

Luis Cerezo, Ph.D.

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EDUCATION

2010	Ph.D. (distinction)	Spanish Linguistics	GEORGETOWN UNIVERSITY
2006	M.S.	Spanish Applied Linguistics	GEORGETOWN UNIVERSITY
2005	M.S.	Computational Linguistics	GEORGETOWN UNIVERSITY
2002	M.S.	Machine Translation	UNIVERSITY OF MANCHESTER
1999	B.A.	Translation & Interpreting	UNIVERSITY OF MALAGA

ACADEMIC EMPLOYMENT

			AMERICAN UNIVERSITY
2010-date	Director	Spanish Language Program	
2017-date	Associate Professor	Spanish Linguistics	
2011-17	Assistant Professor	Spanish Linguistics	
2010-11	Instructor	Spanish Linguistics	
			GEORGETOWN UNIVERSITY
2009	Interim Director	Intensive Spanish Program (All levels)	
2007-09	Assistant Director	Intensive Spanish Program (Basic & Intermediate levels)	
2004-09	Instructor	Spanish Linguistics	
			UNIVERSITY OF MALAGA
1991-2001	Teaching Assistant	Translation & Interpreting	

SELECTED HONORS AND AWARDS

2012	Harold N. Glassman Dissertation Award	GEORGETOWN UNIVERSITY
2011	Jack Child Teaching with Technology Award	AMERICAN UNIVERSITY
2000	First National Valedictorian, B.A. in Translation	SPANISH MINISTRY OF EDUCATION

PUBLICATIONS

EDITED BOOKS

Leow, R. P., **Cerezo, L.**, Baralt, M. (Eds.) (2015). *A psycholinguistic approach to technology and language learning*. Berlin, Germany; Boston, MA: De Gruyter Mouton (267 pp.).

JOURNAL ARTICLES

Cerezo, L. (2017). Always together or alone first? Effects of type of collaborative translation on Spanish L2 development. *Journal of Spanish Language Teaching*, 4(2), 152–167.

Cerezo, L. (2016). Type and amount of input-based practice in CALI: The revelations of a triangulated research design. *Language Learning & Technology*, 20(1), 100–123. Available at <http://lt.msu.edu/issues/february2016/cerezo.pdf>.

Cerezo, L., Caras, A., & Leow, R. P. (2016). The effectiveness of guided induction versus deductive instruction on the development of complex Spanish “gustar” structures: An analysis of learning outcomes and processes. *Studies in Second Language Acquisition*, 38, 265–291.

Leow, R. P., & **Cerezo, L.** (2016). Deconstructing the “I” and “SLA” in ISLA: One curricular approach. *Studies in Second Language Learning and Teaching*, 6(1), 46–63.

Cerezo, L., Baralt, M., Suh, B. R., & Leow, R. P. (2014). Does the medium really matter in L2 development? The validity of CALL research designs. *Computer Assisted Language Learning*, 27(4), 294–310.

Cerezo, L., & Martínez, A. M. (2007). Broadening the scope of computer-assisted second language learning: Semantic vs. grammatical feedback for the instruction of Spanish ‘tough’ constructions. *Georgetown University working papers in theoretical linguistics*, 7, 67–104.

Cerezo, L. (2003). Teaching about Computers and Translation. *Trans: Revista de traductología*, 7, 11–19.

Cerezo, L., Corpas, G., & Leiva, J. (2002). Aplicaciones didácticas y profesionales de los sistemas hipertextuales para la tr@ducción. *Trans: Revista de traductología*, 6, 145–159.

BOOK CHAPTERS

- Cerezo, L.** (forthcoming, accepted August 2019). Corrective feedback in computer-mediated versus face-to-face contexts. In H. Nassaji and E. Kartchava (Eds.), *The Cambridge handbook of corrective feedback in language learning and teaching*. Cambridge, UK: Cambridge University Press.
- Leow, R. P., **Cerezo, L.**, Caras, A., Cruz, G. (2019). CALL in ISLA: Promoting depth of processing of complex L2 Spanish “Para/Por” prepositions. In R. DeKeyser and G. Prieto Botana (Eds.), *Doing SLA research with implications for the classroom: Reconciling methodological demands and pedagogical applicability*. (pp. 155–178). Amsterdam, The Netherlands: John Benjamins.
- Cerezo, L.** (2015). Theoretical approaches to CALL research: Toward a psycholinguistic perspective. In R. P. Leow, L. Cerezo & M. Baralt (Eds.), *A psycholinguistic approach to technology and language learning*. (pp. 23–46). Berlin, Germany; Boston, MA: De Gruyter Mouton.
- Cerezo, L.**, Moreno, N, & Leow, R. P. (2015). Psycholinguistically motivated CALL activities. In R. P. Leow, L. Cerezo & M. Baralt (Eds.), *A psycholinguistic approach to technology and language learning*. (pp. 243–257). Berlin, Germany; Boston, MA: De Gruyter Mouton.
- Cerezo, L.** (2014). Interpreting. In M. Lacorte (Ed.), *The Routledge handbook of Hispanic applied linguistics*. (pp. 313–331). London, UK; New York, NY: Routledge.
- Cerezo, L.** (2012). Beyond hybrid learning: A synthesis of research on e-tutors under the lens of SLA theory. In F. Rubio & J. J. Thoms (Eds.), *AAUSC Volume 2012: Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues*. (pp. 50–66). Boston, MA: Heinle, Cengage Learning.
- Corpas, G., Palomares, R., Postigo, E., Amaya, C., & **Cerezo, L.** (2006). Aplicación de las tecnologías de la información y comunicación (TICs) para la implementación de módulos docentes semipresenciales: una experiencia piloto en la licenciatura en traducción e interpretación. In F. J. González (Ed.), *Innovación educativa y calidad de la docencia universitaria* (pp. 297–312). Málaga: Universidad de Málaga.
- Cerezo, L.** (2003). Hacia la evaluación de dos sistemas comerciales de memorias de traducción. In G. Corpas & M. J. Varela (Eds.), *Entornos informáticos de la traducción profesional: Las memorias de traducción* (pp. 193–213). Granada: Atrio.

Corpas, G., C., A., **Cerezo, L.**, & Manchado, D. (2000). El Aula Virtual: un nuevo recurso pedagógico al servicio de la enseñanza de la traducción. In M. Cebrián (Ed.), *Campus virtuales y enseñanza universitaria. Proyectos de Innovación Educativa*. Málaga: IEEV.

PAPERS IN CONFERENCE PROCEEDINGS

Cerezo, L., Leow, R. P., & Moreno, N. (2015). Are tasks at all possible in fully online language learning? Introducing Talking to Avatars and The Maze Game. In J. Colpaert, A. Aerts, M. Oberhofer, M. Gutiérrez-Colón Plana (Eds.), *Proceedings of the 17th International CALL Research Conference (Tarragona, Spain): Task design and CALL*. (pp. 140–146). Antwerp, Belgium: University of Antwerp.

Cerezo, L. (2003). Las máquinas de traducir: una demo para el discurso jurídico. In R. Muñoz (Ed.), AIETI. *Actas del I Congreso Internacional de la Asociación Ibérica de Estudios de Traducción e Interpretación*. Granada: AIETI.

Corpas, G., Amaya, C., **Cerezo, L.**, & Palomares, R. (2003). Un recorrido didáctico por el Aula Virtual de Traducción (AVT). In P. Castaño, T. Tilman, L. Pérez & C. Rico (Eds.), *La traducción y la interpretación en un entorno global: Actas de las III Jornadas sobre la formación y profesión del traductor e intérprete*. Madrid: Universidad Europea de Madrid.

Cerezo, L., & Corpas, G. (2002). L'Ipertesto: Strategie traduttive e applicazioni pedagogiche. *Il Traduttore Nuovo. Atti del Convegno Multimedia 2000: Translation and Multimedia: from the Monitor to the Big Screen*, LVII, Genova: AITI.

Cerezo, L., & Corpas, G. (2001). Estrategias para no naufragar en la traducción de hipertextos. In A. Argüeso (Ed.), *El traductor profesional ante el próximo milenio*. Madrid: Universidad Europea de Madrid (CEES).

Corpas, G., Amaya, C., **Cerezo, L.**, & Manchado, D. (2001). La innovación Pedagógica en Traducción: El Aula Virtual. In C. Valero & I. de la Cruz (Eds.), *Traducción y Nuevas Tecnologías. Herramientas auxiliares del traductor. Encuentros en torno a la traducción 4*. Madrid: Universidad de Alcalá.

WORKS IN PROGRESS

JOURNAL ARTICLES

Cerezo, L. (in revision). When a second language can(not) be learned vicariously: The interaction with type of corrective feedback and targeted feature. *Language Learning*.

Cerezo, L., Caras, A., Sale, J, & Pandža, N. (data collected; re-analyzing data). Face-to-face, chat, or cloud? The medium effects on collaborative direct translation.

Cerezo, L. (in progress). A three-dimensional taxonomy of corrective feedback may clarify conflicting meta-findings. *The Modern Language Journal*.

Cerezo, L. (data collected; analyses completed). Dissecting corrective feedback: The separate and combined effects of explicit negative evidence and prompts.

Cerezo, L. (data collected; analyses completed). Feedback explicitness and type of language feature: More empirical support for Russell and Spada (2010).

Cerezo, L., Schilling, N. (in progress). Acts of conflicting identity, Spanish edition. The sociolinguistics of Andalusian pop-song pronunciation.

Cerezo, L., Martínez, J. (data collected). Trans narratives of self: Comparing discourse-versus corpus-based analysis of blogs written by transgender people.

BOOK CHAPTERS

Cerezo, L. (under contract). Psycholinguistic approaches and the role of technology in SLA. In N. Ziegler (Ed.), *The Routledge handbook of SLA and technology*. London, UK; New York, NY: Routledge.

GRANT PROPOSALS

Cerezo, L. (in progress). Learner-adaptive videogames for second language grammar acquisition.

PRESENTATIONS

KEYNOTE AND PLENARY ADDRESSES

- Cerezo, L.** (2019, March). *Difuminar los roles para aprender español jugando y conversando en la era digital* (“*Blurring the roles to learn Spanish by playing and chatting in the digital era*”). Keynote panel address delivered at the Spanish Royal Academy and Cervantes Institute’s 8th International Conference of the Spanish Language: América y el futuro del español. Cultura y educación, tecnología y emprendimiento, Córdoba, Argentina.
- Cerezo, L.** (2019, February). *Re-envisioning computer-mediated communication after its coming of age*. Keynote panel address delivered at the Graduate Portuguese and Hispanic Symposium (GRAPSHY): Reimagined communities: Continuities and dislocations, Georgetown University, Washington, DC.
- Cerezo, L.** (2018, September). *Género, mentiras y videojuegos: ¿Por qué hablamos mal inglés y cómo podemos solucionarlo?* (“*Gender, lies, and video games: Why do we speak broken English and what can we do to solve it?*”). Keynote address delivered at Cumbre de Líderes por la Educación: Transformemos el Mundo, Bogotá, Colombia.

DISCUSSANT ROLE

- Cerezo, L.** (2019, March). Discussant of *Maestros analógicos y alumnos digitales* (“*Analog teachers and digital students*”), Panel discussion moderated by Fernando Rubio, Spanish Royal Academy and Cervantes Institute’s 8th International Conference of the Spanish Language: América y el futuro del español. Cultura y educación, tecnología y emprendimiento, Córdoba, Argentina. Co-discussants: Virginia Bertolotti, Isolda Carranza, Gabriel Elorriaga Pisarik, Ana María González Mafud.
- Cerezo, L.** (2019, February). Discussant of *Future research directions in Linguistics*, Plenary panel discussion moderated by Meagan Driver, Graduate Portuguese and Hispanic Symposium (GRAPSHY): Reimagined communities: Continuities and dislocations, Georgetown University, Washington, DC. Co-discussants: Víctor Fernández Mallat, Valentine Hacquard, Margaret Malone, Ellen Serafini.
- Cerezo, L.** (2018, September). Discussant of *¿Cuál es la receta para el bilingüismo?* (*What is the recipe for bilingualism?*), Post-keynote discussion moderated by Ángela Andrade, Cumbre de Líderes por la Educación: Transformemos el Mundo, Bogotá, Colombia. Co-discussants: Leónidas Brito, Abraham Sir, María Lucía Casas.

MODERATOR ROLE

Cerezo, L. (2020, April). Moderator of the breakout sessions “Professional language use among alumni of the Harvard Medical School Medical Language Program” and “Medical Student Perspectives on Medical Spanish Courses” of the 2nd Medical Spanish Taskforce Summit, Washington, DC.

Cerezo, L. (2020, March). Moderator of the book presentation by Muñoz-Basols, J., Gironzetti, E., and Lacorte, M. (Eds.) (2018), *The Routledge Handbook of Spanish Language Teaching: Metodologías, contextos y recursos para la enseñanza del español L2*, New York, NY: Routledge. Embassy of Spain, Cultural Office, Washington, DC.

CONFERENCE PRESENTATIONS (PEER-REVIEWED)

Cerezo, L. (2020, July). *Language learning while communicating through the screen: Filtering the noise of three decades of research*. Paper to be presented at the 21st International CALL Research Conference, Waseda University, Tokyo, Japan.

Cerezo, L. & Isaac, J. (2019, March). *Translating authentic texts individually, collaboratively, or both? Effects of work distribution on L2 development and languaging*. Paper presented at the American Association for Applied Linguistics (AAAL) annual conference, Atlanta, GA.

Cerezo, L. (2019, February). *Modality can help untangle the comparative literature on computer-mediated versus face-to-face interaction*. Paper presented at MOBILLE: Mobile Language Learning Experience: Connect, Interact, Learn, Lycée Française, New York, NY.

Cerezo, L. & Caras, A. (2016, September). *CALL in a hybrid curriculum*. Paper presented at the Second Language Research Forum (SLRF) annual conference: Thirty Years of Instructed SLA: Learning, Instruction, Learning, and Outcome, Columbia University, New York, NY.

Leow, R. P., **Cerezo, L.**, & Caras, A. (2016, April). *Depth of processing in educational videogames: A replication of “Cerezo, Caras, & Leow (2016)” with complex Spanish prepositions “por” and “para”*. Paper presented at the American Association for Applied Linguistics (AAAL) annual conference, Orlando, FL.

Cerezo, L., Leow, R. P., & Moreno, N. (2015, July). *Are tasks at all possible in fully online language learning? Introducing Talking to Avatars and The Maze Game*. Paper presented at the 17th International CALL Research Conference: Task design and CALL, Rovira i Virgili University, Tarragona, Spain.

- Cerezo, L., Sale, J., & Caras, A.** (2015, March). *Effects of (tele)collaborative environments on translation as a process and product*. Paper presented at the American Association for Applied Linguistics (AAAL) annual conference, Toronto, Canada.
- Cerezo, L.** (2014, March). *Corrective feedback in language learning videogames: The separate and combined effects of explicit negative evidence and prompts*. Paper presented at the American Association for Applied Linguistics (AAAL) annual conference, Portland, OR.
- Cerezo, L.** (2012, June). *Interaction revisited: The role of learner's agency in computerized SLA*. Paper presented at the 29th Computer Assisted Language Learning and Instruction Consortium (CALICO) annual symposium: Open Education: Resources and Design for Language Learning, University of Notre Dame, Notre Dame, IN.
- Cerezo, L., Leow, R. P., Baralt, M., & Suh, B. R.** (2012, May). *We CALLED—Psycholinguistics answered*. Paper presented at the 15th International CALL Research Conference: The medium matters, Providence University, Taichung, Taiwan, China.
- Cerezo, L.** (2011, July). *Calling CALLers: New research avenues on computerized feedback for L2 grammar acquisition*. Paper presented at the 93rd American Association of Teachers of Spanish and Portuguese (AATSP) annual conference: Spanish and Portuguese for a new era: Advocacy, policy and programs, Washington, DC.
- Cerezo, L.** (2011, May). *Computer-generated feedback for L2 grammar acquisition: A taxonomy-based synthesis and research proposal*. Paper presented at the 28th Computer Assisted Language Learning and Instruction Consortium (CALICO) annual symposium: Mediated learning communities, University of Victoria, BC, Canada.
- Cerezo, L., & Cruz, G.** (2011, April). *More clicks, fewer bricks: Tearing down the walls in translators training through Wimba, clickers, and more*. Paper presented at the 64th Annual Kentucky Foreign Language Conference, University of Kentucky, Lexington, KY.
- Cerezo, L.** (2010, October). *Practicing vs. voyeurizing: Will e-tutors kill the video star?* Paper presented at the Second Language Research Forum (SLRF) annual conference: Reconsidering SLA research: Dimensions and directions, University of Maryland, College Park, MD.

- Cerezo, L.** (2007, April). *Type of feedback and type of linguistic form in computerized task-based second language learning*. Poster presented at the American Association for Applied Linguistics (AAAL) annual conference, Costa Mesa, CA.
- Cerezo, L., & Leow, R. P.** (2006, June). *Hybrid designs in SLA research methodology: An exploratory computer-based investigation of the roles of frequency of input and task complexity in L2 development*. Paper presented at the American Association of Teachers of Spanish and Portuguese (AATSP) annual conference, University of Salamanca, Spain.
- Leow, R. P., **Cerezo, L.**, Suh, B. R., & Gómez-Fernández, R. (2005, October). *Frequency of input, task complexity, and L2 development: A computerized study*. Paper presented at the Second Language Research Forum (SLRF) annual conference, Teachers College, Columbia University, New York, NY.
- Leow, R. P., **Cerezo, L.**, Suh, B. R., & Gómez-Fernández, R. (2005, July). *Attentional cognitive processes and L2 development in a multimedia environment: Frequency of exposure, task complexity and L2 development (a computer-based study)*. Paper presented at the American Association of Teachers of Spanish and Portuguese (AATSP) annual conference, Sheraton Hotel, New York, NY.
- Cerezo, L.** (2004, October). *Bringing together MT and TS for the evaluation of new Internet-based MT systems: AmiChat, A case study*. Paper presented at the 6th Conference of the Association for Machine Translation in the Americas, Georgetown University, Washington, D.C.
- Cerezo, L.** (2003, February). *Las máquinas de traducir: una demo para el discurso jurídico*. Paper presented at the I Congreso Internacional de la Asociación Ibérica de Estudios de Traducción e Interpretación, University of Granada, Spain.
- Corpas, G., Amaya, C., **Cerezo, L.**, & Palomares, R. (2001, March). *Un recorrido didáctico por el Aula Virtual de Traducción*. Paper presented at the III Jornadas sobre la formación y la profesión del traductor e intérprete. La traducción y la interpretación en un entorno global, Universidad Europea de Madrid (CEES), Spain.
- Cerezo, L.** (2000, September). *Estudio de un caso: la traducción alemán-español de textos científico-técnicos mediante herramientas TAO*. Paper presented at the III Congreso de la Federación de Asociaciones de Germanistas en España (F.A.G.E.), Universidad de Málaga, Spain.
- Cerezo, L., & Corpas, G.** (2000, June). *L'Ipertesto: strategie traduttive e applicazioni pedagogiche*. Paper presented at the Multimedia 2000. Translation and Multimedia: from the Monitor to the Big Screen, Hotel La Perla Ionica, Capomulini, Catania, Italia.

Corpas, G., & **Cerezo, L.** (1999, April). *Aspectos didácticos de la traducción del hipertexto*. Paper presented at the I Jornadas nacionales de comunicación, investigación e innovación educativa, University of Málaga, Spain.

Cerezo, L., & Corpas, G. (1999, February). *Estrategias para no naufragar en la traducción de hipertextos*. Paper presented at the II Jornadas sobre la formación y profesión del traductor e intérprete: El traductor profesional ante el próximo milenio, Universidad Europea-CEES, Madrid.

LOCAL INVITED TALKS

Cerezo, L. (2014, January). Positioning Yourself for Employment Opportunities in Education. Panel discussion participant in the *Voices from the Field* series, Virginia International University, Fairfax, VA.

Cerezo, L., Baeza-Mendoza, L., Cruz, G., & Ibáñez-Holtermann, E. (2012, January). *The New Hybrid Spanish Language Program at AU*. Paper presented at the 23rd Ann Ferren Conference on Teaching, Research, and Learning, American University, Washington, DC.

Yates, B., Jackson, P. T., **Cerezo, L.** (2012, January). *Everything iPad: Teaching, Writing, and Everything Else (Even Blackboard)*. Workshop presented at the 23rd Ann Ferren Conference on Teaching, Research, and Learning, American University, Washington, DC.

Cerezo, L. (2010, March). *Less is more! Theory and practice of L2 vocabulary instruction*. Paper presented at the graduate-level course 'Spanish Teaching Methodology (SPAN-500)' instructed by Dr. Cristina Sanz, Georgetown University, Washington, D.C.

Cerezo, L. (2008, May). *Engaging with words: The role of the teacher, the learner, and the computer in L2 vocabulary learning*. Paper presented at the Annual Meeting of the Language Teaching Coordinators of the School of Advanced International Studies at Johns Hopkins University, Washington, D.C.

Cerezo, L. (2007, April). *Aprender/enseñar vocabulario*. Paper presented at the graduate-level course 'Spanish Teaching Methodology (SPAN-500)' instructed by Dr. Cristina Sanz, Georgetown University, Washington, D.C.

Cerezo, L. (2006, September). *Type of feedback and type of linguistic form in computerized task-based second language learning*. Paper presented at the I Faculty of Languages and Linguistics Graduate Colloquium, Georgetown University, Washington, D.C.

Cerezo, L. (2006, September). *Hybrid designs in SLA research methodology: The role of intervening variables*. Paper presented at the graduate-level course 'Introduction to Second Language Acquisition and Bilingualism (LING-359)' instructed by Dr. Kendall King, Georgetown University, Washington, D.C.

COURSES TAUGHT

AMERICAN UNIVERSITY
(2010-DATE)

SPAN-705 Language Research Methods
SPAN-356/456/559/656 Spanish Teaching Methodologies
SPAN-456/656 Language Learning Video Games
SPAN-361/661 Introduction to Spanish Linguistics
SPAN-358/458/658 Introduction to Spanish Translation
SPAN-459/659 Advanced Spanish Translation
SPAN-352 Spanish Conversation and Composition I

GEORGETOWN UNIVERSITY
(2004-2009)

SPAN-281 Introduction to Spanish Linguistics
SPAN-200 Academic Writing: Linguistics
SPAN-112 Intensive Advanced Spanish II
SPAN-104 Advanced Spanish II
SPAN-032 Intensive Intermediate Spanish
SPAN-022 Intermediate Spanish II
SPAN-011 Intensive Basic Spanish
SPAN-003 Introductory Spanish I

UNIVERSITY OF MALAGA
(Teaching Assistant, 1999-2001)

TI-406 Specialized Translation (English/Spanish)
TI-302 Computer Tools for Translators
TI-208 General Translation (English/Spanish)
TI-207 Text Analysis and Writing (English/Spanish)

CURRICULUM DEVELOPMENT

AMERICAN UNIVERSITY

SPAN-152/3	Elementary Spanish I & II
SPAN-252/3	Intermediate Spanish I & II
SPAN-352/3	Advanced Spanish I & II

EDITORIAL ACTIVITIES

REVIEWER, JOURNAL ARTICLES

- *American Association of University Supervisors and Coordinators (AAUSC)*, 2012
- *Annual Review of Applied Linguistics (ARAL)*, 2014
- *Applied Linguistics*, 2012
- *Computer Assisted Language Learning*, 2013, 2017
- *Hispania*, 2018
- *Journal of Spanish Language Teaching*, 2016
- *Language Learning & Technology*, 2014, 2015, 2016, 2017, 2019
- *Language Teaching Research*, 2016
- *Modern Language Journal*, 2017, 2018
- *Studies in Second Language Acquisition*, 2017

REVIEWER, BOOK CHAPTERS

- John Benjamins: González-Lloret, M. & Ortega, L. (Eds.) *Technology-mediated TBLT: researching technology and tasks*.
- John Benjamins: DeKeyser, R. & Prieto Botana, G. (Eds.), *Doing SLA research with implications for the classroom: Reconciling methodological demands and pedagogical applicability*.
- Routledge: Leow, R. (Ed.), *SLR Handbook of Classroom Learning: Processing and Processes*.

REVIEWER, CONFERENCES

- American Association for Applied Linguistics (AAAL) conference. Regular reviewer for Second Language Acquisition, Language Acquisition, and Attrition strand for 2019.
- International Conference on Advanced Learning Technologies (ICALT). Regular reviewer for Technology Enhanced Language Learning strand for 2017.

MEDIA APPEARANCES, INTERVIEWS, AND PUBLIC TESTIMONY

- Baron, N. S. (Producer). (2012). About CTRL. [video interview]. Retrieved from:
<http://www.american.edu/multimedia/Media-Player.cfm?mediaID=3BC168F5-ED80-008D-D4B3F1D67169D76B>.
- Roblest, A. (Producer). (2012). Hola cultura: El idioma. [Video interview]. Retrieved from:
<http://www.holacultura.com/el-idioma/interviews/>.
- Serra, A. (Producer). (2013). Latin American Studies Master's Program at AU. [video interview]. Retrieved from: <http://www.american.edu/cas/wlc/spanish-ma-program-video.cfm>.

SUPERVISION OF ACADEMIC WORK

DOCTORAL DISSERTATIONS

COMMITTEE MEMBER

- Alexandra Martín (2018, Georgetown University): *How to synchronize? A study of video-based, voice-based & text-based synchronous computer-mediated communication, working memory, and second language learning.*
- Alison Caras (2017, Georgetown University): *Written corrective feedback in compositions: The roles of type of linguistic item and depth of processing.*
- María Luisa Filgueras-Gómez (2016, Georgetown University): *The effects of type of feedback, amount of feedback and task-essentialness in a L2 computer-assisted study.*

MASTER'S QUALIFYING PAPERS

ADVISOR

- Stacie Sampson (2018, American University): *Los cambios en Washington DC y en Oyster-Adams: Beneficios y desafíos.*
- Ashley Rodgers (2018, American University): *La localización de videojuegos: Una investigación de la versión latinoamericana de Horizon Zero Dawn.*

READER

- Frederick Moreno (2018, American University): *Los museos mexicanos y la expresión de las faltas del mestizaje.*

CAPSTONE THESES

ADVISOR

- Kelly Phares (2017, American University): *Let me speak English! El uso de L1 en una clase L2.*
- Alexandra Shults (2016, American University): *Spanish future tense pedagogy.*

INDEPENDENT STUDIES

ADVISOR

- Rebecca Wilner (2016, American University): *Translation: language teaching materials.*
- Sara Weeks (2016, American University): *Translation: International trade documents.*

SERVICE TO AMERICAN UNIVERSITY

CHAIR OF SEARCH COMMITTEES

- 2018 • Tenure-track Assistant Professor, Dr. Amelia Tseng
- 2012 • Professorial Lecturer, Dr. Juliana Martínez

MEMBER OF SEARCH COMMITTEES

- 2017 • Full-time instructor Julia Isaac
- 2015 • Assistant Professor, Dr. Juliana Martínez
- 2012 • Professorial Lecturers Dr. Carlos Tapia, Dr. Jean Yates
- 2011 • CLEAR Director, Gorky Cruz
- Professorial lecturer Dr. Ludy Grandas
- Full-time instructor Carmen Helena Ruzza

INTERVIEWER FOR PART-TIME POSITIONS

- 2019 • Adjunct instructors José Magro, Isabel Rodríguez-Melguizo
- 2018 • Adjunct instructor Tatevik Gevorgyan
- 2017 • Adjunct instructors Amy Sheeran, Covadonga Soto
- 2016 • Adjunct instructor Susana Medina
- 2015 • Adjunct instructor Alicia Agnese
- 2013 • Adjunct instructor Celeste González-Chaves
- 2012 • Adjunct instructors Nitza Marrero, Carla Oñate, Israel Rolón-Bareda, Susana Marín

OTHER SERVICE

- 2011 • **Co-administrator** of course assignments
 - Staffed the schedule of Spanish language courses
- 2010-11 • **Event organizer**, American Translators Association (ATA)
 - Served as liaison between AU and ATA to provide a space for their annual official examinations. Completed the R25 Event Scheduling Training.
- 2010 • **Consultant**, AU new Faculty Portal
 - Provided feedback on the content and design of the new website.

EXTRA-MURAL WORK EXPERIENCE

- 2018 • **Consultant, Berlitz Languages, Inc.**
 - Assessed Speak with Confidence, an English conversation simulation.
- 2013 • **Consultant, Institute of International Education/Fulbright Commission**
 - Developed testing methodology for candidates in the Fulbright US-Mexico Teacher Exchange Program; interviewed and assessed the proficiency of 8 candidates.
- 2000-10 • **Official sworn interpreter, Spanish Ministry of Foreign Affairs**
 - Translated documents and legalized translations as an official sworn interpreter recognized by the Spanish Government.

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

- AAAL (American Association for Applied Linguistics)
- AATSP (American Association of Teachers of Spanish and Portuguese)
- AIETI (Asociación Ibérica de Estudios de Traducción e Interpretación)
- CALICO (Computer-Assisted Language Instruction Consortium)
- MLA (Modern Language Association)

OTHER QUALIFICATIONS

LANGUAGES

- Spanish: Native language
- English, Italian: Near-native written and oral competence
- German: Advanced written and oral competence
 - Oberstufe II (140 hours), University of Bremen, Germany
 - Translation/interpreting (112 hours), Johannes Gutenberg University, Germany

FILMMAKING

- Filmmaking (8 weeks), New York Film Academy (August, 2003)
- Digital video-editing (1 week), Manchester MFA Media & Cultural Center (May, 2002)