

CURRICULUM VITAE

Part A. PERSONAL INFORMATION

		CV date	25/11/2018
First and Family name	Juana Muñoz Licerás		
Researcher numbers	Researcher ID		
	Orcid code	0000-0002-7909-2651	

A.1. Current position

Name of University	Nebrija University		
Department	Facultad de Lenguas y Educación		
Address and Country	C/ Santa Cruz de Marcenado 27, 28015 Madrid, Spain		
Phone number	914521100	E-mail	jmunozli@nebrija.es
Current position	Senior Research Professor	From	2015
UNESCO nomenclature	570000 – Linguistics; 570400 - Linguistic theory; 570501 - Comparative grammar;		
Key words	Bilingualism; Formal linguistics and language acquisition; Comparative linguistics; Psycholinguistics;		

A.2. Education

BA/MA/PhD	University	Year
PhD in Applied Linguistics	University of Toronto	1983
MA in Applied Linguistics	University of Wisconsin	1977
BA in Philosophy and Arts	University Complutense of Madrid	1974

A.3. JCR articles, h Index, theses supervised...

1. Theses supervised

—**completed in the last 10 years:**

- Llama, R. *Cross-linguistic influence in the acquisition of L3 lexis, syntax and phonology* [co-supervision with E. Valenzuela]. University of Ottawa, 2017.
- Aizu, Y. (PhD. Linguistics), *Acquisition of Japanese passives by heritage speakers and L2 learners*. University of Ottawa, 2016.
- Fuller Medina, N. *Language Mixing in Northern and Western Belize: A Comparative Variationist Approach* [co-supervision with S. Levey], University of Ottawa, 2016.
- Klassen, R. *Asymmetric grammatical gender systems in the bilingual mental lexicon*. University of Ottawa, 2016.
- Nicolás, E. *La adquisición del sintagma determinante en español por niños de lengua materna marroquí*. Instituto Universitario Ortega y Gasset, Universidad Complutense de Madrid, 2016.
- Zurdo-Garay Gordóvil, A. *Anáfora y correferencia pronominal en adolescentes con discapacidad intelectual* [co-supervision with O. Fernández Soriano]. Instituto Universitario Ortega y Gasset, Universidad Complutense de Madrid, 2015.
- Alba de la Fuente, A. *Clitic combinations in Spanish: syntax, processing and acquisition*. University of Ottawa, 2012.
- Martínez-Sanz, C. *Null and Overt Subjects in a Variable System: The Case of Dominican Spanish*. University of Ottawa, 2011.
- Fujino, H. *La adquisición de los modificadores nominales del japonés por hablantes no nativos*. Instituto Universitario de Investigación José Ortega y Gasset, Universidad Complutense de Madrid, 2011.
- Pérez-Tattam, R. *La adquisición de los complementos oracionales de infinitivo en español como L1 y L2*. [co-supervision with O. Fernández Soriano]. Instituto Universitario de Investigación José Ortega y Gasset, Universidad Complutense de Madrid, 2010.
- Landa-Buil, M. *El sintagma determinante en la interlengua española de hablantes de swahili*. Instituto Universitario de Investigación José Ortega y Gasset, Universidad Complutense de Madrid, 2010.
- Najmi, A. *Clause Structure in the Development of Child L2 English of L1 Arabic*, *Linguistics*. University of Ottawa, 2009.
- Kaku, K. *Acquisition of telicity in L2: A psycholinguistic study of Japanese learners of English*. [co-supervision with N. Kazanina]. University of Ottawa, 2009.

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- Slavkov, N. *The acquisition of complex wh-questions in the L2 English of Canadian French and Bulgarian speakers: Medial wh-construction, inversion phenomena, and avoidance strategies*. [co-supervision with N. Kazanina]. University of Ottawa, 2009.
- Senn, C. *Reasuntivos y doblado del clítico: en torno a la caracterización del término "casi nativo"*. University of Ottawa, 2008.
- Carter, D. *The primary and non-primary acquisition of the mass-count distinction in English and Spanish*. University of Ottawa, 2008.

2. Scientific impact

- Total number of citations = 2589
- Total number of citations in the last 5 years = 74
- Number of Q1 publications = 12 (5 JCR, 7 SCImago)
- h Index = 26
- i10 Index = 55

Part B. CV SUMMARY (max. 3500 characters, including spaces)

Juana Muñoz Licerás is an expert on linguistic theory and bilingual acquisition and she is also a renowned specialist in generative grammar. After graduating at the Complutense University of Madrid, she was awarded a Fulbright program grant to study at the University of Madison where she graduated with M.A. in Applied Linguistics. She moved to the University of Toronto where she obtained her PhD degree. She has been teaching and researching at the University of Ottawa since 1981, where she was named professor of the year (2014), vice-dean research at the Faculty of Arts (2014-2017), and Distinguished University Professor (2017-present). Her research work lies on the study of language acquisition from a variety of perspectives on Universal Grammar (i.e. biological, psychological and linguistic) together with the use of longitudinal and experimental data, and it is focused on the analysis of a number of grammatical processes in the acquisition of bilingualism, second languages, immigrant languages and non-typical language development. More specifically, she has worked on bilingual first language acquisition examining the role of language dominance and how the directionality in the cross-linguistic influence between different pairs of languages can interfere or facilitate the acquisition process. She is one of the editors-in-chief of the journal *Languages*, one of the two editors of the *Revista Española de Lingüística Aplicada* (RESLA), a member of the advisory board of John Benjamins' book series *Romance Languages and Linguistic Theory* and *Studies in Hispanic and Lusophone Linguistics*, and a member of the advisory board of the journals *Second Language Research*, *Borealis*, *Lengua y Migración*, *Journal of Spanish Language Teaching*, *Revista Nebrija de lingüística aplicada a la enseñanza de lenguas* and *Revista Canaria de Estudios Ingleses*. Juana M. Licerás is also the director of the LAR-LAB (Language Acquisition Research Laboratory) of the University of Ottawa and one of the contributors, together with Raquel Fernández Fuertes, of the bilingual English-Spanish corpus FerFuLice (freely available at CHILDES) and the bilingual L1 English/L1 French-L2 Spanish corpus Licerás-SLA (freely available at TALKBANK). She has been an invited professor and a plenary speaker at several American and European universities where she has given inspiring courses and presented to different generations of bilingualism and language acquisition scholars a great number of papers at cutting edge international conferences (e.g. EUROSLA, ISB, LSRL, HLS, etc.) and journals (e.g. *Second Language Research*, *Probus*, *International Journal of Bilingualism*, etc.). She has supervised 31 PhD dissertations, 15 M.A. dissertations and 57 final projects in different universities. She has also been a paper reviewer in reputed journals (*Linguistic Inquiry*, *Lingua*, *Bilingualism: Language and Cognition*; *Language Acquisition*, *Studies in Second Language Acquisition*, *Language Learning*; *Revista Española de Lingüística Aplicada*; etc.) and publishing houses (John Benjamins, Cascadilla Press, Georgetown University Press). Her vast research productivity has been granted from both Canadian and Spanish funding agencies and she has received several awards and honorable mentions from Canadian (*Ten Most Influential Hispanic-Canadians* in 2013; *Professor of the Year*, Faculty of Arts, University of Ottawa in 2014; *Distinguished University Professor 2016-2017*, University of Ottawa) and Spanish institutions (*Encomienda de la Orden del Mérito Civil*, Spanish Ministry of International Affairs in 2008; *"100 Españoles" Award*, Marca España in 2014).

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Part C. RELEVANT MERITS

C.1. Publications [from 2011-2018]

1. Licerias, J.M. & R. Fernández Fuertes. 2018. Subject omission/production in child bilingual English and child bilingual Spanish: the view from linguistic theory. *Probus*. DOI: <https://doi.org/10.1515/probus-2016-0012>.
2. Fernández Fuertes, R. and J. M. Licerias. 2018. Bilingualism as a first language: language dominance and crosslinguistic influence. In A. Cuza and P. Guijarro-Fuentes (eds.). *Language acquisition and contact in the Iberian Peninsula*. Berlin: The Gruyter Mouton.
3. Licerias, J.M & R. Klassen. 2017. Compounding and derivation: on the 'promiscuity' of derivational affixes. *Linguistics Approaches to Bilingualism*. Special Volume on Bilingual Morphology. DOI 10.1075/lab.16026.lic.
4. Licerias, J. M. 2017. El diseño experimental, la gramática descriptivo-pedagógica y la formación de profesores de Español Lengua Extranjera (ELE) (pp. 149-175). In D. Nikleva (ed.). *La formación del profesorado de español como lengua extranjera: necesidades y tendencias*. Bern/New York: Peter Lang.
5. Licerias, J. M., N. Mendez-Rivera & L. Moreno-Mancipe. 2017. Perspectives on L2 near-nativeness: linguistic, psycholinguistic, sociolinguistic and pedagogical approaches (pp. 53-74). In J. de Dios Martínez Agudo (ed.). *Native and Non-Native Speakers in English Language Teaching: Perspectives and Challenges for Teacher Education*. Berlin: De Gruyter Mouton.
6. Licerias, J. M. 2017. Herramientas para abordar el análisis de la gramática no nativa de los inmigrantes (pp. 93-138). In Dimitrinka G. Nikleva (ed.). *La formación de los docentes de español para inmigrantes en distintos contextos educativos*. Bern/New York: Peter Lang.
7. Licerias, J.M., R. Fernández-Fuertes & R. Klassen. 2016. Language dominance and language nativeness: the view from English-Spanish code-switching. R.E. Guzzardo Tamargo, C.M. Mazak, M.C. Parafita Couto (eds.) *Spanish-English codeswitching in the Caribbean and the U.S* (107-138). Amsterdam & Philadelphia: John Benjamins.
8. Licerias, J.M. & J. Grinstead. 2016. Introduction. Language acquisition and cognitive science at the crossroads. *Special Issue, Probus* 28-1: 1-7.
9. Fernández-Fuertes, R., J. M. Licerias & A. Alba de la Fuente. 2016. Beyond the subject DP versus the subject pronoun divide in agreement switches. In Ch. Tortora, M. den Dikken, I. L. Montoya and T. O'Neill (eds.). *Romance Linguistics 2013. Selected papers from the 43rd Linguistic Symposium on Romance Languages (LSRL)*, New York, 17–19 April, 2013. John Benjamins Publishing Company.
10. Klassen, R., J. M. Licerias & E. Valenzuela (eds.). 2015. *Theoretical and Experimental Issues in Hispanic Linguistics. Proceedings of the Hispanic Linguistics Symposium 2013*. Amsterdam: John Benjamins.
11. Licerias, J. M. 2015. La adquisición del español como segunda lengua: La sintaxis. In J. Gutiérrez-Rexach (ed.). *Enciclopedia de Lingüística Hispánica*. London/New York: Routledge Publishing Company.
12. Licerias, J. M. & A. Alba de la Fuente. 2015. Typological proximity in L2 acquisition: The non-native Spanish grammar of French speakers (pp. 329-358). In S. Perpiñán and J. Tiffany (ed.) *The Acquisition of Spanish in understudied language pairings*. Amsterdam and Philadelphia: John Benjamins.
13. Licerias, J. M. 2014. Chapter 4. Generative perspectives (pp. 61-77). In M. Lacorte (ed.). *The Routledge Handbook of Hispanic Applied Linguistics*. London/New York: Routledge.
14. Licerias, J.M. 2014. The Multiple Grammars Theory and the nature of L2 grammars. *Second Language Research* 30-1: 47-54.
15. Licerias, J. M. 2014. Teaching Spanish as a non-primary language in the 21st century: insights from linguistic theory, psycholinguistic theory and empirical research on language acquisition. *Journal of Spanish Language Teaching* 1(1): 86-100.
16. Licerias, J. M. 2014. La adquisición de las lenguas segundas aquí y ahora o... cómo abordar la hipótesis de la interlengua en el siglo XXI. In J. Santiago Guervós and Y. González Plasencia (eds.). *El español global*. Valladolid: Fundación Siglo para el Turismo y las Artes de Castilla y León. ISBN: 978-84-92572-40-3.

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17. Licerias, J. M. 2014. Incorporating Second Language Acquisition Research into Teacher Education (pp. 11-33). In J. de Dios Martinez Agudo (ed.). *English as a Foreign Language Teacher Education: Current Perspectives and Challenges*. Amsterdam and New York: Rodopi.
 18. Licerias, J. M. 2013. Un lugar para cada cosa y cada cosa... ¿en qué lugar?: La lengua materna, el input y las técnicas de obtención de datos. In B. Blecua, S. Borrel, B. Crous and F. Sierra (eds.). *Plurilingüismo y enseñanza de ELE en contextos multiculturales* (pp. 17-41). *Actas del XXIII Congreso Internacional ASELE*. Girona: Universitat de Girona.
 19. Licerias, J. M. 2013. El saber ocupa, ¿qué lugar?: El acceso indirecto a las intuiciones del nativo. *Revista Nebrija de Lingüística Aplicada*. Número especial: *Actas del I Congreso Internacional Nebrija en Lingüística aplicada a la Enseñanza de Lenguas*, pp. 643-668.
 20. Licerias, J.M., R. Fernández Fuertes & A. Alba de la Fuente. 2012. Subject and copula omission in the English grammar of English-Spanish bilinguals: on the issue of directionality of interlinguistic influence. *First Language* 31-1-2: 88-115.
 21. Licerias, J. M., R. Fernández Fuertes, A. Alba de la Fuente, G. Boudreau & E. Acevedo. 2012. Interlinguistic influence in simultaneous bilingualism: Core syntax phenomena and lexical transparency (pp. 214-239). In S. Ferré, Ph. Prévost and L. Tuller (eds.). *Selected proceedings of the Romance Turn IV*. Newcastle upon Tyne: Cambridge Scholars Publishing.
 22. Licerias, J. M., A. Alba de la Fuente and L. Walsh. 2011. Complex wh-questions in non-native Spanish and non-native German: does input matter? (139-149). In Luis A. Ortiz-López (ed.), *Selected Proceedings of the 13th. Hispanic Linguistics Symposium*. Somerville, MA : Cascadilla Proceedings Project.
 23. Licerias, J. M. 2011. Beyond (or besides) interfaces? On narrow syntax, directionality and input. *Linguistic Approaches to Bilingualism* 1 (1), 54-57.
 24. Fernández Fuertes, R. & J. M. Licerias. 2010. Copula omission in the English developing grammar of English/Spanish bilingual children. *International Journal of Bilingual Education and Bilingualism* 13 (5), 525-551.
 25. Licerias, J. M. 2010. Second language acquisition and syntactic theory in the 21st century. *Annual Review of Applied Linguistics* 30: 248-269.
- Desrochers, A., J. M. Licerias, R. Fernández-Fuertes & G. L. Thompson. 2010. Subjective frequency norms for 330 Spanish simple and compound words. *Behavior Research Methods* 42 (1): 109-117.

C.2. Research projects and grants (from 2012-2018)

1. FFI2017-83166-C2-2-R (2017-2020). *Emoción, memoria, identidad lingüística y aculturación emocional: su influencia en el aprendizaje de español como lengua de migración*. Ministry of Economy, Industry and Competitivity. PI: Susana Martín Leralta (Nebrija University).
2. VA009P17 (2017-2019). *Aspectos de la dimensión internacional del contacto de lenguas: diagnósticos de la competencia lingüística bilingüe inglés/español*. Regional Government of Castile and León and European Development Regional Fund. PI: Raquel Fernández Fuertes (University of Valladolid).
3. FFI2016-75082-P (2016-2019). *Procesamiento y representación de construcciones multinivel: efectos del contacto lingüístico en hablantes de herencia y bilingües funcionales*. Ministry of Education and Science. PI: Aurora Bel Gaya (Universitat Pompeu Fabra).
4. DGI-HYCS-MEC #FFI2012-35058 (2012-2015). *Variación, complejidad y experiencia lingüística en la adquisición de lenguas y el bilingüismo: más allá de la división entre sintaxis e interfaces*. Ministry of Education and Science. PI: Aurora Bel Gaya (Universitat Pompeu Fabra).
5. 10-CEA-A (2010-2013). *Minority and majority languages in Canada and Spain: English, French and Spanish as first, second and heritage languages*. International Council of Canadian Studies y Department of Foreign Affairs [International Education and Youth Division]. Canada-Europe Award Program (CEA). PI: Raquel Fernández Fuertes (University of Valladolid).
6. DGI-HYCS-MEC #FFI2009-09349 (2009-2012). *Periferias: tópicos y argumentos en la adquisición y contacto de lenguas. La interacción entre el orden de palabras y las relaciones gramaticales en los sistemas bilingües*. Ministry of Education and Science. PI: Aurora Bel Gaya (Universitat Pompeu Fabra).