Ana I. Schwartz

*Curriculum Vitae*

Department of Psychology

University of Texas at El Paso

El Paso, TX 79968

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**Professional Positions**

2010 – Present Associate Professor of Psychology

University of Texas at El Paso

2004 – 2009 Assistant Professor of Psychology,

University of Texas at El Paso.

2003 - 2004 Post Doctoral Research Fellow,

Indiana University.

**Education**

Ph.D. 2003 Psychology, The Pennsylvania State University; *The nature of cross-language lexical activation in sentence context: A psycholinguistic*

*investigation.*

M.S. 2000 Educational Psychology, The Pennsylvania State University; *Reading Spanish words with English word-bodies: Activation of spelling to sound correspondences across languages*.

B.A. 1996 Psychology, Rutgers University; *Second language vocabulary acquisition through oral picture-book reading in a Head*

*Start classroom*

**Publications**

Lauro, J.G. & Schwartz, A.I. (accepted). Bilingual non-selective lexical access in sentence contexts: A meta-analytic review. *The Journal of Memory and Language.*

Lin, Y.C., Bangert, A. & Schwartz, A.I. (in press). The devil is in the details of hand movement: Visualizing transposed-letter effects in bilingual minds. *The Mental Lexicon, 10: 3.*

Schwartz, A.I. (2015). Bilingual lexical access during written sentence comprehension. Invited chapter to appear in John Schweiter (Ed.) *The handbook of bilingual language processing*.

Arêas da Luz Fontes, A.B. & Schwartz, A.I. (2014). Bilingual access of homonym meanings: Individual differences in bilingual access of homonym meanings. *Bilingualism: Language and Cognition*, DOI: 10.1017/S1366728914000509

Schwartz, A.I., Mendoza, L.E. & Meyer, B.J.F. (2013). The impact of text structure reading strategy instruction in a second language: Benefits across languages. *The Journal of Language Learning* DOI: 10.080/09571736.2013.837092

Schwartz, A.I. & Van Hell, J. (2012). Bilingual visual word recognition. In J.S. Adelman (Ed) *Visual Word Recognition, 2.*

Schwartz, A.I. (2012). Kroll, Judith. Entry in the *Encyclopedia of Applied Linguistics*.

Arêas da Luz Fontes, A.B. & Schwartz, A.I. (2011). Working memory influences on

cross-language activation during bilingual lexical disambiguation.

*Bilingualism: Language and Cognition*, 14, 360-370.

Yeh, L., Schwartz, A. I. & Baule, A. (2011). The impact of text structure strategy instruction on the text recall and eye-movement patterns of second language English readers. *Reading Psychology*, 32, 495-519.

Arêas da Luz Fontes, A.B. & Schwartz, A.I. (2010). On a different plane: Cross-language effects on the conceptual representations of within-language homonyms. *Language and Cognitive Processes*, 25:4, 508-532.

Arêas da Luz Fontes, Yeh, L., & Schwartz, A.I. (2010). Bilingual lexical disambiguation: The nature of cross-language activation effects. *Lectrônica, 3,* 107-127.

Schwartz, A.I., & Arêas da Luz Fontes, A.B. (2008). Cross-language mediated priming:

Effects of context and lexical relationship. *Bilingualism: Language and Cognition*, *11*, 1-16.

Schwartz, A.I., Yeh, L., & Shaw, M.P. (2008). Lexical representation of second

language words: Implications for second language vocabulary acquisition and use. *The Journal of the Mental Lexicon, 3*(3), 309-324.

Sunderman, G. & Schwartz, A.I. (2008). Using cognates to investigate cross-

language competition in second language processing. T*ESOL Quarterly,42,*

527-536.

Schwartz, A. I., Kroll, J. F., & Diaz, M. (2007).Reading words in

Spanish and English: Mapping orthography to phonology in two languages. *Language and Cognitive Processes, 22,* 106-129.

Schwartz, A. I. & Kroll, J. F. (2007). Language comprehension in bilingual

speakers. In M. Traxler & M. A. Gernsbacher (Eds.), *Handbook of Psycholinguistics, 2nd Edition*.  Amsterdam: Elsevier.

Schwartz, A. I., Kroll, J.F. (2006). Bilingual lexical activation in sentence context.

*Journal of Memory and Language, 55*, 197-212.

Van Meter, P., Zecevic, M., Schwartz, A. I., & Garner, J. (2006). Toward a theory of

learner generated drawings: The generative theory of drawing construction.

*Contemporary Educational Psychology*, *31*, 142-166

Kroll, J.F., Sumutka, B. M., Schwartz, A. I. (2005). A cognitive view of the

bilingual lexicon: Reading and speaking words in two languages*.* *The International Journal of Bilingualism, 9, 1, 27-48.*

Schwartz, A. I. (2002). National Standards and the diffusion of innovation: Language

teaching in the USA. In S.J. Savignon (Ed.) *Interpreting communicative language teaching: Contexts and concerns in teacher education* (pp.112-130) Yale University Press.

Schwartz, A. I., Duo, P.C, Djamou, M. (1999). Curriculum standards in the foreign

languages. In R.F Nicely, (Ed.) *Curriculum Standards: National and Pennsylvania Perspectives.*

**Grants**

*Federal*

2012- 2017 Institute of Education Science R305A120593, Development of a web-based

intelligent tutoring system to improve reading comprehension of 4th and

5th grade Spanish speaking English Language Learners, Role: Co-PI

2009 - 2011 National Institute of Child Health and Human Development

R03 HD058064-01A1 *The cognitive nature of adult bilingual reading: Cross-language activation of semantics* Role: PI

2003 - 2004 National Research Service Award Grant . National Institute of Mental Health1 F31 MH66476-01A1: *Sentence Based Processing in Second Language Reading*, Role: PI

2003 – 2004 Dissertation Improvement Grant. National Science Foundation Grant

BCS 0212571: *Word and Sentence Based Processing: A psycholinguistic approach*. Role: Co-PI

*Mentored Student Research Awards*

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| --- | --- |
| 2016  *Intramural Grants*  2011  2010  2008– 2009  2006- 2007 | Meritus Scholar Program  Office of Undergraduate Research Initiatives (COURI) and On-Campus Student Employment Opportunities (OCSEO) Program, UTEP  Student: Karla Tarin  *The Locus of Language Selection During Bilingual  Reading Comprehension*  Summer Research Assistant Funding  The Graduate School, UTEP  Student; Karly Schleicher  *Cross-language conceptual activation and development through text passages*  Hispanic Health Dipartities Research Center  Transitioning Faculty Research Award  *Enhancing Hispanic speakers’ access to health information through improved texts and reading*  *Enhancing Hispanic speakers’ ability to comprehend and recall medical information from text*  Faculty Summer Research Award  ADVANCE, UTEP  *The development of bilingual reading fluency in the college years*  *Cross-language interactions during bilingual reading* |
| 2007– 2008  2005- 2006 | University Research Institute Award  Office of Research and Sponsored Projects, UTEP  *The impact of a text structure reading strategy on bilingual college reading: From eye-movements to test scores*  *The cognitive nature of second language reading* |
| 2007- 2008  2006-2007 | Teachers for a New Era Research Grant  Teachers for a New Era, College of Liberal Arts, UTEP  *A cognitive profile of adult bilingual readers*  *Increasing second language vocabulary acquisition in bilingual emergent readers through oral reading activities* |

**Conference Presentations**

Schwartz, A.I & Schleicher, K.M. (2015) “Cross language conceptual priming of homonym meanings”. Poster presented at the Annual Meeting of the Psychonomic Society, Chicago, Ill.

Lauro, J. G. & Schwartz, A. I (2015). Non-selective lexical access in bilinguals extends to sentence processing. Poster presented at the 2015 Armadillo Conference-Southwest Cognition Conference at Baylor University.

Lauro, J. G. & Schwartz, A. I (2015). Investigating non-selective lexical access within a reading comprehension framework. Poster presented at the 2015 Psychonomic Society Annual Meeting.

Lin Y.C, Bangert, A & Schwartz, A.I. (2014) Moving hand reflects transposed

letter effects. 55th Annual Meeting of the Psychonomic Society, Long

Beach, CA.

Schwartz, A.I. (2014). Priming concepts in the second language inhibits later

conceptual access during text comprehension. 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.

Schwartz, A.I., Negron, J. and Schleicher, K.M. (2014). *Conceptual learning from an L2 text: Inhibition from the L1?* Paper presented at the 54th Annual meeting of the Psychonomic Society, Long Beach, CA.

Schwartz, A. I. (2013). *It’s interactive! A summary of neuroimaging and behavioral research on the cognitive architecture of bilingualism: Implications for ESL.* Invited Keynote Address to be presented to the 15th Annual UNAM-San Antonio ESOL Conference, San Antonio, TX.

Lauro, J. & Schwartz, A.I.(2013), *Facilitated integration of homonym meanings into sentence context for bilingual speakers*. Poster presented at the 54th Annual memeting of the Psychonomic Society, Toronto, Canada.

Lin, Y.C. & Schwartz, A.I. (2013). *Does the bilingual mnid raed wrods as a whloe?*. Poster presented at the 54th Annual meeting of the Psychonomic Society, Toronto, Canada.

Lin, Y. C. & Schwartz, A. I. (2012). *Hemispheric differences of word*

*processing in bilinguals*. Poster presented at the 8th International Conference on the Mental Lexicon, Montréal, Canada.

Lin, Y. C. & Schwartz, A. I. (2012). *Hemispheric differences of word*

*processing in bilinguals.* Poster presented at the 2012 Second Language Research Forum, Pittsburgh, PA.

Lin, Y. C. & Schwartz, A. I. (2012). *Hemispheric differences of word*

*processing in bilinguals.* Poster presented at the 53th Annual Meeting of the Psychonomic Society, Minneapolis, MN.

Schwartz, A.I. & Arêas da Luz Fontes, A.B.(2011). The Bilingual Re-Ordered Access Model of homonym processing. *The 52nd Annual Meeting of the Psychonomic Society*, Seattle, Washington.

Schwartz, A.I. , Arêas da Luz Fontes, A.B.& Fuentes, L.O(2011). The Bilingual Re-Ordered Access Model: The role of Cross- Language Activation on homonym processing. *New Trends on Experimental Psycholinguistics*, Madrid, Spain.

Arêas da Luz Fontes, A.B.&Schwartz, A.I. (2010) An investigation of the cognitive factors that contribute to second language reading. Oral presentation at the First ANPOLL International Meeting, Rio de Janeiro, Brazil.

Baca, Y.A**.** & Schwartz, A. (2010). The Bilingual Re-Ordered Access Model (B-RAM): A model of bilingual semantic disambiguation. Poster presented at the American Association for Applied Linguistics 2010 Annual meeting, Atlanta, GA.

Yeh, L.H. & Schwartz, A. I. (2010). The Effect of Bilingual Lexical Activation on Syntactic Processing. Poster presented at the *7th International Conference on the Mental Lexicon*, Windsor, Canada.

Schwartz, A.I. & Arêas da Luz Fontes, A.B. (2010). The Bilingual Re-Ordered Access Model (B-RAM): A model of Bilingual Semantic Disambiguation. Paper presented at the 7th International Conference on the Mental Lexicon, Windsor, Canada.

Arêas da Luz Fontes, A.B. & Schwartz, A.I. (2009). On a different plane: Cross

Language effects on the conceptual representations of within language

homonyms. Poster presented at the 7th International Symposium on Bilingualism, Utrecht, Holland.

Baca, A., Y. & Schwartz, A.I. (2009). The BRAM: Extending the Re-ordered Access Model to bilingualism. Poster presented at the 50th annual meeting of the Psychonomic Society, Boston, MA.

Schwartz, A.I., Yeh, L. & Arêas da Luz Fontes, A.B. (2009). Cross-language

Activation and lexical disambiguation: An extension of the Re-Ordered Access

Model. Paper presented at the 7th International Symposium on Bilingualism, Utrecht, Holland.

Schwartz, A.I., Yeh, L. & Baule, A. (2009) But how does it work? An eye-movement analysis of how the text structure reading strategy improves L2 reading. Paper presented at the Eastern Psychological Association, Pittsburgh, PA.

Yeh, L., Strobach, N. & Schwartz, A.I. (2009). The role of cross-language activation

On the resolution of syntactic ambiguity. Poster presented at the 7th International

Symposium on Bilingualism, Utrecht, Holland.

Schwartz, A.I., Yeh, L. & Arêas da Luz Fontes, A.B. (2008). Cross-language

Activation and lexical disambiguation: An extension of the Re-Ordered Access

Model. Paper presented at ARMADILLO: The Southwest Cognition Conference, El Paso TX.

Arêas da Luz Fontes, A.B. & Schwartz, A.I. (2008). Effects of language-specific

Working memory capacity on the resolution of lexical ambiguity. Poster

presented at ARMADILLO: The Southwest Cognition Conference, El Paso TX.

Yeh, L., Strobach, N. & Schwartz, A.I. (2008). The role of cross-language activation on

the resolution of syntactic ambiguity. Poster presented at ARMADILLO: The Southwest Cognition Conference, El Paso TX.

Yeh, L.& Schwartz, A.I. (2008). The role of cross-language activation on the resolution

of syntactic ambiguity. Poster presented at the Annual Meeting of the Psychonomic Society, Chicago IL.

Yeh, L., Baule, A., & Schwartz, A.I. (2008). The text structure strategy: New insights

From eye-movement monitoring. Paper presented at the American Association of Applied Linguistics. Washington, D.C.

Schwartz, A. I. & Yeh, L. (2007). The effect of cross-language activation on

bilingual lexical activation. The 48th Annual Meeting of the Psychonomic Society, Long Beach, CA, U.S.A

Yeh, L.H. & Schwartz, A.I. (2007). The effect of cross-language activation on bilingual

lexical disambiguation. Poster presented at ARMADILLO: The Southwest

Cognition Conference, San Antonio, TX.

Kroll, J.F., Phelps, T., Dussias, P. & Schwartz, A.I. (2007) Lexical access in sentence

context: Do syntactic and semantic constraints reduce the parallel activity of

words in the bilingual’s two language? Paper presented at the Eastern Psychological Association. Philadelphia, PA.

Schwartz, A.I. (2006) Impact of storybook reading on second language vocabulary.

Paper presented at the 3rd Annual Teachers for a New Era English Language

Development conference, University of Texas at El Paso, Texas.

Schwartz, A.I. & Arêas da Luz Fontes, A.B. (2006) Cross-language lexical activation:

What exactly becomes active? Poster presented at the 5th International

Conference on theMental Lexicon, Montreal, Canada.

Schwartz, A.I., & Shaw, M. P. (2006) Native language influences on the representation

and processing of L2 words. Paper presented at the American Association of

Applied Linguistics, Montreal, Canada.

Lechuga, J. & Schwartz, A.I. (2006) Can culture prime language? The effect of priming

culture on cross-language activation. Paper presented at the American Association of Applied Linguistics, Montreal, Canada.

Schwartz, A.I., (2004) Bilingual digit span in language pure and mixed conditions.

Poster presented at the 5th International Symposium on Bilingualism,

Barcelona, Spain.

Schwartz, A.I., (2004) Bilingual digit span in language pure and mixed conditions.

Poster presented at the 45th Annual Meeting of the Psychonomic Society,

Minneapolis, Minnesota.

Schwartz, A.I., (2004) The nature of language non-selectivity in sentence

context. Paper presented at the Fourth International Conference on the Mental Lexicon, Windsor, Canada.

Schwartz, A.I., (2003) The nature of cross-language lexical activation in sentence

context. Paper presented at the Fourth International Symposium on Bilingualism, Tempe, Arizona.

Schwartz, A.I., (2003) The cognitive nature of bilingual reading: Cross-language lexical

activation in sentence context. Poster presented at the Eighteenth Annual Graduate Exhibition. The Pennsylvania State University, State College, PA.

Schwartz, A. I., Sunderman, G., Persaud, A., Geacone, J., Hoshino, N., & Kroll, J.F. (2002) First language costs during second language acquisition. Poster presented at the Annual Conference of the American Association of Applied Linguistics, Salt Lake City, Utah.

Schwartz, A.I., Kroll, J.F. & Diaz, M. (2001) Reading cognates: Mapping orthography to phonology in two languages*.* Poster presented at the 42nd Annual Meeting of the Psychonomic Society, Orlando, Florida.

Schwartz, A.I., Kroll, J.F. & Diaz, M. (2000) Reading Spanish words with English word bodies: Activation of spelling-to-sound correspondence across languages. Paper presented at the Second International Conference on the Mental Lexicon, Montreal, Canada.

Brickley, D., Schwartz, A.I., &. Suen, H.K. (1999). Web-based assessment: Validation of electronic portfolios. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.

Van Meter, P., Zecevic, M., Schwartz, A.I., & Garner, J. (1999). Toward a theory of learner generated drawings: The Generative theory of drawing construction. Poster presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.

**Invited Colloquia**

Schwartz, A.I. (2009). The Bilingual Reordered Access Model (BRAM): The role of language non-selectivity in bilingual lexical disambiguation. Colloquium presented to the Cognitive area at Texas A & M. College station, TX.

Schwartz, A.I. (2009). Developing a model of bilingual lexical disambiguation: The role of cross-language lexical activation. Colloquium presented to the Learning Research and Development Center of the University of Pittsburgh.

Pittsburgh, PA.

Schwartz, A.I., (2003) The cognitive processes of bilingual reading: Cross-language

activation of orthography, phonology and semantics. Colloquium presented to

the Learning Research and Development Center of the University of Pittsburgh.

Pittsburgh, PA.

Schwartz, A. I., (2002) Bilingual lexical access: Mapping orthography to phonology in two languages. Colloquium presented to the Department of Special Education, University of Nijmegen, The Netherlands.

**Graduate Student Supervision**

Current

Lauro, Justin (2012- present)

Masters’ thesis title: *The influence of cross-language lexical activaiton on*

*anaphoric reference.*

Schleicher, Karly (2013- present)

Joseph A. Negron (2015- present)

Jennifer Brown (2015- present)

PhD conferred

Lin, Yu-Cheng (2015). *Do psycholinguistc unit sizes matter? Effect of Language proficiency on*

*inhibitory control in bilingual spoken word recognition*.

Yeh, Li-Hao (2011). *The role of cross-language activation on syntactic ambiguity*

*resolution*.

Arêas Da Luz Fontes, Ana B. (2010). *An investigation of the cognitive factors that*

*contribute to second language reading*.

Masters’ conferred

Baca, Y.A. (2011). *Bilingual homonym disambiguation at the discourse level.*

**Undergraduate Research Supervision**

Honors’ theses supervised

Negron, Joseph (2015). The role of cross-langauge conceptual activation on text comprehension.

Escobedo, Lily A. (2013). *The benefits of reading across languages on development of new scientific concepts.* Department of Psychology, UTEP

Quiroga, Michelle (2012). *Priming retrieval of low frequency meanings*. Department of Psychology, UTEP

Ruiz, Leonel (2011). *Bilingual processing of cognate homophones*. Department of

Psychology, UTEP

Mendoza, Laura (2010). *Addressing Hispanich health disparities through a reading strategy.* Department of Psychology, UTEP

Lopez, Belem (2009). *Cross-language priming in sentence context: The role of*

*semantic overlap*. Department of Psychology, UTEP

Strobach, Natalia (2009). *Facilitated production of sentences with cognate*

*meanings in highly proficient bilinguals*. Department of Psychology, UTEP

Castro, Eloy (2009). *Bilingual processing of homonyms*. Department of Psychology, UTEP

Aguilar, Yvette (2006). *Lexical suppression in context*. Department of Psychology, UTEP

Pando, Vivian (2006). *Can we prime lexical retrieval of low frequency words?*

Department of Psychology, UTEP

Other undergraduate thesis membership

Stott, Alexa (2011). *Automated dection of US regional accents*. REU poster presentation, Department of Computer Science, UTEP.

Podobnik, Sharon (2009).*Searching for affirmation: Relationships between ethnic*

*identity and language*. University of Pittsburgh.

Eddington, Chelsea (2009). *Uneven or just strange? English-German translation*

*ambiguity*. University of Pittsburgh.

Koch, Griffien (2015). *Translation ambiguity and individual differences in L2 vocabulary*

*learning between mono- and bilinguals*. University of Pittsburgh.

**Courses Taught**

Undergraduate

Cognitive Psychology

Language and Cognition

Learning and Memory

Behavior Modification

Developmental Listening and College Study Skills Individual Differences and Education

Graduate

Developmental Psychology: A cognitive neuroscience perspective

Cognitive Psychology

Psychological Principles of Learning and Instruciton

**Editorship**

*Journal of Applied Psycholinguistics*

Associate Editor

*Journal of Psycholinguistic Research*

Editorial Board

**Service**

Psychology Departmental Service

2011- present (Chair) Undergraduate Curriculum Committee

2010- 2012 Assistant Instructor Supervisor, Department of Psychology

2010- 2011 (Chair) Social Cognitive Area

2006 – 2010 Member: Psychology Graduate Student Committee

2004-2010 Coordinator: Psychology Colloquia Series

2002-2006 Member: Psychology Undergraduate Curriculum Committee

College of Liberal Arts Service

2011- presnet College of Liberal Arts Curriculum Committee

2011- 2013 College of Liberal Arts Honors Program Committee

2004 – 2007 Member: Language Arts Workgroup, Teachers for a New Era,

College of Liberal Arts

2004 – 2007 Member: Evidence Workgroup, Teachers for a New Era,

College of Liberal Arts

University Service

2009 – present Institutional Review Board Member

2012- 2014 Member: Women’s Advisory Council to the President

2011- 2012 Member: Texas Higher Education Coordinating Board Psychology

Standards Workgroup

2008 – 2010 Faculty Senator

Service to the Scientific Community

Associate Editor for the *Journal of Applied Psycholinguistics*

Reviews of grant proposals

National Science Foundation

NICHD

Ad hoc reviewing

*Acta Psychologica*

*Applied Psycholinguistics*

*Attention, Perception & Psychophysics* *Brain and Language*

*Cognitive Neuroscience*

*Developmental Psychology*

*European Journal of Cognitive Psychology*

*Experimental Psychology*

*International Journal of Bilingualism*

*Journal of Applied Developmental Psychology*

*Journal of Experimental Psychology: Learning, Memory and Cognition*

*Journal of Memory and Language*

*Language and Cognitive Processes*

*Language Learning*

*Memory and Cognition*

*Psicologica*

*Quarterly Journal of Experimental Psychology*