

Curriculum Vitae
Eva Gómez García

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EDUCATION

Ph.D. Candidate in Applied Linguistics to Language Teaching, Nebrija University, Spain (expected 2026).
M.A. Applied Linguistics and the Teaching of Spanish as a Foreign Language, Nebrija University, Spain (2018).
M.A. Hispanic Studies, University of Washington, Seattle (2009).
B.A. and M.A. Translation Studies (English-German-Spanish-Catalan), Jaume I University, Spain (2003).

▪ **Certificates and post-graduate degrees**

Certificate in Heritage Language, University of Wisconsin-Whitewater (2019-2020).
Post-graduate Degree in Teaching Spanish for the Health Professions (*Especialista universitario en enseñanza de español de la salud*), Universidad de Cantabria, Spain (2019).
Post-graduate Degree in Translation Technologies and Localization, Jaume I University, Spain (2007).
Post-graduate Degree in Legal Translation (English-Spanish), Autonomous University of Barcelona, Spain (2005).

PROFESSIONAL APPOINTMENTS

Associate Teaching Professor. Department of Hispanic Studies, Brown University (2025-present).
Senior Lecturer. Department of Hispanic Studies, Brown University (2022-2025).
Lecturer. Department of Hispanic Studies, Brown University (2016-2022).
Teaching Associate. Department of Hispanic Studies, Brown University (2015-2016).
Senior Faculty and Program Manager. World Language Program (Washington Academy of Languages), City University of Seattle (2012-2015).

RESEARCH/PUBLICATIONS

▪ **Research Interests**

Spanish as a Heritage Language/ Bilingualism
Second Language Acquisition
Language Pedagogy/ Critical Pedagogy/ Content-based Language Teaching
Discourse Analysis/ Corpus Linguistics/ Computer Learner Corpus

▪ **Research Group**

Member of EMILIA Research Group. Emotion, Linguistic Identity and Emotional Acculturation in the Language of Migration. Programa Estatal de I+D+i Orientada a los Retos de la Sociedad (State R+D+i Program Oriented around the Challenges of Society), Nebrija University (Spain). <https://www.proyectoemilia.es/>

▪ Refereed Publications

- Book Chapters

Gómez García, E. “Emotions and Identities in Linguistic Autobiographies: Uncovering Spanish Heritage Speakers’ Critical Language Awareness.” In Canales, A. & Martín Leralta, S. (eds.), *Emotion and Identity in Foreign Language Learning*. Peter Lang, 2023, pp. 261–296. <https://doi.org/10.3726/b18964>

Ainciburu, C., and Gómez García, E. “La apreciación de la diversidad lingüística en las clases de español de herencia para promover el desarrollo de la conciencia crítica de la lengua.” (The Appreciation of Linguistic Diversity to Promote the Development of Critical Language Awareness). In Álvarez, E. & Villayandre, M. (eds.), *Creatividad, innovación y diversidad en la enseñanza del español como LE/L2*. Universidad de León. Servicio de publicaciones, 2023, pp. 397-412. <https://buleria.unileon.es/handle/10612/17469>

Gómez García, E. “Academic Relevance of the Oral Presentation in Multicultural Contexts: Contrastive Analysis of Interaction in the Oral Formal Discourse of Heritage Speakers of Spanish and L2 Students from the US.” In Planelles Almeida, M., Muñoz Licerias, J. & Foucart, A. (eds.), *Current Perspectives in Language Teaching and Learning in Multicultural Contexts*. Cizur Menor: Civitas Thomson Reuters, 2020, pp. 263–297. <https://doi.org/10.32029/2605-4655.07.01.2020>

- Journal Articles

Gómez García, E. “Examining the Influence of Spanish Heritage Language Learners’ Critical Language Awareness (CLA) Development on Ethnic Identity” Special Issue: Developing Heritage Language Learners’ Critical Language Awareness, *Languages*, 7 (3), 2022. <https://doi.org/10.3390/languages7030190>

Gómez García, E. “La expresión de la actitud en un corpus oral de presentaciones académicas de estudiantes ELE y hablantes de herencia de español en contexto universitario en Estados Unidos.” (The expression of attitude in an oral corpus of academic presentations of L2 Students and Heritage Speakers of Spanish at the university context in the United States). *Nebrija Journal of Applied Linguistics to Language Teaching*, 14 (29), 2020, pp. 57 - 75. <https://doi.org/10.26378/rmlael1429420>

▪ Language Learner Corpora

Gómez García, E. *Corpus of Linguistic Autobiographies by Spanish Heritage Speakers* (CorAL-ELH). Corpus TransferLAELE, Nebrija-LAELE Research Group, Nebrija University. Forthcoming 2025.

Gómez García, E. *Corpus of Academic Presentations by Spanish Heritage Speakers* (CorPA-ELH). Corpus TransferLAELE, Nebrija-LAELE Research Group, Nebrija University, 2023. <https://corpusnebrija.proyectoemilia.es/corpus/corpa-elh/>

Gómez García, E. *Corpus of Academic Presentations* (CORAP). TalkBank/SLABank, Carnegie Mellon University (2021). <https://slabank.talkbank.org/access/Spanish/Nebrija-CORAP.html>

▪ Non-refereed Publications

Gómez García, E. “El español de Estados Unidos en la enseñanza del español para latinos” (U.S. Spanish in the Teaching of Spanish for Latinos). In M. Mateo, J. Arias, and M. Bovea-Pascual (Eds.). *New perspectives on Hispanic Cultures: Hispanism and Spanish in the U.S. Over the Last 30 Years*. Observatorio Instituto Cervantes Symposium 2021. *Estudios del Observatorio / Observatorio Studies*, 2021, 72, pp. 11-24. <https://cervantesobservatorio.fas.harvard.edu/en/reports>

Gómez García, E. Curricular Project for Heritage Speakers, Los Talleres del español / Pedagogía para Estudiantes Latinxs y Clases Mixtas. Department of Romance Languages & Literature, Harvard University, published July 2020. <https://hwpi.harvard.edu/heritagespanish/courses-latinxs-harvard>

Gómez García, E. Conference Paper. “La presentación oral como herramienta de construcción del discurso académico en hablantes de herencia de español” (The Oral Presentation as a Tool to Build the Academic

Discourse of Spanish Heritage Speakers). In R. Hernández-Nieto, and F. Moreno-Fernández (Eds.), *Observatorio Reports: Reshaping Hispanic Cultures. 2018 Instituto Cervantes Symposium on Recent Scholarship. Vol. II. Linguistics, Communication and Sociology in the Hispanic World*, 2019, pp. 65-98. doi: 10.15427/OR051-05/2019SP <https://bit.ly/2XSeTKJ>

▪ Translations

Forest, C., & García-Bacete, F. J. (2006). *Comunicación cooperativa entre la familia y la escuela* (Vol. 1). Nau Llibres.

García-Bacete, F. J., & Vanderslice, V. (2006). *Comunicación para la potenciación: un manual de técnicas de enseñanza potenciadoras para facilitadores* (Vol. 2). Nau Llibres.

▪ Editorial Work

Peer-review of article submissions for:

- *Heritage Language Journal* (HLJ), National Heritage Language Resource Center at the University of California, Brill, 2023.
- *Spanish as a Heritage Language* (SHL) journal, Department of Spanish and Portuguese Studies, University of Florida, 2023.
- *Journal Languages*, MDPI, 2022.
- *Revista de Lingüística Teórica y Aplicada* (RLA), Facultad de Humanidades y Arte, University of Concepción (Chile), 2021.
- *Nebrija Journal of Applied Linguistics in Language Teaching* (RNAEL), Nebrija University (Spain), 2020.

Reviewer of book proposal for Routledge (2020).

Participated in the review process of the introductory and intermediate Spanish book *Proyectos* by Difusión (published in 2019).

▪ Presentations at Research Conferences

"Radiografía de la expresión emocional en el discurso en lengua de herencia desde la teoría de la valoración" (In-Depth Examination of Emotional Expression in Heritage Language Discourse through the Lens of Appraisal Theory), 2nd International Symposium on Language, Emotion, and Identity: Social, Cultural, and Cognitive Dimensions of Emotional Communication, University of Alcalá/ Nebrija University (Madrid, Spain), October 23-24, 2025 (upcoming).

"La subjetividad y la emotividad en las presentaciones orales del aula de español de herencia: Estrategias de interacción y conexión cultural desde una pedagogía crítica" (Subjectivity and Emotion in Oral Presentations in the Heritage Spanish Classroom: Interaction Strategies and Cultural Connection from a Critical Pedagogy), 35th ASELE International Conference, Universitat Jaume I (Castellón, Spain), July 30, 2025.

"Vínculos identitarios y emocionales con la cultura de origen en la comunicación oral de hablantes de herencia de español" (Emotional and Identity Attachment to the Culture of Origin in the Oral Communication of Spanish Heritage Speakers). International Conference on Applied Linguistics to Language Teaching, Nebrija University (Madrid, Spain), July 4, 2024.

"Linguistic Autobiographies as a Critical Pedagogical Tool: Heritage Speaker's Emotions, Beliefs and Personal Perspectives on their Spanish". 10th National Symposium on Spanish as a Heritage Language, Harvard University, April 15, 2023.

"El componente afectivo y la pedagogía crítica de la lengua: de las emociones a la conciencia lingüística crítica en las clases de español de herencia" (The Affective Component and Critical Language Pedagogy: From Emotions to Critical Language Awareness in Spanish Heritage Classes). International Conference, Bilingualism

and Bilingual Education: Sociolinguistic Approaches, National Distance Education University (UNED) (Madrid, Spain), November 10, 2022.

"Pedagogía crítica de la lengua para el empoderamiento de hablantes de herencia de español: desarrollo de la conciencia lingüística crítica y la identidad étnica" (Critical Language Pedagogy for the Empowerment of Spanish Heritage Speakers: Development of Critical Language Awareness and Ethnic Identity). V International Conference on Applied Linguistics to Language Teaching: Towards Plurilingualism, Nebrija University (Madrid, Spain), July 1, 2022.

"An Exploratory Analysis of Spanish Heritage Speakers' Critical Consciousness through Linguistic Autobiographies", co-presentation with C. Ainciburu. International Conference, Heritage Languages Around the World. University of Lisbon (Portugal), May 18, 2022.

"Aplicación de un enfoque crítico para la reafirmación de la identidad etnolingüística de hablantes de herencia en Estados Unidos" (Implementing a Critical Approach to Asserting the Ethnolinguistic Identity of Heritage Speakers in the United States). Symposium The Value of Spanish as a Heritage Language: From Theory to Practice, Katholieke Universiteit Leuven and Instituto Cervantes Brussel (Belgium), April 22, 2022.

"La apreciación de la diversidad lingüística en las clases de español de herencia para promover el desarrollo de la conciencia crítica de la lengua" (The Appreciation of Linguistic Diversity in Heritage Spanish Classes to Promote the Development of Critical Language Awareness), co-presentation with C. Ainciburu. 31st ASELE International Conference, Creatividad, innovación y diversidad en la enseñanza del español como LE/L2, University of León (Spain), September 1-3, 2021.

"El español de Estados Unidos en la enseñanza del español para latinos" (U.S. Spanish in the Teaching of Spanish for Latinos), New Perspectives on Hispanic Cultures: Hispanism and Spanish in the U.S. over the Last 30 Years. Symposium at the Cervantes Institute at Harvard University, June 4, 2021.

"Multiplicidad de voces en la enseñanza del español a través de la justicia social" (Multiplicity of Voices in the Teaching of Spanish through Social Justice), 3rd New Trends in Foreign Language Teaching, Online Conference, Universidad de Granada (Spain), May 19-21, 2021.

"Diseño de un curso de herencia de nivel intermedio desde un enfoque crítico y contenidos basados en la justicia social" (Design of an Intermediate Level Heritage Course from a Critical Approach and Content based on Social Justice), 8th National Symposium on Spanish as a Heritage Language, Institute for Language Education in Transcultural Context (ILETC), The Graduate Center, City University of New York (CUNY), May 13-15, 2021.

"Diversity and Equal Representation in the Spanish Heritage Language Classroom". Finding our Voice World Languages for Social Justice, Northeast Conference on the Teaching of Foreign Languages (NECTFL), April 24 - May 1, 2021.

"La actitud como marcador identitario en la oralidad formal de español de herencia en EE. UU." (Attitude as an Identity Marker in the Formal Orality of Heritage Spanish in the US). Second International Conference on Bilingualism: Bilingualism, Heritage Languages and Migration, Facultad de Filología, UNED (Spain), November 12, 2020.

"El Español de herencia en EEUU como caso identitario frente a la segunda generación europea: autoestima colectiva, patrones emocionales y rendimiento académico" (Spanish as a Heritage Language in the US as an Identitarian Case Study in Contrast to the Second Generation in Europe), co-presentation with C. Ainciburu. 7th National Symposium on Spanish as a Heritage Language, University of New Mexico, Albuquerque, February 29, 2020.

"El posicionamiento retórico de la audiencia en las presentaciones orales de estudiantes universitarios nativos de español y de E/LE estadounidenses" (Rhetorical Stance in Oral Presentations of Native Speakers and L2

Students in the University Context). 4th International Conference on Applied Linguistics to Language Teaching: Towards Plurilingualism, Nebrija University (Madrid, Spain), June 28, 2019.

"La alfabetización académica en el Español de herencia: un estudio piloto" (Academic Literacy in Spanish as a Heritage Language: A Pilot Study), co-presentation with C. Ainciburu. First International Conference: Literacy as Social Practice, University of Seville (Seville, Spain), June 11, 2019.

"El discurso académico oral en hablantes de herencia: análisis metadiscursivo de la interacción en las presentaciones orales (The Oral Academic Discourse of Heritage Speakers: Metadiscursive Analysis of Interactions in Oral Presentations)". 6th National Symposium on Spanish as a Heritage Language, University of Texas Rio Grande Valley, February 23, 2019.

"La presentación oral como herramienta en la construcción del discurso académico en hablantes de herencia de español (The Oral Presentation as a Tool to Build the Academic Discourse of Spanish Heritage Speakers)". Symposium on Recent Scholarship: Reshaping Hispanic Cultures, Cervantes Institute at Harvard University, May 12, 2018.

TEACHING AND SUPERVISION OF LANGUAGE COURSES

Brown University, Department of Hispanic Studies

HISP 200 Basic Spanish. Supervisor of 4 sections taught by TAs (Spring 2019).

HISP 400 Intermediate Spanish II. Fall 2019: Supervisor of 2 sections and instructor of one section. Spring 2020: Supervisor of 5 sections and instructor of two sections. Spring 2021: Supervisor of 3 sections and instructor of one section. Fall 2021, Spring 2022, Fall 2023: Supervisor and instructor of one section. Spring 2024: Supervisor and instructor of two sections. Fall 2024: Supervisor of two sections and instructor of one section. Spring 2025: Supervisor of two sections.

HISP 500 Advanced Spanish I. Instructor of one section (Spring-Fall 2018, Spring-Fall 2025), supervisor of 2 sections (Spring 2024).

HISP 550 Intermediate Spanish for Heritage Speakers. DIAP/ Race, Power, and Privilege-designated course (Spring-Fall 2021, Spring 2022, Fall 2023, Fall 2024, Fall 2025).

HISP 600 Advanced Spanish II. Coordinator and supervisor of 5 sections taught by TAs and Instructor of two sections. Spring-Fall 2018: Instructor of one section. Coordinator and supervisor of 5 sections. Fall 2019: Instructor of one section and coordinator/supervisor of 4 sections. Spring 2020: Faculty supervisor (4 sections). Summer 2021: Faculty supervisor and instructor (2 sections). Fall 2024: Faculty supervisor (2 sections).

HISP 2900 Theory and Methods of Foreign Language Teaching. I team-taught this graduate seminar with Prof. Sokolosky and Prof. Amanatidou (Spring 2019).

▪ Advising

First-Year Academic Advisor – 4 advisees (AY 2017/18) / 6 advisees (AY 2018/19) / 5 advisees (AY 2019/20) / 5 advisees (AY 2020/21) / 5 advisees (AY 2021/22) / 6 advisees (AY 2023/24) / 5 advisees (AY 2024/25).

Sophomore Academic Advisor – 4 advisees (AY 2018/19) / 6 advisees (AY 2019/20) / 5 advisees (AY 2020/21) / 5 advisees (AY 2021/22) / 2 advisees (AY 2023/24) / 5 advisees (AY 2024/25).

Concentration Advisor in Hispanic Studies (Spring 2019, AY 2025-26).

Exchange Programs and Study Abroad Advisor. Faculty Advisor to Study Abroad in Granada and Barcelona (CASA Program), Office of International Programs, 2016-present.

Participant in the TEAM (Team Enhanced Advising and Mentoring) program (2017-2018).

SERVICE

To the Department of Hispanic Studies and the University

Co-coordination of the Spanish Language Program, Hispanic Studies (Fall 2016 – present).

Hispanic Studies Curricular Committee (Fall 2023 – present).

Director of Undergraduate Studies, Hispanic Studies (Spring 2019; Academic Year 2025-26).

Member of the Executive Committee for CASA (Consortium of Advanced Study Abroad) for Granada and Barcelona (2016 - present).

Spanish Lecturer Search Committee, co-chair (Academic Year 2024-25).

Member of Hispanic Studies Department DIAP (Diversity and Inclusion Action Plan) Committee (Spring 2021-2022).

Faculty Collaborator. BrownConnect SPRINT UTRA (Summer 2021).

Member of the Center for Language Studies (CLS), (Fall 2016-present). Member of the Committee on Language Teaching and Learning with Technology and Grants Committee (2020 – 2022).

▪ Events

Organizer. Student Writing Contest at the 8th National Symposium on Spanish as a Heritage Language, City University of New York (CUNY) (Spring 2021).

Organizer. Latin American & Iberian Film Series. Celebrating Diversity with Ibero-American Cinema (Spring 2017, Fall 2018, Fall 2019).

Spanish Language Week. Organized film screenings in collaboration with the Spain Arts & Culture (Spring and Fall 2016).

▪ Language Evaluator

Language proficiency evaluator for Fulbright and other fellowships (Fall 2016-present).

Medical Spanish OSCE Evaluator. The Warren Alpert Medical School of Brown University (2015).

To the Profession

DELE Spanish Diplomas Examiner, Cervantes Institute at Harvard. November 2018 - Present.

Moderator at the Spanish Language Panel in the IV International Conference on Applied Linguistics to Language Teaching, Nebrija University, 27 – 29 June 2019.