co-Principal Investigators)
      Florida International University Technology Enhancement Grant
      $10,022

The design of an app for adults with hearing loss who have received cochlear implants and require listening training, 2021
      Alfano, A., Baralt, M. (Co-Principal Investigators)
      Florida International University
      $2,000

A cross-discipline approach to the design of culturally-relevant parent training for children with language delay and behavior problems, 2017
      Bagner, D., Baralt, M. (Co-Principal Investigators)
      Florida International University
      $2,000

FIU at the forefront of eye-tracking technology, 2017
>Baralt, M., Morcillo-Gómez, J. (Co-Principal Investigators)
>Florida International University Technology Enhancement Grant
>$47,280

Applied psycholinguistics – increasing Black student enrollment in Spanish language study,
2015
>Broad Fellowship, Florida International University
>$1000

Applied psycholinguistics – new methodologies for measuring task complexity, 2012
>Broad Fellowship, Florida International University
>$1000

EDITED VOLUMES

2. Leow, R., Cerezo, L., Baralt, M. (Eds.). (2015). *A psycholinguistic approach to technology and language learning*. Boston: de Gruyter Mouton.

1. Baralt, M., Gilabert, R., & P. Robinson (Eds.) (2014). *Task sequencing and instructed second language learning*. London: Bloomsbury.

PEER-REVIEWED JOURNAL ARTICLES
(* indicates graduate student co-author; ** indicates undergraduate student author)

24. Austin, T., Clemons, A., & Baralt, M. (2025). "Black children are gifted at learning languages – that's why I could do TBLT": Inclusive Blackness as a pathway for TBLT innovation. *International Review of Applied Linguistics,* https://doi.org/10.1515/iral-2024-0225.

23. Baralt, M., Griffith, S. F., Hanson, K. L., André, N., Blair, L., & Bagner, D. M. (2024). How family needs informed an early literacy family reading program in multilingual and multicultural Miami-Dade County. *Journal of Early Childhood Literacy*, *24*, 723-755.

22. *Gillenson, C. J., Bagner, D., Darcy Mahoney, A., & Baralt, M. (2023). A preliminary study of executive functioning in preterm-born children: A bilingual advantage. *Advances in Neonatal Care, 23,* E121-E128.

21. Baralt, M., Doscher, S., Boukerrou, L., Bogosian, B., Elmeligi, W., Hdouch, Y., Istifan, J., Nemouch, A., Khachatryan, T., *Elsakka, N., **Arana, F., *Perez, G., **Cobos-Solis, J., *Mouchane, S., Vassigh, S. (2022). Virtual Tabadul: Creating language-learning community through virtual reality. *Journal of International Students, 12,* 168-188.

20. Ferjan Ramirez, N., Hippe, D., *Correa, L., *Andert, J., & Baralt, M. (2022). Habla conmigo daddy! Fathers' language input in North American bilingual Latinx families. *Infancy, 32,* 301-23.

19. Larson, A., Baralt, M., Hokenson, J., Scheffner Hammer, C., Barrett, T., & *DeVilbiss, N. (2022). A randomized controlled trial assessing the effectiveness of the Háblame Bebé mobile application with Spanish-speaking mothers experiencing economic hardship. *American Journal of Speech-Language Pathology, 25,* 1-17.

18. Darcy Mahoney, A., Brito, N., Baralt, M., Buerlein, J., Patel, S., & Lu, M. (2021). Innovating maternal and child health: Incentive prizes to improve early childhood development. *Maternal and Child Health Journal*, 25, 1508-15.

17. *Becklenberg, A., Hires, K., Darcy Mahoney, A., Baralt, M., & Stapel-Wax, J. (2021). A training to promote early language interactions among refugee mothers who are speakers of languages other than English. *Journal of Cultural Diversity, 28*, 48-55.

16. Baralt, M., & Darcy Mahoney, A. (2020). Bilingualism and the executive function advantage in preterm-born children. *Cognitive Development, 55,* 100931.

15. Baralt, M., Darcy Mahoney, A., & Brito, N. (2020). Háblame Bebé: A phone application intervention to support Hispanic children's early language environments and bilingualism. *Child Language Teaching and Therapy, 36,* 33-57.

14. *Heymann, P., *Heflin, B., Baralt, M., & Bagner, D. (2020). Infant-directed language following a brief behavioral parenting intervention: The importance of language quality. *Infant Behavior and Development, Article 101419.*

13. Anya, U., Baralt, M., Gómez, D., *Hechaverría, H., Hobbs, W., & **Robinson, A. (2020). Improving Spanish-language teacher retention and success among Black Spanish-language learners: An HSI-HBCU collaboration. Commissioned paper for the Consortium of Latin American Studies Programs (CLASP).

12. Larson, A., Cycyk, L., Scheffner Hammer, C., Baralt, M., Uchikoshi, Y., *An, G., & Wood, C. (2020). A systemic review of language-focused interventions for young children from culturally and linguistically diverse backgrounds. *Early Childhood Research Quarterly, 50,* 157-78.

11. Baralt, M., & *Morcillo Gómez, J. (2017). Task-Based Language Teaching online: A guide for teachers. *Language Learning & Technology, 21,* 28-43.

10. 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.

9. 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.

8. 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.

7. *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.

6. 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.

5. 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.

4. 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.

3. Baralt, M., Pennestri, S., Selvanadin, M. (2011). Using Wordles to teach foreign language writing. *Language Learning & Technology, 15*, 12-22.

2. 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.

1. 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.

CHAPTERS IN EDITED VOLUMES

14. Clemons, A., Anya, U., Gómez, D., & Baralt, M. (in press). A needs analysis to develop TBLT curricula for Black Spanish language learners. In R. Gilabert and A. Malicka (Eds.), *From task-based needs analysis to task and syllabus design: insights from across educational contexts*. Amsterdam: John Benjamins.

13. Zalbidea, J., Gurzynski-Weiss, L, & Baralt, M. (2025). La enseñanza a través del enfoque por tareas. In C. Sanz, I. Taboada, and E. Serafini (Eds.), *La enseñanza del español: Manual para la formación de profesores de español.* New York: Wiley.

12. Sachs, R., Baralt, M., & Gurzynski-Weiss, L. (2023). Psycholinguistics for the language classroom. In A. Godfroid and H. Hopp (Eds.), *Routledge handbook of second language acquisition and psycholinguistics* (pp. 387-399). Abingdon: Routledge.

11. Baralt, M., Fei, W., Bu, Z., Chen, H., Morcillo Gómez, & Luan, X. (2021). The implementation of a Task-Based Spanish language program in Qingdao, China: A case study. In M. Ahmadian & M.H. Long (Eds.), *The Cambridge Handbook of Task-Based Language Teaching* (pp. 135-150). Cambridge: Cambridge University Press.

10. Torres, J., & Baralt, M. (2021). El aprendizaje del español como lengua de herencia a través del enfoque por tareas. In D. Pascual y Cabo & J. Torres (Eds.), *Aproximaciones al estudio del español como lengua de herencia* (pp. 81-96). Abingdon: Routledge.

9. Baralt, M. (2018). Becoming a task-based teacher educator: A case study. In M. Bygate, V. Samuda, & K. Van den Branden (Eds.), *TBLT as a researched pedagogy* (pp. 265-286). Amsterdam: John Benjamins.

8. 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 second language learning: Pedagogical potential and research agenda* (pp. 209-239). Amsterdam: John Benjamins.

7. 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.

6. 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.

5. 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.

4. 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.

3. 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.

2. 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.

1. 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.

INTERVIEWS

1. Coss, M., Baralt, M., Clemons, A., Anya, U., Gómez, D. (2023). Leveraging transdisciplinary

expertise to develop a task-based Spanish curriculum to combat anti-blackness in the United States: An interview with Melissa Baralt, Aris Clemons, Uju Anya, and Déborah Gómez. *TASK, 3,* 213-242.

OPEN-ACCESS SPANISH LANGUAGE CURRICULUM

1. Baralt, M., Clemons, A., Anya, U., & Gómez, D. (2022). Task-based Spanish language curriculum for Black language learners: An open-access resource for teachers. Funded by National Endowment for the Humanities. https://laccmibridge.fiu.edu/editors-toolkit/tasks-lesson-plans-and-materials/
   - Over 7500 downloads by teachers

FREE PHONE APP FOR FAMILIES

1. Háblame Bebé. Free phone app for families. Apple store (iOS) and Google Play (Android). Funded by the NIH and HRSA.
   - Over 10,000 users
   - Currently available on all 8000 tablets of the Miami-Dade Public Library System
   - Embedded in Miami-Dade's Nurse-Family Partnership curriculum, a federally-funded home visitation program for first-time and at-risk mothers and infants

FEDERAL BRIEFS

2. Baralt, M., Darcy Mahoney, A., Brito, N., & Larson, A. (2022). Nurse home visitors' use of the Háblame Bebé app to support mother-child interactions in their home language during COVID. Federal brief to the HRSA-funded Home Visiting Applied Research Collaborative (HARC). Available for download here: https://www.hvresearch.org/about/pilot-funding/

1. Baralt, M., Darcy Mahoney, A., & Brito, N. (2017). Háblame Bebé is the first mobile application to promote Spanish-English bilingualism and track developmental milestones: Phase III Report to HRSA. HRSA Federal Challenge Phase III Reports.

PRESENTATIONS
(* indicates graduate student co-presenter)

I. Invited Plenary / Keynote presentations

Investigating the role of bilingualism on preterm-born children's executive function. Linguistics keynote speaker, Indiana University Diálogos Conference. Bloomington, Indiana, 2023.

Virtual Tabadul: Creating language-learning community through virtual reality. US-AFRICA Collaborations. University of Constantine 3, Constantine, Algeria, 2023.

Joint Showcase on Early Childhood and Special Education Technology; Game Changing Technology, Tools, and Supports that Grow with Children and Families: HRSA Federal

Challenge Winner Háblame Bebé. Presented with Ashley Darcy Mahoney and *Annalyn Velasquez. 8th Annual Ed Games Expo. US Department of Health and Human Services. Administration for Children and Families, Office of Early Childhood Development. National webinar, 2021.

Reading and the child's brain. Early Learning Coalition of Orange County. Orlando, FL, 2019. *Child language development as a determinant of health and how we can improve outcomes.* Reach Out and Read® Medical Symposium. Miami, FL, 2018.

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

II. <u>Invited Colloquia</u>

Tech-enhanced TBLT: Inclusive practices across borders. Invited colloquium exploring the intersection of inclusive Task-Based Language Teaching (TBLT) and technology, highlighting innovative approaches to accommodate diverse learner needs. 10th International Conference on Task-Based Language Teaching. University of Groningen, Groningen, Netherlands, 2025.

III. <u>Refereed Paper Presentations</u>

NEH-funded Open Access Spanish Language Curriculum Centering Blackness in Latin America. Presented with U. Anya and D. Gómez. Open Language Resource Center, Language Open Educational Resources Conference program, 2023.

Virtual Tabadul: Task-based language learning and community building through virtual reality. 9th International Conference on Task-Based Language Teaching. University of Innsbruck, Innsbruck, Austria, 2022.

Improving Hispanic children's early language environments through home visitation. Presented with A. Darcy Mahoney. Home Visiting Applied Research Collaborative. Washington, DC, 2020.

Háblame Bebé: Using Technology to Promote Language Development and Bilingualism in Hispanic Children. Presented with Anne Larson. American Speech-Language-Hearing Association. Boston, Orlando, FL, 2019.

Háblame Bebé: Using Technology to Promote Language Development and Bilingualism in Hispanic Children. Presented with Anne Larson, Carol Scheffner Hammer, *Joanna Hokenson, *Nicole Pearson, & *Hanna Nash. American Speech-Language-Hearing Association. Boston, Massachusetts, 2018.

Háblame Bebé: An innovative solution to improve language outcomes in Hispanic children. Presented with Anne Larson, Carol Scheffner Hammer, *Joanna Hokenson, & *Nicole Pearson. Division of Early Childhood, Orlando, Florida, 2018.

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. 7th 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 promote bilingualism. Florida Psycholinguistics Symposium. Florida Atlantic University, Boca Raton, Florida, 2016.

Successful tasks for successful Black learners. 6th 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.

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 Espanho*l*, 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.

CMC versus face-to-face interaction: A qualitative analysis using NVivo. Second Language Research Forum, University of Hawaii, Honolulu, 2007.

III. <u>Presentations in Invited Colloquia /Symposiums</u>

Classroom opportunities for and challenges in the implementation of TBLT: A case study.

Colloquia on the pedagogical realities of implementing TBLT for the beginner language learner, organized by Rosemary Erlam and Rod Ellis. 9th International Conference on Task-Based Language Teaching. University of Innsbruck, Innsbruck, Austria, 2022.

The implementation of a fully online, task-based Spanish course for heritage learners. Colloquia on technology and tasks, organized by Marta González-Lloret. 8th International Conference on Task-Based Language Teaching, Ottawa, Canada, 2019.

Háblame Bebé: A phone app to help 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. 4th 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

Where are the Black students? Race and racism in the Spanish language classroom. National Webinar put on with Dr. U. Ana, Dr. A. Clemons, and Dr. D. Gómez. Funded by the National Endowment for the Humanities. 2022.

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. <u>Invited Local Talks / Brownbag Series</u>

'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 6th 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 5th 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. <u>Invited Ph.D. Course Lectures</u>

Technology-mediated Task-Based Language Learning: An example with virtual exchange and virtual reality for Arabic language learning. Invited lecture for the Technology mediated Task based Language Teaching graduate course at Arizona State University, 2025.

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. 4th National Symposium on Spanish as a Heritage Language. University of California Irvine, Irvine, USA, 2017.

VIII. **Workshops for Teachers**

Where are the Black students? Race and racism in the Spanish language classroom. Part II: Teacher-Training Workshop. Conference for teachers co-organized with Dr. A. Clemons and Dr. D. Gómez. Florida International University, Miami, Florida, 2022.

How to do task-based language teaching for young children: A workshop. 8th International Conference on Task-Based Language Teaching. Carleton University, Ottawa, Canada, 2019.

How and when to teach grammar in Task-Based Language Teaching. 7th 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. 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. 6th 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. 6th 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 7th 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

2018 *Raising a bilingual child: Dispelling myths.* Workshop given to parents at the Center for Children and Families, Florida International University.

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.

STUDENT ADVISING AND MENTORING

Dissertation Chair
1. Jake Guyton. *A Task-Based Needs Analysis for ESL in Miami* (present). Florida International University, Education.
2. Diana Khruslova. *Task-Based Language Teaching for Ukrainian: A needs analysis* (present). Florida International University, Education.
3. Beatriz Cariello. *Using natural language processing tools to build a Portuguese vocabulary corpus for secondary second language learners* (present). Florida International University, Education.
4. Noha Elsakka. *A task-based language teaching program for the teaching of Arabic.* Completed 2023. Florida International University, Education.
3. Majeed Noroozi. *Assessment in Task-Based Language Teaching.* Completed 2018. Florida International University, Education.
4. Marilyn Zeledón. *The linguistic market of codeswitching in Latino literature.* Completed 2015. Florida International University, Modern Languages.

Dissertation Committee Member
1. Kelsey Macdonald. *Individual differences in early attention skills, early environmental factors (e.g., parent-child interaction and socioeconomic status), and later cognitive and language outcomes: An eye-tracking study* (present). Florida International University, Psychology.
2. Morganne Warner. *The moderating effect of child birthweight (low vs, normal birthweight) on the relation between an internet-based Parent Child Interaction Therapy (iPCIT) intervention and parent-reported child sleep duration in young children with developmental delay* (present). Florida International University, Psychology.
3. Margarette Johansson. *Communication styles during parent-child interactions: the AHEAD project.* (present). Florida International University, Psychology.
4. Annalyn Velasquez. *Fostering Language and Culture: Exploring Hispanic Parental Acceptance of Technology for Early Parenting and Language Development* (present). George Washington University, Nursing.
5. Ana Paula Fabian Freire. *In their own words: The experiences of bilingual parents raising their children with autism in a bilingual environment* (present). Florida International University, Education.
6. Nick Mattox. *The relation between spatial language comprehension and mental transformation during early childhood* (present). Florida International University, Psychology.
7. Bethany Ramirez. *Exploring the role of early multisensory attention and parent input on later school readiness and socioemotional outcomes* (present). Florida International University, Psychology.
8. Karinna Rodriguez. *Investigating spatial thinking with technology: A focus on eye-tracking data and mental rotation* (present). Florida International University, Psychology.
9. Atefah Karimi. *Fine motor skills and hand preference consistency in children* (present). Florida International University, Psychology.
10. Caroline Gillenson. *Imitation in Children with Developmental Delay and their Caregivers: Effects of a Parenting Intervention Targeting Behavior Problems.* (2024). Florida International University, Psychology.

11. Latreese Hall. *Parent-child math talk: Role of the early home environment*. (2024). Florida International University, Psychology.
12. Jazmine Exford. *Non-Latinx Spanish learners navigating racialization and gendering*. (2023). University of California, Santa Barbara, Linguistics.
13. Brynna Heflin. *Predicting BMI in young children with developmental delay and externalizing behavior problems: Examining links with caregiver depressive symptoms and acculturation*. (2023). Florida International University, Psychology.
14. Kaitlyn Testa. *Infant distractability from social events mediates the relation between maternal responsiveness and infant language outcomes.* (2022). Florida International University, Psychology.
15. Perrine Heyman. *Examining bidirectional effects of therapist coaching statements on parenting skill acquisition in caregivers of children with developmental delay and behavior problems*. (2022). Florida International University, Psychology.
16. Renata Pavanelli. *Understanding L2 learners' writing needs and attitudes in EAP (English for Academic Purposes) writing contexts.* (2020). Florida International University, Education.
17. Ruth Nolan. *Examining task transferability in task-based language teaching: A multi-case study* (2019). Georgia State University, Linguistics
18. Keith Wylie. *Assessing cognitive interview mnemonics and their effectiveness with non-native English speakers.* (2019). Florida International University, Psychology.
19. Carly Rae Henderson. *Perfect timing? Exploring the effect of immediate and delayed feedback, communication mode, and working memory on the acquisition of Spanish as a foreign language* (2019). Indiana University, Spanish linguistics
20. Sandy Gonzalez. *Neural and motor predictors of language development in infancy* (2019). Florida International University, Psychology.
21. Yeonjoo Jung. *Interactive alignment in online versus face-to-face language learning* (2018). Georgia State University, Linguistics.
22. Yinhong Duan. *Chinese learners' use of community-learning tasks for the learning of L2 writing* (2018). Florida International University, Education.
23. Juan Carlos Morales. *Defying the statistics: Latinx students' journeys from ESL to the honors college at the community college* (2018). University of Miami, Education.
24. Celia Chomón Zamora. *The secret is in the processing: A study of levels of explicit computerized feedback in heritage and L2 learners of Spanish* (2017). Georgetown University, Spanish linguistics.

Master's Thesis Chair
1. Guillermo Bonilla. *Transfer effects in morphosyntactic processing* (2020)*.* Florida International University, Linguistics.
2. Caitlyn Myland. *The neural recruitment of executive function in children born prematurely* (2019). Florida International University, Biomedical Engineering.
3. Kay-Ann Linton. *Learning logographic Chinese orthography through extensive reading* (2017). Florida International University, Linguistics.

Master's Thesis Committee Member
1. Madeline Besser. *Effect of language dominance and cognate status on the VOT of voiced stops in Spanish heritage speakers.* (present). Florida International University, Linguistics.
2. Debbie Hew. *Segmental and suprasegmental features of Jamaican Hakka.* (2024). Florida International University, Linguistics.

3. Savannah Holtz. *Language ideologies of Korean and Spanish heritage speakers in South Florida*. (2024). Florida International University, Linguistics.
4. Hannah Lively. *Heritage speaker perceptions of quantifier construction types in transitive sentences.* (2024). Florida International University, Linguistics.
5. Latreese Hall. *"You did a great job building that!" Links between parent-child prosocial talk and spatial language*. (2022). Florida International University, Psychology.
6. Kaityn Contino. *Latent profiles of infant hand preference in infancy as predictors of later language outcomes*. (2022). Florida International University, Psychology.
7. Karinna Rodriguez. *Understanding young children's mental rotation using eye-tracking.* (2022). Florida International University, Psychology.
8. César Medina. *Measuring attitude: A sociolinguistic investigation of African American vernacular English and Academic English of city year members*. (2021). Florida International University, Linguistics.
9. Kaitlyn Menendez. *"Dime tú, amor, ¿cómo te llamas?" Cross-cultural investigation on terms of endearment in Miami: A sociolinguistic approach*. (2022). Florida International University, Linguistics.
10. Christopher Mendoza. *That /s/ tiene tumbao: Investigating acoustic correlates of queer femme-ness in bilingual Latinx Miami.* (2021). Florida International University, Linguistics.
11. Marisleydi Ramos. *Conservation, assimilation and /or leveling in the lexicon of the second generation of Nicaraguans in the city of Miami*. (2021). Florida International University, Linguistics.
12. Juliette Acosta-Santiago. *Politics and its impact on Puerto Rico.* (2020). Florida International University, Linguistics.
13. Nicholas Gimmarco. *Synthesis of Parent-Based Language Assessments*. (2020). Florida International University, Linguistics.
14. Edwin Emery. *Bilinguals' attitudes towards loan words in varying social contexts.* (2019). Florida International University, Linguistics.
15. Reema Algofaili. *Spelling accuracy of Arabic speakers in their writing of English vowels.* (2019). Florida International University, Linguistics.
16. Daniel Garzon. *Exploring Miamians' Perceptions of Linguistic Variation in Miami-Dade County and the state of Florida.* (2017). Florida International University, Linguistics.
17. Kaitlynn Gutierrez. *Semantic and syntactic features in WH-questions in heritage speaker Spanish* (2017). Florida International University, Linguistics.
18. Gina Ailanjian. *Linguistic landscape of two Hispanic-serving Institutions* (2017). Florida International University, Linguistics.
19. Christopher Diaz. *Lexical leveling among varieties of Spanish in Miami.* (2017). Florida International University, Linguistics.
20. Salvatore Callesano. *Perceiving Spanish in Miami: The interaction of dialect and social information*. (2015). Florida International University, Linguistics.
21. Lydda López. *Vowels in the 305: A first pass at Miami Latino English*. Spring. (2015). Florida International University, Linguistics.
22. Kristen Mullen. *A cross-generational analysis of Spanish-to-English lexico-semantic phenomena in emerging Miami English*. (2015). Florida International University, Linguistics.
23. Samia Mercedes: *When a bilingual processes meaning in semantic categorization in Spanish-English bilinguals.* (2016). Florida International University, Linguistics.
24. Erica Verde. *How Miami's English-Spanish bilinguals encode deictic motion events*. (2014). Florida International University, Linguistics.
25. Joanne Sampaio. *American perceptions of British regional dialects.* (2013). Florida International University, Linguistics.

26. Simone Harmath-de Lemos.*"Mãe, quem que a gente vai no cinema com?": Preposition Stranding in Brazilian Portuguese heritage speakers*. (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*. (2016). Florida International University, Psychology.

McNair Scholar Faculty Mentor
1. Hillary López. *Drivers' focal attention as measured by eye-tracking*. (2020-2022). Florida International University, Biomedical Engineering.
2. Valentina Dargam: *Exploring differences in the neural recruitment of executive function in bilinguals, heritage learners, and monolinguals with functional near-infrared spectroscopy (fNIRS).* (2018). Florida International University, Biomedical Engineering and Linguistics.
   Graduate program → Florida International university Ph.D. in Biomedical Engineering.

PROFESSIONAL SERVICE

Reviewer for Grants to Federal Agencies
    National Science Foundation
    National Endowment for the Humanities
    National Institutes of Health

Reviewer for Grants to Private Organizations
    Language Learning early career awards

Journal Editorial Boards
    Language Awareness

Reviewer for Journals
    ELT Journal
    Hispanic Journal
    Journal of Second Language Writing
    Language, Culture, & Curriculum
    Language Awareness
    Language Learning
    Language Learning & Technology
    Language Teaching Research
    Studies in Second Language Acquisition
    System
    TASK
    Teacher and Teacher Education
    The Modern Language Journal
    The Language Learning Journal

Reviewer for Publishers
    Georgetown University Press
    John Benjamins

Pearson
Routledge
Wiley-Blackwell

Reviewer for Conferences

American Association of Applied Linguistics Conference
Second Language Research Forum
International Association of Task-Based Language Teaching

OTHER SERVICE

- Member, Florida Grade-Level Reading Campaign Board, The Miami-Dade County Children's Trust (2018-present)
- Workgroup on Cultural and Linguistic Diversity in books, The Miami-Dade County Children's Trust (2019-present)
- Scientific Board for the evaluation of the Book Club, The Miami-Dade County Children's Trust (2019-present)

TEACHING

Graduate Seminars
- *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)*

Graduate Independent Studies
- *Functional Near-Infrared Spectroscopy in Biomedical Engineering (neural recruitment of executive functioning in children)*
- *Community Teaching Field Placement*
- *Applied psycholinguistics*
  - Topic: eye-tracking
  - Topic: language learning as social justice
  - Topic: task design effects on language teaching and learning

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*
- *Intermediate Spanish for Heritage Speakers*
- *Languages of the World*

Undergraduate Independent Studies
- *Research internship in Biomedical Engineering (with functional near-infrared spectroscopy)*

INSTITUTIONAL SERVICE

Service to the Department of Modern Languages
- Associate Chair of the Department (present)
- Member of the Spanish Heritage Placement Exam Committee (present)
- Member of the Graduate Program Committee (present)
- Chair: Search Committee for Assistant Professor in Spanish Sociolinguistics (2022-2023)
- Graduate Program Director, Spanish program (Modern Languages; 2020-2021)
- Member of the Spanish Undergraduate Curriculum Committee (2018-2021; 2023-2024)
- Member of Search Committee for Professor of Spanish (2020)
- Member of Search Committee for Permanent Instructor of Spanish, Program at Qingdao University (2019)
- Chair, Evaluation of Teaching Project Committee (Modern Languages; 2019-2020)
- Member of Committee for Spanish Curriculum for FIU's Medical School (2016)
- Member of Search Committee for Assistant Professor in Spanish Applied Linguistics (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)
- Member of the Tinker Grant Reviewer Committee (2019)
- 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 proficiency
- Portuguese – four semesters at Georgetown University
- Italian – one semester at the University of Virginia
- Tibetan – one semester at the University of Virginia
- Hawaiian Creole English – one semester at the University of Hawai'i

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS
- ASHA: American Speech Hearing and Language Association
- 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