

CURRICULUM VITAE

Laura L. Amador
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EDUCATION

University of California, Los Angeles 2014
PhD in Applied Linguistics
Emphasis: Second language acquisition and language development over the lifespan;
neurobiology of language learning; affective and interactional processes in classroom
learning; second language identity

University of California, Davis, Davis CA 2006
M.A. in Hispanic Linguistics
Emphasis: Second language acquisition; Spanish phonology

San Francisco State University, San Francisco, CA 1998
B.A. in Spanish; magazine journalism

PUBLICATIONS

Book Chapters

Amador, L. & Adams, G.F. (2013). Affiliative behaviors that increase language-learning opportunities in infant and adult classrooms: An integrated perspective. In A.D. Joaquin & J.H. Schumann (Eds.), *Exploring the interactional instinct and language acquisition*. Oxford University Press

Refereed Journal Articles

Johnson, S.J. & Amador, L. (2011). A Pioneer in the Use of Video for the Study of Human Social Interaction: A Talk with Frederick Erickson. *Crossroads of Language, Interaction and Culture*. Vol. 8, pp. 93-102.

In prepration

Constructing/Reconstructing Second Language Identities Through Verbal and Embodied Stance.

TEACHING EXPERIENCE

*Pitzer College. Field Group of Modern Languages, Literatures and Cultures (MLLC), Claremont, CA - Fall 2015 - Present - Visiting Assistant Professor
Courses: Spanish 22, Spanish 33, Spanish 55 Culture through Film, Workshop on Methods of Foreign Language Teaching (see below)*

These undergraduate courses explore language and culture of the Spanish-speaking world. (For workshop info see invited lectures and workshops below)

MLLC 150 – Fall 2017

In this course a variety of methods and approaches to foreign/second language learning are explored. Students study ways in which to create dynamic, student-centered language learning environments and are given opportunities to individually and collaboratively design and implement their ideas in the classes they teach.

*University of Southern California, Rossier School of Education, Los Angeles, CA
MAT/TESOL Program 2014 – 2015 - Lecturer*

Courses: Literacy, Language and Sociolinguistics for TESOL, Pedagogical Theory for TESOL, Social Foundations

These graduate seminars involved the systematic study of ways to structure learning opportunities and create culturally responsive teaching practices for diverse student populations. Students were given opportunity to practice implementing instructional strategies studied through the design of their own lessons and learning modules. This included supervising them as they conducted independent research projects using ethnographic methods (audio or video data). They were then guided through their writing of an analytic paper based on collected materials.

The courses also involved preparing masters candidates to integrate literacy and sociolinguistics across instructional contexts through the application of relevant social/learning theory. Here the focus was on language as social practice and enabled students to understand and apply knowledge of interactional, sociocultural, psychological and political variables that facilitate or hinder processes of language learning. Here again, I supervised students as they conducted research projects, including gathering discursive classroom data and an analytic paper based on the recorded data and reviews of current literature.

UCLA Extension, Los Angeles, CA

Winter - Spring 2011- Lecturer

Course: Spanish XL2, XL3 (Intermediate)

Designed student-centered communicative lesson plans and provided beginning/intermediate Spanish instruction to young and elderly adult learners. Participated in curriculum development and used authentic teaching materials and assessment tools. Completed periodic evaluation of language learning, created and administered all assessment tools and assignments.

UCLA Department of Linguistics, Los Angeles, CA
Fall 2010 – Teaching Associate
Course: *Introduction to the Study of Language*

Conducted discussion sections on the nature of human language, its structure, universality and diversity; language in its social and cultural setting; language in relation to other aspects of human inquiry and knowledge. Provided review of course content and instruction, tutored individual students and provided assistance for completion of course papers and exam preparation.

UCLA Applied Linguistics Department, Los Angeles, CA
Fall 2009 - Teaching Associate
Course: *Introduction to Applied Linguistics*

Designed collaborative lesson plans for undergraduate/graduate combined course on topics, approaches, research, and resources in the applied linguistics field. Surveyed ways language operates, is described and studied in systematic ways in the real world. Delivered instruction for content and writing skills in classes that averaged 25 students. Prepared students for and provided feedback on academic writing. Supervised data collection where appropriate, evaluated analytic projects and papers.

UCLA Department of Spanish and Portuguese, Los Angeles, CA
2007 – 2009 - Teaching Associate

Taught beginning and intermediate college-level Spanish using student-centered communicative approach. Developed real-world supplementary teaching materials for lessons. Helped develop assessment tools. Administered all exams and provided feedback and individualized tutoring for completion of writing assignments.

UC Davis Department of Spanish and Portuguese, Davis, CA
2004 – 2006 - Teaching Assistant

Instructed beginning and intermediate college-level Spanish using student centered communicative approach. Developed authentic supplementary teaching materials for lessons. Helped develop assessment tools. Administered all exams and provided feedback and individualized tutoring for completion of writing assignments.

INVITED LECTURES AND WORKSHOPS

Methodologies in Foreign Language Teaching (Spring, 2017 – Pitzer College).

Workshop conducted on currents in methodological theory and pedagogy in foreign language teaching. Designed for visiting language professors from the Steve Biko Institute in Bahía, Brasil in collaboration with the Fieldgroup of Modern Languages, Literatures and Cultures' (MLLC) at Pitzer College. Claremont, CA.

Individual Differences and Strategies in Foreign Language Education (Invited for Summer, 2018, Centro de idiomas, Universidad de Valladolid, España).

In this seminar, language teachers will be introduced to research on *individual differences* in second language acquisition. The 4-day workshop will involve discussion and praxis-based training where teachers will explore various dimensions of individual differences in SLA, including their impact on learning process and outcomes, as well as variables in neurobiology and affect across learners. Teachers will also have the opportunity to develop teaching strategies based on their reading and discussion of research.

“Social Solidarity and the Construction of Interactional Opportunity in Adult Language Learning” (2010). Classroads online workshop for future teachers of college-level Arabic. Human Assistance and Development International (HADI). Los Angeles, CA

SELECTED CONFERENCES

Amador, L. (March, 2016). *Constructing and (Re)constructing Second Language Identities through Embodied Stance*. Paper accepted. American Association for Applied Linguistics Conference. Orlando, FL.

Amador, L. (July, 2015). *Shaping Engagement Through Mediation: Evidence From a Community-based Language Learning Environment for Seniors*. Paper Presentation. Panel: Multimodal and Multilingual Resources in Participants Framing of Situated Classroom Literacy Activities. International Pragmatics Conference. Antwerp, Belgium.

Amador, L. (March, 2015). *When the Process Becomes the Goal: Findings from a Qualitative Study of Elderly Language Learners*. Paper accepted. American Association for Applied Linguistics Conference. Toronto, Canada.

Amador, L. (March, 2014). *Sóloamente en Español Por Favor: Transacting Emotion and Cognition Among Elderly Second Language Learners*. Paper Presentation. American Association for Applied Linguistics Conference, Portland, OR.

Amador L. (October, 2013). “I’m Too Old to Blush”: Emotion and Reason in the Classroom. Poster presentation. Second Language Research Forum. Provo, UT

Amador, L. (April, 2012). *Emotion and Sense-Making in the Language Classroom: A Dialogical Perspective*. Paper presented at University of California Language Consortium Biennial Conference, San Diego, California.

Amador, L. & Fox-Adams, G. (March, 2011). *Social Behaviors and Strategies that Increase Language-Learning Opportunities in Infant and Adult Classrooms: An Integrated Perspective*. Paper co-presented at American Association for Applied Linguistics Conference, Chicago, Illinois.

Amador, L. (April, 2010). *Managing Incompetence Through Stance: Laughter as Discursive Artifact in a Foreign Language Classroom*. Paper presented at Communicative Practices in

the Lifeworld (CPIL) Conference, University of California, Berkeley, Berkeley, California.

RESEARCH EXPERIENCE

Graduate Apprentice – UCLA Graduate Research Mentorship
2011 - 2012

Principal Investigator for ethnographic study on situated emotion and cognition in a community-based classroom. Responsible for obtaining and updating yearly IRB authorization. Completed participant observation, videorecording and interviews over period of 7 months. Carried out selection of video sequences, transcription and data coding. Used Dedoose to organize data sets. Met with sponsor to discuss research progress. Completed literature reviews. Further developed expertise in ethnographic microanalysis and the use of video methods in classroom research. Presented preliminary findings at the UC Consortium for Language Learning conference in April 2012.

Research Assistant – Graduate School of Education and Information Studies, UCLA Spring 2011

Assisted Professor Frederick Erickson 5 hours a week on qualitative data analysis for study on musicality of speech in an elementary classroom. Conducted literature reviews. Consulted with linguistics faculty specializing in intonation/phonetic analyses. Used PRAAT software to identify pitch values of participants and created spectrograms of their speech. Compiled spreadsheets of acoustic data and compared with voice data collected by principal investigator.

Graduate Research Fellow – Department of Applied Linguistics, UCLA
2010

Principal Investigator for a qualitative study on affiliation and laughter in foreign language Spanish classrooms at a public university in greater Los Angeles area. Obtained IRB approval for 10 week study. Carried out video data collection for discourse analysis and qualitative field methods seminars. Selected sequences for transcription and analysis. Wrote ethnographic report. Developed expertise with Quicktime Pro and Inqscribe software.

RELEVANT PROFESSIONAL EXPERIENCE

Office of Instructional Development, UCLA
2009 – 2011 – Test of Oral Proficiency (TOP) Rater

Educational Testing Service
2004 – 2007 – Spanish Praxis – Constructed Response Scorer

Communicare, Davis Community Clinic
2002 – 2004 – Prenatal/Postpartum Health Educator

Bilingual health educator at community-based health clinic. Provided perinatal health

education and interpretation services to Spanish-speaking migrant families working/living in Yolo County. Travelled to surrounding rural areas on a weekly basis to provide pre-natal

health education to patients, including reviews of dietary habits, breastfeeding ed. consultations, information regarding social/psychological support/childbirth classes and scheduling of regular perinatal visits. Worked closely with midwives on staff to coordinate services.

GRANTS/FELLOWSHIPS

Fall 2017	Pitzer Center for Teaching and Learning, Funding for MLLC 150 speaker series (\$300)
Fall 2017	Pitzer Office of Dean of Faculty, Funding for MLLC 150 speaker series (\$400)
2011 - 2012	UC Los Angeles Graduate Research Mentorship Fellowship Academic Year (\$30,579)
2009 - 2010	UC Los Angeles Applied Linguistics departmental fellowship/teaching assistantship (\$20,000)
Fall 2010	UC Los Angeles Linguistics departmental teaching assistantship (\$6,000)
2007 – 2009	UC Los Angeles Spanish and Portuguese departmental teaching assistantship (\$40,000)
2004 - 2006	UC Davis Spanish and Portuguese Departmental teaching assistantship (\$40,000)

ACADEMIC SERVICE

2010 – 2011	Editor, <i>Crossroads of Language, Interaction and Culture</i> journal, Center for Language, Interaction and Culture Graduate Student Association, UC Los Angeles
2008 – 2009	Member of organizing and submissions committees, 16th Annual Conference on Language, Interaction and Culture, Center for Language Interaction and Culture, UC Los Angeles.

PROFESSIONAL/ACADEMIC AFFILIATIONS

Member

American Association for Applied Linguistics
American Association on the Teaching of Foreign Languages
American Educational Research Association
UCLA Neurobiology of Language Research Group

INSTITUTIONAL REVIEW BOARD STUDIES

2011 – 2012	<i>Emotion in Context</i> with Frederick Erickson, UCLA IRB# 11-003049
2012 – 2013	Study amendment, UCLA IRB# 11-003049-AM-00001

RESEARCH SKILLS

Familiarity with: Discourse and talk-in-interaction analysis video-based transcription (Goodwin & Goodwin, 2004; Sacks, Schegloff & Jefferson, 1974); Video-based ethnographic methods; including participant observation and field notes preparation/indexing; Descriptive statistics and indexing/coding

COMPUTER SKILLS

Familiarity with: Dedoose, a qualitative analysis and mixed method research web application; InqScribe; video subtitling and transcription software; Quicktime Pro; multi-media software; SPSS; data analysis and statistical software; PRAAT software for acoustic analysis of speech