

## **KARA MORGAN–SHORT**

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## **POSITIONS**

2019–present Professor, University of Illinois at Chicago  
Department of Hispanic and Italian Studies  
Department of Psychology  
Laboratory of Integrative Neuroscience  
Director, Cognition of Second Language Acquisition Laboratory  
2013–2019 Associate Professor, University of Illinois at Chicago  
2007–2013 Assistant Professor, University of Illinois at Chicago

## **EDUCATION**

1999–2007 Ph.D., Spanish Linguistics, Georgetown University  
Dissertation, defended with Distinction: *A Neurolinguistic Investigation of Late–learned Second Language: Effects of Explicit and Implicit Conditions*  
1996–1998 M.A.T.L., Spanish, University of Southern Mississippi at Hattiesburg  
1988–1991 B.A., Humanities Honors Program, Magna Cum Laude, The University of Texas at Austin

## **ADMINISTRATIVE POSITIONS**

2018–2020 Interim Associate Director, School of Literatures, Cultural Studies, and Linguistics

## **AWARDS & FELLOWSHIPS**

2018 Award for Excellence in Teaching, Office of the Provost and Vice Chancellor for Academic Affairs, University of Illinois at Chicago  
2017 Honors College Capstone Advisor of the Year, Honors College, University of Illinois at Chicago  
2017 Teaching Scholar, Center for the Advancement of Teaching-Learning Communities, University of Illinois at Chicago  
2013 Graduate Mentoring Award, Graduate College, University of Illinois at Chicago.  
2013 Teaching Recognition Award, Center for Excellence in Teaching and Learning / Office of the Provost and Vice Chancellor for Academic Affairs, University of Illinois at Chicago.  
2011 Scholarship recipient for National Institute for Health–sponsored ERP Bootcamp, University of California Davis  
2009 Harold N. Glassman Dissertation Award for Social Sciences, Georgetown University  
2006–2007 Georgetown University Dissertation Fellowship, Georgetown University  
2003–2006 Ruth L. Kirschstein National Research Service Award, National Institute for Health F31 MH067407–02, *Second Language Learning: An Artificial Language Study*

## **RESEARCH SUPPORT: EXTERNAL**

2020–2022 Doctoral Dissertation Improvement Award, National Science Foundation  
1941189, Division of Behavioral and Cognitive Sciences  
*Doctoral Dissertation Research: Disentangling neural indices of implicit vs. explicit second*

- language processing*  
 Role: PI (with co-PI David Abugaber)  
 Total costs: \$8,446
- 2018–2020 Doctoral Dissertation Improvement Award, National Science Foundation  
 1823898, Division of Behavioral and Cognitive Sciences  
*Examining inhibitory control and language flexibility in adult second language learning: A neurocognitive investigation*  
 Role: PI (with co-PI Alicia Luque)  
 Total costs: \$10,844
- 2014–2018 National Science Foundation  
*Second language acquisition and long-term retention in a mini-language*  
 Role: Consultant (PI: Michael Ullman)  
 Total costs: \$586,933
- 2014–2016 The *Language Learning* Small Grants Research Program, Language Learning  
*Piloting multi-site replication in second language acquisition: Attention to form and meaning*  
 Role: PI (with co-PI Emma Marsden)  
 Total Costs: \$10,000
- 2014–2015 Doctoral Dissertation Improvement Award, National Science Foundation  
 1348964, Division of Behavioral and Cognitive Sciences  
*Morphosyntactic development in a second language: An eye tracking study of the role of attention*  
 Role: PI (with co-PI Bernard Issa)  
 Total costs: \$7,045
- 2010–2011 The *Language Learning* Small Grants Research Program, Language Learning  
*Effects of explicit and implicit training on the neural representation of second language*  
 Role: PI  
 Total Costs: \$10,000
- 2005–2007 Doctoral Dissertation Improvement Award, National Science Foundation  
 0446836, Division of Behavioral and Cognitive Sciences  
*A neurolinguistic investigation of second language acquisition: Effects of explicit and implicit learning environments*  
 Role: Co-PI (with PI Michael Ullman)  
 Total Costs: \$12,000

## RESEARCH SUPPORT: INTERNAL

- Spring 2018 Office of Social Science Research Seed Grant, University of Illinois at Chicago  
*Causal Evidence on the Neural Foundations of Second Language Learning*  
 Role: PI (with Co-PI, Eric Leshikar)  
 Award: \$2,500
- Fall 2017 Faculty Scholarship Support Program, University of Illinois at Chicago  
 Award: \$1000 (also Spring 2016, Spring 2014, Spring 2012, Spring 2010, Spring 2009)
- Jan–Dec 2013 Campus Research Board Pilot Grant, University of Illinois at Chicago  
*Memory-based individual differences in late-learned second language: Accounting for development in proficiency and neurocognitive processing*  
 Role: PI  
 Award: \$19,997
- Fall 2012 Junior Faculty Travel Award, University of Illinois at Chicago

(also Spring 2012, Fall 2011, Spring 2011, Fall 2010, Spring 2010, Spring 2009, Fall 2008, Spring 2008)

- Spring 2011 Office of Social Science Research Seed Grant, University of Illinois at Chicago  
*Individual differences in late-learned language development: A longitudinal study*  
Role: PI  
Award: \$3,570
- Spring 2008 Office of Social Science Research Seed Grant, University of Illinois at Chicago  
*Understanding heritage language processing: A unique opportunity for research and community*  
Role: PI  
Award: \$3,440

## PUBLICATIONS: EDITED VOLUMES

Morgan-Short, K. & van Hell, J. G. (Eds.). (under contract). *The Routledge Handbook of Neurolinguistics and Second Language Acquisition*. Routledge.

## PUBLICATIONS: PEER-REVIEWED JOURNAL ARTICLES

(Note: \* = graduate student, \*\* = undergraduate student)

1. **Morgan-Short, K.**, \*Finestrat, I., \*Luque-Ferreras, A., & \*Abugaber, D. (accepted). Exploring new insights into explicit and implicit second language processing: Event-related potentials analyzed by source attribution. *Language Learning*.
2. \*Buffington, J., Demos, A., & **Morgan-Short, K.** (2021). The reliability and validity of procedural memory assessments used in second language acquisition research. *Studies in Second Language Acquisition*. 1-28. doi:10.1017/S0272263121000127
3. \*Luque, A., & Morgan-Short, K. (2021). The relationship between cognitive control and second language proficiency. *Journal of Neurolinguistics*, 57, 100956. <https://doi.org/10.1016/j.jneuroling.2020.100956>
4. **Morgan-Short, K.** (2020). Insights into the neural mechanisms of becoming bilingual: A brief synthesis of second language research with artificial linguistic systems. *Bilingualism: Language and Cognition*, 23(1), 87-91. doi:10.1017/S1366728919000701
5. Pili-Moss, D., Brill-Schuetz, K. A., Faretta-Stutenberg, M., & **Morgan-Short, K.** (2020). Contributions of declarative and procedural memory to accuracy and automatization during L2 practice. *Bilingualism: Language and Cognition*, 23(3), 639-651. doi:10.1017/S1366728919000543
6. Jost, E., \*Brill-Schuetz, K. A., **Morgan-Short, K.**, & Christiansen, M. H. (2019). Input complexity affects long-term retention of statistically learned regularities in artificial adult language learning. *Frontiers in Human Neuroscience*. 13:358. doi:10.3389/fnhum.2019.00358
7. \*Issa, B., & **Morgan-Short, K.** (2019). Effects of external and internal attentional allocation on second language grammar development: An eye-tracking study. *Studies in Second Language Acquisition*, 41(2), 389-417. doi:10.1017/S027226311800013X
8. **Morgan-Short, K.**, Marsden, E., \*Heil, J., Issa, B., Mikhaylova, A., Mikołajczak, S., Moreno, N., Leow, R., Slabakova, R., & Szudarski, P. (2018). Multi-site replication in SLA research: Attention to form during listening and reading comprehension in Spanish L2. *Language Learning*, 68(2), 392-437. doi:10.1111/lang.12292
9. Marsden, E., **Morgan-Short, K.**, Thompson, S., & Abugaber, D. (2018). Self-labelled replication in second language research: Narrative and systematic reviews, and recommendations for the field. *Language Learning*, 68(2), 321-391. doi:10.1111/lang.12286
10. \*Faretta-Stutenberg, M., & **Morgan-Short, K.** (2018). The interplay of individual differences and context of learning in behavioral and neurocognitive second language development. *Second Language Research*, 34(1), 67-101. doi:10.1177/0267658316684903

11. Grey, S., Sanz, C., **Morgan-Short, K.**, & Ullman, M. T. (2018). Bilingual and monolingual adults learning an additional language: ERPs reveal differences in syntactic processing. *Bilingualism: Language and Cognition*, 21(5), 970-994. doi:10.1017/S1366728917000426
12. **Morgan-Short, K.**, Deng, Z., \*Brill-Schuetz, K. A., \*Faretta-Stutenberg, M., Wong, P. C. M., & Wong, F. C. K. (2015). A view of the neural representation of second language syntax through artificial language learning under implicit contexts of exposure. *Studies in Second Language Acquisition*, 27(2), 383-419. doi:10.1017/S0272263115000030
13. Ettliger, M., **Morgan-Short, K.**, \*Faretta-Stutenberg, M., & Wong, P. C. M. (2015). The relationship between artificial and natural language learning. *Cognitive Science*, 40(4), 822-847. PMID: PMC4723295. doi:10.1111/cogs.12257
14. Tanner, D., **Morgan-Short, K.**, & Luck, S. J. (2015). How inappropriate high-pass filters can produce artifactual effects and incorrect conclusions in studies of language and cognition. *Psychophysiology* 52(8), 997-1009. PMID: PMC4506207. doi:10.1111/psyp.12437
15. **Morgan-Short, K.** (2014). Electrophysiological approaches to understanding second language acquisition: A field reaching its potential. *Annual Review of Applied Linguistics*, 34, 15-36. doi:10.1017/S026719051400004X
16. **Morgan-Short, K.**, \*Faretta-Stutenberg, M., \*Brill, K. A., Carpenter, H., & Wong, P. C. M. (2014). Declarative and procedural memory as individual differences in second language acquisition. *Bilingualism: Language and Cognition*. 17(1), 56-72. doi:10.1017/S1366728912000715
17. **Morgan-Short, K.**, \*Heil, J., \*Botero-Moriarty, A., & \*Ebert, S. (2012). Allocation of attention to second language form and meaning: Issues of think alouds and depth of processing. *Studies in Second Language Acquisition*, 34(4), 659-685. doi:10.1017/S027226311200037X
18. Wong, P. C. M., **Morgan-Short, K.**, Ettliger, M., & Zheng, J. (2012). Linking neurogenetics and individual differences in language learning: The dopamine hypothesis. *Cortex*, 48(9), 1091-1102. PMID: PMC3965203. Idoi:10.1016/j.cortex.2012.03.017
19. **Morgan-Short, K.**, Finger, I., \*Grey, S., & Ullman, M. T. (2012). Second language processing shows increased native-like neural responses after months of no exposure. *PLoS ONE*, 7(3): e32974. PMID: PMC3314650. doi:10.1371/journal.pone.0032974
20. **Morgan-Short, K.**, Steinhauer, K., Sanz, C., & Ullman, M. T. (2012). Explicit and implicit second language training differentially affect the achievement of native-like brain activation patterns. *Journal of Cognitive Neuroscience*, 24(4), 933-947. PMID: PMC3558940. doi:10.1162/jocn\_a\_00119
21. Potowski, K., \*Parada, M., & **Morgan-Short, K.** (2012). Developing an online placement exam for Spanish heritage speakers and second language students. *Heritage Language Journal*, 9(1), 51-76.
22. Finger, I., **Morgan-Short, K.**, \*Grey, S., Ullman, M. T. (2011). Squib: Processamento em L2 apresenta ativação neural semelhante à L1 após meses de ausência de exposição à língua. *Revista Linguística*, 7(2), 7-17. doi:10.17074/linguistica.v7i2.558
23. **Morgan-Short, K.**, Sanz, C., Steinhauer, K., & Ullman, M. T. (2010). Second language acquisition of gender agreement in explicit and implicit training conditions: An event-related potential study. *Language Learning*, 60(1), 154-193. PMID: PMC3044320. doi:10.1111/j.1467-9922.2009.00554.x
24. Potowski, K., \*Jegerski, J., & **Morgan-Short, K.** (2009). The Effects of instruction on linguistic development in Spanish heritage language speakers. *Language Learning*, 59(3), 537-579. doi:10.1111/j.1467-9922.2009.00517.x
25. **Morgan-Short, K.**, & Bowden, H. W. (2006). Processing instruction and meaningful output-based instruction: Effects on second language development. *Studies in Second Language Acquisition*, 28(1), 31-65. doi:10.1017/S0272263106060025
26. Sanz, C., & **Morgan-Short, K.** (2004). Positive evidence vs. explicit rule presentation and explicit negative feedback: A computer-assisted study. *Language Learning*, 54(1), 35-78. doi:10.1111/j.1467-9922.2004.00248.x

27. Leow, R., & **Morgan-Short, K.** (2004). To think aloud or not to think aloud: The issue of reactivity in SLA research methodology. *Studies in Second Language Acquisition*, 26(1), 35–57.  
doi:10.1017/S0272263104026129

### **PUBLICATIONS: EDITORIAL**

28. Crossley, S., Marsden, E., Ellis, N., Kormos, J., **Morgan-Short, K.**, and Thierry, G. (2020). Introduction of methods showcase articles in Language Learning. *Language Learning*, 70(1): 5-10. doi:10.1111/lang.12389
29. Marsden, E., Crossley, S., Ellis, N., Kormos, J., **Morgan-Short, K.**, and Thierry, G. (2019). Inclusion of research materials when submitting an article to Language Learning. *Language Learning*, 69(4): 795-801. doi:10.1111/lang.12378
30. ^Marsden, E., ^**Morgan-Short, K.**, Trofimovich, P., & Ellis, N. C. (2018). Introducing registered reports at *Language Learning*: Promoting transparency, replication, and a synthetic ethic in the language sciences. *Language Learning*, 68(2), 309-302. doi:10.1111/lang.12284  
^Note from publication: Marsden and Morgan-Short are co-first authors.

### **PUBLICATIONS: INVITED RESPONSE JOURNAL ARTICLE**

31. **Morgan-Short, K.** (2021). Considering the updated Input Hypothesis from a neurolinguistic perspective: A response to Lichtman and VanPatten. *Foreign Language Annals*, 1–7. doi: 10.1111/flan.12551
32. Tanner, D., Norton, J. S., **Morgan-Short, K.**, & Luck, S. J. (2016). On high-pass filter artifacts (they're real) and baseline correction (it's a good idea) in ERP/ERMF analysis. *Journal of Neuroscience Methods*, 266, 166-170. doi:10.1016/j.jneumeth.2016.01.002

### **PUBLICATIONS: PEER-REVIEWED BOOK CHAPTERS**

33. **Morgan-Short, K.**, Hamrick, P., & Ullman, M. T. (in press). Declarative and procedural memory as predictors of second language development. In S. Li, P. Hiver, & M. Papi (Eds.), *The Routledge handbook of second language acquisition and individual differences*. Routledge.
34. **Morgan-Short, K.**, & Ullman, M. T. (in press). Declarative and procedural memory in second language learning: Psycholinguistic considerations. In A. Godfroid, & H. Hopp (Eds.), *The Routledge handbook of second language acquisition and Psycholinguistics*. Routledge.
35. \*Buffington, J., & **Morgan-Short, K.** (2019). Declarative and procedural memory as individual differences in second language aptitude. In Z. Wen, P. Skehan, A. Biedrón, S. Li, & R. Sparks (Eds.), *Advancing aptitude: Advancing theory, testing, research and practice* (pp. 215-237). New York: Routledge.
36. \*Luque, A., \*\*Mizyed, N., & **Morgan-Short, K.** (2018). Event-related potentials reveal evidence for syntactic co-activation in bilingual language processing: A replication of Sanoudaki and Thierry (2014, 2015). In L. Lopez (Ed.), *Code-switching – Experimental answers to theoretical questions: In honor of Kay González-Vilbazo* (pp. 177-194). Amsterdam: John Benjamins.
37. \*Faretta-Stutenberg, M., & **Morgan-Short, K.** (2018). Contributions of initial proficiency and language use to second-language development during study abroad: Behavioral and event-related potential evidence. In C. Sanz & A. Morales Font (Eds.), *Handbook of study abroad research* (pp. 421-435). London: Routledge.
38. **Morgan-Short, K.**, \*Faretta-Stutenberg, M., & \*Bartlett, L. (2015). Contributions of event-related potential research to issues in explicit and implicit second language acquisition. In P. Rebuschat (Ed.), *Implicit and explicit learning of languages* (pp. 349–384). Amsterdam: John Benjamins. doi:10.1075/sibil.48.15mor
39. **Morgan-Short, K.**, & Tanner, D. (2014). Event-related potentials (ERPs). In J. Jegerski & B. VanPatten (Eds.), *Research methods in second language psycholinguistics* (pp. 127–152). New York: Routledge.

40. **Morgan-Short, K.**, & Ullman, M. T. (2012). The neurocognition of second language. In S. M. Gass & A. Mackey (Eds.), *The handbook of second language acquisition* (pp. 282–299). New York: Routledge.
41. Sanz, C., & **Morgan-Short, K.** (2005). Explicitness in pedagogical interventions: Input, practice, and feedback. In C. Sanz (Ed.), *Mind and context in adult second language acquisition: Methods, theory, and practice* (pp. 234–263). Washington, D.C.: Georgetown University Press.

#### **PUBLICATIONS: PEER-REVIEWED CONFERENCE PROCEEDINGS**

42. \*Abugaber, D. & **Morgan-Short, K.** (2021). Differences between implicit vs. explicit grammar learning as revealed by drift diffusion modeling. *Proceedings of the Annual Meeting of the Cognitive Science Society*, 43 (pp.1229-1235). Retrieved from <https://escholarship.org/uc/item/50b58758>.
43. \*Villegas, B., & **Morgan-Short, K.** (2019). The effect of training condition and working memory on second language development of a complex form: The Spanish subjunctive. In H. Wilson, N. King, E. J. Park, and K. Childress (Eds.), *Selected Proceedings of the 2017 Second Language Research Forum* (pp. 185-199). Somerville, MA: Cascadilla Proceedings Project.
44. \*Buffington, J., & **Morgan-Short, K.** (2018). Construct validity of procedural memory tasks used in adult-learned language. In C. Kalish, M. Rau, J. Zhu, and T. T. Rogers (Eds.), *Proceedings of the Annual Conference of the Cognitive Science Society*, 40 (pp. 1420-1425). Madison, Wisconsin: Cognitive Science Society.
45. \*Issa, B., **Morgan-Short, K.**, \*\*Villegas, B., & Raney, G. (2015). An eye-tracking study on the role of attention and its relationship with motivation. In L. Roberts, K. McManus, N. Vanek, and D. Trenkic (Eds.), *EUROSLA Yearbook: 15* (pp. 114–142). Amsterdam: John Benjamins. doi:10.1075/eurosla.15.05iss
46. \*Brill-Schuetz, K. A., & **Morgan-Short, K.** (2014). The role of procedural memory in adult second language acquisition. In P. Bello, M. Guarini, M. McShane, and B. Scassellati (Eds.), *Proceedings of the Annual Meeting of the Cognitive Science Society*, 36 (pp. 260–265). Quebec City, Canada: Cognitive Science Society.
47. \*Faretta-Stutenberg, M., & **Morgan-Short, K.** (2011). Learning without awareness reconsidered: A replication of Williams (2005). In G. Granena et al. (Eds.), *Selected Proceedings of the 2010 Second Language Research Forum: Reconsidering SLA Research, Dimensions, and Directions* (pp. 18–28). Somerville, MA: Cascadilla Proceedings Project.

#### **PUBLICATIONS: OTHER**

48. \*\*Ogunniyi, V., \*Abugaber, D., \*Finestrat, I., Luque, A., & **Morgan-Short, K.** (2021). Predicting Second Language Proficiency with Resting-state Brain Rhythms. *Columbia Undergraduate Science Journal*, 15, 39–54.
49. **Morgan-Short, K.** (2012). Declarative memory and knowledge. In P. Robinson (Ed.), *The Routledge Encyclopedia of Second Language Acquisition* (pp. 157–160). New York/London: Routledge.
50. **Morgan-Short, K.** (2012). Procedural memory and knowledge. In P. Robinson (Ed.), *The Routledge Encyclopedia of Second Language Acquisition* (pp. 509–512). New York/London: Routledge.
51. **Morgan-Short, K.** (2010). Review of the book *Pasaporte: Spanish for Advanced Beginners* by LeMond, M., Barlow, C. & Foerster, S.. *Modern Language Journal*, 94(4), 704–705.

#### **PRESENTATIONS: PLENARIES & KEYNOTES**

Plenary. *It's electric! What we know about language learning from brain research.* (February 19, 2020). Illinois Teachers of English to Speakers of Other Languages – Bilingual Education 45<sup>th</sup> Annual Convention. Lisle, IL.

Plenary. *It's electric! Connections between language processing and second language acquisition.* (October 13,

2017). Second Language Research Forum (SLRF), Columbus, Ohio.  
Keynote. *Implicit–explicit issues in second language acquisition: The potential of event–related potentials*. (June 11, 2015), New Directions in Implicit and Explicit Language Learning Conference, Lancaster University, Lancaster, UK.

## **PRESENTATIONS: INVITED TALKS**

- Accounting for individual differences in second language acquisition: The role of long-term memory*. (November 7, 2019). Foreign Language Learning Colloquium Speaker Series at Washington University in St. Louis, St. Louis, MO.
- Implications of neurolinguistic research for teaching second languages*. (November 8, 2019). Foreign Language Learning Colloquium Speaker Series at Washington University in St. Louis, St. Louis, MO.
- Accounting for individual differences in second language acquisition: Long-term memory as aptitude in second language acquisition* (February 22, 2019), Second Language Studies Symposium, Michigan State University, East Lansing, MI.
- Long-term memory as aptitude in second language acquisition* (October 19, 2018), Penn State Undergraduate Exhibition in Hispanic and General Linguistics, Penn State University, State College, PA.
- The neurocognitive processing of late-learned second language: The role of external and internal factors*. (May 21, 2018) Language Science Colloquium, Department of Language Sciences, University of California Irvine, Irvine, California.
- Electrophysiological perspectives on late-learned language processing* (April 14, 2018), 90th Annual Meeting of the Midwestern Psychological Association. Chicago, Illinois.
- Declarative and Procedural Memory as Language Aptitude* (June 8, 2017), 2017 International Round Table Forum on "Language Aptitude," Macao Polytechnic Institute, School of Languages & Translation, Macua, China.
- Electrophysiological signatures of initial processing of L2 input: Insights into underlying cognitive processes* (May 19, 2017), Pushing for precision on initial input processing in SLA: Are we speaking the same language? Symposium GDRI-SLAT, UMR 7023 & Université de Paris 8, Université Américaine de Paris, St. Denis, France.
- The interplay of individual differences and contexts of learning in second language acquisition* (September 21, 2016), Speech-Language-Hearing Sciences Colloquium, The Graduate Center, The City University of New York.
- The Brain and Adult-Learned Languages: Research and Teaching* (April 29, 2016), Second Language Acquisition Symposium: How Adults Learn Language, Department of ESL/Linguistics, Department of World Languages, Harper College, Pallatine, IL.
- The interplay of individual differences and contexts of learning in second language acquisition* (January 15, 2016), Department of Linguistics, Georgetown University, Washington, DC.
- The role of cognitive factors in context: Behavioral and neurocognitive investigations of L2 acquisition* (June 12, 2015), Department of Education, University of York, York, UK.
- The interplay of individual differences and contexts of learning in second language acquisition* (February 5, 2015). Language Processing Brown Bag, University of Urbana–Champaign, Champaign, IL.
- Individual Differences in Context: Examining working memory, declarative and procedural memory, and linguistic development in naturalistic settings*. (November 21, 2013). Department of Spanish and Portuguese, Georgetown University, Washington, DC. With Mandy Faretta–Stutenberg.
- Eliciting different types of knowledge of L2 morphosyntax*. (September 2, 2013). Eliciting Data in Second Language Research: Challenge and Innovation, IRIS, University of York, York, UK.
- Examining heritage language through online methods from the language sciences*. (June 17, 2013). Seventh Heritage Language Research Institute: Heritage Speakers and the Advantages of Bilingualism. University of Illinois at Chicago, Chicago, IL.

*Understanding second language development: A longitudinal, multidimensional, neurocognitive approach.* (April 5, 2013). Foreign Language Acquisition Research and Education, University of Iowa, Iowa City, Iowa.

*Bringing about successful language acquisition.* (February 22, 2012). University of Chicago Laboratory Schools, Chicago, IL.

*External and internal factors and their interactions in adult second language acquisition.* (January 20, 2012). Third annual Young Scholar Speaker Series, Center for Language Science, The Pennsylvania State University, State College, PA.

*External and Internal Factors in Second Language: Neurocognitive Underpinnings.* (May 5, 2011). The Second Language Acquisition and Teacher Education Graduate Student Symposium, University of Illinois at Urbana–Champaign, Champaign, IL.

*External and Internal Factors in Second Language: Neurocognitive Underpinnings.* (January 27, 2011). Department of Linguistics, University of Chicago, Chicago, IL.

*The Neurocognition of Second Language Acquisition and Retention: Evidence from Event–Related Potentials.* (May 30, 2008). Department of Communication Sciences and Disorders Colloquium Series, Department of Communication Sciences and Disorders, Northwestern University, Evanston, IL

*Retention and consolidation of second language grammar: Evidence from Event–Related Potentials,* with C. Sanz and M.T. Ullman. (March 28, 2008). Workshop on the Neurocognition of Language and Memory: Retention, Attrition, and Aging, Center for Brain Based Cognition, Georgetown University, Washington, DC.

#### **PRESENTATIONS: INVITED COLLOQUIA & PANELS**

*Do we need monolinguals to explain language (un)learning and use in bilinguals?* (May 24, 2018). HaBilNet1, the First HaBilNet Colloquium, La Hulpe, Belgium.

*Cognitive Neuroscience of Second Language Acquisition Workshop.* (November 9, 2011). Center for Advanced Study of Language, College Park, Maryland.

*Insights into L2 processing from an artificial language.* (October 16, 2010). Invited colloquium at the Second Language Research Forum, University of Maryland. With Sanz, C., Steinhauer, K., & Ullman, M. T.

#### **PRESENTATIONS: INVITED WORKSHOPS**

*EEG/ERP Workshop* (June 10, 2015), New Directions in Implicit and Explicit Language Learning Conference, Lancaster University, Lancaster, UK.

*Workshop in processing electrophysiological data.* (March 11–12, 2009). Brain and Language Lab, Department of Neuroscience, Georgetown University

#### **PRESENTATIONS: CONFERENCE PAPERS & POSTERS**

\*Abugaber, D. & **Morgan-Short, K.** (2021, July 26-29). *Differences in implicit vs. explicit grammar processing as revealed by drift diffusion modeling of reaction times* [Poster presentation]. 43rd Annual Meeting of the Cognitive Science Society, virtual.

\*Finestrat, I., \*Abugaber, D., Luque, A., **Morgan-Short, K.** (2021, June 22-25). *Assessing individual neurocognitive differences in native language morphosyntactic processing* [Conference presentation]. The XV International Symposium of Psycholinguistics, virtual.

\*Finestrat, I., & **Morgan-Short, K.** (2021, March 20-23). *Exploring the effect of L1 grammatical skills in L2 development in two learning contexts* [Paper presentation]. American Association for Applied Linguistics 2021 Virtual Conference.



- Morgan-Short, K.,** \*Buffington, J., & Demos, A.P. (2021, March 20-23). *The reliability and validity of procedural memory assessments in second language learning research* [Paper presentation]. American Association for Applied Linguistics 20201 Virtual Conference.
- \*Abugaber, D., & **Morgan-Short, K.** (2021, March 20-23). *Is all explicit awareness equal?: Comparing instructed vs. induced rule knowledge in a semi-artificial language* [Paper presentation]. American Association for Applied Linguistics 20201 Virtual Conference.
- \*Abugaber, D., \*Finestrat, I., \*Luque, A., & **Morgan-Short, K.** (2021, March 13-16). *Regression-based mass univariate EEG analyses suggest no word frequency effect in processing of regular inflections* [Poster presentation]. Cognitive Neuroscience Society Virtual 21.
- \*\*Ogunniyi, V., \*Abugaber, D., \*Finestrat, I., \*Luque, A., & **Morgan-Short, K.** (2021, March 13-16). *Neural oscillations as predictors of variability in second language learning.* [Poster presentation]. Cognitive Neuroscience Society Virtual 21.
- \*Finestrat, I., & **Morgan-Short, K.** (2020, November 19-22). *Predicting L2 prediction: The role of cognitive factors and first language skills\** [Poster presentation]. 61<sup>st</sup> Annual Meeting of the Psychonomic Society, virtual.
- \*Buffington, J., & **Morgan-Short, K.** (2020, November 19-22). *Accounting for second language aptitude: The role of domain-general cognitive abilities* [Poster presentation]. 61<sup>st</sup> Annual Meeting of the Psychonomic Society, virtual.
- Faretta-Stutenberg, M., Issa, B., Bowden, H., & **Morgan-Short, K.** (2020, October 23-25). *Two versions of the Ortega et al. Spanish Elicited Imitation Task: Utility for longitudinal research* [Paper presentation]. Second Language Research Forum (SLRF), virtual.
- \*Finestrat, I., \*Abugaber, D., \*Luque, A., & **Morgan-Short, K.** (2020, October 23-25). *Examining measures of individual variability in ERP responses and expanding the evidence to the L2* [Poster presentation]. 12th Annual Society for the Neurobiology of Language Meeting, virtual.
- \*Abugaber, D., Batterink, L., & **Morgan-Short, K.** (2020, June 1 - September 1, 2020). *Bias-corrected reaction time analyses corroborate findings of implicit grammar learning in an artificial language experiment* [Poster presentation]. Association for Psychological Science Virtual Poster Showcase.
- \*Buffington, J., & **Morgan-Short, K.** (2020, June 1 - September 1, 2020). *The role of declarative and procedural memory in second language acquisition: An examination with multiple measures of memory* [Poster presentation]. Association for Psychological Science Virtual Poster Showcase.
- \*Finestrat, I., \*Abugaber, D., Luque, A., & **Morgan-Short, K.** (2020, March). *Do first language neural processes for morphosyntax transfer to the second language? Using event-related potentials to expand the evidence of cross-linguistic influence.* Poster presented at virtual 33rd CUNY Conference on Human Sentence Processing. Amherst, MA.
- \*Abugaber, D., Batterink, L., & **Morgan-Short, K.** (2019, September). *Implicit learning in an artificial language: A replication and extension of Batterink et al. (2014).* Paper presented at Second Language Research Forum (SLRF). East Lansing, MI.
- Morgan-Short, K.** (2019, September). *Considering the updated input hypothesis: A neurolinguistic perspective. Commentary on VanPatten and Lichtman's Krashen, 40 years later.* Paper presented at Second Language Research Forum (SLRF). East Lansing, MI.
- \*Villegas, B. & **Morgan-Short, K.** (2019, September). *The effect of training condition on L2 development and L2 knowledge of a complex form.* Paper presented at Second Language Research Forum (SLRF). East Lansing, MI.
- \*Luque, A. & **Morgan-Short, K.** (2019, October). *Investigating the role of first language flexibility in bilingual language development: An ERP study.* Poster presented at the Society for Neuroscience, Chicago, IL
- \*Finestrat-Martinez, I. & **Morgan-Short, K.** (2019, October). *The influence of native English language grammatical skills on adult Spanish L2 development.* Poster presented at the Hispanic Linguistics Symposium. El Paso, TX.

- Pili-Moss, D., Brill-Schuetz, K. A., Faretta–Stutenberg, M., & **Morgan-Short, K.** (2019, August). *Contributions of declarative and procedural memory to accuracy and automatization during second language practice*. Paper presented at the 29th meeting of the European Second Language Association (EUROSLA 27), Lund, Sweden.
- Morgan-Short, K.**, \*Luque, A., \*Finestrat, I., & \*Abugaber, D. (2019, March). *Exploring event-related potentials by subjective report as insight into explicit and implicit second language grammatical knowledge*. Poster presented at the 26th Annual meeting of the Cognitive Neuroscience Society, San Francisco, California.
- Morgan-Short, K.**, \*Villegas, B., & \*Buffington, J. (2019, March). *A cognitive approach to classroom data: Understanding the factors that lead to the development of L2 Spanish 'se'*. Paper presented at the American Association of Applied Linguistics (AAAL) Annual Meeting, Atlanta, Georgia.
- \*Buffington, J., & **Morgan-Short, K.** (2018, November). *Multivariate Analysis on the Construct Validity of Procedural Memory Assessments Used in Second Language Learning*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, Louisiana.
- \*Luque, A., & **Morgan-Short, K.** (2018, November). *Investigating Syntactic Co-Activation in Bilingual Language Processing: An Event-Related Potential Study*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, Louisiana.
- \*Buffington, J., & **Morgan-Short, K.** (2018, July). *Construct validity of procedural memory tasks used in adult-learned language*. Poster presented at the 40th Annual Conference of the Cognitive Science Society. Madison, Wisconsin.
- Pili-Moss, D., **Morgan-Short, K.**, Philp, J., & Rebuschat, P. (2018, March) *Procedural learning ability predicts artificial L2 learning in 9-year-old children*. Paper presented at the American Association of Applied Linguistics (AAAL) Annual Meeting, Chicago, Illinois.
- Finestrat Martinez, I., Luque, A., Abugaber, D., & **Morgan-Short, K.** (2018, March) *Native-language processing as an individual difference explaining variability in L2 processing: An event-related potential study*. Paper presented at the American Association of Applied Linguistics (AAAL) Annual Meeting, Chicago, Illinois.
- \*Buffington, J. & **Morgan-Short, K.** (2017, November). *The reliability and validity of procedural memory assessments used in second language learning*. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, British Columbia, Canada.
- \*Abugaber, D., \*Finestrat, I., \*Luque, A., & Morgan-Short, K. (2017, November). *Event-related potentials indicate a role for word frequency in L1 and L2 grammatical processing*. Poster presented at the Annual Meeting of the Society for the Neurobiology of Language, Baltimore, Maryland.
- \*Villegas, B., & **Morgan-Short, K.** (2017, October). *The role of training condition and individual differences on the development of a complex form: An L2 Study of the Spanish Subjunctive*. Paper presented at the Second Language Research Forum (SLRF), Columbus, Ohio.
- \*Luque, A., & **Morgan-Short, K.** (2017, October). *Two Languages in One Mind: Examining the Role of Syntactic Co-Activation in Bilingual Language Processing*. Paper presented at the Second Language Research Forum (SLRF), Columbus, Ohio.
- Morgan-Short, K.**, Marsden, E., Heil, J., Issa, B., Mikhaylova, A., Mikołajczak, S., Moreno, N., Leow, R., Slabakova, R., & Szudarski, P. (2017, August). *A multi-site replication and extension: Attention to form and second language comprehension*. Paper presented at the 27th meeting of the European Second Language Association (EUROSLA 27), Reading, UK.
- Marsden, E., **Morgan-Short, K.**, Thompson, S., & \*Abugaber, D. (2017, August). *Replication in L2 research: A systematic review and lessons for the field* Paper presented at the 27th meeting of the European Second Language Association (EUROSLA 27), Reading, UK.
- Pili-Moss, D., & **Morgan-Short, K.** (2017, May). *Contributions of declarative and procedural memory to second language development: An examination of accuracy and automatization during practice*. Paper presented at the 6th Implicit Learning Seminar, Budapest, Hungary.

- \*\*Kohnke, E., Faretta-Stutenberg, M., Tanner, D., & Morgan-Short, K.** (2017, March). *Electrophysiological language processing signals over time: A study of the retest reliability of the N400 and P600 event-related potential components*. Poster presented at the 24<sup>nd</sup> Annual meeting of the Cognitive Neuroscience Society, San Francisco, California.
- Morgan-Short, K.** (2017, March). Discussant for *Consolidating and Sustaining a Principled Replication Effort in SLA Research* colloquium. Paper presented at the American Association of Applied Linguistics (AAAL) Annual Meeting, Portland, Oregon.
- Marsden, E., **Morgan-Short, K.**, Thompson, S. & \*Abugaber, D. (2017, March). *A synthesis of the replication effort in L2 research*. Paper presented at American Association of Applied Linguistics (AAAL) Annual Meeting, Portland, Oregon.
- Faretta-Stutenberg, M., & **Morgan-Short, K.** (2016, October). *Performance and processing changes during study abroad – the role of language use and motivation*. Paper presented at the UIC Bilingualism Forum, Chicago, Illinois.
- Issa, B., Burden, C., **Morgan-Short, K.**, & Lew-Williams, C. (2016, October). *Grammatical gender as a predictive cue in real-time language processing: The case of heritage speakers*. Paper presented at Hispanic Linguistics Symposium. Georgetown University, Washington, D.C.
- Morgan-Short, K.**, Marsden, E., Heil, J., Leow, R., Slabakova, R., Moreno, N., Mikhaylova, A., Szudarski, P., & Mikołajczak, S. (2016, September). *Multi-site replication in SLA research: Attention to form during listening and reading comprehension in Spanish L2*. Paper presented at the Second Language Research Forum (SLRF), New York City, New York.
- \*Luque, A., Rebuschat, P., & **Morgan-Short K.** (2016, September). *Exploring the Role of Bilingualism in the Development of L2 Grammatical Knowledge*. Paper presented at the Second Language Research Forum (SLRF), New York City, New York.
- Issa, B., & **Morgan-Short, K.** (September, 2016). *Examining second language practice through a different lens: An eye-tracking study*. Paper presented at the Second Language Research Forum (SLRF). Columbia, University, New York City, New York.
- Faretta-Stutenberg, M., & **Morgan-Short, K.** (2016, September). *Motivation, language contact hours, and behavioral and processing changes during study abroad*. Paper presented at the Second Language Research Forum (SLRF), New York City, New York.
- Morgan-Short, K.**, Brill-Schuetz, K., & Demos, A. (2016, June). *Complex second language training leads to development of implicit and explicit second language knowledge*. Paper presented at the 5th Implicit Learning Seminar, Lancaster, United Kingdom.
- Luque, A., Phipps, A., Rebuschat, P., & **Morgan-Short K.** (2016, April). *Exploring the role of inhibitory control in the development of implicit L2 syntactic knowledge*. Paper presented at the American Association of Applied Linguistics Annual Meeting, Orlando, Florida.
- Issa, B., & **Morgan-Short, K.** (2015, November). *Second language morphosyntactic development and attentional allocation: An eye-tracking study*. Paper presented at the Psychonomic Society's 56th Annual Meeting, Chicago, Illinois.
- Issa, B., & **Morgan-Short, K.** (2015, October). *Second language morphosyntactic development and attentional allocation: An eye-tracking study*. Paper presented at the Second Language Research Forum (SLRF), Atlanta, Georgia.
- Heil, J., **Morgan-Short, K.**, & Marsden, E. (2015, October). *Effects of Attention to Forms on Aural Comprehension*. Paper presented at the Second Language Research Forum (SLRF), Atlanta, Georgia.
- Faretta-Stutenberg, M., Tanner, D., & **Morgan-Short, K.** (2015, October). *Working memory and context of learning: Accounting for individual differences in second-language processing signatures over time*. Poster presented at the Annual Meeting of the Society for the Neurobiology of Language, Chicago, Illinois.

- Issa, B., Burden, C., Lew–Williams, C., & **Morgan–Short, K.** (2015, September) *Real–time use of predictive cues in language processing by heritage speakers of Spanish*. Paper presented at the International Symposium on Monolingual and Bilingual Speech, Chania, Crete, Greece.
- Ruiz, S., Grey, S., Tagarelli, K., **Morgan–Short, K.**, Williams, J. N., & Rebuschat, P. (2015, June). *Simultaneous acquisition of words and syntax: The role of working memory and declarative memory*. Poster presented at the symposium New Directions in Implicit and Explicit Language Learning, Lancaster University, Lancaster, United Kingdom.
- Faretta–Stutenberg, M., & **Morgan–Short, K.** (2015, May). *Working memory, context of learning, and changes in second–language processing signatures over times: Examining individual differences*. Paper presented at the 10th International Symposium on Bilingualism, New Brunswick, New Jersey.
- Tagarelli, K.M., Jiang, X., Shattuck, K.F., Laka, I., Barbey, A.K., VanMeter, J.W., **Morgan–Short, K.**, Mackey, A., Newman, A.J., Turkeltaub, P.E., Newport, E.L., Ullman, M.T. (2015, March). *The neural trajectory of adult second language acquisition: An fMRI study of learning a reduced natural language*. Poster presented at the 22<sup>nd</sup> Annual meeting of the Cognitive Neuroscience Society, San Francisco, California.
- Burden, C., \*Issa, B., & **Morgan–Short, K.** (2015, March) *Online use of predictive grammar cues in heritage speaker learning*. Paper presented at the UIC School of Literatures, Cultural Studies and Linguistics In/Between Conference, Chicago, IL.
- Bowden, Harriet W., \*Issa, B., & **Morgan–Short, K.** (2015, March). *Brain Processing of Heritage Language: Group and Individual Profiles as Revealed by ERPs*. Paper presented at the American Association for Applied Linguistics, Toronto, Canada.
- \*Issa, B., **Morgan–Short, K.**, & Raney, G. (2014, November). *Keeping an Eye on Attention: Immediate and Delayed Effects on L2 Spanish Morphosyntactic Development*. Paper presented at Hispanic Linguistic Symposium (HLS). Purdue, Indiana.
- \*Issa, B., Leow, R., & **Morgan–Short, K.** (2014, October). *Leung & Williams (2011) Revisited: Addressing Issues of Internal Validity*. Paper presented at Second Language Research Forum (SLRF). Columbia, SC.
- \*Issa, B., **Morgan–Short, K.**, & Raney, G. (2014, October). *Morphosyntactic Development in a Second Language: An Eye–Tracking Study on the Role of Attention and Individual Differences in Motivation and Working Memory*. Paper presented at UIC Bilingualism Forum, Chicago, IL.
- Ruiz, S., Grey, S., Tagarelli, K., **Morgan–Short, K.**, Williams, N. W., & Rebuschat, P. (2014, September). *Simultaneous acquisition of L2 syntax and vocabulary under incidental and intentional learning conditions*. Paper presented at the 24th annual conference of the European Second Language Association (EUROSLA), York, United Kingdom
- \*Issa, B., **Morgan–Short, K.**, & Raney, G. (2014, September). *Morphosyntactic development in a second language: An eye–tracking study on the role of attention*. Paper presented at the 24th annual conference of the European Second Language Association (EUROSLA), York, United Kingdom.
- \*Brill–Schuetz, K. A., & **Morgan–Short, K.** (2014, July). *The Role of procedural memory in adult second language acquisition*. Poster presented at the 36th Annual Meeting of the Cognitive Science Society, Quebec City, Quebec, Canada.
- \*Issa, B., & **Morgan–Short, K.** (2014, April). *Morphosyntactic development in Spanish as an L2: An eye–tracking study on the role of attention*. Paper presented at Linguistic Symposium on Romance Languages 44 (LSRL), London, Ontario (Canada).
- Grey, S., Sanz, C., **Morgan–Short, K.**, & Ullman, M. (2014, April). *Are bilinguals better than monolinguals at foreign language learning? An event–related potential study*. Poster presented at Cognitive Neuroscience Science Society (CNS), Boston, MA.
- Grey, S., Sanz, C., **Morgan–Short, K.**, & Ullman, M.T. (2014, March). *A neurocognitive investigation of bilingual versus monolingual additional language learning in adulthood*. Paper presented at the American Association for Applied Linguistics, Portland, Oregon.

- Morgan–Short, K.**, \*Faretta–Stutenberg, M., & \*Bartlett, L. (March 2014). *Understanding second language grammatical gender agreement: Relationships between language experience, proficiency, performance and neurocognitive processing*. Paper presented at the American Association of Applied Linguistics, Portland, Oregon.
- \*Tagarelli, K. M., Jiang, X., Laka, I., Barbey, A. K., **Morgan–Short, K.**, & Ullman, M. T. (March 2014). *Examining the trajectory of language acquisition with a mini–language model*. Paper presented at the American Association of Applied Linguistics, Portland, Oregon.
- \*Faretta–Stutenberg, M., Tanner, D., & **Morgan–Short, K.** (2013, November). *Individual Differences in Declarative and Procedural Memory and Changes in L2 ERP Signatures Over Time*. Poster presented at the Annual Meeting of the Society of Neurobiology of Language, San Diego, California.
- \*Bovee, J., **Morgan–Short, K.**, \*Brill–Schuetz, K. A., & Raney, G. (2013, November). *Immersion in Elementary School Enhances Inhibitory Control*. Poster presented at the Annual Meeting of the Psychonomic Society, Toronto, Ontario, Canada.
- \*Faretta–Stutenberg, M., Tanner, D., & **Morgan–Short, K.** (2013, October). *The relationship between working memory and second language development at home and abroad*. Paper presented at the Second Language Research Forum (SLRF), Provo, Utah.
- \*Issa, B., \*Faretta–Stutenberg, M., Zalbidea, J., Bartlett, L., & **Morgan–Short, K.** (2013, October). *Musical background and second language acquisition: Moving beyond phonology*. Paper presented at the Second Language Research Forum (SLRF), Provo, Utah.
- Zalbidea, J., & **Morgan–Short, K.** (2013, October). *The effects of explicit instruction on the acquisition of forms with multiple meanings*. Paper presented at the Second Language Research Forum (SLRF), Provo, Utah.
- Villegas, A., Dussias, P. E., & **Morgan–Short, K.** (2013, October). *Production differences between Spanish–dominant and Heritage speakers reflect a mapping deficit*. Paper presented at the Hispanic Linguistic Symposium, Ottawa, Canada.
- Grey, S., Sanz, C., **Morgan–Short, K.**, & Ullman, M. (2013, October). *The role of language experience in the neurocognition of late–learned language: Bilingual L3A vs. monolingual L2A*. Paper presented at the International Conference on Multilingualism: Linguistic Challenges and Neurocognitive Mechanisms. Montreal, Canada.
- \*Bartlett, L., González–Vilbao, K., & **Morgan–Short, K.** (2013, March). *Short–distance movement, anterior negativities, and working memory: An event–related potentials study*. Poster presented at the 11th International Symposium of Psycholinguistics, Tenerife, Spain.
- Finger, I., **Morgan–Short, K.**, \*Grey, S., & Ullman, M. T. (2012, November). *L2 processing presents native–like ERP activation after a period of non–exposure*. Paper presented at the Language and Neuroscience Conference, Florianópolis, Brazil.
- \*Brill, K. A., & **Morgan–Short, K.** (2012, November). *The role of procedural memory in adult second language acquisition*. Poster presented at the Annual Meeting of the Psychonomic Society, Minneapolis, MN.
- Morgan–Short, K.**, \*Faretta–Stutenberg, M., \*Brill, K. A., Carpenter, H., & Wong, P. C. M. (2012, October). *Declarative and procedural memory as individual differences in second language acquisition*. Paper at the Second Language Research Forum (SLRF), Pittsburg, Pennsylvania.
- \*Bartlett, L., González–Vilbao, K., & **Morgan–Short, K.** (2012, April). *The processing of movement: An event–related potentials investigation of preposed adjectives*. Poster presented at the Annual Meeting of the Cognitive Science Society (CNS), Chicago, IL.
- Bowden, H., **Morgan–Short, K.**, Potowski, K., & \*Bartlett, L. (2012, April). *Spanish heritage language processing: An ERP study*. Poster presented at the Annual Meeting of the Cognitive Science Society (CNS), Chicago, IL.

- \*Bovee, J., **Morgan–Short, K.**, \*Brill, K. A., & Raney, G. (2011, November). *Age of second language acquisition predicts enhanced executive control in bilingual adolescents*. Poster presented at the Annual Meeting of the Psychonomic Society, Seattle, Washington.
- Finger, I., **Morgan–Short, K.**, \*Grey, S., & Ullman, M.T. (2011, September) *The neurocognition of L2 retention: ERP evidence from an artificial language*. Paper presented at the New Trends on Experimental Psycholinguistics, Madrid, Spain.
- \*\*Karpouzian, T., \*Faretta, M., Wong, F., Wong, P. C. M., **Morgan–Short, K.** (2011, May). *The role of working memory in second language development*. Poster presented at the Annual Meeting of the Midwestern Psychological Association (MPA).
- \*Brill, K. A., \*Faretta, M., Wong, F., Wong, P. C. M., **Morgan–Short, K.** (2011, May). *Declarative and procedural memory abilities and successful adult language learning*. Poster presented at the Annual Meeting of the Midwestern Psychological Association (MPA).
- \*Heil, J., \*Botero–Moriarty, A., \*Ebert, S., & **Morgan–Short, K.** (2011, April). *Reading for meaning: Investigating simultaneous attention to form and meaning*. Paper presented at the UIC 2011 Bilingualism Forum.
- Ettlinger, M., **Morgan–Short, K.**, \*Faretta–Stutenberg, M., & Wong, P. C. M. (2011, April). *The relationship between artificial grammar learning and second language acquisition*. Paper presented at the UIC 2011 Bilingualism Forum.
- \*Bartlett, L., **Morgan–Short, K.**, & González–Vilbao, K. (2011, April). *The processing of gender agreement errors in Spanish: An event–related potential investigation of pre/postnominal distinction*. Poster presented at the 10th International Symposium of Psycholinguistics.
- Morgan–Short, K.**, \*Bartlett, L., \*Faretta–Stutenberg, M., & González–Vilbazo, K. (2011, April). *Local and distant morphosyntactic processing at early stages of second language acquisition: An event–related potential study*. Poster presented at the Annual Meeting of the Cognitive Science Society (CNS), San Francisco, California.
- \*Grey, S., **Morgan–Short, K.**, Finger, I., & Ullman, M. (2011, April). *Changes in the neural pattern of L2 processing after 3–6 months of non–exposure: ERP evidence from an artificial language*. Poster presented at the Annual Meeting of the Cognitive Science Society (CNS), San Francisco, California.
- Ettlinger, M., **Morgan–Short, K.**, \*Faretta–Stutenberg, M., & Wong, P. C. M. (2011, January). *The relationship between artificial and natural language learning*. Paper presented at the Annual meeting of the Linguistic Society of America, Pittsburg, Pennsylvania.
- Morgan–Short, K.**, \*Heil, J., \*Moriarty, A., & \*Ebert, S. (2010, October). *Simultaneous attention to form and meaning in written second language input*. Paper presented at the Second Language Research Forum Conference (SLRF), College Park, Maryland.
- \*Faretta, M., & **Morgan–Short, K.** (2010, October). *Learning without awareness revisited: Examining the role of prior knowledge in implicit learning*. Poster presented at the Second Language Research Forum Conference (SLRF), College Park, Maryland.
- \*McCarthy, B., \*Faretta, M., Wong, F., Wong, P. C. M., & **Morgan–Short, K.** (2010, August). *Individual differences in successful second language learning: The roles of working memory and intelligence*. Poster presented at the Annual Meeting of the Cognitive Science Society, Portland, Oregon.
- \*Brill, K. A., \*Faretta, M., Wong, F., Wong, P. C. M., **Morgan–Short, K.** (2010, August). *Declarative and procedural memory abilities as predictors of successful adult language learning*. Poster presented at the Annual Meeting of the Cognitive Science Society, Portland, Oregon.
- Bowden, H. W., **Morgan–Short, K.**, & Potowski, K. (2010, April). *Neither first nor second language: Heritage Spanish speakers’ linguistic knowledge and processing*. Paper presented at the In/Between Conference: Thoughts on Literature and Language, Chicago, Illinois.
- Bowden, H. W., **Morgan–Short, K.**, & Potowski, K. (2010, March). *Heritage Spanish speakers’ linguistic knowledge and processing: Evidence from across linguistic domains*. Paper presented at the American Association for Applied Linguistics (AAAL), Atlanta, Georgia.

- Morgan–Short, K.**, Steinhauer, K., Sanz, C., \*Faretta, M., & Ullman, M. T. (2009, March). *The neurocognition of morpho–syntactic processing in second language: An artificial language study*. Poster presented at the Annual Meeting of the Cognitive Neuroscience Society (CNS), San Francisco, California.
- Carpenter, H., **Morgan–Short, K.**, & Ullman, M. T. (2009, March). *Working Memory: In SLA, When is Less More?* Paper presented at the American Association for Applied Linguistics (AAAL), Denver, Colorado.
- Morgan–Short, K.**, \*Faretta, M., Sanz, C., Steinhauer, K., & Ullman, M. T. (2009, March) *Awareness and explicitness in second language development*. Paper presented at the Georgetown University Round Table (GURT), Washington, D.C.
- Carpenter, H., **Morgan–Short, K.** & Ullman, M. T. (2009, March). *Predicting L2 using declarative and procedural memory assessments: A behavioral and ERP investigation*. Paper presented at the Georgetown University Round Table (GURT), Washington, D.C.
- Morgan–Short, K.**, Sanz, C., Steinhauer, K., & Ullman, M. T. (2008, October). *Neurocognitive development of L2 morphosyntactic processing*. Paper presented at the Second Language Research Forum Conference (SLRF), Honolulu, Hawaii.
- Morgan–Short, K.**, \*\*Lukas, S., Piñeyro, M., Steinhauer, K., Sanz, C., & Ullman, M. T. (April, 2008). *Retention and consolidation of second language grammar: Evidence from Event–Related Potentials*. Poster presented at the Annual Meeting of the Cognitive Neuroscience Society (CNS), San Francisco, California.
- Morgan–Short, K.**, \*\*Lukas S., & Piñeyro, M. (April, 2008). *Effects of explicit and implicit conditions on late–learned second language retention: Evidence from event–related potentials*. Paper presented at the American Association for Applied Linguistics (AAAL), Washington, D.C.
- Potowski, K., Jegerski, J., & **Morgan–Short, K.** (October, 2007). *The effects of processing instruction on subjunctive development among Spanish heritage language speakers*. Paper presented at the Second Language Research Forum Conference (SLRF), Urbana, Illinois.
- Morgan–Short, K.**, Steinhauer, K., Sanz, C. & Ullman, M. T. (September 2007). *Effects of explicit and implicit training conditions on L2 Knowledge: An Event–Related Potential Study*. Paper presented at the 17th European Second Language Acquisition Association Conference (EUROSLA), Newcastle, England.
- Morgan–Short, K.**, Steinhauer, K., Sanz, C. & Ullman, M. T. (May 2007). *An ERP investigation of second language processing: Effects of proficiency and explicit and implicit training*. Paper presented at the Annual Meeting of the Cognitive Neuroscience Society (CNS), New York, New York.
- Morgan–Short, K.**, Steinhauer, K., Sanz, C. & Ullman, M. T. (2006, October). *Effects of explicit and implicit training on L2 neurocognitive correlates*. Paper presented at the Second Language Research Forum Conference (SLRF), Seattle, Washington.
- Morgan–Short, K.** (2006, July). *Effects of explicit and implicit conditions on L2 knowledge: An ERP study*. Paper presented at the American Association of Teachers of Spanish and Portuguese Annual Conference (AATSP), Salamanca, Spain.
- Morgan–Short, K.**, Steinhauer, K., Sanz, C. & Ullman, M. T. (2006, June). *Neural correlates of second language knowledge at low and high proficiency: An artificial language study*. Paper presented at the American Association for Applied Linguistics (AAAL), Montreal, Canada.
- Morgan–Short, K.**, Steinhauer, K., Sanz, C. & Ullman, M. T. (2005, March). *A neurolinguistic investigation of SLA: Effects of explicit and implicit conditions*. Paper presented at the Georgetown University Round Table (GURT), Washington, D.C.
- Morgan–Short, K.** & Bowden, H. W. (2004, July). *Technology, Instruction, and L2 Development*. Paper presented at the American Association of Teachers of Spanish and Portuguese Annual Conference (AATSP), Acapulco, México.

- Bowden, H. W. & **Morgan–Short, K.** (2004, May). *Awareness, Instructional Conditions and Second Language Development*. Paper presented at the Association for Applied Linguistics Annual Conference (AAAL), Portland, OR.
- Morgan–Short, K.** & Bowden, H. W. (2003, April). *Learning Spanish as a second language: The role of practice and memory*. Poster session presented at the annual Graduate Student Research Day, Georgetown University, D.C.
- Morgan–Short, K.** & Bowden, H. W. (2003, March). *Input vs. output learning conditions, working memory and L2 development*. Paper presented at the Association for Applied Linguistics Annual Conference (AAAL), Arlington, VA.
- Bowden, H. W. & **Morgan–Short, K.** (2002, October). *The relationship between processing instruction, meaningful output–based instruction & noticing*. Paper presented at the Second Language Research Forum Conference (SLRF), Toronto, Canada.
- Bowden, H. W. & **Morgan–Short, K.** (2002, July). *Computer–based instruction & awareness: Processing instruction vs. meaningful output–Based instruction*. Paper presented at the American Association of Teachers of Spanish and Portuguese Annual Conference (AATSP), Rio de Janeiro, Brazil.
- Sanz, C. & **Morgan–Short, K.** (2002, February). *Effects of different amounts of explicit instruction before and during input–based practice: A computer–based study*. Paper presented at the Form and Meaning Connections in Second Language Acquisition Conference, Chicago, IL.
- Leow, R. & **Morgan–Short, K.** (2002, February). *To think aloud or not to think aloud: The issue of reactivity in SLA research methodology*. Paper presented at the Form and Meaning Connections in Second Language Acquisition Conference, Chicago, IL.
- Morgan, K.** (2001, July). *Verbal Protocols: A Teacher’s Insight into the Allocation of Adult Learners’ Attention While Reading an L2 Text*. Paper presented at the American Association of Teachers of Spanish and Portuguese Annual Conference (AATSP), San Francisco, California.

## PRESENTATIONS: BROWN BAG TALKS & OTHER

- Insights into language processing: leveraging event-related potential data to examine multiple factors*. With Irene Finestrat, David Abugaber, & Alicia Luque. (October 30, 2020). Talks in Linguistics Series, Department of Hispanic Linguistics, University of Illinois at Chicago, Chicago, IL.
- Registered Reports in Open Science: Definitions, Rationale, and Personal Experiences*. With Josh Buffington. (October 28, 2020). Cognitive Psychology Brown Bag, Department of Psychology, University of Illinois Chicago, Chicago, IL.
- A journey into Open Science and Registered Reports*. (September 11, 2019). Cognitive Division Brown Bag, Department of Psychology, University of Illinois at Chicago, Chicago, IL.
- Accounting for individual differences in second language acquisition: The role of long-term memory as aptitude in second language acquisition*. (February 13, 2019). Cognitive Division Brown Bag, Department of Psychology, University of Illinois at Chicago.
- Event-Related Potentials Suggest a Role for Word Frequency in L1 and L2 Grammatical Processing*. With David Abugaber, Irene Finestrat, & Alicia Luque. (June 15, 2018). 2<sup>nd</sup> Chicago Area Psycholinguistics Meeting. Northwestern University, Chicago, IL.
- Attention to form and second language comprehension: A multi-site replication and extension*. (March 9, 2017). In/Between Conference. School of Literatures, Cultural Studies and Linguistics, University of Illinois at Chicago, Chicago, IL.
- Investigating the role of L1 change as individual difference in adult second language acquisition: An ERP investigation*. With Alicia Luque. (March 3, 2017). 1<sup>st</sup> Chicago Area Psycholinguistics Meeting. University of Illinois at Chicago, Chicago, IL.
- Test-retest reliability of language-related ERPs: The case of the N400/P600*. With Mandy Faretta-Stutenberg, Erin Kohnke, & Darren Tanner. (March 3, 2017). 1<sup>st</sup> Chicago Area Psycholinguistics Meeting.



University of Illinois at Chicago, Chicago, IL.

*The interplay of individual differences and contexts of learning in second language acquisition* (April 19, 2016), Forum on 15, School of Literatures, Cultural Studies & Linguistics, University of Illinois at Chicago, Chicago, IL.

*Roundtable on Editing and Publishing in Academic Journals*. (March 20, 2015), School of Literatures, Cultural Studies and Linguistics, University of Illinois at Chicago, Chicago, IL.

*The interplay of individual differences and contexts of learning in second language acquisition*. (January 28, 2015). Cognitive Division Brown Bag, Department of Psychology, University of Illinois at Chicago.

*Neurocognitive investigations of adult second language acquisition: The role of cognitive factors in context* (September 29, 2015), Laboratory of Integrative Neuroscience, University of Illinois at Chicago, Chicago, IL.

*External and internal factors in adult second language acquisition*. (March 9, 2011). Cognitive Division Brown Bag, Department of Psychology, University of Illinois at Chicago, Chicago, IL.

*External and Internal Factors in Adult Second Language Acquisition*. (March 9, 2011). Cognitive Division Brown Bag, Department of Psychology, University of Illinois at Chicago, Chicago, IL.

*Awareness and Explicitness in Second Language Development*, with Faretta, M. (March 6, 2009). UIC Talks in Linguistics (TiL), Department of Spanish, French, Italian & Portuguese, University of Illinois at Chicago, Chicago, IL.

*The Neurocognition of Second Language Learning*. (February 9, 2009). Behavioral Neuroscience Division Brown Bag, Department of Psychology, University of Illinois at Chicago, Chicago, IL.

*Electrophysiological investigation of bilingual processing: ERP Methods for Heritage and Second Language Processing*. (November 3, 2008). UIC Talks in Linguistics, Department of Spanish, French, Italian & Portuguese, University of Illinois at Chicago, Chicago, IL.

*Neurocognitive development of second language grammatical processing*. (October 15, 2008). Cognitive Division Brown Bag, Department of Psychology, University of Illinois at Chicago, Chicago, IL.

*Effects of training on the neurocognition of late-learned second language: An ERP study*. (February 7, 2008). fMRI Journal Club, Center for Cognitive Medicine, University of Illinois at Chicago, Chicago, IL.

*A Neurolinguistic Investigation of Late-Learned Second Language Knowledge: The Effects of Explicit and Implicit Conditions*. (September 26, 2007). Cognitive Division Brown Bag, Department of Psychology, University of Illinois at Chicago, Chicago, IL.

*A Neurolinguistic Investigation of Late-Learned Second Language Knowledge: The Effects of Explicit and Implicit Conditions*. (September 19, 2007). Spanish, French, Italian & Portuguese Talks in Progress, Department of Spanish, French, Italian & Portuguese, University of Illinois at Chicago, Chicago, IL.

*The neural processing of second language knowledge: Effects of explicit and implicit conditions*. (Fall, 2006). Graduate Colloquium Series, Faculty of Language and Linguistics, Georgetown University, Washington, DC.

## **ADVISING: DOCTORAL STUDENTS**

Department of Hispanic & Italian Studies:

David Abugaber, Department of Hispanic and Italian Studies (AY 2017 – )

Tim Anderson, Department of Hispanic and Italian Studies (Spring 2018 – )

Irene Finestrat, Department of Hispanic and Italian Studies (AY 2017 – Summer 2021)

Thesis: *The influence of native language grammatical knowledge and processing skills on adult L2 development in two learning contexts*

Alicia Luque-Fererras, Department of Hispanic and Italian Studies (AY 2015 – AY 2019)

Thesis: *Inhibitory Control and First Language Flexibility in Second Language Learning: A Neurocognitive Study*

Briana Villegas, Department of Hispanic and Italian Studies (AY 2017 – AY 2019)

Bernard Issa, Department of Hispanic and Italian Studies (AY 2011 – Summer 2015)  
Thesis: *Morphosyntactic Development in a Second Language: An Eye-tracking Study on the Role of Attention*

Mandy Faretta-Stutenberg, Department of Hispanic and Italian Studies (AY 2010 – Summer 2014)  
Thesis: *A Neurolinguistic Investigation of the Role of Working Memory and Language Use in Naturalistic Learning Contexts*

Laura Bartlett-Hsu, Department of Hispanic and Italian Studies, Co-Advisor (AY 2010 – AY 2013)  
Thesis: *Adjectives that aren't: An ERP-theoretical analysis of adjectives in Spanish*

Clara Azevedo, Department of Hispanic and Italian Studies (AY 2009)

Department of Psychology:

Joshua Buffington, Department of Psychology (Spring 2019 – )

Kate Brill-Schuetz, Department of Psychology (AY 2013 – Summer 2016)  
Thesis title: *Complexity of Input and the Contributions of Memory to Adult Second Language Development*

**ADVISING: DISSERTATION & PRELIMINARY EXAM COMMITTEES**

Department of Hispanic & Italian Studies:

Irati de Nicolas (Spring 2018 – Summer 2020)

Rodrigo Delgado (Spring 2018 – Summer 2020)

José Sequeros Valle (AY 2018 – Summer 2020)

Sara Stefanich (AY 2018 – AY 2019)

Lucia Badiola-Maguregui (Spring 2015 – AY 2019)

Daniel Vergara González (AY 2015 – AY 2017)

Zoe McMannon (AY 2014 – AY 2016)

Bryan Koronkiewicz (Fall 2012)

Maryann Parada (AY 2012 – AY 2016)

Jeanne Heil (AY 2011 – Summer 2015)

Tim Anderson (AY 2011 – Fall 2018)

Bradley Hoot (AY 2010 – 2012)

Jill Jegerski (AY 2008 – 2010)

Department of Psychology:

Allison Sklenar (AY 2021, preliminary exam)

Felix Pambuccian (Spring 2020 – AY 2021, dissertation committee)

Andriana Christofalos (Spring 2018 – Fall 2018, preliminary exam; AY 2020 – AY 2021, dissertation committee)

Krista Miller (AY 2016 – November 2016, preliminary exam; Spring 2019 – dissertation committee)

Spencer Campbell (Summer 2015 – Summer 2017, dissertation committee)

Joanna Bovee (AY 2010 – July 2014, dissertation committee)

Other Departments and Institutions:

Ali Alamry, Department of Linguistics, University of Ottawa (Fall 2019)

Anna Szawara, Department of Slavic and Baltic Languages and Literatures (AY 2018 – AY 2020)

Eve Higby, City University of New York (June 2016)

James Bartolotti, Northwestern University (Summer 2014 – Fall 2015)

Miglena Nikolovo, Department of Germanic Studies, UIC (AY 2012 – AY 2013)

Kaitlin Tagareli, Georgetown University (AY 2012 – Summer 2014)

Sarah Grey, Georgetown University (AY 2012 – AY 2013)

### **ADVISING: MASTER'S ADVISEES**

Department of Hispanic & Italian Studies:

John Escalante (AY 2019 – AY 2020)  
Angela Betancourt (AY 2016 – Fall 2016)  
Irene Finestrat (AY 2015 – AY 2016)  
Eleder Santamaria (AY 2015)  
Sara Fernández (AY 2014)  
Janire Zalbidea (Spring 2012 – AY 2013)  
Karen Cralli (AY 2012)  
Andrea Moriarty–Botero (AY 2011)  
Susan Balogh (AY 2009)  
Mandy Faretta (Spring 2008 – AY 2009)

Department of Psychology:

Josh Buffington (AY 2016-Fall 2018)  
Kate Brill (AY 2010 – AY 2012)  
Brendan McCarthy (AY 2010)

### **ADVISING: MASTER'S THESES & EXAM COMMITTEES**

Department of Hispanic & Italian Studies:

Sandra Marin (Spring 2018)  
Leire Echevarría (Spring 2017)  
Zenaido Ramos (Spring 2016)  
Jon Robledo (Spring 2015)  
Irati de Nicolás (Spring 2015)  
Mirissa Kiko Burten (Spring 2015)  
Rodrigo Delgado (Spring 2014)  
Jeanne Heil (AY 2009 – AY 2010)

Department of Psychology:

Felix Pambuccian (Spring 2016 – Summer 2017)  
Andriana Christofalos (Spring 2016 – Fall 2017)  
Krista Miller (AY 2013 – Fall 2014)  
Spencer Campbell (AY 2012 – AY 2014)  
Joanna Bovee (AY 2008 – AY 2010)

Other Departments and Institutions:

Simon Zuberek, Department of Linguistics (Spring 2015 – Fall 2015)  
Bianca Gavin, Department of Germanic Studies (AY 2013 – Fall 2014)

### **ADVISING: UNDERGRADUATE THESES**

Honor's College Capstone Theses:

Sarah Hassan (AY 2021)  
Hannah Chaddha (AY 2020)

Usamah Farooqi (AY 2019)  
Debra Sodimu (AY 2018)  
Tariq Gwazahi (AY 2018)  
Nethaum Mizyed (AY 2017)  
Minnie Pham (AY 2017)  
Nidhi Kadkia (AY 2016)  
Erin Kohnke (Spring 2015 – Fall 2015)  
Brianna Villegas (AY 2015)  
Kevin Bautista (AY 2013)  
Smriti Madrecha (AY 2013)  
Nabiha Quadri (Spring 2012 – Fall 2013)  
Tatiana Karpouzian (AY 2011)  
Lillian Lee (AY 2011)

## TEACHING: COURSES

### Graduate courses:

Second Language Learning, SPAN/LING 556  
Theories in Second Language Acquisition SPAN 557  
Topics in Hispanic Linguistics, *Assessing Language Representation, Processing and Acquisition*, SPAN 594  
Cognitive Methods, *Electrophysiological Methods*. PSCH 459  
Seminar in Cognitive Psychology, *Cognitive Neuroscience of Language*, PSCH 558  
Current Topics in Cognitive Psychology, PSCH 559  
Theoretical and Research Foundations of Communicative Language Teaching, LCSL 502  
Professional Development I. LCSL 503  
Professional Development II. LCSL 504

### Undergraduate courses:

Spanish Grammar, SPAN 202  
Introduction to Hispanic Linguistics, SPAN 300  
Foundations of Second Language Teaching, SPAN/GER/FR 448  
Writing in Psychology, PSCH 303  
Statistical Methods in Behavioral Science. PSCH 343

## TEACHING: GUEST LECTURES

Course lecture for Neuroscience Capstone (NEU 390), Department of Neuroscience, DePaul University  
*Understanding the neurocognition of second language acquisition*. (May 24, 2019).  
Course lecture for Second Language Psycholinguistics (LLT 864), Department of Second Language Studies, Michigan State University  
*Declarative and procedural memory in second language acquisition*. (February 21, 2017).  
Course lectures for Neuroscience II (PSCH 485), Department of Psychology, University of Illinois at Chicago.  
*The brain basis of language*. (April 6, 2009; March 29, 2010, March 14, 2011, March 12, 2012, April 17, 2013, March 16, 2015, March 15, 2016; April 12, 2017, March 19, 2018, April 20, 2020).  
*The brain basis of second language*. (April 8, 2009; March 31, 2010, March 16, 2011, March 14, 2012, April 19, 2013, March 18, 2015, March 17, 2016; April 14, 2017, March 21, 2018, April 22, 2020).  
Course lecture for Cognitive Methods (PSCH 459), Department of Psychology, University of Illinois at Chicago  
*Electrophysiological methods*. (November 6, 2014).

Course lecture for Freshman Research Seminar (LAS 115), College of Liberal Arts and Science, University of Illinois at Chicago

*Understanding the neurocognition of second language acquisition.* (November 12, 2013).

Course lecture for Bilingualism: Cognition, Language, Literature and Culture (LING 43000), Department of Linguistics, University of Chicago

*Acquisition and processing of late-learned second language.* (May 7, 2012).

Course lectures for Professional Development Workshop I & II (SPAN 503 & 504), Department of Spanish, French, Italian & Portuguese, University of Illinois at Chicago.

*Writing an academic paper* (October 4, 2019; September 25, 2020).

*Academic and Research Requirements for MA and PhD programs* (September 3, 2012; September 2, 2011)

*Preparing the MA exam.* (November 14, 2009).

*Writing a cover letter.* (April 3, 2009).

*From prospectus to defense.* (March 6, 2009).

*Preparing the MA exam.* (November 14, 2008).

*Writing a cover letter.* (April 4, 2008).

Course lecture for Emerging Research Issues (PSCH 507), Department of Psychology, University of Illinois at Chicago.

*External and Internal Factors in Adult Second Language Acquisition.* (April 25, 2011).

*Second Language Acquisition and Processing: Neurocognitive Perspectives.* (November 10, 2008).

*Retention and consolidation of second language grammar: Evidence from Event-Related Potentials.* (April 28, 2008).

Course lecture for Theories in Second Language Acquisition (SPAN557), Department of Spanish, French, Italian and Portuguese, University of Illinois at Chicago.

*Instructed Second Language Acquisition: Effects of training and practice.* (April 23, 2008).

Course lecture for Spanish Teaching Methodology, Department of Spanish and Portuguese, Georgetown University.

*Effects of different amounts of explicit instruction before and during input-based practice: A computer-based study.* (Spring, 2004).

## **SERVICE: UNIVERSITY OF ILLINOIS**

University of Illinois at Chicago:

University Promotion & Tenure Committee (AY 2021)

Honors College:

Honors Council (Executive Committee) (AY 2014 – AY 2016)

Honors College Fellow (AY 2013 – )

Ad hoc admissions interviewer (Spring 2013, 2015)

Graduate College:

Ad hoc Reviewer, Chancellor's Supplemental Graduate Research Fellowship Program (Fall 2011–14)

Ad hoc Reviewer, Provost's Graduate Research Award (Fall 2019, Fall 2020)

College of Liberal Arts and Sciences:

Member, Computer Science plus Linguistics Council (AY 2021 – )

Member, LCSL Director Search Committee (AY 2019)

Liberal Arts and Sciences Executive Committee (Spring 2018)

Faculty Judge, UIC Student Research Forum (Spring 2012)

Faculty Advisor, Romanian Student Organization, Undergraduate student organization (AY 2011–12)  
Faculty Advisor, Lingua League, Undergraduate student organization (AY 2009)

School of Literatures, Cultural Studies, and Linguistics:

Member, Promotion & Tenure Committee for Associate Professor Heidi Schlipphacke  
(Spring 2021 – )

## **SERVICE: HISPANIC & ITALIAN STUDIES DEPARTMENT**

Latinx Linguistics Prizes Committee

Member (May, 2021)

Promotion & Tenure Committee for Clinical Assistant Professor Claudia Fernández

Member (Spring 2021 – )

*Bilingualism Forum* Conference Organizing Committee

Faculty Co-Advisor (AY 2016 – Fall 2016, AY 2018 – Fall 2018, AY 2020 –)

Faculty Consultant (Spring 2009, AY 2011)

Advisory Committee

Member (Fall 2010, Fall 2013, AY 2015, AY 2016, AY 2017, AY 2018, AY 2019, AY 2020)

Departmental Ombudsman (AY 2018, AY 2019, AY 2020)

Faculty Search Committee: Assistant Professor in Hispanic Linguistics

Member (AY 2018)

Graduate Studies Committee

Chair (AY 2016 – AY 2017)

Member (AY 2015, AY 2018, AY 2021)

Department of Hispanic and Italian Studies Internal/External Review Committee

Member (AY 2016, AY 2017)

Mid-probationary Review Committee for Assistant Professor Jennifer Cabrelli Amaro

Member (March 2017)

*Talks in Linguistics* Talk Series Organizing Committee

Faculty Advisor (AY 2014, AY2015)

Advisory Committee, School of Literatures, Cultural Studies and Linguistics

Member (AY 2010, Fall 2010, AY 2012, AY 2013)

Undergraduate Studies Committee

Member (AY 2013)

Lecturer and Clinical Evaluation Committee

Chair (AY 2013)

Member (AY 2010, AY 2012)

*The Cognition of Second Language Symposium* (December 4, 2009)

Organizer (Fall 2009)

Spanish Language Placement Exam Development

Co-leader (AY 2009–10)

Clinical Faculty Search Committee

Member (Fall 2008)

Ad hoc Scheduling Committee

Member (AY 2012)

Ad hoc Basic Language Program Textbook Committee

Member (Spring 2009)

Ad hoc Basic Language Program Coordinator Committee

Member (Spring 2008)

## **SERVICE: PSYCHOLOGY DEPARTMENT**

Faculty Search Committee: Assistant Professor in Behavioral Neuroscience  
Member (AY 2021)

Promotion & Tenure Committee for Clinical Assistant Professor Grace Giedgowd  
Member (Spring 2019 – AY 2021)

Promotion & Tenure Committee for Assistant Professor Kristine Molina  
Member (AY 2016 – AY 2018)

Diversity Advancement Committee  
Member (Spring 2013, Fall 2013)

The Christopher B. Keys Award for Early Outstanding Research Achievement  
Ad hoc reviewer (Spring 2012)

Nancy Hirschberg Memorial Prizes for Undergraduate Excellence in Psychology  
Ad hoc reviewer (Spring 2012, Spring 2009)

Faculty Search Committee  
Member (Fall 2007)  
Ad hoc interviewer (Spring 2008, Fall 2009)

## **SERVICE: TO THE PROFESSION**

Symposium/Colloquium Organization:

Co-organizer with Emma Marsden, *Consolidating and Sustaining a Principled Replication Effort in SLA Research*. (2017, August). European Second Language Association (EUROSLA 27), Reading, UK.

Co-organizer with Emma Marsden, *Consolidating and Sustaining a Principled Replication Effort in SLA Research*. (2017, March). American Association of Applied Linguistics (AAAL), Portland, Oregon.

Co-organizer with Darren Tanner, *Symposium on Electrophysiological examination of individual differences in second language processing*. (2015, May). Tenth International Symposium on Bilingualism, New Brunswick, New Jersey.

Editorship:

Associate Editor – *Language Learning* (January 2015 – )

Editorial Boards:

*Studies in Second Language Learning* (January 2016 – )

*Bilingual Processing and Acquisition* (January 2017 – )

Manuscript Reviews:

*The Routledge Handbook of SLA and Input Processing* (1)

*Language Development Research* (1)

*The Routledge Handbook of Second Language Acquisition and Individual Differences* (1)

*The Routledge Handbook of Psycholinguistics and Second Language Acquisition* (1)

*Research on second language processing and processing instruction: Studies in honor of Bill VanPatten* (1)

*Lingua* (1)

*Journal of Second Language Studies* (1)

*Journal of Clinical and Experimental Neuropsychology* (1)

*Language Acquisition* (1)

*Handbook of Multilingualism* (1)

*Journal of Experimental Psychology: Learning, Memory, and Cognition* (1)  
*Journal of Experimental Psychology: Human Perception and Performance* (1)  
*Handbook of Multilingualism* (1)  
*Brain and Language* (2)  
*Handbook of Spanish as a Heritage/Minority Language* (2)  
*Journal of Neurolinguistics* (1)  
*International Review of Applied Linguistics* (1)  
*Human Brain Mapping* (1)  
*Language Teaching* (1)  
*Learning and Individual Differences* (3)  
*Cognitive Science* (1)  
*Bilingualism: Language & Cognition* (7)  
*Linguistic Approaches to Bilingualism* (1)  
*Language Learning* (11)  
*Routledge Book Proposal* (1)  
*Language Variation and Change* (1)  
*Second Language Research* (8)  
*Hispania* (1)  
*Studies in Second Language Acquisition* (17)  
*Modern Language Journal* (1)  
*Georgetown University Round Table Proceedings* (1)  
*Second Language Processing and Parsing Proceedings* (1)  
*Heritage Language Journal* (2)  
*Journal of Cognitive Neuroscience* (6)  
*Applied Psycholinguistics* (1)  
*Language Teaching Research* (1)  
*Psychological Science* (1)

Grant Reviews:

*Leverhulme Trust* (1)  
*Language Learning* (2)  
*National Science Foundation* (7)  
*German Research Foundation* (1)  
*GEAR Grant, University of Houston* (1)

Conference Abstract Reviews:

*LASSO, the Linguistic Association of the Southwest* (1)  
*International Symposium on Bilingualism* (1)  
*Hispanic Linguistics Symposium* (4)  
*American Association of Applied Linguistic* (5)  
*Second Language Research Forum* (3)  
*UIC Bilingualism Form* (1)  
*Georgetown University Round Table: Explicit and Implicit Conditions, Processes and Knowledge in Bilingualism and Second Language Acquisition* (1)

Program committees:

*Society for Psychophysiological Research Program Committee (AY2016)*

Promotion & Tenure Reviews:

Morgan-Short Curriculum Vitae



## **SERVICE: TO THE COMMUNITY**

Cognition of Second Language Acquisition laboratory outreach: Development of infographics on ‘Online Language Teaching’ and ‘Feedback in Language Teaching’ for Heartland Alliance  
Project leader (AY 2021 –)

Bilingualism Matters Chicago Working Group: Connecting Language Learning  
Member (AY 2021 –)

High school research project on language and cognition in parrots. Oak Park River Forest High School, Oak Park, IL  
External faculty advisor. (Fall 2015)

Chicago Brain Bee, University of Illinois at Chicago, IL.  
Invited talk. *Where in the brain is language?* (Feb. 22, 2013).

World Language Advisory Committee Oak Park School District 97, Oak Park, IL.  
Member (AY2007–2011, AY2013)  
Co–leader (AY 2012).

Dominican–American Midwest Association Educational Award, Oak Park, IL.  
Scholarship evaluator (2009, 2010, 2011, 2012, 2013, 2014, 2017, 2018).

## **PROFESSIONAL ORGANIZATIONS**

2012– Psychonomic Society  
2011– Society of the Neurobiology of Language  
2010– Women in Cognitive Science  
2007– Association for Psychological Science  
2006– American Association for Applied Linguistics  
2005– Cognitive Neuroscience Society

## **OTHER PROFESSIONAL POSITIONS**

2010– Adjunct Researcher, University of Maryland, Center for Advanced Study of Language  
2003–2006 Teaching Associate, Georgetown University  
1999–2002 Research Assistant, Georgetown University  
1998–1999 Adjunct Spanish Instructor, Southwest Texas State University  
1998–1999 Adjunct Spanish Instructor, St. Edward’s University  
1997–1998 Coordinator/Instructor of advanced English program and teacher’s certificate program, Centro Mexicano Internacional, Inc.  
1991–1997 Teacher of Spanish and English as a Second Language, various public schools

## **LANGUAGES**

Spanish Near native  
Portuguese Reading proficiency  
Italian Reading proficiency