

# Lourdes Ortega

## Curriculum Vitae

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### EDUCATION

- 2000: **Ph.D.** in Second Language Acquisition. University of Hawai‘i at Mānoa, Department of Second Language Studies, USA.
- 1995: **M.A.** in English as a Second Language. University of Hawai‘i at Mānoa, Department of Second Language Studies, USA.
- 1987: **Licenciatura** in Spanish Philology. University of Cádiz, Spain.

### EMPLOYMENT

- since 2012: **Professor**, Georgetown University, Department of Linguistics.
- 2004-2012: **Assistant Professor** (2004-2006), **Associate Professor** (2006-2010), **Professor** (2010-2012) University of Hawai‘i at Mānoa, Department of Second Language Studies.
- 2002-2004: **Assistant Professor** (tenure-track), Northern Arizona University, Department of English.
- 2000-2002: **Assistant Professor** (tenure-track), Georgia State University, Department of Applied Linguistics and ESL.

### HIGHLIGHTS

- 21,770 citations and an h-index of 54 on Google Scholar as of January 2024
- World’s 2% most-cited researchers and #24 among top 400 world linguists in Stanford University’s ranking ([Elsevier Data Repository](#)) in 2023
- Wiley’s *Language Learning* (ISI Journal Citation Reports © Clarivate 2022: 8/194 Linguistics): General Editor (2020-to date)

### FELLOWSHIPS

- 2018: **Distinguished Visiting Fellow at the Graduate Center, City University of New York**, Advanced Research Collaborative (ARC). August through December, 2018.
- 2010: **External Senior Research Fellow at the Freiburg Institute of Advanced Studies (FRIAS)**, University of Freiburg. One-semester residential fellowship at FRIAS to carry out project titled *Pathways to multicompetence: Applying usage-based and constructionist theories to the study of interlanguage development*. August through December, 2010.
- 2003: **National Academy of Education/Spencer Postdoctoral Fellow**. Two-semester nonresidential fellowship to carry out the research project titled *Second language and literacy development over time: A synthesis of longitudinal research in applied linguistics*.
- 1999: **Pre-Doctoral Mellon Fellow at the National Foreign Language Center**, The Johns Hopkins University School of Advanced International Studies. Seven-month residential fellowship to write up dissertation research, titled *Understanding syntactic complexity: The measurement of change in the syntax of instructed L2 Spanish learners*; Washington D.C., January through August.

## AWARDS

- 2020: Georgetown University's Gerald M. Mara Faculty Mentoring Award for extraordinary service and dedication in mentoring graduate students. (university-wide competition, 16 nominees).
- 2016: Georgetown University's Gerald M. Mara Faculty Mentoring Award for extraordinary service and dedication in mentoring graduate students. (university-wide competition, 23 nominees).
- 2004: TESOL World Teachers' Day Honoree.
- 2001: Paul Pimsleur Award for Research in Foreign Language Education (co-recipient with John Norris) awarded by the American Council on the Teaching of Foreign Languages and The Modern Language Journal for article: Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50, 417-528.
- 2001: TESOL Research Interest Section/Heinle & Heinle Distinguished Research Award (co-recipient with John Norris). Awarded for article: Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50, 417-528.

## SELECTED PUBLICATIONS

### I. Single-authored Books

Ortega, L. (2009). *Understanding second language acquisition*. London: Routledge. [Understanding Language Series, Bernard Comrie & Greville Corbett, Series Editors; ISBN-13: 978-0340905593]. [Published by Routledge in Chinese in 2016, translation by Feng Lei & Shao Qinyu, Beijing University of Foreign Languages]

### II. Selected Guest Edited Special Journal Issues and Edited Volumes

- Ortega L.**, Trofimovich, P., Satterfield, T., Crossley, S., & Morgan-Short, K. (Guest Eds.). (2023). *75th Jubilee Special Issue of Language Learning*. 73 (Supplement 1).
- De Fina, A., Oostendorp, M., & **Ortega, L.** (Guest Eds.). (2023). *Toward a decolonial applied linguistics*. Special Issue of *Applied Linguistics*, 44(5). [ISSN 0142-6001, EISSN 1477-450X]
- De Houwer, A., & **Ortega, L.** (Eds.). (2019). *The Cambridge handbook of bilingualism*. Cambridge, UK: Cambridge University Press. [ISBN: 9781316831922]
- Tyler, A. E., **Ortega, L.**, Uno, M., & Park, H. I. (Eds.). (2018). *Usage-inspired L2 instruction: Researched pedagogy*. Amsterdam: John Benjamins. [ISBN: 9789027200259]
- Ortega, L.**, & Han, Z. (Eds.). (2017). *Complexity Theory and language development: In celebration of Diane Larsen-Freeman*. Amsterdam: John Benjamins. [ISBN: 9789027213396]

### III. Journal Articles

- Akiyama, Y., & **Ortega, L.** (2024). Coming out, heteronormativity, and possibilities of intercultural learning in a Google Hangouts telecollaboration. *International Journal of Bilingual Education and Bilingualism*. doi: 10.1080/13670050.2024.2306388
- De Fina, A., Oostendorp, M., & **Ortega L.** (2023). Sketches toward a decolonial applied linguistics. *Applied Linguistics*, 44(5), 819-832. doi:10.1093/applin/amad059
- Wu, S.-L., Tio, Y. P., & **Ortega, L.** (2022). Elicited imitation as a measure of L2 proficiency: New insights from a comparison of two L2 English parallel forms. *Studies in Second Language Acquisition*, 44(1), 271 - 300. doi: 10.1017/S0272263121000103
- Ortega, L. (2020). The study of heritage language development from a bilingualism and social justice perspective. *Language Learning*, 70(S1), 15–53. doi:10.1111/lang.12347
- Ortega, L. (2019). SLA and the study of equitable multilingualism. *Modern Language Journal*, 103(S1), 23-38. doi: 10.1111/modl.12525
- Ortega, L. (2018). Ontologies of language, second language acquisition, and world Englishes. *World Englishes*, 37, 64-79. doi: 10.1111/weng.12303
- Ortega, L. (2018). SLA in uncertain times: Disciplinary constraints, transdisciplinary hopes. *Working Papers in Educational Linguistics*, 32(1), 1-30. Available from: <https://repository.upenn.edu/wpel/vol33/iss1/1/>

- Ortega, L. (2017). New CALL-SLA research interfaces for the 21st century: Towards equitable multilingualism. *CALICO Journal*, 34(3), 285–316. doi: 10.1558/cj.33855
- Tullock, B. & Ortega, L. (2017). Fluency and multilingualism in study abroad: Lessons from a scoping review. *System*, 71, 7-21. doi: 10.1016/j.system.2017.09.019

#### IV. Chapters in Handbooks and Encyclopedias

- Ortega, L. (2024). Second and additional language acquisition across the lifespan. In Li Wei, Zhu Hua, & J. Simpson (Eds.), *Handbook of applied linguistics* (2<sup>nd</sup> ed., Volume 1) (pp. 27-40). New York: Routledge.
- Ortega, L. (2019). Second language acquisition as a road to bilingualism. In A. De Houwer & L. Ortega (Eds.), *The Cambridge handbook of bilingualism* (pp. 408–434). Cambridge, UK: Cambridge University Press.
- Ortega, L. (2016). Multi-competence in second language acquisition: Inroads into the mainstream? In V. Cook & Li Wei (Eds.), *The Cambridge handbook of linguistic multicompetence* (pp. 50-76). Cambridge, UK: Cambridge University Press.

#### V. Book Chapters in Refereed Volumes

- De Houwer, A. & Ortega, L. (2024). Simultaneous and sequential acquisition of multiple languages. In J. W. Schwieter & J.-M. Dewaele (Eds.), *Multilingualism: Foundations and the state of the interdisciplinary art*. Bloomsbury.
- Elabdali, R., Wein, S., & Ortega, L. (2023). Can adult lexical diversity be measured bilingually? A proof-of-concept study. In D. M. Palfreyman & N. Habash (Eds.), *Bilingual writers and corpus analysis* (pp. 121-156). London: Routledge.
- Ortega, L. (2022). Epílogo. El contexto sociopolítico en la investigación de la adquisición y la enseñanza del español en hablantes de lengua de herencia. In D. Pascual y Cabo & J. Torres (Eds.), *El español como lengua de herencia (ELH)* (pp. 275-290). New York: Routledge.
- Ortega, L. (2022). Carving new spaces in the study of individual multilingualism across the lifespan. In R. Blackwood & U. Rønynland (Eds.), *Multilingualism across the lifespan* (pp. 235-248). New York: Routledge.
- Dewaele, J.-M., Bak, T., & Ortega, L. (2022). Why the mythical 'native speaker' has mud on its face. In N. Slavkov, S. Melo Pfeifer, & N. Kerschhofer (Eds.), *Changing face of the "native speaker": Perspectives from multilingualism and globalization* (pp. 23-43). Berlin: Mouton De Gruyter.

### SELECTED PLENARY/KEYNOTE PRESENTATIONS

Ortega has given over 40 plenary or keynote speeches at main international conferences in the United States, United Kingdom, Canada, Australia, and New Zealand, as well as Austria, Belgium, Bosnia and Herzegovina, Denmark, Finland, Hong Kong, Japan, Malta, Mexico, Morocco, and Sweden. She has also presented her research by invitation at more than 50 universities in North America, Europe, and Asia. She has presented at numerous major refereed conferences.

*Towards a Multilingual Ethos for Error Correction*. Plenary delivered at the 4th International Symposium on Applied Linguistics Research (ALR2023), hosted by the Applied Linguistics Research Lab (ALLAB), Prince Sultan University, Saudi Arabia, November 4-5, 2023. (virtual)

*New Directions for Instructed Second Language Acquisition*. Plenary at the 2022 International Conference on Second Language Acquisition Research, China Association of Second Language Acquisition. Hosted by College of Foreign Languages in Ocean University of China. November 12, 2022. (virtual)

*Supporting Agentive Language Learning and Teaching in the 21st Century*. ILA 2021: Independent Learning Association 2021 Conference, organized by the Universidad Nacional Autónoma de México, June 28-30, 2021. (virtual)

*Teaching World Languages in the 21st Century: Reciprocal Insights from SLA and Korean Language Education*. Plenary at the 26th Annual American Association of Teachers of Korean Conference, June 24-26, 2021. (virtual)

*Exploring teaching-research interfaces: A down-to-earth SLA perspective*. Plenary at the International Conference on Innovative Teaching and Research in English Language Education, organized by The University of Hong Kong, January 6-9, 2021. (virtual)

*Orchestrating Second Language Learning in Classrooms: Nudging for a Sea-change.* Plenary at the 29th European Second Language Association Conference (EuroSLA29), Lund University, Aug. 29-31, 2019.

*Carving Transformative Understandings of Adult Multilingualism.* Invited Presenter at Multilingualism in the Individual and Society: Learning, Globalization and Social Justice, Stellenbosch University, South Africa, March 5-7, 2019.

*Understanding Vulnerability and Privilege in Multilingualism: What Can the Psychology of Language Learning Offer?* Plenary delivered at the 3rd International Psychology of Language Learning Conference (PLL3). Waseda University, Tokyo, June 7-10, 2018.

*The Bi/multilingual Turn in SLA: How Far Have We (Not) Come, and Why?* Plenary address delivered at the 36th Second Language Research Forum (SLRF), Ohio State University, Columbus, OH, October 12-15, 2017.

*Redefining Competence and Redesigning Teaching in the 21st Century.* James A. Alatis Plenary, Interactive Plenary session with Mike Byram, moderated by Jun Liu. TESOL International Convention, Toronto, March 25-28, 2015.

*Experience and Success in Late Bilingualism.* Plenary address delivered at the AILA (Association Internationale de Linguistique Appliqué/ International Applied Linguistics Association) World Congress hosted by The University of Queensland, Brisbane, 10-15 August, 2014.

*The Bilingual Turn in SLA.* Plenary address delivered at the AAAL (American Association for Applied Linguistics) Conference, Atlanta, GA, March 6-9, 2010.

## GRANTS, CONTRACTS, & COMMISSIONS

### External Grants Funded:

- 2023-2026: International Research and Studies, U.S. Department of Education: Ashraf PI, **Ortega co-PI**, *Bilingual Performance in Non-Roman LCTL Dual Language Programs.*: \$282,179.
- 2022-2023: Qatar Foundation International: *Teaching Arabic as a Global Language in U.S. K-12 Settings: How do Teacher Identity and Critical Language Awareness Matter?* \$ 83,239. PI: Ortega, co-PI: Ashraf. Doctoral researchers: Rima Elabdali, Saurav Gwasami.
- 2022-2023: *Understanding and including forced migrants and refugees: Responses from the humanities.* Global Humanities Seminar, Office of the Vice President for Global Engagement. PI: Ortega, co-PIs: Anna De Fina & Nicoletta Pireddu. \$ 12,225.
- 2019-2021: International Partnerships for Excellent Education and Research (INTPART) Part II, *MultiLing in partnership with South Africa and USA (MultiLingNet)*: for a total of \$ 470,000 (\$ 40,000 to GU). To the Center for Multilingualism in Society across the Lifespan at the University of Oslo, Georgetown University's Initiative for Multilingual Studies (co-PIs Lourdes Ortega and Anna De Fina), and four top universities in South Africa: University of Cape Town, University of the Witwatersrand, Stellenbosch University, and University of the Western Cape. The thematic focus of the 3-year collaboration is on *Multilingualism in the individual and society: Learning, globalization, and social justice*, with the overall goal to strengthen psycholinguistic/cognitive research embedded within the sociolinguistics of multilingualism.
- 2019-2020: National Science Foundation Doctoral Dissertation Research Award BCS-1844445 *Statistical Learning of Predictive Dependencies of Tense-Aspect System in an Artificial Language by English And Thai LI Adults* (\$ 14,471) to Sakol Suethanapornkul, co-PI; Lourdes Ortega, PI

## HIGHLIGHTS OF PROFESSIONAL SERVICE

- President of the American Association for Applied Linguistics, March 2023-March 2024
- Center for Applied Linguistics, Board of Trustees, Trustee & Vice Chair (2018-2024)
- External referee for more than 50 cases of tenure and promotion reviews in the USA, UK, Canada, Australia, New Zealand, Lebanon, South Africa, and United Arab Emirates.
- External program evaluator of 4 university departments in the USA.

## DOCTORAL MENTORING

Recipient in 2016 and in 2020 of the Georgetown University's Gerald M. Mara Faculty Mentoring Award for extraordinary service and dedication in mentoring graduate students (university-wide competitive award). Chaired 18 doctoral dissertations and is currently chairing another 8. She has been a member on over 30 doctoral dissertation committees.

1. **Lauren Park**, *Language and cognition in monolinguals and bilinguals: A study of spontaneous and caused motion events in Korean and English*, 2015.
2. **Sarah Young Knowles**, *Reframing metalinguistic awareness for low-literate L2 learners: Four case studies*, 2016, recipient of the 2016 ACTFL Emma Marie Birkmaier Doctoral Dissertation Research in Foreign Language Education Award.
3. **Mari Sakai**, *(Dis)Connecting perception and production: Training adult native speakers of Spanish on the English/i/-/ɪ/ distinction*, 2016, recipient of the 2017 Best Article based on the Dissertation Research (2015-2016) by the *Journal of Second Language Pronunciation*.
4. **Luciane Maimone**, (Department of Spanish & Portuguese.) *Crosslinguistic influence from L2 Spanish in the intake of L3 Portuguese forms, type of linguistic item, and the role of aptitude: An exploratory study*, 2017.
5. **Kate Riestenberg**, *Acoustic salience and input frequency in L2 lexical tone learning: Evidence from a Zapotec revitalization program in San Pablo Macuiltianguis*, 2017. National Science Foundation Doctoral Dissertation Research Award # 1451687.
6. **Mariko Uno**, *Developing Question Constructions in Japanese as a First Language: The Roles of Discourse-Pragmatic Functions and Parental Input*, 2017.
7. **Yuka Akiyama**, *Reciprocity and interaction: A longitudinal investigation of a video-mediated Japanese-English eTandem exchange*, 2017.
8. **Young A Son**, *Measuring heritage language learners' proficiency for research purposes: An argument-based validity study of the Korean C-test*, 2018. Dissertation Awardee by the National Federation of Modern Language Teachers' Associations & the National Council Of Less Commonly Taught Languages.
9. **Brandon Tullock**, *Multilingualism, transnationalism, and identity in study abroad: Multilingual sojourners in Barcelona*, 2019.
10. **Sakol Suethanapornkul**. *Statistical Learning of Predictive Dependencies in the Tense-Aspect System of a Miniature Language by English and Thai L1 Adults*. 2019. National Science Foundation Doctoral Dissertation Research Award #1844445.
11. **Yiran Xu**. *L2 writing complexity in academic legal discourse: Development and assessment under a curricular lens*, 2020.
12. **Meagan Driver** (Department of Spanish & Portuguese). *Emotion, motivation, and vocabulary learning: A study of heritage and foreign language learners of Spanish*, 2020.
13. **Amy Kim**. Applied Linguistics. *Rethinking post-entry language assessment policies in the context of U.S. higher education: A socially responsible approach*. 2021. Recipient of 2019 Doctoral Dissertation Grant from The International Research Foundation for English Language Education (TIRF).
14. **Abel Cruz**. (Department of Spanish & Portuguese). *The Category of Gender in Spanish-English Bilingual Grammars: Corpus and Experimental Evidence of Switched DPs*, 2021.
15. **Di Qi**. Applied Linguistics. *Examining the L2 Motivational Self System through meta-analysis*, 2022.
16. **Rima Elabdali**, *Negotiating Belonging and Securitization in a Community Language School*, 2023.
17. **Şeyma Toker**, *Critical Pedagogy of Emotion and Identity: A Participatory Action Research Study in a Pre-Service EFL Teacher Education Program*, 2023.
18. **Keith Cunningham**, *A phonological analysis of Nanticoke with practice applications for language revitalization*, 2023.