

EDUCATION

University of Illinois at Chicago, Chicago, IL Aug. 2016 - Present
PhD in Hispanic Linguistics, Interdepartmental Concentration in Neuroscience

- Doctoral dissertation: *Disentangling neural indices of implicit vs. explicit morphosyntax processing in an artificial language*
- Funded through UIC University Fellowship
- GPA to date: 4.0

Vietnam National University, Ho Chi Minh City, Vietnam Jan. - May 2016
Studied Vietnamese language up to B2 intermediate level (as per Common European Framework)

University of Cambridge, Cambridge, UK Sept. 2014 - June 2015
Master of Philosophy in Theoretical and Applied Linguistics

- Thesis: *Face recognition and bilingual lexical access: A study evaluating the priming effect of faces on language in bilinguals*
- Funded via Gates Scholarship (<1% acceptance rate, top postgraduate award at U. of Cambridge)
- Graduated with Distinction

Princeton University, Princeton, NJ Sept. 2009 - June 2014
B.A. in Linguistics, Minor in Latin American Studies

- Senior Thesis: *Language shift from Ixil Mayan to Spanish in a highland Guatemalan town*
- Junior Independent Research #1: *Heating up the debate, heating the debate up: Are phrasal verbs processed as one lexeme when the particle is separated?*
- Junior Independent Research #2: *Language brokering in a New Jersey Hispanic community*
- 3.94 GPA
- Graduated with Highest Honors (*Summa Cum Laude*)

Carnegie Mellon University, Pittsburgh, PA June - July 2008
Summer coursework in moral philosophy and academic writing through fully-funded Advanced Placement/Early Action program for minorities underrepresented in higher education

FUNDING

National Science Foundation Doctoral Dissertation Improvement Award 1941189, Division of Behavioral and Cognitive Sciences. *Doctoral Dissertation Research: Disentangling neural indices of implicit vs. explicit second language processing*. \$8,446 (2020-2022)

University of Illinois at Chicago Provost Deiss Award for Graduate Research. *Input frequency and second language grammatical processing: An Event-Related Potential study*. \$1,657 (2016-2017).

University of Illinois at Chicago University Fellowship (2016-2020). \$47,994 for 1st and 4th years of PhD, \$23,997 for 2nd and 3rd years.

Bill and Melinda Gates Foundation Gates Cambridge Scholarship. £10,425.00 plus full tuition and fees.

OTHER AWARDS

University of Illinois at Chicago Chancellor's Student Service and Leadership Award (2019-2020)
Recognized top-cited article in journal *Language Learning* (2018-2019) for article *Self-labelled replication in second language research: Narrative and systematic reviews, and recommendations for the field*.

Two-time Kavli Summer Institute in Cognitive Neuroscience Fellow (2017, 2018)

National Science Foundation Graduate Research Fellowship (2015) – Honorable mention

National Science Foundation Graduate Research Fellowship (2014) – Awarded but declined

Elected to membership in the Phi Beta Kappa Society (2014)

Shapiro Prize for Academic Excellence (2010; awarded to top 3% of freshmen and sophomores at Princeton University)

Mellon Mays Undergraduate Fellow (2011-2014)

Princeton Institute for International and Regional Studies Undergraduate Fellow (2012-2013)
 German Book Prize for best student in Second Language Acquisition course (2011)
 Princeton University Quin Morton '36 Essay Contest nomination for *Chatting or Chattering? A Look at Great Ape Language* (2009)

PUBLICATIONS

Published Work

- Abugaber, D. (**in press**). Frequency and semantic prototypicality in Spanish learners' dative constructions. In D. Koike (Ed.), *Language Patterns in Spanish and Beyond: Structure, Context and Development*. New York: Routledge.
- Ashburn, S., **Abugaber, D.**, Antony, J., Bennion, K., Bridwell, D., Cardenas-Iniguez, C., Doss, M., Fernández, L., Huijsmans, I., Krisst, L., Lapate, R., Layher, E., Leong, J., Li, Y., Marquez, F., Munoz-Rubke, F., Musz, L., Patterson, T., Powers, J., Proklova, D., Rapuano, K., Robinson, S., Ross, J., Samaha, J., Sazma, M., Stewart, A., Stickel, A., Stolk, A., Vilgis, V., Zirnshtein, M. (**in press**). Towards a socially responsible, transparent, and reproducible cognitive neuroscience. In D. Poeppel, M. Gazzaniga, & R. Mangun (Eds.), *The Cognitive Neurosciences*, 6th edition. Cambridge, MA: MIT Press.
- Park, D., Park, K., Lim, B., Bae, J., Nam, A., **Abugaber, D.**, Gorseger, G., Worthington, A., Parker, P., Inman, B., & Jang, H. (2019). *Easy Korean book: through Korean movies*. Daegu, South Korea: Popkorn.
- Abugaber, D. (2018). Face recognition and bilingual lexical access: Familiarized faces prime performance in a written language-selection task. *Proceedings of the 40th Annual Meeting of the Cognitive Science Society 2018*. July 25-28. Madison, WI
- Marsden, E., Morgan-Short, K., **Abugaber, D.**, & Thompson, S. (2018). Self-labelled replication in second language research: Narrative and systematic reviews, and recommendations for the field. *Language Learning*, 68(2), 321-391.
Recognized top-cited article in journal Language Learning (2018-2019)
- Abugaber, D. (2017). Using ARIMA for Time Series Analysis. In A. Demos (Ed.), *A language, not a letter: Learning statistics in R*. Available online at <https://ademos.people.uic.edu/Chapter23.html>
- Citron, F., **Abugaber, D.**, & Herbert, C. (2016). Approach and withdrawal tendencies during written word processing: Effects of task, emotional valence, and emotional arousal. *Frontiers in Psychology*, 6, article #1935.

Unpublished Work

- Abugaber, D. (**submitted**). Differences in implicit vs. explicit grammar processing as revealed by hierarchical Weibull modeling of reaction times. *Proceedings of the 42nd Annual Meeting of the Cognitive Science Society*. Toronto, CA.
- Morgan-Short, K., Finestrat, I., Luque, A., & **Abugaber, D. (resubmitted)**. Exploring new insights into explicit and implicit second language processing: Event-related potentials analyzed by source attribution. *Language Learning*.

Work in Progress

- Abugaber, D.**, Finestrat, I., Luque, A., & Morgan-Short, K. (manuscript in preparation). *Event-related potentials indicate a role for word frequency in L1 and L2 grammatical processing*.
- Morgan-Short, K., Faretta-Stutenberg, M., Tanner, D., & **Abugaber, D.** (manuscript in preparation). A study of the retest reliability of the N400 and P600 Event-Related Potential components. *Language, Cognition, and Neuroscience*.

Finestrat, I., **Abugaber, D.**, Luque, A., & Morgan-Short, K. (manuscript in preparation). *Do first language neural processes for morphosyntax transfer to the second language? Using event-related potentials to expand the evidence of cross-linguistic influence.*

Abugaber, D. & Erdely, E. (manuscript in preparation). *¿Es complicado o está complicado?: Empirically testing our intuitions about the use of Spanish ser vs. estar.*

PEER-REVIEWED CONFERENCE TALKS AND POSTERS

Talks

Abugaber, D. (submitted). *The challenges and affordances of autism in the second language classroom.* University of Illinois at Chicago Disability Studies Conference. Chicago, IL.

Abugaber, D., Gómez-Ivanov, M., & Bowman, R. (2019). *Listening strategies in heritage vs. second language learners.* Annual Meeting of the American Council on the Teaching of Foreign Languages 2019. Washington, D.C.

Abugaber, D., Batterink, L., & Morgan-Short, K. (2019). *Implicit learning in an artificial language: A replication and extension of Batterink et al. (2014).* Second Language Research Forum 2019. September 20-22. East Lansing, MI.

Abugaber, D. (2018). *Frequency and semantic prototypicality in L2 Spanish dative constructions: A corpus study.* Hispanic Linguistics Symposium 2018. October 25-27. Austin, TX.

Finestrat, I., Luque, A., **Abugaber, D.**, & Morgan-Short, K. (2018). *Native language processing as an individual difference explaining variability in L2 processing: An event-related potential study.* American Association for Applied Linguistics 2018. March 24-27. Chicago, IL.

Abugaber, D. (2017). *Face priming and bilingual lexical access.* 11th International Symposium on Bilingualism. June 11 -15. Limerick, Ireland.

Marsden, E., Morgan-Short, K., **Abugaber, D.**, & Thompson, S. (2017). *Replication in L2 research: A systematic scoping review and lessons for the field.* American Association for Applied Linguistics 2017. March 18-21. Portland, OR.

Posters

Abugaber, D., Morgan-Short, K., & Batterink, L. (upcoming). *Bias-corrected reaction time analyses corroborate findings of implicit grammar learning in an artificial language experiment.* 32nd Annual Convention of the Association for Psychological Science. Chicago, IL.

Finestrat, I., **Abugaber, D.**, Luque, A., & Morgan-Short, K. (2020). *Do first language neural processes for morphosyntax transfer to the second language? Using event-related potentials to expand the evidence of cross-linguistic influence.* 33rd CUNY Conference on Human Sentence Processing. Amherst, MA.

Abugaber, D. (2020). *Thinking (about grammar), fast and slow: Exploring per-learner variability via analysis methods from cognitive psychology.* 12th Annual Meeting of the Illinois Language and Linguistics Society. Champaign-Urbana, IL.

Morgan-Short, K., Luque, A., Finestrat, I., & **Abugaber, D.** (2019). *Exploring event-related potentials by subjective report as insight into explicit and implicit language grammatical knowledge.* Meeting of the Cognitive Neuroscience Society. March 23-26. San Francisco, CA.

Abugaber, D. (2018). *Frequency, academic list, and psycholinguistic indices as measures of lexical sophistication in a Spanish EFL corpus.* American Association for Applied Linguistics 2018. March 24-27. Chicago, IL.

Abugaber, D. (2018). *Face recognition and bilingual lexical access: Familiarized faces prime performance in a written language-selection task*. 40th Annual Meeting of the Cognitive Science Society 2018. July 25-28. Madison, WI.

Abugaber, D., Finestrat, I., Luque, A., & Morgan-Short, K. (2017). *Event-related potentials indicate a role for word frequency in L1 and L2 grammatical processing*. Meeting of the Society for the Neurobiology of Language. November 8-10. Baltimore, MD.

Abugaber, D. (2014). *Child language brokering in a New Jersey Hispanic community*. Great Lakes Expo for Experimental and Formal Undergraduate Linguistics. April 11. East Lansing, MI.

Abugaber, D. (2013). *“Puro “utz””: Spanish code-switching and borrowing in Ixil Mayan*. Great Lakes Expo for Experimental and Formal Undergraduate Linguistics. April 6. East Lansing, MI.

NON-PEER REVIEWED TALKS AND WORKSHOPS

Abugaber, D. (2020). *Do we learn grammar based on rules or on memories of specific words?* Paper presented at the In/Between multidisciplinary conference, University of Illinois at Chicago. February 21. Chicago, IL.

Abugaber, D. (2019). *Linking behavioral response times to EEG indices of explicit second language processing*. Paper presented at the 3rd Chicago Area Sentence Processing Meeting. June 21. Chicago, IL.

Abugaber, D. (2019). *Disentangling neural indices of implicit and explicit second language processing*. Invited talk, Intelligent Performance and Adaptation laboratory, Princeton University. June 4. Princeton, NJ.

Abugaber, D., Batterink, L., & Morgan-Short, K. (2019). *Implicit learning in an artificial language: A replication and extension of Batterink et al. (2014)*. Paper presented at the In/Between multidisciplinary conference, University of Illinois at Chicago. April 12. Chicago, IL.

Abugaber, D., Finestrat, I., Luque, A., & Morgan-Short, K. (2018). *Event-related potentials indicate a role for word frequency in L1 and L2 grammatical processing*. Paper presented at the 3rd Chicago Area Sentence Processing Meeting. June 15. Chicago, IL.

Abugaber, D. (2018). *Word collocations with hacer across dialects and generations of Chicago Spanish: A corpus study*. University of Illinois at Chicago Talks in Linguistics. May 4. Chicago, IL.

Abugaber, D. (2018). *Between-subjects, within-subjects, and mixed-design analyses of variance in R*. University of Illinois at Chicago Talks in Linguistics. April 13. Chicago, IL.

Abugaber, D. (2017). *Faces can orient individuals towards a particular language*. Illinois African American and Latino Diversity Dialogue and Research Forum. April 12. Chicago, IL.

Abugaber, D. (2014). *New experimental methods in language learning research*. Gates Cambridge Internal Research Symposium. November 7. Cambridge, UK. Available online at [goo.gl/7x2UEF](https://www.gatescambridge.org/7x2UEF)

Abugaber, D. (2013). *The psycholinguistics of grammatical gender in non-native Spanish*. Princeton University Tertulia Lingüística (Hispanic linguistics group). October 20. Princeton, NJ.

Abugaber, D. (2013). *Child language brokering in a New Jersey Hispanic community*. Princeton University Translation Lunch Series. March 4. Princeton, NJ.

OTHER RESEARCH EXPERIENCE

Language shift from Ixil Mayan to Spanish in a highland Guatemalan town May 2014
Undergraduate thesis based on summer research in rural Guatemalan town of Nebaj; involved interviews with local bilinguals, representatives from Mayan language organizations, teachers, translators, etc.

Stacey Sinclair Social Psychology Lab, Princeton, NJ Sept. 2012 - May 2013
Analyzed Excel data for study on roughly 500 New Jersey high school students' friendship networks

“Puro Ütz”: Spanish Code-switching and Borrowing in Ixil Mayan Nov. 2010
Independent research based on observations from summer 2010 internship in Guatemala and on subsequent analysis of an Ixil Mayan-Spanish dictionary

Nicole Shelton Social Psychology Lab, Princeton, NJ Oct. 2010 – May 2011
Ran social psychology experiments on ethnicity and impression formation for PhD. candidate

Language brokering in a New Jersey Hispanic community Dec. 2009
Designed, administered, and analyzed results of sociolinguistic survey about children who translate for their parents in the Hispanic immigrant community around Princeton, New Jersey

UNIVERSITY-LEVEL TEACHING

Elementary Italian II, U. of Illinois at Chicago (two weeks as substitute, one section)	Spring 2020
Introduction to Hispanic Linguistics, U. of Illinois at Chicago (Teaching Assistant)	Spring 2019
Elementary Spanish II, U. of Illinois at Chicago (Instructor of Record, three sections)	2017-2018
Spanish for Bilinguals I, U. of Illinois at Chicago (Instructor of Record, one section)	Fall 2018

OTHER TEACHING

International Language Academy, Ho Chi Minh City, Vietnam Oct. 2015 – May 2016
Taught English full-time at a Cambridge ESOL- and NEAS-certified language training center

Gyechang Elementary School, Changnyeong, South Korea Jan. – Aug. 2012
Taught English at a public elementary school in rural South Korea through the Teach and Learn in Korea government program while on a year off from college

EZLearn, Rio de Janeiro, Brazil June – Aug. 2011
Interned with an e-startup to help develop an online English-learning program for Brazilians; taught a hybrid online/offline English course in two public high schools in Rio de Janeiro using said program

Peer Tutoring Program, Princeton, NJ Oct. 2010 – May 2014
Tutored Princeton University students one-on-one for their Spanish and Portuguese language classes

OTHER WORK EXPERIENCE

Office of International Programs, Princeton, NJ April – May 2011
Created a promotional video for the study abroad and international internship programs at Princeton University; prepared and filmed interviews with fellow students and edited the footage into a video that was shown to incoming freshmen during the following university visit weekend

McGraw Center English Language Program, Princeton, NJ Feb. 2011 - May 2014
Helped international graduate students at Princeton practice English through weekly conversation sessions and evaluated their performance in oral proficiency tests

Fundación Centro de Servicios Cristianos, San Lucas, Guatemala July - Aug. 2010
Interned with a Guatemalan non-profit organization that works with indigenous subsistence farming communities; tasks included fundraising, promotional material design, video editing, website management, spreadsheet design, and training coworkers in use of office software

PROFESSIONAL DEVELOPMENT

Chicago Language Symposium. Yearly daylong second language pedagogy conference. April 2018, April 2019, April 2020. Chicago, IL.

Seminario para el desarrollo profesional de profesores de español, Instituto Cervantes de Chicago ‘Cervantes Institute of Chicago Professional Development Seminar for Spanish teachers.’ October 7, 2017. Cervantes Institute. Chicago, IL

The 21st Century Visual Learner: How to capture and engage their attention in your classes no matter what you teach. September 28 and October 12, 2018. University of Illinois at Chicago Graduate College.

Vision and purpose of the Spanish basic language program. Spring 2018. University of Illinois School of Literatures, Cultural Studies, and Linguistics.

MENTORING

Have served as graduate student mentor for (to date) twelve undergraduate research assistants in the Cognition of Second Language Acquisition laboratory at the University of Illinois at Chicago. Involves training and supervision for all stages of research (preparing stimuli, recruiting participants, running experiment sessions, processing data, analyzing results, writing research reports, etc.) as well as advising for funding applications, submission of research assignments, and general career decisions. Am currently advising Hannah Chaddah (Biology and Spanish major) for her Honors College capstone project *The role of personality in implicit second language learning*, which recently won 2nd place at the UIC School of Literatures, Cultural Studies, and Linguistics’ *In/Between* conference poster competition.

SERVICE

UIC Spanish for Professional Purposes Mentoring Network: co-organizer (2020-present)

UIC “Code and Coffee”: free stats/code tutoring in Spanish dept. (2020-present)

UIC Talks in Linguistics: organizing committee member (2017-2019)

UIC Weekly Spanish Conversation Hour: organizer (2017-2019)

UIC Bilingualism Forum: volunteer with preparation for and hosting of biennial graduate student-organized conference (2016, 2018, 2020)

VOLUNTEERING

Interpreting and translation, Chicago, IL Sept. 2016 – Present
Volunteer as a live and phone interpreter and as a document translator for *pro bono* legal associations, namely, the Heartland Alliance, the Legal Assistance Foundation, and Chicago Volunteer Legal Services

El Centro ESL, Trenton, NJ Sept. 2012 – May 2014
Taught English to Hispanic immigrants on a weekly basis as part of a student volunteer program

Princeton University Language Project, Princeton, NJ Feb. 2010 – May 2014
Spanish-language editor and translator for program that provides free translation services for non-profits

Princeton University Medical Center, Princeton, NJ Jan. 2010 – May 2014
Interpreted for Spanish monolingual patients at a local hospital every week on a volunteer basis

Pa’delante English Classes, Princeton, NJ Oct. 2009 – May 2011
Served as teacher and (starting in September 2010) as coordinator for a student volunteer ESL program; advertised the program to nearby Hispanic communities, designed lesson plans and other ESL materials, and recruited and oversaw a group of 18 regular student volunteers

LANGUAGES

Spanish (native): raised in bilingual Spanish-English household

English (native): raised in bilingual Spanish-English household

Brazilian Portuguese (native-like): advanced-level coursework as undergraduate; full-time use of Portuguese as working language over course of summer 2011 internship in Rio de Janeiro

German (advanced): equivalent of three semesters of coursework as undergraduate followed by summer study at Goethe Institute in Munich through immersive Princeton in Munich program

Italian (advanced): two semesters of elementary coursework as undergraduate; two semesters of advanced-level film and literature classes as graduate student at University of Illinois at Chicago

Korean (high-intermediate): two years of coursework as undergraduate; placed Level 4 of 6 on South Korean government's TOPIK proficiency exam in February 2017 and again in February 2018

Vietnamese (intermediate): six months of intensive study at Vietnam National University

French (intermediate): one-semester accelerated course as undergraduate; weekly practice through informal club meetings in Chicago

Russian (beginner): now in first-year course at University of Illinois at Chicago

Mandarin Chinese (beginner): now in first-year course at University of Illinois at Chicago

COMPUTER SKILLS

PsychoPy: Python-based program for running psychology experiments

R: open-source data analysis and visualization software

MATLAB: computation software used for EEG and reaction time analyses

Microsoft Office suite: fully proficient in Microsoft Word, Excel, and PowerPoint

SPSS: software for data analysis and statistics

GPower: software for performing statistical power analyses based on sample sizes and effect sizes

NBS Presentation: software for running psychology experiments