

Lorenzo García-Amaya

Associate Professor of Spanish and Linguistics

Department of Romance Languages and Literatures	Tel: (812) 606-0295 (m)
4220 Modern Languages Building	(734) 647-2323 (o)
812 E Washington Street	Web: www-personal.umich.edu/~lgarciaa/
University of Michigan	Email: lgarciaa@umich.edu

Education

2012	Ph.D. in Second Language Acquisition and Hispanic Linguistics, Indiana University
2006	M.A. in Hispanic Linguistics. Indiana University
2003	B.A. in English Language, Linguistics, and Literature, University of Seville, Spain

Employment University of Michigan

2025-	Associate Professor with Tenure of Spanish and Linguistics, Department of Linguistics
2022-	Associate Professor with Tenure of Spanish, Department of Romance Languages and Literatures
2016-2022	Assistant Professor of Spanish, Department of Romance Languages and Literatures
2015-	Co-Director of the Speech Production Lab (with Nicholas Henriksen)
2015-2016	Lecturer IV, Department of Romance Languages and Literatures
2012-2015	Lecturer III, Department of Romance Languages and Literatures

University of Alabama at Birmingham

2011-2012	Assistant Professor (Tenure Track). Department of Foreign Languages and Literatures
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Northern Illinois University

2010-2011	Lecturer, Department of Foreign Languages and Literatures
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Indiana University

2005-2010	Director, Indiana University Honors Program in Foreign Languages (IUHPFL), León, Spain
2005-2010	Phonetics, Culture, Conversation, Theater, and Choir Instructor, Indiana University Honors Program in Foreign Languages (IUHPFL), León, Spain
2004-2010	Assistant Instructor. Department of Spanish and Portuguese

Honors, Awards, and Fellowships

2025	President's Award for Leadership in International Education, Rising Professional Category Inaugural Recipient, Office of the President, University of Michigan,
2025	Honored Instructor, recognized for significant impact on residential students, Michigan Housing University of Michigan (2024–2025)
2024	Inaugural Leading for Equity and Advancing Diversity (LEAD) Fellow, University of

	Michigan
2022	Class of 1923 Memorial Teaching Award, College of Literature, Science, and the Arts, University of Michigan
2021	Individual Award for Outstanding Contributions to Undergraduate Education, College of Literature, Science, and the Arts, University of Michigan
2021	Outstanding Research Mentor Award, Undergraduate Research Opportunity Program (UROP), University of Michigan
2020	30th Golden Apple Award, Michigan Hillel, University of Michigan
2011	American Association of Applied Linguistics Graduate Student Award
2010	Outstanding Associate Instructor Award, Department of Spanish and Portuguese, Indiana University
2010	Graduate and Professional Student Government Research Award, Indiana University
2010	Agapito Rey/Donald Sisters/Timothy Rogers Fellowship, Department of Spanish and Portuguese, Indiana University

Departmental and University Service

University-Level Service

2024-2025	Leading for Equity and Advancing Diversity (LEAD) Fellow
2023-2025	Member, Provost's Well-Being Initiative
2022-	Member, Rackham International Student Fellowship Committee
2017-2020	Member, Center for Research on Learning and Teaching (CRLT) Foundational Course Initiative

College of Literature, Science, and the Arts

2025	Member, Center for Global and Intercultural Study Director Search Committee, College of Literature, Science, and the Arts
2023-2026	Member, Curriculum Committee, College of Literature, Science, and the Arts
2023-2026	Member, Transfer Subcommittee, College of Literature, Science, and the Arts
2023	Member, Online Course Modality Focus Group, College of Literature, Science, and the Arts
2012-	Recruitment Coordinator for Study Abroad, Center for Global and Intercultural Study

Department of Romance Languages and Literatures, University of Michigan

2025-	Center for Global and Intercultural Study Liaison
2025-	Graduate Student Instructor (GSI) Award Committee
2023-2025	Associate Chair
2023-2025	Coordinator of Postdoctoral Teaching
2023-2025	Chair, Curriculum Committee
2023-2025	Chair, Scheduling Committee
2023-2025	Co-chair, Lecturer Review Committee
2023-2025	Co-chair, Assessment Committee
2023-2025	Co-chair, Newsletter Committee
2023-2025	Member, Executive Committee
2023-2025	Member, Undergraduate Leadership Committee
2023	Member, Chief Administrator Search Committee
2021-2025	Presenter for SPAN 277 (avg. 25-30 individual presentations per year) promoting Spanish Major/Minor
2023-2025	Member, Teaching Professors Review Committee
2021-2023	Spanish Section Head
2017-2023	Chair, Spanish Major/Minor Recruitment Initiative

2014-2015	Member, Lecturer Review Committee
2013-2016	Member, Ad Hoc Committee to Revise Spanish 277
2013-2022	Spanish Internships Coordinator
2012-2023	Member, Spanish Undergraduate Curriculum Committee
2012-	Undergraduate Advisor

Leadership and Teaching in Study Abroad Programs

University of Michigan

Santiago de Compostela, Spain

Instructor, Center of Global and Intercultural Study, University of Michigan

Led and taught a 400-level course entitled “The Linguistic Reading of Literature” (Spring 2025, 2023, and 2022)

Alicante, Spain

Instructor, Center of Global and Intercultural Study, University of Michigan

Taught one 400-level course: “The Linguistic Reading of Literature” (Spring 2024)

Granada, Spain

Instructor, Center of Global and Intercultural Study, University of Michigan

Taught two 400-level courses: “The Linguistic Reading of Literature” and “Spanish Second Language Acquisition” (Winter 2024)

Salamanca, Spain

Instructor, Center of Global and Intercultural Study, University of Michigan

Led and taught a 300-level course: “Spain in Context” (Summer 2017, 2015, and 2014)

University of Alabama at Birmingham

Toledo, Spain

Director and Instructor, Study Away, University of Alabama at Birmingham

Led and taught a 400-level culture course during the summer term (Summer 2012)

Indiana University

León, Spain

Director and Instructor, Indiana University Honors Program in Foreign Languages

Directed and taught Spanish Pronunciation, Spanish Culture, and Spanish Theater in intensive comprehensive summer programs (Summer 2005, 2006, 2007, 2008, 2009, and 2010)

Professional Service

Organized Workshops and Panels at the University of Michigan

2025	“Program Leader Workshop: Developing an instructor-led study abroad program,” organized with Janelle Pangilinan and Patrick Morgan from Global Engagement Team, Office of the Provost, University of Michigan, October 21
2019	“The language program director as a conductor” and “Context and the individual in bilingual development.” Cristina Sanz (Georgetown University). University of Michigan, April 9
2019	“Learning to forget: phonological updates in the bilingual mental lexicon” and “Pronunciation teaching: what we know and what we’d like to know.” Isabelle Darcy (Indiana University). “University of Michigan, April 17-18

- 2018 “The teaching of heritage languages: Theoretical and pedagogical issues” and “The acquisition of gender agreement and phrasal word order in Spanish-English bilingual children.” Alejandro Cuza (Purdue University). University of Michigan, April 3-4
- 2017 “Error correction in foreign language classrooms: Journey to Ithaca” and “Success in multilingual learning: Continued, probabilistic, and beyond language.” Lourdes Ortega (Georgetown University), University of Michigan, April 6-7
- 2016 “Using CLAN to analyze syntactic complexity in a second language.” Nicole Tracy-Ventura and Amanda Huensch (University of South Florida). University of Michigan, March 17-18
- 2015 “Understanding second language fluency development: Comparisons with first language speech and with listener perceptions.” Ralph Rose (Waseda University). University of Michigan, March 11

Reviewing

Journal manuscript reviewing: *Applied Psycholinguistics*, *Canadian Journal of Applied Linguistics*, *Estudios de Lingüística Inglesa Aplicada*, *Hispania*, *Indiana University Working Papers in Linguistics*, *International Journal of Learner Corpus Research*, *Journal of Applied Linguistics and Professional Practice*, *Journal of the International Phonetic Association*, *Language Learning*, *Modern Language Journal*, *Studies in Second Language Acquisition*, *System*

Volumes and Proceedings reviewing: *Encyclopedia of Applied Linguistics*, *Handbook of Spanish Second Language Acquisition*, *Handbook of Spanish Sociolinguistics*, *Proceedings of 10th, 11th, 14th, and 16th Hispanic Linguistics Symposium*

Funding agency reviewing: National Science Foundation (NSF)

Research Grants

- 2025 LSA Associate Professor Support Fund (APSF). College of Literature, Science, and the Arts, University of Michigan. “Mapping Cognition in Second Language Fluency: The Conundrum of Language Immersion.” \$29,203.
- 2025 Summer Research Program, College of Literature, Science, and the Arts, University of Michigan. “Language Dominance in Hybrid Identity in Galicia.” \$6000
- 2024 Michigan Humanities Award, College of Literature, Science, and the Arts, University of Michigan. Scholarly activity leave.
- 2021 Summer Research Program, College of Literature, Science, and the Arts, University of Michigan. “Language usage is critical to language learning: Designing the ‘Study-Aboard Lang Log’.” \$6,000.
- 2020 Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan. \$1,500.
- 2019-2020 Humanities Collaboratory Public Dissemination Grant, University of Michigan. Grant to support the public dissemination of results from the research project “From Africa to Patagonia: Voices of Displacement.” Team members: Andries Coetzee (Linguistics) and from Romance Languages and Literatures: Nicholas Henriksen, Ryan Szpiech, Paulina Alberto, and Victoria Langland. \$25,000.
- 2019 Undergraduate Research Opportunity Fund Research Development Grant, University of

- Michigan. \$1,500.
- 2018-2019 *MCubed Grant, University of Michigan*. Awarded to support the research project “Flexibility and Bilingualism: How Does Flexible Word Order Affect Bilinguals’ Abilities to Process Their Second Language?” as Principal Investigator, in collaboration with Brady West (Institute of Social Research) and Savithry Namboodiripad (Linguistics). \$60,000.
- 2018 *Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan*. Award: \$1,000.
- 2017-2019 *Humanities Collaboratory Grant, University of Michigan*. “From Africa to Patagonia: Voices of Displacement.” Team members: Andries Coetzee (Linguistics) and from Romance Languages and Literatures: Nicholas Henriksen, Ryan Szpiech, Paulina Alberto, Victoria Langland. \$472,142.
- 2017 *Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan*. \$1,500.
- 2016-2017 *Humanities Collaboratory Grant, University of Michigan*. “Argentine Afrikaners: Interrogating Hybridity in a Unique Diasporic Community.” Team members (from Romance Languages and Literatures): Nicholas Henriksen, Lorenzo García-Amaya, Ryan Szpiech, Paulina Alberto, Kate Jenckes. \$68,747.
- 2016-2017 *MCubed Grant, University of Michigan*, “Using eye-tracking to understand language use and language processing in bilingual communities.” Team members: Julie Boland (Psychology), Andries Coetzee (Linguistics). \$15,000.
- 2015 *Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan*. \$1,500.
- 2015 *MCubed Grant, University of Michigan*, “Using big data to understand the architecture of second language development” (Principal Investigator); Collaborators: Nick Ellis, Nicholas Henriksen, and Cristina Moreiras-Menor. \$15,000.
- 2014 *Lecturers' Employee Organization (LEO) Professional Developmental Fund, University of Michigan*. \$900.
- 2014 *Research Teaching and Learning Lecturers' Professional Development Fund, Center for Research on Learning and Teaching (CRLT), University of Michigan*. Award: \$2,000.
- 2013 *Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan*. \$3,500.
- 2013 *Lecturers' Employee Organization (LEO) Professional Developmental Fund, University of Michigan*. \$900.
- 2012 *Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan*. \$4,500.
- 2012 *Research Teaching and Learning Lecturers' Professional Development Fund, Center for Research on Learning and Teaching (CRLT), University of Michigan*. \$2,000.

Teaching

At the University of Michigan

Spanish 488:	<i>The Linguistic Reading of Literature</i> . Spring 2025, Summer 2024, Winter 2024, Spring 2023, and Spring 2022
Complit 498:	<i>Independent study</i> . Winter 2020 (Samantha Tosa)
Spanish 487:	<i>The Acquisition of Spanish in a Study Abroad Setting</i> . Winter 2013

Spanish 435:	<i>Independent Study</i> . Fall 2019 (Kara Gunther), Fall 2018 (Kelly Kendro, Ella Zhang), Winter 2018 (Cindy Chu), Winter 2017 (Amelia Waters), Summer 2016 (Sarah VanDiepenbos), Winter 2016 (Ian Cook), Fall 2015 (Michael Abiragi), Summer 2015 (Audrey Niemchick), Winter 2014 (Andrés Espinoza), Fall 2013 (Angeline Gonyea, Yumi Masuda), and Winter 2013 (Sarah Awad-Farid, Stephen Daniels, Jeremy Neuman)
Spanish 428/299:	<i>Spanish Internship Abroad</i> . Fall 2016, Fall 2015, and Fall 2014
Spanish 418:	<i>Theories of Second Language Acquisition</i> . Winter 2024, Spring 2021 (online), Spring 2020 (online), Winter 2018, Fall 2017, Winter 2017, Winter 2016, Summer 2013, and Fall 2012
Spanish 413/ Education 455	<i>Methods of Teaching Spanish</i> . Winter 2025, Winter 2022 (hybrid), Winter 2021 (online), Winter 2020 (hybrid), Fall 2019, Winter 2016 Winter 2014, Winter 2015, and Fall 2013
Spanish 350:	<i>Independent study</i> . Winter 2019 (Alexandria Sheere), Fall 2018 (Lauren Levitt), and Winter 2017 (Sean Lang)
Spanish 340:	<i>Introduction to Contemporary Spanish Culture</i> . Taught in Salamanca for the Center for Global and Intercultural Study at the University, Summer 2017, Summer 2015, and Summer 2014
Spanish 298/ Ling 398/ Romling 298	<i>Introduction to Spanish Linguistics</i> . Fall 2025, Summer 2025 (Online), Fall 2024, Summer 2024 (Online), Fall 2023, Summer 2023 (Online), Fall 2021 (Online), Summer 2021 (Hyflex), Fall 2020 (Online), Summer 2020 (Online), Fall 2019, Summer 2019, Summer 2018, Fall 2017, Winter 2017, Fall 2016, Fall 2015, Winter 2015, Fall 2014, Winter 2014, Fall 2013, Winter 2013, and Fall 2012

At the University of Alabama at Birmingham

Spanish 490:	<i>Shape of Contemporary Spanish Culture</i> , Taught in Toledo, Spain, for the Study Away office at the University of Alabama at Birmingham in Summer 2012
Spanish 210:	<i>Spanish Conversation and Culture</i> , Fall 2011
Spanish 202:	<i>Intermediate Spanish 2</i> , Fall 2011
Spanish 201:	<i>Intermediate Spanish 1</i> , Spring 2012
Spanish 102:	Elementary Spanish 2, Fall 2011 and Spring 2012

At Northern Illinois University

Spanish 201:	<i>Intermediate Spanish 1</i> , Fall 2010 and Spring 2011
Spanish 101:	<i>Elementary Spanish 1</i> , Fall 2010 and Spring 2011

At Indiana University

Spanish 326:	<i>Introduction to Hispanic Linguistics</i> , Spring 2010
Spanish 312:	<i>Introduction to Expository Writing in Spanish</i> , Spring 2009
Spanish 310:	<i>Spanish Grammar and Composition</i> , Spring 2008

Spanish 280:	<i>Spanish Grammar in Context</i> , Fall 2009
Spanish 275:	<i>Introduction to Hispanic Culture</i> , Fall 2006, Fall 2007, Spring 2007, and Fall 2008
Spanish 250:	<i>Second Year Spanish II</i> , Spring 2006
Spanish 200:	<i>Second Year Spanish I</i> , Fall 2005
Spanish 105:	<i>First Year Spanish</i> , Fall 2004 and Spring 2005

Graduate Seminar Abroad

- 2019 University of Seville, Spain, January 14-15. Short course on “Pedagogical approaches to Teaching Theories of Second Language Acquisition”.

Advising

Postdoctoral Advising:

- Dr. Micha Fischer (2023-). Postdoctoral researcher. Speech Production Lab. Survey Methodology Program, Institute for Social Research.
- Dr. Myrna Cintrón-Valentín. (2019-2020). Postdoctoral researcher. Speech Production Lab. Dr. Cintrón-Valentín is currently a Research Data Specialist for the Department of Justice in Sacramento, California.
- Dr. Joshua Shapero (2017-2018). Postdoctoral researcher, Department of Anthropology. Dr. Shapero is currently Assistant Professor of Ethnology at the University of New Mexico.

Dissertation Committees, at the University of Michigan:

- Ahmed Farahat. Ongoing. *Examining Variation in Arabic Heritage Language Competence: Evidence from the Use of Negation in Cairene and Damascene Arabic*. Department of Middle East Studies.
- Sabo, Emily. 2020. *Social factors in the production, perception and processing of contact language varieties: Evidence from bilingual corpora, evaluations of perceived nativeness, and real-time processing (EEG) of Spanish-accented English*. Department of Linguistics.
- Cintrón-Valentín, Myrna. 2019. *The Effects of Form Focused Instruction and Captioning on Second Language Development*. Department of Psychology.

Undergraduate Honors Theses:

- Tampubolon, Juan. 2022. *Acceptability of constituent order in English-speaking Spanish learners in a university context*. Department of Linguistics. (Thesis Co-director with Savithry Namboodiripad, Director)
- Galvano, Amber. 2020. *Sound Change in Western Andalusian Spanish: An Acoustic Analysis of the Sequences /sp/, /st/, /sk/*. [Recipient of the Agnes Nicolini Vincenti Award for an Outstanding Honors Thesis in the Department of Romance Languages and Literatures.] (Thesis reader with Nicholas Henriksen, Director)
- Topelian, Annika. 2020. *Heritage Language Acquisition and Bilingualism: Western Armenian in the Diaspora*. [Recipient of the Matt Alexander Award for Best Undergraduate Honors Thesis in the Department of Linguistics.] (Thesis reader with Acrisio Pires, Director)
- Lang, Sean, 2019. *Cross-language interference between Afrikaans and Spanish: The phenomenon of filled pauses in spontaneous speech*. [Recipient of the Agnes Nicolini Vincenti Award for an Outstanding Honors Thesis in the Department of Romance Languages and Literatures.] (Thesis director)

- Ward, Michael. 2019. *Second Language Knowledge Affects Third Language Acquisition: L2 Spanish Status Effects in the Phonological Acquisition of L3 French Rhotics*. Department of Romance Languages and Literatures. (Thesis reader, with Nicholas Henriksen, director)
- Kendro, Kelly. 2019. *The Lasting Effects of Language Acquisition: Testing Cognitive Abilities after L2 Attrition*. Department of Psychology. (Thesis reader with Julie Boland, director)
- Buck, Gavin. 2017. *Systematic transfer of 'uptalk' from English (L1) to Spanish (L2) for native English speakers: A developmental study*. [Agnes Nicolini Vincenti Award for an Outstanding Honors Thesis] (Thesis reader with Nicholas Henriksen, director)
- Frederick, Bryan. 2015. *The effect of learning context on the acquisition of L2 spirantization*. [Chiara Maria Levin Award for Breadth and Excellence in the Department of Romance Languages and Literatures.] (Thesis director)
- Cao, Rebecca. 2014. Stress, dispersion, and variability of Catalan, French, and Spanish vowels. Outstanding Honors Thesis Award in the Department of Romance Languages and Literatures. (Thesis reader, with Nicholas Henriksen, director)

Undergraduate Research Opportunity Program (UROP):

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| 2024-2025 | Olivia Abraham, Lilianna Flores |
| 2023-2024 | Claire Byrd (<i>UROP Symposium Ribbon</i>), Michael Levin (<i>UROP Symposium Ribbon</i>), Riley Stipe (<i>UROP Symposium Ribbon</i>) |
| 2022-2023 | Dinah Atiqah Muhamad Taufeq, Hanzhen Zhu, Diego Felix-Trejo, David Cano |
| 2021-2022 | Emma Griffin, Max Morius |
| 2020-2021 | Mara Estrick (<i>UROP Symposium Ribbon</i>), Lauren Fuller, Elya Kaplan (<i>UROP Symposium Ribbon</i>), Renata Martell, Yonghuan Hu, Amelia Turco |
| 2019-2020 | Mateo Amprimo, Donavin Stoops, Juan Tampubolon |
| 2018-2019 | Matthew Neubacher, Brysyn McHenry (<i>UROP Symposium Ribbon</i>) |
| 2017-2018 | Mackenzie Kramer, Kara Gunther, Lauren Levitt, Ella Zhang |
| 2016-2017 | Andrew Dicks, Moiz Mahmood, Elias Murdoch-Morales, Angelica Orellana (<i>UROP Symposium Ribbon</i>), Brooke Perras, Maria Uribe (<i>UROP Symposium Ribbon</i>) |
| 2014-2015 | Lauren Guldán, Aaron Keyes, Alec Hall |
| 2013-2014 | Paul Akande, Sara Drlik, Bryan Frederick, Lauren Guldán, Aaron Keyes, Sandra Zadeyeh |
| 2012-2013 | Maya Adamczyk, Monique Becker, Sara Drlik (<i>UROP Symposium Ribbon</i>), Andrés Espinoza, Bryan Frederick (<i>UROP Symposium Ribbon</i>), Emily Plumley, Amanda Said, Thomas Sorek, Megan Spencer |

Press Mentions and Interviews

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| 2025 | Featured by Alex Piazza in the inaugural issue of <i>Inside LSA</i> . Resulting publication: “Reimagining language learning abroad.” |
| 2025 | Featured by Juliana Mesa and Corrin Leverton in the Center for Global and Intercultural Study Faculty Feature. Resulting publication: “Lorenzo García-Amaya receives 2025 President’s Award for Leadership in International Education.” |
| 2025 | García-Amaya, Lorenzo. “Remarks at the 2025 President’s Awards for Leadership in International Education Ceremony.” University of Michigan, Ann Arbor, September 12, 2025. Recording (YouTube). |
| 2025 | Interviewed by Fernanda Pires for <i>The University Record</i> . Resulting publication: “U-M honors three leaders for expanding global learning.” |
| 2024 | Interviewed with Nicholas Henriksen by Reyes Moreno for <i>Canal Sur Radio y Televisión</i> . Resulting publication: Dos profesores de la Universidad de Michigan investigan en Jerez y |

- [Granada las hablas andaluzas](#) [Two University of Michigan professors are researching Andalusian dialects in Jerez and Granada].”
- 2023 Interviewed by Aliyah Mitchell for the *We Are What We Speak* podcast, about “The Patagonia Project.” Released in two parts ([Part 1](#) and [Part 2](#)).
- 2023 Interviewed by Ashna Mehra, *Romance Languages and Literatures News and Events*. Resulting publication: “[Lorenzo García-Amaya’s TED-Ed Lesson Surpasses Two Million Views](#).”
- 2022 Co-authored academic article with C. Bjorndahl and M. Gibson: “[The CARE approach to incorporating undergraduate research in the phonetics/phonology classroom](#).” Published in *Language*, 98, 1–25.
- 2021 Featured by Caitlin Burr in *Undergraduate Research Opportunity* news during National Arts and Humanities Month. Resulting publication: “[Dr. Lorenzo García-Amaya Research Project Feature](#).”
- 2021 Interviewed by Meiru Chen (Executive Producer) for “[This is What We’re Talking About](#) (No. 2)” [Audio podcast episode]. Aired in *The Workings: From Human to Human Society*.
- 2020 Interviewed by Sharon Morioka for *Michigan Alumnus Magazine*. Resulting publication: “[Office Hours: Learning Language with Lorenzo García-Amaya](#).”
- 2020 Interviewed by James Dau for the *Rackham Graduate School*. Resulting publication: “[Speaking their legacy](#).”
- 2020 Interviewed by Caroline Wang for *The Michigan Daily*. Resulting publication: “[Golden Apple Award winner Lorenzo García-Amaya delivers lecture on second language acquisition, love for teaching](#).”
- 2020 Interviewed by Ann Zaniewski for *The University Record*. Resulting publication: “[Golden Apple recipient animates message of student learning](#).”
- 2020 Interviewed by Jeff Bleiler for *The University Record*, about “[García-Amaya receives 30th Golden Apple Award in virtual surprise](#).”
- 2020 Interviewed by Carter Howe for *The Michigan Daily*, about “[Spanish professor Lorenzo García-Amaya wins 2020 Golden Apple award for excellence in teaching](#).”
- 2019 Interviewed by Samantha Small for *The Michigan Daily*, about “[Collaborative humanities project brings professors and students together to understand cultural identity](#).”
- 2019 Interviewed by Brian Short for *LSA Magazine*, about “[Last words: LSA researchers work to document a lesser-known version of the Afrikaans language before the last generation of speakers is gone](#).”
- 2019 Interviewed together with Nicholas Henriksen by Naomi Meyer for the online magazine *LitNet*. Resulting publication: “[Revisiting the end of the world: an interview on language identity and displacement](#).”
- 2019 Interviewed by John Maytham for *The John Maytham Show*, CapeTalk. Focus: “[Afrikaans in Patagonia](#).”
- 2019 Featured by BBC World Service in a video, “[Patagonia’s last Boers keeping Afrikaans alive](#).”
- 2019 Interviewed by Jane Flanagan for *The Times*, about “[Boers of Patagonia keep Afrikaans alive](#).”
- 2019 Interviewed by Ellie Johandes for *Times Higher Education*, about “[Women in STEM: how to combine science and humanities research](#).”
- 2019 Interviewed by Malani Venter for *Die Burger* (South Africa). Resulting publication: “[Dis ons land die, maar Afrika is my regte land](#) [It’s our country, but Africa is my real country].”

- 2019 Interviewed by Dawie Boonzaaier for *Rapport* (South Africa). Resulting publication: “[Die Afrikaners van Argentinië \[The Afrikaners of Argentina\]](#).”
- 2018 Interviewed by Cynthia Canty (Producer) for *Stateside*, Michigan Radio. Focus: “[UM laboratory shows students, parents the real world value of a humanities education](#).”
- 2017 Interviewed by Jennifer Meer for *The Michigan Daily*, about “[University researchers study bilingualism in Argentina from a linguistic and sociocultural perspective](#).”
- 2015 Interviewed by Naomi Meyer for *LitNet*. Focus: “[kykNET Silwerskermfees 2015: Interview with producer Richard Gregory about The Boers at the End of the World](#)”.
- 2015 Film by Richard Gregory (Director), *The Boers at the End of the World*. Produced by Good Work.
- 2014 Media coverage by El Patagónico (Argentina), titled “[Cineasta sudafricano está rodando un documental sobre los bóers \[A South African filmmaker is making a documentary about the Boers\]](#).”
- 2014 [Media Interview](#) by Canal 9 Comodoro Rivadavia (Argentina).
- 2013 Interviewed by Molly Block for *The Michigan Daily*. Resulting publication: “[Professor Profile: Lorenzo García-Amaya](#).”

Collaboration with Online Archives

- 2012 [The Interactive Atlas of Spanish Intonation](#). Pilar Prieto and Paolo Roseano [coordinators].
- 2020 [From Africa to Patagonia Digital Archive](#). Nicholas Henriksen, Lorenzo García-Amaya, Andries Coetzee, Paulina Alberto, Ryan Szpiech, Victoria Langland, Joshua Shapero, Ana Silva [coordinators], and Ellie Johandes [archive curator].

Public Scholarship

Animated Videos

- 2021 García-Amaya, Lorenzo. (2021). ‘[Why do we, like, hesitate, when we, um, speak?](#)’ TED-Ed Lesson. Script writer role.
- 2021 García-Amaya, Lorenzo. (2021). ‘[Why are there Afrikaans speakers in Argentina?](#)’ Animated video for the *From Africa to Patagonia: Voices of Displacement*. Project director and Script writer.
- 2020 García-Amaya, Lorenzo. ‘[Words You Didn’t Know: Collaborating to Discover the Secrets of Second Languages](#)’, (2020) ‘*Last Lecture*’ delivered on receiving the 2020 Golden Apple Award at the University of Michigan, by invitation, October 16, 2020.

Public Essays

- 2020 Cook, Ian, Ella Deaton, Ellie Johandes, Kelly Kendro, Paulina Alberto, Andries W. Coetzee, **Lorenzo García-Amaya**, Victoria Langland, Ana Silva, Ryan Szpiech, and Nicholas Henriksen. Collaboration transcending crisis: Despite COVID, large-scale collaborative projects can help reimagine the humanities. *Inside Higher Ed*, 2020.
[\[www.insidehighered.com/views/2020/07/09/despite-covid-large-scale-collaborative-projects-can-help-reimagine-humanities\]](http://www.insidehighered.com/views/2020/07/09/despite-covid-large-scale-collaborative-projects-can-help-reimagine-humanities)
- 2019 Silva, Ana M., Paulina L. Alberto, Andries W. Coetzee, **Lorenzo García-Amaya**, Ellie Johandes, Victoria Langland, Ryan Szpiech, and Nicholas Henriksen. [La asombrosa historia de los gauchos sudafricanos de la Patagonia \[The amazing story of the South African gauchos of Patagonia\]](#). *Viva*.

- 2019 Szpiech, Ryan, Andries W. Coetzee, **Lorenzo García-Amaya**, Nicholas Henriksen, Paulina Alberto, Victoria Langland, and Joshua Shapero. "Language and identity: lessons from a unique Afrikaans community in Patagonia." In *The Conversation*. [www.theconversation.com/language-and-identity-lessons-from-a-unique-afrikaans-community-in-patagonia-107907]
- 2019 Silva, Ana M., Paulina L. Alberto, Andries W. Coetzee, **Lorenzo García-Amaya**, Ellie Johandes, Victoria Langland, Ryan Szpiech, and Nicholas Henriksen. (2019) "Boers en la Patagonia." *Clarín Viva*. [Sunday magazine of *Clarín*, largest Argentinian newspaper.]
- 2018 Henriksen, Nicholas, Andries W. Coetzee, **Lorenzo García-Amaya**, Paulina Alberto, Victoria Langland, Ryan Szpiech, and Joshua Shapero. "Afrikaans in Patagonia: Voices of displacement". *Babel: The Language Magazine*, August 2018:16-21.

Edited Volume

- 2019 García-Amaya, Lorenzo, Jannis Harjus, and Nicholas Henriksen. (2019). Las Hablas Andaluzas. *Revista Internacional de Lingüística Iberoamericana*, 34.

Peer-Reviewed Journal Articles

- 2025 Coetzee, Andries W., Nicholas Henriksen, and Lorenzo García-Amaya. Cross-language interactions of phonetic and phonological processes: Intervocalic plosive lenition in Afrikaans-Spanish bilinguals. *Studies in Second Language Acquisition*.
<https://doi.org/10.1017/S0272263124000731>
- 2024 García-Amaya, Lorenzo. Investigating the relation between L2 pauses, syntactic complexity, and pause location: Longitudinal data from L2-Spanish study-abroad learners. *Second Language Research*, 40(2), 399–429. <https://doi.org/10.1177/02676583231152652>
- 2023 Henriksen, Nicholas, Lorenzo García-Amaya, Micha Fischer, Jessica Czapla, Natalie Dakki, Amber Galvano, Sarah Khansa, Ellie Maly, Zoe Phillips, Vidhya Premkumar, Stepan Topouzian, and Thomas Wiaduck. (2023). Perceptions of regional origin and social attributes of phonetic variants used in Iberian Spanish. *Journal of Linguistic Geography*, 11(2), 119–143.
[doi:10.1017/jlg.2023.6](https://doi.org/10.1017/jlg.2023.6)
- 2022 García-Amaya, Lorenzo. An investigation into utterance-fluency patterns of advanced L2 bilinguals: Afrikaans and Spanish in Patagonia. *Linguistic Approaches to Bilingualism*, 12(2), 163–190. <https://doi.org/10.1075/lab.19090.gar>
- 2022 García-Amaya, Lorenzo. Exploring the connection between language use and oral proficiency during study abroad: Results from the Daily Language Questionnaire 2. *Foreign Language Annals*, 55(1), 198–221. <https://doi.org/10.1111/flan.12587>
- 2021 García-Amaya, Lorenzo and Myrna Cintrón-Valentín*. The effects of textually enhanced captions on written elicited imitation in L2 grammar. *Modern Language Journal*, 105(4), 919–935.
<https://doi.org/10.1111/modl.12740>
- 2021 Cintrón-Valentín, Myrna*, and Lorenzo García-Amaya. Investigating textual enhancement and captions in L2 grammar and vocabulary: An experimental study. *Studies in Second Language Acquisition*, 43(5), 1068–1093. <https://doi.org/10.1017/s0272263120000492>
- 2021 García-Amaya, Lorenzo. A change of setting: Measuring language use in an overseas immersion context. *Study Abroad Research in Second Language Acquisition and International Education*, 6(1), 32–58. <https://doi.org/10.1075/sar.19010.gar>

- 2021 Henriksen, Nicholas, Andries W. Coetzee, Lorenzo García-Amaya, and Micha Fischer*. Exploring language dominance through code-switching: Intervocalic voiced stop lenition in Afrikaans-Spanish bilinguals. *Phonetica*, 78(3), 201–240. <https://doi.org/10.1515/phon-2021-2005>
- 2020 García-Amaya, Lorenzo and Sean Lang**. Filled pauses are susceptible to cross-language phonetic influence: Evidence from Afrikaans-Spanish bilinguals. *Studies in Second Language Acquisition*, 42(5), 1015–1077. <https://doi.org/10.1017/s0272263120000169>
- 2020 Szpiech, Ryan, Joshua Shapero, Andries W. Coetzee, Lorenzo García-Amaya, Paulina Alberto, Victoria Langland, Ellie Johandes**, and Nicholas Henriksen. Afrikaans in Patagonia: Language shift and cultural integration in a rural immigrant community. *International Journal of the Sociology of Language*, 2020(266), 33–54. <https://doi.org/10.1515/ijsl-2020-2110>
- 2019 García-Amaya, Lorenzo, Harjus Jannis, and Nicholas Henriksen. Introducción. Las hablas andaluzas: estado de la cuestión [Introduction. Andalusian Spanish: The State of the Matter]. *Revista Internacional de Lingüística Iberoamericana*, 34, 7–13.
- 2019 Henriksen, Nicholas and Lorenzo García-Amaya. Falsetto in interaction in Western Andalusian Spanish: A pilot study. *Revista Internacional de Lingüística Iberoamericana*, 34, 101–124.
- 2019 Cintrón-Valentín, Myrna*, Lorenzo García-Amaya, and Nick C. Ellis. Captioning and grammar learning in the L2 Spanish classroom. *The Language Learning Journal*, 47(4), 439–459. <https://doi.org/10.1080/09571736.2019.1615978>
- 2017 García-Amaya, Lorenzo. Detailing L1 and L2 use in study-abroad research: Data from the Daily Linguistic Questionnaire. *System*, 71, 60–72. <https://doi.org/10.1016/j.system.2017.09.023>
- 2012 Henriksen, Nicholas and Lorenzo García-Amaya. Transcription of intonation of Jerezano Andalusian Spanish. *Estudios de Fonética Experimental*, 21, 109–162.
- 2008 García-Amaya, Lorenzo. The effect of topic on rate of speech. *Estudios de Lingüística Inglesa Aplicada*, 8, 117–150.

Book Chapters and Peer-Reviewed Conference Proceedings

- 2024 Coetzee, Andries W., Lorenzo García-Amaya, and Nicholas Henriksen. Patagonian Afrikaans: A remnant variety spoken in South America. In Wannie Carstens and Nerina Bosman. (Eds.) *Afrikaans Linguistics: Contemporary Perspectives*. Cape Town: Sun Press.
- 2019 Henriksen, Nicholas, Lorenzo García-Amaya, Andries W. Coetzee and Daan Wissing. Language contact in Patagonia: Durational control in the acquisition of Spanish and Afrikaans phonology. In F. Martínez-Gil and S. Colina (Eds.), *The Routledge Handbook of Spanish Phonology* (pp. 416–438). New York: Routledge.
- 2018 García-Amaya, Lorenzo. Utterance fluency in the study abroad context: An overview of research methodologies. In C. Sanz and A. Morales-Front (Eds.), *The Routledge Handbook of Study Abroad Research and Practice* (pp. 181–192). New York: Routledge.
- 2016 Henriksen, Nicholas, Meghan E. Armstrong, and Lorenzo García-Amaya. The intonational meaning of polar questions in Manchego Spanish spontaneous speech. In M. Armstrong, N. Henriksen, and M. Vanrell (Eds.), *Intonational Grammar in Ibero-Romance: Approaches across linguistic subfields* (pp. 181–206). Amsterdam: John Benjamins.

- 2012 Abelló-Contesse, Christián and Lorenzo García-Amaya. Bardovi-Harlig, Kathleen. In C.A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Oxford, UK: Wiley-Blackwell.

Peer-Reviewed Conference Proceedings and Working Papers

- 2023 García-Amaya, Lorenzo, Kelly Kendro, and Nicholas Henriksen. (2023). Regional variation, articulation rate, and pausing patterns in three varieties of Spanish. In R. Skarnitzl and J. Volín (Eds.), *Proceedings of the 20th International Congress of Phonetic Sciences* (pp. 1449–1453). Guarant International.
- 2019 Coetzee, Andries W., Lorenzo García-Amaya, Jiseung Kim*, Daan Wissing, and Nicholas Henriksen. (2019). Velar palatalization in Patagonian and South African Afrikaans: Language and Settlement History in an Expatriate Community. In S. Calhoun, P. Escudero, M. Tabain and P. Warren (Eds.), *Proceedings of the 19th International Congress of Phonetic Sciences* (pp. 1610–1614). Canberra, Australia: Australian Speech Science and Technology Association.
- 2019 Alberto, Paulina, Ana Silva*, Andries W. Coetzee, Lorenzo García-Amaya, Victoria Langland, Ryan Szpiech, Ellie Johandes**, and Nicholas Henriksen. (2019). Los otros afro-argentinos: Narrativas raciales de la colectividad sudafricana de la Patagonia del siglo XX. In E. Lamborghini, M. Ghidoli, and J. F. Martínez Peria (Eds.), *Estudios Latinoamericanos 4: Actas de las Sextas Jornadas del GEALA* (pp. 175–190). Buenos Aires: Editions of the Cultural Center of the F. G. Cooperation.
- 2015 García-Amaya, Lorenzo. (2015). A longitudinal study of filled pauses and silent pauses in second language speech. In R. Lickley (Ed.), *The 7th Workshop on Disfluency in Spontaneous Speech (DiSS 2015)* (pp. 23–28). Edinburgh, UK: The University of Edinburgh.
- 2015 Coetzee, Andries W., Lorenzo García-Amaya, Nicholas Henriksen, and Daan Wissing. (2015). Bilingual speech rhythm: Spanish-Afrikaans in Patagonia. In The Scottish Consortium for ICPhS 2015 (Eds.), *Proceedings of the 18th International Congress of Phonetic Sciences*. Glasgow, UK: The University of Glasgow.
- 2012 Geeslin, Kimberly L., Lorenzo García-Amaya, Maria Hasler-Barker, Nicholas C. Henriksen and Jason Killam. (2012). The L2 acquisition of variable perfective past time reference in Spanish in an overseas immersion setting. In K. Geeslin and M. Díaz-Campos (Eds.), *Selected proceedings of the 14th Hispanic Linguistic Symposium* (pp. 197–213). Somerville, MA: Cascadilla Press.
- 2010 Geeslin, Kimberly L., Lorenzo García-Amaya, Maria Hasler-Barker, Nicholas C. Henriksen, and Jason Killam. (2010). The SLA of direct object pronouns in a study abroad immersion environment where use is variable. In C. Borgonovo, M. Español-Echevarría and P. Prévost (Eds.), *Selected proceedings of the 12th Hispanic Linguistic Symposium* (pp. 246–259). Somerville, MA: Cascadilla Press.
- 2009 García-Amaya, Lorenzo. (2009). New findings on fluency measures across three different learning contexts. In J. Collentine, M. García, B. Lafford and F. Marcos-Marín (Eds.), *Selected Proceedings of the 11th Hispanic Linguistics Symposium* (pp. 68–80). Somerville, MA: Cascadilla Press.
- 2008 García-Amaya, Lorenzo. (2008). Variable norms in the production of /θ/ in Jerez de la Frontera, Spain. In J.F. Siegel, T.C. Nagle, A. Lorente-Lapole and J. Auger (Eds.), *IUWPL7: Gender in Language: Classic Questions, New Contexts* (pp. 49–71). Bloomington, IN: IULC Publications.

Book Reviews

- 2014 Henriksen, Nicholas, **Lorenzo García-Amaya**, and Sarah Harper**. (2014). Review of the book *The Phonology of Intonation and Phrasing*, ed. by Sun-Ah Jun. *Estudios de Fonética Experimental*, 23, 296–300.
- 2015 Henriksen, Nicholas and **Lorenzo García-Amaya**. (2012). Review of the book *Perception of Castilian Spanish Intonation: Implications for Intonational Phonology*, by Timothy L. Face. *Estudios de Fonética Experimental*, 21, 266–270.

Presentations and Talks

Keynotes and Other Invited Presentations

- 2025 García-Amaya, Lorenzo. *Course Design with Equity in Mind*. Invited Panelist. Panel discussion for new faculty on equitable course design and inclusive syllabus development. LSA Teaching Academy program, Center for Research on Learning and Teaching, University of Michigan, October 24.
- 2024 García-Amaya, Lorenzo. *The power of multilingualism: unlocking minds and bridging cultures*. Presented at the Department of Linguistics (Linguistics 111) at the University of Michigan, November 20.
- 2023 García-Amaya, Lorenzo. *Investigating the impact of long-term bilingualism on filled-pause production and fluency patterns in Afrikaans-Spanish bilinguals*. Presented at Sociolinguistic Lab (SLAB) at the University of California, Berkeley, April 3.
- 2023 García-Amaya, Lorenzo. *How to mentor new mentors?* Presentation given for new UROP mentor at the University of Michigan, September 15.
- 2022 García-Amaya, Lorenzo. *The importance of mentorship: You make a difference*. Keynote presentation at the Undergraduate Research Opportunity Program Symposium at the University of Michigan, April 20.
- 2021 García-Amaya, Lorenzo and Andries Coetzee. *Afrikaans in Patagonia: The unexpected survival of a Germanic language in Argentina*. Presented at the Foro de Política Lingüística at Universidad Pontificia de Comillas, Spain, October 27.
- 2021 García-Amaya, Lorenzo. *Producing and transcribing English sounds*. Presented at the Department of Linguistics (Linguistics 209) at the University of Michigan, February 16.
- 2020 Henriksen, Nicholas and Lorenzo García-Amaya. *Long-term language contact in Argentina: Data from the Afrikaans-Spanish bilingual community*. Presented at the Katholische Universität Eichstätt-Ingolstadt, Germany, December 14.
- 2020 García-Amaya, Lorenzo. Invited speaker, Parents' Weekend (virtual), University of Michigan LSA. Conversation with Dean Anne Curzan and students on remote learning. November 6.
- 2020 García-Amaya, Lorenzo. *Words You Didn't Know: Collaborating to Discover the Secrets of Second Languages*; 'Last Lecture' delivered upon receiving the 2020 Golden Apple Award at the University of Michigan, October 16.
- 2020 García-Amaya, Lorenzo, Nicholas Henriksen, and Andries W. Coetzee. *From Africa to Patagonia: Racial narratives in an Afrikaans expatriate community in Patagonia, Argentina*. Presented at the University of Cape Town, School for African and Gender Studies, Anthropology,

- and Linguistics, South Africa, March 6.
- 2020 García-Amaya, Lorenzo, Nicholas Henriksen, and Ana Silva. Presentation on collaboration in the humanities: "The Humanities Collaboratory: Afrikaans in Patagonia - Voices of Displacement and Racism in Argentina." January 24.
 - 2019 García-Amaya, Lorenzo. From Africa to Patagonia: A Humanities Collaboration. Presented at the University of Western Ontario, Canada, September 20.
 - 2019 García-Amaya, Lorenzo. Pedagogical approaches to Teaching Theories of Second Language Acquisition. Presented at the University of Seville, Spain, January 14-15.
 - 2019 García-Amaya, Lorenzo and Nicholas Henriksen. Presented at Juan Pablo Mora's graduate class on our *Afrikaans in Patagonia* Project. University of Seville. January.
 - 2019 García-Amaya, Lorenzo, Nick Henriksen and Andries Coetzee. *From Africa to Patagonia: Voices of Displacement*. Presentation given at the Ann Arbor District Library, focusing on the Afrikaans community in Patagonia, Argentina. September 5.
 - 2018 García-Amaya, Lorenzo, Nick Henriksen and Andries Coetzee. HC@3 (*Humanities Collaboratory at 3 Years Old*). Presentation given at the Hatcher Graduate Library, focusing on our Collaboratory Project *Afrikaans in Patagonia: Voices of Displacement*. October 11.
 - 2017 García-Amaya, Lorenzo. (2017). Language Learning in Study Abroad Contexts. Presented at the School of Education (Education 870) at the University of Michigan, February 15.
 - 2015 García-Amaya, Lorenzo. How to become a successful second language learner. Presented at the Department of Linguistics (Linguistics 111) at the University of Michigan, April 15.
 - 2014 García-Amaya, Lorenzo. Variation in the Spanish-speaking world. Presented at the Department of Linguistics (Linguistics 340) at the University of Michigan, by invitation, September 15.
 - 2010 García-Amaya, Lorenzo. Cognitive abilities of L2 language learners: What happens to the L2 when the L1 is inhibited? Presented at the University of Seville, Spain, by invitation, December 20.

Presentations at Conferences

- 2023 García-Amaya, Lorenzo. (2023). Documenting L2 Spanish use before, during, and after COVID-19 quarantine: Data from the Daily Language Questionnaire 3. Presentation at *American Association for Applied Linguistics*, Portland, Oregon, March 18-22, 2023.
- 2022 García-Amaya, Lorenzo, Kelly Kendro*, and Nicholas Henriksen. (2022). Regional variation in articulation rate and pausing across three dialects of Spanish. Poster presented at *The 18th Conference on Laboratory Phonology*.
- 2021 García-Amaya, Lorenzo and Myrna Cintrón-Valentín. Form-Focused Instruction through Captioned Grammar in L2 Spanish: An Experimental Study. Oral presentation at *EuroSLA 30*. University of Barcelona, Barcelona, Spain, June 30-July 3.
- 2020 Stephen Tobin, Alex Kramer, Savithry Namboodiripad, Lorenzo García-Amaya, Yourdanis Sedarous, Nicholas Henriksen, Andries Coetzee and Julie Boland. Portable pupillometry on a shoe-string: A sentence processing demonstration. Poster presentation at *Architectures and Mechanisms for Language Processing Conference*, University of Potsdam, Potsdam, Germany, September 3-5.

- 2019 García-Amaya, Lorenzo and Nicholas Henriksen. Speech rate and pause variation in two varieties of Peninsular Spanish. Poster presentation at *4th Workshop on Sound Change*, Salamanca, Spain, October 18.
- 2019 García-Amaya, Lorenzo. The relationship between pausing, complexity, and phrase position in L2 narratives: Longitudinal data from an overseas immersion program. Paper presented at the *EuroSLA 29*, Lund, Sweden, August 28-31.
- 2019 Henriksen, Nicholas, Lorenzo García-Amaya, Andries W. Coetzee, and Daan Wissing. Phonological effects of long-term language contact: Obstruent lenition in Patagonian Spanish and Afrikaans. Paper presented at the *EuroSLA 29*, Lund University, Lund, Sweden, August 28-31.
- 2019 Coetzee, Andries W., Lorenzo García-Amaya, Jiseung Kim*, Daan Wissing, and Nicholas Henriksen. Velar palatalization in Patagonian and South African Afrikaans: Language and Settlement History in an Expatriate Community. *19th International Congress of Phonetic Sciences (ICPhS 19)*, Melbourne, Australia, August 5-9.
- 2019 Henriksen, Nicholas, Lorenzo García-Amaya, Jiseung Kim. Uncovering the geographic origins of bilingual immigrant communities: Spanish-Afrikaans bilingualism in Patagonia. Paper presented at *International Symposium of Bilingualism*, University of Alberta, Alberta, Canada, June 23-28.
- 2019 Henriksen, Nicholas, Andries W. Coetzee, Lorenzo García-Amaya, Jiseung Kim*, and Daan Wissing. Uncovering the geographic origin of immigrant communities: Transitional gliding in Patagonian Afrikaans. Poster presented at *Phonetics and Phonology in Europe*, Lecce, Italy, June 17-19.
- 2019 Cintrón-Valentín, Myrna*, Lorenzo García-Amaya, and Nick C. Ellis. The Effects of Textual Enhancement and Captioning on the Uptake of L2 Spanish Grammar. Paper presented at *American Association of Applied Linguistics 2019*, Atlanta, GA, United States, March 9-12.
- 2018 Cintrón-Valentín, Myrna*, Lorenzo García-Amaya, and Nick Ellis. To what extent can captioning facilitate Second Language Learning? Paper presented at the *Second Language Research Forum*, Université du Québec à Montréal, Montreal, Canada, October 26-28.
- 2018 Kim, Jiseung*, Andries W. Coetzee, Lorenzo García-Amaya, Nicholas Henriksen, and Daan Wissing. A comparative analysis of transitional gliding in Patagonian and South African Afrikaans. Paper presented at *MidPhon 23*, Northwestern University, Chicago, IL, United States, October 5-6.
- 2018 Coetzee, Andries W., Lorenzo García-Amaya, Nicholas Henriksen, and Daan Wissing. Aspects of the phonetics and phonology of Patagonian Afrikaans. Paper presented at *Second Afrikaans Grammar Workshop*, Ghent, Belgium, October 5-6.
- 2018 Henriksen, Nicholas, Andries W. Coetzee, Lorenzo García-Amaya, Daan Wissing, and Dominique Bouavichith*. Phonological effects of long-term language contact: Spanish and Afrikaans in Patagonia. Poster presented at *LabPhon 16*, Universidade de Lisboa, Lisbon, Portugal, June 19-22.
- 2018 García-Amaya, Lorenzo. Using qualitative and quantitative methods to understand language use during a Study Abroad experience: Results from the Daily Language Questionnaire 2. Paper presented at *American Association of Applied Linguistics 2018*, Chicago, IL, United States, March 24-27, 2018.

- 2018 García-Amaya, Lorenzo. Myrna Cintrón-Valentín*, and Nick C. Ellis. Captioning and Grammar learning in the L2 Spanish Classroom. Paper presented at the *American Association of Applied Linguistics 2018*, Chicago, IL, United States, March 24-27.
- 2018 Henriksen, Nicholas, Meghan E. Armstrong, and Lorenzo García-Amaya. Second-language intonation in the study-abroad context: Examination of non-question rises ('uptalk') by English-speaking L2 learners of Spanish. Paper presented at the *American Association of Applied Linguistics 2018*, Chicago, IL, United States, March 24-27.
- 2017 García-Amaya, Lorenzo. Language Use in the Study Abroad Experience: What do learners do when abroad? Paper presented at the *Second Language Research Forum*, Ohio State University, Columbus, OH, United States, October 12-15.
- 2017 Cintrón-Valentín, Myrna*, Lorenzo García-Amaya, and Nick C. Ellis. Captioning and Grammar Learning in the L2 Spanish Classroom. Paper presented at *Second Language Research Forum*, Ohio State University, Columbus, OH, United States, October 12-15.
- 2017 García-Amaya, Lorenzo. Methodological Innovations in Study Abroad Research: A New Proposal for Assessing Language Use While Abroad. Paper presented at the *American Association of Applied Linguistics 2017*, Portland, OR, United States, March 18-21.
- 2017 García-Amaya, Lorenzo. Phonic Variation in L2 Spanish Fluency: Exploring the connection between oral production and cognitive abilities. Paper presented at the *Deutscher Hispanistentag 2017*, Ludwig-Maximilians-Universität München, Munich, Germany, March 29-April 2.
- 2017 Cintrón-Valentín, Myrna*, Lorenzo García-Amaya, and Nick C. Ellis. Captioning and Grammar Learning in the L2 Spanish Classroom. Paper presented at the *Symposium GDRI-SLAT*, Université de Paris 8, Paris, France, May 18-19.
- 2016 García-Amaya, Lorenzo. Exploring the Connection between Working Memory and Utterance Fluency in L2 Spanish: Data from Study Abroad. Paper presented at *EuroSLA 2016*, Jyväskylä, Finland, August 24-27.
- 2016 Cintrón-Valentín, Myrna*, Lorenzo García-Amaya, and Nick C. Ellis. Can Closed Captioning facilitate L2 Grammar Learning in the Spanish Classroom? Paper presented at the *Symposium on Teaching and Learning Vocabulary in Another Language*, Western University, London, Canada, October 21.
- 2015 Coetzee, Andries W., Lorenzo García-Amaya, Nicholas Henriksen, and Daan Wissing. Transfer effects in bilingual rhythm: Afrikaans-Spanish bilinguals in Patagonia. Paper presented at *Second Language Research Forum*, Georgia State University, Atlanta, GA, United States October 29-31.
- 2015 Coetzee, Andries W., Lorenzo García-Amaya, Nicholas Henriksen, and Daan Wissing. Bilingual speech rhythm: Spanish-Afrikaans in Patagonia. Paper presented at the *18th International Congress of Phonetic Sciences*, Glasgow, Scotland, August 10-14
- 2015 Coetzee, Andries W., Lorenzo García-Amaya, Nicholas Henriksen, and Daan Wissing. Afrikaans in Patagonia: Maintenance and loss under Spanish contact. Paper presented at the *Joint Annual Conference of the Linguistic Society of Southern Africa (LSSA), the Southern African Applied Linguistics Association (SAALA) and the South African Association for Language Teaching (SAALT)*, North-West University, Potchefstroom, South Africa, June 24-26.
- 2015 Coetzee, Andries W., Lorenzo García-Amaya, Nicholas Henriksen, and Daan Wissing. Rhythmic

- transfer in language contact: Spanish and Afrikaans in Patagonia. Paper presented at the *Linguistics Symposium on Romance Languages*, University of Campinas, Campinas, Brazil, May 6-9.
- 2013 García-Amaya, Lorenzo and Isabelle Darcy. Fluency and cognitive resources in the at-home and study abroad contexts: A comparative study. Paper presented at the *Second Language Research Forum*, Brigham Young University, Provo, UT, United States, October 31-November 2.
- 2013 García-Amaya, Lorenzo and Isabelle Darcy. Attention control in study abroad context: Longitudinal data from L2 learners of Spanish. Paper presented at the *American Association for Applied Linguistics Conference*. Dallas, TX, March 16-19.
- 2012 García-Amaya, Lorenzo. Disfluencies and language use in L2 Spanish: Longitudinal data from the study abroad and at-home contexts. Paper presented at the *Workshop on Fluent Speech*, Utrecht University, Utrecht, Netherlands, November 12-13.
- 2012 García-Amaya, Lorenzo. Testing the threshold hypothesis in an abroad context: Data on L2 fluency and cognition. Paper presented at the *Second Language Research Forum*, Pittsburgh, PA, October 18-21.
- 2012 García-Amaya, Lorenzo. L1 inhibition in the study abroad experience: A reaction time study. Paper presented at the *American Association for Applied Linguistics Conference*, Boston, MA, United States, March 24-27.
- 2011 García-Amaya, Lorenzo. Cognitive demands of the study abroad experience. Paper presented at the *Second Language Research Forum*, Iowa State University, Ames, IA, United States, October 13-16.
- 2011 Czerwionka, Lori and Lorenzo García-Amaya. Variability and clausal position of discourse markers in L2 oral production: Sociopragmatic learning in a 6-week overseas immersion program. Paper presented at the *15th Hispanic Linguistics Symposium*, University of Georgia, Athens, GA, United States, October 6-9.
- 2011 García-Amaya, Lorenzo. Inhibiting the L1 in benefit of the L2: Cognitive demands of the study abroad experience. Paper presented at the *15th Hispanic Linguistics Symposium*, University of Georgia, Athens, GA, United States, October 6-9.
- 2011 García-Amaya, Lorenzo and Nicholas Henriksen. An initial examination of Andalusian Spanish intonation: Data from an intonation survey. Paper presented at *Phonetics and Phonology in Iberia 2011*, Tarragona, Spain, June 21-22.
- 2011 García-Amaya, Lorenzo. Filled pauses, discourse markers and clause type in the oral production of second language learners across three different learning contexts. Paper presented at the *American Association for Applied Linguistics Conference*, Chicago, IL, United States, March 26-29.
- 2010 García-Amaya, Lorenzo and Marisa Figueras. From filled pauses to discourse markers in 6 weeks in an overseas immersion program: An account of the relationship of these particles with clause type and oral fluency. Paper presented at the *14th Hispanic Linguistics Symposium*, Indiana University, Bloomington, IN, United States, October 14-17.
- 2010 Geeslin, Kimberly, Lorenzo García-Amaya, Maria Hasler-Barker, Nicholas Henriksen and Jason Killam. The L2 Acquisition of variable perfective past time reference in Spanish in an overseas

- immersion setting. Paper presented at the *14th Hispanic Linguistics Symposium*, Indiana University, Bloomington, IN, United States, October 14-17.
- 2010 García-Amaya, Lorenzo. The relationship between filled pauses and clause type in the oral speech production of second language learners across three different learning contexts. Paper presented at the *Kentucky Foreign Language Conference*, University of Kentucky, Lexington, KY, United States, April 15-17.
- 2009 García-Amaya, Lorenzo. The role of neighborhood density and other lexical variables in second language learners' oral speech production. Paper presented at the *American Association for Applied Linguistics Conference*, Denver, CO, United States, March 21-24.
- 2008 García-Amaya, Lorenzo. (2008). Fluency, topic and syntactic complexity: New findings in second language speech production. Paper presented at the *Hispanic Linguistic Symposium*, Laval University, Quebec City, Canada, October 23-26.
- 2008 Geeslin, Kimberly, Lorenzo García-Amaya, Maria Hasler, Nicholas Henriksen, and Jason Killam. The SLA of direct object pronouns in a study abroad immersion environment where use is variable. Paper presented at the *12th Hispanic Linguistics Symposium*, Laval University, Quebec City, Canada, October 23-26.
- 2008 García-Amaya, Lorenzo. New findings on the role of topic on fluency measures. Paper presented at the *American Association for Applied Linguistics Conference*, Washington, DC, United States, March 29-April 2, 2008.
- 2008 García-Amaya, Lorenzo. Variable norms in the production of /θ/ in Jerez de la Frontera, Spain. Paper presented at the *Kentucky Foreign Language Conference*, University of Kentucky, Lexington, KY, United States, April 17-19.
- 2007 García-Amaya, Lorenzo. New Findings on fluency measures across three different learning contexts. Paper presented at the *11th Hispanic Linguistics Symposium*, University of Texas at San Antonio, San Antonio, TX, United States, November 1-4.
- 2006 García-Amaya, Lorenzo. Disfluencies in advanced second language learners: A drawback or a strategy? Paper presented at the *10th Hispanic Linguistic Symposium*, University of Western Ontario, London, Ontario, October 19-22.