

## Luis Cerezo, Ph.D.

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### EDUCATION

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

### ACADEMIC EMPLOYMENT

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

### SELECTED HONORS AND AWARDS

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

## PUBLICATIONS

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### 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://llt.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.** (under review). 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

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### KEYNOTES AND PLENARIES

**Cerezo, L.** (2019, February). *Re-envisioning computer-mediated communication after its coming of age*. Plenary 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.

### TALKS IN INVITATIONAL CONFERENCES

**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 conversing in the digital era”). Invited presenter at the Spanish Royal Academy and Cervantes Institute’s 8<sup>th</sup> International Conference of the Spanish Language: América y el futuro del español. Cultura y educación, tecnología y emprendimiento, Córdoba, Argentina.

### DISCUSSANT ROLES

**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 8<sup>th</sup> 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 Pizarik, Ana María González Mafud.

**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.

**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.

**CONFERENCE PRESENTATIONS (PEER-REVIEWED)**

- 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 29<sup>th</sup> 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 93<sup>rd</sup> 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 28<sup>th</sup> 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 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**

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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)

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**CURRICULUM DEVELOPMENT**

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AMERICAN UNIVERSITY

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

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**EDITORIAL ACTIVITIES**

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**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.

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## **MEDIA APPEARANCES, INTERVIEWS, AND PUBLIC TESTIMONY**

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- 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>.

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## **SUPERVISION OF ACADEMIC WORK**

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### **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.*

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## 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

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- 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.

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## MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

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- 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)

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## OTHER QUALIFICATIONS

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### 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)