

MELISSA BARALT

CURRICULUM VITAE

Department of Modern Languages
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EDUCATION

- 2010 **Ph.D.** in Applied Linguistics, July 2010, Georgetown University, Washington, D.C., USA. Awarded with Distinction.
- 2007 **M.S.** in Applied Linguistics, May 2007, Georgetown University, Washington, D.C., USA.
- 2003 **B.A.** in Spanish Linguistics, May 2003, University of Virginia, Charlottesville, Virginia, USA. Awarded with Distinction.

POSITIONS HELD

- 2016- **Associate Professor**, Florida International University, Department of Modern Languages and Center for Children and Families, Miami, FL. Affiliate faculty member in:
- Education
 - Biomedical Engineering
- 2010-2016 **Assistant Professor**, Florida International University, Department of Modern Languages and Center for Children and Families, Miami, FL.
- 2005-2010 **Research and Teaching Graduate Assistant**, Georgetown University, Department of Spanish and Portuguese, Washington, D.C.
- 2003-2005 **ESL and 1st Grade Teacher**, Escuela Las Morochas, Ciudad Ojeda, Venezuela.

HONORS AND AWARDS

- 2020 **Top Scholar Award for Excellence in Research**, awarded by Florida International University.
- 2017 Winner, United States [Bridging the Word Gap Challenge](#). *Háblame Bebé: An app to help Hispanic families reduce the word gap and promote bilingualism*. Sponsored by the US Health Resources and Services Administration (HRSA) and the Maternal and Child Health Bureau (MCHB).

- 2016 **Faculty Award for Excellence in Teaching**, awarded by Florida International University.
- 2016 **Children’s Wellbeing Pioneer Award**, awarded by Ashoka Changemakers and the Robert Wood Johnson Foundation for project titled *Háblame Bebé: An app to help Hispanic families reduce the word gap and promote bilingualism*.
- 2014 **Top Scholar Award for Excellence in Research**, awarded by Florida International University.

FUNDED RESEARCH GRANTS

Helping nurses coach Spanish-speaking at-risk mothers in Language Nutrition, 2020-2021

Baralt, M., Darcy Mahoney, A. (Co- Principal Investigators)
 Kranys Children’s Innovation Fund Grant, Baptist Children’s Hospital
 \$53,401.14

Use and maintenance of languages other than English among Coral Gables school children, 2019-2020

Baralt, M., Carter, P., Lynch, A. (Co-Principal Investigators)
 Coral Gables Community Foundation Grant
 \$2,500

Háblame Bebé: Improving health information access for low-income Hispanic children's early language environments (G08LM013183), 2019-2022

Baralt, M., Darcy Mahoney, A. (Co- Principal Investigators), Brito, N. (Co-Investigator)
 National Institutes of Health, National Library of Medicine
 \$450,000

Supporting Hispanic children’s early language environments and bilingualism through nurse home visiting, 2019-2021

Baralt, M., Darcy Mahoney, A., Brito, N., Larson, A. (Co- Principal Investigators)
 Home Visiting Applied Research Collaborative grant (PI: Duggan, Johns Hopkins)
 Health Resources and Services Administration, Maternal and Child Health Bureau
 \$25,000

Improving Spanish- language teacher retention and success among black Spanish-language learners: An HSI-HBCU collaboration (AC-264174-19), 2019-2021

Baralt, M. (Principal Investigator)
 National Endowment for the Humanities
 \$100,000

A cross-discipline approach to the design of culturally-relevant parent training for children with language delay and behavior problems, 2017

Bagner, D., Baralt, M. (Co- Principal Investigators)
 Florida International University
 \$2,000

Háblame Bebé (Talk to Me Baby): Promoting bilingualism in low-income Hispanic children, 2017

Larson, A., Baralt, M., Scheffner Hammer, C. (Co-Principal Investigators)
American Speech-Language-Hearing Association
\$14,900

FIU at the forefront of eye-tracking technology, 2017

Baralt, M., Morcillo-Gómez, J. (Co-Principal Investigators)
Florida International University Technology Enhancement Grant
\$47,280

Háblame Bebé: An app to promote bilingualism amongst Hispanic families. (Challenge Winner), 2017

U.S. Health Resources and Services Administration, Maternal and Child Health Bureau
Baralt, M., Darcy Mahoney, A., Brito, N. (Co- Principal Investigators)
\$75,000

Háblame Bebé: An app to promote bilingualism amongst Hispanic families. (PHASE 2 Winner and Funding), 2016

U.S. Health Resources and Services Administration, Maternal and Child Health Bureau
Baralt, M., Darcy Mahoney, A., Brito, N. (Co- Principal Investigators)
\$25,000

Háblame Bebé: An app to promote bilingualism amongst Hispanic families. (PHASE 1 Winner and Funding), 2016

U.S. Health Resources and Services Administration, Maternal and Child Health Bureau
Baralt, M., Darcy Mahoney, A., Brito, N. (Co- Principal Investigators)
\$10,000

How to increase black enrollment in foreign language classes, 2015-2017

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

Language teacher training in minority-service institutions, 2015-2017

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

The benefits of bilingualism for children born premature, 2014

Baralt, M., Darcy Mahoney, A. (Co- Principal Investigators)
Language Learning Small Research Grant
\$10,000

Bilingualism and the relationship to cognitive and executive development in preterm infants, 2014

Baralt, M., Darcy Mahoney, A. (Co- Principal Investigators)
Kranys Children's Innovation Fund Grant, Baptist Children's Hospital
\$100,000

Applied psycholinguistics – increasing black student enrollment in Spanish language study, 2015

Broad Fellowship, Florida International University
\$1000

Applied psycholinguistics – new methodologies for measuring task complexity, 2012

Broad Fellowship, Florida International University
\$1000

EDITED VOLUMES

1. Leow, R., Cerezo, L., Baralt, M. (Eds.). (2015). *A psycholinguistic approach to technology and language learning*. Boston: de Gruyter Mouton.
2. Baralt, M., Gilabert, R., & P. Robinson (Eds.) (2014). *Task sequencing and instructed second language learning*. London: Bloomsbury.

PEER-REVIEWED JOURNAL ARTICLES

(* indicates graduate student co-author; ** indicates undergraduate student author)

1. Baralt, M., & Darcy Mahoney, A. (in press). Bilingualism and the executive function advantage in preterm-born children. *Cognitive Development*.
2. Baralt, M., Darcy Mahoney, A., & Brito, N. (in press). Háblame Bebé: A phone application intervention to support Hispanic children's early language environments and bilingualism. *Child Language Teaching and Therapy*.
3. *Heymann, P., *Heflin, B., Baralt, M., & Bagner, D. (in press). Infant-directed language following a brief behavioral parenting intervention: The importance of language quality. *Infant Behavior and Development*.
4. Anya, U., Baralt, M., Gómez, D., *Hechaverría, H., Hobbs, W., & **Robinson, A. (2020). Improving Spanish-language teacher retention and success among black Spanish-language learners: An HSI-HBCU collaboration. Commissioned paper for the Consortium of Latin American Studies Programs (CLASP).
5. Larson, A., Cycyk, L., Scheffner Hammer, C., Baralt, M., Uchikoshi, Y., *An, G., & Wood, C. (2020). A systemic review of language-focused interventions for young children from culturally and linguistically diverse backgrounds. *Early Childhood Research Quarterly*, 50, 157-78.

6. Baralt, M., & *Morcillo Gómez, J. (2017). Task-Based Language Teaching online: A guide for teachers. *Language Learning & Technology*, 21, 28-43.
7. Darcy Mahoney, A., & Baralt, M. (2016). Bilingualism and executive inhibitory control in 4- and 5-year-old preterm born children: A pilot study. *Advances in Neonatal Care*, 16, E9.
8. Baralt, M., & *López-Bravo, M. (2016). Teaching Chinese as a foreign language: A classroom study on the timing of grammar around a task. *Chinese as a Second Language Research*, 5, 27-61.
9. Gurzynski-Weiss, L., & Baralt, M. (2015). Does type of modified output correspond to learner noticing of feedback? A closer look in face-to-face and computer-mediated task-based interaction. *Applied Psycholinguistics*, 36, 1393-420.
10. *Head, L., Baralt, M., & Darcy Mahoney, A. (2015). Bilingualism as a potential strategy to improve executive function in preterm infants: A review. *Journal of Pediatric Health Care*, 29, 126-36.
11. Gurzynski-Weiss, L., & Baralt, M. (2014). Exploring learner perception and use of task-based interactional feedback in FTF and CMC modes. *Studies in Second Language Acquisition*, 36, 1-37.
12. Cerezo, L., Baralt, M., Suh, B-R., & Leow, R. (2014). Does the medium really matter in L2 development? The validity of CALL research designs. *Computer Assisted Language Learning*, 27, 294-310.
13. Baralt, M. (2013). The impact of cognitive complexity on feedback efficacy during online versus face-to-face interactive tasks. *Studies in Second Language Acquisition*, 35, 689-725.
14. Baralt, M., Pennestri, S., Selvanadin, M. (2011). Using Wordles to teach foreign language writing. *Language Learning & Technology*, 15, 12-22.
15. Baralt, M., & Gurzynski-Weiss, L. (2011). Comparing learners' state anxiety during task-based interaction in computer-mediated and face-to-face communication. *Language Teaching Research*, 15, 201-29.
16. Baralt, M. (2009). The Use of Social Networking Sites for Language Practice and Learning. *Ilha Do Desterro, Recent Research in SLA*, 59, 1. Federal University of Santa Catarina (UFSC), Brazil.

CHAPTERS IN EDITED VOLUMES

1. Torres, J., & Baralt, M. (in press). El aprendizaje del español como lengua de herencia a través del enfoque por tareas. In D. Pascual y Cabo & J. Torres (Eds.), *El español como lengua de herencia*. Abingdon: Routledge.
2. Baralt, M. (2018). Becoming a task-based teacher educator: A case study. In M. Bygate, V. Samuda, & K. Van den Branden (Eds.), *TBLT as a researched pedagogy*. Amsterdam: John Benjamins.

3. Baralt, M., Gurzynski-Weiss, L., & Kim, Y. (2016). Engagement with the language: How examining learners' affective and social engagement explains successful learner-generated attention to form. In M. Sato & S. Ballinger (Eds.), *Peer interaction and L2 learning* (pp. 209-239). Amsterdam: John Benjamins.
4. Baralt, M. (2015). Working memory capacity, cognitive complexity and L2 recasts in online language teaching. In Z. Wen, M. Borges Mota, & A. McNeill (Eds.), *Working memory in second language acquisition and processing* (pp. 248-269). Bristol: Multilingual Matters.
5. Baralt, M., & Leow, R. (2015). Uptake, task complexity, and L2 development in SLA: An online perspective. In Cerezo, L., Leow, R., & Baralt, M. (Eds.), *A psycholinguistic approach to technology and language learning* (pp. 201-222). Boston: de Gruyter.
6. Gurzynski-Weiss, L., Baralt, M., Al-Khalil, M., & Leow, R. (2015). The roles of type of feedback, type of linguistic item, and awareness in L2 development in computer-mediated communication. In Cerezo, L., Leow, R., & Baralt, M. (Eds.), *A psycholinguistic approach to technology and language learning* (pp. 151-170). Boston: de Gruyter.
7. Baralt, M. (2014). Task sequencing and task complexity in traditional versus online classes. In M. Baralt, R. Gilabert, & P. Robinson (Eds.), *Task sequencing and instructed second language learning* (pp. 95-122). London: Bloomsbury.
8. Baralt, M., Gilabert, R., & Robinson, P. (2014). An introduction to theory and research in task sequencing and instructed second language learning. In M. Baralt, R. Gilabert, & P. Robinson (Eds.), *Task sequencing and instructed second language learning* (pp. 1-34). London: Bloomsbury.
9. Baralt, M., *Harmath-de Lemos, S., & *Werfelli, S. (2014). Teachers' application of the Cognition Hypothesis when lesson planning: A case study. In M. Baralt, R. Gilabert, & P. Robinson (Eds.), *Task sequencing and instructed second language learning* (pp. 179-206). London: Bloomsbury.
10. Baralt, M. (2012). Coding qualitative data. In A. Mackey and S. Gass (Eds.), *Research methods in second language acquisition: A practical guide* (pp. 222-244). Malden: Wiley Blackwell.

OTHER PUBLICATIONS OR PRODUCTS

1. Háblame Bebé, free phone app for families. Apple store (iOS) and Google Play (Android).
2. Baralt, M., Darcy Mahoney, A., & Brito, N. (2017). Háblame Bebé is the first mobile application to promote Spanish-English bilingualism and reduce the word gap: Phase III Report to HRSA. HRSA Bridging the Word Gap Challenge Phase III Reports.

PRESENTATIONS

(* indicates graduate student co-presenter)

I. Invited Plenary / Keynote presentations

Reading and the child's brain. Early Learning Coalition of Orange County. Orlando, FL, 2019.

Child language development as a determinant of health and how we can improve outcomes.
Reach Out and Read® Medical Symposium. Miami, FL, 2018.

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

II. Refereed Paper Presentations

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

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

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

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

Review of language-promoting interventions for young children & families from culturally & linguistically diverse backgrounds. Presented with L. Cycyk, J. Carta, C. Hammer, A. Larson, C. Wood, Y. Uchikoshi, & G. A. Zhe. American Speech-Language-Hearing Association. Los Angeles, California, 2017.

"After teaching online I feel exhausted": What eye-tracking reveals about teachers' attentional demands during task-based language teaching online. Presented with *J. Morcillo Gómez. 7th International Conference on Task-Based Language Teaching. University of Barcelona, Barcelona, Spain, 2017.

The word gap in low-income Hispanic children: Why sociolinguistics is an imperative in U.S. government early childhood education initiatives. Spanish in the U.S. Conference, Brigham Young University, Provo, Utah, 2017.

Synthesizing studies examining cultural and linguistic factors in language-promoting intervention. Presented with A. Larson, J. Carta, C. Scheffner Hammer, *G. An, L.

- Cycyk, Y. Uchikoshi, & C. Wood. Society for Research on Child Development Biennial Conference. Austin, TX, 2017.
- Háblame Bebé: An app to help Hispanic promote bilingualism.* Florida Psycholinguistics Symposium. Florida Atlantic University, Boca Raton, Florida, 2016.
- Successful tasks for successful black learners.* 6th International Conference on Task-Based Language Teaching. University of Lueven, Lueven, Belgium, 2016.
- The timing of grammar teaching around a task in a Chinese foreign language classroom.* Presented with *M. López-Bravo. American Association of Applied Linguistics, Toronto, Canada, 2015.
- Moving beyond LREs: Operationalizing a tridimensional construct of learners' engagement with the language.* Presented with L. Gurzynski-Weiss and Y. Kim. American Association of Applied Linguistics, Toronto, Canada, 2015.
- Levels of awareness in relation to type of recast and type of linguistic item in SCMC: A concurrent investigation.* Presented with L. Gurzynski-Weiss, M. Al-Khalil, and R. Leow. American Association of Applied Linguistics, Portland, Oregon, 2014.
- The effect of task complexity and classroom environment on learners' engagement with the language.* Presented with L. Gurzynski-Weiss and Y. Kim. American Association of Applied Linguistics, Portland, Oregon, 2014.
- We CALLED—Psycholinguistics answered.* Presented with L. Cerezo, R. Leow, and B. Suh. Computer Assisted Language Learning. Providence University, Taiwan, 2012.
- Comparing learners' state anxiety during task-based interaction in computer-mediated and face-to-face communication.* Presented with L. Gurzynski-Weiss. Georgetown University Round Table on Linguistics. Georgetown University, Washington, D.C., 2011.
- The use of Brazil's social networking site, Orkut, in the Portuguese as a foreign language classroom: Learner's interaction and perceptions.* Presented with M. Ferreira. Georgetown University Round Table on Linguistics. Georgetown University, Washington, D.C., 2011.
- Using data visualizations in foreign language writing.* Presented with M. Selvanadin. Mid-Atlantic Association for Language Learning Technology. Georgetown University, Washington, D.C., 2010.
- Reasoning and Convergence: The Effects of Task Complexity and Task Conditions on L2 Oral Production.* Third Biennial International Conference on Task-Based Language Teaching, Lancaster, England, 2009.
- Interaction in computer-mediated tasks: NNS/NNS vs. NNS/NS pairs.* American Association of Teachers of Spanish and Portuguese conference, Albuquerque, New Mexico, 2009.

Social Functions of Language in a U.S. Bilingual Education Context. Presented with L. Gurzynski-Weiss. American Association of Applied Linguistics, Denver, Colorado, 2009.

Investigating Different Levels of Child Bilingualism in the U.S. Bilingual Education Context. Presented with L. Gurzynski-Weiss. American Association of Applied Linguistics, Denver, Colorado, 2009.

Tradition vs. Technology in Stimulated Recall: Learners' Perceptions of Feedback According to Modality. Presented with L. Gurzynski-Weiss. Georgetown University Round Table of Linguistics, Georgetown University, Washington, D.C., 2009.

Conducting qualitative language analysis with NVivo. British Association of Applied Linguistics, Swansea University, United Kingdom, 2008.

Orkut do Brasil: Rede social e colaboração online para ensino de português para falantes de espanhol. Presented with M. Ferreira. Simposio Sobre Ensino de Português para Falantes de Espanhol, Universidade Estadual de Campina, São Paulo, Brazil, 2008.

Learner's perceptions of tasks in CMC. American Association of Teachers of Spanish and Portuguese, San José, Costa Rica, 2008.

An innovative record-keeping of learners' language performance: Using computer-mediated chat dialogue for assessment and learning purposes. Technology for Second Language Learning, Iowa State University, 2007.

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

III. Presentations in Invited Colloquia /Symposiums

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

Háblame Bebé: A phone app to help promote bilingualism. Presented with N. Brito and A. Darcy Mahoney. Symposium on Using Technology to Overcome Poverty-Related Disparities in Early Language Experience Symposium, organized by the Bridging the Word Gap Research Network Group. Society for Research on Child Development Biennial Conference. Austin, TX, 2017.

Teachers' application of the Cognition Hypothesis when lesson planning: A case study. Symposium on Psycholinguistic Rationales for task sequencing in instructional design, organized by M. Baralt, R. Gilabert, and P. Robinson. International Association of Applied Linguistics, Brisbane, Australia, 2014.

Measuring student cognitive processing during task-based interaction. Symposium on the Cognitive Aspects of Task-Based Language Teaching. 4th Biennial Task-Based Language Teaching Conference. University of Alberta, Canada, 2013.

Investigating task-based cognitive processes with retrospective judgments of time-on-task. Symposium on Methodological Advances in Task-Based Language Teaching Research: Measuring Task-Generated Cognitive Demands and Processes. American Association of Applied Linguistics, Dallas, Texas, 2013.

The role of CMC in Task Complexity and Task Sequencing. Symposium on Task Complexity and Task Sequencing, organized by P. Robinson. 3rd Biennial Task-Based Language Teaching Conference. University of Auckland, Auckland, New Zealand, 2011.

Quantitative and qualitative methods to measure learners' perceptions of tasks. Research Network Symposium on Task Complexity, organized by F. Kuiken and I Vedder. International Association of Applied Linguistics. Beijing Foreign Studies University, Beijing, China, 2011.

IV. Colloquium/Symposium/Panel Organizations

The diminished presence of black learners studying Spanish in the U.S.: Reasons and solutions. Symposium co-organizer with *J. Godoy, *D. Gómez, and *J. Morcillo. Latin American Studies Association, New York, 2016.

Psycholinguistic rationales for task sequencing in instructional design. Symposium co-organizer with P. Robinson and R. Gilabert. International Association of Applied Linguistics, Brisbane, Australia, 2014.

Input manipulation and the L2 acquisition process: An internal perspective. Panel co-organizer with R. Leow. American Association of Teachers of Spanish and Portuguese, San José, Costa Rica, 2008.

V. Invited Local Talks / Brownbag Series

'I took four years of Spanish in high school but don't speak a word of it': Why the United States is behind in language teaching and learning. K-12 teacher training conference, Miami-Dade County Public Schools, 2014.

Task-based language teaching: Current trends and future directions. Plenary speaker for 6th Annual K-12 Language for Business Conference. Florida International University, Miami, 2014.

Learner perception and use of task-based interactional feedback in face-to-face and computer-mediated communication. Linguistics Colloquium: Brown Bag lectures. Presented with L. Gurzynski-Weiss. Indiana University, 2013.

How to teach Portuguese with task-based methodology. Plenary speaker for American Organization of Teachers of Portuguese (AOTP) Conference. Broward County, Florida, 2012.

Teaching a second language for business using a task-based approach. Plenary speaker for 5th Annual K-12 Language for Business Conference Technology. Center for International Business Education & Research (CIBER). Florida International University, 2012.

Task complexity, the Cognition Hypothesis, and interaction in CMC and FTF environments. Linguistics Colloquium: Brown Bag Series. Florida International University, 2010.

VI. Invited Ph.D. Course Lectures

Task based language teaching online: A guide for teachers. Invited lecture for the Technology mediated Task based Language Teaching graduate course at Arizona State University, 2017.

Task complexity and task sequencing. Invited lecture for the Task-Based Language Teaching graduate course at Indiana University, 2014.

How to design and sequence tasks communicative language tasks in your foreign language classroom. Invited lecture for Foreign Language Teaching Methodology graduate course at Indiana University, 2012.

Instructional sequencing and tasks: How to design tasks of increasing cognitive complexity. Invited lecture for Foreign Language Teaching Methodology graduate course at Indiana University, 2011.

Using NVivo for Qualitative Research in SLA. Invited lecture for graduate-level linguistics course on research methods in SLA. Georgetown University Department of Linguistics, 2010, 2009.

Communicative Language Teaching in Practice. Invited lecture for graduate and undergraduate course on ESL Materials Development. Presented with L. Gurzynski-Weiss. Georgetown University Department of Linguistics, 2008.

VII. Invited Teacher-Training Workshops at National and International Conferences

Task-Based Language Teaching methodology in the EFL classroom. Universidad de Córdoba, Montería, Colombia. 2017.

How to do Task-Based Language Teaching for Heritage Language Learners. 4th National Symposium on Spanish as a Heritage Language. University of California Irvine, Irvine, USA, 2017.

VIII. Workshops for Teachers

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

How and when to teach grammar in Task-Based Language Teaching. 7th International Conference on Task-Based Language Teaching. University of Barcelona, Barcelona, Spain, 2017.

Task-Based Language Teaching: Successful tasks for successful minority language learners. Florida Memorial University. Miami, 2017.

Task-Based Language Teaching: Where does grammar go? Second Annual Conference on Perspectives on Teaching Portuguese at Mainstream Schools for K-18 Portuguese teachers and specialists. Florida International University, Miami, 2017.

Doing Task-Based Language Teaching Online (Part II). Broward College. Davie, FL, 2016.

Task-Based Language Teaching: A review of fundamentals and practicum (Part I). Broward College. Davie, FL, 2016.

How to focus on meaning in the pre-task phase. 6th International Conference on Task-Based Language Teaching. University of Lueven, Lueven, Belgium, 2016.

How to do Task-Based Language Teaching: A professional development workshop for language teachers. Broward College. Davie, FL, 2015.

Task-Based Language Teaching: A refresher workshop. Presented with *J. Godoy, *D. Gómez, and *J. Morcillo. Florida International University, Miami, 2015.

Black students' experience in the Spanish foreign language classroom: A conversational workshop for teachers. Presented with *J. Godoy, *D. Gómez, and *J. Morcillo. Florida International University, Miami, 2015.

Teaching business with a task-based methodology. Workshop for teachers of Portuguese. 6th Annual K-12 Language for Business Conference. Florida International University, Miami, 2014.

Teaching Italian with a task-based methodology. Plenary speaker for the Workshop per gli Insegnanti di Lingua Italiana K-12. Workshop for the Teaching of the Italian Language, K-12. Florida International University, Miami, 2012.

Why and how to engage language learners in conversational interaction in the classroom. K-12 teacher training workshop, Palm Beach County 7th Annual Language and Culture Conference. West Palm Beach County, Florida, 2011.

Implementación del método comunicativo—cuando el enfoque es una estructura gramatical. (The implementation of the communicative method—when the focus is a grammatical structure). Teaching Spanish as a foreign language training workshop, Florida International University, Miami, 2011.

How to create communicative tasks for the Spanish business classroom. Workshop given at the K-12 Language for Business Conference Technologies and Tools for a New Language for Business Course. Miami, Florida, 2011.

Métodos comunicativos para la enseñanza de español como lengua extranjera (ELE) (Communicative methods for the teaching of Spanish as a foreign language (SFL)). Teaching Spanish as a foreign language training workshop, Florida International University, Miami, 2010.

Technology in the FL classroom: Using Google Earth to learn about Che's Latin American Journey. Presented with L. Gurzynski-Weiss & S. Pennestri. Workshop given at the American Association of Teachers of Spanish and Portuguese conference, Albuquerque, New Mexico, 2009.

IX. Workshops for Parents

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

2011 *The cognitive benefits of bilingualism: Why and how to encourage your children to keep up their Portuguese.* Workshop given to parents at the Brazilian Culture Center and Language School. Boca Raton, Florida.

STUDENT ADVISING AND MENTORING

Dissertation Chair

1. Noha Elsakka: *A task-based language teaching program for the teaching of Arabic* (present). Florida International University, Education.
2. Majeed Noroozi: *Assessment in Task-Based Language Teaching* Completed 2018. Florida International University, Education.
3. Marilyn Zeledón: *The linguistic market of codeswitching in Latino literature.* Completed 2015. Florida International University, Modern Languages.

Dissertation Committee Member

1. Renata Pavanelli. *Understanding L2 learners' writing needs and attitudes in EAP (English for Academic Purposes) writing contexts.* (present). Florida International University.
2. Ruth Nolan. *Examining task transferability in task-based language teaching: A multi-case study* (2019). Georgia State University.
3. Keith Wylie. *Assessing cognitive interview mnemonics and their effectiveness with non-native English speakers.* (2019). Florida International University.
4. Carly Rae Henderson. *Perfect timing? Exploring the effect of immediate and delayed feedback, communication mode, and working memory on the acquisition of Spanish as a foreign language* (2019). Indiana University.
5. Sandy Gonzalez: *Neural and motor predictors of language development in infancy* (2019). Florida International University, Psychology.
6. Yeonjoo Jung: *Interactive alignment in online versus face-to-face language learning* (2018). Georgia State University.
7. Yinhong Duan: *Chinese learners' use of community-learning tasks for the learning of L2 writing* (2018). Florida International University, Education.
8. Juan Carlos Morales: *Defying the statistics: Latinx students' journeys from ESL to the honors college at the community college* (2018). University of Miami, Education.
9. Celia Chomón Zamora: *The secret is in the processing: A study of levels of explicit computerized feedback in heritage and L2 learners of Spanish* (2017). Georgetown University, Spanish and Portuguese.

Master's Thesis Chair

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

Master's Thesis Committee Member

1. Juliette Acosta-Santiago. *Politics and its impact on Puerto Rico*. (present). Florida International University, Linguistics.
2. Nicholas Gimmarco. *Synthesis of Parent Based Language Assessments*. (present). Florida International University, Linguistics.
3. Edwin Emery. *Bilinguals' attitudes towards loan words in varying social contexts*. (present). Florida International University, Linguistics.
4. Reema Algofaili. *Spelling accuracy of Arabic speakers in their writing of English vowels*. (2019). Florida International University, Linguistics.
5. Daniel Garzon. *Exploring Miamians' Perceptions of Linguistic Variation in Miami-Dade County and the state of Florida*. (2017). Florida International University, Linguistics.
6. Kaitlynn Gutierrez: *Semantic and syntactic features in WH-questions in heritage speaker Spanish* (2017). Florida International University, Linguistics.
7. Gina Ailanjian: *Linguistic landscape of two Hispanic-serving Institutions* (2017). Florida International University, Linguistics.
8. Christopher Diaz: *Lexical Leveling Among Varieties of Spanish in Miami*. (2017). Florida International University, Linguistics.
9. Salvatore Callesano: *Perceiving Spanish in Miami: The interaction of dialect and social information*. (2015). Florida International University, Linguistics.
10. Lydda López: *Vowels in the 305: A first pass at Miami Latino English*. Spring. (2015). Florida International University, Linguistics.
11. Kristen Mullen: *A cross-generational analysis of Spanish-to-English lexico-semantic phenomena in emerging Miami English*. (2015). Florida International University, Linguistics.
12. Samia Mercedes: *When a bilingual processes meaning in semantic categorization in Spanish-English bilinguals*. (2016). Florida International University, Linguistics.
13. Erica Verde: *How Miami's English-Spanish bilinguals encode deictic motion events*. (2014). Florida International University, Linguistics.
14. Joanne Sampaio: *American perceptions of British regional dialects*. (2013). Florida International University, Linguistics.
15. Simone Harmath-de Lemos: *"Mãe, quem que a gente vai no cinema com?": Preposition Stranding in Brazilian Portuguese heritage speakers*. (2012). Florida International University, Linguistics.

Undergraduate Honor's Thesis Committee Member

1. Julio Martin: *Variations in witness memory reports as a function of language proficiency*. (2016). Florida International University, Psychology.

McNair Scholars Faculty Mentor

1. Hillary López. *Drivers' focal attention as measured by eye-tracking*. (Present). Florida International University, Biomedical Engineering.

2. Valentina Dargam: *Exploring differences in the neural recruitment of executive function in bilinguals, heritage learners, and monolinguals with functional near-infrared spectroscopy (fNIRS)*. (2018). Florida International University, Biomedical Engineering and Linguistics.
Graduate program → Florida International university Ph.D. in Biomedical Engineering.

PROFESSIONAL SERVICE

Reviewer for Federal Funding Agencies

National Science Foundation
National Endowment for the Humanities

Reviewer for Funding Organizations

Language Learning early career awards

Reviewer for Journals

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

Reviewer for Publishers

Georgetown University Press
John Benjamins
Pearson
Routledge
Wiley-Blackwell

Reviewer for Conferences

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

OTHER SERVICE

- Member, Florida Grade-Level Reading Campaign Board, The Children's Trust (2018-present)
- Workgroup on Cultural and Linguistic Diversity in books, The Children's Trust (2019-present)

- Scientific Board for the evaluation of the Book Club, The Children's Trust (2019-present)

TEACHING

Graduate Seminars

- *Foreign Language Teaching Methodology*
- *Teaching Practicum*
- *Task-Based Language Teaching*
- *La Estructura del Español (The Structure of Spanish)*
- *La Adquisición del Español Como Lengua Extranjera (The acquisition of Spanish as a Foreign Language)*

Graduate Independent Studies

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

Undergraduate

- *Introducción a La Lingüística Hispánica (Introduction to Hispanic Linguistics)*
- *Aplicando la Lingüística en Miami (Applying Linguistics in Miami)*
- *Spanish Language Teaching Internship (with Miami-Dade Public Library Systems)*
- *Review of Spanish Grammar and Writing*
- *Intermediate Spanish for Heritage Speakers*
- *Languages of the World*

Undergraduate Independent Studies

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

INSTITUTIONAL SERVICE

Service to the Department of Modern Languages

- Graduate Program Director, Spanish program (Modern Languages; present)
- Member of the Spanish Undergraduate Curriculum Committee (present)
- Member of the Spanish Heritage Placement Exam Committee (present)
- Member of Committee for the development of Spanish Language Program at Qingdao University, Qingdao, China (present)
- Professional development training workshop twice a year for all TAs, instructors and adjuncts in the Department (present)
- Member of Search Committee for Professor of Spanish (2020)
- Member of Search Committee for Permanent Instructor of Spanish, Program at Qingdao University (2019)

- Chair, Evaluation of Teaching Project Committee (Modern Languages; 2019-2020)
- Member of the Tinker Grant Reviewer Committee (2019)
- Member of Committee for Spanish Curriculum for FIU's Medical School (2016)
- Member of Search Committee for Assistant Professor in Spanish Applied Linguistics (2016)
- Member of Committee for the development of new Master's Degree (2010-2013)

Service to the University

- Faculty mentor to new Assistant Professor, FIU Mentor Program (present)
- Represent FIU and Center for Children and Families at Miami Family Expo (Fall, 2016)
- Member of Committee for Instructor Teaching Awards Selection (Fall, 2014)

LANGUAGES

- English – native language
- Spanish – near native proficiency
- Portuguese – four semesters at Georgetown University
- Italian – one semester at the University of Virginia
- Tibetan – one semester at the University of Virginia
- Hawaiian Creole English – one semester at the University of Hawai'i

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

- SfN: Society for Neuroscience
- ASHA: American Speech Hearing and Language Association
- IATBLT: International Association of Task-Based Language Teaching
- AAAL: American Association of Applied Linguistics
- AILA: International Association of Applied Linguistics
- SRCD: Society for Research in Child Development
- AATSP: American Association of Teachers of Spanish and Portuguese
- MLA: Modern Language Association