

# PABLO E. REQUENA

## Curriculum Vitae

Assistant Professor of Hispanic Linguistics  
Department of Modern Languages and Literatures  
The University of Texas at San Antonio  
McKinney Humanities Building 4.01.14  
1 UTSA Circle, San Antonio, TX 78249

[pablo.requena@utsa.edu](mailto:pablo.requena@utsa.edu)

<http://colfa.utsa.edu/modern-languages/faculty/requena>

Director Language Acquisition Group: <https://acquisitiongroup.weebly.com/>

### Research Interests

---

Hispanic linguistics; First, Second, and Heritage language acquisition of Spanish; Spanish morphosyntax; Sociolinguistic variation; Bilingualism; Psycholinguistics; Language teaching and learning.

### Education

---

- 2015 Ph.D. in Spanish and Language Science, The Department of Spanish and Portuguese, The Pennsylvania State University.  
Dissertation title: *Direct object clitic placement preferences in Argentine child Spanish*.  
Committee: Karen Miller (advisor), Rena Torres Cacoullos, John Lipski, Carol Miller.
- 2012 M.A. in Spanish Linguistics, The Department of Spanish and Portuguese, The Pennsylvania State University.
- 2008 B.A. in Education, English, certified to teach K - College in Argentina

### Academic Appointments

---

- 2019-Present Assistant Professor, Department of Modern Languages and Literatures, The University of Texas at San Antonio.
- 2014-Present Invited Professor, Graduate Certificate in Foreign Language Pedagogy, College of Languages, National University of Córdoba. (Spring 2014, 2017, 2020, 2022)
- 2015-2019 Assistant Professor (tenure-track), Department of Modern and Classical Languages and Literatures, University of Montana.

### Administrative Appointments

---

- Fall 2022-Pres Graduate Advisor of Record (GAR) for the M.A. in Spanish, Department of Modern Languages and Literatures, The University of Texas at San Antonio.
- 2015-2019 Advisor of Record to all Spanish Teaching Majors and Minors, Department of Modern and Classical Languages and Literatures, University of Montana.

## Other employment and Teaching Experiences

---

- 2010 Appointed Substitute Professor, College of Languages, National University of Córdoba.
- 2010 Lecturer, Language Teacher Training College Dr. Antonio Nores.
- 2010-2015 Graduate Teaching Assistant, Department of Spanish, Italian, and Portuguese, The Pennsylvania State University.
- 2009-2010 Graduate Teaching Assistant for the undergraduate course *Teaching Observation and Practicum II*, College of Languages, National University of Córdoba.
- 2005-2009 Undergraduate Teaching Assistant for several courses, College of Languages, National University of Córdoba.
- 2008 Middle-school Teacher of English as a Foreign Language, Santa Ana School.
- 2007-2010 Elementary Teacher of English as a Foreign Language, Colegio Alemán Córdoba.

## Honors and Awards

---

3. Merit Award for performance that exceeds expectations. UTSA, Spring 2022, 2023.
2. Merit Award for outstanding achievement in research, teaching, and service. University of Montana, 2018.
1. Helen and Winston Cox Educational Award. This award is the highest honor given by the College of Humanities and Sciences at the University of Montana for early career faculty in recognition of superior teaching skills and dedication to advising and mentoring students, 2018.

## Grants and Fellowships

---

### AWARDED GRANTS AS PI OR CO-PI (GRANTS/AWARDS) AND FELLOWSHIPS

16. Teaching and Learning Reimagined (TLR) award by UTSA Innovation Academy. *"Language Problems in the Real World": An innovative experience for all UTSA students to L.E.A.R.N. more about their fields through the study of language.* (PI: Pablo Requena, \$5,000). AY 2021-2022
15. Honors Faculty Fellow. UTSA. AY 2021-2022, 2022-2023
14. Internal Research Awards (INTRA) Research Grant. Office of the Vice President for Research, Economic Development, and Knowledge Enterprise (VPREDKE), *Dialectal variation in the acquisition of Spanish early verb morphology.* (PI: Pablo Requena, \$5,000). AY 2021-2022
13. 2021 Enriching Learning, Enhancing Visibility, and Training Educators (ELEVATE) Fellow. To enhance the visibility of early-career faculty at Minority Serving Institutions (MSIs) and help them produce more high-quality research and practice. Sponsored by the Rutgers Center for Minority Serving Institutions (CMSI). (<https://cmsi.gse.rutgers.edu/elevate/elevate-2020>).

12. Funding for instructional support from Student Instructional Equipment Fund (SIEF), University of Montana, 2018
11. Travel Support to participate of *NSF Day* at the University of Wyoming (University of Montana Vice President for Research), 2017
10. University of Montana Research Grant Program, *Mood selection in Spanish-English bilinguals in the U.S.* (\$5,000), 2016-2017 (PI: Pablo Requena)
9. Language Learning Dissertation Grant (Language Learning Journal) (\$2,000), 2015
8. Career Development Award (Center for Global Studies), (\$2,000), 2014
7. Travel/Research Award by Penn State College of Liberal Arts to international student members of the Center for Language Science as match for NSF (PIRE) Travel/Research Awards (PI: Judith F. Kroll et al.). Project: *Impact of the L2 on the L1*, 2014
6. S.T.A.R. Award (PSU), *Creation of a corpus of Argentine child Spanish* (\$2,500), 2013
5. Paula Menyuk Travel Award (Boston University Conference on Language Development), 2013
4. Graduate Student Award (Franklin College of Arts and Sciences, University of Georgia), 2011
3. Adele Miccio Networking Travel Award (Center for Language Sciences, PSU), 2013
2. RGSO Dissertation Support (College of Liberal Arts, PSU). (\$2,000), 2013
1. University Extension Grant. (Universidad Nacional de Córdoba). *Design of instructional materials for ELT in Cordoba's primary schools (E.G.B.2)* Faculty adviser: Liruso, S. M. (AR\$3,200), 2008

#### **AWARDED TO COLLABORATIVE TEAMS**

8. Dennis & Phyllis Washington Foundation, *Supporting Second Language Development through High Impact Practices*. (PIs: Pablo Requena & Hiltrud Arens, \$45,000), 2019-2021. (80% contribution)
7. W.M. Keck Foundation, Undergraduate Education Program: *Neuroscience: A Novel Perspective for the Campus-wide Integration of STEM, Humanities and Education Curricula*. (PI: Richard J Bridges, \$300,000), 2019-2021. (5% contribution)
6. Gobierno de Córdoba, Universidad Nacional de Córdoba (Argentina), *Rasgos idiosincráticos del español hablado en la ciudad de Córdoba en estudiantes de diferentes carreras* (PI: Cecilia Defagó, AR\$150,000), 2018. (10% contribution)

5. SECyT Grant, SECyT Grant, Universidad Nacional de Córdoba (Argentina), *Study of combinatorial sentences from the syntactic processing perspective. How is the cognitive processing of listening and reading comprehension affected by the syntactic organization of clauses in Spanish?* (PI: Laura V. Manoiloff, AR\$124.500), 2016-2017. (20% contribution)
4. CICITCA Grant, Universidad Nacional de San Juan (Argentina), *Systemic Functional Linguistics: Potential pedagogical applications* (PI: Marisel M. Bollati, AR\$13.500), 2016-2017. (5% contribution)
3. SECyT Grant, Universidad Nacional de Córdoba (Argentina), *Pedagogic genre in FL textbooks from a multimodal perspective* (PI: Susana M. Liruso, AR\$24,000), 2014-2015. (10% contribution)
2. SECyT Grant, Universidad Nacional de Córdoba (Argentina), *Generic and multimodal aspects in FL textbooks* (PI: Susana M. Liruso, AR\$21,000), 2012-2013. (10% contribution)
1. SECyT Grant, Universidad Nacional de Córdoba (Argentina), *A SFL study of FL textbooks* (PI: Susana M. Liruso, AR\$14,750), 2010-2011. (10% contribution)

#### **NOT-AWARDED/FUNDED**

5. NIAS Individual fellowship 22/23, *The relation between input and anthropomorphism in the acquisition of grammar.* (PI: Pablo Requena). Submitted March 2021.
4. Language Learning Journal Early Career Research Grant, *Spanish Differential Object Marking as a cue to object-extracted question comprehension.* (PI: Pablo Requena, \$9,176). Submitted November 2020.
3. Andrew Carnegie Fellow 2021 – Limited Submission concept paper, *Individual differences in Dispositional Anthropomorphism and Language Use.* (PI: Pablo Requena, \$200,000). Concept Paper Submitted October 2020. Not selected for nomination.
2. Society for Research in Child Development, *Re-examining bilingual children's knowledge of heritage language morphosyntax* (PI: Pablo Requena). Submitted February 2020.
1. Language Learning Journal Early Career Research Grant, *Comprehension of which-questions in Spanish-speaking children.* (PI: Pablo Requena, \$9,743). Submitted December 2019.

**Articles in Refereed Journals** (\* Indicates student co-author) <sup>1</sup>

---

13. **Requena, P.E.** (forthcoming). Linguistic variation and grammatical complexity in child heritage speakers. *Journal of Spanish as a heritage language*. Preprint doi: [10.31234/osf.io/nxke2](https://doi.org/10.31234/osf.io/nxke2)
12. Dracos, M., & **Requena, P. E.** (2023). Child heritage speakers' acquisition of the Spanish subjunctive in indirect commands and adverbial clause. *Language Acquisition* 30(1), 1-28. doi: <https://doi.org/10.1080/10489223.2022.2071156> (ACI = 1).
11. Cad, A.C.; Liruso, S., & **Requena, P.E.** (2022). Integrating environmental awareness in ELT through picturebooks. Special issue for CLELE 10th anniversary: Children's literature as intercultural catalyst in English language. *Children's Literature in English language Education* 10(2), 98-118. doi: <https://clejournal.org/article-5/> (ACI = 0.8).
10. **Requena, P. E.** (2022). Variation Versus Deviation: Early Bilingual Acquisition of Spanish Differential Object Marking. *Linguistic Approaches to Bilingualism*. doi: <https://doi.org/10.1075/lab.21001.reg>
9. **Requena, P. E.**, & Berry, G. M. (2021). Cross-linguistic influence in L1 processing of morphosyntactic variation: Evidence from L2 learners. *Applied Psycholinguistics* 42(1), 153-180. doi: <https://doi.org/10.1017/S0142716420000685> (2020 Impact Factor: 1.838<sup>2</sup>; 2020 Journal Rank *Languages and Linguistics*: 0.99, Quartile: 1<sup>3</sup>. Author Contribution Index (ACI) = 4)
8. **Requena, P. E.** (2021). Spanish copula selection with adjectives at age three. *Journal of Child Language* 48(3), 623-633. doi: <https://doi.org/10.1017/S0305000920000446> (2020 Impact Factor: 1.429; 2020 Journal Rank *Languages and Linguistics*: 1.06, Quartile: 1.)
7. **Requena, P. E.**, & Dracos, M. (2021). Spanish copula selection with adjectives in school-aged bilingual children. *International Journal of Bilingualism*. <https://doi.org/10.1177/1367006920960796> (2020 Impact Factor: 1.693<sup>1</sup>; 2020 Journal Rank *Languages and Linguistics*: 0.95, Quartile: 1 ACI = 1)
6. **Requena, P. E.** (2020). A Usage-Based Account of Spanish Variable Clitic Placement. Special Issue titled "Revisiting Language Variation and Change: Looking at Metalinguistic Categories Through a Usage-Based Lens" in *Languages* 5(3), 33, doi: 10.3390/languages5030033 (Relatively new journal, no impact information available yet apart from 1,291 full text views by Nov. 17<sup>th</sup> 2022, according to [article metrics](#)).

---

<sup>1</sup> Author Contribution Index (ACI) is used as an improvement on simply stating percent contribution. "ACI(i) reflects the contribution of author *i* as compared to the average contribution of all other authors. It is superior to one when the contribution of author *i* is larger than the average contribution of all other authors and inferior to one when the contribution of author *i* is less than the average contribution of all other authors. For example, on a paper written by three authors, where author *i* contributed 60% of the paper, ACI(i) = 3, meaning that author *i* contributed three times more than what the other authors contributed on average." (Boyer et al., 2017) When ACI = 1, all authors contributed equally.

<sup>2</sup> [InCites Journal Citation Reports](#)

<sup>3</sup> [Scimago Journal and Country Rank](#)

5. Dracos, M., **Requena, P. E.**, & Miller, K. (2019). Acquisition of mood selection in Spanish-speaking children. *Language Acquisition* 26(1), 106-118, doi: [10.1080/10489223.2018.1464006](https://doi.org/10.1080/10489223.2018.1464006) (2020 Impact Factor: 1.349<sup>1</sup>; 2020 Journal Rank *Languages and Linguistics*: 0.59, Quartile: 1. ACI = 1.3)
4. **Requena, P. E.** & \*Tissera, M. V. (2018). Variation in Spanish L2 Textbooks: A Study of Variable Clitic Placement. *Hispania* 101(1), 55-68, doi: [10.2307/26387641](https://doi.org/10.2307/26387641) (2020 Impact Factor: 0.165<sup>1</sup>; 2020 Journal Rank *Languages and Linguistics*: 0.19, Quartile: 2. ACI = 9).
3. Manoiloff, M. L., **Requena, P. E.**, Carando, C., Defagó, M. C., Alonso Alemany, L., Cesaretti, D., Ferrero, C., Ramirez, A., & Segui, J. (2018). Factores que influyen en la comprensión de las cláusulas subordinadas de relativo en español. (Factors that influence the comprehension of Spanish relative clauses). *Onomázein* 42, 23-52, doi: [10.7764/onomazein.42.01](https://doi.org/10.7764/onomazein.42.01) (2020 Journal Rank *Languages and Linguistics*: 0.24, Quartile: 2. ACI = 5.3)
2. **Requena, P. E.**, Román-Hernández, A. I., & Miller, K. (2015). Children's Knowledge of the Spanish Copulas *Ser* and *Estar* with Novel Adjectives. *Language Acquisition* 22(2), 193-207, doi: [10.1080/10489223.2014.928299](https://doi.org/10.1080/10489223.2014.928299) (see impact information above. ACI = 1.3)
1. Liruso, S. M., & **Requena, P. E.** (2010). Un estudio comparativo de la cognición docente en profesores de español y de inglés como lengua extranjera. *Diálogos Pedagógicos* 8(15), 117-121. Available [here](#). (no impact information available. ACI = 1)

#### **Chapters in Refereed Edited Volumes** (\* Indicates student co-author)

---

4. Moyna, M.I., & **Requena, P.E.** (accepted). Tracing the emergence of the semantic split between *voseo* and *tuteo* in Río de la Plata second person subjunctives: A look at child language acquisition. Invited submission to Sanz-Sánchez, I. (Ed.) *Language acquisition across the lifespan and language change: Applications in historical sociolinguistics*. (ACI = 1).
3. Shin N. L., **Requena P. E.**, & \*Kemp A. (2017) Bilingual and Monolingual Children's Patterns of Syntactic Variation: Variable Clitic Placement in Spanish. In: Auza Benavides A., Schwartz R. (eds) *Language Development and Disorders in Spanish-speaking Children. Literacy Studies (Perspectives from Cognitive Neurosciences, Linguistics, Psychology and Education)*, vol 14. Zug, Switzerland: Springer, Cham. (pp. 63-88), doi: [10.1007/978-3-319-53646-0\\_3](https://doi.org/10.1007/978-3-319-53646-0_3) (ACI = 1.3)
2. **Requena, P. E.**, Aguirre-Sotelo, E., & Díaz, M. J. (2013). Alineación del pico entonacional en el español de Córdoba, Argentina. In: Bombelli, G. & Soler, L. (Eds.) *Oralidad, Miradas Plurilingües desde la Fonética y la Fonología*. (pp. 98-111). Córdoba: Buena Vista Editores. (ACI = 8)
1. Helale, G., San Martín, M. G, Faletti, P., & **Requena, P. E.** (2012). El discurso de la práctica pre-profesional: análisis de la transitividad y elementos valorativos. In: Bosio, I. V., Castel, V. M. Castel,

Ciapuscio, G., Cubo, L., & Müller, G. (Eds.) *Discurso especializado: estudios teóricos y aplicados*. (pp. 169-187). Mendoza: Editorial FFyL-UNCuyo and Sociedad Argentina de Lingüística. ISBN 978-950-774-221-7. Available [here](#). (ACI = 1)

### **Chapters in Refereed Conference Proceedings** (+Project competitively refereed at abstract level)

---

7. +**Requena, P. E.**, & Dracos, M. (2018). Impermeability of L1 syntax: Spanish variable clitic placement in bilingual children. In: Bertolini, A.B. & M.J. Kaplan. *Proceedings of the 42nd Boston University Conference on Language Development*. (Volume 2) pp. 644-658. Somerville, MA. Cascadilla. Available [here](#). (ACI = 1).
6. +**Requena, P. E.**, Dracos, M., & Miller, K. (2017). Acquisition of Spanish Mood Selection in Complement Clauses. In LaMendola, M. & J. Scott. *Proceedings of the 41st Boston University Conference on Language Development*. (Volume 2) pp. 563-575. Somerville, MA. Cascadilla. Available [here](#). (ACI = 1.3).
5. **Requena, P. E.**, Liruso, S. M., & Bollati, M. S. (2016). The young learner's textbook as a visual model of interaction. In: Banegas, D.L et al. (Eds) *Selected papers of the Argentine Federation of Teachers of English 41st Conference: ELT as a Multidisciplinary Endeavour: Growing Through Collaboration*. pp. 29-39. Available [here](#). (ACI = 1).
4. Liruso, S. M, Bollati, M., & **Requena, P. E.** (2015). El libro de texto de lengua extranjera: recursos multimodales para lectores actuales. In: Muse, C. (Ed.) *VII Congreso Cátedra UNESCO, Lectura y Escritura: Segundas Lenguas y Lenguas Extranjeras*, Vol. 7, pp. 361-369. Serie Libros Digitales. Córdoba: Editorial Universidad Nacional de Córdoba. (ACI = 1).
3. Liruso, S. M, Bollati, M., & **Requena, P. E.** (2015). What do genres do in the EFL coursebook? In: Anglada, L et al. (Eds) *Selected papers of the Argentine Federation of Teachers of English 40th Conference: "EFL Classrooms in the New Millennium: Local Developments and Global Concerns"*. pp. 203-214. Available [here](#). (ACI = 1).
2. +**Requena, P. E.**, Román-Hernández, A. I., & Miller, K. (2014). Puerto Rican Children's Knowledge of the Spanish Copulas *Ser* and *Estar* with Adjectives. *Proceeding Supplement of the 38th Boston University Conference on Language Development*. Available [here](#). (ACI = 1.3).
1. Liruso, S. M., Bollati, M., & **Requena, P. E.** (2012). Multimodal resources in textbooks: Powerful motivators. In: Anglada, L. & Banegas, D.L. *Selected papers of the Argentine Federation of Teachers of English 37th Conference: "Views on Motivation and Autonomy in ELT"*. pp. 157-161. Available [here](#). (ACI = 1).

## Invited commentaries

---

1. **Requena, P.E.** (forthcoming). Methodological triangulation in the study of acquisition of morphosyntactic variation. (Commentary on Shin & Miller's (2021) paper "Children's Acquisition of Morphosyntactic Variation" sent to external reviewers). *Language Learning and Development*.

## Non-refereed Publications and unpublished work (\* Indicates student co-author)

---

### PEDAGOGICAL MATERIALS

2. Liruso, S. M., & **Requena, P. E.** (2018). *The Art of Teaching Foreign Languages to Young Learners*, Massive Open Online Course. FutureLearn (<https://www.futurelearn.com/courses/teaching-foreign-languages>). (ACI = 1).
1. **Requena, P. E.**, & Liruso, S. M. (2010). *Hello! Textbook for teaching English in Elementary Schools in Córdoba*. Córdoba: Asociación Cooperadora Facultad de Lenguas - UNC (with teacher's guide). ISBN 978-987-1308-58-3. 112 pages. (ACI = 1).

### CONFERENCE PROCEEDINGS AND RESEARCH SUMMARIES

10. Manoiloff, L. M.; **Requena, P. E.**; Paolantonio, P.; Cachagua Ibañez, S.; Augusto, M.; Dyzenchouz, M.; Seguí, J. (2020). El rol de la marca morfosintáctica en el procesamiento online de las relativas en el español. *Revista Argentina de Ciencias del Comportamiento* 12. Extra Issue 1, Supplement I, May, devoted to the Actas de Resúmenes de la XVII Reunión Nacional y VI Encuentro Internacional de la Asociación Argentina de Ciencias del Comportamiento (AACC), pp. 88-89. Available [here](#). (ACI = 5.33).
9. Liruso, S. M., Bocca, A., Bollati, M., **Requena, P. E.**, Tomasini, S., & Vasconcelo, B. (2015). El género pedagógico en los libros de texto de español e inglés como lengua extranjera desde una perspectiva multimodal. In: Dalmagro, M.C. et al. *La Investigación en curso, resúmenes 2014-2015*. pp. 121-128. Córdoba: Universidad Nacional de Córdoba, Argentina. Available [here](#). (ACI = 0.55).
8. Manoiloff, L. M. V., Martínez y Atanes, M. J., Del Boca, M. L., Pereno, G., **Requena, P. E.**, & Seguí, J. (2013). El efecto de repetición mediante un priming enmascarado en una tarea de detección de fonemas a partir de la presentación de imágenes. In: Jaichenco, V. & Sevilla, Y. (Eds.) *Psicolingüística en español. Homenaje a Juan Seguí* (pp. 49-60). Buenos Aires: Editorial de la Facultad de Filosofía y Letras Universidad de Buenos Aires, Argentina. Available [here](#). (ACI = 0.55).
7. Liruso, S. M., & **Requena, P. E.** (2011). Una mirada a las consignas de los libros de enseñanza de E/LE. *Proceedings of the II Congreso Internacional de Enseñanza de Español como Lengua Segunda y Extranjera*. Universidad del Salvador. (ACI = 1).



6. San Martín, M. G., **Requena, P. E.**, & Helale, G. (2011). Percepciones sobre la enseñanza de inglés como lengua extranjera en la formación de profesores. *Memorias del III Congreso Internacional de Investigación y Práctica Profesional en Psicología, XVIII Jornadas de Investigación. Séptimo Encuentro de Investigadores en Psicología del MERCOSUR*. Facultad de Psicología, Universidad de Buenos Aires, CABA, Argentina. ISSN 1667-6750. Available [here](#). (Psicología Educacional). (ACI = 1).
5. Helale, G., **Requena, P. E.**, & San Martín, M. G. (2011). Como la palma de mi mano: un estudio de las percepciones de alumnos del profesorado de lengua extranjera y de sus profesores. XIII Jornadas de Enseñanza de Lenguas Extranjeras en el Nivel Superior. Hacia el plurilingüismo: políticas, didácticas e investigaciones. Universidad Nacional de San Luis, San Luis, Argentina. ISBN 978-987-1595-99-0. (ACI = 1).
4. San Martín, M. G., **Requena, P. E.**, & Helale, G. (2011). El uso del diario virtual en la reflexión docente. Actas de las III jornadas Internacionales de Tecnologías Aplicadas a la Enseñanza de Lenguas. Facultad de Lenguas, UNC. Córdoba, Argentina. ISBN 978-950-33-0871-4. (ACI = 1).
3. San Martín, M. G., Helale, G., & **Requena, P. E.** (2011). Percepciones de estudiantes y graduados de profesorado de lengua extranjera sobre el impacto de la práctica docente pre-profesional en la enseñanza. Actas de las VI Jornadas Nacionales sobre la Formación del Profesorado: Currículo, Investigación, y Prácticas en Contexto(s). Facultad de Humanidades, Universidad Nacional de Mar del Plata. ISBN 978-987-544-387-7. (ACI = 1).
2. Helale, G., **Requena, P. E.**, & San Martín, M. G. (2010). La cognición de alumnos del profesorado de inglés de la U.N.C. y de graduados respecto de la práctica pre-profesional. *Proceedings of the IV Jornadas Nacionales de Prácticas y Residencias en la Formación Docente*. Escuela de Ciencias de la Educación, Facultad de Filosofía y Humanidades, Universidad Nacional de Córdoba, Argentina. (ACI = 1).
1. **Requena, P. E.**, Liruso, S. M., & Villanueva de Debat, E. (2009). Creencias, representaciones y saberes (CRS) de profesores de inglés como lengua extranjera. *Proceedings of the I Congreso Internacional de Investigación y Práctica Profesional en Psicología*. Universidad de Buenos Aires. (pp. 371-373). Available [here](#). (Tomo 1) (ACI = 1).

## TRANSLATIONS

4. **Requena, P. E.**, \*Gaubatz, M., \*Assaro, M., \*Lohof, W., & \*Bosch-Greer, D. (2018). Spanish translation of voter guide website for *Forward Montana*, a civic engagement program for young people in Montana.
3. **Requena, P. E.**, \*Hewey, S., & \*Clinch, I. (2018). Spanish translation of flyer and brochure on sexual assault for the *Missoula Juvenile Detention Center*.

2. **Requena, P. E.** and students of Spanish 400. (2017). Spanish translation of welcome package for *Poverello Center*, a homeless shelter in Missoula, MT.
1. **Requena, P. E.** (2012). Spanish Translation of [Li, Zhang, Tsai, and Puls' \(2014\)](#). *Language History Questionnaire (LHQ2)*.

### **Manuscripts accepted (as Standard articles or Registered reports)**

---

1. Kosie, J. E., Zettersten, M., Abu-Zhaya, R., Amso, D., Babineau, M., Baumgartner, H. A., ... Lew-Williams, C. (2023, January 10). ManyBabies 5: A large-scale investigation of the proposed shift from familiarity preference to novelty preference in infant looking time (Stage 1 registered report accepted). Available at <https://psyarxiv.com/ck3vd/> *Nature Human Behaviour*.

### **Manuscripts under Review**

---

- **Requena, P. E.** (R&R3 in prep). Lexical effects in First Language Acquisition of Syntactic Variation. Submitted to *Language Variation and Change*.
- **Requena, P. E.**, Remedi, C.V., & Manoiloff, L.M.V. (submitted). Dialectal variation in child acquisition of Spanish second person singular verb morphology. *Language Acquisition*. (ACI = 8).

### **Manuscripts in Preparation** (\* Indicates student co-author)

---

- **Requena, P. E.** & Dracos, M. (in preparation). Child heritage speakers' acquisition of Spanish Subjunctive mood in sentential complements. To be submitted to *Bilingualism: Language and Cognition*. (ACI = 1).
- **Requena, P. E.**, \*Johns, A., \*Naoun, S. (in preparation). Cross-linguistic influence from the majority language on the minority language: The degree of locative elaboration in Spanish-English bilingual children. (ACI = 5).
- **Requena, P.E.** (in preparation to submit by Spring 2023). Global Cues to Spanish Differential Object Marking. Invited submission to Miller, K. & Schmitt, C. (Eds.) Special issue on children's acquisition of variation for the *Journal of Monolingual and Bilingual Speech*.
- **Requena, P. E.** (data analysis in progress). Animacy in Variable Clitic Placement 4-6y.o.

### **Data Collection, Transcription and Analysis in Progress**

---

- "Cue reliability of Spanish Differential Object Marking in the comprehension of *wh*-questions." In collaboration with Carla Contemori (UTEP). Data analysis in progress.

- "Variable clitic placement in child heritage speakers of Spanish." In collaboration with Melisa Dracos (Baylor University). Data analysis in progress.
- "Heritage speaker acquisition and use of Spanish Subjunctive mood." In collaboration with Melisa Dracos (Baylor University). Data analysis in progress.
- "Acquisition of Spanish copula selection with adjectives in adult heritage speakers and L2 learners." In collaboration with graduate student Brenda Luevanos (UTSA). Data analysis in progress.

## **Invited Lectures and Talks**

---

### **PLENARY/KEYNOTE TALKS**

8. **Requena, P. E.** (scheduled for April 2023). (*Title TBD*). Guest lecture to be delivered in person or online for the University of Buffalo.
7. **Requena, P. E.** (scheduled for April 2023). (*Title TBD*). Guest presentation at the Linguistics Colloquium, George Mason University.
6. **Requena, P. E.** (scheduled for March 2023). (*Title TBD*). Keynote lecture to be delivered in person for the Center for Language Science, Penn State University.
5. **Requena, P. E.** (April, 2022). *The acquisition of morphosyntactic variation in Spanish by monolingual and bilingual children*. Guest lecture in person at the Linguistics colloquium, UTEP.
4. **Requena, P. E.** (June, 2019). *La adquisición de la diferencia aspectual entre SER y ESTAR + adjetivos en niños hispanohablantes*. Café Lingüístico at the National University of Cordoba, Argentina.
3. **Requena, P. E.** (March, 2017). How children detect patterns in language. Guest speaker presentation at the New Faculty Lecture Series, Humanities Institute. University of Montana. Missoula, MT.
2. **Requena, P. E.** (March, 2014). Child L1 Use of Constraints on Spanish Variable Clitic Placement. University of Granada. Granada, Spain.
1. **Requena, P. E.** (February, 2014). L1 Acquisition of Constraints on Spanish Variable Clitic Placement. University of New Mexico. Albuquerque, NM.

### **OTHER INVITED TALKS AND INVITED CLASS PRESENTATIONS**

19. **Requena, P. E.** (January, 2022). *Acquisition of the SUBJ Mood Selection by Spanish-Speaking Children*. Guest presentation at First Language Acquisition of Spanish graduate seminar, UCLA.

18. **Requena, P. E.** (October, 2021). *A Usage-Based Perspective on Spanish Variable Clitic Placement*. Guest Q&A at Spanish morphosyntax seminar, University of New Mexico.
17. **Requena, P. E.** (October, 2021). *Variation in second language Spanish textbooks: A study of variable clitic placement*. Guest lecture at the Acquisition of Variation graduate course, University of Pittsburgh.
16. **Requena, P. E.** (October, 2020). *Language Development and Bilingualism*. Conversation through videoconference at EDEC Neuroscience & Its Impact on Child Development class, Department of Teaching & Learning, University of Montana.
15. **Requena, P. E.** (April, 2020). *Corpus research using the CHILDES database*. Online guest workshop, English Department, Baylor University.  
  
- Required material as online video at Ling 460/Psy 422/Ling 560 Child Language class in the Dept. of Spanish and Portuguese, University of New Mexico (Fall 2020).
14. **Requena, P. E.** (January, 2020). *Searching the Corpus of Contemporary American English*. Guest workshop at the LNG 5143 Introduction to Forensic Linguistics course, UTSA.
13. **Requena, P. E.** (August, 2019). *Introducción a la lingüística*. Guest presentation at the SPN 5373 Introduction to Hispanic Graduate Studies course.
12. **Requena, P. E.** & Rosenberger, J. (March, 2019). *SER* (to be) or *ESTAR* (to be), that is the question: Child language acquisition of the Spanish copula distinction. University of Montana Language and Cognition Colloquium. Missoula, MT.
11. **Requena, P. E.** (April, 2018). Transitioning into Graduate School. Presentation to new M.A. students at the M.A. in English Applied Linguistics, College of Languages, National University of Cordoba, Argentina.
10. **Requena, P. E.** (October, 2017). How children detect patterns in language. Presentation at the UM Datablitz on Brain, Mind, and Natural Computation. University of Montana. Missoula, MT.
9. **Requena, P. E.** (September, 2016). Constraining Language Variation: Evidence from Adult and Child Spanish. Guest speaker at graduate seminar, Dept. of Linguistics. University of Montana. Missoula, MT.
8. **Requena, P. E.** (February, 2015). Constraining Language Variation: Evidence from Adult and Child Spanish. University of Connecticut. Storrs, CT.

7. **Requena, P. E.** (February, 2015). Preferences and Constraints in Child Spanish. University of Montana. Missoula, MT.
6. **Requena, P. E.** (November, 2014). Child Awareness of Subtle Probabilities in Adult Language Use: Evidence from Spanish DO Pronouns. *Center for Global Studies Brown Bag Series*. The Pennsylvania State University. State College, PA.
5. **Requena, P. E.** (October, 2014). Adquisición en la Posición del Clítico Acusativo. Presentation at the undergraduate course: Language Variation across the Spanish-speaking World. Prof. Rena Torres-Cacoullos. The Pennsylvania State University. State College, PA.
4. **Requena, P. E.** (July, 2014). Condicionantes en la posición variable del clítico acusativo en el español de niños argentinos. Paper presented at the weekly meeting of *The Psycholinguistics Lab at School of Psychology*, Universidad Nacional de Córdoba. Córdoba, Argentina.
3. **Requena, P. E.** (May, 2014). La comunicación visual en los libros de Texto de LE. Invited talk at the Diploma in Reading and Writing Processes, Facultad de Lenguas, Universidad Nacional de Córdoba. Córdoba, Argentina.
2. Liruso, S. M., & **Requena, P. E.** (May, 2013). Elementos multimodales en libros de inglés como LE. Centro de Investigaciones de la Facultad de Lenguas, Universidad Nacional de Córdoba. Córdoba, Argentina.
1. Liruso, S. M., & **Requena, P. E.** (November, 2007). Materials Design for EFL Teaching in State Primary Schools in Córdoba. Asociación Salteña de Profesores de Inglés. Salta, Argentina.

**Conference Presentations** (excluding those later published in conference proceedings, \*= student co-author, † = not presented due to Covid-19 pandemic)

- 
51. **Requena, P.E.** & Contemori, C. (March, 2023). The use of differential object marking in the interpretation of which-questions in Spanish-speaking children. Poster at *36th Annual Conference on Human Sentence Processing*. University of Pittsburgh.
  50. Lawson, M.; **Requena, P.E.** & \*Baker, M. (March 2022). Interdisciplinary collaboration in the study of narrative and grammatical development in children. Panel at *The 14th Annual College of Education and Human Development Research Colloquium*. UTSA.
  49. **Requena, P. E.** & Berry, G. M. (August 2021). L2 learners' processing of syntactic variation in the L1. Paper presented at the *5th Variation and Language Processing Conference (VALP5)*. Copenhagen, Denmark. (online presentation)

48. **Requena, P. E.** (July, 2021). L1 acquisition of variable constraints in Spanish differential object marking. Poster presented at the *2021 International Association for the Study of Child Language Conference*. Philadelphia, PA. (online presentation)
47. Dracos, M. & **Requena, P. E.** (July, 2021). The role of dominance in heritage language acquisition of Spanish mood selection in the school years. Poster presented online at the *2021 International Association for the Study of Child Language Conference*. Philadelphia, PA. (online presentation)
46. **Requena, P. E.** (May, 2021). Child heritage speakers' knowledge of Spanish differential object marking. Paper presented online at the *8th National Symposium of Spanish as a Heritage Language*. New York City, NY. (online presentation)
45. Dracos, M., **Requena, P. E.**, & Nuñez, R. (May, 2021). Protracted Development of Spanish Mood Selection in Heritage Children. Paper presented online at the *8th National Symposium of Spanish as a Heritage Language*. New York City, NY. (online presentation)
44. **Requena, P. E.** (April, 2021). Bilingual child language acquisition of locative elaboration in movement description. Poster presented at the *Workshop Motion2021: Can motion event construal be taught or restructured? Evidence from bilinguals and L2 learners*. Reading, Berkshire, UK. (online presentation)
43. \*Vega, S. & **Requena, P. E.** (October, 2020). Development of the noun/adjective (N/ADJ) word order in a Spanish-speaking child. Poster presented at the *6th Penn State Undergraduate Exhibition in Hispanic and General Linguistics, Penn State*. State College, PA.
42. **Requena, P. E.** (June, 2020). Language Variation and Experience in the Early Stages of Child Heritage Language Acquisition. Poster presented online at the *Twelfth Heritage Language Research Institute*. Penn State University.
41. +\*Vega, S. & **Requena, P. E.** (March, 2020). Child language acquisition of Spanish noun/adjective word order variation. Poster presented at the *20th Annual Spring Research Conference College of Liberal and Fine Arts, UTSA*. San Antonio, TX.
- Awarded 1<sup>st</sup> place in the COLFA Undergraduate Research Poster category
40. **Requena, P. E.** (February, 2020). *'Yo estaba asustando los gatos'*: DOM omission rates in child heritage language acquisition. Paper presented at the *7th National Symposium of Spanish as a Heritage Language*. Albuquerque, NM.
- Presented also at MLL Department, UTSA (March, 2020)
  - Presented as substitute at the *Hispanic and Lusophone Linguistics Virtual Colloquium* (August, 2020).

39. Dracos, M. & **Requena, P. E.** (February, 2020). Protracted Development of Spanish Mood Selection in Heritage Children. Paper presented at the *7th National Symposium of Spanish as a Heritage Language*. Albuquerque, NM.
38. \*O'Brien, C., \*Smith, I., Miller, K., **Requena, P.** (December, 2019). Spanish Clitic Placement in L2 Speakers of Spanish. Poster presented at the *Penn State Workshop: Studying language disorders in Multilingual populations*. State College, PA.
37. **Requena, P. E.** (October, 2019). L1 Development of Spanish Differential Object Marking: A Variationist Study. Paper presented at the *Hispanic Linguistic Symposium*. El Paso, TX.
- Presented also at MLL Department, UTSA (November, 2019)
36. Dracos, M. & **Requena, P. E.** (October, 2019). Bilingual language development of Spanish mood selection in the school years. Paper presented at the *Hispanic Linguistic Symposium*. El Paso, TX.
35. Manoilloff, L.; **Requena, P.**; \*Paolantonio, P; Cachagua Ibañez, S.; \*Augusto, M.; \*Dyzenchouz, M.; & Seguí, J. (July, 2019). Procesamiento de las cláusulas relativas en sujetos monolingües de español. *V Jornadas Internacionales de Traductología*. Córdoba, Argentina.
34. \*Cornelisse, L. & **Requena, P. E.** (April 2019). Acquisition of Differential Object Marking in Argentine Spanish. Poster presented at the *University of Montana Conference on Undergraduate Research (UMCUR)*. Missoula, MT.
33. **Requena, P. E.** & Dracos, M. (February 2019). Spanish Copula Selection with Adjectives in Heritage Children. Paper presented at the *6th National Symposium of Spanish as a Heritage Language*. McAllen, TX.
32. Dracos, M. & **Requena, P. E.** (February 2019). Effect of Dominance on Bilingual Language Acquisition of Mood. Paper presented at the *6th National Symposium of Spanish as a Heritage Language*. McAllen, TX.
31. Rhoades, A., Phipps, S. & **Requena, P. E.** (October 2018). A Model of Success: Tracking and Reporting Internship Participation. Paper presented at the *2018 SW Montana Regional Conference: Taking Student Success to Scale: High Impact Practices*. Dillon, MT.
30. Manoilloff, L.V.; **Requena, P.E.**; \*Paolantonio, P.; Cachagua Ibañez, S.; \*Augusto, M.; \*Dyzenchouz, M.; & Seguí, J. (October 2018). El procesamiento de las cláusulas relativas en español: el orden canónico y la marca de caso. Poster presented at the *III Congreso Internacional y VI Congreso Nacional de Psicología: Ciencia y profesión, desafíos para la construcción de una psicología regional*. Córdoba, Argentina.

29. **Requena, P. E.** & Liruso, S. M. (October 2017). Authentic Materials in the Second Language (L2) Class. Paper presented at the *2017 MEA-MFT Educators' Conference*. Missoula, MT.
28. **Requena, P. E.** (March, 2017). The role of conceptual animacy in variable morphosyntax. Poster presented to the *Georgetown University Round Table (GURT) on Languages and Linguistics*. Washington, D.C.
27. **Requena, P. E.** & Berry, G. (January, 2017). A bilingual benefit in processing variation: Evidence for shared morphosyntactic representations. Poster presented at the *Bilingualism in the Hispanic and Lusophone world*. Tallahassee, FL.
26. Remedi, V.; **Requena, P.E.**; & Mannoilof, L.M. (November, 2016). Paper presented at the *II Congreso Internacional de Psicología, V Congreso Nacional de Psicología: "Ciencia y Profesión"*, Córdoba, Argentina.
25. **Requena, P. E.** (October, 2016). Syntactic Effects of Manipulating Animacy: Capturing Knowledge of Language in Child Spanish. Poster presented at the *Hispanic Linguistic Symposium*. Washington, DC.
24. **Requena, P. E.** & Shin, N. L. (April, 2016). Putting Grammaticalization Hypotheses to the Test in Spanish Variable Clitic Placement. Paper presented at the *8th International Workshop on Spanish Sociolinguistics*. San Juan, PR.
23. **Requena, P. E.** & Miller, K. (November, 2015). Acquisition of Spanish Variable Clitic Placement: A Case of Probability Matching. Poster presented at the *BUCLD*. Boston, MA.
22. Shin, N. L. & **Requena, P. E.** (October, 2015). Bilingual children's patterns of morphosyntactic variation: Variable clitic placement in Spanish. Paper presented at the *44<sup>th</sup> New Ways of Analyzing Variation*. Toronto, Canada.
21. **Requena, P. E.**, Dracos, M.; & Miller, K. (September, 2015). Acquiring a Variable Structure: Spanish-speaking Children's Use of Mood. Paper presented at the *Hispanic Linguistic Symposium*. Urbana-Champaign, IL.
20. **Requena, P. E.** & Miller, K. (November, 2014). Constraining Spanish Clitic Placement Variation: Evidence from Child Language. Paper presented at the *Hispanic Linguistic Symposium*. West Lafayette, IN.
19. **Requena, P. E.** (November, 2014). A Construction Grammar View of Spanish Variable Clitic Placement. Poster presented at the *Hispanic Linguistic Symposium*. West Lafayette, IN.
18. **Requena, P. E.** (October, 2014). A Construction Grammar Perspective of Spanish Variable Clitic Placement. Paper presented at the *43<sup>rd</sup> New Ways of Analyzing Variation*. Chicago, IL.



17. **Requena, P. E.**, & Miller, K. (April, 2014). Factores léxicos en la posición variable del clítico acusativo en el español: evidencias del habla infantil. Paper presented at the *32<sup>nd</sup> International Conference of the Spanish Association of Applied Linguistics (AESLA)*. Seville, Spain.
16. **Requena, P. E.** (April, 2014). El libro de texto de ELE como modelo de la variación en la posición del clítico de Objeto Directo. Poster presented at the *32<sup>nd</sup> International Conference of the Spanish Association of Applied Linguistics (AESLA)*. Seville, Spain.
15. Liruso, S. M, Bollati, M., & **Requena, P. E.** (April, 2014). Transformaciones en el libro de texto de lengua extranjera: ¿Por qué y para qué cambia? Paper presented at the *41<sup>th</sup> International Congress of Systemic-Functional Linguistics*. Mendoza, Argentina.
14. **Requena, P. E.**, \*Aranda, V. L., & \*Peralta López, M. E. (August, 2013). La posición variable del clítico acusativo en el español de Buenos Aires. Poster presented at the *II Encuentro de Español y Portugués como Segunda Lengua y Extranjera*. Córdoba, Argentina.
13. \*Tissera, V., & **Requena, P. E.** (August, 2013). La variación en la posición del clítico acusativo en un libro de texto de ELE y su contrapartida en la lengua oral. Poster presented at the *II Encuentro de Español y Portugués como segunda Lengua y Extranjera*. Córdoba, Argentina.
12. Bollati, M. M., Liruso, S. M, & **Requena, P. E.** (June, 2013). El libro de texto: Un ensamble multimodal de géneros. Paper presented at the *VII Congreso Internacional de Educación*. San Juan, Argentina.
11. **Requena, P. E.**, & Hamilton J. A. (May, 2013). Factores que influyen en el orden de palabras sujeto-verbo en el español oral de Buenos Aires. Paper presented at the *II Congreso Internacional de Profesores de Lenguas Oficiales del MERCOSUR*. Buenos Aires, Argentina.
10. **Requena, P. E.**, & Liruso, S. M. (March, 2013). An Approach to the Study of Textbook Images and Transactional Processes. Poster presented at the *American Association for Applied Linguistics Conference*. Dallas, TX.
9. Román-Hernández, A. I., **Requena, P. E.**, & Miller, K. (October, 2012). Puerto Rican Children's Knowledge of the Spanish Copulas *Ser* and *Estar*. Paper presented at the *Hispanic Linguistic Symposium*. Gainesville, FL.
8. **Requena, P. E.** (October, 2012). Non-linear Relation between English Multi-word Verb Knowledge and Years in College. Poster presented at the *Second Language Research Forum*. Pittsburgh, PA.
7. **Requena, P. E.**, San Martín, M. G., Helale, G., & Mandrile, J. (October, 2012). Percepciones de practicantes sobre la enseñanza de inglés: estudio de mapas conceptuales. Paper presented at the *V Jornadas Nacionales de Prácticas y Residencias en la Formación Docente*. Córdoba, Argentina.

6. Liruso, S. M., & **Requena, P. E.** (March, 2012). The Language ELT Textbooks Speak. Poster presented at the *TESOL International Convention & English Language Expo*. Philadelphia, PA.
5. Hamilton, J. A., & **Requena, P. E.** (October, 2011). Factors Affecting Verb-Subject Word Order in the Spoken Spanish of Buenos Aires. Paper presented at the *Hispanic Linguistic Symposium*. Athens, GA.
4. Liruso, S. M., Bollati, M.M., & **Requena, P. E.** (September, 2011). Fun with Coursebooks. Workshop conducted at the *XXXVI Congreso de la Federación Argentina de Asociaciones de Profesores de Inglés*. Tucumán, Argentina.
3. **Requena, P. E.**, Helale, G., & San Martin, M. G. (May, 2011). Perceptions on the Practicum by Argentinean EFL Teacher Training Community. Paper presented at the *VII International Conference on Language Teacher Education*. Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota. Minneapolis, MN.
2. **Requena, P. E.** (May, 2010). Aprendizaje léxico y memoria: de la teoría a la práctica áulica y viceversa. Paper presented at the *III Foro Educación y Psicología y II Encuentro de Profesionales que Trabajan en los Campos Educativos*. Facultad de Psicología, U.N.C. Córdoba, Argentina.
1. Bersano, N., & **Requena, P. E.** (August, 2006). An Integral Evaluation of the Introductory Courses in the Foreign Languages Taught at the Facultad de Lenguas, U.N.C. Paper presented at the *II National Meeting of Teacher-Training Colleges*. Instituto "Juan Zorrilla de San Martín". Córdoba, Argentina.

## **Courses Designed and Taught**

---

### **University of Texas at San Antonio, 2019-Present**

#### Undergraduate:

- *Spanish Phonetics and Pronunciation* (Fall 2019)
- *Linguistic structures of Spanish* (Spring 2020, Fall 2021)
- *Spanish Grammar and Composition* (Fall 2020)
- *Special Projects: Hispanic Linguistics Research* (Spring 2020, Fall 2020)
- *Language Problems in the Real World* (Honors College, Spring 2022, Fall 2022, Spring 2023)

#### Undergraduate Upper-Division/Graduate (cross-listed):

- *Topics in Spanish Linguistics: Child Language Acquisition of Spanish* (Fall 2019)
- *Topics in Spanish Linguistics: Child Language* (Fall 2020)
- *Topics in Linguistics: Language Teaching Methods* (Spring 2021)
- *Topics in Spanish Linguistics: Spanish Sociolinguistics and Pragmatics* (Spring 2021)

- *The Spanish of the U.S.* (Summer 2021)
- *Morphology and Syntax of Spanish* (Spring 2023)

Graduate:

- *Introduction to Graduate Studies* (Fall 2021, Fall 2022)

**Universidad Nacional de Córdoba, 2009-2010, 2014-Present**

General Public:

- [\*The Art of Teaching Foreign Languages to Children\*](#) (Massive Online Open Course (MOOC) for general audiences co-taught for the platform FutureLearn. (Offered Summer 2018, winter 2019; 4,740 participants)

Undergraduate:

- *Educational Psychology* (Substitute Prof.); *Special Pedagogy II* (TA)

Graduate:

- *"Planning a Research Project"* (graduate workshop at the MA in English Applied Linguistics, June 2019)
- *Enseñanza de Lengua Extranjera a Niños (ELEN) 'Teaching Foreign Languages to Children'* (On-line graduate seminar co-designed and co-taught in the Spring of 2014, 2017, 2020, and 2022)

**University of Montana, 2015-2019**

Undergraduate:

- *Spanish Phonetics*
- *Spanish Applied Linguistics*
- *Methods of Teaching Foreign Languages*
- *Spanish Advanced Composition and Conversation*
- *Language in the real world*
- *Introduction to Applied Linguistics*
- *Corpus study on Spoken Spanish*
- *Intensive Basic Spanish 1* (summer 2018)
- *Intermediate Spanish I*

### Graduate:

- *Special Topics in Spanish Grammar*
- *Graduate Seminar: Teaching FLs to Young Learners*

### Other High Impact Practices in Education (\*taught as overload):

- *\*L2 Teaching Support Internship* (8 students Fall 2017, 6 students Spring 2018)
- *\*Special Topics: Experimental Research* for undergraduate students (see undergraduate research advising for details on students),
- *Semester-long Preparation for Study Abroad Course*
- *Director of Study Abroad Program* (Spring 2018).

### **The Pennsylvania State University, 2010-2015**

#### Undergraduate:

- *Pre-Intermediate Spanish* (Instructor)
- *Elementary Spanish* (TA)
- *Introduction to Hispanic Linguistics* (TA)

### **Teacher Training College Dr. Antonio Nores, 2010**

#### Undergraduate:

- *Introduction to English Grammar*
- *Elementary English Grammar*

### **Mentoring**

---

#### **POST-DOCTORAL MENTORING**

##### *Manybabies Project*

- Erin Smolak (Post-doctoral fellow at Boys Town National Research Hospital, Omaha, NE) (Spring 2021)

#### **M.A. STUDENT ADVISING / DISSERTATIONS, THESES & COMPREHENSIVE EXAMINATIONS**

##### *Main Advisor*

M.A. in Spanish. Dept. of Modern Languages and Literatures Comprehensive Exam Paper. College of Liberal and Fine Arts, UTSA.

- Leticia Padilla (expected Fall 2023)
- Brenda Luevanos (expected Fall 2023)

- April Johns (Summer 2020)

Specialization in Foreign Language Pedagogy, Facultad de Lenguas:

- Patricia Gómez Tarquini (expected Fall 2022)

M.A. in Modern and Classical Languages and Literatures Professional Paper. Dept. of Modern and Classical Languages and Literatures. College of Humanities and Sciences, UM.

- Seth Barnes-Smith (Fall 2015-Spring 2017)

*Committee Member*

M.A. in Spanish Comprehensive Exam. Dept. of Modern Languages and Literatures. College of Liberal and Fine Arts, UTSA:

- Doug Ceffalo (Fall 2022)

- Yedid Mejia-Vazquez (Spring 2022)

- Aidee Larios Palomera (Spring 2022)

- Layla Zamora (Fall 2021)

- Mary Valero Flores (Spring 2021)

- Kélyn Salazar (Summer 2020)

- Larry Savoy (Spring 2020)

- Cynthia Gibson (Spring 2020)

- Kenneth Bond (Spring 2020)

- Sabrina Marcano (Fall 2019)

M.A. in TESOL. Facultad de Lenguas, Universidad Nacional de Córdoba (Argentina):

- Paula Camusso (Fall 2020)

Specialization in Foreign Language Pedagogy, Universidad Nacional de Córdoba (Argentina):

- Sonia Vanesa Cladera (Spring 2022)

- Gimena Pereyra (Spring 2018-Fall 2018)

Ed.D. Dept. of Teaching and Learning. College of Education, University of Montana:

- Emmanuella Datu (Spring 2018-Fall 2020)

M.Sc. Thesis. Dept. of Psychology. College of Humanities and Sciences, University of Montana:

- Shailee Woodard (Spring 2018, Spring 2019)

M.A. Thesis in Linguistics. Dept of Anthropology. College of Humanities and Sciences, , University of Montana:

- Lucía Hermo del Teso (Spring 2017)

M.Ed. Comprehensive Exam. Dept. of Teaching and Learning. College of Education, , University of Montana:

- Gary Warchola (Spring 2017)

## **UNDERGRADUATE RAS / PROFESSIONAL PAPERS & HONOR'S THESIS**

### *Main Advisor*

- Stefanie Naoun (Fall 2020) Honors College Experience: *An Enlightening Language Acquisition Journey* (Tasks include data extraction and coding of narratives as well as analysis of lexicalization patterns in bilingual and monolingual children). Honors College, UTSA.
- Laura Cornelisse (Spring 2019) Professional Paper: *Variationist Corpus Study of the Acquisition of Differential Object Marking* (Tasks include data analysis using Rbrul, interpretation of results and writing manuscript for publication). Dept. of Modern and Classical Languages and Literatures. College of Humanities and Sciences, UM.

## **INTRODUCTION OF STUDENTS TO RESEARCH**

### **GRADUATE RAS**

#### At the Language Acquisition Group (UTSA)

- Minerva McQuade (Spring 2023)
- Kevin Alvarez Reyes (Fall 2022-Present)
- Leticia Padilla (Spring 2021-Spring 2022)
- Yedid Mejia (Fall 2020)
- Cynthia Gibson (Spring 2020)
- Vanessa Allatorre Villalobos (Fall 2019)

#### At the Language Research Lab (University of Montana)

- Joshua Rosenberger (Spring 2019)

### **UNDERGRADUATE RAS**

#### At the Language Acquisition Group (UTSA)

- Rianne Williams (Fall 2022-Present)
- Devin Lukachik (Spring 2022)
- Steven Vega (Spring 2020, Fall 2020)
- Stefanie Naoun (Summer 2020 – Fall 2022)
- Hailey Moehlmann (Fall 2020 – Spring 2022)
- Omar Alvarado (Summer 2020)
- Juan Fernández (Spring 2020 – Spring 2021)
- Juan Ríos (Spring 2020)
- Maria Luisa Montealvo Rojas (Spring 2020 – Fall 2020)
- Gerardo Fernandez (Fall 2019)

#### At the Language Research Lab (University of Montana)

- Laura Cornelisse (Fall 2018)
- Megan Rodriguez (Fall 2018)

- Shelby Kinch (Fall 2017)
- Sophie Hewey (Fall 2017)
- Elec Hoffman (Fall 2017)
- Anna Reely (Fall 2017)
- Cassandra Sevigny (Fall 2017)
- Hugh Kingery (Fall 2015)
- Alex Baadsgaard (Spring-Summer 2017)
- William Jeffries (Spring 2017)

At Penn State University:

- Victoria Bognanno (2014)
- Verónica Aranda (2012-2014)
- María Elena Peralta (2012-2013)
- Victoria Tissera (2012-2015)
- Ana Ferrer (2012-2013)
- Lauren Tussar (2012)

**Research awards and prizes that student advisees obtained under my supervision**

---

4. UTSA, 20th Annual Spring Research Conference College of Liberal and Fine Arts, 1<sup>st</sup> place in Undergraduate Research Poster category awarded to Steven Vega (Spanish major) for: Vega, S. & Requena, P. E. (March, 2020). "Child language acquisition of Spanish noun/adjective word order variation."
3. Penn State University Travel Award from National Science Foundation as part of the Partnerships for International Research and Education (PIRE) *project entitled "Translating cognitive and brain science in the laboratory and field to language learning environments"* awarded to students Callie O'Brien and Ivy Smith to conduct bilingualism research in Granada, Spain, Spring 2020.
2. University of Montana Undergraduate Research Award to student Laura Cornelisse (Spanish Minor), Fall 2018.
1. Benjamin A. Gilman International Scholarship for Study Abroad awarded to student Jennifer Powers (Spanish Minor), Fall 2017.

**Service and Professional Activities**

---

**UTSA**

**- Service to the MLL Department:**

- Ad-hoc MLL Tenure and Promotion Guidelines Committee (Spring 2023)

- Representative of the Spanish M.A. at San Antonio Northside ISD Professional Learning Day (Feb., 20<sup>th</sup>, 2023)
- Undergraduate Advisor of Record (UGAR) for Spanish Linguistics, substituting for Dr. Isaura Contreras-Rios on leave (Spring 2023)
- Graduate Advisor of Record (GAR) for the M.A. in Spanish (Fall 2022-Present). Tasks include: Recruiting new students and meeting with interested individuals, Processing M.A. applications through Departmental Review, Advising students on courses on an ongoing basis, Processing Comp Exam/Thesis paperwork through evaluation, Conducting final audits before graduation, Processing credit transfers for Study Abroad, Updating M,A, information on website, among other tasks.
- Participated in UTSA Day representing the MLL Dept at a Table and interacting with prospective UTSA students (Spring 2022).
- Chair of the FTT Promotion Departmental Review Committee (DRC). Three applicants evaluated (Spring 2022)
- MLL Graduate Scholarship Committee (Spring 2022)
- Planning of Recruitment Activity for lower-division students to visit upper-division classes (Fall 2021)
- Search Committee, Senior Lecturer and Director of the Russian Language Program (Chair: Marita Nummikoski) (Spring 2021)
- Graduate Studies Committee Member, (Chair: Melissa Wallace) (Fall 2019- Present)
- Department Faculty Advisory Committee (DFAC) (AY 2019-2020, AY 2021-2022)
- MLL representative at *Fall Into Your Major* event (Fall 2019)

**- Service to the College of Liberal and Fine Arts, the Honors College:**

- COEHD and COLFA Collaboration ("Triple C") Dean's Task Force (Fall 2022-Spring 2023)
- COLFA Second Language Requirement Ad Hoc Committee Member representing MLL (Fall 2022-Present)
- COLFA AR, T&P, FTT Promotion committee (Spring 2022)
- Judge at the 2021 Honors College Experiential Learning Fair (Fall 2021)
- Lunch with Honors College students (Fall 2021)
- Meet Your Honors Faculty event (Fall 2021)
- UTSA Fulbright Interview Committee, interviewed student Forough Askarirad (Fall 2021)
- Organizing Committee for Study Abroad Program in Veracruz (Fall 2021-Present)
- COLFA Academic Policy and Curriculum Committee (Chair: Nathan Richardson) (Fall 2020-Present)

**- Service to UTSA:**

- Faculty Senate, Faculty Senator for Dept. of MLL, substituting for Dr. Whitney Chappell (all Fall 2019)



### - Service to the profession:

- Board member of the *Latin American Network for Language Acquisition Research* (LatiNLAR), 2022-
- Evaluator of undergraduate application for the Undergraduate Award for Academic Achievement Abroad, *The Forum on Education Abroad*, 2020 (1)
- Evaluator of research project proposals: *Comisión de Ciencias Humanas de la Agencia Nacional de Promoción Científica y Tecnológica, Ministerio de Ciencia, Tecnología e Innovación*, Argentina, 2020 (1), Doctoral dissertation research improvement grants, *National Science Foundation, Linguistics Program*, 2021 (1).
- Session Chair: *Hispanic Linguistics Symposium*, 2019 (1)
- Abstract reviewer: *Hispanic Linguistics Symposium* 2019 (8)
- Manuscript reviewer (R&R reviews are excluded):  
Spring 2023: *Hispania* (1), *Journal of Spanish as a Heritage Language* (1)  
Fall 2022: *Applied Psycholinguistics* (1), *Frontiers in Psychology* (1), *Linguistic Vanguard* (1), Chapter for volume on Historical Sociolinguistics (1)  
Spring 2022: *Spanish as a heritage Language* (1), *Frontiers in Psychology* (1), *Applied Linguistics* (1), *Applied Psycholinguistics* (1)  
Fall 2021: *Journal of Historical Linguistics* (1), *Verbum et Lingua* (1), *Language Variation and Change* (1), *Second Language Research* (2), *Hispania* (1)  
Spring 2021: *Frontiers in Communication* (1), *Letras* (Perú) (1), *Journal of Monolingual and Bilingual Speech* (1), *Bilingualism: Language and Cognition* (1), *Studies in Second Language Acquisition* (1), *Language Acquisition* (1), *Languages* (1), *International Journal of Bilingualism* (1), *Hispania* (1)  
2020: *Speech Language and Hearing* (1); *Revista Española de Lingüística Aplicada / Spanish Journal of Applied Linguistics* (1), *Social Science* (1), *Hispanic Studies Review* (1), *Journal of Child Language* (1), *Languages* (1), *Bulletin of Hispanic Studies* (1), *Linguistic Approaches to Bilingualism* (1)  
2019: *Hispania* (1), *Journal of Psycholinguistic Research* (1)

### UNIVERSITY OF MONTANA

#### - Service to the Spanish Section:

##### *Advising:*

- Advisor for all Spanish Teaching Majors and Minors, Fall 2015 – 2019
- Advisor to students going abroad to Spanish-speaking countries (Spanish level assessment, academic advising on classes to take abroad, etc.).

##### *Search committees:*

- Search committee member: Visiting Assistant Professor of Spanish Peninsular Literature (John Trevathan), Spring 2016
- Search committee member: Spanish Adjunct Professors (Caroline Lonski & Lynn Hudorovich), Summer 2017

*Other service to the Section:*

- Coordination of Phonetics Workshop on Written Accents led by students of Spanish Phonetics to all students of Spanish. (October 2018)
- Responsible for Recruitment & Retention Initiatives (September 2018)
- Preparation for the Faculty-led Study Abroad program in Argentina. Tasks included:  
AY 2016-2017 through Fall 2017:
  - Selecting of destination, designing the program (length, areas to visit, in classroom and out-of classroom activities), requesting information and price estimates on food, hotels, transportation companies, requesting quotes and negotiate with local language institutes / universities, arranging with local institution housing matters, health, fees, academic placement, etc., putting together budget, submitting program and budget to GEO for approval, recruiting students (visit 102, 201, 202 and 300-level classes, distribute flyers, put together a stand at International Fair, April 6th)\_meeting with interested students to provide them with preliminary information, advising them on course registration for the upcoming year, designing semester-long orientation course to be offered prior to the Program (SPNS291), signing contracts with other institutions / vendors abroad.
- Co-author of the Academic Program and Administrative Services Prioritization (APASP) report for the Spanish program, Summer 2017
- Consultant on Textbook selection and course design as the result of credit adjustment for lower division UM Spanish courses, 2015
- Provide leadership to the Spanish basic language program (2015 – 2019)

**- Service to the MCLL Department:**

*Committee work:*

- Professional Education Council, (Fall 2018 – 2019)
- Departmental Assessment Committee, (Spring 2016 – 2019)
- Faculty Evaluation Committee, (Fall 2016, Fall 2018)
- Faculty Technology Committee (Fall 2015– 2019, Interim Chair: Spring 2016)
- MCLL Quantitative Data Committee (Spring 2017, Summer 2017). Tasks: We analyzed all quantitative data for MCLL in view of the prioritization process at UM. We review and provided feedback to APASP during the Summer of 2017)

*Recruitment:*

- Called prospective students over the phone to talk to them about UM programs
- Answered questions for prospective graduate students at the Graduate and Professional School Fair (as part of the National Conference on Undergraduate Research); Adams Center; University

of Montana (April 2016)

- Foreign Languages Day, (two classes open to high-school students and a presentation on Spanish Phonetics), Spring 2016, Spring 2017
- UM Days: Outreach presentations of language programs offered at UM to prospective students, (twice Fall 2015, once Spring 2016)

*Other departmental duties:*

- Coordinator of a service-learning experience assessing the validity of the Spanish placement test, Fall 2015
- Responsible for checking foreign language credentials of out-of-UM applicants seeking Spanish teaching license, 2015-Present
- Meeting with high school teacher about AP (with Linda Bailey)
- Served at Graduation Ceremony (Spring 2016, Spring 2017)
- Proctor MCLL Placement Exams, June 6th 2017

**- Service/Outreach to the profession:**

- Observed one class and provided feedback to 4th grade Social Science in Dual-Immersion teacher at Paxson Elementary School, 2017
- Manuscript reviewer: *Journal of Psycholinguistic Research* (1), *Language Research Journal* (1), *Language Acquisition* (1), *Languages* (2), *Lingua* (1), *Redefining Lusophone and Hispanic Linguistics, Edited Volume* (1), *Language Variation and Change Journal* (1), *Proceedings of the 2015 Hispanic Linguistics Symposium* (1), *Proceedings of the XV Meeting & II Latin American Congress on Foreign Language Teaching in College* (5), *Canadian Journal of Linguistics / Revue canadienne de linguistique* (1), *Second Language Research* (1), *Digital Edited Volume of the M.A. in English Language by the College of Languages Press (National University of Córdoba)* (2).
- Abstract reviewer for conferences: *2019 Bilingualism in the Hispanic and Lusophone World* (5)
- Session Chair: Hispanic Linguistics Symposium, UI at Urbana-Champaign 2015

**- Service/Outreach to the community:**

- Organizer of Spanish@UM stand at Sunday Streets, Fall 2018
- Administrator of social media group "UM Foreign Language Teaching Grads", 2015-Present
- Co-organizer of Language Discovery Bench for the Free Day at SpectrUM with "We are Montana in the Classroom" (June 24<sup>th</sup>, 2016).
- Organizer of Service learning project with student of SPNS400: Spanish Applied Linguistics to translate into Spanish the welcome package of a Missoula homeless shelter, Fall, 2016-2017.
- Co-organizer of Linguistics Table at Summer of Science event in Stevensville, MT organized by "SpectrUM Discovery Area" and "We are Montana in the Classroom" (July 13<sup>th</sup>, 2017).
- Co-organizer of Language and Linguistics Table at Montana Science Fair, March 27<sup>th</sup>, 2017.
- Member of a committee that oversees dual language immersion program at Paxson led by

Karen Allen (MCPS Executive Regional Director – Region 2). Other members include: Julie Robitaille (MCPS Executive Regional Director – Region 1), Peter J. Halloran (Principal Paxson), Adrea Lawrence (Chair Dept. of Education at UM), Kate Brayko (Education UM), and Elise Guest (MCPS Executive Director of Teaching and Learning)

- Co-organizer of professional development sessions for immersion teachers at Paxson Elementary School, Summer 2017
- Co-organizer of Spanish @UM stand at Sunday Streets (an event in Missoula where with other Spanish faculty we raised awareness about Spanish at UM and a similar event in Bogotá, Colombia that served as inspiration for Missoula's Sunday Streets event), Fall 2017

#### **THE PENNSYLVANIA STATE UNIVERSITY** (as graduate student)

- Co-organizer: Center for Language Science, Central Pennsylvania Arts Festival, 2015
- Organizer: Charles Yang's Visit to the Center for Language Science, 2015
- Abstract reviewer: PSUxLing, Penn State Undergraduate Linguistics Conference, 2014
- Student Representative: Faculty Committee (Graduate Student Organization), 2014
- Organizer: 2015 Center for Language Science Young Scholar Speaker Series, 2014
- Organizer: Adele E. Goldberg's Visit to the Center for Language Science, 2013
- Student Representative: Committee of Special Activities (Graduate Student Organization), 2013
- Judge: PSU Undergraduate Poster Exhibition, 2013
- Judge: PSU Graduate Poster Exhibition, 2012
- President: Student Organization and Member of Area Liaison Committee, 2011-13
- Volunteer: International Student Orientation, 2012
- Judge: PSU Undergraduate Poster Exhibition, 2012
- Student representative: Faculty Committee (Graduate Student Organization), 2011
- Invited Speaker: independently organized homeschoolers' yearly Spanish event, 2011-2013
- Session Chair: Hispanic Linguistics Symposium, Purdue U. 2014

#### **OTHER PROFESSIONAL ACTIVITY AND COMMUNITY OUTREACH**

- Panel moderator: II International Conference of Technology in Language Teaching, UNC, 2009
- Extension Project author: *Creation of Teaching Material for Public School*, UNC, 2007-2008
- Workshop presenter: *The Use of Stories in the EFL Class* (in collaboration), UNC, 2007
- Presenter: *Research and Extension with Social Purposes at University* (Students Union), 2010
- Presenter: *Teaching Children: Integration of Diversity Through Art* (in collaboration), Association of Teachers of English in Cordoba (ACPI), 2008
- Presenter: *Storytelling in the Foreign Language Class* (in collaboration), State Book Fair, 2007
- Presenter: *Creativity and Short Stories in the Foreign Language Class* (in collaboration), State Book Fair, 2009

- Presenter: *Coursebook HELLO!* (in collaboration), State Book Fair, 2010
- Member of the Organizing Committee of the 50<sup>th</sup> Anniversary Celebration, William C. Morris Elementary School, 2007
- Presenter: *Multiple Intelligences and Foreign Language Teaching*, (Foreign Language Institute), 2005

#### **OTHER INFORMATION GERMANE TO PROFESSIONAL CREDENTIALS AND EXPERIENCE**

##### - Professional Development for Effective Teaching / Advising / Recruiting

- Informal meeting for Summer and Fall 2022 Honors faculty, March 30<sup>th</sup>, 2022
- UTSA Innovation Academy, June 14<sup>th</sup>-17<sup>th</sup>, 2021
- Understanding Proctorio and Proctored Exams, August 6<sup>th</sup>, 2020
- Blackboard Essentials, August 11<sup>th</sup>, 2019
- New Faculty Academy Teaching Workshop: Designing an Effective Course, October 9<sup>th</sup>, 2019
- Fellow of the University of Montana Pedagogy Project, Fall 2017.
- IT Short course: "ACC301: Accessible documents", April 26<sup>th</sup> 2016.
- IT Short course: "ADV100 - Academic Advisor Toolkit". April 26<sup>th</sup> 2016.
- Faculty Development Office session: "Academic Standards and Curriculum Review Committee Writing Retreat" Friday, April 22<sup>nd</sup> 2016. (Cross-disciplinary discussion on writing instruction and assessment.)
- IT Short Course: "BN101 - Banner Basics". November, 4<sup>th</sup> 2015.
- Faculty Development Office session: "Improving your syllabi." Thursday, August 27<sup>th</sup> 2015.

##### - Professional Development for Effective Research and Scholarly Activity

- REDKE Webinar: NSF CAREER Panel Discussion, January 27<sup>th</sup>, 2022
- REDKE: NSF CAREER Information Session, January 20<sup>th</sup>, 2022
- Endnote session, November 2<sup>nd</sup>, 2021
- Project Management in the Academic World, February 14<sup>th</sup>, 2020
- NSF CAREER Panel, February 7<sup>th</sup>, 2020
- Federal Grantseeking: National Institutes of Health (NIH), November 21<sup>st</sup>, 2019
- Faculty Development Office session: "Effectively managing a research laboratory." Wednesday, October 17<sup>th</sup> 2018.
- Faculty Development Office session: "Tenure and promotion." Wednesday, September 21<sup>st</sup> 2018.
- NSF Day Workshop, Wyoming, May 3<sup>rd</sup> 2017.
- NSF Undergraduate research session, UM, April 26<sup>th</sup> 2017
- Faculty Development Office session: "Tenure and promotion." Wednesday, September 7<sup>th</sup> 2016.
- Faculty Development Office session: "Applying for private foundation grants and awards." Wednesday, March 30<sup>th</sup> 2016.
- Faculty Development Office session: "Tenure and promotion". Monday, Sept., 21<sup>st</sup>.

- Refresher CITI Training
  - PI Training modules via Moodle and face-to-face training.
- *Professional development for service, outreach and recruitment*
- Orientation and Workshop: "We are Montana in the Classroom". May 27<sup>th</sup> 2016.

## Media Presence

---

### UTSA Today

(January 25, 2022) Teaching and Learning Reimagined awardees

<https://www.utsa.edu/today/2022/01/story/teaching-and-learning-reimagined.html>

### Facebook

(December 13-14, 2021) Data collection in a local community in Argentina

<https://www.facebook.com/velezarroyito/photos/a.171874289536464/4792535100803670/>

### UTSA Today

(August 3, 2021) INTRA Project awardees

["UTSA Knowledge Enterprise funds innovative new research projects"](#)

### The Missoulian

(June 23, 2018)

["University of Montana pushes evolution in language and culture education"](#)

(Mar. 3, 2017)

["University of Montana Foreign Language Day hopes to recruit high-schoolers"](#)

### The Montana Kaimin

(Dec. 13, 2017)

["UM students tutor kids in Spanish, gain experience in return"](#)

(Also: [https://issuu.com/montanakaimin/docs/montanakaimin11.29\\_16pages](https://issuu.com/montanakaimin/docs/montanakaimin11.29_16pages))

### UM News

(Oct 4, 2017)

[Youtube Video on Immersion Education](#)