

# K. JAMES HARTSHORN

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## CURRICULUM VITAE (Delimited)

### I. EDUCATION

#### **PhD, Instructional Psychology & Technology**

Second Language Acquisition Specialization, English as a Second Language Emphasis,  
*Brigham Young University*, Provo, UT, August, 2008.

Dissertation: *The Effects of Manageable Corrective Feedback on ESL Writing Accuracy*.

#### **MA, Language Acquisition**

*Brigham Young University*, Provo, UT, April 1997.

Thesis: *An Analysis of the Non-native Acquisition of the Sociopragmatics Governing the Use of the Japanese Donatory Verbs*.

#### **Graduate TESL Certificate**

*Brigham Young University*, Provo, UT, April, 1996.

#### **BA, Japanese, English Minor**

*Brigham Young University*, Provo, UT, August, 1992.

### II. EMPLOYMENT SUMMARY



#### **Assistant Professor**

*Brigham Young University*, Linguistics Department, August, 2019.

#### **Program Coordinator**

*Brigham Young University English Language Center*, Provo, UT, January, 2016 to August, 2019.

#### **Associate Coordinator**

*Brigham Young University English Language Center*, Provo, UT, September, 2010 to December, 2015.

#### **Curriculum Coordinator**

*Brigham Young University English Language Center*, Provo, UT, August, 2006 to August, 2010.

#### **Curriculum Coordinator**

Asia University American Program, *Central Washington University*, Ellensburg, WA, February, 1999 to April, 2005.

#### **ESL Instructor**

Asia University America Program, *Central Washington University*, Ellensburg, WA, February, 1998 to February, 1999.

#### **EFL Visiting Lecturer**

English Department, *Shokei College*, Kumamoto, Japan, March, 1997 to February, 1998.



### **ESL Instructor**

English Language Center, *Brigham Young University*, Provo, UT, January, 1996 to April, 1997, September, 2005 to August, 2006.

### **Japanese Language Instructor**

*Brigham Young University*, Provo, UT, January, 1993 to June, 1996.

### **Training Resource Center Manager**

Language Tutoring, Reading Tutoring, and Video Feedback programs, *Missionary Training Center*, Provo, UT 1992-1996.

### **Freelance Consultant**

*American Language Associates*, Sapporo, Japan & *International Communication and Education*, Salt Lake City, UT, 1990 to 1992.

### **Language Teacher Supervisor**






*Missionary Training Center*, Provo, UT January, 1989 to August, 1990.











### **Japanese Language Teacher**

*Missionary Training Center*, Provo, UT August, 1987 to January, 1989.

## **III. PUBLICATIONS (46, 18 since faculty appointment)**

### **Peer-Reviewed Scholarly Journal Articles (students in red)**


-  Nissen, S., **Zitting, R.** & Hartshorn, K. J. (2024). Perceptual ratings of pronunciation for L2 learners of English as a function of task type, word position, and listener expertise. *International Journal of Applied Linguistics*, 34(2), 550-567.
-  Hartshorn, K. J., & Stephens, C. (2023). The effects of transcript use on advanced ESL listening comprehension. *International Journal of TESOL Studies*, 5(4), 55-72.
-  Hartshorn, K.J., **Rice, S. H.**, Eckstein, G., & Evans, N. W. (2023). Dynamic Written Corrective Feedback Frequency and its Effects on ESL Writing Fluency, Accuracy, and Complexity. *Feedback Research in Second Language*, 1, 1-26.
-  Hartshorn, K. J., McMurry, B. L., & **Rich, K.** (2023). ESL Learner and TESOL practitioner perceptions of language skill difficulty. *International Journal of TESOL Studies*, 5(4), 1-19.
-  Hartshorn, K. J. & **Surer, A.** (2023) Contributions toward understanding the acquisition of eight aspects of vocabulary knowledge. *Theory and Practice in Second Language Acquisition*, 9(2), 1-31.


-  Hartshorn, K. J., Evans, N. W., Egbert, J., & **Johnson, A.** (2022). Disciplinary differences for undergraduate ESL writers in university courses in the United States. *Journal of Linguistics and Language Teaching, (13)2*, 11-39.
-  **Oh, S.**, Bell, T. R., Hartshorn, K. J., Evans, N. W., & Damron, J. (2022). Efficacy of Dynamic Written Corrective Feedback on KFL writing. *Journal of Language Sciences, 29(4)*, 311-341.
-  Hartshorn, K. J., Hart, J., & McMurry, B. (2022). Factors leading to teacher promotion in ESL student evaluations of teachers. *TESL Reporter, 54*, 49-83.
-  **Sims, M. E.**, Cox, T., Eckstein, G., Hartshorn, K. J., Wilcox, M., & Hart, J. (2020). Rubric Rating with MFRM vs. Randomly Distributed Comparative Judgment: A Comparison of Two Approaches to Second-Language Writing Assessment. *Educational Measurement: Issues and Practice, 39*, 30-40.
-  Tanner, M., **Blanco, K.**, Hartshorn, K. J., (2020). Factors Influencing ESL Students' Selection of Intensive English Programs in the Western U.S. *TESOL Journal, 11*, 1-14.
-  Hartshorn, K. J. & McMurry, B. L. (2020). The Effects of the COVID-19 Pandemic on ESL Learners and TESOL Practitioners in the United States. *International Journal of TESOL Studies, 2*, 140-156.
-  **Messenger, R.**, Evans, N., & Hartshorn, K. J. (2020). Managing dynamic written corrective feedback: Perceptions of experienced teachers. *Journal of Response to Writing, 6*, 108-138.
-  Andrade, M., Evans, N. W., Hartshorn, K. J., & **Gates, G.** (2020). Understanding diversity – Perspectives from university departments hosting large percentages of international students. *Journal of Higher Education Theory and Practice, 20*, 11-32.
-  Andrade, M., Hartshorn, K. J., & Evans (2019). Global impact of a business school degree: International alumni voices. *Journal for Advancing Business Education, 1(2)*, 49-63.
-  Hartshorn, K. J., Hart, J., & McMurry, B. (2019). Comparing language skill priorities among TESOL faculty and ESL students bound for English-medium universities. *TESOL Journal, 10(3)*, 1-18.
- Hartshorn, K. J. & Evans, N. W. (2019). Expectations and challenges of non-native university writers at the outset of discipline-specific study. *TESL Reporter, 52*, 1-29
- Andrade, M., Hartshorn, K. J., Evans, N., & **Davis, S.** (2019). Good, better, best: English language development practices in graduate business programs. *The International Journal of Management Education, 17*, 36-46.
- Andrade, M., Evans, N., & Hartshorn, K. J. (2018). English language development for international students: Insights from the top hosting business schools. *Journal of International Business Education, 13*, 79-100.
- Cave, P.**, Evans, N., & Hartshorn, K. J. (2018). Motivational partnerships: increasing ESL student self-efficacy. *ELT Journal, 72*, 83-96.

- Hartshorn, K. J., Evans, N. W., Egbert, J., & **Johnson, A.** (2017). Discipline-specific reading expectation and challenges for ESL learners in US universities. *Reading in a Foreign Language, 29*, 36-60.
- Hartshorn, K. J. (2016). The status of peer review in applied linguistics research. *Journal of Linguistics and Language Teaching, 7*, 155-181.
- McMurry, B.**, West, R. E., Rich, P., Williams, D. D., Anderson, N. J., & Hartshorn, K. J., (2016). An evaluation framework for CALL. *TESL-EJ, 20*(2), 1-31.
- Hartshorn, K. J., & Hart, J. M. (2016). Comparing the academic word list with the academic vocabulary list: analyses of frequency and performance of English language learners. *The Journal of Language Teaching and Learning, 6*, 83-100.
- McMurry, B.**, Rich, P. J., Hartshorn, K. J., Anderson, N. J., & Williams, D. D. (2016). Criteria Language Teachers Use When Selecting CALL Technologies. *The Journal of Language Teaching and Learning, 6*, 49-65.
- Hartshorn, K. J. & Evans, N. W. (2015). The Effects of Dynamic Written Corrective Feedback: A 30-Week Study. *The Journal of Response to Writing, 2*, 6-34.
- Shvidko, L.**, Evans, N., & Hartshorn, K. J. (2015). Factors affecting language use outside the ESL classroom: Student perspectives. *System, 51*, 11-27.
- Hartshorn, K. J., Evans, N. W., & **Tuioti, E. A.** (2014). Influences on teachers' corrective feedback choices in second language writing. *Writing and Pedagogy, 6*, 251-282.
- Evans, N. W., Hartshorn, K. J., Martin, T., & Cox, T. (2014). Measuring written linguistic accuracy with weighted clause ratios: A question of validity. *Journal of Second Language Writing, 24*, 33-50.
- Andrade, M., Evans, N., & Hartshorn, K. J. (2014). Linguistic Support for Non-Native English Speakers: Higher Education Practices in the United States. *Journal of Student Affairs Research and Practice, 51*, 207-221.
- Hartshorn, K. J. (2013). An analysis of ESL learner preferences for native accent retention and reduction. *The Journal of Language Teaching and Learning, 2*, 1-20.
- Hartshorn, K. J., & Evans, N. W. (2012). The differential effects of comprehensive corrective feedback on L2 writing accuracy. *Journal of Linguistics and Language Teaching, 3*, 217-247.
- Evans, N., Hartshorn, K. J., Strong-Krause, D. (2011). The efficacy of dynamic written corrective feedback for university-matriculated ESL learners. *System, 39*, 229-239.
- Evans, N., Hartshorn, K. J., **Tuioti, E. A.** (2010). Written corrective feedback: Practitioner perspectives. *International Journal of English Studies, 10*, 47-77.
- Evans, N., Hartshorn, K. J., McCollum, R. M., & Wolfersberger, M. (2010). Contextualizing corrective feedback in L2 writing pedagogy. *Language Teaching Research, 14*, 445-463.

Hartshorn, K. J., Evans, N. W. Merrill, P. F., Sudweeks, R. R., Strong-Krause, D., Anderson, N. J. (2010). Effects of dynamic corrective feedback on ESL writing accuracy. *TESOL Quarterly*, 44, 84-109.

### **Peer-Reviewed Books, Book Chapters, and Entries (7, 3 since appointment)**

 Hartshorn, K. J. (2023). Teacher cognition, pedagogical practice, and meeting student needs in L2 writing. In H. Mohebbi & Y. Wang (Eds.), *Insights into teaching and learning writing: A practical guide for early-career teachers* (pp. 71-86). Castledown.

 Eckstein, G., Evans, N. W., Hartshorn, K. J., & McMurry, B. L. (2022). *Curriculum Development for Intensive English Programs: A Contextualized Framework for Language Program Design and Implementation*. Routledge.

 Andrade, M., & Hartshorn, K. J. (2019). *International Student Transitions: A Framework for Success*. Newcastle, England: Cambridge Scholar.

Hartshorn, K. J. (2018). Curriculum development. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1-8). New York: John Wiley & Sons.

Andrade, M., Evans, N., & Hartshorn, K. J. (2016). Internationalizing Higher Education: English Language Policy and Practice. In K. Bista (Ed.), *International Student Mobility, Services, and Policy in Higher Education* (pp. 188-208). New York: IGI Global.

Andrade, M., Evans, N., & Hartshorn, K. J. (2015). Perceptions and realities of ESL students in higher education: An overview of institutional practices. In N. Evans, N. Anderson, & B. Eggington (Eds.), *ESL Readers and Writers in Higher Education: Understanding Challenges, Providing Support* (pp. 18-35). New York: Routledge.

Evans, N., Hartshorn, K. J. & Anderson, N. J. (2010). A research-based approach to materials development for reading. In N. Harwood (Ed.), *Materials in ELT: Theory & Practice* (pp. 131-156). New York: Oxford University Press.

### **Invited/Editorial Reviewed Publications**

Hartshorn, K. J. & Evans, N. W. (2015). The Journal of Response to Writing: A response to a professional need. *Journal of Response to Writing*, 1, 11–18.

Hartshorn, K. J. (2006). Pronunciation matters: English consonant production by AUAP students. *CELE Journal*, 14, 1-10.

Hartshorn, K. J. (2000). The effect of the AUAP study abroad experience on the students' cultural perceptions. *CELE Journal*, 8, 5-18.

Hartshorn, K. J. (1998). Production of the four nonnative consonant phonemes in English by native speakers of Japanese. *Shokei College Bulletin*, 21, 67-84.

### Unpublished Manuscripts:

Hartshorn, K. J. (2008). *The effects of manageable corrective feedback on ESL writing accuracy*. Unpublished dissertation, Brigham Young University, Provo.

Hartshorn, K. J. (2006). An evaluation of the Brigham Young University English Language Center policies and procedures that affect teacher satisfaction. Provo, UT: BYU-ELC.

Hartshorn, K. J. (1997). An Analysis of the non-native acquisition of the sociopragmatics governing the use of the Japanese donatory verbs. Unpublished thesis, Brigham Young University, Provo.

### Scholarly works currently in review:

Hartshorn, K. J., Baker-Smemoe, W., **Millar, M.**, & McMurry, B. (in review). the effects of language distance and student proficiency on speaking and writing gains for English language learners in an intensive English program. *Language Teaching Research*.

Tanner, M., **Jespersion, S.**, & Hartshorn, K. J. (in review). Distinguishing Ill-Adjusted from Well-Adjusted ESL Learners: Factors influencing Cultural Adjustment in Intensive English Program Learners. *International Journal of Intercultural Relations*.


Tanner, M., **Jolley, C.**, Cox, T., Hartshorn, K. J., Henrichsen, L. (in review). The Effect of Computer-Aided Pronunciation Tasks on ESL Learners' Perception and Production of Prosodic Features in a Short-Term ESP Course. *CALICO Journal*.


**Cole, N. M.**, Evans, N., Eckstein, G. T., & Hartshorn, K. J. (in review). The rhetoric revision log: A second study on a feedback tool for ESL student writing. *Writing and Pedagogy*.


**Surer, A.** & Hartshorn, K. J. (in review). Investigating what it means to know a word: Implicational scaling for five aspects of word knowledge. *TESOL-EJ*.

**Rohm, L.**, Eckstein, G., Evans, N., & Hartshorn, K. J. (in reweiw). The effects of dynamic written corrective feedback on the accuracy and complexity of writing produced by 12 graduate students. *Journal of English for academic Purposes*.

### III. PRESENTATIONS (78)

 2024 (May) L2 *English and Language Anxiety: Accuracy, Comprehensibility, and Speech Rate across Three Communication Tasks*. Presentation given at the Psychology of Language Learning Conference (PLL5), Madrid, Spain, with Cole Thorpe, Wendy Smemoe, and Benjamin McMurry.

 2019 (November) *Student and teacher views of the relative importance and difficulty of writing for ESL learners bound for English medium Universities*. Presentation given at the Symposium on Second Language Writing, Tempe, Arizona.

 (October) *Beginning-level Statistics for ESL Teachers and Researchers using Jamovi*.



Presentation given at the Intermountain TESOL Convention, Salt Lake City, Utah, with Grant Eckstein.

(March) What Matters Most to Students Choosing an ESL Program. Presentation given at the International TESOL Convention, Atlanta, Georgia, with Katie Blanco and Mark Tanner.

2018 (October) BYU's English Language Center: A Lab School of Inspiring Learning. Training provided to the administrators, clinicians, and staff of BYU's Counseling and Psychological Services, Provo, Utah.

(September) *Navigating a New Culture: Challenges IEP ESL Learners Face*. Presentation given at the Intermountain TESOL Conference, Salt Lake City, Utah, with Sherie Kwok and Mark Tanner.

(September) *Language Skill Priorities among TESOL Practitioners, ESL students, and Their University Professors*. Presentation given at the Intermountain TESOL Conference, Salt Lake City, Utah, with Judson Hart and Benjamin McMurry.

(September) *From the Traditional to the Innovative: how schools of business are facilitating international student English language development*. Presentation given at the Intermountain TESOL Conference, Salt Lake City, Utah, with Maureen Andrade and Norman Evans.

(March) *Turning an Academic Vocabulary List into a Useful Teaching Tool*. Presentation given at the American Association of Applied Linguists Conference, Chicago, Illinois, with Dee Gardner and Judson Hart.

(March) *Effective Development, Utilization, and Analysis of ESL Teacher Evaluations*. Presentation given at the International TESOL Convention, Chicago, Illinois, with Judson Hart and Benjamin McMurry.

(March) *Challenging the notion that Japanese English language learners cannot distinguish the /r/ and /l/ Phonemes*. Presentation given at the International TESOL Convention, Chicago, Illinois, with Braden Chase, Mark Tanner, and Shawn Nissen.

(March) *ESL Learners' Experiences Using Electropalatographic Biofeedback to Improve Pronunciation*. Poster presentation given at the International TESOL Convention, Chicago, Illinois, with Yuting Li, Mark Tanner, and Shawn Nissen.

(March) *Design, Deliver, Respond: Best Practices in Instructor and Course Evaluations*. Pre-convention institute presented at the International TESOL Convention, Chicago, Illinois, with Judson Hart and Benjamin McMurry.

2017 (October) *An Acoustic Study of Adult Japanese ELLs' Production of /l/ and /r/ Across Task Type and Word Position*. Poster presentation given at the Intermountain TESOL Conference, Aspen Grove, Utah, with Braden Chase, Mark Tanner, and Shawn Nissen.

(October) *ESL Learners' Experiences Using Electropalatographic Biofeedback to Improve Pronunciation*. Poster presentation given at the Intermountain TESOL Conference, Aspen Grove, Utah, with Yuting Li, Mark Tanner, and Shawn Nissen.

(October) *Developing and Using Insightful ESL Teacher Evaluations*. Presentation given at the Intermountain TESOL Conference, Aspen Grove, Utah, with Judson Hart and Benjamin McMurry.

(October) *Department Heads Speak Out About International Students*. Presentation given at the Intermountain TESOL Conference, Aspen Grove, Utah, with Maureen Andrade and Norman Evans.

(September) *Challenging the notion that Japanese English language learners cannot distinguish the /r/ and /l/ Phonemes*. Presentation given at the Pronunciation in Second Language Learning & Teaching (PSLLT) Ninth Annual Conference, Salt Lake City Utah, with Braden Chase, Mark Tanner, and Shawn Nissen.

(September) *ESL Learners' Experiences Using Electropalatographic Biofeedback to Improve Pronunciation*. Presentation given at the Pronunciation in Second Language Learning & Teaching (PSLLT) Ninth Annual Conference, Salt Lake City Utah, with Yuting Li, Mark Tanner, and Shawn Nissen.

2016 (April) *English Language Development: A Framework for Institutional Analysis*. Presentation given at the TESOL Convention, Baltimore Maryland, with Maureen Andrade and Norman Evans.

(April) *Beyond the Semester: Quantifying ELLs' Fluency Gains Longitudinally*. Poster session at the TESOL Convention, Baltimore Maryland, with Kostya Fesenko, Mark Tanner, and Lynn Henrichsen.

(April) *The Status of Peer Review in Applied Linguistics Research*. Presentation given at the American Association of Applied Linguistics Conference, Orlando, Florida.

2015 (November) *Disciplinary writing differences for undergraduate L2 writers: a comparative study of entry-level and upper-division courses*. Presentation given at the Symposium on Second Language Writing, Auckland, New Zealand. Co-presented with Norman Evans.

(September) *Peer Review in TESOL and Applied Linguistics*. Presentation given at the Intermountain TESOL Conference, West Yellowstone, Montana.

(March) *A Contextualized Approach to Curriculum Change and Improvement*. Pre-convention institute at the TESOL Convention, Toronto, Canada. Co-presented with Grant Eckstein, Norman Evans, and Benjamin McMurry.

(March) *Comparing the Academic Word List with the Academic Vocabulary List: Analyses of Frequency and ESL Learner Performance*. Presentation at the Annual Conference of the American Association of Applied Linguistics, Toronto, Canada. Co-presented with Judson Hart.

(March) *Discipline-specific Reading and Writing Expectations for Upper-division, fourth-year, University ESL students*. Presentation at the Annual Conference of the American Association of Applied Linguistics, Toronto, Canada. Co-presented with Norman Evans, Jesse Egbert, and Amy Johnson.



- (March) *Navigating the Job Search: Getting Started and Staying Organized*. Presentation and panel discussant in the Graduate Student Colloquium at the Annual Conference of the American Association of Applied Linguistics, Toronto, Canada.
- 2014 (November) *Disciplinary Writing Differences, Expectations, and Challenges for Undergraduate L2 Writers*. Presentation given at the Symposium on Second Language Writing, Tempe, Arizona. Co-presented with Norman Evans.
- (October) *Comparing the Academic Vocabulary List and the Academic Word List*. Presentation given at the Intermountain TESOL Conference, Orem, Utah. Co-presented with Judson Hart.
- (October) *Modifying Curriculum Objectives to Align with ACTFL Proficiency Guidelines*. Presentation given at the Intermountain TESOL Conference, Orem, Utah. Co-presented with Marisa Recinos, Judson Hart, and Heidi Healy.
- (March) *Discipline-Specific Expectations of Faculty for Reading and Writing*. Presentation given at the American Association for Applied Linguistics Conference, Portland, Oregon. Co-presented with Neil J. Anderson and Norman W. Evans.
- (March) *Curriculum Design for ESL Programs: Focus on the Essentials*. Preconvention institute, International TESOL Convention, Portland, Oregon. Co-presented with Grant Eckstein, Norm Evans, and Ben McMurry.
- (March) *Reading and Writing Expectations of Matriculated University Students*. Colloquium presentation, International TESOL Convention, Portland, Oregon. Co-presented with Neil J. Anderson and Norman W. Evans.
- (March) *Exploring Institutional Practices: Renewing Commitment to Linguistic Support for NNES*. Presentation given at the International TESOL Convention, Portland, Oregon. Co-presented with Maureen Andrade and Norman W. Evans.
- 2013 (October) *Contextualizing the longitudinal effects of comprehensive corrective feedback on L2 writing accuracy*. Colloquium presentation given at the Second Language Research Forum, Provo, Utah. Co-presented with Norman Evans.
- (October) *Probable Influences on Corrective Feedback Practices in L2 writing*. Presentation given at the Symposium on Second Language Writing, Jinan, China. Co-presented with Norman Evans.
- (October) *Response to Writing: The Need for a New Academic Journal*. Presentation given at the Symposium on Second Language Writing, Jinan, China. Co-presented with Norman Evans.
- (March) *Reading and Writing Expectations for Undergraduate International Students*. Presentation given at American Association of Applied Linguistics conference, Dallas, Texas. Co-presented with Neil J Anderson and Norman Evans.
- (March) *Assessing Accuracy in Second Language Writing*. Presentation given at the Southwest Association for Language Learning Technology Conference, Provo, Utah. Co-presented with Norman Evans and Troy Cox.

- 2012 (October) *The Effects of Dynamic Written Corrective Feedback: A 30-Week Study*. Presentation given at the Intermountain TESOL conference, Orem, Utah.
- (March) *How to Change, Improve, or Create an ESL/EFL Curriculum*. Preconvention institute, International TESOL Convention, Philadelphia, Pennsylvania. Co-presented with Grant Eckstein, Norm Evans, Marisa Lee, Judson Hart, and Elizabeth Gillis.
- (March) *Measuring Written Linguistic Accuracy: A Question of Reliability, Validity, and Practicality*. Presentation given at the Georgetown University Roundtable, Washington, D.C. Co-presented with Norman Evans, Teresa Martin, and Troy Cox.
- 2011 (October) *Measuring Written Linguistic Accuracy: A Question of Reliability, Validity, and Practicality*. Presentation given at the Intermountain TESOL conference, Salt Lake City, Utah. Co-presented with Norman Evans, Teresa Martin, and Troy Cox.
- (June) *Toward Explaining L2 Writing Teachers' Corrective Feedback Practices*. Presentation made at the Symposium for Second Language Writing, Taipei, Taiwan. Co-presented with Norman Evans.
- (June) *Toward a Meaningful Measure of Written Linguistic Accuracy*. Presentation made at the Symposium for Second Language Writing, Taipei, Taiwan. Co-presented with Norman Evans & Teresa Martin.
- (June) *A Longitudinal Look at Dynamic Written Corrective Feedback*. Presentation made at the Symposium for Second Language Writing, Taipei, Taiwan. Co-presented with Norman Evans.
- (March) *How to Change, Improve, or Create an ESL/EFL Curriculum*. Preconvention institute, International TESOL Convention, New Orleans, Louisiana. Co-presented with Grant Eckstein, Norm Evans, Troy Cox, Ben McMurry, and Marisa Lee.
- 2010 (October) *Written Corrective Feedback: Teachers' Perspectives*. Presented at the Intermountain TESOL Conference, Ogden, Utah. Co-presented with Norman Evans.
- (October) *Can We Predict L2 Writing Teachers' Corrective Feedback Practices?* Presented at the Intermountain TESOL Conference, Ogden, Utah. Co-presented with Norman Evans.
- (May) *Written Corrective Feedback: Do they? How do they? And Why?* Presentation made at the Symposium for Second Language Writing, Murcia, Spain. Co-presented with Norman Evans & Emily Allen.
- 2009 (November) *Error Correction in ESL Writing: Method, Context and Motivation Matter*. Presentation made at the Symposium for Second Language Writing, Tempe, Arizona. Co-presented with Norman Evans.
- (October) *An analysis of ESL learner preferences for accent retention*. Presentation made at the Intermountain TESOL Conference, Provo, Utah.
- 2008 (October) *Contextualizing Error Correction in ESL Writing*. Presentation made at the Intermountain TESOL Conference, St. George, Utah. Co-presented with Norman

Evans & Diane Strong-Krause.

(June) *The Effect of Manageable Corrective Feedback on ESL Writing Accuracy*. Presentation made at the Symposium on Second Language Writing, West Lafayette, Indiana.

2007 (October) *Bridging the gap between IEP and university: The quest for the ultimate curriculum*. Presentation made at Intermountain TESOL Conference Higher Education Interest Section business meeting, Twin Falls, ID.

(October) *Developing a curriculum philosophy*. Presentation made at Intermountain TESOL Conference, Twin Falls, ID. Co-presented with Norman Evans, Carrie Thompson, Ben McMurray, Inna Dodge and Julina Magnusson.

(October) *Does manageable corrective feedback improve writing accuracy?* Presentation made at Intermountain TESOL Conference, Twin Falls, ID. Co-presented with Norman Evans.

2006 (October) *Implementing general education content in intensive English programs*. Presentation made at Intermountain TESOL Conference, Kaysville, UT. Co-presented with Cary Johnson and Carrie Thompson.

2005 (October) *An analysis of Japanese ESL consonant phoneme production*. Presentation made at the Rocky Mountain TESOL Conference, Salt Lake City, UT.

(September) *An analysis of English consonant production by Japanese learners of English as a second language: Theory and pedagogy*. Presentation made to faculty and students in the department of Instructional Psychology & Technology at Brigham Young University. Provo, UT.

2004 (August). *Prospective adjustments toward streamlining a curriculum for all program majors*. Presentation made to the AUAP Consortium. Leavenworth, WA.

(August). *Concerns, considerations and questions for implementing elective coursework at three AUAP universities*. Presentation made to the AUAP Consortium, Leavenworth, WA.

2003 (September) *Effective implementation of the new International Relations course*. Presentation made to the AUAP Consortium, Spokane, WA.

(September) *A curriculum for advanced AUAP students comes of age*. Presentation made to the AUAP Consortium, Spokane, WA.

(August) *Computer technology in the AUAP curriculum: Past, present and recommendations for the future*. Presentation made to the AUAP Consortium, Spokane, WA.

2002 (September) *Cross-cultural issues: Implications for health and counseling professionals at Central Washington University*. Ellensburg, WA. Co-presented with Nicole Kukar.

(August) *A progress report on the academic experience for advanced AUAP students.* Presentation made to the AUAP Consortium, Bellingham, WA.

(August) *The International Relations course pilot: Faculty and student analysis.* Presentation made to the AUAP Consortium, Bellingham, WA.

(August) *Implementing the new American Studies course.* Presentation made to the AUAP Consortium, Bellingham, WA.

2001 (October) *Extending and expanding the American History course: A proposal.* Presentation made to the AUAP Consortium, Tokyo, Japan.

(October) *Suggestions for curricular changes to be implemented in 2004.* Presentation made to the AUAP Consortium, Tokyo, Japan.

2000 (August) *Computer technology in the classrooms: Recommendations for the AUAP curriculum.* Presentation made to the AUAP Consortium. Ellensburg, WA.

(February) *AUAP: An academic overview.* Presentation to a delegation of high school teachers and media representatives from Japan. Ellensburg, WA.

1999 (September) *Cross-cultural issues: Implications for Resident Assistants and Area Coordinators in Residential Services at Central Washington University,* Ellensburg, WA.

(August) *Placement testing at Central Washington University: Integrating measures.* Presentation made to the AUAP Consortium, Spokane, WA.

1996 (June) *Strategies for language learners and teachers.* Presentation to Directors of Training and Training Coordinators at the Missionary Training Center, Provo, UT.

1994 (March) *Tense and aspect with the Japanese toki in Second Language learners of Japanese.* Convention of American Association of Applied Linguistics, Baltimore, MD.

## V. GRADUATE COMMITTEES (© designates service as committee chair)

*Theses, projects, or dissertations:*

### In process (8)

	Lidija Vasica	January 2024
	Marylin Oliphant	December 2023
	Sarah Freeman	November 2023
© 	Jenna Smith	November 2023
	Rosie Baldwin	November 2023
	Maria Bacon	October 2023
© 	Nathan Burgess	October 2023
© 	Derek Wilcox	January 2021

## Completed (71, 25 since faculty appointment, 3 chaired)

-  Woffinden, Kylie (April, 2024). Perceptions of TESOL Instruction from Varying Feedback Sources Unpublished MA Thesis, Brigham Young University, Provo, Utah.
-  Thorpe, Cole (July, 2023). L2 English and Language Anxiety: Accuracy, Comprehensibility, and Speech Rate Across Three Communication Tasks. Unpublished MA Thesis, Brigham Young University, Provo, Utah.
-  McMurray, Michelle (July, 2023). So You Want to Teach Abroad? A Guide for Prospective English Teachers. Unpublished MA Project, Brigham Young University, Provo, Utah.
-  Kehoe, Mishelle (July, 2023). The Effect of Shadowing with Text Presentation on Intermediate-level ESL Learners' Pronunciation. Unpublished MA Thesis, Brigham Young University, Provo, Utah.
-  Barraza, Ana (April, 2023). Creative Writing for English as a Second Language Learners. Unpublished MA Project, Brigham Young University, Provo, Utah.
-  Hanson, Haley M. (April, 2023). ESL Program Analysis of U.S. Community Colleges. Unpublished MA Project, Brigham Young University, Provo, Utah.
-  Young, Samantha (April, 2023). Cross-Cultural Adjustment Factors Influencing International Collegiate Student Athletes. Unpublished MA Thesis, Brigham Young University, Provo, Utah.
-  Kinikini, Gentry (February, 2023). Training Novice English Language Teachers: The Process and Development of the Training, Teaching, and Curriculum for Missionaries Called to Mongolia. Unpublished MA Project, Brigham Young University, Provo, Utah.
- ©  Millar, Matthew (November, 2022). Do ESL Students Progress an Entire ACTFL Proficiency Sub-level in Speaking and Writing Each Semester? Unpublished MA Project, Brigham Young University, Provo, Utah.
-  Lung, Michelle (September, 2022). The Impact of Rubric Training on Student's Self-Efficacy and Self-Regulated Learning. Unpublished MA Project, Brigham Young University, Provo, Utah.
-  Dutra, Pricila (June, 2022). Guide on Initial Accreditation through the Commission on English Language Program Accreditation (CEA). Unpublished MA Project, Brigham Young University, Provo, Utah.
-  Harvey, Breeahna (May, 2022). The Effect of Family Language Policy on the Bilingual Accent Acquisition of Spanish Heritage Speakers in the United States. Unpublished MA Thesis, Brigham Young University, Provo, Utah.
-  Reeve, Adriana (April, 2022). A Survey-Based Analysis on Adult Community ESL Learners: Perceptions of Challenges, Online Learning, Resources, and Skills. Unpublished MA Thesis, Brigham Young University, Provo, Utah.

-  Gillette, Natasha (January, 2022). The Creation of Items for a Listening Proficiency Test Item Bank for BYU's English Language Center. Unpublished MA project, Brigham Young University, Provo, Utah.
-  Mak, Joseph (July, 2021). Test to Speech Systems: Learner Perceptions as a Tool in the Language Classroom. Unpublished MA thesis, Brigham Young University, Provo, Utah.
-  Whippy, Valmene T. (June, 2021). Evaluating a Hospitality Context for an English Program in Bora Bora. Unpublished MA project, Brigham Young University, Provo, Utah.
- ©  Surer, Aylin (May, 2021). Investigating What It Means to Know a Word: Implicational Scaling for Aspects of Word Knowledge. Unpublished MA project, Brigham Young University, Provo, Utah.
-  Rohm, Lisa (March, 2021). The Effects of Dynamic Written Corrective Feedback on the Accuracy and Complexity of Writing Produced by L2 Graduate Students. Unpublished MA project, Brigham Young University, Provo, Utah.
- ©  Rice, Suzanne (March, 2021). The effects of dynamic written corrective feedback frequency on ESL writing accuracy, fluency, and complexity. Unpublished MA project, Brigham Young University, Provo, Utah.
-  Kakishita, Ariana (September, 2020). Development of a Communicative-Focused English as a Second Language Curriculum. Unpublished MA project, Brigham Young University, Provo, Utah.
-  Oh, Subin (May, 2020). The Effect of Dynamic Written Corrective Feedback for KFL learners. Unpublished MA thesis, Brigham Young University, Provo, Utah.
-  Christensen, Eunyoung S. (March, 2020). The Business Development Plan for *A Web-Based Business English Writing Program*. Unpublished MA thesis, Brigham Young University, Provo, Utah
-  Peterson, Emily L. (March, 2020). The Efficacy of EPG Assisted L2 Pronunciation Instruction: An Auditory-Perceptual Analysis of the Speech of Native Japanese Learners of English. Unpublished MA thesis, Brigham Young University, Provo, Utah
-  McDougal, Nikki Rose (October, 2019). The Impact of Electropalatography in Teaching the /r/- /l/ Sound Contrast for Native Japanese Language Learners of English: Evidence from Lingua-palatal Contact. Unpublished MA thesis, Brigham Young University, Provo, Utah
-  Price, Summer (September, 2019). A Preliminary Study of The Effectiveness of Using Electropalatography in L2 Language Instruction: An Examination of Formant Frequencies. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Baker, Allison W. (June, 2019). Self-regulation in transition: A case study of three English language learners at an IEP. Unpublished MA Project, Brigham Young University, Provo, Utah.



- Crandall, Lynne (March, 2019). Comparing AVL frequency bands to leveled biology and history texts. Unpublished MA Project, Brigham Young University, Provo, Utah.
- Blanco, Katie B. (November, 2018). Factors Influencing ESL Students' Selection of Intensive English Programs in the Western United States. Unpublished MA Project, Brigham Young University, Provo, Utah.
- Kwok, Sherie L. (November, 2018). Navigating a New Culture: Analyzing Variables that Influence Intensive English Program Students' Cultural Adjustment Process. Unpublished MA Project, Brigham Young University, Provo, Utah.
- Chew, Elisabet S. (June, 2018). Building an Online Framework to Develop Novice English Language Teacher Pedagogical Competency. Unpublished MA Project, Brigham Young University, Provo, Utah. <[www.noveltt.wordpress.com](http://www.noveltt.wordpress.com)>
- Miner, Sarah (March, 2018). Reading Idioms: A Comparative Eye-Tracking Study of Native English Speakers and Native Korean Speakers. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Zitting, Rachel (March, 2018). Perceptual Proficiency Ratings in Obstruent Productions of L2 Learners of English as a Function of Speech Task Type and Listener Expertise. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Wing, Lindsey M. (March, 2018). Native Mandarin Speakers' Acquisition of English Fricatives as a Function of Linguistic Task Type and Word Position: A Spectral Moment Analysis. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Cole, Natalie (November, 2017). The Rhetoric Revision Log: A Second Study on a Feedback Tool for ESL Student Writing. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Sims, Maureen E. (November, 2017). Rubric Rating with MFRM vs. Randomly Distributed Comparative Judgment: A Comparison of Two Approaches to Second-Language Writing Assessment. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Hernandez, Michelle M. (June, 2017). Comparing the AWL and AVL in textbooks from an intensive English program. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Li, Yuting (June, 2017). ESL learner Experience Using Electropalatographic Biofeedback. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Decker, Laura (June, 2017). The Impact of Changing TOEFL Cut Scores. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Sell, Jared (May, 2017). Taking the Foreign out of the Foreign Language Classroom Anxiety Scale: Anxiety in an ESL Setting. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Chase, Braden (May, 2017). An Acoustical Analysis of the American English /l, r/ Contrast as Produced by Adult Japanese Learners of English. Unpublished MA thesis, Brigham Young University, Provo, Utah.

- Malyshkevych, Vadym (March, 2017). The Effects of Real-life Listening Practice on ESL Students' Listening Comprehension Improvement. Unpublished MA project, Brigham Young University, Provo, Utah.
- Cuenca, Dayna (March, 2017). Enhancing Integrated Writing Task Instruction in an Intensive English Program. Unpublished MA project, Brigham Young University, Provo, Utah.
- Johnson, Amy (March, 2017). Faculty and EAL Student Perceptions of Writing Purposes and Challenges in the Business Major. Unpublished MA project, Brigham Young University, Provo, Utah.
- Messenger, Rachel (February, 2017). Managing Dynamic Written Corrective Feedback: A Case Study at an Intensive English Program. Unpublished MA project, Brigham Young University, Provo, Utah.
- Snow, Candice (December, 2016). An Academic Writing Reference for ESL Tutors at an Intensive English Program: Analysis and Design. Unpublished MA project, Brigham Young University, Provo, Utah.
- Moore, Alhy (December, 2016). Expecting Excellence: Student and Teacher Attitudes Towards Choosing to Speak English in an IEP. Unpublished MA project, Brigham Young University, Provo, Utah.
- Nuttall, Christopher (December, 2016). Self-Regulated Learning Inventories in L2 Contexts: The Need for a New Inventory. Unpublished MA project, Brigham Young University, Provo, Utah.
- Aaron, Rebecca (November, 2016). The Influence of Online English Language Instruction on ESL Learners' Fluency Development. Unpublished MA project, Brigham Young University, Provo, Utah.
- Newman, Jacob (June, 2016). A Corpus-Based Comparison of The Academic Word List and the Academic Vocabulary List. Unpublished MA project, Brigham Young University, Provo, Utah.
- Fesenko, Constantine (June, 2016). A Longitudinal Analysis of Adult ELLs' Oral Fluency Gains. Unpublished MA project, Brigham Young University, Provo, Utah.
- Stephens, Chirstin, (May, 2016). Effectiveness of Using Written Feedback to Improve Spontaneous Suprasegmental Production. Unpublished MA project, Brigham Young University, Provo, Utah.
- Cave, Paul, (March, 2016). Motivational Partnerships: Increasing ESL Student Self-Efficacy. Unpublished MA project, Brigham Young University, Provo, Utah.
- Jackson, Karina (March, 2016). Developing and Evaluating Online Curriculum for Volunteer ESL Teachers. Unpublished MA project, Brigham Young University, Provo, Utah.
- Lutz, Sarah (March, 2016). Formatting Matters: Tools for Assessing Academic Document Design in the ESL Classroom. Unpublished MA project, Brigham Young University, Provo, Utah.

- Yang, Gyusuk (April, 2015). Grammatical Features of Structural Elaboration and Compression Common in Advanced ESL Academic Writing. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Dos Santos, Carlos (June, 2014). The Effects of Quantitative and Qualitative Feedback on Speaking Fluency Development. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Shelley, Angela (June, 2014). Dynamic Written Corrective Feedback: Achieving Manageability. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Eddington, Brooke (February, 2014). A Modified Approach to the Implementation of Dynamic Written Corrective Feedback. Unpublished MA thesis. Brigham Young University, Provo, Utah.
- Whetten, Darcy (June, 2013). Curriculum Development for the Novice Developer. Unpublished MA project, Brigham Young University, Provo, Utah.
- Gonzalez, Andrea (June, 2013). Principles of Self-Regulated Learning: Developing Language Learning Plans. Unpublished MA project, Brigham Young University, Provo, Utah.
- Luik, Perit (April, 2013). A Novice Teacher's Shoebox: A Volunteer EFL Teacher Training Curriculum. Unpublished MA project, Brigham Young University, Provo, Utah.
- Company, Maria (November, 2012). The Most Frequent L2 Linguistic Writing Errors When Dynamic Written Corrective Feedback Is Applied as an Instructional Methodology. Unpublished MA project, Brigham Young University, Provo, Utah.
- Zwick, Jeffrey (July, 2012). The Effects of Explicit Instruction on the Development of Reading Fluency. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- McMurry, Benjamin (June, 2012). Topic: Evaluation in computer-assisted language learning. Unpublished PhD dissertation, Brigham Young University, Provo, Utah.
- Shvidko, Elena (June, 2012). Topic: English use outside of the intensive English program classroom. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Hart, Judson (August, 2011). Comparing the effects of two forms of dynamic corrective feedback on four characteristics of English language learner writing. Unpublished MA thesis, Brigham Young University, Provo, Utah.
- Barlow, Amy (August, 2010). The Design of Specifications for the Development of Broadcast English Materials in Academic Listening/Speaking Courses. Unpublished MA project, Brigham Young University, Provo, Utah.
- Martin, Teresa (June, 2010). General Academic Prep Course: A curriculum for Students at Brigham Young University's English Language Center. Unpublished MA Project, Brigham Young University, Provo, Utah.

Garrett, Jared (June, 2010). Specifications for the development of effective vocabulary activities: A tool for English Language Center teachers. Unpublished MA Project, Brigham Young University, Provo, Utah.

Jung, Inho (March, 2010). Essential 500 wordlist for the Foundations Program at the Brigham Young University's English Language Center. Unpublished MA Project, Brigham Young University, Provo, Utah.

David, Nick E. (August, 2009). Perceptions from the Writing Center: Community College Writing Center Tutor and Director Perceptions of ESL writing Errors. Unpublished thesis, Brigham Young University, Provo, Utah.

## VI. Citizenship Since BYU Faculty Appointment

### BYU Linguistics Department




-  Department Curriculum Committee, September 2021–present
-  ELC Online Instruction Committee, April 2020–present
-  Dee Gardner Scholarship Committee, October 2019–present
-  TESOL MA Program Admissions Committee, September 2019–present

### BYU Colleges of Humanities



-  Second Language Teaching Advisory Committee, May 2021–present
-  College Awards Committee, October 2019–present
  -  Facilitated the nomination and application for Grant Eckstein, 2020 recipient of the BYU Early Career Teaching Award
  -  Facilitated the nomination and application for Wendy Smemoe, 2021 recipient of the BYU Wesley P. Lloyd Award for Distinction in Graduate Education

### External Service

#### Editorial Board Service since BYU Faculty Appointment

-  Associate Editor for *Journal of Second Language Writing*, 2024 – present
-  Editorial Board for *Feedback: Research in Second Language*, 2023 – present
-  Editorial Board for the *Journal of Second Language Writing*, 2019 – present
-  Editorial Board for the *Journal of Response to Writing*, 2015 – 2023

#### Peer Reviews for Scholarly Journals since BYU Faculty Appointment (52)





















-  Theory and Practice of Second Language Acquisition; Review Submission: June 19, 2024; Manuscript: 17340-Article Text-79522-1-4-20240610.
-  Theory and Practice of Second Language Acquisition; Review Submission: April 17, 2024; Manuscript: 17340-Article Text-75707-1-2-20240405.

-  Reading in a Foreign Language; Review Submission: February 12, 2024; Manuscript: rfl-2181/main article 9579.
-  Journal of Second Language Writing; Review Submission: January 3, 2024; Manuscript: SECLAN-D-23-00419.
-  Journal of Second Language Writing; Review Submission: November 10, 2023; Manuscript: SECLAN-D-23-00344.
-  Journal of Second Language Writing; Review Submission: August 2, 2023; Manuscript: SECLAN-D-23-00208.
-  Journal of Second Language Writing; Review Submission: July 29, 2023; Manuscript: SECLAN-D-23-00143R1.
-  International Journal of TESOL Studies; Review Submission: May 15, 2023; Manuscript: Form-specific aspects in the utilization of Grammar Learning Strategies within the framework of self-regulated grammar learning.
-  Journal of Second Language Writing; Review Submission: May 2, 2023; Manuscript: SECLAN-D-23-00143.
-  Journal of Second Language Writing; Review Submission: March 21, 2023; Manuscript: SECLAN-D-22-00257R1
-  Journal of Second Language Writing; Review Submission: March 10, 2023; Manuscript: SECLAN-D-23-00057.
-  Journal of Second Language Writing; Review Submission: December 13, 2022; Manuscript: SECLAN-D-22-00271R1.
-  Journal of Second Language Writing; Review Submission: October 18, 2022; Manuscript: SECLAN-D-22-00271.
-  Journal of Second Language Writing; Review Submission: October 18, 2022; Manuscript: SECLAN-D-22-00257.
-  Journal of Second Language Writing; Review Submission: June 13, 2022; Manuscript: SECLAN-D-22-00126R1.
-  Reading in a Foreign Language; Review Submission: May 2, 2022; Manuscript: 4711–rfl1197.
-  Journal of Second Language Writing; Review Submission: April 18, 2022; Manuscript: SECLAN-D-22-00108
-  Reading in a Foreign Language; Review Submission: April 4, 2022; Manuscript: 4549–rfl1197.
-  Reading in a Foreign Language; Review Submission: February 5, 2022; Manuscript: rfl1197v2.
















 Since BYU faculty appointment in the Linguistics Department


K. James Hartshorn, 19  
July 2024

- Journal of Second Language Writing; Review Submission: January 13, 2022; Manuscript: SECLAN-D-22-00006.
-  TESOL Journal; Review Submission: December 29, 2021; Manuscript ID: TJ-2021-0341.
-  RELC Journal; Review Submission: November 1, 2021; Manuscript ID: RELC-21-0223.R2.
-  Equality, Diversity, and Inclusion: An International Journal. Review Submission: October 5, 2021; Manuscript: EDI-09-2021-0240.
-  Journal of Second Language Writing; Review Submission: September 28, 2021; Manuscript: SECLAN-D-21-00100R1.
-  RELC Journal; Review Submission: September 26, 2021; Manuscript ID: RELC-21-0223.R1.
-  Language Awareness; Review Submission: July 22, 2021; Manuscript ID: LA-1986.
-  TESOL Quarterly; Review Submission: July 20, 2021; Manuscript ID: TQ-2020-0365.R1.
-  RELC Journal; Review Submission: July 12, 2021; Manuscript ID: RELC-21-0223.
-  Journal of Second Language Writing; Review Submission: July 12, 2021; Manuscript: SECLAN-D-21-00100.
-  The International Journal of Management Education; Review Submission: June 21, 2021; Manuscript ID: TIJME-D-20-00260R2.
-  International Journal of Applied Linguistics; Review Submission: June 2, 2021; Manuscript ID: InJAL-21-044-Art.R2.
-  International Journal of Applied Linguistics; Review Submission: April 29, 2021; Manuscript ID: InJAL-21-044-Art.R1.
-  The International Journal of Management Education; Review Submission: March 31, 2021; Manuscript ID: TIJME-D-20-00260R1.
-  International Journal of Applied Linguistics; Review Submission: March 2, 2021; Manuscript ID: InJAL-21-044-Art.
-  Language Awareness; Review Submission: January 27, 2021; Manuscript: LA-1764.R1.
-  Journal of Second Language Writing; Review Submission: December 21, 2020; Manuscript: SECLAN-D-20-00263R2.
-  The International Journal of Management Education; Review Submission: December 15, 2020; Manuscript: TIJME-D-20-00260.
-  Journal of Second Language Writing; Review Submission: December 11, 2020; Manuscript: SECLAN-D-20-00263R1.
-  Journal of Second Language Writing; Review Submission: August 11, 2020; Manuscript: SECLAN-D-20-00263.
-  Since BYU faculty appointment in the Linguistics Department



-  Language Awareness; Review Submission: July 20, 2020; Manuscript: LA-1764.
-  TESL Canada Journal (Special Issue 2020, Corrective Feedback in Language Teaching and Learning); Review Submission: June, 10, 2020; Manuscript: MS1709 Revised.
-  TESL Canada Journal (Special Issue 2020, Corrective Feedback in Language Teaching and Learning); Review Submission: May 20, 2020; Manuscript: MS1709.
-  The Modern Language Journal; Review Submission: May 11, 2020; Manuscript: D MLJ-20-0058-02.
-  Journal of English for Academic Purposes; Review Submission: April 15, 2020; Manuscript: JEAP\_2019\_556.
-  Journal of Second Language Writing; Review Submission: April 14, 2020; Manuscript: SECLAN-D- 20-00002R1.
-  Journal of Second Language Writing; Review Submission: March 27, 2020; Manuscript: SECLAN-D-19-00011R1.
-  Journal of Second Language Writing; Review Submission: March 5, 2020; Manuscript: SECLAN-D-20-00051.
-  Journal of Response to Writing; Review Submission: March 2, 2020; Manuscript Title: Opening the black box: Cognitive processes and strategies of L2 peer reviewers evaluating their classmates' writings.
-  Journal of Second Language Writing; Review Submission: January 15, 2020; Manuscript: SECLAN-D-20-00002.
-  Journal of English for Academic Purposes; Review Submission: January 11, 2020; Manuscript: JEAP\_2019\_556.
-  Journal of Second Language Writing; Review Submission: December 23, 2019; Manuscript: SECLAN-D-19-00011.
-  Journal of Second Language Writing; Review Submission: October 21, 2019; Manuscript: SECLAN-D-19-00008.

### **Reviews for Tenure and Rank Advancement**

-  Dr. Nancy Tarawhiti, BYU-Hawaii; Review of scholarship for continuing faculty status and advancement to rank of associate professor (invited by Dr. Karen Latham, Dean). Review Submission: October 30, 2019.

## VII. Additional Service and Accomplishments



- Recipient of 2022 Humanities Mentored Experience Grant (HMEG). Mentored Kayue Chan and Michelle Lung in data collection and analysis leading to comparisons of two measures of second language writing.



- Recipient of 2021 Humanities Mentored Experience Grant (HMEG). Mentored Aylin Surer in data collection and analysis of eight aspects of word knowledge.
- Committee service at BYU's English Language Center includes chairing the Coordinators Council, the Executive Council, and the Testing, Research, and Evaluation Committee, and service on the ELC Curriculum Committee, 2006–2019
- *Journal of Second Language Writing*, Editorial Board, 2019–present
- *Journal of Second Language Writing*, Recognition of Outstanding Contribution in Reviewing, Awarded November, 2017
- *System—An International Journal of Educational Technology and Applied Linguistics*, Recognition of Outstanding Contribution in Reviewing, Awarded March, 2017
- *Journal of Response to Writing*, Editorial Board, 2013–2023
- Reviewer for the following international journals:
  - Theory and Practice of Second Language Acquisition* (initial review 2024),
  - International Journal of TESOL Studies* (initial review 2023),
  - Reading in a Foreign Language* (initial review 2022),
  - TESOL Journal* (initial review 2021),
  - Equality, Diversity, and Inclusion: An International Journal* (initial review 2021),
  - The RELC Journal* (initial review 2021),
  - The International Journal of Applied Linguistics* (initial review 2021),
  - The International Journal of Management Education* (initial review 2020),
  - Language Awareness* (initial review 2020),
  - Modern Language Journal* (initial review 2020)
  - Journal of English for Academic Purposes* (initial review 2020),
  - TESL Canada Journal* (initial review 2018),
  - Language Learning* (initial review 2017),
  - Journal of Second Language Writing* (initial review 2014),
  - Language Learning and Technology* (initial review 2014),
  - System* (initial review 2013),
  - Language Teaching* (initial review 2012),
  - TESOL Quarterly* (initial review 2011)
- Review of book chapters for Cambridge University Press (initial Review 2018)
- Review of book chapters for IGI Global publishing company (initial Review 2015)
- Cofounder of the *Journal of Response to Writing* (October 2013), an international, peer-reviewed journal, the first volume published January 2015
- *TESOL Quarterly*, Editorial and Advisory Board, March, 2012- March, 2015
- With Mark Tanner, mentored Andrew Bashford, Orca Grant recipient, 2014
- ACTFL Oral Proficiency Interview certification, January, 2013
- Fulbright National Screening Committee, 2010-2011
- With Norm Evans, mentored Emily Allen, ORCA Grant recipient, 2009-2010
- Intermountain TESOL Secretary and governing board member, 2007-2011
- Committee service at BYU's English Language Center includes the Coordinators Council, the Executive Council, the Curriculum Committee, and the Testing, Research, and Evaluation Committee, 2006-2019
- Provided free Japanese interpretation/translation for medical and legal emergencies for the large number of Japanese residents in Ellensburg, Washington, 1998-2005.
- Provided three weekly community English classes for adults, young adults, and children in the remote fishing village of Kawauchi, Japan, 1997















- Taught in and helped supervise 150 teachers in TEFL program in Japan, 1985-1986

### **VIII. Areas of Professional Interest and Expertise**

- Second Language Acquisition Research
- Second Language Writing
- Second Language Pronunciation
- Curriculum and Materials Development
- TESOL Teacher Training
- Second Language Measurement and Assessment
- Computer Assisted Language Learning
- Program Administration, Development, and Evaluation

### **IX. Courses Taught**

#### **Linguistics Department, Brigham Young University, 2019–Present**

-  English Language 350: Basic Editing Skills
-  English Language 376: TESOL Reading, Writing, and Vocabulary
-  Linguistics 610: Methods and Materials Overview
-  Linguistics 611: TESOL Methods and Materials Application
-  Linguistics 612: TESOL Graduate Practicum
-  Linguistics 620: Research in TESOL
-  Linguistics 631: Grammar Theory and Pedagogy
-  Linguistics 640: Language Acquisition
-  Linguistics 670: TESOL Reading, Writing, & Vocabulary
-  Linguistics 677: Curriculum Development
-  Linguistics 678: Advanced Materials Development
-  Second Language Teaching 602: Linguistics for Language Teachers

#### **English Language Center, Brigham Young University, 1996-1997, 2005-2019**

Applied Grammar  
 The Language of Biology  
 The Language of Business  
 Business Writing  
 Linguistic Accuracy  
 Listening/Speaking  
 Reading  
 Religion Classes  
 Writing

#### **Asia University America Program, Central Washington University, 1998-2005**

Academic Preparation  
 American Studies  
 Computer Technology  
 Cross-cultural Communication  
 Cross-cultural Training  
 Functions of English  
 Integrated English Skills  
 International Relations

The Human Environment  
The Language of American Business  
The Language of American Economics  
The Language of American Law

**English Department, Shokei College, Kumamoto Japan, 1997-1998**

EC English Communication I  
EC English Communication II  
EC English Communication III  
Conversation Lab

**Asian and Near Eastern Languages, Brigham Young University, 1993-1996**

Japanese 101  
Japanese 202  
Japanese 301

**International Education and Communication (ICE), 1990-1992**

Courses taught on the campuses of the LDS Business College, the University of Utah,  
and the College of Eastern Utah

- English Business Communication
- English Conversation

**Missionary Training Center, 1987-1990, 1992-1996**

Japanese and ESL language instruction, teaching training, and supervision