MELISSA MICHAUD BAESE-BERK

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279 Straub Hall   *Office: 541-346-3899*
1290 University of Oregon   *Fax: 541-346-5961*
Eugene, OR 97403-1290   http://www.melissabaeseberk.com

EMPLOYMENT

2013 - present	Assistant Professor, Department of Linguistics, University of Oregon, Eugene, OR
2017	Faculty, Linguistic Society of America Summer Institute, University of Kentucky, Lexington, KY
2012-2013	Postdoctoral Researcher, College of Communication Arts and Sciences, Michigan State University, East Lansing, MI
2011-2012	Postdoctoral Researcher, Basque Center on Cognition, Brain and Language, San Sebastián, Spain.

EDUCATION

2010	PhD, Department of Linguistics, Northwestern University, Evanston, IL. *Certificate in Cognitive Science* Dissertation title: An examination of the relationship between speech perception and production.
Winter 2007	CIC Traveling Scholar, Department of Linguistics, University of Chicago, Chicago, IL
Summer 2005	Linguistic Society of America Summer Institute, Massachusetts Institute of Technology & Harvard University, Cambridge, MA
2004	BA, Boston University, Boston, MA Concentrations: Linguistics, Music (Violin Performance)

GRANTS

Baese-Berk, Melissa M. (Principal Investigator; Matthew Goldrick, Co-PI). National Science Foundation (BCS-0951943): Doctoral Dissertation Enhancement Grant: Learning of Novel Phonetic Categories after Training in Perception and Production. Grant period: 2/1/2010-1/31/2011.

AWARDS, HONORS

2016	Nominee – Excellent Faculty Advising Award, University of Oregon
2016	CAS Program Grant for NoWPhon Conference (with Vsevolod Kapatsinski and Charlotte Vaughn)
2015	Nominee – Excellent Faculty Advising Award, University of Oregon

2014	Faculty Research Award, University of Oregon (tenured and non-tenured faculty competition)
2014	Nominee – Excellent Faculty Advising Award, University of Oregon
2013	Associate Member Selected-Speaker Award, Psychonomic Society
2013	Michigan State Postdoctoral Association Travel Grant
2012	Acoustical Society of America Women in Acoustics Young Investigator Travel Grant, Kansas City, MO.
2012	Acceptance to Acoustical Society of America School 2012, Kansas City, MO, October 19-20.
2010	Best Student Paper – Speech Communication, 2nd Prize, Acoustical Society of America, Cancun.
	Learning novel phonetic categories in perception and production.
2009-2010	University Fellowship, Northwestern University
2007	Best Student Paper – Speech Communication, 2nd Prize, Acoustical Society of America, New Orleans.
	Enhancing learning on foreign-accent adaptation with a combination of active training and passive stimulus exposure
2007	Cognitive Science Travel Grant, Northwestern University
2006-2007	Cognitive Science Advanced Fellowship for Interdisciplinary Research, Northwestern University
	The roles of active attention and passive exposure in second language learning.
2006	French Interdisciplinary Group Small Grant, Northwestern University
2006	Graduate School Travel Grant, Northwestern University
2004-2005	University Fellowship, Northwestern University
2005	Linguistic Society of America Summer Institute Fellowship –Alternate
2005	Linguistic Society of America Summer Institute Tuition Fellowship Northwestern University, Department of Linguistics
2004	Ken Hale Linguistics Award, Boston University
2004	Boston University Scarlet Key Award

PUBLICATIONS: PEER REVIEWED JOURNAL ARTICLES (* INDICATES STUDENT AUTHOR)

Baese-Berk, M. M., Dilley, L. C., Schmidt, S.*, Morrill, T. H., and Pitt, M. A. (2016). Revisiting Neil Neil Armstrong's moon-landing quote: Implications for speech perception, function word reduction, and acoustic ambiguity. PLoS ONE 11(9): e0155975, 1-11.

Baese-Berk, M. M. and Samuel, A.G. (2016). Listeners beware: Speech production may be bad for learning speech sounds. *Journal of Memory and Language.* 89, 23-36.

Fricke, M., **Baese-Berk, M. M.,** and Goldrick, M. (2016). Dimensions of similarity in the mental lexicon. *Language, Cognition, and Neuroscience.* 39, 639-645

Baese-Berk, M. M. and Morrill, T. H. (2015). Speaking rate consistency in native and non-native speakers of English. *Journal of the Acoustical Society of America,* 138 (3), EL223-EL228.

Morrill, T. H., **Baese-Berk, M. M.,** Heffner, C.C., and Dilley, L. C. (2015). Interactions between distal speech rate, linguistic knowledge, and speech environment. *Psychonomic Bulletin and Review*, 22 (5), 1451-1457.

Wright, B. A., **Baese-Berk, M. M.,** Marrone, N., and Bradlow, A. R. (2015). Enhancing speech learning by combining task practice with periods of stimulus exposure without practice. *Journal of the Acoustical Society of America*, 138 (2), 928-937.

Baese-Berk, M. M., Heffner, C. C., Dilley, L. C., Pitt, M. A., Morrill, T. H., and McAuley, J.D. (2014). Long-term temporal tracking of speech rate affects spoken word recognition. *Psychological Science*, 25 (8), 1546-1553.

Baese-Berk, M. M., Bradlow, A. R., and Wright, B. A. (2013). Accent independent learning after training on multiple foreign accents. *Journal of the Acoustical Society of America*, 133 (3), EL174-EL180.

Goldrick, M., Baker, H. R., Murphy, A. and **Baese-Berk, M. M.,** (2011). Interaction and representational integration: Evidence from speech errors. *Cognition*, 121, 58-72.

Baker, R. E., **Baese-Berk, M. M.**, Bonnasse-Gahot, L., Kim, M., Van Engen, K., and Bradlow, A. (2011). Word durations in non-native English. *Journal of Phonetics*, 39 (1), 1-17.

Peramunage, D., Blumstein, S., Myers, E., Goldrick, M., and **Baese-Berk, M. M.,** (2011). Phonological neighborhood effects in spoken word production: An fMRI study. *Journal of Cognitive Neuroscience,* 23 (3), 593-603.

Van Engen, K., **Baese-Berk**, **M. M.,** Baker, R. E., Choi, A., Kim, M. and Bradlow, A. (2010). The Wildcat Corpus of Native- and Foreign-Accented English: Communicative efficiency across conversational dyads with varying language alignment profiles. *Language and Speech*, 53 (4), 510-540.

Baese-Berk, M. M. and Goldrick, M. (2009). Mechanisms of interaction in speech production. *Language and Cognitive Processes*, 24 (4), 527-554.

REFEREED CONFERENCE PROCEEDINGS (* INDICATES STUDENT AUTHOR, ** INDICATES INVITATION TO DISCUSSANT SESSION)

Baese-Berk, M. M., Morrill, T., and Dilley, L.C. (2016) Do Non-Native Speakers Use Context Speaking Rate in Spoken Word Recognition? Proceedings of Speech Prosody.

Morrill, T., **Baese-Berk, M. M.**, and Bradlow A. R. (2016) Speaking rate consistency and variability in spontaneous speech by native and non-native speakers of English. Proceedings of Speech Prosody.

Baese-Berk, M. M., Bent, T., Borrie, S., and McKee, M. (2015) Individual Differences in Perception of Unfamiliar Speech. In The Scottish Consortium for ICPhS 2015 (Ed.), *Proceedings of the 18th International Congress of Phonetic Sciences*. Glasgow, UK: the University of Glasgow. ISBN 978-0-85261-941-4. Paper number 0460. 1-5.**

Dilley, L. C., Pitt, M. A., Szostak, C., and **Baese-Berk, M. M.** (2015) Rate-dependent speech processing can be speech-specific: Evidence from the disappearance of words

under changes in context speech rate. In The Scottish Consortium for ICPhS 2015 (Ed.), *Proceedings of the 18th International Congress of Phonetic Sciences.* Glasgow, UK: the University of Glasgow. ISBN 978-0-85261-941-4. Paper number 0915. 1-5.

Teo, A*, Gawne, L., **Baese-Berk, M. M.** (2015) A case study of tone and intonation in two Tibetic language varieties. In The Scottish Consortium for ICPhS 2015 (Ed.), *Proceedings of the 18th International Congress of Phonetic Sciences.* Glasgow, UK: the University of Glasgow. ISBN 978-0-85261-941-4. Paper number 0893. 1-5.**

NON-REFEREED CONFERENCE PROCEEDINGS (* INDICATES STUDENT AUTHOR)

Dilley, L., **Baese-Berk, M.,** Schmidt, S.*, Nagel, J.*, Morrill, T., and Pitt, M. (2013). One small step for (a) man: Function word reduction and acoustic ambiguity. *Proceedings of Meetings on Acoustics* 19, 060297. DOI: 10.1121/1.4800664

INVITED PRESENTATIONS

2016 **Baese-Berk, Melissa.** *Interactions between perception and production in speech sound learning.* Special Session on Second Language Speech Learning and Education. 5th Joint Meeting of the Acoustical Society of America and the Acoustical Society of Japan. Honolulu, HI, Dec. 1.

2016 **Baese-Berk, Melissa.** *Interactions between perception and production in the lab and their implications for classroom learning.* TESOL International Convention and English Language Expo. Baltimore, MD, April 8.

2016 **Baese-Berk, Melissa.** *Factors Influencing Learning of Non-Native Speech Sounds.* Phonetics and Experimental Phonology Lab, New York University, New York, NY. March 4.

2015 **Baese-Berk, Melissa.** *Factors influencing non-native perception.* Department of Linguistics Colloquium Series, University of Washington, Seattle, WA, October 9.

2015 **Baese-Berk, Melissa.** *Factors influencing perception of non-native speech.* Psychology Department Colloquium Series, Pacific Lutheran University, Tacoma, WA, Sept 11.

2015 **Baese-Berk, Melissa.** *Factors influencing non-native speech perception and learning.* Program in Linguistics Colloquium Series, George Mason University, Fairfax, VA. March

2015 **Baese-Berk, Melissa.** *Perception and production in second language acquisition.* Program in Linguistics Colloquium Series, Washington University in St. Louis. St. Louis, MO, February 6.

2013 **Baese-Berk, Melissa**. *The time-course of learning new categories in speech perception and production*. Cognitive Psychology Forum, Michigan State University, East Lansing, MI, April.

2013 **Baese-Berk, Melissa**. *Factors influencing non-native perception and learning.* Department of Linguistics, University of Oregon, Eugene, OR, January 30.

2013 Samuel, Arthur and **Melissa Baese-Berk**. *Learners beware: Production is bad for your perceptual development.* Auditory Cognitive Neuroscience Society 2013, Tuscon, AZ. January 3-5.

2012 **Baese-Berk, Melissa.** *Examining the relationship of speech perception and production during learning.* Language Processing Group, Beckman Institute, University of Illinois, Urbana-Champaign, IL. December 13.

2012 **Baese-Berk, Melissa.** *Perception, production and acquisition of Basque sibilant phonemes by non-native speakers*. Department of Linguistics, Michigan State University, East Lansing, MI, November 1.

2012 **Baese-Berk, Melissa.** *Learning new phonological categories in speech perception and production*. Department of Linguistics, University of Michigan, Ann Arbor, MI, January 30.

2010 **Baese-Berk, Melissa** *Examining the relationship between speech perception and speech production: Category formation and transfer across the two modalities.* Basque Center on Cognition, Brain and Language, San Sebastián, Spain. January 19.

CONFERENCE PRESENTATIONS (EXCLUDING THOSE IN PROCEEDINGS; * INDICATES STUDENT AUTHOR)

2016 Kato, Misaki*, Tyler Kendall, **Melissa M. Baese-Berk**. Collocational patterns of disfluencies in native and non-native speech: Evidence from the Wildcat Corpus. Poster to be presented at the 5th Joint Meeting of the Acoustical Society of America and the Acoustical Society of Japan. Honolulu, HI, Dec. 2.

2016 **Baese-Berk, Melissa M.** and Tuuli, H. Morrill. The effect of context rate and rhythm on non-native perception. Poster to be presented at the 57th Annual Meeting of the Psychonomic Society. Boston, MA, Nov. 19.

2016 Kato, Misaki* and **Melissa M. Baese-Berk**. The relationship between speech production and perception representations in different non-native sound contrasts. Poster to be presented at the 57th Annual Meeting of the Psychonomic Society. Boston, MA, Nov. 19.

2016 **Baese-Berk, Melissa, M.** Factors influencing perceptual learning of novel speech sounds. Poster to be presented at the Future of Language Science: A Celebration of 50 Years of Linguistics at Northwestern. Evanston, IL, September 30.

2016 Baese-Berk, Melissa M., Charlotte Vaughn, and Misaki Kato. Factors influencing variability in native and non-native speech. Poster presented at the International Workshop on Language Production. San Diego, CA, July 26.

2016 Kato, Misaki* and Melissa M. Baese-Berk. The relationship between speech production and perception representations in different non-native sound contrasts. Poster presented at the International Workshop on Language Production. San Diego, CA, July 25.

2016   **Baese-Berk, Melissa**. Perception and production of Basque sibilant fricatives by native and non-native speakers. Poster presented at Workshop on Dynamics and Representation of Turbulent Sounds. Ithaca, NY, July 13.

2016   **Baese-Berk, Melissa** and Katherine White. Using developmental data to explore frequency and neighborhood density effects in production. Poster presented at the 15th Conference on Laboratory Phonology. Ithaca, NY, July.

2016   Morrill, Tuuli H. and **Melissa M. Baese-Berk**. Interactions of speaking rate and prosodic organization in non-native speech production. Poster presented at the 15th Conference on Laboratory Phonology. Ithaca, NY, July.

2016   Vaughn, Charlotte, **Melissa Baese-Berk**, Kaori Idemaru, and Misaki Kato*. Dimensions of variability in non-native speech. Talk presented at Higher Order Structure in Speech Variability. Ithaca, NY, July 17.

2016   **Baese-Berk, Melissa**, Tuuli Morrill, and Ann Bradlow. Intelligibility, fluency, and variability in non-native speech. Poster presented at the 171st Meeting of the Acoustical Society of America. Salt Lake City, UT, May 26.

2016   Olejarczuk, Paul*, Manuel Otero*, and **Melissa Baese-Berk**. Production and perception of the advanced tongue root vowel system in Ethiopian Komo. Poster presented at the 171st Meeting of the Acoustical Society of America. Salt Lake City, UT, May 27.

2016   Vaughn, Charlotte, **Melissa Baese-Berk,** and Kaori Idemaru. Variability and stability in native and non-native Japanese speech. Poster presented at the 171st Meeting of the Acoustical Society of America. Salt Lake City, UT, May 26.

2016   Kato, Misaki*, and **Melissa Baese-Berk.** Availability of production-based representations for non-native speech perception. Talk presented at the Second Northwest Phonetics and Phonology Conference, Eugene, OR, May 15.

2016   Olejarczuk, Paul*, Manuel Otero* and **Melissa Baese-Berk**. Acoustic correlates of a unique, bidirectional [ATR] harmony system: The case of Ethiopian Komo. Poster presented at at the Second Northwest Phonetics and Phonology Conference, Eugene, OR, May 14.

2016   **Baese-Berk, Melissa**, Tessa Bent, Stephanie Borrie, and Megan McKee. Individual Differences in Perception of Unfamiliar Speech. Talk presented at the Second Northwest Phonetics and Phonology Conference, Eugene, OR, May 15.

2016   Vaughn, Charlotte, **Melissa Baese-Berk,** and Kaori Idemaru. Variability and stability in native and non-native Japanese speech. Poster presented at at the Second Northwest Phonetics and Phonology Conference, Eugene, OR, May 14.

2016   Sheppard, Beth, Nancy Elliott, and **Melissa Baese-Berk.** Comprehensibility and intelligibility of international student speech: Perceptions of EAP Instructors and University Professors. Poster presented at the American Association of Applied Linguistics Meeting. April.

2016   **Baese-Berk, Melissa,** Tuuli Morrill, and Laura Dilley. Context speech rate and lexical access in cross-linguistic speech perception. Poster presented at

symposium on bilingualism at the Annual Meeting of the Linguistic Society of America. January 8th.

2016 Kato, Misaki* and **Melissa Baese-Berk**. Availability of Production-based Representations for Non-native Speech Perception. Poster presented at symposium on bilingualism at the Annual Meeting of the Linguistic Society of America. January 8th.

2015 **Baese-Berk, Melissa** and Arthur Samuel. Effects of production and task-switching on learning to perceive speech sounds. Talk presented at the 56th Annual Meeting of the Psychonomic Society, November 21.

2015 Kato, Misaki* and **Melissa Baese-Berk.** Availability of Production-based Representations for Non-native Speech Perception. Poster presented at the 56th Annual Meeting of the Psychonomic Society.

2015 Vaughn, Charlotte, **Melissa Baese-Berk**, and Kaori Idemaru. Revisiting Variability in Non-native Speech. Poster presented at the 56th Annual Meeting of the Psychonomic Society, November 20.

2015 Morrill, Tuuli and **Melissa Baese-Berk.** Speaking rate variability in spontaneous productions by non-native speakers. Poster presented at the 170th Meeting of the Acoustical Society of America. Jacksonville, FL, November 6.

2015 **Baese-Berk, Melissa**. Disruptions to perceptual learning of non-native speech sounds. Talk presented at the 1st Annual Northwest Phonetics and Phonology Conference. Eugene, OR, June 4-5.

2014 **Baese-Berk, Melissa,** Tuuli Morrill and Laura Dilley. Do non-native speakers use context speech rate in word segmentation. Poster presented at the 55th Annual Meeting of the Psychonomic Society. Long Beach, CA, November 20-23.

2014 **Baese-Berk, Melissa** and Tuuli Morrill. A comparison of speaking rate consistency in native and non-native speakers of English. Poster presented at the 168th Meeting of the Acoustical Society of America. Indianapolis, IN, October 28.

2014 White, Katherine and **Melissa Baese-Berk**. Using developmental data to explore neighborhood density effects in production. Poster presented at the 8th International Workshop on Language Production. Geneva, Switzerland. July 16.

2014 **Baese-Berk, Melissa** and Katherine White. Using developmental data to explore frequency effects in production. Poster presented at the 167th Meeting of the Acoustical Society of America. Providence, RI, May 7.

2013 **Baese-Berk, Melissa**, Laura Dilley, Molly Henry, Louis Vinke, and Elina Banzina. Distal speech rate influences lexical access. Talk presented at the 54th Annual Meeting of the Psychonomic Society. Toronto, Ontario, Canada, November 14-17. *Winner of Associate Member Select Speaker Award*

2013 Morrill, Tuuli, **Melissa Baese-Berk,** Laura Dilley, J. Devin McAuley, and Mark Pitt. Variability in distal speech rate affects spoken word recognition. Poster presented at the LSA Workshop How the Brain Accommodates Variability in Linguistic Representations. Ann Arbor, MI, July 14.

2013   Molnar, Monika and **Melissa Baese-Berk**. The role of language context and language dominance in the development of bilingual infant babbling. Poster presented at the Workshop on Infant Language Development, Basque Center on Cognition, Brain and Language. Donostia-San Sebastián, Spain, June 20-22.

2013   **Baese-Berk, Melissa**, Laura Dilley, Chris Heffner, J. Devin McAuley, Tuuli Morrill, and Mark Pitt. The interaction of syntactic cues and timing information in spoken word recognition. Talk presented at the Mid-Continental Phonetics & Phonology Conference. Ann Arbor, MI, March 22-24.

2012   **Baese-Berk, Melissa.** Does variability in production disrupt perceptual learning? Poster presented at the 53rd Annual Meeting of the Psychonomic Society. Minneapolis, MN, November 15-18.

2012   **Baese-Berk, Melissa** and Arthur G. Samuel. Non-native perception and production of Basque sibilant fricatives. Poster presented at the 164th Meeting of the Acoustical Society of America. Kansas City, MO, October 22-26.

2012   **Baese-Berk, Melissa.** The role of production variability in perceptual learning. Poster presented at the 7th International Workshop on Language Production. New York, NY, July 18-22.

2012   Molnar, Monika and **Melissa Baese-Berk.** The role of language context and language dominance in the development of bilingual infant babbling. Poster presented at the 7th International Workshop on Language Production. New York, NY, July 18-22.

2011   **Baese-Berk, Melissa.** *The time-course of learning in speech perception and production.* Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA, November 3-6.

2011   Wright, Beverly, Nicole Marrone, **Melissa Baese-Berk**, and Ann Bradlow. *Less pain more gain: Enhancing learning on perceptual and speech tasks by combining practice with periods of additional sensory stimulation.* Poster presented at the Entertainment Software and Cognitive Neurotherapeutics Society Meeting, San Francisco, CA, September 19-20.

2011   **Baese-Berk, Melissa.** *Does learning in perception and production occur on different time scales?* Poster presented at Architectures and Mechanisms for Language Processing, Paris, France, September 1-3.

2011   Bradlow, Ann, Lauren Ackerman, **Melissa Baese-Berk**, Rachel Baker, Ann Burchfield, Lisa Hesterberg, Midam Kim, Jenna Luque, Kelsey Mok and Kristin Van Engen. *Speech Corpora for the Study of English in a Global Context.* Poster presented New Methods and Tools for Very-Large-Scale Phonetics Research, Philadelphia, PA, January 28-31.

2010   **Baese-Berk, Melissa.** *Learning novel phonetic categories in perception and production.* Poster presented at the 2nd PanAmerican/Iberian Meeting on Acoustics, Cancun, Mexico, November 15-19. *Winner of Best Student Poster: 2nd Prize*

2010   **Baese-Berk, Melissa**. *An examination of the relationship between speech perception and production.* Presented at Architectures and Mechanisms for Language Processing, York, United Kingdom, September 6-8.

2010   Goldrick, Matt, H. Ross Baker, Amanda Murphy, and **Melissa Baese-Berk**. *Beyond cascading activation: Lexical-phonetic interactions in speech production.* Presented at Architectures and Mechanisms for Language Processing, York, UK, September 6-8.

2010   **Baese-Berk, Melissa**. *Learning to produce a novel phonological contrast: An examination of the relationship between perception and production during learning.* Poster presented at the 6th International Workshop on Language Production, Edinburgh, UK, September 2-4.

2010   **Baese-Berk, Melissa**. *Learning of novel phonetic categories after training in perception and production.* Poster presented at 12th Conference on Laboratory Phonology, Albuquerque, NM, July 8-10.

2009   **Baese-Berk, Melissa**, Kristin Van Engen, Mary Ann Walter, and Ann Bradlow. *Perceptual similarity of languages and accents.* Presented at the 15th Mid-Continental Workshop on Phonology, Bloomington, IN, October 9-11.

2009   Bradlow, Ann R., **Melissa Baese-Berk**, and Beverly Wright. *Perceptual adaptation to foreign-accented speech.* Presented at the International Symposium on Bilingualism 7, Utrecht, The Netherlands, July 8-11.

2009   **Baese-Berk, Melissa**. *Perceptual adaptation to foreign accented speech.* Poster presented at Cross Language Speech Perception Workshop at the 157th Meeting of the Acoustical Society of America, Portland, OR, May 18-22.

2009   Baker, Rachel E., Laurent Bonnasse-Gahot, Kristin J. Van Engen, **Melissa Baese-Berk**, and Midam Kim. *Word-level rhythm in non-native English.* Poster presented at the Cross Language Speech Perception Workshop at the 157th Meeting of the Acoustical Society of America, Portland, OR.

2008   Goldrick, Matt, H. Ross Baker, **Melissa M. Baese-Berk** and Amanda Murphy. *Lexical influences on speech articulation: Evidence from speech errors.* Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.

2008   **Baese, Melissa Michaud**, Ann Bradlow, and Beverly Wright. *The role of exposure to non-target material during foreign-accent adaptation.* Poster presented at the Linguistic Society of America Summer Meeting, Columbus, OH.

2008   **Baese-Berk, Melissa M.**, H. Ross Baker, and Matt Goldrick. *Do lexical frequency effects cascade to articulatory processes? Evidence from speech errors.* Poster presented at the Fifth International Workshop on Language Production, Annapolis, Maryland.

2008   Baker, Rachel, Celina Troutman, **Melissa Michaud Baese**, Masaya Yoshida and Michael Dickey. *'Either' prediction 'or' local attachment: Competing effects during online comprehension.* Poster presented at CUNY 2008: Conference on

Human Sentence Processing, Chapel Hill, NC, March 13th-15th.

2007   **Baese, Melissa Michaud**, Ann Bradlow, and Beverly Wright. *Enhancing learning on foreign-accent adaptation with a combination of active training and passive stimulus exposure.* Poster presented at the Acoustical Society of America Meeting, New Orleans, LA, November 25th- December 1st. *Winner of Best Student Poster: 2nd Prize.*

2007   **Baese, Melissa Michaud** and Matthew Goldrick. *Interactive effects in speech production: Feedback or perceptual monitoring?* Presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach, CA, November 15th-18th.

2007   **Baese, Melissa Michaud**, Ann Bradlow, and Beverly Wright. *Enhancing learning on foreign-accent adaptation with a combination of active training and passive stimulus exposure.* Poster presented at the Thirteenth Annual Mid-Continental Workshop on Phonology, Columbus, OH, October 26th-28th.

2007   **Baese, Melissa Michaud**, Tim Poepsel and Matthew Goldrick. *Moving new words into the neighborhood: A preliminary report.* Poster presented at the Fourth International Workshop on Language Production, Münster, Germany, September 2nd-5th.

2006   **Baese, Melissa Michaud**, Matthew Goldrick, Albert Costa and Iva Ivanova. *Phonetic differences between lexical categories in Spanish.* Presented at the Twelfth Annual Mid-Continental Workshop on Phonology, Iowa City, IA, October 20th-22nd.

2006   **Baese, Melissa Michaud** and Richard Ashley. *Linguistic and musical stress in Russian folk songs.* Poster presented at the Ninth International Conference on Music Perception and Cognition, Bologna, Italy, August 22nd-26th (Presented by Ric Ashley).

2006   **Baese, Melissa Michaud** and Matthew Goldrick. *Online, speaker-driven influences of lexical neighbors on phonetic variation.* Poster presented at the Third International Workshop on Language Production, Chicago, IL, August 13th-15th.

2006   **Baese, Melissa Michaud** and Matthew Goldrick. *Lexical effects on phonetic variation independent of phonotactics* Poster presented at the Tenth Conference on Laboratory Phonology, Paris, France, June 29 – July 1st.

POPULAR PRESS COVERAGE OF ACADEMIC PUBLICATIONS

Theen, A. (2016, September 8) "That's one small step for (a) man" UO researcher examines Neil Armstrong quote debate. The Oregonian

Wyner, G. (2014, June 12) How to teach old ears new tricks. Scientific American Mind.

Anderson Cooper 360. Neil Armstrong's famous quote analyzed. (Available on AC360 blogs).

Criado, M.A. (2013, June 8) Resuelven el misterio sobre lo que dijo realmente Armstrong cuando llegó a la Luna. Materia.

Garber, M. (2013, June 3) Proposal: Armstrong flubbed his big moon speech because of Ohio. The Atlantic.

Levs, J. (2013, June 5) Armstrong's 'small step for man' a misquote? CNN
Pearlman, RJ (2013, June 3) Small step "Frrr(uh)' Man: Neil Armstrong's accent may
    have hid "a" in moon quote. NBC News.
Love, J. (2012) When words are neighbors. The American Scholar

TEACHING

Instructor of Record
University of Oregon
Ling101 – Introduction to Language (Winter 2014)
Ling199 – College Connections: Tomato, Tomäto (Fall 2014, Fall 2015, Fall 2016)
Ling199 – Perspectives on Linguistics Research (Spring, 2016)
Ling201 – Language and Power (Fall 2014, Fall 2015, Fall 2016)
Ling301 – Introduction to Linguistic Analysis (Spring 2014, Spring 2015, Fall 2015,
        Spring 2016, Spring 2017)
Ling407/507 – Seminar: Perception and Production of Non-Native Speech (Winter 2014)
Ling407/507 – Seminar: Expectation in Speech Perception and Production (Spring 2016)
Ling411/511 – Phonetics (Fall 2016)
Ling440/540 – Linguistic Principles and Second Language Learning (Fall 2013, Fall
        2014, Summer 2016 [co-taught])
Ling610 – Empirical Methods in Linguistics II (Spring 2015)

Universidad del País Vasco/Euskal Herriko Unibertsitatea
2011   Quantitative Methods; Masters Program in Cognitive Neuroscience

Other Teaching and Research Experience
2012   Guest lecturer (multiple sessions), Honors Seminar – Speech and
          Music: Researching Parallels Between Two Human Communication
          Systems, Michigan State University
2010   English as a Second Language Tutor, American Culture and English
          for International Business Students, Kellogg School of Management,
          Northwestern University
2007-2009   Research Assistant for Matthew Goldrick on Phonological Cascade in
          Speech Production, NIH NIDCD R03 DC 007977
2006-2007   Teaching Assistant Fellow for Departments of Linguistics, Psychology
          and Communications Sciences and Disorders, Searle Center of
          Teaching Excellence, Northwestern University.
2007   Instructor, New TA Conference, Promoting Critical Thinking, Searle
          Center for Teaching Excellence, Northwestern University
2006   Instructor, Graduate Workshop, From Grades to Improvement: Using
          the Grading Process to Promote Student Learning, Searle Center for
          Teaching Excellence, Northwestern University
2006   Teaching Assistant, Language and Prejudice, Northwestern University.
2006- 2007   ESL Tutor and Teacher, Abu Dhabi English Training Program,
          Northwestern University.
2005-2006, 2010 ESL Tutor, ESL Program, Northwestern University

ADVISING, MENTORING, AND STUDENT SUPERVISION

PhD Chair: Misaki Kato (in progress), Dae Yong Lee (in progress)

PhD Committee Member: Jennifer Mendoza (Psychology; in progress), Julia Trippe (Linguistics; in progress), Prakaiwan Vajrabhaya (Linguistics; in progress), Peipei Wei (East Asian Languages and Literatures department; in progress), Ying Chen (Linguistics, 2014)

Graduate Student Research Assistants: Hideko Teruya (Spring 2014); Paul Olejarczuk (2014-2015), Misaki Kato (2015-2016)

Undergraduate Honors Thesis Advising: Lily Huston (in progress), Drew McLaughlin[#] (in progress); Brittany Parham (2016; co-advisor with Spike Gildea)
[#]Vice President for Research and Innovation Undergraduate Fellowship Recipient

Undergraduate Research Supervision:
University of Oregon: Rachel Alm, Gwendolyn Crawford, Benjamin Henry, Lathrop Hughes, Lily Huston, Quinten Konyn, Erica Leishman, Drew McLaughlin, Preston Russell
Michigan State University: Amanda DePelsMaeker[*], Jesse Nagel[*+^], Marisa Reynolds[*], Stephanie Schmidt[*+^]
[^]Professorial Assistant (University-wide Competition); [*]University Undergraduate Research and Arts Forum (UURAF) presentation; [+]1st place in category at UURAF

UNIVERSITY SERVICE

2015-present	Director – Second Language Acquisition and Teaching Certificate (Interim Director, Fall 2014)
2015-present	Advisor – Second Language Acquisition and Teaching Certificate (English as a Second Language) (Interim Advisor, Fall 2014)
2016-2018	Scholarships Committee, University Senate (Appointed position)
2015-2016	Faculty presenter at Duck Days and Scholar Recognition Day events for admitted seniors
2016	Faculty presenter at 38th Annual University of Oregon Foreign Language and International Studies Day

DEPARTMENTAL SERVICE

2013-present	Director, Speech Perception and Production Laboratory
2015-present	Undergraduate Advisor, Linguistics Department
2015-present	Social Media Committee, Language Teaching Specialization Program
2014	Jacqueline Schachter Award Committee (Ad hoc)
2014-2015	Graduate Travel and Research Funding Committee
2014-2015	Colloquium Coordinator
2014	Undergraduate Curriculum Committee (Ad hoc)

ACADEMIC SERVICE

Ad-hoc Journal Reviewer
Applied Psycholinguistics; Attention, Perception, and Psychophysics; Cognition; Discourse Processes; Frontiers in Psychology: Language Science; International Journal of Learner Corpus Research; Journal of the Acoustical Society of America; Journal of Cognitive Neuropsychology; Journal of Cognitive Education and Psychology; Journal of Cognitive Science; Journal of Experimental Psychology: Human Perception and Performance; Journal of Experimental Psychology: Learning, Memory, and Cognition; Journal of the International Phonetic Alphabet; Journal of Phonetics; Laboratory Phonology; Language Acquisition; Language and Cognitive Processes; Language and Speech; Language Learning; Language Learning (Cognitive Science Supplement); Lingua; Linguistic Approaches to Bilingualism; Memory and Cognition; The Modern Language Journal; Phonology; PLOS One; Psychonomic Bulletin and Review

Ad-hoc Grant Reviewer
National Science Foundation (Linguistics; Perception, Action, and Cognition); Dunhill Medical Trust (United Kingdom)

Conference Abstract Reviewer
Linguistic Society of America Annual Meeting; Conference on Laboratory Phonology; The Mental Lexicon Conference; Second Language Research Forum; West Coast Conference on Formal Linguistics; Psychonomic Society Graduate Travel Award

Other Service

2016	Organizing Committee, Scientific Committee and Steering Committee, Northwest Phonetics and Phonology Conference, Eugene, OR
2016	Early-Career Acousticians Retreat, Acoustical Society of America, Salt Lake City, UT
2016-present	Technical Program Organizing Committee Member, Speech Communication Technical Committee, Acoustical Society of America
2016-present	Member, Committee on the Status of Women in Linguistics
2014-present	Mentor, Women in Linguistics Mentoring Association
2015-2018	National Science Foundation Perception, Action, and Cognition College of Reviewers
2015	Organizing Committee, Northwest Phonetics and Phonology Conference, Eugene, OR
2013	Organizing Committee, Workshop on Infant Language Development (WILD), Basque Center on Cognition, Brain, and Language, Donostia – San Sebastian, Spain

PROFESSIONAL MEMBERSHIPS

2004-present	Linguistic Society of America
2015-present	Member, Acoustical Society of America; Assoc. Member 2007-2014
2015-present	Fellow, Psychonomic Society; Member 2011-2014
2016-present	TESOL International Association
2011-present	Association for Laboratory Phonology

2011-present   Women in Cognitive Science
2013-present   American Association of Applied Linguistics
2015-present   International Phonetic Association

LANGUAGES

English (native), French (moderate proficiency), Spanish (moderate proficiency), Russian (beginning), Basque (beginning)

THOMAS DELANEY

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Eugene, OR, 97405, U.S.A.
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tdelaney@uoregon.edu

EDUCATION

PhD–Language Teaching and Learning—February 2009
The University of Auckland   Auckland, New Zealand

- Dissertation title: *Individual differences, participation, and language acquisition in communicative EFL classes in a Japanese university*
- Advisor: Professor Rod Ellis

Master of Arts–Teaching English to Speakers of Other Languages (TESOL)—August 1998
Monterey Institute of International Studies   Monterey, California, USA

Bachelor of Arts–English—May 1994
Loyola Marymount University   Los Angeles, California, USA

CURRENT POSITION

Senior Instructor at the University of Oregon's American English Institute (September, 2006-present)

LANGUAGE TESTING AND ASSESSMENT EXPERIENCE

Assessment literacy training for teachers
- Regularly teach LT 449/549: *Language Testing and Assessment* at the University of Oregon
- Teach eLearning *Assessment* course to Department of State sponsored overseas EFL teachers
- Created and facilitated an in-house training course, *Creating Effective Assessments*, for Assessment Committee members in the University of Oregon's American English Institute

Test adoption and validation
- Co-organized piloting of the Accuplacer ESL placement test for use at the University of Oregon
- Conducted statistical analysis to establish concurrent validity of Accuplacer with the previous placement instruments
- Regularly conduct post-hoc analyses (item analysis, scorer reliability, etc.) of high-stakes final assessments used in American English Institute courses to establish reliability and validity of the measures and aid in their revision and improvement

Standard setting
- Conducted statistical analysis (contrasting groups method) to set initial cut scores for Accuplacer ESL placement test at the University of Oregon
- Led a two-day standard setting workshop (using the modified bookmark procedure) for Portland State University ESL faculty to assist PSU's faculty in setting cut scores for an ESL placement test
- Used cluster analysis to analyze and revise cut scores for Portland State University's Intensive English Language Program

Item, task, and assessment design and evaluation
- Invited participant in a College Board workshop whose purpose was to draft new prompts for the WritePlacer ESL test
- Was an item reviewer on a large standardized testing project for Second Language Testing, Inc. It was my responsibility to ensure that listening and reading passages and items submitted by item writers matched the test specifications

- Was the first Chair of the American English Institute's IEP Assessment Committee. Trained Committee members in assessment literacy and specification writing to ensure that assessments are aligned the learning outcomes stated in the curriculum. Established the procedures for regular review of all high stakes achievement assessments used in the IEP

ADMINISTRATIVE EXPERIENCE

- Academic English for International Students (AEIS) Program Coordinator (4/2014-present) at the University of Oregon
- Contribute to program development in the areas of curriculum development and student assessment (was *Instructional Coordinator* 2010-2011) at the University of Oregon

TEACHER TRAINING AND RESEARCH EXPERIENCE

University of Oregon, Linguistics Department
Eugene, Oregon (September 2006-present)
- Teach courses in the Language Teaching Specialty MA program:
  - LT 449/549: *Language Testing and Assessment*
  - LT 435/535: *Second Language Teaching Methodology*
  - LT 610: *Individual Differences in Language Learning*
  - LT 610: *Teaching Second Language Writing*
  - LT 629: *Foundations in Language Theory for Classroom Applications* (co-taught)
- Supervise/advise graduate students working on MA terminal projects
- Contribute to program development by participating in faculty meetings and curriculum development (e.g. proposing and developing new elective courses—LT 610)

University of Oregon, American English Institute—eLearning (formerly Distance Education)
Eugene, Oregon (September 2009-present)
- Deliver online teacher training courses to students around the world; program sponsored by the U.S. Department of State
- Courses taught include *Assessment*, *Shaping the way we teach* (modern language teaching methods), and *Global English* (a course in content and project-based learning)

U.S. Department of State, English Language Specialist Program
Cairo, Egypt (February 2016)
- Received a grant from the U.S. Department of State to develop and implement teacher training workshops for Egyptian EFL instructors in university and public school settings

U.S. Department of State, English Language Specialist Program
Kingdom of Saudi Arabia (November 2008)
- Received a grant from the U.S. Department of State to develop and implement teacher training workshops for Saudi EFL instructors in university and public school settings

University of Auckland
Auckland, New Zealand (March 2004-February 2005)
- Research assistant to a team of applied linguists: Rod Ellis, Jenefer Philp, Shawn Loewen, and Rosemary Erlam
- Duties included preparing test items, computer-based language tests, questionnaires, and classroom materials; collecting classroom data; performing statistical analyses of data; and teaching task-based English lessons in order to generate learner-language data

TESOL EXPERIENCE

University of Oregon, American English Institute
Eugene, Oregon (September 2006-present)
- Teach a variety of classes in a large university program focused on developmental English and English for academic purposes (EAP)
- Engage in service to the unit by as serving on faculty search committees, faculty annual review committee, and faculty development activities
- Coordinate special, short-term study programs for students from foreign universities

Kyoto Sangyo University
Kyoto, Japan (April 2005-August 2006))
- Taught Oral Communication, CALL, Internet English, and Active English classes
- Participated in curriculum development and test administration

Kansai University
Osaka, Japan (April 2002-March 2004)
- Taught English Communication (conversation) and English for Academic Purposes (reading, writing, speaking, and listening) courses to Kansai University undergraduates
- Participated in curriculum planning and development, and in the creation of a teaching materials resource bank

Senzoku Gakuen
Kawasaki, Japan (April 2000-March 2002)
- Designed, planned, and taught courses in all four skills and TOEFL preparation in a women's junior college English program
- Prepare and deliver EAP courses for students planning to study in the United States

Nagoya University of Foreign Studies / Monterey Institute Joint Program
Monterey, California (January-February 2000)
- Taught Community Language Skills (survival and basic conversation) and Multimedia Language Learning: PowerPoint (students created culturally-oriented PowerPoint presentations) in a one-month intensive English program

Intensive ESL Program at Monterey Institute of International Studies
Monterey, California (January-March 2000 and June-August 1999)
- Taught Speaking and Listening, Grammar, and a content-based course: Religious Diversity in American Society

Hartnell English Institute at Hartnell College
Salinas, California (August 1999-January 2000)
- Designed and taught a comprehensive EAP program to transition international students into regular classes at a California community college; all program participants succeeded in entering regular courses after one semester

Monterey Peninsula College
Monterey, California (August 1999-January 2000)
- Taught a communicative grammar class to a diverse group of community college students

Executive and Special Programs at Monterey Institute—LG Corporation
Monterey, California (November-December 1999)
- Designed and taught a pronunciation class for Korean business executives in a one-month intensive business English program

Kwansei Gakuin University / Monterey Institute Joint Program
Monterey, California (August-September 1999)
- Taught Community Language Skills (survival and basic conversation) and Multimedia Language Learning: Video production (students wrote and filmed short films) in a one-month intensive English program

Fulbright Scholar Orientation at Monterey Institute of International Studies
Monterey, California (July-August 1999)
- Participated in an English for academic purposes program designed to prepare incoming Fulbright Scholars for American academic environments
- Facilitated a lecture series and designed accompanying activities

English Preparation Program at Istanbul Bilgi University
Istanbul, Turkey (November 1998-February 1999)
- Taught courses in all four skills plus a study skills course in a program designed to prepare Turkish university students for study in an English-medium university

Executive and Special Programs at Monterey Institute
Cali and Medellin, Colombia (August-October 1998)
- Designed and taught a pronunciation class for Colombian business executives in a two-month intensive business English program
- Designed and taught a Portfolio seminar in which students compiled portfolios representative of their learning

Seoul Foreign Language Institute
Seoul, Korea (May 1996-May 1997)
- Taught conversation classes at a private language school

UNIVERSITY SERVICE

- University of Oregon Student Conduct Hearings Board Member, 2010-2012
- University of Oregon Study Abroad Programs Faculty Oversight Committee Member, 2013-2015
- University of Oregon Non-Tenure Track Faculty Committee, 2015-2016

PROFESSIONAL SERVICE

- **Media Reviews Editor,** *TESL-EJ* (http://tesl-ej.org/)

PUBLICATIONS AND PRESENTATIONS

Conference Presentations

2007. Extraversion and participation in Japanese EFL classes. Presented at *ORTESOL 2007* Conference.

2008. Extraversion, participation, and target language gains in Japanese EFL classes. Presented at *TESOL 2008* Conference.

2009. Oral Participation—Quality Over Quantity. Presented at *ORTESOL 2009* Conference.

2011. Evans, A. & Delaney, T. Transitioning to online placement testing in a large university program. Presented at *TESOL 2011* Conference.

2011. Delaney, T. & Eustice, N. Extensive Reading in an Academic Intensive English Program: Merits and Challenges. Presented at the *Extensive Reading World Congress* in Kyoto, Japan.

2014. Evans, A. & Delaney, T. Online ESL placement testing: Transitioning, monitoring, adapting. Presented at the *EnglishUSA Professional Development Conference 2014* in San Francisco, CA.

2014. Delaney, T. You see what I mean? Using screencasts to give effective feedback on learners' writing. Presented at *TESOL 2014* Conference in Portland, OR.

2016. Rice, K., Rice, J., & Delaney, T. Understanding future needs of IEP students via needs analysis of undergraduate courses. Presented at the EnglishUSA Professional Development Conference 2016 in Monterey, CA.

Refereed Journal Publications

2000. Society of Testing English Proficiency Test Review. *Senzoku Gakuen Memoirs*: Kawasaki, Japan.

2001. What a lovely compliment that was: A cross-cultural examination of compliment receiving with teaching suggestions. *Senzoku Gakuen Memoirs*: Kawasaki, Japan.

2003. Investigating cultural differences in speech act performance: Compliment responses. *Kansai University Forum*: Osaka, Japan.

2003. Delaney, T., Hellman, C., Jones, D., Kikuchi, A., Todd, G., Walker, K.J. Directional Control in L1 and L2 Interview Situations. *Gaikokugo Kyouiku Kenkyu:* Kansai University: Osaka, Japan

2006. Using learner-generated materials to personalize language learning. *The ORTESOL Journal,* 24, 31.

2010. Reasonable doses of anxiety are not necessarily something to be feared. *The ORTESOL Journal*.

2012. Quality and quantity of oral participation and English proficiency gains. *Language Teaching Research, 16,* 467-482.

2012. Delaney, T. & Evans, A. Transitioning to Online Placement Testing at a Large University. *TESOL Higher Education Interest Section Newsletter*.

Books/Book Chapters

2003. Delaney, T., Hata, M., and Takeuchi, O. *NOVA Score Up Series: Miniyokutsuku TOEIC TEST Kanzen Kouryaku 600 ten zen pa-to*. NOVA Books: Osaka, Japan.

2005. Delaney, T., Hata, M., and Takeuchi, O. *NOVA Score Up Series: Miniyokutsuku TOEIC TEST Kanzen Kouryaku 600 ten ri-dingu mondai hyou*. NOVA Books: Osaka, Japan.

2009. Putting names and faces together: Using digital photo sheets to manage large classes. In Farrell, T.S.C. (Ed.). *Classroom Management*. Arlington, VA, USA: TESOL.

2013. Delaney, T. Using screencasts to give learners effective feedback on their writing. In D. Mussman (Ed.), *New ways in teaching writing*. Alexandria, VA: TESOL Publications.

2013. Delaney, T. Lightening up error correction with a Jeopardy-style PowerPoint game. In D. Mussman (Ed.), *New ways in teaching writing*. Alexandria, VA: TESOL Publications.

Reviews

2001. Digital Keys 3.0 Online. *TESL-EJ*. http://www-writing.berkeley.edu/TESL-EJ/ej19/m3.html

2002. Passport Online. *TESL-EJ*. http://www-writing.berkeley.edu/TESL-EJ/ej20/m1.html

2002. Clockwise—Elementary and pre-intermediate. *The Language Teacher*: Tokyo, Japan. Issue 26.4.

2013. Delaney, T. A. Review of the book *Academic writing in a second or foreign language: Issues and challenges facing ESL/EFL academic writers in higher education contexts*, by R. Tang. *Studies in Second Language Acquisition.*

PROFESSIONAL MEMBERSHIPS

- TESOL (Teachers of English to Speakers of Other Languages)
- ORTESOL (Oregon TESOL)
- AAAL (American Association of Applied Linguistics)
- AILA (International Association of Applied Linguistics)

PERSONAL DATA

- Date of birth: November 28, 1972
- Nationality: U.S.A.
- **Japanese Language Ability:** High-intermediate/low-advanced level. Passed **level 2** of the Japanese Language Proficiency Test (February 2004).
- Hobbies: Cycling, swimming, hiking, and camping

REFERENCES

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Andy David Halvorsen

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Education

Ph.D.	Education- Language and Literacy, University of Illinois at Urbana-Champaign, 2014.
M.Ed.	TESOL, Seattle University, 2003.
B.A.	Humanities, Western Washington University, 1996.

Employment

Instructor 2013 – Present	**University of Oregon, American English Institute** Eugene, Oregon, USA.
CEA Site Reviewer 2015-Present	**The Commission on English Language Accreditation** Various locations.
Instructor 2008 - 2011	**University of Illinois at Urbana-Champaign** Urbana-Champaign, Illinois.
Research Ass't 2008 - 2011	**University of Illinois at Urbana-Champaign** Urbana-Champaign, Illinois 2010-2011.
Instructor 2005-2006	**Northup Grumann Corp/Anne Arundel Community College** Glen Burnie, Maryland.
Instructor 2001-2003	**ESL, City University** Bellevue, Washington.
Instructor 2002	**ESL, Highline College** Des Moines, Washington.
IELTS Examiner 2003-2008	**British Council/Cambridge English** Various locations.

International Experience

EL Specialist 2014-present	**US State Department** Various location (Malaysia, Bolivia)
Sr. Eng. Lang. Fellow 2011 - 2013	**U.S. State Department** Hua Hin, Thailand.
Associate Professor 2006-2008	**Nagoya University of Commerce and Business** Nagoya, Japan.
English Lang. Fellow 2003-2005	**US State Department** Tirana, Albania.
Acad. Coordinator 2000-2001	**Times Language Center** Xiamen, China.

Selected Presentations and Workshops

Halvorsen, A. (2016). Plurilingualism as an analytic framework in CMC research. Presented at Modern Languages Association, Austin, TX.

Halvorsen, A. (2015). Plurilingualism and linguistic hybridity in the online discourse of Thai high-school students. Presented at Literacy Research Association, Carlsbad, CA.

Halvorsen, A. (2015). Top Web 2.0 tools for language instructors: An overview. Presented at Tri-TESOL, Des Moines, WA.

Halvorsen, A. (2014). The plurilingual competencies of Thai high-school students: Diverse language use in socially networked contexts. Presented at *CALICO*, Athens, Ohio.

Halvorsen, A. (2013). Language harmony and ASEAN 2015: Post colonial perspectives from Thailand. Presented at *The Future of English in Asia*, Hong Kong, China.

Halvorsen, A. (2013). Distance education in Thailand: Broadcasting primary and secondary school lessons across the country. Presented at *Cambodia TESOL*, Phnom Penh, Cambodia.

Halvorsen, A. (2013). Promoting communicative competence through the use of dialogues and role plays. Presented at *English Language Teaching International Conference*, Macau, China.

Halvorsen, A. (2011). Conceptualizing literacy development in social networking Environments. Presented at *NEALTT 2011*, Philadelphia, PA.

Halvorsen, A. & Romero, G. (2010). Efforts and struggles to embrace linguistic diversity: Approaches taken by pre-service teachers. Presented at *Linguistic Research Association*, Dallas, Texas.

Selected Publications

Halvorsen, A. (Forthcoming). Plurilingual competencies and the appropriation of English in the online discourse of Thai high school students. In Barret, T. & Felin, M. (Eds.), *English Language Education in Asia*. Rowman & Littlefield: Lanham, MD.

Halvorsen, A. (2016). Technology use and language teaching practice: Divergent teacher viewpoints on classroom technology integration in Thailand. In Chin-His, L., Zhang, D. & Zheng, B. (Eds.), *Preparing Foreign Language Teachers for Next Generation Education*. IGI Global: Hershey, PA.

Halvorsen, A. (2015). Differentiated instruction and project based learning. *ORTESOL News*, 38 (3), 6.

Halvorsen, A. (2014). *Facebook usage in Thailand: The plurilingual competencies of Thai high school students and teachers* (Doctoral Dissertation). University of Illinois at Urbana-Champaign.

Halvorsen, A. (2012). Patterns of emoticon usage in ESL students' discussion forum writing. *CALICO*, 29 (4), 694-717.

Deborah Healey
Curriculum Vita

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Tel: 541-510-0501
Websites: http://www.deborahhealey.com, http://www.eltexpert.com/

Education

1993	Ph.D.	Computers in Education, College of Education, University of Oregon, Eugene, Oregon. Dissertation topic: Learner choices in self-directed second language learning.
1976	M.A.	Linguistics, University of Oregon, Eugene, Oregon. Areas of specialization: bilingualism, philosophy of language.
1974	B.A.	Queen's University, Kingston, Ontario, Canada.
2014		TESOL Leadership Development Seminar

Recent Employment

2009 – present   American English Institute, University of Oregon, Eugene.

Senior Instructor, 2010 – present; Instructor, 2009-2010.

- o Teacher in the distance education (eLearning) program for teacher training: Massive Open Online Course for Shaping the Way We Teach English (project lead, co-creator, video performer); Trace Effects: An Online Teacher Training Course (co-creator, project lead); Access Teacher Development Online Program (co-creator of the course, co-administrator of the project), MSN-UO AMIDEAST project (co-creator, project lead), Oregon-Iraq Building Teaching Skills (co-creator of the course), Building Teaching Skills Through the Interactive Web (co-creator of the course), Thai-UO Tsunami Zone project (co-creator of the course), Shaping the Way We Teach English, Critical Thinking, and Learning Styles and Strategies
- o Teacher of the Computer-Assisted Language Learning course (primary author) for the Language Teaching Specialization program in Linguistics
- o Member of the AEI Gabon-Oregon Center team, responsible for teacher training and collaboration on an English Center in Libreville, Gabon
- o Materials developer for the Teaching Women English book project (materials developer and copy editor for the text and the teacher's manual; primary author and copy editor for the teacher's manual)

1979 – 2009   English Language Institute, Oregon State University, Corvallis.

Associate Professor, 2000 - 2008.

- o Teacher in the intensive English program and Special Programs.
- o Principal Investigator, materials developer, and presenter on 2008 World Bank grant with four Yemeni universities focused on improving pedagogy, technology use, and English language skills for university faculty.

Director, 1999 - 2008.

- o Responsible for overall management of the ELI, supervising the ELI Management Team and coordinating activities with other Directors within OSU's International Programs.
- o Principal Investigator and collaborator on grants: World Bank grant with four Yemeni universities, Eisenhower and US Dept. of Education OELA grants working with elementary and secondary teachers in five school districts, and the ELI's Tunisia Oregon Project and Cyprus Project.

Technology Coordinator and Instructor (Senior Instructor rank), 1995 - 1999.

Coordinator of Instruction and Instructor, 1993 - 1995.

Technology Coordinator and Instructor, 1985 - 1988.

- o In North Yemen as part of the ELI-administered Yemen-America Language Institute, designed and set up administrative and instructional computers and taught in YALI.

Instructor, 1979 - 1993.

Employment, cont.

1996 – present   US Department of State/Bureau of Educational and Cultural Affairs.
- o   English Teaching Specialist, Serbia, 2015; Chile, 2015; Egypt 2014; Qatar and Bahrain 2013; Colombia 2012; Uruguay 2011; Costa Rica 2011; Dominican Republic 2010; Thailand 2010 and 2000; West Bank 2010; Vietnam 2007; Tunisia 2004: Mexico 2002; Qatar and Oman 2002; France 1998; Brazil 1998 and 1995; Austria, 1996.
- o   Trace Effects language teaching game, 2010 – 2012

Recent Publications

Healey, D. (2016). Language learning and technology: *Past*, present, and future. In F. Farr and L. Murray (Eds.), *The Routledge handbook of language learning and technology*, pp. 9-23. New York: Routledge.

Healey, D. (2016). Technology-enhanced learning environments. *TESOL encyclopedia of English language teaching*. Wiley.

Healey, D. (2016). TESOL technology standards. *TESOL encyclopedia of English language teaching*. Wiley.

Sweeney, P. & Healey, D. (2014). CALL-IS/LT SIG joint online conference. On CALL, March. Available at http://newsmanager.commpartners.com/tesolcallis/issues/2014-03-06/4.html

Healey, D. (2013). Training of trainers. Entry in *Encyclopedia of Applied Linguistics*. Malden, MA: Wiley.

Healey, D. (2012). Planning a distance education course for language teachers: What administrators need to consider. In L. England (Ed.), *Online language teacher education: TESOL perspectives*. New York: Routledge.

Healey, D., Hanson-Smith, E., Hubbard, P., Ioannou-Georgiou, S., Kessler, G., Ware, P. (2011). *TESOL technology standards: Description, implementation, integration*. Alexandria, VA: TESOL. [Project lead; editor]

Recent Workshops and Conference Presentations

TESOL 2016: Going Massive: Online Course Development in MOOCs (panelist); Tea with Distinguished TESOLers (invited presenter); Shaping the Way We Teach English: The MOOC (co-presenter); History of the Electronic Village: Over Three Decades of Professional Development in CALL (panelist); CALL for Newcomers (co-presenter); Educational Technology in English Roundtable (panelist). Baltimore, April.

White House Roundtable on Technology in English: Discussion of technology resources. September, 2015.

Serbia English Language Teachers Association Conference 2015: Plenary – Intelligent Use of Technology in the Classroom; Digital Storytelling. Belgrade, Serbia, May. Also workshops: Technology Tools for Busy Teachers; Digital Storytelling. Belgrade, Kragujevac, and Novi Sad, Serbia, May.

HUPE (Croatia Association of Teachers of English) Conference 2015: Plenary - Gamification: Hype or Useful Teacher Tool?; Technology Tools for Busy Teachers; Creating Rubrics for Assessing Writing and Speaking. Sibenik, April 2015.

Workshops for teachers in Gabon (with K. Yerian): Constructivist Pedagogy and Internet Tools (primary course developer, co-teacher). Libreville, Gabon, March-April 2015.

TESOL 2015: Managing the Darker Side of Technology: Mobile Devices; Shaping the Way We Teach English: The MOOC (co-presenter); CALL for Newcomers (co-presenter); Enhancing Teaching with the TESOL Technology Standards (panelist). Toronto, March.

International Conference on Applied Arts: English for Education in a Networked World (keynote), Managing Large and Mixed Ability EFL Classes. Bangkok, Thailand. July 2014.

Workshops for teachers in Gabon (with K. Yerian): Taking a Learner-Centered Approach to English for Academic Purposes (primary course developer, co-teacher). April 2014

TESOL 2014: Tea with Distinguished TESOLers; Using Trace Effects to Spark Language Learning and Teaching Pre-convention Institute (co-presenter); CALL for Newcomers (co-presenter); Shaping the Way We Teach English – the MOOC Version (co-presenter). Portland, Oregon; March.

NileTESOL 2014: Gamification: Communicating with "Digital Natives" (plenary); Building Engagement with Trace Effects. Cairo, Egypt, January 2014.

TESOL CALL-IS/IATEFL LT SIG Joint Online Conference: Welcome address (with P. Sweeney); TESOL Technology Standards (with P. Hubbard, G. Kessler, S. Ioannou-Georgiou, P. Ware, E. Hanson-Smith); Closing address and Q&A moderator (with P. Sweeney). Global webinar, October 2013.

Workshops and Presentations, cont.

International Language for Communication Conference: Gamification: Communicating with Digital Natives (keynote). Kuala Lumpur, Malaysia, August 2013..

Awards and Grants

- World Bank grant, 2008, "Strengthening English Language Centres, Academic Skills Development Programs (Teaching, Research, and Computer/IT Skills) at the Universities of Sana'a, Aden, Taiz, and Dhamar." Training of trainers at four universities in Yemen.
- US Department of State grant, 2003-2006. "OSU-Tunisia Partnership for Faculty and Library Development: New Technologies for Teaching and Research" (Tunisia-Oregon Project 2). Cooperative grant with the Higher Institute of Languages in Tunis, Higher Institute for Informatics and Multimedia in Gabes, and the Higher Institute of Management in Gabes for faculty development in Tunisia and Oregon.
- US Department of Education Office of Bilingual Education and Minority Language Affairs Grant, 2001-2004, "Creating Community, Enhancing Resources, and Improving Practice for Education Professionals." Work with mainstream teachers of English language learners at five Oregon school districts.
- Recipient of TESOL's D. Scott Enright Interest Section Award, 2001 in recognition for service to TESOL Interest Sections.

Recent Service

International, National, and State Level

2014 –present	Board member, Teachers of English to Speakers of Other Languages (TESOL) International
2014 – present	Peer reviewer, *Rungsit Journal of English Studies*, Thailand
2013	External member, Board of Studies, International Islamic University of Malaysia, Kuala Lumpur, Malaysia
2013 – present	Co-coordinator, TESOL CALL-IS/IATEFL LT SIG Joint Collaborations Committee
2006 – 2013	Chair, TESOL Technology Standards Task Force
1989 – 2014	Proposal reader, TESOL Convention (TESOL Board members cannot be proposal readers)
1993 – present	Proposal reader, AERA Convention

University Service
- Member, AEI Adjunct Observations Committee, 2014-present.
- Member, UO University Senate, 2010- 2012, 2013- present.
- Member, Global Oregon/US Global Expo Committee, 2013- present

Service to the Public
- Member, Campus Partners/Campus-Community Task Force, 2009- present.
- Member, West University Neighbors Board of Directors (near-campus neighborhood association), 2005- present.

Professional Memberships

- American Educational Research Association (AERA).
- Computer-Assisted Language Instruction Consortium (CALICO)
- International Association of Teachers of English as a Foreign Language (IATEFL)
- Oregon Teachers of English to Speakers of Other Languages (ORTESOL)
- Teachers of English to Speakers of Other Languages (TESOL)

Other Information

- U.S. citizen. High-intermediate level speaking, reading, listening, writing skill in French; beginning level speaking, reading, and listening skill in Spanish; some familiarity with German and Arabic.

Laura G. Holland
5075 St. Clair Lane
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(541) 434-9262
October 31, 2016

[signature: Laura G. Holland]

Education

Teachers College, Columbia University	M.Ed candidate in TESOL Program 1991-1992
Teachers College, Columbia University	M.A. in TESOL, K-12 program, Degree awarded 1991
Rutgers University, Graduate School of Ed.	TESOL and Linguistics courses Jan-Dec. 1987
Universidad de Salamanca, Spain	One year study of Spanish language, literature, art history and translation 1985-1986
Wheelock College, Boston, MA	B.S. in Early Childhood and Elementary Education 1981
University of Iowa, Iowa City, IA	General Liberal Arts, Education and Romance Language courses 1976-1978

Academic Appointments

2016	**American English Institute & Department of Linguistics, University of Oregon Eugene, OR** Promoted to Senior I Faculty
2011-present	**American English Institute & Department of Linguistics, University of Oregon Eugene, OR** Field Intensive Career-Track Instructor, Faculty Mentor, GTF Supervisor, English Language Instructor, Teacher Trainer in Language Teaching Specialization Program, Online Teacher Trainer in eLearning Program, Teacher Trainer in Sponsored Groups Program
2010-present	**American English Institute & Department of Linguistics, University of Oregon Eugene, OR** Field Intensive Career-Track Instructor, English Language Instructor, Teacher Trainer in Language Teaching Specialization Program, Online Teacher Trainer in eLearning Program

2006-2010	**American English Institute, University of Oregon** **Eugene, OR** Adjunct Instructor, American English Institute, University of Oregon English Language Instructor, Teacher Trainer in Language Teaching Specialization Program (developed course Spring 2009, to be piloted Fall 2009)
Sept., 1992; Jan.1993	**Teachers College, Columbia University**, **Adjunct Weekend Workshop** **Instructor, New York City** Conceived, created and co-taught introductory workshops designed to prepare graduate student teachers for upcoming Guided Teaching Practicum; modeled on other Teachers College pre-practicum weekend workshops; workshop filled gap in curriculum and continued to be used after I left
Oct., 1992; Mar. 1993	**School for International Training, Adjunct Weekend Workshop Instructor** Taught Spanish to introduce the Counseling-Learning Community Language Learning Approach to graduate students in full weekend workshops, Brattleboro, VT
1991-1992	**Riverside Language Program**; **Full-time Teacher, Intensive Program, NYC** Each class of 25 students for 150 hours of English Language and Culture instruction for 6 weeks, adults ages 17-75, newly arrived refugees, immigrants, political asylum candidates; school co-funded by City and State of New York
1991-1992	**Teachers College, Columbia University, Adjunct Instructor, New York City** Guided Teaching Practicum and Seminar; Taught weekly class and observed 18 graduate student teachers for their first practicum in the TESOL program; this practicum was required of all teachers with less than two years full-time teaching experience
1991 Feb-Apr	**Teachers College, Columbia University, Assistant Instructor, New York City** Observed and met with graduate student teachers, assisted instructor with planning and leading seminar for the Counseling-Learning Community Language Learning Practicum
1988-1992	**Teachers College, Columbia University, Supervisor, New York City** Observed and supervised TC graduate student teachers doing internships in New York City public schools Observed and supervised graduate student teachers teaching courses in TC's in-house Community English Program (CEP)
1990-1992 periodic	**Assorted Research Projects and Panels Discussions, NYC**

Active in Adult, Immigrant, and Refugee Education panels and K-12
Education throughout NYC

1990-1991   **Teachers College, Columbia University, Teaching Assistant, Language &
Cultural Issues In Elementary Education, , New York City**
    TESOL course required of all MA candidates in the K-12 track program; led
the discussion section and graded papers and projects covered in weekly
lectures by Teachers College Faculty

1987-1989   **Rutgers University, Program in American Language Study, Visiting Part-time
Lecturer and Adjunct Instructor, New Brunswick, NJ**
    Taught English language courses in both the Intensive English Program and
the Corporate Program; IEP Courses included: Grammar, Writing, Speaking,
Listening Skills levels 1-4; Corporate courses included: Pronunciation for
Experienced Speakers of English; Interviewing Skills; English for Managers
(Corporate Program courses taught on site of companies throughout New
Jersey)

1988 Jan-Mar   **Private Spanish Lessons, Princeton, NJ**
    Developed and taught private Spanish lessons for Princeton Professor, 4
days/week

1985-1986   **Private English Lessons and Small Group Classes, Salamanca, Spain**
    Designed individual and small group lessons for students ages 11-17 four
evenings/week

1981-1985   **Peabody Terrace Children's Center, Cambridge, MA, Head Teacher**
    Head Teacher preschool classroom
    Voting member of PTCC Board of Directors
    Organizing member of Cambridge-based political action and professional
development group

1984   **Peabody Terrace Children's Center, Director of Summer Program**
    Supervised all faculty, led teacher meetings, attended Director's meetings of
Harvard Childcare Centers

1984 Spring   **Wheelock College/Peabody Terrace Children's Center**, **Cooperating Teacher**
    Mentored MA candidate from Wheelock College

1981 Summer   **Infants and Other People Children's Center, Boston, MA; Teacher**
    Taught full-time in the 6-8 year-old program

Administration

January 2011-present   **University of Oregon, American English Institute**
Faculty Mentor, GTF/GE Supervisor

Faculty Mentoring, teaching
- Responsible for orientation, integration and support of new faculty and GTFs to AEI
- Provide ongoing training and support for GTFs
- Provide trouble-shooting and support in day-to-day activities for all faculty and GTFs
- Receive Instructor Concern logs from Academic Advising office and collaborate with Advisors, Instructors/GTFs to solve classroom problems with students or instruction
- In conjunction with the Academic Director, Associate Director, IEP Coordinator, AEIS Coordinator and eLearning Director, identify the instructors/GTFs in need of extended mentoring
- Provide individualized mentoring support or arrange peer coaching for instructors identified as needing mentoring, and for faculty who request mentoring
- Observe classes and assist in lesson planning, classroom behavior management, time management, etc., for any faculty/GTFs who request it or are recommended by ADs and/or Coordinators
- Make strategic recommendations for observing other instructors, collaborations, professional development, etc.
- Assist in dealing with interpersonal conflicts amongst faculty
- Document mentoring needs/plan and processes and confidentially store documents
- Act as an advisor/mentor/mediator/advocate for faculty/GTFs as necessary

GTF/GE Supervising
- In addition to above activities, observe each GTF teach 3 times in first term, twice in 2nd term and then at least once annually, more as needed hold post-observation meeting to discuss teaching, complete a written signed report
- Organize and present periodic workshops for specifically for GTFs, to support classroom teaching and classroom management
- Create "buddy system" pairing GTFs both with each other for mutual support and with AEI instructors on their teams for course-specific guidance

Professional Development Management
- Revamp and run the AEI In-House Friday Professional Development Series. Provide other general and specific mentoring and professional development opportunities in form of Friday workshops, in-house mini-conferences, peer coaching, etc.
- Provide mentoring for instructors who have students with special needs in their classrooms, including direct interface with the Center for Accessible Education and support of modifying materials to adhere to universal design principles

- Provide individualized mentoring support for faculty seeking to further their professional development. Examples include *how to get started in publishing, how to develop one's niche, preparing to move from adjunct < NTTF, preparing your promotion.*
- Provide individualized mentoring support for faculty seeking to develop courses and programs for the AEI. Examples include *Creating a new literature elective for IEP students, Grant proposals for TI Faculty, Training and support for the AEI classroom tutors.*

Professional Activities

Publications

Article: Holland, L. (2016). Proactive Mentoring: Tips from the Trenches, *ORTESOL Journal*, Volume 33.

Article: Holland, L. (2014). Top Ten Things to Observe in a Language Class, *ORTESOL Journal*, Volume 31.

Teacher Professional Development book for use in field worldwide: Holland, L., Opp-Beckman, L., Heitman, C., and Sepulveda, J. (2013). *Shaping the Way We Teach English: From Observation to Action*. Washington DC: U.S. Dept. of State.

Article: Holland, L. (2012). Posing Questions and Calling on Students*, ORTESOL Journal*, Volume 29.

Article: Holland, L. (2011). Peer Observation Made Easy*, ORTESOL Newsletter*, Volume 34, Number 4.

Conference Presentations, Workshops, Webinar

2016 Nov 18-19   **ORTESOL Conference, Portland Oregon**
    45-minute demo: Igniting a Fire: Scaffolding Student Success In Selecting/Viewing Films for Independent Listening Fluency Practice
    45-minute demo: 5 + 5 = Wow: Whole films and clips as springboards for engaged listening practice
    45-minute demo: Film clip + storytelling + chanting= engaged listening/speaking practice

2016 July 30-August 2   **PeruTESOL Conference, Arequipa, Peru**
    Invited to give Inaugural Welcome at start of Conference
    1.5 hour workshop: Movie Clips: Treasure troves for Speaking, Grammar & Pronunciation
    1.5 hour workshop: Active Learning: A Three-Pronged Approach
    45 Minute Demonstration: Proactive Mentoring: Shifting Roles, Many Hats

2015 October 2-3   **TriTESOL Conference, Des Moines, WA**
    45-minute Workshop: Proactive Mentoring: Shifting Roles, Many Hats
    1.5 hour Workshop: Rip it from the Book! Breathing Life Back into Lessons

1.5 hour Demonstration: Film clip + Storytelling + Chanting = Engaged Listening/Speaking Practice

2015 July 29- August 3   **PeruTESOL Convention, Trujillo, Peru**
     1.5 hour Workshop: Rip it from the Book! Breathing Life Back into Lessons
     50-minute Demonstration: Film clip + Storytelling + Chanting = Engaged Listening/Speaking Practice

2015 May   **AEI In-house Professional Development Workshops**

     Managing Your Career & Preparing for Promotion (co-presented with Janine Sepúlveda)

2014 November   **ORTESOL Conference 2014 Portland, OR ("Best of 2013")**
     1-hour Demonstration: Posing Questions and Calling on Students (invited presenter from "Best of 2013 Conference")

2014 July 29-Aug 4   **PeruTESOL Convention, Lima, Peru**

     1.5-hour Workshop: Creating your Classroom Community: Week 1 and Beyond
     1-hour Demonstration: Posing Questions and Calling on Students: Maximizing Student Engagement

2014 Winter-Spring   **TESOL International Convention 2014 Portland, OR**
     Reactive to Proactive: Teacher Mentoring in a Growing ESL Program (co-presented with Keli Yerian, Britt Johnson, Lara Ravitch)
     EV Village: Shaping O2A (co-presented with Janine Sepulveda, Char Heitman and Leslie Opp-Beckman)

2014 February   **AEI In-house Professional Development Workshops**
     Maximizing Group Work (co-presented with Janine Sepulveda) 1.5 hour session
     Classroom Management from the Get-Go! 1.5 hour session
        (co-presented with Janine Sepulveda and Linda Wesley)

2013 October   **ORTESOL Conference 2013 Portland, OR**
     1-hour Demonstration: Posing Questions and Calling on Students: Maximizing Student Engagement (Won "Best of Conference")

2013 September   **University of Oregon**
     20-minute presentation for on-site eLearning Participants, "Posing Questions and Calling on Students: Maximizing Student Engagement"

2013 October   **University of Oregon, AEI**
     1 hour in-house PD workshop: "Using Movie Clips in OS and Grammar classes: A Treasure Trove of Material"

2012 September   **University of Oregon**
     20-minute presentation for on-site eLearning Participants, "Using Movie Clips in OS classes: A Treasure Trove of Material"

2012 November   **ORTESOL Conference 2012 Portland, OR**
    1.5-hour Workshop: Creating your Classroom Community: Week 1 and Beyond
    1-hour Demonstration: Posing Questions and Calling on Students: Maximizing Student
    Engagement

2012 Summer   **University of Oregon**
    2-hour Workshop: Classroom Management, designed for Sponsored Groups Program/Brazil

W12-W14   Every term   **University of Oregon**
    1-hour Webinar for PALSS: Creating Your Language Learning Community: Week One and
    Beyond; webinar was recorded, archived and viewed by hundreds of international teachers and
    continues to be available for use by ACCESS and other teachers worldwide

2011 December   **University of Oregon/AEI**
    2 one-hour in-house workshops for IEP teachers at Week 10 all-day meeting (created per request of
    Assistant Director):
    a) "Best Practices" brainstorming and problem-solving session
    b) Swap Shop for OS Classroom tutor ideas

2011 October   **Tri-TESOL Conference, Des Moines, WA**
    45-Minute Demonstration: Innovative Pre-Practicum for N/NN Speakers of English (co-presented
    with Trish Pashby)
    90-minute Workshop: Just the Facts Ma'am: Productive Post-Observation Conversations
    90-Minute Workshop: Creating Your Language Learning Community: Week One and Beyond

2011 March   **TESOL International Convention, New Orleans, LA**
    Demonstration: Innovative Pre-Practicum for N/NN Speakers of English (co-presented with Trish
    Pashby)

2010 November   **ORTESOL Fall Conference 2010, Portland**, **OR**
    Workshop: Sticking With the Facts: Guidelines For Productive Observations and Post-Observation
    Conversations
    Demonstration: 10 Ways to Help Build Your Classroom Community

2010 September   **University of Oregon/World Language Academy, Eugene, OR**
    Workshop: Sticking With the Facts: Developing Tools for Starting a Peer Observation Program
    within the WLA

2010 March   **TESOL International Convention, Boston**, **MA**
    Discussion: Teaching Practica with N/NN speakers of English (co-developed with Keli Yerian and
    Trish Pashby; did not attend due to illness)

April 2010   **AEI in-house Professional Development Series, Eugene, OR**

1.5 hour Workshop: "Looking at the Facts: Do We See the Same Things?" Presented to Summative Observation Committee and interested faculty

2009 October-November   **eLearning Video Project, University of Oregon**, **Eugene, OR**
"Project-based literacy: Engaging Ways to Teach Phrasal Verbs"; several of my Oral Skills 4 class sessions filmed, followed by interview, all available on YouTube; used each term in Project-Based Learning module in *Shaping the Way We Teach English*, until spring 2014, and still currently available to teachers worldwide

2009 November   **ORTESOL Fall Conference, Portland, OR**
1.5 hour Workshop: "Looking at the Facts: Do We See the Same Things?"

2009   **TESOL International Convention Denver, CO**
Pre-Conference Institute: "Cooperative Language Learning Communities: Teaching Critical Thinking" (4 hour workshop), co-presented with Bonnie Tibbitts

2008   **ORTESOL Fall Conference, Gresham OR**
"Cooperative Language Learning Communities:
Teaching Critical Thinking" (1.5 hour workshop), co-presented with Bonnie Tibbitts

2008   **American English Institute, University of Oregon, Eugene, OR**
                            Sponsored Groups Program Workshop for Visiting teachers from KNUE, Korea
"Readers Theatre" for visiting teachers from Korea (3 hour   workshop)

2008 October   **AEI in-house Professional Development Series, Eugene, OR**
"Film Clip Transcripts as Texts: Springboards for a Treasure Trove of Classroom Activities"

2008   **AEI in-house Professional Development Series, Eugene, OR**
"Incorporating Community Language
Learning into the IEP/AEIS Programs"

1992 March   **TESOL International Convention 1992, Vancouver**, **BC, Canada**
Poster Session "Community Language Learning"

1991   **TESOL International Convention 1991, New York City, NY**
Chair and presenter, Swap Shop & Poster Sessions, (member of organizing host committee)
"Community Language Learning" (Poster Session)
"Engaging Discussion Topics for Adult Immigrants and Refugees in our classes" (Swap Shop)

1990   **New York State (NYS) TESOL, Huntington, Long Island, NY**
50 minute paper "Small Group Work: Beware the Panacea"
1 hour workshop, "Looking at the Facts: Do We See the Same Things?"

Service

Service to the AEI

2016	TCP Faculty Liaison Hiring Committee
	CEA Prep for Site Visit
	Graduate Duties and Responsibilities Statement Committee
	IEP Electives Committee
	Summative Observation Selection Committee
	Summative Observation Committee Fact-Based Observation Training
2015 Fall	IEP Electives Committee
2015 Spring	Academic Director Search Committee
2015 Summer	Summative Observation Committee, consult
F14-present	CEA Faculty Standards Committee
2015 Spring	Host visiting Thai Scholar in LT + IEP classes and post-ob discussions
F14-present	Accessibility Education, meeting and working to launch potential cooperative project with AEI, UO + MIUSA
F14-present	Co-Organizer, In-House Friday Professional Development Series
F14, Wk. 10	Substitute for GTFs: covered all Oral Skills classes for 2 GTFs on strike during last week of classes
2013 Jan-Mar	Strategic Planning Group: Core team to construct original draft of 5-year plan for AEI
2010-2013	SPEAK Test Rater
2014 Nov	Invited Panel Speaker to LTS Program: Tips on interviewing for jobs from POV of former Search Committee member and experienced interviewee
2012-2013	AEI Career Track Search Committee
2014 Spring	Merit Review Committee
2014 Fall	Promotion Criteria for Teaching Intensive Faculty
2014 F-Spr.	Annual Review for Adjuncts and Teaching Intensive Faculty

2010-2015   Summative Observation Committee, member (2010-13), consultant (2013-2015)

2010-2014   Search committees for OAs

2009-present Job Talk Presentations

2008-2011   Mentoring: During this period of exponential growth, but before the Mentoring position with designated FTE was created, I mentored many of the new faculty and GTFs who were hired, on top of my full-time teaching load.

Service to Language Teaching Specialization Program (LTS), Dept. of Linguistics

Fall 2016   Advisor: LT605 Independent Study for LTS MA Candidate

Summer 2016   Second reader to 2 LTS MA Projects

Spring 2016   Plan and Co-teach LT608 Microteaching with Keli Yerian, Spring term, all class meetings

Spring 2015   Sub for Keli Yerian's first 2 weeks of LT608 Microteaching, launching course

Every term   Intern Placements: Work directly with LTS Director and SLAT Advisor to:
              -place LTS/SLAT interns with volunteer AEI faculty
              -recruit AEI faculty for short and long-term observations for internships for LTS and SLAT students
              - Attend poster sessions, course presentations and LTS MA Project Presentations in support of LTS/SLAT cohort in courses other than mine

Winter 2015   TWD2: consult, observe and meet for feedback on pilot course developed to give 4 LTS graduate students more teaching experience

2010-present   Advisor and 2nd Reader, UO LTS MA Projects

Ongoing   Recommendations, write generally between 30-35/year recommendations for LTS & SLAT students, and AEI Faculty for job and school applications

Service to the University of Oregon
2014-2015   University Appeals Board
2015-2017   Study Abroad Program Committee (SAPC)

Service to the AEI + University of Oregon + Mobility International USA
2014-present   Accessible Education Initiative, in collaboration with MIUSA

Service to Field: local, Oregon, local New York State

2015-ongoing	SMART Literacy Program Volunteer, Eugene 4j School District
2012-present	ORTESOL Journal Advisory Board
1990-1992	Writer/Reviewer, assorted articles and reviews from a variety of NYS TESOL symposia/conferences

Service to Field: TESOL International
2013-2016	Proposal Reviewer for TESOL International
2015	Proposal Reviewer for TESOL Singapore

Membership in Professional Organizations

TESOL International, ORTESOL, AEI Critical Friends Group, NYS TESOL

Honors
2014, 2015	PeruTESOL "Best of Conference" presentations
2013	ORTESOL Fall Conference "Best of Conference;" invited presenter for 2014 Conference

International Experience
2016	Teacher training workshops at PeruTESOL, Arequipa, Peru
2015	Teacher training workshops at PeruTESOL, Trujillo, Peru
2014	Teacher training workshops at PeruTESOL, Lima, Peru
1985-1986	Private English classes to individuals and small groups, 4 nights/wk, Salamanca, Spain

Languages Spoken   English, Spanish proficient

Courses Taught

AEI and LTS University of Oregon:
Language Teaching Specialization Program (LTS), Department of Linguistics
LT 605, 608
LT4/537 Second Language Teaching Practice (I created this 3rd in a series of required courses)
LT4/510 Practice Language Teaching (I created this course)
AEI Intensive English Program (IEP)
English Conversation "Talking With Ducks" (created & co-teach with LT5/437 student teachers)
Oral Skills 4
Oral Skills 3
Oral Skills 2
Pronunciation

Academic Vocabulary
TOEFL Prep PBT1
TOEFL Prep PBT2
English Through Movies (I created this course)

AEI eLearning Program (eL)
Yanbu University Workshops developed and led via Skype sessions Winter & Spring16
Shaping the Way We Teach English
TESOL Methods
Access Teacher Development Online Program (ATDOP--main instructor, helped develop
and pilot this course from initial inception)
Practical Applications of Listening and Speaking Skills (PALSS--Conversation Partner)
Intro to Online Learning

AEI Sponsored Groups Programs (SP)
Teaching Oral Communication-Ideas and Classroom Application (designed and delivered for
visiting Iraqi Professors, from Basra University

AEI Academic English for International Students (AEIS)
AEIS 111 (writing for matriculated students)

Courses Developed at AEI/UO:
LT4/537 (originally LT4/510) Second Language Teaching Practice
"Talking With Ducks" Discussion elective for IEP students + LT4/537 student teachers
English through Movies
ATDOP/PALSS: help brainstorm original course development and pilot of first term

Riverside Language Program, New York City, NY
Designed and implemented 150-hours of instruction for each new class every six weeks. Each class
of 25 students met daily for 25 hours/week. This program was designed to serve newly arrived
immigrants, refugees and political asylum candidates, co-funded by the City and State of New York.
Special emphasis was placed on survival English skills, language of the workplace, integrated
language skills, particularly listening and speaking. No set curriculum so each teacher customized
instruction based on student need.

Teachers College, Columbia University, New York, NY
Guided Teaching Practicum and Seminar
Guided Teaching Weekend Workshops (Full weekend preparation for upcoming practicum; I
conceived and developed this set of workshops to fill need and align with other weekend workshops
for all other practica)
Counseling-Learning Community Language Learning Practicum (Assistant seminar/class)
Language and Cultural Issues in Elementary Education (TA)

Rutgers University, New Brunswick, NJ
Intensive English Program
Grammar (levels 1, 2, 3, 4)
Speaking (levels 2, 3, 4)
Writing (levels 1, 2)

Conversation/Discussion (levels 2, 3, 4)

Corporate Program (Corporate Program courses taught on site of companies throughout New Jersey)

Pronunciation for Experienced Speakers of English (developed entire curriculum)
Interviewing Skills (developed entire curriculum)
English for Managers (developed entire curriculum)

Internships:

1991	**Practicum in Teaching Writing**, Teachers College, Community English Program
1990	**Student Teacher**, 7th/8th grade ESL, P.S. 131, Chinatown, NYC
1990	**Practicum in Counseling-Learning/Community Language Learning**
	Teachers College, Community English Program
1981	**Student Teacher,** Kindergarten, Nathan Hale School, Roxbury, MA
1979	**Student Teacher,** 4th Grade, Pierce School, Brookline, MA
1978	**Aide in Bilingual preschool class**, Kangaroo's Pouch, Chelsea, MA
1977	**Assistant Teacher,** 3rd Grade, Grant Wood Elementary, Iowa City, IA
1975-1976	**Assistant Teacher**, 3rd Grade, 5 half days/week, as part of high school
	work/study program; Lincoln School, Highland Park, IL

Jeffrey Magoto
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jmagoto@uoregon.edu

Education

Doctoral Studies	Educational Leadership, University of Oregon, 2002-2005.
M.A.	Applied Linguistics/ESL, Ohio University, Athens, Ohio. 1985.
B.A.	English Language & Literature, French minor, Ohio University. 1983.

Employment

Director	**University of Oregon, Yamada Language Center**
1996 – Present	Eugene, Oregon, USA.
Adjunct Instructor	**University of Oregon, Language Teaching Specialization, Linguistics**
2007 - Present	Eugene, Oregon, USA
Instructor	**University of Oregon, American English Institute**
1992 – 1996	Eugene, Oregon, USA

International Experience

Instructor	**American Language Institute**
1980 - 1983	Lisbon, Portugal.
Teacher	**U.S. Peace Corps, Lycée de Tahala**
1978 - 1980	Tahala, Morocco.

Language Ability: Portuguese (proficient), French (proficient), Moroccan Arabic (proficient).

Selected Grants, Presentations and Publications (2014-2016)

Chu H., Magoto, J., & Vandergrift E. (2016). *Space and Technology as Catalysts for Pedagogical Transformation*. Northwest eLearn, Eugene, OR.

Magoto, J. (2016). *Using ANVIL LTI—Making Web-Based Speech Tasks Easy and Pragmatically Pleasing*. Workshop. COFLT-WAFLT Biennial Conference, Portland, OR.

Magoto, J. & Foroughifar, S. (2016). *ANVILL LTI: An Authoring Tool for Interaction-Driven Learning*. Workshop. CALICO, E. Lansing, MI.

Elliott, R. & Magoto, J. (2016). *The Case for iBooks Author: Community Engagement and Teacher Empowerment*. Workshop. CALICO Conference, E. Lansing, MI.

Magoto, J. (2015). *Creating Community in an EFL Teacher Ed MOOC*. FLEAT 6 Conference, Cambridge, MA.

Magoto, J. (2015). *New Approaches to Online Course Design with ANVILL LTI.* Workshop. FLEAT 6 Conference, Cambridge, MA.

Magoto, J. (2015) *Moving to the Middle: New Space for Teachers in the Classrooms of Today*. Poster Session. FLEAT 6 Conference, Cambridge, MA.

Magoto, J., Foroughifar, S. and Elliott, R. (2015). *ANVILL LTI: An Authoring Tool for Interaction-Driven Learning.* Invited Workshop. CALICO Conference, Boulder, CO.

Magoto, J. and Healey, D. (2015). *Massively Connected: Building Community in a MOOC.* CALICO Conference, Boulder, CO.

Elliott, R. & Magoto, J. (2015). *The Case for iBooks Author: Community Engagement and Teacher Empowerment".* CALICO Conference, Boulder, CO.

Hanson-Smith, E., Healey, D. & Magoto, J. (2015). *Shaping the Way We Teach English—The MOOC Version.* Presentation (I did not attend). TESOL Conference, Toronto, CA.

Magoto, J. & Healey, D. (2014). *Massively Connected: Building Community in a MOOC.* Presented at ORTESOL Fall Conference, Portland, OR.

Magoto, J. (2014). Participant Interaction and MOOC Participation. Article. *Intercom*. Retrieved from: http://caslsintercom.uoregon.edu/content/18042

Magoto, J. (2014). *ANVILL 2.0: An Authoring Tool for Interaction-Driven Learning.* Invited Workshop at CALICO Conference, Athens, OH.

Magoto, J., & Jones, C. (2014). *Interactive Video: A Relic of the Past or Promise of the Future.* Panel presentation. CALICO Conference, Athens, OH.

Magoto, J. (2014). *Tea with Distinguished TESOLers.* Invited presentation. TESOL Conference, Portland, OR.

Hanson-Smith, E., Healey, D. & Magoto, J. (2014). *Shaping the Way We Teach English—The MOOC Version.* Presentation. TESOL Conference, Portland, OR.

Magoto, J., Chu, G., & Rumbarger, L. (2014-2016). University of Oregon College of Arts and Sciences program grant for Faculty Working Group on Active Teaching and Learning (annually renewed).

UO LTS courses taught:
LT 608 (Computer Assisted Language Learning)
LT 610 Seminar (Flipped Learning in Language Teaching)
LT 610 Seminar (Teaching Languages Online and in Hybrid Environments)

Open Academic Courses
Magoto, J., Coleman, K. Fethi, K., Graney, J, & Marshall, H. (2015-2017). *Flipped Learning in Language Teaching.* Five-week online workshop. TESOL Electronic Village Online. Retrieved from: http://evo2017proposals.pbworks.com/w/page/110663209/Flip Learning

Healey, D., Hanson-Smith, E. and J. Magoto. (2014-2015). *Shaping the Way We Teach English MOOCs*: The Landscape of English Language Teaching and Paths to Success in English Language Teaching

Open Source Language Software Projects
Magoto, J., and N. Kerr. (2016). *ANVILL- LTI: A National Virtual Language Lab* http://anvill.uoregon.edu/

ANNA MIKHAYLOVA, PhD

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ACADEMIC APPOINTMENTS

ASSISTANT PROFESSOR, Linguistics Department, University of Oregon, Eugene, OR	2012-present
ADJUNCT INSTRUCTOR and SENIOR CONSULTANT, First-Year English Program & Writing Center, and Engineering Department University of South Carolina, Columbia, SC	2010-2012
ASSISTANT DIRECTOR, First-Year English Program & Writing Center, University of South Carolina, Columbia, SC	2007-2008
GRADUATE INSTRUCTOR OF RECORD, Russian, Linguistics, and First-Year English Programs, University of South Carolina, Columbia, SC	2004-2011
WRITING CENTER CONSULTANT, University of South Carolina, Columbia, SC	2006-2011
GRADUATE INSTRUCTOR and GRADUATE RESEARCH ASSISTANT, English Department, East Carolina University, Greenville, NC	2002-2003
JUNIOR LECTURER, Department of Foreign Languages, Ryazan State Pedagogical University, Ryazan, Russia	1999-2002, 2004

EDUCATION

PhD in Linguistics, University of South Carolina	2012
Dissertation: *(In)complete Acquisition of Aspect in Second Language and Heritage Russian*	
Master of Arts in English (concentration in Linguistics & TESOL), East Carolina University	2003
Bachelor and Master of Arts in Teaching English as Foreign Language, Ryazan State Pedagogical University, Russia	1999

HONORS AND AWARDS

College of Arts and Sciences Junior Professorship Award, UO	2013-2014
Rhude M. Patterson Fellowship (USC Trustee fellowship for female graduate students in the humanities or social sciences. (one of 2 university-wide awards)	2011
Bruce Pearson Award for outstanding research, Linguistics Program, USC.	2011
Michael Montgomery Award for excellence in teaching, Linguistics Program, USC.	2010
USC Walker Institute Professional Development Grant	2010
Research/Conference Travel Grants	2009-2012.

TEACHING EXPERIENCE

University Of Oregon (UO)

LING 199, LING 297 Introduction to Bilingualism	2015, 2017
LING 4/544 Second Language Acquisition	2012, 2013, 2015, 2016
LING 4/507 Bilingualism and Language Contact	2013
LING 4/507 Heritage Language Acquisition	2014, 2017
LING 644 Advanced Second Language Acquisition	2014, 2016
LT 4/536 Language Teaching Planning	2013, 2017
LT 611 Language Teaching Masters Project I	2013, 2014, 2015, 2016, 2017

University Of South Carolina (USC)

Academic Writing for Graduate Students in Engineering	2010
English Composition and Literature	2005, 2006, 2008
English Composition and Rhetoric	2004, 2005, 2007, 2009, 2011, 2012
Elementary Russian	2008,2009
Advanced Russian (4th year)	2010
Introduction to English Linguistics	2006, 2007

East Carolina University (ECU)

English Composition (Style and Grammar)	2003
Critical Reading, Writing and Research	2003

Ryazan State Pedagogical University, Russia (RSPU)

Methods of Teaching English for in-service teachers	2004
English For Professional Communication	2002, 2004
English and American Literature (levels 1-5)	1999-2002, 2004
Methods of Teaching English (a 3-semester course)	1999-2002, 2004
Practical English for TEFL instructors (levels 1-5)	1999-2002, 2004
Pedagogical English Grammar (levels 1-3,5)	1999-2002, 2004
English For Translators (levels 1-5)	1999-2002, 2004
American Studies	2002, 2004
Russian For Translators (summer course for international students)	2001, 2002

STUDENT ADVISING

UO PhD Academic advisor:
Anita Kemp, PhD student in Linguistics (2015-2016)

UO Language Teaching Specialization MA Project Advisor:
Javid Rasooly (2016) *Building academic writing and research skills by integrating learner autonomy into a university EFL academic writing course in Afghanistan.*
George Nazaroff (*2015) Facilitating Motivation, Identity, And Linguistic Skills Through Traditional Songs In The Russian Molokan Community*
Fahima Alshabeeb (2014) *Assessing Oral Proficiency in Large EFL Classrooms in Saudi Arabia*
Ruth Daza (2014) *De la Casa a la Clase: A Materials Portfolio for Heritage Spanish Instruction*

***UO Language Teaching Specialization MA Project Committee Member*:**
Kateland Jonston (2016) *Academic writing through blogging: A project-based EAP course.*
Xiaoshuang Wei (2015) *Grammar and Cohesion–Developing Discourse Abilities in American Learners of Chinese*
Misaki Kato (2014) *The Effects of Peer Review Training on ESL Upper-Intermediate Students' Individual Writing Skills*

UO Russian East European and Eurasian Studies Academic and MA Thesis Advisor:
Marina Tsylina (2016) *Perception Of Pragmatic Appropriateness Of Russian Imperatives: The Case Of L2 Learners And Heritage Learners Of Russian*

***UO Russian East European and Eurasian Studies MA Thesis Committee Member*:**
Qiang Wang (2014) *Gender Assignment Of Russian Indeclinable Nouns*

UO Undergraduate Honors College Thesis advisor:
Gabrielle Josephson (2014) *Investigating the acquisition of Russian motional prefixes in L1 English speakers.*

RSPU Senior Thesis advisor: Svetlana Rafikova and Maria Lazareva (2004)

ADMINISTRATIVE EXPERIENCE

Associate Editor, Heritage Language Journal	2014 - present
Second Language and Bilingualism Laboratory Director, UO	2012 - present
Interim SLAT Certificate Director and ESL SLAT Advisor, UO	2014 - 2015
Senior Writing Consultant, University of South Carolina Writing Center, USC	2011 - 2012
Assistant Director, 1st-Year English Program & Writing Center, USC	2007-2008
Spring GSLING Colloquium Organizer (annual graduate student conference), USC	2008
Liaison in TESL research collaboration between ECU and RSPU.	2002, 2004
Student research and student teaching practicum supervisor, RSPU	1999

PUBLICATIONS
Refereed Articles and Book Chapters

Mikhaylova, Anna & Lara Ravitch. (under review) Russian Heritage Language Learner Narratives Revisited. In *Festschrift in honor of Olga Kagan*. ed. by Susan Kresin and Susan Bauckus

Klyueva, Anna & **Anna Mikhaylova**. (in press). Building the Russian World: Cultural Diplomacy of the Russian Language and Cultural Identity, *Journalism, Media and Cultural Studes (JOMEC) Journal,* Cardiff University Press, UK

Mikhaylova, Anna. (Forthcoming). Book Review of *Theoretical and Experimental Aspects of Syntax-Discourse Interface in Heritage Grammars. Empirical Approaches to Linguistic Theory* (2014). Tanya Ivanova-Sullivan. Leiden-Boston, Brill. 204pp. *Heritage Language Journal*

Mikhaylova, Anna. (forthcoming). Morphological Bottleneck: The case of Russian heritage speakers. *Journal of Language Contact*, Thematic issue "Heritage and Immigrant Language in the Americas" guest-edited by Joshua Bousquette and Josh Brown (Brill).

Mikhaylova, Anna. (forthcoming). State of the Art: What we know about acquisition of Russian Aspect as a native, second, third and heritage language. *Art of Teaching Russian*, ed.by Evgeny Dengub, Irina Dubinina & Jason Merrill, SLAVICA Publishers: Indiana University

Mikhaylova, Anna. (2012). Aspectual Knowledge in High Proficiency L2 and Adult Heritage Speakers of Russian. *Heritage Language Journal* 9(2), 50-69

Mikhaylova, Anna. (2011). Interaction of Aspectual Morphology in L2 and Heritage Russian. *Selected Proceedings of the 2010 Second Language Research Forum*, ed. By Gisela Granena et al., 63-77. Somerville, MA: Cascadilla Proceedings Project.

Mikhaylova, Anna. (2009). L2 Nonword Recognition and the Phonotactic Constraints. *Penn Working Papers in Linguistics*, 15.1, 145-152.

Mikhaylova, Anna. (2006). Second language influence among Russian-English late bilinguals: experimental study. *Inostrannye jazyki v vysshej shkole (Foreign Languages in Higher Education) (3)*, 110-119. [published in English]

Short essays/blog posts

Mikhaylova, Anna. (2016, June 10). Heritage language learners in language classrooms [Blog post]. Available at http://blogs.uoregon.edu/linglts/2016/06/10/faculty-post-anna-mikhaylova-heritage-language-learners/

Mikhaylova, Anna. (2015, June 29). What language classes can do for heritage learners' oral (and written) skills. *InterCom Weekly Digest, CASLS Topic of the Week*. Available at http://caslsintercom.uoregon.edu/content/19659

REFEREED CONFERENCE PRESENTATIONS

Keli Yerian, Trish Pashby, **Anna Mikhaylova** & Misaki Kato. Reframing English Language Development as Developing Professional Competence: Addressing Native and Non-native Teacher Trainees' Needs in a Language Teaching MA Program. *10th International Conference on Language Teacher Education.* University of California, Los Angeles, California.	To be presented February 2-4, 2017
Marina Tsylina & **Anna Mikhaylova.** Perception of Russian (im)perfective imperatives by foreign and heritage language learners of Russian. *2017 AATSEEL Conference*, San Francisco, California.	To be presented February 2-5, 2017
Anna Mikhaylova. First language attrition, retention and effects of re-exposure in Russian adoptees. *7th Workshop on Immigrant Languages of the Americas*. University of Georgia, Athens, Georgia	To be presented October 27, 2016
Kara Morgan-Short, Emma Marsden, Jeanne Heil, Ronald P. Leow, **Anna Mikhaylova**, Sylwia Mikołajczak, Nina Moreno, Paweł Szudarski, & Roumyana Slabakova. Attention to form and second language comprehension: A multi-site replication and extension. *Second Language Research Forum 2016*, CUNY Teacher's College, New-York, New-York	September 23, 2016
Anna Mikhaylova. Russian Heritage Language Learner Narratives Revisited: a Look at Non-prototypical Learners, presentation. *9th Heritage Language Research Institute: From bilingual children to adult heritage speakers*. University of Washington, Seattle, Washington. *__panel organizer__*	June 17, 2016
Anna Mikhaylova. On Age of Onset of Bilingualism in Heritage Language Acquisition of Russian Aspect. *American Association of Applied Linguistics 2014*, Portland, Oregon. *__poster presentation__*	March 23, 2014
Keli Yerian, Trish Pashby and **Anna Mikhaylova.** Non-Native and Native Speakers' Perceptions of Professional Language Development Opportunities within a Language Teaching MA Program. *American Association of Applied Linguistics 2014*, Portland, Oregon. (**round-table**)	March 22, 2014
Anna Mikhaylova. Transfer effects in fluent heritage speakers' processing of Russian aspect. *2nd International Conference on Heritage Language*, UCLA, California.	March 7, 2014
Anna Mikhaylova & Mila Tasseva-Kurktchieva**.** Morphological and semantic factors in the acquisition of (im)perfectivity in L2 Russian. *Second Language Research Forum 2013*, Brigham Young University, Provo, Utah	October 31, 2013
Stan Dubinsky, Mila Tasseva-Kurktchieva & **Anna Mikhaylova.** Telicity and the structure of VP objects in Slavic and English. *87th Meeting of Linguistic Society of America*, Boston, Massachusetts *__poster presentation__*	January 4, 2013
Anna Mikhaylova. Why) is the Imperfective difficult to acquire? Insights from L2 Russian *Second Language Research Forum 2012*, University of Maryland, College Park, Maryland	October 19, 2012
Anna Mikhaylova. Morphological Bottleneck: The case of Russian heritage speakers," poster presentation. *6th Heritage Language Summer Institute: From Overhearers to High Proficiency Speakers: Advancing Heritage Learners' Skills,* UCLA, Los Angeles, California. *__poster presentation__*	June 18-22, 2012

Anna Mikhaylova. Differential processing of grammatical and lexical aspect by Russian heritage language speakers. *86th Meeting of Linguistic Society of America*, Portland, Oregon. *****poster presentation**
January 6, 2012

Anna Mikhaylova. Non-Convergence and Instability in Advance Heritage Russian Grammars: Focus on Linguistic Interfaces. *5th Heritage Language Summer Institute: (Re)Learning the Heritage Language: Integrating Linguistics and Pedagogy*, UCLA, Los Angeles, California *****panel organizer**
June 30, 2011

Anna Mikhaylova. Selective advantages of heritage learners in acquisition of Russian functional morphology. *2011 UIC Bilingualism Forum,* University of Illinois at Chicago, Chicago, Illinois.
April 14, 2011

Anna Mikhaylova. The Burden of Morphology in L2 and Heritage Russian Processing. *5th Annual Slavic Linguistics Society Conference*, University of Chicago, Chicago, Illinois
October 29, 2010

Anna Mikhaylova. Interaction of Aspectual Morphology in L2 and Heritage Russian *Second Language Research Forum 2010*, University of Maryland, College Park, Pennsylvania
October 17, 2010

Anna Mikhaylova. Incomplete Acquisition: The Burden of Aspectual Morphology. *4th Heritage Language Summer Institute: Heritage speakers: Linguistics and Pedagogy* University of Hawaii, Manoa, Hawaii*.*invited speaker**
June 24, 2010

Anna Mikhaylova. Aspect in L2 & Heritage Russian Grammars*. American Association for Applied Linguistics Conference 2010*, Atlanta, Georgia. *Paper in the Colloquium "Acquisition of Russian as a Heritage Language: Empirical Insights." *****panel organizer**
March 8, 2010

Anna Mikhaylova. Aspectual Knowledge in High Proficiency L2 and Adult Heritage Speakers of Russian. *1st International Conference on Heritage and Community Languages*, Los Angeles, California. *****Paper in the Colloquium "Language Attainment in Adult Heritage Speakers of Russian"**
February 20, 2010

Anna Mikhaylova. Aspectual Knowledge of L2 vs. Heritage Learners of Russian. *GSLING Spring Colloquium 2009*. University of South Carolina, Columbia, SC
April 28, 2009

Anna Mikhaylova. L2 Nonword Recognition and the Phonotactic Constraints. *Penn Linguistics Colloquium 32*. University of Pennsylvania, Phyladelphia, Pennsylvania.
February 23, 2008

Anna Mikhaylova. L2 influence on L1 intuitions of Russian-English late bilinguals. *The First Slavic Linguistics Society Symposium.*Indiana University*, Bloomington, Indiana
September 9, 2006

Anna Mikhaylova. Second Language Influence on Native Language Intuitions of Russian-English Bilinguals. *University of South Carolina Graduate Student Conference*, Columbia, South Carolina
April 5, 2006

Anna Mikhaylova. *TALGS 2005*, East Carolina University, Greenville, North Carolina "Markers of Ethnic Identity and the Role of Language.
February 19, 2005

Anna Mikhaylova. Feature Films in Multilevel Multiethnic ESL Classrooms. *Carolina TESOL 2003*, Greenville, South Carolina.
November 15, 2003

Anna Mikhaylova. Critical methodology in a Russian TEFL context. *TESOL 2003 Annual Convention, Graduate Student Forum.* Baltimore, Maryland
March 25, 2003

INVITED TALKS:

Guest lecture "Differences and Areas of Overlap in Second and Heritage Language Acquisition." Russian Flagship Program, Portland State University
April 12, 2013

Guest lecture on Second Language Acquisition and Bilingualism for Introduction to Linguistics (LING 300/ANTH 373/PSYCH 470), USC
October 27, 2011

Invited lecture at the USC International Teaching Assistant Orientation	August 8, 2011
Invited presentation, Department of Linguistics and TESOL, University of Texas at Arlington: "Acquisition of Aspect in Second and Heritage Language contexts"	February 13, 2010
Invited presentation, Dept. of Slavic Languages and Linguistics/Department of Linguistics/Dept. of Second Language Studies, Indiana University, Bloomington: "Incomplete Acquisition: Second Language vs. Heritage Language contexts"	February 4, 2010
First-Year-English Workshop, University of South Carolina: "Adapting Blackboard Course Management System and Blogs for Writing Courses."	October 4, 2008
Writing Center Orientation, University of South Carolina: "Assisting Non-Native English Speakers in the Writing Center"	September 21, 2007
First-Year-English Teaching Orientation, University of South Carolina: "Working with Non-Native English Speakers in English Composition Classrooms"	August 20, 2007

PROFESSIONAL SERVICE

Service to the Field

Associate Editor, Heritage Language Journal	2014-present
Proposal reviewer for the Linguistics Program at National Science Foundation	2014
Article reviewer for *Lingua, Heritage Language Journal, Journal of Language Contact; Slavic and East European Journal; Language Teaching Technology*, and two edited volumes.	2011-present
Abstract Reviewer for *Linguistic Society of America Annual Meeting 2014, 2015, 2016; Second Language Research Forum Conference, 2014, 2015, 2016; Generative Approaches to Second Language Acquisition Conference, 2010; American Association of Teachers of Slavic and Eastern European Language Conference, 2010*	2010-present
Co-organizer and chair of a panel of presentations for *9th Heritage Language Summer Institute: From bilingual children to adult heritage speakers.* Seattle, Washington.	2016
Co-organizer of a panel of presentations *for 5th Heritage Language Summer Institute: (Re)Learning the Heritage Language: Integrating Linguistics and Pedagogy.* UCLA, Los Angeles	2011

Service at the University of Oregon

Russian, East European, and Eurasian Studies Consulting Faculty	2013-present
Second Language and Teaching (SLAT) Certificate Director	2014-2015
English as a Second Language SLAT Advisor	2014-2015
American English Institute Faculty Professional Development Workshops	2014-2015
Linguistics Department Undergraduate Curriculum Review Committee	2014
Graduate Admissions Committee for Linguistics Theoretical MA/PhD;	2013- 2016
Graduate Admissions Committee for Language Teaching Specialization MA	2013- 2016
Graduate Admissions Committee for Russian, East European and Eurasian Studies MA	2013- 2016
Theoretical Second Language Acquisition faculty search committee	2012-2013
UO Outreach Program (reach out to the Russian-Speaking Community in Woodburn School District)	2012

Service at the University of South Carolina

Mentor for 1st-year Linguistics Teaching/Instructional Assistants, Linguistics Program	2011-2012
Graduate Students in Linguistics (GSLING) Colloquium Organizer	2008, 2009
Instructional Assessment Committee for First-Year English Program	2008
Professional Development Workshops organizer, Linguistics Program	2007-2008
ESL liaison for First Year English and Writing Center,	2005-2008

Service at the Ryazan State Pedagogical University

Instructional Support and Assessment developer for American English Track	1999-2002

OTHER PROFESSIONAL EXPERIENCE

Writing Rater for English Programs for Internationals, USC	2011
Instructional Support Assistant, Foreign Language Learning Center, USC	2009-2010
Writing Center Consultant, USC	2006-2009
Research assistant for project on peer-to-peer interaction in a Spanish-English dual immersion program, ECU	2002-2003
Translator and editor of a conference proceedings volume, ECU.	2002-2003
Freelance Russian-English and English-Russian Interpreter and translator	1995-2011

GRADUATE COURSEWORK

East Carolina University

Descriptive Linguistics
Applied Linguistics for TESOL
Teaching English as a Second Language
Internship in TESOL
Research Methods in Applied Linguistics
Discourse Analysis
Language and Society
Communication Across Cultures
20th Century Literary Criticism
Modern Drama
Special Studies in Film

Historical Linguistics
History and Methodology of Linguistic Inquiry
Philosophy of Language
Advanced Seminar in Bilingualism
Second Language Acquisition
Research in Second Language Acquisition
Advanced Seminar English for Speakers of Other Languages
Directed Reading in Experimental SLA
Cognitive Psychology
Introduction to Sociolinguistics
Discourse Analysis
Anthropological Inquiry
Field Methods in Ethnology

University of South Carolina

Introduction to Syntax
Syntactic Theory
Introduction to Phonology
Phonological Theory

Technology in Foreign Language Education
Teaching College Literature

PROFESSIONAL MEMBERSHIPS

American Association for Applied linguistics (AAAL)
American Association of Teachers of Slavic and East European Languages (AATSEEL)
Linguistic Society of America (LSA)
Slavic Linguistics Society (SLS)
Teaching English to Speakers of Other Languages (TESOL)

LANGUAGES: Russian (native), English (near-native), German (reading with dictionary)

CURRICULUM VITAE
Patricia A. Pashby
November 2, 2016

ADDRESS American English Institute
University of Oregon
Eugene, Oregon 97403
541-579-1129
pashby@uoregon.edu

EDUCATION

Ed.D. University of San Francisco, 2002
International and Multicultural Education
Dissertation: *Korean Intracultural Influences on Interaction in Adult ESL Classes*
Advisor: Dorothy S. Messerschmitt

M.A. San Francisco State University, 1990
English (Teaching English as a Second/Foreign Language)

B.A. San Francisco State University, 1987
English Language

ACADEMIC APPOINTMENTS

2013-present   Senior Instructor II, University of Oregon
2007-2013   Senior Instructor 1, University of Oregon
2001-2007   Instructor, University of Oregon
1992-2001   Instructor, University of San Francisco
1990-1992   Instructor, Srinakharinwirot University, Bangkok, Thailand
1988-1990   Instructor, San Francisco State University

ADMINISTRATIVE APPOINTMENTS

2003-present   Coordinator, International Graduate Teaching Fellow Program,
American English Institute, University of Oregon

2007-2011   Director, MA Language Teaching Specialization,
Linguistics Dept, University of Oregon

INTERNATIONAL TEACHER TRAINING

U.S. State Department English Language Specialist, Cairo, Egypt (September 2015)
Ain Shams University Certificate for English Teaching

Karakorum International University, Gilgit, Pakistan, September 2014, March 2015, March 2016
Center for Continuing Faculty Development
"Current Methodologies in Language Teaching"
"Pronunciation: Syllable Stress" "Strategies for Teaching Content in English"
"Effective Pronunciation for Presenting at International Conferences"
"Citing Sources and Avoiding Plagiarism in Academic Writing"

Univervisidad Del Norte, Baranquilla, Colombia, December 3-5, 2014
"Estrategias para la Enseñanza de Contenidos en Inglés" (Strategies for Teaching Content in English)

Asia University, Taichung, Taiwan, January 22-23, 2013
Center for the Development of Language Teaching and Research
"Inclusive Design for the 21st-Century Classroom"
"Encouraging Active Learning"
"Effective Classroom Communication"

Nagoya University, Japan, March 16-17, 2013
Faculty development workshop (as member of 5-person UO delegation representing CAPS, TEP, AEI and UO-SLP) for Japanese Ministry of Education's Global 30 Initiative

Damyang, South Korea, January 28-February 6, 2009
Jeollanamdo Educational Training Institute (JETI)
Training for Secondary School English Teachers

Hanyang University, Seoul, Korea, June-September, 2006
Hanyang-Oregon TESOL Program
LT 445 *Second Language Teaching Methods*
ENG 275 *Teaching Reading and Writing Skills*

PUBLICATIONS

Pashby, P. (2015). Classroom scenes from hell: A little levity (courtesy of Hollywood) in the ITA training class. *The Newsletter of the TESOL International Teaching Assistants Interest Section.* June 2015.

Pashby, P. & Tibbits, B. (2014). The story reading project: Integrating language learning and teaching for NNES teachers in training. In S. Garton and K. Graves (Eds.) *International Perspectives in ELT Materials*. Basingstoke, UK: Palgrave MacMillan.

Pashby, P. & Heitman, C. (2013). Strategies for developing independent student pronunciation learning. *As We Speak…The Newsletter of the TESOL Speech, Pronunciation, and Listening Interest Section.* September 2013.

Pashby, P. & Cross, K. (2009). The survey game. In M. Andrade (ed.) *TESOL Classroom Practice Series: Language Games* (pp. 79-85). Alexandria, VA: TESOL.

Pashby, P. (2005). The pronunciation conference. *The ORTESOL Journal*. v. 23. pp. 36-37.

Pashby, P. & Fukada, Y. (2002). Student self-analysis of conversational styles in videotaped interactions. *TESOL Journal*. 11 (4). pp.27-29

Pashby, P. & Fukada, Y. (Oct. 12, 2002). Adjusting to English-speaking style key to effective group discussion. *The Daily Yomiuri*.

Pashby, P. (2002). Highlights from the TESOL 2002 workshop: How to get published in a TESOL publication. *ORTESOL Quarterly Newsletter*, 24(2).p.9.

CONFERENCE PRESENTATIONS

"ESP Supporting EMI (English as a Medium of Instruction)" w/ Kay Westerfield
TESOL 2016 Baltimore

"Strategies for Fostering Independent Student Pronunciation Learning"
w/ Char Heitman TESOL 2015 Toronto

"Non-Native and Native Speakers' Perceptions of Professional Language Development Opportunities within a Language Teaching MA Program" w/ Keli Yerian, Anna Mikhaylova
AAAL 2014, Portland

"Issues, Identity, and Innovation in NNES Teacher Education" w/ Anne Walker, Bedretten Yazan, Sreemall Hedreth
TESOL 2013, Dallas

"Strategies for Developing Independent Student Pronunciation Learning" w/ Char Heitman
TESOL 2013, Dallas

"Independent Pronunciation Practice for Intermediate and Advanced Learners" w/ Char Heitman
ORTESOL 2012, Portland

"Readers' Theater: Integrating Language Learners and Teaching for NNS Trainees"
TESOL 2012, Philadelphia

"Innovative Pre-Practicum Course for MA Students" w/ Laura Holland
Tri-TESOL 2011, Des Moines, WA

"Exploring and Learning Vocabulary Through Authentic Texts" (Six-hour Pre-Convention Institute workshop) w/ Alicia Going
TESOL 2011, New Orleans

"Storybook Project: Integrating Language Learning and Teaching for NNS Trainees"
TESOL 2011, New Orleans

"Innovative Pre-Practicum Course for MA Students Provides Authentic Practice" w/ Laura Holland
TESOL 2011, New Orleans

"Non-Native Speakers' Attitudes toward their own Language Development within a Language Teaching MA Program" w/ Keli Yerian
AAAL 2010, Atlanta

"Designing Successful Practicum Experiences for NNS and NS MA Students" w/ Keli Yerian
TESOL 2010, Boston

"Exploring and Learning Vocabulary Through Authentic Texts" (Four-hour Pre-Convention Institute workshop) w/ Bonny Tibbitts & Alicia Going
TESOL 2009, Denver

"Using Authentic Texts in Grammar Instruction" w/ Bonny Tibbitts & Alicia Going
ORTESOL 2008, Portland

"Peer Evaluation of ITA Microteaching"
 TESOL 2008, New York

"Exploring and Learning Vocabulary Through Authentic Texts" (Four-hour Pre-Convention Institute workshop) w/ Bonny Tibbitts & Alicia Going
TESOL 2007, Seattle

"Setting Up a Successful Pronunciation Conference"
TESOL 2006, Tampa

"Critical Thinking, Language Skills, and Intermediate Students" w/ Bonny Tibbitts & Alicia Going
TESOL 2006, Tampa

"Introducing TOEFL iBT" (for ETS)
NAFSA Regional 2005, Eugene

"Teaching and Learning Grammar Using Authentic Texts" (Four-hour Pre-Convention Institute workshop) w/ Bonny Tibbitts & Alicia Going
TESOL 2005, San Antonio

"Getting at Real Culture Through Qualitative Research" w/ Yoshifumi Fukada
TESOL 2005, San Antonio

"Piloting the New TOEFL Academic Speaking Test"
TESOL 2005, San Antonio

"Teaching and Learning Grammar Using Authentic Texts" w/ Bonny Tibbitts
ORTESOL 2004, Portland

"Developing Interconnected Support Materials Using Authentic Materials" (Four-hour Pre-Convention Institute workshop) w/ Bonny Tibbitts & Christine Purtell
TESOL 2004, Long Beach

"Inconsistent Images of a Good Native Speaker" w/ Yoshifumi Fukada
TESOL 2004, Long Beach

"Interconnected Activities for Low Intermediate Authentic Texts" w/ Bonny Tibbitts and Christine Purtell
ORTESOL 2003, Portland

"Continuing to Connect with Audiotape Journals"
TESOL 2003, Baltimore

"His English isn't that Good" w/ Yoshifumi Fukada
TESOL 2002, Salt Lake City

"Korean Students' Perceptions of ESL Classroom Interactions" w/ Sue Kim
TESOL 2002, Salt Lake City

"Korean Cultural Influences on Interaction in the Adult ESL Classroom"
ORTESOL 2001, Albany

"Diagnosing Intercultural Misinterpretations Using Videotaped Student Conversations" w/ Yoshifumi Fukada
TESOL 2001, St. Louis

"Teaching EFL at a Thai University"
CATESOL 1996, San Francisco

"Teaching English in Thailand"
Teaching English Overseas 1995, U.C. Berkeley

MEMBERSHIP IN ACADEMIC/PROFESSIONAL SOCIETIES

- Teachers of English to Speakers of Other Languages (1990-present)
- Oregon Teachers of English to Speakers of Other Languages (2001-present)
- American Association for Applied Linguists (2013-present)

SERVICE TO DEPARTMENT

- Senior Promotion Committee--Chair (Fall 2016)
- Faculty Review Advisory Board (Winter-Fall 2016)

- Senior Promotion Committee (Fall 2015)
- Agate Hall Common Areas Committee--Chair (2015)
- Annual Review Committee--2014 Calendar Year (2014-2015)
- AEI Associate Director Search Committee--Chair (2014)
- Merit Review Committee for Adjunct Instructors (2014)
- Senior II Promotion Committee (2014)
- New Faculty Formative Observation Team (2014)
- Senior I Promotion Committee (2012, 2013, 2014)
- Annual Review Committee (2002-03, 2003-04, 2008-09, 2012-13)
- Sponsored Programs Director Search Committee--Chair (2012)
- AEIS/IP Services Coordinator Search Committee (2011)
- Career-Track Instructor Search Committee (2006, 2010)
- Adjunct Instructor Search Committee (2005-2010)

SERVICE TO UNIVERSITY

Karakoram International University (Pakistan) - University of Oregon Partnership Program
- Facilitated workshops on academic writing for visiting faculty from Pakistan (2014-present)
- Traveled to Karakoram International University in Gilgit, Pakistan to establish English institute for faculty development (September 2014, March 2015, March 2016)
- Mentor to KIU faculty Muhammad Zafar at UO, Fall 2106

Language Instructor Search Committees
- Swahili Instructor Search Committee (2012)
- Arabic Instructor Search Committee (2010)

Teaching Effectiveness Program
- "Cultural Assumptions and Frameworks" w/ Alicia Going, Char Heitman, Bruce Evans (2012)

Office of International Affairs
- "Teaching in the US for International Graduate Teaching Fellows" for Orientation Week (2003-present)
- "Presenting your Culture to U.S. Audiences" for Intercultural Service Program (2010)

Center for Applied Second Language Studies (CASLS)
- "Effective Questioning Techniques for Interactive Teaching" for Oregon International Internship Program (2013, 2014)
- "Stress and Rhythm of English" for Oregon International Internship Program (2012, 2013, 2014)
- "Syllable Stress" for Oregon International Internship Program

- "Stress and Rhythm of English" for Soochow Internship & Educational Studies Program (2009)

Robert D. Clark Honors College
- Senior thesis advisor for Kate Minson (2015-2016)

- Senior thesis advisor for Youngju Park (2011-2013)

Composition Program
- Workshop for new WR 121 tutors (2013)

SERVICE TO FIELD

Fulbright U.S. Student English Language Teaching Assistantships (2014, 2015)
      Screening Committee: English Teaching Assistantships in Spain
      Institute of International Education, San Francisco

International Teaching Assistants (ITA) TESOL Interest Section (2004-present)
- Conference proposal reviewer
- Participation in annual business meetings/functions

SERVICE TO PUBLIC

- "Pronunciation Tips for Lane Community College Instructors" (May 1, 2015)
- Senior project advisor for Katerina Campbell, North Eugene High School (2010-2011)
- Senior project advisor for Solomon Levinrad, South Eugene High School (2009-2010)

TEACHING

Language Teaching Specialization, Linguistics Department
- LT 528 *Teaching Culture and Literature in the Language Classroom* (F 13, F 14, F 15, F 16)
- LT 4/541 *Teaching English Pronunciation* (S 08, S 09, S 10, S 11, S 12, W 13, Sp 13, W14, Sp 14, W 15, Sp 15, W 16, Sp 16)
- LT 4/545 *Second Language Teaching Methods* (W 07, Su 07)
- LT 4/546 *Second Language Teaching Practice* (S 05, S 06, F 06)
- LT 4/548 *Curriculum Design and Materials Development* (W 08, W 09, W 10, W 11, W 12)
- LT 607 *Teaching Vocabulary* (S 06)
- LT 611 *Terminal Project* (S 07, Su 08, Su 09, Su 10, Su 11)
- LT 629 *Foundations in Language Theory for Classroom Applications*—For College of Education Students (Su 10, Su 11, Su 12, Su 13, Su 14))

Academic English for International Students (AEIS)
- AEIS 103 *Comprehending Academic Discourse* (F 03, S 03)

- AEIS 110 *Written Discourse I* (F 06, S 07, S 08, F 08, F 09, S 10, F 10)
- AEIS 111 *Written Discourse II* (W 06, Sp 13)
- AEIS 112 *Written Discourse III* (W 04, S 04, F 04, W 05, F 05, Sp 14, F 15)
- AEIS 610 *Academic Writing for Graduate Students* (F 12, W 13, Sp 13, F 13, W 14, Sp 14, F 14, W 15, Sp15, F 16, W 16, F 16)
- IGTF English for Classroom Communication F 03, W 04, F 04, W 05, F 05, W 06, F 06, W 07, F 07, W 08, F 12, W 13, F 13, W 14, F 14, W 15)

Special Programs
- Gabon Writing Center (Sp 16, F 16)
- Rumaila Iraq (Su 12)
- Humphrey Fellowship Program (S 08, S 09, S 10, Su 10, S 11, S 12)
- English Language Certificate Program Brazil (W 10, W 11)
- Nagoya University Japan (W 10, Su 10)
- Ministry of Education Korea (Su 07, Su 08, Su 09)
- Hanyang Teacher Training (W 02, W 03)

International Business Communication Program
- BA 361 *Cross-Cultural Business Communication* (F 11, W 12, S 12)

Hanyang-Oregon TESOL Program, Hanyang University, Seoul, Korea Summer 2006
- LT 445 *Second Language Teaching Methods*
- ENG 275 *Teaching Reading and Writing Skills*

Intensive English Program 2001-2003
- *Reading/Writing/Grammar 4*
- *Reading/Writing/Grammar 3*
- *Reading/Writing 5*
- *Oral Skills 2*
- *Grammar 2*
- *Pronunciation*

STUDENTS DIRECTED

Language Teaching Specialization, Linguistics Department

Served as MA terminal project advisor:
- Sara Li *English goes graphic: Using graphic novels in college EFL in Taiwan: a teaching/materials portfolio*, 2016
- Abigail Havens *Better writing in a flash: An ESL flash fiction reading and writing course,* 2014
- Andrew Carmichael *Efficient and effective techniques for integrating pronunciation into beginner level adult English language classes*, 2013
- Michelle Chan *Teaching science in English in Malaysia*, 2011

- Jinwon Choi *Using literature for improvement of Korean EFL students' reading fluency*, 2010
- JaEun Cheon *Advanced EFL reading through extensive reading for adult learners in Korea*, 2010
- Hyosuk Park *Teaching English through science to Korean elementary students*, 2010
- Emily Mathis *Beginning English for success: an ESL course for adult Spanish speakers at Centro Latino Americano*, 2010
- Nathan Soelberg *A workshop designed for inexperienced untrained native English speaking teachers in Korea*, 2009
- Jiae Won *Better English through extensive reading,* 2009
- Nilay Sevinc *Turquoise: A Turkish language beginner textbook for adult speakers of English*, 2009
- Seunghoon Oh *Raising cultural awareness: A study abroad course for Korean university students,* 2008
- Paul Bournhonesque *Small group formation in the language classroom*, 2008
- Hyun Suk Min *Teaching academic listening skills to first-year undergraduates in Korea*, 2007

Served as MA terminal project second reader:

- Emily Letcher *Teaching interlanguage pragmatics of disagreement in a secondary EFL context using film and TV shows*, 2016
- Eunjoo Ko *English activities for interactive communication in TOEIC-focused Korean university courses*, 2014
- Isaac Gaines *A teaching portfolio for facilitating English use outside of the ESL classroom for low-level learners*, 2013
- Mihee Park *A lexis-based teaching portfolio for middle school students in Korea*, 2013
- Katherine Thompson *Authentic Literacy materials in advanced Chinese: A textbook supplement design*, 2012
- Mahfoudha Al Balushi *Computer-assisted language learning for English language teacher training in Oman*, 2012
- Marc Arndt *Basic English for immigrants' success*, 2011
- Audrey Anderson *Using music to teach suprasegmentals*, 2010
- Ujin Jeong *Active reading through reciprocal strategies,* 2010
- Yunkyung Lee *Semantic transfer and its implications for teaching Korean vocabulary: Going beyond translation equivalents*, 2010
- Zahra Foroughfar *Online Materials for Developing Aural/Oral Skills in Persian*, 2009
- Maria Benedito Santos *Authentic materials in English language classes*, 2009
- Kyungmin Ki *Culture materials for Korean English kindergarten*, 2009
- Keunbae Park *Content-based second language instruction: Teaching English through mathematics*, 2009
- Dorsaf Naoui *Visual versus auditory input in processing word meaning*, 2009
- Nadia Alhussain *Authentic online listening materials for intermediate Arabic learners in the United States*, 2009
- Chen Mao Wang *The role of readers theater in the Taiwanese EFL curriculum*, 2008

- Namhee Shin *Communicative competence using newspapers*, 2008
- Beth Sheppard *Bringing your language home: A workshop and materials for Northwest families involved in language revitalization*, 2008
- Soyeong Lee *Effective Ways to use Storybooks for young learners,* 2008
- Kelley McMinn Dec 07 Poetry for the Adult ESL Classroom: A Teaching Portfolio
- Amal Al-Hamid *English teachers training course for the use of CALL in an EFL classroom*, 2007
- Heeyeong Jung *Pronunciation difficulties of English and Japanese learners of Korean in terms of prosodic features*, 2007
- Maytham Abdul-Hameed *A teaching portfolio for poetry at the university level in the Arab Homeland*, 2007

Signature _____   Date _____

        Patricia A. Pashby

JULIE M. SYKES
CURRICULUM VITAE

1710 E. 15th Ave. #63002   Phone: (505) 850-6482
Eugene, OR 97403   Email: jsykes@uoregon.edu

EDUCATIONAL HISTORY

Ph.D.   University of Minnesota, May 2008.
             9 Pleasant St. SE, 51 Folwell Hall, Minneapolis, MN 55455
             Hispanic Linguistics
             Areas of Specialization: Second Language Acquisition, Computer-Assisted
             Language Learning (CALL), Interlanguage Pragmatic Development
             Graduate Certificate in School Technology Leadership

             Dissertation Title: *A Dynamic Approach to Social Interaction: Synthetic*
                                    Immersive Environments and Spanish Pragmatics
             Advisors: Professor Carol A. Klee, Department of Spanish and
                                    Portuguese, University of Minnesota
                                    Professor Andrew D. Cohen, Institute of Linguistics,
                                    ESL, and Slavic Languages, University of Minnesota

M.A.   Arizona State University, May 2004.
             Hispanic Linguistics
             Areas of Specialization: Second Language Acquisition, Computer-Assisted
             Language Learning (CALL), Pragmatics

B.A.   California Lutheran University, May 2001.
             Spanish-Summa Cum Laude
             International Studies-Summa Cum Laude

EMPLOYMENT HISTORY – PRINCIPAL POSITIONS

August 2013-   **Director,** Center for Applied Second Language Studies
present   **Associate Professor**, Linguistics (beginning 9/2016),
                Courtesy Assistant Professor, Department of Romance Languages,
                University of Oregon (2013-2016)
                    5290 University of Oregon
                    Eugene, OR 97403
August 2008-   **Assistant Professor**, Department of Spanish and Portuguese,
July 2013   University of New Mexico
                    1 University of New Mexico
                    MSC03 2100
                    Albuquerque, NM 87131-0001

August 2006-May 2008	**Graduate Instructor**, Department of Spanish and Portuguese, University of Minnesota
	    9 Pleasant St. SE, 51 Folwell Hall
	    Minneapolis, MN 55455

August 2005-August 2006	**Research Assistant**, The Center for Advanced Research in Language Acquisition (CARLA), University of Minnesota
	    140 University International Center
	    331 17th Ave SE
	    Minneapolis, MN 55414

August 2004-May 2005	**Intermediate Spanish Level Coordinator, Spanish Lecturer**, Department of Languages and Literatures, Arizona State University
	    P.O. Box 870202
	    Tempe, AZ 85287-0202

August 2001-May 2004	**Assistant to Section Coordinator**, Department of Languages and Literatures, Arizona State University
	    P.O. Box 870202
	    Tempe, AZ 85287-0202

August 2001-May 2004	**Teaching Assistant**, Department of Languages and Literatures, Arizona State University
	    P.O. Box 870202
	    Tempe, AZ 85287-0202

EMPLOYMENT HISTORY – CONCURRENT, TEMPORARY, VISITING

August 2014-present	**UO Resident Scholar,** University of Oregon, Eugene, OR
	    1710 E. 15th Ave
	    Eugene, OR 97403

Summer 2007-2009	**Educational Testing Services Advanced Placement Grader**, Spanish San Antonio, TX, Spanish Writing
	    P.O. Box 6080
	    Princeton, NJ 08543-4912

December 2004-July 2005	**Assistant Onsite Director and Instructor Supervisor**, Mexico Summer Program, Arizona State University Summer Study Abroad Programs
	    P.O. Box 870202
	    Tempe, AZ 85287-0202

June 2002-July 2004	**Correspondence Course Instructor**, Department of Languages and Literatures, Distance Learning, Arizona State University
	    P.O. Box 870202
	    Tempe, AZ 85287-0202

January 2003- December 2003	**Spanish Language Instructor and Consultant**, Maricopa County Employee Training Center and Clinic for the Homeless, Phoenix, AZ Elementary Spanish for Clinicians

August 2003-   **Graduate Course Intern**, Technology in the Foreign Language
December 2003   Classroom, Department of Languages and Literatures,
        Arizona State University
            FLA598-Technology in the Foreign Language Classroom
            P.O. Box 870202
            Tempe, AZ 85287-0202

PROFESSIONAL RECOGNITION

2015-present Chair, Language Resource Center Coordinating Council, Title VI
    National Language Resource Center Council.

2014-present Resident Scholar, University of Oregon.

2011-2012 Outstanding New Faculty of the Year, University of New Mexico,
    Albuquerque.

2012 Young Alumni of the Year, California Lutheran University, Thousand Oaks,
    CA.

2010-2011 New Faculty of the Year Nominee, University of New Mexico.

2009-2010 New Faculty of the Year Nominee, University of New Mexico.

2008 Computer Assisted Language Instruction Consortium Graduate Student of the
    Year.

2007 Article of the Year, *CALICO Journal* (co-authors, Barbara A. Lafford and Peter
    Lafford); Awarded 2008.

Spanish Linguistics Student Award, Arizona State University, 2004.

Award for the Improvement of Language Teaching, grant to create computer-based
    materials to accompany SPA 101 & SPA 111, 2003, Arizona State
    University.

Gail Gunterman Award for Teaching Excellence, awarded annually to the best
    teaching assistant of the year, 2002, Arizona State University.

Member of Sigma Delta Phi, Spanish Honor Society, 2000-present.

SCHOLARLY ACHIEVEMENTS

Books

Sykes, J. & Reinhardt, J. (2012). *Language at Play: Digital Games in Second and Foreign Language Teaching and Learning*. Series on Theory and Practice. In Second Language Classroom Instruction, J. Liskin-Gasparro & M. Lacorte, series (Eds.). Pearson-Prentice Hall.

Edited Volumes

Reinhardt, J. & Sykes, J. (Eds.). (2014). Game and play activity in technology-mediated L2 teaching and learning. Special Issue of *Language Learning and Technology,* 18(2).

Taguchi, N. & Sykes, J., (Eds.). (2013). *Technology in Interlanguage Pragmatics Research and Teaching*. John Benjamins Language Learning and Teaching Series.

Articles in Refereed Journals

2016. [reprint in *Landmarks in CALL Research*. Greg Kessler (Ed.), 160-183] Sykes, J., Oskoz, A., & Thorne, S. (2008). Web 2.0, Synthetic Immersive Environments, and Mobile Resources for Language Education. *CALICO Journal,* 25(3), 528-546 [one of the eight most frequently cited articles in CALICO 1995-2016].

2011. Holden, C. & Sykes, J. Leveraging Mobile Games for Place-based Language Learning. *International Journal of Game-based Learning*. 1(2), 1-18.

2010. Sykes, J. (In)Commensurable Discourse: Researchers and Practitioners Bring Pragmatics to the Language Learning. Viewpoints Article. *Studies in Hispanic and Lusophone Linguistics*, 253-263. [invited]

2009. Thorne, S., Black, R., & Sykes, J. Second Language Use, Socialization, and Learning in Internet Interest Communities and Online Games. *Modern Language Journal*, 93, 802-821.

2009. Mack, S. & Sykes, J. *¡Qué feíto estás tú también, cariño!*: A Comparison of the Response to the Use of 'Positive' Irony for Complimenting in Peninsular and Mexican Spanish. *Studies in Hispanic and Lusophone Linguistics*, 2, 305-346.

2008. Sykes, J., Oskoz, A., & Thorne, S. Web 2.0, Synthetic Immersive Environments, and Mobile Resources for Language Education. *CALICO Journal,* 25(3), 528-546.

2008. Sykes, J. & Cohen, A.D. L2 Pragmatics: Six Principles for Online Materials Development and Implementation. *Acquisition of Japanese as a Second Language*, 11, 81-100. [invited]

2007. Lafford, B., Lafford, P., & Sykes, J. Entre dicho y hecho…: An Assessment of the Application of Research from Second Language Acquisition and Related Fields to the Creation of Spanish CALL materials for Lexical Acquisition. *CALICO Journal*, 24(3), 497-529. [Awarded CALICO Article of the Year, 2007.]

2005. Sykes, J. Synchronous CMC and Pragmatic Development: Effects of Oral and Written Chat. *CALICO Journal,* 22(3), 399-431.

2004. Colina, S. & Sykes, J. Educating Parents in the Spanish-Speaking Community: A Look at Translated Educational Materials. *Bilingual Research Journal*, 28(3), 299-317.

Refereed Conference Proceedings & Journals of Practice

2016. Sykes, J., Forrest, L., & Carpenter, K. Building a successful and sustainable language immersion program: The Portland, Oregon Mandarin Dual Language Experience. *The Language Flagship.* National Security Education Program.

2015. Sykes, J. (invited, in press). TECH Tips, *The Language Educator, ACTFL.*

2014. Sykes, J. "Just" Playing Games? A Look at the Use of Digital Games for Language Learning. *The Language Educator, ACTFL*, 32-35.

2008. Sykes, J. & Cohen, A.D. Observed Learner Behavior, Reported Use, and Evaluation of a Website for Learning Spanish Pragmatics. In M. Bowles, R. Foote, and S. Perpiñán (Eds.). *2007 Second Language Research Forum Conference Proceedings*, Cascadilla Press, 144-157.

Articles Appearing as Chapters in Edited Volumes
 ## *(* denotes refereed chapter)*

*2016. Sykes, J. (in press). Technologies for Teaching and Learning Intercultural Competence and Interlanguage Pragmatics. In *Handbook of Technology and Second Language Teaching and Learning*. S. Sauro & C. Chapelle (Eds.). Wiley.

*2014. Sykes, J. Emerging Technological Resources for Teaching Spanish. In *Methodological Approaches and Realities, Routledge Handbook in Applied Linguistics*. M. Lacorte (Ed.). Routledge. 238-257.

*2014. Sykes, J. TBLT and Synthetic Immersive Environments: Design, Assessment, and Transfer. In *Technology and Tasks: Exploring Technology-mediated TBLT*, M. Gonzalez Lloret & L. Ortega (Eds.). John Benjamins. 149-182.

2013. Sykes, J. (Published in Japanese, translated by Kazumi Hatasa). Digital Games and Second Language Pragmatic Acquisition. In *Topics in Japanese SLA*, K. Hatasa (Ed.). 275-289.

*2012. Reinhardt, J. & Sykes, J. Conceptualizing digital game-mediated L2 learning and pedagogy: game-enhanced and game-based research and practice. In *Computer Games in Language Learning and Teaching*, H. Reinders (Ed.). Palgrave Macmillan, 32-49.

*2012. Cohen, A. & Sykes, J. Strategy-based Learning of Pragmatics for Intercultural Education. In *Linguistics for Intercultural Education in Language Learning and Teaching*, F. Dervin & A. Liddicoat (Eds.). John Benjamins, 87-111.

*2012. Holden, C. & Sykes, J. Mentira: Prototyping Language-based Locative Gameplay. In *Mobile Media Learning: Amazing Uses of Mobile Devices for Teaching and Learning,* Dikkers, S., Martin, J., & Coulter, B. (Eds.). ETC Press. Pittsburg, PN, 111-131.

*2011. Sykes, J. & Holden, C. Communities: Exploring digital games and social networking. In *CALICO Monograph 2011*, L. Ducate & N. Arnold (Eds.) 311-336.

*2010. Sykes, J. Multi-user Virtual Environments: User-Driven Design and Implementation for Language Learning. In *Teaching Through Multi-user Virtual Environments: Applying Dynamic Elements to the Modern* Classroom, G. Vicenti & J. Braman (Eds.). IGI Global, 283-305.

2010. Sykes, J., Reinhardt, J., & Thorne, S.L. Multiuser Digital Games as Sites for Research and Practice. In *Directions and Prospects for Educational Linguistics*, F. Hult (Ed.). New York: Springer, 117-136.

*2009. Sykes, J. Learner Requests in Spanish: Examining the Potential of Multiuser Virtual Environments for L2 Pragmatic Acquisition. In The Second Generation: Online collaboration and social networking in CALL, *2009 CALICO Monograph*, L. Lomika & G. Lord (Eds.). 199-234.

2008. Sykes, J. & Cohen, A.D. Learner Perception and Strategies for Pragmatic Acquisition: A Glimpse into Online Learning Materials. In *Language and Linguistics: Emerging Trends Volume*, F. Columbus (Ed.), NOVA Publications, 99-135.

Other Writings

2012. Sykes, J. Synthetic immersive environments and second language pragmatic development. In *The Encyclopedia of Applied Linguistics*, Carol Chapelle (Ed.), Oxford, UK: Wiley-Blackwell, 2013. (refereed encyclopedia entry)

2011. Sykes, J. Review of Francisco Yus. 2010. *Ciberpragmática 2.0: Nuevos usos del lenguaje en Internet* [Cyberpragmatics 2.0: New uses of language on the Internet] 366 pp. ISBN 978-84-344-1713-7, EUR 35,00. *Journal of Pragmatics*, 43(10), 2664-2666.

2011. Sykes, J. Review of Lee Abraham & Lawrence Williams (Eds.) (2009). *Electronic Discourse in Language Learning and Language Teaching*. Philadelphia: John Benjamins, Pp. V, 346. ISBN 978-90-272-1988-6, hardbound; 978-90-272-9055-7, e-book. *Modern Language Journal*, 95(1), 166-167.

2010. Cohen, A. D. & Sykes, J. M. Language-learner strategies and their effect on speech act performance. *Applied Linguistics Forum, 30*(1), np.

2010. Sykes, J. Review of Eva Alarcón-Soler (ed.) (2008). *Learning How to Request in an Instructed Language Learning Context*. Berlin, Peter Lang. Pp. 260, ISBN 978-3-03911-601-0. *Modern Language Journal*, 146-147.

2009. Sykes, J. & C. Klee. Review of Maria Elena Placencia & Carmen Garcia. (2007). *Research on Politeness in the Spanish-speaking World*. Mahwah, NJ, Lawrence Earlbaum Associates, Pp. 442. ISBN 1750-8649. *Sociolinguistic Studies*, 541-544.

Digital Media Publications

ECOPOD, a place-based experience for academic residential communities.
InterCom, a Weekly Digest for Busy Teachers. Lindsay Marean (Ed.); Lead Contributor, http://caslsintercom.uoregon.edu/site/index
Invited Contributor, *Open Up: Conversations on Open Education for Language Learning*, http://blog.coerll.utexas.edu/
Mentira, a mobile, place-based, augmented reality game for learning Spanish. Co-authored with Christopher Holden. http://www.mentira.org
Croquelandia, a Synthetic Immersive Gaming Environment for Learning Spanish, University of Minnesota. https://sites.google.com/site/croquelandia/
Dancing With Words: A Website for Learning Spanish Pragmatics. Co-authored with Andrew D. Cohen. University of Minnesota. http://www.carla.umn.edu/speechacts/sp_pragmatics/home.html

Works in Progress
Edited Volumes

Accepted for publication:

Sykes, J. (forthcoming, 2016). Learning in Computer Assisted Language Learning,
    Volume 2. Ed. Four-series Reader on Computer Assisted Language Learning,
    M. Thomas Series Editor. Bloomsbury.

Articles
Submitted

Sykes, J., Forrest, L., Carpenter, K. (submitted 2016). A Facilitative Approach to
    Designing Articulated Sequences of Language and Culture Study in Primary
    and Second Immersion Programs. (Submitted to the National Security
    Education Program for approval; followed by submission to *Foreign
    Language Annals).*

PRESENTATIONS – INVITED AND/OR REFEREED

Invited

Pragmatics and Language Socialization. Invited Panelist. 2017 Wilga Rivers
    Colloquium in Honor of Leo VanLier. American Association of Applied
    Linguistics. Portland, OR. To be presented March 26-29, 2016.

Digital Games in the Humanities. Invited Speaker. Vanderbilt University Conference
    on Digital Games and Medieval Studies. Nashville, TN. To be presented
    December 7-8, 2016.

Proficiency and Pragmatics: Expanding our Repertoire of Language Assessment.
    Invited Keynote. Consortium on Useful Assessment in Language and
    Humanities Education. AELRC. University of Notre Dame. North Bend, IN.
    October 7-8, 2016.

Digital Games, Augmented Reality, and Foreign Language Education. Invited
    Keynote and Workshop Facilitator. Language Teaching Summer Institute,
    University of Florida-Gainesville. Gainesville, FL. July 16-18, 2016.

Making Linguafolio Online Work in Your STARTALK Program. Invited speaker
    with A. Moeller. STARTALK Spring Meeting. Minneapolis, MN. May 6-7,
    2016.

Next Steps. Invited Facilitator. Flagship Technology Innovation Center. San
    Francisco, CA. March 17-18, 2016.

Digital Games, Language Learning, and Social Justice: From Design to Classroom
    Implementation. Invited Presenter. Confederation in Oregon for Language
    Teaching. March 12, 2016.

Moving Forward. Invited Facilitator. Flagship Technology Innovation Center. Pittsburgh, PA. February 26-27, 2016.

Place-based Games with ARIS. Workshop. Invited Facilitator. UO Language Council, University of Oregon. January 23, 2016.

Digital Games and Language Learning. What Can We Do in Our Classrooms? Keynote. San Diego State University. November 19, 2015.

Breaking the Mark. Invited Facilitator. Flagship Technology Innovation Center. University of Hawaii. November 5-6, 2015.

Transforming Second Language Teaching and Learning: Place, Space, and Design. Keynote. Foreign Language Roundtable. University of Virginia. October 30, 2015.

Tapping into the Power of Play for Transformative Language Learning. T8: Italian Teaching Symposium. Montclaire State University. October 23, 2015.

Digital Games in the Language Classroom: A Professional Development Experience. 7th Annual Language Educators Workshop. East Straudsburg University of Pennsylvania. September 19, 2015.

Re-thinking the Online and Hybrid Classroom: Three Ideas to Make Digital Work for You. Invited Presenter. ADEIL Professional Development Webinar. July 9, 2015.

Tackling Interaction In, Around, and About: Digital Games to Facilitate L2 Learning. Pearson World Languages Series. November 14, 2014. Available Online: http://www.pearsoned.com/events/tackling-interaction-in-around-and-about-digital-games-to-facilitate-l2-learning/.

Are Your Ready for an Adventure? Place-based Augmented Reality and Second Language Learning. Pusack-Otto Lecture Series Keynote, University of Iowa, Iowa City, IA. September 19, 2014.

Pragmatics, emergent digital spaces, and L2 learning. With Steven L. Thorne. 19th Pragmatics and Language Learning Conference. April 2014.

Beyond Four Walls: Place and Space in International Education. 21st Annual Meeting on the Internationalization of US Education. Williamsburg, VA. April 2014.

Gamification for Language Learning, Invited Pre-Conference Workshop, with J. Reinhardt. 47th Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). Orlando, FL. November 2013.

Digital Technologies Symposium. Invited Panel Speaker. Pearson Digital Technologies Symposium. April, 2013.

Place is Key: An Examination of Mobile Games and Simulations in Language Learning, Invited Keynote Speaker, 5th Ohio University CALL Conference. April 2013.

How a Spanish Major Became a Level 53 Night Elf Hunter. Keynote Speaker, Outstanding Young Alumni Award Address. Honor's Day Convocation. California Lutheran University. April 2012.

Digital Games and Language Learning: Bridging the Distance. Invited Guest Speaker, 65th Annual Kentucky Foreign Language Conference. University of Kentucky. April 2012.

Digital Game Mediated Language Learning: From Ideas to Implementation. Second Language Symposium, Invited Keynote Speaker, Michigan State University. February 2012.

Beyond Four Walls: Can Digital Games Really Change the World? SLAT Interdisciplinary Roundtable, Invited Keynote Speaker. University of Arizona, Tucson, AZ. February 2011.

PEO Scholar's Award: Intercultural Education and Technology. Invited Scholar's Award Representative, PEO New Mexico State Convention, Albuquerque, NM. April 2010.

To Play or Not to Play: Digital Games and Language Learning. Invited Speaker, University of Colorado – Boulder. February 2010.

Realms of Possibility: Understanding the Role of Multiuser Virtual Environments in Foreign Language Curricula. Electronic Roundtable: Virtual Worlds and Pedagogy. Modern Language Association, Philadelphia, Pennsylvania. December 2009.

Tomorrow and Beyond: A Top "Ten" List of Technologies in Language Learning. Pearson World Languages Symposium, California State University – Long Beach. March, 2009.

Interlanguage Pragmatics, Multiuser Environments, and Language Learning: Helping Learners Help Themselves. Invited Speaker, Department of Linguistics Colloquia, University of New Mexico. October, 2008.

The Secret of My (Simulated) Success. Invited TEL Grant Panel Participant. TEL
Seminar, University of Minnesota. February 2008.

Croquelandia: A Synthetic Immersive Environment to Enhance Intercultural
Communication. Invited Participant. Neighborhoods in Cyberspace
Symposium, University of Minnesota. February, 2008.

PEO Scholar's Award: Dynamic Interaction, Immersion, and Innovation. Invited
Scholar's Award Representative, PEO Colorado State Convention,
Breckenridge, CO. June 2007.

Refereed

Free Resources Offered by the Language Resource Centers. Panel Discussion. 50th
Annual Meeting and Exposition. American Council on the Teaching of
Foreign Languages (ACTFL). Boston, MA. To be presented November 2016.

Transformative Technology in Chinese Flagship Programs. Panel Discussion.
49th Annual Meeting and Exposition. American Council on the Teaching of
Foreign Languages (ACTFL). San Diego, CA. November 19, 2015.

Collaboration and Negotiation: L2 Pragmatic Development Across Multiuser Digital
Game Spaces. American Association for Applied Linguistics (AAAL),
Portland, OR. March 2014.

Augmented Reality for Teaching and Learning in the Humanities. Modern Language
Association (MLA), Chicago, IL. January 2014.

A Framework for Evaluating Digital Games: The Games to Teach Project. With Jon
Reinhardt. 46th Annual Meeting and Exposition, American Council on the
Teaching of Foreign Languages (ACTFL). Philadelphia, PA. November
2012.

Place-based Mobile Games for the Research and Learning of L2 Pragmatic Variation
in Spanish. With Christopher L. Holden. Pragmatics Festival 2012. Indiana
University. Bloomington, Indiana. April 2012.

The Games to Teach Project: Developing Literacies through Digital Gaming. 45th
Annual Meeting and Exposition, American Council on the Teaching of
Foreign Languages (ACTFL). Denver, CO. November 2011.

Digital Games for Second Language Acquisition: Opportunities and Future
Directions. 45th Annual Meeting and Exposition, American Council on the
Teaching of Foreign Languages (ACTFL). Denver, CO. November 2011.

L2 Feedback Via Place Based Mobile Games. Computer Assisted Language
Instruction Consortium (CALICO), Victoria, BC, Canada. March 2011.

Exploring parallels in L2 learning activity and digital game design. With Jonathon
Reinhardt. American Association for Applied Linguistics (AAAL), Chicago,
IL. March 2011.

Virtual Environments for Cultural Learning. Panel presentation with Amy Ogan and
Chad Lane. Second International Conference on the Development and
Assessment of Intercultural Competence. Accepted for presentation,
University of Arizona, Tucson, Arizona, January 2010.

Place-Based Mobile Games for Language Acquisition: Engaging Learners as
Designers. With Chris Holden. EDUCAUSE Learning Initiative (ELI) 2010
Annual Meeting, Austin, TX. January 2010.

Innovative Technologies and L2 Curricula: Immersive Gaming and Mobile
Environments. 43rd Annual Meeting and Exposition, American Council on
the Teaching of Foreign Languages (ACTFL). San Diego, CA. November
2009.

Triangulating Evaluation: Learning More through a Comparison of Perception and
Outcome Data. American Association of Teachers of Spanish and Portuguese
AATSP, Albuquerque, NM. July 2009.

It's a Beautiful Day in the Neighborhood: Developing Place-Based, Augmented
Reality Games for Language Learning. With Christopher L. Holden, Games,
Learning, and Society 5.0, Madison, WI. presentation June 2009.

From the Virtual World to the Real World: An Interdisciplinary Approach to
Pragmatic Development and Study Abroad. With Rachel Shively. American
Association of Applied Linguistics (AAAL). Denver, CO. March 2009.

Putting CMC Into Practice. With Senta Goertler, Computer Assisted Language
Instruction Consortium (CALICO), Phoenix, AZ. March 2009.

Virtual Worlds for Newbies: An Introduction to Life, Living, and Teaching in
Virtual Environments. With Steve L. Thorne & Randall Sadler, Computer
Assisted Language Instruction Consortium (CALICO), Phoenix, AZ. March
2009.

Digital Immersion: Applications of Collaborative Gaming Spaces in Language
Education. Accepted for presentation at the 42nd Annual Meeting and
Exposition, American Council on the Teaching of Foreign Languages
(ACTFL), Orlando, FL. November, 2008.

Online Learner Strategies Instruction and Virtual Assessment in Spanish Pragmatics: Does it Work? With Andrew D. Cohen. American Association for Applied Linguistics (AAAL), Washington, DC. March 2008.

Synthetic Immersive Environments & Spanish Pragmatics: Dynamic CMC. Computer Assisted Language Instruction Consortium (CALICO), San Francisco, CA. March 2008.

Making the Unconventional Conventional: Examining the Roles of Emerging Digital Media in Language Learning. With Steve L. Thorne. Computer Assisted Language Instruction Consortium (CALICO), San Francisco, CA. March 2008.

Croquelandia: Helping Learners Develop Authentic Intercultural Communication Skills in a Synthetic World. With Liz Wendland and Peter Moore, EDUCAUSE Learning Initiative (ELI) 2008 Annual Meeting, San Antonio, TX. January 2008.

Maximizing Learner Strategies to Enhance Pragmatic Development: An Online Illustration. With Andrew D. Cohen. 41st Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). San Antonio, TX. November 2007.

Online Learning of Spanish Pragmatics: What Learners Do, How They Do It, and What They Think. With Andrew D. Cohen. 30th Annual Second Language Research Forum (SLRF 2007), Champaign-Urbana, IL. October 2007

Computer Mediated Communication and Language Learning: Endless Possibilities. Full-day workshop co-moderated with Peter Lafford. Computer Assisted Language Instruction Consortium (CALICO), Texas State University, San Marcos, TX. May 2007

¡Qué feito estás tú también cariño!: An e-DCT Comparison of Reactions to Positive Irony in Mexican and Peninsular Spanish. With Sara Mack, American Association for Applied Linguistics (AAAL), Costa Mesa, CA. April 2007.

Five Guidelines for Effective Integration of SCMC in Learning Pragmatics. 17th International Conference on Pragmatics and Language Learning, University of Hawaii at Manoa, Honolulu, HI. March 2007.

Strategies, CMC, and Learning Pragmatics: An Empirical Evaluation of Effectiveness. With Andrew D. Cohen. 17th International Conference on Pragmatics and Language Learning, University of Hawaii at Manoa, Honolulu, HI, March 2007.

Virtual Interaction and Strategies Instruction: A Dynamic Approach to Interlanguage Development, 11th Graduate Symposium in Romance Languages, University of Minnesota, Minneapolis, MN. March, 2007.

Learning Spanish Speech Acts: The Creation of a Self-Access Website. With Andrew D. Cohen. 40th Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL), Nashville, TN. November 2006.

A Website Featuring Strategies for L2 Pragmatics: The Learning of Speech Acts in Spanish Made Easier. Presented with Andrew D. Cohen. CARLA Lunchtime Presentation Series, Univeristy of Minnesota, Minneapolis, MN. November 2006.

Effective Technology: Teaching Pragmatics with CALL. Presented with Andrew D. Cohen. MinneTESOL 2006, Minneapolis Community and Technical College, Minneapolis, MN. November 2006.

Pragmatic Evolution: An Examination of the Changing Politeness Perceptions of *Piropos* in Yucatan, Mexico. Hispanic Linguistics Symposium (HLS), University of Western-Ontario, London, Canada. October 2006.

Encouraging a Strategy-Based Approach to Learning Spanish Pragmatics: The Design and Learner Use of a Self-Access Website. Presented with Andrew D. Cohen. Fourth Annual Conference on Technology for Second Language Learning, University of Iowa, Aimes, IA. September 2006.

The Development and Evaluation of a Self-Access Website for Learning Spanish Speech Acts. With Andrew D. Cohen. American Association for Applied Linguistics (AAAL) and the Association Canadienne de Linguistique Appliquée/Canadian Association of Applied Linguistics (ACLA/CAAL) Conference, Montreal, Canada. June 2006.

Learning pragmatics: The Creation of a Self-access Website. With Andrew D. Cohen. Invited Workshop at the Annual Meeting of the National Association of Professors of Hebrew (NAPH), Minneapolis, MN. June 2006.

Minimizing Difficulties: Utilizing SCMC to Enhance Interlanguage Pragmatic Development. Computer Assisted Language Instruction Consortium (CALICO), University of Hawaii, Honolulu, HI. May 2006.

Planning, Production, and Process: A Practical Guide to FL Course Online Hybridization. Arizona Language Association (AZLA), Flagstaff, AZ. September 2004.

Pragmatic Adequacy and Translator Competence: What is Missing?. With Sonia Colina. 14th World Congress of Applied Linguistics (AILA), University of Wisconsin, Madison. July 2005.

Refusals of Invitations: L2 Pragmatic Development through Synchronous Computer Mediated Communication. 16th International Conference on Pragmatics and Language Learning, Indiana University, Bloomington, IN. 2005.

What to Say When: A Look at the Effects of Different Types of Synchronous CMC on Language Learners' Pragmatic Development. Computer Assisted Language Instruction Consortium (CALICO), Carnegie-Mellon University, Pittsburgh, PA. June 2004.

Entre dicho y hecho…: An assessment of the Application of Second Language Acquisition. Presented with Barbara A. Lafford and Peter Lafford. Computer Assisted Language Instruction Consortium (CALICO), Carnegie-Mellon University, Pittsburgh, PA, June 2004.

Oral or Written Chat? A Look at Pragmalinguistic Development in Spanish. Ninth Annual Spanish Graduate Student Symposium, Arizona State University, Tempe, AZ. April 2004.

Parental Education in the Spanish-speaking Community: A Look at LEP Guidelines and Translated Educational Materials. Presented with Sonia Colina. Language Minority Education Research Roundtable of Arizona (LMERRA), Arizona State University, Tempe, AZ. April 2004.

Attaining L2 Sociopragmatic Competence through the Use of Oral and Written Synchronous Computer Mediated Communication, Arizona State University, 10th Annual Graduate Linguistics/TESOL Symposium, Tempe, AZ. March 2004.

From Computers to the Classroom: A Practical and Realistic Guide to Creating Web-Based Activities and Assessments. Arizona Language Association (AZLA), Glendale, AZ. September 2003.

Formulae, Function and Form: A Look at Learners' Pragmatic Development Abroad, Eighth Annual Spanish Graduate Student Symposium, Arizona State University, Tempe, AZ. April 2003.

Formulae, Function and Form: A Poster Session Examining Pragmatic Development of Learners Studying Abroad. Second Language and Teaching (SLAT) Interdisciplinary Roundtable, University of Arizona, Tucson, AZ. March 2003].

RESEARCH FUNDING

US-China Strong, One Million Strong Initiative, Technology Pillar
Principal Investigator: Julie M. Sykes
2016-2018, award amount pending, awarded 2016

Virtual Reality for Refugee Language Instruction in German
Principal Investigator: Julie M. Sykes
DeutscheTelekom, Germany
2016-2017, $1,100,000, awarded 2016.
2017-2018, $500,000, awarded pending approval of 2016-2017 activity.

The Language Flagship Linkages: Secondary Schools Renewal
Principal Investigators: Julie M. Sykes and William Comer
National Security Education Program
2016-2017, $155,000, awarded 2016.

Portland Public Schools Ethnography Study
Principal Investigator: Julie M. Sykes
National Security Education Program
2016, $70,465, awarded 2016.

University of Oregon Chinese Flagship Program Renewal 2015-2016
Principal Investigators: Julie M. Sykes and Zhuo Jing-Schmidt
National Security Education Program
2015-2016, $900,000, awarded 2015.

Ecopod: Academic Residential Immersion
Principal Investigator: Julie M. Sykes
University of Oregon
2015-2017, $60,000, awarded 2015.

STARTALK: Linguafolio Online
Principal Investigator: Julie M. Sykes
University of Maryland
2014-2018, $693,848.85, awarded 2014.

The Language Flagship Linkages: Secondary Schools
Principal Investigators: Julie M. Sykes and William Comer
National Security Education Program
2015-2016, $300,000, awarded 2014.

Center for Applied Second Language Studies, Title VI Language Resource Center
Principal Investigator: Julie M. Sykes
Department of Education Title VI National Language Resource Center Funding

2014-2018, $748,000, awarded September 2014.

Games to Teach, CERCLL
Principal Investigators: Jonathon Reinhardt and Julie M. Sykes
Federal Grant for Language Resource Center – CERCLL, University of Arizona
2010- 2014, $56,023, awarded September 2010.

Mobile Technologies for the Facilitation of Place-Based, Hands-On Learning
Principal Investigators: Julie M. Sykes and Christopher L. Holden
2008-2009 Interdisciplinary Research Allocation Committee Grant, University of
New Mexico,
2008-2009, $9,526, awarded February 2009.

Enhancing Language Learning Through the Use of Mobile Technologies
Principal Investigator: Julie M. Sykes
2008 Teaching Enhancement Grant, University of New Mexico
2008-2009, $5,000.

TechNexus: Simulated Language Immersion, and Socially-Situated, Virtual
Intercultural Communication and Interaction in Spanish
Principal Investigators: Julie M. Sykes and Mahmoud Sadrai
2007 Technology Enhanced Learning (TEL) Grant-Tier 2 Funding (Top Project
Selected from TEL Grant Winners)
Digital Media Center, University of Minnesota
2007 – 2008, $5,000.

TechNexus: Simulated Language Immersion, and Socially-Situated, Virtual
Intercultural Communication and Interaction in Spanish
Principal Investigators: Julie M. Sykes and Mahmoud Sadrai
2007 Technology Enhanced Learning (TEL) Grant
Digital Media Center, University of Minnesota
2007 – 2008, $10,000.

A Dynamic Approach to Social Interaction: Synthetic Immersive Environments &
Spanish Pragmatics
Principal Investigator: Julie M. Sykes
P.E.O International Scholar's Program, P.E.O. International
2007-2008, $10,000.

TEACHING

Doctoral Advisement

Kristina Saunders, committee member, expected date of degree, May 2018,
University of Texas-Austin
Mary Hudgens Henderson,University of New Mexico, committee member, May
2016
Heather Mendoza, University of New Mexico, committee member, December 2015
Cynthia Melendrez, University of New Mexico, May 2014
Sorada Wattana, University of Canterbury, International Examiner, 2013
Arthur Wendorf, University of Texas-Austin, May 2014
Adrienne Gonzales, University of New Mexico, chair, May 2012
Michelle Salazar, University of New Mexico, committee member, May 2009

Masters Advisement

Katie Carpenter, MA, University of Oregon, completed August 2016
Emily Letcher, MA, University of Oregon, complete August 2016
Ben Pearson, MA, University of Oregon, completed August 2015
Tiffany VanPelt, University of Oregon, completed August 2015
Marián Giraldez, University of New Mexico, MA completed May 2014
Maria Elena Corral, University of New Mexico, MA completed May 2014
Ashley Yoder, University of New Mexico, MA completed May 2014
Aubrey Healey, University of New Mexico, MA completed, May 2012
Daniel Abeyta, University of New Mexico, MA completed, May 2011
Linda Lemus, University of New Mexico, MA completed, August 2010
Leah Houle, University of New Mexico, MA completed May 2010
Sandra Cano, University of New Mexico, MA completed May 2010
Michael Heim, University of New Mexico, MA completed May 2010

Independent Studies

2013, Spring, Roxanne Imeson
2012, Spring, Tania Todd Villa
2012, Spring, Arthur Wendorf, Guest Doctoral Student from University of Texas,
Austin
2010, Ruben Salido, Ricardo Martinez, Julie Redekopp

Classroom Teaching

University of Oregon
2016, Winter, Teaching and Learning L2 pragmatics; LT610; 12
2015, Winter, Teaching and Learning L2 Pragmatics; LT610; 21
2014, Winter, Technology and Second Language Teaching and Learning; LT610; 15

University of New Mexico
> 2013; Spring, Interlangauge Pragmatic Development; SPAN 549; 15
> 2012; Fall, Research and Methods for Teaching Spanish; SPAN 541/549; 27
> 2012; Spring, Discourse, Technology, and Second Language Acquisition; SPAN 549; 14
> 2011; Fall, Research and Methods for Teaching Spanish; SPAN 541/549; 26
> 2010; Fall, Research and Methods for Teaching Spanish; SPAN 541/549; 18
> 2010; Summer, Introduction to Hispanic Linguistics, SPAN 351/549; 17
> 2009; Fall; Spanish Pragmatics; SPAN 549; 12
> 2009; Fall; Research and Methods for Teaching Spanish; SPAN 541/549; 25
> 2009; Summer, Introduction to Hispanic Linguistics, SPAN 351/549; 21
> 2009; Spring; Technology, Discourse, and SLA; SPAN 549; 14
> 2008; Fall; Research and Methods for Teaching Spanish; SPAN 541; 18

University of Minnesota
> 2008: Spring; Spanish Sociolinguistics; SPAN 3704; 26
> 2007; Fall; Spanish Applied Linguistics; SPAN 3706; 26
> 2007; Summer; Intermediate Spanish; SPAN 1004; 26
> 2007; Spring; Introduction to Hispanic Linguistics; SPAN 3107; 26
> 2006; Fall; Introduction to Hispanic Linguistics; SPAN 3107; 26
> Arizona State University
> 2005; Spring; Intermediate Spanish; SPAN 202; 28
> 2005; Spring; Intermediate Spanish; SPAN 201; 28
> 2005: Summer; Intermediate Spanish; SPAN 201 & 202; 11
> 2004; Fall; Intermediate Spanish Language; SPAN 202; 28
> 2004; Fall; Intermediate Spanish Language; SPAN 201; 28
> 2004; Spring; Intermediate Spanish Language; SPAN 201; 56
> 2004; Summer; Intermediate Spanish Language; SPAN 201; 28
> 2003; Fall; Intermediate Spanish Language; SPAN 202; 54
> 2003: Spring; Intensive Beginning Spanish Language; SPAN 111; 56
> 2002; Fall; Beginning Spanish Language; SPAN 102; 56
> 2002; Spring; Elementary Spanish; SPAN 101; 56
> 2001; Fall; Elementary Spanish; SPAN 101; 56

Curriculum Development or Teaching Administrative Positions

> Instructional Assessment Working Group, University of New Mexico, 2012-2013.

> Scholarly Teaching Faculty Learning Group, OSET, University of New Mexico, Fall 2009.

> Coordinator, Spanish as a Second Language Program, Department of Spanish and Portuguese, University of New Mexico

> Invited External Consultant, Seward Inc., 3-D Math Simulations Learning Expert. May 2008-present.

Invited Expert Consultant, New Media Language Education Group. External Advising Group for Middlebury-Monterey Language Academy, July 2007-present.

Independent Learning Courses, Arizona State University. Adaptation of On-campus courses to be used for Distance Learning, SPA 101, 102, 201, 202. 2003.

Computer-Based Activities for the Hybridization of SPA 101. SPA111, Arizona State University, 2003-2004 (transition from 5 days per week in the classroom to 3 days in the classroom with 2 online sessions per week

SERVICE

Editorships
Language Learning and Technology, Editorial Board, 2014-present
Member, Editorial Board, Theory and Practice in Language Studies (TPLS) Journal, Academy Publisher, 2010-2015.

Reviewing for Journals
Guest Reviewer, *The Language Educator*, 2015
Reviewer, *CALL*, 2010-present
Reviewer, *CALICO*, 2009-present
Reviewer, *Language Learning*, 2009-present
Reviewer, *Language Learning and Technology*, 2008-present
Reviewer, *Modern Language Journal*, 2007-present
Reviewer, edited volume chapters as requested

Administrative Work with Professional Organizations
National Council of State Supervisors of Foreign Languages Advisory Board, 2016-present.
ACTFL Interculturality Task Force, 2015-present.
MLA *Professions Board,* 2015-present.
Editorial Board, Language Learning and Technology, 2014-present.
MLA Committee on Information Technology, Member, July 2012-June 2015.
Executive Board Member, CALICO, 2012-2015.
Track Chair, Technology, Scholarly Resources, and Pedagogy, Latin American Studies Association (LASA) 2010, 2009-2010.
Computer-Mediated Communication Special Interest Group, CALICO, Co-chair, 2008-2011.

Administrative Work with University, College, and Department
TrED University Working Group, Office of Undergraduate Affairs, University of Oregon, 2015-present.
University of Oregon Language Council, Core Member, 2015-present.

Academic Residential Communities Advisory Board, University of Oregon, 2014-present.

General Education CORE Assessment Evaluation Committee, College of Arts and Sciences. 2013.

Instructional Assessment Working Group, University of New Mexico, 2012-present.

Promoting Teaching Excellence Subcommittee, University of New Mexico, 2012-present.

Advisory Committee, Online Instruction, University of New Mexico, 2012-present.

Chair, Teaching Enhancement Committee, University of New Mexico, 2012-2013.

Section Head, Hispanic Linguistics, Department of Spanish and Portuguese, 2012-present.

Search Committee Member, Medical Spanish, Department of Spanish and Portuguese, 2012-2013.

Chair, Lecturer III Search Committee, Department of Spanish and Portuguese, 2011-2012. (search suspended)

Lab Director Search Committee, College of Arts and Sciences, University of New Mexico. 2010-2011.

Chair, Teaching Allocations Subcommittee Grant, University of New Mexico, 2009-2012.

Teaching Enhancement Committee, University of New Mexico, 2009-2010, 2010-2011, 2011-2012.

Realms of Possibility: Games and Learning at UNM, Organizing Committee, 2008-2009.

Linguistics Faculty Search Committee, Department of Spanish and Portuguese, University of New Mexico, 2009-2010.

Faculty Liaison, College of Arts and Sciences, University of New Mexico, December 2009-2013.

Undergraduate Committee; Department of Spanish and Portuguese, University of New Mexico, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013.

Graduate Student Selection Committee; Department of Spanish and Portuguese, University of New Mexico, 2008-2009; 2009-2010; 2010-2011, 2011-2012, 2012-2013.

Curriculum Vitae
Amos B Teo

Email: ateo@uoregon.edu
Website: https://oregon.academia.edu/AmosTeo

Education

2013—present	Ph.D. student in Linguistics, University of Oregon
2009	M.A. in Linguistics, University of Melbourne. Thesis title: "Sumi tone: A phonological and phonetic description of a Tibeto-Burman language of Nagaland." Awarded with distinction.
2007	B.A. (awarded with honours) with majors in Linguistics and Russian, University of Melbourne. Honours thesis title: "Breaking up is hard to do: Teasing apart morphological complexity in Iwaidja and Maung." Awarded with distinction.
2005	Diploma of Modern Languages in French, University of Melbourne
2005	Diplôme d'Etudes Universitaires Françaises (Diploma of French Studies), Université Jean Moulin Lyon III

Employment

2013—present	Graduate Teaching Fellow, University of Oregon. TA for the following courses: Language and Power (LING201, Fall 2013); Introduction to Phonology (LING450, Winter 2014, Winter 2015); Analytical Methods in Morphology and Syntax (LING435, Fall 2014); Introduction to Linguistic Analysis (LING301, Spring 2015). Instructor for: Structure of English Words (LING150, Spring 2014); English Grammar (LING494, Summer 2016).
2012	Subject co-ordinator, Gauhati University (Guwahati, Assam, India) Taught an intensive Linguistics Field Methods class to Masters students.
2008—2012	Teaching Assistant, University of Melbourne. Tutor for the following courses: Syntax (175-015, 2008); Morphology (175-213, 2008; LING30013, 2010); Phonetics (175-014, 2009; LING20005, 2010); Language and Identity (LING30012, 2012); Language (MULT10015, 2012).
2010—2011	Trainer, Scotch College (Melbourne) Trained high school students preparing for the Australian Computational Linguistics Olympiad (OzCLO) topics in computational linguistics, phonology, syntax and morphology.
2008—2012	Research Assistant, University of Melbourne Assistant for a number of different research projects in the School of Languages and Linguistics. Responsibilities included: organizing speech corpora for phonetic analysis; transcribing interview recordings; converting analog recordings to digital format; proofreading manuscripts for publication; organizing reference databases.

Publications

<u>*Monographs*</u>

A phonological and phonetic description of Sumi, a Tibeto-Burman language of Nagaland. (147 pp.) Canberra: Asia Pacific Linguistics (2014).

<u>*Articles in peer-reviewed journals and chapters in refereed collections*</u>

1. (forthcoming) "Differential A and S marking in Sumi – synchronic and diachronic considerations." In Ilja A. Seržant, Alena Witzlack-Makarevich & Kelsey Mann (Eds.), *The Diachronic Typology of Differential Argument Marking* [Studies in Diversity Linguistics]. Language Science Press.

2. (forthcoming) "The coding of identifiability in Mòòré." In Doris Payne, Sara Pacchiarotti & Mokaya Bosire (Eds.), *Selected papers from the 46th Annual Conference on African Linguistics* [Contemporary African Linguistics 2]. Berlin: Language Science Press.

3. Konnerth, Linda and Amos Teo. "Acoustic-statistical and perceptual investigations of Karbi tones: A peculiar case of incomplete neutralisation of F_0." In Gwendolyn Hyslop, Linda Konnerth, Stephen Morey & Priyankoo Sarmah (Eds.), *North East Indian Linguistics, Volume 6* (pp. 13-37). Canberra: Asia Pacific Linguistics (2014); equal authorship.

4. "Deverbal nominals in Sumi." In Gwendolyn Hyslop, Stephen Morey & Mark W. Post. (Eds.), *North East Indian Linguistics, Volume 5.* (pp 192-209). Delhi: Cambridge University Press / Foundation (2013).

5. "Illustrations of the IPA: Sumi (Sema)." *Journal of the International Phonetic Association.* 42(3), 365-373 (2012).

6. "Sumi agentive and topic markers: No and ye." *Linguistics of the Tibeto-Burman Area.* 35(1), 49-74 (2012).

<u>*Edited volumes*</u>

1. Konnerth, Linda, Stephen Morey, Priyankoo Sarmah & Amos Teo. (Eds.), *North East Indian Linguistics, Volume 7.* Canberra: Asia Pacific Linguistics.

<u>*Service publications:*</u>

1. Gawne, Lauren and Amos Teo. "Report on the 7th International Conference of the North East Indian Linguistics Society, Don Bosco Institute, Guwahati, India, 31 Janaury – 4 February, 2012." *Linguistics of the Tibeto-Burman Area.* 35(2), 139-141 (2012).

2. "Conference report – the 6th annual meeting of the North East Indian Linguistic Society." *Linguistics of the Tibeto-Burman Area.* 34(1), 159-161 (2011).

Selected Conference Papers

1. "Tone and intonation in three Tibeto-Burman languages." Workshop on Tone and Intonation 3. Indian Institute of Technology Guwahati, Guwahati, January 7, 2016.

2. "Typological studies of argument marking in Tibeto-Burman languages: comparing old and new methods of analysis." Capturing Phylogenetic Algorithms for Linguistics (Workshop). Lorentz Center, Leiden. October 28, 2015.

3. Teo, Amos; Lauren Gawne and Melissa Baese-Berk (2015). "A case study of tone and intonation in two Tibetic language varieties." In The Scottish Consortium for ICPhS 2015 (Ed.), *Proceedings of the 18th International Congress of Phonetic Sciences.* Glasgow, UK: the University of Glasgow.

4. DeLancey, Scott, Krishna Boro, Linda Konnerth, Amos Teo. "Tibeto-Burman languages of the Indo-Myanmar border." [panel] 31st South Asian Languages Analysis Roundtable, University of Lancaster, Lancaster, May 14, 2015.

5. "The coding of referentiality and identifiability in Mòòré." 46th Annual Conference on African Linguistics, University of Oregon, Eugene, March 26, 2015.

6. Teo, Amos and Abokali Sumi. "A preliminary evaluation of a language documentation project in Nagaland." 4th International Conference on Language Documentation and Conservation. University of Hawai'i at Mānoa, Honolulu, February 28, 2015.

7. Paterson, Rebecca, Amos Teo and Timbwaoga Aimé Judicaël Ouermi. "Gamification of rapid word collection." 4th International Conference on Language Documentation and Conservation. University of Hawai'i at Mānoa, Honolulu, February 27, 2015.

8. Konnerth, Linda and Amos Teo. "Mismatch between tonal production and perception in Karbi." [poster] 14th Conference on Laboratory Phonology. National Institute for Japanese Linguistics, Tokyo, July 27, 2014.

9. "Creoloid grammatical patterns in Sumi and other Tibeto-Burman languages of Nagaland." 20th Himalayan Languages Symposium. Nanyang Technological University, Singapore, July 16, 2014.

10. "On the origin and development of differential subject marking in Sumi (Naga)." The Diachronic Typology of Differential Argument Marking (Workshop). University of Konstanz, Konstanz, April 5, 2014.

11. Konnerth, Linda and Amos Teo. "An acoustic and statistical analysis of Karbi tones and the mysterious 'mid' tone." 7th International Conference of the North East Indian Linguistics Society. Don Bosco Institute Kharghuli Hills, Guwahati, February 4, 2012.

12. "Deverbal nominals in Sumi." 6th International Conference of the North East Indian Linguistics Society. Tezpur University, Tezpur, January 31, 2011.

Invited talks

1. "Tone in Tibeto-Burman languages." Nanyang Technological University, Singapore, February 26, 2016.

2. "Tone-Intonation interactions in Tibeto-Burman languages: implications for description and typology." University of Cologne, Institut für Linguistik, Phonetik, Cologne, November 2, 2015.

3. "Tone-Intonation interactions in Tibeto-Burman languages: implications for description and typology." Leiden University, Leiden, October 30, 2015.

Fellowships and Grants

<u>Grants</u>

Foundation for Endangered Languages grant, US$1,003, 2013-2014. ("Development of mother tongue literacy for the Sumi community in Nagaland").

ELDP (Endangered Languages Documentation Programme) Small Grant, £6,173, 2011-12. ("Documenting traditional agricultural songs and stories of the Sumi Nagas"). Principle investigator.

Firebird Foundation for Anthropological Research grant, US$9,022, 2011-12. ("Documenting traditional agricultural songs and stories of the Sumi Nagas").

Fellowships and Scholarships

Graduate Teaching Fellowship. University of Oregon. 2013-present.

Laboratoire d'Excellence (LabEx) "Advanced Studies on Language complexity" (ASLAN) Visiting Fellowship. Laboratoire Dynamique Du Langage (DDL), Lyon. March-May 2016.

Laboratoire d'Excellence (LabEx) "Fondements Empiriques de la Linguistique" (EFL) Mobility Grant, Laboratoire Langues et civilisations à tradition orale (LACITO), Paris, September-November 2015.

Gösta Bruce Scholarship, 18th International Congress of Phonetic Sciences, 2015.

Linguistics Summer Institute Fellowship, University of Chicago, July 2015.

Visiting Research Scholarship. Australian National University, 2010-2012.

Australian Postgraduate Award (scholarship). University of Melbourne, 2008-2009.

ANU Summer Research Scholarship. Australian National University, 2007.

Representative memberships and service

Referee, article manuscripts: *Linguistics of the Tibeto-Burman Area, Himalayan Linguistics, Bulletin of Chinese Linguistics, Folio Linguistica.*

Other service:
Organizer, 1st Oregon Workshop on Innovation in Linguistic Fieldwork, University of Oregon, Eugene, June 12-13, 2015.

Organizing committee, 46th Annual Conference on African Linguistics, University of Oregon, Eugene, March 26-28, 2015.

Colloquium Organizer, GLOSS (Graduate Linguists of Oregon Student Society), University of Oregon, 2014-2015.

Organizing committee, 20th Himalayan Languages Symposium, Nanyang Technological University, Singapore, July 16-18, 2014.

Organizing committee, 19th Himalayan Languages Symposium, Australian National University, Canberra, September 6-8, 2013.

Secretary, Linguistics and Applied Linguistics Postgraduate Club, University of Melbourne, 2009-2010.

Organizer, The University of Melbourne Linguistics and Applied Linguistics Postgraduate Conference 2008, November 21-22, 2008.

Professional Membership

Member, International Phonetic Association, 2015-present.

Member, Linguistics Society of America, 2015.

Member, Association of Contemporary African Linguistics, 2015.

Member, Laboratory Phonology, 2014-present.

Member, Foundation for Endangered Languages, 2012-2015.

Member, Research Network for Language Documentation, 2012-2015.

Member, Australian Linguistics Society, 2009-2012.

Languages

Native language	*Structural knowledge*
English (familiar with varieties from	*Sumi*
Singapore, Australia & N. America)	*Tenyidie / standard Angami*
	Karbi
Speaking / Reading knowledge	*Lhasa Tibetan*
Mandarin Chinese	*Teochew (Minnan)*
French	*Malay / Indonesian*
Russian	*Hindi*
Nepali	
Assamese	

KELI D. YERIAN
CURRICULUM VITAE
10/26/2016

ADDRESS: Department of Linguistics
167 Straub, University of Oregon
Eugene, Oregon 97403
Phone: (541) 346-4302
email: yerian@uoregon.edu

EDUCATION

Georgetown University	Ph.D. with Distinction, 2000	Linguistics
Georgetown University	M.S. 1994	Linguistics
University of North Carolina at Chapel Hill	B.A. 1991	Linguistics & French

Title of MS Thesis: *Being Funny, Being Heard. Indexing Gender through Humor in the Workplace (case study)*

Title of Ph.D. Dissertation: *Strategic Constructivism: the Discursive Body as a Site for Identity Display in Women's Self-Defense Courses*
Professor in Charge: Dr. Deborah Tannen, University Professor

ACADEMIC APPOINTMENTS

2014-present	Senior Lecturer	University of Oregon, Department of Linguistics, University of Oregon
2013-2014	Lecturer	University of Oregon, Department of Linguistics, University of Oregon
2007-2013	Instructor	University of Oregon, American English Institute, University of Oregon
2001-2007	Lecturer	Stanford University, Language Center and Linguistics Department

ADMINISTRATIVE APPOINTMENTS

June 2011-Present   Director, Language Teaching Specialization Masters of Arts Program, Department of Linguistics. Awarded 2015 Excellence Award for Directors of Graduate Studies by the University of Oregon Graduate School.

PUBLICATIONS

In preparation. The Performative Ring: Semi-conventionalized Gesture as a Resource for Constructing Social Stance and Identity in Academic Presentations.

In preparation. Non-Native and Native Speakers' Perceptions of Professional Language Development Opportunities within a Language Teaching MA Program. In collaboration with Trish Pashby, Anna Mikhaylova, and Misaki Kato.

2013   The Communicative Body in Women's Self-Defense Courses. In M. Katz (Ed.), *Multimodality and Embodied Learning in Communities and Schools: Moving Ideas.* New York: Peter Lang.

2009   Using a Graphic Syllabus with Second Language Learners. *The ORTESOL Journal*, 27, 9-18.

2000   Strategic Constructivism: The Discursive Body as a Site for Identity Display in Women's Self-Defense Courses. In S. Benor, M. Rose, D. Sharma, J. Sweetland and Q. Zhang (Eds.), *Gendered Practices in Language* (389-405). Stanford: CSLI Publications.

1999   Gesture and the Representation of Action in Women's Self-Defense Courses. In W. Klein and A. Barber (Eds.), *Crossroads for Language, Interaction, and Culture* (Vol. 1, 109-123). Los Angeles: CLIC GSA: Center for Language, Interaction and Culture, Graduate Student Association.

1997   From Stereotypes of Gender Difference to Stereotypes of Theory: A Response to Hayley Davis' Review of Deborah Tannen's Gender and Discourse. *Language and Communication*, Vol. 17, No. 2: 165-176.

1996   Interactional Synchrony in Speech and Gesture across Crossed Conversations." In L. Messing (Ed.), *WIGLS: The Workshop on the Integration of Gesture in Language and Speech* (145-154). Wilmington: University of Delaware.

TEACHING COMMUNITY PUBLICATIONS

2015   Teachers vs. Tour Guides. *ORTESOL Newsletter*. Summer. http://ortesol.org/documents/ORTESOL_2015_Summer_Newsletter.pdf

2014   Learners Can Teach Pronunciation Too. *As We Speak: The Newsletter of the Speech, Pronunciation, and Listening Interest Section*, TESOL International. http://newsmanager.commpartners.com/tesolsplis/issues/2014-10-06/3.html

2010   Using Graphic Syllabi in Your Classroom. *Betty Azar 'Teacher Talk' Blog* http://azargrammar.com/teacherTalk/blog/

2010   Are Language and Culture Really Inseparable? *Betty Azar 'Teacher Talk' Blog*, http://azargrammar.com/teacherTalk/blog/

2010   A Focus on Writing at the University of Oregon. *Oregon-Hanyang Newsletter*

2010   Considering World Englishes in our Discussions of 'Culture'. *ORTESOL Newsletter*. Spring.

2009   Public IEPs Partner with Private Educational Retailers. *ORTESOL Newsletter*. Spring.

CONFERENCE PRESENTATIONS

2016   ISGS (International Society for Gesture Studies), Paris, France. "The Performative Ring: Semi-conventionalized Gesture as a Resource for Constructing Social Stance and Identity."

2015   American Council of Foreign Language Teachers (ACTFL) Convention, San Diego, California. "Getting a Job: Interactive Online Materials for Language Teacher Graduates."

2015   Teachers of English to Speakers of Other Languages (TESOL) International Convention, Toronto, Canada. "Getting a Job: Interactive Online Materials for MA TESOL Graduates."

2014   Teachers of English to Speakers of Other Languages (TESOL) International Convention, Portland, OR, with Laura Holland and Britt Johnson. "Reactive to Proactive: Teacher Mentoring in a Growing ESL Program."

2014   Teachers of English to Speakers of Other Languages (TESOL) International Convention, Portland, OR, with Kodiak Atwood. "Making Microteaching Work: A Successful Student-Managed MA Program Elective."

2014   Teachers of English to Speakers of Other Languages (TESOL) International Convention, Portland, OR. "Learners can Teach Pronunciation Too: Building Autonomy Through Peer Instruction."

2014 American Association of Applied Linguistics (AAAL), Portland, with Anna Mikhaylova and Trish Pashby. "Non-Native and Native Speakers' Perceptions of Professional Language Development Opportunities within a Language Teaching MA Program."

2012 AIEA Conference (Association of International Education Administrators) Washington, DC, with Belinda Young-Davy and Trish Pashby. A Showcase Poster presentation: "A New Model for Writing Labs."

2012 TESOL Convention, Philadelphia, PA. "Pragmatic Gestures in International Teaching Assistant Interactions." Research session co-presented with Robert Elliott.

2011 American Association of Applied Linguistics (AAAL), Chicago. "Non-Native (and Native) Speakers' Attitudes toward their own Language Development within a Language Teaching MA Program". This updated paper was developed and co-authored with Trish Pashby.

2011 TESOL Convention, New Orleans. "Non-Native Speakers' Attitudes toward their own Language Development within a Language Teaching MA Program: A Focus on Speaking and Pronunciation". Invited colloquium talk presented by Trish Pashby (I did not attend TESOL).

2010 ISGS (International Society for Gesture Studies), Frankfurt an Oder, Germany. "Differences in Frequency of 'Ring' Gesture Use Across Experienced and Inexperienced Speakers in Academic English Presentations"

2010 TESOL Convention, Boston, MA. "Designing Successful Practicum Experiences for NNS and NS MA Students". Discussion session co-presented with Trish Pashby.

2010 American Association of Applied Linguistics. Atlanta, GA. "Non-Native Speakers' Attitudes toward their own Language Development within a Language Teaching MA Program." This survey and paper was developed and co-authored with Trish Pashby.

2009 TESOL Convention. Denver, CO. "Using Inexpensive Video for Classroom Applications". Discussion Session co-presented with Robert Elliott.

2009 TESOL Convention. Denver, CO. "Creating Dynamic Graphic Syllabi."

2007 TESOL Convention. Seattle, WA (*selected to be on the TESOL Event Cast*). "Pragmatic gestures in native and nonnative academic English presentations"

2006 American Association of Applied Linguistics. Montreal, Canada "Emphasizing 'key points': a comparison of 'R' gesture use in native and non-native academic English presentations."

2005 American Association of Applied Linguistics. Madison, WI "Structuring Discourse with the Hands: Gesture in Academic Lectures."

2004   CATESOL Convention. Santa Clara, CA
"Content Fee Delivery Practice" co-presented with Robert Elliott.

2004   CATESOL Convention. Santa Clara, CA
"Using Gesture Naturally: Issues for Internationals."

2000   American Anthropological Association (AAA) Annual Meeting. San Francisco, CA
"Gesture and the representation of action in coaching context: the cases of
self-defense and horse-training." Session: Linguistic Spectacles: Genres,
Performance, and Embodied Interaction.

2000   IGALA: International Gender and Language Association. Stanford, CA
"Strategic Constructivism: the Discursive Body as a Site for Identity
Display in Women's Self-Defense Courses."

1999   CLIC: Center for Language, Interaction and Culture. UCLA, Santa Barbara, CA
"Gesture and the Representation of Action in Women's Self-Defense Courses."

1997   American Anthropological Association (AAA) Annual Meeting. Washington, DC
"Safe Space: Negotiating Bodily Autonomy in Women's Self-Defense Courses." Invited
Session: Cultural Spaces and Spatialized Identities.

1997   American Anthropological association (AAA) Annual Meeting. Washington, DC
"'She Just Gave In': Comparing Opposing Perspectives on Sexual Consent in Two
Anti-Violence Programs." Co-authored with Jennifer Curtis. Session: Linguistic
Analyses of Oppositional Praxis.

1996   WIGLS: The Workshop on the Integration of Gesture in Language and Speech.
University of Delaware, DE. "Interactional Synchrony in Speech and Gesture across
Crossed Conversations."

1996   American Anthropological Association (AAA) Annual Meeting. San Francisco, CA
"The Influence of Activity on the Display of Gender in the Discourse of TV
Directors." Invited Session: Language and the Workplace: Part I – The Salience of
Hierarchy, Gender and Task.

1995   Georgetown Linguistics Society International Conference. Washington, DC
"Professional and Gendered Identities in the Discourse of Two Public Television
Directors."

1994   Linguistics Department Colloquium, Georgetown University. Washington, DC
"Being Funny, Being Heard. Gender, Humor and the Workplace."

TEACHING

Courses taught at the University of Oregon, 2007-present.

The following list does not include the following four variable credit courses I am instructor for every term: LING 602, Supervised Teaching, LT 609, Supervised Tutoring (internship supervision), LING 605, Directed Reading, and LT 611, Masters Project in Fall/Winter/Spring.

2014-2016
- LT 436/536, Second Language Teaching Planning (Fall)
- LT 608 Orientation Workshop (Fall)
- Language Teaching 448/548, Curriculum and Materials Development (Winter)
- LT 608 Microteaching Workshop (Spring)
- LT 611 Master's Project, part II (Summer)

2013
- LING 510 Teaching Methods for Native Languages (Summer)
- LT 611 Terminal Project (Summer)
- LT 436/536, Second Language Teaching Planning (Fall)
- LT 608 Microteaching Workshop (Spring)
- Language Teaching 448/548, Curriculum and Materials Development (Winter)
- Pronunciation elective in the AEI Intensive English Program (Levels 4, 5, 6, Spring)

2012
- LT 436/536, Second Language Teaching Planning (Fall)
- LT 629 Foundations in Language Theory for Classroom Applications, course offered for the UO Teach Program in the School of Education (Summer)
- LT 611 Terminal Project (Summer)
- Pronunciation elective in the AEI Intensive English Program (Levels 4, 5, 6, Spring)
- LT 435/535, Second Language Teaching Methods (Winter)
- AEIS 610, Academic Writing for Graduate Students (Fall, Winter)

2011
- LT 436/536, Second Language Teaching Planning (Fall)
- AEIS 610, Academic Writing for Graduate Students (Fall, Winter, Spring)
- LT 629 Foundations in Language Theory for Classroom Applications (Summer)
- LT 611 Terminal Project (Spring)
- Pronunciation elective in the AEI Intensive English Program (Levels 4, 5, 6, Spring)
- LT 435/535, Second Language Teaching Methods (Winter)
- LING 399, Systems Thinking: Connecting the Dots across Disciplines. Sophomore Seminar (Winter)

2010
- LT 436/536, Second Language Teaching Planning (Fall)
- AEIS 610, Academic Writing for Graduate Students (Fall, Winter, Spring)
- LT 629 Foundations in Language Theory for Classroom Applications (Summer)
- LT 610, Seminar, Pedagogical Grammar and Vocabulary (Summer)

- Pronunciation elective in the AEI Intensive English Program (Levels 4, 5, 6, Winter, Spring)
- Oral Skills Level 6 in the AEI Intensive English Program (Spring)
- LT 435/535, Second Language Teaching Methods (Winter)

2009

- LT 436/536, Second Language Teaching Planning (Fall)
- AEIS 610, Academic Writing for Graduate Students (Fall, Winter, Spring)
- LT 629 Foundations in Language Theory for Classroom Applications (Summer)
- LT 611 Terminal Project (Spring)
- LT 435/535, Second Language Teaching Methods (Winter)
- AEIS 110 (Winter, 2 sections)

2008

- LT 436/536, Second Language Teaching Planning (Fall)
- AEIS 110 Academic Writing I (Fall, 2 sections)
- LT 610, Seminar, Pedagogical Grammar and Vocabulary (Summer)
- Linguistics 440/540, Linguistic Principles and Second Language Acquisition (Summer)
- AEIS 112, Academic Writing III (Spring)
- AEIS 107, Comprehending Written Academic Discourse (Spring)
- LT 435/535, Second Language Teaching Methods (Winter)
- AEIS 107, Comprehending Written Academic Discourse (Winter, 2 sections)

2007

- AEIS 110 Academic Writing I (Fall, 2 sections)
- AEIS 112, Academic Writing III (Fall)

2001-2007   Courses taught at Stanford University

- *Teaching Spoken English,* a course for undergraduate students planning to teach abroad (Spring 2006)
- *Teaching and Speaking in English*, a course for international teaching assistants who must teach in their departments (Fall 2006)
- *Speaking and Teaching in English* (multiple terms, graduate course)
- *Academic Writing* (multiple terms, graduate course)
- *Advanced Academic Writing* (multiple terms, graduate course)
- *Oral Presentation* (multiple terms, graduate course)
- *Academic Discussion* (multiple terms, graduate course)
- *Interacting in English* (multiple terms, graduate course)
- *Advanced Interacting in English* (multiple terms, graduate course)
- *Speaking in Professional Settings* (co-developed and taught with Robert Elliott multiple terms 2006 & 2007 for Stanford Continuing Education)
- *Persuasion and Negotiation in English* (co-developed and taught with Robert Elliott multiple terms 2006 & 2007 for Stanford Continuing Education)
- *American Language and Culture Program* (six Summers: Levels 4/5/6)

1999-2003 Adjunct multiple terms, Notre Dame de Namur University, Belmont, CA.

- *Introduction to Linguistics for Master of Education and MAT students*, a course in Linguistics with a specific focus on the needs of K-12 educators working with English language learners.

1997   Stanford University

- *Language and Gender* (undergraduate course, teaching assistant with Dr. Penelope Eckert)

1993-1996, Georgetown University

- *Introduction to Linguistics* (undergraduate course, instructor 3 terms)
- *Cross-cultural Communication* (undergraduate course, instructor 2 terms)
- *Cross-Cultural Communication* (teaching assistant for Dr. Heidi Hamilton)
- *Women, Men, and Language* (teaching assistant for Dr. Deborah Tannen)

1994   North Carolina State University, English Department

- *Composition and Rhetoric* (undergraduate course, 4 sections)

1992   North Carolina State University, *NSCU Summer Institute* (Levels 4/5)

1992-1993 ESL Instructor, Lado International College, Washington, DC.

1992   ESL Instructor Summer. Telemon Corporation, Raliegh, NC. (Provided English and literacy instruction to migrant tobacco farmworkers in their homes).

1992   EFL teaching experience. Barcelona, Spain. Taught 2 daily courses for 2 months under supervision as partial fulfillment of the RSA TEFOL Certificate requirements.

1991   EFL tutoring. Dakar, Senegal. Tutored Wolof and French native speakers.

STUDENTS DIRECTED (LTS MA PROJECTS)

2011-present As part of my role teaching LT 611 MA Project part II, I evaluate all of the LTS MA projects (15-20 per year) to ensure they are meeting LTS standards in addition to serving as advisor on selected projects (below).

2015   Hertel, Kelsey. *Integrating American English Pragmatic Instruction in Tourism Training Programs in Latin America: A Materials Portfolio.* Advisor.

2014	Tan, Zijing. *A Content Based Course Design: Teaching Chinese through Six Chinese Festivals to High-Level Learners in the U.S.* Advisor.
2013	Schwendeman, Gail. *Integrating Task-Based Principles into a High Beginning Mandarin Chinese Conversation Classroom.* Advisor.
	Kim, Sangheon. *Teaching Writing for Korean High School Students Using a Process Genre Approach: A Course Design.* Advisor.
	Ji, Xiaoxuan. *A Content-Based Culture Course for Advanced Level Chinese Heritage Learners.* Advisor.
	Shin, Haeseong. *Integrating Reading and Writing Based on a Genre Approach for Korean EFL High School Students: A Teaching Portfolio.* Advisor.
2012	Han, Young Juo. *Effective Ways to Use TPR and Songs for Young Learners in EFL Teaching Contexts.* Committee member.
	Liu, Xiaoxiang. *A Training Course for Autonomous Japanese Learning.* Advisor.
2011	Matsushita, Yuriko. *Finding Balance Between L1 and L2 Use in Japanese High Schools.* Advisor.
	Chan, Michelle Mei Gwen. *Teaching Portfolio for Teaching Science in English in Malaysia.* Committee member.
2010	Anderson-Hoso, Audrey. *Using Music to Teach Suprasegmentals.* Advisor.
2009	Park, Soonyeon. *An L2 Writing Resource Book for Korean EFL Teachers.* Advisor.
2008	Chingchit, Ornuma. *Basic Grammar Materials for EFL Advanced Beginners in Thailand: A Materials Portfolio.* Advisor.

HONORS, AWARDS AND FELLOWSHIPS

2015	University of Oregon Innovations Award: Media Based Recruitment and Retention. $2500. Social media and blog development
2015	University of Oregon Innovations Award: Media Based Recruitment and Retention. $2500. Video development in collaboration with the Department of East Asian Languages and Literatures
2015	University of Oregon Excellence Award for Directors of Graduate Studies
2014	University of Oregon Innovations Award: Graduate Student Professional Development. $2500. Online modules for language teachers seeking employment
2010	Selected to teach a Second Year Seminar through First Year Programs at UO
2000	Passed Doctoral Oral Defense with Distinction

1997	Passed Oral Comprehensive Exam with Distinction
1993-1997	Georgetown University Fellowship Award
1997	Armenian Students' Association Scholarship
1996	Chair, Invited Session. 95th AAA Meeting
1996	Graduate Scholarship Award for Teaching of Writing
1996	Georgetown University Travel Grant
1995	Linguistics Society of America Summer Institute Fellowship
1993	Armenian Students' Association Scholarship
1991	Dean's List, University of North Carolina at Chapel Hill

SERVICE TO DEPARTMENT/UNIT AND TO THE UNIVERSITY OF OREGON

2016-Present   University of Oregon's Provost Search Committee.

2015-Present   Two scholarhsip committees at the Center for Asian-Pacific Studies: Foreign Language and Area Studies Fellowship, and the Freeman Fellowship.

2015-Present   UO Language Council committee representative

2012-Present   Provide annual workshop with College of Education tutors who work with international students.

2012-Present   Provide twice yearly invited guest lecture for visiting Chinese and Japanese students in the Oregon International Internship Program at the Center for Applied Second Language Studies.

2012- Present   Provide annual workshops for visiting scholars from China in the Office of Global Education, College of Education.

2010-Present   Provide annual invited workshop and orientation, "Academic Writing for Graduate Students", for University of Oregon Graduate students, sponsored by the UO Graduate School.

2016   Graduate Forum Poster reviewer

2014-2015   Provided 2-week workshops with AEI faculty member Deborah Healey in Gabon, West Africa for the Gabon-Oregon Center.

2015   Traveled with the Office of International Affairs to Querétaro, Mexico, to meet with faculty and administration of the Universidad Autónoma de Querétaro.

2013-2015   Adjunct and GTF Mentoring Committee Member, AEI. Formative observations and reports of AEI adjuncts and GTFs, totaling 10-30 hours per term.

2013	Participated as one of several Teaching Effectiveness Program panel members for a panel workshop for all UO faculty, titled, "International Classroom Workshop: Institutional Recommendations and Teaching Tips". Panel workshop held for all UO faculty.
2013, 2016	Peer-review of NTTF Swahili Instructor Mokaya Bosire, Linguistics Department.
2012, 2013	With several other AEI Instructors, provided panel workshops for Writing 121 Instructors to help them work with AEIS/international students.
2012-2013	Adjunct Review Committee Member, AEI. Summative observations and reports of AEI adjuncts, totaling 5-10 hours per term.
2012	Search Committee for Assistant Professor faculty position, Linguistics Department.
2008-Present	LTS MA Program Project Adviser and/or Reader (1-2 sts/yr - this is in addition to providing intensive guidance to all LTS students on their MA projects in LT 611)
2007-2014	Cooperating teacher for multiple observers from the LTS MA program and SLAT certificate to observe my AEI classes
2011, 2012	Annual Review Committee member, AEI
2009, 2010	Participated in the Fall International Graduate Student Orientation session (3 hours) organized by Trish Pashby. Helped score IGTF SPEAK tests.
2008, 2009	Mentor for three SLAT interns in three AEI classes
2008	Member of Review of the AEI Annual Review Process Committee (NTTF related)

SERVICE TO THE FIELD

2015, 2012	U.S. Student Fulbright Screening Committee member (English Language Teaching Assistantships). Institute for International Education (IIE), San Francisco.
2013	Manuscript Reviewer for Sage Open, through invitation from Anna Mikhaylova.
2009-2012	TESOL Convention Proposal reviewer, Teacher Education, SPLIS, and Applied Linguistics Special Interest sections.
2011	AAAL Convention Proposal reviewer

2007-2010   ORTESOL Board Member, Sociopolitical Special Interest Group

PAST NON-UO SERVICE

2006-2007   Undergraduate Advisor, Stanford University

2006-2007   Designed and led a series of workshops to instruct and mentor volunteer teachers in a non-profit service organization. Stanford University.

2006   Designed and taught, with Robert Elliott, an English for Special Purposes 10-week course for Early Childhood Education teachers at the Children's Center of the Stanford Community who were not native speakers of English.

MEMBERSHIP IN ACADEMIC AND PROFESSIONAL SOCIETIES

ACTFL (American Association of Foreign Language Teachers)
TESOL (Teachers of English to Speakers of Other Languages)
ORTESOL (Oregon Teachers of English to Speakers of Other Languages)
AAAL (American Association of Applied Linguistics)
ISGS (International Society for Gesture Studies)

LANGUAGES SPOKEN AND STUDIED

French   Proficient, B2 European Framework.
Wolof   (West African language) Some knowledge of structure and use (Novice)
Spanish   Some knowledge (Novice)
German   Some knowledge (Novice)

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CURRICULUM VITAE
Belinda Young Davy
October 26, 2016

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EDUCATION

University of Oregon	Ph.D., 2000	Linguistics
University of Oregon	M.A., 1992	Linguistics
Polytechnic Institute of Brooklyn	B.S., 1986	Modern Language (German)

Title of M.A. Thesis: *Polyfunctional Prepositions in Rama Cay Creole*
Title of Ph.D. Dissertation: *A Cognitive-Semantic Approach to the Acquisition of English Prepositions*
        Professor in Charge: *Dr, Russell Tomlin*

ACADEMIC APPOINTMENTS

2006- Present   Career-Track Senior Instructor, American English Institute, University of Oregon

1993-2006   Instructor, American English Institute, University of Oregon

1989 -1992   Graduate Teaching Fellow, Department of Linguistics,
University of Oregon

1986 - 1988   English as a Second Language Instructor, Kyoto Seika College
Kyoto, Japan

1981- 1983   English as a Second Language Instructor, English Language Services (ELS),
Hollywood, California

1979 - 1981   English as a Second Language Instructor, Interlingua de Mexico
Mexico City, Mexico

PUBLICATIONS

Books

2013. "Fifty Ways to Practice Vocabulary: Tips for ESL/EFL Students." Kindle Edition. Wayzgoose Press.

2012. "Fifty Ways to Practice Speaking: Tips for ESL/EFL Students." Kindle Edition. Wayzgoose Press.

2012. "Fifty Ways to Practice Readiing: Tips for ESL/EFL Students." Kindle Edition. Wayzgoose Press.

Peer-reviewed journal articles & book chapters

2014. Explicit Vocabulary Instruction. *ORTESOL Journal*, Vol. 31, pp. 26-32.

2013. (Publication pending) "Vocabulary Learning in the Language Classroom" in *Language
Learning and Teaching Vocabulary*, Chau Meng Huat and Khairi Izwan Abdullah (Editors),
        :MELTA-ESL.

2010. Thinking out Loud: Using Debates in Writing. *ORTESOL Newsletter*, Winter.

1994. "Polyfunctional Prepositions in Rama Cay Creole" in *English World-Wide*, 15, pp. 79-100.
   Philadelphia, Pa. and Amsterdam: John Benjamin.

Work-papers and non-peer reviewed published conference papers

2009. Thinking out Loud: Using Debates in Writing. ORTESOL Newsletter. Winter

CONFERENCE PRESENTATIONS

2016. Student Agency in the Feedback Process: What is the Role of Feedback? WAESOL Conference, Spokane,
   WA, October 21, 2016.

2013. Beyond discussion groups: Roles plays, debates and critical thinking." Spokane Regional ESL Conference,
   Spokane, WA, February 23, 2013.

2012. "Thinking out loud: The role of role plays and debates in critical thinking." ORTESOL, Portland, Oregon,
   November 16, 2012.

2012. "A new model for writing centers." Association of International Education Administrators
   Washington, D.C., February 21 2012.

2008. "Focused vocabulary acquisition and essay writing." ORTESOL, Portland, Oregon,
   November 21, 2008.

2001 "Looking at feedback (again!)" ORTESOL, Albany, Oregon. October 26, 2001.

1999.   "Acquisition of English prepositions by Japanese and Korean speakers". ORTESOL conference, Portland,
   Oregon, November 1999.

1992. "Polyfunctional Prepositions in Rama Cay Creole". Linguistics Society of America conference, Philadelphia, Pa.
   January 11, 1992.

MEMBERSHIP IN ACADEMIC AND PROFESSIONAL SOCIETIES

1990 –Present. TESOL(Teachers English to Speakers of Other Languages)
1989 –Present. ORTESOL (Oregon Teachers English to Speakers of Other Languages)

SERVICE TO THE FIELD

Fall 2011- Present.

2011. Summer. HEIS proposals reviewer for TESOL 2012.

2010. Summer. HEIS proposals reviewer for TESOL 2011.

2008. Textbook Project Evaluator. Volunteered as a textbook project evaluator for Cambridge University Press. Met with
   Dorothy Zemach, the textbook writer and a representative form Cambridge Press to discuss the strengths and
   weaknesses of a textbook project for Japanese university students based on my experience working with that
   student population for sour years in Japan. May.

SERVICE TO DEPARTMENT/UNIT

Fall, 2012 - Present. AEI Annual Review. Assessed applicant files and interviewed applicants.

January, 2012 -Present. AEI Adjunct Hiring Committee.

2008-2009. AEIS Testing/Assessment Committee. Researched and piloted placement tests for the Academic English for International Students (AEIS) program.

****AEI Annual Review Committee

SERVICE TO UNIVERSITY OF OREGON (outside the AEI)

2012. Teaching academic writing to ESL university students. Fall Panel Presentation for the English Dept., with Jennifer Rice(AEI) and Keli Yerain (AEI). University of Oregon. September.

2012. International students and plagiarism. Winter Workshop for Teaching Effectiveness Program (TEP) with Jodi Weber (AEI) . University of Oregon, January.

2012. Helping non-native writers. Workshop for the English Dept., with Keli Yerain (AEI). University of Oregon. September.

2012. Tutoring ESL students in writing. Spring Workshop for writing center tutors at the Teaching and Learning Center.
.   University of Oregon. April.

2012. Tutoring ESL students in writing. Winter Workshop for writing center tutors at the Teaching and Learning Center.
.   University of Oregon.

2011. Tutoring ESL students in writing. Spring Workshop for writing center tutors at the Teaching and Learning Center.
.   University of Oregon
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2011. Tutoring ESL students in writing. Fall Workshop for writing center tutors at the Teaching and Learning Center.
.   University of Oregon.

2010. Tutoring ESL students in writing. Fall Workshop for writing center tutors at the Teaching and Learning Center.
.   University of Oregon.

2010. Teaching academic writing to ESL university students. Fall Panel Presentation for the English Dept., with Alison Evans (AEI). University of Oregon. September.

2010. Tutoring ESL students in writing. Spring Workshop for writing center tutors at the Teaching and Learning Center, with Bonny Tibbitts (AEI). University of Oregon. May.
.
2006. Effective Communication across Cultures. Workshop for University of Oregon Libraries, , with Kay Westerfield, (AEI /Lundquist College of Business). University of Oregon. April.

2004. Facilitating International Student Use of the Library. Workshop for University of Oregon Libraries, with Kay Westerfield, (AEI /Lundquist College of Business). University of Oregon. August

TEACHING AND STUDENTS DIRECTED
Listing of courses taught, by year, with course number & title

2012. Linguistics Dept. Master's Terminal Project committee member. Seunghee Yuk. "Using dictation-related techniques to develop EFL low intermediate learners' writing skills : A teaching portfoli.o."

2011. Linguistics Dept. Master's Terminal Project (Language Teaching Specialization Program) committee member. Andrew Howard. "Helping Students Optimize Language Learning in the Chinese EFL Context."

2009. Linguistics Dept. Master's Terminal Project (Language Teaching Specialization Program) committee head "Portuguese adult learners in community college." Maria Bene Santos

2008. Linguistics Dept. Master's Terminal Project (Language Teaching Specialization Program) committee member. "Teaching academic writing using current issues for Korean students." Jiwon Chun.

2006. T. Linguistics Dept. Master's Terminal Project (Language Teaching Specialization Program) committee head . "The Acquisition of the Prepositions In, On, and At by Korean High School Students." Chang Won Lee.

2005. Linguistics Dept. Master's Terminal Project (Language Teaching Specialization Program) committee head. "ESL for expectant mothers: An English for specific purposes curriculum design project." Heather Young.

2005. Linguistics Dept. Master's Terminal Project (Language Teaching Specialization Program) committee head. "How to Assess Writing by Rubrics in a Korean Setting." Yon Jeong Chin,