

S. MARIE MANGOLD

Department of Modern Languages & Literatures
D-2-114 Mackinac Hall
Grand Valley State University
Allendale, MI 49401

Email: mangolds@gvsu.edu
Office: 616.331.3203
[LinkedIn](#)

EDUCATION

- June 2025 **Ph.D.**, University of Minnesota, Twin Cities
Dissertation: The impact of pronunciation instruction on phonological global constructs: accentedness, comprehensibility, and intelligibility in L2 Spanish
Concentration: Hispanic Linguistics and Second Language Acquisition
Doctoral minor: Curriculum & Instruction
Advisor: Dr. Mandy Menke
- May 2021 **M.A.**, University of Minnesota, Twin Cities
Hispanic & Lusophone Literatures, Cultures & Linguistics
Concentration: Hispanic Linguistics and Second Language Acquisition
Advisor: Dr. Mandy Menke
- May 2018 **B.S.**, University of Wisconsin, La Crosse
Major: Spanish Education
Advisor: Dr. Claire Mitchell

ACADEMIC APPOINTMENTS

- August 2025 – present **Assistant Professor of Spanish**, Grand Valley State University
- SPA 101: Beginning Spanish I
 - SPA 102: Beginning Spanish II
 - SPA 202: Intermediate Spanish II
 - SPA 301: Advanced Communication through Cultural Topics
 - SPA 308: Spanish Phonetics & Phonology
 - MLL 314: High-Leverage Practices for World Language Teaching
- August 2019 – May 2025 **Graduate Instructor**, University of Minnesota, Twin Cities
- Instructor of record responsible for approximately 25 students each semester
 - Designed lesson plans and in-class activities
 - Co-wrote formative and summative assessments
 - Taught online (blend of synchronous and asynchronous) and face-to-face
 - SPAN 1022: Alternate Second-Semester Spanish
 - SPAN 1003: Intermediate Spanish I
 - SPAN 1004: Intermediate Spanish II
 - SPAN 3015W: Spanish Composition & Communication
 - SPAN 3107W: Introduction to Hispanic Linguistics
- May 2024 – August 2024 **Research Assistant**, Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Twin Cities (50%) – *At the intersection of*

multiliteracies and pronunciation development: The case of L2 Spanish

- Created more than 700 stimuli from L2 speech samples
- Designed and distributed Qualtrics surveys to listeners
- Carried out descriptive statistical analyses of raters' perceptions of participants' global features of pronunciation

June 2023 – August 2023

Research Assistant, Department of Spanish & Portuguese Studies, University of Minnesota, Twin Cities (37.5%) – *Task anxiety in L2 Spanish writing*

- Coded L2 Spanish written tasks for measures of complexity, accuracy, and fluency

May 2023 – August 2023

Graduate Assistant, Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Twin Cities (25%) – *Practical Program Evaluation Initiative*

- Facilitated participant activities and synchronous sessions
- Updated Canvas site for Practical Program Evaluation Summer Institute
- Administered and analyzed regular course surveys
- Applied feedback to improve Canvas site for the following summer

May 2022 – August 2022

Research Assistant, Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Twin Cities (25%) – *Social Justice in Language Education Project*

- Revised interview and meeting transcriptions
- Completed background research for social justice project
- Worked with Zotero, a qualitative analysis software

January 2022 – May 2022

Research Assistant, Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Twin Cities (50%) – *Foreign Language Literacies*

- Formatted and revised manuscript to meet publisher and Chicago Style guidelines
- Organized and prepared content to be included on a companion website
- Assisted in preparing a multiliteracies activities database for online publication
- Worked with NVivo, a qualitative analysis software

Sept. 2020 – December 2020

Curriculum Materials Preparer, Department of Spanish & Portuguese Studies, University of Minnesota, Twin Cities (20 hours)

- Created online chapter formative assessments for SPAN 1002
- Developed and edited online unit formative assessments and weekly assignments for SPAN 1022
- Adapted SPAN 1022 Canvas course to reflect new textbook edition

ADMINISTRATIVE APPOINTMENTS

January 2020 – May 2025

Substitute Teacher, Teachers on Call, Southeastern Minnesota

- Worked as substitute teacher in rural k–12 settings during university breaks, ranging from fourth grade and reading specialist positions to high school core classes and electives

Sept. 2021 – May 2024

House Advocate, Beta Chapter of Clovia, University of Minnesota, St. Paul

- Developed interpersonal relationships by providing academic and career guidance to young women in a 4H-based sorority
- Connected members to university resources based on individual needs
- Conducted a needs analysis to evaluate the professional needs and interests of the organization
- Coordinated and directed career preparedness workshops centered around creating résumés, writing cover letters, developing foundational interviewing skills, and professional goal setting
- Assisted with research projects by helping organization members understand quantitative and qualitative components and methodologies

August 2018 – May 2019

Director of Language Resource Center, University of Wisconsin, La Crosse

- Supervised over 70 advanced language students by organizing the Conversation Partners Program in which approximately 400 students participated
- Led orientations and biweekly trainings for advanced students regarding the facilitation of second language conversations and appropriate responses to novice language learner challenges
- Conducted research, collected data, and implemented technology, such as telecollaboration programs, to pilot among language classes
- Wrote grants and received funding for new technology and research investigation
- Collaborated with departmental faculty to coordinate events, such as the French Film Festival
- Presented to language classes regarding functions, technologies, and programs of the LRC
- Managed website design for the Department of Global Cultures and Languages
- Developed language-based internships to implement High-Impact Practices to enhance student learning

2015 – 2017

Assistant Librarian, University of Wisconsin, La Crosse

- Aided students and faculty with finding research materials relevant to desired topics of investigation
- Assisted students and faculty with navigating web catalogues and online databases and aided with technology use to support research investigation

PUBLICATIONS

Mangold, M. (in preparation). The impact of pronunciation instruction on accentedness and comprehensibility: The case of L2 Spanish.

Mangold, M. & Menke, M. (in press). Linguistic manifestations of anxiety: Complexity, accuracy, and fluency in L2 Spanish writing. *Issues in Hispanic and Lusophone Linguistics*, 46, 194–223.

Mangold, M. (2025). Are my learners advanced?: Using measures of complexity and accuracy to analyze L2 Spanish writing. *Foreign Language Annals*, 58(2), 326–345. <https://doi.org/10.1111/flan.12788>

CERTIFICATIONS

[Last updated August 2026]

Received July 2023	Teaching Language Through the Lens of Social Justice , Center for Advanced Research on Language Acquisition (CARLA) • 30 hours, in-person course
Received July 2020	Transitioning to Teaching Language Online (TTLO) , Center for Advanced Research on Language Acquisition (CARLA) • 120 hours, blended asynchronous and synchronous online course
Received July 2018	Teacher Provisional License 1365, Spanish (Early Childhood-Adolescence), Wisconsin Department of Public Instruction • One semester (full-time) student teaching in middle and high school Spanish classrooms • 120 hours combined field experience in high school Spanish classroom and fourth grade Spanish immersion classroom

PRESENTATIONS

CONFERENCES

Mangold, M., & Gansen, E. Student input as a driving factor in program direction: Informing course modality. Session accepted to be presented at the Central States Conference on the Teaching of Foreign Languages, Lansing, MI (March 11–13, 2027)

Mangold, M. Hearing the difference: The effect of pronunciation instruction on accentedness and comprehensibility. Paper presented at the biannual conference on Current Approaches to Spanish and Portuguese Second Language Phonology (CASPSLaP), Brigham Young University, UT (February 27, 2026).

Mangold, M. “I just want to be easily understood”: Developing intelligibility in the intermediate language classroom. Paper presented at the American Association for Applied Linguistics (AAAL) Conference, Denver, CO (March 22, 2025).

Mangold, M. At the intersection of multiliteracies and pronunciation development: The case of L2 Spanish. Virtual presentation for the Center for Advanced Research on Language Acquisition (CARLA) for the CARLA Online Presentation Series (October 16, 2024).

Mangold, M. Where multiliteracies meets intelligibility: Pronunciation instruction in the L2 classroom. Paper presented at the Pronunciation in Second Language Learning and Teaching Conference, Ames, IA (September 13, 2024).

Mangold, M., & Menke, M. Language learner anxiety: Its impact on student writing. Paper presented at the Central States Conference on the Teaching of Foreign Languages, Minneapolis, MN (March 15, 2024).

Mangold, M., & Menke, M. Linguistic manifestations of anxiety: Complexity, accuracy, and fluency in L2 Spanish writing. Paper presented at the Hispanic Linguistics Symposium, Brigham Young University (October 12, 2023).

Mangold, M. Are my learners ‘advanced’?: Using measures of complexity and accuracy to analyze L2 Spanish writing. Presented at the American Association of Teachers of Spanish and Portuguese (AATSP) conference, Salamanca, Spain (June 27, 2023).

Mangold, M. Understanding advancedness in L2 Spanish Writing: Pedagogical implications of using measures of complexity and accuracy. Virtual presentation for the Center for Advanced Research on Language Acquisition (CARLA) for the CARLA Online Presentation Series (March 30, 2023).

Mangold, M. The (non)existent gap between Intermediate-High and Advanced-Low: Complexity and accuracy in L2 Spanish writing. Paper presented at the American Association for Applied Linguistics (AAAL) Conference, Pittsburgh, Pennsylvania (March 20, 2022).

Mangold, M. Identifying quantitative differences between Intermediate-High and Advanced Low: Using measures of syntactic complexity to distinguish between proficiency levels. Paper presented virtually at the Spanish and Portuguese Graduate Student Conference, University of Minnesota (October 15, 2021).

Mangold, M. Creating a lexical profile of foreign language teacher candidates: The lexical correlates of Intermediate-High and Advanced-Low proficiency. Paper presented virtually at the Second Language Acquisition Graduate Symposium, University of Iowa (April 16, 2021).

Mangold, M. Comparing lexical density and lexical diversity in L2 writing: Narrative vs. persuasive essays. Paper presented virtually at the Annual Hispanic and Lusophone Linguistics Conference, Arizona State University (March 19, 2021)

Mangold, M., Morris, K., & Robles-García, P. Negotiating meaning in a peer tutoring program: The impact of Vocabulary breadth on oral fluency. Paper presented at the annual American Association of Teachers of Spanish and Portuguese (AATSP) conference, Atlanta, GA (July, 2021).

Mangold, M. Negotiating meaning in L2 conversation partner sessions. Paper presented at Hispanic and Luso-Brazilian Linguistics Association (HaLLA) meeting, University of Minnesota (February 14, 2020).

Mangold, M., & Morris, K. Negotiating meaning in L2 conversation partner sessions: Error types, feedback, and implications across proficiency levels. Paper presented at the annual The American Association of Teachers of Spanish and Portuguese (AATSP) conference, San Diego, CA (July, 2019).

Mangold, M., & Morris, K. Exploring the negotiation of meaning in peer tutoring sessions in Spanish. Research-oriented paper presented at the annual American Council for the Teaching of Foreign Languages Convention (ACTFL), Washington, D.C. (November, 2018).

INVITED TALKS

Mangold, M. Reading skills and strategies in the language classroom. Invited talk for College in the Schools Fall Professional Development Day at the University of Minnesota (October 26, 2022).

Mangold, M. Creating a lexical profile of the L2 learner. Invited virtual lecture for Theories in Vocabulary Teaching and Learning at the University of Toronto, Mississauga, Ontario, Canada (March 22, 2022).

ROUNDTABLES

Dykes, B., Goss, M., & **Mangold, M.** Effective strategies for managing your time as faculty. Roundtable discussion facilitated at the Pew Faculty Teaching and Learning Center (FTLC) Annual Fall Conference on Teaching and Learning, Grand Valley State University, MI (August 13, 2026).

Mangold, M. Dispelling stereotypes and making it relevant to language learners. Teaching roundtable for Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota (February 8, 2024).

ADDITIONAL RESEARCH ACTIVITIES

Mangold, M. (2018). Latin American and Latino Studies Minor proposal: Focus groups and data collection. University of Wisconsin, La Crosse.

Mangold, M. (2017). Needs analysis for Spanish curriculum redesign. University of Wisconsin, La Crosse.

AWARDS & HONORS

2025	Center for Scholarly and Creative Excellence Dissemination Grant, Grand Valley State University (\$600)
2025	Graduate Student Language Teaching Award for Upper-Division Instruction, Department of Spanish & Portuguese Studies
2024	University of Minnesota, Twin Cities, Council of Graduate Students Research Grant (\$500)
2024	University of Minnesota, Twin Cities, Department of Spanish & Portuguese Studies Conference Travel Grant (\$1,000)
2024	University of Minnesota, Twin Cities, Department of Spanish & Portuguese Studies Career Development Award (\$500)
2024	Summer Fellowship, Department of Spanish & Portuguese Studies (\$5,000)
2023 (Fall)	Center for Educational Innovation's Thank a Teacher Program: Outstanding Teaching and Dedication to Helping Students Learn
2023	American Council on the Teaching of Foreign Language (ACTFL) Research Priority Grant (\$3,600)
2023	University of Minnesota, Twin Cities, Department of Spanish & Portuguese Studies Conference Travel Grant (\$1,000)
2023	Graduate Student Language Teaching Award, Department of Spanish & Portuguese Studies
2023	Summer Fellowship, Department of Spanish & Portuguese Studies (\$5,000)
2023	Center for Advanced Research on Language Acquisition (CARLA) Summer Institute Scholarship: Teaching Language Through the Lens of Social Justice
2022 (Fall)	Center for Educational Innovation's Thank a Teacher Program: Outstanding Teaching and Dedication to Helping Students Learn
2022	University of Minnesota, Twin Cities, Department of Spanish & Portuguese Studies Conference Travel Grant (\$600)
2022	Center for Advanced Research on Language Acquisition (CARLA) Fellow (\$1,000)
2022	University of Minnesota, Twin Cities, Department of Spanish & Portuguese Studies Conference Travel Grant (\$600)

2021	Nomination for the Council of Graduate Students (COGS) Teaching Excellence Award
2021	University of Minnesota, Twin Cities, Department of Spanish & Portuguese Studies Conference Travel Grant (\$500)
2021 (Summer)	Center for Educational Innovation's Thank a Teacher Program: Outstanding Teaching and Dedication to Helping Students Learn
2021	International Association for Language Learning Technology, Ursula Williams Graduate Student Conference Grant
2020 (Fall)	Center for Educational Innovation's Thank a Teacher Program: Outstanding Teaching and Dedication to Helping Students Learn
2019 (Fall)	Center for Educational Innovation's Thank a Teacher Program: Outstanding Teaching and Dedication to Helping Students Learn
2019	American Council on the Teaching of Foreign Language (ACTFL), Student Stipend Award (\$100)
2019	University of Minnesota, Twin Cities, Department of Spanish and Portuguese Studies Conference Travel Grant (\$500)
2018	University of Wisconsin, La Crosse, College of Liberal Studies Small Grant (\$5,000)
2018	University of Wisconsin, La Crosse, College of Liberal Studies Technology Grant (\$2,600)
2018	Research and Travel Support Award, Department of Global Cultures and Languages, University of Wisconsin, La Crosse (\$300)
2018	Representative for Student Teachers at University of Wisconsin, La Crosse
2017	College of Liberal Studies Undergraduate Student Recognition of Excellence Award

PROFESSIONAL ORGANIZATIONS

ACTFL
 American Association for Applied Linguistics
 American Association of Teachers of Spanish and Portuguese

SERVICE

SERVICE TO GRAND VALLEY STATE UNIVERSITY

Fall 2026	Co-facilitator , Learning Community, <i>Progress Over Perfection</i> (6 hours)
Fall 2026	Organizer , Learning Community, Continuation of <i>First Year Faculty Mentoring Group</i>

SERVICE TO THE COMMUNITY

July 2026	Reviewer , 2026 ACTFL Research Priority Grant proposals (3 hours)
July 2026	Reviewer , Symposium on Language Pedagogy in Higher Education 2026, abstract proposals (2 hours)
July 2026	Blind reviewer , manuscript for <i>Journal of Second Language Writing</i> (6 hours)
July 2026	Blind reviewer , manuscript for <i>Innovation in Language Learning and Teaching</i> (2 hours)
January 2026	Blind reviewer , manuscript for <i>Innovation in Language Learning and Teaching</i> (5 hours)
September 2025	Blind reviewer , manuscript for <i>L2 Journal</i> (3 hours)
September 2025	Reviewer , 2025 ACTFL Research Priority Grant proposals (3 hours)
June 2025	Reviewer , 2025 Symposium on Language Pedagogy in Higher Education proposals (2 hours)
August 2024	Reviewer , 2024 ACTFL Research Priority Grant proposals (3 hours)
July 2021 – July 2023	Graduate Student Representative , International Association for Language Learning Technology (2 hours/month)

SERVICE TO THE UNIVERSITY OF MINNESOTA

Sept 2023 – May 2024	Representative , Graduate Studies Committee (2 hours/month)
October 2023	Member , Language Center Advisory Board (half-day retreat)
March 2022 – July 2022	Committee Member , Language Center Search Committee (3 hours/week)
Jan 2021 – May 2022	Officer, Hispanic and Luso-Brazilian Linguistics Association (HaLLA) , Department of Spanish and Portuguese Studies (1 hour/month)
Jan 2021 – Oct 2021	Grant Writer & Treasurer , Calambur (Graduate Student Conference Organizing Committee), Department of Spanish and Portuguese Studies (3 hours/week)
July 2021 – Aug 2021	Volunteer for background research , Center for Advanced Research on Language Acquisition (2-4 hours/week)
Sept 2020 – Aug 2021	Chair of Graduate Student Meetings , Department of Spanish and Portuguese Studies (2 hours/month)
Aug 2020 – May 2020	Member, Diversity, Equity & Inclusion Committee , Department of Spanish and Portuguese Studies (2 hours/month)
Sept 2019 – May 2020	Member, Course Review Committee , College of Liberal Arts (2 hours/month)

Aug 2019 – June 2020 **Grant Writer**, Calambur (Graduate Student Conference Organizing Committee),
Department of Spanish and Portuguese Studies (3-5 hours/week)

PROFESSIONAL DEVELOPMENT

March 8, 2025	Digital Accessibility: Foundations badge Independent Canvas course on defining digital accessibility, its importance, and how to incorporate it into daily work
June 16 – 22, 2024	ACTFL/Middlebury Research Forum, Middlebury College, VT - Week-long retreat for select group of language researchers and educational linguists - Independently and collaboratively developed, shared, and critiqued ideas surrounding current projects - Presented research and curricular implications to a wider audience of faculty and directors at Middlebury Language Schools
Sept. 2023 – May 2024	Professional Learning Committee, Department of Spanish & Portuguese Studies, University of Minnesota - Read selections from <i>The Antiracist World Language Classroom</i> (2022) and participated in monthly facilitated conversations around readings - Engaged in collaborative work to rethink programmatic content and practices (15 hours/semester)
Jan. 2024 – April 2024	Spanish for Special Purposes Mentoring Program, Department of Spanish & Portuguese Studies, University of Minnesota - Four virtual meetings with Coordinator of Business Spanish - Class observation of Coordinator's Business Spanish course
July 2023	Teaching Language Through the Lens of Social Justice by the Center for Advanced Research on Language Acquisition (CARLA) Summer Institute One-week in-person course (30 hours total)
May 2023	World Language for Specific Purposes Workshops by University of Minnesota Language Center Participation in two two-hour virtual workshops
August 28, 2022	Addressing Implicit Bias in Search and Selection Processes by University of Minnesota Office for Equity and Diversity Two-hour virtual workshop
Spring 2022	Scholarship of Teaching Series by University of Minnesota Language Center Met virtually three times in spring 2022 for two hours each time
January 2022	Foundations of Data Management Badge by University of Minnesota Research Data Services Asynchronous one-week virtual course
Spring 2020	Designing and Teaching your Dream Course Workshop Series by University of Minnesota Language Center Met in-person three times in spring 2020 for three hours each time

STUDENT TEACHING

Spring 2018	Student Teacher , Central High School, La Crosse, Wisconsin - Designed and implemented a thematic unit plan, lessons, and assessments to teach Spanish I learners - Created and implemented a thematic unit plan, lessons, and assessments for Spanish IV learners using a novel
January 2018 – March 2018	Student Teacher , Logan Middle School, La Crosse, Wisconsin - Prepared and taught content-based lessons for Introduction to Spanish and Spanish I - Recruited to work one-on-one with students with Emotional Behavioral Disorder (EBD)
September 2017 – Dec 2017	Clinical Teacher , North Woods International School, La Crosse, Wisconsin - Prepared and taught lessons in Spanish for Social Studies, Math, and Reading for 4th and 5th grade - Implemented Action Research to increase output in the target language
February 2017 – May 2017	Clinical Teacher , Logan High School, La Crosse, Wisconsin Prepared and taught review lessons relating to current events for Spanish II

LANGUAGES

English	Native
Spanish	Near-native
Portuguese	Reading proficiency
French	Reading proficiency