

**NAOMI SHIN SPANISH /PORTUGUESE AND LINGUISTICS 7/14/16**  
**CURRICULUM VITAE**

1 University of New Mexico MSC03 2100  
Albuquerque, NM 87131

Cell phone: (505) 249-7701  
E-mail: naomishin@unm.edu

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**EDUCATIONAL HISTORY**

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- Ph.D.           The Graduate Center at the City University of New York, 2006  
365 Fifth Avenue New York, NY 10016  
Department of Linguistics  
Areas of specialization: Child language, language contact, Spanish in the U.S.,  
language variation and change.  
Dissertation Title: The development of null vs. overt subject pronoun expression  
in monolingual Spanish-speaking children: The influence of continuity of  
reference.  
Advisor: Helen Cairns.
- B.A.            Oberlin College, May 1994.  
Oberlin, Ohio.  
Major: English, Minor: Philosophy.

**EMPLOYMENT HISTORY – PART I**

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- June 2016 – present           **Associate Professor** of Linguistics & Hispanic Linguistics  
Department of Spanish & Portuguese and Department of  
Linguistics.  
MSC03-2100 Ortega Hall, 235  
1 University of New Mexico  
Albuquerque, NM 87131
- August 2012 – June 2016      **Assistant Professor** of Linguistics & Hispanic Linguistics  
Department of Spanish & Portuguese and Department of  
Linguistics.  
UNM
- August 2006 – May 2013      **Assistant Professor** of Spanish  
(On leave 2012)  
Department of Modern & Classical Languages & Literatures  
The University of Montana  
32 Campus Drive.  
Missoula, MT 59812
- 2001-2003                      **Graduate Teaching Fellow**  
Department of Linguistics and Communication Disorders  
Queens College, City University of New York.

- 2000-2003                    **Research Assistant**  
 Research Institute for the Study of Language in an Urban Society  
 The Graduate Center at the City University of New York.  
 365 Fifth Avenue, New York, NY 10016
- 1999-2000                    **ESL/GED Teacher**  
 Adult Education Program  
 Department of Education of New York City  
 Bronx, New York
- 1998-1999                    **ESL Instructor**  
 Universidad de Cajamarca  
 Cajamarca, Peru
- 1996-1998                    **Spanish Teacher**  
 Institute for Collaborative Education (Public Middle/High School)  
 345 East 15th Street 5th Floor, New York, NY 10003
- 1994-1996                    **ESL Teacher.** Taught English to children, ages 2-12  
 Self-employed  
 Barcelona, Spain.

## **EMPLOYMENT HISTORY – PART II**

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2016. April 13-15. Visiting instructor. Universidad Autónoma de Baja California. Tijuana, Mexico. 12-hour course on childhood bilingualism. Course title: “La gramática de los niños bilingües: Teoría e investigación”

2005-2006. Adjunct Instructor of Linguistics. Department of Foreign Languages. The University of Nevada, Las Vegas.

2000 (July). Adjunct Instructor of Linguistics. Dept. of Comparative Literature and Languages Hofstra University

## **PROFESSIONAL RECOGNITION**

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2015. Outstanding New Teacher of the Year Award, UNM.

2014 – 2015. UNM Teaching Fellow.

2012. Merit Award for outstanding achievement in research, teaching, and service. University of Montana.

2012. Nominee: Helen and Winston Cox Educational Award. University of Montana.

## **Short Narrative Description of Research, Teaching and Service Interests.**

**Research:** My research program rests on defining grammar as a set of probabilistic patterns rather than categorical rules, and promises to have an impact on the fields of language acquisition and language contact and change. My acquisition research indicates that as children get older, their grammatical patterns are increasingly constrained by the same factors found among adults. It also suggests that children attune to distributional tendencies in the language to which they are exposed, and that the more frequent the patterns are, the easier they are to detect and learn. My contributions to scholarship on language contact and change come from my work on Spanish in the U.S. I have argued that the assumption that Spanish undergoes simplification needs to be modified in light of evidence that U.S. bilinguals' grammar can become increasingly complex. I have also found evidence that English impacts Spanish grammar, but some features are more affected than others, and some communities undergo change more rapidly than others. For example, I have found that: (i) wealthier Latin American immigrants experience more change than impoverished communities, a trend that conflicts with the popular view that associates Anglicized speech with the poor, and (ii) immigrant women's Spanish grammar changes more quickly than men's, a finding that necessitates re-assessing prevailing explanations for why women lead language change. Finally, I have recently turned my attention to childhood bilingualism, and have launched a grant-funded project that focuses on Spanish-speaking pre-school children in Albuquerque. This project investigates whether children's Spanish grammar changes as English replaces Spanish as their dominant language.

**Teaching:** Since my arrival at UNM, I have developed three new graduate seminars, two related to Spanish bilingualism/Spanish in the U.S., and one on childhood bilingualism. I have also taught an array of courses at the undergraduate level, including Language Change, Introduction to Linguistic Analysis, and Advanced Spanish Grammar. As part of my 2014-2015 UNM Teaching Fellowship, I redesigned the Advanced Spanish Grammar course. I created a content class that accomplishes the goal of teaching grammatical concepts, while also allowing Spanish speakers from diverse communities to understand how and why their own variety might differ from textbook descriptions of grammar. The course aims to increase appreciation for all varieties by highlighting the sociopolitical contexts that lead to one variety becoming the so-called 'standard'. The success of this redesign is currently being tested as part of a research project that focuses on pedagogical approaches to teaching grammar and linguistic variation. My investment in teaching extends beyond the classroom: I mentor students in their pursuit to become scholars and teachers by involving them in my research. I believe that this type of apprentice-like experience is a key ingredient to academic success. Student feedback on IDEA forms indicates that students perceive me as enthusiastic, clear, supportive, and engaging. A highlight in my career was when I received UNM's New Teacher of the Year Award.

**Service:** I have extensive service experience in and beyond the university. At UNM I have served on the LAII grants and awards committee, three search committees, and several other department-level committees. I served as Coordinator of Linguistics 101 during the 2014-2015 AY, and supervised 10 TAs per semester. At the University of Montana, I coordinated a lower-division Spanish language program, directed a teacher preparation program, and led a study-abroad program to Oaxaca, Mexico. I serve my profession on a regular basis by reviewing for journals, conferences, and for the NSF. Finally, I disseminate my research to the general public by writing articles for newsletters and giving lectures at schools and community centers.

## SCHOLARLY ACHIEVEMENTS

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### ***Books edited or co-edited:***

2015. Ana Carvalho, Rafael Orozco, & Naomi Lapidus Shin (eds.). *Subject pronoun expression in Spanish: A cross-dialectal perspective*. Georgetown University Press.

### ***Articles in Refereed Journals:***

1. 2016. Shin, Naomi L. & Jackelyn Van Buren. 2016. Maintenance of Spanish subject pronoun expression patterns among bilingual children of farmworkers in Washington/Montana. *Spanish in Context* 13(2), 173-194.
2. 2016. Shin, Naomi Lapidus. Acquiring patterns of morphosyntactic variation: Children's Spanish subject pronoun expression. *Journal of Child Language* 43(4), 914-947. DOI:10.1017/S0305000915000380.
2. 2014. Shin, Naomi L. Grammatical complexification in Spanish in New York: 3sg pronoun expression and verbal ambiguity. *Language Variation and Change* 26(3):303-330.
3. 2014. Shin, Naomi L. & Cecilia Montes-Alcalá. El uso contextual del pronombre sujeto como factor predictivo de la influencia del inglés en el español en Nueva York. *Sociolinguistic Studies* 8(1). 85-110.
4. 2014. Villa, Daniel, Naomi L. Shin & Eva Nagata. 2014. La nueva frontera: Spanish-speaking populations in Central Washington. *Studies in Hispanic and Lusophone Linguistics* 7(1), 149-172.
5. 2013. Shin, Naomi L. & Ricardo Otheguy. Social class and gender impacting change in bilingual settings: Spanish subject pronoun use in New York. *Language in Society* 42, 429-452.
6. 2012. Shin, Naomi L. & Helen Smith Cairns. The development of NP selection in school-age children: Reference and Spanish subject pronouns. *Language Acquisition* 19(1), 3-38.
7. 2011. Montes-Alcalá, Cecilia & Naomi L. Shin. *Las keys* versus *el key*: Feminine gender assignment in mixed-language texts. *Spanish in Context* 8(1), 119-143.
8. 2010. Shin, Naomi L. Efficiency in lexical borrowing in New York Spanish. *International Journal of the Sociology of Language*. 2010(203), 45-60.
9. 2005. Lapidus, Naomi & Ricardo Otheguy. Overt nonspecific *ellos* in Spanish in New York. *Spanish in Context* 2:2, 157-174. 2005.

### ***Articles (Peer-Reviewed) Appearing in Edited Volumes:***

1. 2016. Shin, Naomi L. Children's Spanish subject pronoun expression: A developmental change in *tú*? In S. Sessarego & F. Tejedo (Eds.). *Spanish Language and Sociolinguistic Analysis*, pp. 155-176. Amsterdam/Philadelphia: John Benjamins.
2. 2016. Woods, Michael R. & Naomi Lapidus Shin. "Fijáte...sabes que le digo yo." Salvadoran *voseo* and *tuteo* in Oregon. In M.I. Moyna & S. Rivera-Mills (eds), *Forms of Address in the Spanish of the Americas*, pp. 303-322. John Benjamins.
3. 2015. Shin, Naomi Lapidus & Daniel G. Erker. The emergence of structured variability in morphosyntax: Childhood acquisition of Spanish subject pronouns. In A. Carvalho, R. Orozco & N. Shin (eds.), *Subject pronoun expression in Spanish: A cross-dialectal perspective*, 171-191. Washington DC: Georgetown University Press.
4. 2015. Carvalho, Ana M., Rafael Orozco, & Naomi L. Shin. Introduction. In A. Carvalho, R. Orozco & N. Shin (eds.), *Subject pronoun expression in Spanish: A cross-dialectal perspective*, xiii-xxvi. Washington DC: Georgetown University Press.
5. 2013. Linford, Bret & Naomi Lapidus Shin. Lexical frequency effects on L2 Spanish subject pronoun expression. In J. Cabrelli Amaro, G. Lord, A. de Prada Pérez, and J. E. Aaron (eds.), *Selected Proceedings of the Hispanic Linguistics Symposium 2012*, 175-189. Cascadilla Proceedings Project.
6. 2013. Shin, Naomi Lapidus. Women at the vanguard of linguistic change in an immigrant community: Spanish subject pronoun use in New York. In S. Beaudrie & A. Carvalho (eds.), *Selected Proceedings of the 6<sup>th</sup> International Workshop on Spanish Sociolinguistics*, 135-147. Cascadilla Proceedings Project.
7. 2012. Shin, Naomi Lapidus. Variable use of Spanish subject pronouns by monolingual children in Mexico. In K. Geeslin & M. Díaz-Campos (eds), *Proceedings of the 2010 Hispanic Linguistics Symposium*, 130-141. Cascadilla Proceedings Project.
8. 2009. Shin, Naomi Lapidus & Helen Cairns. Subject pronouns in child Spanish & continuity of reference. In J. Collentine, B. Lafford, M. García & F. Marcos Marín (eds.) *Proceedings of the 11<sup>th</sup> Hispanic Linguistics Symposium*, 155-164. Cascadilla Proceedings Project.
9. 2009. Shin, Naomi & Ricardo Otheguy. Shifting sensitivity to continuity of reference: Subject pronoun use in New York City. In M. Lacorte & J. Leeman (eds.) *Español en Estados Unidos y en otros contextos: Cuestiones sociolingüísticas, políticas, y pedagógicas*, 111-136. Madrid/Frankfurt: Iberoamericana/Vervuert Verlag.
10. 2005. Lapidus, Naomi & Ricardo Otheguy. Contact induced change? Overt nonspecific *ellos* in Spanish in New York. In L. Sayahi & M. Westmoreland (Eds.), *Selected Proceedings of the Second Workshop on Spanish Sociolinguistics*, 67-75. Cascadilla press.

11. 2005. Otheguy, Ricardo & Naomi Lapidus. Matización de la teoría de la simplificación en las lenguas en contacto: El concepto de la adaptación en el español de Nueva York. In L. Ortiz López & M. Lacorte (Eds.), *Contactos y contextos lingüísticos: El español en los Estados Unidos y en contacto con otras lenguas*. Madrid/Frankfurt: Iberoamericana/Vervuert, pp.143-160.
12. 2003. Otheguy, Ricardo & Naomi Lapidus. An adaptive approach to noun gender in New York contact Spanish. In R. Cameron, L. López & R. Núñez-Cedeño (Eds.) *A Romance Perspective on Language Knowledge and Use*, 209-232. Amsterdam: John Benjamins Publishing Co. 2003.

***Other writings (Non-peer-reviewed):***

1. 2004. Otheguy, Ricardo & Naomi Lapidus. Adaptación y simplificación en el español de los Estados Unidos. In Gerardo Piña-Rosales, Nicolás Toscano Liria, Carmen Fernández Klohe, Rafael Corbalán, Oneida Sánchez & Eda Henao (Eds.). *Hispanos en los Estados Unidos: Tercer Pilar de la Hispanidad. Actas del II Simposio Internacional Presencia Hispánica en los Estados Unidos*, 249-269. New York: ALDEEU.
2. 2004. Lapidus, Naomi. A contrastive analysis of Spanish and English. In New York State Education Department Office of Bilingual Education's *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for Native Language Arts*. Report included in Chapter 2 "Linguistic analysis of most commonly spoken languages in New York City."

***Other writings (Solicited book reviews):***

1. 2015. Shin, Naomi Lapidus. Review of *Bilingual Language Acquisition: Spanish and English in the First Six Years* by Carmen Silva-Corvalán. *Heritage Language Journal* 12(3). 314-321.
2. 2010. Shin, Naomi Lapidus. Review of *El español en contacto con otras lenguas* by Carol A. Klee & Andrew Lynch. *Journal of Language Contact* Varia 3: 150-155. 2010.
3. 2004. Lapidus, Naomi. Review of *Structure, Meaning, and Acquisition in Spanish. Papers from the 4<sup>th</sup> Hispanic Linguistics Symposium* by James F. Lee, Kimberly L. Geeslin & J. Clancy Clements (Eds.). *Spanish in Context* 2(1): 152-158. 2004.

***Works in Progress:***

**Accepted for publication:**

1. Erker, Daniel, Eduardo Ho-Fernández, Ricardo Otheguy & Naomi L. **Shin**. The order and expression of nominal and pronominal subjects among first- and second-generation Cubans in the U.S. To appear in Alejandro Cuza (ed.), *Cuban Spanish Dialectology: Variation, Contact and Change*. Washington DC: Georgetown University Press.
2. **Shin**, Naomi L., Pablo Requena & Anita Kemp. Bilingual and monolingual children's

patterns of syntactic variation: Variable clitic placement in Spanish. To appear in Alejandra Auza and Richard Schwartz (eds.), *From typical language development to language disorders in Spanish-speaking children: Language processing and cognitive functions*.

**Submitted for publication:**

1. **Shin**, Naomi L. Bilingual children's Spanish. Submitted April 1, 2016 for consideration in K. Potowski (ed.), *Handbook of Spanish as a Minority/Heritage Language*. Routledge.
2. Otheguy, Ricardo & Naomi L. **Shin**. Submitted April 24, 2016. Establishing an additional explanatory stream in socio-syntactic theory: A functional-semiotic perspective. Submitted for consideration in volume edited by Sali Tagliamonte & Tanya Christensen *Sociosyntax: The relation between social and linguistic factors in explaining syntactic variation and change*.

**In preparation/ongoing projects** (in order of submission due dates, if any)

1. Otheguy, Ricardo, Daniel Erker, & Naomi **Shin**. The geographical and demographic expansion of Spanish. Chapter to be submitted August 31, 2016 for consideration in Salikoko Mufwene & Anna María Escobar (eds.), *Cambridge Handbook of Language Contact*.
2. **Shin**, Naomi L. & Mary Hudgens Henderson. Assessing the sociolinguistic sensitivity of UNM students enrolled in Advanced Spanish Grammar. Ongoing study aimed at testing the efficacy of a new approach to teaching advanced grammar. To be submitted in August or September 2016.
3. **Shin**, Naomi L. & Kim Potowski. *Gramática y Sociedad*. Textbook in progress.
4. **Shin**, Naomi L. & Barbara Rodríguez. *¿Qué saben los niños?* A study of young children's Spanish grammar skills. (Focus on nominal gender). Ongoing grant-funded study aimed at understanding bilingual children's acquisition of Spanish noun gender.
5. **Shin**, Naomi L. Bilingual acquisition of constraints on morphosyntactic variation: Children's Spanish subject pronoun expression in the U.S. Pacific Northwest. Paper to be submitted to *Sociolinguistic variation and language acquisition across the lifespan*, edited by Jean-Pierre Chevrot, Rozenn Gautier, and Anna Ghimenton.
6. **Shin**, Naomi L. Acquiring constraints on variable morphosyntax: SV-VS word order in child Spanish.

***Invited or Refereed Presentations at Professional Meetings:***

*Invited talks (Plenary)*

1. "Does English impact Spanish word order? Evidence from bilingual children's patterns of morphosyntactic variation." Universidad Autónoma de Baja California. Tijuana, Mexico. April 15, 2016.
2. "Does English impact Spanish in the U.S.? Evidence from bilingual children's patterns of morphosyntactic variation." University of Illinois-Chicago. Language in Context Research Group Talk Series: <https://licorg.org.uic.edu/events/> December 3, 2015.

*Invited talks (via Skype)*

1. Spanish and English in contact. Kansas State University. Invited by Earl Brown. March 3, 2015.
2. Acquisition of Spanish morphosyntax. University of Southern Mississippi. Invited by Laurel Abreu. October 1, 2014.
3. ¿Influencia del inglés sobre el español hablado en los EEUU? Louisiana State University. Invited by Rafael Orozco. November 20, 2014.

*Refereed presentations at conferences*

1. **Shin, Naomi**. Acquiring constraints on variable morphosyntax: SV-VS word order in child Spanish. Paper to be presented at the VIII International Conference of Language Acquisition. Palma, Mallorca, Spain. September 7-9, 2016.
2. Montes-Alcalá, Cecilia & **Naomi Shin**. Gender across genres: Revisiting feminine gender assignment in bilingual writing. Paper presented at the 8<sup>th</sup> Workshop on Spanish Sociolinguistics. University of Puerto Rico at Rio Piedras. San Juan, Puerto Rico. April 15, 2016.
3. **Shin, Naomi** & Pablo Requena. Bilingual children's patterns of morphosyntactic variation: Variable clitic placement in Spanish. Paper presented at the *New Ways of Analyzing Variatoin 44* (NWAV 44). University of Toronto and York University, Toronto, Canada. October 22-25, 2015.
4. Erker, Daniel, Ricardo Otheguy, & **Naomi Shin**. The order and expression of subjects among first and second generation Cubans in the U.S. Paper presented at *the 25<sup>th</sup> Conference on Spanish in the United States and 10<sup>th</sup> Conference on Spanish in Contact with Other Languages*. (SiUS). City College, CUNY. New York, New York. March 26-29, 2015.
5. Rao, Anita & **Naomi Shin**. *La quiero ver ~ quiero verla*: Monolingual and bilingual children's variable clitic placement. Paper presented at *the 25<sup>th</sup> Conference on Spanish in the United States and 10<sup>th</sup> Conference on Spanish in Contact with Other Languages*. (SiUS). City College, CUNY. New York, New York. March 26-29, 2015.
6. **Shin, Naomi** & Jackelyn Van Buren. Acquisition of structured morphosyntactic variation in a bilingual setting: Children's Spanish subject pronoun expression in the U.S. Pacific Northwest. Paper presented at the 2<sup>nd</sup> Conference on Variation in Language Acquisition (ViLA). University of Grenoble. Grenoble, France. December 3-5, 2014.
7. **Shin, Naomi**. Incremental acquisition of morphosyntactic variation: Evidence from children's Spanish subject pronoun expression. Poster presented at the 2<sup>nd</sup> Conference on Variation in Language Acquisition (ViLA). University of Grenoble. Grenoble, France. December 3-5, 2014.
8. **Shin, Naomi** & Jackelyn Van Buren. Acquisition of structured morphosyntactic variation in a bilingual setting: Children's Spanish subject pronoun expression in the U.S. Pacific Northwest. Paper presented at the 43<sup>rd</sup> New Ways of Analyzing Variation Conference (NWAV). University of Illinois at Urbana-Champaign and the University of Illinois Chicago. Chicago, IL. October 23-26, 2014.
9. Davin Poulin, Jackelyn Van Buren & **Naomi Shin**. The effect of verb length on children's variable use of Spanish subject pronouns. Paper presented at the XLIII Conference of the Linguistic Association of the Southwest. California State, San Marcos. San Diego, CA. September 18-20, 2014.



10. **Shin, Naomi.** Childhood acquisition of variable morphosyntax: Evidence from Spanish subject pronoun expression. Paper presented at the 7<sup>th</sup> Workshop on Spanish Sociolinguistics (WSS7). University of Wisconsin. Madison, WI. April 3-5, 2014.
11. **Shin, Naomi** & Daniel Erker. The acquisition of a variable grammar: Evidence from Spanish morphosyntax. Poster presented at the 38<sup>th</sup> Boston University Conference on Language Development. Boston University. Boston, MA. November 1-3, 2013. With Daniel G. Erker.
12. **Shin, Naomi** & Daniel Erker. Childhood Acquisition of Variable Grammar: Evidence from Spanish Morphosyntax. Paper presented at the 42<sup>nd</sup> New Ways of Analyzing Variation (NWAY). Carnegie Mellon University. Pittsburgh, Pennsylvania. October 17-20, 2013.
13. **Shin, Naomi.** Converging on probabilistic grammatical patterning: Discourse, semantic, and morphological predictors of Mexican children's Spanish subject pronoun expression. Paper presented at the 43<sup>rd</sup> Linguistic Symposium on Romance Languages (LSRL). The CUNY Graduate Center, New York. April 17-20, 2013.
14. **Shin, Naomi** & Jackelyn Van Buren. Discourse, semantic, and morphological predictors of Spanish subject pronoun expression by migrant workers and their bilingual children in the Northwest. Paper presented at the 24<sup>th</sup> Conference on Spanish in the U.S. McAllen, Texas. March 2013.
15. Villa, Daniel, **Naomi Shin,** & Eva Nagata. *La nueva frontera: Spanish at the northern edge of the nation.* Paper presented at the 24<sup>th</sup> Conference on Spanish in the U.S. McAllen, Texas. March 2013.
16. **Naomi Shin.** Emerging grammatical patterns in New York Spanish. Paper presented at the High Desert Linguistics Society Conference. University of New Mexico. Nov. 2012
17. **Naomi Shin.** Women at the vanguard of linguistic change in an immigrant community: Spanish subject pronoun use in New York. Paper presented at the 6<sup>th</sup> International Workshop on Spanish Sociolinguistics. Tucson, Arizona. April 2012.
18. **Naomi Shin.** Acquiring a variable structure in L1 Spanish: Overt and null subject pronouns in children's narratives. Paper presented at the Hispanic Linguistics Symposium. Indiana University. Oct. 2010.
19. **Naomi Shin** & Ricardo Otheguy. *El weekend ahorra pero Switzerland cuesta: El efecto del largo de los préstamos.* Paper presented at ALFALito: Cuestiones lingüísticas en relación con la diáspora latinoamericana. City University of New York Graduate Center. Sept. 2009.
20. **Naomi Shin** & Ricardo Otheguy. Shifts in the relevance of factors that condition variable linguistic behavior among second-generation speakers of Spanish in the U.S. XXII Conference on Spanish in the US, Coral Gables, Fla. Feb. 2009.
21. Cecilia Montes-Alcalá & **Naomi Shin.** *Las keys vs. el baggie: Gender Assignment in Mixed-Language Texts.* Paper presented at the XXII Conference on Spanish in the US, Coral Gables, Fla. Feb. 2009.
22. **Naomi Shin.** One-word codeswitches in the Otheguy-Zentella corpus of Spanish in New York. Invited presentation for the Workshop on Automatic Processing of Natural Language Code Switching. Funded by NSF SGER small grant for exploratory research awarded to Mona Diab, Center for Computational Learning Systems, Columbia University. April 2008.
23. **Naomi Shin** & Helen Cairns. Monolingual Development of Spanish Subject Pronouns: Sensitivity to Continuity of Reference. Paper presented at the Hispanic Linguistics Symposium, San Antonio, Texas, Nov. 2007.

24. **Naomi Shin** & Helen Cairns. Monolingual Development of Spanish Subject Pronouns: Sensitivity to Continuity of Reference. Poster presented at the Boston University Conference on Language Development. Boston, Mass., Nov. 2007.
25. **Naomi Shin**. Spanish Subject Pronoun Use among Caribbean Bilinguals in New York: Desensitization to Continuity of Reference. Paper presented at the Conference of the American Association of Applied Linguistics, Costa Mesa, California. April 2007.
26. **Naomi Shin** & Ricardo Otheguy. Diminishing Sensitivity to Continuity of Reference: Subject Pronouns in New York City Spanish. Paper presented at The XXI Conference on Spanish in the US & VI Conference on Spanish in Contact with Other Languages. George Mason University, Va. March 2007.
27. **Naomi Shin** & Ricardo Otheguy. Contact induced changes in the grammar? The case of nonspecific *ellos* in New York Spanish. Paper presented at The XX Conference, Spanish in the US & V Spanish in Contact with Other Languages. Chicago, Ill., March 2005.
28. **Naomi Shin**. La adquisición de los pronombres sujetos: el efecto del cambio de referencia. Paper presented at the University of Querétaro, Querétaro, México. Dec. 2004.
29. **Naomi Shin** & Ricardo Otheguy. Contact induced change? Overt nonspecific *ellos* in Spanish in New York. Paper presented at the 2<sup>nd</sup> Workshop on Spanish Sociolinguistics. State University at Albany, March 2004.
30. **Naomi Shin** & Ricardo Otheguy. The interaction of Language and Dialect Contact: Variable Expression of Spanish Subject Pronouns in Six Spanish Dialects in New York City. Paper presented at the Research Institute for the Study of Language in Urban Society (RISLUS) Research Forum, City University of New York, Graduate Center, May 2002.

## Research Funding

1. Project Title: *Hablamos así*: Differentiating language impairment from language loss among bilingual children  
Principal investigator: Naomi Shin. Co-PI: Barbara Rodríguez (UNM, Speech & Hearing Sciences)  
Funding organization: Sociological Initiatives Foundation  
Amount: \$20,000.  
Dates February 2, 2015 – May 1, 2017.
2. Title: ¿Qué saben los niños? A study of young children's Spanish grammar  
Principal investigator: Naomi Shin. Co-PI: Barbara Rodríguez (UNM, Speech & Hearing Sciences)  
Funding organization: UNM Research Allocations Committee (RAC)  
Amount: \$9425.  
Dates July 1, 2015 – January, 2017.
3. Title: “How do children learn grammatical patterns that are probabilistic, but systematic?”  
Faculty investigator: Naomi Shin. Student investigator: Joely Morales.  
Funding organization: UNM undergraduate student research initiative  
Amount: \$500  
Date awarded: March 18, 2016.
4. Title: Mexican migrant families in the Flathead Valley  
Principal investigator: Naomi Lapidus Shin  
Funding organization: Humanities Montana  
Dates: Start date: July 1, 2012; End date: August 30, 2013, Amount: \$4,000
5. Title: Investigating bilingual children’s Spanish language skills: The children of Mexican migrant workers in Western Montana  
Principal investigator: Naomi Lapidus Shin  
Funding organization: The University of Montana  
Dates: May 1, 2012 — August 30, 2013, Amount: \$2,500
6. Title: Social and behavioral sciences research proposal development program.  
Principal investigator: Naomi Lapidus Shin  
Funding organization: The University of Montana  
Dates: Start date: August 2011 – May 2012. Amount: \$7,205
7. Title: Investigating the narratives of child and adult Spanish speakers  
Principal investigator: Naomi Lapidus Shin  
Funding organization: The University of Montana  
Dates: Start date: May 1, 2010 – August 30, 2011. Amount: \$2,540

## Pending Research Funding:

Title: Minority language development: How do children acquire grammar when exposure to language is limited?

Principal investigator: Naomi L. Shin, Collaborator: Jill Morford

Funding organization: University of New Mexico

Proposal submitted: May 31, 2016. Amount requested: \$9,996

**Other funding:**

1. Title: Organized a symposium on technology in the foreign language classroom.

PI: Naomi Lapidus Shin

Funding organization: University of Montana, Davidson Honors College. Amount: \$1,000

## Teaching

### Dissertation Committees

1. Amy Lindstrom, chair. Linguistics. UNM. Expected date of degree: December 2016.
2. Mary Hudgens Henderson, committee member. “Sociolinguistics for Kids”. Spanish & Portuguese, UNM. Dissertation defense: Jan. 25, 2016. Date of degree: May 2016.
3. Víctor Valdivia, committee member. Linguistics, UNM. Dissertation defense: May 24, 2016. Date of degree: May 2016.
4. Jackelyn Van Buren, committee member. Linguistics, UNM. Dissertation proposal date: Feb. 26, 2016. Expected date of degree: 2018.

### PhD Comprehensive Exams

1. Amy Lindstrom, chair. Linguistics Dept. UNM. Passed with distinction. Exam date: March 2013.
2. Jackelyn Van Buren, chair. Linguistics Dept. UNM. Exam date: September 2014.
3. Mary Hudgens Henderson, committee member. Dept. of Spanish & Portuguese. UNM. Exam date: March 2013. Passed with distinction.
4. Michael Woods, committee member. Dept. of Spanish & Portuguese. UNM. Exam date: June 2013.

### Supervisor of graduate student research project

“A Corpus of Spanish spoken in Guadalajara”. Rebeca Martínez, PhD student in Department of Linguistics & Karol Ibarra-Zetter, PhD student in Dept. of Spanish & Portuguese. UNM. Fall 2012 – April 1, 2013.

### Masters Advisement

#### Chair of MA theses

1. Anita Rao. May 2015. *La Quiero Ver~ Quiero Verla: Monolingual and Bilingual Children’s Variable Clitic Placement* Linguistics Dept., UNM
2. Bret Linford. May 2009. The acquisition of subject pronouns in second language Spanish. Department of Modern & Classical Languages & Literatures. University of Montana. Current affiliation: PhD student in Hispanic Linguistics at Indiana University.

3. Sandra Patricia Cano García. January 2009. Root infinitives in Child L2 Spanish. Linguistics Program, University of Montana.

### **Committee member of MA theses**

1. Josefina Bittar, Spring 2016. Spanish-origin verbs in Guaraní.
2. Jeremy Toomey, Spring 2015. Modern Spoken Coptic and Community Negotiation of Linguistic Authenticity, Linguistics Dept. UNM.
3. Paul Twitchell, Spring 2014. The role of SES and ASL for literacy success in ASL-English bilinguals. Linguistics Dept., UNM.
4. Joshua Mee. Linguistics. Spring 2013. The evolution of constructions. The case of (be) about to. Linguistics Dept., UNM.
5. Jackelyn VanBuren. May 2012. Language change in Spanish heritage speakers: The interaction between lexical and grammatical aspect. Linguistics program, University of Montana. Current affiliation: PhD student in Linguistics, UNM.
6. Kier Hanson-Santos. May 2012. Investigation of the Position Antecedent Hypothesis in Brazilian Portuguese. Linguistics Program, University of Montana.
7. Gustavo Guajardo. May, 2010. The syntax of temporal interpretation in embedded clauses. Linguistics Program, University of Montana. Current affiliation: PhD student in Linguistics at UCSD.
8. Miranda McCarvel. Feb. 2010. Allomorphic variation of definite articles in Jersey: A sonority based account. Linguistics Program, University of Montana. Current affiliation: PhD student in Linguistics at the University of Utah.
9. Ryan Denzer King, Spring 2009. The Distribution of /s/ in Blackfoot: An Optimality Theory Account. Linguistics Program, The University of Montana. Current affiliation: PhD student in Linguistics at Rutgers University.
10. Kathleen Ruth, Spring 2009. Landscape and the feminine voice: Reclaiming identity in the works of Maryse Condé, Simone Schwarz-Bart, and André Schwarz-Bart, French Section, Modern & Classical Languages & Literatures, The University of Montana.
11. Kennetta Aune, Spring 2008. Prior pidginization and creolization of Moroccan Arabic, Linguistics Program, The University of Montana.
12. Kristi Schendel, Spring 2008. Reading as a tool for second language acquisition. German Section, Modern & Classical Languages & Literatures, The University of Montana.
13. Elizabeth Alezetes. Spring 2007. Markedness Approach to Epenthesis in Arabic Speakers' L2 English, Linguistics Program, The University of Montana.

14. Moufflard, Claire. Spring 2007. Prostitution chez Calixthe Beyala: Race, corps, regard. French Section, Modern & Classical Languages & Literatures, The University of Montana. Current affiliation: PhD student at the University of Washington.

### **Committee member for MA Comprehensive exams**

- Jessie Márquez, Linguistics. UNM. Spring 2016.
- Wrote and evaluated comprehensive exams for three students in Hispanic Linguistics, UNM. Spring 2016.
- Evaluated five students' comprehensive exams and wrote exam questions for four students Hispanic Linguistics, S&P, UNM Spring 2015.
- Brittany Hall. Linguistics. UNM Fall 2014.
- Marián Giraldez. Spanish & Portuguese. UNM Spring 2014.
- María Elena Corral. Spanish & Portuguese. UNM Spring 2014.
- Madeline Carrel. Spanish & Portuguese. UNM Spring 2014.
- Ryan McGowan. Linguistics. UNM. Spring 2014.
- Pedro Torres. Spanish & Portuguese. UNM. Fall 2013.
- Lizeth Trevizo. Spanish & Portuguese. UNM. Fall 2013.
- Joshua Van Laningham. Linguistics. UNM. Fall 2013.
- Yuki Okumura. Linguistics. UNM. Fall 2013.
- Maisarah Almirabi. UNM. Fall 2013.
- Christi Cobo. Spanish & Portuguese. UNM. Spring 2013.

### **Supervisor of graduate student (MA) research projects**

1. Maria Elena Corral. A pilot study of the deaffrication of the palatal affricate in Spanish. Dept. of Spanish & Portuguese, UNM.
2. Davin Poulin. Spanish child language variation. Dept. of Spanish & Portuguese, UNM.

### **Supervisor of MA professional projects**

Blakely Jam. 2009. Phyllis J. Washington School of Education, University of Montana.

### **General advising of MA students**

1. Sarah Peceny (MA, Spanish & Portuguese, UNM)
2. Josefina Bittar (MA, Linguistics, UNM)
3. Maria Elena Corral (MA, Spanish & Portuguese, UNM)
4. Davin Poulin (MA, Spanish & Portuguese, UNM)
5. Maria de los Angeles Giraldez Elizo (MA, Spanish & Portuguese, UNM)
6. Laurie Price (MA, Linguistics, UNM)

### **Undergraduate Student Mentoring**

1. Magdalena Difani. Summer 2016-Fall 2017. Honors thesis supervisor. Linguistics. UNM.
2. Joely Morales. 2015-2016. Project assistant. Spanish & Portuguese. UNM.
3. Davin Poulin. 2012-2013. Project assistant. Spanish & Portuguese. UNM.

4. Dora LaCasse, 2010. Transfer of Spanish word order structure to English in second language acquisition. The University of Montana.
5. Ryan Morehouse, 2009. Sociolinguistic research on Spanish spoken in Guanajuato, Mexico. Project funded by Al Price Award, The University of Montana. \$800.
6. Jessica Lusin. 2009. The Importance of Authentic Materials in the Foreign Language Classroom Spanish. Honors Thesis in Spanish education. University of Montana.

## **Classroom Teaching**

### UNIVERSITY OF NEW MEXICO

- 2016. Spring. Language Change. Ling 446-001/Ling546-001, 20 students (14 undergraduate, 6 graduate).
- 2016. Spring. Advanced Spanish Grammar, Spanish 352, 25 students.
- 2015. Fall. Language in Society, Ling 331-001/531-001, 45 students (10 graduate, 35 undergraduate) (as of 9/7/15)
- 2015. Fall. Advanced Spanish Grammar, Spanish 352-002, 28 students.
- 2015. Spring. Introduction to Language Change, Ling 446-001/Ling546-001, 17 students (10 undergraduate, 7 graduate).
- 2015. Spring. Advanced Spanish Grammar, Spanish 352-002, 23 students.
- 2014 Fall. Seminar: Spanish-English Bilingualism. SPAN 549-001/Ling 554-002, 14 students.
- 2013 Fall. Introduction to Linguistic Analysis, Linguistics 301, 59 students
- 2013 Fall. Seminar: Childhood Bilingualism Spanish 549, Linguistics 590-006, 14 students
- 2013 Spring. Advanced Spanish Grammar, Spanish 352, 22 students
- 2012 Fall. Introduction to Linguistic Analysis, Linguistics 301, 59 students
- 2012 Fall. Seminar: Spanish in the United States, Spanish 549-001, 9 students.
- 2012 Fall. Spanish first language acquisition (independent study), Spanish 497-18, 1 student.

### UNIVERSITY OF MONTANA

- 2012 Spring. Spanish Phonetics & Phonology, Spanish 305, 21 students.
- 2012 Spring. Methods of Teaching Foreign Languages, MCLG 410, 12 students.
- 2011 Fall. Spanish Applied Linguistics, Spanish 400/Linguistics 405, 18 students.
- 2011 Fall. Spanish Sociolinguistics Research Group, 8 students.
- 2011 Spring. Spanish Phonetics & Phonology, Spanish 305, 21 students.
- 2011 Spring. Methods of Teaching Foreign Languages, MCLG 410, 9 students.
- 2010 Spring. Faculty leader. Study Abroad Program, Oaxaca, Mexico 11 students.
- 2009 Fall. Spanish Applied Linguistics, Spanish 400/Linguistics 405, 12 students.
- 2009 Fall. Spanish Phonetics & Phonology, Spanish 305, 19 students.
- 2009 Fall. Oaxaca Study Abroad Orientation Class, 10 students.
- 2009 Fall. Topics in Teaching Spanish, Spanish 596, 1 student.
- 2009 Spring. Spanish Phonetics & Phonology, Spanish 305, 22 students.
- 2009 Spring. Methods of Teaching Foreign Languages, MCLG 410, 18 students.
- 2008 Fall. Spanish Applied Linguistics, Spanish 400/Linguistics 405, 14 students.
- 2008 Spring. Theories of Language Learning, MCLG/Ling 495, 8 students.
- 2008 Spring. Spanish Phonetics & Phonology, Spanish 305, 18 students.
- 2008 Spring. Methods of Teaching Foreign Languages, MCLG 410, 7 students.



2007 Fall. Spanish Applied Linguistics, Spanish 400/Linguistics 405, 8 students.  
2007 Fall. Introduction to Spanish, Spanish 101, 29 students  
2007 Fall. Topics in Teaching Spanish, Spanish 596, 2 students.  
2007 Fall. Acquisition of Spanish, Linguistics 596, 1 student.  
2007 Spring. Spanish Phonetics & Phonology, Spanish 305, 11 students.  
2007 Spring. Methods of Teaching Foreign Languages, MCLG 410, 9 students.  
2007 Spring. History of the Spanish Language. Spanish 395, 1 student.  
2006 Fall. Spanish Phonetics & Phonology, Spanish 305, 14 students.  
2006 Fall. Spanish Applied Linguistics, Spanish 400/Linguistics 405, 6 students.  
2006 Fall. Topics in Teaching Spanish, Spanish 596, 1 student.

#### UNIVERSITY OF NEVADA, LAS VEGAS.

2006 Spring. Introduction to Linguistics.  
2005 Summer. Linguistics Applied to the Teaching of Foreign Languages.

#### QUEENS COLLEGE, CITY UNIVERSITY OF NEW YORK.

2003 Spring. Introduction to Language. Ling 101. 44 students.  
2003 Spring. Research Methods for TESOL. Ling 790. (Co-taught with Janine Graziano-King). 8 students.  
2002 Fall. Introduction to Psycholinguistics. (Co-taught with Helen Cairns). 110 students.  
2002 Fall. Bilingualism. Ling 206. 34 students.  
2002 Spring. Introduction to Language. Ling 101. 46 students.  
2002 Spring. Language Acquisition. Ling 216. (Co-taught with Helen Cairns). 44 students.  
2001 Fall. Bilingualism. Ling 206. 32 students.  
2001 Fall. Introduction to Psycholinguistics. (Co-taught with Helen Cairns). 91 students.

#### HOFSTRA UNIVERSITY

2000 Summer (July). Introduction to Linguistics.

### **Curriculum Development or Teaching Administrative Positions:**

Coordinator of Linguistics 101 (Introduction to the Study of Language), UNM. 2014-2015.  
See entry below under departmental service.

Coordinator of introductory-level Spanish courses at the University of Montana. August 2006 – May 2012. Duties included: Coordinating and supervising all sections of Spanish 101 and 102, mentoring teaching assistants, conducting classroom observations, developing curriculum, writing syllabi, writing and administering exams, arranging and running meetings for adjunct instructors and TAs.

Study Abroad Director. Oaxaca, Mexico. Spring 2010. Oversaw and planned program, which included extensive advising of students, working with on-site teachers on curriculum for students, coordinating trips to archeological sites, arranging for guest lecturers. University of Montana.

Director of Spanish Linguistics/Spanish teacher education program. August 2006 – May 2012. University of Montana.

Director of pedagogy workshops for new teaching assistants in foreign languages. University of Montana. 2006, 2007, 2009.

## Service

Consultant for PIRE Program. National Science Foundation OISE-1545900: PIRE (Partnerships in International Research and Education): *Translating cognitive and brain science in the laboratory and field to language learning environments*, 2016-2021. (\$5,000,000). PIs: Judith Kroll, Paola Dussias, John Lipski, and Janet van Hell.

### Editorships

Board member: John Benjamins book series, *Issues in Hispanic and Lusophone Linguistics*, January 2016 – present.

Board member: *Journal of Psycholinguistic Research*. August 2012 – Fall 2013.

### Reviewing for journals/edited volumes

2016. July. *Linguistic Typology* (1 article)

2016. April. *Studies in Hispanic and Lusophone Linguistics* (1 article)

2016. April. *Second Language Research* (1 article)

2016. February. *First Language* (1 article)

2015. September. *Sociolinguistic Studies* (1 article)

2015. September. *Lingua* (1 article)

2015. June 26. *Studies in Hispanic and Lusophone Linguistics* (1 article)

2015. May 1. *Handbook of Spanish as a Heritage/Minority Language*. (1 article)

2015. April. *International Journal of the Linguistic Association of the Southwest* (1 article)

2015. April. *Lingua* (1 article)

2015. April. *Language Variation and Change* (1 article)

2014. September. *First Language* (1 article)

2014. August. *Language Variation and Change* (1 article)

2014. July. *Forms of Address in the Spanish of the Americas* (1 article)

2014. July. *Selected Proceedings of the 7<sup>th</sup> Workshop on Spanish Sociolinguistics* (1 article)

2014. June. *Second Language Research* (1 article)

2014. Edited volume by Manuel Gutierrez (1 article).

2013. *Language Variation and Change* (1 article).

2013. *Hispanic and Lusophone Linguistics* (3 articles).

2013. *Journal of Psycholinguistic Research* (4 articles).

2012. *Journal of Psycholinguistic Research* (1 article).

2012. *Handbook of Spanish Second Language Acquisition* (ed. by Kim Geeslin)

2012. *New Directions in Hispanic Linguistics* (ed. by Rafael Orozco)

2011. *Spanish in Context*

2010. *Language Variation and Change*

2010. *Southwest Journal of Linguistics*

2010. *Spanish at the turn of the 21st century: Literary, Linguistic and Cultural studies in honor of LSU's 150th Anniversary* (ed. by Rafael Orozco)

2009. *Modern Language Journal*

2009. *Selected Proceedings of the 12<sup>th</sup> Hispanic Linguistics Symposium*

2009. *39th Linguistic Symposium on Romance Languages*

2009. *Hispania*

2008. *Selected Proceedings of the 11<sup>th</sup> Hispanic Linguistics Symposium*

## 2008. *Spanish in Context*

### Reviewing for funding organizations

Research Foundation Flanders (Belgium)– FWO. Spring 2016. Review of Jeroen Claes’s proposal “Cognitive constraints on morphosyntactic alternations: markedness of coding, statistical preemption, and structural priming. A case study of variable subject pronoun expression in five varieties of Spanish”.

National Science Foundation. Fall 2013. SBE Directorate, Linguistics Program.

National Science Foundation. Fall 2012. SBE Directorate, Linguistics Program.

National Science Foundation. Fall 2011. SBE Directorate, Linguistics Program.

PSC-CUNY Grants competition. November 2006.

### Manuscript reviews

2016. Endorsement of *¿Por qué? 101 Questions about Spanish* by Judith Hochberg. Bloomsbury Press. April 2016.

2016. Review of manuscript proposal for Routledge. March 2016. *English Lexical borrowings and Spanish in New York City* by Rachel Varra.

2014. Issues in Hispanic and Lusophone Linguistics series, John Benjamins. Book series editor: Jason Rothman.

### Reviewing – conference abstracts

2016. Member of the Scientific Committee for Variation in Language Acquisition 3 (ViLA3). Abstract reviews, help organizing program for ViLa3 (Feb 8-10 in Salzburg, Austria). Reviewed abstracts in June 2016.

2016. University of Illinois- Chicago. Bilingual Forum. March 31, 2016.

2015. 8<sup>th</sup> Workshop on Spanish Sociolinguistics (WSS8).

2014. International Symposium on Bilingualism (ISB10). Rutgers. Reviews completed November 4, 2014.

2014. 25<sup>th</sup> Conference on Spanish in the US/10<sup>th</sup> Conference Spanish in Contact with Other Languages. Reviews completed October 16, 2014.

2014. University of Illinois- Chicago. Bilingual Forum.

2012. University of Illinois- Chicago. Bilingual Forum.

2011. 6<sup>th</sup> Workshop on Spanish Sociolinguistics (WSS6).

2009. Undergraduate research conference. University of Montana.

Hosted Pablo Requena, Penn State PhD candidate. Feb. 11, 2014-Feb 15, 2014.

Requena was funded by Penn State’s Center for Language Science to visit with me.

## **Administrative work in Department, College, University committees**

### University/College

Faculty Senate Teaching Enhancement Committee, UNM. October 2015 – present.

Latin American & Iberian Institute grants and awards committee. UNM. Spring 2013. Read and evaluated: 35 FLAS applications, 20 PhD Fellowship applications; and 25 FRG applications.

Latin American & Iberian Institute Faculty Concilium member, UNM. Spring 2013- present.

Evaluated Spanish language skills of PhD student in American Studies (Raquel Madrigal).  
March 17, April 7, April 17, 2015.

Professional Education Council. 2006-2011. University-level committee overseeing all teacher preparation programs. University of Montana.

### Department

Coordinator, Linguistics 101. UNM. 2014-2015. Fall: 10 sections, 10 instructors; Spring: 10 sections, 10 instructors. Duties include: Coordinating and leading monthly meetings, preparing topics for meetings, reviewing syllabi, data collection for pre- and post-test results. Attended 2-hour workshop on *Constructing Effective and Reliable Multiple-Choice Tests*. UNM Center for Teaching Excellence. September 15, 2014.

### *Search committees*

1. Search committee, Assistant Professor of Linguistics, Linguistics, UNM. Fall 2014.
2. Search committee, tenured or tenure-track faculty in Hispanic Linguistics/Spanish language coordinator. Spanish & Portuguese, UNM. Fall 2013 – Spring 2014.
3. Search committee, Assistant Professor of Linguistics, Linguistics, UNM. Fall 2013.
4. Search committee, Spanish Lecturer positions (2), Summer 2011, University of Montana.

### *Faculty evaluation committees*

- Personnel committee. Linguistics, UNM. Spring 2013, Spring 2016.
- Faculty Evaluation Committee (review of tenure, promotion, and merit). Fall 2009. Modern & Classical Languages. University of Montana.

### *Other department-level service*

- Section Head, Hispanic Linguistics Section, Spanish & Portuguese, UNM. Fall 2015 – Spring 2016.
- IRB coordinator, Spanish & Portuguese, UNM. Fall 2015 – present.
- Ad-hoc committee on Spanish language evaluations. Spanish & Portuguese, UNM. Spring 2015.
- MA exam committee, Linguistics, UNM, Fall 2013 – Fall 2014.
- Observed Dr. Verónica Plaza's Medical Spanish class on April 7, 2015.
- Events coordinator, Hispanic Linguistics Program (Arrange/schedule practice talks for conferences). 2012-2013.
- Teacher Education Committee. 2007-2011. Modern & Classical Languages. University of Montana.
- Technology committee. 2006-2011. Modern & Classical Languages. University of Montana.
- Organized/hosted Conference on Technology in the Foreign Language Classroom. April 21<sup>st</sup>, 2011 at the Phyllis J. Washington School of Education, University of Montana.
- Reviewer of academic transcripts for candidates pursuing their Spanish teaching licenses. 2006-2011. University of Montana.
- Chair/Judge at the Graduate Student & Faculty Conference. April 11, 2009; April 5, 2008. University of Montana.

### **Community service (academic)**

UNM talk: “Grammar and Society: A sociolinguistically informed approach to teaching grammatical structures”. Talk given as part of UNM’s Language Learning Center Speaker Series. April 2016.

Interview on *Univisión* about childhood bilingualism and the benefits of bilingualism. February 12, 2016. <https://www.youtube.com/watch?v=0ftGMK6tj3s&feature=youtu.be>

Article: Shin, Naomi L. “Teaching grammar with a focus on language variation”. August 17, 2015 issue of Center for Applied Second Language Studies (CASLS) newsletter, University of Oregon.

Committee member, Zia Elementary School Dual Language Program Advocates (ZEDLA). September 2015 – present.

Public lecture: “Pizcando la cherry: Mexican farmworkers in Montana’s Flathead Valley.” June 17, 2013 at the Jeannette Rankin Peace Center in Missoula, Montana.

Article: Shin, Naomi Lapidus. (2010). “Study Abroad in Oaxaca, Mexico.” In Marko, Marton. (ed.), *The Montana Association of Language Teachers’ Bulletin*, 23-25.

Invited talk: “Child language acquisition”. *Ipanti* school in Oaxaca, Mexico. March 3 & 4, 2010.

Invited talk. *Missoula Ideas Festival*. Hellgate H.S. Missoula, Montana. May 14, 2009.

Public lecture. A linguist’s approach to Spanish in the US. MEA-MFT conference, Missoula, Montana. Oct. 2008.

Public lecture: *Ella habla vs. Habla*: Subject pronouns in Spanish-speaking children’s discourse. UM graduate student and faculty research conference. The University of Montana, Missoula, Montana, April 2008.

Invited talk. “Language acquisition”. Presented to faculty of World Languages. Missoula County Public Schools. Sentinel H.S. Missoula, Montana. August 30, 2007.

Invited talk. Teaching English to Spanish-speakers, a Contrastive Analysis of English and Spanish. Workshop for ESL teachers in Region 2, Bronx, N.Y. NYC Dept. of Education, May 1999.