

Linxi Zhang

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[Academia Website](#)

[Linkedin Profile](#)

Education

Georgetown University, Washington, D.C.

2023-05 PhD in Hispanic Linguistics, GPA 4.0 / 4.0

2019-05 MS in Hispanic Linguistics

Florida State University, Tallahassee, FL.

2015-2017 MA in Hispanic Linguistics, GPA 4.0 / 4.0

Beijing Language and Culture University, Beijing, China

2011-2015 BA in Spanish Language and Literature, GPA 3.94 / 4.00

Universitat Autònoma de Barcelona, Barcelona, Spain

08/2013-06/2014 Propi Exchange Program in Interpretation and Translation Studies

Professional Experience

08/2017- 05/2023 **Georgetown University**, Washington, D.C.

• *Graduate Research Assistant, Department of Spanish and Portuguese*

○ Coordinated and edited Sanz, C & Morales-Front, A. (Ed.). (2018). *The Routledge Handbook of Study Abroad Research and Practice*. Routledge.

○ Contributed to data collection, coding and analysis of bilingual learner data

• *Spanish Oral Proficiency Exam Evaluator, Department of Spanish and Portuguese*

04-05/2021, 11-12/2021 Georgetown University, School of Foreign Service

Professional Internship

06–08 /2020 **ACTFL Center for Assessment, Research and Development**, Alexandria, VA.

Summer Intern in Assessment

○ Reviewed and developed assessment items based on the ACTFL proficiency guidelines

○ Analyzed AAPPL test data and designed Excel tracker to identify problematic items

○ Completed individual project on Guidelines for Teaching Culture as Teachers with different L1 than target language (TDL1), available on Academia Website

Teaching Experience (Instructor of record)

Georgetown University, Department of Spanish and Portuguese

Fall 2018 SPAN 001 Beginning Spanish

Spring 2019 SPAN 110 Intensive Advanced Spanish

Fall 2019 SPAN 161 Oral Review (advanced oral Spanish content-based course)

Spring 2020	SPAN 161	Oral Review
Fall 2020	SPAN 210	Introduction to Hispanic Linguistics*
Spring 2021	SPAN 103	Advanced Spanish I *
Fall 2021	SPAN 200	Gateway to Linguistics * (advanced grammar and linguistics topics)
Spring 2022	SPAN 389	Advanced Spanish for Business
Fall 2022	SPAN 022	Intermediate Spanish II
Spring 2023	SPAN 032	Intensive Intermediate

*course offered online during Georgetown University's lockdown

Florida State University, Department of Modern Languages and Linguistics (teaching two sections per semester)

Fall 2015	SPN 1120	Elementary Spanish I
Spring 2016	SPN 1120	Elementary Spanish I
Fall 2016	SPN 1121	Elementary Spanish II
Spring 2017	SPN 2220	Intermediate Spanish I

Grants and Awards

2021-2022 Graduate Student Teaching Award, Nominee

08/2021 Dissertation Grant Award, Journal of *Language Learning*

05/2021 Graduate Student Research Award, Georgetown University

11/2019 Departmental Conference Travel Grant, Georgetown University

11/2019 Graduate School Conference Travel Grant, Georgetown University

08/2015 Ada Belle Winthrop-King Scholarships, Florida State University

Research Experience and Interests

- Bilingualism and Multilingualism
- Instructed Second Language Acquisition
- Spanish Phonetics and Phonology
- Cultural Competence in the Language Classroom

Publications

Journal Articles

- Zhang, L. (2022). “¿Pollo o Bollo? Acquisition of Voicing Contrast by Chinese Learners of L3 Spanish,” *Hispania*, 105 (4), 595-613.
- Fernández-Mallat, V., Zhang, L., & Dearstyne, M. (2023). A new look at language choice and accommodation in US Spanish-English bilingual service encounters. *Intercultural Pragmatics*, 20(1), 51-73.

Articles in Books

- Zhang, L., Morales-Front, A., & Sanz, C. (forthcoming). Dynamics in cross-linguistic influences - evidence from VOT development of Mandarin-English bilingual learners of L3 Spanish. In M. Brown, E. Fernández-Berke, & S. Flynn (Eds.), *L3 Development After the Initial State*. John Benjamins.
- Sanz, C., & Zhang, L. (accepted). Multilingualism and Metalinguistic Awareness. *The Encyclopedia of Applied Linguistics*, 2nd Edition.

Book/Media Review

- Zhang, L. (2021). Review of the book *Pancho y las Momias: A Teacher’s Guide with a Focus on Interculturality*, by Rachel Emery. *Hispania* 104(2), 315-316. [doi:10.1353/hpn.2021.0053](https://doi.org/10.1353/hpn.2021.0053).

Talks and Interviews

- Zhang, L. (2020, June). A Landscape of Spanish Teaching in China. Online talk invited by the Georgetown Initiative of Multilingual Studies (IMS). Published at <https://ims.georgetown.edu/virtual-collection-of-lectures/>

Spanish in China: Interview with Professor Lu Jing Sheng. Discussants: Prof. Lourdes Ortega & Linxi Zhang. July, 2020. Published at <https://ims.georgetown.edu/virtual-collection-of-lectures/>

Conference Presentations

- Zhang, L., Morales-Front, A., & Sanz, C. “*A longitudinal view of Mandarin-English bilingual development of L3 Spanish stop consonants: language aptitude, metalinguistic knowledge and language use*,” October 2022. UIC Bilingualism Forum: Chicago, Illinois.
- Zhang, L., Morales-Front, A., & Sanz, C. “*A longitudinal view of Mandarin-English bilingual development of L3 Spanish stop consonants: language aptitude, metalinguistic knowledge and language use*,” October 2022. L3 Workshop, London.
- Zhang, L., “*Beyond VOT – A CDST perspective towards the development of L3 Spanish stop consonants*,” October 2021. Hispanic and Lusophone Symposium (HLS) 2021: Wake Forest University (online).
- Zhang, L., “*Development of L3 Spanish Stop Consonants by Mandarin-English Bilinguals – a Longitudinal Study*,” October 2021. Virtual Workshop on L3 Development After the Initial State: Boston University (online).
- Fernández-Mallat, V., Zhang, L., Dearstyne, M., “*A new look at language choice and accommodation in US Spanish-English service encounters*,” September 2021. LASSO Annual Meeting 2021 (online)

Zhang, L., “*Effect of L2-English on Chinese Learners’ L3-Spanish VOT,*” March 2020. Georgetown University Round Table (GURT): Washington, D.C. (online).

Zhang, L., “*Acquisition of Null and Overt Spanish Subject Pronouns: a Corpus-Based Approach,*” February 2020. Georgetown Graduate Portuguese and Hispanic Symposium (GRAPHSY): Washington, D.C.

Zhang, L., “*¿Pollo o bollo? - the production of stop consonants by Chinese learners of L3 Spanish,*” September 2019. Second Language Research Forum (SLRF 2019): East Lansing, MI.

Zhang, L., “*Yes-no question intonation in Puerto Rican Spanish and Beijing Chinese,*” March 2017. OSUCHill (Annual Ohio State University Congress on Hispanic and Lusophone Linguistics): Columbus, Ohio.

Relevant Coursework

Applied Linguistics

Spanish Teaching Methods, with Dr. Cristina Sanz

Instructed SLA, with Dr. Ronald Leow

Multilingualism-Teaching and Learning, with Dr. Lourdes Ortega

Formal Linguistics

Generative Syntax I & II, with Dr. Hector Campos

Spanish Phonology I & II,

Doctoral Seminar on Phonological Development, with Dr. Alfonso Morales-Front

Semantics & Pragmatics, with Dr. Elena Herburger

History of Spanish Language, with Dr. Michael Ferreira

Language Variation

World Spanishes, with Dr. Victor Fernández-Mallat

Service

2020-2021 Vice President, Graduate Spanish and Portuguese Student Organization

(GSPSO), Georgetown

2019-2020 Treasurer, Graduate Spanish and Portuguese Student Organization

(GSPSO), Georgetown

2016-2017 Secretary, Hispanic Graduate Student Association (HiGSA), FSU

Membership

American Association of Teachers of Spanish and Portuguese (AATSP), since 2020

American Council on the Teaching of Foreign Languages (ACTFL), since 2020

Linguistic Association of the Southwest (LASSO), since 2021

Professional Training

07/2022 ACTFL Oral Proficiency Interview (OPI) Assessment Workshop

09/2022 ACTFL OPI Tester Certification Course (in progress)

Languages

- Mandarin Chinese - Native
- English – Proficient
- Spanish – DELE C1, OPI-c Advanced-mid

Technical Skills

- Workplace tools: Microsoft Office, Google Workspace, Zoom, Microsoft Team
 - Teaching tools: Canvas, Blackboard, Voice Thread, Jam Board, Kahoot.it, Jeopardy Labs
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References

Dr. Cristina Sanz
Professor; Director, Intensive & SFS Spanish Programs
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