

# MARÍA TERESA MARTÍNEZ GARCÍA

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## PERSONAL HISTORY AND PROFESSIONAL EXPERIENCE

### EDUCATIONAL BACKGROUND

2021 ANECA accreditation (equivalent to Assistant, Associate & Private University Professor)

2016 Doctorate of Philosophy in Linguistics, University of Kansas

Resolution by the University of Alicante (September 2019) declaring my PhD equivalent to a Spanish doctorate (*Título de doctora contratada*) for both Public and Private Universities.

2013 Master of Arts in Linguistics, University of Kansas

2011 Master of Arts in Linguistics, University of North Texas

2009 4-Year Undergraduate Degree in English Translation and Interpreting, University of Alicante

The degree of *Licenciado en Traducción e Interpretación* has been placed within **level 3** (Master) of the Spanish Higher Education Qualifications Framework (MECES) and **level 7** of the European Qualifications Framework (EQF)

### ACADEMIC POSITIONS

2021 - Assistant Professor Lecturer, Department of World Languages & Cultures, University of Utah, Asia Campus (Incheon, Republic of Korea).

2018 - Professor collaborator of English, Centre d'Idiomes Moderns (Modern Languages Center), Universitat Oberta de Catalunya (UOC) (online, Spain).

MA in the Teaching and Learning of Languages through Technology, Universitat Oberta de Catalunya (UOC) (online, Spain).

Spring 2023 Adjunct Professor, Modern and Classical Languages, George Mason University Korea (Incheon, Republic of Korea).

2017 - 21 Assistant Professor, Department of Spanish, College of Occidental Languages, Hankuk University of Foreign Studies (Seoul, Republic of Korea).

2018 Lecturer, Department of Linguistics and Cognitive Science, Hankuk University of Foreign Studies, Global Campus (Yongin, Republic of Korea).

2016 -17 Visiting Assistant Professor, Department of Literature and Languages, Texas A&M University – Commerce (Commerce, TX, United States).

## OTHER PROFESSIONAL EXPERIENCE

- 2022 - Coordinator of the Spanish Language Lab, Department of World Languages & Cultures, University of Utah, Asia Campus (Incheon, Republic of Korea).
- 2017 - Examiner of the official Spanish exams DELE, Instituto Cervantes (Seoul & Incheon, Republic of Korea).
- 2019 - 21 Coordinator of the Foreign Faculty, Department of Spanish, College of Occidental Languages, Hankuk University of Foreign Studies (Seoul, Republic of Korea).
- 2018 -19 Administrator (HR and Recruiting) of Beyond the English Divide, Inc., a nonprofit corporation that teaches English to underprivileged children (Seoul, Republic of Korea).
- 2015 - 16 Graduate Teaching Assistant, Spanish and Portuguese Department, University of Kansas (United States).
- 2015 Visiting Researcher, Laboratorio de Movimientos Oculares, University of Valencia (Spain).
- 2015 Guest lecturer, LING 720 “Research Methods in Linguistics”, Linguistics Department, University of Kansas (United States). Supervisor: Annie Tremblay.
- 2015 Guest lecturer, LING 435/735 “Psycholinguistics”, Linguistics Department, University of Kansas (United States). Supervisor: Joan Sereno.
- 2014 - 15 Graduate Research Assistant, Second Language Processing and Eye-Tracking (L2 PET) Lab, University of Kansas (United States).
- 2013 - 14 Graduate Teaching Assistant, Spanish and Portuguese Department, University of Kansas (United States).
- 2011 - 13 Graduate Teaching Assistant, Linguistics Department, University of Kansas (United States).
- 2012 Graduate Research Assistant, Neurolinguistics and Second Language Acquisition Labs, University of Kansas (United States).
- 2011 Internship in the Research Department, Federal Reserve Bank of Dallas (Texas, United States)
- 2010 - Sworn translator, as certified by the Foreign Affairs Ministry of Spain
- 2009 Volunteer teacher, beginner/intermediate levels - English as a Second Language, Martin Luther King Center (Denton, Texas, United States)
- 2008-2009 Translator at the Caja de Ahorros del Mediterráneo (Alicante, Spain)

## HONORS, AWARDS, AND RECOGNITIONS

- 2020 “Gyeonggi Provincial Assembly Award”, Gyeonggi Provincial Assembly (South Korea).
- 2020 “Face of Hope”, Foreign Affairs and Unification Committee of the National Assembly of the Republic of Korea (South Korea).

- 2018 Scholarship from the Instituto Cervantes of Tokyo (Spain) to complete the course to become examiner DELE levels C1 and C2.
- 2016 2016 Women in Acoustics Young Investigator Travel Grant, Acoustical Society of America, ASA Honolulu meeting (United States).
- 2016 Outstanding Graduate Student Service Award, Linguistics Department, University of Kansas (United States).
- 2015 Graduate Research Consultant Grant, University of Kansas (United States).
- 2015 - 16 Frances Ingemann Scholarship, Linguistics Department, University of Kansas (United States).
- 2015 Graduate Research Consultant Grant, University of Kansas (United States).
- 2014 Inducted into the Phi Kappa Phi honors society (United States).
- 2014 3rd place in the KU Sigma Xi Graduate Research Competition for my presentation in the 2014 KU Graduate Research Competition (United States).
- 2013 ASA Student Transportation Subsidy, *166th Meeting of the Acoustical Society of America* (United States).

## **RESEARCH**

### **RESEARCH GRANTS**

#### **External Funding**

- 2023 – 24 Jakob Wuest Fonds, Empiris foundation. Project title: *The influence of stress 'deafness' on word recognition in a foreign language*. Role: Co-investigator. Co-Investigators: Dr. Sandra Schwab (University of Bern, Bern, Switzerland). Amount: 29.925 CHF for 12 months. Support: *research assistant, research travel, subject payment, conference travel*.
- 2022 – 2023 Faculté des Lettres, UniBE. Project title: *The influence of stress 'deafness' on word recognition in a foreign language*. Role: Co-investigator. Co-Investigators: Dr. Sandra Schwab (University of Bern, Bern, Switzerland).
- 2022 – 2023 Stiftung für wissenschaftliche Forschung, UZH. Project title: *Are you able to distinguish the Spanish words CÁSCARA, CASCARA and CASCARÁ? The role of linguistic and musical training in learning L2 stress contrasts*. Role: Co-investigator. Co-Investigators: Dr. Sandra Schwab (University of Bern, Bern, Switzerland).

#### **Internal Funding**

- 2022 – 23 Fall 2022 Faculty Small Grant Program (FSGP) Award, University of Utah. Project title: *The influence of stress 'deafness' on word recognition in a foreign language*. Role: Co-investigator. Co-Investigators: Dr. Sandra Schwab (University of Bern, Bern, Switzerland). Amount: \$2.030 for 12 months. Support: *research assistant, research travel, subject payment*.

## ARTICLES IN SCHOLARLY JOURNALS (peer reviewed, # = invited)

- Martínez-García, M. T.** & Arnold, P. (under review). The Spanish Vowels: The Great Forgotten in the Spanish Classroom. *Hispania*.
- Martínez García, M. T.** (2023), Orthographic effects in word recognition among Spanish-speaking learners of English. *Langue(s) & Parole*, 8, 127-148. <https://www.doi.org/%2010.5565/rev/languesparole.131>
- Pais do Amaral, M. J. & **Martínez-García, M. T.** (2023). ¿Qué nos pueden enseñar las fricativas sobre la importancia de investigar múltiples lenguas? *European Journal of Multilingualism and Translation Studies*, 3(1), 102-108. <http://dx.doi.org/10.46827/ejmts.v3i1.464>
- Pais do Amaral, M. J. & **Martínez-García, M. T.** (2023). Fricatives and Affricates as a Source of Pronunciation Errors among Korean-Speaking Learners of Spanish and Portuguese: Instructors' Perceptions and Approaches. *European Journal of Applied Linguistics Studies*, 7(2), 111-125. <http://dx.doi.org/10.46827/ejll.v7i2.459>
- Martínez-García, M. T.** & Arnold, P. (2022). New Perspectives on the Teaching of Pronunciation: The Case of the Spanish Vowels. *European Journal of Applied Linguistics Studies*, 5(1), 145-164. <http://dx.doi.org/10.46827/ejals.v5i1.355>
- Martínez García, E. y **Martínez García, M. T.** (2022). El valor económico del español en Estados Unidos: Oportunidades y retos para el futuro. *Estudios del Observatorio / Observatorio Studies*, 78, pp. 1-50. <https://cervantesobservatorio.fas.harvard.edu/es/informes>
- Martínez García, E. & **Martínez García, M. T.** (2022). The Economic Value of Spanish in the United States: Opportunities and Challenges for the Future. *Estudios del Observatorio / Observatorio Studies*, 78, pp. 1-48. <https://cervantesobservatorio.fas.harvard.edu/en/reports>
- Martínez-García, M. T.** (2021). Syllable Structure Effects in Word Recognition by Spanish- and German-Speaking Second Language Learners of English. *Atlantis*, 43(2), 1-21. <https://doi.org/10.28914/Atlantis-2021-43.2.01>
- Arnold, P. & **Martínez-García, M. T.** (2020). Para la Clase de Español: ¿Cómo incluir la enseñanza de la pronunciación en el aula? *Boletín de ASELE*, 63, 53-63.
- Martínez-García, M. T.** (2019). Using eye-movements to track bilingual activation. *Languages*, 4(3), 59-78. <https://doi.org/10.3390/languages4030059>
- Lee, G., Shin, D.J., & **Martínez-García, M. T.** (2019). Perception of lexical stress and sentence focus by Korean-speaking and Spanish-speaking L2 learners of English. *Language Sciences*, 72, 36-49. <https://doi.org/10.1016/j.langsci.2019.01.002>
- Martínez-García, M. T.** (2018). Language bias and proficiency effects on cross-language activation: A comprehension and production comparison. *Linguistic Approaches to Bilingualism*, 10(6), 873-901. <https://doi.org/10.1075/lab.17023.mar>
- Martínez-García, M. T.** (2018). Revisión de literatura científica: La pronunciación en el aula de ELE/L2. *Boletín de ASELE*, 59, 39-46.
- Martínez-García, M. T.** (2018). The effect of 'illusory vowels' in Spanish-speaking second language learners of English. *Language and Linguistics*, 79, 147-176. <http://dx.doi.org/10.20865/20187906>
- Connell, K., Hüls, S., **Martínez-García, M. T.**, Qin, Z., Shin, S., Yan, H. & Tremblay, A. (2018). English Learners' Use of Segmental and Suprasegmental Cues to Stress in Lexical Access: An Eye-Tracking Study. *Language learning*, 68(3), 635-668. <https://doi.org/10.1111/lang.12288>

- Tremblay, A., Namjoshi, J., Spinelli, E., Broersma, M., Cho, T., et al. (2017). Experience with a second language affects the use of fundamental frequency in speech segmentation. *PLOS ONE*, 12(7): e0181709. <https://doi.org/10.1371/journal.pone.0181709>
- Fiorentino, R., Politzer-Ahles, S., Pak, N., **Martínez-García, M. T.**, & Coughlin, C. (2015). Dissociating morphological and form priming with novel complex word primes: Evidence from masked priming, overt priming, and event-related potentials. *The Mental Lexicon*, 10(3), 413-434. <https://doi.org/10.1075/ml.10.3.05fio>
- Wulff, S., Lester, N., & **Martínez-García, M. T.** (2014). That-variation in German and Spanish L2 English. *Language and Cognition*, 6(2), 271-299. <https://doi.org/10.1017/langcog.2014.5>
- Martínez-García, M. T.** & Wulff, S. (2012). Not wrong, yet not quite right: Spanish ESL students' use of gerundial and infinitival complementation. *International Journal of Applied Linguistics*, 22(2), 225-244. <https://doi.org/10.1111/j.1473-4192.2012.00310.x>

#### BOOKS AND BOOK CHAPTERS (peer reviewed, # = invited)

- Martínez-García, E. & **Martínez-García, M. T.** (submitted). *El Valor Económico del Español: Un Valor Activo*. Edizioni Ca' Foscari. Fondazione Università Ca' Foscari, Venezia (Italy).
- Martínez-García, M. T.**, & Martínez-García, V. (2022). Do You Use Instagram?: The Presence of Social Networks in the Foreign Language Classroom. In S. García-Sánchez, & R. Clouet (Ed.), *Intercultural Communication and Ubiquitous Learning in Multimodal English Language Education* (pp. 226-243). IGI Global. <https://doi.org/10.4018/978-1-7998-8852-9.ch011>
- Martínez-García, M. T.** & Arnold, P. (2020). Translanguaging Strategies for Teaching Literature in a Multicultural Setting. In Mather, P.-A. (Ed.) *Technology-enhanced Learning and Linguistic Diversity: Strategies and Approaches to Teaching Students in a 2nd or 3rd Language (Emerald Studies in Higher Education, Innovation and Technology)*, Emerald Publishing Limited, pp. 39-49. <https://doi.org/10.1108/978-1-83982-128-820201004>
- Martínez-García, M. T.** (2019). Beyond the English Divide in South Korea. In C. A. Huertas-Abril & M. E. Gómez-Parra (Eds.), *International Approaches to Bridging the Language Gap* (pp. 214-233). Pennsylvania, United States: IGI Global. <https://doi.org/10.4018/978-1-7998-1219-7.ch013>
- Martínez-García, M. T.** (2019). A final project for university-level Spanish language learners. In G. Gorsuch (Ed.), *Tests that second language teachers make and use* (pp. 384 - 410). Newcastle-upon-Tyne, United Kingdom: Cambridge Scholars Publishing.
- Arnold, P. & **Martínez-García, M. T.** (2019). Traditional New Mexican Spanish: The Past, Present and Future. In G. L. Thompson & S. M. Alvord (Eds.), *Contact, Community, and Connections: Current Approaches to Spanish in Multilingual Populations* (pp. 175-202). Wilmington, DE: Vernon Press.
- Martínez-García, M. T.** (2018). Tracking Bilingual Activation in the Processing of Lexical Stress. In Díaz Pérez & Moreno Moreno (Eds.), *Languages at the Crossroads: Training, Accreditation and Context of Use* (pp. 133 - 144). Jaén: Universidad de Jaén.
- "Functional Doctrine of Money. Germán Bernácer" (translated with Dr. Enrique Martínez-García), published by Caja de Ahorros del Mediterráneo and Universidad de Alicante Fundación General with the support of the Globalization and Monetary Policy Institute, June 2009. [This is an English translation of the revised second edition of "La Doctrina Funcional del Dinero," by Germán Bernácer Tormo, published by the Consejo Superior de Investigaciones Científicas, Instituto "Sancho de Moncada", Madrid, 1956]

## BOOK REVIEWS

- Martínez-García, M. T.** (2019). Review of *The Handbook of Psycholinguistics* by Eva M Fernández and Helen Smith Cairns (Eds.) Linguistlist (<https://linguistlist.org/issues/30/30-2770.html>).
- Martínez-García, M. T.** (2019). Review of *Introducing Multilingualism, A Social Approach, 2nd Edition* by Kristine Horner and Jean Jacques Weber. Linguistlist (<https://linguistlist.org/issues/30/30-1768.html>).
- Martínez-García, M. T.** (2017). Review of *The Speech Processing Lexicon* by Aditi Lahiri and Sandra Kotzor. Linguistlist (<https://linguistlist.org/pubs/reviews/get-review.cfm?subid=36315377>).

## CONFERENCE PROCEEDINGS (peer reviewed, # = invited)

- \***Martínez-García, M. T.**, & Schwab, S. (2023). Relation between Musical Aptitude and L2 Stress Perception in French- and Korean-Speaking Listeners. In *Proceedings of the 20th International Congress of the Phonetic Sciences (ICPhS 2023)*, Prague, Czech Republic.
- \***Martínez-García, M. T.**, & Schwab, S. (2023). Do Korean and French-speaking listeners present similar difficulties in perceiving Spanish lexical stress?. In *Proceedings of the IX Congreso Internacional de Fonética Experimental CIFE 2021*, Universidad de Vigo, Vigo, Spain.
- \***Martínez-García, M. T.**, Shin, D. J., & Lee, G. (2021). Lexical Effects in the Use of Word-Level Stress for Word Recognition by English and Korean Learners of Spanish. In *Proceedings of the VIII Congreso Internacional de Fonética Experimental CIFE 2021*, Universitat de Girona, Girona, Spain.
- \***Martínez-García, M. T.**, Lee, G., Lee, H., & Shin, D. J. (2019). Korean and English Learners' Use of Word-Level Stress in Spanish Word Recognition. In *Proceedings of the 2019 Seoul International Conference on Speech Sciences*, Seoul National University, Seoul, Republic of Korea.
- \***Martínez-García, M. T.** (2017). Learning to recognize words in English as a second language: Study on the effects of spelling. In *Proceedings of the VII Congreso Internacional de Fonética Experimental CIFE 2017*, Universidad Nacional de Educación a Distancia (UNED), Madrid, Spain.
- \***Martínez-García, M. T.**, Lee, G., Lee, H., & Kim, S. J. (2017). Language-specific cue weighting effects in the identification of the Korean voiceless stops by English-speaking L2 learners of Korean. In *Proceedings of the 2017 Seoul International Conference on Speech Sciences*, Seoul National University, Seoul, Republic of Korea.
- \*Lee, G., Shin, D.J., & **Martínez-García, M. T.** (2017). Perception of lexical stress and sentence focus by Korean/Spanish learners of English. In *Proceedings of the 2017 Seoul International Conference on Speech Sciences*, Seoul National University, Seoul, Republic of Korea.
- \***Martínez-García, M. T.** (2017). Does stress constrain lexical access in bilingual speakers? An eye-tracking study. In *Actas del XXXV Congreso Internacional de AESLA [Recurso electrónico]: Las lenguas en la encrucijada: formación, acreditación y contexto de uso* (p. XXX), Universidad de Jaén, Spain.
- \***Martínez-García, M. T.**, & Tremblay, A. (2015). Syllable structure affects second-language spoken word recognition and production. In *the Scottish Consortium for ICPhS 2015 (Eds.), Proceedings of the 18th International Congress on Phonetic Sciences*. Glasgow, Scotland: University of Glasgow.  
<<http://www.icphs2015.info/pdfs/Papers/ICPHS0824.pdf>>
- \*Namjoshi, J., Tremblay, A., Spinelli, E., Broersma, M., **Martínez-García, M. T.**, Connell, K., Cho, T., & Kim, S. (2015). Speech segmentation is adaptive even in adulthood: Role of the linguistic environment. In *the Scottish Consortium for ICPhS 2015 (Eds.), Proceedings of the 18th International Congress on Phonetic Sciences*. Glasgow, Scotland: University of Glasgow.  
<<http://www.icphs2015.info/pdfs/Papers/ICPHS0676.pdf>>

## PLENARY TALKS

- \***Martínez-García, M. T.** (2023). "Bilingualism: Classroom influences on the path to "being bilingual"". Plenary talk given at the KOTESOL 2023 National Conference (Kangnam University, Yongin-si Gyeonggi-Do, South Korea), November 11<sup>th</sup>.

## INVITED LECTURES

- \***Martínez-García, M. T.** (2023). "El Español en Asia: Corea del Sur". Lecture given in the Conference Series "Piensa en ELE", Universidad Camilo José Cela (Madrid, Spain), May 18<sup>th</sup>.
- \***Martínez-García, M. T.** (2023). "Native and Learners' Use of Stress Cues in Word Recognition". Lecture given in the Linguistics Department, Speech Acquisition Lab, University of Utah (Salt Lake City, USA), January 28<sup>th</sup>.
- \***Martínez-García, M. T.** (2022). "Never Too Late: Demystifying the Role of Bilingualism". Lecture given in the November Meeting of the KOTESOL Yongin Chapter, Yongin Immigrant Support Center (YISC, South Korea), November 12<sup>th</sup>.
- \*Martínez-García, E. & \***Martínez-García, M. T.** (2022). "Los beneficios económicos de aprender español en diferentes partes del mundo: Motivaciones y hallazgos preliminares". Lecture given in the Victoria Association of Teachers of Spanish Annual Congress, (online), October 23<sup>rd</sup>.
- \*Martínez-García, E. & \***Martínez-García, M. T.** (2021). "El valor económico del español en los EEUU: Oportunidades y retos para el futuro". Lecture given in the speaker series of the Observatorio del Instituto Cervantes at the University of Harvard, (online), December 2<sup>nd</sup> ([link](#)).
- \***Martínez-García, M. T.** (2017). "Desmitificando la Fonética del Español: Teoría y Propuestas Didácticas." Professional Development Day, Texas A&M University—Commerce at the Universities Center at Dallas, February 10<sup>th</sup>.
- \***Martínez-García, M. T.** (2017). "Understanding the Acquisition of a Second Language Phonology: What are the limitations?" Lecture given in the speaker series of the Department of Literature and Languages, Texas A&M University-Commerce (Texas, United States), February 14<sup>th</sup>.
- Martínez-García, M. T., & Tremblay, A.** (2016). Tracking Bilingual Activation in the Processing and Production of Spanish Stress. Paper presented at the symposium *Language contact in the mind and in the community: Insights from bilingual phonetics and phonology. 90th Annual Meeting of the Linguistic Society of America*, Washington DC, United States
- \***Martínez-García, M. T.** (2016). "Tracking Bilingual Activation in the Processing and Production of Spanish Stress." Lecture given in the speaker series of the Department of Psychology, University of Reading (Reading, United Kingdom), June 3<sup>rd</sup>.
- \***Martínez-García, M. T.** (2016). "Tracking Bilingual Activation in the Processing and Production of Spanish Stress." Lecture given in the speaker series of the Department of Linguistics, University of Kansas (Kansas, United States), April 22<sup>th</sup>.
- \***Martínez-García, M. T.** (2015). "Tracking Bilingual Activation in the Processing and Production of Spanish Stress". Lecture given at the Child Language Proseminar, University of Kansas (Kansas, United States), October 18<sup>nd</sup>.
- \***Martínez-García, M. T.** (2014). "Plurilingüismo: teoría y nuevos horizontes". Lecture given at the Colegio Diocesano Oratorio Festivo, (Novelda (Alicante), Spain), June 7<sup>th</sup>.

## CONFERENCE PRESENTATIONS (\*=presenter, # = invited)

- \***Martínez-García, M. T.**, & Schwab, S. (2024). El uso del acento prosódico en el reconocimiento de palabras en una L2 por parte de aprendices de español franceses, coreanos y alemanes. Lecture given in the LII Simposio de la Sociedad Española de Lingüística (SEL 2024) (Madrid, Spain), January 22-25th
- Trinks, D., & \***Martínez-García, M. T.** (2023). The Effect of Learning Go on Students' Attention Span, Working Memory and Task Engagement. Lecture given in the 23rd Seoul National University International Conference on Education Research (ICER), (Seoul, South Korea), October 20-22<sup>th</sup>.
- \***Martínez-García, M. T.**, & Schwab, S. (2023). Relation between Musical Aptitude and L2 Stress Perception in French- and Korean-Speaking Listeners. Lecture given in the 20th International Congress of the Phonetic Sciences (ICPhS 2023) (Prague, Czech Republic), August 7-11<sup>th</sup>.
- \***Martínez-García, M. T.** (2023). Active Research in the Language Classroom: How Research and Teaching Pronunciation are Interrelated. Paper presented at the *106th AATSP Annual Conference*, Salamanca, Spain.
- \***Martínez-García, M. T.**, & Schwab, S. (2023). Do Korean and French-speaking listeners present similar difficulties in perceiving Spanish lexical stress?. Lecture given in the 9th International Conference on Experimental Phonetics (CIFE 2023) (Vigo, Spain), June 21<sup>st</sup>-23<sup>rd</sup>.
- \***Martínez-García, M. T.** (2023). How do the Properties of the Native Language Influence how Listeners Perceive Sounds in a Second Language?. Lecture given in the Incheon Global Campus Research Symposium (Songdo, Incheon, South Korea), May 22<sup>nd</sup>.
- \***Martínez-García, M. T.** (2023). Beyond the English Divide in South Korea. Lecture given in the Salt Lake Community College Asia Conference 2023 (Salt Lake, United States), March 30<sup>th</sup>.
- \***Martínez-García, M. T.** (2022). Spanish for Specific Purposes Outside of the Designed Curricula: An Exploratory Study. Paper presented at the *104th AATSP Annual Conference*, San Juan, Puerto Rico.
- \***Martínez-García, M. T.** (2022). Exploring how to Improve Language Skills in a Language for Specific Purposes Course. Paper presented at the *29<sup>th</sup> Korea TESOL International Conference*. Online presentation.
- \***Martínez-García, M. T.**, \*Shin, D. J., & \*Lee, G. (2021). Lexical Effects in the Use of Word-Level Stress for Word Recognition by English and Korean Learners of Spanish. Paper presented at the *VIII Congreso Internacional de Fonética Experimental CIFE 2021*, Universitat de Girona, Girona, Spain. Online presentation.
- \***Martínez-García, M. T.** (2020). Evaluating the Use of Literature in the Foreign Language Classroom: Teachers' Perspective. Paper presented at the *International Virtual Conference on Language and Literature (IVICOLL 2020)*, State Polytechnic of Malang, Indonesia. Online presentation.
- \***Martínez-García, M. T.** & Arnold, P. (2020). Translanguaging Strategies for Teaching a Foreign Language Classroom. Paper presented at the *KOTESOL National Conference*, Online presentation.
- \***Martínez-García, M. T.**, \*Lee, G., Lee, H., & \*Shin, D. J. (2019). Korean and English Learners' Use of Word-Level Stress in Spanish Word Recognition. Paper presented at the *2019 Seoul International Conference on Speech Sciences*, Seoul National University, Seoul, Republic of Korea.
- \***Martínez-García, M. T.** (2019). Using Eye Movements to Track Bilingual Activation. Paper presented in the third international conference on *Bilingualism in the Hispanic and Lusophone world (BHL)*, Leiden University, the Netherlands.
- \*Arnold, P. y \***Martínez-García, M. T.** (2018). New Perspectives on the Teaching of Pronunciation: The Case of the Spanish Vowels. Paper presented in the New Perspectives in Teaching Pronunciation in the

- Classroom panel, presented at *the 100<sup>th</sup> American Association of Teachers of Spanish and Portuguese (AATSP) Conference*, Universidad de Salamanca, Spain.
- Espinosa Leal, I. P. y **\*Martínez-García, M. T.** (2018). Análisis de Errores en Aprendizajes Coreanos de Español como Lengua Extranjera: Implicaciones Pedagógicas. Paper presented at the *Congreso de la Asociación Coreana de Hispanistas*, Pusan University of Foreign Studies, Busan, Republic of Korea.
- \*Martínez-García, M. T.** (2017). Learning to recognize words in English as a second language: Study on the effects of spelling. Paper presented at the *VII Congreso Internacional de Fonética Experimental CIFE 2017*, Universidad Nacional de Educación a Distancia (UNED), Madrid, Spain.
- \*Lee, G., Shin, D., & \*Martínez-García, M. T.** (2017). Perception of lexical stress and sentence focus by Korean/Spanish learners of English. Paper presented at the *2017 Seoul International Conference on Speech Sciences*, Seoul National University, Seoul, Republic of Korea.
- \*Martínez-García, M. T.** (2017). Does stress constrain lexical access in bilingual speakers? An eye-tracking study. Paper presented at the *XXXV Congreso Internacional de AESLA: "Las lenguas en la encrucijada: formación, acreditación y contexto de uso"*, Universidad de Jaén, Jaén, Spain.
- \*Martínez-García, M. T., & Tremblay, A.** (2016). Tracking bilingual activation in the processing of Spanish stress. Paper presented at the *8th International Symposium on the Acquisition of Second Language Speech (New Sounds)*, Aarhus University, Aarhus, Denmark.
- \*Connell, K., Hüls, S., Qin, Z., Martínez-García, M. T., Shin, S., Yan, H., & Tremblay, A.** (2016). Time Course of Chinese and Korean Listeners' Use of Stress in English Word Recognition. Paper presented at the *8th International Symposium on the Acquisition of Second Language Speech (New Sounds)*, Aarhus University, Aarhus, Denmark.
- \*Martínez-García, M. T., & Tremblay, A.** (2015). Syllable structure affects second-language spoken word recognition and production. Paper presented at the *International Congress of Phonetic Sciences (ICPhS)*, Glasgow, UK.
- Namjoshi, J., **\*Tremblay, A., Spinelli, E., Broersma, M., Martínez-García, M. T., Connell, K., Cho, T., & Kim, S.** (2015). Speech segmentation is adaptive even in adulthood: Role of the linguistic environment. Paper presented at the *International Congress of Phonetic Sciences (ICPhS)*, Glasgow, UK.
- \*Martínez-García, M. T., Van Anne, K., Brown, R., & Tremblay, A.** (2015). Stress constrains lexical access in native and non-native Spanish. Paper presented at the *12th International Symposium of Psycholinguistics*, University of Valencia, Spain.
- Van Anne, K., **Martínez-García, M. T., Brown, R., & \*Tremblay, A.** (2014). English and Spanish listeners' use of 'positive' stress in Spanish word recognition. Paper presented at the *33rd Annual Second Language Research Forum (SLRF)*, University of South Carolina, United States.
- Martínez-García, M. T., Fiorentino, R., Gabriele, A., & \*Tremblay, A.** (2014). Processing Verbal Inflection in Native and Non-Native Spanish. Paper presented at the *33rd Annual Second Language Research Forum (SLRF)*, University of South Carolina, United States.
- \*Martínez-García, M. T., Fiorentino, R., Gabriele, A., & Tremblay, A.** (2014). Processing Verbal Inflection in Native and Non-Native Spanish. Paper presented at the *Segundo Congreso Internacional de Lingüística, Literatura y Estudios Culturales en Lenguas Modernas: Contextos de Enseñanza-Aprendizaje (CILLEC II)*, Universidad Católica San Antonio de Murcia (UCAM), Spain.
- Mack, A., **\*Martínez-García, E., & Martínez-García, M. T.** (2014). Trading words. Paper presented at the *Midwest Macroeconomics Conference*, University of Missouri-Columbia, Missouri, United States.
- \*Martínez-García, M. T.** (2014). Processing of inflection in native and non-native Spanish. Paper presented at the *Graduate Research Competition*, University of Kansas, Kansas, United States.

- Martínez-García, M. T.**, & \*Tremblay, A. (2013). Perception of epenthetic vowels in English /s/-initial clusters by Spanish Learners of L2 English. Paper presented at the *7th International Symposium on the Acquisition of Second Language Speech (New Sounds)*, Concordia University, Montreal, Canada.
- \*Wulff, S., Lester, N., & \***Martínez-García, M. T.** (2012). That-variation in German and Spanish L2 writing: A corpus-based study. Paper presented at the *31st Annual Second Language Research Forum (SLRF)*, Carnegie Mellon University, Pennsylvania, United States.
- Martínez-García, M. T.**, & \*Wulff, S. (2011). Infinitival and gerundial complementation in German and Spanish ESL writing. Paper presented at the *14th American Association for Corpus Linguistics (AACL) conference*, Georgia State University, Georgia, United States.
- \***Martínez-García, M. T.** (2010). A corpus-based approach to gerundial and infinitival complementation in Spanish ESL writing. Paper presented at the second annual *DFW Metroplex Linguistics Conference*, Dallas, Texas, United States.

## WORKSHOPS

- \***Martínez-García, M. T.** (2023). “How to approach research in South Korea: Grants, Networking, and other considerations.” Workshop presented at the University of Utah Asia Campus, as part of the Research Sessions (Songdo, Incheon, South Korea), September 21<sup>st</sup>.
- \***Martínez-García, M. T.** & Schwab, S. (2023). “Methodology in Linguistic Research.” Research Workshops presented at the University of Utah Asia Campus (Songdo, Incheon, South Korea), June 2<sup>nd</sup>.
- \* Schwab, S. & **Martínez-García, M. T.** (2023). “Statistical Analysis for Beginners.” Research Workshops presented at the University of Utah Asia Campus (Songdo, Incheon, South Korea), June 2<sup>nd</sup>.

## POSTER PRESENTATIONS (\*=presenter)

- \***Martínez-García, M. T.** (2019). Beyond the English Divide in South Korea. Poster presented at the *27th Annual Korea TESOL International Conference*, Sookmyung Women's University, Seoul, South Korea.
- \***Martínez-García, M. T.**, & Holliday, J. (2019). The perception of Korean stops by native speakers of Spanish. Poster presented at the *International Congress of Phonetic Sciences*, Melbourne, Australia.
- \***Martínez-García, M. T.**, \*Lee, G., Lee, H., & Kim, S.J. (2017). Language-Specific Cue Weighting Effects in the Identification of the Korean Voiceless Stops by English-Speaking L2 Learners of Korean. Paper presented at the *2017 Seoul International Conference on Speech Sciences*, Seoul National University, Seoul, Republic of Korea.
- \***Martínez-García, M. T.**, & Tremblay, A. (2016). Effects of language bias and proficiency on cross-language activation: Evidence from eye-tracking. Poster presented at the *5th Joint Meeting of the Acoustical Society of America and the Acoustical Society of Japan* in Honolulu (Hawaii), November 28 - December 2.
- Connell, K., Hüls, S., Qin, Z., \***Martínez-García, M. T.**, Shin, S., Yan, H., & Tremblay, A. (2016). Effects of native language on the use of segmental and suprasegmental cues to stress in English word recognition: An eye-tracking study. Poster presented at the *5th Joint Meeting of the Acoustical Society of America and the Acoustical Society of Japan* in Honolulu (Hawaii), November 28 - December 2.
- \*Covey, L., Coughlin, C., **Martínez-García, M. T.**, Johnson, A., Yang, X., Siew, C., Major, T., Fiorentino, R. (2015). An ERP investigation of the role of prediction and individual differences in semantic priming. Poster presented at the *2015 Society of Neurobiology of Language meeting*, Chicago (Illinois), October 15-17.

- \***Martínez-García, M. T.**, & Tremblay, A. (2013). Perception of epenthetic vowels in English /s/-initial clusters by Spanish-speaking second language learners of English. Poster presented at the *166th Meeting of the Acoustical Society of America*, San Francisco (California), December 2-6.
- Fiorentino, R., \*Aleman-Banon, J., Gabriele, A., Bond, K. N., & **Martínez-García, M. T.** (2012). Brain responses to morphosyntax at early stages of second language development. Poster presented at the *4<sup>th</sup> Neurobiology of Language Conference*, Donostia–San Sebastián (Spain), October, 25-27.

## WORKING PAPERS

- Martínez-García, M. T.** (2014). Overview of Adjectives in Ibibio. *Kansas Working Papers in Linguistics*, 35, 53-71. <https://doi.org/10.17161/KWPL.1808.15948>

## CONFERENCE ABSTRACTS

- Martínez-García, M. T.**, & Tremblay, A. (2016). Effects of language bias and proficiency on cross-language activation: Evidence from eye-tracking. *Journal of the Acoustical Society of America*, 140(4), 3341.
- Connell, K., Hüls, S., Qin, Z., **Martínez-García, M. T.**, Shin, S., Yan, H., & Tremblay, A. (2016). Effects of native language on the use of segmental and suprasegmental cues to stress in English word recognition: An eye-tracking study. *Journal of the Acoustical Society of America*, 140(4), 3336.
- Martínez-García, M. T.**, & Tremblay, A. (2013). Perception of epenthetic vowels in English /s/-initial clusters by Spanish-speaking second language learners of English. *Journal of the Acoustical Society of America*, 134, 4248.

## PUBLICATIONS OF THE FEDERAL RESERVE SYSTEM

- Martínez-García, E., Martínez-García, M.T. Coulter, J., & Grossman, V. (2021). Spanish-Speaking Growth in Texas Reinforces Need to Close Education Gaps. Dallas Fed Economics Blog ([link](#)).
- Martínez-García, E., Martínez-García, M.T. Coulter, J., & Grossman, V. (2021). El aumento en el uso del español en Texas refuerza la necesidad de cerrar las brechas educativas. Dallas Fed Economics Blog ([link](#)).
- Martínez-García, E., Martínez-García, M.T. Coulter, J., & Grossman, V. (2021). Se Habla Español: U.S. Yet to Realize Many Benefits of a Growing Bilingual Population. Dallas Fed Economics Blog ([link](#)).

## DOCTORAL DISSERTATION

- Martínez-García, M. T. (2016). Tracking bilingual activation in the processing and production of Spanish stress. *Unpublished Ph.D. dissertation*, University of Kansas.
- Chair: Dr. Annie Tremblay; committee members: Dr. Robert Fiorentino, Dr. Joan Sereno, Dr. Jie Zhang, Dr. Nina Vyatkina.

## RESIDENT INSTRUCTION

## DESCRIPTIVE DATA

- University of Utah, Asia Campus: Spanish 1010 Beginning Spanish I (Undergraduate); Spanish 1020 Beginning Spanish II (Undergraduate), WLC 2900 (Undergraduate) The Hispanic World Through Film (Undergraduate)
- George Mason University Korea: Spanish 101 Beginning Spanish I (Undergraduate)
- Universitat Oberta de Catalunya: Intermediate English, Group B1.1; Intensive Intermediate English, Group B1.1; MA Thesis Coordinator (Graduate); Foundations of the Acquisition of Second Languages with Technology (Graduate)
- Hankuk University of Foreign Studies (Global Campus): Brain and Cognition (Undergraduate)
- Hankuk University of Foreign Studies (Seoul Campus): Communicative Spanish 1&2 (Undergraduate); Spanish Conversation I (1&2) (Undergraduate); Spanish Conversation II (1&2) (Undergraduate); Spanish Essay Writing (1&2) (Undergraduate); Spanish Advanced Debate (1&2) (Undergraduate); Introduction to Spanish Linguistics (Graduate); Spanish Phonetics (Graduate); Methodology in Linguistic Research on Spanish (Graduate); The Korean Wave as a Pedagogical Tool (Undergraduate)
- Texas A&M University – Commerce: SPA 131 Elementary Spanish I (Undergraduate); SPA 132 Elementary Spanish II (Undergraduate); SPA 512 Spanish Grammar for Teaching (Graduate); SPA 549 Spanish Phonetics (Graduate); SPA 589 Teaching Spanish Grammar Independent Study (Graduate); SPA 597 Teaching Spanish through Literature (Graduate)
- University of Kansas: LING 110 Language and Mind (Undergraduate); SPAN 111 Intensive Elementary Spanish (Undergraduate); SPAN 212 Intensive Intermediate Spanish (Undergraduate)

## MA THESIS SUPERVISION

### Universitat Oberta de Catalunya (UOC, Spain)

- 2021 Marina Aineto Bandrés. Thesis title: *El Uso de Google Classroom para Favorecer la Adquisición de una Segunda Lengua (L2, Inglés) en una Escuela Pública y en una Concertada.*
- Ángela Gómez Cerezo. Thesis title: *Redes Sociales como Recurso Didáctico: Instagram y Facebook para el Aprendizaje del Inglés.*
- Eija Horvath Faller. Thesis title: *El uso de aplicaciones tecnológicas para adaptar/transformar actividades de interacción oral diseñadas para la enseñanza presencial de ELE.*
- Laura Luaña Gonzalez. Thesis title: *Tecnología y Lengua Extranjera en Educación Infantil. Una Propuesta Didáctica para el Aula de 5 Años.*
- Alba Martínez Martínez. Thesis title: *Music for your Language.*
- Lucía Molina Ruiz. Thesis title: *Ciudadanos del Futuro.*
- María del Mar Sánchez Simó. Thesis title: *El Uso de la Aplicación Lyrics Training en el Aula de Primaria.*

María Begoña Todossantos Pelufo. Thesis title: *Uso de Aplicaciones Móviles en Educación Primaria para el Aprendizaje del Área de Inglés: Beneficios e Inconvenientes del M-Learning*.

## OTHER RELEVANT EDUCATIONAL BACKGROUND

### *Courses Related to Pedagogical Approaches*

- 2021 “Competencias docentes para la enseñanza en línea” (Anaya ELE & Edelsa, Spain, online)
- 2020 “Learning to Teach Online” (The University of New South Wales Sydney, Australia, online)
- 2020 “Diseña un proyecto colaborativo digital (3ª edición)” (Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado (INTEF), Spain, online).
- 2020 “Community Manager Educativo (3ª edición)” (Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado (INTEF), Spain, online).
- 2019 “Enseñanza de Español en Línea” (ELE Internacional España & Universidad Europea Miguel de Cervantes, Spain, online).
- 2017 “Innovación y comunicación en el aula de Español como lengua extranjera” (UDIMA, Spain, online).
- 2017 “Studying, working and innovating with second languages in open, mobile and social environments within the classroom” (Universidad Nacional de Educación a Distancia (UNED), Spain, online).
- 2017 Fundamentals of Project-Based Language Learning Online Institute, National Foreign Language Resource Center (NFLRC), University of Hawaii at Manoa (participation badge, United States).
- 2016 Graduate Certificate in Second Language Studies (SLS), University of Kansas (United States).
- 2015 English for Teaching Purposes, Universitat Autònoma de Barcelona (online, certificate of distinction, Spain).
- 2011 Graduate Certificate in Teaching English as a Second or Other Language (TESOL), University of North Texas (Texas, United States).
- 2008 Intensive English Program (IEP) at the Southern Methodist University (Texas, United States).

### *Courses Related to Linguistics and Experimental Design*

- 2014 Summer school of the European Society for Cognitive Psychology, hosted by The Basque Center on Cognition, Brain and Language (San Sebastián, Spain).
- 2011 Boot camp “Statistics for Linguists with R”, hosted by the University of North Texas (Texas, United States).
- 2010 Certificate of Certified/Sworn Translator, Spanish Ministry of Foreign Affairs (Spain).

**Other Courses**

- 2009 “Professional Editing *Corrección Profesional*”, offered by Calamo y Cran (Madrid, Spain, 65hr, online).
- 2007 “Money and Banking” (University of Alicante, Spain, corresponding to 6 university-level credits).

**SERVICE****SERVICE TO DISCIPLINARY AND PROFESSIONAL SOCIETY OR ASSOCIATIONS****a. Accreditations by the Instituto Cervantes**

- 2020 Accreditation of examiners DELE levels B1 and B2, Instituto Cervantes (Spain)
- 2020 Actualization course of examiners DELE levels A1 and A2, Instituto Cervantes of Tokyo (Spain)
- 2018 Accreditation of examiners DELE levels C1 and C2, Instituto Cervantes of Tokyo (Spain)
- 2017 Accreditation of examiners DELE levels A1, A1 escolar, and A2, Instituto Cervantes (Spain)

**b. Manuscript Reviewer****Journals**

*E-JournALL, EuroAmerican Journal of Applied Linguistics and Languages, International Linguistics Research, Journal of Cognitive Psychology, Language Learning, Language Learning and Technology, Language Teaching Research, Revista Electrónica de Lingüística Aplicada, Spanish and Portuguese Review, 대한영어영문학회 논문집 (Journal of the English Language and Literature Society), Frontiers*

**Working Papers and Conference Proceedings**

*Kansas Working Papers in Linguistics, 45th Annual Conference on African Linguistics (ACAL) proceedings*

**Books**

*LinguistList*

**c. Conference Organization**

- 2024 Incheon Global Campus Research Symposium, IGC Oral Presentation Sub-Committee, Songdo, Incheon, South Korea.
- 2023 Incheon Global Campus Research Symposium, Songdo, Incheon, South Korea.
- 2014 45th Annual Conference on African Linguistics (ACAL), University of Kansas, October

2012 5th Generative Approaches to Language Acquisition North America, University of Kansas, October

d. Professional Memberships

International

*Member of the Scientific Committee of the Observatorio Nébrica del Español*

International

*Acoustical Society of America (ASA), International Phonetic Association (IPA), European Second Language Association (EuroSLA)*

Spain

*Asociación Española de Lingüística Aplicada (AESLA), Asociación para la Enseñanza del Español como Lengua Extranjera (ASELE)*

Republic of Korea

*Asociación Coreana de Hispanistas, KOTESOL, Cámara de Comercio Española en Corea*

United States

*American Association of Teachers of Spanish and Portuguese (AATSP)*

**UNIVERSITY/CAMPUS SERVICE**

a. Campus/College-wide Committees

2022 Member of the Art & Culture Committee, University of Utah, Asia Campus (Incheon, South Korea)

2022 Member of the Organizing Committee of the Faculty Discussion Lunch, University of Utah, Asia Campus (Incheon, South Korea)

2016 Member of the Undergraduate Research Mentor Award Committee, University of Kansas

2015 Session chair for 18th Undergraduate Research Symposium, University of Kansas

b. Departmental Committees

2015–2016 Vice-President of the Linguistic Graduates Students Association, University of Kansas

2014–2015 Treasurer of the Linguistic Graduates Students Association, University of Kansas

2013–2015 Editor, Kansas Working Papers in Linguistics, University of Kansas.

- 2013–2014      Organization team of the Linguistics Colloquy Series, Linguistics Department, University of Kansas
- 2013–2014      Member of the Linguistics web committee, Linguistics Department, University of Kansas

### **OTHERS**

#### **LINGUISTIC PROFILE**

Spanish (native)	Portuguese ( <i>corresponding to A2</i> )
Valencian/Catalan (native)	German (intermediate)
English (CAE Certificate ( <i>Corresponding to C1</i> ))	French ( <i>corresponding to A2</i> )
Italian (advanced)	Korean (Topik Level 3 ( <i>Corresponding to B1</i> ))

#### **REFERENCES**

References will be provided upon request.