

Michigan State University  
Department of Linguistics, Languages, and Cultures  
B252 Wells Hall, 619 Red Cedar Road  
East Lansing, MI 48824-1027  
Phone: (517) 353-9792; Fax: (517) 432-0473  
[winke@msu.edu](mailto:winke@msu.edu)  
<http://winke.msu.domains/>

---

### EDUCATION

- 2005 Ph.D. Applied Linguistics Georgetown University (Washington, DC)  
1998 MA Linguistics University of Minnesota (Minneapolis, MN)  
1993 BA French & Philosophy University of Wisconsin (Madison, WI)

### PROFESSIONAL HISTORY

- 2020-2024 **Director of the Second Language Studies (SLS) Program**, College of Arts and Letters/Dept. of Linguistics, Languages, & Cultures (LiLaC), Michigan State University  
2020-present **Professor**, Dept. of Linguistics, Languages, & Cultures (LiLaC), Michigan State University  
2010-present **Affiliated Faculty**, MSU Asian Studies Center  
2019-2024 Co-Editor, [Language Testing](#)  
2013-2020 **Associate Professor**, Department of Linguistics and Languages, Michigan State University  
2013-2016 **Director of the Masters of Arts in Foreign Language Teaching (MAFLT) Program**, Michigan State University  
2005-2013 **Assistant Professor**, Department of Linguistics and Languages, Michigan State University  
2004-2005 **Coordinator of the Masters of Arts in Teaching English as a Second Language Program**, Department of Linguistics, Georgetown University  
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  
1996-1997 **Research Assistant**, The Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis

### HONORS AND RECOGNITION

- 2021 **The ACTFL-NFMLTA/MLJ Paul Pimsleur Award for Research in World Language Education** for co-authored (Zhang, Winke, & Clark) *Language Learning* article “Background characteristics and oral proficiency development over time in lower-division college foreign language programs.”  
2020 **Fulbright Scholarship**, *Herder Institut*, University of Leipzig, Germany, April to July. [Postponed to due to COVID-19 until April through July 2022.]  
2020 **American Association of Applied Linguistics (AAAL) Research Article of the Year Award** for “The cognitive validity of child English language tests: What young language learners and their native-speaking peers can reveal,” published in *TESOL Quarterly* with graduate student co-authors Lee, Yoon, Ahn, Choi, & Cui.

- 2019 **National Academy of Sciences Committee Member**, *Foreign Language Assessment for the U.S. Foreign Service Institute*, Washington DC. Project duration: 18 months, began Feb. 2019.
- 2019 **Language Testing Co-Editorship**. Appointed for a five-year term, began Jan. 2019.
- 2012 **TESOL Award for Distinguished Research** for solo-authored *TESOL Quarterly* article “Evaluating the validity of a high-stakes ESL test: Why teachers' perceptions matter.”
- 2009 **Outstanding Article of the Year Award** for co-authored (Winke & Goertler) *CALICO* article "Did we forget someone? Students' computer access and literacy for CALL.”
- 2008 **Fulbright Scholarship**, Budapest University, Hungary, January to June.

## PLENARIES/KEYNOTES & MEDIA ENGAGEMENTS

### Keynote and plenary addresses

1. **Winke, P.** (2022, June). This is a test! 10 checks on transparency in language testing research. Invited plenary address at the 18<sup>th</sup> *European Association for Language Testing and Assessment (EALTA) Conference on Evolving contexts: flexibility and adaptation in language testing and assessment*, Budapest, Hungary.
3. **Winke, P.** (2019, November). Classroom assessment and language teaching. Invited keynote address at the *Classroom Assessment and Language Testing (CALT)* regional conference on Cultivating Assessment Literacy and Best Practices, Saginaw, MI.
4. **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. Invited plenary address at the *Eighth International Conference on Task-Based Language Teaching*, Ottawa, ON, Canada.
5. Hacking, J., Heidrich, E., Paesani, K., Rubio, F., Soneson, D., & **Winke, P.**, with Kraemer, A. (2018, June). Foreign language outcomes: Observed trends with proficiency. Invited plenary at the *American Departments of Foreign Languages (ADFL) Summer Seminar North*, E. Lansing, MI.
6. **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>
7. **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.
8. **Winke, P.** (2012, March). Investigating the reliability and validity of high-stakes ESL tests. Invited plenary address at the *Graduate Students' Forum* at the *International Teachers of English to Speakers of Other Languages (TESOL)* conference, Philadelphia, PA.

### Public media engagements

1. July 17, 2021: **Story Junkies**, <https://storyjunkies.libsyn.com>, “Her time in the Peace Corps.” Interview. <https://storyjunkies.libsyn.com/her-time-in-the-peace-corps>
2. November 26, 2020: **SLATE.com**, “The case for abolishing the citizenship exam.” Quoted in article online. <https://slate.com/news-and-politics/2020/11/abolish-citizenship-exam-discriminatory.html>
3. July 3 (online) and July 4 (in print, page A12), 2019: **New York Times**, National section: “Quiz: Can you answer the hardest citizenship test questions?” Interview with reporter Nicholas Bogel-Burroughs; quiz in NYT based on my calculations of the difficulty levels of the U.S. Citizenship Civics test questions. Quoted in the article, both online and in print. <https://nyti.ms/2YugX8T>

4. June 19, 2018: **Chalkbeat**, *Education News*. “Michigan’s third-grade reading law could penalize bilingual programs.” Interview with reporter Koby Levin; quoted in article. <https://www.chalkbeat.org/posts/detroit/2018/06/19/reading-law-could-penalize-bilingual-programs/>
5. November 20, 2017: **Michigan Public Radio**, *Stateside*: “Michigan’s third-grade reading law could hold back 70% of English Language Learners.” Interview with host Cynthia Canty. <https://www.michiganradio.org/post/michigans-third-grade-reading-law-could-hold-back-70-english-language-learners>
6. December 2, 2014: **Christian Science Monitor**, “Could you pass a citizenship test? States may make it graduation requirement. Interview with Monitor reporter; quoted in article. <https://www.csmonitor.com/USA/Education/2014/1202/Could-you-pass-a-citizenship-test-States-may-make-it-graduation-requirement>
7. October 15, 2013: **Public Radio, International**, *PRI’s, The World*: “What does the US Citizenship exam actually test?” Interview with reporter Sam Harnett. <https://www.pri.org/stories/2013-10-15/what-does-us-citizenship-exam-actually-test>
8. March 12, 2012: 1290 WLBY **Ann Arbor Talk Radio**, *Lucy Ann Lance Show*. Interview with Lucy Ann Lance on the U.S. Naturalization Test. Copy of broadcast: [https://msu.edu/~winke/interview/1290WLBY\\_3-12-2012.mp3](https://msu.edu/~winke/interview/1290WLBY_3-12-2012.mp3)
9. March 9, 2012: **The Oakland Press**, “Michigan State University study: U.S. citizenship test lacks reliability.” Interview with reporter Jeff Karoub; quoted in article. [https://www.theoaklandpress.com/news/michigan-state-university-study-u-s-citizenship-test-lacks-reliability/article\\_24169e68-c2a4-520e-a72e-ea026f22d43b.html](https://www.theoaklandpress.com/news/michigan-state-university-study-u-s-citizenship-test-lacks-reliability/article_24169e68-c2a4-520e-a72e-ea026f22d43b.html)
10. February 26, 2006: **Lansing State Journal**, *Forum*. “Making English ‘official’ would only hurt Michigan.” Opinion editorial (op-ed) on Michigan House Bill 5633 to make English Michigan’s official language.

#### INVITED PRESENTATIONS

1. **Winke, P.** (November 16, 2021). Measuring L2 grit not once, but twice, and exploring how much learners need it to succeed. Invited presentation at the Boston University Wheelock College of Education and Human Development, Boston, MA.
2. **Winke, P.**, & Harding, L. (June 16, 2021). Publishing in *Language Testing*. Presentation within the invited session, “Publishing in language testing and assessment journals” at the Language Testing Research Colloquium (LTRC), virtual.
3. **Winke, P.** (March 20, 2021). The proficiency profile of post-secondary language students. Invited presentation in the colloquium “Language program direction: Current and future trends” at the American Association of Applied Linguistics (AAAL) conference, virtual.
4. **Winke, P.** (March 4, 2021). Why map to the ILR scale? Invited presentation at the U.S. Foreign Service Institute’s meeting of the Task Force for the Future of Language Testing. Zoom presentation, Alexandria, VA.
5. **Winke, P.** (February 11 and 17, 2021). Overview of a general proficiency test versus a special-purposes test. Invited presentation at the U.S. Foreign Service Institute’s meeting of the Task Force for the Future of Language Testing. Zoom presentation, Alexandria, VA.
6. **Winke, P.** (December 22, 2020). Invited talk at Beijing Language and Culture University (Virtual), Language Acquisition, Cognition, and Brain Science Symposium: “Matching how teachers test with how students learn: Why integrated-performance assessment with multimodal input is the way forward.” Zoom Webinar, Beijing, China.
7. **Winke, P.** (June, 2020). Invited speaker and participant in the panel “Common frameworks and standards in the age of technology-driven language assessment” at the European Association of Language Testing and Assessment (EALTA), Budapest, Hungary. [Postponed due to COVID-19.]

8. **Winke, P.** (March, 2020). Invited talk and mini-workshop on “Assessing language with standardized tests and self-assessments, and using World-Wide Open Source data deposits” at the SLA Talk Series at the University of Cincinnati, Cincinnati OH.
9. **Winke, P.** (February, 2020). Invited talk at Temple University’s TOEFL Speaker Series, “The theories of English reading development and how they apply to young ELLs in the age of standardized assessment” at Temple University, Philadelphia, PA.
10. **Winke, P., & Zhang, X.** (December, 2019). Invited talk at the University of Michigan Educational Studies Colloquium, “The impact of the new “Read by Grade 3 Law” on Michigan English Language Learners: Implications for policy, theorists, and families” at the University of Michigan College of Education, Ann Arbor, MI.
11. **Winke, P.** (November, 2019). Invited talk at the ACTFL Research Panel “Research in higher education and applications for a K-16 Research Agenda” at the American Council on the Teaching of Foreign Languages (ACTFL) conference, Washington DC.
12. Gass, S., Rubio, F., Sonesson, D., & **Winke, P.** (May, 2019). Invited plenary presentation “2019 update: Proficiency Initiative,” at the Language Flagship Annual Meeting, Athens, GA.
13. **Winke, P.** (December, 2018). Innovations in eye-tracking for language testing research. Invited presentation at the Georgetown University Applied Linguistics Speaker Series, Washington, DC.
14. **Winke, P., & Zhang, X.** (October, 2018). How Michigan’s 2020 reading retention law may affect learners. Invited talk at the MSU College of Education Literacy Colloquium, East Lansing, MI.
15. **Winke, P., Gass, S., & Huntley, L.** (October, 2018). Observations of the “Attention Spike” during Arabic learners’ captioned-video watching: An eye-tracking study on vocabulary learning. Invited paper presentation during the colloquium “The potential of audio-visual input for language learning” (Organizer, E. Peters), at the Second Language Research Forum (SLRF), Montreal, Quebec, Canada.
16. Llosa, L., & **Winke, P.** (March, 2018). Syllabi for teaching language testing: Examples and a review. Invited presentation at the Language Assessment Research Colloquium (LARC), Ames, IA.
17. **Winke, P.** (March, 2018). Presenter within the special American Association of Applied Linguistics (AAAL) professional development session: Public advocacy and media engagement: Voices from the field, at the American Association of Applied Linguistics conference in Chicago, IL.
18. Godfroid, A., & **Winke, P.** (March, 2018). Invited colloquium (with \$10,000 in funding from Language Learning) “One tool, many applications: Robust eye-tracking research across SLA disciplines” at the American Association of Applied Linguistics conference in Chicago, IL.
19. **Winke, P., Gass, S., & Huntley, L.** (March, 2018). Invited colloquium presentation (with funding) “Seeing Arabic learners process new vocabulary during captioned video-watching: An eye-tracking study” at the American Association of Applied Linguistics conference in Chicago, IL.
20. Sonesson, D., Gass, S., **Winke, P., & Rubio, F.** (2018, May). Updates on the Language Proficiency Flagship Initiative. Presentation at the National Security Education Program’s Annual Flagship Meeting, Philadelphia, PA.
21. 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.
22. **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.
23. 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.
24. **Winke, P., Gass, S., Rubio, F., Hacking, J., & Sonesson, D.** (MSU, Minnesota, Utah) (2016, April 8). Measuring proficiency in university-level language programs. Invited colloquium Presentation at the American Association of Applied Linguistics (AAAL) conference, Orlando, FL.

25. **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.
26. **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.
27. Gass, S. & **Winke, P.** (2015, October 10). The Language Proficiency Initiative at Michigan State. Invited talk at the Consortium on Useful Assessment in Language and Humanities, Georgetown University, Washington, DC.
28. **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.
29. 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.
30. **Winke, P.** (2013, April). TESOL distinguished research paper 2012: Evaluating the validity of a highstakes ESL test: Why teachers' perceptions matter. Invited paper presentation at the International TESOL Convention, Dallas, TX.
31. **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.
32. **Winke, P.** (2012, March). Investigating the reliability and validity of high-stakes ESL tests. Invited plenary talk at the graduate students' forum at the International TESOL Convention, Philadelphia, PA.
33. **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.

## PUBLICATIONS



### Books

1. **Winke, P.**, & Brunfaut, T. (Eds.) (2021). *[The Routledge handbook of second language acquisition and language testing](#)*. New York, NY: Routledge.
2. Kenyon, D. M, Dorsey, D., Llosa, L., Mislavy, R. J., Plakans, L., Purpura, J. E., Wagner, M. E., & **Winke, P. M.** (2020). *A principled approach to language assessment*. Washington, DC: The National Academies Press.
3. **Winke, P.**, & Gass, S. (Eds.) (2018). *[Foreign language proficiency in higher education: Curricular and assessment issues](#)*. Berlin/New York: Springer. <https://doi.org/10.1007/978-3-030-01006-5>
4. 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).

### Peer-reviewed (refereed) articles

1. Godfroid, A., **Winke, P.**, & Conklin, K. (2020). Exploring the depths of second language processing with eye tracking: An introduction. *Second Language Research*, 36(3), 243-255. <https://doi.org/10.1177/0267658320922578>

2. **Winke, P.**, Zhang, X., Rubio, F., Gass, S., Soneson, D., & Hacking, J. (2020). The proficiency profiles of language students: Implications for programs. *Second Language Research & Practice*, 1(1), 25-64. <http://hdl.handle.net/10125/69840>
3. Zhang, X., **Winke, P.**, & Clark, S. (2020). Background characteristics and oral proficiency development over time in lower-division college foreign language programs. *Language Learning*, 70(3), 807-847. <https://doi.org/10.1111/lang.12396>
4. Gass, S., Van Gorp, K., & **Winke, P.** (2019). Using different carrots: How incentivization affects proficiency testing outcomes. *Foreign Language Annals*, 52(2), 216-236. <https://doi.org/10.1111/flan.12389>  
 Video abstract: <https://youtu.be/Br3Ct919IK8>
5. Gass, S., **Winke, P.**, Isbell, D., & Ahn, J. I. (2019). How captions help people learn languages: A working-memory, eye-tracking study. *Language Learning & Technology*, 23(2), 84-104. <https://www.lltjournal.org/item/3108>
6. Isbell, D. R., **Winke, P. M.**, & Gass, S. M. (2019). Using the ACTFL OPIc to assess and monitor progress in a tertiary foreign languages program. *Language Testing*, 36(3), 439-465. <https://doi.org/10.1177/0265532218798139>
7. Ma, W., & **Winke, P.** (2019). Self-assessment: How reliable is it in assessing oral proficiency over time? *Foreign Language Annals*, 52(1), 66-86. <https://doi.org/10.1111/flan.12379>  
 Video abstract: [https://youtu.be/QhxEQOI\\_dcU](https://youtu.be/QhxEQOI_dcU)
8. Rasool, G., & **Winke, P.** (2019). Undergraduate students' motivation to learn and attitudes towards English in multilingual Pakistan: A look at shifts in English as a world language. *System*, 82, 50-62. <https://doi.org/10.1016/j.system.2019.02.015>
9. **Winke, P.** & Zhang, X. (2019). How a third-grade reading retention law will affect ELLs in Michigan, and a call for research on child ELL reading development. *TESOL Quarterly*, 53(2), 529-542. <https://doi.org/10.1002/tesq.481>  
 Video abstract: <https://www.youtube.com/watch?v=Xp1JXuiWZDY>
10. 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>
11. 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>
12. **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. <https://doi.org/10.1002/tesq.396>  
 Video abstract: <https://www.youtube.com/watch?v=GY0dRCTRtlk&t=4s>
13. 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>
14. 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. <https://doi.org/10.1111/flan.12286>  
 Video abstract: <https://www.youtube.com/watch?v=BGTddX0erZI>
15. **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>
16. **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>

17. 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>
18. 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.
19. **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.  
<https://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>
20. **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>
21. 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>
22. **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. <https://doi.org/10.1017/S0272263112000903>
23. 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. <https://doi.org/10.1177/0265532212451235>
24. **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.  
<https://doi.org/10.1002/tesq.73/abstract>  
 Video abstract: <https://www.youtube.com/watch?v=Z2thPjWoxq8>
25. **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://doi.org/10.1177/0265532212456968>
26. **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.  
<https://doi.org/10.1111/j.1540-4781.2013.01432.x>
27. **Winke, P.** (2013). An investigation into L2 aptitude for advanced Chinese language learning. *The Modern Language Journal*, 97(1), 109-130. <https://doi.org/10.1111/j.1540-4781.2013.01428.x>
28. **Winke, P.** (2011). Evaluating the validity of a high-stakes ESL test: Why teachers' perceptions matter. *TESOL Quarterly*, 45(4), 628-660. <https://doi.org/10.5054/tq.2011.268063> (Received the 2012 “TESOL Award for Distinguished Research” from TESOL and Heinle.)
29. **Winke, P.** (2011). Investigating the reliability of the civics component of the U.S. Naturalization Test. *Language Assessment Quarterly*, 8(4), 317-341.  
<https://doi.org/10.1080/15434303.2011.614031>
30. 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.  
<https://doi.org/10.1111/j.1467-9922.2010.00565.x>
31. **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. <https://doi.org/10.1080/09588221.2010.486576>
32. **Winke, P.**, & Teng, C. (2010). Using task-based pragmatics tutorials while studying abroad in China. *Intercultural Pragmatics*, 7(2), 363-399. <https://doi.org/10.1515/iprg.2010.016>
33. **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>

34. Amuzie, G. L., & **Winke, P.** (2009). Changes in language learning beliefs as a result of study abroad. *System*, 37(3), 366-379. <https://doi.org/10.1016/j.system.2009.02.011>
35. Ekkens, K., & **Winke, P.** (2009). Evaluating workplace English language programs. *Language Assessment Quarterly*, 6(4), 265-287. <https://doi.org/10.1080/15434300903063038>
36. **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](https://calico.org/html/article_713.pdf) (Received "Outstanding Article of the Year Award" from the CALICO Editorial Board.)
37. **Winke, P.**, & Abbuhl, R. (2007). Taking a closer look at strategies for Chinese language learning. *Foreign Language Annals*, 40(4), 697-712. <https://doi.org/10.1111/j.1944-9720.2007.tb02888.x>
38. **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.
39. **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. Available at <http://www.ncolct.org/files/Why-students-in-Us-are-learning-arabic.pdf>

### Data & Materials Publications

1. Gass, S., Sydorenko, T., & **Winke, P.** (2021). *Materials from "The effects of captioning videos used for foreign language listening activities," published in Language Learning & Technology, 2010, by Winke, Gass, and Sydorenko* [Materials and description]. Humanities Commons. <http://doi.org/10.17613/dtyy-3k03>
2. **Winke, P.**, Gass, S., Soneson, D., Rubio, F., & Hacking, J. (2020). Foreign language proficiency test data 2014-2017 from three U.S. universities. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor]. <https://doi.org/10.3886/ICPSR37499.v1>
3. **Winke, P.**, Gass, S., & Zhang, X. (2019). Data and codebook for Language Learning article: Background characteristics and oral proficiency development over time in lower-division college foreign language programs. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor]. <https://doi.org/10.3886/E115904V1>
4. Rasool, G., & **Winke, P.** (2019). Data from: Undergraduate students' motivation to learn and attitudes towards English in multilingual Pakistan: A look at shifts in English as a world language (System). Mendeley Data [distributor]. <http://doi.org/10.17632/mykkpy9cg6.1>
5. **Winke, P.**, & Ma, W. (2018). Data and codebook for FLA article: Self-assessment: How reliable is it in assessing oral proficiency over time? Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor]. <https://doi.org/10.3886/E107833V2>

### Book chapters

1. **Winke, P.**, Heidrich, E., & Gass, S. (2021). Individual differences in Advanced Spanish proficiency: Cluster and case-matching analyses on 127 Advanced learners. In M. Menke & P. Malovrh (Eds.), *Advancedness in second language Spanish: Definitions, challenges, and possibilities* (pp. 368-395). Philadelphia, PA: John Benjamins.
2. **Winke, P.**, & Ma, W. M. (2020). The assessment of Chinese L2 proficiency. In C. Shei, M., Zikpi, & D. Chao (Eds.), *The Routledge handbook of Chinese language teaching* (pp. 405-422). New York: Routledge.
3. Gass, S., & **Winke, P.** (2018). Proficiency testing in the U.S. context: An introduction. In P. Winke & S. Gass (Eds.), *Foreign language proficiency in higher education: Curricular and assessment issues* (pp. 3-13). Berlin/New York: Springer.



4. **Winke, P.**, Gass, S., & Heidrich, E. (2018). Modern-day foreign language majors: Their goals, attainment, and fit within a twenty-first century curriculum. In P. Winke & S. Gass (Eds.), *Foreign language proficiency in higher education: Curricular and assessment issues* (pp. 117-136). Berlin/New York: Springer.
5. **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>
6. **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 (Eds.), *The Routledge handbook of study abroad research and practice* (pp. 527-544). New York: Routledge.
7. 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.
8. 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.
9. 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.
10. 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.
11. **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.
12. **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.
13. **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.
14. **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).
15. 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).
16. **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.
17. **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.

## GRANTS

### External

<b>Dates</b>	<b>Amount</b>	<b>Funder</b>	<b>Title/Description</b>	<b>Role</b>
1/1/2022 - 6/30/2022	\$22,527.00	U.S. Department of State	Advanced Topics in SLA and Language Testing for the FSI	PI, Winke
4/1/2021 – 3/1/2022	\$75,927.00	U.S. Dept. of Defense STARTALK	STARTALK Critical Language Assessment Program	PI, Winke
1/1/2019 - 12/31/2019	\$37,633.67	National Security Education Program	MSU Language Flagship Proficiency Initiative Year 5 Continuation: To put MSU, Minnesota, and Utah proficiency test data online as part of open science initiatives.	PI, Winke
8/15/2017 - 5/15/2018	\$9,998.00	Language Learning Research Club	Eye-tracking research methodologies in Second Language Acquisition: For an invited colloquium at AAAL, March, 2019.	Co-PIs, Winke & Godfroid
8/1/2016 - 7/31/2018	\$182,117.88	National Security Education Program	MSU Language Flagship Proficiency Initiative Year 4 Continuation: To disseminate, organize and gather proficiency test data from MSU, Minnesota, and Utah.	PI, Winke
8/1/2016 - 7/31/2017	\$409,986.48	National Security Education Program	MSU Language Flagship Proficiency Initiative Year 3 Continuation: For foreign language proficiency testing at MSU.	PI, Winke
7/1/2014 - 6/30/2016	\$630,977.49	National Security Education Program	Michigan State University Language Flagship Proficiency Initiative, Years 1 & 2: For foreign language proficiency testing at MSU.	PI, Winke
1/1/2014 - 11/30/2014	\$1,600.00	Cambridge Michigan Language Assessments	Research study: A validation study of scores from the Young Learners Tests of English (YLTE).	PI, Winke
5/16/2012 - 5/15/2013	\$35,908.00	British Council	Research study: The effects of test- taking-strategies instruction on L2- listening test performance: A visual (eye-tracking) and attentional investigation.	PI, Winke
8/15/2010 - 8/14/2015	\$826,067.00 [\$16,315.00 for oral skills assessment]	U.S. Department of Education, Title VI	Title VI Language Resource Centers Program (CLEAR); Subproject: Online oral skills testing for Less Commonly Taught Language Programs, by Winke.	Collaborator (PIs: Susan Gass & Pat Paulsell)

7/1/2010 - 6/30/2013	\$402,425.00 *[\$29,706.00 for LCTL VOICES]	U.S. Department of Education	Web 2.0 Technology and Instructed Language Acquisition; Subproject: Creation of LCTL VOICES, by Winke & Spinner.	Collaborator (PI: Daniel Reed)
1/1/2006 - 7/31/2008	\$85,720.00	Educational Testing Service	Research study: Rater biases based on accent familiarity in TOEFL speaking tests.	Co-PIs, Winke & Gass
8/15/2006 - 8/14/2010	\$1,320,00.00 *[\$35,005.00 for captions project]	U.S. Department of Education, Title VI	Title VI Language Resource Centers Program (CLEAR); Subproject: Research on the use of captions by foreign language learners, by Gass & Winke.	Collaborator (PIs: Susan Gass & Pat Paulsell)
8/1/2004 – 7/31/2005	\$12,000.00	National Science Foundation	Doctoral Dissertation Improvement Grant: L2 aptitude and working memory for Chinese language learning (at the Defense Language Institute)	Awardee (PI: Jeffrey Connor- Linton)
Total external:	<b>\$1,499,701.52</b>			

\*Amount used in total for my work contributions within the larger grant [the lower bracketed amount].

### Institutional

Dates	Amount	Funder	Title/Description
5/1/2018 – 8/14/2018	\$7,000.00	*CAL Summer seed funding	Toward collaborative research between Michigan State University and the Michigan Department of Education in Lansing Michigan on child-English Language Learner (ELL) assessment.
9/1/2017 – 5/1/2018	\$1,000.00	CAL Undergrad Research Initiative	Funding to pay for an undergraduate research assistant for 10 hours a week for the academic year. Project: Pronunciation in speech rating.
8/15/2017 - 5/15/2018	\$5,650.00	MSU HARP Production	Toward research on placement testing and placement test development.
1/1/2011 – 5/15/2011	\$5,000.00	CAL Research Award	Toward research on MSU proficiency tests and for external collaboration with expert in language placement testing.
1/1/2010 - 5/15/2010	\$1,500.00	CAL Research Award	Toward research at Michigan State University on Chinese language placement testing.
4/1/2007 – 5/15/2007	\$500.00	CAL Public Humanities Collaborative	Arts & Culture Faculty Incentive Grant toward research on Michigan's K-12 English Language Proficiency Assessment (ELPA) in public schools
9/1/2007 – 5/1/2008	\$1,500.00	CAL Undergrad Research Initiative	Funding to pay for an undergraduate research assistant for 10 hours a week for the academic year. Project: K- 12 ELL assessment in Michigan.

6/1/2003 – 6/30/2003	\$1,700.00	Georgetown University	Center for New Designs in Learning and Scholarship funding toward computer purchases for the Working Memory Research Project [at Georgetown University].
Total internal:		<b>\$23,850.00</b>	

\*CAL stands for College of Arts and Letters, which is at Michigan State University.

\*TOTAL GRANTS: **\$1,523,551.52**

\*Not including student grants on which I was the PI. See page 24.

## OTHER PUBLICATIONS

### Consensus Report

Kenyon, D. M., Dorsey, D., Llosa, L., Mislevy, R. J., Plakans, L., Purpura, J. E., Wagner, M. E., **Winke, P. M.** (2020). *A principled approach to language assessment: Considerations for the U.S. Foreign Service Institute*. Washington DC: The National Academies Press.  
<https://doi.org/10.17226/25748>

### Editorials

1. Harding, L., & **Winke, P.** (2022). Innovation and expansion in *Language Testing* for changing times. [Editorial.] *Language Testing*, 39(1), 3-6. <https://doi.org/10.1177/02655322211053212>
2. Harding, L., & **Winke, P.** (2021). Editorial 2021. [Editorial.] *Language Testing*, 38(1), 3-5. <https://doi.org/10.1177/0265532220965757>
3. Harding, L., & **Winke, P.** (2020). Editorial. [Editorial.] *Language Testing*, 37(1), 3-5. <https://doi.org/10.1177/0265532219881822>

### Refereed reports

1. **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/wpcontent/uploads/2015/12/CWP-2015-03.pdf>
2. **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>
3. **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>

### Encyclopedia entries

1. **Winke, P.** (2020). Rating oral language. In C. A. Chapelle (Ed.), *The concise encyclopedia of applied linguistics* (pp. 979-986). Oxford: Wiley Blackwell.
2. **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>
3. **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>

4. **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>
5. **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>
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.  
<https://doi.org/10.1002/9781118411360.wbcla030>
7. **Winke, P.** (2013). Rating oral language. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 4849–4855). Oxford: Blackwell. <https://doi.org/10.1002/9781405198431.wbeal0993>
8. **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.
9. 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

1. Isbell, D., & **Winke, P.** (2019). [Test review: *ACTFL Oral Proficiency Interview – Computer (OPIC)*]. *Language Testing*, 36(3), 467–477. <https://doi.org/10.1177/0265532219828253>
2. **Winke, P.** (2014). [Review of the online program *Open English*]. *Language Learning & Technology*, 18(2), 75-84. Available at <http://ilt.msu.edu/issues/june2014/review4.pdf>
3. **Winke, P.** (2009). [Review of the book *Self-esteem and foreign language learning*]. *The Modern Language Journal*, 93(2), 308-309.
4. **Winke, P.** (2009). [Review of the book *Strategic competence and EFL reading test performance*]. *Studies in Second Language Acquisition*, 31(3), 510-511.
5. **Winke, P.** (2008). [Review of the book *Motivation, language attitudes and globalisation*]. *The Modern Language Journal*, 92(3), 478-479.
6. 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.
7. **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.
8. **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.
9. **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://ilt.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.

## Non-refereed publications

1. Burton, J. D., & **Winke, P.** (2021). Building positive outcomes for English language learning: A case for focusing on positive individual differences. *TESOL International Association AL Forum*.  
<http://newsmanager.commpartners.com/tesolalis/issues/2021-02-09/3.html>

2. **Winke, P.** (2020). Forward to the book *The Sociopolitics of English Language Testing*, by (Eds.) S.-A. Mirhosseini & P. De Costa. New York: Bloomsbury.
3. **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>
4. **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>
5. **Winke, P.** (2005). Promoting motivation in the foreign language classroom. *CLEAR News*, 9(2), p. 1, 3-6.
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](http://www.cal.org/resources/Digest/digest_pdfs/0203winke.pdf)
7. 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](http://www.cal.org/resources/digest/spanish_native.html)
8. 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>

#### **REFEREED PRESENTATIONS AT CONFERENCES**

1. Ma, Wenye, & **Winke, P.** (October 23, 2021). An Investigation of validity of a Chinese placement test: A Rasch analysis. Presentation at the East Coast Organization of Language Testers (ECOLT) virtual conference.
2. Ma, Wenye, & **Winke, P.** (October 16, 2021). An Investigation of the impact of jagged profile on L2 speaking test ratings: Evidence from rating and eye-tracking data. Presentation at the English Language Testing (ELT) Society virtual conference.
3. Gass, S. & **Winke, P.** (August 18, 2021). Proficiency: Wanting it in instruction, and seeing it in varied assessment. Symposium at the AILA World Congress [online], Groningen, The Netherlands.
4. Rubio, F., Hacking, J., Soneson, D., **Winke, P., & Gass, S.** (November, 2019). The Language Proficiency Flagship Database and Its Uses. Paper presentation at the American Council on the Teaching of Foreign Languages (ACTFL) conference, Washington DC.
5. **Winke, P.** (2019, March). Third-grade reading assessment and retention theories and policies in Michigan and in the USA – consequences for ELL students, families, and educators. Paper presentation in the symposium “Language Proficiency Assessment and Social justice in the U.S. K-12 educational context,” at the International Language Testing Research Colloquium (LTRC), Atlanta, GA.
6. Soneson, D., **Winke, P.,** Rubio, F., & Malone, M. (2018, November). Meeting expectations: Proficiency assessment and curricular response. Presentation at the American Council on the Teaching of Foreign Languages (ACTFL) Conference, New Orleans, LA.
7. **Winke, P.** (2018, November). Introducing VOICES: A free oral Assessment tool for teachers and students. Presentation at the American Council on the Teaching of Foreign Languages (ACTFL) Conference, New Orleans, LA.
8. **Winke, P., & Zhang, X.** (2018, October). How Michigan’s 2020 reading retention law will affect all learners: Data from the 2017 population of Michigan 3rd grade test takers. Paper presentation at the Michigan TESOL (MITESOL) conference, Ypsilanti, MI.

9. **Winke, P.**, Zhang, X., & Pierce, S. (2018, October). Self-assessment works! Continuation-ratio models for testing course and OPIc score effects on oral proficiency self-assessments. Paper presentation at the East Coast Organization of Language Testers (ECOLT) conference, Princeton, NJ.
10. Ma, W., & **Winke, P.** (2018, September). Self-assessment: A feisty or reliable tool to assess the oral proficiency of Chinese learners? Paper presentation at the Midwest Association of Language Testers (MwALT) conference, Madison, WI.
11. **Winke, P.**, & Zhang, X. (2018, March). The third-grade reading law in Michigan and how it will affect ELLs in Michigan. Paper presentation at the Language Assessment Research Colloquium (LARC), Ames, IA.
12. **Winke, P.**, Gass, S., & Heidrich, E. (2018, February). Profiles of advanced learners of Spanish and their non-advanced peers. Paper presentation at the Spanish Advancedness Conference, Minneapolis, MN.
13. Gass, S., Rubio, F., Soneson, D., & **Winke, P.** (2018, January). Proficiency testing in higher-education foreign language programs. Presentation at the Hawaii International Conference on Arts and Humanities, Honolulu, HI.
14. 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.
15. **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.
16. **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.
17. 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.
18. **Winke, P.**, & Gass, S. (2017, May 21). Language Flagship Proficiency Initiative: Michigan State University. The Language Flagship's Annual Meeting, Indiana University, Bloomington, IN.
19. **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.
20. **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.
21. 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.
22. **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.
23. **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.

24. 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.
25. **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.
26. **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.
27. **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.
28. 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.
29. **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.
30. 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.
31. **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.
32. **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.
33. 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.
34. 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.
35. **Winke, P.** (2013, October). Supporting teachers' efforts in implementing technology-mediated tasks. Paper presented at the Task-based Language Teaching conference, Banff, Alberta Canada.
36. 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.
37. **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.
38. **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.
39. 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.



40. **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.
41. **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.
42. 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.
43. **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.
44. **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.
45. 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.
46. 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.
47. **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.
48. **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.
49. **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.
50. **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.
51. **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.
52. **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.
53. **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.
54. 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.
55. **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.
56. **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.
57. **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.
58. **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.

59. **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.
60. **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.
61. **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.
62. **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.
63. **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.
64. **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.
65. 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.
66. **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.
67. **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.
68. **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.
69. **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.
70. 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.
71. 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.

## **WORKSHOPS**

1. **Winke, P.** (2022, January 29.) Get them speaking! Self-assessment and group orals for the FLTA classroom. Professional development workshop at the Fulbright Language Teaching Assistant conference, Washington, DC (held virtually).
2. **Winke, P.,** & Ma, W. (2021, November 18 & December 2). Item writing and item analyses for the Foreign Service Institute. FSI Professional Development Workshops, virtual.
3. **Winke, P.,** & Ma, W. (2019, October 18). The use of self-assessments in language classes. CeLTA Professional Development Series Workshop. East Lansing, MI.
4. **Winke, P.** (2019, August 8). Performance-based language assessment. One-hour workshop for the Fulbright International Teaching Assistant (FLTA) orientation program held on the Michigan State University campus. East Lansing, MI.

5. **Winke, P.**, Wolff, L., & Denzel, P. (2018, December 5). Incorporating the new ACTFL intercultural standards in your classes. CeLTA Professional Development Series Workshop. East Lansing, MI.
6. **Winke, P.**, Gass, S., Heidrich, E. (2018, April 4). Proficiency grant updates. CeLTA Professional Development Series Workshop. East Lansing, MI.
7. **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.
8. **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.
9. **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.
10. **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.
11. Gass, S., **Winke, P.**, & Fox, J. (2015, November 17). Language Proficiency Flagship Initiatives Update. One-hour CeLTA Professional Development Workshop, Michigan State University, East Lansing, MI.
12. **Winke, P.**, Gass, S., Lee, S., Johnston, S. (2015, April 30). Language Proficiency Flagship Initiatives. One-hour CeLTA Professional Development Workshop, Michigan State University, East Lansing, MI.
13. **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.
14. **Winke, P.** (2013, September). Eye-tracking methods for L2 testing research. Two three-hour preconference workshops before the Midwest Association of Language Testers annual meeting at Michigan State University, East Lansing, MI.
15. **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.
16. **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.
17. **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.
18. **Winke, P.** (2011, January). Formatting papers according to the APA Manual, 6th edition, using Styles in Word 2010. Workshop for graduate students, Michigan State University, East Lansing, MI.
19. **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.
20. **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.
21. **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.

22. **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.
23. **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.
24. **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.
25. **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.
26. **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.
27. **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.
28. **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.
29. **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.
30. **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, preconference workshop conducted at the Center for Applied Linguistics, Washington, DC.

## PROFESSIONAL SERVICE

### National service

- **U.S. Foreign Service Institute (FSI) Personnel**, September 1, 2021 through July 31, 2022. Appointed to the U.S. Foreign Service Institute's "Task Force for the Future of Language Testing" as an expert advisor through a U.S. Intergovernmental Personnel Act Agreement between MSU's Provost and the U.S. Department of State (equaling 10% effort).
- **National Academy of Sciences**, ad hoc committee member 2019; "Foreign Language Assessment for the U.S. Foreign Service Institute;" 4, 2-day committee meetings spread over the year in Washington, DC with research and academic writing on proficiency testing for the FSI; end result was a national consensus report (2021) published as a book by the National Academy of Sciences Press, Washington, DC. Project Website: <https://www8.nationalacademies.org/pa/projectview.aspx?key=51474>
- **National Screening Committee Member, U.S. Fulbright Student Program**, Teaching Assistantship Program
  - Washington, DC in December 2014; for Bosnia-Herzegovina, Serbia, Montenegro, Croatia, and Albania
  - Chicago, IL in December 2015; for Bosnia-Herzegovina, Serbia, Montenegro, Croatia, Albania, Slovenia, and Macedonia
  - New York, NY in December 2016; for Czech Republic.

- **Evaluator, U.S. Fulbright Scholars Program, 2010, 2011**

### **Non-profit organization service**

- **Member** of the 12-person **TOEFL Committee of Examiners (COE)** at Educational Testing Service (ETS), standing committee to the TOEFL Board that reviews research related to the TOEFL; 4-year term, 2014-2018.
- **Member** of the 4-person **TOEFL Research Subcommittee** at Educational Testing Service (ETS), subcommittee on ETS external grants in English-language assessment; 3-year term, 2015-2018.
- **Chair of the TOEFL Research Subcommittee** at Educational Testing Service (ETS), fall 2016 to fall 2017.
- **Chair Jacqueline Ross TOEFL® Dissertation Award** selection committee, year blinded.
- **Co-Chair of the ACTFL Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education** selection committee, 2019.

### **Editorial**

- **Journal Editor** (with Luke Harding, Lancaster University, UK) of the journal *Language Testing*; 5-year editorship, 2019-2023.
- **Handbook Editor** (with Tineke Brunfaut, Lancaster University, UK) of the Routledge Handbook of SLA and language testing (expected in 2021).
- **Journal Special Issue Guest Editor** (with Aline Godfroid and Kathy Conklin), Special issue of Second Language Research (2020), “Eye-tracking innovations in SLA research”
- **Journal Special Issue 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”
- **Journal Special Issue Guest Editor** (with Senta Goertler), CALICO Monograph (2008), “Opening doors through distance language education: Principles, perspectives, and practices”

### **Editorial board membership**

- The Modern Language Journal (2018-present)
- Language Assessment Quarterly (2013-2019)
- Language Testing (2013-2018)
- TESOL Quarterly (2013-2016)
- Journal of the Chinese Language Teachers Association (2014-2016)
- Innovation in Language Learning and Teaching, (2011-2012)

### **Association and conference organizing**

- **AAAL Nominating Committee Member**, 2018-2021; **Turn as Chair**, 2019-2020.
- **Committee member**, LTRC pre-conference workshop organizer (Sarah Cushing, Chair), to organize pre-conference workshops before LTRC 2019.
- **Committee member**, AAAL pre-conference workshop working group (Lucy Pickering, Chair), to organize 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).

### **Regional & local service**

- 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.

### **Manuscript/article/chapter reviewer** (ongoing, ad hoc)

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

### **Conference abstract reviewer** (ongoing, ad hoc)

- American Association for Applied Linguistics
- East Coast Organization of Language Testers
- International Language Testing Association
- International Task-based Language Teaching Conference
- 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 (renamed Linguistics, Languages, & Cultures in Aug. 2021) and Programs w/in the Department
  - SLS Director of Graduate Studies, 2021-present
  - Department Advisory Committee (DAC) Chair, 2021-2022
  - 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, 2019
- Service to SLS, other Departments, the College of Arts and Letters, and MSU
  - Graduate Curriculum Committee member, College of Arts and Letters, 2020-present
  - Search Chair, CeLTA Director Search, 2017-2018
  - Director of the Masters of Arts in Foreign Language Teaching (MAFLT) Program, 2013-2016, within the Center for Language Teaching Advancement (CeLTA)
    - Creator and manager of the MAFLT Program website, 2010-2016
  - Creator and manager of the SLS Program website, 2013-
  - 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
  - LIN 891 Special Topics in Linguistics
  - 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 821 Individual Differences in SLA
  - 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.*

- |                              |                       |                                      |
|------------------------------|-----------------------|--------------------------------------|
| 1. Mariela Andrade           | 12. Alison Dykman     | 24. Kady Neal                        |
| 2. Stephanie Bennett         | 13. Sara Eggleston    | 25. Renee Paczkowski                 |
| 3. Danielle Boston           | 14. Raneen Elbakry    | 26. Maria (Orlinda) Perea<br>Montoya |
| 4. Carla Campos<br>Matallana | 15. Nancy Elsobkey    | 27. Krystopher Perry                 |
| 5. Allison Comer             | 16. Kelsey Gustafson  | 28. Destinie Roque                   |
| 6. Lauren Davison            | 17. Christopher Hague | 29. Andrew Sewick                    |
| 7. Lindsay Decker            | 18. Sarah Hallinen    | 30. Leslie Smith                     |
| 8. Melissa Desimone          | 19. Megan Hermanson   | 31. Meghan Stevens                   |
| 9. Molly Dishimon            | 20. Melissa Horn      | 32. Merih Sumpter                    |
| 10. Hanh Do                  | 21. Joseph Leibson    | 33. Jacob West                       |
| 11. Carmen Durham            | 22. Sean Magee        | 34. Kirsten Whitacre                 |
|                              | 23. Carolyn Murray    |                                      |

## SLS Ph.D. Advisees

### Ph.D. Dissertation Chair

1. **Monique Yoder** (expected graduation in 2024)
2. **Dylan Burton** (expected graduation in 2023)
3. **Wenyue Melody Ma** (expected graduation in 2022)
4. **Jin Soo Choi** (expected graduation in 2021)
5. **Magdalyne Oguti Akiding** (2021). Graduated in December, 2021. Dissertation title: An investigation of motivational strategy use by FL Swahili and Zulu instructors in the United States. Accepted and current position after graduation: Visiting Assistant Professor, Howard University, Washington DC.
6. **Xiaowan Zhang** (2021). Graduated in August, 2021. Dissertation title: Time to proficiency in young English learners and factors that affect the time. Accepted and current position after graduation: Research Scientist, MetaMetrics Inc., Durham, NC.
7. **Dan Isbell** (2019). Graduated in May, 2019. Dissertation title: Diagnosing the Second Language Pronunciation. Accepted position after graduation: Assistant Professor, Department of English, Cal Poly (California Polytechnic State University), San Luis Obispo, CA. Current position: Assistant Professor, the University of Hawai'i at Mānoa.
8. **Shinhye Lee** (2018). Graduated in May, 2018. Dissertation title: Effective planning in realtime speaking tasks. Accepted position after graduation: Assessment and Pedagogy Coordinator, Office of Language Assessment, University of Chicago Language Center, Chicago, IL. Current position: Associate Research Scientist, Educational Testing Service, Princeton, NJ.
9. **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. Current position: Assistant Professor of French and Applied Linguistics, University of Toronto, Canada.
10. **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. Current position: Senior Research Project Manager in English Language Learning and Assessment, Educational Testing Service, Princeton, NJ.



11. **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.
12. **Dominik Wolff** (2015). (Co-chair with Peter De Costa.) 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.
13. **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.
14. **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.
15. **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: Research Scientist, Center for English Language Learning and Assessment, Research and Development Division, Educational Testing Service, Princeton, NJ.
16. **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.
17. **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.

#### **Ph.D. Dissertation Committee Member**

- |  |  |
|--|--|
| 1. Caitlin Cornell   | 12. Bronson Hui (graduated in 2021)  |
| 2. Lizz Huntley  | 13. Mashael Al Gana (graduated in 2021)  |
| 3. Brittany Finch  | 14. Jungmin Lim (graduated in 2020)  |
| 4. Ryo Maie  | 15. Jieun Irene Ahn (graduated in 2019)  |
| 5. Dimitrii Pastushenkov   | 16. Yaqiong Cui (graduated in 2019)  |
| 6. Hima Rawal  | 17. Susie Kim (graduated in 2019)  |
| 7. Kiyoo Suga  | 18. Jongbong Lee (graduated in 2019)   |
| 8. Alyssa Wolfe  | 19. Denisse Hinojosa (Ph.D. candidate in Teacher Education; graduated in 2019) |
| 9. Sun Joo Chung (Ph.D. candidate at the University of Illinois, Urbana Champaign) | 20. Dustin Crowther (graduated in 2018)  |
| 10. Jo-Kate Collier (Ph.D. candidate at the University of Texas, San Antonio)      | 21. Roman Chepyshko (graduated in 2018)  |
| 11. Tina Wang (Ph.D. candidate at the University of Texas, San Antonio)            | 22. Jeffrey Maloney (graduated in 2018)  |

23. Yun Choi (Ph.D. candidate in Teacher Education, graduated in August 2017)
24. Jessica Fox (graduated in 2017)
25. Suzie Johnston (graduated in 2017)
26. Sehoon Jung (graduated in 2017)
27. Zachary Miller (graduated in 2017)
28. Le Anne Spino (graduated in 2017)
29. Hyung-Jo Yoon (graduated in 2017)
30. Kongji Qin (Ph.D. candidate in Teacher Education, MSU) (graduated in 2016)
31. Talip Gonulal (graduated in 2016)
32. Bimali Indrarathne (Ph.D. candidate in Applied Linguistics at Lancaster University, UK, graduated in August, 2016)
33. Martina Kopf (Ph.D. candidate in Education at the University of Auckland, NZ, graduated in 2016)
34. Lorena Valmori (graduated in 2016)
35. Heo Yeon (graduated in 2016)
36. Yeoreum Lee (Ph.D. candidate in Teacher Education, MSU) (graduated in 2015)
37. Banhi Bhattacharya (Ph.D. candidate in Teacher Education, graduated in 2015)
38. Jens Schmidtke (graduated in 2015)
39. Wen-Hsin (Kelly) Chen (graduated in 2014)
40. Jimin Kahng (graduated in 2014)
41. Kate Kokhan (Ph.D. candidate at the University of Illinois, Urbana Champaign, graduated in 2014)
42. Xiaoqing (Andy) Chen (graduated in 2013)
43. Seongmee Ahn (graduated in 2013)
44. Baburhan Uzum (graduated in 2013)
45. Soo Hyon Kim (graduated in 2013)
46. Grace Lee Amuzie (graduated in 2012)
47. Sara Hillman (graduated in 2011)
48. Luke Plonsky (graduated in 2011)
49. Mark Shea (graduated in 2011)
50. Tetyana Sydorenko (graduated in 2011)
51. Shaofeng Li (graduated in 2009)

## MA TESOL Advisees

### MA Thesis Chair

1. **Tamoha Siddiqui** (2021). In a new normal situation, a new approach: Mid-pandemic EFL teacher perspectives on implementing task-based language teaching in EAP courses
2. **María Belén Buttler** (May 2020\*). Pursuing informative growth charts: How often should we assess the English performance of our Grade 6 children?
3. **Wenyue (Melody) Ma** (2018). Self-assessment: A feisty or reliable tool to assess the oral proficiency of Chinese learners?
4. **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.
5. **Ghulam Rasool** (2018). EFL undergraduate students' motivation to learn English.
6. **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.
7. **Khoa Truong** (2018). Task-related motivational strategies in EFL classrooms: A glimpse into Vietnamese teacher and student perceptions.
8. **Chad Bousley** (2018). Did we forget someone else? Foreign language students' computer access and literacy for CALL.
9. **Kunti Adhikari** (2017). Factors influencing the selection of teaching methods in an EFL context.
10. **Yangting (Tina) Wang** (2014). The effects of L1/L2 subtitled American TV series on Chinese EFL students' listening comprehension.
11. **Laura Ballard** (2013). The effects of student attitudes toward accentedness of native and non-native speakers.

12. **Erika Lessien** (2013). The effects of typed versus handwritten essays on students' scores on proficiency tests.
13. **Justin Cubilo** (2011). Video mediated listening passages: Their effects on integrated writing task performance and note-taking practices.
14. **HyeSun Lee** (2011). The differences among three-, four-, and five-option-item formats on a high-stake English test.
15. **Wang Chen** (2010). Cultural experience as rater-text interaction.
16. **Aaron Ohlrogge** (2009). Academic vocabulary at the word and formula level: An examination of test taker discourse.
17. **Grace Eun Hye Lee** (2007). An investigation of learner beliefs at two stages of study abroad.
18. **Yeon Heo** (2007). The effects of grammar instruction with three noticing levels on ESL learners' grammar tests.
19. **Kristin Ekkens** (2007). Evaluating workplace English language program success: Quantitative and qualitative assessments.

\*The student conducted a research paper equivalent to a thesis through independent study with me.

#### MA Thesis Member

1. Quy Pham (graduated 2020)
2. Laurel Waller (graduated 2016)
3. Nicolas Kanga (graduated 2012)
4. Dan Walter (MA candidate in German, graduated 2010)

#### Graduate Student Grant Supervision (Awarded grants only)

Year	Amount	Funder	Title/Description	Student
2021	\$5,000.00	Duolingo	Doctoral Award	<b>J. Dylan Burton</b>
2021	\$5,000.00	Duolingo	Doctoral Award	<b>Wenyue (Melody) Ma</b>
2021	\$2,000.00	Language Learning Research Club	Language Learning Doctoral Dissertation Grant	<b>Jin Soo Choi</b>
2020	\$2,500.00	NFMLTA/MLJ	Dissertation Support Grant	<b>Madalyne Akidding</b>
2020	\$3,000.00	MSU SCRAM (Summer College Research Abroad Monies)	Travel and research support for MA thesis on task-based teaching of English in Bangladesh. [Renamed a Summer Fellowship due to COVID-19.]	<b>Tamoha Siddiqui</b>
2020	\$2,000.00	Language Learning Research Club	Language Learning Doctoral Dissertation Grant	<b>Xiaowan Zhang</b>
2018-2019	\$36,000.00	Fulbright	U.S. Student Fellowship for doctoral research in South Korea.	<b>Daniel Isbell</b>
2018	\$1,500.00	Educational Testing Service	TOEFL Small Grant for Doctoral Research in Second or Foreign Language Assessment.	<b>Daniel Isbell</b>
2018	\$5,000.00	Foreign Language and Area Studies	Summer Fellowship to study Korean for 10 weeks in Seoul, South Korea.	<b>Daniel Isbell</b>

2017	\$3,000.00	MSU SCRAM (Summer College Research Abroad Monies)	Travel and research support for MA thesis on motivation to learn English in Pakistan.	<b>Ghulam Rasool</b>
2017	\$2,000.00	Educational Testing Service	TOEFL Small Grant for Doctoral Research in Second or Foreign Language Assessment	<b>Shinhye Lee</b>
2017	\$2,000.00	Language Learning Research Club	Language Learning Doctoral Dissertation Grant	<b>Shinhye Lee</b>
2017	\$2,500.00	NFMLTA/MLJ	Dissertation Support Grant	<b>Shinhye Lee</b>
2017	\$2,500.00	NFMLTA/MLJ	Dissertation Support Grant	<b>Magda Tigchelaar</b>
2016	\$2,000.00	Educational Testing Service	TOEFL Small Grant for Doctoral Research in Second or Foreign Language Assessment	<b>Laura Ballard</b>
2016	\$2,000.00	The International Research Foundation (TIRF)	Doctoral Dissertation Grant, with Cambridge Michigan Assessments	<b>Laura Ballard</b>
2016	\$2,000.00	Language Learning Research Club & Cambridge English	Language Learning Doctoral Dissertation Grant	<b>Laura Ballard</b>
2015	\$500.00	TESOL International	Albert H. Marckwardt Travel Grant	<b>Laura Ballard</b>
2015	\$2,000.00	Language Learning Research Club	Language Learning Doctoral Dissertation Grant	<b>Virginia David</b>
2014	\$5,000.00	Educational Testing Service	Young Learners research series grant for qualifying review papers.	<b>Laura Ballard, Shinhye Lee</b>
2014	\$2,000.00	Language Learning Research Club	Language Learning Doctoral Dissertation Grant	<b>Dominik Wolff</b>
2012	\$2,000.00	Language Learning Research Club	Language Learning Doctoral Dissertation Grant	<b>Hyojung Lim</b>
2010	\$5,000.00	The International Research Foundation (TIRF)	Doctoral Dissertation Grant; Additional <i>Russell N. Campbell Award</i> for the highest rated proposal of 2010.	<b>Ching-Ni Hsieh</b>
2007	\$4,000.00	Michigan Language Assessments	Spaan Grant for QRP2 research.	<b>Ching-Ni Hsieh</b>
2008	\$5,000.00	MSU	International Studies and Programs; International predissertation travel award.	<b>Amy Thompson</b>
<b>Total:</b>	<b>\$105,500.00</b>			