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RESEARCH AND TEACHING INTERESTS

Reliability and validity in language testing; eye-tracking for second language acquisition research; computer and internet-based language instruction and testing; second and foreign language curriculum and materials development; motivation, aptitude, and strategies for second/foreign language learning.

EDUCATION

2005	Ph.D.	Georgetown University (Washington, DC), Applied Linguistics Dissertation: "Individual differences in adult Chinese second language acquisition: The relationships among aptitude, memory and strategies for learning" Funded by the National Science Foundation Advisors: Jeff Connor-Linton, Ph.D., Alison Mackey, Ph.D. Committee member: Charles Stansfield, Ph.D.
1998	MA	University of Minnesota (Minneapolis, MN), Linguistics
1993	BA	University of Wisconsin (Madison, WI), French and Philosophy

PROFESSIONAL HISTORY

2013-present	Associate Professor, Department of Linguistics and Languages, Michigan State University, East Lansing, MI
2013-2016	Director of the Masters of Arts in Foreign Language Teaching (MAFLT) Program, Michigan State University, East Lansing, MI
2005-2013	Assistant Professor, Department of Linguistics and Languages, Michigan State University, East Lansing, MI
2008	Fulbright Lecturer, Budapest University, Hungary
2004-2005	Coordinator of the Masters of Arts in Teaching English as a Second Language Program, Department of Linguistics, Georgetown University, Washington, DC
2000-2004	Foreign Language Test Development Manager, Center for Applied Linguistics, Washington, DC
1998-2000	Peace Corps Volunteer, Leshan Teachers College, Sichuan Province, China
1997-1998	German Instructor, Department of German, Scandinavian, and Dutch, University of Minnesota, Minneapolis, MN
1996-1997	Research Assistant, The Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN

RESEARCH GRANTS

2014-2016; 2016 renewal; 2017 renewal

Michigan State University Language Flagship Proficiency Initiative, August 2014-December 2018. (Co-principal grant writer with Dr. Susan Gass). In total, \$1,222,000 from the National Security Education Program for proficiency testing and initiatives in language programs at Michigan State University.

2017-2018, Language Learning Roundtable, March 2018. (Co-principal grant writer with Dr. Aline Godfroid). \$10,000 from the Language Learning Roundtable for an invited colloquium on eye tracking and second language acquisition research at the American Association of Applied Linguistics conference in Chicago, IL.

2013 Cambridge Michigan Language Assessments, Spaan Grant, January 2014-December 2014. (Co-principal grant writer with SLS graduate students Shinhye Lee, Irene Ahn, Ina Choi, Yaqiong Cui, and Hyung-Jo Yoon). \$1,600 toward research conducted at Michigan State University in East Lansing, MI on the reading section of the Young Learners Test of English (YLTE).

2012 University of Cambridge/IELTS Joint Research Grant from the British Council, July 2012-May 2013. (Co-principal grant writer with SLS graduate student Hyojung Lim). \$36,000 toward research conducted at Michigan State University in East Lansing, MI on the listening component of the IELTS.

2011 CAL Research Award, April, 2011. \$5,000.00 toward research at Michigan State University in East Lansing, MI on MSU proficiency tests and for external collaboration with expert in language placement testing.

2010 U.S. Department of Education International Research and Studies (IRS) Program Grant, August 2010-May, 2014. (Project leader on collaborative grant with PIs Dennie Hoopingarner & Dan Reed and other collaborators Patti Spinner, Xiaoshi Li, and Shawn Loewen at MSU). \$29,706.00 towards research on LCTL student self-regulation and oral, online test performance, as part of the project "Articulated Research: Web 2.0 Technology and Instructed Language Acquisition."

2010 U.S. Department of Education Title VI Grant, August 2010-May, 2014. (Project leader on collaborative grant with PIs Susan Gass & Patricia Pausell & the Center for Language Education and Research [CLEAR] at MSU). \$16,315.00 towards research on foreign language learners' oral language development.

2010 CAL Research Award, November, 2010. \$1,500.00 toward research at Michigan State University in East Lansing, MI on language placement testing.

2007 CAL Public Humanities Collaborative, Arts & Culture Faculty Incentive Grant. May, 2007. \$500.00 toward research on the impact of Michigan's K-12 English Language Proficiency Assessment (ELPA) on stakeholders and the ESL curriculum in public schools.

2007 CAL Research Initiation Funding (Teaching Innovations), January 2007. (with Chunhong Teng). \$3,000.00 toward research and materials development at Michigan State University in East Lansing, MI on assessing L2 Chinese pragmatics over the Internet.

2006 TOEFL COE Research Grant from Educational Testing Services (ETS), February 2006-June 2008 (Co-principal grant writer with Susan Gass & Dan Reed). \$85,720 toward research

conducted at Michigan State University in East Lansing, MI on the speaking component of the Internet-based TOEFL.

- 2006 U.S. Department of Education Title VI Grant, August 2006-May, 2008. (Project leader on collaborative grant with PIs Susan Gass & Patricia Pausell & the Center for Language Education and Research (CLEAR) at MSU). \$41,000.00 towards research on foreign language learners' processing of captions while watching video-based listening activities.
- 2004 National Science Foundation (NSF) Doctoral Dissertation Improvement Grant, August 2004-July 2005 (Principal grant writer under Dr. Jeff Connor-Linton, dissertation advisor). \$12,000 grant toward dissertation project conducted at Georgetown University in Washington, DC and the Defense Language Institute in Monterey, CA.
- 2003 Technology Grant from the Center for New Designs in Learning and Scholarship, June 2003 (Principal grant writer). \$1,700 grant toward computer purchases for the Working Memory Research Project at Georgetown University.

SUPERVISED RESEARCH GRANTS (For Graduate Students' Research, with Winke as PI)

- 2017 Shinye Lee, "Planning time during online speaking tests," \$2,000 from Language Learning.
- 2017 Daniel Isbell, "A longitudinal investigation of rating activity and rating behavior." \$1,050 from Cambridge Michigan Language Assessments (CaMLA), Ann Arbor, MI.
- 2017 Shinye Lee, NFMLTA/MLJ Dissertation Support Grant. \$2,500 for her dissertation project "How planning time influences performance on different tasks in language assessment."
- 2017 Magda Tigchelaar, NFMLTA/MLJ Dissertation Support Grant. \$2,500 for her dissertation project "Using the ACTFL Can-Do Statements for Estimations of Foreign Language Proficiency."
- 2016 Laura Ballard, "The Effects of Primacy on Rater Cognition: An Eye-tracking Study," \$2,000, from The International Research Foundation (TIRF) and, with Cambridge English Assessments, \$2,000 from Language Learning.
- 2015 Virginia David, "Impromptu Timed-Writing and Process-Based Timed Writing Exams: Comparing Students' Performance and Investigating Students' and Raters' Perceptions," \$2,000 from Language Learning.
- 2014 Laura Ballard and Shinye Lee, "How Young Children Respond to Online Reading and Speaking Test Tasks: The Computerization of TOEFL Primary Reading and Speaking Tasks." \$5,000 from Educational Testing Service for the students' QRP2 research projects.
- 2014 Dominik Wolff, "Doctoral Dissertation Research: Influence of Speaker Status on Teacher Development in First-Year MA TESOL Students." \$2,000 from Language Learning.
- 2012 Hyojung Lim, "Doctoral Dissertation Grant: Investigating the Cognitive Validity of a L2 Reading Test: An Eye-tracking Study Language Learning Dissertation Grant." \$2,000 from Language Learning.
- 2010 Ching-Ni Hsieh, "ESL teachers' versus American undergraduates' judgments of oral proficiency, accentedness, and comprehensibility," Doctoral Dissertation Grant: \$5,000 from The

International Research Foundation (TIRF). Also won the Russell N. Campbell Award for the highest rated proposal of 2010.

- 2017 Ching-Ni Hsieh, "Rater effects in ITA testing: ESL teachers' versus American undergraduates' judgments of accentedness, comprehensibility, and oral proficiency." \$4,000 from Cambridge Michigan Language Assessments (CaMLA), Ann Arbor, MI.

ACADEMIC SCHOLARSHIPS AND AWARDS

- 2012 **TESOL Award for Distinguished Research** from TESOL and Heinle for "Evaluating the validity of a high-stakes ESL test: Why teachers' perceptions matter." Article selected by the TESOL organization for the best TESOL-related, empirical research article appearing in 2011. Award presented in March 2012 at the TESOL conference in Philadelphia.
- 2009 **Outstanding Article of the Year Award** (with Senta Goertler) for "Did we forget someone? Students' computer access and literacy for CALL." Article selected by CALICO's Editorial Board for year 2007-08 (Vol. 25) of the journal. Award presented March 2009 at the CALICO conference at Arizona State University.
- 2008 **Fulbright Scholarship** to lecture and conduct research at the Budapest University, Hungary, January to June 2008.
- 2004 **Merit-based Research Assistantship** from Georgetown University, August 2004 to May 2005. Full tuition, stipend, and benefits.
- 2001 **Merit Scholarship** from Georgetown University, August 2001 to May 2003. Full tuition without a work requirement.
- 1999 **Tuition Benefit and Stipend** from the Peace Corps, Summer 1999. Tuition assistance and stipend to attend Chinese language courses at Beijing Language and Culture University in Beijing, China.
- 1996 **Research and Teaching Assistantship** from the University of Minnesota, August 1996 to May 1998. Full tuition, monthly stipends and benefits.

PUBLICATIONS

Articles

- Gass, S., Winke, P., Isbell, D., & Ahn, J. I. (in press). How captions help people learn languages: A working-memory, eye-tracking study. *Language Learning & Technology*.
- Isbell, D. R., Winke, P. M., & Gass, S. M. (in press). Using the ACTFL OPIc to assess and monitor progress in a tertiary foreign languages program. *Language Testing*.
- Winke, P. & Zhang, X. (in press). How a third-grade reading retention law will affect ELLs in Michigan, and a call for research on child ELL reading development. *TESOL Quarterly*.
Video abstract: <https://www.youtube.com/watch?v=Xp1JXuiWZDY>

- Cox, T., Malone, M., & Winke, P. (2018). Future directions in assessment: Influences of standards and implications for language learning. *Foreign Language Annals*, 51(2), 104-115.
<https://doi.org/10.1111/flan.12326>
 Video abstract: <https://www.youtube.com/watch?v=t80xWzqX5Bs&t=2s>
- Lee, S., & Winke, P. (2018). Young learners' response processes when taking computerized tasks for speaking assessment. *Language Testing*, 35(2), 239-269.
<https://doi.org/10.1177/0265532217704009>
- Winke, P., Lee, S., Yoon, H-J., Ahn, J. I., Choi, I., & Cui, Y. (2018). The cognitive validity of child English-language tests: What young language learners and their native-speaking peers can reveal. *TESOL Quarterly*, 52(2), 274-303. <http://onlinelibrary.wiley.com/doi/10.1002/tesq.396/epdf>
 Video abstract: <https://www.youtube.com/watch?v=GY0dRCTRtIk&t=4s>
- Chhaya, R., Weiss, J., Seffren, V., Sikorskii, A., Winke, P. M., Bovin, M. J. (2017). The feasibility of an automated eye tracking modified Fagan test of memory for human faces in younger Ugandan HIV-exposed children. *Child Neuropsychology*, 1-16.
<https://doi.org/10.1080/09297049.2017.1329412>
- Tigchelaar, M., Bowles, R., Winke, P., & Gass, S. (2017). Assessing the validity of ACTFL can-do statements for spoken proficiency. *Foreign Language Annals*, 50(3), 584-600.
<http://onlinelibrary.wiley.com/doi/10.1111/flan.12286/full>
 Video abstract: <https://www.youtube.com/watch?v=BGTddX0erZI>
- Winke, P., & Lim, H. (2017). The effects of test preparation on second-language listening test performance. *Language Assessment Quarterly*, 14(4), 380-397.
<https://doi.org/10.1080/15434303.2017.1399396>
- Winke, P. (2017). Using focus groups to investigate study abroad theories and practice. *System*, 71, 73-83. <https://doi.org/10.1016/j.system.2017.09.018>
- Gass, S., Winke, P. Van Gorp, K. (2016). The Language Flagship Proficiency Initiative. *Language Teaching*, 49(4), 592-595. <https://doi.org/10.1017/S0261444816000215>
- Gonulal, T., Spinner, P. & Winke, P. (2016). To err is human: An error analysis approach to Turkish as an L2. *Journal of the National Council on the Organization of Less Commonly Taught Languages (JNCOLCTL)*, 20, 107-131.
- Winke, P., & Lim, H. (2015). ESL essay raters' cognitive processes in applying the Jacobs et al. rubric: An eye-movement study. *Assessing Writing*, 25, 38-54.
<http://dx.doi.org/10.1016/j.asw.2015.05.002> Audioslides abstract:
<http://audioslides.elsevier.com/ViewerSmall.aspx?doi=10.1016/j.asw.2015.05.002>
- Winke, P. (2014). Testing hypotheses about language learning using structural equation modeling. *Annual Review of Applied Linguistics*, 34, 102-122. <http://dx.doi.org/10.1017/S0267190514000075>
- Cublio, J., & Winke, P. (2013). Redefining the L2 listening construct within an integrated writing task: Considering the impacts of visual-cue interpretation and note-taking. *Language Assessment Quarterly*, 10(4), 371-397. <https://doi.org/10.1080/15434303.2013.824972>

- Winke, P. (2013). The effects of input enhancement on grammar learning and comprehension: A modified replication of Lee, 2007, with eye-movement data. *Studies in Second Language Acquisition*, 35(2), 323-352. <http://dx.doi.org/10.1017/S0272263112000903>
- Lee, H., & Winke, P. (2013). The differences among three-, four-, and five-option multiple-choice item formats in the context of a high-stakes English-language listening test. *Language Testing*, 30(1), 99-123. <http://dx.doi.org/10.1177/0265532212451235>
- Winke, P. & Gass, S. (2013). The influence of L2 experience and accent familiarity on oral proficiency rating: A qualitative investigation. *TESOL Quarterly*, 47(4), 762-789. <http://onlinelibrary.wiley.com/doi/10.1002/tesq.73/abstract>
Video abstract: <https://www.youtube.com/watch?v=Z2thPjWoxq8>
- Winke, P., Gass, S., & Myford, C. (2013). Raters' L2 background as a potential source of bias in rating oral performance. *Language Testing*, 30(2), 231-252. <http://dx.doi.org/10.1177/0265532212456968>
- Winke, P., Gass, S., Sydorenko, T. (2013). Factors influencing the use of captions by foreign language learners: An eye-tracking study. *The Modern Language Journal*, 97(1), 254-275. <http://dx.doi.org/10.1111/j.1540-4781.2013.01432.x>
- Winke, P. (2013). An investigation into L2 aptitude for advanced Chinese language learning. *The Modern Language Journal*, 97(1), 109-130. <http://dx.doi.org/10.1111/j.1540-4781.2013.01428.x>
- Winke, P. (2011). Evaluating the validity of a high-stakes ESL test: Why teachers' perceptions matter. *TESOL Quarterly*, 45(4), 628-660. <http://dx.doi.org/10.5054/tq.2011.268063> (Received the 2012 "TESOL Award for Distinguished Research" from TESOL and Heinle.)
- Winke, P. (2011). Investigating the reliability of the civics component of the U.S. Naturalization Test. *Language Assessment Quarterly*, 8(4), 317-341. <http://dx.doi.org/10.1080/15434303.2011.614031>
- Mackey, A., Adams, R., Stafford, C., & Winke, P. (2010). Exploring the relationship between modified output and working memory capacity. *Language Learning*, 60(3), 501-533. <http://dx.doi.org/10.1111/j.1467-9922.2010.00565.x>
- Winke, P., Goertler, S., & Amuzie, G. L. (2010). Commonly-taught and less-commonly-taught language learners: Are they equally prepared for CALL and online language learning? *Computer Assisted Language Learning*, 23(3), 199-219. <http://dx.doi.org/10.1080/09588221.2010.486576>
- Winke, P., & Teng, C. (2010). Using task-based pragmatics tutorials while studying abroad in China. *Intercultural Pragmatics*, 7(2), 363-399. <http://dx.doi.org/10.1515/iprg.2010.016>
- Winke, P., Gass, S., & Sydorenko, T. (2010). The effects of captioning videos used for foreign language listening activities. *Language Learning & Technology*, 14(1), 66-87. <http://llt.msu.edu/vol14num1/winkegasssydorenko.pdf>
- Amuzie, G. L., & Winke, P. (2009). Changes in language learning beliefs as a result of study abroad. *System*, 37(3), 366-379. <http://dx.doi.org/10.1016/j.system.2009.02.011>

- Ekkens, K., & Winke, P. (2009). Evaluating workplace English language programs. *Language Assessment Quarterly*, 6(4), 265-287.
- Winke, P. & Goertler, S. (2008). Did we forget someone? Students' computer access and literacy for CALL. *CALICO Journal*, 25(3), 482-509. https://calico.org/html/article_713.pdf (Received "Outstanding Article of the Year Award" from the CALICO Editorial Board.)
- Winke, P., & Abbuhl, R. (2007). Taking a closer look at strategies for Chinese language learning. *Foreign Language Annals*, 40(4), 697-712. <http://dx.doi.org/10.1111/j.1944-9720.2007.tb02888.x>
- Winke, P. (2007). Tuning into tones: The effect of L1 background on L2 Chinese learners' tonal production. *Journal of the Chinese Language Teachers Association*, 42(3), 21-55.
- Winke, P., & Weger-Guntharp, H. (2006). Why students in the U.S. are learning Arabic: A study of motivation at the college-level. *Journal of the National Council of Less Commonly Taught Languages*, 3, 7-33.

Books

- Winke, P. (under contract). *Language placement testing*. Routledge.
- Winke, P. & Brunfaut, Eds. (under contract). *The Routledge handbook of SLA and language testing*. Routledge.
- Winke, P., & Gass, S., Eds. (in press). *Foreign language proficiency: Curricular and assessment issues*. Springer.

Refereed reports

- Winke, P., Lee, S., Ahn, I., Choi, I., Cui, Y., & Yoon, H.-J. (2015). A validation study of the reading section of the Young Learners Tests of English (YLTE). *CaMLA Working Papers*, 2015-03, 1-30. Available from the Cambridge Michigan website: <http://www.cambridgemichigan.org/wp-content/uploads/2015/12/CWP-2015-03.pdf>
- Winke, P., & Lim, H. (2014). The effects of testwiseness and test-taking anxiety on L2 listening test performance: A visual (eye-tracking) and attentional investigation. *IELTS Research Reports Series*, 3. Available from the IELTS website: <http://www.ielts.org/pdf/Winke%20and%20Lim.pdf>
- Winke, P., Gass, S., & Myford, C. (2011). *The relationship between raters' prior language study and the evaluation of foreign language speech samples*. TOEFL iBT® Research Report. Princeton, NJ, Educational Testing Services. Available from the ETS website: <http://www.ets.org/Media/Research/pdf/RR-11-30.pdf>

Edited volume

- Goertler, S., & Winke, P. (Eds.). (2008). *Opening doors through distance language education: Principles, perspectives, and practices*. San Marcos, TX: Computer Assisted Language Instruction Consortium (CALICO).

Book chapters

- Winke, P. & Ma, W. M. (in press). Chinese language proficiency. In C. Shei, M., Zikpi, & D. Chao (Eds.), *The Routledge handbook of Chinese language teaching*. New York: Routledge.
- Winke, P., & Gass, S. (2018). Individual differences in advanced proficiency. In P. A. Malovrh & A. Benati (Eds.), *The Wiley handbook of advanced proficiency in second language acquisition* (pp. 157-178). Malden, MA: John Wiley & Sons. <https://doi.org/10.1002/9781119261650.ch9>
- Winke, P., & Gass, S. (2018). When some study abroad: How returning students realign with the curriculum and impact evidence of learning. In C. Sanz & A. Morales-Front (Edd.), *The Routledge handbook of study abroad research and practice* (pp. 527-544). New York: Routledge.
- Van Gorp, K., Reed, D., Gass, S., & Winke, P. (2017). Comparing speaking performances across tests and languages: Evaluating the success of an institutional rater-training program. In Savage, J., M. Marulli, & A. French (Eds), *Learning and assessment: Making the connections* (pp. 194-200). Cambridge, UK: Association of Language Testers in Europe.
- Ballard, L., & Winke, P. (2016). Students' attitudes toward English teachers' accents: The interplay of accent familiarity, comprehensibility, intelligibility, perceived native-speaker status, and acceptability. In T. Isaacs & P. Trofimovich (Eds.), *Second language pronunciation assessment: Interdisciplinary perspectives* (pp. 121-139). Bristol, UK: Multilingual Matters.
- Godfroid, A. & Winke, P. (2015). Investigating implicit and explicit processing using L2 learners' eye-movement data. In P. Rebuschat (Ed.), *Implicit and explicit learning of languages* (pp. 325-348). Philadelphia, PA: John Benjamins.
- Sterling, S., Winke, P., & Gass, S. (2015). Training in research ethics among SLA researchers. In De Costa, P. (Ed.), *Ethics in applied linguistics research: Language researcher narratives* (pp. 15-37). New York: Routledge.
- Winke, P. (2014). Formative, task-based oral assessments in an advanced Chinese-language class. In M. González-Lloret & L. Ortega (Eds.), *Technology and tasks: Exploring technology-mediated TBLT* (pp. 263-293). New York: Mouton de Gruyter.
- Winke, P. (2013). The effectiveness of interactive group orals for placement testing. In K. McDonough & A. Mackey (Eds.), *Second language interaction in diverse educational contexts* (pp. 247-268). Philadelphia, PA: John Benjamins.
- Winke, P. (2010). Using online tasks for formative language assessment. In A. Shehadeh & C. Coombe (Eds.), *Applications of task-based learning in TESOL* (pp. 173-185). Alexandria, VA: TESOL.
- Winke, P., & Goertler, S. (2008). An introduction to distance language learning. In S. Goertler & P. Winke (Eds.), *Opening doors through distance language education: Principles, perspectives, and practices* (pp. 1-10). San Marcos, TX: Computer Assisted Language Instruction Consortium (CALICO).
- Goertler, S., & Winke, P. (2008). The effectiveness of technology-enhanced foreign language teaching. In S. Goertler & P. Winke (Eds.), *Opening doors through distance language education: Principles, perspectives, and practices* (pp. 233-260). San Marcos, TX: Computer Assisted Language Instruction Consortium (CALICO).

- Winke, P. (2006). Online assessment of foreign language proficiency: Meeting development, design, and delivery challenges. In S. Howell (Ed.), *Online assessment and measurement, vol. II* (pp. 82-97). Provo, UT: Brigham Young University Press.
- Winke, P. M., & Aquil, R. (2006). Issues in developing standardized tests of Arabic proficiency. In K. Wahba, L. England & Z. Taha (Eds.), *A handbook for Arabic language teaching professionals in the 21st century* (pp. 221-235). Mahwah, NJ: Lawrence Erlbaum Associates.

Encyclopedia entries

- Winke, P. (2018). Aptitude testing. In C. Coombe (Ed.), *TESOL encyclopedia of English language teaching*. Hoboken, NJ: Wiley. <http://dx.doi.org/10.1002/9781118784235.eelt0376>
- Winke, P., & Isbell, D. (2018). Construct of listening. In H. Guangwei (Ed.), *TESOL encyclopedia of English language teaching*. Hoboken, NJ: Wiley-Blackwell. <http://dx.doi.org/10.1002/9781118784235.eelt0618>
- Winke, P., & Rawal, H. (2018). Teaching large, mixed-ability classes. In A. Shehadeh (Ed.), *TESOL encyclopedia of English language teaching*. Hoboken, NJ: Wiley. <http://dx.doi.org/10.1002/9781118784235.eelt0222>
- Winke, P., & Isbell, D. (2017). Computer-assisted language assessment. In S. L. Thorne & S. May (Eds.), *Language, Education, and Technology* (3rd ed., pp. 1–13). New York City: Springer International Publishing. <https://doi-org.proxy2.cl.msu.edu/10.1007/978-3-319-02237-6>
- Winke, P. (2013). Eye-tracking technology for reading. In A. J. Kunnan (Ed.), *The companion to language assessment* (pp. 1029-1046). Hoboken, NJ: Wiley-Blackwell. doi: 10.1002/9781118411360.wbcla030
- Winke, P. (2013). Rating oral language. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 4849–4855). Oxford: Blackwell. doi: 10.1002/9781405198431.wbeal0993
- Winke, P., & Fei, F. (2008). Computer-adaptive language assessment. In N. Van Dusen-Scholl (Ed.), *The encyclopedia of language and education, vol. 4* (pp. 353-364). New York, Springer.
- Stansfield, C., & Winke, P. (2008). Testing aptitude for SLA. In E. Shohamy (Ed.), *The encyclopedia of language and education, vol. 7* (pp. 81-94). New York, Springer.

Reviews

- Isbell, D., & Winke, P. (in press). [Test review: ACTFL Oral Proficiency Interview – Computer (OPIc)]. *Language Testing*.
- Winke, P. (2014). [Review of the online program *Open English*]. *Language Learning & Technology*, 18(2), 75-84. Available at <http://llt.msu.edu/issues/june2014/review4.pdf>
- Winke, P. (2009). [Review of the book *Self-esteem and foreign language learning*]. *The Modern Language Journal*, 93(2), 308-309.
- Winke, P. (2009). [Review of the book *Strategic competence and EFL reading test performance*]. *Studies in Second Language Acquisition*, 31(3), 510-511.

- Winke, P. (2008). [Review of the book *Motivation, language attitudes and globalisation*]. *The Modern Language Journal*, 92(3), 478-479.
- Lund, J., & Winke, P. (2008). [Review of the books *Language assessment: Principles and classroom practices* and *Testing in language programs: A comprehensive guide to English language assessment*]. *Language Testing*, 25(2), 273-282.
- Winke, P. (2007). [Review of the book *The psychology of the language learner: Individual differences in second language acquisition*]. *Studies in Second Language Acquisition*, 29(1), 143-144.
- Winke, P. (2003). [Review of the book *Testcraft: A teacher's guide to writing and using language test specifications*]. *Language Testing*, 20(3), 345-350.
- Winke, P., & MacGregor, D. (2001). [A review of *Hot Potatoes: Software for creating Web-based language exercises*]. *Language Learning & Technology*, 5(2), 28-33. Available at <http://llt.msu.edu/vol5num2/pdf/review3.pdf>

Non-refereed report

- Goertler, S., & Winke, P. (2007). *Reimagining language teaching (RILT) report: What can technology do for us at MSU?* East Lansing, MI: College of Arts and Letters, Michigan State University.

Other publications

- Winke, P. & Gass, S. (2016, November). Using free recall and idea units for evaluating second language comprehension: Methodological choices and issues. *AL Forum*. Available at <http://newsmanager.commpartners.com/tesolalis/issues/2016-11-04/5.html>
- Winke, P., Godfroid, A., & Gass, S. (2013). Introduction to the special issue: Eye-movement recordings in second language acquisition research. *Studies in Second Language Acquisition*, 35(2), 205-212. <http://dx.doi.org/10.1017/S027226311200085X>
- Winke, P. (2005). Promoting motivation in the foreign language classroom. *CLEAR News*, 9(2), p. 1, 3-6.
- Winke, P., & Stafford, C. (2002). Selecting materials to teach Spanish to Spanish speakers. *Educational Information and Resources Center, Clearinghouse on Languages and Linguistics*, Washington, DC. Available in full text from the CAL Web site: http://www.cal.org/resources/Digest/digest_pdfs/0203winke.pdf
- Peyton, J. K., Lewelling, V.W., & Winke, P. (2001). Spanish for Spanish speakers: Developing dual language proficiency. *Educational Information and Resources Center, Clearinghouse on Languages and Linguistics*, Washington, DC. Available in full text from the CAL Web site: http://www.cal.org/resources/digest/spanish_native.html
- Roca, A., Peyton, J. K., & Winke, P. (2001). Teaching Spanish to Spanish speakers: Resource guide online. *Educational Information and Resources Center, Clearinghouse on Languages and Linguistics*, Washington, DC. Available in full text from the CAL Web site: <http://www.cal.org/resources/archive/rgos/sns.html>

WORKSHOPS

- Winke, P. & Isbell, D. (2017, Sept. 14-16). *Analyzing data from the Minnesota Language Proficiency Project: A 2-day Workshop on using Excel and R to Answer Research Questions using Flagship Data*. Workshop at the University of Minnesota, Minneapolis, MN.
- Winke, P. (2017, November 29). *Language Proficiency Flagship Initiatives Update*. One-hour CeLTA Professional Development Series on the data from Language Majors at Michigan State University, East Lansing, MI.
- Winke, P., Gass, S., & Heidrich, E. (2017, April 4). *Language Proficiency Flagship Initiatives Update. One-hour CeLTA Professional Development Series on the data from the Spring 2017 Flagship data collection at Michigan State University*, East Lansing, MI.
- Winke, P. (2017, January 25). *Language Proficiency Flagship Initiatives Update. One-hour CeLTA Professional Development Series on Listening Skills at Michigan State University*, East Lansing, MI.
- Gass, S., Winke, P., & Fox, J. (2015, November 17). *Language Proficiency Flagship Initiatives Update. One-hour CeLTA Professional Development Workshop at Michigan State University*, East Lansing, MI.
- Winke, P., Gass, S., Lee, S., Johnston, S. (2015, April 30). *Language Proficiency Flagship Initiatives. One-hour CeLTA Professional Development Workshop at Michigan State University*, East Lansing, MI.
- Winke, P., Gass, S., Lee, S., Johnston, S. (2015, January 30). *Language Proficiency Flagship Initiatives. One-hour CeLTA Professional Development Workshop at Michigan State University*, East Lansing, MI.
- Winke, P. (2013, September). *Eye-tracking methods for L2 testing research*. Two three-hour pre-conference workshops before the Midwest Association of Language Testers annual meeting at Michigan State University, East Lansing, MI.
- Winke, P. (2013, August). *Designing online oral assessment materials using CLEAR RIAs*. CLEAR three-day workshop for high school teachers and language teaching professionals, East Lansing, MI.
- Winke, P. (2012, October). *Language testing for placement decisions: Why, how to, and what ifs*. All-day workshop on placement testing before the Midwest Association of Language Testers annual meeting at the University of Illinois, Urbana-Champaign, Urbana, IL.
- Winke, P. (2011, August). *Performance assessment for evaluating classroom-based achievement*. One-hour workshop for the 2011 Fulbright Foreign Language Teaching Assistants' Orientation Program, managed through the Center for Language Teaching Advancement (CeLTA) at Michigan State University, East Lansing, MI.
- Winke, P. (2011, January). *Formatting papers according to the APA Manual, 6th edition, using Styles in Word 2010*. Workshop for graduate students at Michigan State University, East Lansing, MI.

- Winke, P. (2010, October). *Using rubrics for classroom assignments and assessments*. One-hour workshop for the Center for Language Teaching Advancement (CeLTA) at Michigan State University, East Lansing, MI.
- Winke, P. (2010, April). *Working oral assessment into learning in the classroom*. One-hour workshop for faculty in the English Language Center at Michigan State University, East Lansing, MI.
- Winke, P. (2010, February). *Asian Languages and Cultures Language Assessment Workshop*. All-day workshop on language assessment for the University of Michigan Asian Languages and Cultures faculty at the University of Michigan in Ann Arbor, MI.
- Winke, P. (2008, December). *Rich Internet Applications in the Foreign Language Classroom*. Three-hour CLEAR workshop for Grosse Pointe area high school teachers at Grosse Pointe North High School, Grosse Pointe, MI.
- Winke, P. (2008, October). *Online Placement Testing Methods*. Two-day workshop for foreign language teachers at Yale University, in cooperation with the Yale Center for Language Study, New Haven, CT.
- Winke, P. (2008, July). *Designing Online Language Teaching Materials with an Accompanying Online Assessment Portfolio*. CLEAR three-day workshop for high school teachers and language teaching professionals, East Lansing, MI.
- Winke, P. & Hoopingarner, D. (2007, July). *Integrating Technology and Assessment for Language Teaching and Learning*. CLEAR three-day workshop for high school teachers and language teaching professionals, East Lansing, MI.
- Winke, P. (2006, April). *Fun ways to assess language learning in the classroom*. Fifty-minute workshop for foreign language teachers and instructors at Michigan State University's World Languages Day, East Lansing, MI.
- Winke, P., & Chen, X. (2006, April). *Motivating students through task-based activities*. Fifty-minute workshop for foreign language teachers and instructors at Michigan State University's World Languages Day.
- Winke, P. (2003, October). *Designing online tasks and exercises for language learning*. Opening presentation and three-hour workshop for Arabic instructors at the University of Pennsylvania Foreign Language Center's two-day fall workshop on Web-based Foreign Language Assessment, Philadelphia, PA.
- Winke, P. (2002, June). *Creating tasks for an oral proficiency assessment*. In *Oral Proficiency Assessment*. Workshop conducted at the National Capital Language Resource Center Oral Proficiency Testing Summer Institute, Washington, DC.
- Winke, P., Carpenter, C., & Malone, M. (2001, November). *Applications of technology to language assessment*. American Council on the Teaching of Foreign Languages (ACTFL) half-day, pre-conference workshop conducted at the Center for Applied Linguistics, Washington, DC.

PLENARY ADDRESSES

- Winke, P. (2019, August). *We need to align our classroom tasks with ACTFL & CEFR can-do descriptors so that our TBLT programs are chock-full of proficiency indicators*. Upcoming invited plenary address at the Eighth International Conference on Task-Based Language Teaching, Ottawa, ON, Canada.
- Winke, P. (2015, October). *Investigations into language assessment using eye-tracking methods*. Invited plenary address at the East Coast Organization of Language Testers (ECOLT) conference, Washington, DC. Video: <https://youtu.be/kSUxNvGtblw>
- Winke, P. (2015, April). *Standardized, L2-Proficiency testing K-16: Current issues with norming, construct validity, and ethics*. Invited plenary address at the Conference on Language, Learning, and Culture at the Virginia International University, Fairfax, VA.
- Winke, P. (2012, March). *Investigating the reliability and validity of high-stakes ESL tests*. Invited plenary talk at the graduate students' forum at the Teachers of English to Speakers of Other Languages conference, Philadelphia, PA.

INVITED PRESENTATIONS, PANEL PRESENTATIONS, AND TALKS

- Gass, S. & Winke, P. (2016, November 5). *Video-based listening: The role of captions*. Invited presentation at the Symposium "Schlüssel zum Bildungserfolg" (Key to educational success) in honor of Erwin Tschirner at the University of Leipzig, Leipzig, Germany.
- Winke, P. (2016, October 13). *Let's listen and talk about listening: Theories and practice on listening for the language teacher*. Invited talk at the Cornell University Language Resource Center, Cornell University, Ithaca, NY.
- Gass, S., & Winke, P. (2016, April 6). *The use of captions: Theoretical and pedagogical considerations*. Invited speaker session at the annual International TESOL Convention, Baltimore, MD.
- Winke, P., Gass, S., Rubio, F. Hacking, J., & Soneson, D. (MSU, Minnesota, Utah) (2016, April 8). *Measuring proficiency in university-level language programs*. Colloquium Presentation at the American Association of Applied Linguistics (AAAL) conference, Orlando, FL.
- Winke, P., Gass, S., Rubio, F. Hacking, J., & Soneson, D. (MSU, Minnesota, Utah) (2016, March 12). *Assessing college foreign language learners' proficiency: What, why, and how*. Colloquium Presentation at the Georgetown Roundtable on Linguistics (GURT) conference, Washington, DC.
- Winke, P. (2016, January 8). *Eye-tracking methods and research in foreign and second language assessment*. Invited presentation at the Applied Psycholinguistics Roundtable at the University of Michigan, Ann Arbor, MI.
- Gass, S. & Winke, P. (2015, October 10). *The Language Proficiency Initiative at Michigan State*. The Consortium on Useful Assessment in Language and Humanities, Georgetown University, Washington, DC.
- Winke, P. (2015, July). *Staff Seminar – A validation study on the Young Learners Test of English*. Invited seminar (presentation and discussion) at Cambridge English Language Assessment, Cambridge, England, UK.

- Gass, S. & Winke, P. (2015, May 16). *Language Flagship Proficiency Initiative: Proficiency Guidelines and Articulation*. Invited presentation within a panel on the Flagship Language Proficiency Initiative at Michigan State, the University of Utah, and the University of Minnesota at the annual Language Flagship meeting, Norman, OK.
- Winke, P. (2013, April). *TESOL distinguished research paper 2012: Evaluating the validity of a high-stakes ESL test: Why teachers' perceptions matter*. Invited paper presentation at the Teachers of English to Speakers of Other Languages conference, Dallas, TX.
- Winke, P. (2013, October). *In search of the Holy Grail of classroom language learning success: Is it aptitude?* Invited talk and discussion at the Cornell University Language Resource Center, Ithaca, NY.
- Winke, P. (2012, March). *Investigating the reliability and validity of high-stakes ESL tests*. Invited plenary talk at the graduate students' forum at the Teachers of English to Speakers of Other Languages conference, Philadelphia, PA.
- Winke, P. (2001, November). *Innovations in online Arabic proficiency testing*. Invited presentation and panelist on Arabic proficiency testing at the American Association of Teachers of Arabic, San Francisco, CA.

REFEREED PRESENTATIONS

- Soneson, D., Gass, S., Hacking, J., Malone, M., Tschirner, E., & Winke, P. (2017, November). *Mission and achievement: Assessing higher education foreign language goals*. Presentation at the American Council on the Teaching of Foreign Languages (ACTFL) Conference, Nashville, TN.
- Winke, P. & Zhang, X. (2017, October 15). *Reading test scores from English-Language Learning (ELL) children may be misinterpreted by retention*. Paper presentation at the Second Language Research Forum, Ohio State University, Columbus, OH.
- Winke, P. & Zhang, X. (2017, October 20). *3rd grade ELL reading test scores: Foretelling unfair uses and interpretations*. Paper presentation at the Midwest Association of Language Testers (MwALT) Conference, Wright State University, Dayton, OH.
- Isbell, D., Winke, P., & Gass, S. (2017, October). *Using the ACTFL OPIc to monitor progress in a tertiary foreign languages program*. Paper presentation at the East Coast Organization of Language Testers, Washington, DC.
- Winke, P. & Gass, S. (2017, May 21). *Language Flagship Proficiency Initiative: Michigan State University*. The Language Flagship's Annual Meeting, Indiana University, Bloomington, IN.
- Winke, P., Hacking, J., Soneson, D. (2017, January 7). *The State of Language Proficiency in United States Postsecondary Education (Special Session with Fernando Rubio presiding)*. Modern Language Association (MLA), Philadelphia, PA.
- Winke, P., Gass, S., Hacking, J., Malone, M., Rubio, F., Soneson, D., & Tschirner, E. (2016, November 19). *Large-scale implementation of ACTFL computerized proficiency testing*. Paper presentation at the American Council on the Teaching of Foreign Languages (ACTFL) conference, Boston, MA.

- Tschirner, E., Gass, S., Winke, P., Hacking, J., Rubio, F., & Soneson, D. (2016, October 28). *Correlations between speaking, listening, and reading proficiency scores*. Paper presentation at the East Coast Organization of Language Testers (ECOLT) conference, Georgetown University, Washington, DC.
- Winke, P., Van Gorp, K., Gass, S., & VanPatten, B. (2016, October 1). *Using different carrots: How incentivization affects proficiency testing outcomes*. Paper presentation at the Midwest Association of Language Testers (MwALT) conference, Purdue University, West Lafayette, IN.
- Winke, P. (2016, September 16). *Using authentic multimedia to contextualize test validity concepts*. Paper presentation at the Language Assessment Literacy Symposium, Lancaster University, Lancaster, UK.
- Gass, S., VanPatten, B., Winke, P., & Van Gorp, K. (2016, June 21). *Incentivizing students to reach stated proficiency goals*. Works-in-progress presentation at the Language Testing Research Colloquium, Palermo, Sicily, Italy.
- Winke, P., Gass, S., Fox, J., Rubio, F., Hacking, J., Soneson, D., & Malone, M. (2016, March). *Assessing college foreign language learners' proficiency*. Colloquium presented at the Georgetown University Roundtable (GURT) on Linguistics, Washington, DC.
- Winke, P. & Yao, C. (2016, March). *Useful Chinese-language-program placement testing: How we chopped out grammar, focused on meaning, and pushed authenticity*. Paper presented at the Georgetown University Roundtable (GURT) on Linguistics, Washington, DC.
- Winke, P., Gass, S., Malone, M., Tarone, E., D., & Rubio, F. (2016, April). *Assessing college foreign language learners' proficiency: The what, the why, and the how*. Colloquium at the American Association of Applied Linguistics (AAAL) annual conference, Orlando, FL.
- Malone, M., Soneson, D., Rubio, F., Gass, S., & Winke, P. (2015, October). *Outcomes in higher-education world language programs: Results and implications*. Panel presentation at Consortium on Useful Assessment in Language and Humanities Education, annual meeting and conference, Washington, DC.
- Winke, P., Lee, S., Walter, D., Weyant, K., Thirakunkovit, S., & Yan, X. (2015, March). *What does the Cloze test really test? A replication with eye-tracking data*. Paper presentation at the Language Testing Research Colloquium (LTRC), Toronto, Canada.
- Gass, S., Winke, P., & Ahn, I. (2015, March). *Testing the dual processing theory in the context of captions: An eye tracking study*. Paper presentation at the American Association of Applied Linguistics (AAAL) conference, Toronto, Canada.
- Winke, P., Lee, S., Ahn, I. J., Choi, I., Cui, Y., & Yoon, H-J. (2014, October). *A validation study of the reading section of the Young Learners Tests of English (YLTE)*. Poster presentation at the Midwest Association of Language Testers (MwALT) conference, Ann Arbor, MI.
- Winke, P. (2014, June). *Why multiple-choice and constructed-response listening test items are difficult*. Paper presentation in the colloquium *Critical issues in assessing L2 listening ability: Construct and consequential validity* at the Language Testing Research Colloquium, Amsterdam, Netherlands.

- DeFelice, D., Temples, A. & Winke, P. (2014, April). *What about me? In-service professional development and the LCTL teacher*. Poster presentation at the National Council of Less Commonly Taught Languages annual conference, Itasca, IL.
- Gonulal, T., Spinner, P. & Winke, P. (2014, April). *Error analysis in LCTLs: A case study of Turkish as an L2*. Paper presentation at the National Council of Less Commonly Taught Languages annual conference, Itasca, IL.
- Winke, P. (2013, October). *Supporting teachers' efforts in implementing technology-mediated tasks*. Paper presented at the Task-based Language Teaching conference, Banff, Alberta Canada.
- Levine, L., & Winke, P. (2013, April). *Motivation in a homogeneous IEP: The big picture*. Paper presented at the Teachers of English to Speakers of Other Languages conference, Dallas, TX.
- Winke, P., & Lim, H. (2013, April). *ESL raters' cognitive processes: An eye-tracking study*. Paper presented at the American Association for Applied Linguistics conference, Dallas, TX.
- Winke, P. (2012, October). *Issues in large-scale placement testing: Why placement tests often just don't work and why more innovative tests seem so scary*. Plenary paper presented at the Midwest Association of Language Testers, University of Illinois, Urbana-Champaign, Urbana, IL.
- Lee, H., & Winke, P. (2012, May). *The impact of the number of multiple-choice, test-item options on a test's construct: Do five options versus four or three really change things?* Paper presented at the Language Testing Research Colloquium, Princeton, NJ.
- Winke, P. (2012, March). *Using idea units for evaluating second language comprehension: Methodological choices and issues*. Paper presented at the American Association for Applied Linguistics conference, Boston, MA.
- Winke, P. (2011, November). *Online tasks for formative, task-based portfolio assessment of oral skills*. Paper presented at the Task-based Language Teaching conference, Auckland, New Zealand.
- Li, X., Hoopingarner, D., & Winke, P. (2011, November). *The use of technology in Chinese language teaching*. Presentation at the Chinese Language Association of Michigan, Detroit, MI.
- Winke, P. (2011, September). *Formative, oral assessments for improving self-regulation in the L2 classroom*. Paper presented at the Midwest Association of Language Testers conference, Ames, IA.
- Winke, P. (2011, March). *The effects of input enhancement on grammar learning and comprehension: A replication of Lee, 2007 with eye-tracking and working-memory data*. Paper presented at the American Association for Applied Linguistics conference, Chicago, IL.
- Loewen, S., Inceoglu, S., & Winke, P. (2010, October). *Using eye-tracking to investigate input enhancement*. Paper presented at the Second Language Research Forum, College Park, MD.
- Sydorenko, T., & Winke, P. (2010, October). *Methodological constraints and information on purchasing eye tracking equipment*. Paper presented at the Second Language Research Forum, College Park, MD.

- Winke, P. (2010, September). *An analysis of the U.S. Citizenship Test's civics items*. Paper presented at the Midwest Association of Language Testers conference, Dayton, OH.
- Winke, P., Gass, S., & Sydorenko, T. (2010, March). *The use of captions during video-based listening tasks by learners of Arabic, Chinese, Russian and Spanish: An eye-tracking study*. Paper presented at the American Association for Applied Linguistics conference, Atlanta, GA.
- Winke, P. (2008, September). *Beyond the rubric: Raters' thought processes while rating speech samples*. Paper presented at the Midwest Association of Language Testers conference, Iowa City, IA.
- Winke, P., Gass, S., & Sydorenko, T. (2008, August). *The effects of captioning on video-based listening activities in the second language classroom*. Paper presented at the International Association of Applied Linguistics conference, Essen, Germany.
- Winke, P., Li, Shaofeng, & Romanowski, A. (2007, October). *Teachers' voices on the validity of ELL proficiency tests mandated by NCLB: A look at the English Language Proficiency Assessment in Michigan*. Paper presented at the Michigan Teachers of English as a Second Language conference, Ypsilanti, MI.
- Winke, P. (2007, October). *Self-assessment's role in placement testing: Forming groups for group oral assessment*. Paper presented at the Second Language Research Forum, Champaign-Urbana, IL.
- Winke, P., Gass, S., & Reed, D. (2007, June). *The effect of rater background on the evaluation of speech samples*. Paper presented at the Language Testing Research Colloquium, Barcelona, Spain.
- Teng, C., & Winke, P. (2006, November). *Assessment and motivation of students in Chinese second language programs*. Panel presented at the Chinese Language Teachers Association's annual meeting at the American Council on the Teaching of Foreign Languages conference, Nashville, TN.
- Winke, P., & Chen, X. (2006, June) *Tuning into tones: The effect of memory on L2 Chinese learners' tonal production*. Paper presented at the American Association for Applied Linguistics conference, Montréal, Canada.
- Winke, P., & Weger-Guntharp, H. (2006, April). *Why students in the U.S. are learning Arabic: A study of motivation at the college-level*. Paper presented at the National Council of Less Commonly Taught Languages conference, Madison, WI.
- Winke, P. (2005, October). *Relationships between learning strategies and L2 aptitude in advanced learners*. Paper presented at the Second Language Research Forum, New York City, NY.
- Winke, P. (2005, July). *Aptitude, memory, and strategies in Chinese second language acquisition*. Paper presented at the International Association of Applied Linguistics conference, Madison, WI.
- Winke, P. (2004, October). *Why students learn Arabic: Primary motivations by proficiency and heritage*. Paper presented at the Second Language Research Forum, State College, PA.
- Winke, P. (2004, June). *The development and delivery of online Arabic and Russian Proficiency Tests*. Paper presented at the Computer Assisted Language Instruction Consortium, Pittsburgh, PA.

- Winke, P. (2004, May). *Chinese learners' aptitude complexes: How memory, motivation, and strategies interact*. Paper presented at the American Association for Applied Linguistics, Portland, OR.
- Winke, P., Stafford, C., & Adams, R. (2003, March). *Assessing working memory capacity in SLA research*. Paper presented at the American Association for Applied Linguistics, Arlington, VA.
- Winke, P. (2002, December). *Vocabulary acquisition in the Chinese as a foreign language classroom*. Paper presented at the International Association of Applied Linguistics conference, Singapore.
- Winke, P., & Kim, Y. (2002, October). *It's not over with over: Cognitive approaches to teaching prepositions*. Poster presented at the Second Language Research Forum, Toronto, Canada.
- Mackey, A., Stafford, C., Adams, R., & Winke, P. (2002, April). *Exploring the relationship between modified output and working memory capacity*. Paper presented at the American Association for Applied Linguistics, Salt Lake City, UT.
- Winke, P., & Carpenter, H. (2002, February). *A framework for Web-based LCTL test delivery*. Poster presented at the Distance Learning of the Less Commonly Taught Languages conference, Arlington, VA.
- Winke, P., & Cross, C. (2002, April). *Using the Web to design tasks for reading and listening comprehension skills*. In *Applying national reading, listening and speaking criteria to task development*. Colloquium presentation at the National Council of Organizations of Less Commonly Taught Languages, Alexandria, VA.
- Winke, P., & Carpenter, H. (2002, February). *A framework for Web-based LCTL test delivery*. Presentation and panelist in "Innovations in language instruction" at the Distance Learning of the Less Commonly Taught Languages conference, Arlington, VA.
- Winke, P. (2001, April). *Strategies of vocabulary acquisition in the Chinese as a foreign language classroom*. Paper presented at the Georgetown University Field Work Symposium, Washington, DC.
- Carpenter, H., Malone, M., & Winke, P. (2001, April). *Innovations in language proficiency testing*. Panel presented at the National Council on the Organizations of Less Commonly Taught Languages, sponsored by the Foreign Service Institute, Arlington, VA.
- Kenyon, D., Malone, M., Carpenter, H., & Winke, P. (2001, February). *Web-based listening and reading tests in the Less Commonly Taught Languages*. Works-in-progress session conducted at the Language Testing Research Colloquium, St. Louis, MO.

PROFESSIONAL SERVICE

External Committee Membership

- Member of the 12-person **TOEFL Committee of Examiners** (COE) at Educational Testing Service (ETS), which is a standing committee to the TOEFL Board that reviews research related to the TOEFL and any proposed changes to the TOEFL; 4-year term, 2014-2018.
- Member of the 4-person **TOEFL Research Subcommittee** at Educational Testing Service (ETS), which is a subcommittee that works with ETS researchers on the call for (and reviews of) proposals for the ETS's grant programs in English-language assessment; 3-year term, 2015-2018.

- **National Screening Committee Member**, U.S. Fulbright Student Program, Teaching Assistantship Program
 - Review of U.S. applications in Washington, DC in December 2014; reviewed approximately 80 applications for Bosnia-Herzegovina, Serbia, Montenegro, Croatia, and Albania
 - All-day review of U.S. applications in Chicago, IL in December 2015; reviewed approximately 70 applications for Bosnia-Herzegovina, Serbia, Montenegro, Croatia, Albania, Slovenia, and Macedonia
 - All-day review of U.S. applications in New York, NY in December 2016; reviewed approximately 65 applications for Czech Republic.

Editorial

- Incoming co-editor (starting January, 2019; with Luke Harding, Lancaster University, UK) of the journal *Language Testing*
- Guest editor (with Aline Godfroid and Susan Gass), Special issue of *Studies in Second Language Acquisition* (2013), “Eye-tracking methodologies for second language acquisition research”
- Guest editor (with Senta Goertler), CALICO Monograph (2008), “Opening doors through distance language education: Principles, perspectives, and practices”
- Editorial board member,
 - *Innovation in Language Learning and Teaching*, (2011-2012)
 - *TESOL Quarterly* (2013-2016)
 - *Language Assessment Quarterly* (2013-2016)
 - *Language Testing* (2013—)(Started second, 3-year term in Jan. 2016)
 - *Journal of the Chinese Language Teachers Association* (2014-2016)
 - *Modern Language Journal* (2018—)

Association and Conference Organizing

- Committee member, AAAL pre-conference workshop organizer (Sarah Cushing, Chair), to establish pre-conference workshops before AAAL 2019.
- Committee member, AAAL pre-conference workshop working group (Lucy Pickering, Chair), to establish pre-conference workshops before AAAL 2016.
- Doctoral Mentor, TESOL International Association Doctoral Forum at the TESOL International Conference, 2012, 2013, 2015.
- President, the Midwest Association of Language Testers (MwALT) (2011-2015)
- Conference organizer, MwALT 2013, held at Michigan State University
- Founding member (with Dorry Kenyon, Margaret Malone, and Pardee Lowe, Jr.) of the East Coast Organization of Language Testers and ECOLT conference co-organizer (2001, 2002)

External Reviewer Service & Community Service

- **Evaluator**, Fulbright Scholars Program, 2010, 2011
- **Coordinator** (with the ESL librarian Marisela Garza, outreach librarian Kevin Post), Free summer English-language classes and American civics classes at the Capital Area Public Library in Lansing, MI, 2009-2014.
- **Evaluator**, Language Learning Small Grants Program, 2007, 2008, 2017
- **Evaluator**, MwALT best student paper competition, 2011-2014
- Regular Reviewing
 - Manuscript reviewer
CALICO

Foreign Language Annals
Innovation in Language Learning and Teaching
Journal of Second Language Writing
Language Assessment Quarterly
Language Learning & Technology
Language Testing
Studies in Second Language Acquisition
The Modern Language Journal
 Oxford University Press
 Routledge
 Springer

- Conference abstract reviewer
 American Association for Applied Linguistics
 East Coast Organization of Language Testers
 Michigan Teachers of English as a Second of Language
 Midwest Association of Language Testers
 Second Language Research Forum

Institutional Service

- Service to the Department of Linguistics and Languages and Programs w/in the Department
 - Search Chair, CeLTA Director Search, 2017-2018
 - Lead redeveloper of the Chinese Language Program Placement Test, 2015--
 - Linguistics & Languages Website development committee, 2013-2014 academic year
 - Search committee member, Second Language Studies Program, 2006, 2007, 2009
 - Search committee member, Chinese Program, 2012, 2017 (2 committees)
 - Member, Department Faculty Evaluation Committee, 2009, 2014
- Service to other Departments, the College of Arts and Letters, and MSU
 - Director of the Masters of Arts in Foreign Language Teaching (MAFLT) Program, 2013—
 - Website manager of the MAFLT Program website, 2010—
 - Website manager of the SLS Program website, 2013-2016
 - Search committee member, College of Education, 2010-2011
 - Presenter, MSU College of Arts and Letters Outreach and Engagement reception, 2007, on the MA TESOL “Community English Classes”
 - Member, MSU University Appeals Board, 2007-2009
 - Symposium organizer, 2007
 - Evaluator, MSU Office of Study Abroad, Scholarships for study abroad, 2005-2008
 - Member, MSU College of Arts and Letters Research Committee, 2011-2013

MEMBERSHIPS

- American Association for Applied Linguistics (AAAL)
- American Council on the Teaching of Foreign Languages (ACTFL)
- International Language Testing Association (ILTA)
- Michigan Teachers of English to Speakers of Other Languages (MITESOL)
- Midwest Association of Language Testers (MwALT)
- National Council on the Organization of Less Commonly Taught Languages (NCOLCTL)
- Teachers of English to Speakers of Other Languages (TESOL)

TEACHING AND ADVISING

Michigan State University Courses Taught

LLT 346 Pedagogical Grammar
 LLT 807 Language Teaching Methods
 FLT 807 Foreign Language Teaching Methods (online)
 LLT 808 Language Assessments for Classrooms and Research
 FLT 808 Foreign Language Testing (online)
 LLT 841 Topics in Learning and Teaching (Individual differences in SLA)
 LLT 861 Advanced Topics in SLA
 LLT 896 Language Teaching Practicum
 FLT 899 MAFLT Comprehensive Portfolio Examination (online)

Courses Taught at Other Institutions

Budapest University of Technology & Economics, Budapest, Hungary; Fulbright Lecturer, Spring 2008

- Conversation Skills for Technology and Economics Students
- Business English for Students of Economics

Leshan Teachers University, Sichuan Province, China; Peace Corps Volunteer

- American Literature for EFL Students (Fall 1998; Spring 2000)
- Applied Linguistics (Fall 1999)
- Business English for EFL Students (Fall 1998; Spring 1999)
- EFL Listening and Speaking Comprehension (Fall 1998; Spring 1999)
- Conversational English for Intermediate EFL Learners (Fall 1998; 1999; Spring 2000)
- Conversational English for Advanced EFL Learners (Fall 1999)
- Academic Writing for EFL Learners (Fall 1999; Spring 2000)

The University of Minnesota, Minneapolis, MN; Department of German, Scandinavian & Dutch TA

- Second Quarter German (Fall 1997)
- Third Quarter German (Winter 1998; Spring 1998)

MAFLT Program Advisees (As Director of the non-thesis MA Program from 2013 to 2016, I was the advisor for all students in the Program from Fall 2013 until August 15, 2016.)

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|---------------------|---------------------|--------------------|
| ● Mariela Andrade | ● Alison Dykman | ● Kady Neal |
| ● Stephanie Bennett | ● Sara Eggleston | ● Renee Paczkowski |
| ● Danielle Boston | ● Raneen Elbakry | ● Maria (Orlinda) |
| ● Carla Campos | ● Nancy Elsobkey | ● Perea Montoya |
| ● Matallana | ● Kelsey Gustafson | ● Krystopher Perry |
| ● Allison Comer | ● Christopher Hague | ● Destinie Roque |
| ● Laureen Davison | ● Sarah Hallinen | ● Andrew Sewick |
| ● Lindsay Decker | ● Megan Hermanson | ● Leslie Smith |
| ● Melissa Desimone | ● Melissa Horn | ● Meghan Stevens |
| ● Molly Dishimon | ● Joseph Leibson | ● Merih Sumpter |
| ● Hanh Do | ● Sean Magee | ● Jacob West |
| ● Carmen Durham | ● Carolyn Murray | ● Kirsten Whitacre |

SLS Ph.D. Advisees

Ph.D. Dissertation Chair

- Wenye Melody Ma (expected graduation in 2021)
- Xiaowan Zhang (expected graduation in 2020)
- Dan Isbell (expected graduation in 2019)
- Shinhye Lee (2018). Graduated in May, 2018. Dissertation title: *Effective planning in real-time speaking tasks*. Accepted position after graduation: Assessment and Pedagogy

- Coordinator, Office of Language Assessment, University of Chicago Language Center, Chicago, IL.
- Sonia Magda Tigchelaar (2018). (Co-chair with Charlene Polio.) Graduated in August, 2018. Dissertation title: *Assessing the validity of ACTFL Can-do statements for spoken proficiency*. Accepted position after graduation: Assistant Professor of TESOL, Department of Special Education and Literacy Studies, Western Michigan University, Kalamazoo, MI.
 - Laura Ballard (2017). Graduated in May, 2017. Dissertation title: *The effects of primacy on rater cognition: An eye-tracking study*. Accepted position after graduation: Project Manager, CAL English Proficiency Tests, Center for Applied Linguistics, Washington, DC.
 - Mostafa Papi (2016). Graduated in May, 2016. Dissertation title: *Motivation and learning interface: How regulatory fit affects incidental vocabulary learning and task experience*. Accepted position after graduation: Assistant Professor, Foreign and Second Language Education, Florida State University, Tallahassee, FL.
 - Dominik Wolff (2015). (Co-chair with Peter DeCosta.) Graduated in May, 2015. Dissertation title: *All in the same boat? – Native and non-native English speaking teachers' emerging selves in a U.S. MATESOL program*. Accepted position after graduation: Assistant Professor of TESOL, Department of Languages and Cultures, West Chester University, West Chester, PA.
 - Virginia David (2015). Graduated in August, 2015. Dissertation title: *Impromptu timed-writing and process-based timed-writing exams: Comparing students' performance and investigating students' and raters' perceptions*. Accepted position after graduation: Assistant Professor, Department of Special Education and Literacy Studies, Western Michigan University, Kalamazoo, MI.
 - Hyojung Lim (2014). Graduated in December, 2014. Dissertation title: *Exploring the validity evidence of the TOEFL iBT reading test from a cognitive perspective*. Accepted position after graduation: Assistant Professor in the Department of TESOL at the Hankuk University of Foreign Studies, Seoul, South Korea.
 - Ching-Ni Hsieh (2011). Graduated in May, 2011. Dissertation title: *Rater effects in ITA testing: ESL teachers' versus American undergraduates' judgments of accentedness, comprehensibility, and oral proficiency*. Accepted position after graduation: Assistant Program Manager, Cambridge Michigan Language Assessments, University of Michigan. Current position: Lead Research Project Manager, Center for English Language Learning and Assessment, Research and Development Division, Educational Testing Service, Educational Testing Service, Princeton, NJ.
 - Maren Schierloh (2011). (Co-chair with Aline Godfroid). Graduated in May, 2011. Dissertation title: *Attention to irregular verbs by beginning learners of German: An eye-movement study*. Current position: Assistant Professor, Kalamazoo College, Kalamazoo, MI.
 - Amy Thomson (2009). Graduated in May, 2009. Dissertation title: *The multilingual/bilingual dichotomy: An exploration of individual differences*. Accepted position after graduation: Assistant Professor, Program in Linguistics and Applied Language Studies, Department of World Languages, The University of South Florida. Current position: Professor of Applied Linguistics and Department Chair, Department of World Languages, Literatures, and Linguistics, West Virginia University, Morgantown, WV.

Member

- Jieun Irene Ahn
- Ina Choi
- Yaqiong Cui
- Susie Kim
- Jongbong Lee
- Hima Rawal

- Sun Joo Chung (Ph.D. candidate at the University of Illinois, Urbana Champaign)
- Jo-Kate Collier (Ph.D. candidate at the University of Texas, San Antonio)
- Yeoreum Lee (Ph.D. candidate in Teacher Education)
- Roman Chepyshko (graduated in 2018)
- Jeffrey Maloney (graduated in 2018)
- Kongji Qin (Ph.D. candidate in Teacher Education)
- Yun Choi (Ph.D. candidate in Teacher Education, graduated in August 2017)
- Jessica Fox (graduated in 2017)
- Suzie Johnston (graduated in 2017)
- Sehoon Jung (graduated in 2017)
- Zachary Miller (graduated in 2017)
- Le Anne Spino (graduated in 2017)
- Hyung-Jo Yoon (graduated in 2017)
- Talip Gonulal (graduated in 2016)
- Bimali Indrarathne (Ph.D. candidate in Applied Linguistics at Lancaster University, UK, graduated in August, 2016)
- Martina Kopf (Ph.D. candidate in Education at the University of Auckland, NZ, graduated in 2016)
- Lorena Valmori (graduated in 2016)
- Heo Yeon (graduated in 2016)
- Banhi Bhattacharya (Ph.D. candidate in Teacher Education, graduated in 2015)
- Jens Schmidtke (graduated in 2015)
- Wen-Hsin (Kelly) Chen (graduated in 2014)
- Jimin Kahng (graduated in 2014)
- Kate Kokhan (Ph.D. candidate at the University of Illinois, Urbana Champaign, graduated in 2014)
- Xiaoqing (Andy) Chen (graduated in 2013)
- Seongmee Ahn (graduated in 2013)
- Baburhan Uzum (graduated in 2013)
- Soo Hyon Kim (graduated in 2013)
- Grace Lee Amuzie (graduated in 2012)
- Sara Hillman (graduated in 2011)
- Luke Plonsky (graduated in 2011)
- Mark Shea (graduated in 2011)
- Tetyana Sydorenko (graduated in 2011)
- Shaofeng Li (graduated in 2009)

MA TESOL Advisees

MA Thesis Chair

- Wenye (Melody) (2018). *Self-assessment: A feisty or reliable tool to assess the oral proficiency of Chinese learners?*
- Abeer Noor. (2018). *Incorporating oral tests in high-stakes English exams in Bangladesh: A study on Bangladeshi students' and teachers' perceptions of oral testing during university admission.*
- Ghulam Rasool. (2018). *EFL undergraduate students' motivation to learn English.*
- Ian Solheim. (2018). *The what, where, why, and when of tasks: Action research into a teacher's use of an extended academic task for English learning in China.*
- Khoa Truong. (2018). *Task-related motivational strategies in EFL classrooms: A glimpse into Vietnamese teacher and student perceptions.*
- Chad Bousley. (2018). *Did we forget someone else? Foreign language students' computer access and literacy for CALL.*

- Kunti Adhikari (2017). *Factors influencing the selection of teaching methods in an EFL context.*
- Yangting (Tina) Wang (2014). *The effects of L1/L2 subtitled American TV series on Chinese EFL students' listening comprehension.*
- Laura Ballard (2013). *The effects of student attitudes toward accentedness of native and non-native speakers.*
- Erika Lessien (2013). *The effects of typed versus handwritten essays on students' scores on proficiency tests.*
- Justin Cubilo (2011). *Video mediated listening passages: Their effects on integrated writing task performance and note-taking practices.*
- HyeSun Lee (2011). *The differences among three-, four-, and five-option-item formats on a high-stake English test.*
- Wang Chen (2010). *Cultural experience as rater-text interaction.*
- Aaron Ohlrogge (2009). *Academic vocabulary at the word and formula level: An examination of test taker discourse.*
- Grace Eun Hye Lee (2007). *An investigation of learner beliefs at two stages of study abroad.*
- Yeon Heo (2007). *The effects of grammar instruction with three noticing levels on ESL learners' grammar tests.*
- Kristin Ekkens (2007). *Evaluating workplace English language program success: Quantitative and qualitative assessments.*

MA Thesis Member

- Laurel Waller (graduated 2016)
- Nicolas Kanga (graduated 2012)
- Dan Walter (MA candidate in German, graduated 2010)