

LEIRY KATHERINE WARREN

CURRICULUM VITAE

Department of Spanish & Portuguese Studies
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[My portfolio](#)

EDUCATION

University of Minnesota Twin Cities (Minneapolis, MN)
Ph.D., Hispanic Linguistics with a minor in Education, Curriculum & Instruction,
expected May 2026

University of Minnesota Twin Cities (Minneapolis, MN)
M.A., Hispanic and Lusophone Literatures, Cultures and Linguistics, May 2021

Universidad de Navarra (Pamplona, Spain)
M.A. Spanish as a Foreign Language Teaching, July 2019

Universidad Libre (Bogota, Colombia)
B.A., Basic Education with emphasis in Humanities and Languages, April 2016
Graduated with honors
Concentration: Spanish, English, and French
Undergraduate thesis: “[El TPR- Total Physical response como dispositivo metodológico para fortalecer la escucha comprensiva del inglés en estudiantes del ciclo II de jornada nocturna del Colegio República de Costa Rica](#)” (co-written with Aponte Rincón, S. & Loaiza Osorio, S. Y.)

Servicio Nacional de Aprendizaje (SENA) (Bogota, Colombia)
Technical professional degree: Accounting and Finances, December 2007

PUBLICATIONS

[Warren, L. K., & Sato, M. \(2024\). Multilingualism and native speakerism in academic journals' language policies: Exploring a potential power of applied linguistics journals in promoting equitable publishing practices. *Studies in Second Language Acquisition*, 46\(3\), 921–932. \[doi:10.1017/S0272263124000068\]\(#\)](#)

TEACHING EXPERIENCE

University of Minnesota Twin Cities (Minneapolis, MN)
Graduate Instructor, Department of Spanish & Portuguese Studies
Spanish 1022: Alternate Second-Semester Spanish (Fall 2019, Spring 2020)

Spanish 1003 (online): Intermediate Spanish (Fall 2020, Spring 2021, Summer 2021, Summer 2022, Fall 2023, Spring 2024, Fall 2024, Fall 2025)
This course included synchronous lectures, conversation labs, and student group meetings, as well as asynchronous activities.

Spanish 1004: Intermediate Spanish (Fall 2021, Spring 2022)
In this course students take the LPE (writing and speaking) exams which I grade as well.

Spanish 3015 W: Spanish Composition and Communication (Fall 2022, Spring 2023 (online), Spring 2025)
In all the Spanish courses I have been the sole instructor in charge of grading and creating the lesson plans, daily activities, and assessment. Use of Canvas.

Metropolitan State University (St. Paul, MN)

Community Faculty, Spanish Instructor

Transformation and Reentry Through Education and Community (TREC)

Spanish 102: Beginning Spanish II (Summer 2024)

In this Spanish course I am the sole instructor in charge of creating the syllabus, activities, lesson plans, exams, daily activities, assessments, and grading. Use of D2L. The course is designed to work with an incarcerated population.

Universidad de Navarra (Pamplona, Spain)

Spanish Language Instructor, Instituto de Lenguas y Cultura Españolas (ILCE)

Spanish 101 (A1 - Beginning): Communication and culture (Spring 2019)

Spanish 201 (B1.1 - Intermediate): Communication and culture (Fall 2018)

Spanish 301 (B2.1 - Intermediate): Communication and culture (Fall 2018, Spring 2019)

Spanish 302 (B2.2 - Advanced): Communication and culture (Summer 2019)

In all the Spanish courses I was the sole instructor in charge of grading, creating the lesson plans, exams, daily activities, and assessments. Use of ADI. Levels in parenthesis are based on the Common European Framework of Reference for languages (CEFR).

Eveil Bilingue (Paris, France)

English Instructor, personalized tutoring

English Language Beginners (Fall 2017, Spring 2018, Summer 2018)

English Language Intermediate (Fall 2017, Spring 2018)

International Spanish Language Academy (ISLA) (Minnetonka, MN)

Language Ambassador, Spanish immersion school

Kindergarten (Fall 2016, Spring 2017)

First grade (Fall 2016, Spring 2017)

Colegio República De Costa Rica (Bogota, Colombia)

English Teacher (Training period)

English Language Level 1 (Fall 2014, Spring 2015, Fall 2015)

Universidad Libre (Bogota, Colombia)

English Teacher (Volunteer Work), Centro de Lenguas Extranjeras (CLEUL)

English Language Level 2 (Spring 2012)

HONORS AND AWARDS

ACTFL Stipend, American Council on the Teaching of Foreign Languages, (Fall 2025)

Research Participants Award, Department of Spanish & Portuguese Studies, University of Minnesota, \$130 (Fall 2025)

CARLA Summer Research Assistant Competition, Center for Advanced Research on Language Acquisition, University of Minnesota, 25% GRA (Summer 2025)

SPPT Summer Departmental Fellowship 2025, University of Minnesota \$ 6000 (Summer 2025)

COGS Research grant, Council of Graduate Students, University of Minnesota \$500 (Spring 2025)

Conference Award, Department of Spanish & Portuguese Studies, University of Minnesota \$1000 (Spring 2024)

Center for Advanced Research on Language Acquisition (CARLA) Fellow, \$1000 (2023-2024)

Thank a Teacher program recognition, Center for Educational Innovation (CEI), University of Minnesota (Fall 2022, Spring 2023)

Career Development Award, Department of Spanish & Portuguese Studies, University of Minnesota, \$150 (Spring 2023)

Conference Award, Department of Spanish & Portuguese Studies, University of Minnesota \$500 (Summer 2022)

CARLA Summer Institute Scholarship, Center for Advanced Research on Language Acquisition & Language Center, \$300 (Summer 2022)

Conference Award, Department of Spanish & Portuguese Studies, University of Minnesota \$500 (Spring 2022)

CARLA Summer Institute Scholarship, Center for Advanced Research on Language Acquisition & Language Center, \$300 (Summer 2021)

[Conference Travel Stipend Award](#), The American Association of Teachers of Spanish, and Portuguese (AATSP), \$500 (2021)

Conference Award, Department of Spanish & Portuguese Studies, University of Minnesota, \$100 (Summer 2021)

Career Development Award, Department of Spanish & Portuguese Studies, University of Minnesota, \$150 (Summer 2021)

Career Development Award, Department of Spanish & Portuguese Studies, University of Minnesota, \$450 (Summer 2020)

Excellence Scholarship awarded to one student per academic year, Universidad de Navarra, 30% Tuition M.A. (Pamplona, Spain) (2018)

Honorable mention for having achieved the highest grades of the major, awarded to one graduating student, Universidad Libre (Bogota, Colombia) (2016)

CONFERENCE PRESENTATIONS

2024

Explorando la multidimensionalidad de la fluidez en la adquisición de segundas lenguas: Enfoque en el español como lengua extranjera (L2). The 106th American Association of Teachers of Spanish and Portuguese (AATSP) Annual Conference (June 30, Portland, Oregon).

[Adopting scenarios as a mechanism for measuring L2 fluency](#). CARLA Fellow Presentation through the CARLA Presentation Series (Center for Advanced Research on Language Acquisition). University of Minnesota (March 28, online)

2023

[Memes As a Way to Raise Pragmatic Awareness](#). Teaching Roundtable: Ideas Inspired by the CARLA Summer Institutes (Center for Advanced Research on Language Acquisition). University of Minnesota (February 2).

2022

Los escenarios como herramienta de desarrollo comunicativo en estudiantes de una segunda lengua. The 104th American Association of Teachers of Spanish and Portuguese (AATSP) Annual Conference (July 11, San Juan, Puerto Rico).

Promoting vs. Practicing Multilingualism in the Academic Journals of Applied Linguistics. American Association for Applied Linguistics (AAAL). Annual Conference (March 19, Pittsburgh).

Promoting vs. Practicing Multilingualism in the Academic Journals of Applied Linguistics. Hispanic and Luso-Brazilian Linguistics Association (HaLLA), University of Minnesota (February 18, online).

[Unpacking Texts through a Multiliteracies Approach](#). Teaching Roundtable: Ideas Inspired by the CARLA Summer Institutes (Center for Advanced Research on Language Acquisition). University of Minnesota (January 26, online).

2021

La metacognición en el desarrollo de las estrategias comunicativas en estudiantes avanzados de español como L2. The 103rd American Association of Teachers of Spanish and Portuguese (AATSP) Annual Conference (July 8, Atlanta).

La metacognición en el desarrollo de las estrategias comunicativas en estudiantes avanzados de español como L2. 10th Annual Hispanic & Lusophone Linguistics Conference. Arizona State University (March 19, online).

Metacognition and Use of Scenarios to Develop Communicative Strategies in L2 Students. Greater Washington Association of Teachers of Foreign Language (GWATFL) Spring Conference (March 6, online).

2019

Los escenarios como herramienta para desarrollar las estrategias comunicativas en estudiantes de ELE. Hispanic and Luso-Brazilian Linguistics Association (HaLLA), University of Minnesota (November 22).

PROFESSIONAL SERVICE

Online Publicity Communicator for the SLA Graduate Student Symposium. Second Language Education (SLE) Graduate Student Association, University of Minnesota Twin Cities (2022-2023)

Graduate Student alternate for Graduate Studies meetings, Spanish and Portuguese Department, University of Minnesota Twin Cities (2022-2023)

Graduate Student representative for Faculty meetings, Spanish and Portuguese Department, University of Minnesota Twin Cities (2021-2022)

Treasurer, American Association of Teachers of Spanish, and Portuguese (AATSP), Minnesota Chapter (2020-2022)

Online Public Relations for the Spanish and Portuguese graduate conference CALAMBUR. Spanish and Portuguese Graduate Student Association (SPGS Association), University of Minnesota Twin Cities (2019-2021)

International Panel (2019). College in the Schools (CIS). Panelist to present to over 200 High School students in Minnesota about cultural exchange and study abroad experiences, University of Minnesota (October 24).

PROFESSIONAL DEVELOPMENT

DELE B1/B2 Examiner (Code: 280037)

Cervantes Institute. Certified to be an examiner of Spanish proficiency for levels B1 and B2 in accordance with the Common European Framework Reference for Languages (CEFR).

Language & Culture in Sync: Teaching Linguistic Politeness and Intercultural Awareness

The Center for Advanced Research on Language Acquisition (CARLA) 3-week summer asynchronous course with 30 hours of work focused on four main goals: 1) Identify general similarities, differences, and variation in face and politeness in at least two languages; 2) Identify learners' needs in intercultural communication; 3) Develop

pragmatics-focused instruction and assessments that incorporate research-based information; and 4) Demonstrate awareness of the link between sociocultural identities and pragmatic choices and develop culturally-sensitive instruction and assessment based on this awareness (June 27-July 15, 2022)

“Assisting Heritage Language Learners Using Existing Resources”

American Council on the Teaching of Foreign Languages (ACTFL), Completion of online course (April 4, 2022)

“Apples and Oranges: Best Approaches in Working with Heritage Speakers”

Vista Higher Learning (Online) (February 24, 2022)

Foundations of Data Management, Research Data Services, [Electronic badge](#)

Badge awarded by the completion of Data Management Basics Canvas modules, attendance to all portions of a Data Management Bootcamp offered by Research Data Services, and a Post-Bootcamp Project demonstrating application of skills with a submission of an information sheet with tips and resources for lab, collaborators, or others in the subdiscipline, University of Minnesota (February, 2022)

“Los 5 sentidos de la Cultura. Ideas para el mes de la Herencia Hispana”

American Association of Teachers of Spanish and Portuguese (AATSP) & Klett World Languages (Online) (September 23, 2021)

Foreign Language Literacies: Using Target Language Texts to Improve Communication

The Center for Advanced Research on Language Acquisition (CARLA) 1-week synchronous online summer course (July 19-23, 2021)

Teaching Assistant and Postdoc Professional Development Program (TAPD), Center for Educational Innovation (CEI), [Electronic badge](#)

Badge awarded for attending a total of 6 workshops in each of the following categories: Learning & Learners, Course Design, Delivery Strategies, and Assignments & Assessments in addition to two electives, and a consultation with CEI staff following a Canvas course site review. University of Minnesota (2020)

Transitioning to Teaching Language Online (TTLO)

The Center for Advanced Research on Language Acquisition (CARLA) 4-week summer intensive course with 120 hours of work focused on different facets of a successful online language course, such as creating community, national standards for course development, teacher readiness to teach online, and choosing appropriate technology tools for communicative-based activities (June 22-July 20, 2020)

Designing and Teaching Your Dream Course

The Center for Advanced Research on Language Acquisition (CARLA) Participation in 3 workshops where theory and practice were integrated, and a dream course was designed and shared (February - March 2020)

Teaching with Writing Winter Workshops

University of Minnesota (January 15, 2020)

DELE support staff (Diplomas of Spanish as a Foreign Language) for levels B1, B2, C1, C2
Cervantes Institute, Universidad de Navarra (Pamplona, Spain) (November 10, 2018)

Introduction to Language Education in the United States

Amity Institute, 12-week course consisted of four learning modules: U.S. Education System and Government, U.S. Schools and Families, Classroom Management, and World Language Education and Acquisition (2017, online)

IB Education

2016 MNIB Summer Conference focused on investigation of issues, learning new strategies and resources, and building capacity for experienced and new teachers to implement IB programs. Minnesota Association of IB World Schools (August 17 – 18, 2016)

Teaching English as a Foreign Language and/or as a Second Language (TEFL / TESOL)

Course with 130 hours of training. Additional emphasis on teaching business English (10 hours), teaching English to young learners (10 hours), teaching to large classes (10 hours), teaching English one to one (10 hours), and teaching with limited resources (10 hours). Certificate, I-TO-I. (UK, 2014, online)

LANGUAGES

Spanish (Native), English (Advanced), French (Advanced), Portuguese (Intermediate)

PROFESSIONAL AFFILIATIONS

- International Language Testing Association (ILTA)
- International Association for Teaching Pragmatics (ITAP)
- *Asociación Española de Lingüística Aplicada* (AESLA) [Spanish Association of Applied Linguistics]
- American Association for Applied Linguistics (AAAL)
- American Council on the Teaching of Foreign Languages (ACTFL)
- American Association of Teachers of Spanish and Portuguese (AATSP)
- Mid-Atlantic Association for Language Learning Technology (MAALLT)

PROFESSIONAL REFERENCES

Carol Klee

Professor of Hispanic Linguistics
University of Minnesota
klee@umn.edu

Javier Muñoz-Basols

Honorary Faculty Research Fellow
University of Oxford
javier.munoz-basols@mod-langs.ox.ac.uk

Eduardo Negueruela-Azarola

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