



April 29, 2016

TO: Dr. Jan Ignash  
Vice Chancellor for Academic and Student Affairs

FROM: Dr. Ralph Wilcox  
Provost and Executive Vice President

RE: Ph.D. in Linguistics and Applied Language Studies (CIP 16.0102)

Thank you for the feedback on the proposal for the Ph.D. in Linguistics and Applied Language Studies (CIP 16.0102). Our response to each item is summarized below.

BOG Staff Comment 1

- The proposal notes on page 15 that the program would strengthen relationships between the World Languages Department and other departments on campus "as students will likely take classes in outside departments that relate to their research interests." However, on page 19 the proposal indicates that the curriculum is "100% in the Department of World Languages." In reviewing the curriculum, it appears that all of the coursework, including electives, are to be taken in the Department. Please clarify these seemingly contradictory components of the proposal.

USF Response to Comment 1

- It is correct that all core courses will be offered in the Department of World Languages (WLE). However, as is the norm in Ph.D. programs, students will be able to take elective courses in other departments, per the direction of their proposed dissertation research (although some students might only take courses in WLE). The determination of the appropriateness of courses outside of WLE will be determined on a case-by-case basis. Similarly, as is the norm in Ph.D. programs, faculty outside of the department might serve on dissertation committees if the research interests align. As a result of these types of inter-departmental contact, there will be the opportunity to promulgate joint research and teaching endeavors which enrich such inter-disciplinary relationships.
- There are a variety of ways that the general elective courses can be used to promote interdepartmental collaboration. For example, Student A is interested in quantitative modeling and how to use advanced statistical methods to look at language variation in immigrant communities. This student might take SYA 6933 *Immigrant Communities* (Sociology), STA 6167 – *Statistical Methods* (Mathematics and Statistics), and SPA 6473 *Multicultural Variations in Language Use* (Communication Sciences and Disorders) as the three general electives, which would also qualify him/her for industry jobs requiring a more advanced mathematical background. As another example, Student B, is interested in studying the discourse of online reviews. This student could take SYP 6425 – *Sociology of Consumer Culture* (Sociology), SPC 6934 – *Discourse Analysis*

(Communications), and EXP 7099 – *The Mind and the Brain* (Psychology) as the general electives. Sample trajectories of Student A and Student B are illustrated in the tables below.

Student A

Year 1 – Fall	Year 1 – Spring	<u>Year 1 – Summer</u>
LIN 7630 Seminar on Research and Writing in Applied Linguistics LIN 5700 Applied Linguistics SYA 6933 Immigrant Communities	LIN 6720 Second Language Acquisition LIN 7631 Advanced Seminar in Applied Linguistics LIN 7639 Quantitative Methods in Applied Linguistics	STA 6167 Statistical Methods
Year 2 – Fall	Year 2 – Spring	
TSL 5440 Language Testing SPA 6473 Multicultural Variations in Language Use LIN 7639 Qualitative Methods in Applied Linguistics	LIN 6675 Grammatical Structure of American English or other approved structure course LIN 7635 Professional Development LIN 7910 Directed research in Applied Linguistics: Qualifying exam**	

Student B

Year 1 – Fall	Year 1 – Spring	<u>Year 1 – Summer</u>
LIN 7630 Seminar on Research and Writing in Applied Linguistics LIN 5700 Applied Linguistics SPC 6934 Discourse Analysis	LIN 6720 Second Language Acquisition LIN 7631 Advanced Seminar in Applied Linguistics LIN 7639 Quantitative Methods in Applied Linguistics	SYP 6425 Sociology of Consumer Culture
Year 2 – Fall	Year 2 – Spring	
TSL 5525 Cross-Cultural Issues in ESL EXP 7099 The Mind and the Brain LIN 7639 Qualitative Methods in Applied Linguistics	LIN 6675 Grammatical Structure of American English or other approved structure course LIN 7635 Professional Development LIN 7910 Directed research in Applied Linguistics: Qualifying exam**	



#### BOG Staff Comment 2a

- Board staff found different employment projections for prospective graduates using the same sources cited in the proposal. On page 3 the proposal notes that in 2012-2013 there were 277 employment ads for Applied Linguists posted on the website LinguistList, and on page 4 it cites U.S. Bureau of Labor Statistics that the two closely related fields of Postsecondary English Language Teachers and Postsecondary Foreign Language Teachers have a projected growth rate of 10- 19%, with 10,000-49,000 new jobs predicted over the next ten years.
  - A search by the Board staff of LinguistList for open Applied Linguist positions on 3/21/16 found there to be 102 open positions (53 in the U.S. and 49 in countries outside of the U.S.) and a subsequent search on 4/7/16 found there to be 87 open positions (48 in the U.S. and 39 in countries outside of the U.S.). It may be that LinguistList is not the best source to use for finding employment openings for prospective graduates. On 4/7/16 Board staff searched HigherEdJobs for full-time and part-time faculty positions worldwide, in Foreign Languages and Literature and in Linguistics, and found there were 460 open positions.

#### USF Response to Comment 2a

- It appears that when the BOG staff search was conducted many of the jobs listed in the proposal were already closed, thus, these opportunities would no longer be available for a basic search. In order to get an accurate number of the yearly LinguistList job postings, an archival search needs to be done. Data were verified from the archives of Linguistlist.org on April 19<sup>th</sup>, 2016, and are field-specific. A search into the archives (<http://linguistlist.org/jobs/search-job1.cfm>) with keywords of “applied linguistics” and “language acquisition” were entered from an August 1<sup>st</sup> to an August 1<sup>st</sup> date for each year (i.e. August 1<sup>st</sup>, 2014 to August 1<sup>st</sup>, 2015) with all other fields (rank, location, etc.) left blank. In order to get the archival data, the box indicating “Show Open Jobs Only?” must be unchecked. Using this method, the following numbers were found:

Year	Jobs
2008-2009	152
2009-2010	150
2010-2011	172
2011-2012	224
2012-2013	259
2013-2014	260
2014-2015	264
2015-2016	251*

\*We are currently in 2016, and more jobs will undoubtedly be posted before the year’s end. Also, as the keywords used were “applied linguistics” and “language acquisition,” the language-specific job postings are not included in these numbers.

Details of the specific job titles for three years are in the table below. Note that there were definitely many more part-time/adjunct positions that were not advertised officially, as is often the case.

Position title	2014-2015	2013-2014	2012-2013	Employment Sector
Consultant	2	3	11	Public/Business Industry
Manager	6	2	5	Public/Business Industry
Other	20	0	1	Public/Business Industry/Higher Ed
Programmer	0	0	2	Public/Business Industry
Rank Open	11	10	5	Public/Business Industry/Higher Ed
Researcher	6	9	10	Public/Business Industry/Higher Ed
Scientist	2	0	0	Public/Business Industry/Higher Ed
Teacher	5	6	3	Public
Job title not selected	1	37	48	Public/Business Industry/Higher Ed
Adjunct	1	0	2	Business/Higher Ed
Assistant professor	63	53	55	Higher Ed
Associate professor	12	7	12	Higher Ed
Assistant/Associate prof	18	16	22	Higher Ed
Full professor	14	14	12	Higher Ed
Instructor	22	23	12	Higher Ed
Post doc	24	17	14	Business/Higher Ed
Professor	9	4	7	Higher Ed
Chair	4	2	0	Higher Ed
Visiting Professor	8	3	4	Business/Higher Ed
Lecturer	34	45	29	Higher Ed
Senior lecturer	2	9	5	Higher Ed
<b>Total</b>	<b>264</b>	<b>260</b>	<b>259</b>	

More details of the methods used by the proposal developers and pictorial representations of the numbers are provided in an edited "Need" section below the next response.

#### BOG Staff Comment 2b

- A Board staff review on 3/21/16 of the U.S. Bureau of Labor Statistics found that during 2014-2024, the occupation of English Language and Literature postsecondary teachers is projected to grow 10%, with 9,400 new jobs expected, and Foreign Language and Literature postsecondary teachers is projected to grow 11%, with 4,100 new jobs expected. Job growth is expected as enrollments at postsecondary institutions continue to rise, although at a slower rate than in the past, and many faculty jobs are expected to be part-time.

## USF Response to Comment 2b

The most recent data available from the Bureau of Labor Statistics is summarized below:

2014 national employment matrix	code	Projected jobs: 2024	Percent increase: 2014-2024
English language and literature teachers, postsecondary	25-1123	100,200	10.4%
Foreign language and literature teachers, postsecondary	25-1124	41,300	10.9%
Interpreters and translators	27-3091	78,500	28.7%

Data retrieved from: [http://www.bls.gov/emp/ep\\_table\\_102.htm](http://www.bls.gov/emp/ep_table_102.htm)

As one can see from the table description, the projected job totals are in thousands. Thus, for example, there are expected to be 100,200 new jobs available by 2024 for English language and literature teachers, postsecondary.

Edited version of the "Need" section of the proposal:

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The proposed program will prepare students to work both in industry and in higher education.

As previously cited, there are typically over 250 annual job announcements for academic positions in Applied Language Studies if the search is done in a field-specific listserv (i.e. Linguistlist.org). For less field-specific jobs inside and outside academia found on general job websites (i.e. Monster.com, indeed.com, etc.), the job availability burgeons with yearly need of 700-1000 jobs (see figures in the Appendix for graphic representations of the data). This continuous trend of similar and/or increasing numbers of vacancies are projected over the next decade, due to retirement of large numbers of "baby boomer" faculty members who are over the age of 55, a demographic trend that has been documented in other academic fields. Although the U.S. Bureau of Labor Statistics does not have a category for "applied language studies," it does list three closely-related areas, which could be filled by the proposed Ph.D. program (i.e., "English Language Teachers, Post-Secondary," "Foreign Language Teachers, Post-Secondary," and Interpreters and Translators).

2014 national employment matrix	code	Projected jobs: 2024	Percent increase: 2014-2024
English language and literature teachers, postsecondary	25-1123	100,200	10.4%
Foreign language and literature teachers, postsecondary	25-1124	41,300	10.9%
Interpreters and translators	27-3091	78,500	28.7%

Data retrieved from: [http://www.bls.gov/emp/ep\\_table\\_102.htm](http://www.bls.gov/emp/ep_table_102.htm)



Because of the *applied* nature of our discipline, our Ph.D. graduates will also have the advanced text analytic skills and communication and assessment expertise to work in business, research and innovation, government, healthcare, technology and the non-profit sector. Our doctoral graduates will be qualified for leadership positions within corporate branding and naming businesses (e.g., Brand Institute, AllWorld Language Consultants, Nomen), companies who analyze language in healthcare (e.g., Verilogue, Ogilvy, Nuance), as well as other organizations who regularly hire applied linguists with advanced degrees (e.g., Google, Center for Applied Linguistics, U.S. Census Bureau, iXL). As stated in the Tampa Bay Times January 25<sup>th</sup>, 2015, Sunday addition, at Tech Data Corp., one of Tampa Bay's and Florida's largest technology companies, only 7 out of 116 employees have degrees in technology. This company, as well as others in Tampa Bay and elsewhere, is hiring people who possess skills with language interpretation and use, as well as with critical thinking, which is precisely what this proposed Ph.D. program will provide.

In sum, there are three basic categories of job for those with a degree in applied language studies:

1. Faculty teaching positions (tenure track or instructor) – For all tenure/tenure-track positions, a Ph.D. is required. Unlike other fields there is a growing need for faculty in this area, and jobs are plentiful. Within the past few years, the trend is also to require/strongly prefer a Ph.D. for teaching-only (i.e. instructor) positions in this area. *It is important to note that applied language studies faculty are needed to train undergraduate and M.A.-level students who will enter the workforce in positions that do not require a Ph.D., positions which are increasing.*
2. University administrative positions (e.g. center director, language program director, Dean, Provost. etc.) – Every year, there are advertisements for these types of positions. In almost all cases, a Ph.D. is required or preferred. Higher level administration positions are also oftentimes held by those with a linguistics degree.
3. Industry positions – There are also quite a few jobs in industries for those with experience in applied language studies. These positions are wide-ranging and the advertisements tend to focus on specific skills needed rather than the degree required. The following are a sample of non-academic track jobs that include a PhD in Linguistics as a qualification (Monster.com – search conducted in January, 2016):

MIT Lincoln Laboratory - Tech Staff: Computational Linguist/Machine Translation Researcher

Amazon.com – Data Specialist Manager

Boeing – Senior Text Analytics Scientist

Facebook – Research Scientist

Interactions LLC – National Language Processing Scientists

Additionally, a report drafted by consultants who completed an external evaluation of the World Language Department at USF made a strong case for the impact of a Ph.D. program with an applied language focus as beneficial to the World Languages department as a whole. According to this report, the reviewers (Heidi Byrnes, Georgetown University; David William Foster, Arizona State University) explained that such a program would help drive innovation within other language programs housed in the department: “We want, then, to commend those faculty members who have prepared a framework proposal for a Ph.D. in Applied Linguistics [...] since the benefits of a Ph.D. program in Applied Linguistics will be reaped to the extent that applied Linguistics graduate students have direct access to the language programs and can therefore contribute to enlivening their offerings, the necessary fiscal and administrative context has to be created for this to be possible, — and that includes a reward structure that recognizes, with various graduated incentives, a commitment to curricular innovation on the part of all WLE faculty.”

### Figures to illustrate jobs in linguistics and applied language studies:

<http://linguistlist.org/jobs/search-job1.cfm>

#### Growth in Ph.D. Positions in the Field of Applied Language Studies

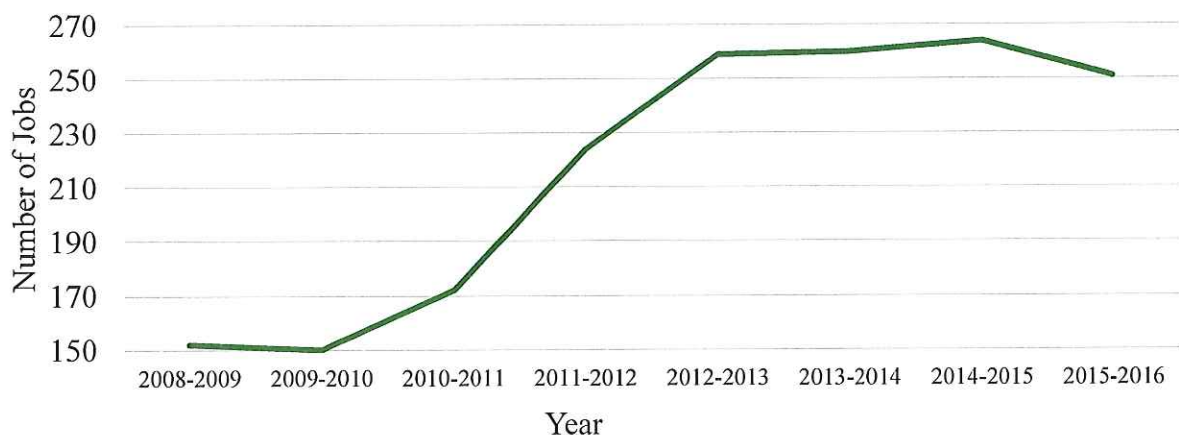
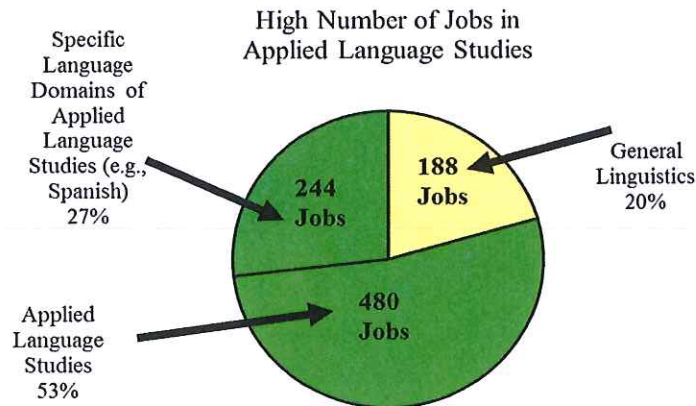


Figure 1 above illustrates the consistent growth of jobs in the field of applied language studies. Data were retrieved from the archives of Linguistlist.org on April 19<sup>th</sup>, 2016, and are field-specific. A search into the archives (<http://linguistlist.org/jobs/search-job1.cfm>) with keywords of “applied linguistics” and “language acquisition” were entered from an August 1<sup>st</sup> to August 1<sup>st</sup> date for each year with all other fields (rank, location, etc.) left blank. In order to get the archival data, the box indicating “show only open jobs” must be unchecked. Note: There is a slight drop in the 2015-2016 jobs, as the search was done from August 1<sup>st</sup> to August 1<sup>st</sup> for each year, and more jobs will still undoubtedly be posted in the remaining four months in 2016.



Source: indeed.com, Higheredjobs.com, and Linguistlist.org

Figure 2 above illustrates the high number of jobs in the field of applied language studies (green areas: general – 480 jobs and language-specific – 244 jobs). Data were retrieved and synthesized on January 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>, 2016, from indeed.com, higheredjobs.com, and Linguistlist.org. The search was done using keywords + Ph.D. (General linguistics: linguistics + Ph.D.; Applied language studies: applied linguistics, applied language studies, second language acquisition, language acquisition, bilingual, TESOL, TESL, and ESOL + Ph.D.; Specific domains: ESL, EFL, Spanish, French, Portuguese, Latin, Greek, Arabic, German, Korean, Japanese, Chinese, Russian, and ASL + Ph.D.).

#### BOG Staff Comment 3

In Appendix A, Table 1-B, the total projected headcounts are different than the projected headcounts shown on the cover page, and they need to be aligned. Please correct the headcounts on either the cover page or table, whichever is incorrect.

#### USF Response to Comment 3

Please see the corrected cover-page table below:

- Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

#### USF Response to Comment 3

Please see the corrected cover-page table below:



Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	10	7.5	\$17,307	\$129,800	0	0	\$129,800
Year 2	18	13.5					
Year 3	25	18.75					
Year 4	33	24.75					
Year 5	33	24.75	\$11,366	\$281,304	0	0	\$281,304

*Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.*

#### BOG Staff Response 4 (Table Emendment)

Appendix A, Table 2, columns 1 and 8, of the proposal show a cost of \$52,656 in year 1 and \$157,968 in year 5 for assistantships and fellowships; however, these costs are not listed in the subtotals, columns 7 and 13. Please provide a corrected Table 2 that lists these costs in columns 7 and 13, and change the total costs to include these additional costs.

#### USF Response to Comment 4

Please see the attached emended tables for corrections to Tables 2.

#### BOG Staff Response 5

Appendix A, Table 4 provides faculty efforts of 0.40 Person Years (PY) for year one and 0.73 PY for year five. We are concerned that faculty effort has been underestimated as there is less than the equivalent of 3/4 of a faculty person for a Ph.D. program with a projected enrollment of 33 students. Additionally, it appears that faculty effort in existing courses is not included. Please provide additional clarification for the low percentage of faculty effort calculated for this program.

USF Response to Comment 5

After reviewing the faculty effort for the Linguistics and Applied Language Studies program it was discovered that faculty effort for dissertation hours and effort in existing courses was not included in the effort estimates. We have corrected this error. The new faculty totals and clarification of effort are described below:

- Year 1 faculty FTE = .86 – cost = \$73,294
- Year 5 faculty FTE = 1.44 – cost = \$115,636
- Cost per student FTE Year 1 = \$17,306.67
- Cost per student FTE Year 5 = \$11,366
- Faculty FTE for the Linguistics and Applied Language Studies program now approximates the FTE faculty effort in recently approved doctoral programs
  - Ph.D. in Applied Behavioral Analysis: Faculty FTE Year 1 = .85/Year 5 = 1.1
  - Ph.D. in Rehabilitation Sciences: Faculty FTE Year 1 = .9/Year 5 = 1.45
- All courses are taught by current WLE faculty.
- The teaching load will remain stable for all faculty members.
- For year 1 there will not be dissertations, which will not appear until year 3.
- WLE is reorganizing its curricular structure so that faculty workloads will be shifting more to Grad II effort.

Sincerely,



4/29/16

Ralph C. Wilcox, Ph.D.  
Provost & Executive Vice President  
University of South Florida

cc: Dr. Terry Chisolm  
Dr. Steve RiCharde  
Dean Eric Eisenberg

# APPENDIX A

TABLE 1-A  
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES  
(Baccalaureate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within the university**	0	0	0	0	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	0	0	0	0	0	0	0	0	0	0
Florida community college transfers to the upper level***	0	0	0	0	0	0	0	0	0	0
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	0	0	0	0	0	0
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.



**APPENDIX A**  
TABLE 1-B  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
(Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	3	2.25	3	2.25	4	3	4	3	5	3.75
Students who transfer from other graduate programs within the university**	4	3	5	3.75	5	3.75	5	3.75	5	3.75
Individuals who have recently graduated from preceding degree programs at this university	2	1.5	3	2.25	4	3	5	3.75	6	4.5
Individuals who graduated from preceding degree programs at other Florida public universities	1	0.75	2	1.5	3	2.25	4	3	5	3.75
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	1	0.75	1	0.75	2	1.5	2	1.5
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	1	0.75	2	1.5	2	1.5	3	2.25
Additional foreign residents***	0	0	3	2.25	6	4.5	11	8.25	7	5.25
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>10</b>	<b>7.5</b>	<b>18</b>	<b>13.5</b>	<b>25</b>	<b>18.75</b>	<b>33</b>	<b>24.75</b>	<b>33</b>	<b>24.75</b>

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR category in a given COLUMN.

# APPENDIX A

TABLE 2  
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5						
	Funding Source						Funding Source						
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G
Faculty Salaries and Benefits	73,294	0	0	0	0	0	\$73,294	115,636	0	0	0	0	\$115,636
A & P Salaries and Benefits	2,100	0	0	0	0	0	\$2,100	4,200	0	0	0	0	\$4,200
USPS Salaries and Benefits	1,750	0	0	0	0	0	\$1,750	3,500	0	0	0	0	\$3,500
Other Personal Services	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Assistantships & Fellowships	52,656	0	0	0	0	0	\$52,656	157,968	0	0	0	0	\$157,968
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses		0	0	0	0	0	\$0		0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Total Costs	\$129,800	\$0	\$0	\$0	\$0	\$0	\$129,800	\$281,304	\$0	\$0	\$0	\$0	\$281,304

\*Identify reallocation sources in Table 3.

\*\*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

\*\*\*Identify if non-recurring.

## Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	0.86	1.44
A & P (FTE)	0.05	0.1
USPS (FTE)	0.05	0.1

## Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$129,800	\$281,304
Annual Student FTE	7.5	24.75
E&G Cost per FTE	\$17,306.67	\$11,366

## APPENDIX A

**TABLE 3**  
**ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS\***

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Example: 555-555 World exploration fund (example)	0	0	\$0
OU: USF TAMPA Fund: 10000 GEN GENERAL REVENUE (E&G) Dept: 124100 WORLD LANGUAGES Product: 000000 Initiative: 00000000	\$3,254,154.00	\$129,800	\$3,124,354
	0	0	
	0	0	
	0	0	
	0	0	
Totals	\$3,254,154	\$129,800	\$3,124,354

\* If not reallocating funds, please submit a zeroed Table 3



# APPENDIX A

TABLE 4  
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Amanda Huensch, Ph.D. WLE - Applied Linguistics	Asst. Prof.	Tenure	Fall 2016	9	0.75	0.15	0.11	9	0.75	0.33	0.25
A	Nicole Tracy-Ventura, Ph.D. WLE - Applied Linguistics	Asst. Prof.	Tenure	Fall 2016	9	0.75	0.15	0.11	9	0.75	0.33	0.25
A	Amy Thompson, Ph.D. WLE - Applied Linguistics	Assoc. Prof.	Tenure	Fall 2016	12	1.00	0.30	0.30	12	1.00	0.45	0.45
A	Camilla Vasquez, Ph.D. WLE - Applied Linguistics	Assoc. Prof.	Tenure	Fall 2016	9	0.75	0.30	0.23	9	0.75	0.40	0.30
A	Wei Zhu, Ph.D. WLE - Applied Linguistics	Assoc. Prof.	Tenure	Fall 2016	9	0.75	0.15	0.11	9	0.75	0.25	0.19
					0	0.00	0.00	0.00	0	0.00	0.00	0.00
					0	0.00	0.00	0.00	0	0.00	0.00	0.00
Total Person-Years (PY)								0.86				1.44

Faculty Code	Source of Funding	PY Workload by Budget Classification	
		Year 1	Year 5
A	Existing faculty on a regular line	0.86	1.44
B	New faculty to be hired on a vacant line	0.00	0.00
C	New faculty to be hired on a new line	0.00	0.00
D	Existing faculty hired on contracts/ grants	0.00	0.00
E	New faculty to be hired on contracts/ grants	0.00	0.00
Overall Totals for		0.86	1.44



DATE: April 8, 2016

**MEMORANDUM**

TO: Dr. Ralph Wilcox  
Provost and Senior Vice President  
University of South Florida

FROM: Dr. Jan M. Ignash  
Vice Chancellor for Academic and Student Affairs

SUBJECT: Ph.D. in Linguistics and Applied Language Studies (CIP 16.0102)

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The initial review of the Ph.D. in Linguistics and Applied Language Studies (CIP 16.0102) program has been completed and the clarifications below are needed before the proposal can be considered for approval by the Board of Governors.

- The proposal notes on page 15 that the program would strengthen relationships between the World Languages Department and other departments on campus “as students will likely take classes in outside departments that relate to their research interests.” However, on page 19 the proposal indicates that the curriculum is “100% in the Department of World Languages.” In reviewing the curriculum, it appears that all of the coursework, including electives, are to be taken in the Department. Please clarify these seemingly contradictory components of the proposal.
- Board staff found different employment projections for prospective graduates using the same sources cited in the proposal. On page 3 the proposal notes that in 2012-2013 there were 277 employment ads for Applied Linguists posted on the website LinguistList, and on page 4 it cites U.S. Bureau of Labor Statistics that the two closely related fields of Postsecondary English Language Teachers and Postsecondary Foreign Language Teachers have a projected growth rate of 10-19%, with 10,000-49,000 new jobs predicted over the next ten years.

- A search by the Board staff of LinguistList for open Applied Linguist positions on 3/21/16 found there to be 102 open positions (53 in the U.S. and 49 in countries outside of the U.S.) and a subsequent search on 4/7/16 found there to be 87 open positions (48 in the U.S. and 39 in countries outside of the U.S.). It may be that LinguistList is not the best source to use for finding employment openings for prospective graduates. On 4/7/16 Board staff searched HigherEdJobs for full-time and part-time faculty positions worldwide, in Foreign Languages and Literature and in Linguistics, and found there were 460 open positions.
- A Board staff review on 3/21/16 of the U.S. Bureau of Labor Statistics found that during 2014-2024, the occupation of English Language and Literature postsecondary teachers is projected to grow 10%, with 9,400 new jobs expected, and Foreign Language and Literature postsecondary teachers is projected to grow 11%, with 4,100 new jobs expected. Job growth is expected as enrollments at postsecondary institutions continue to rise, although at a slower rate than in the past, and many faculty jobs are expected to be part-time.

Please review the data provided in the proposal and the methodology used to obtain the data and update the Need and Demand section of the proposal if appropriate.

- In Appendix A, Table 1-B, the total projected headcounts are different than the projected headcounts shown on the cover page, and they need to be aligned. Please correct the headcounts on either the cover page or table, whichever is incorrect.
- Appendix A, Table 2, columns 1 and 8, of the proposal show a cost of \$52,656 in year 1 and \$157,968 in year 5 for assistantships and fellowships; however, these costs are not listed in the subtotals, columns 7 and 13. Please provide a corrected Table 2 that lists these costs in columns 7 and 13, and change the total costs to include these additional costs.
- Appendix A, Table 4 provides faculty efforts of 0.40 Person Years (PY) for year one and 0.73 PY for year five. We are concerned that faculty effort has been underestimated as there is less than the equivalent of 3/4 of a faculty person for a Ph.D. program with a projected enrollment of 33 students. Additionally, it appears that faculty effort in existing courses is not included. Please provide additional clarification for the low percentage of faculty effort calculated for this program.



If corrections are made to Table 4, then the change must be reflected in Table 2 and 3, and possibly also to the cover page.

Please provide your revisions and clarifications by April 29, 2016 to ensure consideration for approval by the Board of Governors at the June 2016 meeting. If you have any questions or concerns, please contact Mr. Richard Stevens at [Richard.Stevens@flbog.edu](mailto:Richard.Stevens@flbog.edu).

JMI/co

Cc: Mr. Richard Stevens  
Dr. Steve RiCharde

# Board of Governors, State University System of Florida

## Request to Offer a New Degree Program

University of South Florida

University Submitting Proposal

Fall 2016

Proposed Implementation Term

College of Arts and Sciences

Name of College(s) or School(s)

Department of World Languages

Name of Department(s)/ Division(s)

Linguistics

Academic Specialty or Field

Ph.D. in Linguistics and Applied  
Language Studies

Complete Name of Degree

16.0102

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

December 3, 2015  
Date Approved by the University Board of Trustees

Judy Venstraff 12/9/15  
President Date

[Signature]  
Signature of Chair, Board of Trustees Date

[Signature] 12/13/2015  
Vice President for Academic Affairs Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	10	7.5
Year 2	16	12
Year 3	21	15.75
Year 4	27	24.75
Year 5	33	24.75

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$12,080.27	\$90,602	0	0	\$90,602
\$9,062	\$224,289	0	0	\$224,289

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

## INTRODUCTION

### I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

According to its largest professional organization (AILA - Association Internationale de Linguistique Appliquée), Applied Language Studies is defined as “an interdisciplinary field of research and practice dealing with practical problems of language and communication that can be identified, analyzed or solved by applying available theories, methods and results of Linguistics or by developing new theoretical and methodological frameworks in Linguistics to work on these problems. Applied Linguistics differs from Linguistics in general mainly with respect to its explicit orientation towards practical, everyday problems related to language and communication.” It should be noted, however, that the curriculum for this proposal is housed 100% in the Department of World Languages.

As members of an *applied* discipline, applied linguists are language scientists who address issues related to language use in diverse contexts, ranging from understanding language choice in professional writing, to analyzing the critical role of language in doctor-patient interactions, to understanding how people from different language backgrounds are able to communicate successfully in global business environments. Focusing on the rigorous empirical analysis of language data, applied linguists address problems such as how writers in various disciplines use language to construct professional expertise, how users of a second language can make their accent intelligible to others, and how to define and measure specific language abilities.

Our curriculum is designed to train advanced students in Applied Language Studies in using principled, empirical approaches to address language-related issues in the 21<sup>st</sup> century. Our faculty are equipped to meet the needs of students with diverse interests in the field. We conduct research in the following areas: analysis of speech sounds (with applications for dialect identification and speech synthesis), analysis of internet language (with applications for online reputation management), Corpus Linguistics (with applications for dictionary making and instructional materials), as well as multilingualism in international contexts, and professional communication in disciplines such as Business and Engineering. No other Ph.D. program at USF – or in the state of Florida – offers a doctoral program in any of these areas. Consequently, our program is both unique yet completely aligned with the SUS targeted areas of strategic emphasis.

Applied Language Studies is an internationally thriving field of scholarship – as exemplified by its professional organizations, AAAL (*American Association of Applied Linguistics*), BAAL (*British Association of Applied Linguistics*) and AILA, and its major journals (*Applied Linguistics*, *Annual Review of Applied Linguistics*, *International Journal of Applied Linguistics*). As noted above, it is distinct from the field of theoretical Linguistics. Whereas theoretical Linguistics studies the formal properties of languages as abstract systems, Linguistics and Applied Language Studies focuses on addressing practical, everyday problems related to language.

**Level:** The proposed program is a Ph.D. in Linguistics and Applied Language Studies.

**Emphases:** Applied Language Studies; Applied Linguistics; Intercultural Communication; Text Analysis; Language Assessment

**Total Credit Hours:** a minimum of 55 (including 18 dissertation credits) post Master’s degree.

**Purpose:** The proposed program will prepare researchers who will contribute to research and education in Applied Linguistics, as they promote principled approaches to language-related concerns facing



citizens in the 21<sup>st</sup> century. Graduates of the proposed Ph.D. program will demonstrate expertise and productivity related to research, education, and service through professional activities designed to generate and extend disciplinary knowledge in both academic and practical realms.

The proposed Ph.D. program offered by the Department of World Languages at USF will be the first in the state dedicated specifically to **Applied Language Studies**. While there is one doctoral program in theoretical Linguistics in the SUS (University of Florida), this program emphasizes theoretical aspects of language and their evolutionary trajectories. In contradistinction, Applied Language Studies at USF will address more practical aspects of language use in multilingual, intercultural settings as well as language acquisition in professional and educational contexts. The proposed Ph.D. program will offer students in Florida different skills, training, and job prospects from that which is currently available.

Graduates of Ph.D. programs with an applied focus are in great demand in higher education and other sectors. Many of our graduates are likely to secure teaching and research positions in colleges and universities. In 2012-2013, a total of 277 employment ads for were posted under “Applied Linguistics” on the *LinguistList*, the largest job database in our field. The majority of these were teaching/research/faculty positions at public and private universities in all regions of the US, and around the world. Because these positions call for a Ph.D. with an applied focus, our doctoral program’s graduates will be prepared to fill such positions.

Additionally, because of the *applied* nature of our discipline, our Ph.D. graduates will also have the advanced text analytic skills and communication and assessment expertise to work in business, research and innovation, government, healthcare, technology and the non-profit sector. Our doctoral graduates will be qualified for leadership positions within corporate branding and naming businesses (e.g., Brand Institute, AllWorld Language Consultants, Nomen), companies who analyze language in healthcare (Verilogue, Ogilvy, Nuance), as well as other organizations who regularly hire applied linguists with advanced degrees (e.g., Google, Center for Applied Linguistics, U.S. Census Bureau, iXL). As stated in the Tampa Bay Times January 25<sup>th</sup>, 2015, Sunday addition, at Tech Delta Corp., one of Tampa Bay’s largest technology companies, only 7 out of 116 employees have degrees in technology. This company, as well as others in Tampa Bay and elsewhere, is hiring people who possess skills with language interpretation and use, as well as with critical thinking, which is precisely what this proposed Ph.D. program will provide.

Due to its size and its ethnolinguistic diversity, Tampa Bay is an ideal location for this proposed program. Given our location, our students will be able to investigate, work with, and make an impact on communities of speakers from many different language groups in the area (e.g., Spanish, Haitian Creole, Vietnamese, Korean). The creation of a new Ph.D. program with an applied focus will promote the University of South Florida (and the SUS as a whole) as a leader of cutting-edge applied language research in the Southeastern US.

**B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.**

Excerpts from the e-mail from the CAVP representative regrading feedback from our pre-proposal are provided below. Concise answers with indications of the sections of where to find further information are provided.

1. “The committee found the definition of Applied Linguistics to be unclear in terms of differentiating between the research and applied aspects of the program.”

Response: The difference between “Linguistics” and “applied language studies” is detailed in section IA.

- We have stressed that the nature of applied language studies indicates our roles as “language scientists” who are involved with “real-world issues.”

- The proposed program will address more practical aspects of language use in multilingual, intercultural settings as well as language acquisition in professional and educational contexts.
- We have also included a definition by the largest professional organization (AILA) in section IA: “an interdisciplinary field of research and practice dealing with practical problems of language and communication that can be identified, analyzed or solved by applying available theories, methods and results of Linguistics or by developing new theoretical and methodological frameworks in Linguistics to work on these problems. Applied Linguistics differs from Linguistics in general mainly with respect to its explicit orientation towards practical, everyday problems related to language and communication.”
- Because of the *applied* nature of our discipline, our Ph.D. graduates will also have the advanced text analytic skills and communication and assessment expertise to work in business, research and innovation, government, healthcare, technology and the non-profit sector. Our doctoral graduates will be qualified for leadership positions within corporate branding and naming businesses (e.g., Brand Institute, AllWorld Language Consultants, Nomen), companies who analyze language in healthcare (Verilogue, Ogilvy, Nuance), as well as other organizations who regularly hire applied linguists with advanced degrees (e.g., Google, Center for Applied Linguistics, U.S. Census Bureau, iXL).
- As stated in the Tampa Bay Times January 25<sup>th</sup>, 2015, Sunday addition, at Tech Delta Corp., one of Tampa Bay’s largest technology companies, only 7 out of 116 employees have degrees in technology. This company, as well as others in Tampa Bay and elsewhere, is hiring people who possess skills with language interpretation and use, as well as with critical thinking, which is precisely what this proposed Ph.D. program will provide.

2. FIU is submitting a proposal for a Ph.D. in theoretical Linguistics and will “undoubtedly have this program on the books before yours comes through the pipeline.”

Response: FIU does not currently have a program in Linguistics, although they have submitted a proposal. In sum, there is no overlap (0%) with any course numbers (both core and elective) between the two proposed programs. Also, at the time of writing this proposal, FIU’s proposed program had not yet been approved, but we reached out to Prof. Mueller Gathercole (Linguistics director and contact person for the FIU proposal) on May 6<sup>th</sup>, 2015, to open a dialogue about the potential collaboration between USF and FIU with regard to the two proposed programs. According to an e-mail message from Steve RiCharde (information from his contact at the BOG) on May 11<sup>th</sup>, 2015, a letter from the Provost isn’t necessary for programs not yet approved, as long as communication between the two universities can be shown. One of the USF faculty members was at FIU on Wednesday, October 21<sup>st</sup> for a meeting with FIU’s Associate Vice President, Susan Himburg, and the CAS Associate Dean, Maricel Cigales, to discuss the two programs (see attached e-mail). The conclusion that there is no conflict of interest regarding USF’s and FIU’s proposals was reached at this meeting. We have also included e-mail correspondences (from FIU and UF) regarding our faculty going to give guest lectures at these two universities (these e-mails are included at the end of the proposal).

Additionally, our pre-proposal was provided to UF, and no conflict of interest was stated, although we were not given documentation of this. In fact, in a conversation with the Linguistics graduate director at UF, it was indicated that the theoretical Linguistics program at UF and the proposed program at USF would be mutually beneficial.

3. “The committee felt that the pre-proposal did not adequately address “sustainable” need and demand. The BOG approves Ph.D. programs, and they are pushing back hard on small programs that do not make a sound case for sustainable student need (how do you know students will enroll in the program?) and market need – where will these students get jobs afterward.”

Response: We have thoroughly addressed the need and demand in sections IIA and IIB. In section IA, we elaborate the types of jobs other than academia that our graduates would be qualified for. For the aspect of need, we used information from the U.S. Bureau of Labor Statistics, indicating a projected growth rate of 10-19% over the next 10 years. We also provided information on the typical number of job openings

for applied language studies from *LinguistList*, the largest in-field job database, and included an excerpt from our departments' external review, which indicates the need for a Ph.D. program with an applied focus at USF. As for demand, we described the demand for our program using information about the number of inquiries we typically receive regarding a Ph.D. with an applied focus, the number of applicants to the closest Ph.D. program with an applied focus to USF (Georgia State University - GSU), and the results from a survey that we conducted with our own MA students. In sum, we have illustrated that our proposed Ph.D. program is in high demand.

NOTE: As indicated in the subsequent budget sections, no additional financial support from the university is being requested from the university for the implementation of this program. The program can be achieved within the existing WLE budget, including the TA budget.

**C. If this is a doctoral level program please include the external consultant's report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.**

Dr. Susan Gass of Michigan State University reviewed our Ph.D. proposal. Dr. Gass is a University Distinguished Professor, Director of Second Language Studies Ph.D. Program at MSU, and Chair of the Department of Linguistics and Germanic, Slavic, Asian and African Languages. Dr. Gass is also the Past President of the American Association for Applied Linguistics and for the International Association of Applied Linguistics. Because of her extensive experience in the field, she is in a good position to review our proposal for the Ph.D. in Applied Linguistics. The following bullet points are excerpts from her review (the full review is attached):

- "The result [of the proposal] will be a program that offers the local community economic and ethical advantages by working within the community. The graduating scholars will be in a position to further stimulate the global and local economy through its continued work in researching complex language issues" (p. 2).
- "It is evident from the well-crafted and clearly articulated report that the faculty members involved in the planning and implementation of the degree have the background and motivation to ensure a high-quality degree program" (p. 6)
- "Without a doubt, they [the faculty members involved] are well-qualified to administer this new program" (p. 8).
- "The proposed Ph.D. will prepare annually a strong cohort of professional applied linguists who are prepared to meet the challenges of working with language-related issues in today's world" (p. 9)
- "I am in full support of this proposal" (p. 10).

Considering her long and esteemed career in the field, the external evaluation and support of Dr. Gass is high praise indeed, and should carry great weight in how this proposed program is henceforth evaluated by other parties.

**D. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).**

The proposed Ph.D. program supports the SUS mission to serve "the needs of a diverse state and global society." As an interdisciplinary field, applied language studies aims to provide practical solutions to real world language-related problems. Thus, the work of Applied Linguists is applicable to professions in



Florida, nationwide, as well as in every country in the world. In particular, the proposed Ph.D. degree program *directly supports* the FL BOG Strategic Plan for 2025 in the following ways:

- (1) **Teaching & Learning:** The Applied Linguistics faculty at USF already has a thriving master's degree program with a state, national, and growing international reputation based on the research profiles of the faculty. The addition of a Ph.D. degree program would promote USF's leadership in applied language research, thus improving the quality and relevance of the System's institutions with regard to state, national, and international preeminence. Additionally, the proposed Ph.D. degree would ensure education of the next generation of scholars, researchers, and language professionals who will directly train the future language and Linguistics workforce, thus further increasing the number of degrees awarded in these programs of strategic emphasis (e.g., Linguistics and foreign languages).
- (2) **Scholarship, Research, Innovation:** The faculty members involved are active researchers who have been successful at securing internal and external funding. A Ph.D. degree program would help to increase the number of grant proposals submitted by the faculty as it would provide a pool of qualified research assistants to assist with large-scale projects, thus increasing the ability to attract more research funding from external (including state, federal and private) sources. The involved faculty are also committed to undergraduate research and is currently working with five undergraduate research students. A Ph.D. degree program would provide more opportunities to engage undergraduate students in research projects due to the increase in the number of applied language research projects that would be on-going between faculty and Ph.D. students, thus increasing undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.
- (3) **Community and Business Engagement:** The involved faculty are occasionally hired as consultants by private companies, interviewed by the media, and asked to contribute their professional expertise on language-related issues in the community (e.g., to law firms). With the proposed Ph.D. degree program, the potential to engage in more research projects directly affecting the community would improve, thus increasing faculty and student involvement in community and business engagement activities.

The proposed Ph.D. program also directly supports USF's System Strategic Plan Goals in several ways. The proposed Ph.D. program connects directly to USF's 2015 Quality Enhancement Plan, The Global Citizens Project, as it is an "initiative aimed at enhancing undergraduate students' global competencies." Currently, only 6% of USF's programs have a "global" focus, making USF the second lowest in the state in this category, which is one of the foci of the state's areas of strategic emphasis. The proposed Ph.D. program will add to the programs in the global strategic area, as it will create well-educated and highly skilled global citizens. Scholarly inquiries with an applied language focus are often within the context of intercultural communication. Additionally, along with students from Florida and from other states, the proposed program will attract people from all over the world, many of whom wish to conduct research on English, the global language. The mixture of local and international students in the same program will have a positive impact on both groups' understanding of global language-related issues. Next, the proposed Ph.D. program will increase global research opportunities and partnerships at all levels within the university because of the international focus of the program. Most of the involved faculty have already been guest lecturers in various countries around the world and regularly collaborate on research projects with colleagues in other countries. With the Ph.D. program, these relationships will strengthen and new relationships will be established overseas through the international students in the program. Lastly, a Ph.D. program with an applied focus will establish mutually beneficial partnerships (internal and external) that enhance student access to academic programs, research, and employment opportunities. The Ph.D. students in this program will be conducting many research projects as part of their training, thus building new partnerships based on their own research interests. Student interests will range from language-related issues at the local, state, and international levels, and the faculty will support them working to establish new partnerships wherever possible.

- E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

The proposed Ph.D. degree program will directly address several programs under the Economic Development: Global Competitiveness category of strategic emphasis. In particular, Linguistics is the most applicable; however, the work involving applied language studies also focuses on different foreign languages and international education. International collaborations are the norm in applied language studies, as researchers seek to better understand issues of intercultural communication, the use of English as an international language in politics and business, the acquisition of additional languages, among others. The proposed Ph.D. program would encourage cutting-edge research in these and other language-related areas, thus enhancing Florida's global competitiveness.

- F. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.**

The degree will only be offered at the USF-Tampa campus.

## **INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY**

### **II. Need and Demand**

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The proposed program will prepare students to work both in industry and in higher education.

As previously cited, there are typically over 250 annual job announcements for academic positions in Applied Linguistics. A continued trend of similar and/or increasing numbers of vacancies are projected over the next decade, due to retirement of large numbers of "baby boomer" faculty members who are over the age of 55, a demographic trend that has been documented in other academic fields. Although the U.S. Bureau of Labor Statistics does not have a category for "applied language studies," it does list two closely-related areas, which could be filled by the proposed Ph.D. program (i.e., "English Language Teachers, Post-Secondary" and "Foreign Language Teachers, Post-Secondary"). The project growth rate for both of these areas is 10-19% with 10,000-49,000 new jobs predicted over the next 10 years. (<http://www.bls.gov/ooh/>)

Also, because of the *applied* nature of our discipline, our Ph.D. graduates will also have the advanced text analytic skills and communication and assessment expertise to work in business, research and innovation, government, healthcare, technology and the non-profit sector. Our doctoral graduates will be qualified for leadership positions within corporate branding and naming businesses (e.g., Brand Institute, AllWorld Language Consultants, Nomen), companies who analyze language in healthcare (Verilogue, Ogilvy, Nuance), as well as other organizations who regularly hire applied linguists with advanced degrees (e.g., Google, Center for Applied Linguistics, U.S. Census Bureau, iXL). As stated in the Tampa Bay Times January 25<sup>th</sup>, 2015, Sunday addition, at Tech Delta Corp., one of Tampa Bay's largest technology companies, only 7 out of 116 employees have degrees in technology. This company, as well as others in Tampa Bay and elsewhere, is hiring people who possess skills with language interpretation and use, as well as with critical thinking, which is precisely what this proposed Ph.D. program will provide.

Additionally, a report drafted by consultants who completed an external evaluation of the World Language Department at USF made strong case for the impact of a Ph.D. program with an applied language focus as beneficial to the World Languages department as a whole. According to this report, the reviewers (Heidi Byrnes, Georgetown University; David William Foster, Arizona State University) explained that such a program would help drive innovation within other language programs housed in the department: “We want, then, to commend those faculty members who have prepared a framework proposal for a Ph.D. in Applied Linguistics [...] since the benefits of a Ph.D. program in Applied Linguistics will be reaped to the extent that applied Linguistics graduate students have direct access to the language programs and can therefore contribute to enlivening their offerings, the necessary fiscal and administrative context has to be created for this to be possible, — and that includes a reward structure that recognizes, with various gradated incentives, a commitment to curricular innovation on the part of all WLE faculty.”

**B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

Currently, no doctoral programs of Linguistics with an applied focus exist in the state of Florida; however, there is a strong demand for the proposed Ph.D. program at the University of South Florida. In a typical month, we receive inquiries from 8-10 students interested in pursuing doctoral studies in this area at USF. Approximately half of all inquiries come from place-bound students who reside in the Tampa Bay area, and the other half come from out-of-state and international students. The geographically closest program to which we can refer them is Georgia State University’s (GSU) doctoral program. In a typical year, the AL doctoral program at GSU denies admission to approximately 80-90 qualified applicants due to lack of institutional support (personal communication – Dr. You Jin Kim and Dr. Viviana Cortes, Applied Linguistics Graduate Faculty, Georgia State). Because of our faculty’s close ties to GSU, and Tampa’s regional similarity with Atlanta (both are urban centers in the Southeast US with large multilingual populations), we expect that many of those students applying to GSU will also consider applying to this proposed Ph.D. program at USF, once established. In addition, several of our former and current MA students have indicated they wish to continue with advanced training in applied language studies, and that they would like to enroll in the proposed Ph.D. program at USF once it is established. In a survey conducted with students (N=23) in the Linguistics MA program in WLE, half of the first-year students expressed an interest in attending a Ph.D. program with a focus in applied language studies, and all but one indicated that they would consider attending this doctoral program at USF. Because the proposed program will be the only Ph.D. program dedicated to applied language studies in the state of Florida, the program will also attract students coming from other similar Master’s programs in the state (e.g., UCF, FSU, and UF). According to the most recent data from the Florida Department of Education, 20% of BA and MA graduates in Florida’s Linguistics program pursue continuing education (<http://www.fldoe.org/fetpip/sus.asp>). We anticipate a rapid growth in this program over subsequent years based on the research that has been done for the demand of such a program.

The proposed Ph.D. program at USF will attract qualified students nationally and internationally. Once established, this unique program will bring much added value and positive international attention to USF.

**C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.**

The core courses for the two proposed programs (USF and FIU) have no overlap (0%). There is also no overlap with any course numbers (both core and elective) between the two proposed programs.



Therefore, our Ph.D. in Linguistics and Applied Language Studies is substantially different from FIU's Ph.D. in Linguistics. We have also had positive e-mail interactions with FIU's Linguistics program personnel (see part 1B. for details) indicating both of our willingness to support each other with our Ph.D. program proposals, including a meeting with Dr. Susan Himburg, FIU's Associate Vice President, on October 21<sup>st</sup>, 2015. Additionally, our pre-proposal was provided to UF, and it was stated that there was no conflict of interest.

- D. Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.**

Individuals from agencies/industries in the service area (e.g., language instructors, employees of state educational systems) who have MA degrees, but who want to return for more in-depth doctoral study are expected to apply. While our emphasis will be on recruiting new students, we expect some transfer from related disciplines in the first 1-2 years. We expect approximately 1-2 students a year to join the program from our MA in Linguistics program. As there is no other doctoral program focusing on applied language studies in the state, we expect to enroll students who have graduated from other degree programs at other Florida public and private institutions, as well as out-of-state and international applicants. These projections are based on recent surveys of masters and Ph.D. students and recent graduates as well as national trends for similar programs.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.**

The Department of World Languages at USF and specifically the MA in Linguistics: ESL maintain a diverse student body. The current MA population is 12% Hispanic, 9% African American, and 6% Asian. The proposed Ph.D. program will likely attract a diverse student population, and we plan to advertise the program locally, nationally and internationally. We have already established contact with USF World in relation to our MA program and will utilize similar strategies to grow our Ph.D. program. At this time, UF has a program in theoretical Linguistics. However faculty and student research in this program emphasizes the theoretical aspects of language. In contradistinction, the proposed program at USF addresses challenges related to language use in intercultural settings, both locally and globally. Thus, there will be no impact on enrollment. FIU does not currently have a program in Linguistics, although they have submitted a proposal (see section IB). At this time FAMU does not offer a Ph.D. in any field related to applied language studies, but any potential cooperation with FAMU would be welcome.

### **III. Budget**

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

For Year 1, the projected total cost from the reallocated base is \$90,602. The breakdown is as follows: faculty salaries \$34,096; A&P salaries \$2,100, USPS salaries \$1,750, and assistantships \$52,656. For Year 5, the projected total cost from the reallocated base is \$224,289. The breakdown is as follows: faculty salaries \$58,621; A&P salaries \$4,200, USPS salaries \$3,500, and assistantships \$157,968.

The FLBOG expenditure analysis for 2013-2014 ([http://flbog.edu/about/budget/ea\\_reports/20132014-SUS-EAMN-RPT4.HTML](http://flbog.edu/about/budget/ea_reports/20132014-SUS-EAMN-RPT4.HTML)) indicated that \$437.05 was the direct expenditure per student credit hour for the Graduate II (Ph.D.) level. Multiplied by 32, the E&G cost per FTE for those SUS programs starting with "16" in the CIP code, is \$13,985.60. As can be seen from Table 2 in the appendix, our proposed E&G cost per FTE for Year 1 is \$12,080.27, which is in line with the SUS system costs. Our proposed E&G cost per FTE for Year 5 is \$9,062, which is below the SUS system average. The relatively low cost can be explained by the synergistic relationship between our existing MA program and the proposed Ph.D. program. In other words, only two of the courses in the proposed curriculum (LIN 7630 and LIN 7635) will be only for Ph.D. students. The other coursework is all offered in conjunction with our existing MA program.

The following tables illustrate a break-down of the projected costs for the proposed program.

#### Permanent staff

Type	Salary	Year 1	amount	Year 5	amount
A & P	42,000	.05	2,100	.10	4,200
USPS	35,000	.05	1,750	.10	3,500
<b>Total</b>	<b>77,000</b>	<b>.10</b>	<b>3,850</b>	<b>.20</b>	<b>7,700</b>

Upon consultation with WLE's staff, both the A&P and USPS staff members who will be involved with the proposed program agreed that for Year 1, their percent effort would be 5%, increasing to 10% by Year 5. The A&P staff member will help with web presence, process the paperwork associated with employing Teaching Assistants, assist with recruitment, and troubleshoot financial issues for the program. The USPS staff member will help with gathering the application materials, processing the Graduate Admissions Records, and processing permit requests. Both of these staff members are already doing these duties for the other graduate programs in the department (three existing MA programs), so there will not be extra effort dedicated to learning how to perform these tasks. Both of these employees have 12-month, full-time contracts.

#### Faculty

Type	Salary	Year 1		Year 5	
		% effort/PY	amount	% effort/PY	amount
Faculty 1	61,482	.05/.04	2,459	.15/.11	6,763
Faculty 2	63,494	.05/.04	2,540	.15/.11	6,984
Faculty 3	97,316	.20/.20	19,463	.25/.25	24,329
Faculty 4	85,000	.10/.08	6,800	.20/.15	12,750
Faculty 5	70,866	.05/.04	2,834	.15/.11	7,795
<b>Total</b>	<b>378,158</b>	<b>.45/.40</b>	<b>34,096</b>	<b>.90/.73</b>	<b>58,621</b>

Five core faculty members will participate in the proposed Ph.D. program. All except for one faculty member (Faculty 3) are currently on 9-month contracts. Faculty members 1, 2, and 5 will not have any initial administrative duties related to the Ph.D. program, other than reviewing applications and making admissions decisions, and there will be no committee or dissertation work for the first year. Their teaching loads will not change, and the majority of classes that will be taught for the Ph.D. curriculum already exist for our MA program (all but two courses: LIN 7630 and LIN 7635). Thus, for Year 1, the percent effort is relatively low. For these three faculty members, the percent effort increases in Year 5 due to the projected involvement with students advancing to qualifying exams and dissertation work, as well as teaching the two Ph.D.-only courses. One course is worth 0.25 (12.5% over the AY), making the two Ph.D.-only courses worth 0.50. The Year 5 % effort is calculated based on .10 x 5 (.50) from each faculty

member for the two Ph.D.-only courses, .05 x 5 (.25) for each faculty member for the admissions process and other student-related duties (i.e. dissertation advising), an additional .05 for Faculty 4, who will be the pedagogical coordinator of the program (advising students on initial coursework), and an additional .10 for Faculty member 3, who will be the program director (other programmatic administrative duties).

Faculty 3 and 4 will initially handle the program administration. There are two proposed administrative positions associated with the proposed Ph.D. program. Faculty 4 will be the academic advisor (i.e. pedagogical coordinator) for all incoming students and will work with each student to establish an individual program of study (POS) for coursework. Instead of establishing an individual academic advisor for each incoming student, one person will advise all of the students to give them the opportunities to fine tune research interests via coursework. Faculty member 3 will initially direct the program. All of the administrative duties (other than academic advising) will be handled by Faculty 3, with consultation from all other faculty members. These duties include processing admissions paperwork, securing funding for incoming students, liaising with USF's office of Graduate Studies and the department chair of WLE, and other administrative duties.

### TA positions

Approximately 15 graduate teaching assistantships have been secured from the World Languages Department (WLE), which currently funds a total of sixteen (16) out-of unit graduate assistants and eleven (11) adjuncts (data from spring 2015). The current WLE TA/adjunct budget is the following: TAs (MA) - \$220,082.00; TAs (Ph.D.) - \$109,968.00; Adjuncts - \$128,000.00. The proposed **Year 1** TA budget of \$52,656 (0.5 FTE funding for 4 students @ \$6,582 per student per semester) is well within the existing budget. The proposed **Year 5** budget of \$157,968 (0.5 FTE funding for 12 students @ \$6,582 per student per semester) consists of the existing Ph.D. budget and a reallocation of \$48,000 from the adjunct budget. There will be less need to hire adjuncts when we have qualified Ph.D. students to hire as TAs to teach courses within the department's undergraduate curricula. Additional sources of funding include Language Lab supervisor and tutors, tutoring in the Library's Writing Studio (variable number of position each year), as well as competitive University Graduate Fellowships (i.e. Presidential, Graduate Student Success, etc.). In the future, we anticipate the possibility of additional graduate assistantships through faculty grants and/or contracts. As indicated, we do not need to request additional money to fund the necessary TA position for the proposed Ph.D. program. **NOTE: These TAs will be Ph.D. students in the proposed program who are assisting in undergraduate teaching. The department of World Languages is already employing TAs in this capacity and would not require additional funds.**

<b>Year 1</b>				
Type	number of students	.25 FTE salary	semester total	F/S year total
WLE content	3	3,291	19,746	39,492
WLE lang.	1	3,291	6,582	13,164
<b>WLE Total</b>				<b>52,656</b>
<b>Year 5</b>				
Type	number of students	.25 FTE salary	semester total	F/S year total
WLE content	3	3,291	19,746	39,492
WLE lang.	9	3,291	59,238	118,476
<b>WLE Total</b>				<b>157,968</b>

- B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.**

The university does not intend to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. See Table 2 for program budget.

- C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

There will be no negative impacts because of reallocation of resources.

- D. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

There are no potential impacts on related programs for the creation of the proposed Ph.D. program.

- E. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

The proposed Ph.D. program can be run based on World Language's current budget allocation.

#### **IV. Projected Benefit of the Program to the University, Local Community, and State**

**Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.**

The proposed Ph.D. will be the **only** Ph.D. program of its kind offered within the SUS. As indicated by the U.S. Bureau of Labor Statistics, the growth area for areas allied to applied language studies is 10-19% with 10,000 - 49,000 new jobs predicted over the next 10 years. In addition to the 250+ jobs per year advertised for university-related work for in this area, our Ph.D. graduates will also have the advanced text analytic skills as well as communication and assessment expertise to work in business, research and innovation, government, healthcare, technology and the non-profit sector (e.g., Brand Institute, AllWorld Language Consultants, Nomen, Verilogue, Ogilvy, Nuance, Google, Center for Applied Linguistics, U.S. Census Bureau, iXL). Based on polls conducted and personal communications, a large number of students have expressed interest in our proposed program. University of South Florida's mission is "to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment," which aligns with the goal of applied linguists regarding language use in a global society and providing practical solutions to real world language-related problems, adhering to the SUS mission to serve "the needs of a diverse state and global society." The proposed Ph.D. degree program directly supports the FL BOG Strategic Plan for 2025 in Teaching & Learning, Scholarship, Research, Innovation, as well as Community and Business Engagement. The BOG's revised areas of strategic interests (document produced in May 2014) include



Linguistics and languages; as the focus of the proposed program is the use of language analysis to solve real-world problems, this proposed Ph.D. program aligns perfectly with the interests of the BOG. It should also be noted (see budget details) that the Department of World Languages in the College of Arts and Sciences at USF can operate the proposed program within the existing budget. Thus, the proposed Ph.D. program will have great benefits for the university, local community, and the state.

**V. Access and Articulation – Bachelor’s Degrees Only**

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)**

N/A

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

N/A

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that Florida College System transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

N/A

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see link to the Statewide Articulation Manual on [the resource page for new program proposal](#)). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

N/A

## INSTITUTIONAL READINESS

### VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).**

One of the primary goals of the proposed Ph.D. program is to provide for the education of graduate students by guiding them in how to contribute their expertise to advancing knowledge about the critical role that language plays in a global society. This goal strongly aligns with the University of South Florida's mission "to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment."

The proposed Ph.D. program supports the SUS mission to serve "the needs of a diverse state and global society." As an interdisciplinary field, applied language studies aims to provide practical solutions to real world language-related problems. Thus, the work of Applied Linguists is applicable to professions in Florida, nationwide, as well as in every country in the world. In particular, the proposed Ph.D. degree program *directly supports* the FL BOG Strategic Plan for 2025 in the following ways:

- (1) **Teaching & Learning:** The Applied Linguistics faculty at USF already has a thriving master's degree program with applications that have increased 31% from 2013-2014 to 2014-2015. Also from 2013-2014 to 2014-2015, the graduation rate increased by 86%. The majority of our graduates have secured positions both nationally and internationally, while some have chosen to continue on the Ph.D. programs. The involved faculty members' former advisees are now successful teacher-scholars and hold university-level teaching positions, at institutions such as Indiana University, De Paul University, Wright State University, Florida International University, University of Central Florida, Valdosta State, Kennesaw State University, Michigan State University, and so on. The addition of a Ph.D. degree program involving applied language studies would help to recognize USF as a leader in this type of research, thus improving the quality and relevance of the System's institutions with regard to state, national, and international preeminence. Additionally, the proposed Ph.D. program would ensure education of the next generation of scholars, researchers, and language professionals who will directly train the future languages and Linguistics workforce, thus increasing the number of degrees awarded in these programs of strategic emphasis (e.g., Linguistics and foreign languages).
- (2) **Scholarship, Research, Innovation:** The core faculty members involved in this program are researchers who have been successful at securing internal and external funding (e.g., Fulbright). A Ph.D. degree program would help to increase the number of grant proposals submitted by the faculty as it would create a pool of qualified research assistants to assist with large-scale projects, thus increasing the ability to attract more research funding from external (includes federal and private) sources such as the National Science Foundation. The involved faculty members are also committed to undergraduate research and are currently working with five undergraduate research students. A Ph.D. degree program would provide more opportunities to engage undergraduate students due to the increase in the number of applied language research projects that would be on-going between faculty and Ph.D. students. This could also strengthen the pipeline of researchers pursuing graduate degrees.
- (3) **Community and Business Engagement:** The involved faculty are occasionally hired as consultants by private companies, interviewed by the media, and asked to contribute their professional expertise on language-related issues in the community (e.g., to law firms). With the proposed Ph.D. degree program, the potential to engage in more research projects directly affecting the local surroundings would rise, thus increasing faculty and student involvement in community- and business-engagement.

The proposed Ph.D. program also directly supports USF's Strategic Plan Goals in several ways. The proposed Ph.D. program connects directly to USF's 2015 Quality Enhancement Plan, The Global Citizens Project, as it is an "initiative aimed at enhancing undergraduate students' global competencies." Currently, only 6% of USF's programs have a "global" focus, making USF the second lowest in the state in this category, which is one of the foci of the state's areas of strategic emphasis. The proposed Ph.D. program will add to the programs in the global strategic area, as it will create well-educated and highly skilled global citizens.

**B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

One of USF's strengths is its diversity. According to U.S. News & World Report's recent Diversity Index ratings, USF is the second most diverse state university in Florida (only behind Florida Atlantic). The proposed Ph.D. degree program in would also attract a diverse student body with both domestic (including a large number of Florida residents) and international students.

The proposed Ph.D. program will also help to build stronger relationships between various academic programs at USF. Due to the highly interdisciplinary nature of Linguistics and Applied Language Studies, collaborations between researchers in other fields with language-related interests (e.g., Anthropology, Communication, Communication Sciences & Disorders, Computer Science, English, Psychology, and Sociology) are frequent. The proposed Ph.D. degree program would strengthen the relationship between these various programs at USF as students will likely take classes in outside departments that relate to their research interests (e.g., Computer Science if they are analyzing large collections of electronic texts using computer programs). Currently, we regularly have students from other departments (i.e. Communication) who take courses in WLE. Based on the increased interaction between departments, the potential for interdisciplinary research collaborations would also increase. There are numerous institutes at USF that the proposed Ph.D. degree program could contribute to, including the Confucius Institute, the Florida-China Linkage Institute, the Florida-France Linkage Institute, the Florida-Japan Linkage Institute, the Institute for the Study of Latin America and the Caribbean (ISLAC), as well as the Humanities Institute, all of which deal with the use and study of language at various levels.

**C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Due to the AL Faculty's sought-after expertise (i.e., heavy involvement with doctoral students in other programs at USF, and elsewhere), the AL faculty drafted a prospective curriculum for a Ph.D. program, an initiative that was met with support by the WLE Chair, Stephan Schindler, as well as CAS Dean Eisenberg and CAS Associate Deans Bell and Potter. With further encouragement from external reviewers of the WLE Department, the AL faculty submitted a pre-proposal to USF; the second version of pre-proposal was moved forward. In consultation with WLE and CAS administration, AL faculty subsequently drafted this document.

**Planning Process**

<b>Date</b>	<b>Participants</b>	<b>Planning Activity</b>
Spring 2011	Discussion with AL Faculty (Thompson, Vásquez, Zhu) and WLE Chair, Stephan Schindler	AL faculty draft curriculum and rationale for possible Ph.D. Program
Fall 2013	WLE hires 2 new AL faculty (Tracy-Ventura, Huensch) in strategic areas	Expanded AL faculty revise existing documents
2014	Meetings with CAS Dean and Associate Dean for support of proposed Ph.D. program in AL	AL faculty begin work on pre-proposal
May, 2014	Accreditation Review of WLE; External Reviewers call for Ph.D. program in AL	Pre-proposal drafted by AL faculty
Spring 2014	Initial Degree Pre-Proposal Submitted by AL faculty	Revisions made
November, 2014	Revised Degree Pre-Proposal Accepted	New Program Proposal drafted

**Events Leading to Implementation**

<b>Date</b>	<b>Implementation Activity</b>
Spring 2014	Initial Pre-Proposal Submitted
Fall 2014	Revised Pre-Proposal Submitted
November 17 <sup>th</sup> , 2014	E-mail notification from Steve RiCharde stating that our pre-proposal was accepted by the CAVP Work Group and inviting us to submit our full proposal
January - February, 2015	Drafting of the full proposal document. Meetings and input from funding sources, WLE administration (Stephan Schindler), the CAS dean's office (Robert Potter), library faculty (Andrew Smith), and the Office of Graduate Studies (Peter Harries).
February 2015	Submission of edited Full Proposal to CAS SHUM curriculum committee
March, 2015	Submission of edited Full Proposal to CAS curriculum committee
June, 2015	BOG meeting - USF revised work plan submitted
August 22 <sup>nd</sup> , 2015	Graduate Council (GC) Deadline
September 14 <sup>th</sup> , 2015	GC Curriculum Committee Meeting
September 21 <sup>st</sup> , 2015	GC Full Meeting and Approval
October 13 <sup>th</sup> , 2015	APAC Deadline
October 20 <sup>th</sup> , 2015	APAC Review and Approval
October 30 <sup>th</sup> , 2015	ACE Deadline
November 12 <sup>th</sup> , 2015	ACE Meeting Review and Approval
TBA	BOT Deadline
December 3 <sup>rd</sup> , 2015	BOT Meeting Review and Approval
TBA	BOG Deadline
TBA	BOG Meeting Review and Approval

**VII. Program Quality Indicators - Reviews and Accreditation**

**Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.**

The proposed Ph.D. program will be housed in the Department of World Languages (WLE) at the University of South Florida. An M.A. program in Linguistics: ESL and a minor in Linguistics in WLE are two programs most closely related to the proposed Ph.D. program. Currently, there is no specialized



accreditor for the proposed Ph.D. program. If such an accreditor were approved and recognized by DOE or CHEA in the future, we would seek that accreditation. All new graduate programs will undergo an initial three-year program review by the USF Graduate Council and Office of Graduate Studies.

WLE at USF underwent a program review in May 2014. Two external reviewers visited on May 7-9, 2014 and submitted a report subsequent to their visit. The external review report focused on the B.A. and M.A. language programs in WLE and provided recommendations to the department as a whole. Major recommendations in the areas of teaching and research include curricular innovation, scholarly publication in premier venues, and grant generation. The external review report recognized the importance of the proposed Ph.D. program within WLE in the context of curricular reform. According to this report, the reviewers (Heidi Byrnes, Georgetown University; David William Foster, Arizona State University) explained that such a program would help drive innovation within other language programs housed in the department: “We want, then, to commend those faculty members who have prepared a framework proposal for a Ph.D. in Applied Linguistics [...] since the benefits of a Ph.D. program in Applied Linguistics will be reaped to the extent that applied Linguistics graduate students have direct access to the language programs and can therefore contribute to enlivening their offerings, the necessary fiscal and administrative context has to be created for this to be possible, — and that includes a reward structure that recognizes, with various gradated incentives, a commitment to curricular innovation on the part of all WLE faculty.” Submission of a proposal leading to the establishment of a Ph.D. program in Linguistics and Applied Language Studies is a key component of WLE’s action plan in response to the recommendations made in the external review report. At the same time, efforts are being made to improve and update the programs in the section of Applied Linguistics. These include

- Revision of the M.A. curriculum to reduce credit hours (completed)
- Revision of the M.A. exit exams (completed)
- Revision of the UG Linguistics minor to reflect current trends in the field (completed)
- Creation of a graduate certificate in Applied Linguistics (completed)
- Creation of a graduate certificate in translation (in progress – also involves other sections)
- Creation of a track in the new unified B.A. degree program (in progress)
- Submission of several new graduate and undergraduate courses (some completed, some submitted, and some in progress)

Over the next several years, we will continue on our trajectory of successful curricular innovation.

The involved faculty members are widely published scholars whose work has appeared in the most influential venues in this field. These include prestigious presses (i.e. Bloomsbury), as well as top-notch journals in the discipline which reach an international audience such as *Language Learning*, *The Modern Language Journal*, *TESOL Quarterly*, *Discourse Studies*, *System*, *Journal of Second Language Writing*, *Language Assessment Quarterly*, *International Journal of Bilingual Education and Bilingualism*, and *Language Teaching Research*. These faculty members have also been actively pursuing and receiving external grants and will maintain an active research agenda and continue to disseminate research in the most influential venues in this field.

## VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor’s degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

By completing the proposed Ph.D. program, graduates will:

- develop a strong knowledge base in the content areas of this field, including key topics, major lines of inquiry, current trends, and remaining questions;
- develop expertise in critical thinking as well as in oral and written communication for academic and non-academic audiences;
- contribute their expertise to advancing knowledge about the critical role of language(s) in a global society;
- demonstrate mastery of research methods and use these methods to design and conduct independent research on various topics in this field;
- contribute to the advancement of this field through scholarly publications and conference presentations;
- gain experience in teaching undergraduate courses;
- participate in professional activities in this field at national, regional, and local levels.

## **B. Describe the admission standards and graduation requirements for the program.**

### *Admission standards*

- GRE scores: Verbal reasoning: 153 (500, approximately 60% percentile); Quantitative reasoning: 144 (500, approximately 20% percentile); Analytical writing: 4.0.
- TOEFL scores: 100 ibt (or 7.5 on IELTS – note that IELTS scores cannot be used for the TA language requirement)
- GPA of 3.5 or higher in their MA degree
- Statement of research interest
- Current curriculum vitae
- A writing sample that shows evidence of research skill. This can be published or unpublished, such as an article, an MA thesis, or an MA course paper.
- 3 academic references
- MA in Applied Linguistics, Linguistics, TESOL, Second Language Studies, Foreign Languages, or a related field
- Experience with an additional language(s)
- Interviews with the program faculty

### *Graduation Requirements*

- Students will complete a minimum of **22 hours of core coursework**.
- Students will complete **6 hours of coursework in foundation course electives**.
- Students will complete **9 hours of general elective coursework**.
- Students will complete a **qualifying examination**. This exam will have two parts: Task 1 is a comprehensive literature review and Task 2 is a research proposal (approx. 25 pages each). The semester that the qualifying exam is taken, the student will register for Directed Research credits.
- **Total coursework = a minimum of 37 credits**
- Students will complete 18 hours of **dissertation research**. The student will submit a proposal to the committee members and, once approved, will participate in an oral defense of that proposal. Finally, the student will submit a completed dissertation draft to the committee members and once approved will participate in an oral defense of the dissertation.
- Before graduation, each student must present at a national-level conference, such as AAAL, SLRF, or another research-based conference in the field.

Additional notes: No courses will be waived. If students have previous coursework from their MA similar to the Ph.D. requirements, these courses can be substituted with electives. All students will need to take the same number of course credits to graduate. Students with limited background in the field may be required to take additional courses which will be decided in consultation with the Graduate Program Director and the Pedagogical Coordinator. Ideally, students should finish coursework in the first 2 years, take the qualifying exam in the spring of the second year or fall of their 3rd year, defend the dissertation proposal in the spring of the third year, and start working on the dissertation. All students are expected to finish the program in 4-5 years.

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

The curriculum for this proposal is housed 100% in the Department of World Languages

**Core courses: all courses in this category must be taken (22 -24 credits)**

- LIN 6720 *Second Language Acquisition* – 3 credits
- LIN 7630 *Seminar on Research and Writing in Applied Linguistics\** (to be taken in the first semester) – 3 credits
- LIN 7631 *Advanced Seminar in Applied Linguistics\** (LIN 6720 prerequisite) – 3 credits
- Course on the structure of a language: Either LIN 6675 (*Grammatical Structure of American English*), or a course focusing on the morphology and syntax of another language in WLE department. – 3 credits
- LIN 7635 *Professional Development\** (to be taken at the end of the coursework) – 3 credits
- LIN 7638 *Qualitative Methods in Applied Linguistics\** – 3 credits
- LIN 7639 *Quantitative Methods in Applied Linguistics\** – 3 credits
- LIN 7910 – *Directed research in Applied Linguistics*: to be taken the semester of writing the qualifying exam paper. The qualifying exam will be done at the end of the other coursework. – 1-3 credits

**Foundation Course Electives (6 credits required).** Based on student's prior educational background, recommendations will be made by the admissions committee and implemented by the academic advisor/ pedagogical coordinator. Each student is required to take a minimum of two of the following courses:

- LIN 5700 *Applied Linguistics*
- LIN 6081 *Introduction to Graduate Studies in Linguistics*
- LIN 6675 *Grammatical Structure of American English* (can't count as a foundation credit if used to satisfy the structure of a language credit)
- TSL 5371 *Methods of TESL*
- TSL 5372 *ESL Curriculum & Instruction*
- TSL 5440 *Language Testing*
- TSL 5525 *Cross-Cultural Issues in ESL*

**General Electives (9 credits required).** Each student is required to take a minimum of three general electives. These can be from established course numbers or via the LIN 6932 special topics number and include the following:

- LIN 6601 *SocioLinguistics*
- LIN 6722 *Writing process in SLA*
- LIN 6726 *Individual Differences in SLA*
- LIN 6748 *Contrastive Analysis*

- Sample Topics for LIN 6932:
  - *Discourse Analysis*
  - *English for Academic Purposes/English for Specific Purposes*
  - *Task-Based Language Teaching*
  - *Sound System of English*
  - *Pragmatics for Language Teachers*
  - *Bilingualism/Multilingualism*
  - *Corpus Linguistics*
  - *Language and Technology*

Note: In special circumstances, additional courses from the “foundation course electives” group may be taken as electives.

\*Indicates courses that have been submitted with this proposal.

#### Dissertation hours LIN 7980 – 18 credits

#### D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Suggested sequence of study for coursework:

<u>Year 1 – Fall</u>	<u>Year 1 – Spring</u>	<u>Year 1 – Summer</u>
LIN 7630 Seminar on <i>Research and Writing in Applied Linguistics</i> 1 Foundation Course 1 General Elective	LIN 6720 <i>Second Language Acquisition</i> LIN 7631 <i>Advanced Seminar in Applied Linguistics</i> LIN 7639 <i>Quantitative Methods in Applied Linguistics</i>	1 General Elective
<u>Year 2 – Fall</u>	<u>Year 2 – Spring</u>	
1 Foundation Course 1 General Elective LIN 7639 <i>Qualitative Methods in Applied Linguistics</i>	LIN 6675 <i>Grammatical Structure of American English</i> or other approved structure course LIN 7635 – <i>Professional Development</i> LIN 7910 – Directed research in Applied Linguistics: <i>Qualifying exam</i> **	

\*\*Qualifying exam may also be taken in fall of year 3. Years 3-4 will consist of dissertation credits

Note: This is a suggested sequence. An individual program of study for each student will be developed by the pedagogical coordinator.

#### E. Provide a one- or two-sentence description of each required or elective course.

##### Core courses: (22 –24 credits)

LIN 6720 *Second Language Acquisition* This course examines neurolinguistic, psycholinguistic, and sociolinguistic bases of second language acquisition by both children and adults. Students develop an understanding of second language acquisition theories and their connection to research and pedagogy.

LIN 7630 *Research and Writing in Applied Linguistics* This advanced graduate-level course examines research methods as well as conventions and practices of research-based writing in Applied Linguistics. Students develop an understanding of the academic writing process and practice scholarly writing in a supportive environment.



LIN 7631 *Advanced Seminar in Applied Linguistics* This course consists of three areas of focus: 1. a brief review of the major themes and topics in applied Linguistics 2. a series of lectures from faculty in their areas of specialization, and 3. a series of student-led discussions about specific applied Linguistics topics.

*Course on the structure of a language:* The course description will vary, depending on which structure course is chosen.

LIN 7635 *Professional Development* This course provides professional development opportunities in applied Linguistics. Students will be mentored by a faculty member in an area of professional development determined by the student and faculty member.

LIN 7638 *Qualitative Research in Applied Linguistics* This course offers a comprehensive overview of common approaches to conducting qualitative research in applied Linguistics (e.g. ethnography, case study, narrative approaches, discourse analysis). Students will gain a theoretical foundation as well as practical skills in utilizing a variety of methodologies.

LIN 7639 *Quantitative Research in Applied Linguistics* This course helps students develop as applied Linguistics scholars with regard to conducting quantitative analyses using SPSS. Students will gain practical experience with a variety of statistics tests (e.g., correlations, t-tests, various ANOVA types, multiple regression, ANCOVA) as well as discuss issues regarding power and effect size.

### **Foundation Course Electives (6 hours)**

LIN 5700 *Applied Linguistics* This course provides an analysis of the phonological, morphonological, and syntactic features of English as a basis for linguistic application to problems of English language acquisition by non-native speakers.

LIN 6081 *Introduction to Graduate Studies* This course provides an introduction to the aims and methodologies of applied Linguistics as a graduate discipline. Students will become familiar with the field of applied Linguistics, its subdisciplines, and its relationship to adjacent arts and sciences; bibliographical resources; and methods of research and research writing.

LIN 6675 *Grammatical Structure of American English* This course provides an analysis and description of major morphological and syntactic structures of American English, with emphasis on applied Linguistics.

TSL 5371 *Methods of TESL* This course provides an analysis of the methods of teaching English pronunciation and structure to speakers of other languages and provides an overview of historic and current language teaching methodologies.

TSL 5372 *ESL Curriculum & Instruction* This course provides a comprehensive introduction to developing language teaching curricula. Students will develop a coherent needs analysis as well as create a course syllabus and lesson plans for a specified language course.

TSL 5471 *Language Testing* This course provides an overview of testing in the field of English as a second/foreign language.

TSL 5525 *Cross-Cultural Issues in ESL* This course provides a comprehensive overview of cross-cultural issues in teaching English as a second/foreign language.

### **General Electives (9 hours)**

LIN 6601 *Sociolinguistics* This course provides an overview of linguistic variation with emphasis on the research methodologies of sociolinguistics and the implications of its findings for current linguistic theory.

LIN 6722 *Writing process in SLA* This course provides an overview of current theory and research in second language writing development and instruction, with emphasis in professional and disciplinary contexts.

*LIN 6726 Individual Differences in SLA* This course provides an overview of individual differences (IDs) and how they relate to language learning. Students will explore IDs such as motivation, beliefs, language aptitude, working memory, language anxiety, tolerance of ambiguity, and willingness to communicate.

### **Special topics courses:**

*English for Academic Purposes/English for Specific Purposes* This course introduces students to the field of English for Academic/Specific Purposes. Students will gain an understanding of the theory, research and pedagogy in this area.

*Task-Based Language Teaching* This course provides an overview of the issues at the core of task-based language teaching, including evaluation of its theoretical support and the key components of a task-based program.

*Pragmatics for Language Teachers* This course provides an introduction to intercultural communication, with a major emphasis on cross-cultural pragmatics, i.e., the study of meaning in context. Students will explore ways in which linguistic and cultural backgrounds influence how social functions are realized using language.

*Bilingualism/Multilingualism* This course provides an overview of the current trends involving the cognitive and social implication of bilingualism and multilingualism.

*Corpus Linguistics* This course provides an introduction to the different kinds of questions about authentic language use that are investigated using electronic collections of texts (i.e., corpora) analyzed via specialized computer programs. Students will learn how to design and analyze corpora for research and teaching purposes.

*Internet Language* This course explores the linguistic and discourse-level variation that occurs in different registers, or genres, of online communication. Students will explore themes such as: identities and community, evaluation and stance, narratives, multilingualism and heteroglossia, politeness/impoliteness, metalinguistic practices, and intertextuality.

*Sound System of English* This course provides a comprehensive overview of the phonology and phonetics of the English language with a focus on both research and pedagogy. Students will gain a theoretical foundation and practical introduction to pronunciation teaching.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

N/A

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

N/A

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

N/A

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers;**

or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The delivery system for the proposed Ph.D. program will be a traditional classroom delivery on the Tampa campus. There are no additional specialized services or financial support required.

## IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated full-time (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

Five core faculty members will participate in the Ph.D. in Linguistics and Applied Language studies, all of whom are in faculty code A, and who are existing faculty on a regular line. All except for one faculty member (Faculty 3) are on 9-month contracts. Three faculty (3, 4, and 5) are associate professors with tenure, and two faculty (1 and 2) are tenure-track, assistant professors.

Faculty members 1, 2, and 5 will not have any initial administrative duties regarding the Ph.D. program, other than reviewing applications and assisting in admissions decisions, and there will be no committee or dissertation work for the first year. Their teaching loads will not change, and the majority of classes that will be taught for the Ph.D. curriculum already exist for our MA program. Thus, for Year 1, the percent effort is relatively low. For these three faculty members, the percent effort increases in Year 5 due to the projected involvement with qualifying exam and dissertation work.

The remaining two faculty members (Faculty 3 and 4) will initially handle the program administration. There are two proposed administrative positions associated with the Ph.D. in Linguistics and Applied Language Studies. Faculty 4 will be the Academic Advisor/Pedagogical Coordinator for all incoming students and will work with each student to establish an individual program of study (POS) for coursework. Instead of establishing an academic advisor for each incoming student, one person will advise all of the students to give them the opportunities to fine tune research interests via coursework. The other position is the Program Director, a position that will be held by Faculty member 3. All of the administrative duties (other than academic advising) will be handled by Faculty 3, with consultation from all other faculty members. These duties include processing admissions paperwork, securing funding for incoming students, liaising with USF's office of Graduate Studies and the department chair of WLE, and other administrative duties.

The table below is a breakdown of percent effort PY and the costs associated with the faculty involvement. This information an expansion of the information found on Table 4 in Appendix A.

Type	Salary	Year 1		Year 5	
		% effort/PY	amount	% effort/PY	amount
Faculty 1	61,482	.05/.04	2,459	.15/.11	6,763
Faculty 2	63,494	.05/.04	2,540	.15/.11	6,984
Faculty 3	97,316	.20/.20	19,463	.25/.25	24,329
Faculty 4	85,000	.10/.08	6,800	.20/.15	12,750
Faculty 5	70,866	.05/.04	2,834	.15/.11	7,795
<b>Total</b>	<b>378,158</b>	<b>.45/.40</b>	<b>34,096</b>	<b>.90/.73</b>	<b>58,621</b>

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

See Table 2 in Appendix A. The program will be initiated and supported through reallocation of E&G base for faculty effort and TA positions. The proposed program can be funded via the existing budget of the Department of World Languages.

- C. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**

See the attached CVs for the five core faculty members.

- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

The academic unit directly associated with the proposed new degree program is the Applied Linguistics section in the Department of World Languages. From 2010 to Spring 2013, the Applied Linguistics section had three faculty members. Two new faculty members joined the AL section in August 2013.

The involved faculty have all been highly productive in the areas of teaching, research, and service, as demonstrated by various measures of productivity (e.g., SCH, FTE, student head count, increase in the number of graduates from the previous year, and number of publications and presentations). The commitment and achievement of the AL faculty have been recognized by several prestigious awards, including the Fulbright Award (2011, 2013), English Specialist grant (2012, the U.S. Department of State), USF's Outstanding Faculty award (2013, 2014), the Outstanding Graduate Mentor Award (2014), and the Outstanding Research Award (2015).

## Teaching

Due to strategic recruiting practices, two new faculty hires starting in the fall of 2013, and a growing reputation of our MA program, we have seen a sharp increase in course enrollment and graduation rates for the past two years. The number of students enrolled in our courses rose 36% in the 2013-2014 year, and these numbers remained steady for 2014-2015 (a slight increase at 2%). We have seen drastic improvements in graduation rates in our MA program with an 86% increase 2014-2015. We just received information from the CAS Dean's office indicating that while overall graduate applications are dropping college-wide, our MA program has a 31% increase in applicants for the next year. As the demand for graduates in this field is steadily increasing, we can predict that the numbers from the past two years indicate a future trend.

The AL faculty are highly effective teachers. For 2014, students' course evaluations of the AL faculty (average=4.7) are among the highest in the department (average=4.1) and are consistently above the



College average (average=4.1). The AL faculty are well respected and have been invited to lecture and teach internationally, at educational institutions in Brazil, Bulgaria, China, Hong Kong, Spain, Turkey, the United Kingdom, and Uruguay.

## Research

The AL faculty are prolific scholars who engage with core issues in applied language studies. Our research is well respected and widely cited. From 2010 to 2014, the AL faculty have published one book with a prestigious press (Bloomsbury) and 35 refereed articles and book chapters, many of which appeared in highly respected and influential venues in the field of Applied Linguistics, such as the *Modern Language Journal*, *TESOL Quarterly*, *Discourse Studies*, *System*, and *Language Assessment Quarterly*. During the same period, the AL faculty have delivered 56 conference presentations and 28 invited presentations and lectures.

## Service

The AL faculty make valuable contributions to the University and the professional community of Applied Linguistics through leadership and active service. One AL faculty member is the Associate Chair of WLE, and AL faculty members serve on important university, college, and departmental committees. For example, one AL faculty member is the chair of the University Graduate Council's Curriculum Committee. AL faculty provide leadership and service to the field by assuming leadership positions in professional organizations, serving on editorial boards of journals, and serving on organizing committees of professional conferences. The AL faculty also review grants for various funding agencies, review manuscripts for numerous journals in the field, including the most prestigious (e.g., *Applied Linguistics*, *Language Learning*, *TESOL Quarterly*, the *Modern Language Journal*), and evaluate conference proposals for the most influential conferences in the field.

### X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.**

The complete library report is included at the end of this document.

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A. Please include the signature of the Library Director in Appendix B.**

As of February 2015, the collections of the USF Libraries are sufficient to support the proposed Ph.D. program. Sustained annual investments to maintain the recurring elements of this collection and to purchase newly published materials are required to preserve sufficiency.

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

Classrooms, conference rooms, graduate student offices, and a language lab currently exist within Cooper Hall (CPR Building) which totals 117,380 square feet, of which approximately 9,433 square feet is occupied by the Department of World Languages. Teaching space is centrally controlled and allocated.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2**

**in Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.**

No additional classroom, teaching or research laboratory, office or other space will be needed to implement/maintain the proposed Ph.D. program. Classes to be taught in Cooper Hall (CPR Building) will be scheduled in late afternoon/early evening on a non-interference basis with existing WLE programs. Given the potentially small size of class cohorts at program initiation, the WLE Department has two conference rooms that can accommodate 25-30 participants. Office space to support graduate teaching assistants (GTAs) is available to support approximately 50 students without reconfiguration.

- E. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

WLE facilities in Cooper Hall include a dedicated computer lab. The computers on this lab are equipped with language processing programs, such as the CHILDES programs, PRAAT system for spectrographic analysis, and SPSS for statistical analyses.

- F. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

No additional specialized equipment will be needed to implement and/or sustain the proposed program.

- G. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

We do not anticipate that any additional special resources will be required for this program implementation.

- H. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

N/A

- I. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

#### **TA positions**

<b>Year 1</b>				
Type	number of students	.25 FTE salary	semester total	F/S year total
WLE content	3	3,291	19,746	39,492
WLE lang.	1	3,291	6,582	13,164
<b>WLE Total</b>				<b>52,656</b>
<b>Year 5</b>				
Type	number of students	.25 FTE salary	semester total	F/S year total
WLE content	3	3,291	19,746	39,492
WLE lang.	9	3,291	59,238	118,476
<b>WLE Total</b>				<b>157,968</b>

Approximately 15 graduate teaching assistantships have been secured from the World Languages Department (WLE), which currently funds a total of sixteen (16) out-of unit graduate assistants and eleven (11) adjuncts. The current WLE TA/adjunct budget is the following: TAs (MA) - \$220,082.00; TAs (Ph.D.) - \$109,968.00; Adjuncts - \$128,000.00. The proposed **Year 1** TA budget of \$52,656 (0.5 FTE funding for 4 students @ \$6,582 per student per semester) is well within the existing budget. The proposed **Year 5** budget of \$157,968 (0.5 FTE funding for 12 students @ \$6,582 per student per semester) consists of the existing Ph.D. budget and a reallocation of \$48,000 from the adjunct budget. There will be less need to hire adjuncts when we have qualified Ph.D. students to hire as TAs to teach courses within the department's undergraduate curricula. Additional sources of funding include Language Lab supervisor and tutor, tutoring in the Library's Writing Studio (variable number of position each year), as well as competitive University Graduate Fellowships (i.e. Presidential, Graduate Student Success, etc.) In the future, we anticipate the possibility of additional graduate assistantships through faculty grants and/or contracts. As indicated, we do not need to request additional money to fund the necessary TA positions for the proposed Ph.D. program. **NOTE: These TAs will be Ph.D. students in the proposed program who are assisting in undergraduate teaching. The department of World Languages is already employing TAs in this capacity and would not require additional funds.**

- J. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

N/A

**Collection Analysis for New Degree Program  
Doctor of Philosophy in Applied Linguistics**

**X. Non-Faculty Resources**

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

**Overview of USF Libraries, Mission, and Program/Discipline Strengths**

The University of South Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the baccalaureate, masters, specialist, and doctoral levels; including the Doctor of Medicine. The institution was initially accredited in 1965 and was last reviewed and reaffirmed in 2005. The institution is scheduled to receive its next reaffirmation of accreditation review in 2015.

The University of South Florida's Libraries consist of USF's main research library, located on the Tampa Campus; two special libraries, the Hinks and Elaine Shimberg Health Sciences Library and the Louis de la Parte Mental Health Institute Research Library, which are also located on the Tampa Campus; the Nelson Poynter Memorial Library, USF St. Petersburg campus; and the Jane Bancroft Cook Library, which is a joint-use facility shared with New College of Florida and USF Sarasota-Manatee campus

The USF Libraries serve as the nexus for the teaching, learning, and research for the faculty and students at the University of South Florida. Together, the USF Libraries provide access to more than 2 million volumes and an extensive collection of electronic resources including approximately 12,500 e-journal subscriptions and 927 aggregator databases containing another 52,500 unique e-journal titles, 580,000 e-books, and 826,000 digital images. In addition, students have access to over 60,000 audio/visual materials including videos, CDs, and DVDs.

The library endeavors to develop and maintain a collection that will satisfy the needs for resources that support the undergraduate and graduate curriculum in Applied Linguistics as well as serve the more specialized demands from graduate students and faculty for more advanced research materials.

**USF Libraries Collections**

The USF Tampa Library collects current research materials in all subject areas within the Library of Congress subject classifications relating to Modern Languages, Language Acquisitions, Communication, Nonverbal Communication, Linguistics, Linguistic Theory, Computational Linguistics, Sociolinguistics, and Foreign Language Education as related to the study of applied linguistics. All of these areas of study will provide direct support for a doctoral degree program in applied linguistics. These subject areas include materials in the LC call number areas of P, PA, PB, PN, and LB:

General Philology  
Computational Linguistics

P 1 – P 85  
P98 – P 99.4

Language; Linguistic Theory  
Modern Languages  
Foreign Language Education  
Nonverbal Communication

P 101 – P 410  
PB 1 – PB 9999  
LB 622 – LB 675; LB 1578 – LB 1580  
LB 1033; PN 682

Emphasis is on acquiring and maintaining a robust collection of electronic journals and in developing a strong research monographic eBook collection representing the important trade, university and professional presses. Conference proceedings, technical reports, dissertations, reference works, datasets, audio-visual materials, and graduate and advanced undergraduate texts are acquired selectively.

- **Number of Print & Electronic Books in Language & Linguistics - 26,017**  
Number of Print & Electronic Books in Applied Linguistics - 19,039

*Ebook Collections that include ebooks within Applied Linguistics subject areas:*  
Annual Reviews, Cambridge Books Online, EBL Ebook Library, Ebrary, EBSCO  
Ebook Collection, Oxford Scholarship Online, Palgrave Connect, PsycBooks,  
Science Direct, Springerlink, Taylor & Francis Ebooks, and Wiley Online Library.

- **Number of Journals & Ejournals in Language & Linguistics – 1,308**  
Number of Journals & Ejournals in Applied Linguistics – 1,027

**List of major Applied Linguistics journals available to USF students**

*American Speech*  
*Anthropology & Education Quarterly*  
*Applied Language Learning*  
*Applied Linguistics*  
*Bilingualism: Language and Cognition*  
*The Canadian Modern Language Review*  
*Discourse & Communication*  
*Discourse & Society*  
*Discourse, Context & Media*  
*Discourse Processes*  
*Discourse Studies*  
*ELT Journal*  
*English for Specific Purposes*  
*Foreign Language Annals*  
*Intercultural Pragmatics*  
*International Journal of the Sociology of Language*  
*Journal of Computer-Mediated Communication*  
*Journal of Educational Research*  
*Journal of English Linguistics*  
*Journal of Language and Social Psychology*  
*Journal of Language, Identity, and Education*



*Journal of Linguistic Anthropology*  
*Journal of Multilingual and Multicultural Development*  
*Journal of Politeness Research*  
*Journal of Pragmatics*  
*Journal of Sociolinguistics*  
*Language & Communication*  
*Language Awareness*  
*Language in Society*  
*Language Learning*  
*Language Learning Journal*  
*Language Teaching Research*  
*Language Variation and Change*  
*Linguistics and Education*  
*The Modern Language Journal*  
*Narrative Inquiry*  
*Pragmatics*  
*Research on Language and Social Interaction*  
*Second Language Research*  
*Studies in Second Language Acquisition*  
*System*  
*TESOL Quarterly*  
*Text & Talk*  
*World Englishes*

*Ejournal Collections that include ejournals within Applied Linguistics subject areas: Cambridge Journals Online, Directory of Open Access Journals, Elsevier Journals, EBSCOhost Electronic Journals Collection, Highwire Press, Ingenta Connect, JSTOR Language and Literature, Oxford Journals, PsycArticles, Springerlink, Taylor & Francis Online, and Wiley Online Library.*

➤ **Number of Electronic Databases, including Language and Linguistics, Education, and General & Multidisciplinary - over 90 databases**

*Select List of Databases within the Applied Linguistics Subject Areas:*

Academic Search Premier  
 Ageline  
 Applied Science & Technology Full-text  
 Biological and Agricultural Index  
 Biosis  
 CINAHL  
 Communication Abstracts  
 Education Full Text  
 ERIC  
 Gale Virtual Reference Library  
 General Science Full-text  
 Health & Wellness Resource Center

Health Reference Center Academic  
Linguistics and Language Behavior Abstracts  
LexisNexis Academic  
MEDLINE  
Oxford Reference Premium  
PsycINFO  
Sociological Abstracts  
Sociology – A SAGE Full-text Collection  
Web of Science

➤ **Electronic Media Resources in Applied Linguistics – 140**  
Videos, DVDs, and Streaming Videos

➤ **Government Publications**

The USF Tampa Library is a designated Federal Depository Library. The materials that are received from the Government Printing Office are selected based on the research needs of the university. The library routinely receives publications from the U.S. Department of Education, which includes publications from the ERIC databases, and information on Language Resource Centers and Teaching English as a Second Language (TESOL, ESL, and EL), and the Department of Homeland Security, which includes publications and information on languages pertaining to immigration and national security. Also available are congressional hearings and current regulations pertaining to languages and linguistics. In addition to recent publications, the library also maintains an historical collection of research materials from these departments and agencies.

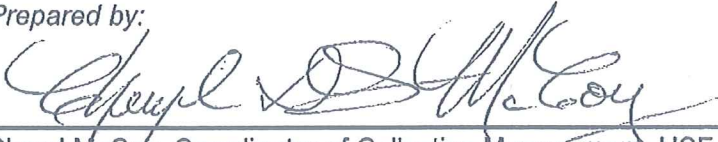
**B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.**

**Summary Statement**

Recognizing the value and importance of research, the USF Libraries will continue a sustained level of support that will meet the needs of undergraduate students who are pursuing a doctorate degree in Applied Linguistics.

In any given year, the USF Libraries materials budget is pushed to its limit. The rising cost of continuing journal subscriptions, the need for new research materials, and requests for access to online databases and data sets are part of the daily landscape. A large portion of the USF Libraries' 6.2 million dollar budget supports the continuation of the electronic resources. Within the next five years, the expectation would be for a continued level of support for this discipline. An increase in the cost of the library's journal subscriptions would be anticipated, with typical annual increases of 3-6 %. The acquisition of additional resources would have to be balanced against the research needs of other academic disciplines on campus within the confines of any budgetary restraints that the university could face during the next five years.

Prepared by:



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Cheryl McCoy, Coordinator of Collection Management, USF Libraries

Date: 2/20/15

Email: cmccoy@usf.edu

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Approved by:

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Todd Chavez, Director of Academic Resources, USF Libraries

Date:

Email: tchavez@usf.edu

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As of February 2015, the collections of the USF Tampa Library and affiliates are sufficient to support a Ph.D. program in Applied Linguistics. Sustained annual investments to maintain the recurring elements of this collection and to purchase newly published materials are required to preserve sufficiency. With escalating costs, typical annual increases of 3-6% are likely. Strategic investments are required as new faculty are hired and areas of emphasis evolve.

Certified by:

---

William Garrison, Dean of USF Libraries

Date:

Email: wgarrison@usf.edu

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## APPENDIX B

Please include the signature of the Equal Opportunity Officer and the Library Director.

  
Signature of Equal Opportunity Officer

February 17, 2015  
Date

  
Signature of Library Director

2/23/15  
Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.



**APPENDIX A**  
**TABLE 1-B (DRAFT)**  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
**(Graduate Degree Program)**

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	3	2.25	3	2.25	4	3	4	3	5	3.75
Students who transfer from other graduate programs within the university**	4	3	5	3.75	5	3.75	5	3.75	5	3.75
Individuals who have recently graduated from preceding degree programs at this university	2	1.5	3	2.25	4	3	5	3.75	6	4.5
Individuals who graduated from preceding degree programs at other Florida public universities	1	0.75	2	1.5	3	2.25	4	3	5	3.75
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	1	0.75	1	0.75	2	1.5	2	1.5
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	1	0.75	2	1.5	2	1.5	3	2.25
Additional foreign residents***	0	0	3	2.25	6	4.5	11	8.25	7	5.25
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>10</b>	<b>7.5</b>	<b>18</b>	<b>13.5</b>	<b>25</b>	<b>18.75</b>	<b>33</b>	<b>24.75</b>	<b>33</b>	<b>24.75</b>

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR category in a given COLUMN.



# APPENDIX A

TABLE 2 (DRAFT)  
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5						
	Funding Source						Funding Source						
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G
Faculty Salaries and Benefits	34,096	0	0	0	0	0	\$34,096	58,621	0	0	0	0	\$58,621
A & P Salaries and Benefits	2,100	0	0	0	0	0	\$2,100	4,200	0	0	0	0	\$4,200
USPS Salaries and Benefits	1,750	0	0	0	0	0	\$1,750	3,500	0	0	0	0	\$3,500
Other Personal Services	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Assistantships & Fellowships	52,656	0	0	0	0	0	\$0	157,968	0	0	0	0	\$0
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses		0	0	0	0	0	\$0		0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Total Costs	\$90,602	\$0	\$0	\$0	\$0	\$0	\$37,946	\$224,289	\$0	\$0	\$0	\$0	\$66,321

\*Identify reallocation sources in Table 3.

\*\*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

\*\*\*Identify if non-recurring.

## Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	0.4	0.73
A & P (FTE)	0.05	0.1
USPS (FTE)	0.05	0.1

## Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$90,602	\$224,289
Annual Student FTE	7.5	24.75
E&G Cost per FTE	\$12,080.27	\$9,062

## APPENDIX A

TABLE 3 (DRAFT)  
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS\*

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Example: 555-555 World exploration fund (example)	0	0	\$0
OU: USF TAMPA Fund: 10000 GEN GENERAL REVENUE (E&G) Dept: 124100 WORLD LANGUAGES Product: 000000 Initiative: 00000000	\$3,254,154.00	\$90,602	\$3,163,552
	0	0	
	0	0	
	0	0	
	0	0	
Totals	\$3,254,154	\$90,602	\$3,163,552

\* If not reallocating funds, please submit a zeroed Table 3

## APPENDIX A

TABLE 4 (DRAFT)  
ANTICIPATED FACULTY PARTICIPATION

	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Amanda Huensch, Ph.D. WLE - Applied Linguistics	Asst. Prof.	Tenure	Fall 2016	9	0.75	0.05	0.04	9	0.75	0.15	0.11
A	Nicole Tracy-Ventura, Ph.D. WLE - Applied Linguistics	Asst. Prof.	Tenure	Fall 2016	9	0.75	0.05	0.04	9	0.75	0.15	0.11
A	Amy Thompson, Ph.D. WLE - Applied Linguistics	Assoc. Prof.	Tenure	Fall 2016	12	1.00	0.20	0.20	12	1.00	0.25	0.25
A	Camilla Vasquez, Ph.D. WLE - Applied Linguistics	Assoc. Prof.	Tenure	Fall 2016	9	0.75	0.10	0.08	9	0.75	0.20	0.15
A	Wei Zhu, Ph.D. WLE - Applied Linguistics	Assoc. Prof.	Tenure	Fall 2016	9	0.75	0.05	0.04	9	0.75	0.15	0.11
					0	0.00	0.00	0.00	0	0.00	0.00	0.00
					0	0.00	0.00	0.00	0	0.00	0.00	0.00
	Total Person-Years (PY)							0.40				0.73

Faculty Code	Source of Funding	PY Workload by Budget Classification	
		Year 1	Year 5
A	Existing faculty on a regular line	0.40	0.73
B	New faculty to be hired on a vacant line	0.00	0.00
C	New faculty to be hired on a new line	0.00	0.00
D	Existing faculty hired on contracts/grants	0.00	0.00
E	New faculty to be hired on contracts/grants	0.00	0.00
Overall Totals for		Year 1 0.40	Year 5 0.73



## Proposal for a Ph.D. in Applied Linguistics

### External Evaluation Report

Susan Gass

Michigan State University

University Distinguished Professor

Director, Second Language Studies Program

Chair, Department of Linguistics and Germanic, Slavic, Asian and African Languages

Past President, American Association for Applied Linguistics

Past President, International Association of Applied Linguistics

### Background

The proposed Ph.D. in Applied Linguistics will prepare future practitioners to contribute to the field of Applied Linguistics through their role in the private sector and/or as university researchers and educators.

As is described in the actual proposal, applied linguistics is a multidisciplinary field that has as its overarching theme the need to address language-related problems in today's world. It is well-established that we live in an internationalized and global world with borders being crossed regularly and with immigration and migration commonplace. With such social phenomena comes the need to understand and interpret the kinds of communication issues that result. A poignant example will serve to show the severity of the issue of miscommunication. In 1977, two airplanes collided with more than 500 deaths as a result. The subsequent discourse analysis of the dialogue involved demonstrated that a miscommunication issue was at the source. An applied linguist can understand immediately what the role of language is in these situations. In fact, other instances of aircraft disasters have been shown to result from miscommunication or language ambiguity, such as using colloquial language when a more formal variety should be used, using words with different meanings, and so on. Applied linguists have the skills to analyze these situations, and because of their breadth and deep understanding, can propose other means of communication to address these problems. Fortunately, not all language-related problems have such dire consequences, but many of them do affect the lives of individuals, societies, and even businesses. For example, one of the foci of this degree program is textual analysis. Through analyses of written texts

and oral communication, one can enter into a business, medical, or other professional context and determine the extent to which problematic issues of language are at play and offer solutions for those problems. This is the world of applied linguistics. By taking the knowledge we have, we are able to come up with ways to address a particular problematic issue in which language is centrally involved. This is made possible through a multidisciplinary approach that does not investigate language issues from one perspective (e.g., linguistics, sociology, anthropology, second and foreign language learning, cultural studies, or psychology). Rather, it takes all of these into consideration in the investigation of language issues and submits proposals to remedy them. In sum, the discipline of Applied Linguistics takes into account different theoretical frameworks and diverse methodological approaches as a way of addressing a broad range of language-related issues that impact individuals and society as a whole.

Given that language is crucial and essential in our daily lives, it is important to understand how language is used; it is important to have a discipline that identifies and analyzes language-related problems and offers solutions to resolve those problems. A Ph.D. program in Applied Linguistics at USF is a welcome addition to the Ph.D. offerings in the U.S. The result will be a program that offers the local community economic and ethical advantages by working within the community. The graduating scholars will be in a position to further stimulate the global and local economy through its continued work in researching complex language issues.

### **Applied Linguistics as a discipline**

Applied Linguistics, as a discipline, includes such diverse areas as language use in professional settings (health, business), translation, language policy, speech pathology, as well as other areas that require successful use of language for social and economic endeavors. The field dates back to the 1950s and 1960s and has expanded significantly from the early days where theoretical issues served as the basis for the practical purpose of evaluation and implementation of issues of language pedagogy. Evidence of its robust disciplinary status comes from the large number of journals in the field or devoted to subfields of applied linguistics. The earliest journal with the term *Applied Linguistics* in its title was a journal that dates back approximately 65 years. Since that time, there has been a great increase in relevant journals with many of them ranked among the top journals in Linguistics, broadly construed.

In addition, to journals, there are numerous learned societies and professional organizations. The *International Association of Applied Linguistics* (AILA) is an



umbrella organization for national organizations (e.g., American Association for Applied Linguistics), of which there are 35-40 national affiliates representing countries in North, America, South America, Europe, Africa, Asia, and Australia/New Zealand. Many of these hold their own conferences, but the largest is the American Association which regularly attracts more than 1000 scholars from around the world to its annual conference. This is a burgeoning field with nothing but growth in front of it as more and more individuals from all walks of life come to an appreciation of the role that language plays in our individual and societal lives. The well-attended colloquium, “A social history of applied linguistics” at the AAAL conference in March 2015, is an indication of the rich history and fast-paced changes in the field of Applied Linguistics. This field is likely to increase and branch off in new directions as new technologies come into play and new modes of communication (e.g., online modalities) enter into our lives in more profound and far-reaching ways.

With an infusion of USF graduates in Applied Linguistics into the profession, many of whom will undoubtedly remain in the Florida area, one will see a positive and important impact the local community, in terms of societal and economic benefits. Unlike programs in other areas of the U.S., USF is a natural location for diversity within the student body, as is evidenced by the already diverse MA population in the programs in the Department of World Languages at USF . The program will therefore serve the important mission of serving “the needs of a diverse state and global society,” a theme that is specifically emphasized as a strategic goal for the state of Florida.

The proposed Ph.D. in Applied Linguistics will be administered by five faculty members in the Department of World Languages, each of whom has an established research trajectory and is well-positioned to take on this leadership role. The program itself is unique in Florida and its broad scope will differentiate it from many other programs in the U.S. where the focus more narrowly emphasizes second language learning. Graduates of the USF Ph.D. program in applied linguistics will have the training and experience to contribute to the growing field of Applied Linguistics with an eye toward addressing language-related societal needs through research and practice.

### **Evaluation of Program**

The remainder of this report will address the following:

1. Need and demand for the program
  - a. Local needs: USF and the Tampa area

- b. Demands: Why is a program such as this necessary?
- 2. Program quality
  - a. Organization
  - b. Curriculum
- 3. Faculty qualifications
- 4. Resources
- 5. Summary recommendation

## **1. Need and Demand for Program**

### **a. USF and the Tampa area.**

The proposed Ph.D. in Applied Linguistics will be unique in the state of Florida. The multilingual and multicultural nature of the state makes this an appropriate and natural venue to host this program. As noted in the proposal, Tampa has many language-speaking communities, which makes the area an ideal place for students to impact these communities while at the same time getting practical hands-on experience working with a range of non-English speakers. The proposal cites the State system strategic planning goal of serving "the needs of a diverse state and global society." A program dedicated to meeting the needs of a global society through an investigation and understanding of the language issues that confront that society is needed not only in Florida, but nation-wide and even worldwide. The university's vision for the future includes an emphasis on teaching and learning, on scholarship, research, innovation and community and business engagement. This program hits all of these areas. Its emphasis on providing a solid understanding of ways to investigate and solve language issues will ensure a better-informed set of scholars in the field. Far too often, the layperson has erroneous and naïve views of language and fails to recognize the complexities of linguistic systems and the dynamics of language use. An example that is especially relevant to the Tampa Bay area involves the issues surrounding bilingualism and multilingualism. A common myth held by laypeople is that "bilingualism" or "multilingualism" means perfectly balanced competence in the languages in question, whereas the reality is much more complex with a myriad of communicative implications. The need to prepare global professionals (including preparing advanced speakers of languages) can only be done by those who understand how to do it. By increasing the training (breadth and depth) of future applied linguists, USF

will be front and center as this well-established research area breaks new ground in solving traditional problems as well as new problems which will undoubtedly arise given the ever increasing complexities of communication in our global society.

**b. Why is a program such as this necessary?**

I have already pointed out in the preceding sections the need for well-trained applied linguists to meet the exigencies of today's emphasis on internationalism. Businesses have increased need to work with international partners and it is clear that social norms across cultures even within a business context differ considerably. In order to protect businesses from problems due to a lack of understanding or miscommunication or due to a misperception of another's attitude stemming from cultural norms (e.g., assigning labels such as 'rude' or 'confrontational' to individuals when their behavior is cultural and not personal), one needs educated individuals who can make appropriate interpretations. As I was preparing this report, I witnessed an agent from homeland security attempting to talk with a limited-English speaker as the latter was boarding an international flight. What was a routine question angered the agent because the man being interrogated couldn't answer. As an applied linguist, I knew immediately what the problem was and could have developed a training program for homeland security agents to avoid such situations in the future before they escalate into unpleasantness. It was all about language and language use. Similarly, understanding what it means to assess language proficiency is a crucial role for applied linguists to play, not only at the university-level, but also in the K-12 educational environment, and those with Ph.D.s in education rarely have this kind of specialized background. The USF program is unique in making that one of its core areas of concentration. In the proposal, there was a suggestion (based on an external review committee report) that a program such as this "would help drive innovation within other language programs housed in the department." I can attest to the validity of this statement from first-hand experience. The Ph.D. program at my university in Second Language Studies (which is narrower in scope) has brought positive change within our language programs and we now have our graduate students contributing to the Chinese, Russian, Spanish, and Korean programs.



The demand for Ph.D. programs in this disciplinary area are great. USF is on a ground-breaking path by setting this up in the state of Florida where no equivalent programs exist. In the proposal, there was reference to the large number of students who are not accepted into Georgia State's program. I imagine that this is similar to many other programs in the U.S. and abroad, leaving ample room for another high quality program to enter the scene and compete for the best students. My own program, which, as I mentioned, is more limited in scope regularly rejects 60-70 qualified applicants each year.

## **2. Program quality**

### **a. Organization**

The proposal for a new Ph.D. in Applied Linguistics follows from the review report of two external evaluators. It is evident from the well-crafted and clearly articulated report that the faculty members involved in the planning and implementation of the degree have the background and motivation to ensure a high-quality degree program. An impressive amount of background work has been completed (e.g., revisions to M.A. program) or is in various stages of the planning process and/or under review (e.g., introductions of graduate certificates, new B.A.). They have further identified appropriate admission criteria consistent with admission criteria of other Ph.D. programs in applied linguistics or second language studies in the U.S.

### **b. Curriculum**

The curriculum consists of core coursework, foundation course electives and general elective coursework. In addition, there will be a qualifying examination and dissertation research (including a defense of the proposal and a defense of the dissertation). The program requires 13 courses, as follows:

1. Core Coursework (8 courses, including directed research)
2. Foundation course electives (2 courses)
3. General electives (3 courses)
4. Qualifying examination
5. Dissertation (proposal and dissertation)

The curriculum includes familiarization with key areas of applied linguistics (e.g., LIN 7631-Advanced Seminar in Applied Linguistics) and in methods used to conduct research in Applied Linguistics (e.g., LIN 7638-Quantitative Methods, LIN 7639-Qualitative Methods). The curriculum is structured so that students will be prepared to be future leaders in the field of Applied Linguistics. The wide range of electives allows students to further their academic development in the areas that interest them to the greatest degree and that allow them to gain in-depth knowledge of their area of specialization. The requirement that students must present at a national-level conference is a unique and beneficial one in that students will be forced into contexts of presenting and receiving feedback on their own research. Attendance at such conferences also socializes students into the profession and gives them a context within which to understand the range of applied linguistics research.

The suggested timeline for completion is as follows:

	Fall	Spring	Summer
Year 1	1. LIN 6730 (seminar on research and writing) 2. Foundation Course 3. General Elective	1. LIN 6720 (Second Language Acquisition) 2. LIN 7631 (Advanced Seminar in AL) 3. LIN 7639 (Quantitative methods in AL)	1 General Elective
Year 2	1. Foundation Course 2. General Elective 3. LIN 7639 (Qualitative methods in AL)	1. Structure of language course 2. LIN 7635 Professional Development 3. LIN 7910 Directed Research	
Year 3	Qualifying exam	Dissertation research	
Year 4	Dissertation research	Dissertation research	

Students are expected to finish all degree requirements in 4-5 years. While the timeline and number of courses required are consistent with those of other programs in the U.S., it is not identical to any existing Ph.D. program in Applied Linguistics, as the proposed program specifically builds on the expertise of the current USF faculty.



### 3. Faculty qualifications

Five tenure-stream faculty have been identified to work on this program. It is clear from the proposal that they have gathered a significant amount of background information as part of the research needed to prepare this report; their commitment to making this a top-notch program is evident throughout.

Three of these faculty members are tenured and two came to USF in 2013. Their scholarly records are impressive with publications in some of the strongest journals in the field of Applied Linguistics. They are respected scholars who present their research in venues in many areas of the world and are invited to evaluate articles for funding agencies and prestigious journals. They appear to be well-integrated into the USF community and participate actively in the profession by serving on editorial boards and organizational committees of conferences.

Their research areas consist of topics that affect the lives of individuals, educational establishments, and entities (e.g., the language of online consumer reviews; multilingualism and language aptitude; assessing proficiency; language learning in a study-abroad context; structure of marketing research articles). The diversity and range of topics will ensure a broad program of study for students who enroll.

Without a doubt, they are well-qualified to administer this new program.

### 4. Resources

Adequate resources have been identified in the proposal for classroom space, library holdings, and so on.

Two tenured faculty members (Thompson and Vasquez) will take the lead with the two primary areas of responsibility (Program Director and Pedagogical Coordinator) at the early stages of the program. Others will be actively involved in the teaching of courses and in admissions decisions.

A successful Ph.D. program must find adequate support for its student body. This proposal identifies an impressive amount of student support. In addition to the 20 teaching assistantships, many students will come with their own support (e.g., Fulbright awards, government support). The students will gain valuable experience in a range of capacities, including, but not limited to foreign language teaching in the Department, ESL teaching through INTO-USF, and various other possibilities in language-related activities. Additional funds will be obtained through future grant funding. The new Ph.D. program will, in fact, enable grant activity which in almost all cases require research support; this support will come from the future Ph.D. students in the Applied Linguistics program.

## 5. Summary

The proposed Ph.D. will prepare annually a strong cohort of professional applied linguists who are prepared to meet the challenges of working with language-related issues in today's world. They will be prepared to work at research universities conducting research and training future applied linguistics; they will be prepared to go into industry to work with companies (e.g., consultants, working in advertising); they will be prepared to work in educational contexts (e.g., Educational Testing Service or the American Council on the Teaching of Foreign Languages working on issues of language assessment); and, they are likely to be called as expert witnesses in legal cases dealing with language issues. In other words, they will be prepared to enter universities in the U.S. and abroad and will also be able to be employed in the private and public sectors.

The Department of World Languages is well-situated within the university to ensure a high-quality program. The program itself meets USF strategic objectives (see 2013-2018 Strategic Plan) by contributing to cultural and ethnic diversity by investigating cross-cultural and cross-linguistic issues of language, the most fundamental aspect of the human experience. An appreciation of the global experience can come about in large part through an understanding of different languages and the way language works in societies. "USF research and innovation is directed toward creating local, national, and global solutions to society's most difficult solutions." Communication across languages and cultures is without a doubt one of those pressing problems and an applied field is by definition dedicated to

finding solutions. The combination aptly describes what Applied Linguistics is about.

The program will produce students who will:

- Have a strong knowledge base of a range of topics in Applied Linguistics;
- Be able to think critically about language-related issues and cogently write and/or speak of these issues to academic and non-academic audiences;
- Contribute to a global society through their understanding of the critical and pervasive role of language;
- Conduct independent research in Applied Linguistics using a variety of methodologies and tools;
- Contribute to the knowledge base of Applied Linguistics through publications and presentations;
- Gain experience in teaching and creating partnerships within the community; and
- Participate in a wide range of professional activities at the local, national, and even international levels.

Finally, it has been a pleasure to review this proposal, which was impressive in its thoroughness. The research areas of text-analysis, intercultural communication, and language assessment are at the forefront of research in Applied Linguistics. USF is poised to become a leader in the field and has demonstrated its ability to create a first-class degree. The University and local community will greatly benefit by the presence of this new degree program. I am in full support of this proposal for a new Ph.D. in Applied Linguistics.



April 19, 2015

January 18, 2016

Theresa H. Chisolm  
Vice Provost for Strategic Planning, Performance & Accountability  
University of South Florida

Dear Dr. Chisolm:

Thank you for the opportunity to review the proposed Ph.D. in Linguistics and Applied Language Studies at University of South Florida. As you are aware, we are also pursuing a similar degree, however USF's focus on applied language studies is distinctly different from our proposal and thus we have no concerns regarding this proposal.

As our Linguistics faculty have already reached out to USF linguistics faculty in the form of a guest research presentation at FIU, we look forward to continued collaboration between the two proposed programs.

Sincerely,



Kenneth G. Furton  
Provost and Executive Vice President



AMANDA HUENSCH  
708 E. Hollywood St. Apt. 5  
Tampa, FL 33604  
(217) 201-1151  
huensch@usf.edu

## Education

### *Ph.D. in Linguistics*

Department of Linguistics, University of Illinois at Urbana-Champaign (UIUC), 2013  
Dissertation title: "The perception and production of palatal codas by Korean L2 learners of English"  
Director of Research: Dr. Annie Tremblay  
Scott Dissertation Completion Fellowship, Graduate College, UIUC, 2012

### *M.A. in Linguistics*

Department of Linguistics, UIUC, May 2010

### *M.A. in Teaching English as a Second Language*

Division of English as an International Language (DEIL), UIUC, May 2007  
Graduated with Distinction

### *B.A. in Spanish*, summa cum laude

College of Liberal Arts and Sciences, UIUC, May 2004  
Bronze Tablet Recipient, awarded to top 3% of graduating class  
Spanish Departmental Honors: High Distinction

## Employment

Assistant Professor of Applied Linguistics, Department of World Languages, University of South Florida (USF), 2013-present

## Publications

- Huensch, A., & Tremblay, A. (2015). Effects of perceptual phonetic training on the perception and production of second language syllable structure. *Journal of Phonetics*, 52, 105-120.
- Watts, P., & Huensch, A. (2015). Assessing assessment: A principled revision of an in-house pronunciation diagnostic test. *Proceedings of the 6th Pronunciation in Second Language Learning and Teaching Conference*.
- Watts, P., & Huensch, A. (2013). Integrated speaking, listening and pronunciation: Are textbooks leading the way? In J. Levis & K. LeVelle (Eds.), *Proceedings of the 4th Pronunciation in Second Language Learning and Teaching Conference*, pp. 265-278. Ames, IA: Iowa State University.
- Kim, J., Chim, Y., Huensch, A., Jun, H., Li, H., & Roullion, V. (2010). A case study on an item writing process: Use of test specifications, nature of group dynamics, and individual item writers' characteristics. *Language Assessment Quarterly*, 7, 1-16.
- Lichtman, K., Chang, S., Cramer, J., Crespo del Rio, C., Hallett, J., Huensch, A., & Morales, A.



- (2010). IPA illustration of Q'anjob'al. *Studies in the Linguistic Sciences: Illinois Working Papers 2010*: 1-23.
- Yoon, S., Pierce, L., Huensch, A., Juul, E., Perkins, S., Sproat, R., & Hasegawa-Johnson, M. (2009). Construction of a rated speech corpus of L2 learners' speech. *CALICO Journal*, 26.

### ***Revise and Resubmit***

- Huensch, A. Perceptual Phonetic Training Improves Productions in Larger Discourse Contexts. *Journal of Second Language Pronunciation*.
- Huensch, A. How the initiation and resolution of repair sequences act as a device for the co-construction of membership and identity. *Journal of Pragmatics*.

### ***In preparation***

- Huensch, A., & Tracy-Ventura, N. The contribution of measuring L1 fluency data when measuring L2 fluency longitudinally. *Applied Psycholinguistics*.
- Huensch, A., & Tracy-Ventura, N. A multidimensional investigation of L2 fluency before, during, and after residence abroad. *Modern Language Journal*.
- Huensch, A. An investigation of perceptual cues that affect the acquisition of syllable structure in second language learning. *Language and Speech*.

### ***Invited Presentations***

- Huensch, A. (June 2015). "Oral language fluency development in study abroad: What are we measuring and what is it telling us?" Center for Research in Language Learning and Use Seminar Series. University of York. York, United Kingdom.
- Huensch, A. (March, 2015). "Incorporating digital media to enhance speaking skills." SPLIS-VDMIS Intersection Session, Teachers of English to Speakers of Other Languages (TESOL), Toronto, Canada.
- Huensch, A., & Ingels [Mauck], S. (September, 2007). "Teaching perception of suprasegmentals using popular media." (Invited Lecture) 12<sup>th</sup> ESL Conference, UNAM-San Antonio, San Antonio, TX.

### ***Organized Colloquia***

- SPLIS-ALIS InterSection Session (April, 2016). "Effectiveness of Pronunciation Instruction: Models that Work." Panel speakers: Dr. Wayne Dickerson, Dr. Veronica Sardegna, and Dr. Ron Thomson. Teachers of English to Speakers of Other Languages (TESOL), Baltimore, Maryland.
- SPLIS Academic Session. (March, 2015). "Achieving, assessing, and teaching oral language fluency." Panel speakers: Dr. Tracey Derwing, Dr. Elizabeth Gatbonton, and Dr. Okim Kang. Teachers of English to Speakers of Other Languages (TESOL), Toronto, Canada.

### ***Conference Oral Presentations***

- Tracy-Ventura, N., & Huensch, A. (October, 2015). "A multidimensional investigation of L2 fluency before, during, and after residence abroad." Second Language Research Forum (SLRF), Atlanta, GA.

- Huensch, A. (March, 2015). "Developing learner autonomy outside of the pronunciation classroom." Teachers of English to Speakers of Other Languages (TESOL), Toronto, Canada.
- Pierce, L., & Huensch, A. (March, 2015). "ITAs, oral proficiency, and quasi-crowdsourcing assessment." American Association of Applied Linguists (AAAL), Toronto, Canada.
- Huensch, A., & Tracy-Ventura, N. (October, 2014). "The relationship between L1 fluency and L2 fluency development in a study abroad context." Second Language Research Forum, (SLRF), Columbia, SC.
- Huensch, A. (October, 2013). "Effects of perceptual training on the productions of Korean L2 learners of English." Second Language Research Forum (SLRF), Provo, UT.
- Watts, P., Huensch, A., & Pierce, L. (September, 2013). "Attainable targets for L2 learners: How proficient L2 speakers can bridge the gap." Pronunciation for Second Language Learners and Teachers (PSLLT), Ames, IA.
- Huensch, A. (May, 2013). "Syllable structure constraints and the effects of perceptual training on Korean L2 learners of English." New Sounds, Montreal, Canada.
- Huensch, A. (March, 2013). "Training effects on the perception and production of learner English". Teachers of English to Speakers of Other Languages (TESOL), Dallas, TX.
- Watts, P., & Huensch, A. (March, 2012). "Developing ITAs teaching and language skills with online lectures." Teachers of English to Speakers of Other Languages (TESOL), Philadelphia, PA.
- Huensch, A. (March, 2011). "An investigation of the perception and production of English palatals." Teachers of English to Speakers of Other Languages (TESOL), New Orleans, LA.
- Hahn, L., Alsberg, J., Beers, B., Huensch, A., Kim, J., & Maurer, V. (March, 2011). "ITA test development workshop." Teachers of English to Speakers of Other Languages (TESOL), New Orleans, LA.
- Watts, P., & Huensch, A. (September, 2011). "The selling of accent in recent US television commercials." Pronunciation in Second Language Learning and Teaching (PSLLT), Ames, IA.
- Huensch, A. (November, 2010). "How the initiation and resolution of repair sequences act as a device for the co-construction of membership and identity." National Communication Association (NCA), San Francisco, CA.
- Huensch, A. (October, 2010). "The perception of English word-final fricatives and affricates by Korean L1 learners of English." Second Language Research Forum (SLRF), College Park, MD.
- Huensch, A., & Betz, E. (July, 2010). "Doing relationship work in the face of a problematic action: First names as address terms in English and German." International Conference on Conversation Analysis (ICCA), Mannheim, Germany.
- Huensch, A. (March, 2009). "A guide to understanding English rhythm and paths to improvement." Teachers of English to Speakers of Other Languages (TESOL), Denver, CO.
- Hahn, L., & Huensch, A. (March, 2009). "Pathways to pronunciation: Stir a new passion." Teachers of English to Speakers of Other Languages (TESOL), Denver, CO.
- Huensch, A. (March, 2009). "Integrating authentic experiences for ESL learners in oral communication classes." Teachers of English to Speakers of Other Languages (TESOL), Denver, CO.

- Watts, P., & Huensch, A. (March, 2009). "Engaging learners with pronunciation games." Teachers of English to Speakers of Other Languages (TESOL), Denver, CO.
- Huensch, A. & Watts, P. (April, 2008). "Oral portfolios as assessment for pronunciation courses." Teachers of English to Speakers of Other Languages (TESOL), New York, NY.
- Huensch, A., & Ingels [Mauck], S. (March, 2007). "Teaching perception of suprasegmentals using popular media." Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.
- Kim, J., Chi, Y., Huensch, A., Jun, H-S., Li, H., & Rouillon, V. (October, 2007). "A journey of item writing process: Roles of test specifications, individual item writer characteristics, and the nature of group dynamics." MidWest Association of Language Testers (MwALT), Ann Arbor, MI.
- Mauck, S., & Huensch, A. (March, 2006). "Using the internet to teach pronunciation." 32<sup>nd</sup> Annual Meeting of the Illinois Teachers of English to Speakers of Other Languages—Bilingual Education (ITBE), Naperville, IL.

### **Conference Poster Presentations**

- Huensch, A. (October, 2014). "The effects of perceptual phonetic training on productions in larger discourse contexts." CAS Oktoberfest, University of South Florida, Tampa, FL.
- Tykot, R. H., Bloom, S.E., Bourgeois, M., Carson, V., DeMarie, D., Huensch, A., Jeong, C. S., Krajcevski, M., Voeller, M., & Yee, K. (March 2014). "Student perceptions of undergraduate research: Opportunity, sacrifice, or fun?" 25<sup>th</sup> International Conference on College Teaching and Learning, Ponte Vedra Beach, FL.
- Watts, P., & Huensch, A. (September, 2014). "Assessing assessment: A pronunciation diagnostic case study." Pronunciation in Second Language Learning and Teaching (PSLLT). Santa Barbara, CA.
- Huensch, A. (March, 2014). "The effects of perceptual phonetic training on productions in larger discourse contexts." American Association for Applied Linguistics (AAAL), Portland, OR.
- Watts, P., & Huensch, A. (August, 2012). "Integrated speaking, listening and pronunciation: Are textbooks leading the way?". Pronunciation in Second Language Learning and Teaching (PSLLT). Vancouver, BC.
- Huensch, A. (October, 2011). "The effect of syllable structure constraints on the perception and production of Korean L2 learners of English." Mid-Continental Phonetics and Phonology Conference (MidPhon), Urbana, IL.
- Huensch, A. (May, 2011). "The effect of syllable structure constraints on the perception and production of English palatals by Korean learners." SLATE Graduate Research Symposium, Urbana, IL.
- Huensch, A. (September, 2010). "The perception and production of English word-final alveo-palatals by Korean L1 learners of English." Pronunciation in Second Language Learning and Teaching (PSLLT), September 2010. Ames, IA.
- Huensch, A. (May, 2010). "The perception of English word-final alveo-palatals by Korean L1 learners of English." SLATE Graduate Research Symposium, Urbana, IL.
- Kim, K., Huensch, A., & Jang, S. (April, 2010). "Test adaptiveness in development of oral proficiency test for International Teaching Assistants." Language Testing Research Colloquium (LTRC), Cambridge, UK.



### **Grant Applications**

- PI: USF New Researcher Grant, University of South Florida, Tampa, FL, \$10,000, Spring 2015 (not received)
- Humanities Institute Summer Grant, University of South Florida, Tampa, FL, \$5,000, Spring 2015 (not received)
- USF Internal Faculty International Travel Grant, University of South Florida, Tampa, \$2,500, Fall 2014 (**received**)
- CAS Internal Award (pilot study), University of South Florida, Tampa, FL, \$1,500, Fall 2014 (not received)
- CAS Internal Award (equipment grant), University of South Florida, Tampa, FL, \$1,500, Fall 2013 (**received**)
- PI: USF New Researcher Grant, University of South Florida, Tampa, FL, \$10,000, Fall 2013 (not received)
- Humanities Institute Summer Grant, University of South Florida, Tampa, FL, \$5,000, Spring 2014 (not received)

### **Teaching Experience**

#### ***Assistant Professor, Department of World Languages, USF, 2013-present***

- Full responsibility for all aspects of course planning, teaching and assessment
- Delivered engaging lectures utilizing the latest in instructional technology
- Fairly assessed and provided timely, meaningful feedback on homework assignments, projects and exams

#### ***Courses Taught***

- LIN 4721: Second Language Acquisition
- LIN 5700: Applied Linguistics (graduate course)
- LIN 6720: Second Language Acquisition (graduate course)
- LIN 6932/4930: The Sound System of English
- TSL 5372: ESOL Curriculum and Instruction (graduate course)

#### ***Instructor, Department of Linguistics, UIUC, 2004-2012***

- Full responsibility for all aspects of course planning, teaching and assessment
- Developed and modified comprehensive lesson plans and materials for improving oral language and teaching skills
- Fostered student independence in language learning and provided meaningful individualized feedback
- Diagnosed and assessed English language proficiency and improvement
- Mentored novice instructors and guided them through their first semesters teaching
- Delivered engaging lectures utilizing the latest in instructional technology

#### ***Courses Taught***

- ESL 504: English Pronunciation for ITAs (graduate course); 14 semesters
- ESL 506: Oral communication for ITAs (graduate course); 2 semesters
- ESL 508: Seminar for ITAs (graduate course)

- ESL 110/510: English Pronunciation for Academic Purposes
- LING 225: Elements of Psycholinguistics

***Graduate Teaching Assistant, Department of Linguistics, UIUC, 2010-2012***

- Facilitated small group discussions and prepared supplementary activities to correspond with weekly lectures
- Fairly assessed and provided timely, meaningful feedback on homework assignments, projects and exams
- Mentored undergraduate and graduate students teaching within an ESL practicum course

***Courses Taught***

- LING 225: Elements of Psycholinguistics; 2 semesters
- EIL 411: Introduction to TESL Methodology; 2 semesters
- LING 401: Introduction to General Phonetics

***Instructor, Intensive English Institute, UIUC, Summer 2008-2012***

- Assisted in curriculum development and materials creation for new course initiatives
- Developed comprehensive lesson plans and tailored materials based on needs assessments for diverse special programs
- Coordinated guest lectures and speaker panels of students and faculty from a variety of departments at the University of Illinois

***Courses Taught***

- Transitions to Illinois Special Program, Summer 2012
- CEE 3+2 Oral Skills for Campus Life, Summer 2012
- Academic Listening and Speaking, Summer 2010
- Advanced Pronunciation, Summer 2010
- Tongji Special Program, Pronunciation, Summer 2010-2012
- Advanced Oral Communication, Summer 2008
- Colombia Special Program, Summer 2008

***Instructor and Coordinator, Preparatory English Program (PEP) for new MBA students; Illinois MBA Program, UIUC, Summer 2003-2008***

- Coordinated multiple sections of English for Business Purposes ensuring consistency in instruction and assessment
- Developed and modified comprehensive lesson plans and materials for improving written and oral business communication

***Courses Taught***

- PEP Public Speaking; *instructor*, Summer 2007
- English for Business Purposes; *course coordinator*, Summer 2006-2008
- English for Business Purposes; *instructor*, Summer 2005-2008
- PEP Pronunciation; *instructor*, Summer 2003-2004, 2006



***Guest Lecturer, Department of Linguistics, UIUC***

- LING 100: Introduction to Language Science, Fall 2012
- LING 225: Elements of Psycholinguistics, Fall 2010
- LING 542: Phonology II, Spring 2010
- LING 302: Elements of Phonology, Spring 2009
- EIL 488: English Phonology and Morphology for TESL, Spring 2008

**Teaching Awards & Experiences**

- The Henry and Renee Kahane Award for Outstanding TA in Linguistics, 2012
- The DEIL Mary A. Hussey Award for Excellence in ESL Teaching, 2007
- Graduate Teaching Certificate, Center for Teaching Excellence, UIUC, 2007
- Education Consultant for the Center for Teaching Excellence, UIUC, 2007-2009
- Appeared on The List of Teachers Ranked as Excellent by Their Students, UIUC, 2004-2012

**Fellowships**

- Scott Dissertation Completion Fellowship, Graduate College, UIUC, 2012
- Cognitive Science/Artificial Intelligence Award, Beckman Institute, UIUC, 2012

**Service Awards**

- The Department of Linguistics Student Leadership Award, 2011
- The Outstanding Contribution to Advance the Mission of the Department Award, 2009

**Honors and Travel Awards**

- TESOL Professional Development Scholarship, Fall 2014 \$330
- SLATE Travel Award Recipient, 2012 & 2013
- Travel Funding from Department of Linguistics, 2008-2012
- Phi Kappa Phi Honors Society, 2003
- Edmund J. James Scholar, UIUC, 2000-2004

**Students**

- Graduate
  - Major Professor for SLA/IT: Yunhyun Lee
  - Qualifying Exam and Dissertation Committees for SLA/IT: Erhan Aslan, Judith Bridges, Jhon Cuesta, Hayriye Karliova, Anastasia Khawaja, Zeynep Koylu, Matilde Olivero
- Undergraduate
  - Office of Undergraduate Research (OUR) Mentor for: Crystal Bonano, Cedric Torres, Areins Pelayo

**University Service for the University of South Florida**

- Japanese Instructor Search Committee, World Languages Department, 2014-2015
- Undergraduate Curriculum Development Committee, 2013-present
- Undergraduate Curriculum Coordinator, 2013 – present

### **University Service for the University of Illinois at Urbana-Champaign**

- MATESL Program Review Committee, Student Representative, UIUC, 2011-2012
- Volunteer Facilitator, Illinois Graduate Academy for College Teaching, Center for Teaching Excellence, UIUC, 2011-2012
- Co-Chair for the Illinois Language and Linguistics Society 3 Conference, UIUC, 2010
- Editorial Board, Studies in Linguistic Sciences: Illinois Working Papers, 2008-2012
- Treasurer of the Linguistics Student Organization, 2008-2010
- Founder and Organizer of “Reality English,” a weekly conversation group for ESL learners, 2005-2011

### **Professional Service**

- Speech, Pronunciation and Listening Interest Section Chair-elect, 2014
- Speech, Pronunciation and Listening Interest Section Newsletter Editor, 2009-2014

### *Professional Memberships*

- TESOL (2007 – present)
- AAAL (2013 – present)
- LSA (2008, 2013 – 2014)
- Sunshine State TESOL (2013 – present)
- Bay Area Regional TESOL (2013 – present)

### *Abstract Reviewer for the following conferences:*

- TESOL
- LSA

### *Article Reviewer for the following journals:*

- Applied Linguistics
- Journal of Second Language Pronunciation

### **Language Assessment Work Experience**

- English Proficiency Interview (EPI) Rater, UIUC, 2010-2012
- English Proficiency Interview (EPI) Development Team, Center for Teaching Excellence, UIUC, 2009-2010
- Assistant SPEAK Test Administrator, UIUC, 2007
- Test Item Writer, *Berlitz* Project, Fall 2006
- SPEAK Test Rater, UIUC, 2003-2010

### **Research Interests**

- Second Language Acquisition
- Oral Fluency Development
- ESL Pedagogy
- Phonetics & Phonology
- Conversation Analysis
- Language Assessment

### **Languages**

- Spanish: Intermediate knowledge
- French: Intermediate knowledge
- German: Beginner knowledge

### **References**

Available upon request

Curriculum Vitae  
**Nicole Tracy-Ventura**

**Education**

- 2008 Ph.D. in Applied Linguistics, Northern Arizona University  
Thesis: "Developmental Readiness and Tense/Aspect: An Instructional Study of L2 Preterit and Imperfect Acquisition in Spanish"  
Committee: Prof Mary McGroarty (chair), Prof Douglas Biber, Prof Kim McDonough, Prof Randi Reppen, and Prof Joe Collentine
- 2003 M.A. in Teaching English as a Second Language, Northern Arizona University
- 2000 B.A. in Liberal Studies, minor in Linguistics, Humboldt State University, CA

**Employment**

- 2013 – present Assistant Professor, University of South Florida
- 2008 – 2013 Research Fellow, University of Southampton

**Books: Monographs and Edited Collections**

- Mitchell, R., Tracy-Ventura, N., & McManus, K. (Eds.) (2015). *Social interaction, identity and language learning during residence abroad*. Eurosia Monographs Series, 4.
- Mitchell, R., Tracy-Ventura, N., & McManus, K. (in preparation). *Identity, social relationships and language learning during residence abroad*. Routledge.

**Publications: Articles & Book Chapters**

- Tracy-Ventura, N., Dewaele, J-M., Koylu, Z., & McManus, K. (to appear, 2016). Personality changes after a year abroad? A mixed-methods study. *Study Abroad Research in Second Language Acquisition and International Education*.
- Tracy-Ventura, N., Mitchell, R., & McManus, K. (to appear, 2016). The LANGSNAP longitudinal learner corpus: Design and use. In M. Alonso Ramos (Ed.), *Spanish learner corpora*. Amsterdam: John Benjamins.
- Mitchell, R., McManus, K., & Tracy-Ventura, N. (2015). Comparison of language development during different residence abroad programmes. In R. Mitchell, N. Tracy-Ventura, & K. McManus (Eds.), *Social interaction, identity and language learning during residence*. EUROSLA Monograph Series 4.
- Tracy-Ventura, N. & Myles, F. (2015). The importance of task variability in learner corpora for SLA research. *International Journal of Learner Corpus Research*, 1(1), 58-95.

- McManus, K., Mitchell, R., & Tracy-Ventura, N. (2014). Understanding insertion and integration in a study abroad context: The case of English-speaking sojourners in France. *Revue Française de Linguistique Appliquée*, 19(2), 97-116.
- McManus, K., Tracy-Ventura, N., Mitchell, R., Richard, L., & Romero de Mills, P. (2014). Exploring the acquisition of the French subjunctive: local syntactic context or oral proficiency? In P. Leclercq, A. Edmonds & H. Hilton (Eds.), *Measuring L2 Proficiency: Perspectives from SLA* (pp. 167-190). Bristol: Multilingual Matters.
- Tracy-Ventura, N., McManus, K., Norris, J., & Ortega, L. (2014). "Repeat as much as you can": Elicited imitation as a measure of oral proficiency in L2 French. In P. Leclercq, A. Edmonds & H. Hilton (Eds.), *Measuring L2 Proficiency: Perspectives from SLA* (pp 143-166). Bristol: Multilingual Matters.
- Kim, Y. & Tracy-Ventura, N. (2013). The role of task repetition in L2 performance development: What needs to be repeated during task-based interaction? *System*, 41, 829-840.
- Dominguez, L., Tracy-Ventura, N., Arche, M., Mitchell, R., & Myles, F. (2013). The role of dynamic contrasts in the L2 acquisition of Spanish past tense morphology. *Bilingualism: Language and Cognition*, 16, 558-577.
- Biber, D., Davies, M., Jones, J.K., & Tracy-Ventura, N. (2012). "Spoken and written register variation in Spanish: A multi-dimensional analysis" [reprint of 2006 Corpora article]. In *Corpus Linguistics: Volume III Varieties* (pp.165-198). SAGE Benchmarks in Language and Linguistics. London: Sage.
- Kim, Y., & Tracy-Ventura, N. (2011). Task complexity, anxiety and the development of the simple past. In P. Robinson (Ed.), *Task complexity: Researching the Cognition Hypothesis of language learning and performance*. Philadelphia, PA: John Benjamins.
- Biber, D., Kim, Y., & Tracy-Ventura, N. (2010). A corpus-driven approach to comparative phraseology: Lexical bundles in English, Spanish, and Korean. In S. Iwasaki (Ed.), *Japanese / Korean Linguistics 17*. Stanford, CA: The Center for the Study of Language and Information (CSLI).
- Biber, D. & Tracy-Ventura, N. (2007). Dimensions of register variation in Spanish. In G. Parodi (Ed.), *Working with Spanish corpora* (pp. 87-152). London: Continuum.
- Tracy-Ventura, N., Cortes, V., & Biber, D. (2007). Lexical bundles in Spanish speech and writing. In G. Parodi (Ed.), *Working with Spanish corpora* (pp. 354-375). London: Continuum.
- Biber, D., Davies, M., Jones, J.K., & Tracy-Ventura, N. (2006). Spoken and written register variation in Spanish: A multi-dimensional analysis. *Corpora*, 1, 1-37.
- Keck, C., Iberri-Shea, G., Tracy-Ventura, N., & Wa-Mbaleka, S. (2006). Investigating the empirical link between task-based interaction and acquisition: A quantitative meta-analysis. In J. M. Norris & L. Ortega (Eds.), *Synthesizing research on language learning and teaching* (pp. 91-131). Philadelphia, PA: John Benjamins.



### **Publications: Other (Book Reviews, Conference Proceedings, Newsletters)**

Tracy-Ventura, N. (2015). Review of S. Loewen's "Introduction to Instructed Second Language Acquisition", *TESOL Quarterly*.

Tracy-Ventura, N. (2008). Review of U. Römer's "Progressives, Patterns, and Pedagogy: A Corpus-Driven Approach to English Progressive Forms, Functions, Contexts and Didactics," *Studies in Second Language Acquisition*, 30, 101-103.

Kolb, T., Friginal, E., Lee, M., Tracy-Ventura, N., & Grieves, J (2008). *Teaching writing within forestry*. Conference Proceedings of the 7th Biennial Conference for Education in Natural Resources, Corvallis, OR. March 13-15, 2008.  
Available online: <http://hdl.handle.net/1957/8085>

Tracy-Ventura, N. (2007). Time, space, participation, and engagement: A framework for proactive classroom management. *AZ-TESOL Newsletter*, Volume 28 (4), 14-16.

Tracy-Ventura, N. (2007). Second Language Teachers' Experiences with Classroom Management. *AZ-TESOL Newsletter*, Volume 28, (1), 12-14.

Tracy-Ventura, N. (2006). Classroom Management in Second Language Teaching: Suggestions for Teachers and Teacher Preparation Programs. *The AZ-TESOL Newsletter*, Volume 27, (4), 14-17.

Tracy-Ventura, N. (2006). Review of F. Mishan's "Designing Authenticity into Language Learning Materials," *Language Teaching Research*, 10, 122-125.

### **Revise/Resubmit**

Kim, Y., Tracy-Ventura, N., Jung, Y. (revise/resubmit). A test of proficiency or short-term memory? The use of elicited imitation for SLA research. *Second Language Research*.

### **Invited Presentations**

Tracy-Ventura, N. (November, 2012). *Second language acquisition and study abroad*. Guest lecture presented via Skype in Dr Luke Plonsky's MA course on Second Language Acquisition at Northern Arizona University.

Tracy-Ventura, N. (April, 2012). *Analyzing learner corpora with CLAN*. Invited lecture at the University of Granada, Spain.

Tracy-Ventura, N. Mitchell R., McManus, K. (February, 2012). *Residence abroad and second language acquisition*. Invited lecture at the University of Granada, Spain.

Tracy-Ventura, N., McManus, K., Mitchell, R., Richard, L., & Romero de Mills, P. (October, 2011). *LANG-SNAP: Investigating the influence of social and individual factors on language learning abroad*. Invited lecture at the Centre for Applied Language Research, University of Southampton, UK.

Efstathiou, S., Fritsche, M., Hakenbeck, S., May, W., Scheduling, F., Thormahlen, W., & Tracy-Ventura, N. (June, 2010). *Linking Sources, Linking Ideas: Postdoctoral Research in the Humanities*. Invited lecture at the University of Southampton, UK.

Tracy-Ventura, N. (October, 2009). *Analyzing L2 development using learner corpora: Introducing SPLLOC and FLLOC for Spanish and French SLA research*. Invited lecture at the University of South Florida, USA.

### Conference Presentations

Tracy-Ventura, N. & Huensch, A. (October, 2015). A multidimensional investigation of L2 fluency before, during, and after residence abroad. Paper to be presented at the Second Language Research Forum (SLRF) annual conference in Atlanta, GA.

Myles, F., Tracy-Ventura, N., Dominguez, L., Mitchell, R. & Arche, M. (September, 2015). The importance of elicitation task design in SLA research: revisiting the Aspect Hypothesis. Paper presented at European Second Language Association (EUROSLA) annual conference in Aix-en-Provence, France.

Mitchell, R., Tracy-Ventura, N., McManus, K., & Huensch, A. (July, 2015). Social reinsertion, L2 identities and second language maintenance following residence abroad. Paper presented at The Culture of Study Abroad for Second Languages conference in Halifax, Canada.

Huensch, A. & Tracy-Ventura, N. (October, 2014). The relationship between L1 fluency and L2 fluency development in a study abroad context. Paper presented at the Second Language Research Forum (SLRF) annual conference in Columbia, SC.

Mitchell, R., McManus, K., & Tracy-Ventura, N. (October, 2014). The development of L2 grammatical accuracy during residence abroad: the influence of social networks. Paper presented at the Second Language Research Forum (SLRF) annual conference in Columbia, SC.

Tracy-Ventura, N. (October, 2014). A longitudinal study of lexical sophistication in a residence/study abroad context. Paper presented at the Second Language Research Forum (SLRF) annual conference in Columbia, SC.

Mitchell, R. Tracy-Ventura, N., McManus, K., Romero, P., & Richard, L. (August, 2014). Real and virtual social networking and language learning during residence abroad. Paper presented at the AILA World Congress in Brisbane, Australia.

Mitchell, R., McManus, K., & Tracy-Ventura, N. (September, 2014). "It's just a matter of time": The development of grammatical accuracy during residence abroad. Paper presentation at the European Second Language Association (EUROSLA) annual conference in York, UK.



- Tracy-Ventura, N., McManus, K., & Mitchell, R. (September, 2014). The development of lexical diversity during study abroad: Introducing the new LANG-SNAP longitudinal learner corpus. Paper presented at the American Association for Corpus Linguistics Annual Conference. Flagstaff, AZ.
- Tracy-Ventura, N. (March, 2014). The effect of residence abroad on the knowledge and use of less frequent vocabulary. Poster presentation at the American Association of Applied Linguistics (AAAL) Annual Conference in Portland, OR.
- Tracy-Ventura, N., McManus, K., & Mitchell, R. (September, 2013). *A longitudinal learner corpus investigation of vocabulary learning before, during, and after residence abroad*. Paper presented at the Learner Corpus Research Conference. Bergen, Norway.
- Mitchell, R., McManus, K. & Tracy-Ventura, N. (August, 2013). *Impact of social networking and social integration on development of L2 accuracy and fluency during residence abroad: A longitudinal study*. Paper presented at the 23<sup>rd</sup> Annual Conference of the European Second Language Association (EUROSLA). Amsterdam, Netherlands.
- Mitchell, R., Tracy-Ventura, N., McManus, K., Richard, L., Romero de Mills, P., & Dewaele, J-M. (April, 2013). *The influence of social networks, personality and placement type on language learning during residence abroad: Preliminary findings of the LANGSNAP project*. Colloquium presented at the Residence Abroad, Social Networks, and Second Language Learning Conference. Southampton, UK.
- McManus, K. & Tracy-Ventura, N. (October, 2012). *A longitudinal investigation of L1 and L2 use during residence/ study abroad*. Paper presented at the Second Language Research Forum (SLRF). Pittsburgh, USA.
- McManus, K., Tracy-Ventura, N., Mitchell, R., Richard, L., & Romero de Mills, P. (September, 2012). *Social networks, interaction and acquisition during the year abroad*. Paper presented at the 22<sup>nd</sup> Annual Conference of the European Second Language Association (EUROSLA). Poznan, Poland.
- Mitchell, R., Tracy-Ventura, N., McManus, K., Richard, L., & Romero de Mills, P. (September 2012). *A comparative study of social networks of British undergraduates during residence abroad in France, Spain and Mexico*. Paper presented at the 45<sup>th</sup> Annual Meeting of the British Association for Applied Linguistics, Southampton.
- Romero de Mills, P., Mitchell, R., & Tracy-Ventura, N. (July 2012). *Language Assistantships and Student Exchange: A comparison of students' linguistic development during different residence abroad programmes*. Paper presented at Language Futures: Languages in Higher Education Conference 2012, Edinburgh.
- Tracy-Ventura, N. McManus, K., Mitchell, R., Richard, L., Romero de Mills, P. (March 2012). *Social networks, target language interaction, and second language acquisition during residence abroad: A longitudinal study*. Paper presented at the AAAL conference. Boston, USA.
- Tracy-Ventura, N., McManus, K., Ortega, L., & Norris, J. (February 2012). *"Repeat as much as you can": Elicited imitation as a measure of global proficiency in L2 French*. Paper presented at the L2 proficiency Assessment Workshop. Montpellier, France.

- McManus, K., Tracy-Ventura, N., Mitchell, R., Richard, L., & Romero de Mills, P. (February 2012). *Assessing modality in a second language*. Paper presented at the L2 proficiency Assessment Workshop. Montpellier, France.
- Kim, Y., Tracy-Ventura, N., & Han, Y. (September 2011). *Task repetition, learner-learner interaction, and the development of L2 oral performance*. Paper presented at the 21<sup>st</sup> Annual Conference of the European Second Language Association (EUROSLA). Stockholm, Sweden.
- Myles, F., Mitchell, R., Dominguez, L., David, A., Arche, M., & Tracy-Ventura, N. (June, 2010). *Learner corpora and Second Language Acquisition research*. Paper presented at the Fifth Inter-Varietal Applied Corpus Studies (IVACS) International Conference. Edinburgh, UK.
- Tracy-Ventura, N., Mitchell, R., & Myles, F. (March, 2010). *Oral production tasks in L2 tense-aspect research: The effect of task design on learner performance*. Paper presented at the American Association of Applied Linguistics (AAAL) Conference. Atlanta, GA, USA.
- Tracy-Ventura, N., Dominguez, L., Mitchell, R., Myles, F., Arche, M. (November, 2009). *L2 acquisition of the Spanish imperfect: Evidence from both comprehension and production*. Paper presented at the Second Language Research Forum (SLRF). East Lansing, MI, USA.
- Dominguez, L., Tracy-Ventura, N., Mitchell, R., Myles, F., Arche, M. (October, 2009). *Eliciting evidence on tense and aspect in L2 Spanish: A learner corpus approach*. Paper presented at the Hispanic Linguistic Symposium Conference. San Juan, Puerto Rico.
- Tracy-Ventura, N. & Dominguez, L. (September, 2009). *Task design in L2 tense and aspect research: What matters?* Paper presented at the Talk-Based Language Teaching Conference. Lancaster, UK.
- Tracy-Ventura, N., Dominguez, L., Mitchell, R., Myles, F., Arche, M. (September, 2009). *Acquiring L2 Spanish preterit and imperfect: A cross-sectional study of the effects of lexical aspect and narrative structure*. Paper presented at the EUROSLA Conference. Cork, Ireland.
- Dominguez, L., Tracy-Ventura, N., Mitchell, R., Myles, F., Arche, M. (September, 2009). *Designing a learner corpus to study L2 tense and aspect*. Paper presented at the EUROSLA Conference. Cork, Ireland.
- Tracy-Ventura, N. (October, 2008). *Testing the Teachability Hypothesis in L2 Spanish using Intact Classes*. Paper presented at the Second Language Research Forum (SLRF) Conference. Honolulu, HI, USA.
- Tracy-Ventura, N. (March, 2008). *The relationship between emergence, attempts, and accuracy in an instructional study of L2 Spanish*. Paper presented at the American Association of Applied Linguistics (AAAL) Conference, Washington D.C., USA.



- Kolb, T., Friginal, E., Lee, M., Tracy-Ventura, N., & Grieves, J (March, 2008). *Teaching writing within forestry*. Paper presented at the 7th Biennial Conference for Education in Natural Resources. Corvallis, OR., USA.
- Tracy-Ventura, N. (October, 2007). *An instructional study of L2 preterit and imperfect acquisition*. Paper presented at the Second Language Research Forum (SLRF) Conference. Urbana-Champaign, IL., USA.
- Tracy-Ventura, N. (June, 2007). *An exploratory study of L2 teachers' classroom management practices*. Paper presented at CARLA's Language Teacher Education Conference, Minneapolis, MN., USA.
- Tracy-Ventura, N. (April, 2007). *Developmental readiness and tense/aspect: An instructional study of L2 preterit and imperfect acquisition*. Paper presented at the American Association of Applied Linguistics (AAAL) Conference, Costa Mesa, CA., USA.
- Tracy-Ventura, N. (October, 2006). *A comparison of past tense use in native speaker and learner corpora of Spanish*. Paper presented at the American Association of Applied Corpus Linguistics (AAACL) Conference, Flagstaff, AZ., USA.
- Tracy-Ventura, N., Iberri-Shea, G., Friginal, E., & Saternus, S. (March, 2006). *Discipline and classroom management in ESL: A multi-context discussion*. Paper presented at the AZ-TESOL Northern Regional Conference, Flagstaff, AZ., USA.
- Tracy-Ventura, N. (June, 2005). *The shortage of U.S. language teachers: Realities in 5 states*. Paper presented at CARLA's Language Teacher Education Conference, Minneapolis, MN., USA.
- Biber, D., Davies, M., Jones, J., & Tracy-Ventura, N. (May, 2005). *Register variation in Spanish: A multi-dimensional analysis*. Paper presented at the AAACL Conference, Ann Arbor, MI., USA.
- Keck, C., Iberri-Shea, G., Tracy-Ventura, N., & Wa-Mbaleka, S. (April, 2004). *Investigating the empirical link between interaction and acquisition: A quantitative meta-analysis*. Paper presented at the AAAL Conference, Portland, OR., USA.

## Courses Taught

### University of South Florida

#### Undergraduate

LIN 4362      Methods of Teaching English Overseas (3 credits)

#### Graduate

LIN 6081      Introduction to Graduate Study in Applied Linguistics (3 credits)

LIN 6720      Second Language Acquisition (3 credits)

LIN 6932      Corpus Linguistics (3 credits)

TSL 5371      Methods of Teaching ESL (3 credits)



## Northern Arizona University

### Undergraduate

SPA 101	First Year Spanish
SPA 102	First Year Spanish
SPA 199	Accelerated First Year Spanish
SPA 201	Second Year Spanish

### Graduate

ENG 548	Fundamentals of Second Language Teaching
ENG 559	ESL Methods and Materials: Reading and Writing
ENG 578	Curriculum and Program Administration

## Doctoral Dissertation Committees, University of South Florida

As major or co-major professor

Zeynep Koylu. Dissertation proposal: The influence of context on linguistic and cognitive gains: The case of Turkish undergraduates at home and abroad  
Melissa Larsen-Walker. At pre-dissertation stage

### Committee Member:

Fahad Alharbi  
Erhan Aslan  
Zeynep Erdil-Moody  
Anastasia Khawaja  
Jose Sanchez  
Rocky Tyler  
Dan Zhong

### Qualifying Exam Member:

Addie China  
Jhon Cuesta  
Jining Han  
Yunhyun Lee  
Abeer Mohammed  
María Matilde Olivero  
Jelena Vuksanovic

## Undergraduate Mentoring, University of South Florida

Undergraduate Honors Thesis Committee Advisor for Zachary Bornheimer. Thesis Title:

Linguistic fusion: A discovery procedure, unification theory, and formation theory for all human languages. (May, 2014)

Undergraduate Research Students through the Office of Undergraduate Graduate Research:

Crystal Bonano (Fall 2014), Cedric Torres and Wendy Timirau (Spring 2015)

## **Grants, Fellowships, and Awards**

- 2015 Pilot Study Grant, College of Arts and Sciences, University of South Florida, \$2000 (fully funded)
- 2011 Research Grant, Economic and Social Research Council (ESRC), United Kingdom. "Social networks, target language interaction, and second language acquisition during the year abroad: A longitudinal study". Co-written with Professor Rosamond Mitchell (May 2011-Oct 2013) £500,000 (fully funded).
- 2008 Doctoral degree awarded with distinction, Northern Arizona University

## **Service to the Profession**

- 2013 Organizing Committee Member for the Residence Abroad, Social Networks, and Second Language Learning Conference in Southampton, UK (April)
- 2012 Organizer of Student Volunteers for the British Association of Applied Linguistics (BAAL) Conference in Southampton, UK.

## **Book Chapter/Conference Proceedings Reviewer**

Handbook of Spanish Second Language Acquisition, 2012  
Second Language Research Forum, 2009  
Spanish Learner Corpora, 2015

## **Book Proposal Reviewer**

Routledge, 2015

## **Journal Manuscript Reviewer**

*Applied Linguistics*, 2011  
*Corpora*, 2010, 2014  
*Innovation in Language Learning and Teaching*, 2014  
*International Journal of Corpus Linguistics*, 2011, 2013  
*Language Learning*, 2010, 2013  
*Language Testing*, 2010  
*Studies in Second Language Acquisition*, 2015  
*System*, 2013, 2015

## **Conference Abstract Reviewer**

*American Association of Applied Linguistics*, 2015  
*Georgetown University Roundtable on Languages and Linguistics*, 2013  
*Hispanic Linguistics Symposium*, 2015  
*Second Language Research Forum*, 2008, 2015  
*Tense, Aspect, and Modality*, 2015

### **Memberships in Professional Organizations**

American Association of Applied Linguistics  
Sunshine State Teachers of English to Speakers of Other Languages (SSTESOL)  
Bay Area Regional TESOL

### **Service to the University**

2014	Organizer of invited lecture by Dr. Kevin McManus (University of York, UK)
2014	Coordinator of MA Applied Linguistics/TESL promotional video and brochure
2013-2015	Faculty Advisor, LINGO (MA-TESL student organization)
2013-2015	Faculty Coordinator for Department of World Languages Tutoring Program

**Amy S. Thompson, Ph.D.**

Associate Professor of Applied Linguistics  
Associate Department Chair  
M.A. Graduate Director and A.L. Section Head  
University of South Florida  
Department of World Languages  
4202 E. Fowler Avenue CPR 419  
Tampa, Florida 33620 USA

Phone: 813-974-2548  
Fax: 813-974-1718  
E-mail: athompson@usf.edu  
website: amysthompson.com

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**EDUCATION**

**Michigan State University, East Lansing, MI**

2009. Ph.D. in Second Language Studies

Dissertation title: *The Multilingual/Bilingual Dichotomy: An Exploration of Individual Differences*

2005. M.A. Teaching English to Speakers of Other Languages

**Texas Christian University, Fort Worth, TX**

2001. B.A. in French; minors in Art and Deaf Habilitation, Magna Cum Laude, Honors Program Graduate

**PUBLICATIONS**

*Articles in peer reviewed journals – published or in press*

*Published*

Thompson, A.S. & Sylén, K. (2015). Does English make you nervous? Anxiety profiles of CLIL and non-CLIL students in Sweden. *Journal of Applied Language Studies – APPLES*, 9(2), 1–23. <http://apples.jyu.fi/>

Sylén, K. & Thompson, A.S. (2015). Language learning motivation and CLIL: Is there a connection? *Journal of Immersion and Content-Based Language Education*, 3(1), 28–50. doi: 10.1075/jicb.3.1.02syl

Thompson, A.S. (2015). Are your participants multilingual? The role of self-assessment in SLA research. *International Journal of Studies in Applied Linguistics and ELT*. 1(1), 51–65. doi: 10.1515/lifjsal-2015-0004



- Thompson, A.S. & Erdil, Z. (2015). Teaching SLA as content: Integrating Turkish lessons into the SLA classroom. *TESL-EJ*, 18(4), 1–25. <http://www.tesl-ej.org/wordpress/>
- Thompson, A.S. & Khawaja, A. (2015). Foreign Language Anxiety in Turkey: The Role of Multilingualism. *Journal of Multilingual and Multicultural Development* (online first), 1–16. doi: 10.1080/01434632.2015.1031136
- Thompson, A.S. & Vásquez, C. (2015). Exploring motivational profiles through language learning narratives. *Modern Language Journal*, 99(1), 158–174. doi: 10.1111/modl.12187
- Thompson, A.S. & Aslan, E. (2014). Multilingualism, Perceived Positive Language Interaction (PPLI), and Learner Beliefs: What do Turkish Students Believe? *International Journal of Multilingualism*. (online first), 1–17. doi: 10.1080/14790718.2014.973413
- Thompson, A.S. & Erdil-Moody, Z. (2014). Operationalizing Multilingualism: Language Learning Motivation in Turkey. *International Journal of Bilingual Education and Bilingualism*. (online first), 1–17. doi: 10.1080/13670050.2014.985631
- Thompson, A.S. & Lee, J. (2014). The impact of experience abroad and language proficiency on language learning anxiety. *TESOL Quarterly*, 48(2), 252–274. doi: 10.1002/tesq.125
- Thompson, A.S. (2013). The interface of language aptitude and multilingualism: Reconsidering the bilingual/multilingual dichotomy. *Modern Language Journal*, 97(3), 685–70. doi: 10.1111/j.1540-4781.2013.12034.x
- Thompson, A.S. & Fioramonte, A.S. (2013). Non-native speaker teachers of Spanish: Insights from novice teachers. *Foreign Language Annals*, 45(4), 564–579. doi: 10.1111/j.1944-9720.2013.01210.x
- Thompson, A.S. & Lee, J. (2013). Anxiety and EFL: Does multilingualism matter? *International Journal of Bilingual Education and Bilingualism* 16(6), 730–749. doi:10.1080/13670050.2012.713322
- Thompson, A.S. (2012). *Se* in the interlanguage of Portuguese speakers. *Spanish in Context*, 9(3), 369–399. doi: 10.1075/sic.9.3.01tho
- Thompson, A.S. (2012). Intensive English programs in the United States: An overview of structure and mentoring. *TESOL Journal*, early view. doi: 10.1002/tesj.55

Thompson, A.S. & Schneider, S. (2012). Bridging the gap: Online language modules for less commonly taught languages. *Journal for the International Association for Language Learning Technology (IALLT)*, 42(1), 1–29.

Loewen, S., Li, S., Fei F., Thompson, A.S., Nakatsukasa, K., Ahn, S., & Chen, X. (2009). L2 Learners' Beliefs about Grammar Instruction and Error Correction. *Modern Language Journal*, 93(1), 91–104. doi: 10.1111/j.1540-4781.2009.00830.x

### ***Article submissions to peer reviewed journals***

Aslan, E. & Thompson, A.S. (submitted). ESL learners' attitudes towards native vs. non-native instructors: an implicit design. *TESOL Journal*.

Aslan, E. & Thompson, A.S. (submitted). Native and nonnative speaker teachers: Contextualizing perceived differences in the Turkish EFL context. *International Journal of Applied Linguistics*

Thompson, A.S. & Lee, J. (revise and resubmit). Predicting group membership regarding proficiency and multilingualism: The MFQ in a Korean EFL Context. *The Language Learning Journal*

Thompson, A.S. (submitted). Tell me it can't be done and I'll do it: The anti-ought-to self and motivation. *Foreign Language Annals*.

### ***Book chapters***

#### **Published and in press**

Thompson, A.S. (in press). How do Multilinguals Conceptualize Interactions Among Languages Studied? Operationalizing Perceived Positive Language Interaction (PPLI). In L. Ortega, A. Tyler, & M. Uno (Eds) *The Usage-based Study of Language Learning and Multilingualism*. \*

Thompson, A.S. (2013). The missing link: The role of Critical Thinking Journals in L2 writing classes. In N. E. Fuertes & B. C. Arroitia (Eds.) *The acquisition of a second language (L2) in the new European higher education system: A homage to María del Mar Martí Viaño* (pp. 285–302). Valencia, Spain: Universitat de València Press. \*

Thompson, A.S., Li, S., White, B., Loewen, S., & Gass, S. (2012). Preparing the Professoriate in Academic Content. In G. Gorsuch (Ed.) *Working theories for teaching assistant and international teaching assistant development* (pp.137–168). Stillwater, OK: New Forums Press.\*

\*These book chapters have been peer reviewed

### *Conference proceedings*

#### *Published*

Thompson, A.S. (2013). English as a lingua franca and its effect on the motivational profiles of English language learners. In Y. Bayyurt & S. Akcan, (Eds.). *ELF5: The Proceedings of the Fifth International Conference of English as a Lingua Franca*. Istanbul: Bogazici University, 371-381.

Thompson, A.S. (2008). Prominent factors in the acquisition of Portuguese: Language aptitude versus previous language experience. *Hispanic Linguistics Symposium Conference proceedings*, 134-145.

#### *Submitted*

Aslan, E. & Thompson, A.S. (submitted). Learner beliefs and anxiety in the Turkish EFL context. METU ELT Convention Proceedings.

### *Non-peer reviewed publications*

Thompson, A.S. (2013). Communicative Language Teaching: “Don’t push the river.” TESOL International IEPIS special interest group newsletter. Spring 2013.

#### *In preparation*

Thompson, A.S. (manuscript in preparation). Don’t tell me what to do! Language learning motivation and multilingualism in the North American context. Invited submission for a *Modern Language Journal* special edition in 2016

Thompson, A.S. (manuscript in preparation). The role of teaching a novel language in an SLA content course. Invited chapter for *Exploring innovations in language teacher education: Transformational theory and practice*

Thompson, A.S. & Alharbi, F. (manuscript in preparation). The ought-to L2 self is alive and well: English language learning motivation in Saudi Arabia.

Thompson, A.S. & Liu, Y. (manuscript in preparation). Language learning motivation in China: An exploration of multilingualism, the L2MSS, and psychological reactance.

Thompson, A.S. & Sylvé, K. (manuscript in preparation). CLIL and motivation revisited: A longitudinal perspective. Intent to submit to *Language Learning*.

Thompson, A.S. & Sylvén, K. (manuscript in preparation). What happens to language learning motivation when everyone is multilingual? Language learning motivation in the Swedish context.

Thompson, A.S. & Ortactepe, D. (manuscript in preparation). How do you teach English over there? International blogging and English teaching development.

### ***Book Reviews***

Thompson, A.S. (2013). [Review of the book: *The Psychology of the Language Learner*]. Private review elicited by Taylor and Francis for publication of a second edition.

Thompson, A.S. (2011). [Review of the book: *Third Language Acquisition and Universal Grammar*.] *Studies in Second Language Acquisition*, 33(4), 625–626.

Thompson, A.S. (2010). [Review of the book: *Three is a Crowd? Acquiring Portuguese in a Trilingual Environment*]. *Studies in Second Language Acquisition*. 32(4). 653–654.

Thompson, A.S. (2010). [Review of the book: *Motivation, Language Identity and the L2 Self*]. *International Journal of Bilingual Education and Bilingualism*, 13(6), 741–743. (Note: In 2012, this book review was the 4<sup>th</sup> most read item in IJBEB, including peer-reviewed articles)

Thompson, A.S. (2010). [Review of the book: *Selves in Two Languages: Bilinguals' Verbal Enactments of Identity in French and Portuguese*]. *Studies in Second Language Acquisition*, 32(3), 501–502.

Thompson, A. (2008). [Review of the book: *Linguistic Awareness in Multilinguals: English as a Third Language*]. *Studies in Second Language Acquisition*, 30(3), 399–400.

Thompson, A.S. (2008). [Review of the book: *Interfaces in Multilingualism*]. *Studies in Second Language Acquisition*, 30(1), 100–101.

Thompson, A.S. (2008). [Book notice: *The Language of Language: Core Concepts in Linguistic Analysis* (2<sup>nd</sup> edition)]. *Studies in Second Language Acquisition*, 30(1), 121.

## **PRESENTATIONS**

### **Plenary lectures and large invited lectures**



Thompson, A.S. (2015). *Tell me it can't be done and I'll do it: Incorporating psychological reactance into the L2MSS as the "anti-ought-to self"*. October 22, Florida International University's Linguistics Colloquium series.

Thompson, A.S. (2015). *Perceived Positive Language Interaction (PPLI): An emic perspective of multilingualism*. Plenary lecture at TESOL Columbia I, June 5-6, Universidad de la Sabana, Chia, Colombia.

Thompson, A.S. (2012). *The L2 Motivational Self System: A qualitative analysis of successful language learners*. May 28, Kocaeli Üniversitesi Eğitim Fakültesi, Kocaeli, Turkey.

Thompson, A.S. (2008) *Português e espanhol: Um estudo de interlíngua. (Portuguese and Spanish: A study of interlanguage)*. Invited lecture for the Linguistics Department at the Universidade Federal do Ceará. April 9, Fortaleza, Brazil.

Thompson, A.S. (2006). *Aprender las lenguas extranjeras: ¿cómo y por qué?* (Learning foreign languages: How and why?) Invited lecture for the Universidade Federal do Ceará Spanish department. July 5, Fortaleza, Brazil.

#### **Peer reviewed presentations**

Sylvén, L.K. & Thompson, A.S. (2015). *How does motivation manifest itself in CLIL and non-CLIL students' L2 English proficiency?* Part of a symposium at the Language, Education and Diversity Conference, November 23–26, University of Auckland, Auckland, New Zealand.

Liu, Y. & Thompson, A.S. (2015) *Language learning motivation in China: An exploration of the L2MSS and psychological reactance*. Paper presented at the Second Language Research Forum (SLRF), October 29-31, Georgia State, GA.

Aslan, E. & Thompson, A.S. (2015). *Learner beliefs and anxiety in the Turkish EFL context*. Paper presented at 12<sup>th</sup> METU/ODTÜ International ELT Convention, May 25-26, Middle East Technical University, Ankara, Turkey.

Aslan, E. & Thompson, A.S. (2015). *The NEST/NNEST Dichotomy and Multilingualism*. Poster presented at 12<sup>th</sup> METU/ODTÜ International ELT Convention, May 25-26, Middle East Technical University, Ankara, Turkey.

Thompson, A.S. (2015). *Perceived Positive Language Interaction (PPLI): Interaction types and the languages involved*. Paper presented at the American Association of Applied Linguistics (AAAL), March 21-24, Toronto, Canada.

Sylvén, L.K. & Thompson, A.S. (2015). *A longitudinal study of CLIL and anxiety*. Paper presented at the American Association of Applied Linguistics (AAAL), March 21-24, Toronto, Canada.

- Sylvén, L.K. & Thompson, A.S. (2014). *CLIL and motivation revisited: A longitudinal perspective*. Paper presented at the Second Language Research Forum (SLRF), October 23-25, University of South Carolina, SC.
- Aslan, E. & Thompson, A.S. (2014). *Learner beliefs about language teachers: A shift towards a multilingual awareness?* Paper presented at the Second Language Research Forum (SLRF), October 23-25, University of South Carolina, SC.
- Thompson, A.S. (2014). *The Anti-Ought-to Self and the Ought-to Self: The resulting synergy of two potentially conflicting attractor states*. Paper presented at the International Conference on Motivational Dynamics and Second Language Acquisition, August 28-30, Nottingham, UK.
- Thompson, A.S. & Khawaja, A. (2014). *Foreign Language Anxiety in Turkey: The Role of Multilingualism, PPLI, and TA within a Dynamic System*. Paper presented at the American Association of Applied Linguistics (AAAL), March 22 – 25, Portland, OR.
- Thompson, A.S. & Aslan, E. (2014). *The interface between multilingualism and learner beliefs: What do Turkish students believe?* Paper presented at the Georgetown University Round Table (GURT), March 14–16, Georgetown University, Washington, DC.
- Thompson, A.S. & Erdil, Z. (2014). *Motivation in the Turkish Context: Multilingualism within a DST framework*. Paper presented at the Georgetown University Round Table (GURT), March 14–16, Georgetown University, Washington, DC.
- Thompson, A.S. & Khawaja, A. (2014). *An In-Depth Look At Conceptualizing Perceived Positive Language Interaction (PPLI)*. Poster presented at the Georgetown University Round Table (GURT), March 14–16, Georgetown University, Washington, DC.
- Thompson, A.S. & Sylvén, L.K. (2013). *“Does English make you nervous?” Anxiety profiles of CLIL and non-CLIL students in Sweden*. Paper presented at the Second Language Research Forum (SLRF), October 31-November 2, Salt Lake City, UT.
- Thompson, A.S. (2013). *The Anti-Ought-to Self and the Ought-to Self: Motivation and conflicting attractor states*. Paper presented in the research SIG at the American Council on The Teaching of Foreign Languages (ACTFL), November 22-24, Orlando, FL.
- Garcia, P. & Thompson, A.S. (2013). *From Fantasyland to Adventureland: Study Abroad Contexts for 21st Century Learners*. Paper presented at the American Council on The Teaching of Foreign Languages (ACTFL), November 22-24, Orlando, FL.

- Sylvén, L.K. & Thompson, A.S. (2013). *Language Learning Motivation and CLIL: Is There a Connection?* Paper presented at the American Association of Applied Linguistics (AAAL), March 16–19, Dallas, TX.
- Thompson, A.S. (2013). *The missing link: Critical Thinking Journals in L2 writing classes*. Paper presented at the Bay Area Regional TESOL (BART) conference, June 8, Clearwater, FL.
- Thompson, A.S. (2012). *Multilingualism and motivation: The role of English as lingua franca*. Paper presented at the 5th International Conference of English as a Lingua Franca, May 24–26, Boğaziçi University, Istanbul, Turkey.
- Thompson, A.S. & Vásquez, C. (2012). *NNS foreign language teachers: The role of the L2 motivational self system in the language learning journey*. Paper presented at the American Association of Applied Linguistics (AAAL), March 24–27, Boston, MA.
- Lee, J. & Thompson, A.S. (2012). *Anxiety and EFL: Does multilingualism matter?* Paper presented at the American Association of Applied Linguistics (AAAL), March 24–27, Boston, MA.
- Fioramonte, A & Thompson, A.S. (2011). *Non–native speaker teachers of Spanish: Narrative accounts from in–service teachers*. Paper presented at CARLA's Seventh International Conference on Language Teacher Education, May 19–21, University of Minnesota, Minneapolis, Minnesota.
- Vásquez, C. & Thompson, A.S. (2011). *Paths to proficiency: NNS foreign language teacher narratives*. Paper presented at CARLA's Seventh International Conference on Language Teacher Education, May 19–21, University of Minnesota, Minneapolis, Minnesota.
- Thompson, A.S. & Vásquez, C. (2011). *What's a Garcia doing teaching German? Narratives of NNS language teachers*. Paper presented at the American Association of Applied Linguistics (AAAL), March 26–29, Chicago, Illinois.
- Thompson, A.S. (2011). *Applied linguistics, globalization, and English as a lingua franca, part II: The role of motivation*. Paper presented at the Global Humanities Symposium, March 3–4, University of South Florida, Tampa, FL.
- Thompson, A.S. (2010) *L2 vs. L3 learners: Motivation, aptitude, and English as a lingua franca..* Paper presented at EuroSLA 20, September 1–4, Reggio Emilia, Italy.
- Thompson, A.S. (2010). *Mentoring in ESL programs in the USA: An overview*. Paper presented at the American Association of Applied Linguistics (AAAL), March 6–9, Atlanta, Georgia.

- Thompson, A.S. (2009). *The multilingual/bilingual dichotomy: An exploration of individual differences*. Paper presented at the Second Language Research Forum (SLRF), October 29 – November 1, Michigan State University, East Lansing, Michigan.
- Thompson, A.S. (2009). *A model of language acquisition: Additional language proficiency, aptitude, and motivation*. Paper presented at the American Association of Applied Linguistics (AAAL), March 21–24, Denver, Colorado.
- Thompson, A.S. (2009). *A comparison of bilingual and multilingual learners: The Fortaleza story*. Paper presented at the Georgetown University Round Table (GURT), March 13–15, Georgetown University, Washington, DC.
- Thompson, A.S. (2008). *Motivational profiles of bilingual and multilingual learners*. Paper presented at the Second Language Research Forum (SLRF), October 17–19, University of Hawai'i, Honolulu, Hawai'i.
- Nakatsukasa, K. & Thompson, A.S. (2007). *Attitudes towards grammar instruction: A comparison of students across languages*. Paper presented at the Second Language Research Forum (SLRF), October 11–14, University of Illinois, Urbana–Champaign, Illinois.
- Thompson, A.S. (2007). *Portuguese to Spanish: A study of interlanguage*. Paper presented at EuroSLA 17, September 11–14, Newcastle, England.
- Thompson, A.S. & Nakatsukasa, K. (2007). *Students' motivation for language learning and attitudes towards grammar instruction: A comparison of L2 and L3 learners*. Paper presented at the Fifth International Conference on Third Language Acquisition and Multilingualism, September 3–5, Stirling, Scotland.
- Thompson, A.S. (2007). *Spanish narratives: Interlanguage of Portuguese speakers*. Paper presented at the American Association of Applied Linguistics (AAAL), April 21–24, Costa Mesa, California.
- Thompson, A.S. (2006). *Prominent factors in the acquisition of Portuguese: Language aptitude versus previous language experience*. Paper presented at the Hispanic Linguistics Symposium (HLS), October 19–22, The University of Western Ontario, London, Ontario, Canada.
- Thompson, A.S. (2006). *Prominent factors in the acquisition of Portuguese: Language aptitude versus previous language experience*. Paper presented at the Second Language Research Forum (SLRF), October 6–8, University of Washington, Seattle, Washington.
- Thompson, A.S. (2005). *Let's Go! Communicative language teaching through movement – alternative teaching methods used to teach ESL or EFL classes*.



Paper presented at the graduate student forum of the TESOL conference, March 30–April 2, San Antonio, Texas.

Thompson, A.S. (2004). *Total Physical Response in an integrated skills classroom – how to effectively use TPR within an English Language class*. Paper presented at the graduate student forum of the TESOL conference, March 31 – April 3, Long Beach, California.

### Invited lectures

Thompson, A.S. (2014). *An In-Depth Look At Conceptualizing Perceived Positive Language Interaction (PPLI)*. Poster presented at Oktoberfest, October 17<sup>th</sup>, University of South Florida, Tampa, FL.

Thompson, A.S. (2012, 2014, 2015). *Speaking activities for the language classroom: Info gap and dicto–watch*. WLE orientation for teaching assistants and adjuncts. University of South Florida, Tampa, FL.

Thompson, A.S. (fall 2013, spring 2014, fall 2014). *An overview of individual differences in SLA*. Undergraduate and graduate SLA classes. University of South Florida, Tampa, FL.

Thompson, A.S. (2012). *Cognitive approaches to multilingualism*. Lecture for the SLA/IT Ph.D. Lab I course. September 21, University of South Florida, Tampa, FL.

Thompson, A.S. (2011). *Acquisition vs. learning*. Lecture for the SLA/IT Ph.D. Lab I course. September 9, University of South Florida, Tampa, FL.

Thompson, A.S. (2010). *Statistics in Language Studies*. Lecture for the SLA/IT Ph.D. Lab III course. October. University of South Florida, Tampa, FL.

Thompson, A.S. (2010). *Learning styles, strategies, and student motivation*. Lecture for the Center for 21st Century Teaching Excellence ITA workshop. August 10, University of South Florida, Tampa, FL.

Thompson, A.S. (2009). *A Quinta do Caranguejo (and other tidbits of Brazilian culture)*. Invited lecture for the Michigan State University World Languages Day. April 18, East Lansing, Michigan.

Thompson, A.S. (2006). *Linguistic and cultural aspects of Spanish-speaking Latin America*. Invited lecture for the Michigan State University World Languages Day. April 22, East Lansing, Michigan.

Thompson, A.S. (2006). *Las ventajas ser Bilingüe en los Estados Unidos: el español como segunda lengua* (The advantages of being bilingual in the United States: Spanish as a second language) Invited lecture for the department of Spanish and Portuguese for the Workshops for Professional Spanish lecture series, March 13, East Lansing, Michigan.

## **COURSES TAUGHT – University Level**

### **University of South Florida**

#### *Graduate-level classes*

FLE 6829 “Graduate Instructional Methods” (Fall 2014, Fall 2015)  
LIN 5700 “Applied Linguistics” (Fall 2009, 2010, 2011 & 2012)  
LIN 6720 “Second Language Acquisition” (Spring 2010, 2011, 2012, & 2013)  
LIN 6932 “Statistics for Second Language Acquisition” (Fall 2014)  
LIN 6932 “Individual Differences in SLA” (Summer 2010, 2013, 2015)  
SLA 7776 “Research Lab II” (Spring 2013)  
SLA 7776 “Research Lab III” (Fall 2013)  
SLA 7776 “Research Lab IV” (Spring 2014)  
SLA 7938 “Advanced Seminar in SLA” (Spring 2012 and 2014)  
TSL 5371 “Methods of Teaching ESL” (Fall 2009, 2010, 2011 & 2012)  
TSL 5372 “ESOL Curriculum and Instruction” (Spring 2010 & 2011)

### **Michigan State University**

LLT 307 “Methods of Teaching English to Speakers of Other Languages.” (Fall 2007)  
LLT 361 “Second Language Learning” (Spring 2007)  
Teaching Assistant for Integrated Arts and Humanities (IAH) 203 “Latin American and the World.” (Spring 2004)

## **COURSES TAUGHT – English as a Second Language (ESL)**

English Language Center, Michigan State University, East Lansing, Michigan. List of courses taught as the instructor:

- EAP 220–English for Academic Purposes (EAP) writing and grammar (fall 2005, spring 2006, fall 2006, and fall 2008)
- level two Listening and Speaking (fall 2007)
- KNUE university teacher training program: American Culture and Education, Pragmatics and Advances Oral Skills, Pronunciation, and teaching methods (summer 2005, 2007, and 2008)
- level three–American Media (summer 2005)
- level three–Listening and Speaking (fall 2004, summer 2005)

- level three–Varieties of English (fall 2004/spring 2005)
- Okinawa special program (fall 2003)
- level one–reading/writing (fall 2003)
- level one–integrated skills (summer 2003)

## TEACHER TRAINING

Summer 2013 Synthesizing research and teaching: SLA and action research. Eight-week seminar course designed for the INTO-USF ESL instructors. University of South Florida. Tampa, Florida.

Summer 2008 Assistant coordinator for the summer EFL teacher training programs for the Michigan State University English Language Center. East Lansing, Michigan.

Fall 2007 LLT 896 “TESOL Practicum” – Observer – Observed the teaching of and met with teacher trainees. Discussed with trainees ways in which to improve their teaching. Michigan State University, East Lansing, Michigan

Spring 2007 Mentor for the EAP 220/221 teachers for the Michigan State University English Language Center. East Lansing, Michigan

## GRADUATE STUDENTS

*Current Students: Capacity of Major Professor*

### **SLA/IT Ph.D. advisees at the pre-dissertation state:**

- Jhon Cuesta
- Hayriye Karliova
- Yunhyun Lee
- Yao Liu
- Matilde Olivero
- Jelena Vuksanovic

### **SLA/IT Ph.D. advisees at the dissertation stage:**

- Fahad Alharbi: Topic – Motivation and Complex Dynamic Systems Theory
- Erhan Aslan: Topic – International teaching assistants in the US classroom: A mixed-method study of individual differences and L2 pragmatic competence
- Wesley Curtis: Topic – The Effects of Processing Instruction on Chinese Learners’ Acquisition of Spanish Copulae
- Zeynep Erdil-Moody: Topic – The Impact of Instructors' Consistent Motivational-Strategy Use on Language Learning Motivation: Explanatory Mixed-Method Study in Turkish EFL Context.
- Anastasia Khawaja: Topic – Multilingualism and Palestine

- Zeynep Koylu: Topic – The Influence of Context on Linguistic and Cognitive Gains: The Case of Turkish Undergraduates at Home and Abroad
- Rocky Tyler: Topic – Motivation and culture learning with study abroad: Q-sort methodology

*Committee work: past and present*

**Qualifying exam committees:**

- Eulises Avellaneda (SLA/IT)
- Edward Contreras (SLA/IT)
- Hellen Terry (SLA/IT)
- Brandon King (SLA/IT)
- Hatime Ciftci (SLA/IT)
- Melissa Larsen-Walker (SLA/IT)
- Jung-Min Lee (Adult Education)
- Andrea Lypka (SLA/IT)
- Jose Sanchez (SLA/IT)
- Lillian Tunceren (SLA/IT)
- Dan Zhong (SLA/IT)
- Abeer Mohammed (SLA/IT)
- Yi Zhang (SLA/IT)

**Dissertation committees:**

- Jose Sanchez (SLA/IT)
- Lillian Tunceren (SLA/IT)
- Dan Zhong (SLA/IT)
- Hatime Ciftci (SLA/IT)

*Former Students*

Philippe, Brigitte – MA French thesis committee. Title: “Translating Neil Simon’s *The Dinner Party*: A Linguistic Approach” (graduation, May 2010)

Wesley Boyette – Undergraduate honor's thesis committee. Title: “Cross-Register Comparison of Japanese Greetings in Media” (graduation, May 2013)

**GRANT APPLICATIONS**

Fall 2014 – CAS Internal Award (international travel grant), University of South Florida, Tampa, FL – \$1000 – **award received**

Summer 2014 – PI: Creative scholarship grant (USF internal awards), University of South Florida, Tampa, FL – \$8500 – **award received**



Spring 2014 – project partner with Dr. Sylvén from the University of Gothenburg. The Swedish Foundation for Humanities and Social Sciences – \$316,168.46 – not received

Summer 2013 – PI: NSF linguistics section grant, \$516,959 – not received

Summer 2013 – PI: NEH summer stipend grant, \$6,000 – not received

Fall 2013 – CAS Internal Award (international travel grant), University of South Florida, Tampa, FL – \$1500 – **award received**

Fall 2012 – CAS Internal Award (equipment grant), University of South Florida, Tampa, FL – \$1500 – **award received**

Spring 2012 – PI: New researcher internal awards grant, University of South Florida, Tampa, FL – \$20,000 – **award received**

The following three grants all stem from the same project: an interdisciplinary research team studying different aspects of the Ceylanpinar aquifer in Southeastern Turkey. The funding institution is Michigan State University, and I have been listed as a project consultant for the social science (specifically linguistic) aspects of the project. There is a team of about 12 faculty on these projects. All of the applications were submitted in fall 2011.

Consultant: United States Institute of Peace (USIP), \$119,960 – not received

Consultant: Department of Defense (DoD) \$2,651,323 – not received

Consultant: National Science Foundation (NSF) \$150,000 – not received

Spring 2011 PI: New researcher internal awards grant, University of South Florida, Tampa, FL – \$20,000 – not received

Summer 2010 Co-PI: Humanities Institute Summer Grant, University of South Florida, Tampa, FL – \$5,000 – **award received**

Summer 2010 Co-PI: Public Affairs Sections of the U.S. Embassies in Ankara, Turkey and Yerevan, Armenia – award amount \$500,000 – not received

**UNIVERSITY SERVICE for the University of South Florida**

Associate department chair for the Department of World Languages (Fall 2014 – present)

Chair of the University Graduate Council Curriculum Committee (Fall 2015 – present)

Member of the University Graduate Council Curriculum Committee (Fall 2014 – present)

College of Arts and Sciences SHUM graduate committee (Fall 2014 – present)

Program advisor for the MA in Applied Linguistics Teaching ESL program (Summer 2010; Fall 2012 – present).

Section head for the Applied Linguistics Section for the Department of World Languages (Fall 2012 – present).

Coordinating committee member for the Department of World Languages (Fall 2013 – present)

Departmental reviewer for IRB – Human Research Protection Program (HRPP) (Fall 2011 – present).

Course review committee for WLE (Fall 2015 – present)

Discussant for the new faculty teaching success reading group (Fall 2015)

CAS faculty mentor (Fall 2014 – present)

WLE search committee member:  
Search # 7383 Visiting Asst. Professor of Classics (Summer 2015)

WLE search committee member:  
Search # 7386 Visiting Instructor of Spanish (Summer 2015)

WLE search committee member:  
Search # 7827 Instructor of Italian (Summer 2015)

Faculty advisor for LINGO – The MA in Applied Linguistics Teaching ESL program’s student organization (Fall 2011 – spring 2014).

Session chair for 21st Southeast Conference for Foreign Languages, Literatures, and Film. February 21 & 22, 2014, University of South Florida, Tampa, Florida

Interpreter for “The State of Beauty Today – La Beauté aujourd’hui” conference. February 28 & March 1, 2014, University of South Florida, Tampa, FL.

WLE search committee member:

Search # 4617 Asst. Professor of Applied Linguistics (Fall 2012 – Spring 2013).

COEDU search committee member:

Search #9723 Asst–Assoc Professor SLA/IT (Fall 2011 – Spring 2012).

COEDU search committee member:

Search #3339 Instructor ESOL/FLE (Fall 2011 – Spring 2012).

Tampa Workshop on Syntax, Semantics, and Phonology (TAW): (Session chair and volunteer for Spring 2010 and 2011. Co–organizer for Spring 2012).

The General Education Council (GEC) (Fall 2009 – Spring 2011).

Director of Pedagogy at the Center for the Study of International Languages and Cultures (CSILC) (Fall 2010 – Spring 2011).

Reviewer and panelist for the Internal Awards review process (Spring, 2010).

Mentor in the TEA fellows program (Interactive Teaching in a Globalizing World  
The Teaching Excellence and Achievement Program – The International Research  
& Exchanges Board) (Spring, 2010).

#### **UNIVERSITY SERVICE for Michigan State University**

Founder and Co–chair of the Student Organization of Second Language Acquisition and Pedagogy (SOSLAP) (2006–2008).

Departmental Advisory Committee (DAC): Graduate student representative (2005–2006).

Linguistics Colloquium Series Committee co–chair (2004–2005).

English Language Center (ELC) Teaching Assistant Faculty Liaison (Fall 2004).

English Language Center (ELC) Curriculum Committee (2003–2004).

English Language Center (ELC) Student Services Committee (2003–2004).

#### **PROFESSIONAL SERVICE**

##### *Memberships*

Teaching of English to Speakers of Other Languages (TESOL) – member since 2003

American Association of Applied Linguistics (AAAL) – member since 2006

Bay Area Regional TESOL organization (BART) – member since fall 2011

American Council on the Teaching of Foreign Languages (ACTFL) – member since fall 2012

*Article reviewer for the following journals:*

- Applied Psycholinguistics
- Innovation in Language Learning and Teaching
- International Journal of Bilingual Education and Bilingualism
- Language Learning
- Learning and Individual Differences
- Language and Intercultural Communication
- Language Teaching Research
- Neuropsychologia
- TESOL Journal
- The Modern Language Journal

*Abstract reviewer for the following conferences:*

- American Association of Applied Linguistics (AAAL)
- American Council on the Teaching of Foreign Languages (ACTFL)
- Hispanic Linguistics Symposium (HLS)
- Second Language Research Forum (SLRF)
- Tampa Workshop on Syntax, Semantics, and Phonology (TAW)

*Editorial boards for the following journals:*

- *Studies in Foreign Language Education* published by HUFS IFLE (Hankuk University of Foreign Studies, Institute of Foreign Language Education).
- *Colombian Applied Linguistics Journal (CALJ)* published by Universidad Distrital

*Reviewed chapters for the following books:*

- Working theories for teaching assistant and international teaching assistant development
- The acquisition of a second language (L2) in the new European higher education system: A homage to María del Mar Martí Viaño.
- The Dynamics of Language Variation and Change: Varieties of Spanish across Space and Time

*Reviewed books for the following publishers:*



- Cambridge University Press
- Routledge

*Reviewed grants for the following entities:*

- Council for the Humanities of the Netherlands Organization for Scientific Research (NWO, the Dutch research council)
- University of Macau

## **HONORS and AWARDS**

- Summer 2014 – PI: Creative scholarship grant (USF internal awards), University of South Florida, Tampa, FL – \$8500
- Summer 2013 WLE Department nominee for the 2013 Outstanding Graduate Mentor Award. University of South Florida, Tampa, FL
- Summer 2013 Merit-based raise from the discretionary fund, University of South Florida, Tampa, FL – \$2,400
- Fall 2012 CAS Internal Award (equipment grant), University of South Florida, Tampa, FL – \$1,500
- Spring 2012 PI: New researcher internal awards grant, University of South Florida, Tampa, FL – \$20,000
- Summer 2010 Humanities Institute Summer Grant, University of South Florida, Tampa, FL – \$5,000
- Spring 2009 Best student abstract award at the Georgetown University Round Table (GURT) conference.
- Spring 2009 College of Arts and Letters Graduate School Dissertation Completion Fellowship. Michigan State University, East Lansing, Michigan – \$6,000
- 2008–2009 Graduate School Interdisciplinary Inquiry and Teaching (IIT) fellowship. Michigan State University, East Lansing, Michigan. – \$5,000
- Summer 2008 College of Arts and Letters Summer Support Fellowship. Michigan State University, East Lansing, Michigan. – \$4,000
- Spring 2008 International Studies and Programs (ISP) International Predissertation Travel Award. Michigan State University, East Lansing, Michigan. – \$5,000

- Summer 2007 U.S. Department of State Critical Language Fellowship. Language focus, Arabic. Location, Tunisia. (declined)
- Summer, 2006 Foreign Language Area Studies (FLAS) grant – Federally funded language grant to study Portuguese in Brazil for the summer. Obtained through Michigan State University, East Lansing, Michigan. – \$6,000 including program costs and stipend
- 2005–2006 Foreign Language Area Studies (FLAS) grant – Federally funded language grant to study Portuguese for the academic year. Obtained through Michigan State University, East Lansing, Michigan. – \$14,500 plus tuition waiver.
- 2002 Rotary Club Cultural Ambassadorial Scholarship to Costa Rica: scholarship awarded in spring 2001 – used in the summer/ fall of 2002 – \$17,500 including program costs, airfare, and stipend.
- 2001–2002 Teaching Position in France through the Fulbright Scholarship foundation.
- 2001 Phi Beta Kappa Honors Society. Texas Christian University, Fort Worth, Texas.
- 1997–2001 TCU Chancellor's scholarship (full tuition). Texas Christian University, Fort Worth, Texas.
- 1997–2001 TCU Honors Program. Texas Christian University, Fort Worth, Texas.
- Fall, 1997 TCU Scholar. Texas Christian University, Fort Worth, Texas.
- Spring, 1998 TCU Scholar. Texas Christian University, Fort Worth, Texas.
- Spring, 2000 TCU Scholar. Texas Christian University, Fort Worth, Texas.
- 1999–2001 Golden Key National Honors Society.
- 1997–1998 Alpha Lambda Delta Honors Society (freshman honors society) Texas Christian University, Fort Worth, Texas.

## LANGUAGES

### French – advanced

- B.A. in French (May, 2001)
- Honors thesis is about French/English translation
- One year of study abroad in Paris, France (1999–2000)
- One year of work in Bagnères de Bigorre, France (2001–2002)

#### Spanish – advanced

- Six months in a Spanish immersion program in Costa Rica at Centro Lingüístico Conversa through a Rotary Scholarship (2002)
- One month of intensive language courses at La Escuela de la Montaña near Quetzaltenango, Guatemala (2003)
- M.A. level classes in Spanish literature with an emphasis on literature and culture of Latin America, Saint Louis University, Madrid, Spain (2004)
- Extensive travel in Spanish-speaking Latin America

#### Portuguese – high intermediate

- Two semesters at Michigan State University through FLAS grant (2005–2006)
- 6-week Intensive Portuguese course in Fortaleza, Brazil at the Universidade Federal do Ceará through FLAS grant (2006)
- Three months of dissertation research in Fortaleza, Brazil (2008)

#### American Sign Language – low intermediate

- Minor in habilitation of the deaf at Texas Christian University (2001)

#### Turkish – beginning

- One semester at Michigan State University (2008)
- Extensive travel in Turkey

### **OTHER WORK EXPERIENCE**

Fall 2008	Research assistant for the Center for the Support of Language Teaching. Helped with the development of this new center. Michigan State University, East Lansing, MI
2006–2007	Accent Reduction Specialist for Executive Language Training. Met one-on-one as a tutor with employees of businesses who wanted their employees to improve their spoken English. Lincolnshire, Illinois.
2004–2005	Michigan State University English Language Center writing lab. Met one-on-one with graduate and undergraduate ESL students needing support in university-level writing assignments. East Lansing, Michigan.
2004–2009	ITAOI interviewer – (International Teaching Assistant Oral Interview). Michigan State University, East Lansing, Michigan.
2003–2011	SPEAK Test Rater. Michigan State University, East Lansing, Michigan & The University of South Florida, Tampa, Florida.

- Spring 2003    7<sup>th</sup> and 8<sup>th</sup> grade Spanish teacher, Forth Worth Independent School District, Fort Worth, Texas.
- 2001–2002    English Language Assistant, a position received through the Fulbright scholarship foundation. Bagnères de Bigorre, France.

## REFERENCES

Available upon request

# Camilla Vásquez

Department of World Languages  
University of South Florida  
4202 E. Fowler Avenue, CPR 438  
Tampa, FL 33620  
cvasquez@usf.edu  
camillavasquez.com  
researchingdigitalmedia.com

## EDUCATION

2005	Ph.D.	Northern Arizona University, Applied Linguistics Dissertation: <i>Teacher Positioning in Post-Observation Discourse</i> Susan Fitzmaurice [chair], Mary McGroarty, Mary M. Juzwik, Linda Shadiow [members]
2000	M.A.	Northern Illinois University, English, TESOL concentration
1993	M.A.	University of Wisconsin-Madison, Art History
1991	B.A.	DePaul University, Art History

## EMPLOYMENT

2011-present	<b>Associate Professor</b> , Applied Linguistics/TESL, Department of World Languages, University of South Florida.
2005-2011	<b>Assistant Professor</b> , Applied Linguistics, Department of World Languages, University of South Florida.
2002-2005	<b>Program Coordinator</b> , Program in Intensive English, English Department, Northern Arizona University.

## GRANTS AND AWARDS

### Grants

2010	<u>Humanities Institute Summer Grant</u> , University of South Florida, "Non-Native Language Teacher Narratives," Co-P.I. with Amy Thompson, \$5,000 (fully funded)
2009	<u>Faculty Research &amp; Development Grant</u> , College of Arts and Sciences, University of South Florida, for participation in the International Society for Language Studies Conference, Orlando, FL \$854 (fully funded)



- 2007 Innovative Teaching Grant, Center for 21<sup>st</sup> Century Excellence in Education, University of South Florida, “Bridging Theory and Praxis: An Innovative Instructional Research Module and Assessment for SLA,” \$4,000 (fully funded)
- 2006 New Researcher Grant, University of South Florida, “ESL Teacher Workplace Narratives: Forms, Functions, and Sites of Identity Construction,” \$6,500 (fully funded)
- 2006 Faculty Research & Development Grant, College of Arts and Sciences, University of South Florida, for attendance to the 27th Annual Ethnography in Education Research Forum, University of Pennsylvania, \$986 (fully funded)

#### Awards and Honors

- 2015 Faculty Outstanding Research Achievement Award, University of South Florida
- 2014 Outstanding Graduate Faculty Mentor Award (Honorable Mention), University of South Florida
- 2014 Outstanding Faculty Award, University of South Florida
- 2013 Fulbright Specialist, City University of Hong Kong, Hong Kong
- 2012 English Language Specialist, U.S. Department of State, U.S. Embassy, Montevideo, Uruguay
- 2011 International Travel Award, University of South Florida (Manchester, England)
- 2007 International Travel Award, University of South Florida (Göteborg, Sweden)
- 2005 Nominated for Council of Graduate Schools (UMI/CGS) Distinguished Dissertation Award in the Humanities and Fine Arts
- 2005 Doctoral degree awarded with distinction, Northern Arizona University
- 2003-2005 Travel Award, Graduate College, Northern Arizona University
- 2002-2005 PIE Summer Fellowship, Northern Arizona University
- 2000-2001 Fulbright Junior Researcher Fellowship, HatYai, Thailand
- 2000 Travel Award, Graduate School, Northern Illinois University
- 1999-2000 University Fellowship, Northern Illinois University
- 1991 Bachelor’s degree awarded *cum laude*, DePaul University
- 1989-1991 Dean’s Art Scholarship, DePaul University

## PUBLICATIONS

### Book

Vásquez, C. (2014). *The discourse of online consumer reviews*. Bloomsbury: London.

### Refereed Journal Articles

Chik, A., & Vásquez, C. (forthcoming: Summer 2016). A comparative multimodal discourse analysis of restaurant reviews from two geographical contexts. *Visual Communication*.

Vásquez, C. (in press). Right now versus back then: Recency and remoteness as discursive resources in online reviews. *Discourse, Context & Media*, 3 [special issue: "Mobility in Social Media"].

Harvey, J., & Vásquez, C. (2015). Preparing for the complexities of teaching: Modeling conceptual thinking in post-observation conferences. *Ilha do Desterro: Journal of English Language, Literature in English and Cultural Studies* [special issue: "L2/FL teacher education: Bridging the complexities of teaching and the learning of teaching"], 91-103.

Mohammad, A., & Vásquez, C. (2015). "Rachel's not here": Constructed dialogue in gossip. *Journal of Sociolinguistics*, 19 (3), 351-371.

Thompson, A., & Vásquez, C. (2015). Exploring motivational profiles through language learning narratives. *Modern Language Journal*, 99 (1), 158-174.

Zhang, Y., & Vásquez, C. (2014). Hotels' responses to online reviews: Managing consumer dissatisfaction. *Discourse, Context & Media*, 6, 54-64.

Vorobel, O., & Vásquez, C. (2014). A teachers' perspective on peer review in ESL classes. *Writing & Pedagogy*, 6 (2), 307-335 [special issue: "Feedback in Writing"].

Wang, S., & Vásquez, C. (2014). The effect of target language use in social media on intermediate-level Chinese language learners' writing performance. *CALICO Journal*, 31 (1), 78-102 [special issue: "Web 2.0 and Language Learning: Rhetoric and Reality"].

Kulavuz-Onal, D., & Vásquez, C. (2013). Reconceptualizing fieldwork in a netnography of an online community of English language teachers. *Ethnography in Education*, 8 (2), 224-238 [special issue: "Online Ethnography"].

Vásquez, C. (2012). Narrativity and involvement in online consumer reviews: The case of TripAdvisor. *Narrative Inquiry*, 22 (1), 105-121.

Wang, S., & Vásquez, C. (2012). Web 2.0 and second language learning: What does the research tell us? *CALICO Journal*, 29 (3), 412-430.

- Le, P., & Vásquez, C. (2011). Feedback in post-observation conferences: Mentor discourse and intern perceptions. *Teacher Development*, 15 (4), 453-470.
- Russell, V., & Vásquez, C. (2011). A web-based tutorial for the instruction of Spanish pragmatics. *IALLT Journal*, 41 (2), 27-55.
- Vásquez, C. (2011). TESOL, teacher identity, and the need for "small story" research. *TESOL Quarterly*, 45 (3), 535-545 [special issue: "Narrative Research in TESOL"].
- Vásquez, C. (2011). Complaints online: The case of TripAdvisor. *Journal of Pragmatics*, 43, 1707-1717.
- Vásquez, C., & Fioramonte, A. (2011). Integrating pragmatics in the MA-TESL curriculum: Reflections from former students. *TESL-EJ*, 15 (2), 1-22 [special issue: "Incorporating Instructional Pragmatics into ESL/EFL Teacher Education"].
- Vásquez, C., & Harvey, J. (2010). Raising teachers' awareness about corrective feedback through research replication. *Language Teaching Research*, 14 (4), 421-443.
- Vásquez, C. (2010). Exploring two explicit formulations in university discourse. *Text & Talk*, 30 (6), 749-771.
- Vásquez, C. (2009). Examining the role of face work in a workplace complaint narrative. *Narrative Inquiry*, 19 (2), 259-279.
- Vásquez, C., & Sharpless, D. (2009). The role of pragmatics in MA-TESOL programs. *TESOL Quarterly*, 43 (1), 5-28.
- Vásquez, C., & Urzúa, A. (2009). Reported speech and reported mental states in mentoring meetings: Exploring novice teacher identities. *Research on Language and Social Interaction*, 42 (1), 1-19.
- Urzúa, A., & Vásquez, C. (2008). Reflection and professional identity in teachers' future-oriented discourse. *Teaching and Teacher Education*, 24 (7), 1935-1946.
- Vásquez, C. (2007). Moral stance in the workplace narratives of novices. *Discourse Studies*, 9 (5), 653-675.
- Vásquez, C., & Reppen, R. (2007). Transforming practice: Changing patterns of participation in post-observation meetings. *Language Awareness*, 16 (3), 153-172.
- Vásquez, C. (2007). Comments from the classroom: A case study of a Generation 1.5 student in a university IEP and beyond. *Canadian Modern Language Review*, 63 (3), 345-370.
- Hillyard, L., Reppen, R., & Vásquez, C. (2007). Bringing the outside world into an Intensive English Program. *ELT Journal*, 61 (2), 126-134.



Vásquez, C. (2004). Very carefully managed: Advice and suggestions in post-observation meetings. *Linguistics and Education*, 15 (1-2), 32-58.

Vásquez, C. (2003). Language proficiency criteria for international students applying to US graduate programs. *College & University Journal*, 79 (2), 3-9.

### Book Chapters

Vásquez, C. (2015). "Don't even get me started...": Interactive metadiscourse in online consumer reviews. In E. Darics (Ed.), *Digital business discourse* (pp. 19-39). London: Palgrave Macmillan.

Vásquez, C. (2015). Forms of intertextuality and interdiscursivity in online reviews. In R. Jones, A. Chik & C. Hafner (Eds.), *Discourse and digital practices: Doing discourse analysis in the digital age* (pp. 66-80). London: Routledge.

Kulavuz-Onal, D., & Vásquez, C. (2015). Opening up worlds: Intercultural exchanges through telecollaboration in a global online community of practice. In N. Tcherepashenets (Ed.), *Globalizing online: Telecollaboration, internationalization, and social justice* (pp. 109-128). Frankfurt: Peter Lang.

Biber, D., & Vásquez, C. (2014). Writing and speaking. In P. Elbow (Ed.), *Landmark essays on speech and writing*. London: Routledge. (Reprinted from *Handbook of research on writing*).

Vásquez, C. (2014). "Usually not one to complain but...": Constructing identities in online reviews. In P. Seargeant & C. Tagg (Eds.), *The language of social media: Community and identity on the internet* (pp. 65-90). London: Palgrave Macmillan.

Biber, D., & Vásquez, C. (2007). Writing and speaking. In C. Bazerman (Ed.), *Handbook of research on writing* (pp. 535-548). Mahwah, New Jersey: Erlbaum. [Winner of the 2009 Conference on College Composition Outstanding Book Award.]

Reppen, R., & Vásquez, C. (2006). Using online academic writing modules in an IEP environment. In E. Hanson-Smith & S. Rilling (Eds.), *Learning languages through technology* (pp. 41-52). Alexandria, VA: TESOL.

### Proceedings

Vásquez, C. (2013). Culture as content and practice: Toward interculturality in English language teaching and learning. *Proceedings of the 5to Foro de Lenguas*, October, 2012. Montevideo: ANEP.

Kulavuz-Onal, D., & Vásquez, C. (2013). The mediation of technological pedagogical content knowledge in a global online community of practice: A case of in-service English Language Teachers. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 4497-4504). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/48836>.

Reppen, R., & Vásquez, C. (2006). Using corpus linguistics to investigate the language of teacher training. In J. Walinski, K. Kredens, & S. Gozdz-Roszkowski (Eds.), *Corpora and ICT in language studies: PALC 2005 proceedings* (pp. 13-29). Frankfurt: Peter Lang.

#### Book Reviews and Review Articles

Vásquez, C., & Aslan, E. (2012). Invited review of J. Romero-Trillo (Ed.), "Pragmatics and prosody in English Language Teaching," *Journal of Pragmatics*, 44 (12), 1716-1719.

Vásquez, C., & Kulavuz-Onal, D. (2012). Invited review of R. Kozinets, "Netnography," *Modern Language Journal*, 96 (1), 147-148.

Vásquez, C. (2010). Invited review of S. L. McKay & W. D. Bokhorst-Heng, "International English in its sociolinguistic contexts: Towards a socially sensitive EIL pedagogy," *Modern Language Journal*, 94 (1) 161-162.

Vásquez, C. (2009). Pragmatics and discourse analysis. In K. Womack & W. Baker (Eds.), *The Year's Work in English Studies*, Vol. 88 (pp. 113-124). Oxford: Oxford University Press.

Vásquez, C. (2009). Invited review of E. Horwitz "Becoming a language teacher: A practical guide to second language learning and teaching," *Language Teaching Research*, 13 (3), 324-327.

Vásquez, C. (2008). Pragmatics and discourse analysis. In K. Womack & W. Baker (Eds.), *The Year's Work in English Studies*, Vol. 87 (pp. 139-151). Oxford: Oxford University Press.

Vásquez, C. (2008). Review of M. Bamberg (Ed.). "Narrative: State of the art." *Journal of Sociolinguistics*, 12 (2), 257-261.

Vásquez, C. (2007). Pragmatics and discourse analysis. In K. Womack & W. Baker (Eds.), *The Year's Work in English Studies*, Vol. 86 (pp. 137-144). Oxford: Oxford University Press.

Vásquez, C. (2007). Review of J. Thornborrow & J. Coates (Eds.), "The sociolinguistics of narrative," *Discourse & Communication*, 1 (3), 374-376.

Vásquez, C. (2006). Pragmatics and discourse analysis. In K. Womack & W. Baker (Eds.), *The Year's Work in English Studies*, Vol. 85 (pp. 105-112). Oxford: Oxford University Press.

Vásquez, C. (2004). History of English linguistics. In K. Womack & W. Baker (Eds.), *The Year's Work in English Studies*, Vol. 83 (pp. 1-3). Oxford: Oxford University Press.

Vásquez, C. (2004). Review of A. B. M. Tsui's "Understanding expertise in teaching: Case studies of ESL teachers," *TESOL Quarterly*, 38 (1), 167-169.

Vásquez, C. (2003). History of English linguistics. In K. Womack & W. Baker (Eds.), *The Year's Work in English Studies*, Vol. 82 (pp. 5-6). Oxford: Oxford University Press.



Vásquez, C. (2002). History of English linguistics. In K. Womack & W. Baker (Eds.), *The Year's Work in English Studies*, Vol. 81 (pp. 4-6). Oxford: Oxford University Press.

#### Other Publication

Murphy, E. K., & Vásquez, C. (2005). Integrating technology into the classroom: Challenges and strategies. *AZ-TESOL Newsletter*, 26 (1), 12-15.

### INVITED PRESENTATIONS

Vásquez, C. (presentation in progress, 2016). *Simultaneously global and local: Discourse practices online*. Invited plenary address, International Conference on Language and Social Psychology, June 22-25, Bangkok, Thailand.

Vásquez, C. (2015). *Loudsourcing: Inside the world of online reviews*. Invited presentation, Skift Global Forum, October 14-15, Brooklyn, NY.

Vásquez, C. (2014). *The discursive construction of identities in online consumer reviews*. Invited presentation, School of Language, Culture and Society, Oregon State University, November 7, Corvallis, OR.

Vásquez, C. (2014). *Gender in online consumer reviews*. Invited presentation, Systems of Oppression Course, School of Language, Culture and Society, Oregon State University. November 6, Corvallis, OR.

Vásquez, C. (2014). *The discourse of online consumer reviews*. Homegrown Humanities Series. University of South Florida, October 15, Tampa, FL.

Vásquez, C. (2014). *The good, the bad, and the worst: Analyzing evaluation in online reviews*. Invited presentation, MLC Speaker Series, Georgetown University, October 10, Washington, DC.

Vásquez, C. (2014). *Intertextuality and interdiscursivity: Analyzing digital media*. Invited presentation, Seminar on Intertextuality, Georgetown University, October 9, Washington, DC.

Vásquez, C. (2014). *Analyzing the discourse of online reviews*. Invited presentation, Linguistics Colloquium, Department of Linguistics, University of Florida, April 3, Gainesville, FL.

Vásquez, C. (2013). *Forms of intertextuality in online consumer reviews*. Invited presentation, Fifth International Roundtable on Discourse (Discourse and Digital Practices), Department of English, City University of Hong Kong, May 24, Hong Kong.

Vásquez, C. (2013). *What is interesting about the discourse of online reviews?* Invited seminar, Department of English, City University of Hong Kong, May 13, Hong Kong.

Vásquez, C. (2013). *Analyzing the discourse of online reviews*. Invited seminar, Centre for Popular Culture and Education, Hong Kong Institute of Education, May 10, Hong Kong.

Vásquez, C. (2012). *Empowering teachers to make research / practice connections*. Invited presentation, Research SIG Panel on “The impact of SLA research on teacher beliefs and practices,” Annual American Council on Teachers of Foreign Languages (ACTFL) conference, November 16, Philadelphia, PA.

Vásquez, C. (2012). *Culture as content and social practice: Toward interculturality in English language learning*. Invited presentation, 5to Foro de Lenguas, October 13, National Administration of Public Education, Montevideo, Uruguay.

Vásquez, C. (2011). “*Sorry to moan on about it...* ”: *Discourse-pragmatic features of online complaints*. Invited presentation, Interdisciplinary Linguistics Initiative, March 24, Northern Illinois University, DeKalb, IL.

## CONFERENCE PRESENTATIONS

### International

Vásquez, C. (presentation in progress). “*My manly husband...* ”: *Constructions of Gender in Amazon Reviews*. Proposal accepted for 1st International Conference on Approaches to Digital Discourse Analysis (ADDA), November 19-20, 2015, Valencia, Spain.

Vásquez, C. (2015). *Humor and critique in parodies of online consumer reviews*. Paper presented at the International Pragmatics Association (IPrA), July 29, Antwerp, Belgium.

Winkle, C., Vásquez, C., & Perdomo, L. (2015). *Traversing “discursive faultlines” of sexual identity inquiry: An ethnodramatic performance*. Paper presented at TESOL, March 28 Toronto, Canada.

Vásquez, C., & Chik, A. (2015). “*Feel kinda chunky monkey...* ”: *Representing female bodies on reality television*. Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference, March 23, Toronto, Canada.

Fioramonte, A., & Vásquez, C. (2015). *Examining patient resistance to physician treatment recommendations*. Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference, March, 22, Toronto, Canada.

Zhang, Y., & Vásquez, C. (2014). *Hotels’ responses to online reviews: Managing consumer dissatisfaction*. Paper presented at 79<sup>th</sup> Annual Association for Business Communication (ABC) Convention, Philadelphia, October 24, 2014.



- Vásquez, C. (2014). *Right now versus back then: Recency and remoteness as discursive resources in online reviews*. Paper presented at the 20<sup>th</sup> Sociolinguistics Symposium (Colloquium on "Space, time & social media: Communicating (the) here & now"), June 17, Jyväskylä, Finland.
- Kulavuz-Onal, D., & Vásquez, C. (2014). *"Thanks Shokran Gracias": Translingual practices of two EFL teachers and their 5<sup>th</sup> grade students on Facebook*. Paper presented at the annual American Association of Applied Linguistics (AAAL) conference, March 25, Portland, OR.
- Vásquez, C. (2014). *Addressivity in online consumer reviews*. Paper presented at the annual American Association of Applied Linguistics (AAAL) conference, March 23, Portland, OR.
- Vásquez, C., & Vásquez, R. (2013). *Are you okay with namaste? Competing ideologies of Sanskrit language use in contemporary yoga discourses*. Paper presented at the annual American Anthropological Association (AAA) 2013 meeting (Society for Linguistic Anthropology panel on "Strategies and Performances of Temporal Heteroglossia in Former Ways of Speaking"), November 22, Chicago, IL.
- Russell, V., & Vásquez, C. (2013). *Using a web-based tutorial for the instruction of Spanish pragmatics*. Annual American Council on Teachers of Foreign Languages (ACTFL) 2013 conference, November 22-24, Orlando, FL.
- Vásquez, C. (2013). *Engaging readers in online consumer reviews*. Paper presented at 78<sup>th</sup> Annual Association for Business Communication (ABC) International conference (Panel on "Digital business discourse: Discourse-centered approach to computer-mediated business communication"), October 25, New Orleans, LA.
- Russell, V., & Vásquez, C. (2013). *An examination of the efficacy of a web-based tutorial for instruction on Spanish pragmatics*. Paper presented at Computer-Assisted Language Instruction Consortium (CALICO) 2013 conference, May 23, Honolulu, HI.
- Kulavuz-Onal, D., & Vásquez, C. (2013). *The mediation of technological pedagogical content knowledge in a global online community of practice: A case of in-service English language teachers*. Paper presented at the 24<sup>th</sup> International Society for Information Technology and Teacher Education (SITE) 2013 conference, March 29, New Orleans, LA.
- Thompson, A., & Vásquez, C. (2012). *NNS foreign language teachers: The role of the L2 motivational self system*. Paper presented at the annual American Association of Applied Linguistics (AAAL) conference, March 24, Boston, MA.
- Vásquez, C. (2011). *"Small stories" in a small corpus: Narratives in online reviews*. Paper presented at the 10<sup>th</sup> Annual American Association for Corpus Linguistics (AACL) conference, October 8, Atlanta, GA.
- Vásquez, C. (2011). *"Usually not one to complain but...": Constructing identities in online reviews*. Paper presented at the 12<sup>th</sup> International Pragmatics Association (IPrA) conference, July 4, Manchester, UK.

- Vásquez, C., & Thompson, A., (2011). *Paths to proficiency: NNS foreign language teacher narratives*. Paper presented at the Seventh International Language Teacher Education (LTE) conference, May 20, Minneapolis, MN.
- Vásquez, C. (2011). *Features of complaints online: The case of TripAdvisor*. Paper presented at the annual American Association of Applied Linguistics (AAAL) conference, March 29, Chicago, IL.
- Thompson, A., & Vásquez, C. (2011). *What's a Garcia doing teaching German? Narratives of NNS Language Teachers*. Paper presented at the annual American Association of Applied Linguistics (AAAL) conference, March 26, Chicago, IL.
- Vásquez, C. (2010). *Teacher education and L2 pragmatics: Limitless possibilities*. Paper presented as part of the "Incorporating instructional pragmatics into L2 teacher education: Challenges and celebrations" colloquium at the 18<sup>th</sup> Pragmatics and Language Learning (PLL) conference, July 19, Kobe, Japan.
- Vásquez, C. (2010). *Exploring formulations in university discourse*. Paper presented at the annual American Association of Applied Linguistics (AAAL) conference, March 6, Atlanta, GA.
- Vásquez, C., & Urzúa, A. (2009). *'Presentation of self' in direct reports of speech and mental states*. Paper presented at the International Society for Language Studies (ISLS), June 13, Orlando, FL.
- Vásquez, C., & Harvey, J. (2009). *Raising teachers' awareness about corrective feedback through research replication*. Paper presented at the Sixth International Language Teacher Education (LTE) conference, May 29, Washington, D.C.
- Vásquez, C., & Urzúa, A. (2009). *Reported discourse and the performance of professional identity in teacher mentoring meetings*. Paper presented at the annual American Association of Applied Linguistics (AAAL) conference, March 21, Denver, CO.
- Vásquez, C., & Sharpless, D. (2008). *The role of pragmatics in TESOL programs*. Poster presented at the annual Teaching English to Speakers of Other Languages (TESOL) conference, April 2, New York, NY.
- Vásquez, C., & Reppen, R. (2008). *Using technology to teach writing in university intensive English programs*. Invited paper, delivered as part of IEP CALL InterSection panel at the annual Teaching English to Speakers of Other Languages (TESOL) conference, April 5, New York, NY.
- Vásquez, C., & Sharpless, D. (2008). *"Touched on? Sprinkled throughout?" Coverage of pragmatics in language teacher preparation programs*. Paper presented at the annual American Association of Applied Linguistics (AAAL) Conference, March 29, Washington, D.C.



- Vásquez, C. (2007). *"I just feel disjointed...": Construction of identity in the workplace narratives of non-experts*. Paper presented at the Tenth International Pragmatics Association (IPrA) Conference, July 13, Göteborg, Sweden.
- Vásquez, C., & Urzúa, A. (2007). *Prospective reflection and language teacher identity*. Paper presented at the Fifth International Conference on Language Teacher Education (LTE), June 1, Minneapolis, MN.
- Vásquez, C., & Urzúa, A. (2007). *ESL teachers' (meta)cognition in mentoring meetings*. Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference, April 24, Costa Mesa, CA.
- Vásquez, C. (2005). *Transforming practice: Changing patterns of interaction in post-observation meetings*. Paper presented at the Fourth International Conference on Language Teacher Education (LTE), June 4, Minneapolis, MN.
- Urzúa, A., & Vásquez, C. (2005). *Reflection and professional identity in teachers' future-oriented discourse*. Paper presented at the International Association of Applied Linguistics (AILA) World Congress 2005, July 29, Madison, WI.
- Vásquez, C., & Reppen, R. (2004). *What didn't you say? Increasing participation in teacher mentoring meetings*. Paper presented at the 2nd Inter-Varietal Applied Corpus Studies (IVACS) Group International Conference, June 25, Belfast, Northern Ireland.
- Vásquez, C. (2003). *Language proficiency criteria for international students applying to US graduate programs*. Paper presented at 4<sup>th</sup> International Symposium on Bilingualism, May 4, Arizona State University, Tempe, Arizona.
- Vásquez, C., & Peters, T. (2001). *Thai university students' perceptions of the effectiveness of peer editing*. Poster presented at Thailand TESOL, January 19, Bangkok, Thailand.
- Vásquez, C. (2000). *Using templates to teach basic ESL writing skills*. Paper presented at the Fifth Conference of Applied Linguistics, May 20, Universidad de las Americas, Cholula, Mexico.
- Evans, T., Funk, J., Henricksen, S-H., Martinez, M., Macdonald, D., Piper-Rybak, D., Urban, O., & Vásquez, C. (2000). *Resolving some practical practicum issues*. Poster presented at TESOL 2000. March 15, Vancouver, BC.

### National

- Ciftci, H., & Vásquez, C. (2012). *A cross-cultural comparative analysis of refusals in Turkish and English*. Paper presented at American Pragmatics Association (AMPRA) conference, October 19, Charlotte, NC.
- Russell, V., & Vásquez, C. (2012). *Using a web-based tutorial for interlanguage pragmatic development among study abroad students*. Paper presented at the Pragmatics Festival at Indiana University, April 20, Bloomington, IN.

Vásquez, C. (2009). *Introducing service learning in a university ESL curriculum*. Paper presented at the Language of Service and Community Symposium, April 4, Rollins College, Winter Park, FL.

Vásquez, C. (2004). *Which test is best for our ESL students?* Panel moderator at the PNACAC/RMACAC conference, May 21, Seattle, WA.

Vásquez, C. (2004). *Very carefully managed: Advice and suggestions in the discourse of post-observation meetings*. Paper presented at the 17<sup>th</sup> Annual Conference on Interdisciplinary Qualitative Studies, January 10, University of Georgia, Athens, GA.

Vásquez, C. (2000). *Second Language Acquisition: Individual differences and sociocultural factors*. Invited presentation, Improving Rajabhat ELT and ORIC's Development Plan on ELT Networking and Quality Assurance, November 29, Rajabhat Institute, Ayutthaya, Thailand.

### Regional

Vásquez, C., (2014). *Gender and sexuality as cross-cultural issues in the MA-TESOL curriculum*. Sunshine State TESOL, May 9, St Petersburg, FL.

Vásquez, C. (2011). *Applied Linguistics, globalization, and English as a Lingua Franca: A survey of current issues*. Paper presented at the Global Humanities Symposium, March 4, University of South Florida, Tampa, FL.

Murphy, E. K., & Vásquez, C. (2005). *Enhancing learning and teaching through technology*. Invited presentation, Arizona Association for Lifelong Learning conference, May 21, Flagstaff, AZ.

Vásquez, C., & Murphy, E. K. (2004). *Technology and innovation in a university IEP*. Invited presentation, Northern Arizona AZTESOL conference, November 6, Flagstaff, AZ.

Vásquez, C. (2004). *Comments from the classroom: A case study of an immigrant student in a university IEP and beyond*. Paper presented at the 8<sup>th</sup> Annual Conference at the Peaks, April 9, Northern Arizona University, Flagstaff, AZ.

Vásquez, C. (2000). *Society of the spectacle: Representations of Spanish media culture in Pedro Almodovar's "High Heels"*. Paper presented at the Midwestern Conference on Language, Literature and Film, March 31, Northern Illinois University, DeKalb, IL.

Vásquez, C. (1999). *A taxonomy of postpositive adjectives in English*. Paper presented at the Midwestern Conference on Language, Literature and Film, March 27, Northern Illinois University, DeKalb, IL.

## WORKS IN PROGRESS

- Vásquez, C., & Chik, A. (revised and resubmitted). "I am not a foodie...": Culinary capital in online reviews of Michelin restaurants. *Food & Foodways*.
- Vásquez, C. (under review). Humor and critique in parodies of online consumer reviews. *Language in Society*.
- Vásquez, C., & Chik, A. (under review). *Big Bliss*: A linguistic analysis of talk about female bodies on reality television. *Television & New Media*.
- Vásquez, C. (abstract under review). Narrative identities in parodies of online consumer reviews. (Panel on "Storytelling in the digital age: New challenges.") AAAL conference, Orlando, FL, April 2016.
- Ciftci, H., & Vásquez, C. (abstract under review). Student resistance in office hours: A discourse analysis. AAAL conference, Orlando, FL, April 2016.
- Vásquez, C. (research in progress). Mixed messages?: Restaurants' responses to online reviews. For submission to *Journal of Politeness Research*.

## UNIVERSITY TEACHING

### University of South Florida

Fall 2015	LIN 6081	Introduction to Graduate Study in Applied Linguistics
	LIN 6932	Pragmatics for Language Teaching
	LIN 6910	Graduate Directed Research
	SLA 7980	Dissertation - SLAIT
Spring 2015	LIN 6601	Sociolinguistics
	TSL 5525	Cross-Cultural Issues in ESL
	LIN 6910	Graduate Directed Research
	SLA 7980	Dissertation - SLAIT
Fall 2014	LIN 6748	Contrastive Analysis
	LIN 6910	Graduate Directed Research
	SLA 7980	Dissertation - SLAIT
Spring 2014	LIN 6932	Discourse Analysis
	TSL 5525	Cross-Cultural Issues in ESL
	SLA 7980	Dissertation - SLAIT
Fall 2013	LIN 6748	Contrastive Analysis
	LIN 6932	Language & Technology
	LIN 6910	Graduate Directed Research
	SLA 7980	Dissertation - SLAIT
Spring 2013		**Sabbatical Leave**
Fall 2012	SLA 7776	Second Language Acquisition Research Laboratory III
	LIN 6748	Contrastive Analysis
	LIN 6910	Graduate Directed Research

	SLA 7980	Dissertation - SLAIT
Summer 2012	LIN 6932	Case Study Research in Applied Linguistics
	LIN 6910	Graduate Directed Research
	SLA 7980	Dissertation - SLAIT
Spring 2012	LIN 6601	Sociolinguistics
	SLA 7776	Second Language Acquisition Research Laboratory II
	LIN 6910	Graduate Directed Research
	SLA 7980	Dissertation - SLAIT
Fall 2011	LIN 6081	Introduction to Graduate Study in Applied Linguistics
	LIN 6748	Contrastive Analysis
	LIN 6910	Graduate Directed Research
	SLA 7980	Dissertation - SLAIT
Spring 2011	LIN 6932	Discourse Analysis
	LIN 6910	Graduate Directed Research
	SLA 7980	Dissertation - SLAIT
Fall 2010	LIN 6081	Introduction to Graduate Study in Applied Linguistics
	LIN 6748	Contrastive Analysis
	LIN 6910	Graduate Directed Research
	SLA 7980	Dissertation - SLAIT
Spring 2010	LIN 6601	Sociolinguistics
	TSL 5525	Cross-Cultural Issues in ESL
	SLA 7980	Dissertation - SLAIT
Fall 2009	LIN 6081	Introduction to Graduate Study in Applied Linguistics
	LIN 6748	Contrastive Analysis
	LIN 6910	Graduate Directed Research
	SLA 7980	Dissertation - SLAIT
Spring 2009	LIN 6720	Second Language Acquisition
	SLA 7776	Second Language Acquisition Research Laboratory IV
	LIN 6910	Graduate Directed Research
	SLA 7980	Dissertation - SLAIT
Fall 2008	LIN 6748	Contrastive Analysis
	SLA 7776	Second Language Acquisition Research Laboratory III
	LIN 6910	Graduate Directed Research
Spring 2008	LIN 6720	Second Language Acquisition
	SLA 7776	Second Language Acquisition Research Laboratory II
	LIN 6910	Graduate Directed Research
Fall 2007	LIN 6081	Introduction to Graduate Study in Applied Linguistics
	LIN 6748	Contrastive Analysis
	LIN 6910	Graduate Directed Research
Summer 2007	LIN 6910	Graduate Directed Research
Spring 2007	LIN 6675	Grammatical Structure of American English
	LIN 6720	Second Language Acquisition
Fall 2006	LIN 6081	Introduction to Graduate Study in Applied Linguistics
	LIN 6748	Contrastive Analysis
	LIN 6910	Graduate Directed Research
Spring 2006	LIN 6675	Grammatical Structure of American English
	LIN 6720	Second Language Acquisition
Fall 2005	LIN 6081	Introduction to Graduate Study in Applied Linguistics



	LIN 6748	Contrastive Analysis
<u>Northern Arizona University</u>		
Fall 2003	ENG 688	TESL Practicum
Fall 2002	ENG 506	Introduction to American Language and Thought
Spring 2002	ENG 105	Critical Reading and Writing in the University Community
Fall 2001	ENG 105	Critical Reading and Writing in the University Community

Prince of Songkhla University (Hat Yai, Thailand)

Spring 2001	890-611	Promoting Learner Autonomy
	890-204	Methodology in Teaching English [co-taught]
Fall 2000	890-503	Introduction to Applied Linguistics [co-taught]
	890-361	English for Job Application
	890-211	Improving Listening Skills in English

Northern Illinois University

Spring 1999	ENG 104	Rhetoric and Composition II
Fall 1998	ENG 103	Rhetoric and Composition I

University of Wisconsin-Madison

Fall 1991	ITA 101	Beginning Italian
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### OTHER TEACHING

- Spring 2000 ACT Test Preparation. External Programming, Northern Illinois University.  
 Fall 1999 Basic ESL Writing. Department of Adult and Continuing Education, Northern Illinois University [co-taught].  
 Summer 1999 Language Arts. Project Upward Bound, Northern Illinois University.  
 Spring 1998 English as a Foreign Language. Corporate clients, Buenos Aires, Argentina.  
 Summer 1997 English as a Foreign Language. MKM Language School, Brno, Czech Republic.

### STUDENT ADVISING

Dissertation Committee Chairing

Andrea Lypka, SLAIT doctoral student. Dissertation (tentative topic): An Ethnographic Study of Mexican Mayan Learners of English in Community ESL Courses. Proposal in progress.

Jose Sánchez, SLAIT doctoral student. Dissertation (tentative topic): Expressions of Condolence in Spanish. Proposal in progress.

Rocky Tyler, SLAIT doctoral student. Dissertation (tentative topic): Acquisition of Intercultural Competence in Study Abroad. Proposal in progress. (Co-chair with Amy Thompson).

Erhan Aslan, SLAIT doctoral student. Dissertation: "International Teaching Assistants in the US University Classroom: A Mixed-Method Study of Individual Differences and L2 Pragmatic Competence." Defended proposal Fall 2014. Dissertation in progress. (Co-chair with Amy Thompson).

[\*Recipient of USF's 2015 *Provost's Award for Outstanding Teaching by a GTA*; Recipient of 2015 *USF Dissertation Completion Grant*]

Hatime Ciftci, SLAIT doctoral student. Dissertation: "Pragmatic Competence in an EFL Context: Suggestions in University Office Hour Discourse." Defended proposal Fall 2014. Dissertation in progress.

Kristy Cardellio, SLAIT doctoral student. Dissertation: "Interlanguage Pragmatics in Study Abroad Service-Learning Interactions: Request Strategies in Italian." Defended proposal Fall 2013. Dissertation in progress.  
[\*Recipient of 2014 *USF Dissertation Completion Grant*]

Hui-Ju Wu, SLAIT doctoral student. Dissertation: "The Effects of Collaborative Writing via Blogs versus Paper-and-pen on Writing Performance, Writing Anxiety and Perceptions of EFL College Students in Taiwan." Defended dissertation Spring 2015. (Co-chair with Wei Zhu).  
Current position: English Teacher, Kaohsiung Municipal Jhong Jheng High School, Taiwan.

Amy Fioramonte, SLAIT doctoral student. Dissertation: "A Study of Pragmatic Competence: International Medical Residents' and Patients' Negotiation of the Treatment Phase of the Medical Encounter." Defended dissertation Fall 2014.  
Current position: Academic Services Administrator, Graduate Medical Education, University of South Florida, Tampa, FL.

Derya Kulavuz-Onal, SLAIT doctoral student. Dissertation: "English Language Teachers' Learning to Teach with Technology through Participation in an Online Community of Practice: A Netnography of *Webheads in Action*." Defended dissertation Spring 2013.  
Current position: Assistant Professor of English, Salisbury University, Salisbury, MA.  
[\*Recipient of 2012 *TIRF Doctoral Dissertation Grant*]

Shenggao Wang, SLAIT doctoral student. Dissertation: "Intermediate-Level Chinese Language Learners' Social Communication in Chinese on Facebook: A Mixed Methods Study." Defended dissertation Spring 2013.  
Current position: Chinese Instructor, Florida International University, Miami, FL.

Jane Harvey, SLAIT doctoral student. Dissertation: "A Sociocultural-Theory-Based Study of the Impact of Mediation During Post-Observation Conferences on Language Teacher Learning." Defended dissertation Fall 2011.  
Current position: Senior EAP Instructor, USF-INTO, Tampa, FL.

Nader Morkus, SLAIT doctoral student. Dissertation: "The Realization of the Speech Act of Refusal in Egyptian Arabic by American Learners of Arabic as a Foreign Language." Defended dissertation Fall 2009.  
Current position: Assistant Professor of Arabic Pedagogy, Indiana University, Bloomington, IN.

Victoria Russell, SLAIT doctoral student. Dissertation: "The Effects of Processing Instruction, Structured Input, and Visual Input Enhancement on the Acquisition of the Subjunctive in Adjectival Clauses by Intermediate-level Distance Learners of Spanish." Defended dissertation Fall 2009. (Co-chair with Marcela van Olphen).  
Current position: Associate Professor of Spanish and Foreign Language Education, Valdosta State University, Valdosta, GA.



James Aubrey, SLAIT doctoral student. Dissertation: "Motivation and Instructor's Self-Disclosure Using Facebook in a French Online Course Context." Defended dissertation Summer 2009. (Co-chair with Wei Zhu).

Current position: Associate Professor of French, University of Tampa, Tampa, FL.

#### Dissertation Committee Membership

Ariadne Miranda, Communication doctoral student (USF). Dissertation (tentative topic): The Discourse of Organizational Change. Proposal in progress.

Eulises Avellaneda, SLAIT doctoral student. Dissertation (tentative topic): Spanish Heritage Students and Teachers in a South Florida Secondary School Context. Proposal in progress.

Nancie Hudson, Communication doctoral student (USF). Dissertation (tentative topic): Framing of Community in a Christian Women's Group. Proposal in progress.

Julie Dell-Jones, SLAIT doctoral student. Dissertation (tentative topic): Digital Storytelling in ESOL teacher education. Proposal in progress.

Rebecca Campbell, Anthropology doctoral student (USF). Dissertation (tentative topic): Addressing Demographic Changes in Schools: Using Language to Understand the Implications of Constructs of Race and Ethnicity. Proposal in progress.

Hie-Myung Jo, Education doctoral student (Northern Arizona University). Dissertation: "Middle School Teachers' Knowledge and Practice on Pragmatics in South Korea: An Exploratory Research Design." Defended proposal Spring 2015. Dissertation in progress.

Dan Zhong, SLAIT doctoral student. Dissertation: "The dynamics of L2 imagery: A multiple case study exploring learner L2 motivation and L2 Self in a study abroad context." Defended proposal Spring 2015. Dissertation in progress.

Wesley Curtis, SLAIT doctoral student. Dissertation: "The Effects of Processing Instruction on Chinese Learners' Acquisition of Spanish Copulae." Defended proposal Spring 2015. Dissertation in progress.

Zeynip Erdil, SLAIT doctoral student. Dissertation: "The Impact of Instructors' Consistent Motivational-Strategy Use on Language Learning Motivation: Explanatory Mixed-Method Study in Turkish EFL Context." Defended proposal Fall 2014. Dissertation in progress.

Oksana Vorobel, SLAIT doctoral student. Dissertation: "A Case Study of Peer Review Practices of Four Adolescent English Language Learners in Online and Face-to-Face Contexts." Defended dissertation. Summer 2013.

Current position: Assistant Professor, TESOL, City University of New York, NY.

Dustin DeFelice, SLAIT doctoral student. Dissertation: “A Phenomenological Study of Teaching Endangered Languages: Perspectives from Nahuatl and Mayan Educators.” Defended dissertation Fall 2012.

Current position: Assistant Professor, Department of Second Language Studies, Michigan State University.

Radhika Lothe, SLAIT doctoral student. Dissertation: “Role of CMC-Embedded Webquests in Enhancement of Online Students’ Knowledge and Understanding of German Culture – A Case Study.” Defended dissertation Spring 2011.

Current position: German Instructor, Northern Virginia Community College.

Darunee Dujsik, SLAIT doctoral student. Dissertation: “The Effects of Pre-writing Strategy Training Guided by Computer-based Procedural Facilitation on ESL Students’ Strategy Use, Writing Quantity, and Writing Quality.” Defended dissertation Spring 2008.

Current position: English Lecturer, University of the Thai Chamber of Commerce, Bangkok, Thailand.

#### Doctoral Qualifying Exam Committee Membership

Addie Sayers China (Spring 2015)

Jhon Cuesta Medina (Fall 2015)

Yao Liu (Fall 2015)

Jelena Vuksanovic (Fall 2015)

Abeer Mohammad (Fall 2015)

Yi Zhang (Fall 2015)

Edward Contreras (Spring 2015)

Andrea Lypka (Spring 2015)

Fahad Alhabri (Fall 2014)

Jose Sánchez (Fall 2014)

Zeynep Ersin-Koylu (Fall 2014)

Anastasia Khawaja (Spring 2014, Fall 2014)

Erhan Aslan (Spring 2014)

Eulises Avellaneda (Fall 2013)

Zeynep Erdil (Fall 2013)

Youness Mountaki (Fall 2012)

Julie Dell-Jones (Fall 2012)

Rocky Tyler (Fall 2012)

Alessandro Cesarano (Fall 2012)

Kristy Cardellio (Fall 2012)

Natalia Keritsis (Fall 2012)

Amy Wehner (Spring 2012)

Wesley Curtis (Fall 2011)

Amy Fioramonte (Fall 2011)

Dustin DeFelice (Spring 2011)

Muberra Sahin (Fall 2010)

Shenggao Wang (Fall 2010)

Oksana Vorobel (Fall 2010)

Derya Kulavuz-Onal (Spring 2010)

Hui-Ju Wu (Spring 2010)



Jane Harvey (Fall 2008)  
Radhika Lothe (Fall 2008)  
Victoria Russell (Spring 2008)  
Irshat Madyarov (Fall 2007)  
Sister Angela Cresswell (Fall 2007)

Doctoral Supervisory Committee Membership

Shenggao Wang  
Hui-Ju Wu  
Oksana Vorobel  
Derya Kulavuz-Onal  
Amy Fioramonte  
Rocky Tyler  
Muberra Sahin  
Nancy DiBella  
Natalia Keritsis  
Kristy Cardellio  
Julie Dell-Jones  
Alessandro Cesarano  
Amy Wehner  
Youness Mountaki  
Eulises Avellaneda  
Hatime Ciftci  
Helen Terry  
Zeynep Erdil  
Anastasia Khawaja  
Erhan Aslan  
Edward Contreras  
Melissa Larsen-Walker  
José Sánchez  
Fahad Alhabri  
Abeer Mohammed  
Yi Zhang  
Addie China  
Jhon Cuesta Medina  
Zeynep Ersin-Koylu  
Yao Liu  
Andrea Lypka  
Jelena Vuksanovic  
Judith Bridges  
Maria Mathilde Olivera

Doctoral Student Shadowing

Abeer Mohammed, SLA 7776, Fall 2014  
Anastasia Khawaja, TSL 5525, Spring 2014  
Erhan Aslan, LIN 6748, Fall 2013  
Hatime Ciftci, LIN 6748, Fall 2012  
Eulises Avellaneda, SLA 7776, Summer 2012

Amy Wehner, SLA 7776, Spring 2012  
 Kristy Cardellio, LIN 6748, Fall 2011  
 Amy Fioramonte, LIN 6748, Fall 2010  
 Oksana Vorobel, LIN 6081, Fall 2010  
 Shenggao Wang, LIN 6748, Fall 2009  
 Hui-Ju Wu, LIN 6081, Fall 2009  
 Jane Harvey, LIN 6720, Spring 2008  
 Radhika Lothe, LIN 6081, Fall 2007  
 Darunee Dujsik, LIN 6081, Fall 2005

#### Graduate Research Advising

Micah Jenkins (Fall 2013). "A diary study of Spanish Language Learning"  
 Eulises Avellaneda (Spring 2012). "The perceived value of Spanish for Heritage Learners classes for secondary students in Miami"  
 Hatime Ciftci (Spring 2012). "A contrastive study of refusals in Turkish and American English"  
 Julie Dell-Jones (Spring 2012, Summer 2012). "An ethnography of an adult workplace ESL course for immigrant custodial staff."  
 Wesley Curtis (Fall 2011). "Processing instruction, Distance learning, and FL contexts."  
 Evguenia Causley (Spring 2011). "Dynamics of discourse, power and social change in modern higher education."  
 Alexandra Buhl (Spring 2009). "Do we mean what we say? Ostensible invitations." (Presented at TESOL Graduate Student Forum, Denver, 2009.)  
 MaraLee Blair (Spring 2009). "Pura Vida: Reflections on EFL teaching in Costa Rica."  
 Rachel Maddux DeSanto (Summer 2008). "SLA reflections on learning Arabic via a collaborative diary study." (Published in *The International Journal of Learning*.)  
 James Reese (Spring 2008). "Fostering oral fluency in the EFL/ESL classroom."  
 Krista Bittenbender (Summer 2007). "Exploring critical pedagogy in adult ESL."  
 Lynn Hameline (Summer 2007). "Second language acquisition in an immersion setting."  
 Terri Mossgrove (Spring 2007). "L1 inner speech of nonnative English teachers." (Presented at TESOL Graduate Student Forum, Seattle, 2007.)  
 Jin Young Yoon (Fall 2006). "Developing a taxonomy of Korean ESL learners' grammatical errors."  
 Denys Harasymiak (Summer 2006). "The impact of repetition in impolite discourse." (Presented at *Linguistic Impoliteness and Rudeness Conference: Confrontation and Conflict in Discourse*, Huddersfield, UK, 2006.)  
 Carter Winkle (Spring 2006). "Pre-service ESL teacher preparation programs(') take on sexual identity inquiry." (Presented at TESOL, Tampa, 2006.)

#### Undergraduate Advising

Wesley Boyette (2012-2013). "A cross-genre analysis of honorifics in Japanese greetings." Senior Honor's Thesis, defended April, 2013.  
 Jennifer Haire (2005-2006). "The struggle to be heard: An observational study of gendered patterns of participation in eighth grade students," Senior Honor's Thesis, defended April, 2006.

## SERVICE

### University

Member, WLE Departmental Tenure & Promotion Committee, CAS, 2016-2017.

Reviewer, Fulbright Selection Committee, USF, 2015.

Delivered invited presentation on Online Consumer Reviews for Advanced ESL Reading/Writing Class, INTO-USF, January 29, 2015.

Reviewer, Boren Scholarship Committee, USF, 2015.

Member, Faculty Development Committee, CAS, 2014-2016.

Reviewer, Fulbright Selection Committee, USF, 2014.

Delivered invited presentation on “Combining Quantitative Data with Qualitative Data in Discourse Analysis” for graduate students in Qualitative Research Methods Course (Communication Department, Dr. Bartesaghi), USF, November 12, 2014.

Organizer of invited lecture by Dr. Anna Marie Trester (Director of MA in Language & Communication, Department of Linguistics, Georgetown University), “What Can I do with a Degree in Linguistics?” USF, February 17, 2014.

Member, WLE Departmental Tenure & Promotion Committee, CAS, 2011-2012. [3 semesters]

Member, Search Committee, CAS (for Assistant Professor of Applied Linguistics in WLE), 2012.

Member, Search Committee, COTA (for Assistant Professor of Modern Dance), 2011-2012.

Member, Search Committee, COEDU (for Associate/Assistant Professor of Foreign/Second Language Education & SLA/IT; Instructor of Foreign/Second Language Education), 2011-2012.

Co-organizer of invited lecture by Dr. Kristine Fitch Muñoz (Professor of Communication, University of Iowa) on “Face Work and Relationships.” USF, October, 4, 2010.

Grant Proposal Reviewer, Creative Scholarship, New Researcher & Established Researcher Awards, USF, 2010.

Member, Selection Committee for the Provost’s Award for Outstanding Teaching by a Graduate Teaching Assistant, USF, 2010.

Member, Advisory Committee, Institute for Research in Art, College of the Arts, USF, 2010-2013.

Member, Search Committee, College of the Arts (for Assistant Professor of Dance), USF, 2009-2010.



Organizer of invited lecture by Dr. Nicole Tracy-Ventura (Department of Modern Languages, University of Southampton, UK) on "Using Learner Corpora for SLA Research." USF, October 19, 2009.

Alternate Member, Honors and Awards Committee, College of Arts and Sciences, USF, 2009-2010.

Grant Proposal Reviewer, Creative Scholarship Award, USF, 2009.

Member, Presidential Committee on the Status of Women, USF, 2008-2011.

Member, Search Committee, COEDU (for Full Professor of Foreign/Second Language Education & SLA/IT Director), 2008-2009.

Co-organizer of invited lecture by Dr. Frances Rock (Centre for Language and Communication, Cardiff University, Wales) on "Power, Politeness & Police Talk." USF, September 18, 2008.

Participant in USF New Faculty Forum, Humanities Institute, USF, January 23, 2008.

Grant Proposal Reviewer, International Travel Award, USF, 2007, 2008.

Member, Compass Study Abroad Scholarship Selection Committee, International Affairs, USF, 2007, 2008, 2010.

Member, Faculty Development Committee, College of Arts and Sciences, USF, 2006-2007.

Grant Proposal Reviewer, New Researcher Award, USF, 2006.

Participant, Safe Zone Training, USF, 2006.

#### Department

Member, WLE Coordinating Committee, 2015-2016.

Member, Applied Linguistics Doctoral Program Proposal Committee, 2013-present.

Member, Applied Linguistics Undergraduate Curriculum Committee, 2013-present.

Member, Selection Committee for Gratitude Scholarship in Applied Linguistics, 2013-2014.

Member, Second Language Acquisition and Instructional Technology (SLAIT) Doctoral Program, USF, 2005-2013.

Delivered invited presentation on *Corrective Feedback Research* for SLAIT students in Advanced Seminar in SLA, USF, February 11, 2014.

Delivered invited presentation on *Integrating Culture into Foreign Language Instruction* for first-year teaching assistant orientation, Department of World Languages, USF, August 19, 2013.



Faculty Organizer, SLAIT Doctoral student workshop on Interviewing for the Academic Job Search, USF, December 7, 2012.

Delivered invited presentation on *Identity and Discourse* for first-year SLAIT doctoral students in Research Lab 1, USF, October 26, 2012.

Faculty Organizer, graduate student panels on Applied Linguistics, WLE Colloquium, USF, April 20, 2012.

Delivered invited presentation on *Corrective Feedback Research* for SLAIT students in Advanced Seminar in SLA, USF, February 7, 2012.

Delivered invited presentation on *Discourse Analysis* for first-year SLAIT doctoral students in Research Lab 1, USF, October 1, 2011.

Delivered invited presentation on *Integrating Culture into Foreign Language Instruction* for first-year teaching assistant orientation, Department of World Languages, USF, August 15, 2011.

Delivered invited presentation on *Integrating Culture into Foreign Language Instruction* for first-year teaching assistant orientation, Department of World Languages, USF, August 16, 2010.

Moderator, Invited Panel on *Facebook in the Foreign Language Classroom*, WLE Colloquium, USF, April 23, 2010.

Session Chair, Graduate student panel on Sociolinguistics, WLE Colloquium, USF, April 23, 2010.

Member, Search Committee, WLE (for Assistant Professor of Chinese position), 2009-2010.

Graduate Advisor, Master's Program in Applied Linguistics/TESL, USF, 2007-2009, 2010-2012.

Delivered invited presentation on *Integrating Culture into Foreign Language Instruction* for first-year teaching assistant orientation, Department of World Languages, USF, August 17, 2009.

Member, Search Committee, WLE (for Assistant Professor of Linguistics position), 2008-2009.

Member, LAM Committee, WLE Department, USF, 2008-2009.

Faculty Advisor, LINGO (MA-TESL student organization), 2007-2009, 2010-2012.

Delivered invited presentation on *Selecting a Dissertation Committee* for first-year SLAIT doctoral students in Research Lab 1, USF, October 24, 2008.

Delivered invited presentation on *Writing a Curriculum Vitae* for LINGO (MA-TESL student organization), USF, March 5, 2008.

Delivered invited presentation on *Planning and Writing the Dissertation* for first-year SLAIT doctoral students in Research Lab 1, USF, November 6, 2007.

Faculty Organizer, Master's student panel on Pragmatics and Language Teaching, WLE Colloquium, USF, March 30, 2007.

Delivered invited presentation on *The Academic Job Search* for SLAQ (SLAIT doctoral student organization), USF, February 12, 2007.

Delivered invited presentation on *Tips for Completing Doctoral Studies* for first-year SLAIT doctoral students in Research Lab 1, USF, September 26, 2006.

Delivered invited presentation on *Discourse Analysis* for SLAIT doctoral students in Advanced Seminar on Second Language Acquisition, USF, April 13, 2006.

Delivered invited presentation on *Writing a Curriculum Vitae* for LINGO (MA-TESL student organization), USF, March 7, 2006.

Member, Committee for New MA-TESL Exit Assessment, USF, 2005-2006.

## PROFESSIONAL SERVICE

### Books

Reviewer, Bloomsbury, 2012  
 Reviewer, Business Insight Press, 2015  
 Reviewer, Cambridge University Press, 2012, 2013  
 Reviewer, John Benjamins Publishing, 2013  
 Reviewer, Mouton De Gruyter, 2008  
 Reviewer, Palgrave MacMillan, 2013, 2014  
 Reviewer, Routledge, 2009, 2013, 2014

### Journals

Member, Board of Reviewers, *TESL-EJ*, 2011-present  
 Member, Editorial Review Board, *Sunshine State TESOL Journal*, 2011-2014  
 Member, Editorial Board, Thailand TESOL, Lower Southern Affiliate, 2014-2015  
 Reviewer, *Canadian Modern Language Review*, 2008  
 Reviewer, *Classroom Discourse*, 2009-2011, 2015  
 Reviewer, *The Clinical Supervisor: Journal of Interdisciplinary Research, Theory & Practice*, 2012  
 Reviewer, *Critical Inquiry in Language Studies*, 2008-2011  
 Reviewer, *Discourse, Context, and Media*, 2015  
 Reviewer, *Discourse and Interaction*, 2015  
 Reviewer, *English for Specific Purposes*, 2013  
 Reviewer, *Intercultural Pragmatics*, 2006-2009  
 Reviewer, *International Journal of Applied Linguistics*, 2012  
 Reviewer, *International Journal of Computer-Assisted Language Learning and Teaching*, 2012  
 Reviewer, *Journal of Language and Social Psychology*, 2014  
 Reviewer, *Journal of Pragmatics*, 2007  
 Reviewer, *Journal of Teacher Education*, 2011  
 Reviewer, *Language Teaching Research*, 2012

Reviewer, *Language in Society*, 2015  
 Reviewer, *Modern Language Journal*, 2009, 2014  
 Reviewer, *Narrative Inquiry*, 2008, 2011  
 Reviewer, *Research in the Teaching of English*, 2012-2014  
 Reviewer, *Social Influence*, 2013  
 Reviewer, *System*, 2013  
 Reviewer, *Teaching and Teacher Education*, 2008, 2009, 2011, 2013, 2015  
 Reviewer, *TESL-EJ*, 2011-2014  
 Reviewer, *TESOL Quarterly*, 2012, 2014, 2015  
 Reviewer, *Text & Talk*, 2013  
 Proofreader, *Annual Review of Applied Linguistics*, 2002-2004

### Conferences

Member, Research Committee, *Association for Business Communication*, 2014-2015  
 Member, Organizing Committee, *4th Conference on Intercultural Pragmatics and Communication* (Madrid, November 15-17, 2010)  
 Reviewer, *American Council of Teachers of Foreign Languages (Research SIG)*, 2009, 2012  
 Reviewer, *Teachers of English to Speakers of Other Languages Conference*, 2008, 2009  
 Reviewer, *American Association of Applied Linguistics Conference*, 2008-2016  
 Reviewer, *International Society for Language Studies Conference*, 2006  
 Reviewer, *Second Language Research Forum*, 2011-2015

### Other

External Reviewer, Research Foundation - Flanders (Fonds Wetenschappelijk Onderzoek - Vlaanderen, FWO), 2015.

Invited Panelist, "Life in Applied Linguistics: A Mentoring and Knowledge-Sharing Event."  
 Organized by AAAL Graduate Student Ad hoc Committee. Portland, OR. March 24, 2014.

Invited Panelist, "Roundtable on Applying to Graduate School." Organized by English Department Graduate Studies Committee, Northern Illinois University. December 3, 2013.

External Reviewer, GRF Grant Proposal, English Department, City University of Hong Kong, 2013.

Invited Contributor, Annotations and research materials, TIRF (The International Research Foundation for English Language Education) website: [www.tirfonline.org](http://www.tirfonline.org), 2012.

Expert Reviewer, MA thesis materials, M.A. Program in TEIL (Teaching English as an International Language), Prince of Songkhla University, Thailand, 2009.

## **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

American Association of Applied Linguistics (AAAL)  
 Association for Business Communication (ABC)  
 International Pragmatics Association (IPrA)  
 Teachers of English to Speakers of Other Languages (TESOL)  
 Sunshine State TESOL (SSTESOL)

Bay Area Regional TESOL (BART)

### COMMUNITY SERVICE

Volunteer Judge of Student Speaking Events, Pinellas County Schools International Day, Meadowlawn Junior High School, St. Petersburg, FL, February 28, 2015.

Volunteer Judge of Student Speaking Events, Pinellas County Schools International Day, Meadowlawn Junior High School, St. Petersburg, FL, March 1, 2014.

Volunteer Judge of Student Speaking Events, Pinellas County Schools International Day, Meadowlawn Junior High School, St. Petersburg, FL, March 7, 2009.

Member, Northern Arizona Adult Basic Education Advisory Board, Flagstaff, AZ, 2003-2004.

Juror, Annual Chicago Screenwriter's Competition, Chicago, IL May, 2000.

Juror, Maude Uhland Freshman Writing Competition, Northern Illinois University, DeKalb, IL, April, 2000.

### MEDIA INTERVIEWS

November, 2015. *Men's Health*.

March 28, 2015. Can you Trust Online Reviews? *Rudy Maxa's World* (radio program).

March 13, 2015. Loudsourcing: Inside the Mad, Mad World of TripAdvisor. *Outside Magazine*, (April).

December 17, 2014. The Poetry of Yelp: How the Reviews Site Became a Massive Platform for Creativity. *Fast Company*.

November 29, 2014. The Art of the Amateur Online Review, *New York Times*.



**Wei Zhu**  
Department of World Languages  
University of South Florida  
CPR 107, Tampa FL 33620  
wzhu@usf.edu

## EDUCATION

- 1994   **Ph.D.** in Applied Linguistics, Northern Arizona University, Flagstaff, Arizona.  
Dissertation: *Effects of Training for Peer Revision in College Writing Classes*  
Committee: Mary McGroarty (Chair), William Grabe, Joan Jameison, Jeffery Chase and Linda Shadiow
- 1989   **M.A.** in Teaching English as a Second/Foreign Language, San Francisco State University, San Francisco, California.
- 1983   **B.A.** in Economics, University of International Business and Economics, Beijing, China.

## Employment

- 2004-present   Associate Professor of Applied Linguistics, Department of World Languages, University of South Florida, Tampa, Florida.
- 08/2010-05/11   Interim Director, Interdisciplinary Ph.D program in Second Language Acquisition and Instructional Technology, University of South Florida.
- 08/2009-05/10   Director, M.A. program in Applied Linguistics, University of South Florida.
- 08/2007-05/08   Interim Director, Interdisciplinary Ph.D Program in Second Language Acquisition and Instructional Technology, University of South Florida.
- 01/2006-08/06   Interim Director, English Language Institute, University of South Florida.
- 08/2001-05/06   Director, M.A. program in Applied Linguistics, University of South Florida.
- 1998-2004       Assistant Professor of Applied Linguistics, Department of World Language Education, University of South Florida, Tampa, Florida.
- 1994-1998       Assistant Professor of Applied Linguistics, Department of English, University of Texas- Pan American, Edinburg, Texas.
- 1991-1993       Summer School Instructor, Department of English, Northern Arizona University, Flagstaff, Arizona.

- 1993-1994     Research Assistant, Department of English, Northern Arizona University, Flagstaff, Arizona.
- 1989-1993     Teaching Assistant, Department of English, Northern Arizona University, Flagstaff, Arizona.
- 1983-1987     Instructor, University of International Business and Economics, Beijing, China.

#### **Publications: Articles and Book Chapters**

- Dujsik, D., & Zhu, W. Rhetorical structure of marketing research articles. Submitted to the *Journal of English for Specific Purposes*.
- Li, M., & Zhu, W. (2013). Patterns of computer-mediated interaction in small writing groups using wikis. *Computer Assisted Language Learning*, 26 (1), 61-82.
- Zhu, W., & Mitchell, D. (2012). Participation in peer response as activity: An examination of peer response stances from an Activity Theory perspective. *TESOL Quarterly*, 46 (2), 362-386.
- Cai, S., & Zhu, W. (2012). The impact of an online learning community project on university Chinese as a Foreign Language students' motivation. *Foreign Language Annals*, 45 (3), 307-329.
- Zhu, W. (2010). Theory and practice in second language writing: How and where do they meet? In T. Silva & P. K. Matsuda (Eds.), *Practicing theory in second language writing*. (pp. 209-228). West Lafayette, Indiana: Parlor Press.
- Jin, L & Zhu, W. (2010). Dynamic motives in ESL computer-mediated peer response. *Computers and Communication*, 27, 284-303.
- Zhu, W., & Cheng, R. (2008). Negotiating the dissertation literature review: The influence of personal theories. In C.P. Casanave & X.M. Li (Eds.), *Learning the literacy practices of graduate school* (pp. 134-149). Ann Arbor, MI: The University of Michigan Press.
- Zhu, W. (2006). Understanding context for writing in university content classrooms. In P. Matsuda, C. Ortmeier-Hooper, & X. You (Eds.), *The politics of second language writing: In search of the promise land* (pp. 129-146). West Lafayette, Indiana: Parlor Press.
- Zhu, W. (2006). Interaction and feedback in mixed peer response groups. In P. K. Matsuda, M. Cox., J. Jordan., & C. Ortmeier-Hooper (Eds.), *Second-language writing in the composition classroom: A critical sourcebook* (pp. 186-209). Boston & New York:

Bedford/St. Martin's. This chapter is reprinted from an article previously published in *Journal of Second Language Writing*.

Zhu, W. (2005). Source articles as scaffolds in reading to write: The case of a Chinese student writing in English. *Journal of Asian Pacific Communication*, 15 (1), 129-152.

Zhu, W., & Flaitz, J. (2005). Using Focus group methodology to understand international students' academic language needs: A comparison of perspectives. *TESL-EJ*, 8 (4).

Zhu, W. (2004). Faculty views on the importance of writing, the nature of academic writing, and teaching and responding to writing in the disciplines. *Journal of Second Language Writing*, 13, 29-48.

Zhu, W. (2004). Writing in business courses: An analysis of assignment types, their characteristics, and required skills. *English for Specific Purposes*, 23, 111-135.

Zhu, W. (2002). Introduction to Writing. In C. Feyten et al. *Teaching ESL/EFL with the internet* (pp. 94-97). Upper Saddle River, NJ: Merrill/Prentice Hall.

Zhu, W. (2001). Interaction and feedback in mixed peer response groups. *Journal of Second Language Writing*, 10, 251-276.

Zhu, W. (2001). Performing argumentative writing in English: Difficulties, processes, and strategies. *TESL Canada*, 19, 34-50.

Zhu, W. (1999). Training for peer response in the ESL writing classroom: Rationale, areas of Intervention, and methods. *Sunshine State TESOL Journal*, 30-37.

McGroarty, M., & Zhu, W. (1997). Triangulation of classroom research: A study of peer revision. *Language Learning*, 47, 1-43.

Zhu, W. (1995). Effects of training for peer response on students' comments and interaction. *Written Communication*, 12, 492-528.

### **Invited Presentations**

Zhu, W. (2013). *Teaching in a new pedagogical context: A reflection on a recent Fulbright experience*. Presented at the WLE Research Symposium, University of South Florida, April 19, 2013.

Zhu, W. (2012). *Ph.D as Activity*. Invited plenary speech in the session titled "Preparing doctoral students for academia: Embracing new practices and communities (Zhu & Sarieva)." Presented at the Symposium on Second Language Writing, Purdue University, September 6-8, 2012.

Zhu, W. (2012). *Writing for academic purposes: Supporting the development of second language writers*. Presented at Sofia University, Bulgaria, May 31, 2012.

Zhu, W. (2010). *Teaching second language writing: The why and how of peer response*. Presented at the Central Florida TESOL Spring Speaker Series, University of Central Florida, February 15, 2010.

Invited panel member of special session titled “*Doctoral programs and second language writing*” at the Symposium on Second Language Writing, Arizona State University, November 5-7, 2009.

Zhu, W. (2006). *Theory and second language writing instruction: How often and where do they meet?* Invited plenary speech presented at the Symposium on Second Language Writing, Purdue University, June 8-10, 2006.

### **Professional Presentations**

Cai, S., & Zhu, W. (2012). *Motivation and learning strategies in CFL students*. Paper presented at the Annual ACTFL Convention, Philadelphia, PA USA, November 16-18, 2012.

Cai, S., Zhu, W., & Zhang, Q. (2011). *The impact of an online learning community project on university CFL students' motivation*. Paper presented at the Annual Conference of American Association for Applied Linguistics, Chicago, IL, March 26-29.

Zhu, W. (2009). *Interaction during peer response: The role of students' motives and goals*. Paper presented at the AAAL 2009 Conference in Denver, Colorado, March 21-24, 2009.

Cheng, R., & Zhu, W. (2009). *The Role of Computer-Mediated Scaffolding in Academic Literacy Development*. Paper presented at the annual CALICO conference, Arizona State University, March 14, 2009. I was a contributing author.

Zhu, W., Sarieva, I., Jin, L., Carlson, B., & Cheng, R. (2008) *Research insights for building online writing communities*. Colloquium presented at the Annual Convention of Teachers of English to Speakers of Other Languages, New York, April 2-5 2008. I was the colloquium organizer.

Zhu, W., & Cheng, R. (2007) *Writing the Dissertation Literature Review: A Perplexing Process*. Paper presented in the colloquium titled *Mentoring and Being Mentored in Graduate School* at the 41<sup>st</sup> Annual Convention of Teachers of English to Speakers of Other Languages, Seattle, Washington, March 21-24, 2007.

Chabries, C., Moreno, W., Schreck, R., & Zhu, W. (2007). *Online Support for English in Action*. Paper presented at the 41<sup>st</sup> Annual Convention of Teachers of English to Speakers of Other Languages, Seattle, Washington, 21-24, 2007.



Jin, L., Erben, T., & Zhu, W. (2007) *Mediation of Instant Messenger in ESL Computer-Mediated Peer Response*. Presented at the American Education Research Association Annual Conference, April 9- 13, 2007. I was a contributing author.

Schreck, R., Zhu, W., Moreno, W., & Collins, R. (2006). *Stance markers during virtual scientific collaboration*. Discussion group presentation at the 40<sup>th</sup> annual convention of the Teachers of English to Speakers of Other Languages, Tampa, Florida, March 15-18, 2006.

Panelist in and co-organizer of colloquium entitled *Periphery scholars publishing in professional journals* at the 40<sup>th</sup> annual convention of the Teachers of English to Speakers of Other Languages, Tampa, Florida, March 15-18, 2006.

Zhu, W., & Mitchell, D. (2005). *Understanding students' goals for peer response*. Presented at the 39<sup>th</sup> annual convention of the Teachers of English to Speakers of Other Languages, San Antonio, Texas, March 29, 2005.

Zhu, W., & Mitchell, D. (2005). *ESL students' perceptions of the effectiveness of peer response*. Presented at the Southeast Regional TESOL conference, Myrtle Beach, September 22-25, 2005.

Zhu, W. (2004). *Institutional policies and writing in university content classrooms*. Presented at the Fourth Symposium on Second Language Writing, Purdue University, West Lafayette, Indiana, October 1-2, 2004.

Flaitz, J., & Zhu, W. (2004). *Considering multiple perspectives in international students' language needs assessment*. Presented at the Annual Sunshine State TESOL Conference, Tampa, Florida, April 29, 2004.

Zhu, W. (2003) *What do ESL students need?* Presented in colloquium titled "Current and recurrent issues in teaching multilingual writers" at the 37<sup>th</sup> Annual Convention of the Teachers of English to Speakers of Other Languages, Baltimore, Maryland, USA, March 25-29, 2003.

Zhu, W. (2003) *Faculty views on disciplinary writing and writing instruction*. Presented at the Annual Conference of American Association for Applied Linguistics, Arlington, Virginia, USA, March 22-25, 2003.

Zhu, W. (2003). *Important Academic Writing Skills: Insights from content course professors*. Presented in session titled "Preparing ESL students for writing in other disciplines" at the Conference on College Composition and Communication, New York, USA, March 19-22, 2003.

Zhu, W., & Roux, R. (2002). *Computer technology in teacher education: A case study*. Presented at the 13<sup>th</sup> World Congress of Applied Linguistics, Singapore, December 16-21, 2002.

Zhu, W. (2002). *Understanding ESL writers' needs: The value of student input*. Presented at the 92<sup>nd</sup> Annual Convention of National Council of Teachers of English, Atlanta, Georgia, November 21-26, 2002.

Zhu, W., & Roux, R. (2002). *Using WebCT in a TESL teacher preparation course*. Presented at the CALICO (Computer Assisted Language Instruction Consortium) Conference, Davis, California, March 26-30, 2002.

Flaitz, J., & Zhu, W. (2001). *Academic language needs of college ESL students*. Presented at the 35<sup>th</sup> Annual Convention of Teachers of English to Speakers of Other Languages, St. Louis, Missouri, February 29-March 3, 2001.

Participant in colloquium titled "*Chinese TESOLers' centripetal participation in scholarly publication*" at the 35<sup>th</sup> Annual Convention of Teachers of English to Speakers of Other Languages, St. Louis, Missouri, February 29-March 3, 2001.

Roux, R., & Zhu, W. (2001). *Using computer technology in teacher preparation*. In-progress session presented at the 35<sup>th</sup> Annual Convention of Teachers of English to Speakers of Other Languages, St. Louis, Missouri, February 29-March 3, 2001.

Zhu, W. (2001). *Writing in the disciplines: Importance, tasks, and available instruction*. Presented at the Annual Conference of the American Association for Applied Linguistics, St. Louis, Missouri, February 25-28, 2001.

Zhu, W. (2000). *Helping students develop academic writing skills: The role of the content course professors*. Presented at the International Conference on Research and Practice in Professional Discourse, Hong Kong, China, November 15-18, 2000.

Zhu, W. (2000). *Writing in business: Required tasks, necessary skills and available instruction*. Presented at the Second Language Writing Symposium, Purdue University, Indiana, USA, September 15-17, 2000.

Zhu, W. (2000). *Faculty perception of students' writing needs*. Presented at the 34<sup>th</sup> Annual Convention of Teachers of English to Speakers of Other Languages, Vancouver, Canada, March 14-18, 2000.

Zhu, W. (2000). *Peer review in mixed groups: The role of native vs. non-native speakers*. Presented in colloquium titled "Current peer review research in ESL writing" at the 34<sup>th</sup> Annual Convention of Teachers of English to Speakers of Other Languages, Vancouver, Canada, March 14-18, 2000.

Flaitz, J., Feyten, C., & Zhu, W. (2000). *Profiling the characteristics and strategies of the emergent effective language teacher*. Presented at the Annual Conference of the American Association for Applied Linguistics, Vancouver, Canada, March 11-14, 2000.

Zhu, W. (1999). *Learning argumentative writing in English: A qualitative study*. Presented at the 1999 Southeast Regional TESOL Conference, Birmingham, Alabama, Nov. 4-6.

Zhu, W. (1999). *Peer response in ESL writing classrooms: Rationale and strategies*. Presented at the 23<sup>rd</sup> Annual Sunshine State TESOL Conference, Orlando, Florida, May 6-8, 1999.

Zhu, W. (1999). *Strategic competence in second language writing*. Presented at the 33<sup>rd</sup> Annual Convention of Teachers of English to Speakers of Other Languages, New York, March, 9-13, 1999.

Zhu, W. (1998). *Acquiring academic communicative competence: A case study*. Presented at the Annual Conference of American Association for Applied Linguistics, Seattle, Washington, March 14-17, 1998.

Zhu, W. (1998). *Cooperative learning in teacher education*. In-progress session presented at the 32<sup>nd</sup> Annual Convention of Teachers of English to Speakers of Other Languages, Seattle, Washington, March 17-21, 1998.

Zhu, W. (1997). *Enhancing second language writers' strategic competence*. Presented at the 19th Annual TextESOL State Conference, Austin, Texas, November 7-8, 1997.

Zhu, W. (1997). *On academic communicative competence*. Presented at the Annual Conference of American Association for Applied Linguistics, Orlando, Florida, March 8-11, 1997.

Zhu, W. (1997). *Academic communicative competence and second language writing instruction*. Presented at the 31st Annual Convention of Teachers of English to Speakers of Other Languages, Orlando, Florida, March 11-15, 1997.

Zhu, W. (1996). *Effects of classroom context on peer conferencing*. Presented at the 30th Annual Convention of Teachers of English to Speakers of Other Languages, Chicago, Illinois, March 26-30, 1996.

Zhu, W. (1995). *Group conferences: A means of enhancing effectiveness of peer revision*. Presented at the 17th Annual TextESOL State Conference, San Antonio, Texas, November 3-4, 1995.

McGroarty, M., & Zhu, W. (1995). *Qualitative research as one aspect of a comparison of peer revision training in composition classes*. Presented in colloquium titled "Using qualitative methods for understanding and evaluating language classrooms" at the 29th Annual Convention of Teachers of English to Speakers of Other Languages, Long Beach, California, March 28-April 1, 1995.

Zhu, W. (1995). *Effects of training ESL students for peer revision*. Presented at the 29th Annual Convention of Teachers of English to Speakers of Other Languages, Long Beach, California, March 28-April 1, 1995.

Jabbour-Lagocki, J., & Zhu, W. (1994). *Differences in rhetorical features in two groups of student writing*. Presented at the Annual Conference of American Association for Applied Linguistics, Baltimore, Maryland, March 5-8, 1994.

Zhu, W. (1994). *Effects of two training methods for peer revision*. Presented at the Annual Conference of American Association for Applied Linguistics, Baltimore, Maryland, March 5-8, 1994.

Zhu, W. (1994). *Quality and incorporation of peer feedback on ESL writing*. Presented at the 28th Annual Convention of Teachers of English to Speakers of Other Languages, Baltimore, Maryland, March 8-12, 1994.

Zhu, W. (1993). *Forty years of separation: Differences in structural complexity between news reports from mainland China and Taiwan*. Presented at the Annual Conference of American Association for Applied Linguistics, Atlanta, Georgia, April 16-19, 1993.

Zhu, W. (1992). *Peer revision: Issues and suggestions for ESL teachers*. Presented at the 9th Rocky Mountain Regional TESOL Conference, Denver, Colorado, November 5-7, 1992.

Zhu, W. (1992). *The effects of peer revision on ESL writing*. Presented at the 26th Annual Convention of Teachers of English to Speakers of Other Languages, Vancouver, British Columbia, Canada, March 3-7, 1992.

Zhu, W. (1991). *A Chinese teacher's efforts to promote cross-cultural communication and global English*. In panel discussion "Cultural Pluralism in Teachers of Freshman Composition" at the 81st Annual Convention of the National Council of Teachers of English, Seattle, Washington, November 22-27, 1991.

## **Courses Taught**

### Graduate Courses

#### *University of South Florida*

TSL 5371 Methods of Teaching English as a Second Language (3 credit hours)

TSL 5372 TESL Curriculum (3 credit hours)

TSL 5440 Language Testing (3 credit hours)

LIN 6081 Introduction to Graduate Studies in Linguistics (3 credit hours)

LIN 6722 Writing in the Second Language (3 credit hours)

LIN 6932 English for Specific/Academic Purposes (focus on writing, 3 credit hours)

LIN 6675 Grammatical Structures of American English (3 credit hours)

SLA 7776 Research Lab (I, II, III, IV, V & VI, variable hours)

SLA 7980 Dissertation (variable hours)



LIN 6910 Directed Research (variable hours)  
TSL 6745 Internship (3 credit hours)

*University of Texas-Pan American*

Introduction to Descriptive Linguistics for Teachers (3 credit hours)  
Modern English Syntax (3 credit hours)

*Northern Arizona University*

Grammatical Foundations (3 credit hours)

### **Undergraduate Courses**

*University of Texas-Pan American*

Fundamentals of Language Development (3 credit hours)  
Introduction to English as a Second Language (3 credit hours)  
Language Acquisition (3 credit hours)  
Descriptive Linguistics (3 credit hours)  
English 1301: Composition (3 credit hours)  
English 1302 : Rhetoric (3 credit hours)

*Northern Arizona University*

English Grammars (3 credit hours)  
English Grammar and Usage (3 credit hours)  
Freshman Composition (3 credit hours)

### **Doctoral Dissertation Committees**

As Major or Co-Major Professor at University of South Florida

Qi Zhang. Dissertation proposal in progress

Lillien Tunceren. Dissertation proposal in progress

Youness Mountaki. Dissertation proposal in progress

Julie Dell-Jones. Dissertation proposal in progress

Mimi Li. Dissertation Proposal Title: *Small group interactions in wiki-based collaborative writing in the EAP context: Patterns, student reflections, mediating factors, and influences on writing products.* Dissertation study in progress

- Hui-Ju Wu. Dissertation Proposal Title: *The effects of collaborative writing via blogs versus paper-and-pen on writing performance, writing Anxiety and perceptions of EFL colleges Students in Taiwan*. Dissertation study in progress
- Shengrong Cai. Dissertation Title: *Online learning community and Chinese as foreign language students' motivation*. 2011.
- Radhika Lothe. Dissertation Title: *Role of computer-mediated communication embedded webquests in enhancement of students' knowledge and understanding of German culture: A case study*. 2011.
- James Green. Dissertation Title: *The relationship between technology support and extent of technology integration into college-level foreign language curricula*. 2010
- James Aubry. Dissertation Title: *Motivation and instructor's self-disclosure using Facebook in a French online course context*. 2009
- Joe Terantino. Dissertation Title: *Transformational processes and learner outcomes for online learning: An activity theory case study of Spanish students*. 2009
- Irshat Madyarov. Dissertation Title: *Contradictions in a distance content-based English as Foreign Language course: Activity theoretical perspective*. 2008
- Darunee Dujsik. Dissertation Title: *The effects of pre-writing strategy training guided by computer-based procedural facilitation on ESL students' strategy use, writing quantity and writing quality*. 2008
- Jin Li. Dissertation Title: *Computer-mediated peer response in an ESL academic writing class: A cultural historical activity theoretical perspective*. 2007
- Iona Sarieva. Dissertation Title: *The communicative two-way prewriting task performed via asynchronous and synchronous computer-mediated communication and its influence on the writing quality of adult English language learners: A mixed design study*. 2007
- Rui Cheng. Dissertation Title: *The role of computer-mediated communication in non-native speakers' acquisition of academic literacy*. 2007.
- Sha Balizet. Dissertation Title: *A dynamic simulation assessment of English as a Second Language students' academic readiness: An initial validation of a university admission tool*. 2005.

Ruth Roux. Dissertation Title: *Computer-mediated peer response and its impact on revision in the college Spanish classroom: A case study*. 2003.

As Committee Member at University of South Florida

Kristy Cardellio. Dissertation proposal in progress

Amy Fioramonte. Dissertation Proposal Title: *A study of pragmatic competence: International medical graduates' and patients' negotiation of the treatment phase of medical encounters*.  
Dissertation study in progress

Shenggao Wang. Dissertation Title: *Intermediate-level Chinese language learners' social communication on Facebook: A mixed methods study*. 2013

Jane Harvey. Dissertation Title: *A sociocultural-theory-based study of the impact of mediation during post-observation conferences on language teacher learning*. 2011

Michelle Macy. Dissertation Title: *Technology use as transformative pedagogy: Using video editing technology to learn about teaching*. 2011

Nadar Morkus. Dissertation Title: *The realization of the speech act of refusal in Egyptian Arabic by American learners of Arabic as a Foreign Language*. 2009

Angela Creswell. Dissertation Title: *Culture learning in Spanish companion book websites: An analysis of tasks*. 2008

Ruth Ben. Dissertation Title: *Community of practice as community of learners: How foreign language teachers understand professional and language identity*. 2006

Martha Castaneda. Dissertation Title: *Corrective feedback in online asynchronous and synchronous environments in Spanish as a Foreign Language (SFL) classes*. 2005

Beth Carlson. Dissertation Title: *Computer-mediated writing development in postsecondary students who are deaf*. 2003

Makoto Yushii. Dissertation Title: *Second language incidental vocabulary retention: The effect of text on picture annotation types*. 2000

**Education Specialist Thesis Committee**

Committee Member for Jeannie Ducher. University of South Florida. Thesis Title: *Measuring oral development in lower levels of foreign language proficiency via technology-mediated assessment: A study proposal*. 2010

### **Thesis Committees**

M.A. Thesis Committee Member for Ami Mukai, University of South Florida.

Thesis Title: *Discourse analysis of turn-taking behaviors among male and female Japanese and Arabic speakers of English*. 1999

Undergraduate Honors Thesis Committee Member for Jeannette Carr, University of South Florida.

Thesis Title: *Bilingualism in children: The benefits of an early start*

### **Recent Awards**

2013 Outstanding Faculty Award, University of South Florida.

2011 Fulbright Scholar award. J William Fulbright Foreign Scholarship Board and The Bureau of Educational and Cultural Affairs.

2010 Nominated for the Outstanding Faculty Mentor Award by Department of World Languages, University of South Florida.

### **Service to the Profession**

#### Editorial Board Member

May 2003-2011. English for Specific Purposes.

January 2011-present Journal of Second Language Writing

#### Review Board Member

2005 TESL-EJ

#### Manuscript Reviewer

- The Modern Language Journal 2000-2007
- Foreign Language Annals. 2001
- English for Specific Purposes. 2001, 2002
- The International Journal of Educational Policy, Research, and Practice. 2001, 2002
- Journal of Second Language Writing, 2006, 2007, 2008, 2009, 2010
- TESOL Quarterly, 2006, 2009, 2010, 2012
- Computer Assisted language Learning (CALL) 2012
- TESL-EJ, 2009, 2011
- The Southwest Journal of Linguistics, 2007



- The Tapestry Journal, 2009

#### Book Proposal Reviewer

University of Michigan Press. Spring 2004

#### Conference Proposal Reviewer

Second Language Writing Symposium, 2010, 2012

Annual Conference of American Association for Applied Linguistics 2006, 2008, 2009

Annual Convention of Teachers of English to Speakers of Other Languages (TESOL). 1995, 1996, 1997, 1998, 1999, 2000, 2001

#### Committees

Nominating Committee Member, Applied Linguistics Interest Section, TESOL, 1998-2000

#### Conference activities

Consultant for the consultation session for the Second Language Writing Interest section at TESOL, 2008

Session Chair, Annual Conference of American Association for Applied Linguistics, 1997, 2009

Workshop Session Chair, Texas Council of Teachers of English, Districts I and II, 1995

#### **Service to the University (Major Activities)**

##### University of South Florida

- Salary, Tenure and Promotion Committee Member, Department of World Languages, Spring 2005-2011; Spring 2013
- WLE Executive Committee Member Fall 2007-present
- Search Committee Member, Assistant Professor of Applied Linguistics position, Fall 2012-Spring 2013
- Search Committee Member, Instructor of Chinese Position, Spring 2013
- Reviewer of USF student Fulbright applications, 2012
- Reviewer of PUF grant application for USF's Office of Research, Innovation, and Global Affairs, 2011
- Search Committee Member for WLE Chair, Department of World Languages, Fall 2010-Spring 2011
- Salary, Tenure and Promotion Committee Interim Chair, Department of World languages, Fall 2010 semester

- Search Committee Member, Japanese Instructor position, Department of World Languages, Summer 2010
- Search Committee Member, Assistant/Associate Professor in Second Language Studies position, Department of Secondary Education, College of Education, Fall 2009-Spring 2010
- Search Committee member, Assistant Professor of Chinese position, Department of World Languages, Fall 2009-Spring 2010
- Reviewer of portfolios for the Provost's Award for Outstanding Teaching by a Graduate Teaching Assistant, 2009, 2010
- Advisor to SLAQ, A Graduate Student Organization for the Interdisciplinary program in Second Language Acquisition and Instructional Technology, Fall 2007-2010
- Adviser to LINGO, a Graduate Student Professional Organization for the program in Applied Linguistics, Spring 2004-2006, 2009-2010
- Organizing Committee Member and Linguistics/SLA Section Coordinator, Department of World Languages Research Symposium, 2005-2011; 2013
- Confucius Institute Lecture Series Committee Member, 2009
- Confucius Institute Steering Committee Member, 2008-2009
- Search Committee Chair, Assistant Professor in Applied Linguistics position, Fall 2008-Spring 2009
- Executive Committee Member, Interdisciplinary Ph.D program in Second Language Acquisition and Instructional Technology, University of South Florida. 1999-2008
- Search Committee Member, SLAIT Director position, Fall 2007-Spring 2008
- Search Committee Member, SLAIT Co-Director position, Fall 2006-Spring 2007
- Search Committee Co-chair, ELI Director position, 2006
- Department of World Language Education, Center for Second Language Acquisition and Teaching Steering Committee Member. 2000-2006
- Search Committee Member, Foreign Language Education/ESOL position, Department of Secondary Education, Fall 2005-Spring 2006
- Graduate Curriculum Committee Chair, Center for Second Language Acquisition and Teaching, Department of World Language Education, University of South Florida. 2000-2005
- Tools Exam Coordinator, M.A. program in Applied Linguistics, University of South Florida. 1999-2005
- Search Committee Co-Chair, Assistant Professor of Linguistics position, Department of World Language Education, Fall 2004-Spring 2005
- Search Committee Member, Foreign Language Education Position, Department of Secondary Education, College of Education, University of South Florida.
- Search Committee Member, ELI Director Position, Department of World Language Education, University of Florida, Fall 2003-Spring 2004
- Proposal Reviewer for Innovative Teaching Grants, Center for 21<sup>st</sup> Century Teaching Excellence, University of South Florida. Spring 2003
- Library Council Member. Fall 1999-2002

- Search Committee Member, Foreign Language Education Assistant/Associate Professor position (in the interdisciplinary Ph.D program), Department of Secondary Education, College of Education, University of South Florida. 2000-2001
- Search Committee Member, Foreign Language Education Instructor Position, Department of Secondary Education, College of Education, University of South Florida. 2000
- Search Committee Member, Foreign Language Education Position (in the interdisciplinary Ph.D program), College of Education, University of South Florida. 1999-2000
- Search Committee Member, Instructional Technology Position (in the interdisciplinary Ph.D program), College of Education, University of South Florida. 1999-2000
- College of Arts and Sciences Faculty Development Council. Fall 1999-2001
- Reviewer for applications for the SUS of Florida Minority Scholars Program, University of South Florida. July, 1999

#### University of Texas-Pan American

- Linguistics Committee Chair, English Department, University of Texas-Pan American. 1996-1998; Committee member, 1994-1996.
- Faculty Research Council. 1996-1998
- English Department Development Committee Member. 1996-1998
- English Department Rhetoric Committee Member. 1996-1998
- English Department Composition Committee Member. 1994-1998
- The Asian Studies Committee Member. 1994-1998
- Outstanding Faculty Awards Committee Member. 1996
- English Department Self-Study Committee Member. 1994-1995

#### Other Professional Experiences at USF

Coordinator, International Teaching Assistant Workshop, University of South Florida. 2010, 2009, 2008, 2007, 2005, 2004, 2003

Co-Coordinator, International Teaching Assistant Workshop, University of South Florida. 2002

Test Development Committee Member for *Content Learning Experience: Academic Readiness (CLEAR) Test*, English Language Institute, University of South Florida. 2002-2004

Technical Consultant for the Tapestry Grant, PI: Dr. Joyce Nutta, University of South Florida. 1999-2001

#### International Education

Fulbright scholar at Sofia University, Bulgaria, February 2012-July 2012

English Medium Instruction Workshop. University of the Thai Chamber of Commerce, Bangkok, Thailand, October 26-28 2010.