Paul A. Malovrh, Ph.D.

Chair, Department of Languages, Literatures & Cultures
University of South Carolina
malovrh@mailbox.sc.edu
Humanities Office Building
1620 College Street
Columbia, SC 29208

Academic Appointments

University of South Carolina – Dept. of Languages, Literatures & Cultures

Professor of Hispanic Linguistics and SLA	2024-present
Associate Professor of Hispanic Linguistics and SLA	2014-2024
Assistant Professor of Hispanic Linguistics and SLA	2008-2014

Education

Ph.D. Hispanic Linguistics – Second Language Acquisition, Indiana University	2008
M.A.T. Spanish, Marquette University (Secondary Education Licensure)	2003
B.A. International Relations, University of Wisconsin-Milwaukee	1996

Research Interests

Advanced interlanguage development; second language identity construction; cognitive processing strategies; explicit knowledge; rule formation; information structure; online processing in deductive and inductive instructional contexts

Teaching Interests

Second language acquisition; Hispanic linguistics (Spanish phonetics, morphosyntax); intercultural communication; sociopragmatics; foreign language pedagogy; Spanish language

Honors & Grants (**selected**)

- 2023 (spring) – USC Office of the Provost Excel grant (*$12,500*)
- 2022 (fall) – USC – CAS Dean's Initiative Research grant (*$9,988*)
- 2021 (fall) – USC – CAS Dean's Initiative Grant, Manuscript Completion (*$3,000*)
- 2021 (spring) - USC Provost's Office, SPARC Grant Program, (*$4,250*), (grant for PhD student, Lesley Smith)
- 2018/19 Academic Year - USC Provost's Office, Pedagogy Grant Program (*$19,800*)
- 2018 (summer) - USC College of Arts and Science Research Grant (*$5,000*)
- 2018 (summer) - USC College of Arts and Sciences Travel Grant (*$3,000)*
- 2017 - USC Garnet Apple award for innovation and excellence in teaching
- 2015 (spring) - USC Provost's Office, Magellan Scholar Grant Program (*$3,000*)
- 2015 (spring) - USC Provost's Office, Distributed Learning Grant Program (*$8,000*)
- 2014 (fall) - USC, Magellan Scholar Grant Program *($1,000)*
- 2013 (spring) - USC, Languages, Literatures, & Cultures Course Reduction Grant recipient

Publications

Consistent with the American Psychological Association's (APA's) Ethical Principles and Code of Conduct (2016; Standard 8.12), authorship credits on the following publications indicate that I performed "substantial" contributions to each one. For each multi-authored publication based on empirical work, these contributions took the form of (A) obtaining funding for the project, (B) conceptualization of the work, (C) substantial original writing, (D) statistical and/or methodological design, (E) statistical analyses, (F) data collection, and/or (G) editing of the work. For publications listed below, these contributions are noted with the corresponding letters (above). Also consistent with APA Ethical Standard 8.12b, the order of authorship on the publications listed reflects the relative scientific or professional contributions of the individuals involved.

Books
Malovrh, P. A. & N. Moreno. (2023). *Second Language Identity: Awareness, Ideology, and Assessment in Higher Education.* Cambridge, UK: Cambridge University Press. [A, B, C, D, E, F, G]

Malovrh, P. A. & J. F. Lee. (2013). *The Developmental Dimension in Instructed Second Language Learning: The L2 Acquisition of Object Pronouns in Spanish*. London, UK: Bloomsbury. [A, B, C, D, E, F, G]

Edited Volumes
Menke, M. & **P. A. Malovrh** (Eds.). (2021). *Advancedness in Second Language Spanish: Definitions, Challenges and Possibilities*. Amsterdam: Benjamins. [A, B, C, G]

Malovrh, P. A. & A. Benati (Eds.). (2018). *The Handbook of Advanced Proficiency in Second Language Acquisition*. Malden, MA: Wiley-Blackwell. [A, B, G]

Refereed Journal Articles
Malovrh, P. A. & J.F. Lee (2023). The effects of previous knowledge on explicit rule formation among learners receiving structured input through guided-inductive instruction. *Ampersand: An Interdisciplinary Journal of Language Science and Bilingualism.* Special Issue. [A, B, C, D, F, G]

Baalousha, H. & **P. A. Malovrh** (2023). Previous Knowledge and Structured Input: An Analysis of Individual Differences in the Online Processing of Negation in L2 Palestinian Arabic. *Ampersand: An Interdisciplinary Journal of Language Science and Bilingualism.* Special Issue. [B, C, G]

Malovrh, P. A. & J. F. Lee (2022). What does explicit knowledge look like?: An analysis of information structure in rule formation by L2 learners and its relationship with guided inductive learning. *The Modern Language Journal, 106*(4): DOI: 10.1111/modl.12810 [A, B, C, D, F, G]

Lee, J. F., **P. A. Malovrh**, S. Doherty, & A. Nichols. (2022). A self-paced reading (SPR) study of the effects of processing instruction on the L2 processing of active and passive sentences. *Language Teaching Research*, *26*(6): 1133-1157. DOI:10.1177/1362168820914025. [A, B, D, E, F, G]

Malovrh, P. A., J. F. Lee, S. Doherty, & A. Nichols. (2020). Efficiency versus depth of processing in the foreign-language classroom: An SPR analysis of performance across inductive and deductive instructional contexts. *Instructed Second Language Acquisition*, *4*: 202-232. [A, B, C, D, E, F, G]

Moreno, N. & **P. A. Malovrh**. (2020). Restructuring a beginner language program: A quantitative analysis of face-to-face versus flipped-blended Spanish instruction. *Hispania, 103*: 259-274. [A, B, C, D, E, F, G]

Corbitt, W. K. & **P. A. Malovrh** (2017). Processing instruction and multisensory language learning: Meeting the needs of at-risk learners. In M. Hirakawa, J. Matthews, K. Otaki, N. Snape, & M. Umeda (Eds.), *Selected Proceedings of the Pacific Second Language Research Forum* (pp. 35-40). The Japan Second Language Association: Tokyo, Japan. C, D, E, F, G

Malovrh, P. A. (2014a). Variability and systematicity in interlanguage development: An analysis of mode and its effect on L2 Spanish morphology. *Studies in Hispanic and Lusophone Linguistics*, *7*(1): 43-78.

Lee, J. F. & **P. A. Malovrh**. (2009). Linguistic and non-linguistic factors affecting OVS processing of accusative and dative case pronouns by advanced L2 learners of Spanish. In J. Collentine (Ed.), *Selected Proceedings of the 11ᵗʰ Hispanic Linguistics Symposium* (pp. 105 - 116). Somerville, MA: Cascadilla Proceedings Project. B, C, D, E, F, G

Malovrh, P. A. (2006). L2 sentence processing of Spanish OVS word order and direct object pronouns: An analysis of contextual constraints. In N. Sagarra & A. J. Toribio (Eds.), *Selected Proceedings of the 9ᵗʰ Hispanic Linguistics Symposium* (pp. 169-179). Somerville, MA: Cascadilla Proceedings Project.

Refereed Chapters
Scucchi, S. & **Malovrh, P. A.** (In press). Sociopragmatic variation and identity construction in L2 Spanish: An analysis of context and group membership. In M. Solon, M. Kanwit, & A. Gudmestad (Eds.), *Research at the Intersection of Second Language Acquisition and Sociolinguistics: Studies in Honor of Kimberly L. Geeslin* (pp.). New York: Routledge. A, B, C, D, F, G

Menke, M. & **Malovrh, P. A.** (In press). Differentiated instruction among heterogeneous L2 learners. In A. Brown, C. Crane, B. Dupuy, & E. Ene (Eds.), *The Routledge Handbook of Language Program Administration*. New York, Routledge. B, C, G

Scucchi, S. & **Malovrh, P. A.** (In press). The role of information technology research in language teaching. In A. Benati (Ed.), *Research Issues and Methods in Second Language Pedagogy*. London: Bloomsbury Academic. B, C, G

Malovrh, P. A. & M. Menke. (2021a). The role of late-acquired structures in advanced oral proficiency: A consideration of complexity and variability as indicators of development. In M. Menke & P. A. Malovrh (Eds.), *Advancedness in Second Language Spanish: Definitions, Challenges and Possibilities* (pp. 95-116). Amsterdam: Benjamins. B, C, G

Malovrh, P. A. & M. Menke. (2021b). Looking ahead: Future directions for research on advancedness and instructional practice in second language Spanish. In M. Menke & P. A. Malovrh (Eds.), *Advancedness in Second Language Spanish: Definitions, Challenges and Possibilities* (pp. 493-506). Amsterdam: Benjamins. B, C, G

Malovrh, P. A. & J. F. Lee. (2021). The effects of study abroad on interlanguage development: A concept-oriented analysis of advanced Spanish majors' direct object pronouns. In M. Menke & P. A. Malovrh (Eds.), *Advancedness in Second Language Spanish: Definitions, Challenges and Possibilities* (pp. 401-420). Amsterdam: Benjamins. A, B, C, D, E, F, G

Menke, M. & **P. A. Malovrh**. (2021a). The problematic pursuit of defining advancedness. In M. Menke & P. A. Malovrh (Eds.), *Advancedness in Second Language Spanish: Definitions, Challenges and Possibilities* (pp. 1-14). Amsterdam: Benjamins. B, G

Menke, M. & **P. A. Malovrh**. (2021b). The (limited) contributions of proficiency assessments in defining advancedness. In M. Menke & P. A. Malovrh (Eds.), *Advancedness in Second Language Spanish: Definitions, Challenges and Possibilities* (pp. 17-40). Amsterdam: Benjamins. [B, G]

Malovrh, P. A. and N. Moreno (2018). One goal of instructed second language acquisition: Fostering advancedness amidst globalization. In P. A. Malovrh & A. Benati (Eds.), *The Handbook of Advanced Proficiency in Second Language Acquisition* (pp. 199-218). Malden, MA: Wiley-Blackwell. [A, B, C, D, E, F, G]

Malovrh, P. A. (2014b). Object pronouns in a second language. In K. Geeslin (Ed.), *The Handbook of Spanish Second Language Acquisition*, (pp. 185-201). Malden, MA: Wiley-Blackwell.

Malovrh, P. A. & J. F. Lee. (2010). Connections between processing, production and placement: Acquiring object pronouns in Spanish as a second language. In B. VanPatten, & J. Jegerski (Eds.), *Second Language Processing and Parsing* (pp. 231 – 256). Amsterdam: Benjamins. [A, B, C, D, E, F, G]

Non-refereed Chapter
Malovrh, P. A. & A. Benati. (2018). Introduction. In P. A. Malovrh & A. Benati (Eds.), *The Handbook of Advanced Proficiency in Second Language Acquisition* (pp. 1-6). Malden, MA: Wiley-Blackwell. [B, C, G]

Research (in progress)
Malovrh, P. A. (forthcoming). *Second Language Humor*. London, UK: Routledge.

Malovrh, P. A., & J. F. Lee. (forthcoming). Information structure of inductively derived grammatical rule formation and its relationship with online processing: A cross-sectional analysis of development. [B, C, D, E, F, G]

Invited Guest Lectures (national and international)

"The Effects of Study Abroad on IL Development: A Concept-Oriented Analysis of Advanced Spanish Majors' Direct Object Expression." Texas Tech University, Lubbock, TX, September 22, 2020.

"Efficient versus Deep Processing: An Analysis of 'Type' of Input Processing across Instructional Levels." American University of Sharjah, Dubai, United Arab Emirates. March 16, 2020.

"Advanced-Level Proficiency and Complex Structures: SLA Research and Advanced Formal Instruction." University of New South Wales, Sydney, Australia. August 13, 2018.

"Depth of Processing and Retention of the Spanish Passive: An Online Measure of Self-Paced Reading Time and its Relationship with Instructional Design." Centre for Applied Research and Innovation in Language Sciences and Education, Portsmouth, UK. June 21, 2018.

"Depth of Processing in the Foreign Language Classroom: The Effects of Guided Induction versus Deductive Instruction." University of Portsmouth, UK. September 25, 2017.

"Globalization and its Effect on the Teaching of Foreign Languages at the University Level." University of New South Wales, Sydney, Australia. September 14, 2016.

"Acquiring Complex Structures: SLA Research and the Need for Advanced-Level Formal Instruction."   University of Greenwich, UK, Centre for Applied Research and Outreach in Language Education. March 8, 2016.

"Prior Knowledge and its Effect on Interlanguage Variability: How Does Lexical Knowledge Relate to Gender Inflection?" Indiana University-Bloomington, Department of Spanish & Portuguese. February 19, 2016.

"Maximizing the Effect: SLA Research, FL Pedagogy & Complex Structures." University of Minnesota – Twin Cities, Department of Spanish & Portuguese. January 29, 2014.

"Explaining a sequence of development: A concept-oriented analysis of the morphological disambiguation of anaphoric expression in L2 oral Spanish." Linguistics Program Colloquium Series, University of South Carolina, September 25, 2009, Columbia, SC.

"From Form to Function: A Distributional Analysis of Spanish Pronominal Forms to Grammatical Functions in Interlanguage." Spanish Program Lecture Series, University of South Carolina, November 13, 2008, Columbia, SC.

"A Literature Review of the L2 Acquisition of Spanish Object Pronouns," presented in Spanish 515, a graduate course surveying previous literature in Second Language Acquisition, taught by Dr. Kimberly Geeslin, Indiana University – Bloomington, Spring 2006.

Conference Presentations

Malovrh, P. A. & N. Moreno (2024). "Advancedness in L2 Spanish for all: Examining proficiency, identity, and assessment in higher education." American Association of Applied Linguists, March 16, 2024. Houston, TX.

Malovrh, P. A. & N. Moreno (2023). "Advanced Language Use and Assessment in Higher Education." American Association of Teachers of Spanish & Portuguese, June 28, 2023. Universidad de Salamanca, Salamanca, Spain.

Malovrh, P. A. & J. F. Lee (2021a). "The Information Structure of Rules Created by L2 Learners During a Guided Induction Task." Hispanic Linguistics Symposium, October 7 – 10, 2021 [Virtual Conference hosted by Wake Forest University].

Malovrh, P. A. & J. F. Lee. (2021b). "An Analysis of Information Structure in Explicit Knowledge and its Relationship with Online Linguistic Processing." American Association of Applied Linguistics, March 1st, 2021 [Virtual Conference].

Malovrh, P. A. & A. Nichols. (2018). "Does type of instruction affect depth of processing in the FL classroom?" American Association of Teachers of Spanish & Portuguese, June 28, 2018. Universidad de Salamanca, Salamanca, Spain.

Malovrh, P. A. & J. F. Lee. (2018). "A Concept-Oriented Analysis of Advanced-Level Direct Object Expression in Classroom and Study Abroad Contexts." A Symposium on Advancedness in Second Language Spanish. February 18, 2018, University of Minnesota.

Moreno, N. & P. A. Malovrh. (2016). "The Effects of Type of Instruction: Flipped, Blended, and Traditional FL Course Designs." Hispanic Linguistics Symposium, October 9 – 12, 2016. Georgetown University, Washington, DC.

Malovrh, P. A. & W. K. Corbitt. (2016). "Processing Instruction and Multisensory Language Learning: Meeting the Needs of At-Risk L2 Learners." Pacific Second Language Research Forum, September 10 -13, 2017. Tokyo, Japan.

Malovrh, P. A. (2016). "Grammatical Gender and Lexical Knowledge: Explaining Variability in the L2 Production of Spanish Clitics." American Association of Applied Linguistics, April 9-12, 2016, Orlando, FL.

Malovrh, P. A. & Moreno, N. (2012). "Awareness and its Impact on Oral Proficiency Development." American Association of Teachers of Spanish and Portuguese, July 7-9, San Juan, Puerto Rico.

Malovrh, P. A. (2011). "Feature strength and cognitive significance: Morphological and syntactic development in L2 Spanish." Hispanic Linguistics Symposium, University of Georgia, October 6 – 9, 2011, Athens, GA.

Malovrh, P. A. (2010). "Tasks and planning time: Development and variability in the L2 production of Spanish clitic pronouns." Hispanic Linguistics Symposium, Indiana University – Bloomington, October 14 – 17, 2010, Bloomington, IN.

Malovrh, P. A. (2009a). "Redistributing functional load: A concept-oriented analysis of the morphological development of anaphoric expression in L2 oral Spanish." Second Language Research Forum, Michigan State University, October 30, 2009, East Lansing, MI.

Malovrh, P. A. & J. F. Lee. (2009b). "Processing/Production Interface: Spanish Object Pronouns." Second Language Processing and Parsing: State of the Science, May 21, 2009, Lubbock, TX.

Malovrh, P. A. (2009c). "Becoming Multifunctional: The Interlanguage Development of Form Function Mapping in the L2 Production of Spanish Clitic Pronouns." American Association of Applied Linguists, March 20-24, 2009, Denver, CO.

Malovrh, P. A. (2008). "Task Demands on Morphosyntax in the L2 Production of Spanish Direct Object Clitic Pronouns." Second Language Research Forum, University of Hawaii at Manao, October 16, 2008, Honolulu, HI.

Malovrh, P. A. & J. F. Lee. (2007a). "Extending the Research on L2 Comprehension of Spanish Object Pronouns." Hispanic Linguistics Symposium, University of Texas-San Antonio, November 1-4, 2007, San Antonio, TX.

Malovrh, P. A. & M. Díaz-Campos. (2007b). "Task Demands and Variability in the L2 Production of Spanish Third-Person Object Pronouns." American Association of Applied Linguistics, April 20-24, 2007, Costa Mesa, CA.

Malovrh, P. A. (2005a). "The First Noun Principle and its Relationship to Contextual Constraints." Hispanic Linguistics Symposium, The Pennsylvania State University, November 10-13, 2005, State College, PA.

Malovrh, P. A. (2005b). "The First Noun Principle and Task Effect on the Acquisition of Spanish Object Pronouns." Second Language Research Forum, Columbia University, October 9-12, 2005, New York, NY.

Doctoral Dissertation Direction / Examination Committees

Director of Dissertation
PhD Dissertation of Shana Scucchi (Linguistics), University of South Carolina. Title: "Second Language Acquisition of Figurative Language: An Analysis of Metaphor". *In progress*.

PhD Dissertation of Hana Baalousha (Linguistics), University of South Carolina. Title: "The Effect of Guided Induction and Deductive Instruction on the Acquisition of Palestinian Arabic Negation Morphemes: A Cross-Sectional Study". *Defended: October 2024*.

PhD Dissertation of Lesley Smith (Linguistics), University of South Carolina. Title: "Implicit Positive and Negative Feedback and its effect on Retention of French: An Analysis of Online Processing in Instructional Contexts." *Defended: December 2022*.

PhD Dissertation of Marc Canner (Linguistics), University of South Carolina. Title: "Working Memory-Learning Condition Interactions: Proficiency in L2 Russian under Naturalistic and Formal Learning Conditions". *Defended: May 2013*.

Reader - Dissertation Committee
Member of the Ph.D. Dissertation Committee of Keunhyung Park (Linguistics), University of South Carolina. Title: "The Syntax and Semantics of Negative Polar Questions". *Defended: January 2023*.

Member of the Ph.D. Dissertation Committee of Christopher Farina (Linguistics), University of South Carolina. Title: Adult L2 Processing of the English Present Perfect. *Defended: October 2017*.

Member of the Ph.D. Dissertation Committee of Aubrey Dillard (Linguistics), University of South Carolina. Title: Non-native Speaker Attentional Capacity and the Processing of English Phrasal Verb Constructions. *Defended: April 2014.*

Member of the Ph.D. Dissertation Committee of Thor Sawin (Linguistics), University of South Carolina. Title: Second Language Learnerhood among Cross-Cultural Field Workers. *Defended: June 2013.*

Member of the Ph.D. Dissertation Committee of Sherry Warren (Linguistics), University of South Carolina. Title: Establishing a Unified Definition of Academic Literacy and a Method for Measuring Academic Readiness. *Defended: Fall 2012*.

Member of the Ph.D. Dissertation Committee of Carlos Gelormini Lezama, (Psycholinguistics), University of South Carolina. Title: A Processing Delay in Spanish Anaphora Comprehension. *Defended: Summer 2010*.

Member of the Ph.D. Dissertation Committee of Cintia Widmann (Linguistics), University of South Carolina. Title: Phonological information and morphological decomposition in visual word recognition. *Defended: Summer 2009.*

Master's Thesis Direction / Examination Committees

Director of Thesis
Master's Thesis of Shana Scucchi (Linguistics). *Defended: Spring, 2022*.

Master's Thesis of Wade Hasty (Spanish). *Defended: Summer 2011*.

Reader of MA Thesis
Master's Thesis of Paul Coates (Spanish). *Defended: Summer 2014.*

Master's Comprehensive Examination Committees
Member of the MA and MAT Examination Committee for the following students:

- Tanner Hayes, Spanish and Pedagogy, University of South Carolina, Spring 2021
- Logan Westmoreland, German and Pedagogy, University of South Carolina, Spring 2021
- Marwan Albahri, School of Humanities and Languages, University of New South Wales, Sydney, Australia, Spring 2014
- Shinichi Shoji, Linguistics, University of South Carolina, Spring 2014
- Stephanie Boyter, Linguistics, University of South Carolina, Spring 2014
- Rebekah Ritchie, French and Pedagogy, University of South Carolina, Summer 2013
- Caity Dillon, Spanish and Pedagogy, University of South Carolina, Summer 2013
- Nathacha Neff, French and Pedagogy, University of South Carolina, Spring 2013
- Jennifer Thompson, French and Pedagogy, University of South Carolina, Spring 2013
- Amy Lahlou, French and Pedagogy, University of South Carolina, Spring 2013
- Jennifer Pawlak, Spanish and Pedagogy, University of South Carolina, Spring 2013
- Deanna Futrell, Linguistics, University of South Carolina, Fall 2012
- Karen Fischer, Linguistics, University of South Carolina, Spring 2012
- Brian Galloway, Linguistics, University of South Carolina, Spring 2012
- Samuel Hilliard, Spanish and Pedagogy, University of South Carolina, Spring 2012
- Frank O'Shea, Spanish and Pedagogy, University of South Carolina, Spring 2012
- Keris Patterson, Spanish, University of South Carolina, Spring 2012
- Joseph Dean, Spanish and Pedagogy, University of South Carolina, Spring 2011
- Erin Bighia, Spanish and Pedagogy, University of South Carolina, Spring 2011
- Trisha Buchan, Spanish and Pedagogy, University of South Carolina, Spring 2011
- Cheryl Gil, Spanish and Pedagogy, University of South Carolina, Spring 2010
- Jon Bach, Spanish and Pedagogy, University of South Carolina, Spring 2010
- Jennifer Overcash, French and Pedagogy, University of South Carolina, Spring 2010

Teaching Experience

University of South Carolina, Fall 2008 - present
Second Language Identity: Undergraduate-level course examining intercultural communication, intersubjectivity and identity co-construction, and sophisticated language use in context.

Introduction to Hispanic Linguistics: Undergraduate / graduate-level course introducing students to articulatory phonetics, morphology, syntax, and historical linguistics in applied contexts.

Foreign Language Pedagogy and Communicative Teaching Methods: Graduate-level course designed to introduce graduate teaching assistants to the foundations of the communicative approach to foreign-language teaching and assessment.

Principles of Second Language Acquisition and Foreign Language Learning: Graduate-level seminar designed to develop empirical research in second language acquisition and analyze the potential and limitations of foreign language pedagogy in second language development.

Bilingualism and Language Learning: Graduate-level seminar providing a sociocultural analysis of contact-induced language change, bilingualism, and language policy/planning.

Foreign Language Pedagogy: Undergraduate / graduate-level professional licensure course covering the secondary-education pedagogical practices, methods, and theory of the teaching of foreign languages, per the standards of NCATE.

Spanish Oral Proficiency and the OPI: Undergraduate-level course introducing teacher certification students to the ACTFL oral proficiency interview and its evaluation criteria and strategies for developing metacognitive awareness of oral production.

Structure of Modern Spanish: Undergraduate / graduate-level course providing an in-depth analysis of Spanish syntax and morphology.

Spanish Phonetics and Pronunciation: Upper-division undergraduate course introducing students to articulatory phonetics, dialectology, and phonetic transcription.

Spanish Conversation: Advanced-level undergraduate course fostering the development and practice of advanced-level oral proficiency.

Spanish Composition: Advanced-level undergraduate course fostering the development and practice of writing and composition in academic genres.

Advanced Spanish Grammar: Undergraduate course aimed at in-depth analysis of complex, late-acquired linguistic structure.

Spanish: "Introductory/Basic-Level Spanish" (Semesters 1-4). Beginning/intermediate-level courses. Designed to meet communication goals based on the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Content-based instruction.

Indiana University, Fall 2003-Spring 2008
Readings Course: "Spanish for Graduate Students." Graduate course focusing on reading and translating Spanish into English, with special emphasis given to Spanish morphology.

Hispanic Linguistics: "Introduction to Hispanic Linguistics." Upper-division course taught in Spanish introducing students to the theoretical foundations of Hispanic linguistics, covering phonology, phonetics, morphology, syntax, semantics, and pragmatics.

Spanish Conversation: "Conversation and Diction." Upper-division course taught in Spanish, with specific emphasis being placed on prescriptive pronunciation and diction.

Grammar: "Advanced Spanish Grammar." Upper-division course taught in Spanish with a focus on the morphosyntax of the Spanish language.

Culture: "Introduction to Hispanic Culture." Upper-division course providing an intensive introduction to Hispanic culture through reading, writing, conversation, and listening comprehension of audio-visual materials, requiring a critical analysis of culture.

Spanish: "Introductory/Basic-Level Spanish" (Semesters 1-4). Beginning/intermediate-level courses. Designed to meet communication goals based on the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Content-based instruction.

Marquette University, Fall 2000-Spring 2003
Spanish: "Introductory/Basic-Level Spanish" (Semesters 1-3). Beginning/intermediate-level courses. Designed to meet communication goals based on the standards of ACTFL. Content-based instruction.

Professional Service

Associate Editor
Studies in Hispanic and Lusophone Linguistics, 2023 – present

Editorial Boards
Editorial Associate – *Instructed Second Language Acquisition*, 2016 – present

Associate Member – Centre of Applied Research and Outreach in Language Education, University of Portsmouth, UK, 2016 – present

Symposium/Conference Organizer
Evolving Perspectives on Advancedness: An Analysis of Second Language Spanish. University of Minnesota, Twin Cities. February 2018. (Co-organizer)

Second Language Research Forum 2014 (SLRF), Hosted at the University of South Carolina in the fall of 2014. (Co-organizer)

Current Approaches to Spanish and Portuguese Second Language Phonology (CASPSLaP), University of South Carolina, February 16-19, 2012 (Co-organizer)

Reviewer
- Tenure External Reviewer – University of Texas – Austin, Wake Forest University, James Madison University, Khalifa University, Mississippi State University, University of Colorado, University of Pittsburgh – ongoing
- Book Proposal Reviewer – Cambridge University Press, Summer 2021
- Manuscript Reviewer – *Hispania,* Spring 2019
- Manuscript Reviewer – *Journal of French Language Studies*, Fall 2019
- Manuscript Reviewer – *Language Teaching Research*, Spring 2019
- Manuscript Reviewer – *Studies in Hispanic and Lusophone Linguistics*, Fall 2018
- Book Proposal Reviewer – Cambridge University Press, Spring 2017
- Manuscript Reviewer – *Instructed Second Language Acquisition*, Summer 2017
- Book Proposal Reviewer – Routledge, Fall 2014
- Manuscript Reviewer – *Language Learning*, Summer 2013
- Abstract Reviewer – American Association of Applied Linguistics, Summer 2013
- Manuscript Reviewer – Proceedings of the Hispanic Linguistics Symposium, Spring 2013
- Manuscript Reviewer – *Studies in Hispanic and Lusophone Linguistics*, Spring 2012

- Manuscript Reviewer – *Proceedings of the Hispanic Linguistics Symposium*, Spring 2012
- Abstract Reviewer – Hispanic Linguistics Symposium, Spring 2011
- Manuscript Reviewer – *Proceedings of the Hispanic Linguistics Symposium*, Spring 2011
- Abstract Reviewer – Hispanic Linguistics Symposium, Spring 2010
- Book Proposal Reviewer – Mouton de Gruyter, Summer 2010
- Abstract Reviewer - American Association of Applied Linguistics, 2009
- Manuscript Reviewer - *Language Learning*, Spring, 2006

Community Service

Guest Speaker (Invited)
Invited to speak to parents, faculty and administrators at Richland Northeast High School, Columbia, SC, regarding importance of state funding for foreign-language education at the middle- and secondary-levels in the public school system – January 31, 2011

University Service – University of South Carolina

Chair - GFL General Education Requirements – Carolina Core Committee, Fall 2021 – Spring 2022
Member – Carolina Online-Teaching Task Force, Summer 2021
Chair – Search Committee for Director of EPI, University of South Carolina, Spring 2015
Faculty Senator – Spring 2013 – Spring 2016
Bookstore Committee Member – Fall 2012 – Spring 2015

College Service – Arts & Sciences, University of South Carolina

Chair – Department of Languages, Literatures & Cultures – Summer 2023 – present
- Serve at the pleasure of the Dean to fulfill the overall mission of the College of Arts & Sciences
- Oversee the implementation and operations of 10 language programs (Arabic, Chinese, Classics, French, German, Italian, Japanese, Portuguese, Russian and Spanish)
- Oversee 32 tenured/tenure-track faculty, 35 professional track faculty, 15 adjunct professors
- Oversee the implementation of undergraduate degree programs and graduate (MA, MAT, and PhD) degree programs
- Responsible for development of strategic plan
- Responsible for maintaining department annual budget & discretionary spending of $130,000
- Responsible for hiring of all faculty and staff
- Chair of Faculty Advisory Committee

Chair – Assessment Committee, Linguistics Program – Fall 2022 - present
Member – Graduate Admissions Committee, Linguistics Program – Fall 2018 – Spring 2021
Member – Task Force for LLC / LING Merger – Spring 2020 – Fall 2020

Departmental Service – Languages, Literatures, & Cultures

Assistant Department Chair, Undergraduate Director – Spring 2023 – present
- Responsible for all aspects of undergraduate programs
  - Liaise with the Dean's office and the College regarding matters pertaining to undergraduate programs
  - Responsible for strategic planning under the direction of the Faculty Council

- - Coordinate advisement and scheduling for undergraduate programs, publicizing departmental course offerings, establishing recurring course rotations and lists of faculty teaching preferences, as well as monitoring enrollments and credit hour production
  - Coordinate peer evaluations of instructors, adjuncts, and untenured faculty
- Ex-officio member of the Faculty Council
- Chair of Department Curriculum Committee
- Signatory authority for the department in the Chair's absence

Director of Spanish Program – Fall 2022
- Responsible for all aspects of the Spanish Program, including curriculum, instruction, and scheduling.
- Oversee the undergraduate and graduate course schedules of the (AY and Summer)
- Oversee course offerings
- Liaise between the Spanish Program and the Department Chair and Assistant Chair/Undergraduate Director.
  - Represent (and advocate for) the Spanish Program at meetings
  - Chair of the Spanish Graduate Advisory Committee (SGAC)
- Direct the Basic Language Program
- Oversee the design and implementation of skill-based curricula, communicative methods, and the assessment of proficiency and sophisticated language use.
- Oversee the curriculum of UG upper-tier and graduate courses
- Chair of the Spanish Major Curriculum Committee (SMACC), charged with articulating the curricular goals and offerings of the Spanish Program.

Director of Education and Assessment – Fall 2015 - Spring 2016
- Oversee the implementation of NCATE assessment metrics in teacher training programs and write assessment reports
- Scheduling of foreign-language pedagogy courses for UG and MAT programs.
- Advising of MAT teacher candidates
- Liaise with the College of Education to see the fulfillment of NCATE program requirements
- Preparation of MAT comprehensive examinations

Co-Director of Spanish Language Program – 2014 - 2016; Spring 2020
- Re-designing the Spanish language program, implemented in Fall 2014
- Writing of syllabi, selection of textbooks, articulation of beginning language courses (ongoing)
- STAMP Assessment Coordinator - Undergraduate Spanish program (ongoing)
- Classroom observation / supervision of graduate TAs (ongoing)
- Designing / leading workshops for instructors and graduate TAs regarding language teaching methods, task-based syllabi, and rubrics/assessment

Committees
Member – Tenure and Promotion Committee – Spring 2019 – Spring 2022
Member – Innovative Teaching Award Committee – Spring 2021
Chair – Faculty Performance Review Committee – Spring 2019
Member – *Ad Hoc* Committee for DLLC Online Teaching Policy – Fall 2018 – Spring 2019

Member – Faculty Performance Review Committee – Spring 2018 – Spring 2020
Member – FORL Education Committee – Fall 2008 - present

Spanish Program Service – Languages, Literatures & Cultures

Director - USC Cádiz Study Abroad Program, Cádiz, Spain - Summer 2022
- Responsible for program design, including course syllabi, excursions, budget, and overseeing students' placement in homes in Cádiz
- Recruited participants and held pre-departure orientations
- Provided on-site direction for study-abroad participants in Cádiz

Director - USC Costa Rica Study Abroad Program, San José, Costa Rica - Summer 2011
- Responsible for program design, including course syllabi, excursions, budget, and overseeing students' placement in homes in Costa Rica
- Recruited participants and held pre-departure orientations
- Provided on-site direction for study-abroad participants in Costa Rica

Committees
- Chair – Spanish Major Curriculum Committee, Fall 2022 – present
- Member – Spanish Advisory Committee, Fall 2008 – present
- STAMP Assessment Coordinator – Fall 2015 – present

ACTFL – OPI Training
- Completed 28 hours of professional development in oral assessment for the ACTFL – OPI, Denver, CO, November 14-17, 2011
- Provide OPI preparation to undergraduate / graduate students

Professional Affiliations

American Association of Applied Linguistics – past member
American Council on the Teaching of Foreign Languages – past member
Modern Language Association – member
American Association of Teaching Spanish and Portuguese – member

Languages
- Superior-level oral proficiency in Spanish
- Reading ability in Italian, French, and Portuguese