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Dr. Raquel FERNÁNDEZ FUERTES

Profesora Titular de Universidad

Sexenios CNEAI: 3

Research:

* Bilingual language acquisition
* Formal analyses
* Comparative grammar
* Languages in contact

RECENT AND / OR RELEVANT PUBLICATIONS

(last 10 years)

Fernández Fuertes, R., E. Gómez Garzarán, S. Mujcinovic and I. Mañas Navarrete. 2022. [When teaching works and time helps: Noun modification in L2 English school children](https://uvadoc.uva.es/handle/10324/57150" \t "_blank). *Open Linguistics 8* (1): 475-495.

Sánchez Calderón, S. and R. Fernández Fuertes. 2022. [The acquisition of English active and passive mono transitive constructions by English-Spanish simultaneous bilingual children](https://uvadoc.uva.es/handle/10324/55731" \t "_blank). *International Journal of Bilingualism*26 (4): 502-526.

Fernández Fuertes, R. and S. Sánchez Calderón. 2021. [The syntactic status of English dative alternation structures in bilingual and in monolingual acquisition data](https://uvadoc.uva.es/handle/10324/40989" \t "_blank). *Linguistic Approaches to Bilingualism*11 (6): 817-845.

Liceras, J.M. and R. Fernández Fuertes. 2021. [On the nature of crosslinguistic influence: root infinitives revisited](https://uvadoc.uva.es/handle/10324/55733" \t "_blank). In Avram, L., A. Sevcenco and V. Tomescu (eds.). L1 Acquisition and L2 Learning. John Benjamins.

Fernández Fuertes, R., E. Gómez Garzarán and I. Mañas Navarrete. 2020. [Noun-noun compounds in a game task: what child data can tell us about teaching practices](https://uvadoc.uva.es/handle/10324/55732" \t "_blank). In Planelles, M., A. Foucart and J.M. Liceras (eds.). *Current Perspectives in Language Teaching and Learning in Multicultural Contexts*. Thomson Reuters Aranzadi.

Gómez Garzarán, E. and R. Fernández Fuertes. 2020. [Is explicit instruction effective? The learning of English noun-noun and adjective-noun structures by L1 Spanish school children](http://uvadoc.uva.es/handle/10324/41174" \t "_blank). *Culture and Education* 32 (2): 299-339.

Sánchez Calderón, S. and R. Fernández Fuertes. 2020. [Bilingual and monolingual children’s acquisition of Spanish dative alternation structures: order of acquisition and adult input effects](https://uvadoc.uva.es/handle/10324/42052" \t "_blank). *International Journal of Bilingual Education and Bilingualism*23 (4): 347-367.

Sánchez Calderón, S. and R. Fernández Fuertes. 2020 (pre-print). [Are there biological gender differences at the early stages of first language acquisition when producing double object constructions and to/for-datives?](https://uvadoc.uva.es/handle/10324/40903" \t "_blank) *Onomázein* 61.

Stankova, R. and R. Fernández Fuertes. 2020. [The acquisition of](http://uvadoc.uva.es/handle/10324/39952" \t "_blank)*[ser](http://uvadoc.uva.es/handle/10324/39952" \t "_blank)*[and](http://uvadoc.uva.es/handle/10324/39952" \t "_blank)*[estar](http://uvadoc.uva.es/handle/10324/39952" \t "_blank)*[in 2L1 English-Spanish data](http://uvadoc.uva.es/handle/10324/39952" \t "_blank). In Levey, D. (ed.). *Strategies and Analyses of Language and Communication in Multilingual and International Contexts*. Cambridge Scholars Publishing.

Álvarez de la Fuente, E., R. Fernández Fuertes and Ó. Arratia García. 2019. [Bilingual children as interpreters in everyday life: how natural interpreting reinforces minority languages](http://uvadoc.uva.es/handle/10324/32764" \t "_blank). *Journal of Multilingual and Multicultural Development*40 (4): 338-355.

Fernández Fuertes, R., T. Gómez Carrero and A. Martínez. 2019. [Where the eye takes you: the processing of gender in codeswitching](http://uvadoc.uva.es/handle/10324/40412" \t "_blank).*RAEL. Revista Electrónica de Lingüística Aplicada* 18 (1): 1-17.

Kaan, E., C. Futch, R. Fernández Fuertes, S. Mujcinovic and E. Álvarez de la Fuente. 2019. [Adaptation to syntactic structures in native and second-language sentence comprehension](http://uvadoc.uva.es/handle/10324/32963" \t "_blank). *Applied Psycholinguistics*40 (1): 3-27.

Liceras, J.M. and R. Fernández Fuertes. 2019. [Subject omission/production in child bilingual English and child bilingual Spanish: the view from linguistic theory](http://uvadoc.uva.es/handle/10324/32985" \t "_blank). *Probus* 31 (2): 245-278.

Fernández Fuertes, R. and J.M. Liceras. 2018. [Bilingualism as a first language: language dominance and crosslinguistic influence](http://uvadoc.uva.es/handle/10324/32961" \t "_blank). In Cuza, A. and P. Guijarro-Fuentes (eds.). *Language Acquisition and Contact in the Iberian Peninsula*. De Gruyter.

Sánchez Calderón, S. and R. Fernández Fuertes. 2018. [Which came first: the chicken or the egg? Ditransitive and passive constructions in the English production of simultaneous bilingual English children](http://uvadoc.uva.es/handle/10324/32766" \t "_blank). *ATLANTIS* 40 (1): 39-58.

Fernández Fuertes, R. and E. Álvarez de la Fuente. 2017. [The acquisition of Spanish and English as two first languages through the analysis of natural interpreting in bilingual children](http://uvadoc.uva.es/handle/10324/32765" \t "_blank). *Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics* 30 (1): 142-165.

Fernández Fuertes, R., E. Álvarez de la Fuente and S. Mujcinovic. 2016. [The acquisition of grammatical gender in L1 bilingual Spanish](https://uvadoc.uva.es/handle/10324/58598" \t "_blank). In Alba de la Fuente, A., E. Valenzuela and C. Martínez Sanz (eds.). *Studies in Bilingualism: Language Acquisition Beyond Parameters: Studies in Honour of Juana M. Liceras.* John Benjamins.

Fernández Fuertes, R., J.M. Liceras and A. Alba de la Fuente. 2016. [Beyond the subject DP versus the subject pronoun divide in agreement switches](https://uvadoc.uva.es/handle/10324/58617" \t "_blank). In Tortora, C., M. den Dikken, I.L. Montoya and T. O’Neill (eds.). *Romance Linguistics 2013: Selected Papers from the 43rd Linguistic Symposium on Romance Languages (LSRL)*. John Benjamins.

Liceras, J.M., R. Fernández Fuertes and R. Klassen. 2016. [Language dominance and language nativeness: the view from English-Spanish code-switching](http://uvadoc.uva.es/handle/10324/39155" \t "_blank). In Guzzardo Tamargo, R.E., C.M. Mazak and M.C. Parafita Couto (eds.). *Spanish-English Codeswitching in the Caribbean and the US.* John Benjamins.

Sánchez Calderón, S. and R. Fernández Fuertes. 2016. [Dativizable or non-dativizable: that is the question? A syntactic-semantic analysis of English (non)-dativizable constructions in the production of a set of 2L1 English/Spanish simultaneous bilingual twins.](http://uvadoc.uva.es/handle/10324/39146" \t "_blank) *Xjenza* 4 (1): 44-57.

Yuan, Q. and R. Fernández Fuertes. 2016. [An analysis of interlinguistic influence from Chinese into English in direct object realization in Chinese-English bilingual children](https://revistas.uva.es/index.php/esreview/article/view/750" \t "_blank). *ES. Revista de Filología Inglesa* 37: 33-55.

Álvarez de la Fuente, E. and R. Fernández Fuertes. 2015. [Translation universals in the oral production of bilingual children](https://uvadoc.uva.es/handle/10324/58620" \t "_blank). *Translation and Translanguaging in Multilingual Contexts* 1 (1): 49-79.

Álvarez de la Fuente, E. and R. Raquel Fernández Fuertes. 2012. [In search for the initial translator in translation and bilingualism studies](https://uvadoc.uva.es/handle/10324/57479" \t "_blank). In Jiménez Ivars, A. and M.J. Blasco Mayor (eds.). *Interpreting Brian Harris. Recent Developments in Natural Translation and Interpreting Studies*. Peter Lang.

Álvarez de la Fuente, E. and R. Raquel Fernández Fuertes. 2012. [How two English/Spanish bilingual children translate: in search for bilingual competence through natural interpretation](https://uvadoc.uva.es/handle/10324/57480" \t "_blank). In Jiménez Ivars, A. and M.J. Blasco Mayor (eds.). *Interpreting Brian Harris. Recent Developments in Natural Translation and Interpreting Studies*. Peter Lang.

Liceras, J.M., R. Fernández Fuertes and A. Alba de la Fuente. 2012. [Subject and copula omission in the English grammar of English-Spanish bilinguals: on the issue of directionality of interlinguistic influence](https://journals.sagepub.com/doi/abs/10.1177/0142723711403980?journalCode=flaa" \t "_blank). *First Language* 32 (1-2): 88-115.

Liceras, J.M., R. Fernández Fuertes, A. Alba de la Fuente, G. Boudreau and E. Acevedo. 2012. [Interlinguistic influence in simultaneous bilingualism: core syntax phenomena and lexical transparency](http://uvadoc.uva.es/handle/10324/39154" \t "_blank). In Ferré, S., P. Prévost, L. Tuller and R. Zebib (eds.). *Selected Proceedings of the Romance Turn IV Workshop on the Acquisition of Romance Languages.* Cambridge Scholars Publishing.

OTHER

* research group director: UVALAL (University of Valladolid Language Acquisition Lab), recognized research group (since 2005) ([https://uvalal.uva.es](https://uvalal.uva.es/" \t "_blank))
* research projects and grants (last 10 years)
* PGC2018-097693-B-I00 (2019-2022). Linguistic competence indicators in heritage and non-native languages: linguistic, psycholinguistic, and social aspects of English-Spanish bilingualism. Spanish Ministry of Science, Innovation and Universities and European Regional Development Fund (ERDF). **PI: Raquel Fernández Fuertes** (University of Valladolid).
* VA009P17 (2017-2019). Aspectos de la dimensión internacional del contacto de lenguas: diagnósticos de la competencia lingüística bilingüe inglés/español. Castile and León Regional Government and ERDF. **PI: Raquel Fernández Fuertes** (University of Valladolid).
* 5. FFI2012-35058 (2013-2015). Variación, complejidad y experiencia lingüística en la adquisición de lenguas y el bilingüismo: más allá de la división entre sintaxis e interfaces. Ministry of Education and Science. PI: Aurora Bel Gaya (Pompeu Fabra University).
* 10-CEA-A (2010-2013). Minority and majority languages in Canada and Spain: English, French and Spanish as first, second and heritage languages. International Council of Canadian Studies y Department of Foreign Affairs [International Education and Youth Division]. Canada-Europe Award Program (CEA). **PI: Raquel Fernández Fuertes** (University of Valladolid).
* transfer merits (corpora and datasets)
* **Fernández Fuertes**, R.; J.M. Liceras. 2009. The [FerFuLice](https://childes.talkbank.org/access/Biling/FerFuLice.html) corpus: longitudinal English-Spanish bilingual corpus (free access via the CHILDES project MacWhinney 2000).
* Mujcinovic, S.; R. **Fernández Fuertes**. 2022. The [soraUVALAL](https://slabank.talkbank.org/access/English/soraUVALAL.html) corpus: oral and written production of L2 English children with L1 Spanish, L1 Danish or L1 Bosnian (free access via the SLABank-TalkBank project, MacWhinney 2019)
* Stankova Laykova, R.; R. **Fernández Fuertes**. In preparation. The ra2UVALAL corpus: longitudinal Spanish-Bulgarian bilingual corpus (to appear in CHILDES).
* Datasets:
* [Bilingual acquisition data: longitudinal corpus\_FerFuLice dataset](https://uvadoc.uva.es/handle/10324/50964" \t "_blank)
* [Bilingual acquisition data: cross-sectional corpus\_soraUVALAL dataset](https://uvadoc.uva.es/handle/10324/53750" \t "_blank)
* [Bilingual acquisition data: Subject Overtness\_SO-L2 dataset](https://uvadoc.uva.es/handle/10324/53753" \t "_blank)
* [Bilingual acquisition data: Natural Interpreting\_NI dataset](https://uvadoc.uva.es/handle/10324/50963" \t "_blank)
* [Bilingual acquisition data: Object Overtness\_OO-L1 dataset](https://uvadoc.uva.es/handle/10324/52715" \t "_blank)
* [Bilingual acquisition data: Dative Alternation\_DA-L1 dataset](https://uvadoc.uva.es/handle/10324/52646" \t "_blank)
* [Codeswitching experimental data: grammatical person\_CS-person dataset](https://uvadoc.uva.es/handle/10324/54599" \t "_blank)
* [Codeswitching experimental data: grammatical gender in copula constructions\_CS-copula-gender dataset](https://uvadoc.uva.es/handle/10324/54597" \t "_blank)
* [Codeswitching experimental data: grammatical gender in DPs\_DP-gender dataset](https://uvadoc.uva.es/handle/10324/54598" \t "_blank)