**Grant M. Berry**

Curriculum Vitae

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| Mendel Science Center G65-C  Villanova University  800 E. Lancaster Ave.  Villanova, PA 19085 | **Email:** grant.berry@villanova.edu  **Phone:** +1 (857) 762-4887  **Web:** https://grantberry.info |

**Interests:** Language Variation and Change, Phonology, Bilingualism, Cognitive Science, Machine Learning

**Academic Appointments**

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| **Assistant Professor of Spanish Linguistics**  Department of Spanish; Cognitive Sciences Faculty  Villanova University (Villanova, PA) | 2020-Present |
| **Director, Language Use and Variation (LUV) Lab**  Mendel Science Center G65-B (**Web**: https://luv-lab.info)  Villanova University (Villanova, PA) | 2020-Present |

**Other Appointments**

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| **Applied Scientist II** Amazon Prime Video (Remote); 0.2-0.5 FTE | 2021-Present |
| **Technical Program Manager, Data Quality**  Alexa Applied Modeling and Data Services; Amazon (Cambridge, MA) | 2019-2020 |
| **Language Engineer** Alexa Household Organization; Amazon Canada (Vancouver, BC) | 2018-2019 |

**Education and Training**

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| PhD | Dual title in Spanish and Language Science, The Pennsylvania State University  Dissertation: *Liminal voices, central constraints: Minority adoption of majority sound change* | 2018 |
| - | Visiting Scholar, University of Pennsylvania | 2017 |
| - | Visiting Scholar, Max Planck Institute for Psycholinguistics | 2015 |
| - | Linguistic Society of America Summer Institute, University of Chicago | 2015 |
| MA | Spanish, The Pennsylvania State University | 2014 |
| - | Fulbright Teaching Assistantship, Universidad Nacional de Río Cuarto, Argentina | 2011 |
| BA | Spanish, Truman State University | 2010 |
| BS | Mathematics, Truman State University | 2010 |

**Research Funding ≥ $1,000**

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| $1,000 | Villanova Match Research Program (Support for 1st-year Student RA) | 2022 |
| $3,250 | Small Research Grant, Villanova Institute for Research & Scholarship (VIRS) | 2021 |
| $15,107 | NSF Doctoral Dissertation Research Improvement Grant (#BCS1651061) | 2017 |
| $ 1,000 | Center for Global Studies Fellowship, Penn State University | 2017 |
| $ 2,000 | Superior Teaching and Research (STAR) Award, Penn State University | 2016 |
| $ 2,000 | RGSO Dissertation Award, Penn State University | 2015 |
| $ 2,950 | Superior Teaching and Research (STAR) Award, Penn State University | 2014 |
| $ 4,000 | Graduate Scholar Award, Penn State University | 2014 |
| $ 2,000 | Student Research Grant, Truman State University | 2009 |

**Peer-reviewed Publications** (\* denotes undergraduate student collaborators)

Stuff that’s in the Pipeline

**Berry, G.M.** (Submitted). Sex-differentiated strategies for stereotype avoidance: OH-Lowering in Philadelphia Puerto Rican English.

Winkler, D.\*, & **Berry, G.M.** (Still researching). The emergence of sociolinguistic attitudes in classroom language learners as a function of curriculum and exposure.

Patchell, A.\*, & **Berry, G.M.** (In Prep). Do Philly Puerto Ricans say *dat*? An acoustic analysis of TH-Stopping as a change in-progress.

**Berry, G.M.** (In Prep). Reactive control modulates the integration of segmentally constrained phonetic variation.

Published or Forthcoming

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| Requena, P.E., & **Berry, G.M.** (2021). Cross-linguistic influence in L1 processing of morphosyntactic variation: Evidence from L2 learners. *Applied Psycholinguistics, 42*(1), 153-180. doi:10.1017/S0142716420000685 |
| Ilola, I., Mikulski, A., Rodriguez-Padial., A., & **Berry, G.M.** (2019). Written feedback in Heritage Spanish classrooms: A national survey of students and educators. *Revista Española de Lingüística Aplicada* [Spanish Journal of Applied Linguistics], *32*(2), 543-572*.* doi: 10.1075/resla.18018.mik  **Berry, G.M.**, & Ernestus, M. (2018). Phonetic alignment in English as a *lingua franca*: Coming together while splitting apart. *Second Language Research*, *34*(3), 343-370. doi: 10.1177/0267658317737348 |
| Torres Cacoullos, R., & **Berry, G.M.** (2018). Sociolinguistic variation in US Spanish. In Potowski, K. (Ed.), *Handbook of Spanish as a Heritage/Minority Language*. Routledge, 254-268. |
| **Berry, G.M.** (2017). Structural autonomy and aspectual import: A new(er) Spanish Progressive. *Probus*, *29*(2), 205-232. doi: 10.1515/probus-2015-0001 |
| **Berry, G.M.** (2016). Processing linguistic variation through dual mechanisms of cognitive control. *Linguistics Vanguard*, *2*(s1). doi: 10.1515/lingvan-2016-0033 |

**Other Honors/Awards**

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| 2018 | Ray Lombra Award for Excellence in Research ($1,000) |
| 2017 | Humanities Initiative Dissertation Teaching Release, Penn State University |
| 2016 | Edwin Erle Sparks Fellowship, Penn State University College of the Liberal Arts |
| 2016 | NSF PIRE Travel Grant, Penn State University Center for Language Science |
| 2016 | Jesús Díaz Prize for Spanish, Penn State University Dep’t. of Spanish, Italian, and Portuguese |
| 2015 | NSF PIRE Graduate Fellowship, Penn State University Center for Language Science |
| 2015 | Linguistic Society of America Institute Fellowship |
| 2014 | Jesús Díaz Prize for Spanish, Penn State University Dep’t. of Spanish, Italian, and Portuguese |
| 2010 | Gabriela Mistral Award, Sigma Delta Pi Spanish Honor Society |
| 2010 | Senior Leadership Award, Truman State University |
| 2010 | Outstanding Spanish Student, Truman State University |
| 2009 | Student-initiated Course Grant, Truman State University ($1,000) |
| 2006 | Pershing Scholarship (Tuition, R&B, $4,000 Study Abroad Stipend), Truman State University |
| 2006 | Missouri Department of Higher Education Academic Scholarship ($8,000) |

**Invited Talks and Workshops**

1. AI and bias: Who’s to blame?  
   Villanova University; Charles Widger School of Law; 1 Jan, 2022
2. From the periphery to the forefront: Puerto Rican English and Philadelphia sound change

University of Pennsylvania Integrated Language Science & Technology Series; 16 Apr 2021

1. Legal applications of artificial intelligence for social justice

Villanova University; Charles Widger School of Law; 21 Jan, 2021

1. Visualizing linguistic data in R

Penn State University; Department of Spanish, Italian, and Portuguese; 23 Feb, 2018

1. On the cognitive processing strategies underlying the propagation of sound change

Penn State University; Center for Language Science Speaker Series; 12 Jan, 2018

1. Dimension reduction methods: Principal component analysis, factor analysis, and *k*-means clustering

Penn State University Department of Spanish, Italian, and Portuguese; 27 Nov, 2017

1. Best practices in data visualization: An introduction to the *ggplot2* package in *R*

University of Pittsburgh; Department of Linguistics; 10 Nov, 2017

1. Echoes from below: Minority adoption of majority sound change

University of Pittsburgh; Linguistics Colloquium Talk; 10 Nov, 2017

1. Cognitive control, phonological integration, and the propagation of sound change

* University of Pennsylvania; Common Grounds Speaker Series; 12 May, 2017

1. Shrinking down sound change: Cognitive control and phonological adaptation

Penn State University; Distinguished Language Science Colloquium; 14 April, 2017

1. Using OpenSesame for experiment building

University of Pennsylvania; Language Variation and Cognition Lab; 29 March, 2017

1. RE-assessment and RE-adjustment: Optimizing random effects in linear mixed effects models

Guest lecture in LING 660: Research Seminar in Sociolinguistics, University of Pennsylvania (Instructor: Meredith Tamminga). 20 March, 2017

1. Shifting leftward? Syllable duration and pitch anchoring in Central Argentine Spanish

Ohio State University; Hispanic Linguistics Colloquium; 17 Feb, 2017

1. Dual mechanisms of cognitive control and phonological adaptation

University of Pennsylvania; Language Variation and Cognition lab; 1 Feb, 2017

1. Phonetic alignment in English as a *lingua franca*: Effects of style, proficiency, and L1 influence

Penn State University; Center for Global Studies Brown Bag Lecture; 28 Sept, 2016

1. The long and short of it: How alignment and cognitive processing may influence sound change

Penn State University; Distinguished Language Science Colloquium; 22 April, 2016

1. When *habla* isn’t the same as *está hablando*: Grammaticalization of the Spanish Progressive

Truman State University; Sigma Delta Pi Distinguished Alumni Speaker Series; 7 April, 2016

1. How a Liberal Arts education prepared me for graduate school

Truman State University; Sigma Delta Pi Distinguished Alumni Speaker Series; 6 April, 2016

1. Phonetic alignment and style shifting in English as a *lingua franca*

Truman State University; Sigma Delta Pi Distinguished Alumni Speaker Series; 5 April, 2016

1. Using literature in the study of language change

Truman State University; Sigma Delta Pi Distinguished Alumni Speaker Series; 4 April, 2016

1. Coming together, splitting apart: Vocalic accommodation in EFL discourse

Radboud University Nijmegen; Centre for Language Studies; 15 Feb, 2016

1. Individual differences in the adoption of variable phonology: Preliminary findings

Max Planck Institute for Psycholinguistics; Sound Learning Lab; 13 Oct, 2015

1. Prosodic and social predictors of speech in central Argentina: The tonada cordobesa

Universiteit Leiden; Centre for Linguistics; 9 October, 2015

1. Transcribing in ELAN by Intonation Units

Penn State University; SPAN 597 Course (Functional Syntax); 26 March, 2015

1. PRAAT scripting workshop

University of British Columbia; Speech in Context Lab; 10 March, 2015

1. Data visualization in R using *ggplot2*

University of British Columbia; Speech in Context Lab; 9 March, 2015

**Peer-reviewed Conference Talks and Posters**

Papers/Talks

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| 1. **Berry, G.M.** (2022). Cognitive correlates of phonological adaptation: Reactive control predicts participation in simulated sound change. Annual Meeting of the Linguistic Society of America. Washington, D.C., 6-9 Jan. 2. Patchell, A.\*, & **Berry, G.M.** (2022). Do Philly Puerto Ricans say *dat*? An acoustic analysis of TH-Stopping as a change in-progress. Annual Meeting of the Linguistic Society of America. Washington, D.C., 6-9 Jan. 3. **Berry. G.M.** (2021). Cognitive processing strategy and the phonological integration of phonetic variation. New Ways of Analyzing Variation 49. University of Texas at Austin. 19-24 Oct. 4. Requena, P.E., & **Berry, G.M.** (2021). L2 learners’ processing of syntactic variation in the L1. Variation and Language Processing 5. University of Copenhagen. 25-27 Aug. 5. **Berry, G.M.** (2018). Minorities in the lead? Puerto Rican adoption of Philadelphia sound changes in-progress. New Ways of Analyzing Variation 47. New York University. 18-21 Oct. 6. **Berry, G.M.** (2018). Echoes from below: Puerto Rican adoption of Philadelphia sound changes in-progress. 9th Int’l Workshop on Spanish Sociolinguistics. Queens College. 4-7 April. 7. **Berry, G.M.**, & Ernestus, M.(2016). Alignment-induced phonological variation in non-native dialogue. New Ways of Analyzing Variation 45. Simon Fraser University. 3-6 Nov. 8. **Berry, G.M**. (2016). What Puerto Ricans can tell us about the actuation of sound change: Social and cognitive constraints on the adoption of changes-in-progress. 8th Int’l Workshop on Spanish Sociolinguistics. Universidad de Puerto Rico, Río Piedras. 13-16 April. 9. **Berry, G.M.** (2016). Proactive inhibitory control and the adoption of sound changes-in-progress. Sociolinguistic Variation and Language Processing. Virginia Tech. 31 March - 2 April. 10. Torres Cacoullos, R.,  **Berry, G.M.**, Champi, C., Perrotti, L., & Ramos, M. (2015). Expresión variable de los pronombres de sujeto: Diferencias entre *él* y *ella* [Variable expression of subject pronouns: Distinguishing *él* and *ella*]. X Congreso Internacional de la Historia de la Lengua Española [Tenth International Conference on the History of Spanish]. Universidad de Zaragoza. 7-11 Sept. 11. **Berry, G.M.**(2015). A quantitative account of the *tonada cordobesa*: The contribution of pitch, duration, and style in production. Ohio State Congress on Hispanic and Lusophone Linguistics. Ohio State University. 10-11 April. 12. Torres Cacoullos, R.,  **Berry, G.M.**, Champi, C., Perrotti, L., & Ramos, M. (2014). Early conditioning of Spanish variable subject expression. New Ways of Analyzing Variation 43. Chicago. 23-26 Oct. 13. **Berry, G.M**. (2014). Transcribing the 'tune': Prosodic and sociolinguistic properties of the *tonada cordobesa*. First Symposium on Tone and Intonation in the Spanish-Speaking World. University of Massachusetts, Amherst. 10-11 Oct. 14. **Berry, G.M**. (2014). Concretization of a construction: Conditioning the Progressive in 20th-century Spain. Georgetown University Roundtable on Languages and Linguistics. Georgetown. 13-16 March. 15. **Berry, G.M**. (2014). Ghosts in the bilingual machine: The role of language experience in CC resolution strategies for Spanish-English bilinguals. Current Approaches to Spanish and Portuguese Second Language Phonology. Georgetown University. 13-16 March. |

Posters

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| 1. Requena, P. E. & **Berry, G. M.** (2021). L2 learners’ processing of syntactic variation in the L1. Paper to be presented online at the 5th Variation and Language Processing Conference (VALP5). Copenhagen, Denmark. 25-27 Aug. 2. **Berry, G.M.** (2018). Cognitive processing strategy and the phonological integration of phonetic variation. 16th meeting of the Association for Laboratory Phonology (LabPhon 16). Lisbon. 19-22 June. 3. **Berry, G.M**. (2017). Dual mechanisms of cognitive control modulate the integration of phonological variation. 4th Workshop on Sound Change. Edinburgh. 20-22 April. |
| 1. Requena, P.E., & **Berry, G.M**. (2017). A bilingual advantage in processing variation: Evidence for shared morphosyntactic representations. Symposium on Bilingualism in the Hispanic and Lusophone World (BHL). Florida State University. 27-29 Jan. |
| 1. **Berry, G.M.**, & Ernesus, M. (2016). Phonetic alignment in English as a lingua franca. 15th Meeting of the Association for Laboratory Phonology (LabPhon 15). Cornell. 13-16 July. |
| 1. Gullifer, J.W.,  **Berry, G.M.**,  Navarro-Torres, C., Kroll, J.F., & Dussias, P.E. (2016). What about the syntax? Bilingual word recognition in sentence context. International Meeting of the Psychonomic Society. Granada, Spain. 5-8 May. |
| 1. **Berry, G.M.**, & Benevento, N. (2016). Contact on a different time scale: Phonetic variation in a longstanding contact variety. Annual Meeting of the Linguistic Society of America. Washington, D.C. 7-10 Jan. |
| 1. **Berry, G.M.**, & Torres Cacoullos, R. (2015). Inferring the social from the linguistic: Clustering and stratification in NM Spanish. Linguistic Society of America Institute. University of Chicago. 14 July. |
| 1. Gullifer, J.W.,  Kroll, J.F.,  Dussias, P.E.,  Navarro-Torres, C., & **Berry, G.M**. (2015). Using syntactic priming to identify cross-language constraints in bilingual language processing. International Symposium on Bilingualism. Rutgers University. 20-24 May. |
| 1. **Berry, G.M.** (2014). Alternating aspect: Conditioning the Progressive in 20th-century Spain. 7th Int’l Workshop on Spanish Sociolinguistics. University of Wisconsin. 3-5 April. |
| 1. Beatty-Martínez, A., **Berry, G.M.**, & Platz, R. (2014). Contrasts in code-switches at the Determiner Phrase. 7th Int’l Workshop on Spanish Sociolinguistics. University of Wisconsin. 3-5 April. |

**Teaching** (\*Indicates course design and instruction)

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| **Villanova University** | |  |
| Introduction to Translation (SPA 3200)\* | | Spring 2022 |
| Sounds of Spanish (SPA 2124)\* | | Spring 2021 |
| Bilingualism (CGS 4000/PSY 8900) \* | | Spring 2021; Spring 2022 |
| Advanced Grammar (SPA 1138) \* | | Spring 2021 |
| Linguistics as a Cognitive Science (CGS 5990) \* | | Fall 2020, 2021 |
| Introduction to Spanish Linguistics (SPA 3214) \* | | Fall 2020, 2021; Summer 2021 |
| **Penn State University** | |  |
| Sociolinguistic Variation in US Spanish (SPAN 497)\* | Spring 2018 |
| The Evolution of Spanish (SPAN 418)\* | Fall 2017 |
| Elementary Intensive Spanish (SPAN 002/052) | Summer 2017 |
| Elementary Spanish 2 (SPAN 002) | Spring 2013; Fall 2016 |
| Translation (SPAN 412)\* | Summer 2016 |
| Intermediate Intensive Spanish (SPAN 003/053) | Summer 2016 |
| Introduction to Spanish Linguistics (SPAN 215; as TA) | Spring 2015 |
| Intermediate Spanish 3 (SPAN 003) | Fall 2014 |
| Advanced Oral Expression and Communication (SPAN 410)\*  Spanish Phonology (SPAN 414)\* | Summer 2014  Fall 2013 |
| Introductory Intensive Spanish (SPAN 001/051) | Summer 2013, 2015 |

**Student Advising**

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| **Villanova University** | |  | | |  |  |
| Student Name | | Program | Relationship | | Years (Inclusive) |
| Sophia Gunderson | | Arts | Match Fellowship | | 2022-Present |
| Jake Caselli | | Sciences | Match Fellowship | | 2022-Present |
| Eleanore Woodruff | | Economics | Independent Research | | 2021-Present |
| Louis Pitingolo | | Computing Science | Independent Research | | 2021-Present |
| Chiara Rego | | Cognitive Science | Independent Research | | 2021-Present |
| Olivia Tigri | | Cognitive Sci/Spanish | Independent Research | | 2021-Present |
| Christian Schaffer | | Spanish | Independent Research | | 2021-Present |
| Serena Matos | | Spanish | Independent Research | | 2021-Present |
| Samantha Mills | | Cognitive Science | Independent Research | | 2021-2021 |
| Xin (Sophia) Tong | | Computing Science | Independent Research | | 2021-2021 |
| Siyu Lin | | Cognitive Science | MS Thesis Committee | | 2020-2021 |
| Abigail Patchell | | Cognitive Science | Independent Research | | 2020-Present |
| Daniel Winkler | | Criminology/Spanish | Independent Research | | 2020-Present |

**Service to the Profession**

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| **Peer Review** | Languages; Language Dynamics and Change; Foreign Language Annals; Bilingualism: Language and Cognition; Attention, Perception, and Psychophysics; Laboratory Phonology; Frontiers: The Journal for Study Abroad; Language Variation and Change; Georgetown University Round Table 2022 |
| **Grants** | National Science Foundation Graduate Research Fellowship Program |
| **Institutional Service** | **Villanova University**  Job Search Committee; RLL Website Committee; Cognitive Science Faculty Committee; RLL Diversity and Inclusion Committee; RLL Assessment Committee; Language Science Program Curriculum Design; Mid-term RLL Student Satisfaction Survey  **The Pennsylvania State University**  Curriculum Restructuring Consultant; Graduate Student Organization Executive Board (President; Secretary; Int’l Programs Liason); PSUxLing Conference Organizing Committee (Founding Member); Six-year Review Data Analyst; Recruitment Committee; Bilingualism Matters! Newsletter Editor and Bilectalism Outreach Group member |

**Outreach**

1. Expert Wordle Tips from Villanova Linguist Dr. Grant Berry | KYW News Radio
   * *https://www.audacy.com/kywnewsradio/podcasts/kyw-newsradio-in-depth-229/expert-wordle-tips-from-villanova-linguist-dr-grant-berry-1229772089*
2. So Does Elmo Have a Philly Accent? We Asked an Expert | *Philadelphia Magazine*
   * *https://www.phillymag.com/news/2022/01/21/elmo-philadelphia-accent/*
3. Wordle: How to play (and win) like a linguist | *Villanova Experts on the News*
   * *https://www1.villanova.edu/university/experts/spotlight-detail.html?spotlight=8313*
4. Philly Accent: There’s a lot youse don’t know | *Philadelphia Inquirer and Daily News*
   * *https://www.inquirer.com/news/philadelphia/philly-accent-philadelphia-english-words-20190215.html*
5. Newsletter contributor/editor | Bilingualism Matters! @ Penn State University
   * Summer/Fall 2018 letter from the Editors | *https://sites.psu.edu/bilingualismmatters*
   * Vowels and language variation | *http://sites.psu.edu/bilingualismmatters/a-e-i-o-u-and-sometimes-y*

**Membership in Academic Organizations**

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| Acoustical Society of America; Association for Laboratory Phonology; Linguistic Society of America; Phi Beta Kappa; Phi Kappa Phi |

**Technology & Software Proficiency**

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| Acoustic Analysis/Transcription  Statistical Packages  Experimental Implementation Markup Languages/Style/Programming | PRAAT, ELAN, Audacity; FAVE  R, SPSS, Goldvarb; Matlab  OpenSesame, E-Prime, Mechanical Turk  CSS, PRAAT; Git; Bash/Z-Shell; Python; R; Julia |

**Language Proficiency**

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| English | Native |
| Spanish | Near-native (C.E.L.U-Avanzado, muy bien) |
| Classical Latin | Intermediate (reading comprehension) |
| Modern Standard Arabic | Elementary |