

Katherine I. Martin
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APPOINTMENTS

- 2021-Present **Associate Professor**, School of Languages and Linguistics, Southern Illinois University, Carbondale, IL
Note: unit name change due to university-wide reorganization
- 2020-2021 **Director of Undergraduate Studies**, Department of Linguistics, Southern Illinois University, Carbondale, IL
- 2015-2021 **Assistant Professor**, Department of Linguistics, Southern Illinois University, Carbondale, IL

EDUCATION

- 2011-2015 **Ph.D., Linguistics (concentration: Applied Linguistics)**, University of Pittsburgh (Mentor: Alan Juffs; Dissertation committee: Alan Juffs [Chair], Keiko Koda, Charles Perfetti, Yasuhiro Shirai, Natasha Tokowicz)
Dissertation title: L1 Impacts on L2 Component Reading Skills, Word Skills, and Overall Reading Achievement
- 2009-2011 **M.A., Applied Linguistics**, University of Pittsburgh; TESOL Certificate (Mentor: Alan Juffs)
Thesis title: Reading in English: A Comparison of Native Arabic and Native English Speakers
- 2005-2009 **A.B., Brain, Behavior, and Cognitive Science, summa cum laude**, University of Michigan Ann Arbor; Minors in Linguistics and Spanish Language and Literature; Studied abroad at Universidad de Salamanca, Salamanca, Spain, 2008

ACADEMIC AWARDS, HONORS, AND FELLOWSHIPS

- 2022 Outstanding Faculty Member Honoree, Women's Resource Center, SIUC
- 2020 SIUC College of Liberal Arts Early Career Faculty Excellence Award
- 2010-2015 National Science Foundation Graduate Research Fellowship
- 2009-2010 Andrew Mellon Pre-Doctoral Fellowship
- 2009 W.B. Pillsbury Prize, University of Michigan Psychology Department; awarded for best undergraduate honors thesis
- 2008 Phi Beta Kappa (Junior Year)

EDITED VOLUME

Miller, R. T., **Martin, K. I.**, Eddington, C. M., Henery, A., Marcos Miguel, N., Tseng, A. M., Tuninetti, A., & Walter, D. (2014). *Selected Proceedings of the 2012 Second Language Research Forum: Building Bridges Between Disciplines*. Somerville, MA: Cascadilla Proceedings Project.

PEER-REVIEWED JOURNAL ARTICLES

**Designates graduate student co-author; **designates undergraduate student co-author*

CV date: August, 2022

- Martin, K. I., & Juffs, A.** (2021). Eye-tracking as a window into assembled phonology in native and non-native reading. *Journal of Second Language Studies*, 4, 66-95.
- *Lee, Y.-Y., & **Martin, K. I.** (2020). The flipped classroom in ESL teacher education: An example from CALL. *Education and Information Technologies*, 25, 2605-2633.
- Martin, K. I., *Lawson, E., *Carpenter, K., & Hummer, E.** (2020). English word and pseudoword spellings and phonological awareness: Detailed comparisons from three L1 writing systems. *Frontiers in Psychology*, 11(1309). doi:10.3389/fpsyg.2020.01309
- Martin, K. I., & Tokowicz, N.** (2020). The grammatical class effect is separable from the concreteness effect in language learning. *Bilingualism: Language & Cognition*, 23, 554-569.
- Martin, K. I.** (2017). The impact of L1 writing system on ESL knowledge of vowel and consonant spellings. *Reading and Writing: An International Journal*, 30, 279-298.
- Ellis, N. C., **Hafeez, K., **Martin, K. I., **Chen, L., Boland, J., & Sagarra, N.** (2014). An eye-tracking study of learned attention in second language acquisition. *Applied Psycholinguistics*, 35, 547-579.
- Martin, K. I., & Ellis, N. C.** (2012). The roles of phonological STM and working memory in L2 grammar and vocabulary learning. *Studies in Second Language Acquisition*, 34, 379-413.

CONFERENCE PROCEEDINGS

- Martin, K. I., & Li, N.** (2017). Overlap in functional and orthographic written errors by L2 learners of Japanese. In S. Sato (Ed.), *The 23rd Princeton Japanese Pedagogy Forum Proceedings* (pp. 234-258). Princeton, NJ: Princeton University.
- Li, N., & **Martin, K. I.** (2017). Orthographical errors in beginning and intermediate learners of L2 Japanese from two L1s. In M. Kirakawa, J. Matthews, K. Otaki, N. Snape, & M. Umeda (Eds.), *Proceedings of PACSLRF 2016* (pp. 127-132). Tokyo, Japan: Chuo University.

REFEREED BOOK CHAPTERS

- *Humaidan, A., & **Martin, K. I.** (2019). Instructor-generated orthographic assessments in intensive English classes. In E. White & T. Delaney (Eds.), *Handbook of research on assessment literacy and teacher-made testing in the language classroom* (pp. 203-243). Hershey, PA: IGI Global.

BOOK REVIEWS

- Martin, K. I.** (2021). Review of the book *Linguistics for Teachers of English* by Carol Russell (2018), New Prairie Press. Open Textbook Library; available at <https://open.umn.edu/opentextbooks/textbooks/linguistics-for-teachers-of-english-russell>.

MANUSCRIPTS ACCEPTED

- *Kane, M. B., & **Martin, K. I.** (Accepted). Teaching EFL Reading in Senegal: Current Practices and Recommendations. *Southern African Linguistics and Applied Language Studies*.

MANUSCRIPTS IN PREPARATION

- *Schackmann, S. A., & **Martin, K. I.** (In Revisions). *Foreign language anxiety in informal settings: The case of language tables*.
- *Lawson, E., & **Martin, K. I.** (In Preparation). *Tensions between language graduate teaching assistants' beliefs and practices*.
- *Gibson, S., & **Martin, K. I.** (In Preparation). *Review of Gramaster*.
- Martin, K. I.** (In Preparation). *Impacts of L1 orthography, item characteristics, and phonics-based intervention activities on ESL spelling knowledge*.
- Martin, K. I.** (In Preparation). *Phonics-based ESL instruction to boost students' spelling knowledge*.

*Alzughaihi, A., *Summers, K., & **Martin, K. I.** (In Preparation). *Reading assessments in Arabic and English: Insights from students' perspectives.*

EXTERNAL FUNDING AND RESEARCH SUPPORT

- 2020-2022 *Language Learning* Early Career Research Grant
 “Mice and keys: Developing and evaluating mouse-tracking and keystroke logging as dynamic assessments of second language literacy skills”
 Role: Principal Investigator
 Total award: \$10,000
- 2017 Illinois Board of Higher Education
 “NCLB/IBHE K-12 Teacher Enhancement Project”
 Role: Co-Investigator
 Total costs: \$752,644.65
- 2014-2015 National Science Foundation
 “Doctoral Dissertation Research: First Language Impacts on Second Language Component Reading Skills, Word Skills, and Overall Reading Achievement”
 Role: Co-PI (PI: Alan Juffs)
 Total costs: \$15,120
- 2014 *Language Learning* Dissertation Grant
 “Doctoral Dissertation Research: L1 Impacts on L2 Component Reading Skills, Word Skills, and Overall Reading Achievement”
 Role: Principal Investigator
 Total award: \$2,000
- 2013 Pittsburgh Science of Learning Center
 RAGS (Research Assistance for Graduate Students)
 Role: Principal Investigator
 Total award: \$1,000
- 2013 International Symposium on Bilingualism 9, Travel Grant Award
 "Cognitive individual differences and meaning-based strategies in early foreign language vocabulary learning"
 Total award: \$1,000 SGD, approximately \$800 USD

INTERNAL FUNDING AND RESEARCH SUPPORT

- 2022 Office of the Dean, College of Liberal Arts, Southern Illinois University
 Carbondale
 Teaching Innovation Grant: Advanced Seminar in Reading and Vocabulary
 Role: Principal Investigator; faculty advisor
 Total award: \$1,000
- 2019 Office of the Vice Chancellor for Research, Southern Illinois University
 Carbondale
 “Saluki Linguistics Laboratory Consortium”
 Role: Lab Consortium Founder
 Total award: \$32,079.60
- 2014 Departmental Research Grant, University of Pittsburgh Department of Linguistics
 “L1 impacts on L2 component reading skills, word skills, and overall reading achievement”

- Role: Principal Investigator
Total award: \$800
- 2014 Nationality Rooms Scholarship Program, University of Pittsburgh
Israel Heritage Room Committee Scholarship
Total award: \$4,000
- 2012 Asian Studies Center, University of Pittsburgh
Speaker funding for the Department of Linguistics Colloquium Series to invite Dr. Ping Li, The Pennsylvania State University
Total award: \$540
- 2012 Faculty Research and Scholarship Program, University of Pittsburgh Dietrich School of Arts and Sciences Office of the Dean
“Second Language Research Forum 2012: Building Bridges Between Disciplines”
Role: Conference Organizer
Total award: \$10,000
- 2011 Robert T. Henderson Endowment Fund Award, University of Pittsburgh
Department of Linguistics
Total award: \$2500
- 2009 Tanner Memorial Award, University of Michigan Psychology Department
Role: Principal Investigator
Total award: \$600
- 2008 Honors Research Grant, University of Michigan Honors Program
Role: Principal Investigator
Total award: \$400
- 2008 Senior Thesis Research Grant, University of Michigan Residential College
Role: Principal Investigator
Total award: \$400
- 2008 Muenzer Memorial Award, University of Michigan Psychology Department
Role: Principal Investigator
Total award: \$2000
- 2008 Otto Graf Scholarship, University of Michigan Honors Program
Role: Principal Investigator
Total award: \$750
- 2008 Honors Research Grant, University of Michigan Honors Program
Role: Principal Investigator
Total award: \$150

INVITED TALKS AND COLLOQUIA

- Martin, K. I.** (2021, September). Reimagining post-pandemic literacy instruction in EFL: Focusing on the foundations of English reading. Invited keynote speaker, “Reimagining Post-Pandemic Literacy Instructions in EFL Context” webinar, English Education Study Program, Pattimura University, Maluku, Indonesia. (Talk held virtually due to COVID-19).
- Martin, K. I.** (2021, April). Spelling in L2 English: Comparing L1s and scoring methods. Invited talk, Department of English, Western Kentucky University, Bowling Green, KY. (Talk held virtually due to COVID-19).

- Martin, K. I.** (2021, March). Text processing in English as a second/foreign language: L1-based variations and instructional recommendations. Seminar, Faculty of Humanities, The Education University of Hong Kong, Hong Kong. (Talk held virtually due to COVID-19).
- *Lee, Y., & **Martin, K. I.** (2019, March). The flipped classroom in ESL teacher education: An example from CALL. Colloquium, Department of Linguistics, Southern Illinois University, Carbondale, IL.
- Martin, K. I.**, & Li, N. (2017, November). Functional and orthographic written errors by L2 Japanese learners. Colloquium, Department of Linguistics, Southern Illinois University, Carbondale, IL.
- Martin, K. I.** (2017, September). ESL Text processing across L1s. Invited talk, Center for English as a Second Language, Southern Illinois University, Carbondale, IL.
- Martin, K. I.** (2015, March). ESL literacy skills: Linguistic influences in the lab and the classroom. Invited talk, Department of Languages and Cultures, West Chester University, West Chester, PA.
- Martin, K. I.** (2015, March). ESL literacy skills: Linguistic influences in the lab and the classroom. Invited talk, Department of Linguistics, California State University Fresno, Fresno, CA.
- Martin, K. I.** (2015, February). ESL literacy skills: Linguistic influences in the lab and the classroom. Invited talk, Department of Linguistics, Southern Illinois University Carbondale, Carbondale, IL.
- Martin, K. I.** (2015, February). ESL literacy skills: Linguistic influences in the lab and the classroom. Invited talk, Department of English, Oklahoma State University, Stillwater, OK.
- Martin, K. I.** (2015, January). Literacy skills in ESL speakers: From the lab to the classroom. Invited talk, Charter College of Education, California State University Los Angeles, Los Angeles, CA.
- Martin, K. I.** (2014, November). Phonological awareness in ESL learners: Considerations of L1, task demands, proficiency, and instruction. Invited talk, colloquium on Second Language Research Development, Department of Modern Languages, Carnegie Mellon University, Pittsburgh, PA.
- Martin, K. I.** (2013, November). Linguistics and SLA: L1 transfer in L2 learning and reading. Invited presentation to YinzLing, the undergraduate linguistics club at the University of Pittsburgh, Pittsburgh, PA.
- Martin, K. I.** (2012, July). Reading vowels: Chinese and Arabic learners. Invited talk at the Second Language Acquisition Research Symposium 2012, University of Pittsburgh, Pittsburgh, PA.
- Martin, K. I.**, & Juffs, A. (2012, March). The effects of L1 on sensitivity to vowel information while reading: A comparison of native Arabic, native Chinese, and native English speakers. In L. M. Morett (Chair), *The psycholinguistic bases of second language acquisition: Consistency and change across languages*. Symposium conducted at the meeting of the Eastern Psychological Association, Pittsburgh, PA.

CONFERENCE PRESENTATIONS

*Designates graduate student co-author; **designates undergraduate student co-author

- Martin, K. I.** (2022, March). Comparisons of English spelling skills across writing systems and levels of spelling complexity. Paper presented at the annual meeting of the American Association for Applied Linguistics, Pittsburgh, PA.
- McCrocklin, S., **Martin, K. I.**, *Stuckel, R., & Edalatishams, I. (2021, June). Automatic speech recognition accuracy: An examination of lexical and phonological characteristics' effects on human and computer intelligibility. Paper presented at the 12th annual Pronunciation in Second Language Learning and Teaching Conference, Brock University, St. Catharines, Ontario, Canada. (Conference held virtually).
- *Lawson, E., & **Martin, K. I.** (2020, October). The relationship between teaching beliefs and practices as perceived by language graduate teaching assistants. Paper presented at the Second Language Research Forum, Vanderbilt University, Nashville, TN (Conference held virtually).
- Martin, K. I.** (2020, October). Phonological awareness in L2 English: Response patterns, scoring options, and error types on CTOPP deletion. Paper presented at the Second Language Research Forum, Vanderbilt University, Nashville, TN (Conference held virtually).
- Martin, K. I.** (2020, July 8-11). Phonological awareness in L2 English: Exploring response patterns, scoring options, and error types on CTOPP deletion. Paper accepted at the annual meeting of the Society for the Scientific Study of Reading, Newport Beach, CA. – *Conference cancelled due to COVID-19.*
- *Alzughairi, A., **Martin, K. I.**, & *Summers, K. (2020, February). Reading assessments in Arabic and English: Insights from students' perspectives. Roundtable session presented at the 2020 JoLLE (Journal of Language and Literacy Education) Winter Conference, Athens, GA.
- Martin, K. I.** (2019, September). English word and pseudoword spellings and phonological awareness: Detailed comparisons from three L1 writing systems. Paper presented at the Second Language Research Forum, East Lansing, MI.
- Martin, K. I.** (2019, March). ELL text processing across L1s: Patterns and instructional recommendations. Paper presented at the TESOL International Convention, Atlanta, GA.
- *Humaidan, A., & **Martin, K. I.** (2019, March). Instructor-generated orthographic assessments in intensive English classes. Paper presented at the TESOL International Convention, Atlanta, GA.
- Martin, K. I.**, & *Lee, Y-Y. (2019, March). The flipped classroom in ESL teacher education: An example from CALL. Paper presented at the annual meeting of the American Association for Applied Linguistics, Atlanta, GA.
- Martin, K. I.** (2018, July). Word and pseudoword spellings in adult ESL learners: Comparisons across L1s using different scoring methods. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom.
- *Kane, M. B., & **Martin, K. I.** (2018, May). Teaching EFL reading in Senegal: Current practices and recommendations. Paper presented at Africa TESOL 3rd International Conference, Dakar, Senegal.

- *Ragan-Schackmann, S., & **Martin, K. I.** (2018, March). Foreign language anxiety in informal settings: The case of language tables. Paper presented at the annual meeting of American Association for Applied Linguistics, Chicago, IL.
- *Nguyen, H., **Martin, K. I.**, & Charkova, K. (2017, November). Second language writing skill development in relation to standardized tests: A Vietnamese case. Paper presented at the Literacy Research Association 67th Annual Conference, Tampa, FL.
- Martin, K. I.**, & Li, N. (2017, November). Functional and orthographic written errors by L2 Japanese learners. Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, Nashville, TN.
- Martin, K. I.** (2017, July). Sensitivity to L2 spelling consistency during lexical decision and naming: Comparisons across three L1 writing systems. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- Martin, K. I.** (2017, June). Sensitivity to L2 spelling consistency in speakers from three L1 writing systems: Evidence from naming. Paper presented at the International Symposium on Bilingualism 11, University of Limerick, Limerick, Ireland.
- Martin, K. I.**, & Li, N. (2017, May). Overlap in functional and orthographic written errors by L2 learners of Japanese. Paper presented at the Japanese Pedagogy Forum, Princeton University, Princeton, New Jersey.
- Martin, K. I.** (2016, November). The predictive value of varying phonological units in productive and receptive tests of phonological awareness across four L1s. Poster presented at the annual meeting of the Psychonomic Society, Boston, MA.
- Li, N., & **Martin, K. I.** (2016, September). Orthographical errors in beginning and intermediate learners of L2 Japanese from two L1s. Paper presented at the Pacific Second Language Research Forum, Tokyo, Japan.
- Martin, K. I.** (2016, April). L1 orthography impacts L2 spelling judgments and knowledge of vowels vs. consonants. Paper presented at the annual meeting of the American Association for Applied Linguistics, Orlando, FL.
- Martin, K. I.** (2015, November). The contributions of phonological and orthographic skills to English word identification in speakers from four L1s. Poster presented at the annual meeting of the Psychonomic Society, Chicago, IL.
- Martin, K. I.** (2015, October). Phonological awareness in ESL: A comparison across four L1s and ten phonological units. Paper presented at the 2015 Second Language Research Forum, Georgia State University, Atlanta, GA.
- Martin, K. I.**, & Juffs, A. (2015, July). Phonological awareness, orthographic knowledge, and lexical decision performance in ESL speakers from multiple L1s. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, The Big Island, Hawaii.

- Martin, K. I., & Juffs, A.** (2015, May). The impact of item structure on L2 phonological awareness. Poster presented at the International Symposium on Bilingualism 10, Rutgers University, New Brunswick, NJ.
- Martin, K. I., **Packer, J., & Juffs, A.** (2015, March). L2 phonological awareness: Task effects and L1 differences across a semester. Paper presented at the annual meeting of the American Association for Applied Linguistics, Toronto, Canada.
- Martin, K. I., & Juffs, A.** (2014, October). Supplemental phonics-based instruction boosts ESL spelling knowledge. Paper presented at the 2014 Second Language Research Forum, University of South Carolina, Charleston, SC.
- Juffs, A., **Martin, K. I.** (2014, October). Impacts of L1 orthography and item characteristics on L2 spelling knowledge. Paper presented at the 2014 Second Language Research Forum, University of South Carolina, Charleston, SC.
- Martin, K. I., & Juffs, A.** (2014, March). L1 orthographic background and listening discrimination influence L2 spelling knowledge. Paper presented at the annual meeting of the American Association for Applied Linguistics, Portland, OR.
- Martin, K. I., & Ortega Llebaria, M.** (2014, March). Spanish diphthongization is productive and gradient: Evidence from L2 learners. Paper presented at Current Approaches to Spanish and Portuguese Second Language Phonology (CASPSLaP), Georgetown University, Washington, D.C.
- Martin, K. I.** (2014, March). L1 orthography and item characteristics impact spelling knowledge in ESL learners. In L. Hirshorn (Chair), *Theory Symposium*. Symposium conducted at the Seventh Annual inter-Science of Learning Center Student and Post-Doc Conference, Pittsburgh Science of Learning Center (PSLC), Pittsburgh, PA.
- Martin, K. I., & Tokowicz, N.** (2013, October). The separability of concreteness and word class effects in foreign language vocabulary learning. Paper presented at Second Language Research Forum, Brigham Young University, Provo, UT.
- Martin, K. I., Eddington, C. M., & Tokowicz, N.** (2013, June). Cognitive individual differences and meaning-based strategies in early foreign language vocabulary learning. Paper presented at International Symposium on Bilingualism 9, Nanyang Technological University, Singapore.
- Martin, K. I., & Juffs, A.** (2013, February). Phonics instruction in an Intensive English Program: A pilot study. Poster presented at the Sixth Annual inter-Science of Learning Center Student and Post-Doc Conference, Spatial Intelligence and Learning Center (SILC), Philadelphia, PA.
- Eddington, C. M., **Martin, K. I., & Tokowicz, N.** (2012, October). How meaning-based strategies and the generation effect influence German vocabulary learning. Paper presented at the UIC Bilingualism Forum, Chicago, IL.
- Martin, K. I., & Juffs, A.** (2012, April). L1 affects eye-movements and sensitivity to vowels in L2: Evidence from eye-tracking. Poster presented at the Fifth Annual inter-Science of Learning

Center Student and Post-Doc Conference, Temporal Dynamics of Learning Center (TDLC), San Diego, CA.

Martin, K.I., & Juffs, A. (2011, October). Reading in English: A comparison of native Arabic, native Chinese, and native English speakers. Paper presented at Second Language Research Forum, Iowa State University, Ames, IA.

Martin, K. I., & Juffs, A. (2011, June). Reading in English: A comparison of native Arabic, native Chinese, and native English speakers. Poster presented at International Symposium on Bilingualism 8, University of Oslo, Oslo, Norway.

Martin, K. I., & Ellis, N. C. (2010, October). The roles of phonological short-term memory and working memory in L2 grammar and vocabulary acquisition. Paper presented at Second Language Research Forum, University of Maryland, College Park, MD.

RESEARCH POSITIONS

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| 2022 | Visiting Scholar, Learning Research and Development Center (LRDC) and Department of Linguistics, University of Pittsburgh, Pittsburgh, PA |
| 2010 | Research Assistant for Alan Juffs, University of Pittsburgh; literature review for ‘Aspects of working memory in L2 learning’, Juffs & Harrington (2011), <i>Language Teaching</i> |
| 2008-2009 | Research Assistant for Nick Ellis, University of Michigan English Language Institute |

TEACHING

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| 2022 | Le Groupement d'Intérêt Scientifique en Acquisition des Langues Secondes (GIS RéAL2) [Scientific Interest Group on Second Language Acquisition]
Summer School on Biliteracy; Figeac, France
Course: Writing Systems |
| 2015-Present | Southern Illinois University Carbondale Department of Linguistics
Introduction to Descriptive Linguistics (undergraduate)
Introduction to Computer-Assisted Language Learning (undergraduate and graduate)
Theoretical Foundations of ESL and Bilingual Education (undergraduate and graduate)
Teaching Reading & Vocabulary in a Second Language (undergraduate and graduate)
Teaching Reading in a Second Language (undergraduate and graduate)
Assessment of ESL & Bilingual Students (undergraduate and graduate)
Second Language Acquisition (undergraduate and graduate)
Research Methods in Linguistics and TESOL (undergraduate and graduate)
Professional Study of Linguistics (graduate)
Advanced Seminar in Second Language Reading & Vocabulary (graduate) |
| 2013-2014 | Teaching Assistant, University of Pittsburgh Department of Linguistics
Instructor of record for Introduction to Linguistics (undergraduate) |
| 2012-2013 | Guest Lecturer, University of Pittsburgh Department of Psychology
Cognitive Psychology Laboratory, Psychology Research Methods (undergraduate) |
| 2011-2014 | Guest Lecturer, University of Pittsburgh Department of Linguistics
Second Language Acquisition, Morphology, Introduction to Linguistics (undergraduate) |
| 2010-2011 | Teaching Assistant, University of Pittsburgh English Language Institute
Instructor for low-intermediate English reading, speaking, and grammar
Instructor for high-intermediate English listening |
| 2009 | English language tutor, University of Pittsburgh |

PROFESSIONAL SERVICE ACTIVITIES*Internal Committees*

- 2021-Present Pivot Point of Contact (Pivot-RP), School of Languages & Linguistics
- 2018-Present Member, SIU Department of Linguistics Assessment Committee
- 2018-Present Member, SIU Department of Linguistics Admissions and Funding Committee
- 2017-Present Member, SIU Department of Linguistics Catalogue & Handbook Revisions Committee
- 2015-Present Member, SIU Department of Linguistics BA in ESL/ENL Committee
- 2015-Present Graduate Advisor, M.A. TESOL (shared among SIU Department of Linguistics faculty)
- 2022 Member, Search committee, Assistant Professor of Practice (TESOL)
- 2022 Member, Search committee, Dean of the College of Liberal Arts
- 2021 Member, SIU Department of Linguistics Tenure and Promotion Committee
- 2021 Member, Search committee, Assistant Professor of Practice (General Linguistics)
Result: Hiring of Dr. Michael Olsen
- 2021 Member, Faculty interview panel for the search for Associate Chancellor for Enrollment Management
Result: Hiring of Wendell Williams
- 2021 Faculty judge, SIU Research & Creative Activities Forum
- 2018-2020 Member, SIU Graduate School Graduate Dean's & PROMPT Fellowship Review Committees
- 2017-2018, 2019-2020 Member, SIU Department of Linguistics Curriculum, Assessment, & Scheduling Committee
- 2016-2018 Department of Linguistics representative to the College of Liberal Arts (CoLA) Council, Southern Illinois University
- 2016-2017 Member, Search committee, Assistant Professor of TESOL (Department of Linguistics)
Result: Hiring of Dr. Shannon McCrocklin
- 2016, 2017 Teaching Assistant Supervisor for Ling 473/573 (Introduction to Computer-Assisted Language Learning), SIU Department of Linguistics
- 2015, 2017, 2020 Research Assistant Supervisor for research fellowship recipients, SIU Department of Linguistics
- 2015-2017 Member, SIU Center for English as a Second Language Director Search Committee
Result: Hiring of Bill Hellriegel
- 2015-2017 Linguistics Representative, SIU Center for English as a Second Language Assessment Committee
- 2015-2017 Linguistics Representative, SIU Center for English as a Second Language Curriculum Committee
- 2015-2016 Member, Search committee, Assistant Professor of Hispanic Linguistics (joint hire between Linguistics and Languages, Cultures, and International Trade)
Result: Hiring of Dr. Itxaso Rodríguez-Ordóñez
- 2014 Workshop Leader, University of Pittsburgh New Teaching Assistant Orientation
- 2013-2014 Vice-President, Pittsburgh Science of Learning Center Graduate Student Organization
- 2012-2013 President, Second Language Research Club, University of Pittsburgh.
- 2011-2014 Department of Linguistics Representative, Arts & Sciences Graduate Student Organization, University of Pittsburgh
- 2011, 2013 Student Judge, Dietrich School of Arts & Sciences Grad Expo, University of Pittsburgh
- 2011-2012 Co-Chair, Second Language Research Forum 2012 Organizing Committee
- 2011-2012 Member, Department of Linguistics Colloquium Committee, University of Pittsburgh
- 2011-2012 Graduate Student Representative, Dietrich School of Arts & Sciences Council, University of Pittsburgh
- 2011 Organizer, Department of Linguistics Second Language Reading Group, University of

	Pittsburgh
2010-2012	Co-Chair, Dietrich School of Arts & Sciences Graduate Student Organization Baranger Teaching Awards Committee, University of Pittsburgh
2010-2011	Co-Chair, Second Language Research Forum 2012 Bid Committee
2010	Pittsburgh Local Arrangements Committee, Linguistic Society of America

Ad-Hoc Journal Reviewing (average of 8-9 per year)

Applied Psycholinguistics
Bilingualism: Language and Cognition
British Journal of Psychology
Frontiers in Psychology
International Journal of Multilingualism
JALT Journal
Journal of Experimental Psychology: Learning, Memory, and Cognition
Journal of Psycholinguistic Research
Journal of Research in Reading
Journal of Second Language Studies
Language Awareness
Language Learning
Learning and Individual Differences
Reading & Writing: An International Journal
Review of Cognitive Linguistics
SAGE Open
Studies in Second Language Acquisition
System
Teaching and Teacher Education
TESOL Quarterly

Ad-Hoc Book Reviewing

Linguistics for Teachers of English (online review of the OER textbook, available at <https://open.umn.edu/opentextbooks/textbooks/841>)
Research Methods in Linguistics (review of the 2nd edition to advise the 3rd edition)
Routledge Handbook of Second Language Acquisition and Individual Differences

Article Editor

SAGE Open

Conference Reviewing

Annual meeting of the American Association for Applied Linguistics (AAAL)
Annual meeting of the American Educational Research Association (AERA)
Annual meeting of the Linguistic Society of America (LSA)
International Symposium on Bilingualism (ISB)
Second Language Research Forum (SLRF)
TESOL International Convention

Grant Reviewing

National Science Foundation (Social, Behavioral, & Economic Sciences Postdoctoral Research Fellowship, Ad-Hoc Review)

Award Reviewing

Graduate Conference Awards, 2021 Psychonomic Society 62nd Annual Meeting

Workshops Developed and/or Presented

- “Introduction to Working with ELLs: A Four-Part Workshop Series” – “Introduction to English Language Structure” and “Adapting Teaching and Communication for English Learners” modules; professional development series for administrators at Brehm Preparatory School, June 2020
- “Bringing Linguistics to Work”, webinar with The Career Linguist held February 2017
- “Interviewing for Linguistics Jobs”, workshop held April 2016 jointly with Career Services at SIU
- “Applying for a PhD Program”, workshop held October 2015 for Sling, the student linguistics club at SIU

ADVISING**Ph.D. Dissertation Committees**

- Ahmed Altaieb, Department of English, Southern Illinois University Carbondale. *Exploring the manifestations of process pedagogy (composition theory) in a Saudi context*, currently ongoing (Committee member).
- Kathryn Mutchnick, Department of Curriculum & Instruction, College of Education and Human Services, Southern Illinois University Carbondale. Topic TBD, currently ongoing (Committee member).
- YuYen (Dori) Lee, Department of Curriculum & Instruction, College of Education and Human Services, Southern Illinois University Carbondale. *The impact of in-video quizzes on student performance and engagement in an EFL context*, student exited program ABD (Committee member).

M.A. Thesis Committees

- Fahad Almalki, “Binding Theory in Arabic: Movement and Agree-based Analyses”, currently ongoing (Committee member)
- Melissa Cronin, “The influence of semantic relations among prepositions of ‘even’ in 2 participant-based tasks”, 2022 (Committee member)
- Rachel Stuckel, “The effects of the frequency of feedback on learners’ pronunciation uptake, repair, and feedback preference”, 2022 (Committee member)
- José Benavides Pantoja, “Phonetic variation in Kamëntšá”, 2021 (Committee member)
- Büsra Can, “Standard accented Turkish speakers’ perceptions of Kurdish accented L2 Turkish speakers”, 2021 (Committee member)
- Eva Messemer, “Gamified learning: Do 34 hours of Duolingo cover a whole semester of traditional language learning? A case study”, 2021 (Committee member)
- Eugenie Mainake, “Analyzing EFL teachers’ technology preparedness to promote CALL in Indonesia”, 2020 (Committee member)
- Emily Lawson, “The relationship between beliefs and practices as perceived by language graduate teaching assistants”, 2019 (Chair)
- Mohammadou Bachir Kane, “The teaching of reading in the Senegalese EFL context”, 2017 (Chair)
- Ali Aljohani, “Gender-based comparison of apology strategies in Saudi society”, 2016 (Committee member)
- Ha Nguyen, “Developmental trends in second language academic writing skills: A study of Vietnamese learners of English”, 2016 (Committee member)
- Abdulrahman Al Hashim, “The effect of L1 translation vs. L2 definition on the immediate recall of vocabulary words”, 2015 (Committee member)

M.A. Research and Research-Based Independent Studies Supervised

- Idrissa Harouna Ada and Vitalii Burdin, “Teaching Strategies for Foreign Language Verbs” (2022)
- Nina De Chiara, Maha Ammar, Quinn McBride, and Estephany Poquechoque Girona, “EFL Teachers’ Beliefs and Practices Towards Teaching Reading and Reading Anxiety” (2022)
- Maxwell Bruns, “Narratives of COVID-19 presented by US news media: A corpus-driven discourse analysis” (2020-2021)
- Leah Gray, “Fanfiction, L2 Writing, and Learning English” (2020)
- Regina Zavala, “Phonological Knowledge and Activation in L2 Readers of English” (2019)
- Ali Alzughabi, “Saudi Readers’ Reading Strategies in L1 Arabic and L2 English”; “Phonological Knowledge and Activation in L2 Readers of English” (2018)
- Emily Lawson, “Immersive Language Learning Experiences and Future Language Teachers”; “Phonological Knowledge and Activation in L2 Readers of English” (2017-2018)
- Abdulsamad Yahya Abdulrahman Humaidan, “Instructor-generated orthographic assessments in intensive English classes” (2017-2018)
- Mohammad Al-Ariqy, “The effectiveness of using Facebook as a community of practice and a tool for training pre-service EFL teachers” (2017-2018)
- Scott Ragan-Schackmann, “Foreign Language Anxiety in Informal, Non-Instructional, Extra-Curricular Social Settings” (2017)

M.A. Students Advised

Salena Alkhatim, Rosalba Alvarado Acevedo, Maha Ammar, Lilia Angel-Post, Arifuddin Balla, Joanne Blakley, Maxwell Bruns, Vitalii Burdin, Hamer Alexis Cadena Guerrero, Asdrubal Canelo Castillo, Yen-Chun Chen, Nina De Chiara, Andrea Espinal Castaneda, Sabankilie Darpak Sougue, Mursal Ghiassi, Byron Gutierrez, Idrissa Harouna Ada, Kevin Hensold-Speir, Yooju Jeon, Olga Kaczmarczyk, Alesia Karpeichik, Sondra Langley, Emily Lawson, Jessica Leatherman, Rachel Lee, Cheyanne Lovellette, Abigail Lukes, Eugenie Mainake, Brittany Morris, Laura Naharro Alonso, Maki Pardieck, Estephany Poquechoque Girona, Rheanna Pulley, Kennedy Rawlings, Scott Schackmann, Brad Sheridan, Anastasiia Soldatova, Scarleth Subillaga Moncada, Maria Talavera Palacios, Catalina Toro Mejia, Shiqian Wang, Chechen Yuan

Mentorship Activities

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|------------|--|
| 2022 | Mentor, AAAL (American Association for Applied Linguistics) Conference Connections |
| 2020, 2021 | Mentor, WiCS (Women in Cognitive Science) Speed Mentoring |
| 2019 | Mentor, SLRF (Second Language Research Forum) Mentoring Program |

Undergraduate Advising

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|-----------|--|
| 2020 | Faculty Mentor, McNair Scholars Program, Southern Illinois University Carbondale (1 student) |
| 2016-2020 | Supervisor, Undergraduate Readings in Linguistics (independent study), Department of Linguistics, Southern Illinois University Carbondale (5 students) |
| 2011-2015 | Supervisor, Undergraduate Directed Research, Department of Linguistics, University of Pittsburgh (15 students) |
| 2011-2015 | Supervisor, Undergraduate Directed Research, Department of Psychology, University of Pittsburgh (20 students) |

PROFESSIONAL AFFILIATIONS

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|--------------|----------------------------|
| 2021-Present | The Reading League |
| 2015-Present | Women in Cognitive Science |

2015-Present American Educational Research Association
2015-Present Psychonomic Society
2014-Present Society for the Scientific Study of Reading
2012-Present American Association for Applied Linguistics
2012-Present Teachers of English to Speakers of Other Languages
2017-2018 American Council on the Teaching of Foreign Languages
2016-2018 Japan Second Language Association
2012-2015 American Psychological Association
2012-2013 Eastern Psychological Association
2010-Present Linguistic Society of America
2008-2009 Psi Chi National Honor Society in Psychology

LANGUAGE SKILLS

English Fluent, native speaker
Spanish Academic proficiency, 9 years of study
Modern Standard Arabic Low, 2 years of university study
Limited coursework in Latin, French, Greek, and Levantine Arabic