

DATE: January 13, 2022

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair, Senate Quality Assurance and Planning Committee

RE: Master of Arts, Teaching English as an Additional Language (TEAL)
New Program Approval

SQAPC Motion

THAT SQAPC recommends to SENATE the approval of the Master of Arts in Teaching English as an Additional Language as presented to commence in Fall 2023.

Senate Motion

THAT Senate approve the Master of Arts in Teaching English as an Additional Language as presented with effect from Fall 2023.

Background

The program is a Master of Arts degree in Teaching English as an Additional Language offered through the School of Linguistics and Language Studies. This is a full cost recovery program. The program is designed for international students seeking qualifications to be teachers of English language in international contexts.

Attachments

- Discussant Report
- External Reviewers' Report
- Internal Reviewer's Report
- Unit response to the External Reviewers' Report and Implementation plan
- Dean's response to the External Reviewers' Report
- External Reviewer Biographies
- Courseleaf Entries
- Letters of Support
- Self-Study with Appendices (Volume I)
- Faculty CVs (Volume II)

Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP)

Upon the above motion being passed by Senate, the required documentation will be submitted to the Quality Council for its review and a decision on whether the Master of Arts in Teaching English as an Additional Language will be authorized to commence.

Discussant Report New Program Review

Name: Adam Barrows

Program(s) being reviewed: Master of Teaching English as an Additional Language

Date of report: December 2, 2022

Your discussant report along with the self-study, external reviewers' report, unit response and implementation plan and Dean's response will all be forwarded to SQAPC for review and consideration. This report is circulated only to SQAPC and is not made public however, it can be subject to FIPPA requests.

Review of self-study (Volume I)

The self-study offers a compelling argument for the creation of a Master's program in Teaching English as an Additional Language (TEAL). Such a program will satisfy a clear market demand without requiring additional resources from the university.

Review of External Reviewer's Report

The external reviewers praise the strength of the School of Linguistics and Language Studies (SLALS) in terms of the national and international reputation of its faculty members, as well as the dedication of its staff. They conclude that there is a clear market demand for the Master of TEAL program and that SLALS is perfectly situated to successfully deliver such a program. They even suggest that the program's target enrolment of 25 students per year is too modest given demand. Among the concerns they raise are that the program should be governed by Ontario TESOL requirements as it continues to plan and develop specific course content. In the same vein, they indicate that learning objectives might be more clearly articulated on a course-by-course basis and that delivery methods might perhaps be more diverse/dynamic. That being said, the reviewers acknowledge that these concerns are hypothetical, given that course outlines were not yet available for review for the proposed new courses. Other suggestions by the reviewers include a clearer focus on Equity, Diversity, and Inclusion in program governance, a clearer option for students who wish to receive professional certification (CTESL), and a clearer focus on hands-on training to replace a more conventional practicum option, which the proposed TEAL program does not include.

Review of Unit Response and Implementation Plan

The unit responded thoughtfully and fulsomely to the reviewer recommendations. They agreed unconditionally to incorporate TESOL standards, better align program outcomes with specific courses, provide an option for student completion in 4, rather than 3 terms, and to enable connections between MTEAL students and other SLALS students. They agreed in principle with recommendations around encouraging enrolment from students with previous teaching experience, to monitor program impact on faculty workload, to establish peer-mentoring opportunities, and to responsibly scale up program

admissions in a reasonable and prudent fashion. The disagreed with recommendations to set up a pathway for CTESL certification (although they agreed to provide recommendations for students who wish to be certified), to formally integrate EDI into the management committee, to delay the program rollout till 2024 for COVID-related economic concerns, to forge organized relations with other units on campus, to consider blended and online delivery methods for the courses, to create a practicum pathway, and to consider repackaging and streamlining existing programs.

Unit Response and Implementation Plan: Summary of Recommendations

No revisions are required

Recommendation of program outcome

Recommended to commence

Additional comments

None

External Review Final Report

Master of Arts in Teaching English as an Additional Language (MA TEAL)
School of Linguistics and Language Studies (SLALS)
Carleton University

New Program Review

June 20–22, 2022

Submitted on July 18, 2022

External Reviewers:

Dr. Li-Shih Huang, Professor and Advisor of Applied Linguistics and Undergraduate
Programs, University of Victoria

Dr. William R. Acton, Professor and Director of MA TESOL, Trinity Western University

As part of Carleton University’s Institutional Quality Assurance Process, and at the invitation of the Office of the Vice-Provost and Associate Vice-President (Academic), the committee was tasked to conduct institutional quality assurance work consistent with the terms of reference provided to the reviewers by Carleton University (the “University”). As part of the review, the committee was provided a 29-page, self-study document, a six-page Cyclical Program Review Terms of Reference, and two half-day virtual site visits consisting of meetings with senior administrators, program administrators, faculty and staff members, and four current students from the MA ALDS (MA in Applied Linguistics and Discourse Studies) program. The external review was conducted with the goal of providing a critical review of its proposed new program—Master of Arts in Teaching English as an Additional Language (MA TEAL) offered by Carleton’s School of Linguistics and Language Studies. The review committee conducted its review consistent with the terms of reference provided by the University’s Office of the Vice-Provost and Associate Vice-President (Academic). The committee, as part of this review, has put forth several suggestions and recommendations. These are to be considered in the context of a strong program proposal framework and are intended to strengthen the quality impact of the proposed program as it seeks to elevate support and service to its current and prospective students and the larger University and Ottawa community. These recommendations are at times narrow and specific, and at times broad and encompassing. The School of Linguistics and Language Studies (SLALS) is an outstanding exemplar of a unit with faculty members fully engaged in teaching and scholarly activities, and with resourcing, administrative structure, and support services available to support the implementation of new and existing programs. The school is thereby well positioned to meet the University’s mission and scope in expanding its offering with the new MA TEAL program.

This report’s organizational format follows the guidelines of Carleton University’s Cyclical Program Review Terms of Reference provided by the Office of the Vice-Provost and Associate Vice-President (Academic). The report focuses on the committee’s assessment of the strengths and weaknesses of the proposed program and summarizes the committee’s assessment under the categories of weaknesses, concerns, and opportunities, in relation to the criteria for review relevant to the proposed program outlined in the document.

A. Assessment in Relation to Each of the Criteria Outlined in the Criteria for the Review Section of the Terms of Reference Document:

A.1 The Proposed Program:

- (i) Criterion: *The proposed program is consistent with the institution’s mission and academic plans:* The proposed MA TEAL program is in the forefront of international engagement and aligned with the key themes identified in the institution’s Strategic Integrated Plan, in particular with Theme 1 (“be known nationally and internationally for its research and teaching in programs that respond to the needs of society today and which anticipate the needs of the future”) and Theme 3 (“be nationally and internationally known for being

student-centred, linking its academic endeavours and student supports to empower students as productive and engaged citizens in an increasingly diverse world”).

- (ii) Criterion: *The proposed program’s intellectual profile and learning outcomes match the teaching and research strengths of the academic units*: In general, the proposed program is consistent with the articulated outcomes. But because of a lack of information pertaining to the actual content of the courses included in the program and the lack of specificity in the self-study document, further clarification and some reconfiguration of the program structure may provide a better alignment between courses and outcomes that are geared toward a more professional, teacher/practitioner orientation and that are unique to the proposed program.
- (iii) Criterion: *The curriculum reflects the current state of the discipline or area of study*: As included in the Concerns section, central concerns are the core courses needed for a professional-oriented program, and the lack of integration of a Leadership and EDI (Equity, Diversity, and Inclusion) perspective at the programmatic level that is evident and increasingly focused in the field. These gaps have led to the recommendation later in the report for a certain reconfiguration of the required and rotation courses and programmatic decisions for meaningful Leadership and EDI integration.
- (iv) Criterion: *Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs*: The implementation of a 12-month program, with an explicit EFL (English as a Foreign Language) focus but without a practicum component, which is critical to any teacher-training program, is attractive to students who seek an advanced qualification without the significant time and financial investment typically required of a research-oriented MA degree. The program, however, poses some challenges in terms of students’ preparedness for the profession upon completing the program, and it requires some creativity and innovation, which the core faculty have offered to a certain extent. The Weaknesses and Recommendations section elaborates on potential solutions to the challenges associated with the proposed content and delivery of the program.
- (v) Criterion: *Program requirements and learning outcomes are clear, appropriate and align with the institution’s statement of the ... graduate Degree Level Expectations*: Holistically, the program requirements and learning outcomes are, in principle, appropriate and aligned with general institutional expectations.
- (vi) Criterion: *Methods for assessing student achievement of the defined learning outcomes and degree learning expectations are appropriate and effective*: From the proposal, the proposed methods of assessment for evaluating students’ achievement of the defined learning outcomes and the degree-level expectations are straightforward or even generic-sounding (e.g., final essays, lesson plans, presentations) on a course-by-course basis. It was conversation with faculty members that shed some light on other assessment methods, such as e-portfolios, micro-teaching sessions, and so on. With the exception of Carleton-specific

DLE, Experiential Learning, which is addressed in the Weaknesses and Recommendations section, the proposed courses were adequate in addressing the intended six learning outcomes following the completion of the MA TEAL program and meeting the DLEs.

- (vii) Criterion: *The Program contains unique curriculum, program innovations or creative components*: The program curriculum and delivery are well-established in the field. The program length, with a professional focus and an EFL-focus with a principally Canadian content and perspective, are not common and will be considered strong features to the target market.

A.2 The Program Content:

- (i) Criterion: *Mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective*: The committee's assessment of factors—particularly related to, for example, the context of the program and content, the teaching and learning environment available, the target student cohort and their specific academic requirements, and the intended learning outcomes—deems that the modes of delivery (i.e., full-time, in-person, and involving both synchronous and asynchronous teaching and learning activities) are appropriate. See also Opportunity (4).
- (ii) Criterion: *Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements*: The program's defined length and program requirements, without a thesis component typical of a research-oriented Master's program, facilitate students' efficient time-completion. In discussions with faculty, staff, and students, it was evident that, in the existing ALDS and certificate programs, SLALS has been effective in monitoring students' progress through the program, and the level of student engagement is a prominent feature.
- (iii) Criterion: *Evidence of a sufficient level of education and activity in research; sufficient provision for the development of research and analytic/interpretive skills*: Based on the proposed courses and the discussions with the faculty regarding the content of specific core courses, the evidence for meeting the criterion is sufficient.
- (iv) Criterion: *Sufficient graduate level courses that students will be able to meet the requirements that two-thirds of their course requirements be met through courses at this level*: In the initial stage of program implementation, piggybacking undergraduate with graduate courses, which has become increasingly common in graduate programs, will be necessary, but the discussions with the faculty affirm that the instruction provided to the students will address the specific needs of the students in the MA TEAL program.
- (v) Criterion: *The program has an appropriate mode or modes of delivery to achieve the program-level learning outcomes and the DLE onto which the program-level learning outcomes are mapped*: Based on the information provided in the self-study document, this

criterion is generally met. The exception is uncertainty about whether Carleton-specific DLE, Experiential Learning, can be fulfilled through each course, and about the “pedagogy-focused Capstone Project,” based on the information gathered from an hour-long informal exchange with the faculty.

- (vi) Criterion: *A clear indication of essential requirements*: The proposed program structure and curriculum map clearly indicate the essential requirements, but how those essential requirements are prioritized in terms of required courses (versus courses deemed essential based on the TESOL guidelines for developing EFL professional Teaching Standards), but that are absent or on a rotation basis, is not clear.

A.3. Governance

- (i) Criterion: *Evidence of an appropriate governance and administrative structure*: The proposed program is well designed in utilizing existing resources and has the potential of expanding far beyond the current initial proposal of 25 students for the first cohort. This offering naturally requires careful consideration of the added workload for existing faculty and staff. This point will be addressed in the Concerns section.

A.4. Faculty

- (i) Criterion: *Qualifications, research and scholarly record; class sizes; percentage of classes taught be permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty*: The strengths in faculty members’ research profiles are evident. The hour-long conversation with instructors provided evidence regarding research conducted by faculty members and the ways their work and expertise have informed their pedagogical practices and innovations.
- (ii) Criterion: *Quality and availability of graduate supervision*: The record of faculty members’ work on graduate supervision is strong, as evidenced in the reputation of the ALDS program, the staff and faculty members’ commitment to mentoring, and the students’ testimonies gathered during the discussions with four current students. As the proposed program is a professional-stream, non-thesis MA program, the graduate supervision load is less of an issue. The quality of graduate supervision is without question, whereas the availability of mentorship provided to the cohort, which is likely to increase in number, is less certain. The question regarding “evidence of adequate mentoring programs for junior faculty, faculty funding, honours and awards” is outside the scope of this review.

A.5. Admissions Requirements

- (i) Criterion: *Admissions requirements are appropriately aligned with the learning outcomes established for the completion of the program:* The requirement for holding a B.A. Honours degree or equivalent in a discipline involving the analysis of language or the study of language use or learning, achieving a minimum of B or a GPA of 8, and meeting a minimum IELTS score of 6.5 or the equivalent, is well aligned with the learning outcomes for successful completion of the program. Currently, the statement that “relevant professional experience may also enhance a candidate’s application” could be reconsidered (refer to the Recommendations section).
- (ii) Criterion: *Sufficient explanation of alternative requirements, if any for admission into a graduate, second entry or undergraduate program, such as minimum grade point average, additional languages or portfolios along with how the program recognizes prior work or learning experience:* In part due to what seems to be the marketing approach to the proposed program, the approach will likely attract well-qualified students applying, and students with marginal qualifications will be less likely to be admitted. The discussion with the administrative staff and faculty members also pointed out that a course (i.e., TEAL 5206) is in place to support those with academic language-learning needs, but there was no information about considering admission of students with special needs or Indigenous student populations.

A.6. Students

- (i) Criterion: *Evidence of clear communication between students, faculty and programs and university administration* (e.g., handbook for students with program details, processes, important deadlines, etc.; a web site; listserv): Since the program under review is a proposed new program, there are no materials to assess this criterion, but there seems to be a good level of understanding between the architects (i.e., the current and incoming program directors) of the proposed program and the senior university administrators. While the faculty and current students may not be fully informed of the structure of the program, the administrative staff are fully prepared to undertake the administrative work. Faculty members are also committed to delivery of the program as envisioned, and the students from the MA ALDS program have a high level of confidence derived from their experience after taking some of the proposed courses that overlap with the those offered in the CTESL or MA ALDS program. Clear communication within all elements of the program is anticipated in the implementation of the new program.
- (ii) Criterion: *Sufficient mentoring programs and orientation days for graduate students:* It is reasonable to expect that this criterion will be met with the designated course, TEAL 5206, which is designed to orient international students to academic communication practices and

to support their fulfillment of the program's academic requirements, along with those of other orientation programs provided by the University and specifically by SLALS.

- (iii) Criterion: *Evidence that financial assistance for students is sufficient to ensure adequate quality and number of students*: The current guidelines exclude international students pursuing this proposed program from eligibility for financial assistance. Refer to the Concerns section for issues with equity that may arise or be anticipated.
- (iv) Criterion: *Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience*: The connection between the program's structure and faculty research is strong. The strong research records of the faculty, their respective areas of expertise, and their expressed commitment and explication of instructional approaches to various courses shared during the discussion are particular strengths of the unit, and all provide great confidence in ensuring the intellectual quality of the student experience received.
- (v) Criterion: *Students in the program will have a satisfactory educational experience given the advising, mentoring and support provided by the program and the university more generally through its academic services*: It is expected that students will have a satisfactory educational experience based on (a) the current advising support provided by the staff members and the plan for each faculty member to mentor three or four students from each new cohort, (b) both the administrative staff and faculty members' commitment to helping students succeed, and (c) available academic services, such as the Writing Centre. With the anticipated increasing number of students enrolling in the program comes an added workload, which can become an issue. This point is further addressed in the Concerns section.
- (vi) Criterion: *Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the program learning objectives and the institution's (or the Program's own) statement of DLEs*: The self-study document and the discussions with faculty suggest that TEAL 5210, the pedagogy-focused Capstone Project, is flexibly designed to allow students to demonstrate the full range of learning outcomes specific to the program, which are aligned with DLEs. The Experiential Learning component will be further addressed in the Recommendations section.
- (vii) Criterion: *Prepare students adequately for their chosen career path following graduation with respect to careers for which the program could reasonably be expected to provide a preparation*: The proposed program is appropriate and efficient in its design, assuming that qualified students with some prior teaching experience come to the program and are committed to teach EFL and intend to return to their home countries after completing the program. The consideration regarding those who wish to stay in Canada but who will not be qualified to teach in Canada upon completing the program is about the extent to which

the program will help to prepare them for their career paths. This point will be addressed in the Opportunities section.

- (viii) Criterion: *Evidence of student input into undergraduate and graduate program improvement and development* (e.g., exit surveys, student representation on committees, etc.): From the self-study document and the discussion with the program administrators, it is clear that an assessment plan for program learning outcomes has been conceived. The plan involves analyzing the course experience survey at the end of each course, a year-end evaluation that combines both student artifacts from their final assignments and a comprehensive survey, and the regular institutional-level course experience survey. There are also actionable items following those analyses to be evaluated again in the following year for program improvement. The committee's concern for the year-end analysis in the next seven years after implementation of the proposed program is included in this report.
- (ix) Criterion: *Evidence of student grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills*: The relevant aspects of this criterion being considered are the professional and transferable skill sets. The design of the proposed program focuses on a general methodology that can be applied in a wide variety of instructional settings and contexts globally, in particular in the areas where the students are from. The degree of transferability of skills may vary depending on the content related to the cultural aspects of teaching and practical classroom or remote teaching experience, which are not immediately apparent in the self-study document. Potential solutions are suggested in the Recommendations section.

A.7. Resources

- (i) Criterion: *Adequately resourced, including a sufficient number of faculty with acceptable levels of teaching expertise and competence, and of continuing research and publishing activity; sufficient support staff, sufficient space, and sufficient library, laboratory and technological resources*: Based on the virtual site visit and conversations with the administrators, staff, and faculty members, all seem to be fully on board with the implications of the proposed program, and their expertise and research and publishing activities are unquestionable. Beyond the common shared work and social spaces, a dedicated room with a capacity of 35 has been envisioned to be allocated to the students in this program for work and socialization.
- (ii) Criterion: *Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s)*: Based on conversations with the staff, faculty, and students connected to the current existing programs, it is expected that the same would apply to this new program.

A. 8. Program Enhancement

- (i) Criterion: *Initiatives taken to enhance the quality of the program and the associated learning and teaching environment*: The proposed program learning outcomes assessment plan includes a phased quality assurance assessment of a 7-year cycle, as commented on in A6 (xiii). Refer also to the Concerns section.

A. 9. Criterion Specific to Graduate Programs

- (i) Overall Criterion: *A graduate degree must ensure that the holder has achieved an appropriate level of intellectual development beyond that acquired during the undergraduate program. For those programs that also serve the purpose of professional or vocational training, it is essential that the intellectual and professional outcomes and content be more advanced than those of the undergraduate degree*: In terms of the course content across the proposed program, the levels of intellectual development and outcomes are clearly conceptualized and are indeed beyond the undergraduate level. The courses have both research and practical components, and the Capstone Project (i.e., TEAL 5210) is designed to be pedagogically or practically oriented, which would enable students to demonstrate specialized knowledge through meaningful connection of theory, research, and practice. The professional outcomes and content, specifically pertaining to the development of classroom or remote instructional skills, are less straightforward, as covered in A1(ii), A1(iii), A2(xi), and A6(ix). Refer also to the Weaknesses and Recommendations section.

B. Strengths of the Proposed Program

First, a clear, particular strength is the Faculty, as evidenced by documentation in the self-study materials and the faculty resumes provided. As the senior administration of the University seeks to expand SLALS's program offerings, the Faculty's work, its established national and international reputation, and staff members' commitment in connection to the successful design and implementation of the existing and proposed programs (i.e., MA ALDS, CTESL, and MA TEAL) should be highlighted and celebrated.

Second, a scan of the facilities provided through a virtual site presentation indicated that the existing facilities are adequate for SLALS's core work, and that those facilities seem to be well used. It is noteworthy that SLALS has considered the needs of the new cohorts of students in its new designated space. This consideration is particularly important since SLALS seeks to serve international students with different cultural and religious traditions, and it is a concrete representation to the student communities that SLALS aims to serve.

Third, for cost-recovery programs, market forces largely dictate the program offerings. It is not surprising to see a focus on professionally-oriented programming. The self-study document articulates the market demands and a strong fit for the proposed program, which carefully and

cost-effectively repackages existing courses without the need to request additional resources or funding in order to offer a program that is relatively unique and forward-looking within the Canadian context. Building on SLALS's reputation in the educational marketplace, this is a programmatic area where SLALS could develop its niche as the leader in designing and delivering an MA TEAL program that is grounded in theory and evidence-based practices of teaching English as an additional language.

C. Weaknesses and Recommendations

SLALS presents as a forward-thinking and successful unit worthy of the reputation and stature of the University. Much of the evidence presented supports the notion that this unit has met the standards set forth in its core mission and that the proposed program is also aligned with the University's current Strategic Integrated Plan. There are inevitably suggestions and recommendations for reconsideration or improvement, but generally the institution should know that SLALS stands tall among its peer group. The issues the committee has selected to present and the recommendations offered here are intended to place the program in an even stronger position than it has currently conceived.

Issue 1: What is evident in the proposal is that methods for assessment of achievement and outcomes are straightforward in the way each course taps into each of the six stated learning outcomes (LO1 – LO6). It is, however, not immediately clear or evident how the overall curriculum supports current TESOL standards in terms of a set of competencies established for developing EFL professional teachers.

Recommendation 1: The committee recommends that, in the final conceptualization of program outcomes, current TESOL standards and guidelines be consulted to ensure that the overall curriculum supports the intended outcomes of adequately preparing students for their chosen career paths as the program is designed to accomplish.

Issue 2: Both LO2 (“acquire skills necessary to work as a professional English [teacher] in programs aimed at general English, English for specific purposes, English for academic purposes, and other types of programs”) and LO5 (“apply knowledge and skills of classroom teaching methods”) stress the acquisition and application of practical teaching skills—that is, that students “will be able to do following upon completion of the MA TEAL program.” The focus and duration of the program emphasize the completion of the program in three terms, without the critical component of practicum common in most TESL or TESOL teacher training programs. While the term “experiential learning” or “experiential elements” is used in the brief description of four courses (TEAL 5202, 5207, 5208, and 5209, two required and two rotation courses), and while the capstone project involves “pedagogically-focused products” and faculty members during the meeting affirmed that teaching demos are incorporated into certain courses, the fulfilment of this Carlton-specific DLE remains uncertain. For a program to market its design

specifically for “international students who seek qualifications to be teachers of English language in international contexts,” the lack of explicit information about how the students will gain hands-on, classroom and/or remote teaching experience is a fundamental issue. The brief, identical, and generic description about the activities and artifacts provided in the self-study document (pp. 10–12) is not particularly helpful.

Recommendation 2: The recruitment of students with some prior teaching experience as one of the admission requirements may circumvent the lack of practicum experience provided by the one-year program. Given the proposed criteria for admissions, augmenting students’ learning and teaching skills becomes important to improve learning outcomes and ultimately student success in their profession. In lieu of the crucial practicum component, the program component involving micro-teaching, observational, and/or teaching-related volunteer sessions in courses such as TEAL 5207 (given the emphasis on forms in many EFL contexts), TEAL5209, TEAL5305, and/or TEAL5210 should be made explicit. The provision of opportunities for professional mentorship and for participating in real-world teaching activities and observations can be enriched through, for example, a service-based learning component built into the program to give international students an opportunity to participate in a teaching component through partnerships with other units (e.g., the Writing Centre or the Intensive English Language Training Program) on campus and/or local LINC (Language Instruction for Newcomers to Canada) providers.

Issue 3: The rationale for the selection of some core and rotation courses was not clear to the faculty members. First, for example, LO6 (“apply knowledge and skills of teaching and *the assessment of language abilities*, curriculum design, and special areas of focus such as the teaching of vocabulary, pragmatics, and grammar” [emphasis added]) includes the assessment of language abilities; assessment is also a core area of competency as per TESOL’s standards and as research evidence gathered from the literature also suggests. The rationale for TEAL5501 to be a rotation course, rather than one of the core required courses, was not justified, especially given the number of faculty members with expertise in the area.

Second, LO2 specifies the teaching contexts (“to work as a professional English teacher in programs aimed at general English, English for specific purposes, English for academic purposes, and other types of programs”). While there is a rotation course dedicated to English for specific purposes, the course most directly relevant to English for academic purposes (EAP) is TESL5707 (*Second Language Writing: Research and Theory*), which is far narrower in scope than the scope of EAP (e.g., other language domains and EAP for general purposes and for discipline-specific needs). Both courses are also rotation courses.

Third, LO1 states that students will “acquire professional knowledge related to the teaching of English as an additional language, *primarily in global and international settings, but also in certain contexts within Canada*” (emphasis added). Some foundational components missing from the program content include culture, where TEAL5216 and TEAL5202 are the only two courses where the term “sociolinguistics” is mentioned in the course descriptions. The other foundational

component of training, leadership skills, and professionalism will perhaps be cursorily touched on in various courses, but is absent from descriptions of core courses.

Recommendation 3: The committee recommends that some reconsideration and clarity be required of the composition of core and rotation/optional courses to ensure a better alignment between the established program learning outcomes and in light of the professional standards provided by the TESOL organization. This recommendation is further supported by exchanges during the meetings with instructors and students. The committee communicated with students who had completed some of the courses that will be included in the proposed program, as well as courses that have been designated as rotation courses in the proposal; these students expressed the importance of some rotation courses as being fundamental to their development as language-teaching professionals. Further, based on what the faculty members shared with the committee, it is not entirely clear how the two programs designed to be context-specific (ESL vs. EFL) will be differentiated in their instruction. Although students from the MA TEAL program will not be eligible for TESL Ontario or TESL Canada certification, the general fit in terms of instructional content requirements should be at least correlated to some degree, and current TESOL standards should be consulted in the final conceptualization of the program outcomes (see also Opportunity 7.) It is also important that the explication of what EFL means pedagogically—a distinctive feature of the proposed program and for which the program is foregrounded—is provided, and that the rationale for the program structure and decisions need to be clearly communicated to the faculty members and prospective students.

D. Other Concerns and Opportunities

What follows is a specific commentary on the key concerns and opportunities identified by the committee related to the proposed program. The opportunities provided to speak to the administrators, instructors, and students were rather limited, and the self-study document was brief in nature; as a result, as to issues and recommendations, most of the concerns and opportunities put forward are based on the meetings scheduled, the self-study document, and the reflection of the committee’s experiences in implementing similar teacher-training programs and conducting program reviews.

Concern 1: No budget information was provided, and no information was included in the self-study document regarding how the courses will be assigned or allocated to the existing faculty members or how the workload will be distributed. There is an anticipated workload concern, given that the proposed program is a full cost-recovery program and that the proposal and University do not anticipate allocation of new or additional resources for program implementation. While it is admirable that both the administrative staff and faculty members did not express any concerns in terms of increased workload, a growth in student numbers—a trend likely to continue steadily when the economy is projected to recover in 2024—comes with an increase in time needed in the admission, advising, mentoring, and instructional processes.

Further, while the committee has confidence that the quality assurance work regularly conducted by the University is high, the plan set out in the self-study document also raises concerns about

the extra workload for the program coordinator and/or the committee formed to be in charge of the assessment and implementation of post-assessment actions. The rationale for selecting specific outcomes (e.g., Year 2, LO1 and 3; Year 3, LO2 and 4) is unknown. The number of courses and final assignments to be collected and analyzed for outcomes assessment is a substantial task, and systematic progress or outcomes assessments or impact analyses may require allocation of a course release for the individual in charge of the yearly program assessment. With sufficient support, properly gauging the program's effects will enable SLALS to make well-informed programmatic and pedagogical decisions, and to set research directions that reflect its own context at the school, faculty, and institution.

Concern 2: For students admitted into the MA TEAL program without any teaching experience (as it is not an admissions requirement) but who decide to stay in Canada to pursue a teaching career, completion of the one-year MA TEAL program would not make them eligible to apply for TESL certificates. In addition to the consideration of some prior teaching experience as one of the requirements for admission (similar to the EMBA program, for example), creating a pathway for students to transition to the regular TESL program to fulfill necessary requirements in order to gain teaching qualification is worth considering.

Concern 3: For students who are unable to complete their courses in three terms with their cohort for various reasons, the committee is uncertain about what options are in place to facilitate their completion of the program in the fourth term and the limit for the number of years a student can take to complete the MA TEAL program. Specifying those terms to manage any potential delays caused by both anticipated and unanticipated factors merits some thought.

Concern 4: With an increasing focus on and awareness of EDI in higher education, one of the key anticipated issues is related to equity, which the committee members have experience with as program administrators and reviewers. The perception of tiered treatment by students can easily fester among students who pursue a professional path (without a funding package) and those who pursue a research-oriented MA degree.

Concern 5: The discussions with the administrative staff and students and our review of the information provided in the self-study document raise a concern regarding admissions requirements. To facilitate the recruitment of qualified students who can work through the intensive, full-time program with the cohort each year and meet the time-to-completion requirement for the program, some rethinking of the admissions requirements in the following areas may be considered: (a) the provision of some specificity (e.g., background in linguistics) to replace “some elemental understanding of major concepts related to linguistics or language education” in order to enhance student preparedness to succeed in the program; (b) clarification of the English language proficiency test minimum score for each of the four domains (i.e., listening, reading, speaking, and writing), and not just the overall score; (c) some explicit discussion centred on admission of students with special needs and Indigenous students; (d)

consideration of whether the requirement for a B.A. Honours degree is a suitable requirement for a professional master's degree, and of the fact that most of the credentials used for admission applications would be from outside Canada; and (e) the inclusion of some prior teaching experience, as suggested in Recommendation 2.

Concern 6: The rollout timing of the program during an economic downturn in the Canadian and global economy and a projected Canadian market contraction in 2023 are an additional concern. Without knowing the timeline of the program quality assurance process leading to the rollout of the program, this will be less of a concern if the recruitment of students begins after inflation has settled more in 2024.

Connected to the identified strengths, weaknesses, and concerns are a list of opportunities that SLALS could consider exploring:

Opportunity 1: With an effective marketing and recruitment plan, consider scaling up the program well beyond the initial target of 25 students, which would also contribute to the Carleton community comprising a culturally, linguistically, and educationally diverse group of students.

Opportunity 2: Explore the possibility of program integration with existing programs (CTESL and MA ALDS) and connections or partnership with other units on campus, broadly within the local community, and/or partner institutions abroad, to strengthen the student experience.

Opportunity 3: Explore opportunities for students to connect with students from other existing SLALS programs and to engage professionally and socially outside of class to enrich their educational experience.

Opportunity 4: Explore other modes of delivery, such as blended learning, where students could take courses remotely from overseas, with a requirement to complete centric components face-to-face on campus.

Opportunity 5: Consider integrating the online teaching e-practicum to broaden partnerships that SLALS could set up to strengthen experiential learning and the development of practical, real-world teaching skills.

Opportunity 6: Explore setting up peer-mentoring opportunities with other students who are practicing professionals or a network of alumni who are currently working in the profession. Further, reflection upon and a deeper understanding and sense-making of this professional program could be a rich source of literature and scholarship for future educators and for the professional sections served by the program.

Opportunity 7: Create a pathway for students to complete an additional practicum component beyond the MA TEAL degree that would enhance their eligibility for professional certification.

Opportunity 8: Consider repackaging the program offering as a single unified, cohesive program (combining TESL and TEFL), where students could decide whether their professional goals are aimed at teaching in Canada or overseas, since students' needs and goals are often unsettled and may change over time. This consideration would (a) increase the sustainability of this cost-recovery program regardless of the fluctuation of international students owing to factors both within and outside the program's control; (b) create flexibility in meeting students' often dynamic needs, which may change after entering a program and interacting with students, faculty, and the community; and (c) create a sizeable cohort with diversity and exchanges of languages and cultures for students who are ultimately hoping to work in the same field—teaching English to speakers of other languages.

Internal Reviewer Site Visit Report

Name: _____

Program(s) being reviewed: _____

Date of visit: _____

Please provide brief comments on the site visit and particularly anything you feel should be brought to the attention of the Vice-Provost and Associate Vice-President (Academic). Please note that recommendations regarding changes to the program/program improvements are the responsibility of the external reviewers.

**Master of Teaching English as an Additional Language
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Graduate Program**

Note: This document is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

Please include any general comments regarding the External Reviewers' Report.

The School of Linguistics and Language Studies was pleased to receive the Reviewers' positive External Reviewers' report on July 22nd, 2022. This report was shared with program planners, and we are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Implementation Plan (Section B) which have been created in consultation with the Dean(s).

For each recommendation one of the following responses must be selected:

Agreed to unconditionally: used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

Agreed to if additional resources permit: used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

Agreed to in principle: used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

Not agreed to: used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

Calendar Changes

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: Master of Teaching English as an Additional Language

Prepared by (name/position/unit): Michael Rodgers

External Reviewer Recommendation & Categorization	Unit Response: 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
<p>Weakness: The committee recommends that, in the final conceptualization of program outcomes, current TESOL standards and guidelines be consulted to ensure that the overall curriculum supports the intended outcomes of adequately preparing students for their chosen career paths as the program is designed to accomplish.</p>	<p>1. <i>Agreed to unconditionally</i></p>	<p><i>Incorporate aspects of the TESOL standards and guidelines into the curriculum and course planning. These can be found here:</i> https://www.tesol.org/advance-the-field/standards</p>	<p>MA TEAL Management Committee</p>	<p>Fall Semester 2022</p>	<p>No</p>
<p>Weakness: The recruitment of students with some prior teaching experience as one of the admission requirements may circumvent the lack of practicum experience provided by the one-year program. In lieu of the crucial practicum component, the program component involving micro-teaching, observational, and/or teaching-related volunteer sessions in courses such as TEAL 5207 (given the emphasis on forms in many EFL contexts, TEAL 5209, TEAL 5305, and/or TEAL 5210 should be made explicit. The provision of opportunities for professional</p>	<p>3. <i>Agreed to in principle</i> - <i>While we do not want to categorically deny prospective students without teaching experience the ability to enter the program, we will include language that teaching experience is an asset on the website. We will also give preference to those with experience (in concert with other requirements in their application) in the admissions process – as long as</i></p>	<p><i>Micro-teaching components will be integrated into the new courses designed for the MA TEAL program.</i></p>	<p>- MA TEAL Management Committee - Individual Instructors assigned to the 'new' courses in the program.</p>	<p>Winter Semester 2023</p>	<p>No</p>

<p>mentorship and for participating real-world teaching activities and observations can be enriched through, for example, a service-based learning component through partnerships with other units (e.g. the Writing Centre of the Intensive English Language Training Program) on campus and/or local LINC (Language Instruction for Newcomers to Canada) providers.</p>	<p><i>the process doesn't adversely affect admission numbers.</i></p>				
<p>Weakness: The committee recommends that some consideration and clarity be required of the composition of core and rotation/optional courses to ensure a better alignment between the established program learning outcomes in light of the professional standards provided by the TESOL organization. Although students from the MA TEAL program will not be eligible for TESL Ontario or TESL Canada certification, the general fit in terms of instructional content should be a least correlated to some degree, and current TESOL standards should be consulted in the final conceptualization of the program outcomes (see also Opportunity 7). It is important that the explication of what EFL means pedagogically—a distinctive feature of the proposed program and for which the program is foregrounded—is provided, and that the rationale for the program structure and decisions needs to be clearly communicated to the faculty members and prospective students.</p>	<p><i>1. Agreed to unconditionally</i></p>	<p><i>As the committee meets to plan the new courses in a more detailed manner and the faculty assigned to said courses build the syllabi, we will look to better align the program outcomes in terms of professional standards and to conceptualize the approach to pedagogy through a lens of 'EAL'.</i></p>	<p>- MA TEAL Management Committee - Individual faculty assigned to the 'new' courses in the program.</p>	<p><i>Fall/Winter Semester 2023</i></p>	<p><i>No</i></p>

<p>Concern: There is an anticipated workload concern, given that the proposed program is a full cost-recovery program and that the proposal and University do not anticipate allocation of new or additional resources for the program implementation. While it is admirable that both staff and faculty members did not express any concerns in terms of increased workload, a growth in the student numbers—a trend likely to continue steadily when the economy is projected to recover in 2024—comes with an increase in time needed in the admission, advising, mentoring and instructional processes. Further, while the committee has confidence that the quality assurance work regularly conducted by the University is high, the plan set out in the self-study also raises concerns about the extra workload for the program coordinator and/or the committee formed to be in charge of the assessment and implementation of post-assessment actions.</p>	<p>3. Agreed to in principle</p> <ul style="list-style-type: none"> - <i>The design of the program (as mentioned in the feedback) is such that it is built around the current resources in the unit. We don't intend to expand unless further resources are allocated to the unit.</i> - <i>The post-study assessment of the program is an extremely important facet especially in the first years of the program's existence. It is in line with what will/should take place in a cyclical review process. The proposed post assessment review has been designed to not be overly onerous but to allow us to quickly gauge what worked well and what can be improved on going forward.</i> 	<ul style="list-style-type: none"> <i>a. Monitor workload of faculty teaching in the program and in related courses.</i> <i>b. Monitor the intake of students into the program such that we do not admit more than the current faculty teaching resources can handle.</i> <i>c. As a group, the MATMC will design and execute a review of the program after each year.</i> 	<ul style="list-style-type: none"> - School Director - Program Coordinator - MA TEAL Management Committee 	<p>Ongoing</p>	<p>No</p>
<p>Concern: For students admitted into the MA TEAL program without any teaching experience (as it is not an admissions requirement) but who decide to stay in Canada to pursue a teaching career, completion of the one-year MA TEAL program would not make them eligible to apply for TESL certificates. In addition to the consideration of some prior teaching experience as one of the requirements for admission (similar to the EMBA program, for example), creating a pathway for students to transition to the regular TESL program to fulfil necessary requirements in</p>	<p>4. Not agreed to</p> <ul style="list-style-type: none"> - <i>Because the MA ALDS and MA TEAL have a number of required courses (right from the first semester) it would be difficult to set up a pathway for students to transition from one to the other. As for CTESL certification, MA TEAL graduates could complete the outstanding courses necessary for the certificate part-time the following year.</i> 	<p><i>In consultation with the Graduate Programs Advisor, we will outline the pathways students can take to complete a CTESL certification the following academic year after graduation.</i></p>	<p>MA TEAL Management Committee</p>	<p>Fall Semester 2022</p>	<p>No</p>

<p>order to gain teaching qualification is worth considering.</p>					
<p>Concern: For students who are unable to complete their courses in three terms with their cohort for various reasons, the committee is uncertain about what options are in place to facilitate their completion of a program in the fourth terms and the limit for the number of years a students can take to complete the MA TEAL program. Specifying those terms to manage any potential delays caused by both anticipated and unanticipated factors merits some thought.</p>	<p><i>1. Agreed to unconditionally</i></p>	<p><i>a. In consultation with the Graduate Programs Advisor and the Graduate Supervisor we will outline the pathways students can take to completion if they don't finish in the scheduled 3 semesters.</i></p> <p><i>b. We will also look to establish limits on the number of semesters a student can take in concert with FGPA.</i></p>	<p>MA TEAL Management Committee</p>	<p>Fall Semester 2022</p>	<p>No</p>
<p>Concern: With an increasing focus on and awareness of EDI in higher education, one of the key anticipated issues is related to equity, which the committee members have experience with as program administrators and reviewers. The perception of tiered treatment by students can easily fester among students who pursue a professional path (without a funding package) and those who pursue a research-oriented MA degree.</p>	<p><i>4. Not agreed to</i></p> <p><i>- While EDI is definitely something the MA TEAL Management Committee will consider as the program is implemented. We do not believe that this concern is particularly relevant to the situation here. The existing MA in ALDS and the incoming MA TEAL program are different in purpose and target students. As such we do not anticipate feelings of a two-tiered system arising between students in the two programs.</i></p>				

<p>Concern: To facilitate the recruitment of qualified students who can work through the intensive, full-time program with the cohort each year and meeting the time-to-completion requirement for the program , some rethinking of the admissions requirements in the following areas may be considered: (a) the provision of some specificity (e.g. background in linguistics) to replace ‘some elemental understanding of major concepts related to linguistics or language education’ in order to enhance student preparedness to succeed in the program; (b) clarification of the English language proficiency test minimum score for each of the four domains (i.e. listening, reading, speaking, and writing), and not just the overall score; (c) some explicit discussion centred on admission of students with special needs and Indigenous students; (d) consideration of whether the requirement for a B.A. Honours degree is a suitable requirement for a professional master’s degree, and of the fact that most of the credentials used for admission applications would be from outside Canada; and (e) the inclusion of some prior teaching experience, as suggested in Recommendation 2.</p>	<p><i>3. Agreed to in principle</i></p> <p><i>- We will address each of the Concerns in our planning meetings. There are a number of concerns here and some may be addressed while others may already be in place.</i></p>	<p><i>a. We will discuss this as part of setting up the prospective student facing webpage for the program.</i></p> <p><i>b. The guidelines for English proficiency are clear on Graduate Admissions site - https://graduate.carleton.ca/international/english-second-language/</i></p> <p><i>We will clearly state those on the MA TEAL site and link to these.</i></p> <p><i>c. We will look to the Department of Equity and Inclusive Communities & Centre for Indigenous Initiatives for guidance on the language to include here.</i></p> <p><i>d. This requirement is in line with the ALDS MA and should be adopted here as well to ensure a strong academic background of applicants.</i></p> <p><i>e. We will discuss this as part of setting up the prospective student facing webpage for the program.</i></p>	<p>MA TEAL Management Committee</p>	<p>Fall Semester 2022</p>	<p>No</p>
<p>Concern: The rollout timing of the program during an economic downturn in the Canadian and global economy and a projected market contraction in 2023 are an additional concern. Without knowing the timeline of the program, this will be less of a concern if the recruitment of students</p>	<p><i>4. Not agreed to</i></p> <p><i>- With consultation with Dean, we believe that progressing with the 2023 start date is the most advantageous position to take.</i></p>				

<p>begins after inflation has settled more in 2024.</p>					
<p>Opportunity: With an effective marketing and recruitment plan, consider scaling up the program well beyond the target of 25 students, which would also contribute to the Carleton community comprising a culturally, linguistically and educationally diverse group of students.</p>	<p>3. <i>Agreed to in principle</i></p> <p>- <i>We do hope to scale up the program at some point but as stated elsewhere in this document we do not want to stretch our staffing capabilities too thin. We won't know if we can manage expansion till after at least the first year of operation.</i></p>	<p><i>We will look into the feasibility of ramping up the recruitment of students once we have seen how the program works in its first year. We will have to see how resources fair in that first year and whether or not there is an availability of resources beyond what we have now.</i></p>	<p>MA TEAL Management Committee</p>	<p><i>Following first year of the program's operation</i></p>	<p>No</p>
<p>Opportunity: Explore the possibility of program integration with existing programs (CTESL and MA ALDS) and connections and partnerships with other units on campus, broadly within the local community and/or partner institutions abroad, to strengthen the student experience.</p>	<p>4. <i>Not agreed to</i></p> <p>- <i>This is not an outright dismissal of the opportunity but rather we believe that we have already created opportunities for these relationships to exist where possible. There is a lot of interplay between students in many of the TEAL courses as they will include students from all the programs we offer. And while relations locally certainly could have benefits, the condensed and focused nature of the program (1 year) doesn't really allow for organized relationships to develop though we do see informal relationships across the campus</i></p>				

	<i>developing in the natural course of completing the program.</i>				
Opportunity: Explore opportunities for students to connect with students from other existing SLALS programs and to engage professionally and socially outside of class to enrich their educational experiences.	<i>1. Agreed to unconditionally</i>	<i>We will explore the creation of graduate lounge space where members of both programs can interact and study in a collaborative manner. There is currently as planned a good deal of overlap in courses taken by students in the two programs so aspects of the recommendation here should manifest naturally.</i>	<i>MA TEAL Management Committee</i>	<i>Winter Semester 2023</i>	<i>No</i>
Opportunity: Explore other modes of delivery, such as blended learning, where students could take courses remotely from overseas, with a requirement to complete centric components face-to-face on campus.	<i>4. Not agreed to</i> <i>- While we do think that distance learning may be something we can do in the future this is really outside the scope of the program as it sits now. As designed the program makes use of the strengths of existing courses and the bespoke TEAL courses to serve a diverse background of students. This diversity does not lend itself to online learning (students across many time zones etc.) but would force asynchronous learning that is not part of the design of the program at present.</i>				

<p>Opportunity: Consider integrating the online teaching e-practicum to broaden partnerships that SLALS could set up to strengthen experiential learning and the development of practical, real-world teaching skills.</p>	<p>4. Not agreed to</p> <p><i>- In planning the MA TEAL there was concerted effort to make use of what ALDS already does well and offers. It also was designed to be streamlined into a year with a focus on those that likely already had some teaching experience. While there may be merits of an e-practicum we do not see that as something we can offer effectively within the confines of the courses we are offering without losing valuable content in other areas.</i></p>				
<p>Opportunity: Explore setting up peer-mentoring opportunities with other students who are practicing professionals or a network of alumni who are currently working in the profession. Further, reflection upon and a deeper understanding and sense-making of this professional program could be a rich source of literature and scholarship for future educators and for the professional sections served by the program.</p>	<p>3. Agreed to in principle</p> <p><i>- The feasibility of this addition needs exploring. It is obviously a worthwhile pursuit but we are currently unsure if we have enough practicing professional students or local alumni available to do this.</i></p>	<p><i>Survey current students about whether they are currently practicing and recent alumni about their willingness to contribute to this type of program.</i></p>	<p>MA TEAL Management Committee</p>	<p>Winter Semester 2023</p>	<p>No</p>
<p>Opportunity: Create a pathway for students to complete an additional practicum component beyond the MA TEAL degree that would enhance their ability for professional certification.</p>	<p>4. Not agreed to</p> <p><i>- While this is not a strict dismissal of the recommendation as students completing the MA TEAL could take the remaining courses they are short towards CTESL certification the following year, we do not think that formalizing this would be beneficial to</i></p>				

	<p><i>our current program. The real concern here is practicum placements. We are very much limited in the number of students we can take into the CTESL certification (UG and MA levels) by the number of host teachers willing to make space available. Increased numbers in these practicum courses would not be sustainable.</i></p>				
<p>Opportunity: Consider repackaging the program offering as a single, unified, cohesive program (combining TESL and TEFL), where students could decide whether their professional goals are aimed at teaching in Canada or overseas, since students’ needs and goals are often unsettled and may change over time. This consideration would (a) increase the sustainability of this cost-recovery program regardless of the fluctuation of international students owing to factors both within and outside the program’s control; (b) create flexibility in meeting students’ often dynamic needs, which may change after entering a program and interacting with students, faculty, and the community; and (c) create a sizeable cohort with diversity and exchanges of language and cultures for students who are ultimately hoping to work in the same field—teaching English to speakers of other languages.</p>	<p><i>4. Not agreed to</i></p> <p><i>- While the thought behind the recommendation is understandable. The link between the current TESL-focused MA program and the CTESL certification through TESL Ontario means that standards of the certifying body must be met. These are in at times different than what we propose in the TEAL program and not related to the future teaching context of the target students. The fact that the current MA program allows for a thesis also means there is a conflict with the proposed 1 year timing of the TEAL program – a strength. There is currently as planned a good deal of overlap in courses taken by students in the two programs so aspects of the recommendation here should manifest naturally.</i></p>				

**Master of Teaching English as an Additional Language
Dean's Response
Programs Being Reviewed: Graduate Program
Date: November 1, 2022
Version:**

Instruction

The table below has been pre-populated with the external reviewer recommendations. Please complete the Dean's Response column by providing a separate response to each of the external reviewers' recommendations, as required by the QAF (5.3.1).

Dean's Response	
Programs Being Reviewed: Master of Teaching English as an Additional Language	
Prepared by: Augustine Park	
External Reviewer Recommendation & Categorization	Dean's response A response is required for each recommendation listed.
<p>Weakness: The committee recommends that, in the final conceptualization of program outcomes, current TESOL standards and guidelines be consulted to ensure that the overall curriculum supports the intended outcomes of adequately preparing students for their chosen career paths as the program is designed to accomplish.</p>	<p><i>ODFASS supports the unit's decision to incorporate aspects of the TESOL standards and guidelines into curriculum and course planning.</i></p>
<p>Weakness: The recruitment of students with some prior teaching experience as one of the admission requirements may circumvent the lack of practicum experience provided by the one-year program. In lieu of the crucial practicum component, the program component involving micro-teaching, observational, and/or teaching-related volunteer sessions in courses such as TEAL 5207 (given the emphasis on forms in many EFL contexts, TEAL 5209, TEAL 5305, and/or TEAL 5210 should be made explicit. The provision of opportunities for professional mentorship and for participating real-world teaching activities and observations can be enriched through, for example, a service-based learning component through partnerships with other units (e.g. the Writing Centre of the Intensive English Language</p>	<p><i>ODFASS supports the unit's multifaceted response. The unit will make clear that teaching experience is an asset while not excluding prospective students who do not have teaching experience. Integrating micro-teaching components into MA TEAL courses addresses the reviewers' concerns relating to gaining teaching experience.</i></p>

<p>Training Program) on campus and/or local LINC (Language Instruction for Newcomers to Canada) providers.</p>	
<p>Weakness: The committee recommends that some consideration and clarity be required of the composition of core and rotation/optional courses to ensure a better alignment between the established program learning outcomes in light of the professional standards provided by the TESOL organization. Although students from the MA TEAL program will not be eligible for TESL Ontario or TESL Canada certification, the general fit in terms of instructional content should be a least correlated to some degree, and current TESOL standards should be consulted in the final conceptualization of the program outcomes (see also Opportunity 7). It is important that the explication of what EFL means pedagogically—a distinctive feature of the proposed program and for which the program is foregrounded—is provided, and that the rationale for the program structure and decisions needs to be clearly communicated to the faculty members and prospective students.</p>	<p><i>ODFASS supports the unit’s proposed strategy to address this recommendation in the processes of planning courses and building syllabi.</i></p>
<p>Concern: There is an anticipated workload concern, given that the proposed program is a full cost-recovery program and that the proposal and University do not anticipate allocation of new or additional resources for the program implementation. While it is admirable that both staff and faculty members did not express any concerns in terms of increased workload, a growth in the student numbers—a trend likely to continue steadily when the economy is projected to recover in 2024—comes with an increase in time needed in the admission, advising, mentoring and instructional processes. Further, while the committee has confidence that the quality assurance work regularly conducted by the University is high, the plan set out in the self-study also raises concerns about the extra workload for the program coordinator and/or the committee formed to be in charge of the assessment and implementation of post-assessment actions.</p>	<p><i>ODFASS supports the unit’s approach of engaging in regular monitoring and managed growth.</i></p>

<p>Concern: For students admitted into the MA TEAL program without any teaching experience (as it is not an admissions requirement) but who decide to stay in Canada to pursue a teaching career, completion of the one-year MA TEAL program would not make them eligible to apply for TESL certificates. In addition to the consideration of some prior teaching experience as one of the requirements for admission (similar to the EMBA program, for example), creating a pathway for students to transition to the regular TESL program to fulfil necessary requirements in order to gain teaching qualification is worth considering.</p>	<p><i>ODFASS supports the unit's approach as MA TEAL students can still choose to undertake additional certification after the completion of the programme.</i></p>
<p>Concern: For students who are unable to complete their courses in three terms with their cohort for various reasons, the committee is uncertain about what options are in place to facilitate their completion of a program in the fourth terms and the limit for the number of years a students can take to complete the MA TEAL program. Specifying those terms to manage any potential delays caused by both anticipated and unanticipated factors merits some thought.</p>	<p><i>ODFASS supports the unit's approach to outlining pathways for students who are not able to complete within the 3 terms.</i></p>
<p>Concern: With an increasing focus on and awareness of EDI in higher education, one of the key anticipated issues is related to equity, which the committee members have experience with as program administrators and reviewers. The perception of tiered treatment by students can easily fester among students who pursue a professional path (without a funding package) and those who pursue a research-oriented MA degree.</p>	<p><i>ODFASS agrees with the unit's assessment that the target populations for the MA TEAL and MA ALDS are different and have different goals.</i></p>
<p>Concern: To facilitate the recruitment of qualified students who can work through the intensive, full-time program with the cohort each year and meeting the time-to-completion requirement for the program , some rethinking of the admissions requirements in the following areas may be considered: (a) the provision of some specificity (e.g. background in linguistics) to replace 'some elemental understanding of major concepts related to linguistics or language education' in order to enhance student preparedness to succeed in the program; (b) clarification of the English language proficiency test minimum score for each of the four domains (i.e. listening, reading, speaking, and writing), and not just the overall score; (c) some explicit discussion centred on admission of students with special needs and Indigenous</p>	<p><i>ODFASS supports the unit's approach of maintaining admissions requirement while agreeing to provide good guidance to prospective students on the (future) website. The MA TEAL management committee will also benefit from working with equity-related offices on campus.</i></p>

<p>students; (d) consideration of whether the requirement for a B.A. Honours degree is a suitable requirement for a professional master's degree, and of the fact that most of the credentials used for admission applications would be from outside Canada; and (e) the inclusion of some prior teaching experience, as suggested in Recommendation 2.</p>	
<p>Concern: The rollout timing of the program during an economic downturn in the Canadian and global economy and a projected market contraction in 2023 are an additional concern. Without knowing the timeline of the program, this will be less of a concern if the recruitment of students begins after inflation has settled more in 2024.</p>	<p><i>ODFASS agrees with the unit's response. There is no value to delaying the rollout based on speculation about forces beyond the unit's control.</i></p>
<p>Opportunity: With an effective marketing and recruitment plan, consider scaling up the program well beyond the target of 25 students, which would also contribute to the Carleton community comprising a culturally, linguistically and educationally diverse group of students.</p>	<p><i>ODFASS supports the unit's measured approach, including early and regular monitoring and managed growth.</i></p>
<p>Opportunity: Explore the possibility of program integration with existing programs (CTESL and MA ALDS) and connections and partnerships with other units on campus, broadly within the local community and/or partner institutions abroad, to strengthen the student experience.</p>	<p><i>ODFASS supports the unit's response given that the MA TEAL is an intensive programme. Moreover, students will have the opportunity to interact and develop community with students outside the programme through courses and socially in the graduate lounge (described by the unit in response to another item).</i></p>
<p>Opportunity: Explore opportunities for students to connect with students from other existing SLALS programs and to engage professionally and socially outside of class to enrich their educational experiences.</p>	<p><i>ODFASS supports the unit's response, which makes clear that there will be many opportunities for students to develop connections organically in courses and the lounge.</i></p>
<p>Opportunity: Explore other modes of delivery, such as blended learning, where students could take courses remotely from overseas, with a requirement to complete centric components face-to-face on campus.</p>	<p><i>ODFASS supports the unit's approach to keeping the MA TEAL in person at this stage, but we note that the unit indicates possible willingness in the future to include online delivery.</i></p>

<p>Opportunity: Consider integrating the online teaching e-practicum to broaden partnerships that SLALS could set up to strengthen experiential learning and the development of practical, real-world teaching skills.</p>	<p><i>ODFASS supports the unit's response referring to the existing strengths of ALDS. Moreover, the unit indicates in response to another reviewer recommendation that there will be teaching experiences integrated in courses (micro-teaching components).</i></p>
<p>Opportunity: Explore setting up peer-mentoring opportunities with other students who are practicing professionals or a network of alumni who are currently working in the profession. Further, reflection upon and a deeper understanding and sense-making of this professional program could be a rich source of literature and scholarship for future educators and for the professional sections served by the program.</p>	<p><i>ODFASS supports the unit's strategy of determining the viability of implementing this recommendation.</i></p>
<p>Opportunity: Create a pathway for students to complete an additional practicum component beyond the MA TEAL degree that would enhance their ability for professional certification.</p>	<p><i>As the unit indicates in response to another reviewer recommendation, MA TEAL students can pursue additional certification after the program. ODFASS also supports the unit's concern with ensuring the sustainability of their practicum courses.</i></p>
<p>Opportunity: Consider repackaging the program offering as a single, unified, cohesive program (combining TESL and TEFL), where students could decide whether their professional goals are aimed at teaching in Canada or overseas, since students' needs and goals are often unsettled and may change over time. This consideration would (a) increase the sustainability of this cost-recovery program regardless of the fluctuation of international students owing to factors both within and outside the program's control; (b) create flexibility in meeting students' often dynamic needs, which may change after entering a program and interacting with students, faculty, and the community; and (c) create a sizeable cohort with diversity and exchanges of language and cultures for students who are ultimately hoping to work in the same field—teaching English to speakers of other languages.</p>	<p><i>ODFASS supports the vision and structure of the MA TEAL crafted by the unit.</i></p>

External Reviewer Biographies

New Masters in Teaching English as an Additional Language



Dr. William Acton, Director. MA TESOL Program

Trinity Western University, Langley BC

"I often begin workshops or papers with the comment that in about 40 years in the field I have had just one idea: that the systematic use of body movement is essential to effective and efficient pronunciation instruction. That has never been more relevant than today, with the general de-emphasis on pronunciation and introduction of technology into the field. From both perspectives, the "haptic" perspective approach developed here offers great promise." -- Bill Acton

Expertise in Applied Linguistics, Applied Phonology, Language Acquisition, Language Assessment, Research Methods, and Teacher Training.



Dr. Li-Shih Huang, Associate Professor, Learning and Teaching Scholar-in-Residence, Linguistics

University of Victoria, Victoria BC

Li-Shih Huang completed her Ph.D. at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Prior to joining the University of Victoria in 2006, she was a full-time faculty member at the School of Graduate Studies, University of Toronto. Li-Shih's academic training includes degrees in organizational psychology, international business and marketing, education, and applied linguistics. Currently, she is an Associate Professor of Applied Linguistics and is affiliated with the Learning and Teaching Centre at the University of Victoria as Learning and Teaching Scholar-in-Residence.

Li-Shih's teaching and research interests include applied linguistics, second language acquisition, English for academic purposes across disciplines, needs and outcomes assessment, corpus-aided discovery learning, and language learning strategies in language-learning and language-testing contexts. She is also multilingual, with her translation competency accredited by national authorities in Australia (National Accreditation Authority for Translators and Interpreters) and Canada (Federal Government's Translation Bureau).

Program Change Request

New Program Proposal

Date Submitted: 01/21/22 12:30 pm

Viewing: **TBD-2129 : Master of Arts in Teaching English as an Additional Language (M.A. TEAL)**

Last edit: 02/16/22 11:16 am

Last modified by: sandrabauer

Changes proposed by: sandrabauer

In Workflow

1. LALS ChairDir GR
2. AS Dean
3. GRAD Dean
4. PRE GRAD FCC
5. GRAD FCC
6. GRAD FBoard
7. PRE SCCASP
8. SCCASP
9. SQAPC
10. Senate
11. CalEditor

Approval Path

1. 10/04/21 3:23 pm
David Wood
(davidwood): Approved for LALS ChairDir GR
2. 10/21/21 11:58 am
Peter Thompson
(peterthompson): Approved for AS Dean
3. 12/13/21 1:00 pm
Sandra Bauer
(sandrabauer): Rollback to Initiator
4. 01/21/22 12:32 pm
David Wood
(davidwood): Approved for LALS ChairDir GR
5. 02/07/22 12:39 pm
Peter Thompson
(peterthompson): Approved for AS Dean
6. 02/07/22 4:56 pm
Sandra Bauer
(sandrabauer): Approved for GRAD Dean
7. 02/08/22 2:23 pm
Sandra Bauer
(sandrabauer): Approved for PRE GRAD FCC
8. 02/10/22 6:50 pm
Sandra Bauer
(sandrabauer): Approved for GRAD FCC

9. 02/16/22 11:17 am
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard

Effective Date	2023-24
Workflow	majormod
Program Code	TBD-2129
Level	Graduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Degree	Master of Arts
Title	Master of Arts in Teaching English as an Additional Language (M.A. TEAL)

Program Requirements

M.A. Teaching English as an Additional Language (5.5 credits)

1. 3.0 credits in:		3.0
TEAL 5209 [0.0]	Teaching English as a Foreign Language: Methodology for Global Contexts	
TEAL 5305 [0.0]	Teaching English Language: Methodology I	
TEAL 5206 [0.0]	Introduction to TEAL Theory	
TEAL 5207 [0.0]	Pedagogical Grammar in Second and Foreign Language (SL/FL) Teaching	
TEAL 5216 [0.0]	Fundamentals of TEAL	
TEAL 5302 [0.0]	Second Language Acquisition and Learning Theories	
2. 1.5 credits from:		1.5
TEAL 5202 [0.0]	Curriculum in Language Teaching	
TEAL 5203 [0.0]	Issues in English Language Teaching/Teacher Education	
TEAL 5208 [0.0]	Languages for Specific Purposes (LSP)	
TEAL 5501 [0.0]	Language Testing and Assessment	
TEAL 5705 [0.0]	Second Language Writing: Research and Theory	
3. 1.0 credit in:		1.0
TEAL 5210 [0.0]	TEAL Capstone Project	
Total Credits		5.5

New Resources No New Resources

Summary Add Master of Arts in Teaching English as an Additional Language (M.A. TEAL)

Rationale This program is designed as a professional program, to be taken full time in three semesters, with a pedagogy-focused project as a capstone. The program will not require or allow completion of a master's research paper or a thesis. The program will be open to international students only, with no provision for acceptance of domestic students. The

proposed graduate program will extend our successful program offerings in SLALS to accommodate the needs of those who teach English as an additional language in international contexts. In Ontario and across Canada there are a number of programs for TEAL, but virtually none provide a professional graduate degree for international students. TESL Ontario accredited TESL programs such as our CTESL exist in four universities in Ontario, and there are a number of such programs in community colleges as well. There are additional programs in other provinces that are accredited by TESL Canada, whose accreditation standards are significantly less stringent than those of TESL Ontario. Internationally focused programs are extremely rare in Ontario, and those that do exist are non-credit short-term programs. The only graduate program in existence at present in Ontario is at Western University and it attracts over 75 students per year. We anticipate initial registration in Carleton's MA TEAL program to be around 25, increasing over time as our resources permit.

Transition/Implementation

Based on numbers in the only comparable program in Ontario, that of Western University, we anticipate at least 25 students per year to enter the program, with the number likely gradually doubling or tripling over several years. The Western program draws between 75 and 100 per year (only 1 or 2 of these are domestic students) and we expect to at least come close to those numbers.

SLALS has an internationally respected cohort of faculty who work in this area, plus a decades-long track record of successful TEAL programming, which will feature large in the marketing of the new program.

We are targeting international students who will take the program to qualify for teaching English internationally. Those who wish to take the MA TEAL in order to immigrate to Canada will no doubt be a small minority, given the international focus of this program. However, as evidenced by the numbers in the program at Western University, the draw of having a professional MA from a Canadian university in this field is a strong draw in itself.

Program reviewer comments

sandrabauer (12/13/21 1:00 pm): Rollback: as discussed..

Key: 2129

Program Change Request

New Program Proposal

Date Submitted: 01/21/22 11:43 am

Viewing: **TBD-2144 : R-GR-ADMREQT M.A.
TEAL**

Last edit: 04/01/22 11:53 am

Last modified by: nataliephelan

Changes proposed by: sandrabauer

In Workflow

1. LALS ChairDir GR
2. AS Dean
3. GRAD Dean
4. PRE GRAD FCC
5. GRAD FCC
6. GRAD FBoard
7. PRE SCCASP
8. SCCASP
9. SQAPC
10. Senate
11. CalEditor

Approval Path

1. 01/21/22 11:52 am
David Wood
(davidwood): Approved
for LALS ChairDir GR
2. 02/07/22 12:39 pm
Peter Thompson
(peterthompson):
Approved for AS Dean
3. 02/07/22 6:33 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD Dean
4. 02/08/22 2:23 pm
Sandra Bauer
(sandrabauer): Approved
for PRE GRAD FCC
5. 02/10/22 6:50 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
6. 02/16/22 11:17 am
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard

Effective Date 2023-24

Workflow majormod

Program Code TBD-2144

Level	Graduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Degree	Master of Arts
Title	R-GR-ADMREQT M.A. TEAL

Program Requirements

Admission

The normal minimum requirement for admission to the M.A TEAL is a B.A. Honours degree or equivalent. A degree in a discipline involving the analysis of language or language learning is an asset. A minimum of B+ in related courses and B overall in their academic work, or a grade point average of 8.0 is required.

It is recommended that applicants have some elemental understanding of major concepts related to linguistics and/or language education and relevant professional experience.

For other admission regulations not specific to the School of Linguistics and Language Studies, refer to the General Regulations section of the Graduate Calendar, in particular the subsection on Admission Requirements and Eligibility.

New Resources	No New Resources
Summary	*associated with NP MA TEAL* Add admission requirements for MA TEAL
Rationale	new program
Transition/Implementation	n/a - NP

Program reviewer comments **nataliephelan (04/01/22 11:52 am):** Per S. Bauer, changed to 22-23 effective date.
nataliephelan (04/01/22 11:53 am): Reversing effective date change made moments ago in error!

Key: 2144

New Course Proposal

Date Submitted: 10/04/21 2:37 pm

Viewing: **TEAL 5210 : TEAL Capstone Project**

Last edit: 02/16/22 11:20 am

[Changes proposed by: traceywright](#)

Programs referencing this course [Master of Arts in Teaching English as an Additional Language \(M.A. TEAL\)](#)

In Workflow

1. LALS ChairDir GR
2. PRE GRAD FCC
3. GRAD Dean
4. GRAD FCC
5. GRAD FBoard
6. PRE SCCASP
7. SCCASP
8. SQAPC
9. Senate
10. Banner

Approval Path

1. 10/04/21 2:36 pm
Tracey Wright
(traceywright): Rollback to Initiator
2. 10/04/21 3:18 pm
David Wood
(davidwood): Approved for LALS ChairDir GR
3. 12/01/21 12:42 pm
Sandra Bauer
(sandrabauer): Approved for PRE GRAD FCC
4. 02/07/22 6:34 pm
Sandra Bauer
(sandrabauer): Approved for GRAD Dean
5. 02/10/22 6:50 pm
Sandra Bauer
(sandrabauer): Approved for GRAD FCC
6. 02/16/22 11:21 am
Sandra Bauer
(sandrabauer): Approved for GRAD FBoard

Effective Date	2023-24
Workflow	majormod
New Resources	No New Resources
Level	Graduate
Course Code	TEAL

Course Number	5210
Title	TEAL Capstone Project
Title (short)	TEAL Capstone Project
Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	1.0
Significant Experiential Learning	Applied Research Project
Course Description	Processes of inquiry relevant to language education; design activities for curriculum, language instruction or assessment; synthesize and report outcomes clearly, convincingly, and creatively for a professional audience; reflect on previous coursework; explore and clarify future plans for careers as language teaching professionals.
Prerequisite(s)	enrolment in the MA TEAL program.
Class Format	
Precluded Courses	
Also listed as	
Piggybacked Courses	
U Ottawa Code	
Grade Mode	Standard Letter Grade
Schedule Type	Seminar *May constitute a major modification under Carleton's IQAP. Please consult https://carleton.ca/viceprovost/major-minor-modifications/ for more details.
Unpaid Placement	No
Summary	*Associated with proposed new program: MA TEAL* Add ALDS 5210: Teaching English as an Additional Language Capstone Project. This course serves as a culmination of the program undertaken by the students across their MA TEAL program.
Rationale for new course	By completing the capstone project, the students will be able to show that they understand processes of inquiry relevant to language education, have the ability to design activities for curriculum, language instruction or assessment, are able to synthesize and report outcomes clearly, convincingly, and creatively for a professional audience, and have explored and clarified their future plans for careers as language teaching professionals.
Course reviewer comments	traceywright (10/04/21 2:36 pm): Rollback: Change to 1.0 credit sandrabauer (12/01/21 12:44 pm): moved to GRAD Dean step to keep with MA TEAL

sandrabauer (12/01/21 12:45 pm): Changed to major mod and updated workflow

traceywright (01/07/22 10:13 am): Please change course code to TEAL, or roll back for editing.

Key: 10452

[Preview Bridge](#)

Associated Minor Modifications	
Code	Title
<u>TEAL 5202</u>	<u>TEAL 5202: Curriculum in Language Teaching</u>
<u>TEAL 5203</u>	<u>TEAL 5203: Issues in English Language Teaching/Teacher Education</u>
<u>TEAL 5207</u>	<u>TEAL 5207: Pedagogical Grammar in Second and Foreign Language (SL/FL) Teaching</u>
<u>TEAL 5208</u>	<u>TEAL 5208: Languages for Specific Purposes (LSP)</u>
<u>TEAL 5302</u>	<u>TEAL 5302: Second Language Acquisition and Learning Theories</u>
<u>TEAL 5501</u>	<u>TEAL 5501: Language Testing and Assessment</u>
<u>TEAL 5705</u>	<u>TEAL 5705: Second Language Writing: Research and Theory</u>
<u>TEAL 5206</u>	<u>TEAL 5206: Introduction to TEAL Theory</u>
<u>TEAL 5305</u>	<u>TEAL 5305: Teaching English Language: Methodology I</u>
<u>TEAL 5209</u>	<u>TEAL 5209: Teaching English as a Foreign Language: Methodology for Global Contexts</u>
<u>TEAL 5216</u>	<u>TEAL 5216: Fundamentals of TEAL</u>



Faculty of Graduate
and Postdoctoral Affairs

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December 7, 2022

Professor Michael Rodgers, Program Lead
School of Linguistics and Language Studies
Carleton University

Dear Professor Rodgers,

I am pleased to offer my support for the proposed Masters of Arts in Teaching English as an Additional Language (MA TEAL). The MA TEAL is crucially different from the CTESL (Certificate in Teaching English as a Second Language) programs in Canada as it is not intended to primarily serve international students who are pursuing certification in Canada nor is it seeking to serve Canadian students who are striving to teach English abroad. Rather, the MA TEAL is an advanced degree that aims to teach *international students that are seeking to teach English internationally*. As anyone familiar with the landscape with teaching English abroad is aware, the international demand for English teachers is immense. Indeed, such demand is so great that simply being able to speak English is taken to be a qualification for employment. The MA TEAL will provide students with *graduate* professional accreditation that will allow students to set themselves apart and thrive in such a climate. The MA TEAL is an ideal professional degree in that it will equip students with the skills and accreditation that will allow them to thrive in the workforce. Given the demands on the MA Applied Linguistics and Discourse Studies (ALDS) and the CTESL programs at Carleton, which do not perfectly suit the needs of these students but are often selected as the best option, we can assume that the MA TEAL, which directly addresses these students interests, will be immediately successful.

The School of Linguistics and Language Studies (SLaLS) at Carleton has extensive experience in this field, showing that we can be confident in its ability to deliver this program successfully and at scale. SLaLS already offers the CTESL, the MA and BA in ALDS, and the BGins in Teaching English in Global Contexts. They can easily and effortlessly draw on the same resources to deploy the MA TEAL. We can thus be confident in the program's immediate success.

In its 2020-2025 Strategic Integrated Plan, Carleton University committed itself to strive to "prepare students for success in an ever-changing future". Of course, the globalization of English is at the forefront of that changing world. Every corner of the Earth now demands an English teacher, and SLaLS is exceptionally well suited to offer a professional degree to students who seek to fill those demands.

The Faculty of Graduate and Postdoctoral Affairs (FGPA) strongly supports this new, leading edge graduate program that will continue to grow our academic excellence and provide students with an exceptional learning experience. FGPA is committed to supporting students in the MA TEAL.

Sincerely yours,



Patrice Smith
Dean, Faculty of Graduate and Postdoctoral Affairs
Carleton University

January 5, 2023

Dear Vice Provost Deugo,

The Office of the Dean of the Arts and Social Sciences (ODFASS) enthusiastically supports the new Master of Arts in Teaching English as an Additional Language. This new program builds on existing strengths in the School of Linguistics and Applied Language Studies in the area of language teaching. The program's mix of coursework and project-based training in pedagogy will provide a wide range of skills for prospective students and will prepare them well for an international job market. The program proposal makes a compelling case for how the new MA fits into Carleton's Strategic Integrated Plan, particularly in its focus on preparing students for global citizenship and in responding to the needs of society. The proposal also effectively positions the MATEAL alongside similar programs in Ontario and nationally, making a convincing argument that Carleton has an opportunity to satisfy an existing student demand for second language acquisition theory and research and classroom teaching methods. The skills students will gain from this program will make them effective language teachers and will be valuable in a variety of global settings.

This new program is an excellent example of a unit strategically expanding its offerings in an area in which it has existing strengths and crafting a program that will be attractive to students from around the world. The MA in Teaching English as an Additional Language builds on the international profile of the unit and fits well with Carleton's strategic plans. Our office supports this program in the strongest possible terms and we look forward to providing administrative and communications support as it launches.

Sincerely,



Peter Thompson
Associate Dean (Academic)
Faculty of Arts and Social Sciences



Carleton
UNIVERSITY
Canada's Capital University

Office of the Vice-Provost and
Associate Vice-President (Academic)

Institutional Quality Assurance Process

**Master of Arts in Teaching English as an Additional
Language (MA TEAL)**

New Program Approval

Volume I

February 16, 2022

Approvals Table

This table will record that the brief has been approved by: 1) the program lead on behalf of the team; 2) the head of the academic unit or chair of the program committee (in the case of interdisciplinary programs not administered exclusively by one academic unit) on behalf of the unit or program committee; 3) the Faculty Dean(s).

David Wood	November 3, 2021
Program Lead	Date

David Wood	November 3, 2021
Chair/Director	Date

Pauline Rankin, Patrice Smith	
Dean(s):	Date

Committees Reviews and Approvals

Vice-Presidents' Academic Research Committee (executive summary)	
Provost's Budget Working Group (executive summary)	
Curriculum Committee	
Faculty Board	
Senate Committee on Curriculum, Admissions on Studies Policy	
Senate Quality Assurance and Planning Committee	
Senate	
Quality Council	

Table of Contents

A.	The Program	5
A.1.	Program overview	5
A.2.	Mission and strategic directions	7
A.3.	Relationship to other academic programs at Carleton	7
B.	Program Learning Outcomes and Assessment.....	8
B.2	Program learning outcomes and degree level expectations.....	8
B.2.	Program structure and curriculum map.....	10
B.4.	Program learning outcomes assessment plan	12
B.5.	Program Essential Requirements	12
C.	Governance	13
D.	The Faculty	14
D.1.	Faculty appointed to the unit or program.....	14
D.2.	Faculty research funding	Error! Bookmark not defined.
D.3.	Distribution of thesis supervision.....	15
D.4.	Current teaching assignments.....	15
D.5.	Contract instructors.....	17
E.	Program Admission and Enrolment	17
E.1.	Admissions requirements.....	17
E.2.	Class sizes and course and program capacity.....	18
E.3.	Projected enrolment.....	18
F.	Student Experience and Satisfaction.....	18
F.1.	Student orientation, advising, and mentoring	18
F.2.	Career paths of graduates	18
G.	Resources	19
G.1.	Support and technical staff.....	19
G.2.	Space	19
G.3.	Library Resources.....	19
H.	Development of the Self-Study	20
	Appendix 1. Proposed Calendar Program Description	21
	Appendix 2. Course Descriptions.....	22

Appendix 3. Proposed Admission Requirements Calendar Language..... 25
Appendix 4. Library Report..... 26
Appendix 5. MA Teaching English as Additional Language (TEAL) Proposal - Course Listing 27

A. The Program

A.1. Program overview

The Master of Arts in Teaching English as an Additional Language (MA TEAL) is a graduate program designed for international students who seek qualifications to be teachers of English language in international contexts. Teacher education programs in Carleton's School of Linguistics and Language Studies (SLALS) have a long and rich history, with the Certificate in Teaching English as a Second Language (CTESL) launched in the mid-1970s. This certificate was one of the very first of its kind in North America (see the enrollment numbers for this program in Appendix 1). Building on this foundation, the MA in Applied Linguistics and Discourse Studies (MA ALDS) began in 1989, with a suite of courses providing accreditation by the professional organizations, TESL Ontario and TESL Canada. In 2017, SLALS launched a specialization in the Carleton's Bachelor of Global and International Studies (BGInS) program with a focus on Teaching English in Global Contexts. This specialization has turned out to be one of the more popular with BGInS students with, at latest count, over 30 enrolled. The TESL specializations of our department are truly unique among those offered in Ontario postsecondary institutions. The proposed graduate program will extend our successful program offerings in SLALS to accommodate the needs of those who teach English as an additional language in international contexts.

While the CTESL and MA ALDS both provide general teacher education in TESL with a focus on teaching in Canada, attention has shifted recently to specialized programming aimed at the international language teaching context. The CTESL and MA ALDS contain content relevant to teaching internationally, but these programs are geared towards domestic students aiming to move abroad to work. The proposed program is designed to support the professional development of ESL teachers from abroad who want or need to obtain solid advanced qualifications and who are looking to teach in international contexts.

In the ESL world outside of Ontario and Canada, teacher education is quite varied. Some teachers are qualified simply because of their proficiency in English; some teach on the basis of qualifications they have earned to teach subjects other than language; some may have a rudimentary training in language teaching. There is a growing desire to obtain advanced qualifications such as a master's degree in the field, with a growing number of teachers enrolling in professional MA degrees abroad, in English speaking countries including Canada. One such program is housed at Western University in London, Ontario. Their Master of Professional Education degree in the field of TESOL has grown in recent years to cohorts of over 100 international students. SLALS at Carleton is well-positioned to offer such a program, attracting prospective international teachers to a one-year professionally-focused MA program in TESOL.

The program will consist of 5.0 credits, to be completed in one calendar year. The credits will be completed through a mixture of coursework and a pedagogy-focused Capstone Project. The principal goals of the new program are professional and related to the teaching of English as an additional language, primarily in global and international settings. Students will gain the knowledge and skills necessary to work as professional English teachers in programs aimed at general English, English for specific purposes, English for academic purposes, and other types of programs. Students will be provided with state-of-the-art knowledge of second language acquisition theory and research, a comprehensive understanding of the major grammatical structures of English, and classroom teaching methods. They will also understand the teaching of English for specific purposes as well as assessment of language abilities, curriculum design, and special areas of focus such as the teaching of vocabulary, pragmatics, and grammar. In the end, students will integrate this knowledge in a Capstone Project, and will be guided in its preparation. The Capstone Project is designed to integrate the knowledge and skill the students acquire over the entire program. The project is intended to be one of a range of pedagogically-focused products such as a set of teaching materials, a detailed course design, an essay integrating some aspect of research and theory with classroom applications, or a set of research-informed teaching methods.

The year will be rounded out by a small symposium in which students will share their work with colleagues in SLALS and the ESL community in Ottawa.

We anticipate initial registration in Carleton's MA TEAL program to be around 25, increasing over time as our resources permit.

Current International, National and Provincial Profile

In Ontario and across Canada there are a number of programs for TEAL, but very few provide a professional graduate degree for international students. TESL Ontario-accredited TESL programs such as our CTESL exist in five universities in Ontario (Carleton University, Brock University, University of Waterloo, Queen's University, York University), and there are a number of such programs in community colleges as well (Algonquin College, Canadian College of Educators, Centennial College, Conestoga College, Fanshawe College, Humber College, Niagara College, Seneca College, Sheridan College). There are additional programs in other provinces that are accredited by TESL Canada, whose accreditation standards are significantly less stringent than those of TESL Ontario.

Internationally-focused programs are extremely rare in Ontario, and those that do exist are mainly non-credit short-term programs. The only graduate program in existence at present in Ontario is at Western University and is designed to help students develop the required competencies to become English as a second or foreign language (ESL/EFL) teachers. Our program will certainly be distinct in Ontario. It is likely to attract students who would normally take a certificate program or a non-credit program elsewhere. Their only graduate option is a regular MA program in applied linguistics like our MA in ALDS. Such programs are usually very academic in nature, with a strong emphasis on courses in research methods and often the need to complete a thesis or conduct research. Our program is distinct in that it will have a very practical professional focus, thus preparing students for their future careers or for upgrading their current positions.

At present, according to the British Council, some 1.5 billion people study English worldwide. Within Canada, immigration targets increase regularly, with a current target of 300,000 newcomers per year, many of whom need language training. There is also a plan to increase numbers of international students in Canada to 450,000 per year by 2022, many needing specialized language support. It is difficult to overstate the demand for qualified teachers of English.

The MA TEAL is an extremely good fit for the resources available in SLALS. The majority of courses required for the program (see Section B2) are already currently on offer in SLALS and are taught by faculty who are known experts in these fields. Our faculty are able to draw on their own research and experience teaching in similar TEAL contexts to provide engaging and practical content. These courses have also been developed over time to reflect the state-of-the-art, most up-to-date approaches to language teaching. Based on theory but designed to provide students with practical skills, the content in this program will provide both the fundamentals and advanced training to future language teachers. The courses in the program that are new to SLALS have been created to serve the special needs of the population of students attracted to the MA TEAL. With input from the current faculty of ALDS, these new courses provide support to the students that parallels their progression through program and ends with the students completing a project tailored to the needs and expectations of the educational setting they are targeting for future employment opportunities.

A.2. Mission and strategic directions

The MA TEAL program is well aligned with Carleton's current Strategic Integrated Plan. In particular, the program aligns with Theme 1: *Carleton University will be known nationally and internationally for its research and teaching in programs that respond to the needs of society today and which anticipate the needs of the future.* The program is a natural addition to our reputable existing programs in TESL, and draws on the expertise of faculty members in this area within SLALS. The strength of the English language as an international means of communication is growing and there is a desire for strong teacher education programs. This program will promote Carleton's reputation internationally by training students who will meet the growing need for international teachers of English and will highlight the university's considerable research strength in language education.

The program also fits well with Theme 2: *Carleton University will be known as a university that promotes research excellence and connectedness. It will be recognized as a leader in research that focuses both on tangible outcomes and the development of knowledge with longer-term impacts.* The program will be taught by recognized experts in English language education, a field with obvious tangible outcomes and practical applications. As the program educates international teachers in state-of-the-art teaching methods based on solid research and theory, the university's reputation will grow internationally. The program includes experiential elements such as a Capstone Project, which will enable learners to focus their attention on areas relevant to their needs and interests.

The program especially links to Theme 3: *Carleton University will be nationally and internationally known for being student-centred, linking its academic endeavors and student supports to empower students as productive and engaged citizens in an increasingly diverse world.* The program designed to educate and empower international teachers of English at a high level of expertise and competence. It is geared primarily towards international students and will help prepare them for global citizenship as professionals in TEAL.

Theme 1: *Carleton University will be known nationally and internationally for its research and teaching in programs that respond to the needs of society today and which anticipate the needs of the future.*

Theme 2: *Carleton University will be known as a university that promotes research excellence and connectedness. It will be recognized as a leader in research that focuses both on tangible outcomes and the development of knowledge with longer-term impacts.*

Theme 3: *Carleton University will be nationally and internationally known for being student-centred, linking its academic endeavors and student supports to empower students as productive and engaged citizens in an increasingly diverse world.*

A.3. Relationship to other academic programs at Carleton

The MA TEAL program is unlikely to impact other programs or academic units at Carleton. There are no other teacher education programs at the university besides those offered by SLALS, which has been offering programs in the area of TEAL for decades. The new MA TEAL is unlikely to affect enrollment in our existing CTESL and MA ALDS for several reasons: Firstly, it is wholly geared toward the international teaching context, and is not a general qualification like our CTESL and MA ALDS. Secondly, while the MA ALDS provides a pathway towards a domestic accreditation in TESOL, the new MA TEAL does not, so the MA TEAL will not attract students who are focused on teaching ESL in domestic government-sponsored programs. The majority of the courses required for the MA TEAL are cross-listed with existing ALDS graduate and undergraduate courses which have extra capacity

for student enrolment, so if anything the MA will positively affect ALDS by boosting enrolment in these existing courses.

B. Program Learning Outcomes and Assessment

B.1 Learning Outcomes

Students will be able to do the following upon completion of the MA TEAL program:

LO1 acquire professional knowledge related to the teaching of English as an additional language, primarily in global and international settings, but also in certain contexts within Canada.

LO2 acquire skills necessary to work as a professional English teachers in programs aimed at general English, English for specific purposes, English for academic purposes, and other types of programs.

LO3 acquire state of the art knowledge of second language acquisition theory and research.

LO4 acquire comprehensive understanding of the major grammatical structures of English.

LO5 apply knowledge and skills of classroom teaching methods.

LO6 apply knowledge and skills of teaching and the assessment of language abilities, curriculum design, and special areas of focus such as the teaching of vocabulary, pragmatics, and grammar.

B.2 Program learning outcomes and degree level expectations

The Council of Ontario Universities has established a framework of Degree Level Expectations (DLEs) that specify what students should know, and be able to do, after successfully completing degree program.

Undergraduate

The DLEs at the undergraduate level are represented by the following six categories:

1. Depth and breadth of knowledge
2. Knowledge of methodologies
3. Application of knowledge
4. Communication skills
5. Awareness of the limits of knowledge
6. Autonomy and professional capacity
7. Experiential Learning (Carleton-specific DLE)

Graduate

The DLEs at the graduate level are represented by the following six categories:

1. Depth and breadth of knowledge
2. Research and scholarship
3. Level of application of knowledge

4. Level of communication skills
5. Awareness of the limits of knowledge
6. Professional capacity/autonomy
7. Experiential Learning (Carleton-specific DLE)

Additional information on the DLEs can be found at: <http://carleton.ca/viceprovost/wp-content/uploads/QAF-DLE-UGG.pdf>

Table B.2: Learning outcomes and degree level expectations

Learning Outcomes Students will be able to do the following upon completion of the MA TEAL program:	Degree Level Expectations Met^{1 2}
1. acquire professional knowledge related to the teaching of English as an additional language, primarily in global and international settings, but also in certain contexts within Canada.	1,5,6
2. acquire skills necessary to work as a professional English teachers in programs aimed at general English, English for specific purposes, English for academic purposes, and other types of programs.	2, 3,7
3. acquire state of the art knowledge of second language acquisition theory and research.	1,5,6
4. acquire comprehensive understanding of the major grammatical structures of English.	1,3,5,6
5. apply knowledge and skills of classroom teaching methods.	4, 6, 7
6. apply knowledge and skills of teaching and the assessment of language abilities, curriculum design, and special areas of focus such as the teaching of vocabulary, pragmatics, and grammar.	4,6,7

B.2. Program structure and curriculum map

a. Program structure

The program will consist of 5.0 credits, to be completed in one calendar year. The credits will be completed through a mixture of coursework (based predominantly on the TESL specializations of our department which are truly unique within the Ontario postsecondary offerings) and a pedagogy-focused Capstone Project (see the course listing in Appendix 5).

B.3 Program curriculum map

Table B.2: Program curriculum map summary

Learning Outcomes	Program Components ³	Level ⁴ (I, R, M)	Activities and Artifacts ⁵
1. acquire professional knowledge related to the teaching of English as an additional language, primarily in global and international settings, but also in certain contexts within Canada.	TEAL 5206, TEAL 5305, TEAL 5209	I	Final essays, lesson and course plans, presentations, student survey
	TEAL 5216, TEAL 5302, TEAL 5207, TEAL 5208/ 5501/5202/5203/5705	R	Final essays, lesson and course plans, presentations, student survey
	TEAL 5210	M	Capstone Project: Comprehensive course/lesson plan paper and presentation
2. acquire skills necessary to work as a professional English teachers in programs aimed at general English, English for specific purposes, English for academic purposes, and other types of programs.	TEAL 5305, TEAL 5209	I	Final essays, lesson and course plans, presentations, student survey
	TEAL 5206, TEAL 5216, TEAL 5302, TEAL 5207, TEAL 5208/ 5501/5202/5203/5705	R	Final essays, lesson and course plans, presentations, student survey

³ Program components should include those core courses, elective courses, options (co-op, internship, mention : français, international experience), and other program requirements (language requirement, international experience) which contribute most directly to the achievement of the particular learning outcome.

⁴ Level of delivery of each program component related to the particular learning outcome: I = introductory; R = Reinforcement; M = Mastery (relevant to the expected outcome at the degree level).

⁵ Activities can include presentations, group work, performance, role play, etc. Artifacts can include exams, papers, reports, portfolios, cases, etc.

	TEAL 5210	M	Capstone Project: Comprehensive course/lesson plan paper and presentation
3. acquire state of the art knowledge of second language acquisition theory and research.	TEAL 5206,	I	Final essays, lesson and course plans, presentations, student survey
	TEAL 5216, TEAL 5305, TEAL 5209	R	Final essays, lesson and course plans, presentations, student survey
	TEAL 5210	M	Capstone Project: Comprehensive course/lesson plan paper and presentation, student survey
4. acquire comprehensive understanding of the major grammatical structures of English.	TEAL 5206	I	Final essays, lesson and course plans, presentations, student survey
	TEAL 5207	R	Final essays, lesson and course plans, presentations, student survey
	TEAL 5216, TEAL 5210	M	Capstone Project: Comprehensive course/lesson plan paper and presentation
5. apply knowledge and skills of classroom teaching methods.	TEAL 5206, TEAL 5216, TEAL 5305, TEAL 5209	I	Final essays, lesson and course plans, presentations, student survey
	TEAL 5207, TEAL 5208/ 5501/5202/5203/5705	R	Final essays, lesson and course plans, presentations, student survey
	TEAL 5210	M	Capstone Project: Comprehensive course/lesson plan paper and presentation

6. apply knowledge and skills of teaching and the assessment of language abilities, curriculum design, and special areas of focus such as the teaching of vocabulary, pragmatics, and grammar.	TEAL 5206, TEAL 5216, TEAL 5305, TEAL 5209	I	Final essays, lesson and course plans, presentations, student survey
	TEAL 5207, TEAL 5208/ 5501/5202/5203/5705	R	Final essays, lesson and course plans, presentations, student survey
	TEAL 5210	M	Capstone Project: Comprehensive course/lesson plan paper and presentation

B.4. Program learning outcomes assessment plan

The MA TEAL faculty will work as a committee to develop and implement assessment plans. A key element of the plan will be the administration and analysis of a comprehensive student survey at the end of the year.

After year 1, all final assignment products from all courses will be collected and checked against all 5 learning outcomes. In every year, one or two outcomes will be assessed against all the final assignments. Year by year, the plan will be:

Year 2 Outcomes 1 and 3

Year 3 Outcomes 2 and 4

Year 4 Outcome 5 and 6

Year 5 Outcomes 1 and 3

Year 6 Outcomes 2 and 4

Year 7 Outcome 5 and 6

Assessment results will be shared among the program faculty committee and appropriate actions, if any, will be considered. Particular attention will be paid to the student survey results. An action plan will be implemented in which each year, if there are concerns that outcomes are not being met adequately, adjustments to the program curriculum will be considered. Any such changes would then be evaluated the following year.

B.5. Program Essential Requirements

PREAMBLE

Program essential requirements are defined by the Ontario Human Rights Commission as “the knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives

of that... program.” The program essential requirements are components that contribute to the achievement of the learning outcomes of the program.

Excerpt from the Ontario Human Rights Commission report: [The opportunity to succeed: Achieving barrier-free education for students with disabilities - Post-secondary education](#)

Appropriate accommodations should not lead to lowered standards or outcomes: rather, an appropriate accommodation will enable the student to successfully meet the essential requirements of the program, with no alteration in standards or outcomes, although the manner in which the student demonstrates mastery, knowledge and skills may be altered.

The aim of accommodation in a post-secondary educational context is to provide equal opportunities to all students to enjoy the same level of benefits and privileges and meet the requirements for acquiring an education. Based on these principles, an accommodation will be considered appropriate where it will result in equal opportunity to attain the same level of performance, or enjoy the same level of benefits and privileges experienced by others, or if it is proposed or adopted for the purpose of achieving equal opportunity and meets the individual’s disability-related needs. - See more at: <http://www.ohrc.on.ca/en/opportunity-succeed-achieving-barrier-free-education-students-disabilities>

Paul Menton Centre

The Paul Menton Centre is responsible for assessing requests for academic accommodation of students with disabilities through evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation. Students will only receive academic accommodation if the functional limitations of their disability impact directly on their academic performance.

The program essential requirements of the Master of Teaching English as an Additional Language program have been reviewed in consultation with the Paul Menton Centre to ensure capacity for reasonable academic accommodation of students with disabilities, in accordance with the Carleton University Academic Accommodation Policy. The learning outcomes can be attained as outlined in the program description with the use of appropriate academic accommodations.

C. Governance

The administration of the program will be the responsibility of the MA TEAL Governance Committee (MTGC). The MTGC will consist of seven TESOL-specialized faculty members from SLaLS and will be chaired by the School’s TESL Coordinator, who has a 0.5 annual course release and is also responsible for three similar programs: BGIInS specialization in Teaching English In Global Contexts, Certificate In Teaching English as a Second Language, TESL stream in the Master of Arts in Applied Linguistic and Discourse Studies. Applications to the program will be evaluated by the MTGC, and student advising will be a shared responsibility under the direction of the TESL Coordinator. The MTGC will also be responsible for the learning outcomes assessment plan and any curricular or other program changes which may be needed.

D. The Faculty

D.1. Faculty appointed to the unit or program

Table D.1: Core program faculty (to be completed by the unit)

Faculty Name	Rank	Gender	Appointment Status	Percentage Appointment	Supervision Privileges*	Area of Specialization/Field Affiliations
David Wood	Professor	M	Permanent	1.0	D	Applied linguistics/TESOL/formulaic language
Michael Rodgers	Associate Professor	M	Permanent	1.0	D	Applied linguistics/TESOL/vocabulary acquisition
Geoffrey Pinchbeck	Assistant Professor	M	Permanent	1.0	CD	Applied linguistics/TESOL/corpus linguistics
Eva Kartchava	Associate Professor	F	Permanent	1.0	D	Applied linguistics/TESOL/instructed language acquisition
Brian Strong	Assistant Professor	M	Permanent	1.0	CD	Applied linguistics/TESOL/vocabulary acquisition
Angel Arias	Assistant Professor	M	Permanent	1.0	CD	Applied Linguistics/TESOL/assessment and testing
Peggy Hartwick	Instructor 3	F	Permanent	1.0	CM	ESL and EAP pedagogy/TESOL/technology-assisted language education

*D=full privileges; M=full privileges at master's level only; CD=co-supervision privileges at doctoral level, full privileges at master's level; CDM=co-supervision privileges only at both doctoral and master's level; CM=co-supervision privileges at master's level, no privileges at doctoral level.

D.2 Faculty Research Funding

Table D.2: Operating Research Funding by Source and Year

Year	Canadian Foundations, Societies, Associations	Internal (Carleton) Grants/Awards	Postsecondary Institutions	Tri-Agency (including CRC)	Grand Total
2017-18		12000			12000
2018-19		10000			10000
2019-20	89700				89700
2020-21		7000	8081.84	35200	50281.84
2021-22		15000		2794	17794
Grand Total	89700	44000	8081.84	37994	179775.84

D.3 Distribution of thesis supervision

There is no thesis required for the program, and therefore, no supervision load for core faculty.

D.4 Current teaching assignments

Table D.4: Distribution of Teaching Assignments

Name	Courses Taught	Credit Value	2021-2022	2020-2021	2019-2020	Notes
ARIAS DE LOS SANTOS, Angel Manuel Assistant Prof.	ALDS 4201 - Language Testing	0.5	x			
	ALDS 5001 - Directions in ALDS	0.5	xx			
	ALDS 5501 - Language Testing & Assessment	0.5				
	ALDS 5604/LING 4606/ALDS 4606/ALDS 5606 - Stats for Language Research	0.5		x		
	Total		1.5	0.5		
HARTWICK, Peggy Locke Instructor 3	ALDS 1001 - Lang Matters: Intro. to ALDS	0.5	x	x	x	
	ALDS 2203 - Linguist Theory & L2 Learning	0.5	x			
	ALDS 4901 - Independent Study	0.5				
	ALDS 4906 - Special Topic in ALDS	0.5		x		
	ESLA 1500 - Intermed ESL for Acad Purposes	1.0		x	x	
	ESLA 1900 - Adv ESL for Acad Purposes	1.0	x	x	xx	

		Total	2.0	3.0	2.5	
KATCHARVA, Eva Associate Prof.	ALDS 4306 - Teach ESL: Methodology II	0.5	x			
	ALDS 4308 - English for Specific Purposes	0.5		x		
	ALDS 4602 - Second Language Acquisition	0.5	x	x		
	ALDS 5207 - Pedagogical Grammar in SL/FL	0.5	x	x		
	ALDS 5905 - Special Topics in ALDS	0.5		x		
	ALDS 6212 - Praxis in ALDS II	0.5	x			
	Total		2.0	2.0		
PINCHBECK, Geoffrey George Assistant Prof.	ALDS 4801 - Major Structures of English	0.5	x	x		
	ALDS 5002 - Inquiry Strategies in ALDS	0.5	x		x	
	ALDS 5207 - Pedagogical Grammar in SL/FL	0.5			x	
	ALDS 5215 - Methodology and Practicum in TESL	0.5	x	xx	xx	
	ALDS 6109 - Doctoral Proj I:Literat Review	0.5	x			
	Total		2.0	1.5	2.0	
RODGERS, Michael Patrick Hindley Associate Prof.	ALDS 4305 - Teaching English Methodology I	0.5		x	x	
	ALDS 4306 - Teach ESL: Methodology II	0.5		x	x	
	ALDS 5905 - Special Topics in ALDS	0.5			x	
	ALDS 6101 - Doct Core App Ling Disc-Part 1	0.5		x		
	ALDS 6102 - Doct Core App Ling Disc-Part 2	0.5		x		
	ALDS 6200 - Praxis in ALDS	0.5			xx	
	Total			1.5	2.0	
STRONG, Brian Philip Assistant Prof.	ALDS 2203 - Linguist Theory & L2 Learning	0.5		x		
	ALDS 4209 - Teaching EFL:Global Methodolgy	0.5	x	x		

	ALDS 4305 - Teaching English Methodology I	0.5	x			
	ALDS 5302 - Second Lang Acq&Learn Theories	0.5	x	x		
	ALDS 5905 - Special Topics in ALDS	0.5	x			
	Total		2	1.5		
WOOD, David C. Professor	ALDS 6101 - Doct Core App Ling Disc-Part 1	0.5	x			
	Total		0.5			

D.5 Contract instructors

It is not anticipated that any substantial or ongoing need for contract instructors will be needed to run the MA TEAL. Of the courses in the program, all but two are taught by qualified faculty on an annual basis and these courses are required for other SLALS programs. The two credits of new courses TEAL 5206, 5216 and 5210 will be taught by full time faculty or instructors who are from the core faculty for the MA TEAL.

E. Program Admission and Enrolment

E.1. Admissions requirements

The program will be advertised primarily to international students and is to be completed full time over three terms. Domestic students are not likely to be interested in the program due to the focus only on the international teaching context and the lack of funding available e.g. TAships – this will be made clear in the program documentation. The minimum requirement for admission to the MA TEAL program is a B.A. Honours degree or equivalent in a discipline involving the analysis of language or the study of language use or learning. The program learning objectives specify demonstrated ability to analyze, evaluate, critique, and present second language learning methods, approaches, and plans. Because of the objectives and the intensive, full-time nature of the program, it is necessary that students entering the program have some elemental understanding of major concepts related to linguistics or language education, in order to engage effectively with the program content from the outset. To support international students in succeeding in the program, the course TEAL 5206 is designed to help in developing a foundational knowledge and skill set in North American academic norms and the fundamental principles and knowledge underlying theory, research, and practice in language education.

Students must have achieved a minimum of B overall in their academic work, or a grade point average of 8.0.

The English language proficiency requirement will be in line with those specified by the university's admissions office – proof of having studied full time in English medium institutions and programs in an English-speaking country for the past three years, and/or presentation of English language proficiency test scores showing an accepted score, e.g. 6.5 on the International English Language Testing System (IELTS) or equivalent (see English as a Second Language | Graduate Admissions (carleton.ca))

Relevant professional experience may also enhance a candidate's application.

Students will apply using the forms available through Carleton's Faculty of Graduate and Postdoctoral Affairs, and include transcripts (as specified by FGPA), letters of reference, proof of English language proficiency, and a curriculum vitae.

The MA TEAL faculty committee (MTGC) will review all applications and recommend admissions.

E.2. Class sizes and course and program capacity

As stated in E.3, the program is capped at 25 students per year. Therefore, the dedicated TEAL courses (5206, 5216 and 5210) will each have 25 students. The two required courses (5302) currently have a usual enrollment of 10 students and the rotation courses (5208, 5501, & 5202) also currently have enrollments of around 10 students which would bring the class size to 35. We intend to support teaching faculty with TA support when classes reach that size.

TEAL 5209/ALDS 4209 and TEAL 5305/ALDS 4305 have larger enrolments of approximately 15. The additional 25 students from TEAL brings the totals to 40. Again, TA support will be provided (TA support has usually been provided for these courses for many years due to the TESL teaching experience it provides). While this may appear to be a somewhat large class size for courses such as these, up until recently these 5209/5305 were taught piggybacked with MA ALDS course and course number were regularly around 40 students. The learning outcomes (which were the same as they are now) were consistently met. The judicious use of TA resources to help with increased grading and assignment tutorials allowed for successful outcome attainment even with the larger class sizes. The MA TEAL committee (MTGC) will monitor the situation and determine whether it will be necessary at some point to split certain courses into two sections. In the case of multiple sections, there will need to be a Contract Instructor hired to teach one of the sections; however, this is not anticipated unless the cap of 25 students in the MA TEAL is expanded given demand.

E.3. Projected enrolment

The program will be capped at a maximum of 25 full time students per year. As noted above, the one comparable program in Ontario (at Western University) regularly admits upwards of 75 students and so there is clearly a market for this kind of training. Given Carleton's location in the capital, we expect the demand for such a program to be high and if anything these projections are conservative.

F. Student Experience and Satisfaction

F.1. Student orientation, advising, and mentoring

Students in the MA TEAL will have access to faculty advising and mentoring through the support of the seven members of the MGTC. Each member, under the guidance of the TESL Coordinator, will be responsible for advising and mentoring three or four of the students in each cohort and will maintain contact with them by email and face-to-face or virtual meetings regularly to offer support and answer any questions or provide needed guidance. As well, the course TEAL 5206 will be a support to students in coping with the academic requirements of the program.

F.2. Career paths of graduates

Graduates will be qualified to work as teachers and directors of studies in programs for learning English as an additional language. This is a growing and increasingly competitive field internationally. It is expected that these positions will be obtained outside of Canada.

G. Resources

G.1. Support and technical staff

The SLALS graduate program administrator will support managing application files and similar procedures. The MA TEAL faculty committee (MTGC) will take charge of advising and supporting students under the guidance of the TESL Coordinator of the School.

G.2. Space

The MA TEAL students will require some dedicated space on campus, since as a cohort they will be together for a full year. Space will be dedicated in St Patrick's Building for this. The intention is to create a common space in a large room with tables for groupwork and hot-desked carrels for individual study.

a. Laboratory facilities (as applicable)

N/A

b. Unit/program and affiliated research facilities (as applicable)

N/A

c. University and unit/program computer facilities and computing resources (as applicable)

No special computer facilities are expected to be needed.

G.3. Library Resources

An analysis of Carleton University Library's information resources and services in support of the {PROGRAM} demonstrates that the Library does not require any additional funds to support it. The Library's collection includes specific resources to support the proposed program.

The Report from the Library is included as **Appendix 4** of the self-study.

PREAMBLE

The Library report is prepared by the librarian or subject specialist responsible for the subject area(s) covered by the program, using a common template developed from guidelines established by the Ontario Council of University Libraries. The main purpose of the report is to specify whether any new resources or services are necessary in order to support the program, for example, whether the Library needs to purchase new books or subscribe to new journals or electronic resources.

The librarians and subject specialists preparing the reports rely on their own professional experience with collecting resources in the subject areas in order to make assessments about whether there are gaps in the collection that need to be filled in order to provide the appropriate teaching and research support for new, modified, or reviewed programs. They consult various sources for information about published resources in the subject area, including the database maintained by the Library's main monographs vendor, publishers' lists and websites, handbooks and guides to the literature, the library collections of universities that offer the program, various specialized sites relevant to the subject from professional societies and organizations, as well as basic information available in tools such as Google Scholar or generally on the web. They also generally consult faculty members (e.g., the Library representative or the department chair) to discuss their assessment of the strengths and gaps. The Library makes a clear distinction between those resources which are essential to the program and those which are simply "nice to have." Generally speaking, the reports list only the essential resources, with

costing obtained from the vendors or agents from which the Library would obtain the materials: each item is listed and costed individually and the total amount is recorded in the report.

The report also provides context by providing information about the following, when possible or applicable: percentage of top-ranked journals which the Library subscribes to in the subject area(s); how much funds have been spent in the past fiscal year on e-resources, journals, and printed books in support of the subjects covered by the program; how much funds have been spent in the past 8 years on printed monographs for the program; specialized collections in archives, maps, data, and government information; instruction, teaching, and practicums carried out by Library staff in the classroom or in the Library; highlights from the Library website (e.g., links for subject and course guides and to online tutorials); research partnerships between the Library and the department or program; research consultations; help desk visits; and selected detailed statistical information about the Library.

H. Development of the Self-Study

The self-study was developed by Dr. David Wood, Professor and Director of SLALS, and Dr. Michael Rodgers, Associate Professor and Assistant Director for ALDS. Dr. Wood drafted the document and Dr. Rodgers provided detail and additional content as needed. Some information was taken from faculty CVs and the university calendar.

The learning objectives and assessment plans were developed collaboratively, as both Dr. Wood and Dr. Rodgers worked on the most recent cyclical program review for ALDS and had an understanding of the processes required.

Dan Siddiqi, Associate Dean (Programs), FGPA and Sandra Bauer, Program Officer, FGPA provided advice and feedback in the process of developing the self-study.

Appendix 1. Proposed Calendar Program Description

M.A. Teaching English as an Additional Language (5.5 credits)

1. 3.0 credits in:	3.0
TEAL 5209 [0.0] Teaching English as a Foreign Language: Methodology for Global Contexts	
TEAL 5305 [0.0] Teaching English Language: Methodology I	
TEAL 5206 [0.0] Introduction to TEAL Theory	
TEAL 5207 [0.0] Pedagogical Grammar in Second and Foreign Language (SL/FL) Teaching	
TEAL 5216 [0.0] Fundamentals of TEAL	
TEAL 5302 [0.0] Second Language Acquisition and Learning Theories	
2. 1.5 credits from:	1.5
TEAL 5202 [0.0] Curriculum in Language Teaching	
TEAL 5203 [0.0] Issues in English Language Teaching/Teacher Education	
TEAL 5208 [0.0] Languages for Specific Purposes (LSP)	
TEAL 5501 [0.0] Language Testing and Assessment	
TEAL 5705 [0.0] Second Language Writing: Research and Theory	
3. 1.0 credit in:	1.0
TEAL 5210 [0.0] TEAL Capstone Project	
Total Credits	5.5

Appendix 2. Course Descriptions

TEAL 5202 [0.5 credit]

Curriculum in Language Teaching

Current theory and practice in language curriculum development and evaluation in the light of recent research in linguistics, sociolinguistics, language acquisition and language education policy.

Prerequisite(s): enrolment in the MA TEAL program.

Includes: Experiential Learning Activity

TEAL 5203 [0.5 credit]

Issues in English Language Teaching/Teacher Education

A research seminar to explore current issues in English language teaching/teacher education.

Prerequisite(s): enrolment in the MA TEAL program.

TEAL 5206 (0.5 credit)

Introduction to TEAL Theory

Overall guide to TEAL scholarship. Major trends in EAL theory and practice, current understandings of different aspects of language instruction and debatable issues in TEAL research as well as an introduction to critical reading of TEAL research; synthesis and presentation of research findings.

Prerequisite(s): enrolment in the MA TEAL program.

TEAL 5207 [0.5 credit]

Pedagogical Grammar in Second and Foreign Language (SL/FL) Teaching

The concept of pedagogical grammar in SL/FL teaching. Critical examination of recent theories of 'focus on form' in communicative language classrooms, and related empirical work.

Prerequisite(s): enrolment in the MA TEAL program.

Includes: Experiential Learning Activity

TEAL 5208 [0.5 credit]

Languages for Specific Purposes (LSP)

Introduction to LSP, a sub-field of applied linguistics tailoring language instruction to specific groups of learners. Developments in strands of LSP (English for Science, Business, etc.). Research and teaching methodology. Emphasis on English for Academic Purposes/English for Specific Purposes research and instruction at Carleton.

Prerequisite(s): enrolment in the MA TEAL program.

Includes: Experiential Learning Activity

TEAL 5209 [0.5 credit]

Teaching English as a Foreign Language: Methodology for Global Contexts

An introduction to the principles of teaching language in a foreign-language context; review of teaching approaches; practical examination, development and evaluation of instructional materials.

Prerequisite(s): enrolment in the MA TEAL program

Includes: Experiential Learning Activity

Also offered at the undergraduate level, with different requirements, as ALDS 4305, for which additional credit is precluded.

TEAL 5210 (1.0 credit)

Capstone Project

Integrates the knowledge and skill acquired over the MA TEAL program to produce one of a range of pedagogically-focused products including but not limited to: a set of teaching materials; a detailed course design; an extended essay integrating research and theory with a classroom application; a set of research-informed methods of teaching a particular language skill or genre of language.

Prerequisite(s): enrolment in the MA TEAL program.

Includes: Experiential Learning Activity

TEAL 5216 (0.5 credit)

Fundamentals of TEAL

Fundamental principles and skills related to TEAL necessary for ethical and competent language teaching. Topics include but are not limited to world Englishes, sociopolitical issues, and major structures of English.

Prerequisite(s): enrolment in the MA TEAL program.

TEAL 5302 [0.5 credit]

Second Language Acquisition and Learning Theories

Current social and cognitive theories of knowledge and learning and their application to the acquisition of first and additional languages; relation of theory to empirical studies of language learning in classroom and natural settings.

Prerequisite(s): enrolment in the MA TEAL program.

Includes: Experiential Learning Activity

TEAL 5305 [0.5 credit]

Teaching English Language: Methodology I

Classification of classroom teaching methods and materials; adaptation of teaching materials for particular situations; creation of teaching materials; teaching techniques and strategies.

Prerequisite(s): enrolment in the MA TEAL program.

Includes: Experiential Learning Activity

Also offered at the undergraduate level, with different requirements, as ALDS 4305, for which additional credit is precluded.

TEAL 5501 [0.5 credit]

Language Testing and Assessment

Issues in language testing and classroom assessment, including validity theory and current validation research; challenges in test development; washback; models of alternative assessment.

Prerequisite(s): enrolment in the MA TEAL program.

Includes: Experiential Learning Activity

Also offered at the undergraduate level, with different requirements, as ALDS 4208, for which additional credit is precluded.

TEAL 5705 [0.5 credit]

Second Language Writing: Research and Theory

Second language writing: research, theory, and pedagogy.

Prerequisite(s): enrolment in the MA TEAL program.

Includes: Experiential Learning Activity

Appendix 3. Proposed Admission Requirements Calendar Language

Admission

The M.A. Teaching English as an Additional Language (M.A. TEAL) is open to international students only.

The normal minimum requirement for admission to the M.A TEAL is a B.A. Honours degree or equivalent. A degree in a discipline involving the analysis of language or language learning is an asset. A minimum of B+ in related courses and B overall in their academic work, or a grade point average of 8.0 is required.

It is recommended that applicants have some elemental understanding of major concepts related to linguistics and/or language education and relevant professional experience.

For other admission regulations not specific to the School of Linguistics and Language Studies, refer to the General Regulations section of the Graduate Calendar, in particular the subsection on Admission Requirements and Eligibility.

Appendix 4. Library Report



Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date: December 18, 2019

From: Alana Skwarok, Collections Librarian, Faculty of Arts & Social Sciences

To: Sandra Bauer, Program Officer, Faculty of Graduate and Postdoctoral Affairs

cc Wayne Jones, University Librarian
Amber Lannon, Associate University Librarian, Collections & Academic Services
Laura Newton Miller, Head of Collections & Assessment
David Sharp, Head of Acquisitions
Patti Harper, Head of Research Support Services

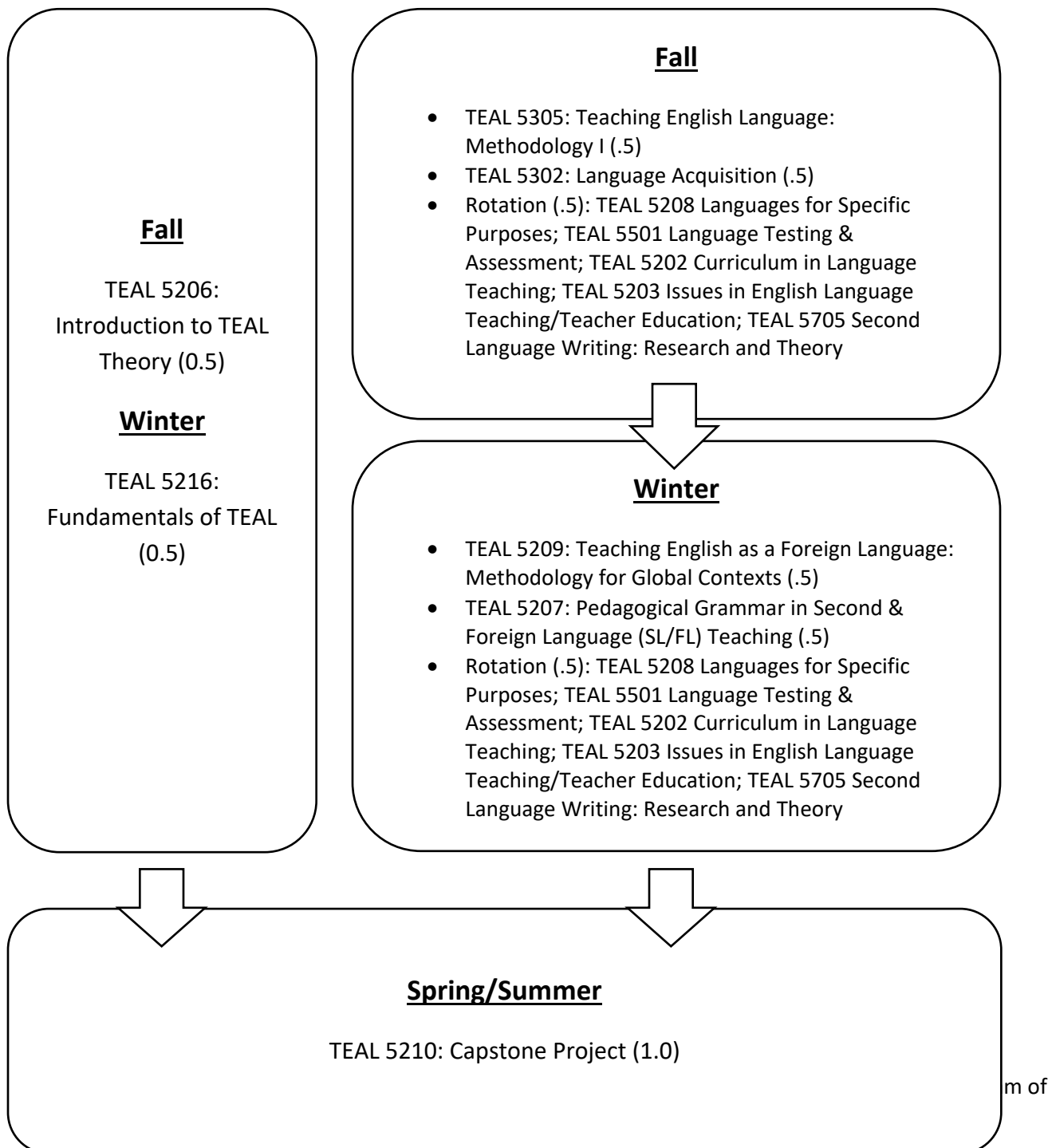
Recommendation

After review of Carleton University Library's information resources and services, no additional Library resources are required and so no report from the Library is necessary for the QA process for the major modification of the following program:

- Master of Arts in Teaching English as an Additional Language (MA TEAL)

This is a formal notification for your records.

Appendix 5. MA Teaching English as Additional Language (TEAL) Proposal - Course Listing



Note: ALDS 5305, 5302, 5209 & 5207 (cross-listed as TEAL courses) are currently taught in the schedule described above. The 'Rotation' courses are taught yearly but the term they are offered in is not set.

The courses are almost all existing courses within the Teaching English as a Second Language (TESL) stream of the MA in. A total of 2.0 credits are new to this program:

Required Courses:

- **TEAL 5206 - Introduction to TEAL Theory (1.0 credit)** to run in the fall term. This course is to be a support to the international students as an overall guide to scholarship in TEAL. The course will be structured so as to cover major trends in EAL theory and practice, current understandings of different aspects of language instruction and debatable issues in TEAL research as well as an introduction to critical reading of TEAL research, and synthesis and presentation of research findings.
- **TEAL 5209 - Teaching English as a Foreign Language: Methodology for Global Contexts (0.5 credit)** - An introduction to the principles of teaching language in a foreign-language context; review of teaching approaches; practical examination, development and evaluation of instructional materials.
- **TEAL 5210 - Capstone Project (1.0 credit)** to be completed in spring/summer. This is designed to integrate the knowledge and skill acquired over the preceding program, and is likely to be one of a range of pedagogically-focused products such as a set of teaching materials, a detailed course design, a paper integrating some aspect of research and theory with classroom applications, or a set of research-informed methods of teaching a particular language skill or genre of language.
- **TEAL 5207 - Pedagogical Grammar in Second & Foreign Language (SL/FL) Teaching** - The concept of pedagogical grammar in SL/FL teaching. Critical examination of recent theories of 'focus on form' in communicative language classrooms, and related empirical work.
- **TEAL 5216 – Fundamentals of TEAL (0.5 credit)** to run over the winter term. This course is designed to cover a range of fundamental principles and skills related to TEAL that are necessary for ethical and competent language teaching. Topics include, but are not limited to, world Englishes, sociopolitical issues, major structures of English.
- **TEAL 5305 - Teaching English Language: Methodology I (0.5 credit)** - Classification of classroom teaching methods and materials; adaptation of teaching materials for particular situations; creation of teaching materials; teaching techniques and strategies.
- **TEAL 5302 - Second Language Acquisition and Learning Theories (0.5 credit)** - Current social and cognitive theories of knowledge and learning and their application to the acquisition of first and additional languages; relation of theory to empirical studies of language learning in classroom and natural settings.

Rotation Courses

- **TEAL 5208 - Languages for Specific Purposes (0.5 credit)** - Introduction to LSP, a sub-field of applied linguistics tailoring language instruction to specific groups of learners. Developments in strands of LSP (English for Science, Business, etc.). Research and teaching methodology. Emphasis on English for Academic Purposes/English for Specific Purposes research and instruction at Carleton.
- **TEAL 5501 - Language Testing & Assessment (0.5 credit)** - Issues in language testing and classroom assessment, including validity theory and current validation research; challenges in test development; washback; models of alternative assessment.
- **TEAL 5202 - Curriculum in Language Teaching (0.5 credit)** - Current theory and practice in language curriculum development and evaluation in the light of recent research in linguistics, sociolinguistics, language acquisition and language education policy
- **TEAL 5203 - Issues in English Language Teaching/Teacher Education (0.5 credit)** - A research seminar to explore current issues in English language teaching/teacher education.

- **TEAL 5705 - Second Language Writing: Research and Theory (0.5 credits)** - Second language writing: research, theory, and pedagogy.



Carleton
UNIVERSITY
Canada's Capital University

Office of the Vice-Provost and
Associate Vice-President (Academic)

Institutional Quality Assurance Process

New Program Approval

Teaching English as an Additional Language

Master of Arts

Volume 2: *Curricula vitae*

Angel Arias, Ph.D.

106 rue Wright, Gatineau, QC, Canada
J8X 2G6

Telephone: +1 (514) 582-9923
E-mail: AngelArias@cunet.carleton.ca

EDUCATION

- 2018** **Ph.D., Educational Measurement**
Dissertation: Building a Validity Argument for the Listening Component of the Test de Connaissance du français in the Context of Québec Immigration (distinction)
University of Montreal, Montreal, Canada
- 2011** **M.A., Applied Linguistics and Discourse Studies**
Research Essay: Listening Comprehension in English: Research, Instruction, and Assessment (distinction)
Carleton University, Ontario, Canada
- 2005** **B.A., Education: Specialization in Second Language Teaching**
Universidad Dominicana Organización y Métodos (O & M), Puerto Plata,
Dominican Republic
(distinction)

LANGUAGE PROFICIENCY

English: Fluent

French: Fluent

Spanish: Native language

SOFTWARE AND COMPUTER SKILLS

R language, Winsteps, Facets, jMetrik, Mplus, Jamovi, JASP, Coh-Metrix, TAALES, and Office Suite

ACADEMIC AND PROFESSIONAL APPOINTMENTS

JULY 2021 – PRESENT

Assistant Professor, School of Linguistics and Language Studies, Faculty of Arts and Social Sciences, Carleton University

AUGUST 2017 – JUNE 2021

Head of Language Testing Services, Official Languages and Bilingualism Institute, Faculty of Arts, University of Ottawa
Supervisor: Dr. Beverly Baker

Responsibilities:

- Responsible for all aspects of the development, validation, and administration of French and English testing programs at the Official Languages and Bilingualism Institute, ensuring that the University maintains its well-respected, national prominence in language testing and that the University's focus on promoting bilingualism is supported.
- Responsible for conceptualizing and implementing language test development projects for existing and new testing programs: developing test specifications, supervising item writers, overseeing field tests, performing statistical analyses, monitoring psychometric properties of tests to ensure test quality, security, and equivalence, adhering to best practice in educational assessment.
- Responsible for adapting paper delivered to computer delivered language tests to increase accessibility for students in distant and remote locations.

MAY 2015 – DECEMBER 2016

Test Validation Officer, Official Languages and Bilingualism Institute, Faculty of Arts, University of Ottawa

Supervisors: Dr. Amelia Hope

Responsibilities:

- Worked thoroughly with the concept of validity and validation processes in the field of educational measurement to apply conceptual frameworks to develop validity arguments for the use of high stakes language tests in university settings and for accreditation purposes.
- Worked with colleagues to review and improve test specifications of high stakes language tests used for university admissions and professional certification. Used several statistical and measurement models (e.g., Rasch, confirmatory factor analysis) to analyze test response data to gather validity evidence pertaining to construct evidence and test fairness.

SEPTEMBER 2012 – SEPTEMBER 2015

Research Assistant, University of Montreal

Supervisor: Dr. Jean-Guy Blais

Responsibilities:

- Studied and explored in depth the concept of validity in educational and psychological measurement, exploring what the concept entails, and the dialectic definitions and frameworks proposed by leading scholars in the field of educational and psychological measurement.
- Explored and reviewed the history of measurement theory in the physical sciences and examined how measurement theory have developed and affected the fields of psychology and education. This reviewed served as the groundwork for a doctoral seminar on the history of measurement led by my doctoral supervisor, Dr. Jean-Guy Blais.

FEBRUARY 2012 – SEPTEMBER 2014

Language Assessment Specialist and Assessment Consultant, Paragon Testing Enterprises

Supervisors: Dr. Amery Wu and Dr. Jake Stone

Responsibilities:

- Contributed to the organization and preliminary data analysis of a standard setting study to establish cut-off scores on the general version of the Canadian English Language Proficiency Index Program (CELPIP-G), a high stakes test used in the context of Canadian immigration. Key responsibilities included reviewing the literature on standard setting, developing a training manual, and training the standard setting panelists.
- Contributed to the organization and the preliminary data analysis of a research project consisting in aligning the CELPIP-G test onto the Canadian Language Benchmarks (CLB).
- Developed item review forms for quality control of newly developed CELPIP-G items prior to pilot testing or trialing.

JANUARY 2011 – SEPTEMBER 2012

Research Assistant, Carleton University

Supervisors: Dr. Janna Fox and Wendy Fraser

Responsibilities:

- Analyzed test items using the Rasch model to determine item quality and precision in measuring first year undergraduate students' ability to read academic English.
- Contributed to the preliminary data collection and analysis of a research project to set performance standards and equivalence between the Pearson test of English Academic (PTE Academic) and the Canadian Academic English Language Assessment (CAEL).
- Developed test forms of the CAEL Assessment and analyzed test items using classical test theory to improve the quality of the test.

LINES OF RESEARCH

1. Use of quantitative and mixed methods methodologies to gain deeper understanding of, and address issues in language testing and assessment, language corpora and L2 comprehension models (reading and listening).
2. Exploration of methodological issues in the field of psychometrics, with focus on: (a) Rasch measurement theory, (b) factor analysis, (c) polytomous measurement models, (d) differential item functioning and (e) validity theory.

MANUSCRIPTS IN PEER-REVIEWED JOURNALS

Arias, A., & Sireci, S. (2021). Validez y validación de pruebas educativas: Teoría y recomendaciones. *Revista Iberoamericana de Psicología*, 14(1), 11-22.

<https://doi.org/10.33881/2027-1786.rip.14102>

Baker, B., Homayounzadeh, M., & Arias, A. (2020). Development of a test taker-oriented rubric: Exploring its usefulness for test preparation and writing development. *Journal of Second Language Writing*, 50(100771). <https://doi.org/10.1016/j.islw.2020.100771>

MANUSCRIPTS UNDER REVIEW IN PEER-REVIEWED JOURNALS

Appel, R., & Arias, A. (under review). Automated Measures of Lexical Sophistication: Predicting Proficiency in an Integrated Academic Writing Task.

Arias, A., & Blais, J-G. (under review). Construct-related evidence of a French listening test used in the context of Quebec immigration.

MANUSCRIPTS UNDER PREPARATION

Arias, A., & Blais, J-G. (in preparation). Using Rasch measurement to examine the psychometric properties of a listening test used for immigration.

SPECIAL ISSUES

Schissel, J. L. & Arias, A. Eds. (accepted). Language assessment innovations in multilingual contexts. *Journal of Multilingual Theories and Practices*.

Arias, A., & Schissel, J. L. (under review). How are multilingual communities of practice being considered in language assessment: A language ecology approach. *Journal of Multilingual Theories and Practices*.

CHAPTERS IN EDITED BOOKS

Béland, S., Chénier, C., & Arias, A. (under review). Le modèle de Rasch à la sauce bayésienne.

PAPERS PRESENTED AT PEER-REVIEWED CONFERENCES

Arias, A., & Blais, J-G. (2020). Construct evidence of a second language listening test used for Canadian immigration. Presented at the Annual Meeting of the National Council for Measurement in Education (NCME), San Francisco, CA. [Online Virtual Conference].

Arias, A., & Chénier, C. (2019). Exploration de la dérive des paramètres d'items comme preuve de validité : une application du modèle de Rasch. Presented at the 41st colloquium of

- l'Association pour le développement des méthodologies d'évaluation en éducation (l'ADMEE – Canada). Sherbrooke, Québec.
- Arias, A., Loye, N., & Béland, S. (2019). Validation des instruments de mesure en éducation et en psychologie : comparaison de modèles conceptuels. Presented at the 1st colloquium of the Research Group in Pursuit of Validity in Drummondville, QC, Canada.
- Loye, N., Arias, A., & Béland, S. (2019). La validation par l'argumentation. De quoi est-il question? Presented at the 1st colloquium of the Research Group in Pursuit of Validity in Drummondville, QC, Canada.
- Arias, A., & Blais, J-G. (2018). Maximum Likelihood (ML), Bayesian (BAYES), and Weighted Least Squares Means and Variance Adjusted (WLSMV) estimation procedures: A comparison of estimation methods with binary data from a language proficiency test. Presented at the 11th International Test Commission (ITC) conference in Montreal, QC, Canada.
- Arias, A., Baker, B., & Chapelle, C. (2018). Creating a validity argument for an existing testing program for university admissions and professional certification. Presented at the 40th Language Testing Research Colloquium, University of Auckland, New Zealand.
- Arias, A., Baker, B & Hope, A. (2017). Skimming, scanning, search reading and reading comprehension: An exploration of constructs through exploratory and confirmatory factor analyses. Presented at the 39th Language Testing Research Colloquium, Universidad de Los Andes, Bogota, Colombia.
- Arias, A., Laurier, M. & Blais., J. G. (2017). La validation du volet de la compréhension orale du Test de connaissance du français à l'aide de l'analyse factorielle confirmatoire. Presented at the Canadian Association of Language Assessment (CALA). Ottawa, ON: Canada.
- Arias, A., Baker, B. & Hope, A. (2015). Revising test specifications for the listening component of a high-stakes English assessment: A conceptual and data-driven approach. Presented at the East Coast Organization of Language Testers. Washington, DC.
- Chénier, C. & Arias, A. (2015). Un seul score pour l'expression orale est-ce assez? Presented at the 37th colloquium of l'Association pour le développement des méthodologies d'évaluation en éducation (l'ADMEE – Canada). Gatineau, Québec.

POSTER PRESENTATIONS

- Arias, A., & Blais, J-G. (2021). Using Rasch measurement to examine the psychometric properties of a listening test used for immigration. To be presented at the Annual Meeting of the American Educational Research Association (AERA), Orlando, FL. [Online Virtual Conference].
- Homayounzadeh, M., Baker, B., & Arias, A. (2018). Mixed-methods development of a test-taker-oriented writing rating scale. Presented at the 40th Language Testing Research Colloquium, University of Auckland, New Zealand.
- Arias, A. (2017). Re-evaluating commonly held views of residual-based fit statistics in language assessment research: Rasch analysis of the CanTEST listening test. Presented at the 39th Language Testing Research Colloquium, Universidad de Los Andes, Bogota, Colombia.
- Arias, A., Stone, J. & Wu, A. (2013). Establishing cut scores through technological resources on the general version of the listening and reading tests of the 2014 Canadian English Proficiency Index Program (CELP-IP-G). Presented at the 35th Language Testing Research Colloquium, Seoul National University, Seoul, South Korea.
- Arias, A. (2011). The effect of second language (L2) learners' metacognitive strategies on listening comprehension in English. Presented at the 6th Annual Applied Language Studies Graduate Symposium, Carleton University, Ottawa, ON: Canada.
- Arias, A. (2010). Tying the bits and the pieces of the second language acquisition puzzle: A case study. Presented at the 5th Annual Applied Language Studies Graduate Symposium, Carleton University, Ottawa, ON: Canada.

INVITED PRESENTATIONS

- Arias, A. (2016). *Le français sur objectif universitaire*. Presented to the comité des études du département d'administration et fondements de l'éducation, Université de Montréal, QC, Canada.
- Arias, A. (2019). *Les enjeux de validation des instruments de mesure en évaluation des langues*. Presented at journée de réflexion sur l'évaluation des compétences langagières : Enjeux et perspectives.
- Schissel, J.L. & Arias, A. (2021). *Multilingualism and assessment: Expanding validity frameworks*. Diversity, Equity, Inclusion in ELT: International Perspectives and Local Resonances: TESOL ELevate Virtual Conference.

Arias, A., Schissel, J., & Tavaréz da Costa, P. (2021). *Our journey into university English language education research: Transnational and transdisciplinary collaborations*. Coalition for Diversity in Language and Culture. University of North Carolina Greensboro

AWARDS AND SCHOLARSHIPS

Scholarships	Date	Value
Fonds québécois de la recherche sur la société et la culture (FQRSC), Quebec, Canada	2013 – 2016	\$60,000.00 CAD
Bourse (scholarship) du groupe de recherche interuniversitaire sur l'évaluation et la mesure en éducation à l'aide des technologies de l'information et de la communication (GRIÉMÉtic), Montreal, Quebec	2012 – 2015	\$40,000.00 CAD
Bourse (scholarship) d'excellence de la doyenne, Université de Montréal, Montreal, Quebec	2012 – 2013	\$4,000 CAD
Awards		
Indira Gandhi Memorial Fellowship Award, Carleton University, Ottawa, Ontario	2011	\$10,000.00 CAD

PSYCHOMETRIC CONSULTATION SERVICES

Department of Education, Quebec	March 2016 – present
Psychometrician Rating scale development, Rasch modeling consultant Test validation framework	
Department of Public Safety, Quebec	April 2017 – 2021
Psychometrician Item Response Theory and Rasch modeling consultant	

TEACHING EXPERIENCE

September 2021 – December 2021: Assistant Professor

School of Linguistics and Language Studies / Carleton University

Course Name: ALDS 5001 – Directions in Applied Linguistics and Discourse Studies

- This course introduces MA students to the fields of applied linguistics and discourse studies and to ongoing research in the School. The course also introduces students to the scope and practice in the field through faculty guest lectures on their research interests. This is a required course where students can also identify potential faculty whom they would like to pursue a research essay or a thesis as options for the MA requirements.

September 2021 – December 2021: Assistant Professor

School of Linguistics and Language Studies / Carleton University

Course Name: ALDS 5501 – Language Testing and Assessment

- This course presents issues in large scale language testing and classroom assessment, including validity theory and current validation approaches to promote defensible testing. Other key areas include challenges in test development, language constructs, washback, and models of alternative assessment.

January 2016 – April 2016: Sessional Lecturer

September 2016 – December 2016: Sessional Lecturer

January 2018 – April 2018: Sessional Lecturer

January 2021 – April 2021: Sessional Lecturer (forthcoming)

School of Linguistics and Language Studies / Carleton University

Course Name: LING 4606 / ALDS 4606 (formerly LING 4009 / ALDS 4906) – Statistics for Language Research

- This course introduces students to quantitative research design, measurement, and statistical analyses in applied and theoretical linguistics, focusing on estimation, confidence intervals, effect sizes, and statistical power. In addition, concepts of probability theory, sample distributions, parametric tests (e.g., t-test), and non-parametric tests (e.g., the chi-square test) are core topics. More advanced statistical analyses such as the Analysis of Variance (i.e., ANOVA), Pearson correlation, linear and multiple regression as well as bootstrapping are also covered. Participants learn how to use SPSS (2016 – 2018), and Jamovi (2021 onwards) to conduct the afore-mentioned statistical analyses and format statistical results adhering to APA guidelines.

May 2012 – September 2012: English Instructor*National University of Mexico (UNAM) in Gatineau, Québec*

- Taught Adult ESL to Hispanic/LatinX students and developed materials to meet students' learning needs.
- Fostered students' communicative competence to achieve the language proficiency level required to be linguistically functional in the Canadian society.

September 2010 – December 2010: English Instructor*École de Langues Creusot in Gatineau, Québec*

- Taught Adult ESL to public servants in the Canadian federal government and developed materials to meet students' learning needs.
- Fostered students' communicative competence to achieve the language proficiency level required to be linguistically functional in different positions in the Canadian federal government.

February 2002 – August 2009: English and French Instructor*Instituto de Idiomas Rio San Juan, Dominican Republic.*

- Created a fun, safe and communicative learning environment that fosters respect, diversity, and empowerment.
- Worked closely with colleagues to promote a welcoming and culturally rich environment filled with extra-curricular and educational activities.
- Maintained well-organized and efficient training programs and designed various workshops on foreign language teaching and learning for in service teachers.
- Delivered training to language teachers seeking to improve their teaching practices.
- Identified new training needs and required enhancements to existing programs, geared towards continuity and improvement in the quality of teaching and materials being implemented.
- Developed and implemented fun learning activities in educational lessons for adult learners.
- Facilitated student learning through international and cultural awareness.
- Liaised with colleagues to maintain a productive team-oriented environment.
- Assessed student ability and knowledge levels according to the school's assessment and curricular criteria.

WORKSHOP TEACHING EXPERIENCE

Blais, J. G. & Arias, A. (2014). *Modèle de Rasch : Théorie et applications*. Pre-conference workshop delivered at the 36th colloquium of l'Association pour le développement des méthodologies d'évaluation en éducation (l'ADMEE – Canada). Montréal, Québec.

Arias, A. & Loye, N. (2018). *La validation dans une approche fondée sur l'argumentation : procédures pour valider les interprétations et les usages des scores aux instruments de*

mesure. Pre-conference workshop delivered at the 40th colloquium of l'Association pour le développement des méthodologies d'évaluation en éducation (l'ADMEE – Canada). Montréal, Québec.

SERVICE TO PROFESSIONAL COMMUNITY

Chair

Test Validity Research and Evaluation Special Interest Group American Educational Research Association (AERA)	2021 – 2022
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Program Chair

Test Validity Research and Evaluation Special Interest Group American Educational Research Association (AERA)	2019 – 2021
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Reviewer for academic journals

- *Language Testing*
- *System*
- *Canadian Journal of Education*
- *Papers in Language Testing and Assessment (PLTA)*
- *Mesure et évaluation en éducation*

PROFESSIONAL ORGANIZATION MEMBERSHIPS

American Educational Research Association (AERA)

Division D

SIG-Test Validity Research and Evaluation

National Council on Measurement in Education (NCME)

International Test Commission (ITC)

Canadian Association of Language Assessment (CALA)

Carrefour d'Innovation en Mesure et Évaluation (CIME)

Curriculum Vitae

Peggy (M. L.) Hartwick

October 2021

Education

PhD, Applied Linguistics and Discourse Studies, Carleton University (September 2018)
Exploring the Affordances of Online Learning Environments: 3DVLEs and ePortfolios in Second Language Learning and Teaching

Introduction to Educational Computing Course, Concordia University (Winter 2012)

Introduction to Distance Education Course, Athabasca University (Fall 2011)

MA in Linguistics and Applied Language Studies, Carleton University (August 2004)
Oral fluency: Defining, describing and assessing

Certificate in Teaching English as a Second Language – CTESL (June 2003)

BA in Linguistics and Applied Language Studies, Carleton University (June 2002)

Employment History

a) Academic employment

Academic Term 2014 – present
School of Linguistics and Language Studies
Carleton University

Lecturer
ALDS 1001 (Language Matters)
ALDS 2203 (Second Language Acquisition)
ALDS 4906 (Affordances of Digital Technologies)

September 2004 – present
School of Linguistics and Language Studies,
Carleton University, Ottawa

ESLA Instructor I, II, III
English Second Language
Academic 1300, 1500 & 1900

June 2010 – July 2011 & June 2012 to July 2013
School of Linguistics and Language Studies
Carleton University, Ottawa

Coordinator, ESLA
English Second Language
Academic (ESLA)

May 2004 – August 2004
School of Linguistics and Applied Language Studies

Teaching Assistant
ESLA/ALD

September 2003 – May 2004
School of Linguistics and Applied Language Studies
CTESL Methodology, Carleton University, Ottawa

Teaching Assistant
LALS 4205
Professor Ellen Cray

June 2003 – August 2003

LINC 2 (Language Instruction for New Comers to Canada)
Algonquin College, Ottawa

Teacher

Core Class

a) Other related employment

November 2019 – Present

English Language Assessment (ELA)
Field Test Exam Committee

Consultant to

Ministère de l'Éducation et de
l'Enseignement supérieur

September 2019 – 2020

Comité d'Experts sur le Modèle d'Épreuve/
Modernization of English Examination

Consultant

c/o Linda Drouin
Ministère de l'Éducation et de
l'Enseignement Supérieur

September 2018 – 2020

Krispii, online learning platform
re design and development of online
learning protocol

Consultant

Donna Sinclair, Co-founder & Advisor
Chief Executive Officer

September 2010 – March 2011

Citizen and Immigration Canada
Design, develop and pilot evaluation tools
for Portfolio-Based Language Assessment (PBLA) regarding
the Canadian Language Benchmarks (CLB)

Special Project

Dr. Janna Fox

April 2008 – September 2008

Public Works, Government Services Canada
Application Management & IT Operational Services

Special Project

AS 01 Competition
Susan McAleer

June 2005- December 2005

International Teaching Assistant Communication Test
(ITACT)
Language Assessment and Testing Research Unit (LATRU)

Test Developer

Dr. Janna Fox

February 2002 – April 2006

Canadian Academic English Language Assessment
Carleton University, Ottawa

CAEL Marker

Assessor (Writing)

Student Supervision

Fall 2021

Brooke Smith

Student as Partner ALDS 4901

Summer 2021

Celia Carracedo-Manzanera

Directed Study, ANTH 5900
Language and identity online

Rebecca Andre

Directed Study, ALDS 4901
Intersection of online learning and
disability studies

Professional Honours

- ✓ 2016 – 2017 Carleton University Students' Association (CUSA) Teaching Excellence Award
- ✓ 2015 – 2016 Carleton University Students' Association (CUSA) Teaching Excellence Award
- ✓ 2015 Brightspace Innovation Award in Teaching and Learning – Society for Teaching and Learning in Higher Education
- ✓ 2013 Excellence in Teaching with Technology - Carleton University

Publications

Kaplan-Rakowski, R., Papin, K., & **Hartwick, P.** (2021). *Unveiling Extended Reality in Second and Foreign Language Education* [manuscript in preparation]. Carleton University, Ottawa, Canada.

McCarroll, J., & **Hartwick, P.** (2021). *Facilitating cognitive presence online: Perception and design* [manuscript submitted for publication]. Carleton University, Ottawa, Canada.

Hartwick, P., & Fox, J. (Forthcoming). Social theories and transdisciplinarity: Reflections on the learning potential of three technologically mediated learning spaces. In J. Fox & N. Artemeva (Eds.), *Reconsidering context in language assessment: Transdisciplinary perspectives, social theories, and validity*. New York, NY: Routledge.

Davidson, A., **Hartwick, P.**, & McCarroll, J. (2019). Bridging Research to practice and practice to research: ePortfolio practitioners' perspectives. *The AAEBL ePortfolio Review*, 3(1). 12-16. <https://aaeblorg.files.wordpress.com/2019/06/aepr-v3n1.pdf>

Hartwick, P., Davidson, A., and McCarroll, J. (2019, February). *Reflecting on ePortfolio practice: A novel language learning environment and catalyst for change in EAP practice*. Conference Proceedings from WorldCALL 2018 – CALLing all the CALLers Worldwide, Concepcion, Chile. (Note: this article was submitted and accepted and was erroneously not included. Editors have been contacted and are rectifying).

Hartwick, P. (2019). Comparing classroom-based interaction studies in physical and virtual contexts. *OASIS Summary of Hartwick (2018) in ReCALL*. <https://oasis-database.org/concern/summaries/r207tp34z?locale=en>

Hartwick, P. L. (2018). Exploring the affordances of online learning environments: 3DVLEs and ePortfolios in second language learning and teaching (Doctoral dissertation). Retrieved from <https://curve.carleton.ca/263f2dc2-ba83-4895-9ae5-ba6059ad3112>

Nowlan, N., **Hartwick, P.**, Arya, A. (2018). Skill assessment in virtual learning environments. Paper accepted for presentation at CIVEMSA 2018 (2018 IEEE International Conference on Computational Intelligence and Virtual Environments for Measurements Systems and Applications, Ottawa, Canada).

Hartwick, P. (2018). Investigating research approaches: Classroom-based interaction studies in physical and virtual contexts. *ReCALL: The Journal of EUROCALL*, 30(2), 161. doi:10.1017/S0958344017000386

Hartwick, P., McCarroll, J., & Davidson, A. (2018). What is ePortfolio “done well”? A case of course-level analysis. In B. Eynon & L. Gambino (Eds.), *Catalyst in action: Case studies of high-impact ePortfolio practice* (pp. 184–196). Sterling, VA: Stylus.

Hartwick, P., & Savaskan Nowlan, N. (2018). Integrating virtual spaces: Connecting affordances of 3D Virtual learning environments to design for twenty first century learning. In, Y. Qian (Ed.) *Integrating multi-user virtual environments in modern classrooms* (111-136). Hershey, PA: Information Science Reference.

Gurbutt, R., Gurbutt, D., **Hartwick, P.**, & Nowlan, N. (April, 2013). Developing a clinical decision making 3D Simulation. INTED2013 proceedings (7th International Technology, Education and Development Conference, Valencia, Spain), pp. 4146 - 4155.

Arya, A., **Hartwick, P.**, Graham, S. & Nowlan, N. (2012). Collaborating through space and time in educational virtual environments: 3 case studies. *Journal of Interactive Technology and Pedagogy*, 2.

Hartwick, P., & Nowlan, N. (2012, March). *Learning as an avatar: Designing immersive learning spaces and facilitating 3D learning experiences*. Paper presented at INTED2012 (6th International Technology, Education and Development Conference, Valencia, Spain).

Fox, J. & **Hartwick, P.** (2011). Taking a diagnostic turn: Reinventing the portfolio in EAP classrooms. In D.Tsagari & I. Csepes (Eds.), *Classroom Based Language Assessment* (pp. 47 – 61). Frankfurt: Peter Lang.

Hartwick, P. (2004-05). Oral versus written grammar: Teacher perspectives and common practices. *Carleton papers in applied language studies*, 21 & 22, 153-165.

Editorial Responsibilities

Special Issue – Building Capacity for 21st Century Digital ELT Practices (2019). *TESL Canada Journal*, 36(3). <https://doi.org/10.18806/tesl.v36i3.1318> (Reviewer).

Qian, Y. (2018). *Integrating multi-user virtual environments in modern classrooms*. Hershey, PA: Information Science Reference (Reviewer).

Papers Presented

- i) June 2021 – CALICO (Computer-Assisted Language Instruction Consortium), Online, *Making Global Sense of all the Realities*
- ii) December 2019 – TESL Canada Conference, Toronto, Canada. *Targeting Student Needs by Shifting to a Blended Approach*
- iii) October 2018 – 5th WorldCALL, Concepción, Chili. *Reflective practice: Reflecting on ePortfolio practice – A novel language learning environment and catalyst for change in EAP practice*
- iv) October 2018 – 5th WorldCALL, Concepción, Chili. *Creating flexible spaces to promote language interaction and foster 21st century skills in 3DVLEs.*
- v) July 2018 – 2018 AAEEBL (Association for Authentic, Experiential, and Evidence-Based Learning) Annual Meeting, Vancouver, British Columbia. *Communicating Clearly: An Exploration of ePortfolio vs. Paper-based Portfolio Towards the Development of 21st Century Learning Skills.*
- vi) May 2018 – CALICO (Computer-Assisted Language Instruction Consortium), Urbana-Champaign, Illinois. *Supporting the 21st Century Language Learner Online: How ePortfolios and 3DVLEs May Facilitate Achievement of Communication, Critical Thinking and Collaboration.*
- vii) October 2017 – World Conference for Online Learning: ICDE, Toronto, Ontario. *Pockets of Innovation: Discovering the Evolution of an ePortfolio Pedagogical Practice Done Well.*
- viii) May 2017 – CALICO (Computer-Assisted Language Instruction Consortium), Flagstaff, Arizona. *Learning Affordances of Space: 3D Virtual Learning Environments (3DVLEs), ePortfolios, and Achievement Outcomes.*
- ix) March 2017- AAEEBL (Association for Authentic, Experiential, and Evidence-Based Learning), NYC, New York. *The Reflective Practitioner: Alternative Approaches to Professional Development.*
- x) June 2016: STLHE (The Society for Teaching and Learning in Higher Education), London, Ontario
 - a. *Diamonds are your best friend: Enabling students' voices and insights on learning spaces using a participatory design approach.*
 - b. *ePortfolio rubrics: A multidisciplinary, student-centered, faculty developed, open education resource (whew)!*
- xi) March 2016 - CNIE (Canadian Network for Innovation in Education) Virtual Conference. *Affordances of 3D Virtual Learning Environments as Unique teaching and Learning Spaces*

- xii) November 2015 - 8th SLanguages Annual Symposium – EduNation. *How does activity design impact the quality and focus of interactions in a 3-d virtual learning environment?*
- xiii) June 2015 – STLHE Society of Teaching and Learning in Higher Education, Vancouver, British Columbia
 - a. *Transforming the student learning experience: Using ePortfolios to engage students in an active research process*
 - b. *Designing and Teaching our first fully online undergraduate course as a team: Successes and Challenges*
- xiv) May 2015 – CALICO Computer-Assisted Language Instruction Consortium, Denver, Colorado
 - a. *Designing and Teaching our first fully online undergraduate course as a team: Successes and Challenges*
 - b. *Learning as an AVATAR: 3D virtual spaces used for ESL teacher-intern and EFL student interactions*
- xv) March 2015 – Language in Focus (LIF) Cappadocia, Turkey, *What’s going on? ” Learning academic English synchronously in 3D virtual environment.*
- xvi) February 2015, FantasTEch at www.reynolds.edu/fantastech
- xvii) June 2014 - STLHE Society of Teaching and Learning in Higher Education, Kingston, Ontario, *Learning English as a Second Language in a Blended Online and 3D environment*
- xviii) May 2014 - CALICO Computer Assisted Language Instruction Consortium, Athens, Ohio, *Learning as an AVATAR: 3D Virtual Spaces Used for ESL Teacher-Intern and EFL student interactions*
- xix) May 2013: CNIE Centre for New Initiatives in Education, Ottawa, Ontario
 - a. *Exploring ePedagogy: Teaching and learning to motivate students*
 - b. *Digital Tools in the Classroom: Letting students explore and understand their majors through etools*
 - c. *Learning as an avatar: Taking Carleton Virtual and the NEW 3D Immersive Language Centre for a spin!*
- xx) April 2012 – INTED International technology, education and development conference, Valencia, Spain, *Learning as an Avatar: Designing immersive learning spaces and facilitation 3D learning experiences.*
- xxi) April 2012 - 6th Annual Languages and Communication Symposium, Carleton University. Title: *Avatars: Active language learners.*
- xxii) May 2011 - Co-authored paper with Ali Arya, Shawn Graham, & Nuket Nowlan, *Virtual Environment as a Learning Space: Two Case Studies*, presented by N. Nowlan at IETC-2011, Istanbul, Turkey.
- xxiii) November 2006 - TESL Toronto, Ontario - *Designing an Oral Communication Skills Course for the International Teaching Assistants*

Other important forms of Scholarly Productivity

Certification

- i) November 2015 – TESL Trainer Certification in Theory and Methodology for Teachers of English as a Second Language Canada (TESL)

Carleton workshops and presentations

- i) April 2020 – Guest presenter for Carleton’s EDC “Welcome to my Online Classroom” workshop series
- ii) October 2019 – Guest presenter in Dr. Janna Fox’s ALDS 5501. *Language Testing and Assessment: ePortfolio & EAP*
- iii) March 2019 – Guest on teacher panel for Dr. Geoff Pinchbeck’s ALDS 4206, practicum for CTESL class.
- iv) November 2018 – Guest teacher informant in Dr. Eva Kartchava’s ALDS, Second Language Acquisition class.
- v) October 2018 – Guest presenter in Dr. Janna Fox’s ALDS 5202. *What should we teach and how should we teach it?*
- vi) November 2017 – Guest presenter in Dr. Janna Fox’s ALDS 4201. *Who are we assessing?*
- vii) August 2017 – New Faculty Orientation: Celebrating Teaching at Carleton.
- viii) May 2017 – High-Impact Practices at Carleton: Conversations with the Teaching and Learning Council (Pedagogy, Technology, and Learning Spaces subcommittee).
- ix) April 2015 – Teaching and Learning Community, Carleton University, Ottawa, Ontario, *Two sides of the coin: Using ePortfolios to learn and teach languages*
- x) January 2014 - Carleton’s Board of Governors Retreat: Invited guest, *Technology and Social Media in Teaching*
- xi) November 2013 - Invited Lightning Talk speaker at Carleton University’s GIS Day 2013, Discovering the world through GIS
- xii) November 2013 - Guest presenter in Dr. Janna Fox’s ALDS 5202 Curriculum Class - Topic 3DVLE’s
- xiii) January 2013 - EDC’s Teaching With Technology Seminars, *Digital Technology in the classroom.*
- xiv) September 2012 - Teaching Round Table at Carleton’s Educational Development Center, *Experience Learning as an Avatar inside Carleton’s Virtual Campus.*
- xv) April 2010 - 5th annual SLaLS Graduate Student Symposium (SALAD), poster based on the theme “Language in Action: The Power of Applied Linguistics and Discourse Studies”.
- xvi) February 2010 - Professional development workshop by Center for Canadian Language Benchmarks for CLB 5 – 10
- xvii) May 2009 - Volunteer for ACLA at Congress 2009 (Congress of the Humanities and Social Sciences)
- xviii) April 2009 - 3rd Annual Languages and Communication Symposium, Carleton University, *Experimenting with online teaching and Learning*

News pieces

- xix) August 2017 – Grad research: 3D Virtual learning environments on social networks <https://newsroom.carleton.ca/?p=43445>

Special Projects

- xx) January 2012 – present - Administration and Liaison of Carleton’s 3D Virtual Campus

Tests Devised

- xxi) June – December 2005: International Teaching Assistant Test (ITACT) ~ Computer administered, diagnostic test developed to determine areas where International Teaching Assistants (ITAs) would most benefit from oral language and communication support

Research Grants

- i) Teaching and Development Grant, \$1500, ALDS 1001 online redesign, December 2018
- ii) Carleton University Blended Learning Initiative grant, \$5000, August 2018
- iii) Educational Conference Travel Grant, Teaching and Learning Services Carleton University
- iv) FASS Conference Travel Support – 2019, 2018, 2017, 2015, 2014, 2013
- v) Secured base-budget funding with FASS for license for 3D Virtual Carleton (From 2015)
- vi) Secured \$75,000 in Online Course development funding from Ontario Ministry of Training, Colleges and Universities (2014)

Consultancies and Contract Work

Body: Ministère de l'Éducation et de l'Enseignement supérieur, c/o Eugene Graziani
Project: Consultant for the development of an online Secondary V, English Language Arts Exam.
Dates: November 2019 – Present

Body: Ministère de l'Éducation et de l'Enseignement supérieur, c/o Linda Drouin
Project: Consultant to 'Comité d'Experts sur le Modèle d'Épreuve' (Modernization of English Examination, Committee of Experts)
Dates: September 2019 – Present

Body: Donna Sinclair, krispii online learning platform
Project: Consultant for the design and implementation of an online assessment protocol.
Dates: September 2018 – Present

Body: Wendy Fraser, PhD student, Carleton University
Project: Committee Advisor
Dates: October 2018 – Present

Body: Paul Wolff, PhD candidate, University of Pennsylvania
Project: Research Participant and consultant for 3D design and practice for his dissertation titled "Making places, making learners: Place-based approaches to designing learning environment in the age of the infobahn"
Dates: September 2014 – April 2015

Body: 3D Virtual Crafting (Nuket Nowlan) and Carleton University, Ottawa, Canada
Project: Design, develop and pilot a blended introductory English as a Second language course (ELSA 1300) for SLaLS at Carleton University.
Dates: July 2013 – December 2013

Body: 3D Virtual Crafting (Nuket Nowlan), Ottawa, Canada
Project: Design, develop and pilot a 3D immersive, non-credit English as a Second language course for SLaLS at Carleton university.

Dates: March 2012 – present

Body: Citizen and Immigration Canada and Dr. Janna Fox

Project: Design, develop and pilot evaluation tools for Portfolio-Based Language Assessment (PBLA) regarding the Canadian Language Benchmarks (CLB)

Dates: September 2010 – March 2011

Body: Educational Development Centre, Carleton University, Ottawa

Project: Developed an International Teaching Assistant Telephone Interview Assessment and Support Process (in collaboration with Margaret Cusson)

Dates: March 2010 – September 2010

Body: Queen’s University, Faculty of Education, Kingston, Ontario

Project: Worked in collaboration with PhD candidate Christine Doe for her PhD thesis research in language assessment and assessment for learning practices and curriculum development

Dates: September 2009 – May 2010

Body: Educational Development Center (EDC) and Language Assessment and Testing Research Unit (LATRU) at Carleton University, Ottawa

Project: Developed an Oral Communication Test for ITAs

Dates: June - December 2005

Academic Responsibilities

Fall 2021	ALDS 1001, Language Matters ALDS 2203, Second Language Acquisition
Winter 2021	ALDS 4906, Affordances of Digital Technologies ESLA 1900, English for Second Language Academic
Fall 2020	ESLA 1500, English for Second Language Academic
Winter 2020	ESLA 1900*2 English as a Second Language Academic
Fall 2019	ALDS 1001 Language Matters
Fall 2019	ESLA 1500 English as a Second Language Academic
Academic Year 2018/2019	Sabbatical Leave
Winter 2018	ESLA 1900*2 English as a Second Language Academic
Fall 2017	ALDS 1001 Language Matters
Fall 2017	ESLA 1500 English as a Second Language Academic
Winter 2017	ESLA 1900*2 English as a Second Language Academic
Fall 2016	ALDS 1001 Language Matters
Fall 2016	ESLA 1900 English as a Second Language Academic

Winter 2016	ESLA 1900*2 English as a Second Language Academic
Fall 2015	ESLA 1900*2 English as a Second Language Academic
Winter 2015	ESLA 1900 English as a Second Language Academic
Winter 2015	ESLA 1300 English as a Second Language Academic
Fall 2014	ALDS 1001 Language Matters
Fall 2014	ESLA 1900*2 English as a Second Language Academic
Summer 2014	ALDS 1001 Introduction to ALDS
Winter 2014	ESLA 1900 English as a Second Language Academic
Fall 2013	ESLA 1300 English as a Second Language Academic
Fall 2013	ESLA 1500 English as a Second Language Academic
Winter 2013	ESLA 1300 English as a Second Language Academic
Fall 2012	ESLA 1500*2 English as a Second Language Academic
Fall 2004 – Fall 2012	ESLA 1300, 1500, & 1900 English as a Second Language Academic

Current Administrative Responsibilities at Carleton

- i) Faculty of Arts and Social Sciences (FASS) executive committee member
- ii) Carleton University Teaching Awards Committee (CUTAC), active member
- iii) ESLA Curriculum Committee, School of Linguistics and Language Studies, active member

Eva Kartchava

Curriculum Vitae

Updated: October 2021

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Email: eva.kartchava@carleton.ca

Departmental website: <http://carleton.ca/slals/people/kartchava-eva/>

ORCID ID: orcid.org/0000-0003-2196-1292

EDUCATION

- 2012 **Ph.D.** in Applied Linguistics. University of Montreal, Department of Educational Sciences – Didactics
- 2006 **M.A.** in Applied Linguistics. Concordia University, Department of Education, TESL Centre
- 2002 **Certificate, Teaching English as a Second Language (TESL).** Concordia University, Department of Education, TESL Centre
- 1999 **B.A.** in Linguistics (minor: Business Administration). Concordia University, Department of Classics, Modern Languages and Linguistics

EMPLOYMENT

I. Academic appointments

- July 2018- **Associate Professor**, Carleton University, School of Linguistics and Language Studies
- 2013-2018 **Assistant Professor**, Carleton University, School of Linguistics and Language Studies (Tenured July 2017)
- 2013 **Lecturer**, McGill University, Department of Integrated Studies in Education
- 2011-2012 **Faculty Lecturer and Assistant Program Coordinator**, McGill University, Department of Language and Intercultural Communication, School of Continuing Studies
- 2008 **Lecturer**, University of Sherbrooke, Department of Letters and Communication

2007-2011 **Lecturer**, Concordia University, Department of Education, TESL Centre

2006-2009 **Lecturer**, University of Montreal, Department of Educational Sciences – Didactics

II. Language teaching appointments

2013 **Instructor of English for Academic Purposes** (credit courses), Concordia University, Department of Education, TESL Centre

2012 **Instructor of English for Specific Purposes** (Business English, credit courses), Hautes Études Commerciales (HÉC), Department of Letters and Communication, Canada

2010-2012 **Instructor of English as a Second Language** (credit courses), McGill University, Department of Language and Intercultural Communication, School of Continuing Studies

2010-2011 **Instructor of English as a Second Language** (credit and non-credit courses), Université du Québec à Montréal (UQAM), École de langues

2009-2011 **Instructor of English as a Second Language** (credit courses)/**English for Specific Purposes** (Computers and ESL), Collège Ahuntsic, Department of English

2008-2009 **Instructor of English as a Second Language** (non-credit conversation courses), University of Sherbrooke (Longueuil campus)

2004 **Instructor of English as a Foreign Language** (non-credit intensive course), University of the Netherlands Antilles, Department of Communication, Curaçao

2001-2007 **Instructor of English as a Second Language**, Intensive program (25 hrs/week), POINT3 Language Centre, Montreal, Canada

2001-2002 **Instructor of English for Specific Purposes** (Business English), Communication Globale, Montreal, Canada

III. Administrative experience

2005-2006 **Operations manager**, POINT3 Language Centre, Montreal, Canada

2002-2007 **Director of English Studies**, POINT3 Language Centre, Montreal, Canada

1996-2001 **Office, inventory and logistics manager**, Wizmet International, Montreal, Canada

AWARDS AND HONOURS

- 2020 Faculty of Arts and Social Sciences Teaching Development Award, Carleton University – *Winner* (\$4,000 CDN)
- 2017 Raving Raven for teaching excellence, Teaching and Learning Services, Carleton University – *Winner*
- 2017 Service Excellence Award, Carleton University – *Nominee*
- 2016 Faculty of Arts and Social Sciences Teaching Award, Carleton University – *Winner* (\$2,500 CDN)
- 2015 Excellence in Teaching with Technology Award, Carleton University – *Winner* (\$750 CDN)
- 2015 New Faculty Excellence in Teaching Award, Carleton University – *Winner* (\$500 CDN)
- 2015 Capital Educators' Award - *Nominee*
- 1991 Student Exchange Program Award, American Field Service (AFS) Intercultural Programs – *Winner*

PUBLICATIONS

I. Books

- Kartchava, E. & Nassaji, H. (under contract). *Corrective Feedback Research in Applied Linguistics: A Practical Guide*. Routledge. [Second Language Acquisition Research Series, Susan M. Gass & Alison Mackey, Series Editors]
- Kartchava, E. (2019). *Noticing Oral Corrective Feedback in the Second-Language Classroom: Background and Evidence*. 216 pages. Lanham, MD, USA: Lexington Books. [ISBN: 1498536778, 9781498536776]

II. Edited Volumes (refereed)

- Nassaji, H. & Kartchava, E. (Eds.) (under contract). *Language assessment and language pedagogy*. Bloomsbury.
- Kartchava, E. & Rodgers, M. (Eds.) (2021, May). Insight, Instruction, and Outcomes: Reflections from the TBLT 2019 conference. *Special Issue of the Canadian Journal of Applied Linguistics*, 24(2). PKP Publishing Services Network.

Nassaji, H. & Kartchava, E. (Eds.) (2021). *The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching*. Cambridge: Cambridge University Press.

Valeo, A. & Kartchava, E. (Eds.) (2020, December). Corrective feedback in language teaching and learning: Connecting research and practice. *Special Issue of TESL Canada Journal*, 37(2). PKP Publishing Services Network.

Nassaji, H. & Kartchava, E. (Eds.) (2019, September). Technology-mediated corrective feedback and instruction. *Special Issue of ITL – International Journal of Applied Linguistics*, 170(2). Amsterdam: John Benjamins.

Nassaji, H. & Kartchava, E. (Eds.) (2017). *Corrective Feedback in Second Language Teaching and Learning: Research, Theory, Applications, Implications*. New York, NY: Routledge. [ESL and Applied Linguistics Professional Series, Eli Hinkel, Series Editor; ISBN: 9781138657298]

III. Journal Articles (refereed)

Ady, F., Kartchava, E., & Rodgers, M. (in press). Exploring underlying elements of the Motivational Self-System among learners in two instructional contexts. *ITL - International Journal of Applied Linguistics*.

Kartchava, E., Bu, Y., Heidt, J., Mohamed, A., & Seal, J. (in press). Towards a better understanding of the complex nature of written corrective feedback and its effects: A duoethnographical exploration of perceptions, choices, and outcomes. *Journal of Response to Writing*.

McLellan, G., Kartchava, E., Rodgers, M. (2021). Technology-mediated workplace language training: Developing and assessing a module for a blended curriculum for newcomers. *Canadian Journal of Applied Linguistics*, 24(2), 177-202.

Kartchava, E. & Mohamed, A. (2020). Investigating EAP teachers' use and perceptions of gesture in general and corrective feedback episodes. *TESL Canada Journal*, 37(2), 51-77. <https://doi.org/10.18806/tesl.v37i2.1341>

Kartchava, E., Gatbonton, E., Ammar, A., Trofimovich, P. (2020). Corrective feedback: Novice ESL teachers' beliefs and practices. *Language Teaching Research*, 24(2), 220-249. DOI: 10.1177/1362168818787546

Kartchava, E. & Nassaji, H. (2019). The role of task repetition and learner self-assessment in technology-mediated task performance. *ITL - International Journal of Applied Linguistics*, 170(2), 180-204. <http://doi.org/10.1075/itl.19013.kar>

Kartchava, E. (2016). Learner beliefs about corrective feedback in the language classroom: Perspectives from two international contexts. *TESL Canada Journal*, 33(2), 19-45. DOI: 10.18806/tesl.v33i2.1235

- Kartchava, E. & Chung, S. (2015). Pre-service and in-service ESL teachers' beliefs about the use of digital technology in the classroom. *Studies in English Language Teaching*, 3(4), 355-383. DOI: 10.22158/selt.v3n4p355
- Kartchava, E. & Ammar, A. (2014a). The noticeability and effectiveness of corrective feedback in relation to target type. *Language Teaching Research*, 18(4), 428-452. DOI: 10.1177/1362168813519373
- Kartchava, E. & Ammar, A. (2014b). Learners' beliefs as mediators of what is noticed and learned in the language classroom. *TESOL Quarterly*, 48(1), 86-109. DOI: 10.1002/tesq.101
- Kartchava, E. (2013). The place of corrective feedback within the major SLA theories. *US-China Foreign Language*, 11(2), 136-151. DOI: 10.17265/1539-8080/2013.02.007
- Kartchava, E. & Ammar, A. (2013). Noticing and learning: Relationship patterns. *Studies in English Language Teaching*, 1(1), 8-25. DOI: 10.22158/selt.v1n1p8

IV. Chapters in Edited Volumes (refereed)

- Kartchava, E. (2021). The role of training in feedback provision and effectiveness. In H. Nassaji & E. Kartchava (Eds.), *The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching* (pp. 598-619). Cambridge, UK: Cambridge University Press.
- Kartchava, E. & Nassaji, H. (2021). Corrective feedback in mobile-mediated contexts. In H. Nassaji & E. Kartchava (Eds.), *The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching* (pp. 520-538). Cambridge, UK: Cambridge University Press.
- Nassaji, H. & Kartchava, E. (2021). Introduction: Corrective feedback in second language teaching and learning. In H. Nassaji & E. Kartchava (Eds.), *The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching* (pp. 1-20). Cambridge, UK: Cambridge University Press.
- Nassaji, H. & Kartchava, E. (2020). Corrective feedback and the good language teachers. In C. Griffiths & Z. Tajeddin (Eds.), *Lessons from Good Language Teachers* (pp. 151-163). Cambridge, UK: Cambridge University Press.
- Kartchava, E. & Nassaji, H. (2019). Noticeability of corrective feedback in three dimensional virtual environments and face-to-face classroom contexts. In R. Leow (Ed.), *The Routledge Handbook of Second Language Research in Classroom Learning* (pp. 409-422). New York, NY: Routledge.
- Nassaji, H. & Kartchava, E. (2019). Content-based language instruction. In J. W. Schwieter & A. Benati (Eds.), *The Cambridge Handbook of Language Learning* (pp. 597-620). Cambridge, UK: Cambridge University Press.

Nassaji, H., & Kartchava, E. (2017a). The role of corrective feedback: Theoretical and pedagogical perspectives. In H. Nassaji & E. Kartchava (Eds.), *Corrective Feedback in Second Language Teaching and Learning: Research, Theory, Applications, Implications* (pp. ix-xv). New York, NY: Routledge.

Nassaji, H., & Kartchava, E. (2017b). Conclusion, reflections, and final remarks. In H. Nassaji & E. Kartchava (Eds.), *Corrective Feedback in Second Language Teaching and Learning: Research, Theory, Applications, Implications* (pp. 174-182). New York, NY: Routledge.

V. Conference Proceedings (refereed)

Kartchava, E. & Meier, S. (2017). Learners' beliefs about corrective feedback before and after training in feedback provision to peers. *Refereed Proceedings of the 5th Annual Meeting on Language Teaching* (pp. 28-47). Coop UQAM (Université du Québec à Montréal): Montreal, Qc, Canada. ISBN: 9782766012572. <https://www.coopuqam.com/522143-Livres-numeriques-Autre-Autre-produit.html>

Kartchava, E. & Gatbonton, E. (2014). ACCESS-TBLT and adult ESL learners' noticing of corrective feedback. In H. M. McGarrell & D. Wood (Eds.), *CONTACT- Refereed Proceedings of TESL Ontario Research Symposium, 40(2)*, 32-50. Available at: <http://www.teslontario.net/publication/research-symposium>

VI. Encyclopedia Entries

Kartchava, E. (2018). Planned versus incidental focus on form. In J. I. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching, Grammar Teaching Volume* (pp. 1-6). Wiley-Blackwell. DOI: 10.1002/9781118784235.eelt0091

VII. Book Reviews

Kartchava, E. (2021). Review of "Professional development in applied linguistics: A guide to success for graduate students and early career faculty" by L. Plonsky (Ed.). Amsterdam: John Benjamins, 2020. *International Journal of Applied Linguistics*. DOI: 10.1111/ijal.12349

Kartchava, E. (2021). Review of "Interaction, feedback and task research in second language learning: Methods and design" by A. Mackey, Cambridge University Press, 2020. *International Journal of Applied Linguistics*. DOI: 10.1111/ijal.12348

Kartchava, E. (2020). Review of "Researching L2 task performance and pedagogy: In honour of Peter Skehan" by Z. Wen & M. J. Ahmadian (Eds.), Amsterdam/Philadelphia: John Benjamins, 2019. *Canadian Journal of Applied Linguistics, 23(1)*, i-iv. DOI: 10.1075/tblt.13

Kartchava, E., McMonagle, M., & Romancio, J. (2014). Review "Mapping Applied Linguistics: A Guide for Students and Practitioners" by C. J. Hall, P. H. Smith, & R. Wicaksono,

Oxon, UK: Routledge, 2011. *McGill Journal of Education*, 49(2), 513-515. DOI: 10.7202/1029433ar

VIII. Non-refereed journals and miscellaneous scholarly publications

Kartchava, E. & Rodgers, M. (2021). Special issue on Task-based Language Teaching (TBLT) editorial. *Canadian Journal of Applied Linguistics*, 24(2), i-ix.

Kartchava, E. & Rodgers, M. (2021). Editorial. *Canadian Journal of Applied Linguistics*, 24(1), i-v.

Valeo, A. & Kartchava, E. (2020). Special issue on corrective feedback in L2 teaching and learning. *TESL Canada Journal*, 37(2), vi-xvii. [guest editorial].
<https://doi.org/10.18806/tesl.v37i2.1342>

Kartchava, E. & Rodgers, M. (2020). Editorial. *Canadian Journal of Applied Linguistics*, 23(1).

Kartchava, E. (2020). Pre-service English as a second language teachers need training on corrective feedback to reconcile their beliefs and practices. *OASIS Summary* of Kartchava, E., Gatbonton, E., Ammar, A., & Trofimovich, P. (2020) in Language Teaching Research. <https://oasis-database.org/>

Nassaji, H. & Kartchava, E. (Eds.) (2019). Technology-mediated feedback and instruction. *ITL – International Journal of Applied Linguistics*, 170(2), 151-153. [guest editorial]
<https://doi.org/10.1075/itl.00018.nas>

Kartchava, E. (2019). Teaching without borders at Carleton. In P. Lyons (Ed.), *Courage, curiosity, teapots and snakes: Stories of teaching at Carleton University* (p. 54). Ottawa, ON: Teaching and Learning Services, Carleton University.

Kartchava, E. (2014). Le pouvoir de la rétroaction corrective à l'oral. *Québec français*, 171, 91-92.

IX. Blog entries

Kartchava, E. & Wood, D. (2016, January 25). A career in teaching English: Here to discover at Carleton. *F.A.S.S. blog*, accessible at <http://carleton.ca/fass/2016/fass-blog-a-career-in-teaching-english-here-to-discover-at-carleton-by-eva-kartchava-and-david-wood/>

EDITORIAL RESPONSIBILITIES

I. Guest Journal Editing (refereed)

Valeo, A. & Kartchava, E. (Eds.) (2020, December). Corrective feedback in language teaching and learning: Connecting research and practice. Special Issue of *TESL Canada Journal*. PKP Publishing Services Network.

Nassaji, H. & Kartchava, E. (Eds.) (2019, September). Technology-mediated corrective feedback and instruction. Special Issue of *ITL - International Journal of Applied Linguistics*, 170(2). Amsterdam: John Benjamins.

II. Journal Editing

Editor-in-Chief (with Michael Rodgers) of the *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée* (September 2019 – June 2023)

- Kartchava, E. & Rodgers, M. (2021). Special issue on TBLT editorial. *Canadian Journal of Applied Linguistics*, 24(2).
- Kartchava, E. & Rodgers, M. (2021). Editorial. *Canadian Journal of Applied Linguistics*, 24(1).
- Kartchava, E. & Rodgers, M. (2020) *Canadian Journal of Applied Linguistics*, 23(1).

PRESENTATIONS

I. Keynotes and Plenaries

Kartchava, E., Abdelgafar, S., HajHamid, L. & Ulrich-Verslycken, K. (2021, May). *The teacher variable in corrective feedback: Exploring the “how” and “why” through education and reflection*. Plenary delivered at the Spring 2021 Professional Development event of TESL Ottawa, held online. Invited by Carol Essenburg and Susanne Bowen, TESL Ottawa PD co-chairs.

Kartchava, E. (2019, August). Introduced Dr. Andrea Révész, a plenary speaker at the Eighth International on Task Based Language Teaching. Theme: “TBLT: Insights, Instruction, Outcomes.” Carleton University, Ottawa, Canada.

Myles, D. & Kartchava, E. (2018, November). *EAP speaking: Task repetition, self-assessment, and feedback*. Plenary address delivered at the Fall 2018 Professional Development event of TESL Ottawa, Algonquin College, Ottawa, Canada. Invited by Carol Essenburg, TESL Ottawa PD Chair.

Kartchava, E. (2017, March). *Researching corrective feedback in language learning and teaching*. Keynote address delivered at the Annual School of Linguistics and Language Studies Graduate Student Symposium. Theme: “Beyond Boundaries: Navigating Interdisciplinary Perspectives in Applied Linguistics and Discourse Studies (ALDS)”. Carleton University, Ottawa, Canada.

Kartchava, E. (2014, June). *What should every CEGEP ESL teacher know about corrective feedback?* Keynote address delivered at the annual Rascals colloquium as part of the experts’ panel. Invited by Nicholas Walker. Event co-sponsored by Collège Ahuntsic and RASCALS, Montreal, Canada.

Kartchava, E. (2014, May). *Second Language Acquisition and Corrective Feedback*. Plenary address delivered at the TESL Ottawa Annual General Meeting. Invited by Ibtisaam Abboud (TESL Ottawa PD Chair). Event sponsored by TESL Ottawa, Ottawa, Canada.

Kartchava, E. (2013, November). Opening address delivered at the 9th Annual School of Linguistics and Language Studies Graduate Student Symposium. Theme: “Language: Connected, Broadening Perspectives.” Carleton University, Ottawa, Canada.

II. Paper Presentations (refereed)

Kartchava, E. (2022, August). *Podcasting as a task for research and learning*. Paper to be presented at the *Teacher education and TBLT* invited symposium, convened by Eva Kartchava, at the 9th International Conference on Task-Based Language Teaching, International Association for Task-Based Language Teaching (IATBLT), Innsbruck University, Austria.

McLellan, G., Kartchava, E. & Rodgers, M. (2022, June). *Teachers’ views on language learner motivation and its sources in two contexts – A comparison of ideals?* Paper to be presented at the biannual conference of the International Association for Psychology of Language Learning (IAPLL), Cape Breton University, Sydney, Nova Scotia, Canada. Conference postponed from 2020 due to the COVID-19 world pandemic.

Kartchava, E. & Nassaji, H. (2022, March). *In-service teachers’ views on second language research and pedagogy*. Paper to be presented at the annual Teachers of English to Speakers of Other Languages, Inc. (TESOL) Convention, held online.

Kartchava, E. & Lundy, M. (2021, November). *Exploring writing task repetition through learner reflection (and output)*. Paper to be presented at the annual TESOL Ontario conference, held online.

Kartchava, E., Abdelgafar, S., HajHamid, L. & Ulrich-Verslycken, K. (2021, November). *Exploring corrective feedback through teacher education*. Paper to be presented at the annual TESOL Ontario conference, held online.

Kartchava, E. & Nassaji, H. (2021, August). *Task repetition and learner self-assessment in technology-mediated task performance*. Paper presented at the *Technology-mediated corrective feedback and instruction in language learning* refereed symposium, convened by Eva Kartchava and Hossein Nassaji at AILA 2021 Congress (World Congress of Applied Linguistics), Groningen, the Netherlands.

Kartchava, E. & Nassaji, H. (2021, March). *Settling for more: In-service teachers’ views on second language research and pedagogy*. Paper presented at the annual conference of American Association of Applied Linguistics (AAAL), held online.

Kartchava, E. & Nassaji, H. (2020, November). *Second language research and pedagogy: Strange bedfellows?* Paper presented at the annual TESOL Ontario conference, held online.

Kartchava, E. & Nassaji, H. (2020, June). *Settling for more: In-service teachers’ views on second language research and pedagogy*. Paper accepted for presentation at the annual conference of Canadian Association of Applied Linguistics (CAAL), Western University, London, Ontario, Canada. Conference cancelled due to the COVID-19 world pandemic.

- Ady, F., Kartchava, E. & Rodgers, M. (2020, June). *The motivational self-system in the Canadian workplace language training context*. Paper accepted for presentation at the annual conference of Canadian Association of Applied Linguistics (CAAL), Western University, London, Ontario, Canada. Conference cancelled due to the COVID-19 world pandemic.
- Lapierre, N., Kartchava, E. & Rodgers, M. (2020, June). *Strategies in forming the speech act of refusals by native and non-native English speakers in customer service positions*. Paper accepted for presentation at the annual conference of Canadian Association of Applied Linguistics (CAAL), Western University, London, Ontario, Canada. Conference cancelled due to the COVID-19 world pandemic.
- McLellan, G., Kartchava, E. & Rodgers, M. (2020, June). *Motivation in workplace and general ESL programs: A comparison of teacher beliefs on language learner motivation and its sources in two contexts*. Paper accepted for presentation at the annual conference of Canadian Association of Applied Linguistics (CAAL), Western University, London, Ontario, Canada. Conference cancelled due to the COVID-19 world pandemic.
- Llama, R., Kartchava, E., & Urey, M. R. (2019, October). *La retroalimentación correctiva en la clase de ELE: ¿Qué opinan los alumnos suecos? (Corrective feedback in the Spanish as a Foreign Language [SFL] classroom: What do Swedish students think?)* Paper presented at V Jornadas de ELE en Riga conference, Latvian Academy of Culture, Riga, Latvia. <https://jornadaseleriga.wordpress.com/>
- Ady, F., Kartchava, E. & Rodgers, M. (2019, September). *Exploring underlying elements of the motivational self-system among learners in two instructional contexts*. Paper presented at the annual EducLang conference, University of Ottawa, Ottawa, Ontario, Canada.
- McLellan, G., Kartchava, E. & Rodgers, M. (2019, September). *Technology-mediated workplace training: Developing and assessing a module for a blended curriculum for newcomers*. Paper presented at the annual EducLang conference, University of Ottawa, Ottawa, Ontario, Canada.
- Mohamed, A. & Kartchava, E. (2019, September). *Investigation of EAP teachers' use and perceptions of gestures in corrective feedback episodes*. Paper presented at the annual EducLang conference, University of Ottawa, Ottawa, Ontario, Canada.
- Kartchava, E. & Nassaji, H. (2019, August). *Task repetition and learner reflection on task performance and outcomes in an L2 classroom*. Paper presented at the 8th International Conference on Task-Based Language Teaching (TBLT 2019), Carleton University, Ottawa, Ontario, Canada.
- Lysiak, Y., Kartchava, E. & Wood, D. (2019, August). *The role of TR in the development of FL and fluency*. Paper presented at the 8th International Conference on Task-Based Language Teaching (TBLT 2019), Carleton University, Ottawa, Ontario, Canada.
- McLellan, G., Kartchava, E. & Rodgers, M. (2019, August). *Technology-mediated workplace training: Developing and assessing a module for a blended curriculum for newcomers*. Paper presented at the 8th International Conference on Task-Based Language Teaching (TBLT 2019), Carleton University, Ottawa, Ontario, Canada.

- Kartchava, E. & Nassaji, H. (2019, June). *The role of task repetition and learner reflection in task performance and outcomes*. Paper presented at the annual conference of Canadian Association of Applied Linguistics (CAAL), University of British Columbia, Vancouver, B.C., Canada.
- Nassaji, H. & Kartchava, E. (2019, June). *Reformulations versus prompts in advanced-level language classrooms*. Paper presented at the annual conference of Canadian Association of Applied Linguistics (CAAL), University of British Columbia, Vancouver, B.C., Canada.
- McLellan, G, Kartchava, E., & Rodgers, M. (2019, June). *Language Learning Technology Outside the Classroom: Developing a Supportive Module on a Technology-Based Platform to Provide Occupation-Specific Language Training for Newcomers*. Paper presented at the annual conference of Canadian Association of Applied Linguistics (CAAL), University of British Columbia, Vancouver, B.C., Canada.
- Lysiak, Y. & Kartchava, E. (2019, June). *Task repetition in the development of formulaic language and speech fluency in the EAP classroom*. Paper presented at the annual conference of Canadian Association of Applied Linguistics (CAAL), University of British Columbia, Vancouver, B.C., Canada.
- Nassaji, H. & Kartchava, E. (2019, March). *Corrective feedback in advanced-level language classrooms: The case of experienced language teachers*. Paper presented at the annual conference of American Association of Applied Linguistics (AAAL), Atlanta, Georgia, U.S.A.
- Kartchava, E. & Nassaji, H. (2019, March). *The efficacy of one-way task repetition and learner reflection in an L2 classroom*. Paper presented at the annual conference of American Association of Applied Linguistics (AAAL), Atlanta, Georgia, U.S.A.
- Kartchava, E., Bu, Y., El-Youssef, H., Heidt, J., Mohamed, A., Seal, J., Swaie, M., & Qureshi, Z. (2018, October). *Towards a better understanding of the complex nature of corrective feedback and its effect on L2 acquisition: An exploration of perceptions, choices, and outcomes*. Paper presented at the Second Language Research Forum (SLRF), Université du Québec à Montréal (UQAM), Montreal, Québec, Canada.
- Nassaji, H. & Kartchava, E. (2018, October). *Oral corrective feedback: Current research*. Paper presented at the *Current Issues in Corrective Feedback in Second Language Acquisition: Theory, Research, and Implications* colloquium, convened by Hossein Nassaji and Eva Kartchava at the Second Language Research Forum (SLRF), Université du Québec à Montréal (UQAM), Montreal, Québec, Canada. Other presenters: Shaofeng Li, Shawn Loewen, Kimi Nakatsukasa, Paul Quinn, and Masatoshi Sato.
- Kartchava, E. (2018, May). *The role of task repetition and learner reflection in planned one-way tasks in an English for Academic Purposes classroom*. Paper presented at the annual conference of Canadian Association of Applied Linguistics (CAAL), University of Regina, Regina, Saskatchewan, Canada.

- Heidt, J., Kartchava, E., & Rodgers, M. (2018, May). *The activity of providing and interpreting written corrective feedback in a government-funded program*. Paper presented at the annual conference of Canadian Association of Applied Linguistics (CAAL), University of Regina, Regina, Saskatchewan, Canada.
- Doucette, K. & Kartchava, E. (2018, May). *Investigating translanguaging in the teaching of literacy in an English as a Second Language classroom*. Paper presented at the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) 2018 Conference, Official Languages and Bilingualism Institute, University of Ottawa, Ottawa, Ontario, Canada.
- Kartchava, E. & Nassaji, H. (2018, March). *The impact of task repetition and learner reflection on task performance and outcomes in an English for Academic Purposes classroom*. Paper presented at the annual conference of American Association of Applied Linguistics (AAAL), Chicago, Illinois, U.S.A.
- Kartchava, E. & Nassaji, H. (2018, February). *Evaluating the impact of learner self-assessment and teacher feedback on task performance in an English for Academic Purposes classroom*. Paper presented at the annual conference of Canadian Association of Language Assessment (CALA), Montreal, Quebec, Canada.
- Heidt, J., Kartchava, E., & Rodgers, M. (2017, November). *Classroom-based online versus offline corrective feedback*. Paper presented at the annual TESOL Ontario conference, Toronto, Ontario, Canada.
- Kartchava, E. (2017, June). *The W-Five of oral corrective feedback: Implications for the second language classroom*. Paper presented at the symposium organized by CALA (Canadian Association of Language Assessment) on *To correct or not to correct? That is NOT the question*, convened by Maria-Lourdes Lira-Gonzalez, TESL Canada conference, Niagara Falls, Ontario, Canada. Other presenters: Khaled Barkaoui, Antonella Valeo.
- Doucette, K. & Kartchava, E. (2017, May). *Investigating the role of a language coach in the second language classroom*. Paper presented at the annual conference of Canadian Association of Applied Linguistics (CAAL), Ryerson University, Toronto, Ontario, Canada.
- Kartchava, E. & Nassaji, H. (2017, April). *The impact of task on the noticeability of corrective feedback in a three dimensional virtual environment versus a traditional classroom setting: The relationship between task and context*. Paper presented at the 7th International Conference on Task-Based Language Teaching, University of Barcelona, Barcelona, Spain.
- Kartchava, E. & Nassaji, H. (2017, March). *Use and noticeability of corrective feedback in three-dimensional world and face-to-face environments*. Paper presented at the annual conference of American Association of Applied Linguistics (AAAL), Portland, Oregon, U.S.A.

Kartchava, E. & Nassaji, H. (2016, September). *Noticeability of corrective feedback in a three dimensional virtual environment: Does context matter?* Paper presented at the Second Language Research Forum (SLRF), Teachers College, Columbia University, New York, NY, U.S.A.

Davidson, A., Hartwick, P., Hugues, B., Kartchava, E., Sabra, S. & Thibodeau, R. (2016, June). *ePortfolio rubrics: A multidisciplinary, student-centered, faculty developed, open education resource (whew!)* Paper presented at the Society for Teaching and Learning in Higher Education (STLHE) 2016 conference, London, Ontario, Canada.

Severenuk, P. D. & Kartchava, E. (2016, May). *What makes you think that? Examining the role of learning materials and resources on teacher cognition.* Paper presented at the annual conference of Canadian Association of Applied Linguistics (CAAL), Calgary, Alberta, Canada.

Kartchava, E. (2016, May). Does instructional setting affect the noticeability of corrective feedback? Paper presented at the annual conference of Canadian Association of Applied Linguistics (CAAL), Calgary, Alberta, Canada.

Kartchava, E. & Meier, S. (2016, April). Learners' beliefs about corrective feedback before and after training in feedback provision to peers. Paper presented at the MeLT (Meeting on Language Teaching) Conference, Université du Québec à Montréal (UQAM), Montreal, Québec, Canada.

Kartchava, E. & Meier, S. (2015, October). *Training learners to provide corrective feedback to peers.* Paper presented at the TESL Canada Conference, Lake Louise, Alberta, Canada.

Kartchava, E., Hartwick, P., Sheyholislami, J., Kozlova, I., Polovina-Vukovic, D., & Davies, K. (2015, June). *Designing and teaching our first fully online undergraduate course as a team: Successes and challenges.* Paper presented at the Society for Teaching and Learning in Higher Education (STLHE) 2015 conference, Vancouver, BC, Canada.

Kartchava, E. (2015, March). *Training to notice corrective feedback in the language classroom.* Paper presented at the annual Teachers of English to Speakers of Other Languages, Inc. (TESOL) Convention, Toronto, Ontario, Canada.

Kartchava, E. (2015, March). *Importance and expectation of corrective feedback across learning contexts.* Paper presented at the annual Second Language Acquisition and Teaching (SLAT) Roundtable, University of Arizona, Tucson, AZ, U.S.A.

Kartchava, E., Walker, N., & Shantz, M. (2014, August). *The impact of in-class training in corrective feedback on L2 learning.* Paper presented at the 17th AILA World Congress, Brisbane, Australia.

Hugues, B., Cech, M., Davies, K., Dawson, J. W., Kartchava, E., Kazmierski, V., Mugford, R., Polovina-Vukovic, D., Salinas-Pacheco, J., Sabra, S., & Uras, D. (2014, June). *ePedagogy and Our Faculty Learning Community: Designing Innovative and Effective Online*

- Modules for University Courses*. Paper presented at the Society for Teaching and Learning in Higher Education (STLHE) 2014 conference, Kingston, Ontario, Canada.
- Kartchava, E. (2014, May). *Is expectation of corrective feedback in the language classroom universal?* Paper presented at the annual conference of Canadian Association of Applied Linguistics (CAAL), St. Catharines, Ontario, Canada.
- Chung, S. & Kartchava, E. (2014, May). *Pre-service and in-service ESL teachers' beliefs about the use of digital technology in the classroom*. Paper presented at the annual conference of Canadian Association of Applied Linguistics (CAAL), St. Catharines, Ontario, Canada.
- Kartchava, E. (2014, March). *Is training in corrective feedback necessary: Insights from the second language classroom?* Paper presented at the annual conference of American Association of Applied Linguistics (AAAL), Portland, Oregon, U.S.A.
- Kartchava, E. (2013, November). *Learner beliefs about corrective feedback: An international perspective*. Paper presented at the annual Société pour la Promotion de l'Enseignement de l'Anglais au Québec (SPEAQ) Convention, Montreal, Québec, Canada.
- Kartchava, E. & Gatbonton, E. (2013, October). *The impact of task on adult ESL learners' noticing of corrective feedback in a classroom*. Paper presented at the Task-Based Language Teaching Research Symposium as part of TESL Ontario annual conference, Toronto, Ontario, Canada.
- Kartchava, E. & Ammar, A. (2012, July). *Noticing in language learning*. Paper presented at the 11th International Conference of the Association for Language Awareness (ALA), Montreal, Québec, Canada.
- Kartchava, E. & Ammar, A. (2012, June). *Do beliefs mediate noticing of corrective feedback in an ESL classroom?* Paper presented at the Society for Teaching and Learning in Higher Education (STLHE) 2012 conference, Montreal, Québec, Canada.
- Kartchava, E. & Ammar, A. (2012, March). *Relationship patterns of noticing and learning*. Paper presented at the annual conference of American Association of Applied Linguistics (AAAL), Boston, Massachusetts, U.S.A.
- Kartchava, E. & Ammar, A. (2011, June). *Do individual differences mediate adult ESL learners' ability to notice corrective feedback?* Paper presented at the 8th International Symposium on Bilingualism (ISB8), Oslo, Norway.
- Kartchava, E. & Ammar, A. (2011, June). *Noticing of corrective feedback among college ESL learners*. Paper presented at the annual RASCALS colloquium, Magog, Québec, Canada.
- Kartchava, E. & Ammar, A. (2011, March). *The impact of adult ESL learners' cognitive differences on their noticing of corrective feedback in a second language classroom*. Paper presented at the annual conference of American Association of Applied Linguistics (AAAL), Chicago, Illinois, U.S.A.

- Kartchava, E. & Ammar, A. (2010, November). *Effects of beliefs on learner noticing of oral corrective feedback*. Paper presented at the annual Société pour la promotion de l'enseignement de l'anglais au Québec (SPEAQ) Convention, Québec City, Québec, Canada.
- Ammar, A., Sato, M., & Kartchava, E. (2010, March). *How should noticing be measured? Evidence from classroom research on corrective feedback*. Paper presented at the annual conference of American Association of Applied Linguistics, Atlanta, Georgia, U.S.A.
- Kartchava, E., Gatbonton, E., Trofimovich, P., & Ammar, A. (2007, March). *Novice teachers' perspective on corrective feedback*. Paper presented at the annual Teachers of English to Speakers of Other Languages, Inc. (TESOL) Convention, Seattle, Washington, U.S.A.
- Kartchava, E., Trofimovich, P., Gatbonton, E., & Ammar, A. (2005, November). *To correct or not to correct?* Paper presented at the annual Société pour la promotion de l'enseignement de l'anglais au Québec (SPEAQ) Convention, Montréal, Québec, Canada.
- Kartchava, E., Gatbonton, E., & Trofimovich, P. (2005, May). *Corrective feedback: Novice ESL teachers' beliefs and practices*. Paper presented at the annual conference of the Canadian Association of Applied Linguistics (CAAL), London, Ontario, Canada.

III. Poster Presentations (refereed)

- Ady, F., Kartchava, E. & Rodgers, M. (2019, October). *Exploring underlying elements of the motivational self-system among learners in two instructional contexts*. Poster presented at the Second Language Research Forum (SLRF), Michigan State University, East Lansing, Michigan, U.S.A.
- Dominguez Ochoa, A., Lapiere, N., Kartchava, E. & Rodgers, M. (2019, October). *A multi-step analysis process for curriculum design for a workplace language training project*. Poster presented at the Second Language Research Forum (SLRF), Michigan State University, East Lansing, Michigan, U.S.A.
- Ady, F., Kartchava, E. & Rodgers, M. (2019, August). *Exploring underlying elements of the motivational self system among learners in a workplace language training program*. Poster presented at 8th International Conference on Task-Based Language Teaching, Carleton University, Ottawa, Canada.
- Chung, S. & Kartchava, E. (2014, October). *How do ESL teachers perceive digital technology?* Poster presented at the TESL Ontario annual conference, Toronto, Ontario, Canada.
- Kartchava, E. (2013, November). *Learner beliefs about corrective feedback and learning contexts*. Poster presented at the Second Language Research Forum (SLRF), Provo, Utah, U.S.A.
- Kartchava, E. & Gatbonton, E. (2005, November). *Corrective feedback: Novice ESL teachers' beliefs and practices*. Poster presented at the biennial research fair of the Centre for the

Study of Learning and Performance (CSLP), Concordia University, Montréal, Québec, Canada.

IV. Invited Talks/Workshops

Kartchava, E. (2019, June). *Corrective feedback: The what, why, and how*. Paper presented at the First International Forum on Language Education, Carleton University, Ottawa, Canada. Event organized by the Confucius Institute and the School of Linguistics and Language Studies, Carleton University, Ottawa, Canada.

Myles, D. & Kartchava, E. (2019, January). *Task repetition, self-assessment, and feedback*. Paper presented at a meeting of the Second Language Research Group, Carleton University, Ottawa, Canada.

Kartchava, E. (2018, October). *Oral corrective feedback: Best teaching practices and future research directions*. Presentation as part of the “Chat with the Experts” series destined for Mexican teachers of English as a Foreign Language and language acquisition specialists, National Autonomous University of Mexico (Gatineau campus), Gatineau, Québec, Canada. Invited by Vanessa Reyes.
<https://www.facebook.com/UNAM.Ca/videos/273694680018453/>

Kartchava, E. (2018, June). *Corrective feedback: Some questions and answers*. Master class delivered to Russian teachers of English as a Foreign Language, St. Petersburg, Russia. Invited by Elena Vertugina, St. Petersburg State University. Event sponsored by Alive English (aliveng.ru).

Kartchava, E. (2018, June). *Oral corrective feedback in second/additional language teaching and learning*. Workshop delivered to Mexican teachers of English as a Foreign Language, National Autonomous University of Mexico (Gatineau campus), Gatineau, Québec, Canada. Invited by Vanessa Reyes. Event sponsored by UNAM-Canada.

Kartchava, E. (2018, March). *Noticing corrective feedback in the second language classroom: Evidence and classroom applications*. Invited talk delivered for the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL), hosted by the Official Languages and Bilingualism Institute (OLBI), University of Ottawa. Invited by Dr. Alysse Weinberg, University of Ottawa, Ottawa, Canada.

Kartchava, E. (2017, March). *The W-6 of written corrective feedback*. Invited talk delivered to the Department of Interdisciplinary Cultural Studies, Graduate School of Arts and Sciences, The University of Tokyo, Tokyo, Japan. Invited by Dr. John O’Dea, Managing Director, ALESS and ALESA Programs, Center for Global Communication Strategies. Event sponsored by the University of Tokyo.

Kartchava, E. (2017, March). *The W-5 of oral corrective feedback*. Invited talk delivered to the Department of Interdisciplinary Cultural Studies, Graduate School of Arts and Sciences, The University of Tokyo, Tokyo, Japan. Invited by Dr. John O’Dea, Managing Director, ALESS and ALESA Programs, Center for Global Communication Strategies. Event

sponsored by the University of Tokyo.

Gatbonton, E. & Kartchava, E. (2017, March). *How to engage learners in sustained genuine communication during one-on-one and small group language tutorials*. Invited talk delivered to the Department of Interdisciplinary Cultural Studies, Graduate School of Arts and Sciences, The University of Tokyo, Tokyo, Japan. Invited by Dr. John O’Dea, Managing Director, ALESS and ALESA Programs, Center for Global Communication Strategies. Event sponsored by the University of Tokyo.

Kartchava, E. (2017, February). *Corrective feedback and SLA*. Invited talk delivered to Second/Foreign Language Skills graduate course taught by Dr. Nikolay Slavkov, University of Ottawa, Ottawa, Canada.

Kartchava, E. (2016, March). *Form-focused instruction and SLA*. Invited talk delivered to Second/Foreign Language Skills graduate course taught by Dr. Nikolay Slavkov, University of Ottawa, Ottawa, Canada.

Kartchava, E. & Hartwick, P. (2015, July). *Oral and written feedback in digital environments*. Workshop delivered to Mexican English as a Foreign Language teachers, National Autonomous University of Mexico (Gatineau campus), Gatineau, Québec, Canada. Invited by Vanessa Reyes. Event sponsored by UNAM-Canada.

Kartchava, E. (2015, February). *Corrective feedback in second language classrooms: What every teacher needs to know*. Invited talk delivered at the TESL Ottawa’s Winter Professional Development Conference. Invited by Ibtisaam Abboud (TESL Ottawa PD Chair). Sponsored by TESL Ottawa, Ottawa, Canada.

Kartchava, E. (2014, June). *The role of corrective feedback in second/foreign language learning*. Workshop delivered to Mexican English as a Foreign Language teachers, National Autonomous University of Mexico (Gatineau campus), Gatineau, Québec, Canada. Invited by Vanessa Reyes. Event sponsored by UNAM-Canada.

Kartchava, E. (2014, June). *Corrective feedback workshop*. Invited talk delivered at the annual Rascals colloquium, Montreal, Québec, Canada. Invited by Nicolas Walker. Event co-sponsored by Collège Ahuntsic and RASCALS, Montreal, Canada.

Kartchava, E. (2014, February). *The power of corrective feedback*. Invited talk delivered at the English Intensive Program Professional Development Day, University of Ottawa, Ottawa, Canada. Invited by Evan Lavoie. Event sponsored by Second Language Intensive Programs Official Languages and Bilingualism Institute (OLBI).

Kartchava, E. (2012, October). *Noticeability of corrective feedback in instructed SLA*. Invited talk delivered to Second Language Learning (EDSL 623) course taught by Dr. Mela Sarkar, McGill University, Montreal, Canada.

Kartchava, E. (2012, October). *Does noticing of corrective feedback matter: Insights from an ESL classroom*. Invited talk delivered at the general meeting of ESL teachers, Collège Ahuntsic, Montreal, Canada.

Kartchava, E. & Ammar, A. (2010, December). *L'impact des croyances des étudiants adultes d'anglais langue seconde quant à la rétroaction corrective sur la prise en compte*. Invited talk at a training seminar held for the Faculté de l'éducation permanente (Continuing Education Faculty) of Université de Montréal, Montreal, Canada.

Kartchava, E. (2009, November). *Corrective feedback in oral discourse: The story so far*. Invited talk delivered to General Methodology (TESL 326) course taught by Dr. Elizabeth Gatbonton, Concordia University, Montreal, Canada.

Kartchava, E., Gatbonton, E., Trofimovich, P., & Ammar, A. (2008, November). *Feedback to learner errors in L2 classrooms*. Invited talk delivered to General Methodology (TESL 326) course taught by Dr. Elizabeth Gatbonton, Concordia University, Montreal, Canada.

Kartchava, E., Gatbonton, E., Trofimovich, P., & Ammar, A. (2006, March). *What is corrective feedback and why is it important for ESL?* Invited talk delivered to General Methodology (TESL 326) course taught by Dr. Elizabeth Gatbonton, Concordia University, Montreal, Canada.

Kartchava, E., Gatbonton, E., Trofimovich, P., & Ammar, A. (2005, November). *Corrective Feedback: To correct or not to correct?* Invited talk delivered to General Methodology (TESL 326) course taught by Dr. Elizabeth Gatbonton, Concordia University, Montreal, Canada.

Kartchava, E., Gatbonton, E., & Trofimovich, P. (2005, September). *Corrective Feedback: Novice ESL teachers' beliefs and practices*. Invited talk delivered to Research Methods (APLI 660) course taught by Dr. James Whiting, Concordia University, Montreal, Canada.

V. Conference/Colloquium/Symposium Organization

Teacher education and TBLT. Invited colloquium convener, 9th International Conference on Task-Based Language Teaching, International Association for Task-Based Language Teaching (IATBLT), Innsbruck University, Austria, August 29-31, 2022. Symposium convener: E. Kartchava. Invited featured speakers: Dr. Martin East (University of Auckland); Dr. YouJin Kim (Georgia State University); Meredith Hall D'Arienzo (Georgia State University); Dr. Laura Gurzynski-Weiss (Indiana University).

Technology-mediated corrective feedback and instruction in language learning. Refereed symposium at AILA 2021 Congress (World Congress of Applied Linguistics), Groningen, the Netherlands, August 2021. Symposium conveners: E. Kartchava and H. Nassaji.

The role of assessment in second language instruction. Conference Professional Development Chair and Organizer, TESL Ottawa Spring PD Event, Ottawa, Canada, May 9, 2020.

Keynote speaker: Dr. Beverly Baker (University of Ottawa); other invited speakers: Sharon Deng (OCISO); Ben Buckwold (ESL Library).

Vocabulary development and language teaching. Conference Professional Development Chair and Organizer, TESL Ottawa Winter PD Event, Ottawa, Canada, February 8, 2020. Keynote speakers: Dr. Michael Rodgers (Carleton University) and Dr. Geoffrey Pinchbeck (Carleton University); other invited speakers: Alisa Zavialova (Carleton University); Tatiana Orel (Algonquin College).

Linguistic risk-taking and language learning. Conference Professional Development Chair and Organizer, TESL Ottawa Fall PD Event, Ottawa, Canada, November 16, 2019. Keynote speaker: Dr. Nikolay Slavkov (University of Ottawa); other invited speakers: Farhad Roodi (University of Ottawa); Jennifer Stolpmann (OCDSB), Madeline Palko (OCDSB).

TBLT: Insight, Instruction, Outcomes. Conference Chair and Organizer, 8th International Conference on Task-Based Language Teaching, International Association for Task-Based Language Teaching (IATBLT), Carleton University, Ottawa, Canada, August 19-21, 2019.

Current Issues in Corrective Feedback in Second Language Acquisition: Theory, Research, and Implications. Refereed colloquium at 2018 SLRF (Second Language Research Forum), Université du Québec à Montréal (UQAM), Montreal, Québec, Canada, October 26-28, 2018. Colloquium conveners: H. Nassaji and E. Kartchava. Presenters: Eva Kartchava, Shaofeng Li, Shawn Loewen, Kimi Nakatsukasa, Hossein Nassaji, Paul Quinn, Masatoshi Sato.

It takes a community to make a teacher: How a Faculty-Community Partnership Engenders Quality Language Instructors. Colloquium was accepted for inclusion in the CU75 Carleton Connects: Community-Academic Expo program, October 2017. Conveners: E. Kartchava, D. Wood, and M. Rodgers. The event and session were postponed by the University indefinitely.

VI. Campus/Departmental Talks

Kartchava, E. & McLellan, G. (2021, February). Report on the use of the Faculty of Arts and Social Sciences (FASS) 2020 COVID-19 Research Assistantship Fund, Carleton University. Project: "The relationship between second language research and pedagogical practice: A replication"

Kartchava, E. (2018, January). Speaker. *Oral corrective feedback in learning and teaching English – a session for facilitators of spoken English language workshops.* Invited by Lakin Dagg, Student Academic Support Officer, Centre for Student Academic Support, Carleton University, Ottawa, Canada.

Kartchava, E. (2017, November). Speaker. *Teaching English abroad – session for English majors.* Invited by Dr. Susan Birkwood, Department of English Language and Literature, Carleton University, Ottawa, Canada.

- Kartchava, E. (2017, August). Panelist. *cuPortfolio: Sharing of experiences*. Invited by Allie Davidson, Educational Technology Development Coordinator, EDC, Carleton University, Ottawa, Canada.
- Kartchava, E. (2016, November). Speaker. *Corrective feedback: A force to contend with in SLA*. Lecture as part of the *Carleton Applied and Theoretical Linguistics Society's (CATL) Speaker Series*. Invited by Jeanne Pugin, a CATL Executive, Carleton University, Ottawa, Canada.
- Kartchava, E. (2016, October). Speaker. *Carleton Applied and Theoretical Linguistics Society's (CATL) Graduate School Application Seminar*. Invited by Dr. Lev Blumenfeld, Carleton University, Ottawa, Canada.
- Kartchava, E. (2015, November). Speaker. *Carleton Applied and Theoretical Linguistics Society's (CATL) Graduate School Application Seminar*. Invited by Dr. Lev Blumenfeld, Carleton University, Ottawa, Canada.
- Kartchava, E. (2015, October). Panelist. *Carleton's 2015-16 Ontario Shared Online Course Fund proposal process*. Invited by Andrew Barrett, Assistant Director, EDC, Carleton University, Ottawa, Canada (with P. Hartwick, I. Kozlova, and J. Sheyholislami).
- Kartchava, E. (2015, August). Panelist. *Developing web courses: Speaking from experience*. Invited by Nestor Querido, CUOL Supervisor, Carleton University, Ottawa, Canada (with P. Hartwick, I. Kozlova, and J. Sheyholislami).
- Kartchava, E. (2015, August). Speaker. *Teaching at Carleton Showcase* at New Faculty Orientation. Invited by Patrick Lyons, Director of Teaching and Learning, Carleton University, Ottawa, Canada.
- Kartchava, E., Hartwick, P., & Lepine, J. (2015, April). *Two sides of the coin: Using ePortfolios to learn and teach languages*. Invited talk to the "Teaching and Learning in Community" teaching event organized by Educational Development Centre, Carleton University, Ottawa, Canada (with Kelly Doucette and Joanne Poole, CTEFL students).
- Kartchava, E. (2015, February). *Treatment of error in second language learning*. Invited talk to Faculty of Arts and Social Sciences (FASS) as part of the "FASSinating Research/ers" Lecture Series. Invited by Pauline Rankin, Associate Dean – Research and Graduate Affairs, FASS, Carleton University, Ottawa, Canada.
- Kartchava, E. (2014, November). Speaker. *Carleton Applied and Theoretical Linguistics Society's (CATL) Graduate School Application Seminar*. Invited by Mary Aksim, CATL President, Carleton University, Ottawa, Canada.

VII. Guest talks in ALDS courses at Carleton University

- 2021 (October). *Instructed second language acquisition and corrective feedback*. Invited talk to Directions in Applied Linguistics and Discourse Studies (ALDS 5001) course taught by Dr. Angel Arias.
- 2020 (October). *Instructed second language acquisition and corrective feedback*. Invited talk to Directions in Applied Linguistics and Discourse Studies (ALDS 5001) course taught by Dr. Jaffer Sheyholislami.
- 2019 (September). *Learning and teaching additional languages*. Invited talk to Language Matters (ALDS 1001) course taught by Tina Beynen, PhD Candidate, Applied Linguistics and Discourse Studies.
- 2019 (May). *Design thinking in second/additional language education*. Invited talk to Master Designer Canada: Are you ready to design solutions? (EMCP 240) mini-enrichment course taught by Juwaeriah Siddiqui, PhD Student (ALDS).
- 2019 (March). *Factor analysis: How to?* Invited talk to Inquiry Strategies in Applied Linguistics and Discourse Studies (ALDS 5002) course taught by Dr. Guillaume Gentil.
- 2019 (March). *CTESL: Beyond the BA*. Invited talk to Special Topics, Beyond the BA (ALDS 3903) course taught by Dr. Beth MacLeod.
- 2019 (March). *Learning and teaching additional languages*. Invited talk to Language Matters (ALDS 1001) course taught by Christopher Smith, PhD Candidate, Applied Linguistics and Discourse Studies.
- 2018 (November). *Learning and teaching additional languages*. Invited talk to Language Matters (ALDS 1001) course taught by Dr. Christopher Cox.
- 2018 (October). *Investigating corrective feedback and L2 learning*. Invited talk to Directions in Applied Linguistics and Discourse Studies (ALDS 5001) course taught by Dr. Kristin Snoddon.
- 2018 (March). *Using factor analysis in SLA research*. Invited talk to Inquiry Strategies in Applied Linguistics and Discourse Studies (ALDS 5002) course taught by Dr. Jaffer Sheyholislami.
- 2017 (November). *Learning and teaching additional languages*. Invited talk to Language Matters (ALDS 1001) course taught by Dr. Christopher Cox.
- 2017 (May). *Additional language education and CTESL*. Invited talk to Language Matters (ALDS 1001) course taught by Dr. Christopher Cox.
- 2017 (March). *Additional language education*. Invited talk to Language Matters (ALDS 1001) course taught by Dr. Kristin Snoddon.

- 2017 (March). *Factor analysis: Theory and application*. Invited talk to Inquiry Strategies in Applied Linguistics and Discourse Studies (ALDS 5002) course taught by Dr. Guillaume Gentil.
- 2016 (November). *Corrective feedback and instructed SLA*. Invited talk to Directions in Applied Linguistics and Discourse Studies (ALDS 5001) course taught by Dr. Jaffer Sheyholislami.
- 2016 (October). *Teacher education and CTEFL*. Invited talk to Language Matters (ALDS 1001) course taught by Dr. Natasha Artemeva.
- 2016 (March). *Questionnaire design and analyses*. Invited talk to Inquiry Strategies in Applied Linguistics and Discourse Studies (ALDS 5002) course taught by Dr. Guillaume Gentil.
- 2015 (November). *Accuracy concerns in the second language classroom*. Invited talk to TESL Methodology (ALDS 4205/5205) course taught by Dr. David Wood.
- 2015 (November). *Research on corrective feedback in the classroom*. Invited talk to Directions in Applied Linguistics and Discourse Studies (ALDS 5001) course taught by Dr. Jaffer Sheyholislami.
- 2015 (March). *Designing and analyzing questionnaires*. Invited talk to Inquiry Strategies in Applied Linguistics and Discourse Studies (ALDS 5002) course taught by Dr. Guillaume Gentil.
- 2015 (March). *Additional language education*. Invited talk to Language Matters (ALDS 1001) course taught by Dr. Kristin Snoddon.
- 2014 (November). *Accuracy in the second language classroom*. Invited talk to TESL Methodology (ALDS 4205/5205) course taught by Dr. David Wood.
- 2014 (October). *Corrective feedback in the classroom*. Invited talk to Directions in Applied Linguistics and Discourse Studies (ALDS 5001) course taught by Dr. Ellen Cray.
- 2014 (May). *Learning additional languages*. Invited talk to Introduction to Applied Linguistics and Discourse Studies (ALDS 1001) course taught by Peggy Hartwick.
- 2014 (March). *The what and how of factor analysis*. Invited talk to Inquiry Strategies in Applied Linguistics and Discourse Studies (ALDS 5002) course taught by Dr. Guillaume Gentil.
- 2014 (March). *Additional language learning*. Invited talk to Introduction to Applied Linguistics and Discourse Studies (ALDS 1001) course taught by Dr. Jaffer Sheyholislami.
- 2013 (October). *Instructed SLA and corrective feedback*. Invited talk to Directions in Applied Linguistics and Discourse Studies (ALDS 5001) course taught by Dr. Richard Darville.

GRANTS AND FELLOWSHIPS

I. Grants received

Research

- 2020 Faculty of Arts and Social Sciences 2020 COVID-19 Research Assistantship Fund, Carleton University, Principal Investigator (\$2,000 CDN)
Project: “The relationship between second language research and pedagogical practice: A replication”
- 2018-2021 Immigration, Refugees and Citizenship Canada (IRCC), Ottawa Community Immigrant Services Organization (OCISO), with Dr. Michael Rodgers (\$70,000 CDN + 15% overhead)
Project: RAISE Workplace Language Training Model
- 2018-2019 Ontario Ministry of Citizenship and Immigration Research Award, Ottawa Community Immigrant Services Organization (OCISO), with Dr. Michael Rodgers (\$8,000 CDN + 15% overhead)
Project: RAISE Workplace Language Training Model
- 2014-2017 Faculty of Arts and Social Sciences Junior Faculty Research Award, Principal Investigator, Carleton University (\$7,500 CDN)
Project: “The impact of the instructional context on the noticeability and effectiveness of corrective feedback”
- 2014-2016 Faculty of Arts and Social Sciences Research Award, Carleton University (\$5,000 CDN) for the 4A rating (Recommended – not supported for Lack of Funds) received on Social Science and Humanities Research Council of Canada (SSHRC) 2013 Insight Grant Application
- 2013-2016 *Language Learning* Research Grant (\$9,835 USD), Principal Investigator
Project: “The impact of in-class training in corrective feedback on L2 learning”
- 2010-2011 End-of-doctoral studies grant (*Bourse de fin d'études doctorales*), Faculté des études supérieures et postdoctorales, Université de Montréal (\$9,600 CDN)

Conference support

- 2019 Social Sciences and Humanities Research Council of Canada (SSHRC) Exchange – Knowledge Mobilization grant (\$7,000 CDN) administered by the Office of the Vice-President (Research and International), Carleton University, in support of the TBLT 2019 conference (August 19-21, 2019); Principal applicant.

Course development

- 2020-2021 Faculty of Arts and Social Sciences Teaching Development Award, Carleton University (\$4,000 CDN), for the development of the *Special Topics: Corrective Feedback in Second Language Teaching and Learning* course (ALDS 5905)
- 2014 Ontario Ministry of Training, Colleges and Universities (\$75,000 CDN) for the development of online *Language Matters: Introduction to Applied Linguistics and Discourse Studies* (ALDS 1001) course, with P. Hartwick, I. Kozlova, and J. Sheyholislami (Carleton University)

Journal support

- 2019-2023 Social Sciences and Humanities Research Council of Canada (SSHRC) Aid to Scholarly Journals (ASJ) funding grant (\$66,000 CDN, \$17,600 per annum, September 2019-February 2023)

Student programs

- 2021 Students as Partners Program, Teaching and Learning Services, Carleton University; Supervisee: Anna Fullerton, 4th year BA in LING/ALDS (\$1,950 CDN +4% vacation pay; June 1-August 16, 2021)

Travel

- 2013-2019 Faculty of Arts and Social Sciences, Carleton University (\$8,600 CDN)
- 2005 Student Travel Grant, Department of Education, Concordia University
- 2005 Student Travel Grant, Social Science and Humanities Research Council of Canada

II. Grants sought

- 2017 Employment for Newcomers: Improve employment and labour market outcomes for newcomers, United Way Ottawa (with OCISO, Karyn Steer, *PI*) – 3 years
- 2017 Insight Development Grant, Social Science and Humanities Research Council of Canada
- 2016 Insight Grant, Social Science and Humanities Research Council of Canada (with Ahlem Ammar, University of Montreal)
- 2016 Spencer Foundation Small research grant
- 2016 Ontario Human Capital and Innovation Fund (OHCIF) Research grant
- 2015 Insight Grant, Social Science and Humanities Research Council of Canada (with Ahlem Ammar, University of Montreal)

- 2015 Google Research Grant
(with Richard Dansereau and Anthony Whitehead, Carleton University)
- 2014 Insight Grant, Social Science and Humanities Research Council of Canada
- 2013 Insight Grant, Social Science and Humanities Research Council of Canada

SERVICE TO THE PROFESSION

Professional Association Offices

Executive Board Member (appointed), International Association for Task-Based Language Teaching (IATBLT) (four-year term, 2017-2023)

Professional Development Chair (elected), Executive Board, TESL Ottawa, 2019-2020

Editor (elected), the Canadian Journal of Applied Linguistics (CJAL), with Dr. Michael Rodgers, 2019-2023

Member-at-Large (elected), Canadian Association of Applied Linguistics (ACLA/CAAL), 2017-2019

Executive Board Member (elected), Canadian Association of Applied Linguistics (ACLA/CAAL), 2017-2023

Program Awards Committee *Member* (appointed), Canadian Association for University Continuing Education (CAUCE), 2012

Editorial Boards/Panels

Canadian Journal of Applied Linguistics (The Canadian Association of Applied Linguistics/ L'Association canadienne de linguistique appliquée, 2017- present)

TASK: Journal on Task-Based Language Teaching and Learning (John Benjamins, 2020 – present)

TESL Canada Journal (TESL Canada Federation, 2015 - present)

Ad hoc Reviewer for Journals

Applied Linguistics (since 2016)

CONTACT- Refereed Proceedings of TESL Ontario Research Symposium (2015)

Horizontes (Brazil) (2020) <https://revistahorizontes.usf.edu.br/horizontes/issue/view/31>

IRAL – International Review of Applied Linguistics in Language Teaching (De Gruyter Mouton) (since 2018)

ITL - International Journal of Applied Linguistics (John Benjamins) (since 2018)
Journal of Linguistics and Literature Studies (ISSN: 2331-6438) (2015-2018)
Journal of Response to Writing (since 2017)
Journal of Second Language Teaching and Research (University of Central Lancashire) (2016)
Journal of Second Language Writing (since 2016)
Language Awareness (since 2015)
Language & Education Journal (since 2014)
Language Teaching Research (since 2014)
The Modern Language Journal (since 2016)
Official Languages and Bilingualism Institute Working Papers (University of Ottawa) (2014)
Studies in Second Language Learning and Teaching (since 2017)
System: An International Journal of Educational Technology and Applied Linguistics (2013, 2014, 2015, 2016)
TASK: Journal on Task-Based Language Teaching and Learning (2021)
TESL Canada Journal (2012, 2015, 2016, 2017, 2018, 2019)
TESOL Quarterly (since 2019)

Other Journal Service

Early Career Research Grant Application Reviewer, *Language Learning*; invited by Dr. Scott Jarvis, Executive Director (invited: (1) December 9, 2019, with report submitted January 12, 2020; (2) December 5, 2017, with report submitted January 27, 2018)

Reviews for Publishers

Cambridge University Press (2021): Manuscript under consideration for publication

Routledge (2020): Chapter in Derwing, T., Munro, M., & Thomson, R. (Eds.), *Routledge Handbook on Second Language Acquisition and Speaking*.

Routledge (2018): Chapter in Leow, R. (Ed.), *SLR Handbook of Classroom Learning: Processing and Processes*.

Yale University Press (2015): Manuscript under consideration for publication

Oxford University Press (2012): ESL grammar series textbooks (analysis and comparison)

Reviews for Conferences

American Association of Applied Linguistics (AAAL) Conference: (a) Regular Reviewer: 2017, 2018, 2019, 2020, 2021, 2022 (TED and SLA strands); (b) Strand Coordinator: *Teacher Education, Beliefs, and Identity* (TED) 2019

Canadian Association of Applied Linguistics (CAAL/ACLA) Conference: 2014, 2015, 2016, 2018, 2019, 2020 [no conference in 2021]

EduLang Conference, University of Ottawa: 2019

Teachers of English to Speakers of Other Languages, Inc. (TESOL) Conference: 2016, 2017, 2018, 2019, 2020, 2021, 2022

Task-Based Language Teaching (TBLT) Conference: 2019
TESL Ontario Conference: 2017, 2019, 2020
Society for Teaching and Learning in Higher Education (STLHE) Conference: 2016

Tenure and Promotion Reviews

Texas Tech University, USA, 2019 (August)
University of Toronto, Mississauga campus, Canada, 2019 (September)

Conference Service

Developed and organized (with Dr. Michael Rodgers) an online editors' panel for the Canadian Association of Applied Linguistics (September 29, 2021)

Reported (with Michael Rodgers, CJAL's co-editor) on the work done at the CJAL (from June 2020-May 2021) at the 2021 AGM of the annual conference of the Canadian Association of Applied Linguistics, held online (September 24, 2021)

Participated in the Conference Connections program with two mentees, AAAL 2021 annual conference, held online (March 20, 2021)

Represented CJAL as part of the Editors' panel at the AAAL 2021 annual conference, held online (March 21, 2021)

Reported (with Michael Rodgers, CJAL's co-editor) on the work done at the CJAL (from June 2019-May 2020) at the 2020 AGM of the annual conference of the Canadian Association of Applied Linguistics, held online (June 2, 2020)

Chair of three sessions (*Listening and Speaking* strand) at the 2019 annual conference of the Canadian Association of Applied Linguistics, University of British Columbia, Vancouver, BC, Canada (June 4, 2019)

Chair of 12 sessions (*ESL/EFL* and *Grammar* strands) at the 2018 annual conference of the Canadian Association of Applied Linguistics, University of Regina, Regina, Canada (May 28 and 29, 2018)

Chair of six sessions (*French Immersion* strand) at the 2017 annual conference of the Canadian Association of Applied Linguistics, Ryerson University, Toronto, Canada (May 29, 2017)

Proposal writer to host 2016 *Second Language Research Forum* (SLRF) at Carleton University (2014, January)

STUDENT ADVISING AND MENTORING

Doctoral Dissertation Supervisor

HyounJeong Yoo (Fall 2021-)

Kelsey Ulrich-Verslycken (2020-) – DP1 assigned September 2021 (Advisory committee: Dr. Mirosław Pawlak, Adam Mickiewicz University, Poland, and Dr. Peter MacIntyre, Cape Breton University, Canada)

Gillian McLellan (Fall 2019-; with Dr. Michael Rodgers) – DP1 assigned September 2020 (Advisory committee: Dr. Ana Barcelos, Universidade Federal de Viçosa, Brazil, and Dr. W. L. Quint Oga-Baldwin, Waseda University, Japan)

Juwaeriah Siddiqui (Fall 2018-) – DP1 defended January 7, 2020; DP2 successfully defended on June 26, 2020 (Advisory committee: Dr. Kata Csizer, Eötvös Loránd University, Hungary, and Dr. Riadh Habash, University of Ottawa)

Dimitri Priven (with Dr. Guillaume Gentil): Served September 2016 – September 2017

Doctoral Dissertation Committee Member

Poonam Anand (supervisor Dr. Janna Fox): Doctoral Project 1 defended (October 23, 2014); Doctoral Project 2 defenses: June 22, 2015; March 7, 2016; October 3, 2016 (written proposal); Doctoral Project 3 defense: May 5, 2017; Dissertation defense: June 25, 2018 (sent in a written report)

Margaret (Peggy) Hartwick (supervisor Dr. Janna Fox): Served February 2014 – March 2016

Master's Theses Supervisor

Denise DeShaw (Wilton) (MA in ALDS) – *The role of paralinguistic gestures and consciousness-raising in the acquisition of American Sign Language*, with Dr. Michael Rodgers (commenced Fall 2017, part-time)

Neil Lapierre (MA in ALDS) – *Refusals in customer service*, with Dr. Michael Rodgers (chair: Dr. David Wood; external examiner: Dr. Scott Roy Douglas, University of British Columbia; completed Spring 2021)

Fatima Ady (MA in ALDS) – *The L2 motivational self system among newcomers to Canada in a workplace language training program*, with Dr. Michael Rodgers (chair: Dr. Guillaume Gentil; external examiner: Dr. Christine Doe, Mount Saint Vincent University; completed Spring 2020); *nominated for a university medal for outstanding graduate work*

Gillian McLellan (MA in ALDS) – *Designing a Computer Assisted Language Learning (CALL) module for second language learners in the customer service sector*, with Dr. Michael Rodgers (chair: Dr. Janna Fox; external examiner: Dr. Morgan Rooney, EDC, Carleton University; completed Summer 2019)

Yana Lysiak (MA in ALDS) – *The impact of task repetition on the development of formulaic language in L2 speech fluency among Chinese EAP students*, with Dr. David Wood

(chair: Dr. Janna Fox; external examiner: Dr. Farahnaz Faez, Western University; completed Summer 2019)

Kelly Doucette (MA in ALDS) - *Investigating the role for a language support liaison in an English as a Second Language literacy classroom* (chair: Dr. Janna Fox; external examiner: Dr. Monica Waterhouse, Université Laval; completed Winter 2018)

Kaori Sugimura (MA in ALDS) – *The impact of short-term strategy training in request for clarification in the Japanese classroom* (chair: Dr. Guillaume Gentil; external examiner: Dr. Khaled Barkaoui, York University; completed Fall 2017)

Patricia Dawn Severenuk (MA in ALDS) – *By the book (or not): A case study exploring the relationship between teacher cognition and teaching materials and resources* (chair: Dr. Guillaume Gentil; external examiner: Dr. Nikolay Slavkov, University of Ottawa; completed Fall 2016)

Seunghye Chung (MA in ALDS) - *Pre-service and in-service ESL teachers' beliefs about the use of digital technology in the classroom* (chair: Dr. Randall Gess; external examiner: Dr. Ahlem Ammar, Université de Montreal; completed Fall 2014)

Master's Theses Committee Member

Alexandra Ross (MA in ALDS) – *Conventional expressions at work: A pragmatic investigation of requests presented in ESL workplace language textbooks* (chair: Dr. Tim Pychyl; supervisor: Dr. Michael Rodgers; external examiner: Dr. Leila Ranta, University of Alberta; completed Fall 2018)

Alisa Zavialova (MA in ALDS) – *Explicit instruction of formulaic expressions and second language pragmatic competence: A collective case study* (chair: Dr. Randall Gess; supervisor: Dr. David Wood; external examiner: Dr. Nikolay Slavkov, University of Ottawa; completed Summer 2015)

Master's Scholarly Paper, first reader

Asiya LeJeune (MA in ALDS) – *Complexity science in applied linguistics: An introduction to a new scientific framework and research paradigm* (completed Spring 2021, 2nd reader Dr. David Wood)

Judy Seal (MA in ALDS) - *Teaching beginner level ESL learners: Theory and practice* (completed Spring 2019, 2nd reader Dr. Michael Rodgers)

Alexis Domínguez Ochoa (MA in ALDS) – *Reappraising construct and practice in the promotion of L2 oral fluency* (completed Spring 2019, 2nd reader Dr. David Wood)

Mohammad (Sami) Abdullah (MA in ALDS) – *Hiring practices within ELT and their impact on non-native English speaking teachers* (completed Spring 2017, 2nd reader Dr. David Wood)

Shiva Bayanati (M.Cog.Sc) – *The effect of written corrective feedback on learner proficiency and target types: Evidence and implications for the second language classroom* (completed Spring 2017, 2nd reader Dr. Ida Toivonen)

Jing Wang (MA in ALDS) - *Review of research on the effectiveness of written corrective feedback and learners' beliefs about written corrective feedback* (completed Summer 2015, 2nd reader Dr. David Wood)

Master's Scholarly Paper, second reader

Taelor E. Smith (MA in ALDS) – *The role of formulaic language in the treatment of Aphasia* (completed Fall 2016, 1st reader Dr. David Wood)

Lubaba Khalil (MA in ALDS) - *Acquisition of verb-noun collocations by Bengali L1 learners of English* (completed Fall 2015, 1st reader Dr. David Wood)

Mentor for Undergraduate Research Papers/Projects

Julian Heidt – Carleton University Research Opportunity (CUROP) Funded project (\$7,500 CDN) – *What are they thinking: Second language teacher and learners' perceptions of online and offline written corrective feedback* (with Dr. Michael Rodgers) (Summer 2017)

Sharon Benson - *I-CUREUS (Internship – Carleton University Research Experience for Undergraduate Students)* Research Project (\$2,250 CDN) (Winter 2014)

Internal/External Examiner at Carleton University

Roxana-Maria Barbu, (PhD of Cog.Sc) - *Psycholinguistics of argumenthood* (defended September 8, 2020; Supervisor: Dr. Ida Toivonen).

External Examiner at other institutions

Macquarie University (Australia) – External examiner of PhD dissertation: Xuan Van Ha, *EFL Teachers' Oral Corrective Feedback and Awareness-raising Activities* (report submitted October 2021 [no oral defence, as per university regulations]; supervisor: Dr. Jill Murray, Department of Linguistics, Faculty of Medicine, Health and Human Sciences)

McGill University (Canada) – External examiner of MA thesis: Xiao Han, *Investigating the effectiveness of corrective feedback provided by NS/NNS teachers* (report submitted May 13, 2017 [no oral defence, as per university regulations]; supervisor: Dr. Roy Lyster, Department of Integrated Studies in Education, Faculty of Education)

University of Montreal (Canada) – External examiner of PhD dissertation: Fatma Bouhlal, *The effectiveness of written corrective feedback on French as a second language accuracy*

(defended June 26, 2019; supervisor: Dr. Ahlem Ammar, Department of Didactics,
Faculty of Educational Sciences)

York University (Canada) - External examiner of Ph.D. dissertation: Fatimah Idris Alkhawajah,
*The Effect of Focused Direct and Indirect Written CF on the Acquisition of Rule-based
and Item-based Linguistic Features*, (defended August 19, 2016; supervisor: Dr.
Antonella Valeo, Department of Languages, Literatures and Linguistics, Faculty of
Liberal Arts and Professional Studies)

Research Assistantships

RAISE/OCISO funding (with Dr. Michael Rodgers): Gillian Maclellan (Fall 2018-Winter 2021),
Fatima Ady (Fall 2018-Winter 2019; Summer 2019; Fall 2019-Winter 2020), Neil
Lapierre (Fall 2018-Winter 2019; Summer 2019; Fall 2019-Winter 2020), Alexis
Dominguez Ochoa (Fall 2018-Winter 2019), Rose Katagiri (Fall 2018-Winter 2019),
Laura Denker (Fall 2018)

Kelsey Ulrich-Verslycken, PhD in ALDS (Winter 2021)

Heather Shugart, MA in ALDS (Winter 2021)

Gillian Maclellan, PhD in ALDS (Fall 2020)

Yana Lysiak, MA in ALDS (Winter 2019)

Jovanna Yap, BA, cuHire student (Fall 2017 – Winter 2018; Fall 2018 - Winter 2019)

Mozhdeh Sabethematabadi, MA in ALDS (Fall 2017)

Judy Seal, MA in ALDS (Summer 2017)

Julian Heidt, BA in LING/CTESL (Spring 2016)

Patricia Dawn Severenuk, MA in ALDS (Winter 2016)

Shawn O'Brien, BA (Summer 2015)

Milayna Watkins, BA/CTESL (Winter 2015)

Kelly Doucette, CTESL (Winter 2015)

Carly Gong, CTESL (Winter 2015)

Seunghye Chung, MA in ALDS (Spring/Summer 2014)

Joshua Romancio, MA in ALDS (Spring/Summer 2014)

Sharon Benson, CTESL (Spring/Summer 2014)

Alisa Zavialova, MA in ALDS (Fall 2013, Winter/Summer 2014)

TEACHING ASSIGNMENTS

Group Courses

Carleton University = CU; McGill University = MG; Concordia University = CO; University of
Montreal = UM; University of Sherbrooke = US

- *Directions in Applied Linguistics and Discourse Studies* (MA-level core course), taught at
CU (ALDS 5001* – Fall 2017)
- *Pedagogical Grammar* (MA-level core course for TESL stream), taught at CU (ALDS
5207* – Winter 2016, Winter 2017, Winter 2018, Winter 2021, Winter 2022)

- *Practicum in TESL* (MA-level core course for TESL stream), taught at CU (ALDS 5806 - Fall 2015-Winter 2015, Fall 2016-Winter 2017, Fall 2017-Winter 2018, Fall 2018–Winter 2019)
- *Special Topics: Corrective Feedback in Language Learning and Teaching* (MA-level course), taught at CU (ALDS 5905 – Winter 2021)
- *TESL Methodology* (undergraduate and MA*-level core course), taught at CU (ALDS 4205/5205* – Fall 2013; ALDS 4205 – Winter 2022); CO (TESL 546 – Winter 2007); UM (DID 6233 – Winter 2007)
- *Methods in TESL: Reading and Writing* (undergraduate level core course), taught at MG (EDSL 458 – Winter 2013); CO (TESL 424 – Winter 2011)
- *TESL Methodology Project* (undergraduate level core course), taught at UM (DID 6053 – Winter 2007)
- *Practicum in TESL* (undergraduate level core course), taught at CU (ALDS 4206 – Winter 2014, Fall-Winter 2014-2015, Fall 2015)
- *English for Specific Purposes* (undergraduate level course), taught at CU (ALDS 4308 – Fall 2020)
- *Second Language Acquisition* (undergraduate level core course), taught at CU (ALDS 4602 – Winter 2014, Winter 2015, Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2020, Fall 2021); US (ANG 710 – Summer 2008); CO (TESL 541 – Spring 2007)
- *Language Matters: Introduction to Applied Linguistics and Discourse Studies* (undergraduate level core course), taught at CU (ALDS 1001 - Fall 2013, Fall 2014)
- *ONLINE Language Matters: Introduction to Applied Linguistics and Discourse Studies* (undergraduate level core course), co-taught with J. Sheyholislami, P. Hartwick, and I. Kozlova at CU (ALDS 1001 - Fall 2014)
- *English grammar for ESL Teachers* (undergraduate level core course), taught at UM (DID 6232 – Fall 2006, Spring 2007, Summer 2007, Summer 2009)
- *English grammar for ESL Teachers Project* (undergraduate level core course), taught at UM (DID 6052 – Fall 2006, Spring 2007, Summer 2008)
- *Evaluation in Second Language Classrooms* (undergraduate level core course), taught at US (ANG 584 – Winter 2008)

Independent Study at Carleton University

- ALDS 6105* (PhD-level elective course, 0.5 credit): Kelsey Ulrich-Verslycken (Summer 2021)
- ALDS 5902* (MA-level elective course, 0.5 credit): Seunghee Chung (Fall 2013); Malcolm Robb (Winter 2015); Wria Gabriel (Summer 2015); Patricia (Dawn) Severenuk (Summer 2015); Kelly Doucette (Winter 2016); Mengsu Wang (Summer 2016, in lieu of *Pedagogical Grammar*, ALDS 5207); Mohammad (Sami) Abdullah (Fall 2016); Kaori Sugimura (Fall 2016); Meral Hussein (Summer 2017); Amelia Hammond (Winter 2018); Hala El-Youssef (Summer 2018); Yushi Bu (Summer 2018); Jacob Somerlot (Fall 2018); Abdizalon Mohamed (Fall 2018); June Creighton Payne (Summer 2019)
- ALDS 5907* (MA-level elective course, 1.0 credit): Abdizalon Mohamed (Fall 2020)
- ALDS 4902 (undergraduate level elective course, 0.5 credit): Sharon Benson (Winter 2014); Joanne Poole (Summer 2015); Amanda Smith (Fall 2015, in lieu of *Major*)

- Structures of English*, ALDS 4801); Maggie Pajor (Fall 2015); Irene Szkudlarek (Winter 2016, in lieu of *Language Matters*, ALDS 1000); Rania Alazzam (Winter 2021)
- ALDS 4900 (undergraduate level elective course, 1 credit): Carly Gong (Summer 2015); Jeanne Pugin (Winter 2017)
 - ALDS 3900 (undergraduate level elective course, 1 credit): Milayna Watkins (Summer 2015); Julian Heidt (Summer 2016)
 - CGSC 5907* (Cognitive Science, MA-level elective course, 0.5 credit): Shiva Bayanati (Fall 2016)

Course Development at Carleton University

- ALDS 5001 (*Directions in Applied Linguistics and Discourse Studies*: MA level core course), designed the course (Fall 2017) to include hands-on assignments, guest lectures (faculty and graduate students), workshops on and about graduate school and the expectations.
- ALDS 5207 (*Pedagogical Grammar in Second and Foreign Language Classrooms*: MA-level core course for TESL stream), redesigned the course (Winter 2016) to include hands-on grammar discovery and teaching projects as well as collaborative research with university English as a Second Language learners. The students were also guided to continuously reflect on their ideas about L2 grammar description, learning, and teaching, and to critically assess their stance towards the nature of L2 grammar study in light of the course and guest presentations.
- ALDS 5806 (*Practicum in TESL*: MA-level core course for TESL stream), redesigned the year-long course (September 2015 – April 2016) and incorporated electronic portfolio (cuPortfolio) into it. The students were asked to upload all their coursework into the portfolio and produce a final/professional version at the end of the year. As part of the course, the students also had to lead a class on a pre-determined topic by designing the lesson, materials, and tasks to facilitate the expected learning and class engagement.
- ALDS 5905 (*Corrective feedback in second language teaching and learning*: MA-level special topics [elective] course) designed in Winter 2021 for online delivery to explore the theory, research, and practice of corrective feedback in second language learning and teaching by addressing a range of core and developing corrective feedback areas and examining their theoretical and pedagogical implications. The course involved a number of guest-based events, hands-on experiences (including podcasting and blogging initiatives), as well as group and class discussions. A website development (CorrectiveFeedbackforTeachers.com) was one of the main outcomes of the course. The development of the course was supported by the *2020 FASS Teaching Development Grant*.
- ALDS 4308 (*English for Specific Purposes*: undergraduate level course; part of the BGNS in Global English) designed in Fall 2020 (and delivered completely online) to involve students in a hands-on capstone project of designing a thematic module for a group of English as a second language speakers learning the language in a Canadian workplace. To support the process of module creation, the students wrote and responded to forum posts,

participated in meetings with informants and class discussions to inform their learning and module design, reflected on the course in terms of the learning goals set at the beginning and their realization/change during the term, as well as demonstrated their completed work in an oral presentation.

- ALDS 4206 (*Practicum in TESL*: undergraduate level core course), incorporated electronic portfolio (cuPortfolio) into the year-long course (September 2014 – April 2015). The cuPortfolio implementation was part of the pilot project carried out by EDC (Allie Davidson and Samah Sabra) and supported by 12 other faculty members from across the University. The cuPortfolio learning team (of which I was a member) met regularly to discuss the successes and challenges of the implementation process and to offer support.
- ALDS 4602 (*Second Language Acquisition*: undergraduate level core course) originally designed for in-person delivery (Fall 2013) and later (Fall 2020), successfully taught online. The course includes a number of hands-on assignments, group work and discussions, meetings with live informants, and writing articles for Wikipedia (implemented in Fall 2020).
- ALDS 1001 ONLINE (*Language Matters: Introduction to Applied Linguistics and Discourse Studies*: undergraduate level core course), the online version of ALDS 1001 course (with J. Sheyholislami, P. Hartwick, I. Kozlova, and D. Polovina-Vukovic); The course was developed in the summer of 2014 and launched in September 2014. Taught Modules 7 (literacy), 8 (additional language education), and 9 (bilingual and multilingual education). The development of the course was supported by the *2014 Ontario Ministry of Training, Colleges and Universities online course development grant*.
- ALDS 1001 (*Introduction to Applied Linguistics and Discourse Studies*: undergraduate level core course), blended version (with Maristela Petrovic-Dzerdz, EDC) with videos of guest speaker lectures (9, in total) posted on the departmental website; Slang dictionary project (on SLALS website) – September 2013; Another blended version of the course was developed (with Maristela Petrovic-Dzerdz and Kirk Davies, EDC) for the September 2014 delivery and included guest speakers (presenting in person and online) and a more comprehensive group project.

INSTITUTIONAL SERVICE

Service to the School of Linguistics and Language Studies

- Assistant Director, ALDS (July 2021-June 2022)
- FASS Mental Health Peer Connectors program representative (March 2020 – present)
- Member of the FASS Mental Health Peer Connectors Program (December 2019 – March 2020), training led by Samah Sabra, Professional Development Officer, Office of Quality Initiatives, Carleton University
- Member of an interdisciplinary research group on the theme of “Endangered Language Knowledge and Digital Technologies”, invited by Dr. Kumiko Murasugi (September 2019-present)

- Chair and Organizer of Task-Based Language Teaching (TBLT 2019) Conference held August 19-21, 2019 at Carleton University (committee members: D. Wood, J. Sheyholislami, M. Rodgers, and G. Pinchbeck) (September 2017 – September 2019)
- CTESL Supervisor (July 2014 – July 2019)
- Chair of ALDS Guest Speaker Series committee (2014-15; 2015-16); Helped facilitate visits (on ad-hoc basis) of Dr. Elke Peters (October 2016), Dr. Erin Wilkinson (November 2016), Dr. Hossein Nassaji (February 2017), Dr. Tracey Derwing (November 2018), Dr. Susan Ballinger (February 2019) to Carleton (2016-2019); *Member* (2017-18; 2018-19)
- Member of Search Committee for Instructor in Applied Linguistics/TESL one-year term position (May 2019)
- Member of Search Committee for *two* Instructor 1 term positions in English for Academic Purposes (ESLA) instruction (February-June 2018)
- Member of Search Committee for assistant professor in Applied Linguistics/TESL (Winter-Spring 2020)
- Member of Search Committee for assistant professor in Applied Linguistics/TESL (Winter-Spring 2017)
- Member of Search Committee for assistant professor in technology and language learning/teaching (Fall 2015-Winter 2016)
- Member of Search Committee for *two* Instructor 1 term positions in English for Academic Purposes (ESLA) instruction (March-June, 2017: 2 positions; May-June 2018: 2 positions)
- Member of Search Committee for a term position of American Sign Language instructor (April-May, 2015)
- Member of CTESL Admissions Committee (2013-14; 2014-15; 2015-16; 2016-17; 2017-18; 2018-19; 2021-22)
- Member of Graduate Admissions Committee (2013-14; 2014-15; 2015-16; 2016-17; 2017-18; 2018-19; 2020-21; 2021-22)
- Member of SLaLS Management Committee (as CTESL Supervisor: 2016-17; 2017-18; 2018-19; as Assistant Director, ALDS: 2021-22)
- Full member (2018-19; 2020-21) and Alternate member (2016-2017; 2017-2018) of the SLaLS Research Ethics Subcommittee Board (RESB) (with N. Artemeva and J. Fox – 2017-2018; Michael Rodgers – 2018-2019; 2020-2021)
- Announced CTESL graduates (in lieu of Dr. David Wood, Director) at Fall convocation (November 2017)
- Member of SLaLS Curriculum Committee (2016-17; 2017-18; 2018-19; 2021-22)
- Member of MA Recruitment and Rebranding Brainstorm Committee (with J. Sheyholislami and D. Wood) (2016-17)
- Member of Career Development Committee (with J. Fox, B. MacLoud, and J. Sheyholislami) (October 2016-17)
- Member of Graduate Students Awards committee (with G. Gentil, K. Snoddon, J. Sheyholislami) (Fall 2016)
- Member of SSHRC MA Awards committee (with N. Artemeva, G. Gentil, and K. Snoddon) (Winter 2017)
- Member of SSHRC PhD Awards committee (with N. Artemeva, G. Gentil, and K. Snoddon) (Fall 2016)

- Member of (internal) Awards and Scholarships Review committee (with N. Artemeva and K. Snoddon) (Fall 2016)
- SLALS Round Table (formerly ESLA and Modern Languages Round Table) – Participant (April 27, 2017; April 24, 2018)
- Chair of Tenure and Promotions Committee (2020-2021)
- Member of Tenure and Promotions Committee (2013-14; 2014-15; 2015-16; 2018-19)
- Member of Graduate Recruitment and Retention Committee (with R. Gess and D. Wood) (2015-16)
- Member of Recruitment and Retention Committee (with J. Sheyholislami and G. Gentil) (2015-16)
- Member of MA Thesis and Research Essay Proposals Committee (August 2014; May 2016; July 2016; November 2016; July 2018)
- Member of Research Paper Awards Committee (2013-14)
- Interviewed by Laura McCaffrey for the “Here for Good” campaign (with M. Rodgers) about the RAISE project with OCISO (October 2018)
- Assisted with the School’s response to the BA and PhD ALDS programs Cyclical Review (with J. Sheyholislami (Acting Director) and Natasha Artemeva) (September 2018)
- Client contact for CTESL Communication Courses for Disciplines and Professions (CCDP) 3303 Promotional Video project (Fall 2015)
- Helped with creation and development of the English Language Learning and Teaching Initiative (ELLTI), with David Wood and Global Academy (Summer 2016; 2018-2019)
- Founder and Coordinator of Second Language Research Group (January 2014-May 2019; Winter 2021)
- Founder and Coordinator of the MA/PhD Thesis Group (with Dr. Michael Rodgers) (2018-2019)
- Contributed to the creation of an open access online managing system for the departmental scholarly publication (formerly, *Carleton Papers on Language*), *Journal of Applied Linguistics and Discourse Studies*; Two stream focus: Applied Linguistics (Editors: D. Wood and E. Kartchava) and Discourse Studies (Editors: G. Smart and J. Sheyholislami) (2015-2017)
- Developed the online version of ALDS 1001 (with J. Sheyholislami, P. Hartwick, I. Kozlova, and D. Polovina-Vukovic); the course was launched in September 2014
- Gave interview for the March 2015 issue of CUOL Newsletter about the online ALDS 1001 course, Maha Ansari (reporter) (March 2015)
- Coordinated the creation and recording of a promotional video for the CTESL program (with D. Wood) <http://www.carleton.ca/slals/ctesl/> (May 2014)
- Attended a Graduate Faculty Board meeting in lieu of Natasha Artemeva, representing graduate ALDS programs (April 22, 2015)
- Participated in the Cyclical Review (BA and PhD ALDS programs) campus visits of two external reviewers (June 2018)

Service to the University

- Carleton University Research Ethics Board (CUREB-A) Member (July 2021-June 2022)

- Creator and administrator of the *CorrectiveFeedbackforTeachers.com* website for second language practitioners looking for information on and about CF – developed with the students of ALDS 5905 (Winter 2021)
- Idea developer of and collaborator on the Corrective Feedback series with Teacher Talking Time podcast – 8 episodes, released March 8-June 15, 2021, <https://teachertalkingtime.podbean.com/>
- Sponsored and Hosted a 2020 Fulbright Canada Research Chair in Arts and Social Sciences, Dr. Carol Chapelle, Iowa State University (with Janna Fox) (Application: May 2019; Hosting period: January – May 2021 – did not materialize due to the COVID-19 pandemic)
- Interviewed by Dr. Caroline Payant, UQAM, for a podcast on the topic of corrective feedback (November 30, 2020)
- Professional Development Chair (elected), Executive Board, TESL Ottawa (2019-2020)
- Participant and Facilitator, Meeting on digital tools of the Endangered Language Knowledge and Digital Technologies interdisciplinary research group, Carleton University (September 27-28, 2019)
- Chair and Organizer of the Task-Based Language Teaching (TBLT) 2019 Conference, Carleton University (August 19-21, 2019)
- Participated in the campus-wide survey of Office Comfort and Usability conducted by Ruth Tamas and Dr. Liam O'Brien, the Human Building Interaction Laboratory, Department of Civil and Environmental Engineering (July 9, 2018)
- Member (appointed) of FASS Associate Dean Search committee (with Amrita Hari and Lise Paquet), FASS (March – April, 2018)
- Member (invited) of *cuPortfolio Working Group*, Teaching and Learning Computing Committee (TLCC) (chair Patrick Lyons), invited by Katherine Gardner, Teaching and Learning Services (February 2018 - present)
- Member (invited) of *Faculty support mentoring group*, cuPortfolio Steering Committee (chair Dr. John Shepherd) (November 2016 – December 2017)
- Member (elected) of Faculty of Arts and Sciences Faculty Executive (3-year term: July 2016 – June 2019)
- Attended FASS Decanal candidates staff town halls and provided comments (January 17 and January 18, 2018)
- Member (invited) of Adjudication Committee for Blended and Online Teaching Award (June 2019)
- Member (invited) of Adjudication Committee for New Faculty Excellence in Teaching Award (May 2017)
- Member (invited) of Adjudication Committee for Excellence in Teaching with Technology Award (May 2016)
- Member (appointed) of Search Committee for Director of SLaLS (November 2015 - January 2016)
- Sponsored and Hosted a Visiting Scholar from Brazil, Priscila Azevedo da Fonseca Lanferdini (with Devon Woods) (Application: January 2016; Hosting: October 2016 – April 2017)
- Member of the Japan Working Group (a Global Academy university-wide initiative) (July 2016 – September 2017)

- Proposal writer (with D. Wood) for Global Academy to train Chinese English language teachers and university administrators (November 2015) and to provide English language training to Saudi Arabian air traffic controllers (April 2016)
- Proposal writer (with D. Wood) for a project with Canadian Bureau for International Education (CBIE) in Oman (September 2015)
- Member of Faculty Call Campaign (February 2014)
- Attended TEDx event at Carleton (April 6, 2015)
- Convocation (November 2013; June 2014; November 2014; June 2015; November 2015; June 2016; November 2016; June 2017; November 2017; June 2018; November 2018; June 2019; November 2019; June 2020 in-person ceremony cancelled due to COVID19)

Student Service

- Interviewed by Alexandra Ethier, BA in ALDS, for a project in ALDS 3903 (Beyond the B.A.) course (November 2020)
- Wrote (with Dr. Michael Rodgers) a letter in support of Fatima Ady's (MA in ALDS) nomination for a University medal for outstanding graduate work (June 2, 2020)
- Interviewed by Zeynep Celik, Digital Journalism undergraduate student, University of Ottawa, for a course final project on L2 English learners and identity (December 12, 2018)
- Interviewed by an ALDS 5202 student, Melissa Dane, for the course final project (Instructor: Janna Fox) (November 30, 2017)
- ALDS Graduate School Seminar – Participant (organizer Dr. Guillaume Gentil) (November 15, 2016; November 22, 2017; November 21, 2018)
- Chair of MA thesis defence: Nana Twumasi-Agyei (supervisors Erik Anonby and Jaffer Sheyholislami) (August 30, 2021)
- Chair of MA thesis defence: Shelley Appleby-Ostroff (supervisor Graham Smart) (August 25, 2016)
- Chair of MA thesis defence: Shayna Lodge (supervisor David Wood) (May 6, 2016)
- Interviewed by ALDS 5001 students for a group project (Instructor: Jaffer Sheyholislami) (September 2015)
- Assessed language proficiency (in Russian) for ALDS Major requirement – Maria Kamenets (April 17, 2015)
- Nominated (with J. Sheyholislami, P. Hartwick, and I. Kozlova) Rebecca Morse, a TA for ALDS 1001 online section, for a SLaLS Outstanding TA Awards (March 2015)
- Interviewed by ALDS 5001 students for a group project (Instructor: Ellen Cray) (September 2014)
- Interviewed by ALDS 1001 students for a group project (Instructor: Jaffer Sheyholislami) (February 2014)

TRAINING AND PROFESSIONAL DEVELOPMENT

Opportunities at other institutions

- *Teaching EFL/ESL reading: A task-based approach*, a MOOC offered by University of London (UK) through Coursera and taught by Dr. Andrea Revesz, Dr. Amos Paran, and Dr. Myrrh Domingo – Participant (February 19 – March 26, 2021)
- *Centering multilingual learners in Canadian teacher education* panel discussion, offered by the Canadian Association of Applied Linguistics – Participant (January 26, 2021)
- *Language and linguistics in Canadian academic libraries, research, and publishing — A 360° degree discussion* webinar, offered by De Gruyter and Multilingual Matters – Participant (November 18, 2020)
- *Closing panel discussion: Multicultural education forum*, 2020 Anaheim University TESOL Residential Session & MECA online event – Participant (August 29, 2020)
- *Addressing problems in Task-Based Language Teaching*, lecture by Dr. Rod Ellis, Curtin University, 2020 Anaheim University TESOL Residential Session & MECA online event – Participant (August 29, 2020)
- *Educational data mining and learning analytics for language teaching and research*, lecture by Dr. Hayo Reinders, Anaheim University, 2020 Anaheim University TESOL Residential Session & MECA online event – Participant (August 29, 2020)
- *Education is Changing: Seven Good Things*, lecture by Dr. Ken Beaty, Anaheim University, 2020 Anaheim University TESOL Residential Session & MECA online event – Participant (August 28, 2020)
- *Ways of making your language learning materials more effective for your learners*, lecture by Dr. Brian Tomlinson, Anaheim University, 2020 Anaheim University TESOL Residential Session & MECA online event – Participant (August 28, 2020)
- *Theory, Research and Practice in Language Teaching and Learning*, lecture by Dr. David Nunan, Anaheim University, 2020 Anaheim University TESOL Residential Session & MECA online event – Participant (August 27, 2020)
- *Supporting language learners beyond the Classroom: Theory and Practice*, lecture by Dr. Jo Mynard, Anaheim University, 2020 Anaheim University TESOL Residential Session & MECA online event – Participant (August 27, 2020)

Carleton University (since 2013)

- *Working with research assistants*, FASS Summer research workshops, Carleton University – Participant (May 6, 2021)
- *Summer research, pandemic-style*, FASS Summer research workshops, Carleton University – Participant (April 29, 2021)
- *Brightspace panel showcase*, EDC, Carleton University – Participant (April 14, 2021)
- *How to use OBS Studio to energize your Zoom presentations: Engage your students and enrich learning*, with Dr. Ron Owston, Contact North – Participant (April 9, 2021)
- *Kinàmàgawin Symposium: The Inuit relocations: Intergenerational impacts and Inuit resilience*, Carleton University – Participant (February 25, 2021)
- *Brightspace basics*, EDC, Carleton University – Participant (February 17, 2021)
- *Translating mental health and well-being research: Being well amid COVID-19*, Mental Health and Well-being Research and Training Hub (MeWeRTH) virtual showcase, Department of Psychology, Carleton University – Participant (December 10, 2020)

- *Strategies for engaging students emotionally online*, EDC, Carleton University – Participant (August 13, 2020)
- *Welcome to my online classroom with Lorraine Godden*, EDC, Carleton University – Participant (July 28, 2020)
- *Welcome to my online classroom with David Hornsby*, EDC, Carleton University – Participant (July 22, 2020)
- *Capture – An introduction to video recording and using Carleton’s Mediaserver*, EDC, Carleton University – Participant (July 20, 2020)
- *BigBlueButton – Online classes and virtual office hours*, EDC, Carleton University – Participant (July 14, 2020)
- *Making the most of office hours*, EDC, Carleton University – Participant (June 24, 2020)
- *Zoom for teaching online*, EDC, Carleton University – Participant (June 17, 2020)
- *How to engage online learners in authentic assessment*, with Dr. Dianne Conrad, Contact North – Participant (June 16, 2020)
- *The future of Learning Management Systems*, with Phil Hill, Contact North – Participant (June 9, 2020)
- *How to improve your online teaching by paying attention to student experiences*, with Dr. George Veletsianos, Contact North – Participant (June 4, 2020)
- *Welcome to my online classroom with Danielle Kinsey*, EDC, Carleton University – Participant (June 3, 2020)
- *Designing online learning experiences – Let’s take a deep breath!*, EDC, Carleton University – Participant (May 22, 2020)
- *The Hunter, the Crown, and the Cameras*. The 2020 Marston Lafrance (virtual) lecture by Dr. Carol Payne, Art History, Carleton University – Attendee (May 21, 2020)
- *Accessibility and inclusive design*, TLS, Carleton University – Participant (May 20, 2020)
- *How to Design the Learning to Make the Most of This Type of Delivery and Go Beyond the Simple Digitalization of the Traditional Classroom*, with Dr. Stephen Murgatroyd, Contact North – Participant (May 19, 2020)
- *Experiential learning online? Designing experiential learning activities for the online classroom*, EDC, Carleton University – Participant (May 14, 2020)
- *Welcome to my online classroom with Anne Trépanier*, EDC, Carleton University – Participant (May 13, 2020)
- *EHS: Violence and Harassment Prevention Training* (completed online via cuLearn, October 23, 2019), Carleton University, Ottawa
- *How to keep textbook costs low for your students*, EDC, Carleton University – Participant (July 17, 2019)
- *Teaching with your mouth shut: Incorporating activities into (smaller) lecture classes*, EDC, Carleton University – Participant (June 19, 2019)
- *Twitter training* with Nick Ward, FASS, Carleton University – Participant (February 20, 2019)
- *Courage, Curiosity, Teapots and Snakes: Stories of Teaching at Carleton University* book launch reception, Teaching and Learning Services, Carleton University – Participant (February 14, 2019)
- *Instructional Design Tricks for Preventing Cheating in Online/Blended Courses (Part 1)* workshop, EDC – Participant (October 25, 2017)

- *Introduction to Open Educational Resources and eTexts* workshop, EDC – Participant (October 20, 2017)
- *Conventionality in children's speech-coordinated gestures*, a talk by Dr. Mats Andrén, (Sweden), SLALS – Participant (August 17, 2017)
- *High-Impact Practices at Carleton: Conversations with the Teaching and Learning Council*, EDC – Participant (May 25, 2017)
- *Powerful and to the Point - Tips for Designing Effective Lecture Slides* workshop, EDC – Participant (December 6, 2016)
- *SSHRC Insight Development Grant* information session, CURO – Participant (December 2, 2016)
- *On the Potential of Teacher Education in CALL: Thoughts and Becomings*, talk by Dr. Francis Bangou, University of Ottawa – Participant (November 18, 2016)
- **Certificate of training in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans Course on Research Ethics (TCPS 2: CORE)** (earned November 17, 2016)
- *STLHE's Brightspace Innovation Award in Teaching and Learning* information session – Participant (November 9, 2016)
- *The 2016 US Election: How did it come to this, and where is it going?* Lunchtime roundtable discussion with Dr. Richard Johnston – Participant (October 25, 2016)
- *Unpaid placements/internships* information session – Participant (August 30, 2016)
- *Ministry of Research and Innovation - Early Researcher Awards* information session – Participant (June 30, 2016)
- *cuPortfolio: Tales from the Classroom*, EDC – Participant (January 15, 2016)
- *Design thinking as a tool* Workshop, Carleton Scholar – Participant (November 4, 2015)
- *cuPortfolio Faculty Learning Community* (organized and led by Allie Davidson and Samah Sabra) – Participant (September 2015-May 2016)
- *cuResearch* Training Workshop – Participant (May 28, 2015)
- *cuPortfolio Summer Learning Group* (organized and led by Allie Davidson and Samah Sabra) – Participant (June-August 2015)
- *cuPortfolio Faculty Learning Community* (organized and led by Allie Davidson and Samah Sabra) – Participant (August 2014-May 2015)
- *Using Social Media to Further your Research Agenda* Panel (organized by Carleton University Library; led by Chris Buddle [McGill], Steve Saideman [Carleton], and Shawn Graham [Carleton]) – Participant (March 18, 2015)
- *Measuring Your Research Impact* Workshop (organized by Carleton University Library; led by Holly Gilroy) – Participant (February 3, 2015)
- *Citation softwares* Workshop - Participant (July 17, 2014)
- *Writing effective multiple choice questions* workshop (July 14, 2014)
- *cuPortfolio* Lunch and Learn session (July 8, 2014)
- *Camtasia* workshop (May 28, 2014)
- **Certificate in Blended and Online Teaching** (2013-2014 – awarded October 29, 2014)
- Teaching Roundtable: *Growing a Plant from a Seed - Teaching for Learning* (November 15, 2013)
- *Passion for Research* Luncheon (October 31, 2013)
- TA assignment of duties training (September 20, 2013)

- Teaching and Learning Services Forum (August 27, 2013)
- Media training workshop (August 22, 2013)
- New faculty orientation (August 13-15 & 18, 2013)
- cuLearn Training (August 12, 2013)

McGill University (2011-2012)

- Training in *course design and effective teaching* (Autumn 2011)
- *Camtasia* and *Respondus* training (Winter 2012)
- *Desire2Learn* (Learning Management System) training (Winter 2012)

COMMUNITY INVOLVEMENT/OUTREACH

- 2019-present **Advisory Committee member**, Endangered Language Knowledge and Digital Technologies interdisciplinary research group, Carleton University, Ottawa, Canada. Invited by Dr. Kumiko Murasugi, Project Lead. <https://elk-tech.org/>
- 2018-2021 **Advisory Committee member**, Work Language Training Advisory Committee, Ottawa Community Immigrant Services Organization (OCISO), Ottawa, Canada. Invited by Alexandra Ross, Project Manager
- 2018-2019 **Advisory Committee member**, *International Students Skill Building Program*, Ottawa Catholic School Board, Ottawa, Canada. Invited by Scott Milford-Stanton, Project Assistant
- 2016-2017 **Advisory Committee member**, *International Students Skill Building Program*, Ottawa Catholic School Board, Ottawa, Canada. Invited by Dragana Mrdjenovic, Project Assistant
- 2014 **Interviewer** for Workplace Language Training (WLT) course, World Skills Inc., Ottawa, Canada
- 2013-2014 **English as a Second Language Teacher**, Saturday conversation class, English Language Tutoring for the Ottawa Community (ELTOC), Ottawa, Canada
- 2012 **Discussant**, Roundtable on the meaning and importance of Canadian citizenship, Institute for Canadian Citizenship, Building Citizenship Montreal Committee, Montreal, Canada
- 1995 **Guest speaker**, Workshop on culture for novice ESL teachers, Languages International (Toronto) Inc., Montreal, Canada
- 1994-2002 **English as a Second Language Teacher** to newcomers to Canada, Tyndale St-Georges Community Centres, Montreal, Canada

COVERAGE IN THE MEDIA

- 2021 (March) *Corrective Feedback 1: Exploring the discourse by connecting scholars and teachers* - Podcast episode (#46) with Dr. Hossein Nassaji
Teacher Talking Time of Learn YOUR English
<https://teachertalkingtime.podbean.com/>
<https://youtu.be/2WvmdHVXVrQ>
- 2020 (April) *Congratulations to the 2020-2021 FASS Award Recipients*
Faculty of Arts and Social Sciences (FASS), Carleton University
<https://carleton.ca/fass/congratulations-to-the-2020-2021-fass-award-recipients-2/>
- 2019 (August) *The Task-Based approach to language teaching*. Story by Joseph Mathieu,
Carleton Newsroom, Carleton University.
<https://newsroom.carleton.ca/story/task-based-language-teaching/>
- 2019 (May) *Work-based Language Training: Carleton team partners up with local organization to design language-learning curriculum for new Canadians*.
Profiled by Laura McCaffrey as part of the Here for Good campaign,
Carleton University.
<https://spark.adobe.com/page/lo7iUbKcgTJb7/>
- 2018 (December) *The role of second languages in the need for integration and the fear of assimilation*. Story by Zeynep Celik, Digital Journalism student, 2nd year,
University of Ottawa.
<https://zeynepbusracelik.wordpress.com/2018/12/21/how-learning-a-second-language-impacts-mother-tongue-and-cultural-identity/>
- 2018 (October) *Oral corrective feedback: Best teaching practices and future research directions*. Chatting with the Experts series, National
Autonomous University of Mexico (UNAM, Gatineau campus)
<https://www.facebook.com/UNAM.Ca/videos/273694680018453/>
- 2018 (October) *ALDS graduate students and faculty to present their research at SLRF 2018 in Montreal*
SLaLS Newsletter, Carleton University
<https://carleton.ca/slals/2018/alds-graduate-students-and-faculty-to-present-their-research-at-slrf-2018-in-montreal/>
- 2018 (February) *8th CALA Annual Symposium*
Universite de Montreal, Laval Campus
<http://www.cala-acel.org/recent-events-activit-s-r-centes-.html>
- 2017 (July) *cuPortfolio instructor peer support* webpage
Educational Development Centre, Carleton University
<https://carleton.ca/cuportfoliosupport/instructor-peer-support/>
- 2017 (June) *How does cuPortfolio enhance the student learning experience?*
Educational Development Centre, Carleton University
<https://www.youtube.com/watch?v=LufSLVtjkE8&list=PLyvPiNj1xnnOZTzhyG41DFg71NY1H1vX5>
- 2017 (March) *12th Annual Grad Student Symposium*

- School of Linguistics and Language Studies, Carleton University
<http://carleton.ca/slals/2017/beyond-boundaries-symposium/>
- 2016 (June) *CTESL promotional video 2*
 School of Linguistics and Language Studies, Carleton University
<http://carleton.ca/slals/ctesl/>
- 2016 (April) *Vin d'honneur fete FASS*
 School of Linguistics and Language Studies, Carleton University
<http://carleton.ca/slals/2016/vin-dhonneur-fetes-fass/>
- 2015 (October) *You are invited to join the Second Language Research Group!*
 Faculty of Arts and Social Sciences, October Newsletter and online,
 Carleton University
<http://carleton.ca/fass/2015/you-are-invited-to-join-the-second-language-research-group/>
- 2015 (July) *Reflecting on STLHE 2015*
 Educational Development Centre, Carleton University
<http://carleton.ca/edc/2015/blog-reflecting-on-stlhe-2015/>
- 2015 (July) *Carleton teaching award winners honoured at luncheon*
 Teaching and Learning News, July Newsletter, Carleton University
<http://us4.campaign-archive1.com/?u=c139997139d17cef03d0db1b3&id=208490ade9&e=d2836cc350>
- 2015 (May) *Kartchava receives two teaching awards*
 School of Linguistics and Language Studies, Carleton University
<http://carleton.ca/slals/2015/kartchava-2-teaching-awards/>
- 2015 (May) *Announcing the 2015 Carleton University Teaching Award winners*
 Educational Development Centre, Carleton University
<http://carleton.ca/edc/2015/announcing-the-2015-carleton-university-teaching-award-winners/>
- 2015 (April) *SLaLS Outstanding TA Awards 2015*
 Nominated (with P. Hartwick, J. Sheyholislami, & I. Kozlova) Rebecca Morse, TA for ALDS 1001 online
<http://carleton.ca/slals/2015/slals-ta-awards/>
- 2015 (March) *The ALDS 1001 Experience: How four Carleton professors designed an interactive, online course*
 CUOL Newsletter March 2015 issue, Maha Ansari (reporter)
<http://carleton.ca/cuol/wp-content/uploads/CUOL-Newsletter-Mar2015-Issue.pdf>
<http://carleton.ca/slals/2015/language-matters/>
- 2014 (October) *Congratulations to the EDC's certificate program graduates*
 Educational Development Centre, Carleton University
<http://carleton.ca/edc/2014/congratulations-edcs-certificate-program-graduates/>

- 2014 (June) The CTESL team (at spring convocation)
School of Linguistics and Language Studies, Carleton University
<http://carleton.ca/slals/2014/ctesl-team/>
- 2014 (May) *CTESL promotional video*, Carleton University
“Spotlight On” section of the Carleton’s homepage
<https://www.youtube.com/watch?v=ldZDO2gheak>
- 2014 (April) *Congratulation to Dr. Eva Kartchava on her research award!*
In the Box Translation’s Facebook page
<https://www.facebook.com/InTheBoxTranslation>
- 2014 (April) *Kartchava receives research award (FASS Junior Research award)*
School of Linguistics and Language Studies, Carleton University
<http://carleton.ca/slals/2014/kartchava-receives-research-award/>
- 2014 (January) *Video testimonials on EDC’s e-Pedagogy course*
Carleton University
<http://carleton.ca/edc/publications/videos/testimonials/>
- 2014 (January) *Applied Linguistics class creates slang dictionary*
Carleton University
<http://carleton.ca/slals/2014/applied-linguistics-class-creates-slang-dictionary/>
- 2013 (September) *Bourse de reconnaissance pour des enseignants d’anglais*
Collège Ahuntsic
<http://www.collegeahuntsic.qc.ca/nouvelles/bourse-de-reconnaissance-pour-des-enseignants-danglais>

GRADUATE RESEARCH AND TEACHING EXPERIENCE

I. Research assistantships

- 2007-2010 Assistant to Professor Ahlem Ammar, University of Montreal, Department of Educational Sciences – Didactics
- 2005 Assistant to Professors Elizabeth Gatbonton and Pavel Trofimovich, Concordia University, Department of Education, TESL Centre

II. Teaching assistantships

- 2003 Assistant to Professor Elizabeth Gatbonton in “General TESL Pedagogy” (TESL 326), Concordia University, Department of Education, TESL Centre
- 2002 Assistant to Professor Isabelle Morin in “Computers in Language Learning/Teaching” (TESL 330), Concordia University, Department of Education, TESL Centre

III. Research participation

- 2006 **Game editor**, Ubisoft, Montreal, Canada
Selected words for a spelling game for youth
- 2006 **Rator**, University of Alberta, Educational Psychology (TESL)
Rated speech intelligibility of Russian L2 speakers as part of Dr. Tracey Derwing's research program
- 2006 **Instructor of English as a Second Language**, Concordia University, Department of Education, TESL Centre
Taught English as part of Dr. Elizabeth Gatbonton's research program

LANGUAGES

- Russian (native language)
- English (near-native language ability)
- French (intermediate language ability)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- AAAL (American Association of Applied Linguistics)
- ACLA/CAAL (Canadian Association of Applied Linguistics)
- AILA (International Association of Applied Linguistics)
- ALA (Association of Language Awareness)
- International Association for Task-Based Language Teaching (IATBLT)
- TESOL (Teachers of English to Speakers of Other Languages) Inc.
- TESL Ontario
- TESL Canada (2013 - until closing in Fall 2017)
- SPEAQ (Société pour la promotion de l'enseignement de l'anglais langue seconde au Québec)
- ACFAS (Association francophone pour le savoir, 2006-2007)

CURRICULUM VITAE

Geoffrey G. Pinchbeck, Assistant Professor
Coordinator, TESL Programs
GeoffPinchbeck@cunet.carleton.ca

June, 2021

Education

2017 Ph.D. (Education - Languages and Literacy), University of Calgary
2008 M.Ed. (Education - TESL), University of Calgary
2004 Cambridge Certificate for English Language Teachers of Adults (CELTA)
1999 Ph.D. (Medical Biochemistry), University of Calgary
1997 - 1998 Student Exchange Scholarship, Kagawa Medical University, Japan
1992 French Certificate, Université du Québec à Chicoutimi
1991 B.Sc. (Cell, Molecular & Microbial Biology), University of Calgary

Employment

a) Academic employment

Jul. 2017 – present **Assistant Professor**, ALDS, SLALS, FASS, Carleton University.
Jan – Apr 2017 **Assistant Professor (part-time)**, Master of Professional Education Program (TESOL), Faculty of Education, Western University. Instructor for *Computer-Assisted Language Learning, 9303B* (2 sections).
Sep 2015 – Aug 2016 **Research Assistant**, Werklund School of Education, University of Calgary. Mixed-effects modeling statistical analyses of longitudinal math and language proficiency data. Math Minds Initiative.
Sep – Dec 2013 **Sessional Instructor**, Graduate Programs in Education, Faculty of Education, University of Calgary. Instructor for *EDER 629.07 - Assessing English Language Proficiency*. M.Ed. (TESL) program.
May - Jun 2013 **Sessional Instructor**, Graduate Programs in Education, Faculty of Education, University of Calgary. Instructor for *EDER 669.73 - Language Teaching and Technology*. M.Ed. (TESL) program.
Sep 2012 - Apr 2013 **Sessional Instructor**, Faculty of Engineering, University of Calgary. *Technical Communication for Engineering Graduate Students*. Academic and professional communication for graduate students and professionals in engineering.
Jan - Dec 2011 **Curriculum Designer, Materials Developer, & Researcher**, *iEAP Program*, Faculty of Education, University of Calgary. Co-authored provincially-funded content-language integrated learning (CLIL) academic English skills program for university-bound long-term English language learners who graduated from Alberta high-schools.
Sep 2008 - Aug 2011 **Instructor**, *English for Academic Purposes (EAP) Program*, Faculty of Education, University of Calgary. Academic communication skills for graduate students in all faculties and for pre-program undergraduate-level international students

- Jun 2003 - Aug 2008 **Instructor, *ELF Program***, Southern Alberta Institute of Technology. English for Academic Purposes (EAP) and English for Specific Purposes (ESP); Materials and curriculum development for on-campus, blended, and distance delivery; Statistical analysis of program placement and student outcomes.
- Jan - Mar 2008 **Materials Developer, *Medical Communication Assessment Project (M-CAP)***, Faculty of Medicine/Faculty of Education, University of Calgary
- Sep 2004 - Aug 2005 **Instructor**, Bow Valley College, Calgary, Canada. Computer Enhanced Adult Literacy; Language Instruction for Newcomers to Canada (LINC).
- Sep 2002 - May 2003 **Instructor**, ELS Language Services, Jeddah, Saudi Arabia. Saudi Arabia-Japanese High Institute (SJAHI); International Business Academy (I.B.A.) College.

b) Other employment

- Jul 2001 - Jul 2002 **Coordinator of International Relations**, Ashibetsu City Hall, Japan.
- Aug 1999 - Jul 2001 **Assistant Language Teacher**, Kuriyama JHS., Japan.
- 1992 - 1999 **Ph.D. student researcher**, Faculty of Medicine, University of Calgary
- 1991 - 1992 **Teaching Assistant** and full-time student, Université du Québec à Chicoutimi

Professional Honours

- 2017 Excellence in Graduate Teaching Award, Faculty of Education, Western University
- 2017 The European Second Language Association (EuroSLA) Doctoral Student Travel Grant
- 2016 American Association for Applied Linguistics (AAAL) 'Educational Testing Services Graduate Student Award'
- 2015 (Short-listed: American Association for Applied Linguistics Graduate Student Award)
- Graduate Student Travel Award, Werklund School of Education (\$1000)
- 2014 - Ves Thomas Memorial Scholarship, Werklund School of Education (\$1700)
- Margot Husby Award, Graduate Students' Association (\$1000)
- Professional Development Grant, Graduate Students' Association (\$500)
- 2013 - Sharon Aikenhead Waugh Memorial Scholarship (\$1500)
- Bernice Gibb Memorial Scholarship in Language and Literacy Education (\$800)
- Faculty of Graduate Studies Travel Award (\$1500)
- Education Student Conference Travel Award, Faculty of Education (\$500)
- (Short-listed: Izaak Walton Killam Pre-Doctoral Scholarship. *forwarded*)
- 2012 - Bernice Gibb Memorial Scholarship in Language and Literacy Education

- (\$800)
- (Waiting list: Queen Elizabeth II Scholarship)
- Graduate Students Association Professional Development Grant (\$500)
- Education Student Conference Travel Award, Faculty of Education (\$500)
- 2011 - (SSHRC Doctoral Award - *forwarded, but was ineligible because I held a PhD in Medical Biochemistry*)
- 2010 Hopewell Teaching English as a Second Language Graduate Scholarship (\$4000)
- 2000 Japanese Language Proficiency – Level 2 (second-highest level, Government of Japan)
- 1997 Association of International Education, Japan - Student Scholarship (¥2,000,000)
- 1996 National Cancer Institute (Canada) Student Travel Award (\$500)
- 1994 - 9 Alberta Heritage Foundation for Medical Research Graduate Studentship (\$60,000)
- 1995 University of Calgary Faculty of Graduate Studies Award
- 1994 University of Calgary Faculty of Graduate Studies Award
- 1992 - 4 Alberta Cancer Foundation Graduate Studentship (\$30,000)
- 1987 - 8 Alberta Heritage Foundation for Medical Research Summer Studentship (\$12,000)
- 1987 University of Calgary Undergraduate Merit Award

Current Research Interests

Corpus and quantitative methodologies to examine:

- First and second language lexis and derivational morphology acquisition, assessment, and pedagogy
- Operationalization of academic English and its role in K-16+ academic and professional achievement

Intelligent computer assisted language learning (CALL)

Content and language integrated learning (CLIL) curricular design

Lexical and grammatical aspects of text readability and writing assessment

Vocabulary diagnostic assessment tool development

Publications

Articles in refereed journals

- Mizumoto, A., Pinchbeck, G.G., McLean, S. (in press) Comparisons of word lists on New Word Level Checker. *VLI: A Journal of Vocabulary and Research*.
- McLean, S., Huston, L., Raine, P., Kim, Y.A., Ueno, S., Pinchbeck, G.G., Nishiyama, S. (in press). The internal consistency and accuracy of automatically scored written receptive meaning-recall data: A preliminary study. *VLI: A Journal of Vocabulary and Research*.
- Stewart, J., Stoeckel, T., McLean, S., Nation, P., & Pinchbeck, G.G. (2021). What the research shows about written receptive vocabulary testing: a reply to Webb. *Studies in Second Language Acquisition*, 43(2), 462–471.

<https://doi.org/10.1017/S0272263121000437>

Stewart, J., McLean, S., Vitta, J.P., Nicklin, C., Pinchbeck, G.G., and Kramer, B. (in press). The Relationship Between Word Difficulty and Frequency: A Response to Hashimoto. *Language Assessment Quarterly*.

Pinchbeck, G.G., Brown, D., McLean, S., & Kramer, B. (in review). Validating Diagnostic Word Lists in EFL contexts: The impact of the definition of word and the choice of source corpora.

Pinchbeck, G. G. (2018). Validating the Construct of Readability in EFL Contexts: A Proposal for Criteria. *Vocabulary Learning and Instruction*, 7(2), 1-9.

<https://doi.org/10.7820/vli.v7.2.pinchbeck>

Crossman, K., & Pinchbeck, G. G. (2012). An intensive Academic English course for Gen1.5/ELLs bound for post-secondary studies: curriculum design, development, and implementation. *TESL Canada Journal*, 29(6), 231-245. [the co-authors contributed equally to this work]

Helbing, C. C., Wellington, C. L., Gogela-Spehar, M., Cheng, T., Pinchbeck, G. G., & Johnston, R. N. (1998). Quiescence versus apoptosis: *Myc* abundance determines pathway of exit from the cell cycle. *Oncogene*, 17, 1491-1501.

Articles in referred book chapters

Heidt, J., Pinchbeck, G.G., Rodgers, M.P.H. (in review). The Good Gaming (GG) List: A word list of key vocabulary in videogames. In Reynolds, B.L. (ed.) *Vocabulary Learning in the Wild*.

Articles in referred conference proceedings

Babb, P. P., Aljarrah, A., Sabbaghan, S., Metz, M., Pinchbeck, G. G., & Davis, B. (2016). Teachers' Perceived Difficulties for Creating Mathematical Extensions at the Border of Students' Discernments. in M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.). (2016). *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. (pp. 514-517). Tucson, AZ: The University of Arizona.

Metz, M., Babb, P. P., Sabbaghan, S., Davis, B., Pinchbeck, G. G., & Aljarrah, A. (2016). Transcending Traditional/Reform Dichotomies in Mathematics Education. in M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.). (2016). *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. (pp. 1252-1258). Tucson, AZ: The University of Arizona.

Pinchbeck, G. G. (2016). Towards appropriate L1 & L2 scales of English vocabulary in English dominant contexts: Vocabulary test item difficulty indicates lexical sophistication scale and definition of "word." In R. Waring, L. Anthony, C. Browne, & T. Ishii (Eds.), *Vocabulary Learning and Instruction (Vocab@Tokyo: Current Trends in Vocabulary Studies)* (pp. 72-73). Tokyo, Japan: VLI: A Journal of Vocabulary and Research. Retrieved from http://vli-journal.org/vocabattokyo/vocabattokyo_handbook_2016.pdf

Pinchbeck, G. G., McLean, S., Brown, D., & Kramer, B. (2016). Part 2, Revisiting the Word Family: What is an Appropriate Lexical Unit for Japanese EFL Learners? In

- R. Waring, L. Anthony, C. Browne, & T. Ishii (Eds.), *Vocabulary Learning and Instruction (Vocab@Tokyo: Current Trends in Vocabulary Studies)* (pp. 26–28). Tokyo, Japan.: VLI: A Journal of Vocabulary and Research. Retrieved from http://vli-journal.org/vocabattokyo/vocabattokyo_handbook_2016.pdf
- Aljarrah, A., Babb, P. P., Metz, M., Sabbaghan, S., Pinchbeck, G., & Davis, B. (2016). Transforming Mathematics Classroom Settings into Spaces of Expanding Possibilities. In M. Takeuchi, A. P. Preciado Babb, & J. Lock. *IDEAS 2016: Designing for Innovation Selected Proceedings*. Paper presented at IDEAS 2016: Designing for Innovation, Calgary, Canada (pp. 162-170). Calgary, Canada: Werklund School of Education, University of Calgary.
- Babb, P. P., Metz, M., Sabbaghan, S., Pinchbeck, G., Aljarrah, A., & Davis, B. (2016). Addressing the Challenge of Differentiation in Elementary Mathematics Classrooms. In M. Takeuchi, A.P. Preciado Babb, & J. Lock. *IDEAS 2016: Designing for Innovation Selected Proceedings*. Paper presented at IDEAS 2016: Designing for Innovation, Calgary, Canada (pp. 203-212). Calgary, Canada: Werklund School of Education, University of Calgary.
- Metz, M., Babb, P. P., Sabbaghan, S., Pinchbeck, G., Aljarrah, A., & Davis, B. (2016). Teachers' Awareness of Variation. In M. Takeuchi, A.P. Preciado Babb, & J. Lock. *IDEAS 2016: Designing for Innovation Selected Proceedings*. Paper presented at *IDEAS 2016: Designing for Innovation*, Calgary, Canada (pp. 182-191). Calgary, Canada: Werklund School of Education, University of Calgary.
- Sabbaghan, S., Babb, P. P., Metz, M., Pinchbeck, G., Aljarrah, A., & Davis, B. (2016). Juxtaposing Mathematical Extensions with Cognitively Loaded Questions in the Mathematics Classroom. In M. Takeuchi, A. P. Preciado Babb, & J. Lock. *IDEAS 2016: Designing for Innovation Selected Proceedings*. Paper presented at *IDEAS 2016: Designing for Innovation*, Calgary, Canada (pp. 213-223). Calgary, Canada: Werklund School of Education, University of Calgary.
- Pinchbeck, G. G. (2014). Vocabulary profiling of Canadian High School Diploma exam expository writing. In A. Hardy (Ed.), *Teaching and Language Corpora: Eleventh International Conference* (pp. 78–80). Lancaster, UK: Lancaster University. Retrieved from <http://ucrel.lancs.ac.uk/talc2014/doc/TALC2014-abstract-book.pdf>
- Wellington, C. L., Pinchbeck, G. G., & Johnston, R. N., (1995). Analysis of c-fos mRNA degradation in a tetracycline-regulated system. in J. Wise; M. Rosbash; I.W. Mattaj; B. Bass (eds.). *Proceedings of RNA processing*. Cold Spring Harbor, N.Y.: Cold Spring Harbor Laboratory.

Articles in non-refereed journals and miscellaneous scholarly publications

- Pinchbeck, G. & Crossman, K. (2014, reprinted). Stretch your Vocabulary: Instruction & Course Design. *SHARE: TESL Canada's eMagazine for ESL Teachers. Issue 5(Spring)*.
- Pinchbeck, G. and Crossman, K. (2012). Stretch your Vocabulary: Instruction & Course Design. *ATESL Newsletter*. (Fall Issue). 5-9.
- Crossman, K., Pinchbeck, G. G., & Roessingh, H. (2010). *Language Learning Support for First-Year Post Secondary English Language Learners: Curriculum Design and Development: Final Report*. (submitted to the Alberta Government – Ministry of

- Employment & Immigration) Calgary, AB, Canada: Faculty of Education, University of Calgary. [The first two co-authors contributed equally to this work]
- Crossman, K., Pinchbeck, G. G., & Roessingh, H. (2010). *Intensive English for Academic Purposes Program: Curriculum*. (A curriculum submitted to the Alberta Government – Ministry of Employment & Immigration) Calgary, AB, Canada: Education, University of Calgary. [The first two co-authors contributed equally to this work]
- Crossman, K., Pinchbeck, G. G., & Roessingh, H. (2010). *Intensive English for Academic Purposes Program* (A curriculum template submitted to the Alberta Ministry of Employment and Immigration). Calgary, AB, Canada: Education, University of Calgary. [The first two co-authors contributed equally to this work]
- English for Academic Purposes Program (EAPP) (2008). *International Teaching Orientation Workshop* – for Masters of Teaching Students (Division of Teacher Preparation). Calgary, AB, Canada: Author, University of Calgary. [Co-authored with Katie Crossman]
- Pinchbeck, G. G. (March, 2007). *Modalities and Pedagogy for Distance Language Learning* (Report to English Language Foundations). Calgary, AB, Canada: Centre for Academic Learner Services, SAIT Polytechnic.

Book reviews in scholarly journals

- Pinchbeck, G. G. (2016). *Capitalizing on Language Learners' Individuality: From Premise to Practice* by T. Gregersen & P. D. MacIntyre. *Canadian Modern Language Review / La revue canadienne des langues vivantes*, 72(3), 383–385.
<https://doi.org/10.3138/cmlr.72.3.383>.

Papers Presented

a) to learned societies

- Wojtalewicz, B., Pinchbeck, G. G., Macé, F. (2021, Apr.) *An item analysis of the French Vocabulary Size Test (Batista & Horst, 2016)*. Paper presentation at the Annual conference of the American Association of Applied Linguistics (AAAL). Online.
- Bartosiewicz, A., Pinchbeck, G. G. (2020, July). Readability and motivation in the CLIL classroom: A Spanish perspective. Conference session at TALC, the biannual meeting of the Teaching and Language Corpora Conference.
- Bartosiewicz, A., Pinchbeck, G. G. (2020, Aug.). Readability and motivation in the CLIL classroom: A Spanish perspective. Conference session at the annual meeting of the International Association of Applied Linguistics (AILA). University of Groningen, Netherlands. (Conference postponed to 2021).
- Bartosiewicz, A., Pinchbeck, G. G. (2020, Jul.). Readability and motivation in the CLIL classroom: A Spanish perspective. Conference session at the annual meeting of the International Association of Applied Linguistics (AILA). Perpignan, France (Conference moved online)
- Bartosiewicz, A., Pinchbeck, G. G. (2020, Jun.). *Readability and motivation in the CLIL classroom: A Spanish perspective*. Conference session at PLL2020: biannual conference of the International Association for the Psychology of Language Learning at Sydney, N.S. (Conference postponed to 2021)

- Chalabian, F.; Pinchbeck, G. G. (2020, May). *To What Extent Do ESL/EFL Textbooks Incorporate Corpus-based Materials to Reflect Real Language Use on Gerund/Infinitive Complements?* Conference session at the annual meeting of the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée (ACLA/CAAL). London, ON. (Conference cancelled).
- Heidt, J.; Rodgers, M.; Pinchbeck, G. G. (2020, May). *Vocabulary XP through videogames: a corpus analysis of the potential for vocabulary learning through gaming input.* Conference session at the annual meeting of the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée (ACLA/CAAL). London, ON. (Conference cancelled).
- Kim, Kyong-Ho; Pinchbeck, G. G. (2020, May). *A corpus-based analysis examining the readability of English graded readers in an EFL context.* Conference session at the annual meeting of the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée (ACLA/CAAL). London, ON. (Conference cancelled).
- Wojtalewicz, B., Pinchbeck, G. G., Macé, F. (2020, Mar.) *An item analysis of the French Vocabulary Size Test (Batista & Horst, 2016).* Paper presentation at the Annual conference of the American Association of Applied Linguistics (AAAL). Denver, CO. USA (Conference cancelled).
- Murphy, M., Myles, D., Pinchbeck, G. G., (2019, Nov.). Using vocabulary diagnostic tests to inform readings selection. Paper presentation at TESL Ontario 2019. Toronto, ON.
- Bartosiewicz, A., Pinchbeck, G. G. (2019, Oct.). *Readability and motivation in the CLIL classroom: A Spanish perspective.* Conference session at V International Conference on Bilingual Education. Cordoba, Spain.
- Wojtalewicz, B., Pinchbeck, G. G., Macé, F. (2019, July). *Assessing French learners' receptive vocabulary knowledge: A replication of Batista and Horst.* Paper presentation at Vocab@Leuven. Leuven, Belgium.
- Pinchbeck, G. G. (2019, July). *Validating the lexical decoding component in the construct of readability: better matching students to texts in EFL contexts.* Paper presentation at Vocab@Leuven. Leuven, Belgium.
- Pinchbeck, G. G., Murphy, M., Myles, D., Devos, N. (2019, May) *Developing diagnostic vocabulary tests to inform support for at-risk students in higher-education.* Conference session at the annual meeting of the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée (ACLA/CAAL). Vancouver, BC.
- Wojtalewicz, B., Pinchbeck, G. G., Macé, F. (2019, May). *Assessing French learners' receptive vocabulary knowledge: A replication of Batista and Horst.* Paper presentation at the annual meeting of the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée (ACLA/CAAL). Vancouver, BC.
- Pinchbeck, G. G., Murphy, M., Myles, D., Devos, N., Arias, A. (2019, April). *Developing diagnostic vocabulary tests to inform support for at-risk students in higher-education.* Poster presentation at the annual Symposium for the Canadian Association of Language Assessment (CALA Symposium). Toronto, ON, Canada.
- Egbert, J., Hashimoto, B. J., and Pinchbeck, G. G. (2019, March). *Toward a new measure of text readability.* Paper presentation at the Annual conference of the American Association of Applied Linguistics (AAAL). Atlanta, GA, USA.

- Macé, F., Wojtalewicz, B., and Pinchbeck, G. G. (2018, October). *Validation et applications pédagogiques du test de la taille du vocabulaire*. Paper presentation at the annual meeting of the Second Language Research Forum (SLRF). Montréal, QC, Canada.
- Pinchbeck, G. G. (2018, September). *Validating the Construct of Readability in EFL Contexts: A Proposal for Criteria*. Paper presentation at the Annual meeting of the Japan Association of Language Teachers Vocabulary Special Interest Group (JALT-Vocab SIG). Meiji-Gakuin University, Tokyo, Japan.
- Pinchbeck, G. G. & Schmitt, D. (2018, March). *Word List Development and Validation*. Invited presentation in N. Schmitt (organizer). *New Trends and Directions in Vocabulary Research* (invited colloquium) at the Annual conference of the American Association of Applied Linguistics (AAAL). Chicago, IL, USA.
- Pinchbeck, G. G. (2017, September). *Academic English is no one's first language: A corpus-informed study of language use and academic achievement by monolinguals and proficient bilinguals*. Paper presentation at the Annual conference of European Second Language Association (EuroSLA). University of Reading, UK.
- Pinchbeck, G. G., McLean, S., Kramer, B. & Brown, D., (2017, March). *Evaluating Word Lists for EFL: Vocabulary Test Item Difficulty Indicates Optimal Sources of Reference-Corpora and the Definition of Word-Unit*. Paper presentation at the Annual conference of the American Association of Applied Linguistics (AAAL). Portland, OR, USA.
- Pinchbeck, G. G. (2016, May). *Inferencing lexical scales for monolinguals and bilinguals for vocabulary use in learner corpora*. Paper presentation at the annual meeting of the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée (ACLA/CAAL). University of Calgary, AB, Canada.
- Pinchbeck, G. G. (2016, April) *Developmental scales of L1 & L2 academic English vocabulary: vocabulary test item difficulty indicates lexical sophistication and derivational morphology development*. Paper presentation at the Annual conference of the American Association of Applied Linguistics (AAAL). Orlando, FL, USA. [Received the AAAL 'Educational Testing Services Graduate Student Award']
- Pinchbeck, G. G. (2015, March) *L1/L2 Adolescent Vocabulary Use in a Learner Corpus: Academic Success and Lexical Sophistication/Diversity in Expository Writing*. Paper presentation at the joint conference of the American Association of Applied Linguistics (AAAL) and the Association canadienne de linguistique appliquée/Canadian Association of Applied Linguistics (ACLA/CAAL). Toronto, ON, Canada. [Short-listed for an AAAL Graduate Student Award]
- Pinchbeck, G. G. (2014, Sept.). *Vocabulary profiling of expository writing*. Paper presentation at American Association for Corpus Linguistics (AACL) Conference. Flagstaff, AZ, USA.
- Pinchbeck, G. G. (2014, May). *Vocabulary profiling of exam expository writing*. Paper presentation at Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée. Brock University, ON, Canada.
- Wojtalewicz, B. & Pinchbeck, G. G. (2014, May). *A Corpus-Based Study Measuring Vocabulary Development in Expository Writing Samples from Upper Elementary Learners*. Paper presentation at the annual meeting of the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée (ACLA/CAAL). Brock University, ON, Canada.

- Pinchbeck, G. (2014, April). *General academic vocabulary use in student writing: or: Academic English is no one's native language*. Invited plenary presentation at Linguistic Diversity and Language Policy Conference. Calgary, AB, Canada.
- Pinchbeck, G. G. (2014, Mar.) *Lexical Frequency Profiling of a Large Sample of Canadian High School Diploma Exam Expository Writing: L1 and L2 Academic English*. Paper presentation at the annual meeting of the American Association of Applied Linguistics (AAAL). Portland, OR, USA.
- Pinchbeck, G. G. (2013, Dec.). *Vocabulary profiling of exam expository writing*. Paper presentation at Vocab@Vic: Current Trends in Vocabulary Studies Conference. Victoria University of Wellington, New Zealand.
- Crossman, K. E. & Pinchbeck, G. G. (2013, Oct.). *Designing Real Tasks for the Fake World of University*. Paper presentation at Task Based Language Teaching (TBLT) 2013 Conference. Banff, AB, Canada. [Both authors contributed equally to this work]
- Pinchbeck, G. G. (2013, Jun.) *Minimum academic vocabulary thresholds for university-bound high-school students*. Paper presentation at the annual meeting of the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée (ACLA/CAAL). University of Victoria, BC, Canada.
- Pinchbeck, G. G. (2013, Jan.) *Vocabulary profiling of grade 12 exam expository writing*. Paper presentation at American Association for Corpus Linguistics (AACL) Conference. San Diego, CA, USA.
- Pinchbeck, G. G. & Crossman, K. E. (2012, Oct.) *An Intensive Academic English Course for Gen1.5/ELLs Bound for Post-Secondary Studies: Curriculum design, development and implementation*. Extended paper presentation at TESL Canada Conference. Kamloops, BC, Canada. [Both authors contributed equally to this work]
- Pinchbeck, G. G. (2012, Sept.) *Vocabulary and Writing Error Profiling in High School Student Writing Corpora*. Multidisciplinary Approaches to Language Policy and Planning Conference. Calgary, AB, Canada.
- Pinchbeck, G. G., Crossman, K. E. & Roessingh, H. (2010, Nov.) A Curriculum for Generation 1.5 ELLs: Intensive English for Academic Purposes (iEAP). Paper presentation at the Alberta Teachers of English as a Second Language (ATESL) Conference. Edmonton, AB, Canada. [First two authors contributed equally to this work]
- Crossman, K. E., Pinchbeck, G. G. & Roessingh, H. (2010, Jun.) iEAP – A Curriculum for Intensive English for Academic Purposes. Poster presentation at the annual meeting of the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée (ACLA/CAAL), Concordia University, Montreal, QC, Canada. [First two authors contributed equally to this work]
- Pinchbeck, G. G. (2009, Oct.) *Success in English for Academic Purposes Program Varies with Initial Placement, CLB Assessment and Residency Status*. Poster presentation at TESL-Canada Conference. Banff, AB, Canada.
- Johnston, R. N., Helbing, C. C., Wellington, C. L., Gogela-Spehar, M., Cheng, T., Pinchbeck, G. G. (1997) The transition from growth to quiescence versus apoptosis in serum-starved cells is decided by c-Myc but not by *cdk2*. *Molecular Biology of the Cell*. (8) 181-181.
- Helbing, C. C., Wellington, C. L., Cheng, T., Pinchbeck, G. G., Gibson, A. W. (1996) C-myc overexpression in a tetracycline-based eukaryotic expression system affects

cyclin-dependent kinase activity during apoptosis. *Molecular Biology of the Cell* (7) 3012-3012.

Pinchbeck, G. G., Wellington, C. L., Sim, V. L., Johnston, R. N., (1996) Analysis of c-fos mRNA degradation in a tetracycline-regulated system. *Molecular Biology of the Cell* 7: (Suppl.) 295a. doi: 10.1091/mbc.7.Suppl.250a

b) to other academic bodies

Pinchbeck, G. G. (2021, May.). Tips and tricks for finishing your thesis.

Presentation/workshop given at the Werklund School of Education. University of Calgary.

Murphy, M., Myles, D., Pinchbeck, G. G., (2021, Feb.). Using vocabulary diagnostic tests to inform readings selection. Paper presentation at Second Language Research Group. Carleton University.

Pinchbeck, G. G. (2020, Feb.) *Using diagnostic vocabulary tests and text analysis software to match learners to level-appropriate input texts in ESL materials development.*

Plenary talk at TESL Ottawa Winter PD Conference. Ottawa, ON.

Pinchbeck, G. G. (2020, Feb.) Matching students to texts using AntWordProfiler and vocabulary test data. Invited workshop at TESL Ottawa Winter PD Conference. Ottawa, ON.

Pinchbeck, G. G. (2019, Dec.) Best practices for text analysis for use in EAP materials development. Invited workshop at ESL-A program, Carleton University.

Pinchbeck, G. G. (2019, Feb.). *Academic English is no one's first language: A corpus-informed study of language use and academic achievement by monolinguals and proficient bilinguals.* Invited lecture in LNG-7002, Département de langues, linguistique et traduction, Université Laval. Québec City, QC, Canada.

Pinchbeck, G. G. (2018, Apr.). *Readability Revisited: Word List Development and Validation.* Invited presentation at the Symposium on Teaching and Learning Vocabulary in Another Language. Faculty of Education, Western University. London, ON, Canada.

Pinchbeck, G. G. (2017, Nov.). *Evaluating word Lists for EFL: Vocabulary test item difficulty in Japanese learners of English.* Invited presentation at the Symposium on Teaching and Learning Vocabulary in Another Language. Faculty of Education, Western University. London, ON, Canada

Pinchbeck, G. G. (2017, October). *Academic English is no one's first language: A corpus-informed study of language use and academic achievement by monolinguals and proficient bilinguals.* Invited presentation at the Second Language Research Group. Carleton University. Ottawa, ON.

Pinchbeck, G. G. (2017, September). *Corpus linguistics methodologies for research in vocabulary acquisition and pedagogy.* Invited workshop/presentation for the Carleton Applied and Theoretical Linguistics Academic Society (CATL). School of Linguistics and Language Studies, Carleton University.

Pinchbeck, G. G. (2016, October). *Evaluating word lists for native speakers and emerging bilinguals: Vocabulary test item difficulty indicates optimal sources of reference-corpora and the definition of word-unit.* Invited presentation at the Symposium on Teaching and Learning Vocabulary in Another Language. Faculty of Education, Western University. London, ON, Canada

- c) non-academic talks

Other Important Forms of Scholarly Productivity

Scale of English Word Knowledge – Japanese (SEWK-J) (2021) – [Resource of lexical sophistication created for use in a web-based text readability/vocabulary profiler for Japanese learners of English], funded by a Japanese Government ‘Kaken’ research grant awarded to S. McLean, J. Stuart, A. Mizumoto, and Geoff Pinchbeck, in Mizumoto, A. (2021). New Word Level Checker [Web application].
<https://nwlc.pythonanywhere.com>.

Language2Test – (in development) A web-based language testing platform designed in collaboration with Carleton University’s Research Computing Services (RCS). Hosted on Compute Canada.

Geoffrey Pinchbeck, Project client

Andrew Schoenrock, Manager, RCS

Sergiu Buhatel, Senior Research Software Developer, RCS

Tanvir Islam, Research Software Developer, RCS

Corpus Text Processor – (2020) command-line version of an existing desktop software, allowing for large corpora to be processed for research purposes. Carleton University’s Research Computing Services (RCS).

Geoffrey Pinchbeck, Project client

Andrew Schoenrock, Manager, RCS

Ryan Taylor, Research Computing Specialist, RCS

Easy Phrases (in development from 2020) A web-based application for English language learners and teachers that will find example sentences of words where the search term is the most difficult word in the sentence. Hosted on Compute Canada.

Geoffrey Pinchbeck, Project client

Masayo Ono Williams, author

English Vocabulary Levels Diagnostic Test – in collaboration with Nathan Devos, (BCIT), Don Myles, & Mike Murphy

English Reading Diagnostic Test – in collaboration with Nathan Devos, (BCIT), Don Myles, & Mike Murphy

English for Academic Purposes (EAP) Readability Tool – in collaboration with Nathan Devos, (BCIT), Angel Arias (U. of Ottawa), Don Myles, & Mike Murphy.

Funding Applications, Consultancies, and Contract Research

2021-2022 Co-applicant for Japanese Government ‘Kaken’ research grant (budget tbd). With T. Stoeckel, S. McLean, G.G. Pinchbeck, T. Ishii, A. Masrai, [title tbd]

2019-2020 Co-applicant for Japanese Government ‘Kaken’ research grant (~\$55,000 CAD, awarded). With S. McLean, J. Stuart, A. Mizumoto. *The production of a conventional and computer adaptive online-self marking meaning-*

- recall levels tests.
- 2019-2020 Participant/consultant for a grant application (unsuccessful) with S. Ólafsdóttir and A. Pálsdóttir (University of Iceland). *Vocabulary Profile of the Icelandic Gigaword Corpus (VoPIGC)*. The Icelandic Research Fund 2019, Project Grant.
- 2020 Consultant, for citizenship test dictionary project. Immigration, Refugees and Citizenship Canada / Government of Canada. (Catherine Matthews & Marie-Ève du Montier)
- 2018-2020 Consultant, for Japanese-English Bilingual Vocabulary Test, wordlists and database, for Stuart McLean and *English Central, Japan*.

Service to the Profession

- a) Offices in learned societies
- 2019-2021 Strand Coordinator for *Vocabulary and Lexical Studies* at the 2020 and 2021 annual meetings of the American Association of Applied Linguistics (AAAL).
- 2018-2020 Member of the Graduate Student Awards Committee, American Association of Applied Linguistics (AAAL).
- b) Manuscript appraisals for journals or publishers:
- *Applied Linguistics*
 - *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*
 - *Language Assessment Quarterly*
 - *Language, Culture and Curriculum*
 - *Language Teaching Research*
 - *Journal of English for Academic Purposes*
 - *Journal of Language, Identity, & Education*
 - *International Journal of Learner Corpus Research*
 - *TESL Canada Journal*
 - *CELT: Collected Essays on Learning and Teaching*

c) Other

Reviewer for Conferences (selected):

- Vocab@Leuven
- Vocab@Tokyo
- American Association of Applied Linguistics (AAAL): Vocabulary and Lexical Studies (VOC), Corpus Linguistics (COR), Second Language Acquisition (SLA), Reading, Writing & Literacy strands (RWL).
- Canadian Association of Applied Linguistics (CAAL/ACLA)
- Second Language Research Forum (SLRF)
- Task-based Language Teaching (TBLT)

Other Academic Volunteer work:

2017 - present Planning Committee Member for the biannual conference of the International Association for Task-Based Language Teaching (TBLT 2019). (led by Eva Kartchava, with D. Wood, J. Sheyholislami, & M. Rodgers)

Academic Responsibilities

- a) Graduate courses taught
 - ALDS 5002 - *Inquiry Strategies in ALDS*
 - ALDS 5207 - *Pedagogical Grammar*
 - ALDS 5908 - Research Essay
 - ALDS 5215 – TESL Methodology and Practicum
 - ALDS 6105 (Summer 2021). Directed reading in vocabulary testing, item response theory, and logistic regression.
- b) Undergraduate courses taught
 - ALDS 4206 – *Practicum in Teaching English as a Second Language*
 - ALDS 4801 – *Major Structures of English*
- b) Supervision - Ph.D.
 - Aleksandra Bartosiewicz. (in progress, co-supervisor with Victor Pavon), visiting Ph.D. student from the University of Cordoba.
 - Adam Steffanick (Sept. 2020 start, co-supervisor with David Wood)
 - Mastoor Al Kaboody (Sept. 2020 start, co-supervisor with David Wood)
- c) Supervision - MA
 - Julia Moynie (2018)
 - Firoozeh Chaoabian (2020)
 - Julian Heidt (2020) (Co-supervisor with Michael Rodgers)
 - Imran Ahmed. MA thesis. (2021)
- d) Supervision – Graduate Research Essay
 - Genan Hamad (2018)
 - Mehrub Rahman (2021)
- e) Supervisory Committee – PhD
 - Dmitri Priven (in progress)
 - Angela Carolina de Moraes Garcia (in progress)
- f) Supervisory Committee – MA
 - Kathryn Carreau (2019)

Administrative Responsibilities and Committee Assignments

a. Departmental:

Jul 2019 – 22 Coordinator of TESL programs
2018-present ALDS Representative on Digital Humanities program committee.
Jul 2019-20 Member of Tenure and Promotions Committee
Dec 2017-20 Member of Research Essay Award Committee, ALDS, SLALS.
2018-2021 Member of the Graduate Student Awards Committee, ALDS
Mar 2019 Presenter, represented ALDS and SLALS at Carleton University March Break Open House

Manuscripts in preparation:

Pinchbeck, G. G. (in preparation). The SEWK-J wordlist. A scale representing learner knowledge of vocabulary. *Vocabulary Learning and Instruction*.

Pinchbeck, G. G., Murphy, M., Myles, D. (in preparation) Using vocabulary diagnostic tests to inform readings selection.

Wojtalewicz, B., Pinchbeck, G. G., Macé, F. (in preparation). *An item analysis of the French Vocabulary Size Test (Batista & Horst, 2016)*.

Pinchbeck, G. G. (in preparation). Dispelling the myth of the 'ESL' - 'native-speaker' dichotomy: An empirical examination of length of residency, productive lexical knowledge, and academic achievement in academic-track K-12 monolingual and multilingual adolescents.

Pinchbeck, G.G. (in preparation). Developmental scales of L1 & L2 academic English vocabulary: vocabulary test item difficulty indicates lexical sophistication and derivational morphology development.

Pinchbeck, G. G. (in preparation). A modified lexical sophistication index as a measurable dimension of academic language development in monolingual English and proficient bilingual adolescent K-12 learners.

Pinchbeck, G. G. (in preparation). The relationship of lexical diversity in the writing of monolingual English speakers and proficient bilinguals to writing quality scores and academic achievement.

CURRICULUM VITAE

Michael Rodgers

October 1st, 2021

Education

Doctor of Philosophy in Applied Linguistics

Victoria University of Wellington

Wellington, New Zealand

Awarded: 2013

Thesis: English language learning through viewing television: An investigation of comprehension, incidental vocabulary acquisition, lexical coverage, attitudes, and captions

Master of Science in TESOL

Temple University of Japan

Tokyo, Japan

Awarded: 2006

Bachelor of Arts in Education

University of Lethbridge

Lethbridge, Canada

Awarded: 1992

Employment

Academic employment

Carleton University

2016 to Present

Associate Professor

Ottawa, Ontario

University of Nottingham

2013 to 2016

Assistant Professor of Global Acquisition and Bilingualism

Nottingham, U.K.

Victoria University of Wellington

2012

Teaching Assistant

Wellington, N.Z.

Victoria University of Wellington

2012

Research Assistant

Wellington, N.Z.

Fukuoka University
2007 to 2012
Lecturer
Fukuoka, Japan

Koran Women's College
2003 to 2011
Part-time Instructor
Fukuoka, Japan

Kyushu University
2005 to 2009
Part-time Instructor
Fukuoka, Japan

Kurume University
2004 to 2008
Part-time Instructor
Kurume, Japan

Other employment

Linguaphone Academy
1999 to 2002
School Manager
Fukuoka, Japan

Trinity Academy
1996 to 1999
Senior Teacher
Fukuoka, Japan

Professional Honours

Best PhD Thesis in Applied Linguistics 2013 – The Applied Linguistics Association of
New Zealand

Current Research Interests

Second Language Acquisition
Vocabulary Acquisition
Language Learning Through Television & Movies
Language Learning Through Video Games
L2 Listening
English for Academic Purposes/English for Specific Purposes
Workplace Language Training

Publications

Books edited

Schmitt, N. & Rodgers, M.P.H. (Eds.) (2019). *An Introduction to Applied Linguistics* (3rd Edition). Routledge.

Journal special issues edited

Kartchava, E. & Rodgers, M.P.H. (Eds.) (2021). Special Issue: Insight, Instruction, and Outcomes: Reflections from the TBLT 2019 conference. *Canadian Journal of Applied Linguistics*, 24(2).

Montero Perez, M. & Rodgers, M.P.H. (Eds.) (2019). Special Issue: Video and language learning. *The Language Learning Journal*.

Chapters in edited books

Heidt, J.S., Pinchbeck, G. & Rodgers, M.P.H. (in press). The Good Gaming (GG) List: A word list of key vocabulary in videogames. In B. Reynolds & M. Feng Teng (Eds.) *Vocabulary in the wild*. Springer.

Rodgers, M.P.H. & Heidt, J.S. (2020). Levelling up comprehensible input and vocabulary learning: The lexical profile of videogames. In V. Werner & F. Tegge (Eds.) *Pop culture in language education*. Routledge.

Rodgers, M.P.H. & Webb, S. (2016). Listening to lectures. In Hyland, K. and Shaw, P. (Eds.), *The Routledge handbook of English for academic purposes*. Taylor & Francis.

Articles in refereed journals

Pellicer Sanchez, A., Conklin, K., Rodgers, M.P.H. & Parente, F. (in press). The effect of auditory input on multimodal reading comprehension: An examination of adult readers' eye movements. *The Modern Language Journal*.

McLellan, G., Kartchava, E., & Rodgers, M. (2021). Technology-Mediated Language Training: Developing and Assessing a Module for a Blended Curriculum for Newcomers. *Canadian Journal of Applied Linguistics*, 24(2).

Kartchava, E. & Rodgers, M.P.H. (Eds.) (2021). Special Issue: Insight, Instruction, and Outcomes: Reflections from the TBLT 2019 conference – Guest Editorial. *Canadian Journal of Applied Linguistics*, 24(2).

Rodgers, M.P.H. & Webb, S. (2020). Incidental vocabulary learning through viewing television. *ITL-International Journal of Applied Linguistics*.

Pellicer-Sanchez, A., Tragant, E., Conklin, K., Rodgers, M.P.H., Serrano, R. & Llanes, A. (2020). Young learners' processing of multimodal input and its impact on reading comprehension: An eye-tracking study. *Studies in Second Language Acquisition*.

Durbahn, M., Rodgers, M.P.H., & Peters, E. (2020). The relationship between vocabulary and viewing comprehension. *System*, 88(1), 102166.

- Montero Perez, M. & Rodgers, M.P.H. (2019). Video and language learning – Guest Editorial. *The Language Learning Journal*, 47(4), 403-406.
- Rodgers, M.P.H. (2018). The images in television programs and the potential for learning unknown words. *ITL-International Journal of Applied Linguistics*, 169(1), 191-211.
- Pellicer-Sanchez, A., Tragant, E., Conklin, K., Rodgers, M.P.H., Llanes, A., & Serrano, R. (2018). L2 reading and reading-while-listening in multimodal learning conditions: An eye-tracking study. *ELT Research Papers*, 18(1), 3-28.
- Le-Thi, D., Rodgers, M. P.H., & Pellicer-Sánchez, A. (2017). Teaching formulaic sequences in an English-language class: The effects of explicit instruction versus coursebook instruction. *TESL Canada Journal*, 34(3), 111-139.
- Rodgers, M.P.H. & Webb, S. (2017). Do captions improve EFL learners' comprehension of English-language television programs? *CALICO Journal*, 34(1), 20-38.
- Rolls, H., & Rodgers, M. P. (2017). Science-specific technical vocabulary in science fiction-fantasy texts: A case for 'language through literature'. *English for Specific Purposes*, 48, 44-56.
- Rodgers, M.P.H. (2016). The benefits of extensive listening & viewing. *EJAL-TEFL—Teaching and Researching Listening and Speaking Skills in the TESOL Classroom*. 5(2), 43-58.
- Rodgers, M.P.H. & Webb, S. (2011). Narrow viewing: The vocabulary in related and unrelated television programs. *TESOL Quarterly*, 45(4), 689-717.
- Webb, S. & Rodgers, M.P.H. (2009). The lexical coverage of movies. *Applied Linguistics*, 30(3), 407-427.
- Webb, S. & Rodgers, M.P.H. (2009). Investigating the vocabulary demands of television programs. *Language Learning*, 59(2), 335-366.
- Kagimoto, E. & Rodgers, M. P. H. (2008). Students' perceptions of corrective feedback. In K. Bradford-Watts (Ed.), *JALT2008 Conference Proceedings*. Tokyo: JALT

Books reviews in scholarly journals

- Rodgers, M. P. H. (2014). S. Jarvis & M. Daller (Eds.). (2013), *Vocabulary Knowledge: Human Ratings and Automated Measures*. reviewed by Michael P.H. Rodgers. *Canadian Modern Language Review*, 70(3), 409–411.

Major encyclopedia or dictionary articles

- Rodgers, M.P.H. (2018). Extensive Viewing: Extra-curricular Language Learning Outside the Classroom Walls. In J. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching, Current Trends in ELT and Future Directions Volume*. Wiley-Blackwell.

Papers Presented

To learned societies

- Rodgers, M.P.H. (2021, June). *Language learning through video and video games: The effects of multimodality on comprehension and vocabulary learning*. Presented at EuroSLA 2021, Barcelona, Spain – Part of the invited Language Learning Round Table “Multimodal Input and SLA”.
- Rodgers, M.P.H. (2020, June). *Language learning through video and video games: The effects of multimodality on comprehension and vocabulary learning*. Presented at EuroSLA 2020, Barcelona, Spain – Part of the invited Language Learning Round Table “Multimodal Input and SLA”. Cancelled due to COVID-19.
- Murphy, M.E. & Rodgers, M.P.H. (2020, June). *Television programs as aural input: Investigating language learner perceptions of an extensive viewing program*. Presented at CAAL 2020, London, Ontario. Cancelled due to COVID-19.
- Heidt, J., Rodgers, M.P.H., & Pinchbeck, G. (2020, June). *Vocabulary XP through videogames: a corpus analysis of the potential for vocabulary learning through gaming input*. Presented at CAAL 2020, London, Ontario. Cancelled due to COVID-19.
- McLellan, G., Kartchava, E., & Rodgers, M.P.H. (2020, June). *Motivation in workplace and general ESL Programs: A comparison of teacher beliefs on language learner motivation and its sources in two contexts*. Presented at CAAL 2020, London, Ontario. Cancelled due to COVID-19.
- Ady, F., Kartchava, E. & Rodgers, M.P.H. (August 2019). *Exploring Underlying Elements of the Motivational Self System Among Learners in a Workplace Language Training Program*. Presented at TBLT2019, Ottawa, Canada.
- McLellan, G., Kartchava, E. & Rodgers, M.P.H. (August 2019). *Technology-mediated workplace language training: Developing and assessing a module for a blended curriculum for newcomers*. Presented at TBLT2019, Ottawa, Canada.
- Rodgers, M.P.H. & Heidt, J. (2019, October). *Lexical Level Up: The potential for vocabulary learning through videogames*. Presented at SLRF 2019, East Lansing, USA.
- Durbahn, M.V., Rodgers, M.P.H., & Peters, E. (2019, July). *The relationship between lexical coverage and viewing comprehension*. Presented at Vocab@Leuven 2019, Leuven, Belgium.
- Katagiri, R. & Rodgers, M.P.H. (2019, July). *The activity of providing and interpreting written corrective feedback in a government-funded program*. Presented at Vocab@Leuven 2019, Leuven, Belgium.
- Rodgers, M.P.H. & Heidt, J. (2019, July). *Game on for comprehensible input and vocabulary learning: The lexical demands of videos games*. Presented at Vocab@Leuven 2019, Leuven, Belgium.
- Katagiri, R. & Rodgers, M.P.H. (2019, June). *A Lexical Analysis of a Diagnostic Writing Assessment: The Relationship Between Lexical Profile & Sophistication and*

- Writing Proficiency*. Presented at CAAL/ACLA 2019, Vancouver, British Columbia.
- Klassen, K. & Rodgers, M.P.H. (2019, June). *Checking Up on Medical Training Assessments for English as a Second Language Doctors through Multimodal Analysis*. Presented at CAAL/ACLA 2019, Vancouver, British Columbia.
- Rodgers, M.P.H. (2018, October). *The effects of captions on facets of viewing comprehension of an authentic television program*. Presented at SLRF 2018, Montreal, Quebec.
- Heidt, J., Kartchava, E., & Rodgers, M.P.H. (2018, May). *The activity of providing and interpreting written corrective feedback in a government-funded program*. Presented at ACLA/CAAL 2018, Regina, Saskatchewan.
- Rodgers, M.P.H. (2018, March). *Fun and Games: Learning Vocabulary through Gaming*. Part of the *New Trends and Directions in Vocabulary Research*. Presented at AAAL 2018, Chicago, Illinois.
- Conklin, K., Pellicer-Sanchez, A., & Rodgers, M.P.H. (2018, March). *The advantage conferred by auditory input while reading multi-modal texts: A comparison of L1 and L2 readers' eye movements*. Presented at AAAL 2018, Chicago, Illinois.
- Durbahn, M., Peters, E. & Rodgers, M.P.H. (2018, March). *The role of lexical coverage in viewing comprehension*. Presented at AAAL 2018, Chicago, Illinois.
- Heidt, J., Kartchava, E., & Rodgers, M.P.H. (2017, May). *Classroom-based online versus offline written corrective feedback*. Presented at TESOL Ontario 2017 Conference, Toronto, Ontario.
- Rodgers, M.P.H. (2017, March). *Looking Beyond the Advantage in Global Comprehension for Videos Viewed with Captions: How Captioning Affects Distinct Facets of Listening Comprehension*. Presented at AAAL 2017, Portland, Oregon.
- Le Thi, D. & Rodgers, M.P.H. (2016, September). *Teaching formulaic sequences: a deliberate, language-focused approach to learning multi-word units*. Presented at BAAL 2016 Anglia Ruskin University, Cambridge, UK.
- Al-Mutairi, H. & Rodgers M.P.H. (2016, July). *Learning Polysemy of Phrasal Verbs and High Frequency Single-word Verbs through Spoken Output*. Presented at FLARN 2016, Vilnius, Lithuania.
- Rodgers, M.P.H. (2016, April). *Do the Images in Television Programs Support the Learning of Unknown Words?: The Relationship Between On-Screen Imagery and Vocabulary*. Presented at AAAL 2016, Orlando, Florida.
- Le Thi, D. & Rodgers, M.P.H. (2016, April). *Incorporating a frequency list of formulaic sequences into an EFL course: The effects of deliberate language-focused teaching*. Presented at AAAL 2016, Orlando, Florida.
- Rodgers, M.P.H. (2015, August). *Comprehension of episodes of authentic television by EFL language learners*. Presented at BAAL Conference 2015, Birmingham, UK.
- Rodgers, M.P.H. (2015, July). *The Relationship between Imagery and Vocabulary in Authentic Television*. Presented at BAAL Vocabulary Special Interest Group Conference 2015, Swansea, UK.

- Rodgers, M.P.H. (2014, March). *There is so much Formulaic Language: How can it be taught?* Part of the *Formulaic Language Comes in Different Flavors: Implications for the Acquisition, Assessment, and Pedagogy of Formulaic Sequences Colloquium*. Presented at AAAL 2014, Portland Oregon.
- Webb, S. & Rodgers, M.P.H. (2013, August). *Incidental vocabulary learning through watching television*. Presented at EuroSLA 23, Amsterdam, Holland.
- Rodgers, M.P.H. (2012, September). *The effects of intralingual subtitles on the comprehension of successive episodes of a television drama*. Presented at Subtitles and Language Learning Conference, Pavia, Italy.
- Rodgers, M.P.H. (2012, June). *Comprehension of successive episodes of a television drama viewed with and without intralingual subtitles*. Presented at 2nd Auckland Postgraduate Conference on Linguistics and Applied Linguistics, Auckland, New Zealand.
- Rodgers, M.P.H. (2011, March). *Can you learn words through watching television?* Presented at 1st Auckland Postgraduate Conference on Linguistics and Applied Linguistics, Auckland, New Zealand.
- Rodgers, M.P.H. (2010, October). *Testing the tests: A procedure for validating television comprehension tests*. Presented at PAC-KOTESOL, Seoul, Korea.
- Webb, S. & Rodgers M. (2008, November). *The vocabulary demands of movies*. Presented at JALT2008, Tokyo, Japan.
- Rodgers M. & Webb, S. (2007, November). *The lexical coverage of television programs*. Presented at JALT2007, Tokyo, Japan.
- Rodgers M. & Sockett, E. (2007, November). *Student perception of corrective feedback*. Presented at JALT2007, Tokyo, Japan.
- Rodgers, M. & Sockett, E. (2006, November). *Culture of learning in the university classroom*. Presented at JALT2006, Kitakyushu, Japan.
- Socket, E. & Rodgers, (2006, June). *Culture of learning in the university classroom*. Presented at Temple University/Fukuoka JALT Applied Linguistics Colloquium. Fukuoka, Japan.

To other academic bodies

- Rodgers, M.P.H. (2020, February). *Language learning through viewing media*. Presented at TESL Ottawa Winter Meeting, Ottawa, Ontario – Invited speaker.
- Rodgers, M.P.H. (2018, April). *Incidental Vocabulary Learning through Viewing Television*. Invited speaker to the 3rd Symposium on Teaching and Learning Vocabulary in Another Language, Western University, London, Ontario.
- Rodgers, M.P.H. (2017, October). *Captions and Vocabulary Learning*. Invited speaker to the 2nd Symposium on Teaching and Learning Vocabulary in Another Language, Western University, London, Ontario.

- Rodgers, M.P.H. (2017, April). *Language learning through Viewing Television: In and Out of the Classroom*. Invited speaker to the Cornell University Language Resource Center, Ithaca, New York.
- Rodgers, M.P.H. (2016, October). *The images in television programs and the potential for learning unknown words*. Invited speaker to the 1st Symposium on Teaching and Learning Vocabulary in Another Language, Western University, London, Ontario.
- Rodgers, M.P.H. (2016, November). *The effects of captioning on discrete facets of listening comprehension of authentic television*. Invited speaker to the Multimodal Input in Second Language Learning Symposium, Barcelona, Spain.
- Rodgers, M.P.H. (2015, February). *Vocabulary acquisition through video*. Invited speaker to the Lexical Studies Speaker Series, Cardiff University, Cardiff UK.
- Rodgers, M.P.H. (2015, October). *Language learning through television*. Invited speaker to the Language and Linguistics Seminar Series, University of Leicester, Leicester UK.
- Webb, S. & Rodgers, M.P.H. (2012, September). *Language learning through television*. Invited speaker at Tsuda University, Tokyo, Japan.
- Rodgers, M.P.H. (2011, August). *Incidental vocabulary learning through watching television*. Presented at VUW LALS Seminar Series, Wellington, New Zealand.

Research grants

Government or extra-university

2019-2023 SSHRC Aid to Scholarly Journals (ASJ)

Editor-in-Chief, with Dr. Eva Kartchava (\$66,0000 CDN [\$17,600 for 3.5 years])

Project: The Canadian Association of Applied Linguistics / L'Association canadienne de linguistique appliquée.

2018-2021 Immigration, Refugees and Citizenship Canada (IRCC), Ottawa

Community Immigrant Services Organization (OCISO), with Dr. Eva Kartchava (\$70,000 CDN + 15% overhead)

Project: RAISE Workplace Language Training Model

2018-2019 Ontario Ministry of Citizenship and Immigration Research Award, Ottawa

Community Immigrant Services Organization (OCISO), with Dr. Eva Kartchava (\$8,000 CDN + 15% overhead)

Project: "RAISE Workplace Language Training Model"

English Language Learning and Teaching Research Award

The British Council – December 2016 (£9748)

Project: "L2 reading and reading-while-listening in multi-modal learning conditions: An eye-tracking study"

University

Centres and Sandpit Research Award – Research assistant funding to investigate the support of imagery for vocabulary acquisition – University of Nottingham – September 2014

Faculty Research Committee Research Fellow and Postgraduate Grant for Conference Attendance – Subtitles and Language Learning Conference, Pavia, Italy – September 2012

Faculty Research Committee Research Fellow and Postgraduate Grant for Conference Attendance – Auckland Postgraduate Conference on Linguistics and Applied Linguistics, Auckland, New Zealand – March 2011

Academic associations, affiliations, and services

Editor-in-Chief, The Canadian Journal of Applied Linguistics/ La Revue canadienne de linguistique appliquée. With Dr. Eva Kartchava

Member of the ACLA/CAAL Executive Council

Member of TESL Canada Journal Review Board

Member of RELC Journal Editorial Board

Article Reviewer for over 60 separate articles across 21 journals

Conference Reviewer for over 10 separate conferences

Academic Responsibilities

Graduate courses taught

ALDS 5205 (2016/17, 2017/18, 2018/19)

ALDS 5302 (2016F, 2017F, 2018F)

ALDS 5905 (2020W)

Undergraduate courses taught

ALDS 2203 (2018W)

ALDS 4205 (2016/17, 2017/18, 2018/19)

ALDS 4305 (2019F)

ALDS 4306 (2020W)

Directed readings courses taught

ALDS 5902 (14 times)

LING 4901 (1 time)

Supervision

Carleton

PhD Thesis Supervisor – Muftah Mohamed – Completed May 2020 (co-supervised with Prof. Janna Fox)

MA Thesis Supervisor – Julian Heidt – Completed September 2020 (co-supervised with Dr. Geoff Pinchbeck)

MA Thesis Supervisor – Jackson Mitchell – Completed September 2020 (co-supervised with Dr. Kumiko Murasugi)
MA Thesis Supervisor – Fatima Ady – Completed June 2020 (co-supervised with Dr. Eva Kartchava)
MA Thesis Supervisor – Gillian McLellan – Completed August 2019 (co-supervised with Dr. Eva Kartchava)
MA Thesis Supervisor – Rose Katagiri – Completed April 2019 (co-supervised with Prof. Janna Fox)
MA Thesis Supervisor – Katarina Klassen – Completed April 2019
MA Thesis Supervisor – Alex Ross – Completed August 2018
MA Thesis Supervisor – Parnian Shafia – Completed August 2018
MA Thesis Supervisor – Hatem Aldohon – Completed April 2018
PhD Thesis Supervisor – Claire Reynolds – Data Collection Stage (co-supervised with Dr. Janna Fox)
PhD Thesis Supervisor – Hatem Aldohon – DP II Stage (co-supervised with Dr. David Wood)
MA Thesis Supervisor – Denise Wilton – Completion Stage (co-supervised with Dr. Eva Kartchava)
MA Thesis Supervisor – Neil Lapierre – Completion Stage (co-supervised with Dr. Eva Kartchava)
MA Thesis Supervisor – Tarah Lemours – Started September 2020
MA Research Essay Supervisor – Nicholas Oregon – Started September 2020

External

External PhD. Supervisor, Feran Gesa Vidal, University of Barcelona (Completed 2019)
Second PhD. Supervisor, Marion Durbahn, Leuven University (Ongoing)

Theses examined

MA Thesis Internal Examiner – Firoozeh Chalabian – May 2020
MA Thesis Internal Examiner – Yana Lysiak – August 2019

PhD Thesis Committees

Carleton

PhD Thesis Committee – Alisa Zavialova (Completed 2020)
PhD Thesis Committee – Shahin Nematizadeh (Completed 2019)
PhD Thesis Committee – Olga Makinina (Completed 2019)
PhD Thesis Committee – Raoof Moeini (For Duration of DP II)
PhD Thesis Committee – Muftah Mohamed (For Duration of DP II)

Administrative Responsibilities at Carleton

Department

2016-17

ALDS Assistant Professor Hiring Committee
ESLA Instructor Hiring Committee (2)
ALDS MA Thesis Committee

2017-18

ESLA Instructor Hiring Committee (2)
Speaker Series Committee
ALDS Research Ethics Sub-Committee Board
ALDS OGS/SSHRC Scholarship Recommendation Committee

2018-19

Assistant Director
ALDS Research Ethics Sub-Committee Board – Chair
ALDS Assistant Professor Hiring Committee
ALDS Instructor Hiring Committee
Speaker Series Committee
ALDS OGS/SSHRC Scholarship Recommendation Committee
TA Awards Nominations – Selection Committee

2019-20

ALDS Research Ethics Sub-Committee Board – Chair
ALDS Assistant Professor Hiring Committee

University

2017-18

Carleton University Research Ethics Board (A-Committee)

2018-19

Carleton University Research Ethics Board (A-Committee)

2019-20

Carleton University Research Ethics Board (A-Committee)

Other Notable Achievements and Events

Completed Carleton Leader 3 – 2019-20 Cohort
Supervisor – 2018 Carleton University Research Opportunity (CUROP) Award Winner –
Rose Katagiri – Topic: The uses of TED talks in academic English courses
Supervisor – 2018 Carleton University Research Opportunity (CUROP) Award Winner –
Julian Heidt (co-supervising with Dr. Eva Kartchava)– Topic: The effectiveness
of electronic and written feedback in second-language acquisition
Member of the Advisory Committee for RAISE’s Workplace Language Training
IRCC-SDI project

Member of ELK-Tech (Endangered Language Knowledge and Technology) research group www.elk-tech.org

Member of RNWL (Research in Newcomer Workplace Language) research group <https://carleton.ca/rnw/>

Brian Strong, PhD

Applied Linguistics and Discourse Studies
Carleton University, Ottawa
251 Paterson Hall
1125 Colonel By Drive,
Ottawa, ON K1S 5B6
Phone: (613) 410-1232
brian.strong@carleton.ca

EDUCATION

Victoria University of Wellington, NZ

- **Ph.D.** Applied Linguistics (2018).
 - Supervisors: Frank Boers and Peter Gu
 - Examiners: Anna Siyanova, Dilin Liu, and Shaofeng Li
 - Thesis title: "Evaluating Phrasal Verb Exercises: An Investigation into the Effectiveness of Error-Free and Trial-and-Error Learning"

University of Birmingham, UK

- **M.A.** Teaching English as Second or Other Language (with distinction, 2009)
 - Supervisor: Clare Hindley.
 - Examiner: Nicolas Groom.
 - Dissertation title: "Incidental Vocabulary Acquisition from Extensive Reading: Enhancing Three Types of Word Knowledge"

PROFESSIONAL APPOINTMENTS

Assistant Professor Carleton University, Ottawa	2021-present
Dissertation Supervisor University of Birmingham, Birmingham	2017-2021
Research Assistant Victoria University of Wellington, Wellington	2017-2018
Guest Lecturer Victoria University of Wellington, Wellington	Spring 2017
Teaching Assistant Victoria University of Wellington, Wellington	2016-2017
Guest Lecturer Victoria University of Wellington, Wellington	Spring 2013

TEACHING EXPERIENCE

EL Instructor, Victoria University of Wellington, Wellington 2013-2017
Courses: English Language Training for Officials, English for Academic Purposes, Advanced Oral Communication, English Proficiency
Responsibilities: Taught English as a second language to graduate and undergraduate students, diplomats, and professionals. Developed pedagogical and course materials, tests, and activities.

EFL Instructor, Curriculum Coordinator, Kwansai Gakuin University, Osaka 2008-2013
Courses: Reading, Writing, Speaking, and Listening
Responsibilities: Developed and delivered lessons for undergraduate students. Developed pedagogical materials, tests, and assignments. Designed course curriculum. Operated extensive English language learning retreats.

EFL Teacher-Trainer, Neyagawa Board of Education, Osaka 2005-2008
Courses: English as a Second Language
Responsibilities: Prepared and delivered teacher training. Planned lessons and taught classroom management skills. Evaluated teacher performance.

EFL Teacher, Daiwa Industries, Osaka 2003-2005
Courses: Business English, English Communication
Responsibilities: Prepared course material and designed lessons. Assessed student progress and written and oral reports.

EFL Teacher, Higashi-Osaka City, Osaka 2000-2003
Courses: English Communication, International Culture
Responsibilities: Prepared course materials and designed lessons. Created activities and planned social events.

SCHOLARSHIP & AWARDS

Doctoral Completion Award , Victoria University of Wellington, \$2,500	2018
Doctoral Scholarship Award , Victoria University of Wellington \$75,000	2013
Yasuko Obana Research Award , Kwansai Gakuin University \$8,500	2010

RESEARCH GRANTS

Faculty Research Grant: Award: \$1,033	2016
Faculty Research Grant: Award \$3,580	2015
Faculty Research Grant: Award: \$1,170	2014

PUBLICATIONS

Manuscripts in preparation

Strong, B. (2021). *Making errors during learning enhances retention of phrasal verbs*
Manuscript in preparation.

Published in journals

Strong, B. & Boers, F. (2019). Weighing up exercises on phrasal verbs: Retrieval vs. trial-and-error practices. *The Modern Language Journal*, 103(3), 562-579.

Strong, B. & Boers, F. (2019). The error in trial and error: The case of exercises on phrasal verbs. *TESOL Quarterly*, 53, 289–319.

Boers, F., Dang, T., & **Strong, B.** (2017). Comparing the effectiveness of phrase-focused exercises: A partial replication of Boers, Demecheleer, Coxhead, and Webb (2014). *Language Teaching Research*, 21(3), 362-380.

Strong, B. (2013). A cognitive semantics approach to learning of English phrasal verbs. *The Language Teacher*, 37(5), 28-31.

Strong, B. (2013). A cognitive linguistics approach to learning of English phrasal verbs. *VERB*, 2(1), 4-6.

Strong, B. (2012). A constructive conflict model of English education in Japan. *Kwansei Gakuin University Humanities Review*, 17, 185-196.

Strong, B., & Boutorwick, T.J. (2011). *Incidental vocabulary acquisition from pleasure reading*. Extensive Reading World Congress Proceedings, 1, 71-74.

Strong, B. (2011). Learning three aspects of word knowledge. *Kwansei Gakuin University Humanities Review*, 16, 121-135.

Strong, B. (2010). Trends in syllabus design. *Kwansei Gakuin University Humanities Review*, 15, 131-142.

Chapter in an edited volume

Boers, F. & **Strong, B.** (2017). An evaluation of textbook exercises on collocations. In B. Tomlinson (Ed.), *SLA Research and Materials Development for Language Learning* (pp. 139-152). New York: Routledge

Chapters in ESL textbooks

Strong, B. (2012) Refrigerators: A cool technology. In Y. Obana (Ed.) *Frontiers in Science IIA* (pp. 59-63). Kobe, Japan: Kwansei Gakuin University, School of Science and Technology, Department of English.

Strong, B. (2012). The dangers and necessity of agrochemicals. In Y. Obana (Ed.) *Frontiers in Science IIA* (pp. 23-30). Kobe, Japan: Kwansei Gakuin University, School of Science and Technology, Department of English.

Strong, B. (2012). Breakthroughs in robotics. In Y. Obana (Ed.) *Frontiers in Science IIA* (pp. 34-46). Kobe, Japan: Kwansei Gakuin University, School of Science and Technology, Department of English.

Strong, B. (2012). The good and bad of nuclear power. In Y. Obana (Ed.) *Frontiers in Science IIB* (pp. 57-69). Kobe, Japan: Kwansei Gakuin University, School of Science and Technology, Department of English.

Strong, B. (2012). Robotics: Is the future now or tomorrow? In Y. Obana (Ed.) *Frontiers in Science IIB* (pp. 89-98). Kobe, Japan: Kwansei Gakuin University, School of Science and Technology, Department of English.

PRESENTATIONS

Oral Presentations

Strong, B. (2022, January). *Enhancing the learning of phrasal verbs through trial and error*. Paper to be presented at the 41st Thailand TESOL International Virtual Conference, Bangkok, Thailand.

Strong, B. (2019, June). *How effective are exercises on phrasal verbs?* Paper presented at Asia TEFL & FLLT International Conference, Bangkok, Thailand.

Strong, B. & Boers, F. (2019, July). *Weighing up exercise on phrasal verbs: Retrieval versus trial-and-error implementations*. Paper presented at Vocab@Leuven, Leuven, Brussels.

Wang, A., Strong, B., & Toomer, M. (2018, December). *Teaching idioms with etymology notes: Does etymological semantic transparency matter for memorizing the meaning*. Paper presented at ALANZ Symposium, Hamilton, New Zealand.

Strong, B. (2016, September). *The effects of error-free and trial-and-error techniques on learning phrasal verbs*. Poster presented at Vocab@Tokyo, Tokyo, Japan.

Strong, B. (2015, June). *An investigation into the effects of exemplar-based and feedback-based procedures on learning phrasal verbs*. Paper presented at CULI International Conference, Bangkok, Thailand.

Strong, B. (2014, August). *Examining input material, corrective feedback and exercises on learning multiword units*. Paper presented at ThaiTESOL, Bangkok, Thailand.

Strong, B. (2013, December). *Methods of learning phrasal verbs: A cognitive linguistics approach*. Paper presented at Vocab@Vic, Wellington, New Zealand.

Strong, B. (2013, March). *Methods of learning phrasal verbs*. Paper presented at the 3rd International Conference on Foreign Language Learning and Teaching, Bangkok, Thailand.

Strong, B. (2012, October). *Creating a specialized keyword list*. Poster presented at JALT Conference, Hamamatsu, Japan.

Strong, B. (2012, March). *Incidental vocabulary acquisition through extensive reading*. Paper presented at the International Conference of Academic Disciplines, Las Vegas, USA.

Strong, B. (2012, March). *Learning vocabulary incidentally through reading*. Paper presented at JALT Vocabulary Symposium, Kyushu, Japan.

Strong, B. (2012, January). *Vocabulary acquisition through extensive reading*. Paper presented at the 32nd Thailand TESOL International Conference, Bangkok, Thailand.

Strong, B. (2011, December). *Acquisition of three aspects of word knowledge through reading*. Paper presented at the 8th JACET Vocabulary Acquisition Research Group Conference, Tokyo, Japan.

Strong, B. & Boutorwick, T.J. (2011, February). *Incidental vocabulary acquisition from pleasure reading*. Paper presented at the First Extensive Reading World Congress, Kyoto, Japan.

Strong, B. & Boutorwick, T.J. (2011, March). *Incidental vocabulary acquisition through extensive reading*. Paper presented at International Conference and Workshop on TEFL & Applied Linguistics, Taipei, Taiwan.

Strong, B. (2011, February). *Building a specialized word list*. Paper presented at the 13th Annual Temple University Japan Campus Applied Linguistics Colloquium, Osaka, Japan.

PROFESSIONAL SERVICE

Editorial Board Member

Since 2021

Journal of Education and Recreation Patterns

External Reviewer

Canadian Journal of Applied Linguistics, 2021

Routledge Taylor & Francis Group, 2021

Language Teaching Research, Sage Press, 2021

Studies in Second Language Acquisition Journal, 2020

ReCALL, Cambridge University Press, 2019.

Education and Language, Springer, 2018.

TESOL Quarterly, Wiley-Blackwell, 2018.

Applied Linguistics, Oxford University Press, 2018.

Language Teaching Research, Sage Press, 2018.

International Review of Applied Linguistics in Language Teaching, de Gruyter, 2018.

Vocabulary Education and Research Bulletin (VERB), JALT Vocabulary SIG, 2014.

Kwansei Gakuin University Forum for Foreign Language Education, Kwansei Gakuin University, 2012.

CERTIFICATES

TESOL Ontario: Academic Coordinator, Methodology Instructor, Practicum Supervisor, and Theory Instructor

David Claude Wood
School of Linguistics and Language Studies
236 Paterson Hall, Carleton University
1125 Colonel By Drive
Ottawa, Ontario K1S 5B6
HOME: (613)520-2600 ext. 6684
david.wood@carleton.ca

EDUCATION

- B.A. Bachelor of Arts, First Class Standing, English Literature and Psychology. University of Prince Edward Island, Charlottetown, Prince Edward Island. 1979.
- C.T.E.S.L. Certificate in the Teaching of English as a Second Language. Carleton University, Ottawa, Ontario. 1981.
- M.Ed. Master of Education, Second Language Teaching. University of Ottawa, Ottawa, Ontario. 1989.
- Ph.D. Doctor of Philosophy in Education. University of Ottawa, Ottawa, Ontario. Major field is second language learning and teaching. 2005. Thesis title *Formulaic Language in Speech Fluency Development in English as a Second Language*. Nominated by the thesis committee for a prize.

EMPLOYMENT

Academic Employment

- September 1981 – March 1983 Teacher of English as a Second Language. Hambakis Schools of English. Athens, Greece.
- April 1983 – June 1984 Teacher of English as a Second Language, Language Training Centre of Ottawa/Willis Language School, Ottawa, Ontario. Taught ESL at various levels.
- January 1989 – July 1990 Instructor of English as a Second Language, Ottawa Board of Education, Continuing Education, Ottawa, Ontario.
- Taught ESL at various levels, including TOEFL preparation and English for Academic Purposes.
 - Conducted an ESL/Lifeskills/orientation program for a special-needs group of learners. Ran a Settlement Language Training program from October 1989 to April 1990.
 - Revised the adult ESL curriculum guideline, 1990.
- August 1990 – August 1991 Assessor, Ottawa Board of Education, Ottawa, Ontario. Assessed the English language proficiency of newcomer students at all levels. Developed assessment materials and procedures.

- September 1991 – August 2001 Teacher of English as a Second language, School of Linguistics and Applied Language Studies, Carleton University, Ottawa, Ontario.
- Taught ESL and EAP at all levels in intensive and credit programs, and language workshops on speech fluency development.
 - Developed and taught the program for the *Diploma in English Language Teaching and Methodology for International Teachers of English* 1992 to 2001.
 - Developed and taught the course *Spoken English for Co-Op Students*, 2001.
 - Developed and delivered courses on teaching oral language and speech fluency research at the University of Havana, Cuba, as part of a Carleton/Canadian International Development Agency program, 1999 and 2002.
- September 1992 – March 1993 Language Test Developer ED/EDS-02, Language Training Canada, Public Service Commission of Canada, Hull, Quebec. Developed assessment materials for the English in the Workplace program.
- February 1994 – June 1995 Development Specialist ED/EDS-02, Language Training Canada, Public Service Commission of Canada, Hull, Quebec. Developed reading materials for the English in the Workplace program, including the internally published textbook Reading that Works, with Justine Foxall.
- September 1995 – July 1998 Sessional Professor, TESL Program, Algonquin College, Ottawa Ontario. Taught teacher training courses in Methodology, Pedagogical Grammar, ELT Practicum, and Teaching Beginner and Literacy Students.
- September 2000 – May 2001 Adjunct Professor, Faculty of Education, University of Ottawa, Ottawa, Ontario. Taught five sections of the teacher education course *Special Issues in Education: ESL*.
- April 2002 – March 2004 Visiting Professor of English, Naruto University of Education, Naruto, Tokushima, Japan. On leave from Carleton University. Taught undergraduate and graduate courses in the English department and assisted in Master thesis supervision.
- September 2001 – April 2006 Instructor, School of Linguistics and Applied Language Studies, Carleton University, Ottawa, Ontario. Taught credit courses in English for Academic purposes and graduate and undergraduate courses in the program for the Certificate in the Teaching of English as a Second Language and the program for Master of Arts in Applied Language Studies.

- September 2005- April 2006 Adjunct Assistant Professor, Department of Linguistics, University of Victoria, Victoria, British Columbia. On leave from Carleton University. Taught undergraduate and graduate courses in Applied Linguistics, including Second Language Acquisition and Graduate Seminar.
- July 2006 – June 2011 Assistant Professor, School of Linguistics and Applied Language Studies, Carleton University, Ottawa, Ontario. Taught undergraduate and graduate courses in applied linguistics and coordinated the program for the Certificate in the Teaching of English as a Second Language. Received tenure July 2008.
- On sabbatical 2010-2011. Visiting Research Professor at Kyoto Sangyo University, Kyoto, Japan.
- July 2011 – June 2019 Associate Professor, School of Linguistics and Applied Language Studies, Carleton University, Ottawa, Ontario. Taught undergraduate and graduate courses in applied linguistics and coordinated the program for the Certificate in the Teaching of English as a Second Language and the TESL stream of the Master of Arts program.
- 2011-2012 Acting Director, Centre for Initiatives in Education, Carleton University.
- 2015 – 2016 Graduate Supervisor, School of Linguistics and Language Studies.
- 2016 – present Director, School of Linguistics and Language Studies
- July 2018 – June 2019 On sabbatical.
- Visiting Academic, School of Cultures, Languages and Linguistics, University of Auckland, Auckland New Zealand. September and October 2018
- Visiting Professor, Temple University Japan – Distinguished Lecturer Seminar Series, Tokyo and Osaka campuses, Temple University Japan. *Formulaic Language in Applied Linguistics and TESOL*. November 2018.
- Visiting Professor, Department of Languages, Literatures and Linguistics, York University, Toronto, Canada. May and June 2019.
- July 2019 – present Professor, School of Linguistics and Language Studies, Carleton University, Ottawa, Ontario.
- Other employment**
- June 1984 – December 1988 Librarian and Research Assistant, Association of Canadian Distillers, Ottawa, Ontario. Maintained a resource centre and library, provided information on the industry and related issues to the public and member companies, wrote briefs and reports and submissions for the Public Relations and Technical departments.

PROFESSIONAL HONOURS

May 2009	National Capital Educators' Award
March 2015	Carleton Faculty Graduate Mentor Award

CURRENT RESEARCH INTERESTS

Speech fluency and its development and acquisition, formulaic language in language production and acquisition, teacher education.

PUBLICATIONS

Books

Wood, D. (2015). *Fundamentals of formulaic language: An introduction*. London/New York: Bloomsbury.

Wood, D. (2010). *Formulaic language and second language speech fluency: Background, evidence and classroom applications*. London/New York: Continuum.

Books edited

Wood, D. (Ed.) (2010). *Perspectives on formulaic language in acquisition and production*. London/New York: Continuum.

Chapters in edited books

Wood, D. (2010). Lexical clusters in an EAP textbook corpus. In D. Wood (Ed.) *Perspectives on formulaic language in acquisition and production*. London/New York: Continuum.

Wood, D. (2020). Classifying and identifying formulaic language. In S. Webb, (Ed.). *Routledge handbook of vocabulary studies* pp. 30-45. London/New York: Routledge.

Nematizadeh, S., & Wood, D. (2021). Second language willingness to communicate as a complex dynamic system. In N. Zarrinabadi and M. Pawlak (Eds.). *New perspectives on willingness to communicate in a second language* pp. 7-23. Berlin: Springer.

Articles in refereed journals

Wood, D. (2001). In search of fluency: What is it and how can we teach it? *Canadian Modern Language Review*, 57 (4), 573-589.

Wood, D. (2002). Formulaic language in acquisition and production: Implications for teaching. *TESL Canada Journal*, 20 (1), 1-15.

Wood, D. (2002). Formulaic language in thought and word: Vygotskian interpretations. *Cahiers Linguistiques d'Ottawa*, 30, 26-55.

Wood, D. (2004). An empirical investigation into the facilitating role of automatized lexical phrases in second language fluency development. *Journal of Language and Learning*, 2 (1), 27-50.

- Wood, D. (2006). Uses and functions of formulaic sequences in second language speech: An exploration of the foundations of fluency. *Canadian Modern Language Review*, 63 (1), 13-33.
- Wood, D. (2007). Mastering the English formula: Fluency development of Japanese learners in a study abroad context. *JALT Journal*, 29 (2), 209-230.
- Wood, D. (2008). Mandarin Chinese speakers in a study abroad context: Does acquisition of formulaic sequences facilitate fluent speech in English? *The East Asian Learner*, 3 (2), 43-62.
- Wood, D. (2009). Helping ESP learners with workplace placement. *ELT Journal*, 63 (3), 323-331.
- Wood, D. (2009). Effects of focused instruction of formulaic sequences on fluent expression in second language narratives: A case study. *Canadian Journal of Applied Linguistics*, 12 (1), 39-57.
- Wood, D. C., & Appel, R. (2014). Multiword constructions in first year university engineering and business textbooks and in EAP textbooks. *Journal of English for Academic Purposes*, 15. Pp. 1-13.
- Al Hassan, L., & Wood, D. (2015). The effectiveness of focused instruction of formulaic sequences in augmenting L2 learners' academic writing skills: A quantitative research study. *Journal of English for Academic Purposes*, 17. Pp. 51-62.
- Appel, R., & Wood, D. (2016). Recurrent word combinations in EAP test-taker writing: Differences between high and low proficiency levels. *Language Assessment Quarterly*, 13 (1). Pp. 55-71.
- Wood, D. (2016). Willingness to communicate and second language speech fluency: An idiodynamic investigation. *System*, 60. Pp. 11-28.
- Wood, D. (2019). Practicum host teachers in TESL education in Canada: Effects of the hosting experience. *English Language Teacher Education and Development*, 22. Pp. 17-26.
- Nematizadeh, S., & Wood, D. (2019). Willingness to communicate and second language speech fluency: An investigation of affective and cognitive dynamics. *Canadian Modern Language Review*, 75 (3). 197-215.

Articles in refereed conference proceedings

- Wood, D. (2000). Fluency in second language speech: What and how? In D. Brooks, J. Robbins, & R. Long (Eds.). *On JALT 99: Connecting research and the classroom: JALT conference proceedings* (pp. 196-201)[CD_ROM]. Tokyo: The Japan Association for Language Teaching.
- Wood, D. (2007). Measuring the link between formulaic sequences and speech fluency: Implications for the language classroom. In H. M. McGarrell & R. Courchène, R. (Eds.). *Special Research Symposium Issue of CONTACT*. Refereed Proceedings of TESL Ontario Research Symposium, October 2007. Vol. 33, No. 2 (pp. 97-117).
- Wood, D. (2012). Willingness to communicate and L2 fluency: Complexity and variety in a corpus of Japanese and Chinese ESL learner speech. In H.M. McGarrell, & R.Courchène, (Eds.). *Special Research Symposium Issue of CONTACT*. Refereed Proceedings of TESL Ontario Research Symposium, October 2011. Vol. 38, No. 2 (pp. 23-39).

Wood, D., & Appel, R. (2013). Lexical bundles in first year university business and engineering textbooks: A resource for EAP. In H.M. McGarrell, & D. Wood, (Eds.). *Special Research Symposium Issue of CONTACT*. Refereed Proceedings of TESL Ontario Research Symposium, October 2012. Vol. 39, No. 2 (pp. 92-102).

Wood, D., & Namba, K. (2013). Focused instruction of formulaic language: Use and awareness in a Japanese university class. *Proceedings of the Third Asian Conference on Language Learning*. Pp. 203-212.

Textbooks

Wood, D. (1997). *Making the grade: An interactive course in English for academic purposes*. Toronto: Prentice Hall Canada Inc.

Articles in non-refereed journals and miscellaneous publications

Wood, D. (2000). What causes myopia?: An EAP report-writing project. *Between the Keys*, 7 (4), 12-14. Japan Association for Language Teaching.

Verma, S., & Wood, D. (1990). Settlement language training: New approaches. In J. Sivell & L. Curtis (Eds.). *Reading into the future: Proceedings of the 1990 TESL Ontario conference* (pp. 87-93). Toronto: TESL Ontario.

Book Reviews in scholarly journals

Wood, D. (2006). (Review of the book *Formulaic sequences: Acquisition, processing and use*. N. Schmitt, Ed.). *TESOL Quarterly*, 40 (2), 457-460.

Wood, D. (2008). (Review of the book *Phraseology and culture*. P. Skandera, Ed.). *Applied Linguistics*, 29 (1), 161-163.

Wood, D. (2020). (Review of the book *The prosody of formulaic sequences: A corpus and discourse approach*. P. M. S. Lin). *English Language and Linguistics*, 42.

EDITORIAL RESPONSIBILITIES

2017	Guest Editor, <i>TESL Canada Journal</i> 34 (3) Special Issue: Formulaic Language in English Language Acquisition and Teaching.
September 2015 – present	Member of <i>Canadian Modern Language Review</i> editorial board.
October 2012 – May 2016	Co-editor, TESL Ontario <i>Special Research Symposium Issue of CONTACT</i> . Refereed Proceedings of TESL Ontario Research Symposium. With H. McGarrell.
June 1990 – July 1991	Editor, <i>Contact</i> , newsletter of TESL Ontario.

PAPERS PRESENTED

To learned societies

Wood, D. (1999, October). *Fluency in second language speech: What and how?*. Paper presented at Japan

- Association for Language Teaching (JALT) Conference *Connecting Research and the Classroom*, Maebashi, Japan.
- Wood, D. (2000, April). *Teaching fluency: The roles of input, automatization, and lexical phrases*. Paper presented at SEAMEO Regional Language Centre (RELC) Seminar 2000.
- Wood, D. (2006, June). *Functions of formulaic language in second language speech*. Paper presented at American Association for Applied Linguistics (AAAL)/Canadian Association for Applied Linguistics (CAAL) Joint Annual Conference, Montreal, Quebec.
- Wood, D. (2006, November). *Measuring the link between second language fluency and formulaic language: Implications for the classroom*. Paper presented at TESL Ontario Annual Conference Research Forum. Toronto, Ontario.
- Wood, D. (2007, April). *Formulaic sequences as speech strategies: Fluency development by Chinese and Japanese L1 learners of English*. Paper presented at SEAMEO Regional Language Centre (RELC) Seminar 2007.
- Wood, D. (2008, June). Panel discussion co-chair - the future of formulaic language research. Formulaic Language Research Network (FlaRN) Seminar. University of Nottingham, Nottingham, United Kingdom.
- Wood, D. (2008, August). *Lexical bundles in an EAP corpus*. Paper presented at the congress of the International Association for Applied Linguistics (AILA). Essen, Germany.
- Wood, D. (2008, October). *Effects of focused instruction of formulaic sequences in second language narratives*. Paper presented at Japan Association for Language teaching (JALT) Conference. Tokyo, Japan.
- Wood, D. (2011, November). *L2 speech fluency: Effects of anxiety and willingness to communicate*. Paper presented at TESL Ontario Annual Conference Research Symposium. Toronto, Ontario.
- Wood, D., & Appel, R. (2012, November). *Lexical bundles in first year university business and engineering textbooks: A resource for EAP*. Paper presented at TESL Ontario Annual Conference Research Symposium. Toronto, Ontario.
- Wood, D. (2013, April). *Focused instruction of formulaic language: Use and awareness in a Japanese university class*. Paper presented at Third Asian Conference on Language Learning, Osaka, Japan.
- Wood, D., & Cray, E. (2014, August). *Lexical bundles as indicators of authenticity in EAP materials*. Paper presented at the congress of the International Association for Applied Linguistics (AILA). Brisbane, Australia.
- Wood, D. (2015, March). *Formulaic Language in ESL/EFL Teaching and Teacher Education*. Invited talk/discussion leadership at TESOL International Conference, Tea with Distinguished TESOLers forum. Toronto, Canada.
- Wood, D. (2017, May). *It's Only ESL: Profit, Privatization, and Deprofessionalization of University English Language Programs*. Language in Canadian Universities Colloquium. Simon Fraser University and University of British Columbia, Vancouver.

Wood, D. (2018, March). *Formulaic language and the language classroom*. Paper presented at ASEAN TEFL Conference, Melaka, Malaysia.

Wood, D. (2019, January). *Practicum host teachers in TESL education: Effects of the hosting experience*. Paper presented at IAFOR International Conference on Education, Honolulu, Hawaii.

To other academic bodies

Wood, D., & Verma, S. (1991, May). *Settlement language training: New perspectives*. Paper presented at TESL Canada Conference, Saskatoon, Saskatchewan.

Wood, D., Sheffer, L., & J. Thomas. (1991, November). *Newcomer language assessment: The OBE experience*. Presentation at TESL Ontario Conference, Toronto.

Wood, D., Fox, J., Pychyl, T., & Adler, M. (1992, November). *International teacher development: The Korea – Canada experience*. Presentation at TESL Ontario Conference, Toronto.

Wood, D. (1993, November). *Oral skills development: New approaches*. Presentation at TESL Ontario Conference, Toronto.

Wood, D. (1998, May). *International teacher development at Carleton*. Presentation at Trends Conference, Ottawa.

Wood, D. (2002, June). *Helping Japanese EFL learners to develop spontaneous speech skills*. Presentation at Shikoku English Language Education Forum, Matsuyama, Ehime, Japan.

Wood, D. (2005, May). *Classroom implications of the link between speech fluency and formulaic language*. Presentation at University of Waterloo Language Teaching Colloquium. Renison College, University of Waterloo, Waterloo, Ontario.

Wood, D. (2005, May). *Formulaic language and communicative language teaching*. Plenary Address, TESL Kitchener Waterloo Annual Meeting. Renison College, University of Waterloo, Waterloo, Ontario.

Wood, D. (2006, February). *New trends in second language acquisition research: Implications for language program delivery*. Presentation at Canadian Language Council National Conference, Victoria, British Columbia.

Wood, D. (2007, November). *Formulaic language in second language acquisition and production*. Invited talk at York University Department of Linguistics and Language Studies Lecture Series. Toronto, Ontario.

Wood, D. (2014, February). *Formulaic language and speech fluency: Classroom principles and practice*. Invited plenary talk at TESL Ottawa Annual Conference.

Wood, D. (2015, March). *Willingness to Communicate and Second Language Speech Fluency: An Idiodynamic Investigation*. Invited talk at Brock University Department of Applied Linguistics Lecture Series. St. Catharines, Ontario, Canada.

RESEARCH GRANTS

Social Sciences and Humanities Research Council of Canada (SSHRC) Standard Research Grant applications

awarded 4A status 2007, 2008, 2009, 2010.

Awarded internal university funding of \$8000 in 2007, \$6000 in 2008.

Awarded university funding of \$5000 in 2010.

Faculty of Arts and Social Sciences Junior Researcher Award 2013 \$5900

SERVICE TO THE PROFESSION

June 1994 June 1996	Member of Proposal Reading team for TESOL Conference 1995 and 1997, Higher Education Special Interest Group, TESOL.
2006 - present	Reviewer for articles submitted to the <i>Canadian Modern Language Review, Linguistics and Education, Language Learning, Canadian Journal of Education, Language Teaching Research, International Journal of Corpus Linguistics, International Journal of English Studies, Journal of English for Academic Purposes, Journal of Multilingual and Multicultural Communication.</i>
2013, 2014	Reviewer for book manuscript submitted to Palgrave Macmillan
2013 December	Proposal review for Dutch Council for the Humanities (external reviewer)
2009	External PhD examiner. Thinan Nakaprasit <i>Identifying Language Needs of ESL Students in a Canadian University Based English Language Program.</i> Brock University Faculty of Education, November 2009.
2017	External PhD examiner. Nasrin Ramezanali Short and long term vocabulary learning and retention through multimedia glossing: A mixed methods research. Western University Faculty of Education, May 2017.
2011 - present	Member of TESL Ontario Steering Committee for Post Certificate Training Courses.
2012 – present	Member of TESL Ontario Accreditation and Standards Committee.
2014 – present	Member of editorial committee, <i>Canadian Modern Language Review.</i>

CONSULTANCIES

July 1993	Provincial Benchmarks Project, Ontario Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario. ESL resource for drafting provincial listening and speaking benchmarks.
April - June 1994	Provincial Testing Project, Ontario Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario. ESL resource in drafting and revising reading and writing tests.

ACADEMIC RESPONSIBILITIES

Coordinator, Certificate in Teaching English as a Second Language (CTESL) 2006 – 2015

Graduate Supervisor 2015 - present

Director of School of Linguistics and Language Studies 2016 - present

Graduate courses taught

Carleton University

Master of Arts:

Practicum in Teaching English as a Second Language 2004 – 2005, 2006 – 2007, 2007-2008, 2008-2009, 2009-2010, 2011-2012, 2013-2014.

Methodology in Teaching English as a Second Language 2004 – 2005, 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2011-2012, 2013-2014.

Second Language Acquisition and Learning Theories 2013 Winter, Fall

Special Topics in Applied Linguistics: Formulaic Language. 2017, Summer.

Naruto University of Education

Master of Arts:

Thesis Writing (2 levels) 2002 - 2004

Public Speaking 2002 – 2004

University of Victoria

Master of Arts:

Graduate Seminar 2006

Temple University Japan

Master of Arts, PhD

Distinguished Lecturer Seminar 2018

Undergraduate courses taught

Carleton University

First year level

Introduction to Applied Linguistics 2005, 2007

Introductory English for Academic Purposes 1992 - 2002

Intermediate English for Academic Purposes 1992 - 2002

Advanced English for Academic Purposes 1992 - 2002

Fourth year level/Certificate in Teaching English as a Second language

Practicum in Teaching English as a Second Language 2004 – 2005, 2013-2014.

Methodology in Teaching English as a Second Language 2004 – 2005, 2006 – 2007, 2007-2008, 2008-2009, 2009-2010, 2011-2012.

Teaching Foreign Languages 2010.

Second Language Acquisition 2007-2008

Learning across the Disciplines 2006 - 2007

University of Ottawa

Teacher Education Program

Special Issues in Education: ESL Students in Regular Classrooms (5 sections)
2000 – 2001

University of Victoria

Bachelor of Arts/Diploma in Applied Linguistics

Second Language Acquisition 2005

Introduction to the Grammar of English Usage 2005

Issues in Applied Linguistics 2006

Applied Language Usage: Pedagogical Considerations 2006

Kyoto Sangyo University

Bachelor of Arts/Education

3rd/4th Year Elective: Formulaic Language

Algonquin College

Certificate in Teaching English as a Second Language

Methodology in Teaching English as a Second Language 1996 - 1998

Practicum in Teaching English as a Second Language 1998

Pedagogical Grammar 1997

Teaching English as a Second Language to Beginner and Literacy Students
1995 – 1996

Supervision

Carleton University

Master of Arts Tutorial Course

Ann Evers. English for academic purposes: A historical overview.
June/July 2005

Lai Tan Lydia U. Focus on form instruction in second language education.
Spring/summer 2007.

Kristine Gawne. Oral skills in EAP. Summer 2008.

Janna Holmes. Enhanced language training program development. Winter
2009.

Monica Arthur. Drama techniques in the ESL classroom. Winter 2009.

Patti Shane. Formulaic language in the teaching of EAP writing. Summer,
2010.

Linda Vogt. Formulaic language in Spanish as a second language textbooks.
Summer, 2010.

Leila Zouhmand. Uses of L1 in the L2 classroom. Summer 2010.

Randy Appel. Formulaic language and lexical bundles in corpus studies. Fall
2010.

Max Weinstein. Formulaic language and lexical bundles in corpus studies. Fall
2010.

Glynis Saylor-Stokes. What ESL teachers need to know about formulaic
language. Fall 2011.

Ridha Alanazi, Mohammed Almazloum, Mary Beth Haley, Yoichi Mukai,
Meaghan Steenhoek. Categorizations, definitions, and applications of
formulaic language. Spring, 2012.

Gufran Jafer. An ESP program for diplomats. Fall 2012, Winter 2013.

Sebastien Cloutier. Assistant language teacher programs in Japanese public
education. Spring 2013

Ridha ben Rejeb, Maha Selem. *Categorizations, definitions, and applications of formulaic language*. Spring, 2013.

Ayman Sholkhani, Angela Sandri, Elshimaa El Tayeb. *Categorizations, definitions, and applications of formulaic language*. Spring, 2015.

Ran Zhang. *Big data and language teaching*. Fall 2015.

Toni Collette. *Japanese language particles and language teaching textbooks and teacher perceptions*. Fall, 2015.

Joshua Mover, Christopher Smith, and Daniel Sykes. *Categorizations, definitions, and applications of formulaic language*. Winter, 2016.

PhD Tutorials

Lin Chen, Olga Makinina Fall 2013, Winter 2014

Lina Al Hassan Fall, Winter 2014, 2015.

Master of Arts Research Paper

U., Lai Tan Lydia. *A closer look at focus-on-form instruction: Background, applications, and issues*. MA research paper. Completed December 2007.

Li, Baoxiang Robert. *Input, form, interaction, and output in second language acquisition*. MA research paper. Completed December 2007.

Cunningham, Ashley. *Oral language focus in EAP*. Completed January 2009.

Monica Arthur *Where are they now? TESL program graduates' perspectives: A case study of CTESL graduates five years after graduation*. Completed April 2011.

Baabbad, Manar. *Credibility and English for Academic Purposes textbooks*. Completed June 2012.

Jason Parry. *Teaching unplugged: The Revitalization of ELT?* Completed January 2013. Winner of SLALS Director's Award for Best Graduate Research Essay.

Ridha ben Rejeb. *Formulaic sequences in university meeting minutes*. Completed Winter 2014.

Lubaba Khahil. *A cross-linguistic analysis of collocation errors in second language writing*. Completed Winter 2015.

Master of Arts Thesis

Shirakawa, Rie. *Pragmatic competence in Japanese as a second language:*

Politeness and intent in a first meeting context. MA thesis. Completed September 2008. Currently a PhD candidate in Education at University of Western Ontario.

Wardman, Michelle. *Communities of practice in a TESL practicum course.* Completed September 2009 – with distinction.

Randy Appel. *Lexical bundles in student writing in a university academic English examination.* Completed May 2011. Currently a PhD candidate in Education, Concordia University, Montreal, Canada.

Heidi Haufe. *A case study of shadowing as a means of helping EAP students to prepare for oral presentations: Effects on pronunciation and anxiety.* Completed January 2013.

Yoichi Mukai *The processability hierarchy in second language acquisition: Advanced learners of Japanese as a second language.* Successfully defended May 13, 2014.

Joelle Doucet *Formulaic language in the conversations of children with autism spectrum disorder: A mixed methods multiple case study.* Successfully defended April 30, 2014.

Lina Al Hassan *The effectiveness of formulaic language in augmenting the writing skills of EAP students: A qualitative research study.* Successfully defended April 14, 2014. Passed with distinction.

Alisa Zavialova. *Focused instruction of formulaic sequences and development of pragmatic competence in ESL.* Successfully defended May 2015.

Shayna Lodge. *Effects of viewing subtitled TV drama on acquisition of Japanese formulaic expressions.* Successfully defended May 2, 2016.

Daniel Sykes. *Lexical bundles in a university discussion group corpus.* Successfully defended September 2017.

Ayman Sholkani. *Lexical bundles in first year university economics textbooks.* Successfully defended May 2018.

Yana Lysiak. *Formulaic language and fluency development in task repetition of oral presentations in EAP.* With Dr. Eva Kartchava.

Doctor of Philosophy (PhD) Committee participation

External PhD examiner. Thinan Nakaprasit *Identifying Language Needs of ESL Students in a Canadian University Based English Language Program.* Brock University Faculty of Education, November 2009.

Doctoral Advisory Committee. Wendy Fraser, School of Linguistics and Language Studies, Carleton University. 2014 – 2015.

Doctoral Advisory Committee. Ayman Fareh, School of Linguistics and Language Studies, Carleton University. 2015 – present.

Doctoral Advisory Committee. Hitam Aldohan. School of Linguistics and Language Studies, Carleton University. 2020 – present.

Doctor of Philosophy (PhD) Thesis supervision

Olga Makinina. *Collocation acquisition: A cross-linguistic study*. Successfully defended May 2018.

Lina Al Hassan. *Formulaic language in EAP writing development: Transfer of knowledge across disciplines*. Successfully defended April 2018.

Lin Chen. *Lexical bundles and engineering discourse*. Successfully defended December 2018.

Alisa Zaviylova. *Formulaic language and pragmatic competence*. Successfully defended August 2020.

Shaahin Nematizadeh. *Fluency in quantitative and qualitative perspectives*. Successfully defended October 2019.

Kent Williams. *Fluency in second language proficiency tests*. Successfully defended June 2020.

Administrative

CTESL Committee Chair 2006-2014

Undergraduate Program Review Committee Member 2009

Promotion and Tenure Committee member 2007

Search Committee Member/Chair 2007, 2013, 2014, 2016, 2017, 2020, 2021

Applied Language Studies Curriculum Committee Member 2006, 2007

Best SLALS undergraduate paper committee, 2009-2010. 2019-2020

Acting Director, Centre for Initiatives in Education, 2011-2012.

Language Curriculum Coordinator, Summer Institute of Language and Culture, Carleton University, 2012 – 2013

SLALS Graduate Supervisor, 2015-2016.

Director, School of Linguistics and Language Studies, 2016 – present.