

Avizia Y. Long, PhD

www.avizialong.com

ORCID ID: 0000-0002-7234-8597

Education

Ph.D. Hispanic Linguistics, Indiana University, June 2016

Dissertation: *The acquisition of sociolinguistic competence by Korean learners of Spanish: Development and use of the copula, subject expression, and intervocalic stops*

M.A. Hispanic Linguistics, Indiana University, May 2012

M.A. Spanish Languages and Literatures, North Carolina State University, May 2010

Culminating project: *The role of explicit web-based phonetics instruction and practice on student pronunciation of Spanish*

B.A. English, Romance Languages, University of North Carolina at Chapel Hill, May 2006

Professional Experience

Assistant Professor, Department of World Languages and Literatures, San José State University, San José (2018-present)

Visiting Assistant Professor, Department of Classical & Modern Languages & Literatures, Texas Tech University, Lubbock (2017-2018)

Director of Lower Level Spanish Program, Department of Classical & Modern Languages & Literatures, Texas Tech University, Lubbock (2017-2018)

Assistant Professor, Division of English and Applied Linguistics, University of Guam, Mangilao, Guam (2016-2017)

Editorial Assistant, *Studies in Second Language Acquisition*, Indiana University, Bloomington (2014-2015)

Associate Instructor, Department of Spanish & Portuguese, Indiana University, Bloomington (2010-2015)

Teaching Assistant, Department of Foreign Languages & Literatures, North Carolina State University, Raleigh (2008-2010)

Publications

Book

Geeslin, K. L., with **Long, A. Y.** (2014). *Sociolinguistics and second language acquisition: Learning to use language in context*. New York: Routledge.

Special Issues

- Long, A. Y.** (Ed.). (2017). *Pacific Asia Inquiry: Multidisciplinary Perspectives*, 8, 1-60.
- Gurzynski-Weiss, L., **Long, A. Y.**, & Solon, M. (Eds.). (2017). TBLT and L2 pronunciation: Do the benefits of tasks extend beyond grammar and lexis? *Studies in Second Language Acquisition*, 39(2).

Refereed Journal Articles

- Long, A. Y.**, Solon, M., & Bongiovanni, S. (2018). Context of learning and second language development of Spanish vowels. *Studies in Hispanic and Lusophone Linguistics*, 11(1), 59-87.
- Long, A. Y.**, Shin, S.-Y., Geeslin, K., & Willis, E. (2018). Does the test work? Evaluating a web-based language placement test. *Language Learning & Technology*, 22(1), 137-156.
- Long, A. Y.**, & Geeslin, K. L. (2017). Spanish second language acquisition across the globe: What future research on non-English speaking learners will tell us. *Hispania*, 100(5), 205-210.
- Long, A. Y.**, & Harsh, M. (2017). *Estas rimas son pa' ti*: Exploring learners' comprehension of Spanish language music containing dialectal features. *Working Papers in Literacy, Culture, and Language Education (WPLCLE)*, 5, 37-58.
- Solon, M., **Long, A. Y.**, & Gurzynski-Weiss, L. (2017). Task complexity, language-related episodes, and production of L2 Spanish vowels. *Studies in Second Language Acquisition*, 39(2), 347-380.
- Bongiovanni, S., **Long, A. Y.**, Solon, M., & Willis, E. W. (2015). The effect of short-term study abroad on second language Spanish phonetic development. *Studies in Hispanic & Lusophone Linguistics*, 8(2), 243-284.
- Gurzynski-Weiss, L., **Long, A. Y.**, & Solon, M. (2015). Comparing interaction and use of space in innovative and traditional Spanish FL classrooms. *Hispania*, 98(1), 61-78.
- Long, A. Y.** (2014). Voiced stop deletion in Caracas speech: A sociolinguistic analysis of intervocalic /b d g/. *IULC Working Papers, Volume 14: Quantitative approaches to the study of sociolinguistic phenomena across Spanish varieties*, 1-16.
- Long, A.**, & Baldwin, L. (2013). A sociolinguistic analysis of intervocalic /b/ in Caracas Spanish. *IULC Working Papers, Volume 13-1*, 1-20.

Book Chapters

- Long, A. Y.**, & Geeslin, K. L. (accepted). Examining the role of instructor first language in classroom-based oral input. In L. Gurzynski-Weiss (Ed.), *Cross-theoretical explorations of interlocutors and their individual differences*. John Benjamins.
- Solon, M., & **Long, A. Y.** (2018). Acquisition of phonetics and phonology abroad: What we know and how. In C. Sanz (Ed.), *The Routledge handbook of study abroad research and practice*. New York: Routledge.

- Geeslin, K. L., Gudmestad, A., Kanwit, M., Linford, B., **Long, A. Y.**, Schmidt, L., & Solon, M. (2018). Sociolinguistic competence and the acquisition of speaking. In R. Alonso Alonso (Ed.), *Speaking in a second language* (pp. 1-25). Amsterdam: John Benjamins.
- Gurzynski-Weiss, L., Geeslin, K. L., Daidone, D., Linford, B., **Long, A. Y.**, Michalski, I., & Solon, M. (2018). Examining multifaceted sources of input: Variationist and usage-based approaches to understanding the L2 classroom. In A. Tyler, L. Ortega, M. Uno, & L. Park (Eds.), *Usage-inspired L2 instruction: Researched pedagogy* (pp. 291-314). Amsterdam: John Benjamins.
- Gurzynski-Weiss, L., Geeslin, K., **Long, A. Y.**, & Daidone, D. (2017). Linguistic variation in instructor provision of oral input. In L. Gurzynski-Weiss (Ed.), *Expanding individual difference research in the interaction approach: Investigating learners, instructors, and researchers* (pp. 225-253). Amsterdam: John Benjamins.
- Long, A. Y.** (2017). Investigating the relationship between instructor research training and pronunciation-related instruction and oral corrective feedback. In L. Gurzynski-Weiss (Ed.), *Expanding individual difference research in the interaction approach: Investigating learners, instructors, and researchers* (pp. 201-223). Amsterdam: John Benjamins.
- Linford, B., Solon, M., **Long, A. Y.**, Whatley, M., & Geeslin, K. (2016). Lexical frequency and subject expression in native and non-native Spanish: A closer look at independent and mediating effects. In S. Sessarego & F. Tejedo (Eds.), *Issues in Hispanic and Lusophone Linguistics: Selected proceedings of the 7th International Workshop on Spanish Sociolinguistics*. Amsterdam: John Benjamins.
- Linford, B., **Long, A. Y.**, Solon, M., & Geeslin, K. (2016). Measuring lexical frequency: Comparison groups and subject expression in L2 Spanish. In L. Ortega, A. Tyler, & M. Uno (Eds.), *Usage-based approaches to language learning and multilingualism*. Washington, DC: Georgetown University Press.
- Geeslin, K. L., & **Long, A. Y.** (2016). La adquisición del español como segunda lengua: Fonología. *Enciclopedia de lingüística hispánica*. New York: Routledge.
- Long, A.**, & Díaz-Campos, M. (2015). *Cimarroneras*: The role of isolated communities in the potential development of a Spanish creole. In S. Sessarego & M. Gonzalez-Rivera (Eds.), *New perspectives on Hispanic contact linguistics in the Americas*. Madrid: Iberoamericana/Vervuert.
- Geeslin, K. L., & **Long, A. Y.** (2015). The development and use of the Spanish copula with adjectives by Korean-speaking learners. In I. Pérez-Jiménez, M. Leonetti, & S. Gumiel Molina (Eds.), *New perspectives on the study of ser and estar* (pp. 293-323). Amsterdam: John Benjamins.

Conference Proceedings Article

Geeslin, K., Linford, B., Fafulas, S., **Long, A.**, & Díaz-Campos, M. (2013). The L2 development of subject form variation in Spanish: The individual vs. the group. In J. Cabrelli Amaro, G. Lord, A. de Prada Pérez, & J. E. Aaron (Eds.), *Selected proceedings of the 16th Hispanic Linguistics Symposium* (pp. 156-174). Somerville, MA: Cascadilla Proceedings Project.

Book Exercises

Long, A. Y. (2018). *La morfología y la sintaxis de la lengua española: Curso introductorio*. Toronto, CA: TopHat.

Díaz-Campos, M., Geeslin, K. L., & Gurzynski-Weiss, L. (in press, 2018). *Introducción y aplicaciones contextualizadas a la lingüística hispánica*. Hoboken, NJ: John Wiley & Sons.

Book Reviews

Long, A. Y. (2017). A review of *Endangered languages, knowledge systems and belief systems*, by D. Hirsh. *Amerasia Journal*, 43(1), 218-219.

Long, A. Y. (2015). A review of *Motivation and foreign language learning: From theory to practice*, edited by D. Lasagabaster, A. Doiz, & J. M. Sierra. *Studies in Second Language Acquisition*, 37(3), 592-593.

Long, A. Y. (2014). A review of *The Routledge encyclopedia of second language acquisition*, edited by P. Robinson. *Studies in Second Language Acquisition*, 36(4), 758-760.

Long, A. Y. (2013, August 16). A review of *The sounds of language*, by E. Zsiga. *The Linguist List*. Available <http://linguistlist.org/issues/24/24-3294.html>

Manuscripts Submitted

Long, A. Y., & Solon, M. The impact of a short-term stay abroad on L2 Spanish syntactic complexity development in narratives.

Alarcón, L., Ruiz-Pérez, S., & **Long, A. Y.** Exploring tasks for second language Spanish comprehensibility development. In *Proceedings of the 10th Pronunciation in Second Language Learning and Teaching Conference*.

Long, A. Y., Kyle, K., & Crookes, G. Navigating the academic job market. In L. Plonsky (Ed.), *Professional development in applied linguistics: A guide to success for graduate students and early career faculty*. John Benjamins. [invited submission under contract]

Book in Preparation

Geeslin, K. L., & **Long, A. Y.** *The acquisition of Spanish as a second language*. [under contract, Routledge]

Manuscripts in Preparation

- Guerrero-Rodriguez, P., & **Long, A.** Instructors' and students' perceptions of corrective feedback in heritage, second language, and mixed heritage-second language classrooms.
- Geeslin, K. L., Gudmestad, A., Hasler-Barker, M., Kanwit, M., **Long, A. Y.**, & Solon, M. Sociolinguistic competence among heritage speakers of Spanish abroad: Key findings, critical gaps, and contributions to variation theory. In R. Pozzi, T. Quan, & C. Escalan (Eds.), *Heritage speakers of Spanish and study abroad*. [invited submission]
- Long, A. Y.** Crosslinguistic influence in the acquisition of Spanish second language phonology.
- Long, A. Y.** Classroom learners' acquisition of the Spanish copula with adjectives: The case of Korean learners.
- Long, A. Y.** The role of individual characteristics in the acquisition of Spanish copula choice: The case of Korean learners. In M. Menke & P. Malovrh (Eds.), *Advancedness in Second Language Spanish: Definitions, Challenges and Possibilities*. Georgetown University Press. [invited submission]
- Solon, M., & **Long, A. Y.** Context of learning and the acquisition of phonetics and phonology: A systematic narrative review.

Presentations

Conference Panels Organized (*refereed)

- Long, A. Y.** (2018, February). Ignite: Best practices and innovation in pronunciation instruction. The 10th anniversary of Current Approaches to Spanish and Portuguese Second Language Phonology (CASPSLaP), Indiana University, Bloomington.
- Long, A. Y.**, & Gurzynski-Weiss, L. (2017, July). Research Network Symposium on *Interlocutor/Instructor individual differences in cognition and second language acquisition*. Association Internationale de Linguistique Appliqué World Congress, Río de Janeiro, Brazil.
- *Gurzynski-Weiss, L., **Long, A. Y.**, & Solon, M. (2015, September). "TBLT and L2 pronunciation: Do the benefits of tasks extend beyond grammar and lexis?" The 6th International Conference on Task-Based Language Teaching, Leuven, Belgium.

Refereed Conference Panel Papers (*refereed)

- Ruiz-Perez, S., Alarcón, L., & **Long, A. Y.** (2018, February). "*En busca del diamante: Using tasks to mitigate word reduction in spoken learner Spanish.*" Current Approaches to Spanish and Portuguese Second Language Phonology, Indiana University, Bloomington, IN.
- ***Long, A. Y.**, Geeslin, K. L., & Gurzynski-Weiss, L. (2015, October). "Examining the role of instructor first language in classroom-based oral input." Symposium on Interlocutor Individual Differences Panel on *Variationist approach*. Indiana University, Bloomington, IN.

- *Solon, M. **Long, A. Y.**, & Gurzynski-Weiss, L. (2015, September). "Task complexity, language-related episodes, and production of L2 Spanish vowels." 6th International Conference on Task-Based Language Teaching Colloquium on *TBLT and L2 Pronunciation: Do the benefits of tasks extend beyond grammar and lexis?* Leuven, Belgium.
- ***Long, A. Y.** (2014, August). "Investigating the role of interlocutor/instructor research background in relation to pronunciation-related instruction and feedback." Association Internationale de Linguistique Appliqué World Congress, Research Network Symposium on *Interlocutor/Instructor individual differences in cognition and second language acquisition*. Brisbane, Australia.
- *Gurzynski-Weiss, L., **Long, A. Y.**, & Daidone, D. (2014, March). "Instructor oral input in Spanish L2 classrooms: Examining patterns of subject expression use." Georgetown University Round Table Colloquium on *Widening the lens on variation in and across multi-faceted sources of input* (organized by Laura Gurzynski-Weiss and Kimberly Geeslin). Georgetown University, Washington, DC.

Refereed Conference Papers

- Long, A.** (2019, July). "Service learning and the introduction to Second Language Acquisition course." American Association for Teachers of Spanish and Portuguese Annual Conference, San Diego, CA.
- Gradoville, M., Waltermire, M., & **Long, A.** (2019, April). "The role of cognates and language use in intervocalic /d/ production in Riverense Spanish." 27th Conference on Spanish in the US & 12th Conference on Spanish in Contact with Other Languages, Cleveland, OH.
- Solon, M., Park, H., Henderson, C., & **Long, A.** (2019, March). "Exploring an elicited imitation task as a measure of heritage language proficiency." American Association for Applied Linguistics, Atlanta, GA.
- Long, A.**, Fernández, V., & Jensen, A. (2019, March). "Innovations in World Language Teacher Preparation." CSU Teaching and Learning Symposium, Fresno, CA.
- Long, A. Y.**, Ruiz-Perez, S., & Alarcón, L. (2018, September). "Using tasks to develop comprehensibility of spoken second language Spanish." *Pronunciation in Second Language Learning and Teaching 2018*, Iowa State University, Ames, IA.
- Long, A. Y.** (2018, February). "Korean learners' acquisition of /b d g/ in Spanish." *Current Approaches to Spanish and Portuguese Second Language Phonology*, Indiana University, Bloomington, IN.
- Long, A. Y.** (2018, February). "The role of individual characteristics in the acquisition of Spanish copula choice: The case of Korean learners." *Evolving Perspectives on Advancedness: A Symposium on Second Language Spanish*, University of Minnesota, Twin Cities, MN.

- Long, A. Y.** (2017, October). "Classroom learners' acquisition of the Spanish copula with adjectives: The case of Korean learners." Hispanic Linguistics Symposium, Texas Tech University, Lubbock, TX.
- Solon, M., & **Long, A. Y.** (2016, September). "Context of learning and the acquisition of phonetics and phonology: A systematic narrative review." Second Language Research Forum, Teacher's College, Columbia University, New York, NY.
- Long, A. Y.** (2016, July). "Exploring the development of Spanish stops by Korean learners." American Association for Teachers of Spanish and Portuguese Annual Conference, Miami, FL.
- Long, A. Y.** (2016, April). "¿Vera o Verra? Using principles of task-based language teaching to practice Spanish rhotics." Current Approaches to Spanish and Portuguese Second Language Phonology. The Ohio State University, Columbus, OH.
- Long, A. Y.,** & Solon, M. (2015, October). "The impact of a short-term stay abroad on L2 Spanish syntactic complexity development in narratives." Second Language Research Forum, Georgia State University, Atlanta, GA.
- Long, A. Y.,** & Gurzynski-Weiss, L. (2015, September). "Teacher-initiated TBLT: A 16-week case study of design and implementation in a Spanish FL classroom." The 6th International Conference on Task-Based Language Teaching, Leuven, Belgium.
- Long, A. Y.,** & Geeslin, K. (2015, March). "Variable subject expression in second language Spanish: The case of native Korean-speaking learners." American Association for Applied Linguistics, Toronto, ON, Canada.
- Solon, M., **Long, A.,** & Gurzynski-Weiss, L. (2014, October). "Task complexity and L2 pronunciation." Second Language Research Forum, University of South Carolina, Columbia, SC.
- Long, A. Y.** (2014, October). "'Building a case' for cloze test use in Spanish second language acquisition research." Second Language Research Forum, University of South Carolina, Columbia, SC.
- Linford, B., Solon, M., Whatley, M., **Long, A.,** & Geeslin, K. (2014, April). "Operationalizing lexical frequency to explore its effects on subject expression in first and second language Spanish." 7th International Workshop on Spanish Sociolinguistics, University of Wisconsin, Madison, WI.
- Geeslin, K., & **Long, A.** (2014, March). "Language variation and L2 Spanish: An exploratory analysis of Korean-speaking learners' development and use of variable structures." American Association for Applied Linguistics, Portland, OR.
- Long, A.,** & Whatley, M. (2014, March). "Investigating the role of learners' first language in the acquisition of past-time expression: A study of Korean-speaking learners of Spanish." American Association for Applied Linguistics, Portland, OR.

- Long, A., Solon, M., & Bongiovanni, S.** (2014, March). "Context of learning and second-language development of Spanish vowels." Current Approaches to Spanish and Portuguese Second Language Phonology, Georgetown University, Washington, DC.
- Linford, B., **Long, A., Solon, M., Whatley, M., & Geeslin, K.** (2014, March). "Measuring lexical frequency and its effects on subject expression in L2 Spanish: Who to compare to and why?" Georgetown University Round Table, Georgetown University, Washington, DC.
- Solon, M., Bongiovanni, S., & **Long, A.** (2014, February). "Individual difference factors and L2 Spanish phonetic development at home and abroad." Diálogos 11 Conference, Indiana University, Bloomington, IN.
- Long, A., Shin, S.-Y., Geeslin, K., & Willis, E.** (2013, October). "Assessing the reliability and validity of a Spanish language placement test." Second Language Research Forum, Brigham Young University, Provo, UT.
- Bongiovanni, S., **Long, A., & Solon, M.** (2013, October). "The effect of short-term study abroad on the acquisition of Spanish phonetics and phonology." Hispanic Linguistics Symposium, University of Ottawa, Ottawa, ON, Canada.
- Long, A.** (2013, October). "Investigating instructors' in-class actions and stated perceptions about pronunciation instruction in the Spanish FL classroom." 5th Biennial International Conference on Task-Based Language Teaching, Banff, AB, Canada.
- Baldwin, L., & **Long, A.** (2013, March). "Investigating instructors' stated beliefs about pronunciation instruction in Spanish FL classrooms." American Association for Applied Linguistics, Dallas, TX.
- Long, A., & Baldwin, L.** (2012, October). "Structural implications of voiced stop weakening: A sociolinguistic analysis of intervocalic /b/ in Caracas speech." New Ways of Analyzing Variation 41, Indiana University, Bloomington, IN.
- Díaz-Campos, M., **Long, A., & Geeslin, K.** (2012, October). "Investigating the Development of L2 Sound Perception by learners of Spanish." Second Language Research Forum, Carnegie Mellon University/University of Pittsburgh, Pittsburgh, PA.
- Gurzynski-Weiss, L., **Long, A., & Solon, M.** (2012, July). "Comparing interaction and use of space in innovative and traditional Spanish FL classrooms." American Association for Teachers of Spanish and Portuguese Annual Conference, San Juan, PR.
- Long, A., & Baldwin, L.** (2012, March). "A sociolinguistic analysis of intervocalic /b/ in Caracas Spanish." Diálogos 9 Conference, Indiana University, Bloomington, IN.
- Long, A.** (2012, February). "Bimodal perception of Spanish back vowels." Current Approaches to Spanish and Portuguese Second Language Phonology, University of South Carolina, Columbia, SC.
- Long, A.** (2010, April). "The role of explicit web-based phonetics instruction and practice on student pronunciation of Spanish." South Eastern Conference on Linguistics LXXVII, University of Mississippi, Oxford, MS.

Invited Internal Research Talk

Gurzynski-Weiss, L., **Long, A.**, & Solon, M. (2013, February). "Comparing interaction and use of space in innovative and traditional Spanish FL classrooms." Center for Innovative Teaching and Learning Spring Workshop Series; Indiana University, Bloomington, IN.

Department Research Talks

Long, A. Y., & Gurzynski-Weiss, L. (2015, September). "Teacher-initiated TBLT: A 16-week case study of design and implementation in a Spanish FL classroom." Department of Spanish and Portuguese Hispanic Linguistics Fall Brown Bag series, Indiana University, Bloomington, IN.

Solon, M., **Long, A. Y.**, & Gurzynski-Weiss, L. (2015, February). "Task complexity, language-related episodes, and production of L2 Spanish vowels." Department of Spanish and Portuguese Hispanic Linguistics Spring Brown Bag series, Indiana University, Bloomington, IN.

Long, A., & Whatley, M. (2014, April). "Investigating the role of learners' first language in the acquisition of past-time expression: A study of Korean-speaking learners of Spanish." Department of Spanish and Portuguese Hispanic Linguistics Spring Brown Bag series, Indiana University, Bloomington, IN.

Geeslin, K., & **Long, A.** (2014, February). "Language variation and second language Spanish: An exploratory analysis of Korean-speaking learners' development and use of variable structures." Department of Spanish and Portuguese Hispanic Linguistics Spring Brown Bag series, Indiana University, Bloomington, IN.

Gurzynski-Weiss, L., Geeslin, K., Clay, R., Daidone, D., Linford, B., **Long, A.**, Michalski, I., Solon, M., & Whatley, M. (2014, February). "Widening the lens on variation in and across multi-faceted sources of input." Department of Spanish and Portuguese Hispanic Linguistics Spring Brown Bag series, Indiana University, Bloomington, IN.

Bongiovanni, S., **Long, A.**, & Solon, M. (2013, October). "The effect of short-term study abroad on the acquisition of Spanish phonology." Department of Spanish and Portuguese Hispanic Linguistics Fall Brown Bag series, Indiana University, Bloomington, IN.

Gurzynski-Weiss, L., **Long, A.**, & Solon, M. (2012, April). "Comparing interaction and use of space in innovative and traditional Spanish FL classrooms." Department of Spanish and Portuguese Hispanic Linguistics Spring Brown Bag series, Indiana University, Bloomington, IN.

Long, A. (2012, February). "La percepción bimodal de las vocales posteriores del español." Department of Spanish and Portuguese Hispanic Linguistics Spring Brown Bag series, Indiana University, Bloomington, IN.

Long, A. (2010, March). "The role of explicit web-based phonetics instruction and practice on student pronunciation of Spanish." Department of Foreign Languages and Literatures Spring Brown Bag series, North Carolina State University, Raleigh, NC.

Additional Research Experience

Grant-Supported Fieldwork

Gwangju, Republic of Korea (May-June 2014)

Seoul, Republic of Korea (July-August 2013)

Buenos Aires, Argentina (June 2013)

Research Assistant, Indiana University, Bloomington, IN

To Laura Gurzynski-Weiss (2011-2015)

To Kimberly Geeslin (2011-2015)

To Erik Willis (2012-2014)

To Manuel Díaz-Campos (2011-2012)

Teaching Experience

Courses Taught

San José State University (2018-present)

- Spanish Morphology and Syntax (SPAN 110)

Mixed undergraduate and graduate course; wrote course textbook, designed lessons and assignments; taught in Spanish

- Elementary Spanish (SPAN 1A)

First semester basic language course focused on development of the five skills; designed lesson plans; taught in Spanish

Texas Tech University (2017-2018)

- Sociolinguistics and Second Language Acquisition (CMLL 5305/LING 5383/SPAN 5385)

Graduate seminar on the intersection of sociolinguistics and second language acquisition; designed lessons and assignments; online course; taught in English

- Research Methods in Second Language Acquisition (CMLL 5301/LING 5383/SPAN 5386)

Graduate seminar on the topic of research methods in second language acquisition; designed lessons and assignments; taught in English

- Oral Expression in Context (SPAN 3303)

Upper-level Spanish course focused on conversation and communication in Spanish; designed lessons and assignments; taught in Spanish

- A Second Course in Spanish II (SPAN 2302)

Fourth semester basic language course focused on development of four skills; designed lesson plans; taught in Spanish

- A Beginning Course in Spanish I (SPAN 1501)
Introductory lower level undergraduate course; designed course materials and assessments; taught in Spanish

University of Guam (2016-2017)

- Introduction to Linguistics (LN300)
Introductory upper level undergraduate course for majors and minors; designed syllabus, course materials, and assessments
- Fundamentals of English (EN085)
Introductory lower level undergraduate course required for all graduates; designed syllabus, course materials, and assessments
- Writing for Research (EN111)
Introductory lower level undergraduate course required for all graduates; designed syllabus, course materials, and assessments

Indiana University (2010-2015)

- Readings in Spanish for Graduate Students (S492)
Sole instructor responsible for design of graduate-level course for graduate reading proficiency in Spanish; designed syllabus, course materials, and assessments
- Introduction to Hispanic Linguistics (S326)
Introductory upper level undergraduate course for majors and minors; designed syllabus, course materials, and assessments; taught exclusively in Spanish
- Spanish Grammar in Context (S280)
Upper level undergraduate course for majors and minors focused on development of formal linguistic skills through reading, writing, and conversation; designed task-supported syllabus and course materials; taught exclusively in Spanish
- Second Year Spanish II (S250)
Fourth semester basic language course focused on development of four skills; designed lesson plans; taught exclusively in Spanish
- Second Year Spanish I (S200)
Third semester basic language course focused on development of four skills; designed lesson plans; taught exclusively in Spanish
- First Year Spanish (S105)
Intensive basic language course focused on review and practice of grammar and vocabulary necessary for development of four skills; designed lesson plans; taught exclusively in Spanish

North Carolina State University (2008-2010)

- Elementary Spanish II (S102)
Second semester basic language course focused on presentation and practice of grammar and vocabulary; designed lesson plans; taught exclusively in Spanish

- Elementary Spanish II Online (S102)
Second semester basic language course focused on presentation and practice of grammar and vocabulary; assisted with grading and organization of course materials and assignments online (Blackboard)
- Elementary Spanish I (S101)
First semester basic language course focused on presentation and practice of grammar and vocabulary; assisted with grading and led some classroom activities

Invited Classroom Lectures

- Long, A. Y. (2018, August). “Flip that task!” Methods of Teaching College Spanish (HISP-S517, graduate course taught by Dr. Laura Gurzynski-Weiss), Indiana University, Bloomington.
- Long, A. Y. (2017, October). “La pronunciación en el salón de clase: Un punto de partida.” Methods of Language Teaching (LING 5322, graduate course taught by Dr. Idoia Elola); Texas Tech University, Lubbock.
- Long, A. Y. (2017, September). “TBLT: Qué (no) es y aplicación práctica.” Methods of Language Teaching (LING 5322, graduate course taught by Dr. Idoia Elola); Texas Tech University, Lubbock.
- Long, A. Y. (2017, July). “Sociolinguistics and SLA: A look at Variationist approaches.” Issues in Multilingualism (SPAN 5385, graduate course taught by Dr. Diego Pascual y Cabo); Texas Tech University, Lubbock.
- Long, A. Y. (2016, September). “Applied linguistics: Research and dissemination.” Graduate Research and Documentation (LN501, graduate course taught by Dr. Hyunjong Hahm); University of Guam, Mangilao.
- Long, A. Y. (2016, April). “Methods and analysis of variationist SLA research.” Field Methods in Sociolinguistics (LING-L441, undergraduate course taught by Dr. Julie Auger); Indiana University, Bloomington.
- Long, A. Y. (2016, April). “Korean learners’ development and use of Spanish subject expression.” Statistical Consulting (STATS-S490/690, graduate course taught by Dr. Jangdong Seo). Indiana University, Bloomington.
- Long, A. Y. (2016, January). “Korean learners’ development and use of the Spanish copula with adjectives.” Statistical Consulting (STATS-S490/690, graduate course taught by Dr. Jangdong Seo). Indiana University, Bloomington.
- Long, A. Y. (2015, November). “Pronunciation in the L2 Spanish classroom.” Methods of Teaching College Spanish (HISP-S517, graduate course taught by Dr. Laura Gurzynski-Weiss), Indiana University, Bloomington.
- Long, A. Y. (2015, November). “La expresión del sujeto en el español de los aprendices avanzados.” Introduction to Hispanic Linguistics (HISP-S326, undergraduate course taught by Robert Baxter). Indiana University, Bloomington.

- Solon, M., & Long, A. Y. (2015, March). "Task complexity and L2 pronunciation." The Acquisition of Spanish (HISP-S430, upper level undergraduate course taught by Dr. Laura Gurzynski-Weiss). Indiana University, Bloomington.
- Long, A. Y. (2014, November). "Language variation and L2 Spanish: An exploratory analysis of Korean-speaking learners' development and use of variable structures." The Acquisition of Spanish (HISP-S430 [two sections], upper level undergraduate course taught by Dr. Kimberly Geeslin). Indiana University, Bloomington.
- Long, A. Y. (2014, November). "Pronunciation in the L2 Classroom." Methods of Teaching College Spanish (HISP-S517, graduate course taught by Dr. Laura Gurzynski-Weiss), Indiana University, Bloomington.
- Long, A. Y. (2014, April). "Methods and analysis of variationist research in second language acquisition." Field Methods in Sociolinguistics (LING-L441, undergraduate course taught by Dr. Julie Auger); Indiana University, Bloomington.
- Long, A. Y. (2013, November). "Pronunciation in the Spanish L2 Classroom." Methods of Teaching College Spanish (HISP-S517 [two sections], graduate course taught by Dr. Laura Gurzynski-Weiss and Dr. K. Allen Davis). Indiana University, Bloomington.

Additional Teaching Experience

- Reader, Senior Honors Thesis (Peter Kwon), University of Guam (2017)
- Reader, Senior Honors Thesis (Erin Cage), Indiana University (2015)
Review and provide feedback on research methodology and written work
- Undergraduate Research Mentor (Megan Harsh), Indiana University (2015)
Designed and carried out a semester-long research study with an advanced undergraduate student on second language Spanish
- Peer Tutor, University of North Carolina at Chapel Hill (2005-2006)

Awards and Honors

Research-Related

- 2018 Scholarship Catalyst Program (\$2000), Offices of the President, Provost and Vice President for Research, Texas Tech University (December 2017)
- Graduate Student Advisory Council Conference Travel Grant (\$100), Department of Spanish and Portuguese, Indiana University, Bloomington (April 2015)
- College of Arts and Sciences 2015-2016 Dissertation Completion Fellowship (\$25,000), Indiana University, Bloomington (February 2015)
- College of Arts and Humanities Institute Dissertation Research Travel Award (\$1,000), Indiana University, Bloomington (April 2014)
- Foreign Language Area Studies (FLAS) Summer Fellowship-Korean (declined), Indiana University, Bloomington (April 2014)
- Tinker Field Research Grant (\$1,571.42), Indiana University, Bloomington (April 2013)

Department of Spanish and Portuguese Conference Travel Grant (\$350), Indiana University, Bloomington (February 2013)

Summer Graduate Fellowship (\$3,500), Department of Spanish and Portuguese, Indiana University, Bloomington (May 2011)

The Graduate School and the University Graduate Student Association Certificate, North Carolina State University, Raleigh (March 2010)

Teaching-Related

Senior Soiree Award, Division of English and Applied Linguistics, University of Guam, Mangilao (May 2017)

Senior Soiree Award, Division of English and Applied Linguistics, University of Guam, Mangilao (December 2016)

Outstanding Associate Instructor (Recognition with Distinction), Department of Spanish and Portuguese, Indiana University, Bloomington (March 2015)

Nominated for Lieber Memorial Teaching Associate Award, Indiana University, Bloomington (October 2014)

Associate Instructor Teaching Award (\$250), Department of Spanish and Portuguese, Indiana University, Bloomington (April 2014)

Outstanding Graduate Teaching Assistant Award, North Carolina State University, Raleigh (March 2010)

Other

Outstanding Graduate Student in Spanish Award, North Carolina State University, Raleigh (April 2010)

Dean's List, University of North Carolina at Chapel Hill (2002, 2004-2005)

Caroline and Thomas S. Royster Scholarship, University of North Carolina at Chapel Hill (2002-2006)

Service

Service to the Department

Chair, Scholarships Committee, Department of World Languages and Literatures, San José State University (Fall 2018-)

Faculty Advisor, Spanish Club, Department of Classical & Modern Languages & Literatures, Texas Tech University (Fall 2017-Spring 2018)

Member, Master of Arts Committee, Division of English and Applied Linguistics, University of Guam, Mangilao (Fall 2016-Spring 2017)

Member, Linguistics Committee, Division of English and Applied Linguistics, University of Guam, Mangilao (Fall 2016-Spring 2017)

Member, Majors Enrichment Committee, Division of English and Applied Linguistics,
University of Guam, Mangilao (Fall 2016-Spring 2017)

Member, Language Arts Conference Committee, Division of English and Applied Linguistics,
University of Guam, Mangilao (Fall 2016)

Member, Associate Instructor and Non-Tenure-Track Teaching Awards Committee, Department
of Spanish & Portuguese, Indiana University, Bloomington (2015)

Coordinator, Café hispano (Spanish language table), Department of Spanish & Portuguese,
Indiana University, Bloomington (2014-2015)

Presenter, Graduate Student Advisory Council workshop, "Publishing," Department of Spanish
& Portuguese, Indiana University, Bloomington (February 2014)

Service to the College

Member, College of Arts and Sciences Annual Research Conference Committee, University of
Guam, Mangilao (Fall 2016-Spring 2017)

Organizing Committee Member, Foreign/Second Language Share Fair, Indiana University,
Bloomington (2012-2013)

Service to the University

Mentor, SJSU Mentoring & MeetUps, San José State University, San José (Fall 2018)

Member, University Assessment Committee, University of Guam, Mangilao (Spring 2017)

Student Ambassador, University Information Technology Services, Indiana University,
Bloomington (2012-2013)

Service to the Profession

Co-Organizer, Hispanic Linguistics Symposium, Texas Tech University, Lubbock (October
2017)

Abstract Reviewer

Current Approaches to Spanish and Portuguese Second Language Phonology (2018)

Second Language Research Forum (2017)

Editorial Board Member, *Storyboard: A Journal of Pacific Imagery* (Fall 2016-Spring 2017)

Book Chapter Reviewer

Volume on Interlocutor Individual Differences (John Benjamins) (September 2018)

Amazonian Spanish: Language Contact and Evolution (John Benjamins) (2016)

Manuscript Reviewer

Applied Linguistics Review (October 2018)

Hispania (September 2018)

Studies in Hispanic and Lusophone Linguistics (August 2018)

Selected Proceedings of the 2017 Second Language Research Forum (July 2018)

The Modern Language Journal (June 2018)

Hispanic Studies Review (June 2018)

Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics (2016)

Hispania (2016, 2017)

Studies in Second Language Acquisition (2016)

Foreign Language Annals (2015)

Studies in Hispanic and Lusophone Linguistics (2015)

Indiana University Linguistics Club Working Papers (2013)

Invited Presenter/Facilitator, Roundtable Discussion for the *Symposium on Interlocutor Individual Differences*, “Variationist approach,” AILA Research Network on Interlocutor & Instructor Individual Differences in Cognition and SLA, Bloomington, IN

Member, American Association for Applied Linguistics Graduate Student Council (2015-2016)

Member, Organizing Committee, Symposium on Interlocutor Individual Differences, Indiana University, Bloomington (October 2015)

Conference Volunteer

Céfiro 2018: 19th Annual Conference, Lubbock, TX (March 2018)

American Association for Applied Linguistics Conference, Toronto, CA (March 2015)

Pragmatics and Language Learning Conference, Bloomington, IN (April 2014)

Diálogos 11 Graduate Student Research Conference, Bloomington, IN (February 2014)

10th Annual Graduate Student Research Conference on Lusophone and Hispanic Linguistics, Literature, and Culture, Bloomington, IN (February 2013)

9th Annual Graduate Student Research Conference on Lusophone and Hispanic Linguistics, Literature, and Culture, Bloomington, IN (February 2012)

New Ways of Analyzing Variation 41, Bloomington, IN (October 2012)

14th Hispanic Linguistics Symposium, Bloomington, IN (October 2010)

5th Workshop on Spanish Sociolinguistics, Raleigh, NC (April 2010)

Professional Memberships and Affiliations

Chapter Sponsor, Sigma Tau Delta (Alpha Zeta Xi Chapter), University of Guam (2017)

American Association for Applied Linguistics (2013-present)

Founding Member, AILA Research Network on Interlocutor & Instructor Individual Differences in Cognition and SLA (2012-present)

American Association for Teachers of Spanish and Portuguese (2012-present)

Sigma Delta Pi (Spanish Honor Society), North Carolina State University (2009-2010)

Sigma Delta Pi (Spanish Honor Society), University of North Carolina at Chapel Hill (2006)

Languages

English, native speaker

French, intermediate reading and beginner speaking proficiency

Korean, intermediate reading and beginner speaking proficiency
Portuguese, intermediate reading and beginner speaking proficiency
Spanish, near-native speaker

Additional Skills

Basic Python for Data Science
Advanced Praat for Acoustic Analysis