

Dr. Anne Calderón is the recipient of the Harold N. Glassman Distinguished Dissertation Award in the Social Sciences for her dissertation, “Level of Intake, Depth of Processing, and Type of Linguistic Item in L2 Development,” which she defended in 2014. Dr. Calderón earned an M.A. in Spanish Linguistics from the University of Illinois Urbana-Champaign in 2005 and an M.S. in Spanish Linguistics from Georgetown in 2010. She completed her Ph.D. in Spanish, concentrating in Applied Linguistics, in 2014 under the mentorship of Professor Ronald P. Leow.

Dr. Calderón is the first researcher in the Second Language Acquisition field to probe empirically into potential levels of the grammatical and lexical information that learners take in initially (termed “intake”) during exposure to the second/foreign language. Her research, therefore, was not only theory-driven but also exploratory given that she had to develop her own operationalizations of constructs hypothesized to be central to Second Language Acquisition. Additionally, to address the roles of depth of processing and both grammatical and lexical items in the input play in second language development, Dr. Calderón employed two concurrent data elicitation procedures to provide an innovative way to gather evidence of both levels of intake and depth of processing before statistically addressing their effects on subsequent second language development. To establish levels of intake, Dr. Calderón used the eye-tracking procedure that measures learners’ eye gazes and fixations, while to address how learners processed such intake, she used concurrent verbal reports or the “think aloud” procedure where learners thought aloud their thoughts as they interacted with the experimental data. It is the first study of its kind not only at Georgetown but in the field

of Second Language Acquisition to utilize both eye-movement recordings and think aloud protocols to operationalize and measure the early stages of L2 learning.

Dr. Calderón's cutting-edge study contributes to a better understanding of the early stages of the L2 learning process in the instructed classroom setting, sets quite a high standard for subsequent studies seeking to probe deeper into *how* L2 learners process the second language, and holds pedagogical implications for improving beginner level foreign and second language instruction in the classroom.

Dr. Calderón is an Assistant Clinical Professor of Spanish at The Catholic University of America in Washington, DC. She has three projects underway, "Verbs vs. Nouns: a preliminary look at recognition, written production, and eye fixation measures vis-à-vis type of linguistic item," "Exploring the relationships between lexical prior knowledge and depth of processing during the intake processing stage: An online investigation of L2 vocabulary learning," to be published in "*How L2 learners process in Instructed SLA (ISLA)*" edited by Ronald P. Leow, and "Depth of processing in recognition, production, and comprehension tasks: Does word type make a difference?," for submission to the prestigious refereed journal, *Studies in Second Language Acquisition*.

The Graduate School is very proud to award Dr. Anne Calderón the Glassman Dissertation Award in the Social Sciences.