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EDUCATION

- 2005 PhD in English Language and Literature (Doctor of English Philology). University of Santiago de Compostela (Spain)
- 1999 MA thesis in English Language and Literature (MA equivalent). University of Santiago de Compostela (Spain)
- 1996 BA in English Language and Literature. University of Santiago de Compostela (Spain)

EMPLOYMENT

- 2014 - present Associate Professor and Language Program Director. Department of Spanish and Portuguese Studies, University of Washington
Adjunct Associate Professor. Department of Linguistics, University of Washington
- 2010 - 2014 Adjunct Assistant Professor. Department of Linguistics, University of Washington
- 2007 - 2014 Assistant Professor and Language Program Director. Department of Spanish and Portuguese Studies, University of Washington
- 2004 - 2007 Visiting Lecturer. Department of Literature and Modern Languages, University of Montreal (Canada)
- 2003 - 2004 Spanish Conversation Assistant. Department of Literature and Modern Languages, University of Montreal (Canada)
- 2002 - 2003 Visiting Teaching Associate. Department of Hispanic Studies, Brown University

RESEARCH PROJECTS AND GRANTS

Principal investigator

University of Washington Humanities Innovation Seed Grant for the project *“Language Attitudes and Identity Formation in the Spanish Heritage Language Classroom.”* 2019-2020. (Co-PI with Prof. Maya Smith, Department of French and Italian Studies, University of Washington).

ACTFL 2017 Research Priorities Initiative Award for the project *“Opportunities for learning in mixed Spanish language classrooms: a study of interaction between and among HL and L2 learners.”* 2017-2018. \$2,000.

Member of the research team

English in Social Media. Theoretical and Applied Perspectives

Spanish Ministry of Science and Innovation. Ref. no.: PID2021-122267NB-I00. 2022-2025. €75.567.

English in the New Genres of Digital Communication: Native and Non-Native Contexts

Spanish Ministry of Science and Innovation. Ref. no.: PGC2018-093622-B-I00. 2019-2022. €24.200.

Conversation in Contemporary English: Innovation, Creativity and Communicative Negotiation in Native and Non-native Contexts

Spanish Ministry of Economy and Competitiveness. Ref. no.: FFI2015-64057-P. 2016-2018. €46.222.

Directorate General for Universities, Autonomous Government of Galicia. 2015-2017. 70.000€.

Modern Spoken English: The Interpersonal Component in Informal and Academic Contexts

Spanish Ministry for Science and Innovation. Ref. no.: FFI2012-31450. 2013-2015. 14.000€.

Oral English: Grammar, Varieties, and Learning

Secretariat for Research and Development, Autonomous Government of Galicia. Ref. no.:

INCITE08PXIB204033PR. 2008-2011. 55.206€.

Development, Analysis, and Coding of the Santiago University Learner of English Corpus

Secretariat for Research and Development, Autonomous Government of Galicia. Ref. no.:

PGIDIT05PXIB20401PR. 2005-2008. 26.400€.

Preparation of a Corpus of Oral and Written Language of Spanish Students of English as a Foreign Language (SULEC) as a Basis for the Study of their Interlingual Language

Secretariat for Research and Development, Autonomous Government of Galicia. Ref. no.:

PGIDIT02PXIB20401PR. 2002-2005. 23.100€.

English Linguistics and Second Language Acquisition: Approaches, Interrelationships, and their Implications

Secretariat for Research and Development, Autonomous Government of Galicia. Ref. no.:

PGIDT00PXI20407PR. 2000-2002. 16.828€.

AWARDS, FELLOWSHIPS, AND VISITING POSITIONS

Visiting Researcher. University of Santiago de Compostela (Spain). September 2022-July 2023.

Nomination. Distinguished Teaching Award. University of Washington. 2018-2019.

Visiting Research Fellow. University of Oxford and University of London (United Kingdom). June-August 2001.

Travel fellowship awarded by the Autonomous Government of Galicia.

Visiting Research Fellow. University of Minnesota. September-December 2000. Travel fellowship awarded by the Office for Research and Technology, University of Santiago de Compostela.

Visiting Research Fellow. University of Leeds and University of Reading (United Kingdom). September-October 1999. Travel fellowship awarded by the Autonomous Government of Galicia.

PUBLICATIONS

Books

Herschensohn, J., Young-Scholten, M., Fernández Dobao, A. & Leung, A. *The Cambridge handbook of second language acquisition* (2nd ed.) (Edited volume, under contract, Cambridge University Press).

Peer-reviewed articles (*) and chapters (‡)

Fernández Dobao, A. & Alonso Alonso, R. Adolescents' informal exposure to English audiovisual materials. (In progress).*

Fernández Dobao, A., Herschensohn, J., & Vukadinovich, S. Subject realization in Spanish heritage and second language children in dual immersion. (In progress).*

Fernández Dobao, A., Herschensohn, J., & Vukadinovich, S. Gender and number agreement in Spanish heritage and second language children in dual immersion. (Submitted to *Heritage Language Journal*).*

Fernández Dobao, A. Discursive positioning in heritage-second language learner interaction: A case study of the dynamic construction of linguistic expertise. (Resubmitted with changes to *Language Teaching Research*).*

Fernández Dobao, A. Writing and L2 learning. In J. Herschensohn, M. Young-Scholten, A. Fernández Dobao & A. Leung (Eds.), *The Cambridge handbook of second language acquisition* (2nd ed.). Cambridge University Press. (To be resubmitted with changes).‡

Alonso Alonso, R. & Fernández Dobao, A. Adolescents' informal exposure to English as a second language: Effects on vocabulary, grammar, and writing. (Resubmitted with changes to *ITL – International Journal of Applied Linguistics*).*

Palacios Martínez, I. & Fernández Dobao, A. La flexión de género en ELE. Aportaciones e implicaciones didácticas de un estudio de corpus. *Revista de Lingüística y Lenguas Aplicadas*. (Accepted for publication).*

Fernández Dobao, A. (2023) “*Pero yo también estoy aprendiendo*”: Negotiating expert and novice positions in HL-L2 interaction. *Modern Language Journal*, 107(4), 873–895. <https://doi.org/10.1111/modl.12882>*

Fernández Dobao, A. & Herschensohn, J. (2021). Acquisition of Spanish verbal morphology by child bilinguals: Overregularization by heritage speakers and second language learners. *Bilingualism: Language and Cognition*, 24(1), 56–68. <https://doi.org/10.1017/S1366728920000310>*

Fernández Dobao, A. (2020a). Collaborative writing in mixed classes: What do heritage and second language learners think? *Foreign Language Annals*, 53(1), 48–68. <https://doi.org/10.1111/flan.12446>*

Fernández Dobao, A. (2020b). Exploring interaction between heritage and second language learners in the Spanish language classroom: Opportunities for collaborative dialogue and learning. In W.

- Suzuki & N. Storch (Eds.), *Langaging in language learning and teaching: A collection of empirical studies* (pp. 91–110). John Benjamins. <https://doi.org/10.1075/llt.55.04fer>[‡]
- Fernández Dobao, A. & Herschensohn, J. (2020). Present tense verb morphology of Spanish HL and L2 children in dual immersion: Feature Reassembly revisited. *Linguistic Approaches to Bilingualism*, 10(6), 775–804. <https://doi.org/10.1075/lab.18026.fer>^{*}
- Fernández Dobao, A. (2018). Code switching in the Spanish heritage language classroom: Communicative and cognitive functions. In R. Alonso Alonso (Ed.), *Speaking in a second language* (pp. 175–196). John Benjamins. <https://doi.org/10.1075/aals.17.08dob>[‡]
- Fernández Dobao, A. (2016). Peer interaction and learning: A focus on the silent learner. In M. Sato and S. Ballinger (Eds.), *Peer interaction and second language learning: pedagogical potential and research agenda* (pp. 33–61). John Benjamins. <https://doi.org/10.1075/llt.45.02fer>[‡]
- Fernández Dobao, A. (2014a). Attention to form in collaborative writing tasks: Comparing pair and small group interaction. *Canadian Modern Language Review*, 70(2), 158–187. <https://doi.org/10.3138/cmlr.1768>^{*}
- Fernández Dobao, A. (2014b). Vocabulary learning in collaborative tasks: A comparison of pair and small group work. *Language Teaching Research*, 18(4), 497–520. <https://doi.org/10.1177/1362168813519730>^{*}
- Fernández Dobao, A. & Blum, A. (2013). Collaborative writing in pairs and small groups: Learners' attitudes and perceptions. *System*, 41(2), 365–378. <https://doi.org/10.1016/j.system.2013.02.002>^{*}
- Fernández Dobao, A. (2012a). Collaborative dialogue in learner-learner and learner-native speaker interaction. *Applied Linguistics*, 33(3), 229–256. <https://doi.org/10.1093/applin/ams002>^{*}
- Fernández Dobao, A. (2012b). Collaborative writing tasks in the L2 classroom: Comparing group, pair, and individual work. *Journal of Second Language Writing*, 21(1), 40–58. <https://doi.org/10.1016/j.jslw.2011.12.002>^{*}
- Fernández Dobao, A. & Palacios Martínez, I. (2007). Negotiating meaning in interaction between English and Spanish speakers via communicative strategies. *Atlantis. Journal of the Spanish Association for Anglo-American Studies*, 29(1), 87–105.^{*}
- Fernández Dobao, A. (2006). Linguistic and cultural aspects of the translation of swearing: The Spanish version of *Pulp Fiction*. *BABEL. Revue Internationale de la Traduction. International Journal of Translation*, 52(3), 222–242. <https://doi.org/10.1075/babel.52.3.02fer>^{*}
- Fernández Dobao, A. (2002a). The effect of language proficiency on communication strategies use: A case study of Galician learners of English. *Miscelánea. A Journal of English and American Studies*, 25, 53–75.^{*}
- Fernández Dobao, A. (2001). Communication strategies in the interlanguage of Galician students of English: The influence of learner and task related factors. *Atlantis. Journal of the Spanish Association for Anglo-American Studies*, 23(1), 41–61.^{*}

Articles in conference proceedings

Fernández Dobao, A. (2015b). Usos del metalenguaje en una actividad de escritura colaborativa: hablando sobre el imperfecto y el indefinido. *E-Aesla*, 1.

Fernández Dobao, A. (2010). Collaborative problem solving strategies in learner-learner and learner-native speaker interaction. In M. Cal Varela, F. J. Fernández Polo, L. Gómez García & I. M. Palacios Martínez (Eds.), *Current issues in English language teaching and learning. An international perspective. Proceedings of the first international conference on English language teaching and learning* (pp. 189–199). Cambridge Scholars Publishing.

Fernández Dobao, A. (2007). The use of circumlocution strategies in foreign language interaction: A collaborative creation of meaning process. In M. Losada Friend, P. Ron Vaz, S. Hernández Santano & J. Casanova (Eds.), *Proceedings of the XXX international conference of the Spanish association for Anglo-American studies* (CD-Rom). Servicio de Publicaciones de la Universidad de Huelva.

Fernández Dobao, A. (2003a). Communication strategies in the interlanguage of Spanish and Galician students of English: A preliminary study. In J. L. Chamosa González (Ed.), *Proceedings of the XXIII international conference of the Spanish association for Anglo-American studies* (CD-Rom). Universidad de León.

Fernández Dobao, A. (2003b). The use of non-verbal communication strategies in native/non-native speaker interactions: A case study of Spanish learners of English as a foreign language. In I. M. Palacios Martínez (Ed.), *Fifty years of English studies in Spain (1952-2002). A commemorative volume. Proceedings of the XXVI international conference of the Spanish association for Anglo-American studies* (pp. 363–371). Servicio de Publicacións da Universidade de Santiago de Compostela.

Fernández Dobao, A. (2002b). The use of conscious transfer as a communication strategy in the interlanguage of Galician learners of English as a foreign language. In L. Iglesias Rábade (Ed.), *Studies in contrastive linguistics: Proceedings of the 2nd international contrastive linguistics conference* (pp. 391–399). Servicio de Publicacións da Universidade de Santiago de Compostela.

Castaño Torrado, B., Fernández Dobao, A. & Folgar Fariña, M. L. (1999). Evaluación de la gramática en pruebas de logros y de progresos. In T. Jiménez Juliá, M. C. Losada Aldrey & J. F. Márquez Caneda (Eds.), *Español como lengua extranjera: Enfoque comunicativo y gramática. Actas del IX congreso internacional de ASELE* (pp. 367–374). Difusión.

Edited conference proceedings

Pato, E. & Fernández Dobao, A. (Eds.). (2007). *La enseñanza del español como lengua extranjera en Québec. (Actas del CEDELEQ II, 10-13 de mayo de 2007)*. Tinkuy 7. Université de Montréal. ISSN: 1913-0481.

Book reviews

Fernández Dobao, A. (2015a). Review of Neomy Storch, *Collaborative writing in L2 classrooms*. In *ELT Journal*, 69(2), 214–216. <https://doi.org/10.1093/elt/ccv001>

Fernández Dobao, A. (2008). Review of Pilar García Mayo (Ed.), *Investigating tasks in formal language learning*. In *Atlantis. Journal of the Spanish Association for Anglo-American Studies*, 30(1), 179–184.

PRESENTATIONS

Keynote lectures

"Cognitive functions of the dominant language: A look at heritage learners' use of English to mediate their Spanish language learning." ICNICE 2018: Pushing English to the limit. Innovation, creativity and communicative negotiation in native and non-native contexts. University of Santiago de Compostela (Spain). 2018. (Keynote speaker).

Invited lectures

"Subject expression by Spanish heritage and L2 children in dual immersion." Workshop on Language and Cognition. University of Vigo (Spain). 2023. (Presentation of a research project conducted in collaboration with Julia Herschensohn and Stefana Vukadinovich).

"Adquisición del español como lengua de herencia y segunda lengua en programas de inmersión dual: un estudio gramatical." School of Education, Complutense University of Madrid (Spain). 2023. (Presentation of a research project conducted in collaboration with Julia Herschensohn and Stefana Vukadinovich).

"¿Qué diferencia a los hablantes de herencia de los aprendientes de L2? Interacción y aprendizaje." IX Jornadas ELE: el aula de ELE, espacio de diversidad. Complutense University of Madrid (Spain). 2023.

"A study of heritage and second language learners' interaction and learning: A mixed methods approach." 40th ELC Research Seminar. University of Santiago de Compostela (Spain). 2023.

"Code switching among bilingual learners of Spanish: Social and cognitive functions." International Symposium on Language Processing in Bilingual Children and Adults: Psycholinguistic and Educational Perspectives. University of Minho (Portugal). 2015.

"El aprendizaje a través de la escritura colaborativa: resultados de un estudio en la clase de E/LE." Faculty of Philology, University of Santiago de Compostela (Spain). 2015.

"Collaborative writing tasks in the L2 classroom: A comparison of group, pair, and individual work." Department of Linguistics, University of Washington, WA. 2011.

"Collaborative writing tasks in the L2 classroom: A comparison of group, pair, and individual work." Department of Linguistics, Simon Fraser University (Canada). 2010.

"L1 use in L2 interaction: Communicative and cognitive functions." Department of English, University of Washington, WA. 2008.

"Le rôle des stratégies de communication dans l'apprentissage de langues étrangères et ses implications didactiques." Department of Didactics, University of Montreal (Canada). 2004.

"Estratexias de comunicación na aprendizaxe de linguas estranxeiras." European Year of Languages Meeting. Pontevedra (Spain). 2001.

Conference papers

“Learner collaboration in second language writing: Affordances, challenges, and new directions.” 20th Symposium on Second Language Writing. Tempe, AZ. November 14-16, 2024 (accepted). (Colloquium co-organized and presented with Meixiu Zhang and Mimi Li).

“Discourse-pragmatics: Subject use in Spanish heritage and second language children.” 16th International Congress for the Study of Child Language. Prague (Czech Republic). July 15-19, 2024 (accepted). (Co-authored with Julia Herschensohn and Stefana Vukadinovich).

“Gender and number agreement in Spanish heritage and L2 children in dual immersion.” 17th Generative Approaches to Second Language Acquisition Conference. Urbana-Champaign, IL. 2024. (Co-authored with Julia Herschensohn and Stefana Vukadinovich).

“Supporting multilingual learners in the first decade: SPS dual language immersion.” Pacific Northwest Council for Languages 2024 Conference. Seattle, WA. 2024. (Co-presented with Julia Herschensohn and Stefana Vukadinovich).

“Collaborative writing between heritage and second language learners: Who is the expert and why does it matter?” 40th International Conference of the Spanish Association of Applied Linguistics. Mérida (Spain). 2023.

“Gender and number agreement in Spanish heritage and L2 children in dual immersion.” 10th National Symposium on Spanish as a Heritage Language. Cambridge, MA. 2023. (Co-presented with Julia Herschensohn and Stefana Vukadinovich).

“Null/overt subject realization in Spanish heritage and L2 children.” 53rd Linguistic Symposium on Romance Languages. Paris (France). 2023. (Co-authored with Julia Herschensohn and Stefana Vukadinovich).

“Who is the expert? A positioning analysis of HL-L2 interactions in mixed classes.” 10th National Symposium on Spanish as a Heritage Language. Cambridge, MA. 2023.

“Dual immersion Spanish-English environment precludes expressive-receptive gap in heritage and second language children.” 31st EuroSLA Conference. Fribourg (Switzerland). 2022. (Co-presented with Julia Herschensohn).

“*Pero yo también estoy aprendiendo*: A case study of heritage learners’ positioning in HL-L2 interaction.” Fourth International Conference on Heritage/Community Languages. Los Angeles, CA. 2022.

“Present tense morphology and complex subject realization in Spanish heritage and L2 children.” Heritage Language Syntax 3. Paris (France). 2022. (Co-presented with Julia Herschensohn and Stefana Vukadinovich).

“A receptive-expressive gap for Spanish-English HL and L2 bilingual children?” 50th Linguistic Symposium on Romance Languages. Austin, TX. 2020. (Co-presented with Julia Herschensohn).

“Collaborative writing between heritage and second language learners: Who is helping whom?” 17th Symposium on Second Language Writing. Tempe, AZ. 2019.

“Collaborative writing in mixed classrooms: A comparative analysis of HL-HL and HL-L2 learner interaction.” Third International Conference on Heritage/Community Languages. Los Angeles, CA. 2018.

“Opportunities for learning in mixed heritage/second language classrooms.” ACTFL 2018 Annual Convention and World Languages Expo. New Orleans, LA. 2018.

“Comprehension and production of verb morphology by heritage learners in two-way immersion.” Fourth National Symposium on Spanish as a Heritage Language. Irvine, CA, 2017. (Co-presented with Julia Herschensohn).

“Input overrides attrition: Verb agreement of developing L2 and heritage Spanish bilinguals in dual immersion.” 13th Generative Approaches to Language Acquisition Conference. Palma de Mallorca (Spain). 2017. (Co-presented with Julia Herschensohn).

“Interacción entre estudiantes de herencia y estudiantes de lengua extranjera: oportunidades para el aprendizaje.” Third Symposium on Spanish as a Heritage Language. Eugene, OR. 2016.

“The silent learner in peer interaction: Motivations and learning.” American Association for Applied Linguistics 2015 Annual Conference. Toronto (Canada). 2015.

“Usos del metalenguaje en una actividad de escritura colaborativa: hablando sobre el imperfecto y el indefinido.” 23rd International Conference of the Spanish Association of Applied Linguistics. Sevilla (Spain). 2014.

“Attention to form in collaborative tasks.” American Association for Applied Linguistics 2013 Annual Conference. Dallas, TX. 2013.

“¿Cuál es el papel de la lengua materna en la clase de español?” Sixth Spanish Matters Colloquium. Tacoma, WA. 2011.

“Vocabulary learning in collaborative tasks: A comparison of pair and small group work.” Second Language Research Forum. Ames, IA. 2011.

“Collaborative learning of Spanish past tenses: A comparison of pair and small group work.” American Association for Applied Linguistics 2010 Annual Conference. Atlanta, GA. 2010.

“Investigating pair and small group interaction during a collaborative writing task.” Canadian Association of Applied Linguistics 2010 Conference. Montreal (Canada). 2010.

“Collaborative dialogue in task-based oral interaction: A comparison of pair and group work.” Third Biennial International Conference on Task-Based Language Teaching. Lancaster (United Kingdom). 2009.

“The effect of collaborative dialogue on the acquisition of Spanish past tenses: A comparison of pair and group work.” 13th Hispanic Linguistics Symposium. San Juan (Puerto Rico). 2009.

“Collaborative problem-solving strategies: A comparison of learner-learner and learner-native speaker interactions.” First International Conference on English Language Teaching and Learning. Santiago de Compostela (Spain). 2008.

“L1 in L2 interaction: Cognitive functions of L1 use and L2 vocabulary learning.” American Association for Applied Linguistics 2008 Annual Conference. Washington, DC. 2008.

“The role of motivational and attitudinal factors in foreign language classroom interaction.” International Association of Applied Linguistics 2008 World Congress. Essen (Germany). 2008.

“Las estrategias de transferencia lingüística en el aprendizaje y uso del español como lengua extranjera.” Canadian Association of Hispanists Conference. Saskatoon (Canada). 2007.

“Las nuevas tecnologías en los niveles iniciales de enseñanza.” II Coloquio sobre la enseñanza del español, lengua extranjera, en Québec. Montreal (Canada). 2007.

“Learners’ use of L1 in L2 strategic interaction: Communicative and cognitive functions.” Canadian Association of Applied Linguistics 2007 Conference. Saskatoon (Canada). 2007.

“The effect of individual variables on collaborative dialogue and L2 vocabulary learning.” American Association for Applied Linguistics 2007 Conference. Costa Mesa, CA. 2007.

“Atención a la diversidad en el aula de español lengua extranjera.” Coloquio sobre la enseñanza del español, lengua extranjera, en Québec. Montreal (Canada). 2006.

“The use of circumlocution strategies in foreign language interaction: A collaborative creation of meaning process.” 30th International Conference of the Spanish Association for Anglo-American Studies. Huelva (Spain). 2006.

“The use of non-verbal communication strategies in native/non-native speaker interactions: A case study of Spanish learners of English as a foreign language.” 26th International Conference of the Spanish Association for Anglo-American Studies. Santiago de Compostela (Spain). 2002.

“The use of conscious transfer as a communication strategy in the interlanguage of Galician learners of English as a foreign language.” Second International Contrastive Linguistics Conference. Santiago de Compostela (Spain). 2001.

“Títulos de película.” Third International Conference of Translation Studies. A Coruña (Spain). 2001.

“Communication strategies in the interlanguage of Spanish and Galician students of English: A preliminary study.” 23rd International Conference of the Spanish Association for Anglo-American Studies. León (Spain). 1999.

“El guión de *Pulp Fiction*: algunos problemas de traducción.” Second International Conference of Translation Studies. A Coruña (Spain). 1999.

“Evaluación de la gramática en pruebas de logros y de progresos.” Ninth International Conference of the Association for the Teaching of Spanish as a Foreign Language. Santiago de Compostela (Spain). 1998. (Co-presented with Berta Castaño Torrado and Lourdes Folgar Fariña).

Invited language pedagogy presentations, workshops, and round tables

“Research and key issues in heritage language teaching and learning: Strategies for supporting heritage learners in mixed classrooms.” ACTFL’S Critical Conversations in World Language Education Series. 2022. (Co-presented with Angélica Amezcua, María Carreira, Florencia Henshaw, and Alana Kubeczka).

“Building a bridge between heritage and second language learners: Pedagogical approaches to foster collaboration and reciprocal learning.” 2022 UW Heritage Language Symposium. Seattle, WA. 2022. (Co-presented with Angélica Amezcua).

“Teaching heritage language learners across K12 and higher education during Covid-19: Strategies for mixed classes.” 2021 UW Heritage Language Symposium. Seattle, WA. 2021. (Round table organizer and panelist).

“El Español en los EE.UU. en el cruce de caminos: una perspectiva desde el pacífico y el interior del noroeste.” Segunda Semana de la Lengua Española. Seattle, WA. 2020. (Round table panelist).

“Teaching mixed language classes: Challenges and opportunities.” 2019 UW Heritage Language Symposium. Seattle, WA. 2019. (Presentation).

“The bilingual learner.” The Bilingual Education Forum. Bellevue School District. Bellevue, WA. 2012. (Presentation).

“La enseñanza centrada en el alumno: estrategias didácticas para el maestro de español.” Center for Spanish Studies, University of Washington. 2008. (Workshop).

“Adquisición de segundas lenguas: procesos cognitivos y factores condicionantes.” Department of Classics, Modern Languages, and Linguistics, Concordia University (Canada). 2006. (Presentation).

“Aprender a aprender: el papel de las estrategias de aprendizaje y de comunicación en el aula de español lengua extranjera.” Center for Spanish Studies, University of Montreal (Canada). 2004. (Workshop).

TEACHING EXPERIENCE

Courses taught at the University of Washington, 2007 - present

LINGUISTICS 449 / LINGUISTICS 549. Second Language Learning (Winter 2020, 2021, 2022, 2024)

SPANISH 590 / ENGLISH 578 / LINGUISTICS 580. Special Seminar and Conference: Classroom Interaction and Second/Foreign Language Acquisition (Winter 2009)

SPANISH 590 / ENGLISH 578 / ASIAN 503. Special Seminar and Conference: Classroom Interaction and Second Language Acquisition: Interactionist and Sociocultural Approaches. (Co-taught with Prof. Amy Ohta in Winter 2012)

SPANISH 590 / LINGUISTICS 580. Special Seminar and Conference: Early Bilingualism and Dual Immersion Education. (Co-taught with Prof. Julia Herschensohn in Spring 2017)

SPANISH 542 / LINGUISTICS 580. Topics in Second Language Acquisition (Spring 2019)

SPANISH 541 / LINGUISTICS 580. Topics in Spanish Applied Linguistics (Spring 2018, 2020)

SPANISH 510 / GERMAN 518 / SCAND 518 / SLAVIC 518 / FRENCH 510. Language Teaching Methods (Autumn 2023)

SPANISH 510. Methodology of Spanish Language Teaching (Autumn 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2016, 2017, 2018, 2019, 2020, 2021)

SPANISH 498. Special Topics in Spanish Linguistics: Spanish Second Language Acquisition (Winter 2019)

SPANISH 407. Bilingualism (Winter 2014, 2017, 2018)

SPANISH 404. Dialects of World Spanish (Winter 2008, 2010, 2013, Spring 2009)

SPANISH 323. Introduction to Spanish Linguistics (Spring 2010, 2011, 2012, 2013, Summer 2017)

SPANISH 203. Intermediate Spanish (Winter 2015 in Cusco)

SPANISH 201. Intermediate Spanish (Spring 2014 in León, Winter 2015 in Cusco)

SPANISH 103. Elementary Spanish (Summer 2016)

Study abroad programs directed

CUSCO Study abroad program (Winter 2015)

GRADUATE AND UNDERGRADUATE STUDENTS SUPERVISED

PhD Dissertations — Member of the doctoral supervisory committee

Vukadinovich, Stefana. *Requests in Russian heritage language*. Department of Slavic Languages and Literatures. University of Washington. Expected June 2025.

Konatar, Biljana. *Language policy and planning in Montenegro*. Department of Slavic Languages and Literatures. University of Washington. Expected June 2025.

Tsujihara, Rie. *Expressing gratitude in a foreign language: Concept-based language instruction to teach thanking in L2 Japanese*. Graduate School Individual Interdisciplinary PhD. University of Washington. 2023.

Maillard, Céline. *The Third Republic and French primary education: Textbooks, teachers and language planning to build French identity*. Department of French and Italian Studies. University of Washington. 2019.

Burgess, Misha. *Faculty attitudes towards heritage language and heritage language teaching policy in Washington state community college Spanish departments*. Department of Linguistics. University of Washington. 2015.

PhD Dissertations — External examiner

García Castro, Laura. *The complementation profile of remember in Post-colonial Englishes*. University of Vigo (Spain). 2023.

Rodríguez Rodríguez, Yonai. *A study of the beliefs of university students about learning English as a foreign language*. University of Santiago de Compostela (Spain). 2023.

Lastres López, Cristina. *A functional-pragmatic approach to if/si-constructions in English, French and Spanish: A corpus-based study*. University of Santiago de Compostela (Spain). 2020.

Pereira Romasanta, Raquel. *Variation in the clausal complementation system in World Englishes: A corpus-based study of regret*. University of Vigo (Spain). 2020.

Aufa, Fauzul. *An investigation of blended collaborative L2 writing: A focused ethnographic case study in Indonesia*. University of Melbourne (Australia). 2019.

Mammadova, Tamilla. *The teaching and learning of English grammar in Azerbaijan at the university level*. University of Santiago de Compostela (Spain). 2017.

Calvo Benzies, Yolanda Joy. *The teaching and learning of English pronunciation in Spain: An analysis and appraisal of students' and teachers' views and teaching materials*. University of Santiago de Compostela (Spain). 2015.

PhD Dissertations — Graduate school representative

Choden Lama, Kunsang. Information School. University of Washington. Expected 2025.

Crichton, Katherine. College of Education. University of Washington. 2021.

Sugar, Alexander. Department of Linguistics. University of Washington. 2019.

Eshleman, Laura. Department of Comparative Literature. University of Washington. 2016.

Archibald, Amber. School of Music. University of Washington. 2012.

Tanner, Darren Scott. Department of Linguistics. University of Washington. 2011.

MA Theses — Director

Griffin, Dalton. *Actitudes y prejuicios de los estudiantes de la Universidad de Washington hacia las variedades del español*. Department of Spanish and Portuguese Studies. Expected, June 2024.

Chueco Montilla, Rocío. *Las peticiones en la clase de español: un estudio comparativo entre los hablantes de herencia de español y hablantes de español como segunda lengua*. Department of Spanish and Portuguese Studies. 2017.

Salvador Sanchís, Aurora. *Las influencias del inglés en el español de Estados Unidos: casos del habla de niños bilingües de origen español*. Department of Spanish and Portuguese Studies. 2014.

Saiz Algorri, Carlota. *La relación entre la motivación y el género en el estudio del español como lengua extranjera*. Department of Spanish and Portuguese Studies. 2011.

Vásquez Gamarra, Javier. *La eficacia de los cursos de ELE: la percepción de los usuarios de L1/L2*. University of Montreal (Canada), 2010. (Co-director).

Fox, Kelly. *Análisis de los contenidos culturales de tres libros de texto de español: Paso a Paso, Realidades y ¿Sabías Qué...?* Department of Spanish and Portuguese Studies. 2009.

MA Theses — Member of master's committee

Ma, Sihan. *Corrective feedback, uptake, and repair in an elementary Japanese language classroom*. Department of Asian Languages and Literature. 2022.

Yukimoto, Yasuko. *Influence of incidental learning opportunities in a classroom on students' development of L2 pragmatics competence*. Department of Asian Languages and Literature. 2022.

Burton, Benjamin. *Playing Japanese: Fostering semantic language play in a Japanese as a foreign language classroom*. Department of Asian Languages and Literature. 2020.

Huneault, Catherine. *El aprendizaje del español en Quebec: un estudio de las motivaciones y representaciones de estudiantes universitarios*. University of Montreal (Canada), 2007. (Member of the examination committee).

UW Graduate Certificate in Second and Foreign Language Teaching capstone projects — Director

Kuheim, Heidi. *Foreign language acquisition and study abroad: A complex relationship*. Department of Spanish and Portuguese Studies. 2019.

Kinzer, Kent. *Using literature in the intermediate-level Spanish classroom*. Department of Spanish and Portuguese Studies. 2019.

Chueco Montilla, Rocío. *La enseñanza del subjuntivo a aprendices de herencia*. Department of Spanish and Portuguese Studies. 2017.

Arias, Abel. *El uso de "Concept-Based Instruction": la enseñanza del aspecto en español para hablantes de herencia y estudiantes de L2*. Department of Spanish and Portuguese Studies. 2015.

Salvador Sanchís, Aurora. *Materiales para la clase de español. Español como lengua de herencia y español como L2*. Department of Spanish and Portuguese Studies. 2015.

Honors Theses — Director

Keimig, Jade. *Colors, images, and videos: A visual approach to learning grammatical gender in German*. Department of Linguistics. 2022.

Kim, Lyudmila. *El desarrollo lingüístico de dos niñas bilingües: Amelie y Mimi*. Department of Spanish and Portuguese Studies. 2014.

Prado, Judith. *Español para estudiantes de herencia en las universidades y preparatorias*. Department of Spanish and Portuguese Studies. 2014.

Mitrovich, Connor. *El español de Perú: una investigación del dialecto costeño*. Department of Spanish and Portuguese Studies. 2010.

Powel, Melissa. *Unidad en el dialecto cubano: estudio comparativo del habla vernácula del occidente de Cuba*. Department of Spanish and Portuguese Studies. 2009.

ADMINISTRATIVE POSITIONS

Interim Chair (Fall 2021)

Associate Chair (2018 – 2022)

Language Program Director (2007 – present)

As Language Program Director at the Spanish and Portuguese Studies Department of the University of Washington, I am responsible for:

- Developing and maintaining the curriculum for the First-Year, Second-Year, and Third-Year Spanish Second Language Programs (see <https://spanport.washington.edu/spanish-language-program>).
- Coordinating and administrating the Spanish Second Language Program.
- Training, supervising, and mentoring the Graduate Student Instructors of the Spanish and Portuguese Studies Department.

SERVICE AT THE UNIVERSITY OF WASHINGTON

University committees

Graduate Certificate in Second and Foreign Language Teaching Steering Committee (2017 – present)

Committee for Multilingual Teaching, Research, and Learning (Member, 2016 – present; Chair, 2017 – 2022)

Second Language Studies Interdisciplinary Committee (2012 – present)

Center for Global Studies Executive Committee (2019 – 2021)

Department of Spanish and Portuguese Studies committees

Graduate Studies Committee (2007 – present)

Scheduling Committee (2018 – present)

Assistant Professor in Spanish and Heritage Language Program Director Search Committee (Chair, 2020 – 2021)

Tenure-Track Faculty Merit Guidelines Ad Hoc Committee (Chair, 2019 – 2020)

Senior Lecturer Promotion Committee (2012 – 2013: 1 candidate, 2018: 3 candidates, 2019: 1 candidate)

Language Studies Committee (Chair, 2007 – 2018)

Undergraduate Studies Committee (2016 – 2017)

Portuguese Lecturer Search Committee (Chair, 2017)

Spanish Linguistics Lecturer Search Committee (2012 – 2013, 2014)

PhD Proposal Committee (2007 – 2012)

Ad Hoc Personnel Committee (2010 – 2011)

Other departments

Senior Lecturer Promotion Committee, Department of French and Italian Studies (2018)

SERVICE TO THE PROFESSION

Public service

Expert member and evaluator of the *Agencia Estatal de Investigación* (State Research Agency) of the Spanish Ministry of Science, Innovation, and Universities. 2015 – present.

President of the evaluation committee for the official exams of the DELE (Spanish as a Foreign Language Diploma) organized by the *Instituto Cervantes* in Montreal (Canada). May 2005, November 2005, May 2006, November 2006, and May 2007.

Member of the experts committee for the evaluation of the *Español Langue Tierce: Programme de Formation de l'École Québécoise, Secondaire, 2^e Cycle* (Secondary School Spanish Foreign Language Program developed by the Québec Ministry of Education). 2005-2006.

Conference committees

Member of the Organizing Committee for the Ninth Conference on Computer-Mediated Communication and Social Media Corpora, held in Santiago de Compostela (Spain), September 2022.

Member of the Scientific Committee for the ICNICE 2018 Conference, held in Santiago de Compostela (Spain), June 2018.

Member of the Scientific Committee for the International Conference on Spoken Language, held in Santiago de Compostela (Spain), June 2014.

Member of the Scientific Committee for the Third International Postgraduate Conference on Language and Cognition, held in Santiago de Compostela (Spain), September 2012.

Member of the Program Committee for the First International Conference on English Language Teaching and Learning, held in Santiago de Compostela (Spain), September 2008.

Member of the committee organizing the CEDELEQ II (*II Coloquio sobre la enseñanza del español, lengua extranjera, en Québec*), held in Montreal (Canada), May 2007.

Member of the committee organizing the CEDELEQ (*Coloquio sobre la enseñanza del español, lengua extranjera, en Québec*), held in Montreal (Canada), May 2006.

Journal guest editor

Guest co-editor of the inaugural issue of *Revista Luso-Hispánica*, an undergraduate journal of the American Association of Teachers of Spanish and Portuguese. 2023-2024.

Journal editorial board

Member of the Editorial Board of *VIAL. Vigo International Journal of Applied Linguistics*.

Journal reviewer

Applied Linguistics, Australian Review of Applied Linguistics, Canadian Modern Language Review, ELT Journal, Foreign Language Annals, Hispania, International Journal of Applied Linguistics, International Journal of Learner Corpus Research, Journal of French Language Studies, Journal of Pragmatics, Journal of Second Language Writing, Language Awareness, Language Teaching, Language Teaching Research, Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics, System, The Modern Language Journal, TESL Canada Journal, TESOL Quarterly, VIAL. Vigo International Journal of Applied Linguistics.

Book and book chapter reviewer

Cambridge University Press, De Gruyter, John Benjamins, Peter Lang, Routledge, Wiley, Springer

Textbook reviewer

Pearson Education, Vista Higher Learning

MEMBERSHIPS

American Association for Applied Linguistics (AAAL)

International Association of Applied Linguistics (AILA)

American Council on the Teaching of Foreign Languages (ACTFL)

American Association of Teachers of Spanish and Portuguese (AATSP)