

Abigaël Candelas de la Ossa

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POSITIONS

Current

2019 – Special Education, Austin Independent School District.

Previous

2016-2018. Visiting Assistant Professor, Linguistics Department, University at Buffalo.

2014, 2016. Visiting Scholar, School of Linguistics and Applied Language Studies, Victoria University of Wellington.

2014, 2015. Visiting Scholar, Department of Languages, Literatures and Linguistics, York University.

EDUCATION

[2024.] PhD in Linguistics, Queen Mary University of London.
Dissertation: *Sexual consent in British institutional discourse: A corpus-assisted study of violence prevention and survivor support guidance.*

2011. MSc by Research in Linguistics, University of Edinburgh.
Thesis: *The status of stance commitments in the lexicosyntactic variation of identity labels.*

2010. MA (Honours) in Mind and Language, First Class, University of Edinburgh.
Thesis: *“Speaking as a woman”: Investigating the negotiation of gendered personae in women’s public discourse.*

Additional Certifications

2024. Texas Special Education Teaching Standard Certificate, EC-12

2019. English/Spanish ARD Interpreter Certificate, Austin Independent School District.

AWARDS AND GRANTS

2022. Teacher of Promise Award for New Teachers.

2022. Texas Teachers of Tomorrow Scholarship.

2016. Sociological Review Foundation Early Career Fund.

2014. International Gender and Language Association (IGALA) Student Bursary.

2013. Queen Mary University of London Postgraduate Research Fund.

2011. Arts and Humanities Research Council Doctoral Scholarship.

2009. University of Edinburgh Barnson Bequest Award.
2008. University of Edinburgh Barnson Bequest Award.

PUBLICATIONS

In preparation

Book: Beyond saying no: How do institutions talk about sexual consent and violence? (Completed draft, 270pp.)

Article: Love is love: Queer Latinidad identities in media of the Orlando Pulse shooting. With Alexandra Lawson. (Completed draft, 15pp.)

Refereed journal articles

2019. Exceptionalizing intersectionality: a corpus study of implied readership in guidance for survivors of domestic abuse. *Gender & Language* 13(2): 224–250.
2016. “Talk, listen, think”: Discourses of agency and unintentional violence in consent guidance for gay, bisexual, and trans men. *Discourse & Society* 27(4): 365–382.

Selected policy consultations and reports

2024. UK Department for Education Consultation: *Review of the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance*.
2021. Draft Crown Prosecution Service guidance for RASSO [Rape and Other Serious Sexual Offences] prosecutors 2020. With Becky Agates, Mary Aspinall-Miles, Aradhana Cherupara Vadakkethil, Rachel Clement Tolley, Laura Hoyano, John Riley, Cristina Valega Chipoco, on behalf of the Coeus Legal Research Group into Sexual and Domestic Violence. Endorsed by the Criminal Bar Association.
2015. Evidence submission to the Scottish Parliament Justice Committee on the Abusive Behaviour and Sexual Harm (Scotland) Bill.
2015. Scottish Government consultation: *Equally Safe – Reforming the criminal law to address domestic abuse and sexual offences*.
2014. Home Office consultation: *Strengthening the law on domestic abuse: a consultation*.

PRESENTATIONS

Invited talks

2020. Intersectionality and stereotyping in support resources for survivors of domestic abuse. Coeus Legal Research Group into Sexual and Domestic Violence, University of Oxford. 17 June 2020.
2018. Pronoun variation as a window into intersectional experience in texts for survivors of domestic violence. University of Toronto. 16 March.

- 2018. Merely diversifying? Intersectional experience in survivor support resources. Gender Institute, University at Buffalo. 28 Feb.
- 2016. Sex, drugs, and modal auxiliaries: The construction of sexual consent in guidance for young people. University of Western Ontario. 22 Jan.
- 2015. Linguistics research on demeanour evidence. University of Oxford. 3 March.
- 2014. Situated knowledges and interpretative injustices. University of Oxford. 28 Nov.
- 2014. “You don’t have to”: Constructing sexual consent in guidance for young people and professionals. Victoria University of Wellington, 8 Oct.
- 2014. Getting away from “just say no”. Forum on Consent, McGill University, 26 Feb. (Keynote.)

Selected department and lab presentations

- 2018. Gun violence as media-mediated and media-constructed events. Sociolinguistics Lab, University at Buffalo. 14 March.
- 2017. Engaging men in partner violence prevention. Sociolinguistics Lab, University at Buffalo. 20 Oct.
- 2017. Who are YOU calling THEY? Multiply marginalised identities in guidance for survivors of domestic abuse. Sociolinguistics Lab, University at Buffalo. 6 Oct.
- 2014. What CAN can mean. Discourse Analysis Group, Victoria University of Wellington, 24 Sept.
- 2014. What MUST must mean and HAVE TO has to mean. Discourse Analysis Group, Victoria University of Wellington, 20 Aug.
- 2012. Marriage is so gay: How stance and semantics can bear on the question of what experts have ever done for us. Postgraduate Discussion Group, Queen Mary University of London. 15 Feb.

Selected recent conference papers

- 2021. “Merely diversifying?”: Intersectionality in sexual consent guidance. Lavender Languages 27. 21-23 May 2021.
- 2019. Queer Latinidad in media responses to Orlando’s Pulse nightclub shooting. Texas Linguistics Society 2019 (TLS 2019). 22-24 Feb. With Alexandra Lawson.
- 2018. Gay equality, Hispanic votes, and Queer grief: Queer identities in media representations of bias-motivated violence. IGALA 10. 20-22 June. With Alexandra Lawson.
- 2016. Implied readership, imagined communities, and exceptionalising intersectionality in guidance for survivors of domestic abuse. IGALA 9. 19-21 May.
- 2015. Stance and neoliberal ideology in sexual consent guidance. i-mean 4. 9-11 April.
- 2015. Superpowers and vigilantes: affect and expertise in discourses of institutional injustice. i-mean 4. 9-11 April. With Kaitlyn Vera Smith.

TEACHING EXPERIENCE

Graduate courses, University at Buffalo

Advanced Seminar: Sociolinguistics Lab (spring 2018, fall 2017)

Advanced Seminar: Language and Gender/Sexuality (spring 2017)

Graduate Research / Independent Study (spring 2017)

Combined graduate and undergraduate courses, University at Buffalo

Sociolinguistics (fall 2017)

Linguistic Anthropology (spring 2017)

Bilingualism and Contact Linguistics (fall 2016)

Undergraduate courses, University at Buffalo

Language, Society and the Individual (spring 2018, fall 2017, spring 2017, fall 2016)

Linguistics Internship (Faculty Mentor fall 2017)

Undergraduate courses, Queen Mary University of London

English in Use (Teaching Fellow spring 2015)

Language and Mind (Teaching Assistant spring 2012)

K-12 education, Austin Independent School District

Early Childhood Special Education (spring 2024, fall 2023)

Special Education Social Communication and Behavior Skills (spring 2024, fall 2023)

Special Education Science (spring 2024, fall 2023)

Special Education Social Studies (spring 2024, fall 2023)

Special Education Reading (spring 2024, fall 2023, spring 2023, fall 2022,)

Special Education Math (spring 2024, fall 2023, spring 2023, fall 2022)

ADVISING

Postgraduate advising

- 2020. Cristina Valega Chipoco. Sexual offences legal reform in Peru. (MSt Women's Studies, Oxford University External co-supervisor; Laura Hoyano, co-supervisor.)
- 2018. Alexandra Lawson. Queer identities in media representations of bias-motivated violence. (Research Assistant supervisor).
- 2018. Jennifer Schechter. Does Donald Trump really tawk the tawk? An accoustic analysis of Trump's THOUGHT and BAT vowels. (PhD Qualifying Paper reader; David Fertig, chair).
- 2018. Genevieve Franck. Children's developing narratives and styles. (PhD Qualifying Paper reader; EunHee Lee, chair).

Sociolinguistics Lab advising

Genevieve Franck. Sociophonetic variation and appropriation in the speech of African American drag queens.

Kiyono Fujinaga. The role of language socialization in children's language development: a case study of Japanese heritage speakers.

Saima Hafeez. Code-switching and identity in Pakistani women's rights activist discourse.

Megan Hutto. Mea culpa: admissions of guilt and locus of control.

José Antonio Jódar Sánchez. "An imagined Raval": How Barcelona's linguistic landscape can misrepresent social realities.

Alexandra Lawson. Reflexive pronouns in personal contexts: the relationship between genre and anaphoric form in English.

Jennifer Schechter. Bitchy, bossy, authoritative: how does sociophonetic variation tell us who sounds like a boss and who sounds bitchy?

Jihye Seong. Korean honorific usage and acoustic profiles among L2 Korean speakers.

Michelle Tulloch. You sound funny: The effect of ethnocentrism on accent perception.

LANGUAGES

Fluently bilingual: English, Spanish

Proficient: French

Conversational: American Sign Language, New Zealand Sign Language

Reading: Hebrew, Ladino

Structural knowledge: Latin, Romance languages, Caribbean creoles

TECHNICAL SKILLS

Languages: R, HTML, CSS, \LaTeX ,

Office: Microsoft Office, Libre Office, Google applications

Web: Dreamweaver, wikis, Wordpress, Gitlab

Communication: Zoom, Microsoft Teams, Slack

Education: Canvas, Google Classroom, Blackboard

PROFESSIONAL MEMBERSHIPS

2013– Coeus Legal Research Group into Sexual and Domestic Violence, University of Oxford.

VOLUNTEER & COMMUNITY ACTIVITIES

2020– Mentor for Refugee Youth, Refugee Services of Texas