

Natalie A. Amgott
Carnegie Mellon University
Department of Modern Languages

ACADEMIC APPOINTMENTS

Associate Director of Online Language Learning, Department of Modern Languages, Carnegie Mellon University, Pittsburgh, PA 2022-present

AREAS OF SPECIALIZATION

Technology-enhanced language learning, curriculum design, language program evaluation, multiliteracies, multimodality, French and Francophone studies, digital literacy, critical literacy

AWARDS & HONORS

Dissertation Award Finalist for the American Association for Applied Linguistics, 2022
Mango Dissertation Award for research on technology and language learning, 2021
Andrew C. Comrie Graduate Fellowship for interdisciplinary dissertation research, 2021-2022
Department of French & Italian Excellence in Service Award, 2019
Robert & Ethel Warner Endowment Fellowship, University of Arizona, 2018
Department of French & Italian Excellence in Teaching French, 2018
Outstanding Second Year Student in French Masters Award, University of Florida, 2015
Michael Hauptman Award for Outstanding Senior in French, University of Florida, 2014
Phi Beta Kappa Inductee, 2012

EDUCATION

University of Arizona, Tucson, AZ May 2022
Ph.D. in Second Language Acquisition and Teaching
Specialization: Pedagogy and Program Administration
Dissertation: *Implementing and evaluating multiliteracies in college French: A nested case study*

University of Florida, Gainesville, FL August 2015
M.A., French Linguistics
Thesis: *L'emploi des marqueurs discursifs en français chez des Montréalais francophones issus de l'immigration latino-américaine*
[*The use of French discourse markers by Francophone Montrealer immigrants of Latin-American origin*]

University of Florida, Gainesville, FL May 2014
B.A. in French & Chinese; Minor in Anthropology, *Cum laude*

PEER-REVIEWED PUBLICATIONS

Articles in Refereed Journals

Amgott, N. (2023). "The Challenge Was Fun": Critical Literacy and Growth Mindset in L2 Multiliteracies. *System*, 113.

Amgott, N. & Gorham, J. A. (2022). Embodied modes in L2 French video reflections: Supporting metalinguistic awareness, organization, and community. *Foreign Language Annals*.

Pacheco, M. B., Smith, B. E., Combs, E., Amgott, N. (2022). Translanguaging within multimodal composition products and processes: A systematic review. *Pedagogies: An International Journal*, 17(4), 389-407.

Amgott, N. (2022). "Je suis YouTubeur": Multilingual multimodal composing abroad. *Journal of Language, Identity, & Education*. Advance Online Version.

Smith, B. E., Amgott, N., & Malova, I. (2022). "It made me think in a different way": Multilingual adolescents' perspectives on multimodal composing in an English Language Arts classroom. *TESOL Quarterly*, 56(2), 525-551.

Pacheco, M. B., Smith, B. E., Deig, A., & Amgott, N. (2021). Scaffolding multimodal composition with emergent bilingual students: A systematic review of research. *Journal of Literacy Research*, 53(2), 149-173.

Amgott, N. (2020). L2 multimodal composing abroad: Remixing languages, cultures, and identities. *L2 Journal*, 12(3), 1-22.

Amgott, N. (2018). Critical Literacy in #DigitalActivism: Collaborative Choice and Action. *International Journal of Information and Learning Technology*, 35(5), 329-341.

Online Course

Amgott, N., Dubreil, S., Jones, C. (2023). *Confluences Francophones: Intermediate French*. Open Learning Initiative. Carnegie Mellon University.

Book Chapters

Amgott, N. (2021). "Donde su visión se hace realidad": Landscaping the linguistics of Orlando's plazas. In P. Gubitosi & M. Ramos (Eds.), *Linguistic Landscape in the Spanish-Speaking World*. John Benjamins.

Smith, B.E., Malova, I., & Amgott, N. (2021). Expanding meaning-making possibilities: Bilingual students' perspectives on multimodal composing. In D. Shin, T. Cimasko, & Y. Yi (Eds.), *Multimodal composing in K-16 ESL and EFL education: Multilingual perspectives*. Springer.

INVITED PRESENTATIONS

Amgott, N., Petit, E., Shufflebarger, A. (2023, April). *Adapting careers to the changing K-16 landscape*. Invited webinar for the Second Language Acquisition & Teaching program at the University of Arizona.

Amgott, N. (2022, September). *Problematizing standard language: Toward a translanguaging multimodal approach*. Invited presentation for a training for Communication and Language Services employees at Carnegie Mellon University.

Amgott, N. (2021, October). *Hacer un panorama lingüístico y como publicar durante los estudios postgrados. [Doing linguistic landscapes and how to publish in grad school]*. Invited presentation for a graduate Spanish sociolinguistics course at the University of Arizona.

Amgott, N. (2021, May). *Vlogging abroad: L2 multimodal composing for language learning and cultural reflection*. Invited workshop presenter webinar for the Center for Educational Resources in Culture, Language, and Literacy.

Amgott, N. (2021, April). *Maximizing mentoring*. Invited panelist for webinar for the Second Language Acquisition and Teaching program at the University of Arizona.

Amgott, N., Harvey, L., Palese, E. (2018, November). *Under construction: a roadmap to participation, equity, and inclusion in L2DL*. Invited Speaker at L2 Digital Literacies Symposium, University of Arizona.

CONFERENCE PRESENTATIONS

Amgott, N. (2023, April). *Analyzing and Disseminating Multimodal Research: Tensions and Opportunities*. Second Language Multimodal Literacies (L2ML) Virtual Conference.

Amgott, N. (2023, March). *Independent learner experiences in online French and Spanish courses: Self-paced versus instructor-led modalities*. American Association for Applied Linguistics Conference, Portland, OR.

Amgott, N. (2022, November). *“The Challenge Was Fun:” Growth Mindset and French Multiliteracies*. American Council on the Teaching of Foreign Languages Conference, Boston, MA.

Amgott, N. (2022, March). *Methodological approaches to analyzing L2 embodied modes: A systematic review*. American Association for Applied Linguistics Conference, Pittsburgh, PA.

Gorham, J. & Amgott, N. (2022, January). *Embodying intercultural competence in L2 French video reflections*. Intercultural Competence Conference 2022.

Amgott, N. (2021, November). *Making French real: College student perspectives on multiliteracies*. American Council on the Teaching of Foreign Languages Virtual Conference.

Amgott, N. & Gorham, J. (2021, April). *Embodying language learning: L2 French rehearsal, repair and community*. American Educational Research Association Virtual Conference.

Smith, B. E. & Amgott, N. (2021, April). *Bilingual adolescents’ collaborative multimodal composing processes*. American Educational Research Association Virtual Conference.

Amgott, N. (2020, November). *Implementing and evaluating multiliteracies in college French*. Feature Presentation of the Research Special Interest Group at the American Council on the Teaching of Foreign Languages Virtual Convention.

Amgott, N. (2020, October). *L2 multimodal composing abroad: Remixing languages, cultures, and identities*. L2DL Virtual Symposium.

Smith, B. E., & Amgott, N. (2020, April). *“It made me think in a different way”: Bilingual students’ perspectives on multimodal composing in the English Language Arts classroom*. American Educational Research Association Conference, San Francisco, CA. (conference cancelled)

Amgott, N. (2019, November). *Multimodal composing abroad: Remixing identities and codemeshing cultures*. American Council on the Teaching of Foreign Languages, Washington, D.C.

Amgott, N. (2019, October). *“Donde su visión se hace realidad”: Landscaping the linguistics of Orlando’s plazas*. Hispanic Linguistics Symposium, El Paso, TX.

- Amgott, N. (2019, February). *“Parlez-vous Snapchat?”: Remixing study abroad through multimodal composing*. Arizona State University Graduate Linguistics/TESOL Symposium, Tempe, AZ.
- Amgott, N. (2018, November). *Fostering student motivation and agency in multiliteracies language learning*. Literacy Research Association Conference, Indian Wells, CA.
- Amgott, N. (2018, February). *Power in place: Advocating an interdisciplinary approach to semiotics*. Paper presented at Arizona State University Graduate Linguistics/TESOL Symposium, Tempe, AZ.
- Amgott, N. (2017, October). *L’enseignement de la justice sociale : une approche interactive pour la classe de langue étrangère*. [Teaching social justice: an interactive approach for the foreign language classroom]. University of Colorado’s Interdisciplinary Graduate Student Conference, Boulder, CO.
- Blondeau, H. & Amgott, N. (2015, June). *Les mots du discours des montréalais issus de l’immigration hispanophone : pratiques francophones en émergence*. [Discourse markers of Spanish-speaking immigrants to Montreal: Francophone practices in emergence]. Association for French Language Studies Conference, Caen, France.
- Amgott, N. (2015, February). *French discourse marker production by Hispanophones in Montreal: Integration, Appropriation, or Assimilation?* Georgetown University Graduate Student Conference, Washington, D.C.
- Blondeau, H., Tremblay, M., Amgott, N., & Ziani, M. (2014, October). *Le français dans la diversité de ses pratiques à la mesure d’un quartier montréalais*. [The diversity of French language practices throughout a Montreal neighborhood]. American Council of Quebec Studies Conference, Montreal, Canada.

TEACHING EXPERIENCE & COURSE COORDINATION

COURSE COORDINATOR

Carnegie Mellon University, Online Education for Arabic, Chinese, French, Spanish 2022-present

University of Arizona, Tucson, AZ

Elementary French 1 & 2, Intermediate French 1 & 2, Fall 2020-Spring 2021

Breakout Session Foreign Language Teaching Methods, Fall 2018

INSTRUCTOR OF FRENCH & SPANISH

Carnegie Mellon University, Online Continuing Education Program for Adults

Instructor-led French 1, Fall 2022

Instructor-led French 2, Fall 2022, Spring 2023

Instructor-led Spanish 1, Fall 2022

Carnegie Mellon University, Pittsburgh, PA

Intermediate French 1, Spring 2023

Pima Community College, Tucson, AZ

Elementary French 2, Spring 2020

Virtual Elementary French 1, Fall 2020, Spring 2021, Summer 2021, Fall 2021

Virtual Intermediate French 2, Fall 2021

University of Arizona, Tucson, AZ

Intermediate French 2, Fall 2017, Spring 2018, Fall 2018, Spring 2019, Spring 2020
Intermediate French 2 Live Online, Fall 2020
Intermediate French 2 Online Asynchronous, Summer 2020, Spring 2021
Accelerated Intermediate French, Online Asynchronous, Summer 2020
Intermediate French1, Fall 2019

Alliance Française, Gainesville, FL

Beginning French 1, Spring 2016
Beginning French 2, Summer 2016

Flagler College, St. Augustine, FL, Fall 2015

Beginning French 1

University of Florida, Gainesville, FL

Accelerated French 1, Fall 2014
Beginning French 2, Spring 2015

INSTRUCTOR OF ENGLISH AS A SECOND LANGUAGE

Pima Community College, Tucson, AZ

Oral Communication for Non-Native Speakers of English 2, Fall 2019
Oral Communication for Non-Native Speakers of English 3, Spring 2020

University of Florida, English Language Institute, Gainesville, FL

Grammar Level 3: Summer 2015
Listening & Speaking Level 5: Summer 2015
Listening & Speaking Level 4: Spring 2016
TOEFL: Test of English as a Foreign Language Prep Course: Fall 2015, Spring 2016
Reading & Writing Level 3: Fall 2015
Reading & Writing Level 4: Spring 2016

TakeLessons & TakeLessons Live, Online: 2017-2020

Instructor of ESL, French, and Spanish group courses and private English, Spanish, and French lessons on grammar, vocabulary, business English, TOEFL prep

INSTRUCTOR OF COURSES ON MULTIMEDIA

Podcasting: Language & Culture through Storytelling, Fall 2022

STUDY ABROAD INSTRUCTOR

Arizona in Paris through Cultural Experiences Abroad, Paris, France

French Pronunciation and Conversation, Summer 2018
French Grammar, Usage and Composition, Summer 2018
Spoken French in Cultural Context, Summer 2018, Summer 2019
Written French in Cultural Context, Summer 2018, Summer 2019

MIDDLE SCHOOL/HIGH SCHOOL TEACHER

Trinity Preparatory School, Orlando, FL, 2016-2017

French 1A *Introduction to French for 6th & 7th graders*
French II *Level 2 French for 8th-11th graders*
French IV Honors *Honors Level 4 French for 10th & 11th graders*

INDEPENDENT STUDY SUPERVISOR

Differences in Interactional Competence Between Modalities in Introductory Language Students 2022

DISSERTATION COMMITTEE

Michael DeSalvo, PhD Candidate in Second Language Acquisition at Carnegie Mellon University

CURRICULUM DESIGN EXPERIENCE

Instructional Designer for Online Courses

Carnegie Mellon University, 2022-present

Design *Confluences Francophones* third year course and *A1 Spanish for Beginners*

Learning Experience Designer for Gabb Global

Online Consultant, 2022-2023

Design English as a Second Language (ESL) curriculum for Gabb Global, a virtual reality language learning program.

Subject Matter Expert for Open Educational Resource Development

Pima Community College, Tucson, AZ, 2021-2022

French 101, 201, & 202

Subject Matter Expert & Instructional Designer for Open Educational Resource Development

Pima Community College, Tucson, AZ, 2021

ESL Communications Level 80

Subject Matter Expert & Instructional Designer for face-to-face and online modalities

University of Arizona, Tucson, AZ, 2017-2021

French 201, 202, 301, 302, 310, & 320

RESEARCH ASSISTANT EXPERIENCE

Research Assistant to Dr. Kris Knisely

2021

University of Arizona, Tucson, AZ

Student understanding of gender just language teaching in third year French courses

Research Assistant to Dr. Blaine Smith

2019-2021

University of Arizona, Tucson, AZ

Student processes of multimodal composing and collaboration in ESL and emerging bilingual contexts

PROFESSIONAL ORGANIZATIONS

American Council on the Teaching of Foreign Languages (ACTFL)

American Association for Applied Linguistics (AAAL)

American Educational Research Association (AERA)

SERVICE & MEDIA

Journal and Conference Reviews

Second Language Multimodal Literacies Conference, 2023

Foreign Language Annals, 2022-present

American Council on the Teaching of Foreign Languages (ACTFL) Conference, 2022-2023

Language Teaching Research, 2023

Studies in Hispanic and Lusophone Linguistics, 2022

L2 Journal, 2021-present
Journal of Literacy Research, 2020-present
Journal of Language, Identity, & Education, 2020-present
Education Research International, 2020
Critical Arts, 2020
Sage Open, 2020
Journal of Second Language Acquisition and Teaching (formerly *Arizona Working Papers*), 2019-2020
Bilingual Research Journal, 2019
Literacy Research: Theory, Method & Practice, 2019

Professional Service

Mentor for American Council on the Teaching of Foreign Languages (ACTFL) Program, 2022-present
ACTFL Pimsleur Award Committee, 2023

Invited Francophone Panelist for Television on American Election Coverage

Ici RDI: Radio Canada – French speaker before and after presidential and vice-presidential debates, 2020

University Service

President of Second Language Acquisition and Teaching Student Association (SLATSA), 2019-2020
Chair SLAT Roundtable Conference, 2019-2020
Vice President & Treasurer of SLATSA, 2018-2019
Co-Chair of SLAT Roundtable Conference, 2018-2019
Funding Logistics Committee for Roundtable Conference, 2017-2018

Community Service

Facilitator of weekly international virtual “Table Francophone” for French users, 2020-present
Coach for *Congrès*, Florida State French Competition, 2017-2018

LANGUAGE PROFICIENCY

English: Native Speaker
French: C2 (Common European Framework)
Spanish: C1 (Common European Framework)
Italian: A1 (Common European Framework)