

# Michele Goldin

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**Pedagogical Web:** [www.helloenglishmadrid.com](http://www.helloenglishmadrid.com)

## ACADEMIC APPOINTMENTS

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- 2021-present    **Assistant Professor of Bilingual Education and TESOL**  
**Touro College**  
Graduate School of Education
- 2020 - 2021    **Visiting Assistant Professor of Hispanic Linguistics**  
**University at Albany, SUNY**  
Department of Languages, Literatures and Cultures
- 2018-2020    **Part-time Lecturer**  
**Rutgers University**  
Graduate School of Education and Department of Spanish and Portuguese

## EDUCATION

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- 2016 - 2020    **Rutgers University**  
**PhD in Bilingualism and Second Language Acquisition**  
Department of Spanish and Portuguese  
Dissertation co-chairs: Liliana Sánchez and Jennifer Austin  
Committee members: José Camacho, Joseph Casillas, ext: Kristen Syrett
- 2016 - 2018    **Rutgers University**  
**MA in Bilingualism and Second Language Acquisition**  
Department of Spanish and Portuguese
- 2007 - 2008    **New York University**  
**MA in Performance Studies**  
Tisch School of the Arts
- 2002 - 2005    **George Mason University**  
**BA summa cum laude in Interdisciplinary Studies**  
College of Humanities and Social Sciences

## RESEARCH INTERESTS

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**Broad:** First and Second Language Acquisition, Bilingualism, Bilingual Education

**Narrow:** Bilingual language acquisition, heritage language development, syntax, morphology, semantics, pragmatics and their interaction, heritage language pedagogy, second language pedagogy, immersion and two-way bilingual education, typical and atypical development

## PUBLICATIONS

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**Goldin, M.,** López-Otero, J., Hur, E. (submitted). How frequent are these verbs? An exploration of lexical frequency in bilingual children's acquisition of subject-verb agreement.

López-Otero, J, Hur, E., **Goldin, M.** (submitted). Syntactic optionality in Heritage Spanish: How patterns of exposure and use affect clitic climbing.

Sánchez, L., **Goldin, M.**, Hur, E., Jimenez, A., López-Otero, J., Markovits, J., Thane, P., Austin, J. (submitted). Input and the development of pragmatic knowledge in heritage bilingual children: Acceptance of null and overt subjects in Spanish and English.

**Goldin, M.** (2021). Language activation in dual language schools: the development of subject-verb agreement in the English and Spanish of heritage speaker children. *International Journal of Bilingual Education and Bilingualism*, 1-22.

**Goldin, M., Syrett, K., Sánchez, L.** (2021). Perspective-taking with deictic motion verbs in Spanish: What we learn about semantics and the lexicon from heritage child speakers and adults. *Frontiers in Psychology*, 12.

**Goldin, M.** (2020). Acquisition of null subjects in heritage and L2 children. In Colomina-Almiñana, J. & S. Sessarego (Eds.). *Patterns in Spanish: Structure, Context and Development*. Amsterdam/Philadelphia: John Benjamins.

**Goldin, M.** (2020). An exploratory study of the effect of Spanish immersion education on the acquisition of null subjects in child heritage speakers. *Languages*, 5, 18, 1-24.

Marull, C. & **Goldin, M.** (2018). The relationship between sensitivity to morphosyntactic violations and morphosyntactic anticipation in L2 comprehension. *Proceedings of the 42nd annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

**Goldin, M.** (2005). Dance anthropology: Spain in the flamenco trilogy of Carlos Saura and Antonio Gades. *Hispanic Culture Review*, 11, 83-100.

#### **WORKS IN PROGRESS**

López-Otero, J. and **Goldin, M.** (in preparation). The role of age of acquisition in L2 Spanish imperatives: Insights from children and adults.

**Goldin, M.** (in preparation). How old is too old? The effect of age of acquisition on verb morphology in young child L2 learners.

Thane, P., Jimenez, A., López, J., Hur, E., **Goldin, M.**, Austin, J. (in preparation). Assessing the need for bilingual assessments.

**Goldin, M.** (in preparation). Parents' language attitudes in a dual language school.

**Goldin, M.** (data collected). Heritage language development in early childhood: A longitudinal study.

**Goldin, M.** (data collected). The emergence of passives in bilingual children.

#### **FUNDING**

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##### **EXTERNAL FUNDING**

2020	<b>ACLS Emerging Voices Fellowship Finalist Research Award</b> America Council of Learned Societies (ACLS)	(\$500)
2019	<b>P.E.O. Scholar Award</b> International Chapter of the P.E.O.	(\$15,000)
	<b>LSRL Graduate Student Award</b> Linguistic Symposium on Romance Languages	(\$90)
2018	<b>BUCLD Diversity Enhancement Award</b> Boston University Conference on Language Development	(\$600)
2017	<b>Graduate Merit Award</b> Executive Women of New Jersey (EWNJ)	(\$5000)

	<b>BUCLD Paula Menyuk Travel Award</b>	(\$300)
	Boston University Conference on Language Development	
2016-2018	<b>Graduate Assistance in Areas of National Need (GAANN) Fellowship</b>	(\$85,000)
	U.S. Department of Education	
2002	<b>Senior Scholarship</b>	(\$1000)
	The National Spanish Exam	

#### INTERNAL FUNDING

2020	<b>Diversity Innovation Grant – Co-PI</b>	(\$2,500)
	Division of Diversity, Inclusion & Community Engagement, Rutgers University	
2020	<b>Research Materials Grant</b>	(\$670)
	Department of Spanish and Portuguese, Rutgers University	
2019-2020	<b>Graduate School of Education Fellowship</b>	(\$33,000)
	GSE, Rutgers University	
2019	<b>Latino Studies Research Initiative Fellowship</b>	(\$750)
	“The acquisition of verb morphology in bilingual children: the role of age and context of acquisition.”	
	Latino Studies Research Initiative, Rutgers University	
	<b>Mellon Summer Study Grant</b>	(\$4000)
	School of Arts and Sciences, Rutgers University	
	<b>Research Support Grant</b>	(\$500)
	“Asymmetry in the acquisition of subject-verb agreement: the case of heritage simultaneous bilinguals in early childhood”	
	Department of Spanish and Portuguese, Rutgers University	
	<b>Conference travel award</b>	(\$1280)
	Department of Spanish and Portuguese, Rutgers University	
2018	<b>Conference travel award</b>	(\$1195)
	Department of Spanish and Portuguese, Rutgers University	
	<b>Latino Studies Research Initiative Fellowship – Co-PI</b>	(\$1200)
	“Bilingual development in Spanish Heritage bilingual children”	
	Latino Studies Research Initiative, Rutgers University	
2017	<b>Research Materials Grant</b>	(\$215)
	“An exploratory study on the effect of immersion schooling on bilingual child language development”	
	Department of Spanish and Portuguese, Rutgers University	
2003	<b>Kevin Campbell Scholarship</b>	(\$500)
	Awarded by George Mason University	

#### CONFERENCE PRESENTATIONS

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#### TALKS

2021	<b>Goldin, M.</b> “How old is too old? The effect of age of acquisition on subject-verb agreement in young child L2 learners.” <i>Boston University Conference on Language Development (BUCLD)</i> , Boston, MA
	<b>Goldin, M.</b> “Does age matter? Age of acquisition effects on subject-verb agreement in child L2 learners.” <i>The Hispanic Linguistics Symposium (HLS)</i> , Winston-Salem, NC

- López Otero, J. & **Goldin, M.** “How heritage children and adults acquire Spanish imperatives: an examination of syntax and morphology.” *International Symposium on Bilingualism (ISB)*, Warsaw, Poland
- Goldin, M.**, López Otero, J., Hur, E. “How frequent are these verbs? The role of lexical frequency in children’s acquisition of verb morphology at different ages of acquisition.” *Linguistic Symposium on Romance Languages (LSRL)*, Urbana-Champaign, IL
- Goldin, M.**, Hur, E., López Otero, J. “How age of acquisition affects the production of frequent verbs in bilingual children attending dual language schools.” *The National Symposium on Spanish as a Heritage Language (NSSHL)*. New York, NY
- Goldin, M.**, Hur, E., López Otero, J. “Lexical frequency effects in the acquisition of Spanish morphosyntax: evidence from dual language schools.” *Romance Grammars, Context and Contact (RGCC)*, University of Birmingham, UK
- 2020 Sánchez, L., **Goldin, M.**, Hur, E., Jiménez, A., López Otero, J., Austin, J. “The effect of home and school input on null subject development in bilingual children.” *Heritage Languages Around the World*, University of Lisbon, Portugal -Cancelled COVID-19
- 2019 **Goldin, M.** “Let’s agree to disagree: Asymmetric acquisition of subject-verb agreement in heritage bilingual children.” *The Hispanic Linguistics Symposium (HLS)*, El Paso, TX
- Sánchez, L., **Goldin, M.**, Hur, E., Jiménez, A., López Otero, J., Austin, J. “Heritage Spanish bilingual children and the acquisition of null subjects: The case of immersion schooling.” *Bilingualism Matters Research Symposium*, University of Edinburgh, Scotland
- Goldin, M.**, Syrett, K., Sánchez, L. “Easy come, easy go: Deictic verbs reveal cross linguistic influence in heritage speakers of Spanish.” *Linguistic Symposium on Romance Languages (LSRL)*, Athens, GA
- Sánchez, L., **Goldin, M.**, Hur, E., Jiménez, A., López Otero, J., Austin, J. “The null subject parameter in a Spanish immersion school: heritage bilinguals and L2 learners.” *Generative Approaches to Second Language Acquisition Conference (GASLA)*, Reno, NV
- 2018 **Goldin, M.** “Acquisition of null subjects by heritage and child L2 learners.” *The Hispanic Linguistics Symposium (HLS)*, Austin, TX
- Kinsella, B., **Goldin, M.**, González-Dárriba, P., Hur, E., Jiménez, A., López-Otero, J., & Lozano-Argüelles, C. “Community engagement and linguistic research on bilingualism.” *Bilingualism Matters Research Symposium*, University of Edinburgh, Scotland
- Goldin, M.** “How Spanish immersion schooling can affect the language development of child heritage speakers.” *American Association of Teachers of Spanish and Portuguese (AATSP)*, Universidad de Salamanca, Salamanca, Spain
- Goldin, M.** “The role of Spanish immersion schooling in the null subject comprehension of child heritage speakers.” *5<sup>th</sup> Symposium on Spanish as a Heritage Language*, Iowa City, IA
- Marull, C. & **Goldin, M.** “How does Sensitivity to Morphosyntactic Violations relate to Morphosyntactic Anticipation in L2 Comprehension.” *Florida Linguistics Yearly Meeting (FLYM)*, Miami, FL

- 2017 Marull, C. & **Goldin, M.** “On the Relationship between L2 Sensitivity to Morphosyntactic Violations and Morphosyntactic Anticipation.” *The Hispanic Linguistics Symposium (HLS)*, Lubbock, TX

### POSTERS

- 2021 **Goldin, M.**, Hur, E., Jiménez, A., López-Otero, J., Markovits, J., Thane, P., Sánchez, L. & Austin, J. “The effect of Spanish immersion schooling on bilingual children's knowledge of null and overt subjects in English and Spanish.” *International Symposium on Bilingualism (ISB)*, Warsaw, Poland
- López Otero, J. & **Goldin, M.** “The role of language use and exposure in the acquisition of heritage Spanish imperatives: Insights from children and adults.” *Generative Approaches to Language Acquisition North America Conference (GALANA)*, Reykjavík, Iceland
- 2019 Sánchez, L., **Goldin, M.**, Hur, E., Jiménez, A., López Otero, J., Austin, J. “Knowledge of null subjects in heritage Spanish bilinguals in a Spanish immersion school.” *Linguistic Symposium on Romance Languages (LSRL)*, Athens, GA
- Goldin, M.**, Syrett, K., Sánchez, L. “Come to think of it: Heritage speakers’ use of deictic verbs.” *Generative Approaches to Second Language Acquisition Conference (GASLA)*, Reno, NV
- 2018 **Goldin, M.** “An exploratory study of null subject development in child heritage speakers attending a Spanish immersion school.” *Generative Approaches to Language Acquisition North America Conference (GALANA)*, Bloomington, IN
- Goldin, M.** “The effect of Spanish immersion schooling on the English comprehension of null subjects in child heritage speakers.” *Penn Linguistics Conference*, Philadelphia, PA
- 2017 Marull, C. & **Goldin, M.** “The Relationship between Sensitivity to Morphosyntactic Violations and Morphosyntactic Anticipation in L2 Comprehension.” *Boston University Conference on Language Development (BUCLD)*, Boston, MA

### INVITED TALKS

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- 2021 **Goldin, M.** “Child bilingual development.” *Bilingual Education in the U.S.*, University of Richmond, Richmond, VA
- Goldin, M.** “Bilingual language acquisition.” *Hispanic Bilingual Communities*, Davidson College, Davidson, NC
- Goldin, M.** “How bilingual children acquire verbs in Spanish.” *The Acquisition of Spanish*, Indiana University, Bloomington, IN
- 2020 **Goldin, M.** “Let’s agree to disagree: A look at the development of verb morphology in bilingual children.” *LLC Seminar Series*, University at Albany, SUNY, Albany, NY
- Goldin, M.** “Impact of the P.E.O Scholar Award on research in New Jersey.” *P.E.O. State Convention*, Bridgewater, NJ -Cancelled COVID-19
- Goldin, M.** “Let’s agree to disagree: Acquisition of subject-verb agreement in bilingual children.” *Latino Studies Research Symposium*, Rutgers University, New Brunswick, NJ

- 2019 Sanchez, L., **Goldin, M.**, Hur, E., Jiménez, A., López Otero, J., Austin, J. “Bilingual development in Spanish Heritage bilingual children.” *Research Showcase, Department of Spanish and Portuguese*, Rutgers University, New Brunswick, NJ
- Goldin, M.**, Syrett, K., Sánchez, L. “Come to think of it: Heritage speakers’ use of deictic verbs.” *Research Showcase, Department of Spanish and Portuguese*, Rutgers University, New Brunswick, NJ
- Sanchez, L., **Goldin, M.**, Hur, E., Jiménez, A., López Otero, J. “Bilingual development in Spanish Heritage bilingual children.” *Latino Studies Research Symposium*, Rutgers University, New Brunswick, NJ
- 2018 **Goldin, M.** and Hur, E. “Community engagement through RU Bilingual” *Current Investigations in Bilingualism*, Rutgers University, New Brunswick, NJ
- Goldin, M.** “An exploratory study of the effect of Spanish immersion schooling on the English comprehension of null subjects in child heritage speakers.” *Brown Bag Lunch series*, Dept. of Spanish and Portuguese, Rutgers University

## TEACHING EXPERIENCE

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### UNIVERSITY TEACHING – GRADUATE COURSES

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| <b>Bilingual Language Development (online)</b>   | <b>Foundations of Language (face to face and online)</b>                       |
| <b>Applied Linguistics: Spanish Acquisition in the K-12 setting (online)</b>                     | <b>Spanish Phonetics &amp; Phonology (online)</b>                              |
| <b>Linguistic Structure of the English Language - Sociolinguistic Perspective (face to face)</b> | <b>Trends and Current Issues in Second Language Acquisition (face to face)</b> |
| <b>Methods of Teaching and Service Delivery in Languages Other than English (online)</b>         |  |

### UNIVERSITY TEACHING – UNDERGRADUATE COURSES

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| <b>Introduction to Hispanic Linguistics (online)</b> | <b>Introduction to the Study of Language (hybrid)</b>            |
| <b>Bilingual Language Development (online)</b>       | <b>Bilingualism in the Spanish Speaking World (face to face)</b> |
| <b>Business &amp; Legal Spanish (online)</b>         | <b>Spanish Phonetics &amp; Phonology (online)</b>                |
| <b>Spanish for Heritage Speakers (online)</b>        | <b>Elementary Spanish part 2 (online)</b>                        |

### OTHER TEACHING

- 2014-2018 **Dance and movement therapist for children with autism and special needs**, TryCAN, Summit, NJ and *Somerset County Department of Recreational Therapy*, Bridgewater, NJ
- 2014-2016 **Dance/movement instructor for pre-literacy development**, Township of South Orange, city of Summit, Jump Immersion School, The Preschool at the Baird, other venues in NJ
- 2008-2012 **ESL & literacy teacher**, *King’s College*, the British School of Madrid

- 2005-2007 **English Language & Culture Assistant, C.E.I.P. Asturias**, Ministry of Education and Science – Community of Madrid
- 2005-2007 **English instructor, Activa Academy**, Madrid
- 2000-2008 **Independent dance instructor and private teacher in both English and Spanish**, schools and academies in Virginia, Maryland, Washington D.C., New York City, and Madrid
- 2005 **Spanish tutor, Learning Skills Center**, George Mason University, Fairfax, VA
- 2003 **Spanish language teacher, Lopez Studios Inc.**, Reston, VA
- 1999 **Translator and tester for language education software, Lingopro, Inc.**, Falls Church, VA

### SUPERVISING EXPERIENCE

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- 2019 **Research Intensive Summer Experience (RISE) – Big 10 Academic Alliance**, Rutgers University
- directly supervised and mentored undergraduate student, visiting from another college in the consortium, in developing her own research project and presenting at various student symposiums
- Project SUPER (Science for Undergraduates: A Program for Excellence in Research) to support women in research**, Rutgers University
- directly supervised and mentored undergraduate woman in data analysis and in preparation for a student symposium
- Dissertation: “Syntax before morphology? The role of age and Context of acquisition in the development of subject-verb agreement in bilingual children,”** Rutgers University
- supervised and coordinated undergraduate research assistant in data collection and data entry
- 2017-present **Bilingualism and SLA Lab**, Rutgers University
- supervised undergraduate lab members in lab meetings, data collection, analysis and presentations through the ARESTY Research Center
- Rutgers Laboratory for Developmental Language Studies**
- collaborated with lab coordinator to supervise undergraduate lab members in creation of experimental stimuli and data collection
- 2008-present **Founder and Director, Hello! English**, Madrid, Spain
- employed and supervised a team of nearly 20 teachers and staff provided training and work opportunities for university study abroad students, Fulbright scholars, interns and young teachers created training manual and materials for new teachers

### ENTREPRENEURIAL EXPERIENCE

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- 2008-present **Founder and Director, Hello! English**, Madrid, Spain
- designed a range of unique original programs for young children and their families to enhance second language acquisition through physical and artistic expression
  - employed and supervised a team of nearly 20 teachers and staff
  - provided training and work opportunities for university study abroad students, Fulbright scholars, interns and young teachers
  - created training manual and materials for new teachers
  - collaborated with the US Embassy in Madrid, the Spanish Down Syndrome, Adecco Foundation for students with special needs, DEBRA Foundation, the Red Cross, Caritas, Imaginarium, festivals, foundations, academies, pre-schools and elementary schools

- 2002-2005     **Founder and Director, Danzamarina**, Washington, D.C.
- organized and led more than fifty performers, crew members, and volunteers
  - designed and implemented Spanish cultural education programs for local primary and secondary schools

## **PRESS**

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- 2021           **U.S. News and World Report** – cited as expert on language acquisition in schools  
[www.usnews.com](http://www.usnews.com)
- 2021           **RUBilingual** – podcast interview about bilingualism  
[www.spotify.com](http://www.spotify.com)
- 2019           **NJ.com** – announcement of scholarship award  
[www.nj.com](http://www.nj.com)
- Mum Abroad** – interview about starting a business abroad  
[www.mumabroad.com](http://www.mumabroad.com)
- 2014           **Female Entrepreneur Association** – interview about starting a business abroad  
[www.femaleentrepreneurassociation.com](http://www.femaleentrepreneurassociation.com)
- 2013           **Antena 3** – television appearance in Madrid  
[neox.atresmedia.com/](http://neox.atresmedia.com/)
- 2012           **Son Ambulistas** – blog story about my classes in Madrid  
[www.sonambulistas.com](http://www.sonambulistas.com)

## **HONORS AND AWARDS**

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- 2020           **Finalist**, ACLS Emerging Voices Fellowship
- 2002           **First Place Prize in Virginia**, National Spanish Exam, Level 5
- Placement Prize**, Virginia Governor’s School for French
- 2000-2002     **Third and Seventh Place Prize in Virginia**, National French Exam, Level 3 and Level 5

## **SERVICE TO THE UNIVERSITY AND THE COMMUNITY**

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Mentor, *PUMP (Pop-up Mentoring Program) for Gender Equity in Linguistics*

Manuscript Reviewer, *Languages*

Manuscript Reviewer, *Education Sciences*

Collaborator, *Rutgers Laboratory for Developmental Language Studies and Bilingualism and SLA Lab*

Mentor, *Research Intensive Summer Experience (RISE)*

Mentor, *Project SUPER (Science for Undergraduates: A Program for Excellence in Research)*

Coordinator, *Bilingualism Matters, Rutgers University chapter*

Symposium judge and supervisor, *ARESTY Research Center*

## **ADVISING**

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- 2020-present     *Dissertation committee member, Sarah Rubio*

2021 *Masters exam committee member, Anahi Bolanos and Richard Guagliardo*  
2020 *Masters exam committee member, Liza Muñoz and Thania Rodas*

### PROFESSIONAL AFFILIATIONS AND MEMBERSHIP

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American Association of Teachers of Spanish and Portuguese (AATSP)  
National Society of Collegiate Scholars  
Alpha Chi Honor Society  
Golden Key International Honor Society  
Undergraduate Dean's List every semester

### SKILLS

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**Languages** English: native  
Spanish: native  
French: advanced

**Technology** WordPress, SPSS, Moving Windows, R, Praat, Canvas, Sakai, Blackboard,  
BigBlueButton, VoiceThread

### REFERENCES

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**Professor Liliana Sánchez** – dissertation co-chair  
Hispanic and Italian Studies  
University of Illinois Chicago  
732.900.8198  
[lesanche@uic.edu](mailto:lesanche@uic.edu)

**Professor Lotfi Sayahi** – former chair  
Department of Languages, Literatures and  
Cultures  
University at Albany, SUNY  
[lsayahi@albany.edu](mailto:lsayahi@albany.edu)

**Professor José Camacho**  
Director of the School of Literatures, Cultural  
Studies and Linguistics  
University of Illinois Chicago  
312.413.2137  
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**Professor Jennifer Austin** - dissertation co-chair  
Department of Spanish and Portuguese Studies  
Center for Migration and the Global City  
Rutgers University, Newark  
973-353-1858  
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**Professor Nydia Flores**  
Graduate School of Education  
Department of Spanish and Portuguese  
Rutgers University, New Brunswick  
848.932.0793  
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**Professor Kristen Syrett**  
Department of Linguistics and Center for  
Cognitive Science  
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