

Michele Goldin

Tel: 646-402-4622
59 Old Short Hills Road
West Orange, NJ 07052

Email: michele.goldin@touro.edu
Personal Web: www.michelegoldin.com
Pedagogical Web: www.helloenglishmadrid.com

ACADEMIC APPOINTMENTS

- 2021-present **Assistant Professor of Bilingual Education and TESOL**
Touro University
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

- 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

Broad: Child language development, first and second language acquisition, bilingualism, bilingual education

Narrow: Child 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 language development in children

PUBLICATIONS

López-Otero, J, Hur, E., **Goldin, M.** (under review). 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. (under review). Input and the development of pragmatic knowledge in heritage bilingual children: Acceptance of null and overt subjects in Spanish and English.

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

Thane, P., **Goldin, M.**, Jimenez, A., Hur, E., López, J., Austin, J. (2022). Where we are and where we ought to be: The need for research-based assessments for dual language immersion learners. *NABE Journal of Research and Practice*.

Goldin, M. (2022). Comprehension-production asymmetry in bilingual children's acquisition of subject-verb agreement. *Proceedings of the 46th annual Boston University Conference on Language Development*, ed. Ying Gong and Felix Kpogo, 230-241. Somerville, MA: Cascadilla Press.

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.

Goldin, M. (in preparation). Who chooses dual language bilingual education? Profiles of Latino families in one Spanish immersion preschool

Goldin, M., López-Otero, J., Hur, E. (in preparation). Opportunities for heritage language maintenance and the role of teachers: A case study of two Spanish-English bilingual siblings

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

EXTERNAL FUNDING

2020	ACLS Emerging Voices Fellowship Finalist Research Award America Council of Learned Societies (ACLS)	(\$500)
------	---	---------

2019	P.E.O. Scholar Award International Chapter of the P.E.O.	(\$15,000)
	LSRL Graduate Student Award Linguistic Symposium on Romance Languages	(\$90)
2018	BUCLD Diversity Enhancement Award Boston University Conference on Language Development	(\$600)
2017	Graduate Merit Award Executive Women of New Jersey (EWNJ)	(\$5000)
	BUCLD Paula Menyuk Travel Award Boston University Conference on Language Development	(\$300)
2016-2018	Graduate Assistance in Areas of National Need (GAANN) Fellowship U.S. Department of Education	(\$85,000)
2002	Senior Scholarship The National Spanish Exam	(\$1000)

INTERNAL FUNDING

2022	Summer Curriculum Grant Graduate School of Education, Touro University	(\$1,500)
2020	Diversity Innovation Grant – Co-PI Division of Diversity, Inclusion & Community Engagement, Rutgers University	(\$2,500)
2020	Research Materials Grant Department of Spanish and Portuguese, Rutgers University	(\$670)
2019-2020	Graduate School of Education Fellowship Graduate School of Education, Rutgers University	(\$33,000)
2019	Latino Studies Research Initiative Fellowship “The acquisition of verb morphology in bilingual children: the role of age and context of acquisition.” Latino Studies Research Initiative, Rutgers University	(\$750)
	Mellon Summer Study Grant School of Arts and Sciences, Rutgers University	(\$4000)
	Research Support Grant “Asymmetry in the acquisition of subject-verb agreement: the case of heritage simultaneous bilinguals in early childhood” Department of Spanish and Portuguese, Rutgers University	(\$500)
	Conference travel award Department of Spanish and Portuguese, Rutgers University	(\$1280)
2018	Conference travel award Department of Spanish and Portuguese, Rutgers University	(\$1195)
	Latino Studies Research Initiative Fellowship – Co-PI “Bilingual development in Spanish Heritage bilingual children” Latino Studies Research Initiative, Rutgers University	(\$1200)
2017	Research Materials Grant “An exploratory study on the effect of immersion schooling on bilingual child language development” Department of Spanish and Portuguese, Rutgers University	(\$215)
2003	Kevin Campbell Scholarship Awarded by George Mason University	(\$500)

CONFERENCE PRESENTATIONS

TALKS

2022

Goldin, M., Hur, E., López Otero, J. “The role of social networks in providing opportunities for heritage language output.” *Hispanic Linguistics Symposium*, Arizona State University, Tempe, AZ

Goldin, M., Hur, E., López Otero, J. “Heritage language loss and the impact of teachers: The case of two Spanish-English bilingual siblings.” *New York State Teachers of English to Speakers of Other Languages (NYSTESOL)*, White Plains, NY

Goldin, M. “Who chooses dual language bilingual education? Profiles of Latino families in one Spanish immersion preschool.” *Bilingualism Forum*, University of Illinois Chicago

Goldin, M., Hur, E., López Otero, J. “The role of output: The case of two Spanish-English bilingual siblings’ heritage language development.” *Bilingualism Forum*, University of Illinois Chicago

Goldin, M., Jiménez, A., Thane, P. Austin, J. Hur, E., López Otero, J., “Improving assessments in two-way immersion programs.” *New York State Association for Bilingual Education (NYSABE)*, New York, NY

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

Jiménez, A., Thane, P. Austin, J. **Goldin, M.,** Hur, E., López Otero, J., “Two-way immersion education and the need for research-based assessments.” *Bilingualism Matters*. Columbia, SC

Austin, J. **Goldin, M.,** Hur, E., Jiménez, A., López Otero, J., Thane, P. “Where we are and where we ought to be: The need for research-based assessments for dual immersion learners.” *The National Symposium on Spanish as a Heritage Language (NSSHL)*. Tallahassee, FL

2021

Goldin, M. “How old is too old? The effect of age of acquisition on subject-verb agreement in young child L2 learners.” *Boston University Conference on Language Development (BUCLD)*, Boston, MA

Goldin, M. “Does age matter? Age of acquisition effects on subject-verb agreement in child L2 learners.” *The Hispanic Linguistics Symposium (HLS)*, 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
- 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.” *5th 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

- 2022 **Goldin, M.** “Language acquisition in bilingual children.” *Hispanic Bilingual Communities*, Davidson College, Davidson, NC
- 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

UNIVERSITY TEACHING – GRADUATE COURSES

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

UNIVERSITY TEACHING – UNDERGRADUATE COURSES

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

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

- 2021-present **Program Advisor**, Touro University
- advise MS and Certification candidates on the Long Island Campus
- 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

- 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

- 2021 **U.S. News and World Report** – cited as expert on language acquisition in schools
www.usnews.com
- 2021 **RUBilingual** – podcast interview about bilingualism
www.spotify.com

- 2019 **NJ.com** – announcement of scholarship award
www.nj.com
- Mum Abroad** – interview about starting a business abroad
www.mumabroad.com
- 2014 **Female Entrepreneur Association** – interview about starting a business abroad
www.femaleentrepreneurassociation.com
- 2013 **Antena 3** – television appearance in Madrid
neox.atresmedia.com/
- 2012 **Son Ambulistas** – blog story about my classes in Madrid
www.sonambulistas.com

HONORS AND AWARDS

- 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

Grant proposal submitted to the Grant Program for Early Career Scholars at the Society for Research in Child Development, 2022, \$7500

Grant proposal submitted for Course Hero Teaching Grant, 2022, \$2000

Grant proposal submitted for Touro Faculty Innovation Grant, 2022, \$1600

Module Making Workshop Certificate, *Touro University Department of Online Education*

Bronze, Silver and Gold Online Teaching Badges, *Touro University Department of Online Education*

Committee member, *Touro University Quality Continuous Improvement Council (for assessment and accreditation)*

Committee member, *Touro University Women’s Leadership Council*

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

Manuscript Reviewer, *Languages*

Manuscript Reviewer, *Education Sciences*

Manuscript Reviewer, *Sustainability*

Conference Abstract Reviewer, *NYSTESOL*

Conference Abstract Reviewer, *NABE*

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

Mentor, *Research Intensive Summer Experience (RISE), Rutgers University*

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

Coordinator, *Bilingualism Matters*, Rutgers University chapter
Symposium judge and supervisor, *ARESTY Research Center*, Rutgers University

ADVISING

2021-present *MS and Certification candidate advisor on the Touro University Long Island Campus*
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

New York State TESOL (NYSTESOL)
New York State Association for Bilingual Education (NYSABE)
National Association of Bilingual Education (NABE)
Society for Research in Child Development (SRCD)
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

Languages English: native
Spanish: native
French: advanced

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

REFERENCES

Professor Liliana Sánchez – dissertation co-chair
Hispanic and Italian Studies
University of Illinois Chicago
732.900.8198
lesanche@uic.edu

Professor Lotfi Sayahi – former chair
Department of Languages, Literatures and
Cultures
University at Albany, SUNY
lsayahi@albany.edu

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
jbaustin@newark.rutgers.edu

Professor Nydia Flores
Graduate School of Education
Department of Spanish and Portuguese
Rutgers University, New Brunswick
848.932.0793
nydia.flores@gse.rutgers.edu

Professor José Camacho

Director of the School of Literatures, Cultural
Studies and Linguistics
University of Illinois Chicago
312.413.2137
jcamach@uic.edu

Professor Kristen Syrett

Department of Linguistics and Center for
Cognitive Science
Rutgers University, New Brunswick
848.445.1600
kristen.syrett@rutgers.edu