

Current Faculty Members with Graduate Teaching and Research in Linguistics and Linguistics-related Fields

Name	Highest Degree	Status	Research Interests	Representative Recent Publications
ALFREDO ARDILA	PhD., Neuropsychology, Moscow State University, Moscow, Russia	Professor, Department of Communication Sciences and Disorders; Editor-in- Chief, Neuropsicología, Neuropsiquiatria y Neurociencias	Evolution of language; Brain organization of cognition	Ardila, A. (2011). There are two different language systems in the brain. <i>The Journal of Behavioral and Brain Science</i> , 1, 23-36. Ardila, A. (2011). Trastornos adquiridos en el lenguaje oral y escrito en español. <i>Revista de Investigacion Lingüística</i> , 14, 11-22 Ardila, A. (2011). Executive functions in language and communication. In R. Peach & L. Shapiro (eds), <i>Cognition and acquired language disorders: A process-oriented approach</i> (pp. 147-166). Mosby, Inc.
LORRAINE E. BAHRICK	Ph.D., Experimental/ Cognitive Psychology, Cornell University; postdoctoral studies, University of California, Berkeley	Professor of Psychology; Director, Infant Development Research Center	Dr. Bahrlick's research focuses on perceptual and cognitive development in infants and young children of typical and atypical development, with a focus on the development of attention and intersensory processing, basic building blocks of language development and social-communicative functioning. Her research has been continuously funded by NIH for 30 years and she is author of more than 60 peer- reviewed publications in early development.	Gogate, L., Bahrlick, L.E., & Watson, J.D. (2000). A study of multimodal motherese: The role of temporal synchrony between verbal labels and gestures. <i>Child Development</i> , 71, 878-894. Gogate, L., Walker-Andrews, A.S., & Bahrlick, L.E. (2001). Intersensory origins of word comprehension: An ecological-dynamic systems view (Target Article). <i>Developmental Science</i> , 4, 1-37.
MELISSA BARALT	Ph.D., Second Language Acquisition, Georgetown University	Assistant Professor, Spanish Applied Linguistics, Department of Modern Languages	Dr. Baralt specializes in psycholinguistics (cognitive constructs of attention, awareness, working memory capacity), task-based language teaching and task design, emerging technologies in language learning and teaching, and foreign language teacher training.	Baralt, M. (in press). The impact of cognitive complexity on feedback efficacy during online versus face-to-face interactive tasks. To appear in <i>Studies in second language acquisition</i> . Gurzynski-Weiss, L., & Baralt, M. (in press). Exploring learner perception and use of task-based interactional feedback in FTF and CMC modes. To appear in <i>Studies in second language acquisition</i> . Baralt, M. (2012). Coding qualitative data. In A. Mackey and S. Gass (Eds.), <i>Research methods in second language acquisition: A practical guide</i> (pp. 222-244). Malden: Wiley-Blackwell.

Name	Highest Degree	Status	Research Interests	Representative Recent Publications
JEAN-ROBERT CADELY	Ph.D., Linguistics, Université du Québec à Montréal (UQAM)	Associate Professor, Modern Languages Department and African & African Diaspora Studies Program	Dr. Cadely's specialization is in the Phonology of French-based Creoles and French. His area of expertise also includes: Prosodic Phonology, Morphology, and Language and Identity.	Cadeley, J-R. (2011). Phonologie des pronoms personnels du Créole Haïtien: Le constituant prosodique groupe clitique. <i>The Journal of Haitian Studies</i> , 16 (2). Cadeley, J-R. (2004). Les sons du Créole Haïtien. <i>Journal of Haitian Studies</i> , 9. Cadeley, J-R. (2002). Le statut des voyelles nasales du Créole Haïtien. <i>Lingua</i> , 112, 435-464.
PHILLIP M. CARTER	Ph.D., English Linguistics, Duke University	Assistant Professor, Linguistics, English Department; Affiliated Faculty, Women's & Gender Studies	Dr. Carter is a sociolinguist interested in the ways in which socially meaningful linguistic variation is recruited in the process of identity-making and social formation, particularly in the context of U.S. Latino communities. Dr. Carter also studies Spanish/English contact situations, with an interest in contact-induced diachronic language change. He has authored or co-authored articles in leading journals in linguistics, and is the co-author of a forthcoming book with Blackwell Press about the sociolinguistics of world languages.	Carter, P.M. (in press). Shared spaces, shared structures: Latino social formation and African American English in the U.S. South. <i>Journal of Sociolinguistics</i> . Carter, P.M. (in press). Sociolinguistics and the 'linguistic turn' in social theory. <i>Language and Linguistics Compass</i> . Wolford, T. & P.M. Carter. (2010). The 'Spanish-as-threat' ideology and cultural aspects of Spanish attrition. In: S. Rivera-Mills and D. Villa (eds.) <i>Spanish in the U.S. Southwest: A Language in Transition</i> . Madrid: Iberoamericana / Vervuert. 111-131.
ANTHONY STEVEN DICK	Ph.D., Developmental Psychology, Temple University	Assistant Professor; Director, Developmental Science Program; Director, Graduate Certificate in Cognitive Neuroscience, Department of Psychology	Dr. Dick's primary research interests lie in how language develops in the context of other sensorimotor and cognitive processes. He investigates this question both at the behavioral and neurobiological levels (using neuroimaging). He has authored or co-authored a number of papers and has been supported by the National Institute on Deafness and Other Communication Disorders (NIDCD) to conduct his work.	Dick, A. S., & Tremblay, P. (in press). Beyond the arcuate fasciculus: Consensus and controversy in the connective anatomy of language. <i>Brain</i> . Dick, A. S., Goldin-Meadow, S., Solodkin, A., & Small, S. L. (2012). Gesture in the developing brain. <i>Developmental Science</i> , 15, 165-180. Dick, A. S., Solodkin, A., & Small, S. L. (2010). Neural development of networks for audiovisual speech comprehension. <i>Brain and Language</i> , 114, 101-114.

Name	Highest Degree	Status	Research Interests	Representative Recent Publications
ERIC DWYER	Ph.D., Foreign Language Education, University of Texas at Austin	Associate Professor & Program Leader, Foreign Language Education, Department of Teaching and Learning	Dr. Dwyer specializes in TESOL, bilingual education, and second language teaching.	<p>Algren, M., Dwyer, E., Eggington, M., & Witt, B. (2008). So, you've agreed to chair a conference! In C. Coombe, M.L. McCloskey, N. Anderson, & L. Stephenson (eds.), <i>Leadership skills for English language educators</i>. Ann Arbor: University of Michigan Press.</p> <p>Zaragoza, N. & Dwyer, E. (2005). <i>Look, I made a book</i>. Peter Lang Publishing.</p> <p>Kossack, S., Dwyer, E., Landorf, H., Alacaci, C., & Martinez, L. (2004). Scaffolding expository writing: Text patterns to text skeletons. <i>International Journal of Learning</i>.</p>
VIRGINIA C. MUELLER GATHERCOLE	Ph.D., Linguistics, University of Kansas; post-doctoral studies, Bureau of Child Research, University of Kansas	Professor, Linguistics, English Department. (She recently transitioned from Professor, School of Psychology, and Co-Director, Centre for Research on Bilingualism, Bangor University, Wales.)	Prof. Gathercole's primary area of research is on monolingual and bilingual language acquisition, in relation especially to semantics, morpho-syntax, and assessment. Her work also addresses issues concerning the relationship between language and cognition. She has specialized in Spanish-English and Welsh-English bilinguals, with work as well on Spanish-Welsh bilinguals in Patagonia.	<p>Gathercole, V. (ed.). (in press). <i>Issues in the assessment of bilinguals</i>. Bristol: Multilingual Matters.</p> <p>Gathercole, V. (ed.). (in press). <i>Solutions for the assessment of bilinguals</i>. Bristol: Multilingual Matters.</p> <p>Gathercole, V., et al. (2010). Cognitive effects of bilingualism: Digging deeper for the contributions of language dominance, linguistic knowledge, socioeconomic status, and cognitive abilities. <i>International Journal of Bilingual Education and Bilingualism</i>, 13 (5), 617-665.</p> <p>Gathercole, V., & Moawad, R. (2010). Semantic interaction in early and late bilinguals: All words are not created equally. <i>Bilingualism: Language and Cognition</i>, 13 (4), 1-22.</p>

Name	Highest Degree	Status	Research Interests	Representative Recent Publications
ANA C. GOUVEA	PhD., Linguistics, University of Maryland, College Park, MD	Assistant Professor, Department of Communication Sciences and Disorders	Language acquisition, Neurolinguistics, Psycholinguistics, Cognitive neuroscience of language, Autism spectrum disorders	<p>Gouvea, A.C., Phillips, C., Kazanina, N. & Poeppel, D. (2010) The linguistic processes underlying the P600. <i>Language and Cognitive Processes</i>, 25 (2), 140-188.</p> <p>Gouvea, A.C. (2005) Complexidade sintática: O processamento de orações relativas em português brasileiro e em inglês (Syntactic complexity: The processing of relative clauses in Brazilian Portuguese and English). In M. Maia and I. Finger (eds.), <i>Processamento da Linguagem</i> (pp. 210-219). Porto Alegre, Brazil: Educarte.</p> <p>Gouvea, A.C., Aldana, G., Bell, T., Cody, K., de Groat, C., Johnson, C., McCabe, D., Zimmerman, L., Kim, J.J. (2005). 18 month old infants' sensitivity to number agreement inside the Noun Phrase. <i>Proceedings of the 29th Annual Boston University Conference on Language Development (BUCLD)</i> (pp. 240-247). Boston: Boston University.</p>
TOMETRO HOPKINS	Ph.D., Linguistics, Indiana University, Bloomington	Associate Professor, Linguistics, English Department; Director, Linguistics Program	Dr. Hopkins' research focuses on pidgins and creoles, languages in contact, and World Englishes. She is the Series Editor of <i>World Englishes</i> , a 12-volume compendium of english varieties spoken around the world.	<p>Hopkins, T., & McKenny, J., (Editors), (In press) <i>The British Isles</i>, Vol. I. London, New York: Continuum.</p> <p>Hopkins, T. (Editor), (In press) <i>North America</i>, Vol. II. London, New York: Continuum.</p> <p>Hopkins, T., & Decker, K., (Editors), (In press). <i>Central America</i>, Vol. III. London, New York: Continuum.</p>

Name	Highest Degree	Status	Research Interests	Representative Recent Publications
MONICA STRAUSS HOUGH	Ph.D., Speech-Language Pathology, with emphasis in Neurogenic Communication Disorders, Kent State University	Professor and the recent Chairperson in Communication Sciences and Disorders in the College of Nursing and Health Sciences.	Prof. Hough's research and interests focus on word retrieval and semantic organization in aphasia and cognitive-communicative disorders and on working memory and auditory comprehension in aphasia.	<p>Hough, M.S., & Dorry, J. (In press). Effect of subjective familiarity on word retrieval skills in fluent aphasia. <i>American Journal of Speech-Language Pathology</i>.</p> <p>Carter, M.D., Hough, M.S., Stuart, A., & Rastatter, M.P. (2011). The effects of ISI and prime modality in a semantic priming task. <i>Aphasiology. SPECIAL CAC EDITION</i>, 25 (6-7), 761-773.</p> <p>Hough, M.S. (2010). Melodic intonation therapy and aphasia: Another variation on a theme. <i>Aphasiology</i>, 24, 775-786.</p>
PETER A. MACHONIS	Ph.D., French Linguistics, Pennsylvania State University	Professor of French and Linguistics, Modern Languages	Author of two books on the history and evolution of the French language, Professor Machonis is currently focusing on the diversity of socio-linguistic situations where French is spoken outside of France. In addition, he builds databases of English idiomatic expressions and phrasal verbs used in Lexicon-grammar and Natural Language Processing.	<p>Machonis, P.A. (2010). English phrasal verbs: From lexicon-grammar to natural language processing. <i>Southern Journal of Linguistics</i>, 34 (1), 21-48.</p> <p>Machonis, P.A. (2010). La Langue de l'autre: Le contact linguistique en Suisse et en Belgique. In <i>La Francophonie en Europe: le cas de la Suisse et de la Communauté française de Belgique. Dialogues et Cultures</i> 56, 127-142.</p> <p>Machonis, P.A. (2008). Disambiguating phrasal verbs. <i>Lingvisticae Investigationes</i>, 31 (2), 200-212.</p>

Name	Highest Degree	Status	Research Interests	Representative Recent Publications
SHANNON PRUDEN	Ph.D., Developmental Psychology, Temple University; Postdoctoral Training, University of Chicago	Assistant Professor in Developmental Science (Psychology), Director for Project on Language and Spatial Development	Dr. Pruden's primary research interests lie at the intersection between developmental psychology, cognitive science, linguistics, and education. Employing a variety of methodologies (e.g., eye-tracking and naturalistic, longitudinal studies of language utilizing novel, innovative language assessment software) and age groups (0-5 years), her research focuses on the development of early language abilities, including how children acquire their first and second languages. In her recent research, Dr. Pruden examines <i>how</i> various cognitive, biological, and environmental factors influence the development of children's early language abilities, with an emphasis on the acquisition of spatial and numerical language, and how infants make sense of events lexicalized by verbs and prepositions.	Pruden, S.M., Levine, S., & Huttenlocher, J. (2011). Children's spatial thinking: Does talk about the spatial world matter? <i>Developmental Science, 14</i> , 1417-1430. DOI: 10.1111/j.1467-7687.2011.01088.x Pruden, S.M., Hirsh-Pasek, K., Golinkoff, R.M., & Hennon, E.A. (2006). The birth of words: Ten-month-olds learn words through perceptual salience. <i>Child Development, 77</i> , 266-280. DOI: 10.1111/j.1467-8624.2006.00869.x
ELIANE RAMOS	Ph.D., University of Massachusetts, Speech-Language Pathology; CCC-SLP	Clinical Associate Professor, Communication Sciences & Disorders	Dr. Ramos is a licensed and certified speech-language pathologist whose teaching and research interests focus on speech and language disorders in bilinguals.	Ramos, E. & Ardila A. (2011). Speech and language intervention in bilinguals. <i>Revista de Investigación en Logopedia, 1</i> , 87-104. Ardila, A., Ramos, E., & Barrocas, B. (2011). Patterns of stuttering in a Spanish/English bilingual: A case report. <i>Clinical Linguistics & Phonetics, 25</i> , 23-36. Ardila, A. & Ramos, E. (2010). Bilingualism and Aging. <i>Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, 17</i> , 74-81.

Name	Highest Degree	Status	Research Interests	Representative Recent Publications
ANA ROCA	Doctor of Arts, Spanish (Combined Fields: Spanish/Spanish American Literatures and Linguistics), University of Miami	Professor, Spanish and Linguistics, Department of Modern Languages	Dr. Roca's general areas of teaching and academic interest are Bilingualism and Spanish in the United States, Spanish as a heritage or minority language in contact with other languages; policy and pedagogical issues in heritage language instruction; foreign and bilingual language acquisition and development; Hispanic cultures: women & film, and Spanish civilizations and cultures, for undergraduate education; content-based advanced instruction in Spanish for U.S. Latinos, and oral history projects as strategies for development of oral and written academic discourse.	Roca, A., & Colombi, M. C. (eds.). (2003). <i>Mi lengua: Spanish as a heritage language in the United States</i> . Georgetown: Georgetown University Press Roca, A. (2000). <i>Research on Spanish in the United States: Linguistic issues and challenges</i> . Somerville, MA: Cascadilla Press. Roca, A. (2012). <i>Nuevos mundos: Lectura, cultura y comunicación. Curso para bilingües</i> , 3 rd edition. Hoboken, NJ: John Wiley & Sons.
BENNETT SCHWARTZ	Ph.D., Cognitive Psychology, Dartmouth College	Professor, Department of Psychology	Dr. Schwartz's interests lie in the areas of Metacognition (tip-of-the-tongue states, feelings of knowing and judgments of learning, heuristics in metacognition, metacognition in non-human species, methodology) and memory, especially adaptive memory and survival processing, episodic memory in non-human primates, relation between objective and subjective indices of human memory, and metamemory and improving memory efficiency.	Schwartz, B. L., Son, L. K., Kornell, N., & Finn, B. (2011). Four principles of memory improvement: A guide to improving learning efficiency. <i>International Journal of Creativity and Problem Solving</i> , 21, 7 – 15. Schwartz, B. L., & Metcalfe, J. (2011). Tip-of-the-tongue (TOT) states: Retrieval, Behavior, and Experience. <i>Memory & Cognition</i> , 39, 737 – 749. Schwartz, B. L., & Efklides, A. (2012). Metamemory and Memory efficiency: Implications for Student Learning. <i>Journal of Applied Research in Memory And Cognition</i> , 1, 145 – 151.

Name	Highest Degree	Status	Research Interests	Representative Recent Publications
ELLEN THOMPSON	Ph.D., Linguistics, University of Maryland	Associate Professor, Linguistics Program, Department of English	Dr. Thompson's current research focuses on theoretical syntax and experimental linguistics.	Thompson, E., Collado, J., Omana, M., & Yousef-Little, A. (in press). The processing of asymmetric and symmetric sentential conjunction. <i>International Journal of Language Studies</i> . Thompson, E. & Werfelli, S. (2012). The position of the subject in Spoken Saudi Arabic: A processing perspective. <i>Coyote Working Papers in Linguistics</i> , University of Arizona.
FERYAL YAVAS	Ph.D., Linguistics, University of Kansas	Senior Lecturer, Linguistics Program, Department of English (Director of the Linguistics Program 2001-2011)	Dr. Yavas's teaching and research interests are mainly on first, second and bilingual language acquisition and language processing. She has been collaborating with the "ESRC Center for Research on Bilingualism in Theory and Practice" at University of Bangor, Wales, Britain on several projects that investigate the interaction of the two languages in bilingual individuals.	Perez Tattam, R., Gathercole, V.C. Mueller, Yavas, F., & Stadthagen-Gonzalez, H. (in press). Assessing grammar in bilinguals. To appear in V. C. M. Gathercole (ed.), <i>Issues in the assessment of bilingual</i> . Bristol: Multilingual Matters. Stadthagen-Gonzalez, H., Gathercole, V. C. Mueller, Perez Tattam, R., Yavas, F. (in press). Vocabulary assessment of bilingual adults: To cognate or not to cognate. To appear in V.C .M. Gathercole (ed.), <i>Solutions for the assessment of bilinguals</i> . Bristol: Multilingual Matters. Stadthagen-González, H., Gathercole, V. C. M., Pérez, M.A., Yavas, F., & Campusano, G. (2011). Bilingual Vocabulary at the "End State". Colloquium: From Lexicon to Syntax: What facilitates / impedes language processing in bilinguals? ISB8, Oslo, June 17, 2011.

Name	Highest Degree	Status	Research Interests	Representative Recent Publications
MEHMET YAVAS	Ph.D., Linguistics, University of Kansas	Professor, Linguistics Program, Department of English	Dr. Yavas' primary research interests are L1 & L2 phonology, including bilingual phonology and clinical phonology and phonetics.	Yavaş, M. (2011). <i>Applied English Phonology, 2nd Edition</i> . N.Y.: Wiley-Blackwell. Yavaş, M., & Topbaş, S. (eds.). (2010). <i>Communication Disorders in Turkish</i> . Clevedon: Multilingual Matters. Yavaş, M. (2011). Acquisition of #sC clusters: Are bilinguals different from monolinguals? <i>Clinical Linguistics and Phonetics</i> 25 (11), 981-988.