

# Luis Cerezo, Ph.D.

Department of World Languages & Cultures · Gray Hall 226 · American University  
4400 Massachusetts Avenue NW · Washington, DC 20016  
Phone: (202) 885-6277 · Website: [www.luiscerezophd.com](http://www.luiscerezophd.com) · E-mail: [cerezoce@american.edu](mailto:cerezoce@american.edu)

## EDUCATION

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2010	<b>Ph.D. (distinction)</b>	Spanish Linguistics	GEORGETOWN UNIVERSITY
2006	<b>M.S.</b>	Spanish Applied Linguistics	GEORGETOWN UNIVERSITY
2005	<b>M.S.</b>	Computational Linguistics	GEORGETOWN UNIVERSITY
2002	<b>M.S.</b>	Machine Translation	UNIVERSITY OF MANCHESTER
1999	<b>B.A.</b>	Translation & Interpreting	UNIVERSITY OF MALAGA

## ACADEMIC EMPLOYMENT

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			AMERICAN UNIVERSITY
2010-date	<b>Director</b>	Spanish Language Program	
2017-date	<b>Associate Professor</b>	Spanish Linguistics	
2011-17	<b>Assistant Professor</b>	Spanish Linguistics	
2010-11	<b>Instructor</b>	Spanish Linguistics	
			GEORGETOWN UNIVERSITY
2009	<b>Interim Director</b>	Intensive Spanish Program (all levels)	
2007-09	<b>Assistant Director</b>	Intensive Spanish Program (elementary & intermediate)	
2004-09	<b>Instructor</b>	Spanish Linguistics	
			UNIVERSITY OF MALAGA
1999-2001	<b>Teaching Assistant</b>	Translation & Interpreting	

## SELECTED HONORS AND AWARDS

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2021	CTRL Teaching & Scholarship Faculty Fellow	AMERICAN UNIVERSITY
2020	Milton and Sonia Greenberg Scholarship of Teaching and Learning Award	AMERICAN UNIVERSITY
2012	Harold N. Glassman Dissertation Award	GEORGETOWN UNIVERSITY
2011	Jack Child Teaching with Technology Award	AMERICAN UNIVERSITY
2000	First National Valedictorian, B.A. in Translation	SPANISH MINISTRY OF EDUCATION

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**PUBLICATIONS (ORCID: 0000-0002-4807-9892)**

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**EDITED BOOKS**

Muñoz-Basols, J., Fuertes-Gutiérrez, M., **Cerezo, L.** (Eds.) (forthcoming). *La enseñanza del español mediada por tecnología* [“Technology-mediated Spanish language teaching”]. London, UK; New York, NY: Routledge.

Leow, R. P., **Cerezo, L.**, Baralt, M. (Eds.) (2015). *A psycholinguistic approach to technology and language learning*. Berlin, Germany; Boston, MA: De Gruyter Mouton (267 pp.).

**JOURNAL ARTICLES**

**Cerezo, L.** (2017). Always together or alone first? Effects of type of collaborative translation on Spanish L2 development. *Journal of Spanish Language Teaching*, 4(2), 152–167.

**Cerezo, L.** (2016). Type and amount of input-based practice in CALI: The revelations of a triangulated research design. *Language Learning & Technology*, 20(1), 100–123. Available at <http://lt.msu.edu/issues/february2016/cerezo.pdf>.

**Cerezo, L.**, Caras, A., & Leow, R. P. (2016). The effectiveness of guided induction versus deductive instruction on the development of complex Spanish “gustar” structures: An analysis of learning outcomes and processes. *Studies in Second Language Acquisition*, 38, 265–291.

Leow, R. P., & **Cerezo, L.** (2016). Deconstructing the “I” and “SLA” in ISLA: One curricular approach. *Studies in Second Language Learning and Teaching*, 6(1), 46–63. Available at <https://pressto.amu.edu.pl/index.php/ssllt/article/view/5290/5382>.

**Cerezo, L.**, Baralt, M., Suh, B. R., & Leow, R. P. (2014). Does the medium really matter in L2 development? The validity of CALL research designs. *Computer Assisted Language Learning*, 27(4), 294–310.

**Cerezo, L.**, & Martínez, A. M. (2007). Broadening the scope of computer-assisted second language learning: Semantic vs. grammatical feedback for the instruction of Spanish ‘tough’ constructions. *Georgetown University working papers in theoretical linguistics*, 7, 67–104.

**Cerezo, L.** (2003). Teaching about Computers and Translation. *Trans: Revista de traductología*, 7, 11–19.

**Cerezo, L.,** Corpas, G., & Leiva, J. (2002). Aplicaciones didácticas y profesionales de los sistemas hipertextuales para la tr@ducción. *Trans: Revista de traductología*, 6, 145–159.

#### BOOK CHAPTERS

**Cerezo, L. & Pujolà, J.-T.** (forthcoming). Literacidad Lúdica Digital (PLD): Videojuegos, Minijuegos, Realidades Extendidas y Robots [“Digital Ludic Pedagogy (DLP): Videogames, Minigames, Extended Realities and Robots”]. In: Muñoz-Basols, J., Fuertes-Gutiérrez, M., Cerezo, L. (Eds.). *La enseñanza del español mediada por tecnología*. London, UK; New York, NY: Routledge.

**Cerezo, L. & Yanguas, I.** (forthcoming). Motivación en el Aula Virtual [“Motivation in Virtual Learning”]. In: Muñoz-Basols, J., Fuertes-Gutiérrez, M., Cerezo, L. (Eds.). *La enseñanza del español mediada por tecnología*. London, UK; New York, NY: Routledge.

**Cerezo, L.** (2021). Corrective Feedback in Computer-Mediated versus Face-to-Face Environments. In H. Nassaji & E. Kartchava (Eds.), *The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching* (Cambridge Handbooks in Language and Linguistics, pp. 494-519). Cambridge, UK: Cambridge University Press. doi:10.1017/9781108589789.024

Leow, R. P., **Cerezo, L.**, Caras, A., & Cruz, G. (2019). CALL in ISLA: Promoting depth of processing of complex L2 Spanish “Para/Por” prepositions. In R. M. DeKeyser and G. Prieto Botana (Eds.), *Doing SLA research with implications for the classroom: Reconciling methodological demands and pedagogical applicability*. (pp. 155–178). Amsterdam, The Netherlands: John Benjamins.

**Cerezo, L.** (2015). Theoretical approaches to CALL research: Toward a psycholinguistic perspective. In R. P. Leow, L. Cerezo & M. Baralt (Eds.), *A psycholinguistic approach to technology and language learning*. (pp. 23–46). Berlin, Germany; Boston, MA: De Gruyter Mouton.

**Cerezo, L.**, Moreno, N., & Leow, R. P. (2015). Psycholinguistically motivated CALL activities. In R. P. Leow, L. Cerezo & M. Baralt (Eds.), *A psycholinguistic approach to technology and language learning*. (pp. 243–257). Berlin, Germany; Boston, MA: De Gruyter Mouton.

Baralt, M., **Cerezo, L.**, & Leow, R. P. (2015). Where do we go from here? In R. P. Leow, L. Cerezo & M. Baralt (Eds.), *A psycholinguistic approach to technology and language learning*. (pp. 259–264). Berlin, Germany; Boston, MA: De Gruyter Mouton.

- Cerezo, L.** (2014). Interpreting. In M. Lacorte (Ed.), *The Routledge handbook of Hispanic applied linguistics*. (pp. 313–331). London, UK; New York, NY: Routledge.
- Cerezo, L.** (2014). Beyond hybrid learning: A synthesis of research on e-tutors under the lens of SLA theory. In F. Rubio & J. J. Thoms (Eds.), *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues*. (pp. 50–66). Boston, MA: Heinle, Cengage Learning.
- Corpas, G., Palomares, R., Postigo, E., Amaya, C., & **Cerezo, L.** (2006). Aplicación de las tecnologías de la información y comunicación (TICs) para la implementación de módulos docentes semipresenciales: una experiencia piloto en la licenciatura en traducción e interpretación. In F. J. González (Ed.), *Innovación educativa y calidad de la docencia universitaria* (pp. 297–312). Málaga: Universidad de Málaga.
- Cerezo, L.** (2003). Hacia la evaluación de dos sistemas comerciales de memorias de traducción. In G. Corpas & M. J. Varela (Eds.), *Entornos informáticos de la traducción profesional: Las memorias de traducción* (pp. 193–213). Granada: Atrio.
- Corpas, G., C., A., **Cerezo, L.**, & Manchado, D. (2000). El Aula Virtual: un nuevo recurso pedagógico al servicio de la enseñanza de la traducción. In M. Cebrián (Ed.), *Campus virtuales y enseñanza universitaria. Proyectos de Innovación Educativa*. Málaga: IEEV.

#### PAPERS IN CONFERENCE PROCEEDINGS

- Cerezo, L.** (2020), Difuminar los roles para aprender español jugando y conversando en la era digital (“*Blurring the roles to learn Spanish by playing and chatting in the digital era*”). In: *Proceedings of the 8<sup>th</sup> Congreso Internacional de la Lengua Española: América y el futuro del español. Cultura y educación, tecnología y emprendimiento*. Córdoba, Argentina: Instituto Cervantes, Real Academia Española, Asociación de Academias de la Lengua Española. Available at: <https://congresosdelalengua.es/cordoba/paneles-ponencias/educacion/cerezo-luis.htm>.
- Cerezo, L.**, Leow, R. P., & Moreno, N. (2015). Are tasks at all possible in fully online language learning? Introducing Talking to Avatars and The Maze Game. In J. Colpaert, A. Aerts, M. Oberhofer, M. Gutiérrez-Colón Plana (Eds.), *Proceedings of the 17th International CALL Research Conference (Tarragona, Spain): Task design and CALL*. (pp. 140–146). Antwerp, Belgium: University of Antwerp.

- Cerezo, L.** (2003). Las máquinas de traducir: una demo para el discurso jurídico. In R. Muñoz (Ed.), AIETI. *Actas del I Congreso Internacional de la Asociación Ibérica de Estudios de Traducción e Interpretación*. Granada: AIETI.
- Corpas, G., Amaya, C., **Cerezo, L.**, & Palomares, R. (2003). Un recorrido didáctico por el Aula Virtual de Traducción (AVT). In P. Castaño, T. Tilman, L. Pérez & C. Rico (Eds.), *La traducción y la interpretación en un entorno global: Actas de las III Jornadas sobre la formación y profesión del traductor e intérprete*. Madrid: Universidad Europea de Madrid.
- Cerezo, L.**, & Corpas, G. (2002). L'Ipertesto: Strategie traduttive e applicazioni pedagogiche. *Il Traduttore Nuovo. Atti del Convegno Multimedia 2000: Translation and Multimedia: from the Monitor to the Big Screen*, LVII, Genova: AITI.
- Cerezo, L.**, & Corpas, G. (2001). Estrategias para no naufragar en la traducción de hipertextos. In A. Argüeso (Ed.), *El traductor profesional ante el próximo milenio*. Madrid: Universidad Europea de Madrid (CEES).
- Corpas, G., Amaya, C., **Cerezo, L.**, & Manchado, D. (2001). La innovación Pedagógica en Traducción: El Aula Virtual. In C. Valero & I. de la Cruz (Eds.), *Traducción y Nuevas Tecnologías. Herramientas auxiliares del traductor. Encuentros en torno a la traducción 4*. Madrid: Universidad de Alcalá.

## WORKS IN PROGRESS

### JOURNAL ARTICLES

- Cerezo, L.** & Isaac, J. (data collected; writing in progress). *Evidence for customizing collaborative tasks based on language learning goals: A partial replication of Cerezo (2017)*.
- Cerezo, L.** & Isaac, J. (data collected; writing in progress). *If only we listened: What language learners prioritize when negotiating translations under different task conditions*.
- Cerezo, L.** & Isaac, J. (data collected; writing in progress). *The benefits of collaborative translation in language learning may surface for soft rather than hard skills*.
- Cerezo, L.** (under revision). When a second language can(not) be learned vicariously: Interactions with type of corrective feedback and targeted feature.
- Cerezo, L.** (in progress). A three-dimensional taxonomy of corrective feedback may clarify conflicting meta-findings.

**Cerezo, L.** (data collected; analyses completed). Dissecting corrective feedback: The separate and combined effects of explicit negative evidence and prompts.

**Cerezo, L.** (data collected; analyses completed). Feedback explicitness and type of language feature: More empirical support for Russell and Spada (2010).

#### BOOK CHAPTERS

**Cerezo, L.** & Pradas Macías, E. M. (under contract). Interpreting. In M. Lacorte (Ed.), *The Routledge handbook of Hispanic applied linguistics* (2<sup>nd</sup> edition). London, UK; New York, NY: Routledge.

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#### PRESENTATIONS

#### INVITED KEYNOTES AND PANEL ADDRESSES

**Cerezo, L.** (2021, March). *Problematizing Serious Digital Language Play: Emerging Lessons from Corrective Feedback Studies*. Researchers panel address delivered at Georgetown University Roundtable on Languages and Linguistics (GURT): Online language teaching and learning: A round table of multiple perspectives, Georgetown University, Washington, DC.

**Cerezo, L.** (2019, March). *Difuminar los roles para aprender español jugando y conversando en la era digital* (“*Blurring the roles to learn Spanish by playing and chatting in the digital era*”). Keynote panel address delivered at the Spanish Royal Academy and Cervantes Institute’s 8<sup>th</sup> International Conference of the Spanish Language: América y el futuro del español. Cultura y educación, tecnología y emprendimiento, Córdoba, Argentina.

**Cerezo, L.** (2019, February). *Re-envisioning computer-mediated communication after its coming of age*. Keynote panel address delivered at the Graduate Portuguese and Hispanic Symposium (GRAPSHY): Reimagined communities: Continuities and dislocations, Georgetown University, Washington, DC.

**Cerezo, L.** (2018, September). *Género, mentiras y videojuegos: ¿Por qué hablamos mal inglés y cómo podemos solucionarlo?* (“*Gender, lies, and video games: Why do we speak broken English and what can we do to solve it?*”). Keynote address delivered at Cumbre de Líderes por la Educación: Transformemos el Mundo, Bogotá, Colombia.

## DISCUSSANT ROLE

**Cerezo, L.** (2019, March). Discussant of *Maestros analógicos y alumnos digitales* (“*Analog teachers and digital students*”), Panel discussion moderated by Fernando Rubio, Spanish Royal Academy and Cervantes Institute’s 8<sup>th</sup> International Conference of the Spanish Language: América y el futuro del español. Cultura y educación, tecnología y emprendimiento, Córdoba, Argentina. Co-discussants: Virginia Bertolotti, Isolda Carranza, Gabriel Elorriaga Pisarik, Ana María González Mafud.

**Cerezo, L.** (2019, February). Discussant of *Future research directions in Linguistics*, Plenary panel discussion moderated by Meagan Driver, Graduate Portuguese and Hispanic Symposium (GRAPSHY): Reimagined communities: Continuities and dislocations, Georgetown University, Washington, DC. Co-discussants: Víctor Fernández Mallat, Valentine Hacquard, Margaret Malone, Ellen Serafini.

**Cerezo, L.** (2018, September). Discussant of *¿Cuál es la receta para el bilingüismo?* (*What is the recipe for bilingualism?*), Post-keynote discussion moderated by Ángela Andrade, Cumbre de Líderes por la Educación: Transformemos el Mundo, Bogotá, Colombia. Co-discussants: Leónidas Brito, Abraham Sir, María Lucía Casas.

## MODERATOR ROLE

**Cerezo, L.** (2020, October). Moderator of the breakout session “Examining Language Concordance and Patient-Centered Language” of the Second Medical Spanish Taskforce Summit, Washington, DC.

**Cerezo, L.** (2020, March). Moderator of the book presentation by Muñoz-Basols, J., Gironzetti, E., and Lacorte, M. (Eds.) (2018), *The Routledge Handbook of Spanish Language Teaching: Metodologías, contextos y recursos para la enseñanza del español L2*, New York, NY: Routledge. Embassy of Spain, Cultural Office, Washington, DC.

## CONFERENCE PRESENTATIONS (PEER-REVIEWED)

**Cerezo, L. Cruz, G., & Hernández Gil de Lamadrid, C.** (2023, June). *Evaluating metacognitive reflection in task-based oral interaction: Lessons learned from students, coaches, and teachers*. Paper to be presented at the Task-Based Language Teaching (TBLT) conference: Resilience and innovation. Khon Kaen University, Khon Kaen, Thailand.

**Cerezo, L. Cruz, G., & Hernández Gil de Lamadrid, C.** (2023, June). *Metacognitive reflection in L2 oral interaction: A first 360-degree evaluation of a college-wide face-to-face and online curricular innovation*. Paper to be presented at the

Computer Assisted Language Learning and Instruction Consortium (CALICO) annual symposium: Toward open, sustainable, and multimodal CALL, Minneapolis, MN.

**Cerezo, L. & Vorobel, O.** (2022, June). *Publishing in CALL: The politics of publishing: Individual vs. collaborative writing*. Panel convened by Bryan Smith at the Computer Assisted Language Learning and Instruction Consortium (CALICO) annual symposium: Social justice and diversity in CALL, Seattle, WA. Panelists: Bryan Smith, Ana Oskoz, Dorothy Chun, Trude Heift, Carolin Fuchs, Phil Hubbard, Nina Vyatkina, Oksana Vorobel.

**Cerezo, L.** (2022, July). *Language learning while communicating through the screen: Filtering the noise of three decades of research*. Paper to be presented at the 21<sup>st</sup> International CALL Research Conference, Waseda University, Tokyo, Japan.

**Cerezo, L. & Isaac, J.** (2022, March). *Analyzing languaging in collaborative translation: Effects of work distribution and first language status*. Paper presented at the American Association for Applied Linguistics (AAAL) annual conference, Pittsburgh, PA.

**Cerezo, L. & Isaac, J.** (2019, March). *Translating authentic texts individually, collaboratively, or both? Effects of work distribution on L2 development and languaging*. Paper presented at the American Association for Applied Linguistics (AAAL) annual conference, Atlanta, GA.

**Cerezo, L.** (2019, February). *Modality can help untangle the comparative literature on computer-mediated versus face-to-face interaction*. Paper presented at MOBILLE: Mobile Language Learning Experience: Connect, Interact, Learn, Lycée Française, New York, NY.

**Cerezo, L. & Caras, A.** (2016, September). *CALL in a hybrid curriculum*. Paper presented at the Second Language Research Forum (SLRF) annual conference: Thirty Years of Instructed SLA: Learning, Instruction, Learning, and Outcome, Columbia University, New York, NY.

Leow, R. P., **Cerezo, L.**, & Caras, A. (2016, April). *Depth of processing in educational videogames: A replication of "Cerezo, Caras, & Leow (2016)" with complex Spanish prepositions "por" and "para"*. Paper presented at the American Association for Applied Linguistics (AAAL) annual conference, Orlando, FL.

**Cerezo, L.**, Leow, R. P., & Moreno, N. (2015, July). *Are tasks at all possible in fully online language learning? Introducing Talking to Avatars and The Maze Game*. Paper presented at the 17th International CALL Research Conference: Task design and CALL, Rovira i Virgili University, Tarragona, Spain.



- Cerezo, L., Sale, J., & Caras, A.** (2015, March). *Effects of (tele)collaborative environments on translation as a process and product*. Paper presented at the American Association for Applied Linguistics (AAAL) annual conference, Toronto, Canada.
- Cerezo, L.** (2014, March). *Corrective feedback in language learning videogames: The separate and combined effects of explicit negative evidence and prompts*. Paper presented at the American Association for Applied Linguistics (AAAL) annual conference, Portland, OR.
- Cerezo, L.** (2012, June). *Interaction revisited: The role of learner's agency in computerized SLA*. Paper presented at the 29<sup>th</sup> Computer Assisted Language Learning and Instruction Consortium (CALICO) annual symposium: Open Education: Resources and Design for Language Learning, University of Notre Dame, Notre Dame, IN.
- Cerezo, L., Leow, R. P., Baralt, M., & Suh, B. R.** (2012, May). *We CALLED—Psycholinguistics answered*. Paper presented at the 15th International CALL Research Conference: The medium matters, Providence University, Taichung, Taiwan, China.
- Cerezo, L.** (2011, July). *Calling CALLers: New research avenues on computerized feedback for L2 grammar acquisition*. Paper presented at the 93<sup>rd</sup> American Association of Teachers of Spanish and Portuguese (AATSP) annual conference: Spanish and Portuguese for a new era: Advocacy, policy and programs, Washington, DC.
- Cerezo, L.** (2011, May). *Computer-generated feedback for L2 grammar acquisition: A taxonomy-based synthesis and research proposal*. Paper presented at the 28<sup>th</sup> Computer Assisted Language Learning and Instruction Consortium (CALICO) annual symposium: Mediated learning communities, University of Victoria, BC, Canada.
- Cerezo, L., & Cruz, G.** (2011, April). *More clicks, fewer bricks: Tearing down the walls in translators training through Wimba, clickers, and more*. Paper presented at the 64th Annual Kentucky Foreign Language Conference, University of Kentucky, Lexington, KY.
- Cerezo, L.** (2010, October). *Practicing vs. voyeurizing: Will e-tutors kill the video star?* Paper presented at the Second Language Research Forum (SLRF) annual conference: Reconsidering SLA research: Dimensions and directions, University of Maryland, College Park, MD.

- Cerezo, L.** (2007, April). *Type of feedback and type of linguistic form in computerized task-based second language learning*. Poster presented at the American Association for Applied Linguistics (AAAL) annual conference, Costa Mesa, CA.
- Cerezo, L., & Leow, R. P.** (2006, June). *Hybrid designs in SLA research methodology: An exploratory computer-based investigation of the roles of frequency of input and task complexity in L2 development*. Paper presented at the American Association of Teachers of Spanish and Portuguese (AATSP) annual conference, University of Salamanca, Spain.
- Leow, R. P., Cerezo, L., Suh, B. R., & Gómez-Fernández, R.** (2005, October). *Frequency of input, task complexity, and L2 development: A computerized study*. Paper presented at the Second Language Research Forum (SLRF) annual conference, Teachers College, Columbia University, New York, NY.
- Leow, R. P., Cerezo, L., Suh, B. R., & Gómez-Fernández, R.** (2005, July). *Attentional cognitive processes and L2 development in a multimedia environment: Frequency of exposure, task complexity and L2 development (a computer-based study)*. Paper presented at the American Association of Teachers of Spanish and Portuguese (AATSP) annual conference, Sheraton Hotel, New York, NY.
- Cerezo, L.** (2004, October). *Bringing together MT and TS for the evaluation of new Internet-based MT systems: AmiChat, A case study*. Paper presented at the 6th Conference of the Association for Machine Translation in the Americas, Georgetown University, Washington, D.C.
- Cerezo, L.** (2003, February). *Las máquinas de traducir: una demo para el discurso jurídico*. Paper presented at the I Congreso Internacional de la Asociación Ibérica de Estudios de Traducción e Interpretación, University of Granada, Spain.
- Corpas, G., Amaya, C., Cerezo, L., & Palomares, R.** (2001, March). *Un recorrido didáctico por el Aula Virtual de Traducción*. Paper presented at the III Jornadas sobre la formación y la profesión del traductor e intérprete. La traducción y la interpretación en un entorno global, Universidad Europea de Madrid (CEES), Spain.
- Cerezo, L.** (2000, September). *Estudio de un caso: la traducción alemán-español de textos científico-técnicos mediante herramientas TAO*. Paper presented at the III Congreso de la Federación de Asociaciones de Germanistas en España (F.A.G.E.), Universidad de Málaga, Spain.
- Cerezo, L., & Corpas, G.** (2000, June). *L'Ipertesto: strategie traduttive e applicazioni pedagogiche*. Paper presented at the Multimedia 2000. Translation and Multimedia: from the Monitor to the Big Screen, Hotel La Perla Ionica, Capomulini, Catania, Italia.

Corpas, G., & Cerezo, L. (1999, April). *Aspectos didácticos de la traducción del hipertexto*. Paper presented at the I Jornadas nacionales de comunicación, investigación e innovación educativa, University of Málaga, Spain.

Cerezo, L., & Corpas, G. (1999, February). *Estrategias para no naufragar en la traducción de hipertextos*. Paper presented at the II Jornadas sobre la formación y profesión del traductor e intérprete: El traductor profesional ante el próximo milenio, Universidad Europea-CEES, Madrid.

#### INVITED TALKS AND WORKSHOPS

Cerezo, L. (2024, April). Game-Based Language Learning: From Research Findings to Creating Effective Activities. Workshop to be delivered at The School of Language Studies, U.S. Department of State, Washington, DC.

Cerezo, L., Garnier-Fox, S., & Montilla-Keeling, P. (2023, September). *AI in the Language Classroom*. Panel discussion participant in the monthly meeting of the Department of World Languages & Cultures, American University, Washington, DC.

Cerezo, L. (2021, May). *Neither Fortnite nor Duolingo: How serious digital games can promote learning of complex linguistic structures*. Invited talk presented at the Open Languages Research Forum, Department of Languages, School of Languages and Applied Linguistics, The Open University, Milton Keynes, United Kingdom.

Cerezo, L. (2021, March). *Humanizing the Machine: An Anti-Workshop on Technology-Mediated Language Learning*. Workshop presented at the Spanish & Portuguese Pedagogical Workshop Series, Georgetown University, Washington, D.C.

Cerezo, L. (2014, January). *Positioning Yourself for Employment Opportunities in Education*. Panel discussion participant in the *Voices from the Field* series, Virginia International University, Fairfax, VA.

Cerezo, L., Baeza-Mendoza, L., Cruz, G., & Ibáñez-Holtermann, E. (2012, January). *The New Hybrid Spanish Language Program at AU*. Paper presented at the 23rd Ann Ferren Conference on Teaching, Research, and Learning, American University, Washington, DC.

Yates, B., Jackson, P. T., Cerezo, L. (2012, January). *Everything iPad: Teaching, Writing, and Everything Else (Even Blackboard)*. Workshop presented at the 23rd Ann Ferren Conference on Teaching, Research, and Learning, American University, Washington, DC.

- Cerezo, L.** (2010, March). *Less is more! Theory and practice of L2 vocabulary instruction*. Paper presented at the graduate-level course ‘Spanish Teaching Methodology (SPAN-500)’ instructed by Dr. Cristina Sanz, Georgetown University, Washington, D.C.
- Cerezo, L.** (2008, May). *Engaging with words: The role of the teacher, the learner, and the computer in L2 vocabulary learning*. Paper presented at the Annual Meeting of the Language Teaching Coordinators of the School of Advanced International Studies at Johns Hopkins University, Washington, D.C.
- Cerezo, L.** (2007, April). *Aprender/enseñar vocabulario*. Paper presented at the graduate-level course ‘Spanish Teaching Methodology (SPAN-500)’ instructed by Dr. Cristina Sanz, Georgetown University, Washington, D.C.
- Cerezo, L.** (2006, September). *Type of feedback and type of linguistic form in computerized task-based second language learning*. Paper presented at the I Faculty of Languages and Linguistics Graduate Colloquium, Georgetown University, Washington, D.C.
- Cerezo, L.** (2006, September). *Hybrid designs in SLA research methodology: The role of intervening variables*. Paper presented at the graduate-level course ‘Introduction to Second Language Acquisition and Bilingualism (LING-359)’ instructed by Dr. Kendall King, Georgetown University, Washington, D.C.

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#### SUBMITTED RESEARCH GRANTS

**Collaborative Research: Examining the effects of gamified instruction in metacognitive strategies.**

(National Science Foundation, NSF 19-127Y, submitted January, 2022, \$512,252, not funded)  
University of Cincinnati: Moranski, K. (PI); Combs, A. (Co-PI)  
University of Tennessee Knoxville: Wood-Bowden, H. (PI), Issa, B. I. (Co-PI)  
American University: Cerezo, L. (Research associate)  
University of Hawaii at Manoa: Ziegler, N. (Research associate)

**Collaborative research: The science of teamwork: Digitally-enhanced metacognitive instruction for improving outcomes in active learning classrooms across disciplines.**

(National Science Foundation, NSF 19-127Y, submitted July, 2020, \$ 1,264,032, not funded)  
University of Cincinnati: Moranski, K. (PI); Jacquart, M. (Co-PI)  
University of Tennessee Knoxville: Wood-Bowden, H. (PI), Issa, B. I. (Co-PI)  
American University: Cerezo, L. (PI)  
University of Hawaii at Manoa: Ziegler, N. (consultant)

**COURSES TAUGHT**

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AMERICAN UNIVERSITY  
(2010-DATE)

SPAN-405/705	Linguistic Research Methods
SPAN-496/696, COMM 420/620	Language Learning Videogames
SPAN-456/656	Teaching Spanish as a Second Language
SPAN-456/656	Community Interpreting
SPAN-456/656, HLTH 496/696	Medical Spanish
SPAN-459/659	Advanced Spanish Translation
SPAN-458/658	Introduction to Spanish Translation
SPAN-361/661	Introduction to Spanish Linguistics
SPAN-352	Spanish Conversation and Composition I

GEORGETOWN UNIVERSITY  
(2004-2009)

SPAN-281	Introduction to Spanish Linguistics
SPAN-200	Academic Writing: Linguistics
SPAN-112	Intensive Advanced Spanish II
SPAN-104	Advanced Spanish II
SPAN-032	Intensive Intermediate Spanish
SPAN-022	Intermediate Spanish II
SPAN-011	Intensive Basic Spanish
SPAN-003	Introductory Spanish I

UNIVERSITY OF MALAGA  
(Teaching Assistant, 1999-2001)

TI-406	Specialized Translation (English/Spanish)
TI-302	Computer Tools for Translators
TI-208	General Translation (English/Spanish)
TI-207	Text Analysis and Writing (English/Spanish)

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## CURRICULUM DEVELOPMENT

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AMERICAN UNIVERSITY

SPAN-152/3	Elementary Spanish I & II
SPAN-252/3	Intermediate Spanish I & II
SPAN-352/3	Advanced Spanish I & II

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## EDITORIAL ACTIVITIES

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### REVIEWER, JOURNAL ARTICLES

- *American Association of University Supervisors and Coordinators (AAUSC)*, 2012
- *Annual Review of Applied Linguistics (ARAL)*, 2014
- *Applied Linguistics*, 2012
- *CALICO*, 2021–date (as member of the editorial board since July 2023)
- *Computer Assisted Language Learning*, 2013, 2017, 2021, 2022, 2023
- *Hispania*, 2018, 2023
- *Journal of Spanish Language Teaching*, 2016
- *Language Learning & Technology*, 2014, 2015, 2016, 2017, 2019, 2020, 2021, 2023
- *Language Teaching Research*, 2016, 2019
- *Modern Language Journal*, 2017, 2018, 2019
- *Studies in Second Language Acquisition*, 2017, 2023
- *Translation and Interpreting Studies*, 2022

### REVIEWER, BOOK CHAPTERS

- Cambridge University Press:
  - Nassaji, H. & Kartchava, E. (2021) (Eds.), *The Cambridge handbook of corrective feedback in language learning and teaching*. Cambridge, UK: Cambridge University Press.
- Routledge:
  - Brown, A. V., Crane, C., Dupuy, B., & Ene, E. (Eds.) (forthcoming). *The Routledge handbook of language program development and administration*. London, UK; New York, NY: Routledge.
  - Routledge: Leow, R. (Ed.), *The Routledge handbook of second language research in classroom learning: Processing and processes*. London, UK; New York, NY: Routledge.
- John Benjamins:
  - González-Lloret, M. & Ortega, L. (Eds.) *Technology-mediated TBLT: researching technology and tasks*. Amsterdam, NL; Philadelphia, PA: John Benjamins.
  - DeKeyser, R. & Prieto Botana, G. (Eds.), *Doing SLA research with implications for the classroom: Reconciling methodological demands and pedagogical applicability*. Amsterdam, NL; Philadelphia, PA: John Benjamins.

- John Wiley & Sons:
  - Sanz, C., Serafini, E., & Taboada, I. (forthcoming), *Manual para la formación de profesoras de español*. Hoboken, NJ: John Wiley & Sons.

#### REVIEWER, CONFERENCES AND AWARDS

- Milton and Sonia Greenberg Scholarship of Teaching and Learning Award Nominations, American University. Regular reviewer, 2021.
- Ann Ferren Conference, American University. Regular reviewer, 2021.
- American Association for Applied Linguistics (AAAL) conference. Regular reviewer for Second Language Acquisition, Language Acquisition, and Attrition strand in 2019, 2020, 2023.
- International Conference on Advanced Learning Technologies (ICALT). Regular reviewer for Technology Enhanced Language Learning strand in 2017.

#### MEDIA APPEARANCES, INTERVIEWS, AND PUBLIC TESTIMONY

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Serra, A. (Producer). (2013). Latin American Studies Master's Program at AU. [video interview]. Retrieved from: <http://www.american.edu/cas/wlc/spanish-ma-program-video.cfm>.

Baron, N. S. (Producer). (2012). About CTRL. [video interview]. Retrieved from: <http://www.american.edu/multimedia/Media-Player.cfm?mediaID=3BC168F5-ED80-008D-D4B3F1D67169D76B>.

Roblest, A. (Producer). (2012). Hola cultura: El idioma. [Video interview]. Retrieved from: <http://www.holacultura.com/el-idioma/interviews/>.

#### SUPERVISION OF ACADEMIC WORK

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##### DOCTORAL DISSERTATIONS (COMMITTEE MEMBER)

- Alexandra Martín (2018, Georgetown University): *How to synchronize? A study of video-based, voice-based & text-based synchronous computer-mediated communication, working memory, and second language learning*.
- Alison Caras (2017, Georgetown University): *Written corrective feedback in compositions: The roles of type of linguistic item and depth of processing*.
- María Luisa Filgueras-Gómez (2016, Georgetown University): *The effects of type of feedback, amount of feedback and task-essentialness in a L2 computer-assisted study*.

##### MASTER'S THESES (READER)

- Kağan Daniel Tıraşın (2023, University of Stavanger, Norway): *Games Teachers Play: An investigation of upper secondary EFL teachers' behaviours and beliefs regarding digital game-based language learning in Norway*.

- Gabriela Jackeline Rodríguez Barcos (2023, University of Stavanger, Norway): *The exclusive use of authentic material instead of textbooks/smartbooks in the EFL/ESL classroom from 8<sup>th</sup> grade and onwards in Norway.*

#### MASTER'S QUALIFYING PAPERS (ADVISOR)

- Stacie Sampson (2018, American University): *Los cambios en Washington DC y en Oyster-Adams: Beneficios y desafíos.*
- Ashley Rodgers (2018, American University): *La localización de videojuegos: Una investigación de la versión latinoamericana de Horizon Zero Dawn.*

#### MASTER'S QUALIFYING PAPERS (READER)

- Frederick Moreno (2018, American University): *Los museos mexicanos y la expresión de las faltas del mestizaje.*

#### CAPSTONE THESES (ADVISOR)

- Evin Goodwin (2023, American University): *El papel del profesor en el aprendizaje de vocabulario con 'The Sims' en el aula de español.*
- Austin Harrison (2022, American University): *Interpretación representativa (y senatorial): el uso de los intérpretes por parte del Congreso federal de los EE.UU.*
- Shreya Diwan (2022, American University): *Análisis comparativo de las leyes de aborto en los estados unidos y américa latina.*
- Kaitlyn Hepburn (2020, American University): *Política, implementación y lecciones de México: Reduciendo la brecha en el acceso a servicios lingüísticos para los inmigrantes de lenguas indígenas amerindias en el sistema de inmigración de los Estados Unidos.*
- Kelly Phares (2017, American University): *Let me speak English! El uso de L1 en una clase L2.*
- Alexandra Shults (2016, American University): *Spanish future tense pedagogy.*

#### INDEPENDENT STUDIES (ADVISOR)

- Rebecca Wilner (2016, American University): *Translation: language teaching materials.*
- Sara Weeks (2016, American University): *Translation: International trade documents.*



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**SERVICE TO AMERICAN UNIVERSITY**

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**CHAIR OF SEARCH COMMITTEES**

- 2021 • Full-time instructor Patricia Montilla-Keeling
- 2018 • Tenure-track Assistant Professor, Dr. Amelia Tseng
- 2012 • Professorial Lecturer, Dr. Juliana Martínez

**MEMBER OF SEARCH COMMITTEES**

- 2017 • Full-time instructor Julia Isaac
- 2015 • Assistant Professor, Dr. Juliana Martínez
- 2012 • Professorial Lecturers Dr. Carlos Tapia, Dr. Jean Yates
- 2011 • CLEAR Director, Gorky Cruz
- Professorial lecturer Dr. Ludy Grandas
- Full-time instructor Carmen Helena Ruzza

**INTERVIEWER FOR PART-TIME POSITIONS**

- 2022 • Adjunct instructors Isabel Alcántara, Sandra Chaves, Raysa Amador
- 2021 • Adjunct instructors Andrew Sewick, Ángela Pico-Pinto, Alina Sokol, Javier Castro
- 2019 • Adjunct instructors José Magro, Isabel Rodríguez-Melguizo
- 2018 • Adjunct instructor Tatevik Gevorgyan
- 2017 • Adjunct instructors Amy Sheeran, Covadonga Soto
- 2016 • Adjunct instructor Susana Medina
- 2015 • Adjunct instructor Alicia Agnese
  
- 2013 • Adjunct instructor Celeste González-Chaves
- 2012 • Adjunct instructors Nitza Marrero, Carla Oñate, Israel Rolón-Bareda, Susana Marín

## **PARTICIPATION IN FORUMS AND LEARNING COMMUNITIES**

- 2021-22 **Member** of the Faculty Learning Community for department chairs and program directors (CTRL)
- 2021 **Member** of the Summer 2021 Faculty Success Program (NCFDD)  
Sponsored by the Office of the Provost, American University
- 2019-date **Member** of the Executive Forum (WLC)

## **OTHER SERVICE**

- 2020-date **Administrator** of course assignments
- Staff the schedule of Spanish language courses
- 2011 **Co-administrator** of course assignments
- Staffed the schedule of Spanish language courses
- 2010-11 **Event organizer**, American Translators Association (ATA)
- Served as liaison between AU and ATA to provide a space for their annual official examinations. Completed the R25 Event Scheduling Training.
- 2010 **Consultant**, AU new Faculty Portal
- Provided feedback on the content and design of the new website.

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## **EXTRA-MURAL WORK EXPERIENCE**

- 2023–date **Member of the Editorial Advisory Board, CALICO Journal**
- Review “round 2” manuscripts, complete unfulfilled manuscript reviews, vote on best annual article, vote on special issue proposals, participate in meetings.
- 2018 **Consultant, Berlitz Languages, Inc.**
- Assessed Speak with Confidence, an English conversation simulation.
- 2013 **Consultant, Institute of International Education/Fulbright Commission**
- Developed testing methodology for candidates in the Fulbright US-Mexico Teacher Exchange Program; interviewed and assessed the proficiency of 8 candidates.
- 2000-10 **Official sworn interpreter, Spanish Ministry of Foreign Affairs**
- Translated documents and legalized translations as an official sworn interpreter recognized by the Spanish Government.

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## MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

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- AAAL (American Association for Applied Linguistics)
- AATSP (American Association of Teachers of Spanish and Portuguese)
- AIETI (Asociación Ibérica de Estudios de Traducción e Interpretación)
- CALICO (Computer-Assisted Language Instruction Consortium)
- MLA (Modern Language Association)

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## OTHER QUALIFICATIONS

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### LANGUAGES

- Spanish: Native language
- English, Italian: Near-native written and oral competence
- German: Advanced written and oral competence
  - Oberstufe II (140 hours), University of Bremen, Germany
  - Translation/interpreting (112 hours), Johannes Gutenberg University, Germany

### FILMMAKING

- Filmmaking (8 weeks), New York Film Academy (August, 2003)
- Digital video-editing (1 week), Manchester MFA Media & Cultural Center (May, 2002)