

JOSEPH V. CASILLAS, Ph.D.

Rutgers University
Academic Building-CAC
15 Seminary place
New Brunswick, NJ 08901

 Faculty page
 (848) 932-6930
 joseph.casillas@rutgers.edu
 www.jvcasillas.com

Google scholar: 
ResearchGate: R⁶
@jvcasillas 
@jvcasill 

Appointments

- 2023 – Present Undergraduate Program Director, Rutgers University, New Brunswick
Department of Spanish and Portuguese
- 2022 – Present Associate Professor, Rutgers University, New Brunswick
Bilingualism & Second Language Acquisition, Department of Spanish and Portuguese
Associate Faculty member, Department of Linguistics
- 2016 – 2022 Assistant Professor, Rutgers University, New Brunswick
Bilingualism & Second Language Acquisition, Department of Spanish and Portuguese
Associate Faculty member, Department of Linguistics
- 2013 – Present Visiting Faculty Member, Middlebury College
Language Schools – School of Spanish
- 2010 – 2016 Graduate Associate, University of Arizona
Teaching – Department of Spanish and Portuguese
Instructional Technology – College of Humanities Instructional Computing

Education

- 2016 Ph.D., Spanish Linguistics, University of Arizona, Tucson, AZ
Minor: Second Language Acquisition and Teaching
Dissertation: *Longitudinal development of fine-phonetic detail in late learners of Spanish*
Director: Dr. Miquel Simonet
- 2012 M.A., Spanish Linguistics, University of Arizona, Tucson, AZ
Thesis: *Production, perception and processing of English-specific vowel contrasts by early Spanish-English bilinguals*
Director: Dr. Miquel Simonet
- 2009 M.A., Spanish Philology, Middlebury College, Middlebury, VT
Area: Linguistics
- 2006 B.A., Psychology, Western Washington University, Bellingham, WA

Publications

Journal Articles

Bochynska, A., Keeble, L., Halfacre, C., **Casillas, J. V.**, Champagne, I.-A., Chen, K., Röthlisberger, M., Buchanan, E. M., and Roettger, T. B. (In press). Reproducible research practices and transparency across Linguistics. *Glossa Psycholinguistics*.

Lozano-Argüelles, C., Sagarra, N., and **Casillas, J. V.** (In press). Unraveling the complexities of L2 lexical stress: L1 transfer, L2 proficiency, and L2 exposure. *Language Learning*.

Sagarra, N. and **Casillas, J. V.** (2023). Practice beats age: Co-activation shapes heritage speakers' lexical access more than age of onset. *Frontiers in Psychology*, 14:1–18.

Lozano-Argüelles, C., Sagarra, N., and **Casillas, J. V.** (2023). Interpreting experience and working memory effects on L1 and L2 morphological prediction. *Frontiers in Language Sciences*, 1:1–16.

Coretta, S., **Casillas, J. V.**, Roessig, S., Franke, M., Ahn, B., Al-Hoorie, A. H., Al-Tamimi, J., Alotaibi, N. E., AlShakhori, M. K., Altmiller, R. M., Arantes, P., Athanasopoulou, A., Baese-Berk, M. M., Bailey, G., Sangma, C. B. A., Beier, E. J., Benavides, G. M., Benker, N., Benson-Meyer, E. P., Benway, N. R., Berry, G. M., Bing, L., Bjorndahl, C., Bolyanatz, M., Braver, A., Brown, V. A., Brown, A. M., Brugos, A., Buchanan, E. M., Butlin, T., Buxó-Lugo, A., Caillol, C., Cangemi, F., Carignan, C., Carraturo, S., Caudrelier, T., Chodroff, E., Cohn, M., Cronenberg, J., Crouzet, O., Dagar, E. L., Dawson, C., Diantoro, C. A., Dokovova, M., Drake, S., Du, F., Dubuis, M., Duême, F., Durward, M., Egurtzegi, A., Elsherif, M. M., Esser, J., Ferragne, E., Ferreira, F., Fink, L. K., Finley, S., Foster, K., Foulkes, P., Franzke, R., Frazer-McKee, G., Fromont, R., García, C., Geller, J., Grasso, C. L., Greca, P., Grice, M., Grose-Hodge, M. S., Gully, A. J., Halfacre, C., Hauser, I., Hay, J., Haywood, R., Hellmuth, S., Hilger, A. I., Holliday, N., Hoogland, D., Huang, Y., Hughes, V., Isasa, A. I., Ilchovska, Z. G., Jeon, H.-S., Jones, J., Junges, M. N., Kaefer, S., Kaland, C., Kelley, M. C., Kelly, N. E., Kettig, T., Khat-tab, G., Koolen, R., Krahmer, E., Krajewska, D., Krug, A., Kumar, A. A., Lander, A., Lentz, T. O., Li, W., Li, Y., Lialiou, M., Ronaldo M. Lima, J., Lo, J. J. H., Otero, J. C. L., Mackay, B., MacLeod, B., Mallard, M., McConnellogue, C.-A. M., Moroz, G., Murali, M., Nalborczyk, L., Nenadić, F., Nieder, J., Nikolić, D., Nogueira, F. G. S., Offerman, H. M., Passoni, E., Péliissier, M., Perry, S. J., Pfiffner, A. M., Proctor, M., Rhodes, R., Rodríguez, N., Roepke, E., Röer, J. P., Sbacco, L., Scarborough, R., Schaeffler, F., Schleef, E., Schmitz, D., Shiryaev, A., Sóskuthy, M., Spaniol, M., Stanley, J. A., Strickler, A., Tavano, A., Tomaschek, F., Tucker, B. V., Turnbull, R., Ugwuanyi, K. O., Urrestarazu-Porta, I., van de Vijver, R., Engen, K. J. V., van Miltenburg, E., Wang, B. X., Warner, N., Wehrle, S., Westerbeek, H., Wiener, S., Winters, S., Wong, S. G.-J., Wood, A., Wottawa, J., Xu, C., Zárate-Sández, G., Zellou, G., Zhang, C., Zhu, J., and Roettger, T. B. (2023). Multidimensional signals and analytic flexibility: Estimating degrees of freedom in human-speech analyses. *Advances in Methods and Practices in Psychological Science*, 6(3):1–29.

Casillas, J. V., Garrido-Pozú, J. J., Parrish, K., Fernández Arroyo, L., Rodríguez, N., Esposito, R., Chang, I., Gómez, K., Constantin-Dureci, G., Shao, J., Andreu Rascón, I., and Taveras, K. (2023). Using intonation to disambiguate meaning: The role of empathy and proficiency in L2 perceptual development. *Applied Psycholinguistics*, 44(5):913–940.

Carignan, C., **Casillas, J. V.**, Chodroff, E., and Zellou, G. (2022). Editorial: Fuzzy boundaries: Ambiguity in speech production and comprehension. *Frontiers in Communication*, 7:1–3.

- Jiménez-Crespo, M. and **Casillas, J. V.** (2021). Literal is not always easier: Literal and default translation, post-editing effort, and comparable corpora. *Translation, Cognition & Behavior*, 4(1):98–123.
- Casillas, J. V.** (2021b). Interlingual interactions elicit performance mismatches not “compromise” categories in early bilinguals: Evidence from meta-analysis and coronal stops. *Languages*, 6(9):1–20.
- Lozano-Argüelles, C., Arroyo, L. F., Rodríguez, N., Durand, E., Pozú, J. J. G., Rojas, J. M., Varela, J., de Rocafiguera, N., and **Casillas, J. V.** (2021). Conceptually cued perceptual categorization in adult L2 learners. *Studies in Second Language Acquisition*, 43(1):204–219.
- Casillas, J. V.** (2020c). The longitudinal development of fine-phonetic detail: Stop production in a domestic immersion program. *Language Learning*, 70(3):768–806.
- Casillas, J. V.** (2020d). Phonetic category formation is perceptually driven during the early stages of adult L2 development. *Language and Speech*, 63(3):550–581.
- Lozano-Argüelles, C., Sagarra, N., and **Casillas, J. V.** (2020). Slowly but surely: Interpreting facilitates L2 morphological anticipation based on suprasegmental and segmental information. *Bilingualism: Language and Cognition*, 23(4):752–762.
- Casillas, J. V.** and Simonet, M. (2018). Perceptual categorization and bilingual language modes: Assessing the double phonemic boundary in early and late bilinguals. *Journal of Phonetics*, 71:51–64.
- Sagarra, N. and **Casillas, J. V.** (2018b). Suprasegmental information cues morphological anticipation during L1/L2 lexical access. *Journal of Second Language Studies*, 1(1):31–59.
- Bessett, R. M., **Casillas, J. V.**, and Ramírez Martínez, M. (2017). Language choice and accommodation: Casual encounters in San Ysidro and Nogales. *Spanish in Context*, 14(1):78–98.
- Llompart, M. and **Casillas, J. V.** (2016). Lexically driven selective adaptation by ambiguous auditory stimuli occurs after limited exposure to adaptors. *Journal of the Acoustical Society of America*, 139(5):EL172–EL177.
- Casillas, J. V.** and Simonet, M. (2016). Production and perception of the English /æ/-/ɑ/ contrast in switched-dominance speakers. *Second Language Research*, 32(2):171–195.
- Casillas, J. V.** (2015c). Production and perception of the /i/-/ɪ/ vowel contrast: The case of L2-dominant early learners of English. *Phonetica*, 72(2-3):182–205.

Selected Proceedings and Electronic Publications

Casillas, J. V. (2019b). Semantic processing triggers cross-linguistic interference during early phonetic category development. In Proceedings of the 19th International Congress of Phonetic Sciences, Melbourne, Australia 2019 (pp. 3348-3352), ISBN: 978-0-646-80069-1.

Casillas, J. V., Díaz, Y., and Simonet, M. (2015b). Acoustics of Spanish and English coronal stops. In Proceedings of the 18th International Congress of Phonetic Sciences, University of Glasgow: Glasgow. <http://www.icphs2015.info>, ISSN: 241-0669.

Simonet, M., **Casillas, J. V.,** and Díaz, Y. (2014b). The effects of stress/accent on VOT depend on language (English, Spanish), consonant (/d/, /t/) and linguistic experience (monolinguals, bilinguals). In Speech Prosody 7 - Proceedings of the 7th international conference on Speech Prosody: Social and Linguistic Speech Prosody, Trinity College, Dublin. speech-prosody2014.org, ISSN: 2333-2042.

Casillas, J. V. and Bessett, R. M. (2013). Cuadro de los rasgos distintivos y los alófonos del español [table]. In Cedenño, R. A. N., Colina, S., and Bradley, T. G., editors, *Fonología generativa contemporánea de la lengua española*. Georgetown University Press. Available: https://github.com/jvcasill/rasgos_distintivos.

Casillas, J. V. (2013b). La fricativización del africado /tʃ/: actitudes lingüísticas cerca de la frontera. In Selected Proceedings of the 6th Workshop on Spanish Sociolinguistics, ed. Ana M. Carvalho and Sara Beaudrie, 177-188, Somerville, MA: Cascadia Proceedings Project. www.lingref.com, document #2867.

Casillas, J. V. (2012a). La fricativización del africado /tʃ/ en el habla de las mujeres del sur de Arizona. *Divergencias: Revista de estudios lingüísticos y literarios*, 10(1):56-70.

Casillas, J. V. (2010). La vibrante múltiple intervocálica: los ejercicios de canto como ayuda a su pronunciación en español. *La Gaceta Hispánica de Madrid*, VIII.

Casillas, J. V. (2009). El uso de los refranes en El Quijote. *La Gaceta Hispánica de Madrid*, VIII.

Book Reviews

Casillas, J. V. (2017j). Review of Lacorte, Manel. 2014. The Routledge Handbook of Hispanic Applied Linguistics. New York: Routledge. *Infoling*, 2(43).

Manuscripts Under Review

Colina, S. and **Casillas, J. V.** (Under review). *Variation in syllabification: Onglides in Sonoran Spanish*.

Andreu Rascón, I. and **Casillas, J. V.** (Under review). *From Eyes to Ears: How Spanish Vowels Influence English Language Proficiency*.

Manuscripts in Preparation

Garrido Pozú, J. and **Casillas, J. V.** (in preparation). Assessing language proficiency via vocabulary size.

Coretta, S. and **Casillas, J. V.** (in preparation). Generalized Additive Models for bilingual speech data.

Rodríguez, N. and **Casillas, J. V.** (in preparation a). A cross-sectional look at the production of lexical stress in Spanish-English early bilingual children.

Rodríguez, N. and **Casillas, J. V.** (in preparation b). The perception of lexical stress in early heritage bilinguals.

Rodríguez, N. and **Casillas, J. V.** (in preparation c). Perceptual gains via instructional games: An examination of perception and production of lexical stress in heritage bilingual children.

Casillas, J. V. (in preparation a). Bayesian statistics in Applied Linguistics. *The Encyclopedia of Applied Linguistics, 2nd Edition*.


Casillas, J. V., Simonet, M., and Aldrich, A. (in preparation). Production of coronal stops in English and Spanish.


Casillas, J. V. (in preparation c). Semantic processing affects L2 stop production in late learners.


Casillas, J. V. (in preparation b). L1/L2 cue-weighting strategies in the perception of lexical stress.


Software

R packages

Casillas, J. V. (2023b). rult: A simple interface to download RU lexTALE data.
R package: jvcasillas.com/rult 


Casillas, J. V. (2022). worldlanguages: Data sets about the world's languages.
R package: jvcasillas.com/worldlanguages 

Casillas, J. V. (2021a). ds4ling: Course package compliment for Data Science for Linguists.
R package: jvcasillas.com/ds4ling 


Casillas, J. V. (2020b). contributoR: Visualizing and documenting scholarly contributions.
R package: jvcasillas.com/contributoR 


Casillas, J. V. (2018a). academicWriteR: Helper functions for academic writing/organization.
R package: jvcasillas.com/academicWriteR 


Casillas, J. V. (2018k). untidydata: Untidy datasets for teaching the tidyverse.
R package: jvcasillas.com/untidydata 


Casillas, J. V. (2017g). lingStuff: Tools and gems for linguistics related research.
R package: jvcasillas.com/lingStuff 


Web applications


Casillas, J. V. (2023a). MSA web application for Coretta, Casillas, and Roettger, et al. (2023).
Shiny web application: jvcasillas.shinyapps.io/shiny_msa/ 


Casillas, J. V. (2021d). Parameter space: Visual mapping of data to parameters in LearnB4SS.
Shiny web application: jvcasillas.shinyapps.io/shiny_parameter_space/ 


Casillas, J. V. (2018f). Data science for linguists: R tutorial.
Shiny web application: jvcasillas.shinyapps.io/r_for_linguists/ 


Casillas, J. V. (2018c). Data science for linguists: Central Limit Theorem.
Shiny web application: jvcasillas.shinyapps.io/shiny_clt/ 

Casillas, J. V. (2018b). Data science for linguists: Bivariate linear regression.
Shiny web application: jvcasillas.shinyapps.io/shiny_bivariate_regression 


Casillas, J. V. (2018g). Data science for linguists: The generalized linear model.
Shiny web application: jvcasillas.shinyapps.io/shiny_glm 


Casillas, J. V. (2018d). Data science for linguists: Perceptual boundary crossover calculator.
Shiny web application: jvcasillas.shinyapps.io/shiny_crossOver 

Casillas, J. V. (2018e). Data science for linguists: Power and sample size calculator.
Shiny web application: jvcasillas.shinyapps.io/shiny_power 

Casillas, J. V. (2017e). Distinctive features: Allophones of Spanish.
Shiny web application: jvcasillas.shinyapps.io/shiny_distinctiveFeatures/ 

Miscellaneous

Casillas, J. V. (2017i). R-snippets: Sublime text snippets to facilitate programming in R.
Application plugin: <https://packagecontrol.io/packages/R-snippets> 

Casillas, J. V. (2017a). \LaTeX -IPA: Sublmetext snippets for typesetting IPA characters.
Application plugin: <https://packagecontrol.io/packages/LaTeX-IPA> 

Presentations

Conference Presentations

Sagarra, N. and **Casillas, J. V.** (2021). The effects of prosody, proficiency and working memory on L2 lexical prediction. EuroSLA, Online. Universitat de Barcelona, Spain.

Lozano-Argüelles, C., Sagarra, N., and **Casillas, J. V.** (2021). The role of working memory during L2 prediction of morphology: Evidence from professional interpreters. 3rd International Symposium on Bilingual and L2 Processing in Adults and Children (ISBPAC 2021). Online.

Rodríguez, N., Lozano-Argüelles, C., Arroyo, L. F., Durand, E., Pozu, J. J. G., Rojas, J. M., Varela, J., de Rocafiguera, N., and **Casillas, J. V.** (2020). If you can believe it you can perceive it: Conceptually cueing the double phonemic boundary effect in late bilinguals. Current Approaches to Spanish and Portuguese Second Language Phonology (CASPSLaP). San José State University, San José, CA.

Wiseman, A. M., **Casillas, J. V.**, Lacorte, M., and Lara, A. C. (2020). How do you pull off all that intercultural stuff at home? Enhancing intercultural development in the L2 classroom in a domestic immersion environment. Workshop on Intercultural Skills Enhancement (WISE) Conference. Wake Forest University, Winston-Salem, NC.

Lozano-Argüelles, C., Arroyo, L. F., Rodríguez, N., Durand, E., Pozu, J. J. G., Rojas, J. M., Varela, J., de Rocafiguera, N., and **Casillas, J. V.** (2019a). Conceptually cued perceptual categorization in late bilinguals. Hispanic Linguistics Symposium. University of Texas at El Paso, El Paso, TX.

Lozano-Argüelles, C., Sagarra, N., and **Casillas, J. V.** (2019b). Predicting the end: monolinguals, L2 learners and interpreters' use of prosody to predict word endings. Hispanic Linguistics Symposium. University of Texas at El Paso, El Paso, TX.

Simonet, M. and **Casillas, J. V.** (2019). Perceptual normalization in bilinguals and second language learner. Coloquio del Laboratorio de Adquisición del Lenguaje. Valladolid, Spain: Universidad de Valladolid, Department of English Studies.

Colina, S., **Casillas, J. V.**, and Díaz, Y. (2018). Syllabic affiliation of prevocalic glides in Sonoran Spanish: Dialectal variation in syllabic affiliation. Hispanic Linguistics Symposium. University of Texas at Austin, Austin, TX.

- Lozano-Argüelles, C., Sagarra, N., and **Casillas, J. V.** (2018d). The use of lexical stress and vowel duration for morphological anticipation in L2 learners of Spanish. Hispanic Linguistics Symposium. University of Texas at Austin, Austin, TX.
- Lozano-Argüelles, C., Sagarra, N., and **Casillas, J. V.** (2018c). The time-course of verbal morphology anticipation: When interpreting experience makes a difference. International Symposium on Bilingual and L2 Processing in Adults and Children (ISBPAC). Universität Branschweig, Germany.
- Lozano-Argüelles, C., Sagarra, N., and **Casillas, J. V.** (2017b). Practice makes perfect. L2 morphological anticipation in simultaneous interpreters. International Symposium on Bilingualism. University of Limerick, Ireland.
- Lozano-Argüelles, C., Sagarra, N., and **Casillas, J. V.** (2017c). The role of stress in morphological anticipation: Evidence from interpreters. Hispanic Linguistics Symposium. Texas Tech University, Lubbock, TX.
- Sagarra, N., **Casillas, J. V.**, and Rodríguez, N. (2017c). The use of stress in lexical access in early and late bilinguals. Hispanic Linguistics Symposium. Texas Tech University, Lubbock, TX.
- Lozano-Argüelles, C., Sagarra, N., and **Casillas, J. V.** (2017a). Anticipatory eye-movements in morphological prediction: Evidence from interpreters and bilinguals. Second Language Research Forum. The Ohio State University.
- Sagarra, N. and **Casillas, J. V.** (2017). Lexical stress predicts L1 and L2 morphosyntactic processing. 47th Linguistics Symposium on Romance Languages. University of Delaware, Newark, DE.
- Casillas, J. V.** (2017h). The longitudinal development of fine-phonetic detail: Production and perception of spanish stops in a stateside immersion context. 47th Linguistics Symposium on Romance Languages. University of Delaware, Newark, DE.
- Casillas, J. V.** (2017c). Coronal stop production in Spanish heritage speakers. 4th National Symposium on Spanish as a Heritage Language. University of California at Irvine, Irvine, CA.
- Casillas, J. V.** (2016). Learning to hear fine-phonetic detail: Longitudinal development of language-specific speech perception in adults. Hispanic Linguistic Symposium. Georgetown University, Washington D.C.
- Simonet, M., **Casillas, J. V.**, and Osborne, D. (2016a). Second language acquisition and the double perceptual boundary effect. Sound to Word in Bilingual and Second Language Speech Perception. University of Iowa, Iowa City, Iowa.

- Simonet, M., **Casillas, J. V.**, and Osborne, D. (2016b). Second language acquisition and the double perceptual boundary effect. Colloquium of the Institute for Phonetics and Speech Processing. Ludwig-Maximilian University of Munich, Munich, Germany.
- Simonet, M., **Casillas, J. V.**, and Osborne, D. (2016c). Second language acquisition and the double perceptual boundary effect. Colloquium of the Second Language Acquisition and Teaching Program. University of Arizona, Tucson, Arizona.
- Casillas, J. V.**, Díaz, Y., and Simonet, M. (2015a). Acoustics of coronal stops in Spanish-English bilingual speech. Hispanic Linguistics Symposium. University of Illinois at Urbana-Champaign, Urbana, IL.
- Bessett, R. M., **Casillas, J. V.**, and Martínez, M. R. (2014). Language choice and accommodation: Casual encounters along the U.S. border. 7th Workshop on Spanish Sociolinguistics. University of Wisconsin-Madison, Madison, WI.
- Casillas, J. V.** (2013d). Perception of English /i/-/ɪ/ tense/lax vowel contrast by early learners of English. Second Language Research Forum. Brigham Young University. Provo, Utah.
- Casillas, J. V.** (2013a). English-dominant early Spanish-English bilinguals production and perception of English tense lax vowel contrasts. Phonetics and Phonology in Iberia. Universidade de Lisboa, Lisbon. Portugal.
- Casillas, J. V.** (2013c). La fricativización del africado /tʃ/: actitudes lingüísticas cerca de la frontera. In Selected Proceedings of the 6th Workshop on Spanish Sociolinguistics., Somerville, MA: Cascadia Proceedings Project. www.lingref.com.
- Casillas, J. V.** (2012b). Los piojos, las pulgas y el canto... ¡oh my! una segunda mirada a la teoría de dunbar, el cotilleo y el papel de la música en la evolución del lenguaje. 22nd Annual Symposium on Hispanic and Luso-Brazilian Literature, Language and Culture.
- Casillas, J. V.** (2011a). Going mental with vocabulary: the use of idevice applications in the classroom. Spanish Heritage Language Program Share Day.
- Casillas, J. V.** (2011b). La fricativización del africado /tʃ/ en el habla de las mujeres del sur de arizona. 21st Annual Symposium on Hispanic and Luso-Brazilian Literature.

Poster Presentations

- Casillas, J. V.** (2019c). Semantic processing triggers cross-linguistic interference during early phonetic category development. The 19th International Congress of Phonetic Sciences (ICPhS). Melbourne, Australia.

Lozano-Argüelles, C., Sagarra, N., and **Casillas, J. V.** (2018a). Anticipación de morfología en hablantes de español como L2. II Congreso para profesionales de la educación bilingüe. Madrid, Spain.

Sagarra, N. and **Casillas, J. V.** (2018a). Prosodic cues facilitate morphological anticipation in monolinguals and bilinguals. International Symposium on Bilingual and L2 Processing in Adults and Children. Universität Braunschweig, Germany.

Lozano-Argüelles, C., Sagarra, N., and **Casillas, J. V.** (2018b). Anticipation in professional interpreters: Predicting Morphology. Bridging Attention and Prediction. Universitat de Barcelona, Spain.

Martínez, M. R. and **Casillas, J. V.** (2016). La producción de la vibrante múltiple en los estudiantes de español como lengua heredada y en los estudiantes de español como lengua extranjera. 8th Workshop on Spanish Sociolinguistics. University of Puerto Rico, Río Piedras, PR.

Casillas, J. V., Díaz, Y., and Simonet, M. (2015c). Acoustics of Spanish and English coronal stops. The 18th International Congress of Phonetic Sciences (ICPhS). University of Glasgow, Glasgow, Scotland.

Simonet, M., **Casillas, J. V.**, and Díaz, Y. (2014a). A contrastive acoustic analysis of dental and alveolar stops in Spanish and English. Hispanic Linguistics Symposium. Purdue University, West Lafayette, IN.

Simonet, M., **Casillas, J. V.**, and Díaz, Y. (2014c). The effects of stress/accent on vowel production depend on language (English, Spanish), consonant (/d/, /t/) and linguistic experience (monolinguals, bilinguals). Speech Prosody 7: Social and Linguistic Speech Prosody. Trinity College, Dublin.

Casillas, J. V. and Simonet, M. (2013). English-dominant early Spanish/English bilinguals perception of English tense-lax vowel contrasts. PPLC 13: Phonetics, phonology and languages in contact: Contact varieties, multilingualism, and second language learning. Paris, Délégation Générale Wallonie-Bruxelles.

Unrefereed Presentations

Chang, I., Gómez, K., and **Casillas, J. V.** (2021). Intonation acquisition in adult L2 learners of Spanish. Aresty Undergraduate Research Symposium. Rutgers University, New Brunswick.

Field, A. and **Casillas, J. V.** (2020). Semantic processing effects on L2 stop production. Aresty Undergraduate Research Symposium. Rutgers University, New Brunswick.

Casillas, J. V. (2017d). Crossing borders? The status and future of Spanish in the U.S. School of Spanish Round Table. Middlebury College, Middlebury, VT.

Sagarra, N., **Casillas, J. V.**, Lozano-Argüelles, C., and Rodríguez, N. (2017b). Eye-tracking reveals bilinguals use stress to predict morphology. 11th annual Perceptual and Cognitive Science Forum. Rutgers University, New Brunswick.

Sagarra, N., **Casillas, J. V.**, Lozano-Argüelles, C., Eriksson, F., Uscamayta, J., and Overton, J. (2017a). Using lexical stress to predict inflectional morphology. Aresty Undergraduate Research Symposium. Rutgers University, New Brunswick.

Invited Talks/Workshops

Casillas, J. V. (2021c). Open science resources: RMarkdown and Git for linguists. South East Network for Social Sciences (SeNSS) Open science workshops. Royal Holloway, University of London.

Casillas, J. V., Roettger, T., and Coretta, S. (2021). Learn Bayesian Analysis for Speech Sciences (learnB4SS). Laboratory Phonology (invited workshop). Online.

Casillas, J. V. (2020a). Academic publishing: Everything is on fire. Department of Spanish and Portuguese Job Market (Workshop series). Rutgers University. New Brunswick, New Jersey.

Casillas, J. V. (2019a). Job market workshop: The interview. Department of Spanish and Portuguese Job Market (Workshop series). Rutgers University. New Brunswick, New Jersey.

Casillas, J. V. (2018i). Job market workshop: The interview. Department of Spanish and Portuguese Job Market (Workshop series). Rutgers University. New Brunswick, New Jersey.

Casillas, J. V. (2018j). Technology for teaching: Using praat to teach L2 pronunciation. Middlebury College Language Schools (Invited talk). Middlebury College. Middlebury, Vermont.



Casillas, J. V. (2018h). Inter-cultural development through text mining. Middlebury College Language Schools (Invited talk). Middlebury College. Middlebury, Vermont.

Casillas, J. V. (2018l). Using phonetics exercises to improve L2 pronunciation. Middlebury College Language Schools (Workshop). Middlebury College. Middlebury, Vermont.

Casillas, J. V. (2017k). Second language pronunciation and variation in the spanish-speaking world. Department of Modern Languages (Invited talk). Washington College. Chestertown, Maryland.

- Casillas, J. V.** (2017b). Best practices and tools for psycholinguistic research with bilinguals: A gentle introduction to PsychoPy2. Hispanic Linguistics Symposium (Workshop). Texas Tech University, Lubbock, Texas.
- Casillas, J. V.** (2017f). From code-mixing to mixed methods: Strategies for teaching heritage language learners in the ‘L2 classroom’. The Language Center Workshop Series in Collaboration with the World Language Classroom (Workshop). Rutgers University, New Brunswick, New Jersey.
- Casillas, J. V.** (2015a). Alternative forms of presentation: Introduction to RMarkdown. College of Humanities Instructional Computing (Workshop). University of Arizona, Tucson, Arizona.
- Casillas, J. V.** (2015b). Introduction to qualtrics. College of Humanities Instructional Computing (Workshop). University of Arizona, Tucson, Arizona.
- Casillas, J. V.** (2014b). An overview of the acquisition of L2 phonetics and phonology. Second Language Acquisition and Teaching (SLAT) PhD Proseminar (co-instructor). University of Arizona, Tucson, Arizona.
- Casillas, J. V.** (2014c). Using PsychoPy2 for linguistic research. Second Language Acquisition and Teaching (SLAT) PhD Proseminar (Workshop). University of Arizona, Tucson, Arizona.
- Casillas, J. V.** (2014a). L^AT_EX for linguists. College of Humanities Instructional Computing (Workshop). University of Arizona, Tucson, Arizona.

Research Experience

- 2018 – present Principle Investigator, Rutgers Applied Phonetics Group: 
Rutgers University, New Brunswick, NJ
- 2020 – present Collaborator, ManyBabies (MB-AtHome) 
Online Infant Data Collection
- 2016 – present Member, Bilingualism and Second Language Acquisition Group
Rutgers University, New Brunswick, NJ
- 2016 – 2019 Affiliated member, Phonology and Field Research lab
Rutgers University, New Brunswick, NJ
- 2015 – present Co-Principle Investigator, Program Articulation and Language Acquisition Research (PArLAR)
Middlebury College, Middlebury, VT
- 2011 – 2016 Research Assistant, Arizona Applied Phonetics Laboratory
University of Arizona, Tucson, AZ, Lab director: Dr. Miquel Simonet

- Spring 2012 Research Assistant, Spanish Heritage Language Program
University of Arizona. Tucson, AZ, Director: Dr. Sara Beaudrie
- Fall 2011 Assistant to the Director, Spanish Heritage Language Program
University of Arizona, Tucson, AZ, Director: Dr. Sara Beaudrie
- 2010 Phonetics Lab Assistant, Spanish High Council of Scientific Investigation (CSIC)
Center of Social and Human Sciences, Madrid, Spain, Director: María Juana Gil Fernández

Academic Accolades

Grants and Scholarships

- 2019 Open and Affordable Textbooks Program grant,
Awarded \$1,000.00 to develop open access educational materials for *Intro to Spanish Phonetics*
Rutgers University, New Brunswick, NJ
- 2019 Language Engagement Project: 991 Challenge Course Grant,
Awarded \$1,000.00 to develop a 1-credit module entitled *Data Science in Spanish*
Rutgers University, New Brunswick, NJ
- 2008 – 2016 Comanche Nation Department of Higher Education Scholarship
- 2015 Karen Smith Endowment Scholarship
University of Arizona, Tucson, AZ
- 2015 Graduate and Professional Student Council Research and Project Grant,
Awarded \$1,666.00 for professional recording equipment
University of Arizona, Tucson, AZ
- 2014 Graduate and Professional Student Council Travel Grant,
Awarded for travel to the Hispanic Linguistics Symposium (HLS)
University of Arizona, Tucson, AZ
- 2014 Second Language Acquisition and Teaching Travel Grant,
Awarded for travel to the Hispanic Linguistics Symposium (HLS)
University of Arizona, Tucson, AZ
- 2013 Second Language Acquisition and Teaching Travel Grant,
Awarded for travel to the Second Language Research Forum (SLRF)
University of Arizona, Tucson, AZ
- 2009 Betty Jones Scholarship, \$7,260.00
School of French, Middlebury College
- 2006 – 2008 North American Language and Culture Scholarship
Spanish Ministry of Education and Science
- 2004 – 2006 Eunice D. Faber Scholarship
Western Washington University, Bellingham, WA

Awards and Honors

- 2015 College of Humanities Fellowship
University of Arizona, Tucson, AZ
- 2013 College of Humanities Fellowship
University of Arizona, Tucson, AZ

- 2010 – 2011 College of Humanities Fellowship
University of Arizona, Tucson, AZ
- 2010 – 2011 Graduate College Fellowship
University of Arizona, Tucson, AZ
- 2009 Outstanding Graduate Student, Middlebury College, Middlebury, VT
- 2006 Outstanding Graduating Senior Nominee, Western Washington University, Bellingham, WA,
Department of Psychology
- 2006 Outstanding Graduating Senior Nominee, Western Washington University, Bellingham, WA,
Department of Modern and Classical Languages

Teaching Experience

- 2016 – present Assistant Professor, Rutgers University, New Brunswick, NJ
Undergraduate:
Spanish Culture and Composition for Heritage Learners
Introduction to the Study of Language
Introduction to Spanish Phonetics/Phonology
Current Issues in Second Language Acquisition
Languages and Cultures Across the Curriculum: Data Science in Spanish
Graduate:
Spanish Phonology/Phonetics
Data Science for Linguists
Research Methods: Open Science and Reproducible Research in Linguistics
Spanish Phonetics for Teachers
- 2014 – present Instructor, Middlebury College, Middlebury, VT
Courses taught (in Spanish):
High Beginner Spanish in Context
Spanish Pronunciation Clinic for Beginners
- 2010 – 2016 Graduate Associate in Teaching, University of Arizona, Tucson, AZ
Courses taught (in Spanish):
Elementary 1st semester Spanish
Elementary 2nd semester Spanish
Intermediate 5th semester Spanish
Introduction to Spanish Phonetics
Spanish Phonetics for the Heritage Speaker
Introduction to Hispanic Linguistics
History of the Spanish Language
Applied Linguistics
- Fall 2015 Instructor, Franklin Institute, University of Alcalá, Alcalá de Henares, Spain
Course taught (in Spanish):
Phonetics and oral Spanish
- 2009 – 2010 English Teacher, C.E.I.P Carmen Iglesias, Madrid, Spain
Courses taught (in English):
Kindergarten English
3rd grade English

2006 – 2008 Teaching Assistant, Escuela Oficial de Idiomas, Cádiz, Spain
Courses taught (in English):
Beginning conversation
Intermediate conversation
Advanced conversation

Service and Outreach

Mentoring of doctoral students

- Ongoing Nicole Rodríguez, Co-chair of PhD dissertation committee
Spanish and Portuguese, Rutgers University
- Juan José Garrido Pozu, Co-chair of PhD dissertation committee
Spanish and Portuguese, Rutgers University
- Laura Fernández Arroyo, Member of PhD dissertation committee
Spanish and Portuguese, Rutgers University
- Ezequiel López Durand, Member of dissertation committee
Spanish and Portuguese, Rutgers University
- Gabrielle Tompkins, Member of M.A. for Teachers portfolio committee
Spanish and Portuguese, Rutgers University
- Maddie Gilbert, Member of dissertation committee
Linguistics, New York University
- Drake Asberry, Member of dissertation committee
Second Language Acquisition and Teaching, University of Arizona
- Diana Sánchez, Academic advisor
Spanish and Portuguese, Rutgers University
- 2021 Esther Hur, Member of dissertation committee
Spanish and Portuguese, Rutgers University
- Kyle Parrish, Co-chair of PhD qualifying paper committee
Spanish and Portuguese, Rutgers University
- Patrick Thane, Member of PhD qualifying paper committee
Spanish and Portuguese, Rutgers University
- Huteng Dai, Member of PhD qualifying paper committee
Linguistics, Rutgers University
- 2020 Cristina Lozano Argüelles, Member of dissertation committee
Spanish and Portuguese, Rutgers University
- Michele Goldin, Member of dissertation committee
Spanish and Portuguese, Rutgers University
- Julio César López Otero, Member of dissertation committee
Spanish and Portuguese, Rutgers University
- Juan José Garrido Pozu, Co-chair of PhD qualifying paper committee
Spanish and Portuguese, Rutgers University

- Ezequiel Durand López, Co-chair of PhD qualifying paper committee
Spanish and Portuguese, Rutgers University
- Jessica Varela, Academic advisor
Spanish and Portuguese, Rutgers University
- 2019 Laura Fernández Arroyo, Member of PhD qualifying paper committee
Spanish and Portuguese, Rutgers University
- Nicole Rodríguez, Member of PhD qualifying paper committee
Spanish and Portuguese, Rutgers University
- Tadjou-N'Dine Mamadou Yacoubou, Member of PhD qualifying paper committee
Linguistics, Rutgers University
- Nathan Koser, Member of PhD qualifying paper committee
Linguistics, Rutgers University
- 2018 Julio César López Otero, Member of PhD qualifying paper committee
Spanish and Portuguese, Rutgers University
- Michele Goldin, Member of PhD qualifying paper committee
Spanish and Portuguese, Rutgers University
- Esther Hur, Member of PhD qualifying paper committee
Spanish and Portuguese, Rutgers University
- 2017 Cristina Lozano, Member of PhD qualifying paper committee
Spanish and Portuguese, Rutgers University
- Eileen Blum, Member of PhD qualifying paper committee
Linguistics, Rutgers University
- Gwendolyn Rehrig, Member of dissertation committee
Psychology, Rutgers University

Mentoring of undergraduate students

- 2020 – 2021 Robert Esposito, Honors thesis
Intonation of Salvadoran Spanish (co-directed with Dr. Mariapaola D'Imperio)
Linguistics, Rutgers University
- Isabelle Chang, School of Arts and Sciences Aresty Research Program
Spanish/Linguistics, Rutgers University
- Kimberly Gomez, School of Arts and Sciences Aresty Research Program
Pre-med/Spanish, Rutgers University
- Nikila Baradi, School of Arts and Sciences Honors Program Faculty Mentoring
Rutgers University
- Victor Álvarez Llor, Language Engagement Project Language Exchange Program
Universidad de Santiago de Chile
- Tenia Bay, Language Engagement Project Language Exchange Program
Rutgers University
- Camila Nuñez, Language Engagement Project Language Exchange Program
Universidad de Santiago de Chile

- Katherine Anderson, Language Engagement Project Language Exchange Program
Rutgers University
- 2019 – 2020 Avery Fields, School of Arts and Sciences Aresty Research Program
Spanish/Linguistics, Rutgers University
Robert Esposito, Independent Study
Intonation of Salvadoran Spanish
Linguistics, Rutgers University
Jack Fastenau, School of Arts and Sciences Aresty Research Program
Pre-med/Spanish, Rutgers University
- 2018 – 2019 Maxine Ellicott, School of Arts and Sciences Honors Program Faculty Mentoring
Pre-med, Rutgers University
Hamail Iqbal, School of Arts and Sciences Honors Program Faculty Mentoring
Rutgers University
Jessica Philip, School of Arts and Sciences Honors Program Faculty Mentoring
Statistics, Rutgers University
- 2017 – 2018 Jessyca Campos, Independent Study
How syllable weight influences the perception of stress in second language learners of Spanish
Linguistics, Rutgers University
Tiffany Calvache, School of Arts and Sciences Honors Program Faculty Mentoring
Molecular Biology and Biochemistry, Rutgers University
Shuxiang Michelle Fan, School of Arts and Sciences Honors Program Faculty Mentoring
Linguistic Anthropology, Rutgers University

Manuscript Reviewer

- 2021 International Journal of Bilingualism.
- 2020 Language and Speech.
Journal of Phonetics.
Laboratory Phonology.
Language Learning.
- 2019 Language and Speech.
Studies in Hispanic and Lusophone Linguistics.
Journal of Phonetics.
Linguistic Approaches to Bilingualism.
Journal of the Acoustical Society of America.
Languages.
Language Learning.
- 2018 Language and Speech.
Bilingualism: Language and Cognition.
Languages.
Routledge Edited Volume: El español como lengua de herencia.

- 2017 Hispanic Studies Review.
Language and Speech.
Bilingualism: Language and Cognition.
Heritage Language Journal.
Languages.
- 2016 Second Language Research.
Journal of Second Language Pronunciation.
Hispanic Studies Review.
- 2015 Journal of Second Language Pronunciation.
- 2012 Proceedings of the 6th International Workshop on Spanish Sociolinguistics
University of Arizona, Tucson, AZ.
Editor, Divergencias: Revista de estudios lingüísticos y literarios, Vol. 10, 1.
- 2011 Assistant Editor, Arizona Journal of Hispanic Cultural Studies, Vol. 15.
- 2010 Editor, Divergencias: Revista de estudios lingüísticos y literarios, Vol. 8, 2.
Assistant Editor, Arizona Journal of Hispanic Cultural Studies, Vol. 14.

Abstract Reviewer

- 2021 Hispanic Linguistics Symposium.
Wake Forest University, Winston-Salem, NC.
- 2019 Hispanic Linguistics Symposium.
University of Texas, El Paso.
- 2014 Speech Prosody 7: Social and Linguistic Speech Prosody.
Trinity College, Dublin.
- 2014 Travel Grant Judge, Graduate and Professional Student Council (GPSC).
University of Arizona, Tucson, AZ.

Departmental Committees and Administrative Assignments

- 2020 – 2021 Graduate Professional Development Committee
Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ
Graduate Admissions Committee
Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ
- 2019 – 2020 NTT Search Committee
Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ
Graduate Admissions Committee
Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ
Graduate Professional Development Committee
Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ
- 2018 – 2019 Graduate Admissions Committee
Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ

- 2018 – ongoing Language Engagement Research Advisory Group
Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ
- 2017 – 2018 Ad-hoc Committee on Graduate Student Grants and Proposals
Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ
Department Website Improvement Committee
Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ
- 2016 – 2017 Undergraduate Curriculum Committee
Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ
- 2016 – present School of Arts and Sciences Honors Program
Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ
- 2014 – 2015 Desire to Learn (D2L) Liaison
Department of Spanish and Portuguese, University of Arizona, Tucson, AZ
Webmaster
Department of Spanish and Portuguese, University of Arizona, Tucson, AZ
- 2011 – 2014 Co-technology Director
Department of Spanish and Portuguese Film Festival, University of Arizona, Tucson, AZ.
- 2011 – 2012 Webmaster, Divergencias: Revista de estudios lingüísticos y literarios

Organizations and Committees

- 2020 – Present Scientific board, Journal of Experimental Phonetics
University of Barcelona, Barcelona, Spain
- 2019 Chair, Pedagogy, Hispanic Linguistics Symposium
University of Texas, El Paso, TX
- 2017 Chair, Phonetics/Phonology, Hispanic Linguistics Symposium
Texas Tech University, Lubbock, TX
- 2012 Chair, Perception and Production of Phonological Variables, 6th International Workshop on Spanish Sociolinguistics
University of Arizona, Tucson, AZ
- 2011 – 2012 Organizing Committee, 6th International Workshop on Spanish Sociolinguistics
University of Arizona, Tucson, AZ
- 2010 – 2012 Technology Director, Department of Spanish and Portuguese Graduate Symposium
University of Arizona, Tucson, AZ

Professional Development

- Fall 2015 Study Abroad Program Director, University of Alcalá (Franklin Institute)
Alcalá de Henares, Spain

- 2014 – 2015 Data Science Specialization, Johns Hopkins University, coursera.org
Instructors: Jeff Leek, PhD, Roger D. Peng, PhD & Brian Caffo, PhD
Courses completed (with distinction):
The Data Scientist's Toolbox.
R Programming.
Getting and Cleaning Data.
Exploratory Data Analysis.
Reproducible Research.
Statistical Inference.
Regression Models.
Practical Machine Learning.
Developing Data Products.
- 2013 – 2016 Instructional Technology Graduate Liaison, University of Arizona, Tucson, AZ
College of Humanities Instructional Computing
- Summer 2013 Bilingual Assistant, Middlebury College, Middlebury, VT
Pronunciation Clinic (co-teaching undergraduate workshop)
Assistant to Dr. Armin Schwegler
- Summer 2012 Bilingual Assistant, Middlebury College, Middlebury, VT
Introduction to Spanish Phonetics (graduate course)
Pronunciation Clinic (undergraduate workshop), Assistant to Dr. Luis Ortiz López
- 2008 Diploma of Spanish as a Foreign Language (DELE), Instituto Cervantes, Spain
Level Superior (C2) in accordance with the Common European Framework of Reference for Languages (CEFR)
- 2006 Washington Association of Foreign Language Teachers regional conference, Bellingham, WA
Representative for Foreign Language Associates Northwest (FLAN)

Professional memberships

Modern Language Association
Sigma Delta Pi National Hispanic Honor Society, Chapter MU
The American Council on the Teaching of Foreign Languages
Psi Chi International Honors Society in Psychology, Western Washington University

Additional Interests

Languages	English	Portuguese
	Spanish	Italian
	French	Latin
Programing Languages	R	ΛT _E X
	Python	PHP
	Stan	HTML/CSS

Technology	MacOS X	SPSS	Praat
	Windows	R/RStudio	PsychoPy
	Linux	Git	Adobe Creative Suite

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