

Sarah O'Neill
Curriculum Vitae
Utah State University
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EDUCATION

- 2018 Ph.D.**, Spanish Linguistics
University of Iowa, Department of Spanish and Portuguese
Dissertation: Sound correspondences in the English-Spanish bilingual lexicon
Advisor: Christine Shea
- 2018 Certificate**, Cognitive Science of Language
University of Iowa, Departments of Psychology, Communication Sciences and Disorders,
and Linguistics
- 2012 M.A.**, Hispanic Linguistics
University of Iowa, Department of Spanish and Portuguese
- 2010 B.A.**, Applied Linguistics and Spanish
Portland State University, Departments of Applied Linguistics and Spanish

FELLOWSHIPS

- 2010-2017 Presidential Fellowship**, University of Iowa

SCHOLARSHIP

Publication (peer-reviewed)

Forthcoming. Shea, C. & O'Neill, S. Phonetics. In J. Schweiter and J. Bruhn de Garavito (Eds.), *Introduction to Linguistics*. Toronto: Oxford UP.

National/International Conference Presentations (blind peer review)

- 2019 O'Neill, S. Strategies for vocabulary instruction in third year Spanish courses. ACTFL Convention, Washington, DC (November 24).
- 2018 O'Neill, S. Bilingual correspondences and the acquisition of cognates through oral input, Meeting on Language Teaching, Université du Québec à Montréal (May 21).
- 2017 O'Neill, S. Bilingual cognate correspondences exceed phonotactic knowledge, Second Language Research Forum, The Ohio State University (October 14).
O'Neill, S. Cross-language phonetic correspondences in the bilingual lexicon, International Symposium on Monolingual and Bilingual Speech, Chania, Crete (September 6).
- 2016 O'Neill, S. How do you say 'blicket' in Spanish?: Evidence of cross-language sound correspondences in cognate production. Hispanic Linguistics Symposium, Georgetown University (October 8).
O'Neill, S. Bilingual sensitivity to sound correspondences in cognate production, Second Language Research Forum, Teachers College, Columbia University (September 24).
O'Neill, S. Developing a trajectory of cognate knowledge, Conference on Hispanic and Lusophone Linguistics, The Ohio State University (April 16).

- 2015 O'Neill, S. & Shea C. Does Explicit Pronunciation Instruction Lead to Gains in Phonetic Awareness and Self-correction?, Second Language Research Forum, Georgia State University (October 31).
 O'Neill, S. & Shea, C. Changes to self-correction following explicit pronunciation instruction, Pronunciation in Second Language Learning and Teaching, Texas A&M University- Commerce (October 16) (poster).
 O'Neill, S. & Shea, C. Explicit pronunciation instruction: Effects on learner awareness and self-correction, Hispanic Linguistics Symposium, University of Illinois at Urbana-Champaign (September 26).
- 2014 O'Neill S. & Shea, C. Phonological form and meaning in the acquisition of L2 cognates and homonyms, Hispanic Linguistics Symposium, Purdue University (Nov 15).
 O'Neill, S. & Shea, C. Phonological form and meaning in the acquisition of L2 cognates and homonyms, Second Language Research Forum, University of South Carolina (October 23).

PROFESSIONAL EXPERIENCE

Lecturer, Utah State University (Fall 2020-present)

Lower division Spanish coordinator

Courses taught:

SPAN 1010

Advanced Spanish Grammar

Visiting Assistant Professor of Spanish, The College of Idaho (Fall 2018-Spring 2020)

Revision of lower division Spanish curriculum

Supervision of adjuncts (SPA 101-202)

Courses taught:

Spanish Capstone (guiding seniors as they complete Spanish research essays)

Latin American Indigenous Studies (4th year Spanish course)

The Spanish Lexicon (4th year Spanish course)

Spanish Sociolinguistics (3rd year Spanish course)

Second Year Grammar Review (3rd year Spanish course)

Talking about Bilingualism (3rd year Spanish course)

Spanish for Heritage Speakers (3rd year Spanish course)

History of the Spanish Language (3rd year Spanish course)

Spanish 102

Spanish 201

Linguistics for Language Teachers (taught in English)

Spanish Language Classroom Instructor, University of Iowa

20 hours per week (2011-2018)

2017-2018 Intermediate Spanish

Spanish Speaking (3rd year)

2016-2017 Intermediate Spanish

Summer 2016 Intermediate Spanish

2014-2015 Intermediate Spanish
2013-2014 Intermediate Spanish
2012-2013 Elementary Spanish
Intermediate Spanish
2011-2012 Elementary Spanish

TA (assisting classroom professor) 10 hours per week (2013-2014)

Fall 2014 Spanish Pronunciation: Christine Shea
Spring 2013 Introduction to Hispanic Linguistics: Paula Kempchinsky,

Spanish Grammar and Language Support (2016-2018)

10 hours per week

Fall 2016; 2017-2018 One-on-one Spanish grammar tutoring and grammar workshops for
Elementary and Intermediate students (one half of 50% appointment)

SERVICE

Conferences and journals

2016 Manuscript Evaluation, *Second Language Research*
2015 Conference Abstract Evaluation, Sound-to-Word in Bilingual and Second
Language Speech Perception Conference (University of Iowa)

Departmental and university

2019-2020 Unofficial advising of undergraduate students
2019 Speaker, orientation for new College tutors
2017 Mentorship of two undergraduate students (guidance in data analysis)
2015-2016 Graduate Student Senate: Spanish department representative
2013-2014 World Languages Graduate Organization, Vice-President
2012-2013 World Languages Graduate Organization, Secretary