

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

Mack and Effie Campbell Distinguished Professor and Director  
School of Teacher Education  
Anne Spencer Daves College of Education, Health, and Human Sciences  
Florida State University  
Stone Building, G115, Tallahassee, FL 32304  
Work e-mail: [ast24d@fsu.edu](mailto:ast24d@fsu.edu)  
Personal e-mail: [amy.s.thompson1@gmail.com](mailto:amy.s.thompson1@gmail.com)  
Phone: 850-644-6885  
Google Scholar link: <https://scholar.google.com/citations?user=cG4dm9gAAAAJ&hl=en>  
Website: [amysthompson.com](http://amysthompson.com)

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## **EDUCATION**

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

2005-2009. Ph.D. in Second Language Studies  
Dissertation title: *The Multilingual/Bilingual Dichotomy: An Exploration of Individual Differences*

2003-2005. M.A. Teaching English to Speakers of Other Languages

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

1997-2001. B.A. in French; minors in Art and Deaf Habilitation, Magna Cum Laude, Honors Program Graduate

## **EMPLOYMENT**

- 2024-current. Mack and Effie Campbell Distinguished Professor and Director, School of Teacher Education, Anne Spencer Daves College of Education, Health, and Human Sciences, Florida State University.
- 2021-2024. Director of International Relations and Strategic Planning for Eberly College of Arts and Sciences, West Virginia University.
- 2019-2024. Co-Director of the English Language Learning Institute, Department of World Languages, Literatures, and Linguistics, Eberly College of Arts and Sciences, West Virginia University.
- 2018-2024. Woodburn Professor of Applied Linguistics and Department Chair, Department of World Languages, Literatures, and Linguistics, Eberly College of Arts and Sciences, West Virginia University.
- 2014-2018. Associate Department Chair, Department of World Languages, University of South Florida.

- 2014-2018. Associate Professor, Applied Linguistics, Department of World Languages, University of South Florida.
- 2009-2014. Assistant Professor, Applied Linguistics, Department of World Languages, University of South Florida.

### **Leadership Philosophy**

*Trust, communication, and transparency: Innovation in mind and spirit and the ability to help others advance ideas.*

### **Leadership development programs**

- Harvard Institute for Management and Leadership in Education (MLE, June 2023)
- Council of Colleges of Arts & Sciences (CCAS) annual meeting: Empowering Deans to Lead (November 2022)
- MLA's Association of Language Departments (ALD) Chair's summer seminar and leadership institute (Summer 2019; 2020; 2022)
- West Virginia University Women's Leadership Initiative (Fall 2018 – present)
- West Virginia University Change Agent workshop (July 2020, 5-day workshop and Spring 2021, one meeting per month)
- University of South Florida System's Professional Development in Higher Education Leadership Program (2017-2018)

### **Professional association awards received**

- Modern Language Association (MLA), Association of Language Departments (ALD) Award for Distinguished Service to the Profession (Announced Fall 2024; Presented January 2025)
- West Virginia Foreign Language Teachers' Association (WVFLTA) – Teacher of the Year for Higher Education (October 2024)

### **LEADERSHIP POSITIONS AND DUTIES for Florida State University**

Florida State University (FSU) is a research intensive (R1) institution with approximately 45,000 students. In the 2025 US News & World Report Ranking, FSU ranked no. 23 in the national public universities ranking. In the Niche.com rankings, the Anne Spencer Daves College of Education, Health, and Human Sciences (CEHHS) is ranked 7 in the nation for colleges of education.

### **School of Teacher Education, Director**

#### ***Responsibilities***

- Responsible for budgeting and strategic fiscal planning, with state funds (~1.1 million dollars operating budget), grant funding (~\$10 million dollars in current external grants), grant indirect profits (~\$100,000/year), and endowed and non-endowed foundation funds under the current budget model;
- Lead about 120 faculty, staff, instructors, and graduate students in all aspects of their positions;

- Facilitate collaborations and dual hires with cooperating units on campus, such as the Learning Systems Institute, Florida Center for Reading Research, and the National High Magnetic Field Laboratory;
- Work closely with the CEHHS Dean's office to make budgetary decisions with state and foundation funds;
- Lead faculty in external grant applications: as of Fall 2024, STE has approximately \$10 million in active external grants;
- Oversee the annual review, cumulative progress evaluation, tenure and promotion process, post tenure review, internal and external awards, and curricular innovations of faculty, staff, and graduate students;
- Oversee research productivity for faculty – in an academic analytics analysis in Fall 2024, STE was ranked #1 in both publications and citations, as compared to other similar units nationwide;
- Lead and strengthen the recruitment, development, and retention of faculty and staff;
- Oversee a number of undergraduate and graduate programs, some of which are in the 2024 U.S. News & World Report Best Graduate School Rankings - No. 22 in Curriculum and Instruction, No. 18 in Elementary Teacher Education, and No. 14 in Special Education
  - One BS program: FSU-teach, prepares STEM K-12 teachers
  - Five combined BS-MS pathways: Elementary Education, English Education, Special Education, Social Science Education, Visual Disabilities Education
  - Three graduate certificates: Autism Spectrum Disorder, Early Childhood Special Education, TESOL
  - Four stand-alone master's degrees: Autism Spectrum Disorders, Early Childhood Special Education, TESOL, Visual Disabilities Studies
  - An online curriculum and instruction master's program with the following majors: Early Childhood Education, Elementary Education, English Education, Foreign and Second Language Education, Mathematics Education, Science Education, Social Science Education
  - A FtoF Ph.D. program (with master's and Ed specialist options) in the following majors: Early Childhood Education, Elementary Education, English Education, Foreign and Second Language Education, Mathematics Education, Reading Education and Language Arts, Science Education, Social Science Education, Special Education
- Lead school initiatives to align with University mission and vision;

## **LEADERSHIP POSITIONS AND DUTIES for West Virginia University**

West Virginia University (WVU) is a land-grant research intensive (R1) institution with approximately 25,000 main campus students offering 300+ undergraduate and graduate programs across 13 colleges and schools.

### **Department of World Languages, Literatures, and Linguistics (WLLL), Chair Eberly College of Arts and Sciences, Director of International Relations and Strategic Planning**

#### ***Responsibilities***

- Responsible for budgeting and strategic fiscal planning, including ~\$4 million AY budget, including salaries, annual operations, online teaching, auxiliary, grant, overhead, and foundation account management under the current budget model;

- Led about 80 faculty, staff, instructors, and graduate students in all aspects of their positions;
- Work closely with the Eberly College Associate Dean of Finance to make budgetary decisions;
- Led faculty in external grant applications: in AY 2022-2023, WLLL received ~ \$1.1 million (total budgets) in external funding;
- Oversaw the annual review, cumulative progress evaluation, tenure and promotion process, internal and external awards, and curricular innovations of faculty, staff, and GTAs;
- Led and strengthened the recruitment, development, and retention of faculty and staff;
- Oversaw five majors, 13 minors, two graduate programs, three graduate certificates, and the English Language Learning Institute (ELLI) programs and services;
- Oversaw instruction of around 3,000 students every semester;
- Led department initiatives to align with University and College of Arts and Sciences “Academic Transformation” goals for increasing student recruitment and retention, streamlining curriculum, and increasing operational efficiencies;
- Liaised with units outside of the department for strategic initiatives;
- Oversaw language placement testing, credit by exam, Ph.D. language proficiency testing, translation of transcripts from partner universities, and a number of student organizations;
- Led Eberly College in international initiatives for both students and faculty.

### *Accomplishments*

- **University-wide initiatives**
  - Led the WVU portion of a collaborative initiative in conjunction with the Asian University for Women (a grant-funded women’s university in Bangladesh) and other universities nationwide to bring 150+ Afghan women to U.S. institutions after the rise of the Taliban in Fall 2021;
  - Proposed revisions to and successfully changed WVU’s definition of “English-speaking countries” for admission and funding opportunities – the new policy led to an influx of international student applications from underserved countries within various units university wide;
  - Led Phi Beta Kappa WVU chapter as Vice President;
  - Collaborated with admissions, advising, the Office of Graduate Studies, and the Office of Global Affairs on the WVU English Language Task Force;
  - Served on the Royal University for Women (Bahrain) Task Force;
  - Performed a key role on the International Student Admission Task Force;
  - Involved in Women’s Leadership Initiative (WLI);
  - Led the Singer Professorship evaluation committee;
  - Performed a key role on COVID Global Working Group for planning with international students and scholars;
  - Fostered connections between WLLL and other units, both within and external to WVU;
  - Investigated new international university contacts for graduate student recruitment and faculty exchange;
  - Led efforts in collaboration with the office of Global affairs to disseminate information and overcome hurdles associated with student and faculty visa applications, to improve application procedures for international students, and to enhance study abroad programs;
  - Collaborated with WVU extension and WV coalition against homelessness to support WV residents with limited English proficiency;
  - Collaborated in revising the language used in NHR letters to faculty via the WVU eIRB system;

- Collaborated on the Working group in support of the SB 288 Katherine Johnson Fair Pay Act and HB 2121 Katherine Johnson and Dorothy Vaughan Fair Pay Act;
  - Initiated discussions with university leadership about an instructor promotional track – the potential for promotions started in Fall 2023.
- **Faculty/staff mentoring and hiring**
    - Revised and updated WLLL departmental promotion and tenure/annual (FEC) review guidelines to increase transparency in the review process and to align with University-wide updates/standards;
    - Led the tenure and promotion or promotion process for 10+ faculty/staff in 5 years;
    - Successfully petitioned the Dean’s office for eight new faculty hires in WLLL, recruited, and then hired eight new permanent faculty, as well as limited term faculty as needed;
    - Based on departmental operational need, revised job descriptions and hired three support staff positions;
    - Incorporated individualized faculty and staff meetings for goal setting and increased productivity;
    - Created a faculty and a GTA mentoring program.
- **Shared governance and fiscal management**
    - Streamlined and digitized paperwork, contracts, course transfers, and other processes;
    - Restructured existing departmental committees, forming new committees for departmental oversight (executive), marketing, and anti-racism, equity, and social justice;
    - Created a new process for allocation of departmental research funds;
    - Developed a fee-based translation/interpretation service run in WLLL;
    - Garnered external donor and internal financial support for a variety of initiatives;
    - Generated approximately \$200,000 per FY in entrepreneurial revenue, excluding grant and the English Language Learning Institute revenue;
    - Oversaw the financial planning, design, and execution of two major building renovation projects;
    - Allocated departmental funds for departmental initiatives from a variety of funding sources (22 foundation accounts, 11 of these are endowed funds, and state accounts);
    - Brought WLLL external grant revenue from \$0 (FY 2019) to \$1.1 million dollars (total budgets, FY 2023).
- **Curricular innovation**
    - Led WLLL faculty in the re-structuring of undergraduate and graduate curriculum to ensure students’ timely completion of degree programs, to create a reliable course rotation for faculty teaching assignments, and to provide a student-centered curriculum;
    - Revised the 5-year assessment plan for WLLL to incorporate different types of data and a social justice focus into the plan;
    - Created the language resource center (tutoring center);
    - Led the development of the *Language Bites* (community language learning) series and oversaw the Chinese community language program;
    - Strategically created approximately 20 online courses for inclusivity and for the entrepreneurial funding model;
    - Collected data and created an interactive GIS map of all K-12 languages taught in WV

- Led the West Virginia Foreign Language Teachers Association (WVFLTA) in the role of higher education representative on the executive committee;
  - Centralized the departmental advising structure for greater effectiveness and efficiency;
  - Connected with external funding agencies (Fulbright, ALLEX) for additional personnel to support language programs;
  - Successfully advocated for representation of languages and cultures other than English for WVU and the state of WV;
  - Facilitated, in conjunction with the WV Department of Education, the “Seal of Biliteracy” designation on high school diplomas of qualified graduates (<https://sealofbiliteracy.org/>, Fall 2019);
  - Facilitated the earliest faculty and GTA workshops for the transition into online teaching among all units across campus, including Teaching and Learning Commons, during the early stages of COVID in Spring 2020.
- **English Language Learning Institute (ELLI)**
    - Spearheaded the re-incorporation of the Intensive English Program (IEP) into WLLL (Summer 2019) and became the Co-Director of Finance and Strategy for this unit;
    - Transformed the program finances from operating at a \$600,000 yearly debt to a profitable endeavor within one year of the transition;
    - Created the English Language Learning Institute (ELLI) to house the IEP and all other university English language initiatives - re-structured the courses and curriculum and re-branded the program;
    - Created the curriculum and budget model for a dual-enrollment ESL/UG program, Accelerated Mountaineer program for ESL (AMP ESL), at both graduate and undergraduate levels;
    - Re-structured the English language speaking proficiency testing mechanism for incoming GTAs whose L1 is other than English;
    - Reviewed and re-structured positions and contracts of the ESL faculty for inclusivity and consistency;
    - Created a student advising position to support the matriculation process from the ESL program to degree-seeking status;
    - Designed and made contacts for future short-term programs;
    - Communicated with international partner universities and embassies to strengthen existing partnerships;
    - Led as PI a \$417,176 Institute of International Education Fulbright Pre-Academic Program Grant.

## **LEADERSHIP POSITIONS AND DUTIES for the University of South Florida**

University of South Florida (USF) is a high-impact, global research university (R1) with approximately 50,000 students offering more than 200 undergraduate and graduate programs in 13 colleges.

### **Department of World Languages, Associate Chair**

#### ***Responsibilities***

- Helped lead 36 faculty members, approximately 50 TAs, and several adjuncts;
- Oversaw departmental curriculum innovation and change for nine undergraduate degree concentrations, three MA programs, and a Ph.D. program;

- Assisted faculty with submissions (grant, sabbatical, etc.);
- Supported recruiting efforts and other departmental events;
- Assisted in the assignment of TA positions according to the budget;
- Attended budget meetings and discussed the outcomes with the Chair;

### ***Accomplishments***

- Led search committees to continue the culture of teacher scholars within and external to the department;
- Communicated with the faculty regarding top-down changes being implemented (i.e. RCM budget model);
- Assisted with the creation of the unified BA degree: separate majors into a unified BA degree;
- Developed two dual MA programs – Applied Linguistics/Spanish and Applied Linguistics/French;
- Connected the Applied Linguistics MA programs at USF and La Universidad del Norte in Barranquilla, Colombia for future faculty and student exchange;
- Spearheaded the initiative for the creation of the Ph.D. program in Linguistics and Applied Language Studies (LALS) from the pre-proposal stage to the BOG approval (approval process 2013-2016, first cohort Fall 2017);
- Led departmental workshops on course submission processes and syllabus design;
- Mentored faculty on the topics of organization, productivity, and wellness;
- Streamlined the IRB review process for the department and reviewed departmental applications;
- Chaired two faculty search committees and was a member of eight additional faculty search committees.

### ***Other Administrative roles within World Languages at USF***

- Program director for the LALS Ph.D. program (2016-2018)
  - Drafted all policies and procedures
  - Conceptualized the program assessment
  - Oversaw recruitment, marketing, and funding allocation
  - Led application reviews and acceptances
  - Communicated with all applicants
- Program director for the MA in Applied Linguistics Teaching ESL program (Summer 2010; Fall 2012 – Summer 2016).
  - Mentored and advised approximately 30 student per year
  - Implemented curricular changes to the MA program
  - Created an Applied Linguistics certificate
- Section head for the Applied Linguistics Section for the Department of World Languages (Fall 2012 – Summer 2016).
  - Led all initiatives for the Applied Linguistics undergraduate and graduate programs
  - Created an Applied Linguistics degree concentration
  - Revitalized the minor

### ***Additional curriculum, planning, and community engagement activities outside of World Languages at USF***

- University Graduate Council – This council is responsible for advising the Provost and the Dean of the Graduate School of curriculum, principles, policies, and procedures affecting graduate education.

During my leadership, I led a number of curriculum and policy changes, reviewing 300+ graduate course syllabi for compliance and academic rigor.

- Chair of the full council (Spring 2017)
- Vice-chair of the full council (Fall 2016)
- Chair of the Curriculum Committee (Fall 2015 – Spring 2017)
- Member (Fall 2014 – Spring 2017)
- Member of the USF Tampa Strategic Planning Team (AY 2017 – 2018)
- Member of the Faculty Senate Executive Committee (Spring 2017)
- Participant in the Assessment Advisory Workgroup (Spring 2017)
- Member of the System Banner Issue Resolution Committee (SBIRC) (Summer 2017)
- College of Arts and Sciences SHUM graduate committee (Fall 2014 – Spring 2016)
- The General Education Council (GEC) (Fall 2009 – Spring 2011).
- Director of Pedagogy at the Center for the Study of International Languages and Cultures (CSILC) (Fall 2010 – Spring 2011).
- Department of World Languages contact and internship coordinator for ReDefiners – a non-profit language school that provides Arabic, Mandarin, and Spanish language classes to children in the Tampa Bay area regardless of socioeconomic status (<http://www.redefinerswl.org/>) (Fall 2017 – Summer 2018)
- USF contact for the Pasco County ELL Parent & Community Engagement liaison to help coordinate interpreters for ESL students' parents to engage them in school functions/meetings, thereby providing more equal opportunities for families of diverse backgrounds (Fall 2017 – Summer 2018)
- Mentor in the TEA fellows program (Interactive Teaching in a Globalizing World, The Teaching Excellence and Achievement Program – The International Research & Exchanges Board) (Spring 2010).

### **HIGHLIGHTS: Research**

- 45+ peer reviewed publications and several community outreach publications
- Two books – one co-edited and one single-authored
- Editorial board member for journals (i.e. *The Modern Language Journal*)
- 20+ plenary lectures, invited lectures at academic institutions, and colloquia
- 60+ academic peer-reviewed presentations at professional meetings

**Research statement:** My research identity primarily revolves around Individual Differences in Language Learning (IDs in SLA) and the interaction of these IDs and multilingualism. I also work on issues involving linguistic racism and gender in higher education.

### **HIGHLIGHTS: Teaching**

- Designed and taught 20+ graduate and undergraduate courses in the areas of Applied Linguistics, research methods, and language pedagogy
- Designed, taught, and coordinated ESL courses and special programs
- Led several teacher development workshops
- Chaired 9 dissertation committees, and served as member on additional committees, both internal and external

**Teaching philosophy summary:** My teaching philosophy revolves around the notion of critical inquiry, whether the class is a language class or a theoretical class about language acquisition and



pedagogy. Within this model of critical inquiry, I use a style of communicative class activities coupled with teacher-centered activities that promote active learning on all levels.

### **HIGHLIGHTS: Professional Service**

- Executive board member for the International Association for the Psychology of Language Learning (IAPLL, treasurer) and the West Virginia Foreign Language Teachers' Association (WVFLTA, higher education representative)
- Editorial board member for the *Modern Language Journal*
- Regularly review articles for 20+ journals and abstracts for professional conferences
- Regularly review dossiers for promotion and tenure
- Review external grants when requested (i.e. Council for the Humanities in the Netherlands, University of Macau, etc.)

### **Languages**

- **English – advanced:** L1 English speaker; All degrees from English-medium institutions
- **French – advanced:** B.A. in French (May, 2001); Honors thesis on French/English translation; One year of study abroad in Paris, France (1999–2000); One year of work in Bagnères de Bigorre, France (2001–2002)
- **Spanish – advanced:** Six months in a Spanish immersion program in Costa Rica at Centro Lingüístico Conversa through a Rotary Scholarship (2002); One month of intensive language courses at La Escuela de la Montaña near Quetzaltenango, Guatemala (2003); M.A. level classes in Spanish literature with an emphasis on literature and culture of Latin America, Saint Louis University, Madrid, Spain (2004); Extensive travel in Spanish-speaking Latin America
- **Portuguese – intermediate:** Two semesters at Michigan State University through FLAS grant (2005–2006); 6-week intensive Portuguese course in Fortaleza, Brazil at the Universidade Federal do Ceará through FLAS grant (2006); Three months of dissertation research in Fortaleza, Brazil (2008)
- **Turkish – beginning:** One semester at Michigan State University (2008); Extensive travel in Turkey; dual citizen of U.S. and Türkiye
- **American Sign Language – beginning:** Minor in habilitation of the deaf at Texas Christian University (2001)

### **PUBLICATIONS**

#### ***Books/Special Issues***

Thompson, A.S. (2024). Editor of the special issue “Languages other than English: A reality check and a glimmer of hope” *Studies in Second Language Learning and Teaching (SLLT)*, 14(1).

Thompson, A.S. (2021). *The role of context in language teachers' self development and motivation: Perspectives from multilingual settings*. Multilingual Matters.

Lanvers, U., Thompson, A.S., & East, M., (Eds.) (2021). *Language learning in Anglophone countries: Challenges, practices, ways forward*. Palgrave MacMillan.

### ***Invited submissions/handbooks***

- Thompson, A.S. (2023). Concluding chapter: Current understandings and future directions in L2  
Thompson, A.S. (submitted). A reflection of ethical responsibility in applied linguistics research in M. Pawlak, Z. Wen, & H. Mohebbi (Eds.) in a special issue of *Language Teaching Research Quarterly*.
- Thompson, A.S. (2024). Concluding chapter: Current understandings and future directions in L2 motivation research. In A. Hajar & S. Manan (Eds.) *Multilingual selves and motivations for learning languages other than English in Asian contexts* (pp. 230-235). Multilingual Matters.
- Thompson, A. S. (2022). Language learning in rural America: Creating an ideal self with limited resources. In A. H. Al-Hoorie & S. Fruzsina (Eds.), *Researching language learning motivation: A consise guide* (pp. 99–110). Bloomsbury\*
- Thompson, A.S. (2022). Beliefs and attitudes in language learning. In S. Mercer & T. Gregersen (Eds.) *The Routledge Handbook of Psychology of Language Learning* (pp. 149-160). Palgrave MacMillan.
- Thompson, A.S. (2019). Motivation for formal learning of multiple languages. In M. Lamb, K. Csizer, A. Henry, & S. Ryan (Eds.) *Handbook of Motivation for Language Learning* (pp.641–660). Palgrave MacMillan.
- Thompson, A.S. & Cuesta, J. (2018). Profesores no nativos. In J. Muñoz-Basols, E. Gironzetti, & M. Lacorte (Eds.) *The Routledge Handbook of Spanish Language Teaching: Metodología, recursos y contextos para la enseñanza del español* (pp. 655–666). Routledge.\*

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

- Bensalem, E., Derakhshan, A., Alenazi, F., Thompson, A., & Harizi, R. (in press). Modeling the contribution of grit, enjoyment, and boredom to EFL students' willingness to communicate in a blended learning environment. *Perceptual and Motor Skills*.
- Thompson, A.S. (2024). Introduction to the special issue on languages other than English: A reality check and a glimmer of hope, *Studies in Second Language Learning and Teaching (SSLLT)*, 14(1), 17-22. <https://doi.org/10.14746/ssllt.42366>
- Thompson, A.S. & Asanov, E. (2024) “Nonnative? Next!” Nativespeakerism in world language job advertisements. *Studies in Second Language Learning and Teaching (SSLLT)*, 14(1), 49-74. <https://doi.org/10.14746/ssllt.42371>
- Wu, C.H., Thompson, A.S., & Robles-Puente, S. (2024). “Profesora is doing a great job!” or “Online learning sucks”: The relationship between students' profiles and online language learning. *Studies in Second Language Learning and Teaching (SSLLT)*, 14(1), 149-170. <https://doi.org/10.14746/ssllt.42375>
- Bensalem, E., Thompson, A.S., & Alenazi, F. (2023). The role of grit and enjoyment in EFL learners' willingness to communicate in Saudi Arabia and Morocco: a cross-cultural study, *Journal of Multilingual and Multicultural Development*, online first, 1-16. <https://doi.org/10.1080/01434632.2023.2200750>

- W.J. Morgan & A.S. Thompson (2023). “My friend Travis says...”: A look at enrollment trends in language classes in the United States. *Foreign Language Annals*, online first, 1-21. <http://doi.org/10.1111/flan.12683>
- Thompson, A. S. (2021). Conceptualizing the anti-ought-to self: Background and new directions. *Revue TDFLE*, 78, 1-21. [https://doi.org/10.34745/numerev\\_1699](https://doi.org/10.34745/numerev_1699)
- Bensalem, E. & Thompson, A.S. (2021). Multilingual effects on EFL learning: A comparison of foreign language anxiety and self-confidence experienced by bilingual and multilingual tertiary students. *International Journal of Bilingual Education and Bilingualism*, online first, 1–15. <https://doi.org/10.1080/13670050.2021.1943306>
- Erdil-Moody, Z. & Thompson, A.S. (2020). Exploring motivational strategies in higher education: Student and instructor perceptions. *Eurasian Journal of Applied Linguistics*, 6(3), 387–413. <https://doi.org/10.32601/ejal.834670>
- Thompson, A.S. (2020). My many selves are still me: Motivation and multilingualism. *Studies in Second Language Learning and Teaching (SSLLT)*, 10(1), 159–176. <http://dx.doi.org/10.14746/ssllt.2020.10.1.8>
- Lanvers, U., Doughty, H., & Thompson, A.S. (2018). Brexit as linguistic ‘symptom of Britain retreating into its shell’? Brexit-induced politicisation of language learning. *Modern Language Journal*, 102(4), 775–779. <https://doi.org/10.1111/modl.12515>
- Aslan, E. & Thompson, A.S. (2018). The interplay between learner beliefs and foreign language anxiety: insights from the Turkish EFL context. *Language Learning Journal*. Online first. <https://doi.org/10.1080/09571736.2018.1540649>
- Thompson, A.S. & Liu, Y. (2018). Multilingualism and emergent selves: Further development of the anti-ought-to self. *International Journal of Bilingual Education and Bilingualism*, 24(2), 173-190. <https://doi.org/10.1080/13670050.2018.1452892>
- Thompson, A.S. & Lee, J. (2018). Predicting group membership regarding proficiency and multilingualism: The MFQ in a Korean EFL Context. *The Language Learning Journal*, 46(4), 398–414. <https://doi.org/10.1080/09571736.2015.1130082>
- Liu, Y. & Thompson, A.S. (2018). Language learning motivation in China: An exploration of the L2MSS and psychological reactance, *System*, 72, 37-48. <https://doi.org/10.1016/j.system.2017.09.025>
- Thompson, A.S. (2017). Language learning motivation in the United States: An examination of language choice and multilingualism, *Modern Language Journal*, 101(3), 483–500. <https://doi.org/10.1111/modl.12409>
- Huensch, A., & Thompson, A. S. (2017). Contextualizing attitudes toward pronunciation: Foreign language learners in the United States. *Foreign Language Annals*, 50(2), 410–432. <https://doi.org/10.1111/flan.12259>

- Thompson, A. S. (2017). Don't tell me what to do! The anti-ought-to self and language learning motivation. *System*, 67, 38–49. <https://doi.org/10.1016/j.system.2017.04.004>
- Aslan, E. & Thompson, A.S. (2017). Are they really 'two different species'? Implicitly elicited student perceptions about NESTs and NNESTs. *TESOL Journal*, 8(2), 277–294. <https://doi.org/10.1002/tesj.268>
- Aslan, E. & Thompson, A.S. (2016). Native and nonnative speaker teachers: Contextualizing perceived differences in the Turkish EFL context. *International Journal of Studies in Applied Linguistics and ELT*, 2(1), 87–102. <http://doi.org/10.1515/lifijisal-2016-0005>
- Thompson, A.S. & Erdil-Moody, Z. (2016). Operationalizing multilingualism: Language learning motivation in Turkey. *International Journal of Bilingual Education and Bilingualism*, 19(3), 314–331. <https://doi.org/10.1080/13670050.2014.985631>
- Thompson, A.S. & Khawaja, A. (2016). Foreign language anxiety in Turkey: The role of multilingualism. *Journal of Multilingual and Multicultural Development*, 37(2), 115–130. <https://doi.org/10.1080/01434632.2015.1031136>
- Sylvén, K. & Thompson, A.S. (2015). Language learning motivation and CLIL: Is there a connection? *Journal of Immersion and Content-Based Language Education*, 3(1), 28–50. <https://doi.org/10.1075/jicb.3.1.02sylv>
- Thompson, A.S. (2015). Are your participants multilingual? The role of self-assessment in SLA research. *International Journal of Studies in Applied Linguistics and ELT*. 1(1), 51–65. <https://doi.org/10.1515/lifijisal-2015-0004>
- Thompson, A.S. & Aslan, E. (2015). Multilingualism, Perceived Positive Language Interaction (PPLI), and learner beliefs: What do Turkish students believe? *International Journal of Multilingualism*, 12(3), 259–275. <https://doi.org/10.1080/14790718.2014.973413>
- Thompson, A.S. & Erdil, Z. (2015). Teaching SLA as content: Integrating Turkish lessons into the SLA classroom. *TESL–EJ*, 18(4), 1–25. <http://www.tesl-ej.org/wordpress/>
- Thompson, A.S. & Sylvén, K. (2015). Does English make you nervous? Anxiety profiles of CLIL and non-CLIL students in Sweden. *Journal of Applied Language Studies – APPLES*, 9(2), 1–23. <http://apples.jyu.fi/>
- Thompson, A.S. & Vásquez, C. (2015). Exploring motivational profiles through language learning narratives. *Modern Language Journal*, 99(1), 158–174. <https://doi.org/10.1111/modl.12187>
- Thompson, A.S. & Lee, J. (2014). The impact of experience abroad and language proficiency on language learning anxiety. *TESOL Quarterly*, 48(2), 252–274. <https://doi.org/10.1002/tesq.125>
- Thompson, A.S. (2013). The interface of language aptitude and multilingualism: Reconsidering the bilingual/multilingual dichotomy. *Modern Language Journal*. 97(3), 685–70. <https://doi.org/10.1111/j.1540-4781.2013.12034.x>
- Thompson, A.S. & Fioramonte, A.S. (2013). Non-native speaker teachers of Spanish: Insights from novice teachers. *Foreign Language Annals*, 45(4), 564–579. <https://doi.org/10.1111/j.1944-9720.2013.01210.x>

- Thompson, A.S. & Lee, J. (2013). Anxiety and EFL: Does multilingualism matter? *International Journal of Bilingual Education and Bilingualism* 16(6), 730-749. <https://doi.org/10.1080/13670050.2012.713322>
- Thompson, A.S. (2013). Intensive English programs in the United States: An overview of structure and mentoring. *TESOL Journal* 4(2), 211-232. <https://doi.org/10.1002/tesj.55>
- Thompson, A.S. (2012). *Se* in the interlanguage of Portuguese speakers. *Spanish in Context*. 9(3), 369–399. <https://doi.org/10.1075/sic.9.3.01tho>
- Thompson, A.S. & Schneider, S. (2012). Bridging the gap: Online language modules for less commonly taught languages. *Journal for the International Association for Language Learning Technology (IALLT)*, 42(1), 1–29. [https://scholarcommons.usf.edu/psy\\_facpub/1868/](https://scholarcommons.usf.edu/psy_facpub/1868/)
- Loewen, S., Li, S., Fei F., Thompson, A.S., Nakatsukasa, K., Ahn, S., & Chen, X. (2009). L2 Learners' Beliefs about Grammar Instruction and Error Correction. *Modern Language Journal*, 93(1), 91–104. <https://doi.org/10.1111/j.1540-4781.2009.00830.x>

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

- Thompson, A.S., Chalupa, C., & Stjepanovic, S. (submitted). The canary in coal country: Educational policy, politics, and the dissolution of a language program. *Modern Language Journal*, Perspectives anchor article.

#### **Book chapters - Published and in press**

- Thompson, A. S., Sylvén, L. K., Alharbi, F., & Liu, Y. (2021). Psychological aspects of self across contexts: A comparison of China, Saudi Arabia, Sweden, Turkey, and the United States. In M. Pawlak (Ed.). *Investigating Individual Learner Differences in Second Language Learning* (pp. 23-48). Springer.
- Thompson, A.S. (2021). LOTE Trends, Opportunities, and Motivations in the U.S. Context. In U. Lanvers, A.S. Thompson, & M. East (Eds.). *Language Learning in Anglophone Countries: Challenges, Practices, Ways Forward* (pp. 181-204). Palgrave MacMillan.
- Thompson, A.S. & Sylvén, L.K. (2019). CLIL and motivation revisited: A longitudinal perspective. In L.K. Sylvén (Ed.). *Investigating Content and Language Integrated Learning. Insights from Swedish High Schools* (pp. 76-97). Multilingual Matters.
- Thompson, A.S. (2017). The role of teaching a novel language in an SLA content course. In T. Gregersen & P. MacIntyre (Eds.) *Exploring innovations in language teacher education: Transformational theory and practice* (pp. 229–249). Springer.
- Thompson, A.S. (2016). How do multilinguals conceptualize interactions among languages studied? Operationalizing Perceived Positive Language Interaction (PPLI). In L. Ortega, A. Tyler, & M. Uno (Eds.) *The Usage-based study of language learning and multilingualism* (pp. 91–111). Georgetown: Georgetown University Press.

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

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

### ***Book chapters – Submitted***

Thompson, A.S. (submitted). Showcasing positive psychology with Fulbright foreign language teaching assistants. In T. Gregersen, S. Mercer, & Driver, M. (Eds.) *Deconstructing Misconceptions: Advancing Positive Psychology in SLA*.

### ***Conference proceedings***

Thompson, A. S., & Huensch, A. (2017). Pronunciation attitudes: The role of multilingual status and perceived positive language interaction (PPLI). In M. O’Brien & J. Levis (Eds). *Proceedings of the 8th Pronunciation in Second Language Learning and Teaching Conference*, (pp. 144-154). Ames, IA: Iowa State University.

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

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

### ***Community outreach publications***

Thompson, A.S. & Morgan, W.J. (2023). “If I own a business one day...”: The value of language study for future careers. *ADE/ADFL Bulletin*, 47 (2), 71-81.

Thompson, A.S. (2022). Interviewed for the following blog: Jonathan Shachter, J. (Producer). (2020-present). *Lost in citations: The role of context in language teachers' self development and motivation: Perspectives from multilingual settings*. [Audio podcast].  
<https://lostinthecitations.podbean.com/e/99/>

Thompson, A.S. (2017). “Who is qualified to teach English?” Blog post on TEFL Equity Advocates.  
<https://teflequityadvocates.com/2017/05/26/who-is-qualified-to-teach-english-by-amy-thompson/>

Thompson, A.S. (2017). “Language and Tolerance” – Interview on the Matt Townsend Radio Show. Audio file archived here: <https://www.byuradio.org/episode/2f45fc61-c606-4067-881c-69fd9f709003/the-matt-townsend-show-language-and-tolerance-college-grad-jobs-parent-previews>

Thompson, A.S. (2017). Comment l'apprentissage des langues étrangères rend plus tolérant. *The Conversation*. [https://theconversation.com/comment-lapprentissage-des-langues-etrangeres-rend-plus-tolerant-71040#comment\\_1183908](https://theconversation.com/comment-lapprentissage-des-langues-etrangeres-rend-plus-tolerant-71040#comment_1183908) (translated from the original)

Thompson, A.S. (2016). How learning a new language improves tolerance. *The Conversation*. <https://theconversation.com/how-learning-a-new-language-improves-tolerance-68472>

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

### ***In preparation***

Mercer, S., Gregersen, T., Thompson, A.S., & Yim, S.Y. (in preparation). The role of gender in the journeys of women Full Professors in Applied Linguistics.

Muir, C., Mercer, S., & Thompson, A.S. (in preparation). Qualitative research methods in Applied Linguistics: Perceptions and ways forward.

Thompson, A.S., Chalupa, C., & Stjepanovic, S. (in preparation). "Rightsizing" and wellbeing: The case of world language educators at West Virginia University

Lanvers, U., Thompson, A.S., & East, M. (in preparation). Language learning in the age of Global English: Reframing the narrative for the L1 English context.

### ***Book Reviews***

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

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

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

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

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

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

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

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



## PRESENTATIONS

### Plenary lectures, large invited lectures, panels, workshops, and colloquia

- Thompson, A.S. (2025). Language instructor wellbeing in the face of job insecurity: What's love got to do with it? In the colloquium, *Surviving the storm: Language teacher wellbeing in higher education crises* (Hillman, S., organizer). American Association of Applied Linguistics (AAAL). March 22-25, Denver, CO.
- Thompson, A.S. (2025). Academic Transformation at West Virginia University, panel member in *Applied Linguistics Perspectives on Language Enrollment Trends, Modern Language Association Convention*, January 9-12, New Orleans, LA.
- Thompson, A.S. (2024). Leading in times of crisis, Discussion group, *ADE-ADL Summer Seminar – Humanities Leadership for Transformative Change: From Advocacy to Action*. May 31, Minneapolis, MN.
- Krebs, P. (presider), Francis, G.M., Thompson, A.S., Trostel, K., & Wallace, M. (2024). Navigating change in the humanities, Opening plenary panel, *ADE-ADL Summer Seminar – Humanities Leadership for Transformative Change: From Advocacy to Action*. May 29, Minneapolis, MN.
- Thompson, A.S. & Morgan, W.J. (2023). ACTFL book club discussion leader on the article, “My friend Travis says...”: A look at enrollment trends in language classes in the United States published in *Foreign Language Annals*, November 29, virtual.
- Thompson, A.S. (2023). Panel member in Modern Language Association (MLA) Webinar, *Resisting political Threats to Humanities Higher Education*. November 14, virtual.
- Thompson, A.S. (2023). *Boosting Confidence, Diminishing Obstacles: Prioritizing Wellbeing in ESL Education*. Plenary lecture and workshop for Intermountain TESOL conference, October 20-21, Sandy, Utah.
- Thompson, A.S. (2023). *Variables in language learning and teaching*. Invited lecture for Eötvös Loránd University, May 11, 2023, Budapest, Hungary.
- Thompson, A.S. (2023). *Selves, linguistic racism, and sociopolitical contexts*. Invited lecture for Eötvös Loránd University, May 9, 2023, Budapest, Hungary.
- Faber, K., Shechter, D., & Thompson, A.S. (2023). Positive Psychology Panel: The link between theory and practice. Panelist for the positive psychology special interest group in the International Association of the Psychology of Language Learning. April 13<sup>th</sup>, virtual.
- Thompson, A.S. (2023). *Women's leadership and entrepreneurship in transforming girls' education*. Panel discussion for the graduation ceremony and conference, Asian University for Women (AUW), January 21-22, Chattogram, Bangladesh. Also on panel: Bochner, S., DeVogd, G., DeVogd, K., Malekzai, Z., & Qasemi, F.



- Thompson, A.S. (2022). Understanding Affective Variables in Language Learning: Keys to success. Fulbright Foreign Language Teaching Assistant Program Mid-Year Conference opening plenary, November 11-15, Washington D.C.
- Thompson, A.S. (2022). *Conceptualizing the anti-ought-to self in rural contexts*. Plenary Symposium, Tribute to Zoltán Dörnyei, organized by A. Al-Hoorie, Psychology of Language Learning 4 conference, June 22-25, Cape Breton, Canada.
- Thompson, A.S. (2021). *My many selves are still me: Motivational selves and multilingualism*. Paper presented as part of the *Investigating the dynamic nature of individual differences in L2 learning* colloquium at AILA World Congress, August 15-21, University of Groningen, Netherlands, virtual event.
- Thompson, A.S. (2021). *PLL in the teaching/learning of LOTEs*. Session leader for the International Association for the Psychology of Language Learning (IAPPL) Roundtable Event 1. March 3, virtual event.
- Thompson, A.S. (2021). *IDs and Multilingualism*. Session leader for the International Association for the Psychology of Language Learning (IAPPL) Roundtable Event 2. May 10, virtual event.
- Thompson, A.S. (2021). Colloquium organizer for *Language learning in Anglophone countries: Challenges, practices, ways forward*. Included presentations by A.S. Thompson; A. Sterzuk & H. Shin; D. Little & D. Kirwan; C. Martin & U. Lanvers; S. Mason & J. Hajek; M. East; American Association of Applied Linguistics (AAAL), March 20-23, virtual.
- Thompson, A.S. (2020). *The role of context in language learning, teaching, and self development in a multilingual world*. Invited talk, November 22, Osaka University.
- Thompson, A.S. & Sylvén, L.K. (2019). *Overview of CLIL and motivation revisited: A longitudinal perspective*. Symposium about the CLISS project. October 3, Gothenburg University.
- Thompson, A.S. (2019). *Unpacking Perceived Positive Language Interaction (PPLI): Background, findings, and implications*. Seminar given in the Collegium for Language Education at the Department of Education and Special Education, October 1, Gothenburg University.
- Thompson, A.S. (2019). *Context and self: Like we're sailing through the stars*. Plenary lecture at Topics in applied linguistics: Classroom-oriented research, September 23-25, Opole, Poland.
- Thompson, A.S. (2018). "What is my motivation to learn English? I don't understand the question." *Impacts of multilingual contexts on the motivation of CLIL students*. Part of the invited colloquium, *The Psychology of CLIL and EMI in Language Learning: A Comparative Study between Spain, Austria and Japan* organized by R. Nishida with D. Lasagabaster & S. Mercer. PLL3, June 7-10, Tokyo, Japan.
- Thompson, A.S. (2017). *Motivation and millennials around the world: The ideal, ought- to, and anti-ought-to selves*. September 27, Invited lecture at La Universidad del Norte, Baranquilla, Colombia.

- Thompson, A.S. (2017). *The innovative integration of Turkish-learning exercises in an SLA content course*. Part of the colloquium, *Innovations in language teacher education*, organized by T. Gregersen and P. MacIntyre. AILA – The 18<sup>th</sup> World Congress of Applied Linguistics, July 23-28, Rio de Janeiro, Brazil.
- Thompson, A.S. (2015). *Tell me it can't be done and I'll do it: Incorporating psychological reactance into the L2MSS as the "anti-ought-to self"*. October 22, Florida International University's Linguistics Colloquium series.
- Thompson, A.S. (2015). *Perceived Positive Language Interaction (PPLI): An emic perspective of multilingualism*. Plenary lecture at TESOL Columbia I, June 5-6, Universidad de la Sabana, Chia, Colombia.
- Thompson, A.S. (2012). *The L2 Motivational Self System: A qualitative analysis of successful language learners*. May 28, Kocaeli Üniversitesi Eğitim Fakültesi, Kocaeli, Turkey.
- Thompson, A.S. (2008) *Português e espanhol: Um estudo de interlíngua. (Portuguese and Spanish: A study of interlanguage)*. Invited lecture for the Linguistics Department at the Universidade Federal do Ceará. April 9, Fortaleza, Brazil.
- Thompson, A.S. (2006). *Aprender las lenguas extranjeras: ¿cómo y por qué? (Learning foreign languages: How and why?)* Invited lecture for the Universidade Federal do Ceará Spanish department. July 5, Fortaleza, Brazil.

### **Peer reviewed presentations**

- Asanov, E. & Thompson, A.S. (2023). The language of language requirements in world language job advertisements. Paper presented at WVFLTA conference, October 27<sup>th</sup>-28<sup>th</sup>, Morgantown, WV.
- Thompson, A.S., Lanvers, U., & East, M. (2023). Language learning in the age of Global English: Reframing the narrative for the L1 English context. Paper presented at the 34th International Conference on Second/Foreign Language Acquisition, May 18-20, Szczyrk, Poland.
- Thompson, A.S. & Asanov, E. (2023). "Non-native? Next!" Native-speakerism in world languages job advertisements. Paper presented at Second Language Learning and Teaching: Taking Stock and Looking Ahead, May 15-17, Kalisz, Poland.
- Thompson, A.S. (2022). Language learning in rural America: Creating language teaching selves with limited language resources. Paper presented at the International Language Teacher Psychology Conference, October 5-7, Çığ University, Adana, Turkey.
- Thompson, A. S. (2022). "We English teachers, we speak English": Development of selves in diverse contexts. Paper presented at Psychology of Language Learning 4 conference, June 22-25, Cape Breton, Canada.
- Thompson, A.S., Wu, C.H., & Robles-Puente, S. (2022). "Profesora is doing a great job!" or "Online learning sucks": Language learning during COVID-19. Paper presented at the American Association of Applied Linguistics (AAAL), March 19-22, Pittsburg, PA.

- Thompson, A.S. (2021) “Letters in Spanish aren’t trying to trick me”: Attitudes toward LOTEs in WV. Paper presented at WVFLTA. March 23, Virtual event.
- Morgan, W.J. & Thompson A.S. (2021) “*My friend Travis says...* ”: *An analysis of external influences on decisions to continue language study*. Paper presented at the American Association of Applied Linguistics (AAAL), March 20-23, Virtual.
- Dixon, S. & Thompson, A.S. (2020). *Peer Tutoring in World Languages at West Virginia University*. Paper for WVFLTA (presentations at conference cancelled due to COVID-19). October 16-17 (original dates). Fairmont, WV.
- Thompson, A.S. (2020). *Who am I when I speak English? Identity and selves in the English language classroom*. Paper accepted at WVTESOL (conference cancelled due to COVID-19). March 20-21 (original dates), Fairmont State University, Fairmont, WV.
- Thompson, A.S. (2020). *An analysis of Perceived Positive Language Interaction (PPLI) with LOTEs*. Paper presented virtually (due to COVID-19) at the Georgetown University Round Table (GURT). March 13-15 (original dates), Georgetown University, Washington D.C.
- Thompson, A.S. (2019). *Confronting the monolingual bias: Operationalizing multilingualism in motivation research*. Paper present at the Second Language Research Forum (SLRF). September, 20-22, Michigan State University, East Lansing, MI.
- Cuesta, J., & Thompson, A.S. (2019). *I’m a TA – now what? Exploring motivational selves in TA development*. Paper presented at the American Association of Applied Linguistics (AAAL), March 9-12, Atlanta, GA.
- Thompson, A. S., & Liu, Y. (2018). *Multilingualism and emergent selves: Context, languages, and the anti-ought-to self*. Paper presented at the Second Language Research Forum (SLRF), October 26-28, Montreal, Quebec.
- Thompson, A. S., & Liu, Y. (2018). *Multilingualism and emergent selves: Context, languages, and the anti-ought-to self*. Paper accepted for the American Association of Applied Linguistics (AAAL), March 24-27, Chicago, IL. (unable to attend)
- Thompson, A. S., & Liu, Y. (2017). *Motivation and multilingualism: How many selves does a language learner have?* Paper accepted for the International Symposium on Bilingualism (ISB11), June 11-15, University of Limerick, Ireland. (unable to attend)
- Liu, Y., & Thompson, A. S (2017). The interaction of affective factors in language learning: Anxiety and the ideal, ought-to, and anti-ought-to selves. Paper presented at the American Association of Applied Linguistics (AAAL), March 18-21, Portland, Oregon.
- Thompson, A. S., & Liu, Y. (2017). *Motivation and Anxiety: What is the predictive nature of these two IDs?* Paper accepted for Language in Focus (LIF), March 2-4, Famagusta, Cyprus. (unable to attend)
- Thompson, A.S. (2016) *The role of “self” in predicting language choice and proficiency*. Paper presented at Focus on the learner: Contributions of individual differences to second language learning and teaching, October 17-19, Konin, Poland.

- Thompson, A.S., Huensch, A., Sylvén, L.K., Liu, Y., & Alharbi, F. (2016). *Psychological aspects of self across contexts: A comparison of China, Saudi Arabia, Sweden, Turkey, and the United States*. Paper presented at Focus on the learner: Contributions of individual differences to second language learning and teaching, October 17-19, Konin, Poland.
- Thompson, A.S. & Sylvén, L.K. (2016). *Does a CLIL curriculum have an effect on motivation and anxiety? Results of a longitudinal study in Sweden*. Paper presented at the 6th Biennial CLIL Symposium, September 9-10, Universidad del Norte, Barranquilla, Colombia.
- Thompson, A.S. & Huensch, A. (2016). *Pronunciation Attitudes: The role of multilingual status and Perceived Positive Language Interaction (PPLI)* Paper presented at Pronunciation in Second Language Learning and Teaching (PSSLT), August 12-13, University of Calgary, Canada.
- Huensch, A. & Thompson, A.S. (2016). *Don't tell me what to do! Language learning motivation and attitudes about pronunciation in the North American context*. Paper presented at the American Association of Applied Linguistics (AAAL), April 9-12, Orlando, FL.
- Thompson, A.S. & Sylvén, L.K. (2016). *Motivation and multilingualism in Sweden: A re-examination of the ideal and ought-to L2 selves*. Paper presented at the American Association of Applied Linguistics (AAAL), April 9-12, Orlando, FL.
- Thompson, A.S. (2016). *Don't tell me what to do! An examination of psychological reactance in foreign language motivation*. Paper presented at the Liberal Arts International Conference, January 31–February 2, Texas A&M, Qatar Campus, Doha, Qatar.
- Sylvén, L.K. & Thompson, A.S. (2015). *How does motivation manifest itself in CLIL and non-CLIL students' L2 English proficiency?* Part of a symposium at the Language, Education and Diversity Conference, November 23–26, University of Auckland, Auckland, New Zealand.
- Liu, Y. & Thompson, A.S. (2015) *Language learning motivation in China: An exploration of the L2MSS and psychological reactance*. Paper presented at the Second Language Research Forum (SLRF), October 29-31, Georgia State, GA.
- Aslan, E. & Thompson, A.S. (2015). *Learner beliefs and anxiety in the Turkish EFL context*. Paper presented at 12<sup>th</sup> METU/ODTÜ International ELT Convention, May 25-26, Middle East Technical University, Ankara, Turkey.
- Aslan, E. & Thompson, A.S. (2015). *The NEST/NNEST Dichotomy and Multilingualism*. Poster presented at 12<sup>th</sup> METU/ODTÜ International ELT Convention, May 25-26, Middle East Technical University, Ankara, Turkey.
- Thompson, A.S. (2015). *Perceived Positive Language Interaction (PPLI): Interaction types and the languages involved*. Paper presented at the American Association of Applied Linguistics (AAAL), March 21-24, Toronto, Canada.
- Sylvén, L.K. & Thompson, A.S. (2015). *A longitudinal study of CLIL and anxiety*. Paper presented at the American Association of Applied Linguistics (AAAL), March 21-24, Toronto, Canada.

- Thompson, A.S. (2015). *Are your participants multilingual? The role of self-assessment in SLA research*. Paper presented at Language in Focus (LIF), March 4-7, Cappadocia, Turkey.
- Thompson, A.S. & Sylvén, L.K. (2015). *Motivational implications of a CLIL curriculum*. Paper presented at Language in Focus (LIF), March 4-7, Cappadocia, Turkey.
- Sylvén, L.K. & Thompson, A.S. (2014). *CLIL and motivation revisited: A longitudinal perspective*. Paper presented at the Second Language Research Forum (SLRF), October 23-25, University of South Carolina, SC.
- Aslan, E. & Thompson, A.S. (2014). *Learner beliefs about language teachers: A shift towards a multilingual awareness?* Paper presented at the Second Language Research Forum (SLRF), October 23-25, University of South Carolina, SC.
- Thompson, A.S. (2014). *The Anti-Ought-to Self and the Ought-to Self: The resulting synergy of two potentially conflicting attractor states*. Paper presented at the International Conference on Motivational Dynamics and Second Language Acquisition, August 28-30, Nottingham, UK.
- Thompson, A.S. & Khawaja, A. (2014). *Foreign Language Anxiety in Turkey: The Role of Multilingualism, PPLI, and TA within a Dynamic System*. Paper presented at the American Association of Applied Linguistics (AAAL), March 22 – 25, Portland, OR.
- Thompson, A.S. & Aslan, E. (2014). *The interface between multilingualism and learner beliefs: What do Turkish students believe?* Paper presented at the Georgetown University Round Table (GURT), March 14–16, Georgetown University, Washington, DC.
- Thompson, A.S. & Erdil, Z. (2014). *Motivation in the Turkish Context: Multilingualism within a DST framework*. Paper presented at the Georgetown University Round Table (GURT), March 14–16, Georgetown University, Washington, DC.
- Thompson, A.S. & Khawaja, A. (2014). *An In-Depth Look At Conceptualizing Perceived Positive Language Interaction (PPLI)*. Poster presented at the Georgetown University Round Table (GURT), March 14–16, Georgetown University, Washington, DC.
- Thompson, A.S. & Sylvén, L.K. (2013). *“Does English make you nervous?” Anxiety profiles of CLIL and non-CLIL students in Sweden*. Paper presented at the Second Language Research Forum (SLRF), October 31-November 2, Salt Lake City, UT.
- Thompson, A.S. (2013). *The Anti-Ought-to Self and the Ought-to Self: Motivation and conflicting attractor states*. Paper presented in the research SIG at the American Council on The Teaching of Foreign Languages (ACTFL), November 22-24, Orlando, FL.
- Garcia, P. & Thompson, A.S. (2013). *From Fantasyland to Adventureland: Study Abroad Contexts for 21st Century Learners*. Paper presented at the American Council on The Teaching of Foreign Languages (ACTFL), November 22-24, Orlando, FL.
- Sylvén, L.K. & Thompson, A.S. (2013). *Language Learning Motivation and CLIL: Is There a Connection?* Paper presented at the American Association of Applied Linguistics (AAAL), March 16–19, Dallas, TX.

- Thompson, A.S. (2013). *The missing link: Critical Thinking Journals in L2 writing classes*. Paper presented at the Bay Area Regional TESOL (BART) conference, June 8, Clearwater, FL.
- Thompson, A.S. (2012). *Multilingualism and motivation: The role of English as lingua franca*. Paper presented at the 5th International Conference of English as a Lingua Franca, May 24–26, Boğaziçi University, Istanbul, Turkey.
- Thompson, A.S. & Vásquez, C. (2012). *NNS foreign language teachers: The role of the L2 motivational self system in the language learning journey*. Paper presented at the American Association of Applied Linguistics (AAAL), March 24–27, Boston, MA.
- Lee, J. & Thompson, A.S. (2012). *Anxiety and EFL: Does multilingualism matter?* Paper presented at the American Association of Applied Linguistics (AAAL), March 24–27, Boston, MA.
- Fioramonte, A & Thompson, A.S. (2011). *Non-native speaker teachers of Spanish: Narrative accounts from in-service teachers*. Paper presented at CARLA's Seventh International Conference on Language Teacher Education, May 19–21, University of Minnesota, Minneapolis, Minnesota.
- Vásquez, C. & Thompson, A.S. (2011). *Paths to proficiency: NNS foreign language teacher narratives*. Paper presented at CARLA's Seventh International Conference on Language Teacher Education, May 19–21, University of Minnesota, Minneapolis, Minnesota.
- Thompson, A.S. & Vásquez, C. (2011). *What's a Garcia doing teaching German? Narratives of NNS language teachers*. Paper presented at the American Association of Applied Linguistics (AAAL), March 26–29, Chicago, Illinois.
- Thompson, A.S. (2011). *Applied linguistics, globalization, and English as a lingua franca, part II: The role of motivation*. Paper presented at the Global Humanities Symposium, March 3–4, University of South Florida, Tampa, FL.
- Thompson, A.S. (2010) *L2 vs. L3 learners: Motivation, aptitude, and English as a lingua franca*. Paper presented at EuroSLA 20, September 1–4, Reggio Emilia, Italy.
- Thompson, A.S. (2010). *Mentoring in ESL programs in the USA: An overview*. Paper presented at the American Association of Applied Linguistics (AAAL), March 6–9, Atlanta, Georgia.
- Thompson, A.S. (2009). *The multilingual/bilingual dichotomy: An exploration of individual differences*. Paper presented at the Second Language Research Forum (SLRF), October 29 – November 1, Michigan State University, East Lansing, Michigan.
- Thompson, A.S. (2009). *A model of language acquisition: Additional language proficiency, aptitude, and motivation*. Paper presented at the American Association of Applied Linguistics (AAAL), March 21–24, Denver, Colorado.
- Thompson, A.S. (2009). *A comparison of bilingual and multilingual learners: The Fortaleza story*. Paper presented at the Georgetown University Round Table (GURT), March 13–15, Georgetown University, Washington, DC.

- Thompson, A.S. (2008). *Motivational profiles of bilingual and multilingual learners*. Paper presented at the Second Language Research Forum (SLRF), October 17–19, University of Hawai'i, Honolulu, Hawai'i.
- Nakatsukasa, K. & Thompson, A.S. (2007). *Attitudes towards grammar instruction: A comparison of students across languages*. Paper presented at the Second Language Research Forum (SLRF), October 11–14, University of Illinois, Urbana–Champaign, Illinois.
- Thompson, A.S. (2007). *Portuguese to Spanish: A study of interlanguage*. Paper presented at EuroSLA 17, September 11–14, Newcastle, England.
- Thompson, A.S. & Nakatsukasa, K. (2007). *Students' motivation for language learning and attitudes towards grammar instruction: A comparison of L2 and L3 learners*. Paper presented at the Fifth International Conference on Third Language Acquisition and Multilingualism, September 3–5, Stirling, Scotland.
- Thompson, A.S. (2007). *Spanish narratives: Interlanguage of Portuguese speakers*. Paper presented at the American Association of Applied Linguistics (AAAL), April 21–24, Costa Mesa, California.
- Thompson, A.S. (2006). *Prominent factors in the acquisition of Portuguese: Language aptitude versus previous language experience*. Paper presented at the Hispanic Linguistics Symposium (HLS), October 19–22, The University of Western Ontario, London, Ontario, Canada.
- Thompson, A.S. (2006). *Prominent factors in the acquisition of Portuguese: Language aptitude versus previous language experience*. Paper presented at the Second Language Research Forum (SLRF), October 6–8, University of Washington, Seattle, Washington.
- Thompson, A.S. (2005). *Let's Go! Communicative language teaching through movement – alternative teaching methods used to teach ESL or EFL classes*. Paper presented at the graduate student forum of the TESOL conference, March 30–April 2, San Antonio, Texas.
- Thompson, A.S. (2004). *Total Physical Response in an integrated skills classroom – how to effectively use TPR within an English Language class*. Paper presented at the graduate student forum of the TESOL conference, March 31 – April 3, Long Beach, California.

### **Other invited lectures/course visits**

- Thompson, A.S. (2021). Discussant of the anti-ought-to self in Elizabeth Miller's UNC Charlotte MA class. February 3<sup>rd</sup>, Virtual.
- Thompson, A.S. (2017). Module for Topic in ELT for the MA in English Language Teaching at Universidad del Norte, Instituto de Idiomas, September 29<sup>th</sup>-30<sup>th</sup> Barranquilla, Colombia.
- Thompson, A.S. (2017). Discriminant Function Analysis. Guest lecture (via Skype) for an advanced quantitative methods class at Michigan State University, January 25<sup>th</sup>, East Lansing, MI.
- Thompson, A.S. (2016). Research/Ph.D. workshop for LINGO. Part of a panel organized by the LINGO students to give the members an overview of academic research and Ph.D. studies. November 10<sup>th</sup>, University of South Florida, Tampa, FL.

- Thompson, A.S. (2016). Motivation workshop for teacher development. Workshop given at Universidad del Norte, Instituto de Idiomas, September 7<sup>th</sup>, Barranquilla, Colombia.
- Thompson, A.S. (2014). *An in-depth look at conceptualizing Perceived Positive Language Interaction (PPLI)*. Poster presented at Oktoberfest, October 17<sup>th</sup>, University of South Florida, Tampa, FL.
- Thompson, A.S. & Liu, Y. (2015, 2016, 2017). *The importance of target language use*. WLE orientation for teaching assistants and adjuncts. University of South Florida, Tampa, FL.
- Thompson, A.S. (2012, 2014, 2015, 2016, 2017). *Speaking activities for the language classroom: Info gap and dicto-watch*. WLE orientation for teaching assistants and adjuncts. University of South Florida, Tampa, FL.
- Thompson, A.S. (fall 2013, spring 2014, fall 2014). *An overview of individual differences in SLA*. Undergraduate and graduate SLA classes. University of South Florida, Tampa, FL.
- Thompson, A.S. (2012). *Cognitive approaches to multilingualism*. Lecture for the SLA/IT Ph.D. Lab I course. September 21, University of South Florida, Tampa, FL.
- Thompson, A.S. (2011). *Acquisition vs. learning*. Lecture for the SLA/IT Ph.D. Lab I course. September 9, University of South Florida, Tampa, FL.
- Thompson, A.S. (2010). *Statistics in Language Studies*. Lecture for the SLA/IT Ph.D. Lab III course. October. University of South Florida, Tampa, FL.
- Thompson, A.S. (2010). *Learning styles, strategies, and student motivation*. Lecture for the Center for 21st Century Teaching Excellence ITA workshop. August 10, University of South Florida, Tampa, FL.
- Thompson, A.S. (2009). *A Quinta do Caranguejo (and other tidbits of Brazilian culture)*. Invited lecture for the Michigan State University World Languages Day. April 18, East Lansing, Michigan.
- Thompson, A.S. (2006). *Linguistic and cultural aspects of Spanish-speaking Latin America*. Invited lecture for the Michigan State University World Languages Day. April 22, East Lansing, Michigan.
- Thompson, A.S. (2006). *Las ventajas ser Bilingüe en los Estados Unidos: el español como segunda lengua* (The advantages of being bilingual in the United States: Spanish as a second language) Invited lecture for the department of Spanish and Portuguese for the Workshops for Professional Spanish lecture series, March 13, East Lansing, Michigan.

## **COURSES TAUGHT – University Level**

### **West Virginia University**

#### *Content courses*

LANG 593A “Individual Differences in SLA” (Spring 2019)



LANG 930 “WVFLTA World Ready & Empathetic: Professional development for WV language teachers” (Fall 2019)

LANG 610/LING 610 “Research methods” (Fall 2021)

*Directed research/independent studies/alternate schedule courses*

C&I 797 “Research” (Fall 2019)

CHIN 495 “Directed Research” (Fall 2018)

LANG 697 “Research” (Spring 2019)

LANG 699 “Graduate Colloquium” (Spring 2019)

LANG 690 “Graduate Teaching Methods” (Summer 2019, Summer 2020)

## **University of South Florida**

*Graduate-level classes*

FLE 6829 “Graduate Instructional Methods” (Fall 2014, Fall 2015)

LIN 5700 “Applied Linguistics” (Fall 2009, 2010, 2011 & 2012)

LIN 6720 “Second Language Acquisition” (Spring 2010, 2011, 2012, 2013, & 2016)

LIN 6726 “Individual Differences in SLA” (Fall 2017)

LIN 6932 “Statistics for Second Language Acquisition” (Fall 2014)

LIN 6932 “Individual Differences in SLA” (Summer 2010, 2013, 2015)

LIN 7635 “Professional Development” (Spring 2017)

LIN 7637 “Research and Writing in Applied Linguistics” (Spring 2017)

LIN 7639 “Quantitative Methods in Applied Linguistics” (Spring 2018)

SLA 7776 “Research Lab II” (Spring 2013)

SLA 7776 “Research Lab III” (Fall 2013)

SLA 7776 “Research Lab IV” (Spring 2014)

SLA 7938 “Advanced Seminar in SLA” (Spring 2012 and 2014)

TSL 5371 “Methods of Teaching ESL” (Fall 2009, 2010, 2011 & 2012)

TSL 5372 “ESOL Curriculum and Instruction” (Spring 2010 & 2011)

TSL 6945 “Observation Internship (Spring 2016)

TSL 6945 “Teaching Internship (Spring 2016, Fall 2016)

## **Michigan State University**

LLT 307 “Methods of Teaching English to Speakers of Other Languages.” (Fall 2007)

LLT 361 “Second Language Learning” (Spring 2007)

Teaching Assistant for Integrated Arts and Humanities (IAH) 203 “Latin American and the World.” (Spring 2004)

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

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

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

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

## **TEACHER DEVELOPMENT**

- Synthesizing research and teaching: SLA and action research. Eight-week seminar course designed for the INTO-USF ESL instructors. University of South Florida (Summer 2013)
- Assistant coordinator for the summer EFL teacher training programs for the Michigan State University English Language Center (Summer 2008)
- LLT 896 “TESOL Practicum” – Observer – Observed the teaching of and met with teacher trainees. Discussed with trainees ways in which to improve their teaching. Michigan State University (Fall 2007)
- Mentor for the EAP 220/221 teachers for the Michigan State University English Language Center (Spring 2007)

## **GRADUATE STUDENTS**

### **Current graduate students at Florida State University:**

Ph.D. in Curriculum and Instruction (Second language major area) in the School of Teacher Education

Emil Asanov  
Wenxiao Li  
Xiaoyue Cui

### **Dissertation committees at the University of South Florida:**

- Fahad Alharbi, Erhan Aslan, Hatime Ciftci, Addie China, Jhon Cuesta, Zeynep Erdil-Moody, Anastasia Khawaja, Zeynep Koylu, Yunhyun Lee, Yao Liu, Abeer Mohammed, Matilde Olivero, Jelena Vuksanovic, Dan Zhong

### **Qualifying exam committees at West Virginia University:**

- Danielle South, College of Education and Human Services

### **Qualifying exam committees at the University of South Florida:**

- Fahad Alharbi, Erhan Aslan, Eulises Avellaneda, Judith Bridges, Addie China, Hatime Ciftci, Edward Contreras, Jhon Cuesta, Wesley Curtis, Zeynep Erdil-Moody, Anastasia Khawaja, Brandon King, Zeynep Koylu, Melissa Larsen-Walker, Jung-Min Lee (Adult Education), Yunhyun Lee, Yao Liu, Andrea Lypka, Abeer Mohammed, Matilde Olivero, Jose Sanchez, Hellen Terry, Lillian Tunceren, Rocky Tyler, Jelena Vuksanovic, Yi Zhang, Dan Zhong

### **Former Students – Ph.D. – Dissertation chair or external member**

Di Qi: Title – Examining the L2 motivational self system through meta-analysis, Department of Linguistics, Georgetown University (graduation, May, 2022)

Yao Liu: Title – Exploring Chinese language learners' motivation through the L2MSS: Selves, mental imagery, and pedagogical implications, University of South Florida (graduation, May 2020)

Anastasia Khawaja: Title – Examining language choice of Palestinians in Palestine and the United States: Language practice and perception under occupation (graduation, August 2019), co-chair – Nicole Tracy-Ventura

Jhon Cuesta: Title – Foreign Language Teaching Assistants' Development: How do their ideal language teacher selves unfold over time? (graduation, May 2019)

Matilde Olivero: Title – *Cultivating peace via language teaching: Pre-service teachers' beliefs and emotions in an Argentine EFL practicum* (graduation, December 2017), co-chair – Rebecca Oxford

Fahad Alharbi: Title – *The dynamics of L2 motivational self system among Saudi study abroad students* (graduation, May 2017)

Jelena Vuksanovic : Title – *The relationship between trait emotional intelligence and L2 motivation* (graduation, May 2017)

Zeynep Erdil-Moody: Title – *Promoting L2 Motivation via Motivational Teaching Practice: A Mixed-Methods Study in the Turkish EFL Context* (graduation, December 2016)

Zeynep Köylü: Title – The Influence of Context on L2 Development: *The Case of Turkish Undergraduates at Home and Abroad* (graduation, December 2016), co-chair – Nicole Tracy-Ventura

Erhan Aslan: Title – *International teaching assistants in the US classroom: A mixed-method study of individual differences and L2 pragmatic competence* (graduation, May 2016), co-chair – Camilla Vásquez

Wesley Curtis – Title: *The effects of processing instruction on Chinese learners' acquisition of Spanish Copulae* (graduation, May 2016), co-chair – Victoria Russell

### **Former Students – Ph.D. – Dissertation committee - University of South Florida**

Hatime Ciftci – Title: *Pragmatic Competence in EFL Context: Suggestions in University Office Hour Discourse* (graduation, December 2015)

Yunhyun Lee – Title: *Lexical Stress Features Affecting the Recognition of English Loanwords in Korean by Native English Hearers* (graduation, December 2017)

Abeer Mohammed – Title: *A Discourse Analysis of Nursing Handoffs: Exploring Nurse-to-nurse Interactions in Two Hospitals in Saudi Arabia* (graduation, December 2017)

### ***Former Students – MA and UG Thesis committees - University of South Florida***

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

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

### ***Former Students – External reviewer***

“Student K” – Anonymous external thesis reviewer for the MA in English Language Teaching in the Department of Foreign Languages and Cultures, Universidad de La Sabana, Chía, Colombia. Title: *How Intercultural Communicative Competence is Evidenced in the Writing of Narrative Texts* (Fall 2015)

“Student I” – Anonymous external thesis reviewer for the MA in English Language Teaching in the Department of Foreign Languages and Cultures, Universidad de La Sabana, Chía, Colombia. Title: *Implementing Self-Assessment to Enhance Spoken Fluency through Audio-Video Recording Activities of Sixth Graders in A1 and L2 English* (Fall 2016)

## **GRANT APPLICATIONS**

### **External grant applications**

- Spring/Summer 2023 – Institute of International Education Fulbright Pre-Academic Program Grant, **\$417,176**. Role = PI – **award received**
- Fall 2022 – Dept of State, RFA #: 102658-04, *Online Professional English Network (OPEN) Online Course Development and Delivery Teaching English in Emergencies: Supporting Students Affected by Crisis*. Initial development \$50,000, each section taught, \$15,000. Role = budget officer and content specialist – not received
- Spring 2021 – WV Humanities Council Fellowship, *Attitudes toward and accessibility of languages other than English in West Virginia*, \$3,000 – **award received**
- Fall 2019 – ACTFL small grants - \$2,500 – not received
- Fall 2017 – Fulbright award – stipend plus travel expenses – **award received** (subsequently declined)
- Fall 2017 – The Arts and Humanities Research Council (AHRC), "Multilingualism: Empowering Individuals and Transforming Societies (MEITS)" grant. co-PI with Dr. Aslan from the University of Reading – £7.160.2 – not received
- Spring 2014 – project partner with Dr. Sylvén from the University of Gothenburg. The Swedish Foundation for Humanities and Social Sciences – \$316,168.46 – not received
- Summer 2013 – PI: NSF linguistics section grant, \$516,959 – not received
- Summer 2013 – PI: NEH summer stipend grant, \$6,000 – not received
- The following three grants all stem from the same project: an interdisciplinary research team studying different aspects of the Ceylanpinar aquifer in Southeastern Turkey. The funding institution is Michigan State University, and I was listed as a project consultant for the social science (specifically linguistic) aspects of the project. There was a team of about 12 faculty on these projects. All of the applications were submitted in fall 2011.
  - Consultant: United States Institute of Peace (USIP), \$119,960 – not received
  - Consultant: Department of Defense (DoD) \$2,651,323 – not received

- Consultant: National Science Foundation (NSF) \$150,000 – not received
- Summer 2010 Co-PI: Public Affairs Sections of the U.S. Embassies in Ankara, Turkey and Yerevan, Armenia – award amount \$500,000 – not received

### **Large internal grant applications**

- Summer 2014 – PI: Creative scholarship grant (USF internal awards), University of South Florida, Tampa, FL – \$8,500 – **award received**
- Spring 2012 – PI: New researcher internal awards grant, University of South Florida, Tampa, FL – \$20,000 – **award received**
- Spring 2011 PI: New researcher internal awards grant, University of South Florida, Tampa, FL – \$20,000 – not received
- Summer 2010 Co-PI: Humanities Institute Summer Grant, University of South Florida, Tampa, FL – \$5,000 – **award received**

### **Small internal grant applications**

- Spring 2018 – Office of Research Internal Award (international travel grant), University of South Florida, Tampa, FL – \$2,500 – **award received**
- Fall 2016 – Office of Research Internal Award (international travel grant), University of South Florida, Tampa, FL – \$2,500 – **award received**
- Fall 2014 – CAS Internal Award (international travel grant), University of South Florida, Tampa, FL – \$1,000 – **award received**
- Fall 2013 – CAS Internal Award (international travel grant), University of South Florida, Tampa, FL – \$1500 – **award received**
- Fall 2012 – CAS Internal Award (equipment grant), University of South Florida, Tampa, FL – \$1500 – **award received**

### ***Additional Professional Development***

- ACTFL attendance (Fall 2018)
- TESOL attendance (Spring 2019)
- Duolingo review workshop (January 2020)

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

#### ***Faculty mentoring***

- Discussant for the new faculty teaching success reading group (Fall 2015)
- CAS faculty mentor (Fall 2014 – present)
- WLE faculty mentor (Fall 2014 – present)
- Mentor in the TEA fellows program (Interactive Teaching in a Globalizing World, The Teaching Excellence and Achievement Program – The International Research & Exchanges Board) (Spring, 2010).

#### ***Student mentoring (other than program directing and Ph.D. advising)***

- Faculty advisor for the USF Turkish Student Association (TSA) (Fall 2017 – present)

- Faculty advisor for LINGO – The MA in Applied Linguistics Teaching ESL program’s student organization (Fall 2011 – spring 2014; Fall 2016 – present)
- Reviewer for the Graduate Student Research Symposium (Spring 2016)
- Panelist for the incoming graduate student success course offered by the Office of Graduate Studies (Summer 2015)

### *Miscellaneous service*

- Reviewer and panelist for the Internal Awards review process (Spring, 2010; 2017): USF Office of Research
- Departmental reviewer for IRB – Human Research Protection Program (HRPP) (Fall 2011 – present)
- Participant as session chair, section contact, and other roles for the WLE symposium (Spring 2010 – present)
- Session chair for 21st Southeast Conference for Foreign Languages, Literatures, and Film. February 21 & 22, 2014, University of South Florida, Tampa, Florida
- Interpreter for “The State of Beauty Today – La Beauté aujourd’hui” conference. February 28 & March 1, 2014, University of South Florida, Tampa, FL.
- Tampa Workshop on Syntax, Semantics, and Phonology (TAW): (Session chair and volunteer for Spring 2010 and 2011. Co-organizer for Spring 2012).

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

- Founder and Co-chair of the Student Organization of Second Language Acquisition and Pedagogy (SOSLAP) (2006–2008).
- Departmental Advisory Committee (DAC): Graduate student representative (2005–2006).
- Linguistics Colloquium Series Committee co-chair (2004–2005).
- English Language Center (ELC) Teaching Assistant Faculty Liaison (Fall 2004).
- English Language Center (ELC) Curriculum Committee (2003–2004).
- English Language Center (ELC) Student Services Committee (2003–2004).

### **PROFESSIONAL SERVICE**

#### *Memberships*

West Virginia Foreign Language Teachers Association (WVFLTA) – member since 2018

West Virginia TESOL association – member since 2019

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

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

Bay Area Regional TESOL organization (BART) – member from 2011 – 2018

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

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

- Applied Psycholinguistics
- Canadian Modern Language Review
- Educational Psychology
- Foreign Language Annals
- Innovation in Language Learning and Teaching

- International Journal of Bilingual Education and Bilingualism
- Journal of Multilingual and Multicultural Development
- Language Learning
- Language Learning & Technology
- Learning and Individual Differences
- Language and Intercultural Communication
- Language, Culture, and Curriculum
- Language, Identity, and Education
- Language Teaching Research
- Neuropsychologia
- PSLLT Journal
- SAGE open
- Stellenbosch Papers in Linguistics
- Studies in Second Language Acquisition
- Studies in Second Language Learning and Teaching
- System
- TESOL Journal
- TESOL Quarterly
- The Modern Language Journal

*Abstract reviewer for the following conferences:*

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

*Editorial boards for the following journals/conferences/organizations (past and current):*

- Modern Language Journal editorial board member (Spring 2022 – present)
- Executive committee board member for West Virginia Foreign Language Teachers' Association (WVFLTA, Fall 2018 – present)
- Scientific Committee of the International Conference on “Language Teacher Psychology Conference: Teachers Matter” Çag University, Turkey (Summer 2022 – Fall 2022)
- International Association for the Psychology of Language Learning, IAPLL
  - Executive board member (Summer 2018 – present)
  - Treasurer (Summer 2022 – present)
- Scientific committee for the 4th International Conference on New Trends in Education, Bahçeşehir Üniversitesi, Turkey (Fall 2017)
- *Australian Journal of Applied Linguistics*, published in Australia by Castledown Publishers (Fall 2017)
- *Studies in Foreign Language Education* published by HUFs IFLE (Hankuk University of Foreign Studies, Institute of Foreign Language Education) (Spring 2015 – present)
- *Colombian Applied Linguistics Journal (CALJ)* published by Universidad Distrital (Fall 2015 – Spring 2016)

*Reviewed chapters for the following books:*

- Reviewed parts of Second Language Acquisition by Gass et al. for more edition revisions (also contributed PowerPoints and activities to the online materials for this text)
- Exploring innovations in language teacher education: Transformational theory and practice
- Working theories for teaching assistant and international teaching assistant development
- The acquisition of a second language (L2) in the new European higher education system: A homage to María del Mar Martí Viaño.
- The Dynamics of Language Variation and Change: Varieties of Spanish across Space and Time

*Reviewed books for the following publishers:*

- Cambridge University Press
- Multilingual Matters
- Routledge

*Reviewed grants for the following entities:*

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

*External reviews for promotion*

I regularly perform these reviews. As they are anonymous, no specifics can be listed here.

## **HONORS and AWARDS**

*University of South Florida*

- Global Faculty Fellowship program: focus group plus a \$1,400 research stipend (Summer 2016)
- Nominated for the 2015 Faculty Outstanding Research Achievement Award via the office of research an innovation (Spring 2016)
- Nominated for the 2013 Outstanding Graduate Mentor Award (Summer 2013)
- Merit-based raise from the discretionary fund – \$2,400 (Summer 2013)

*Michigan State University*

- Best student abstract award at the Georgetown University Round Table (GURT) conference (Spring 2009)
- College of Arts and Letters Graduate School Dissertation Completion Fellowship – \$6,000 (Spring 2009)
- Graduate School Interdisciplinary Inquiry and Teaching (IIT) fellowship: Regular meetings plus a \$5,000 stipend, <https://grad.msu.edu/iit> (AY 2008-2009)
- College of Arts and Letters Summer Support Fellowship – \$4,000 (Summer 2008)
- International Studies and Programs (ISP) International Predissertation Travel Award – \$5,000 (Spring 2008)



- U.S. Department of State Critical Language Fellowship. Language focus, Arabic. Location, Tunisia (Summer 2007 – declined)
- Foreign Language Area Studies (FLAS) fellowship – Federally funded language grant to study Portuguese in Brazil for the summer – \$6,000 including program costs and stipend (Summer, 2006)
- Foreign Language Area Studies (FLAS) fellowship – Federally funded language grant to study Portuguese for the academic year – \$14,500 plus tuition waiver (AY 2005–2006)

*Texas Christian University*

- Rotary Club Cultural Ambassadorial Scholarship to Costa Rica: scholarship awarded in spring 2001 – used in the summer/ fall of 2002 – \$17,500 including program costs, airfare, and stipend.
- Teaching Position in France through the Fulbright Scholarship foundation (AY 2001–2002 )
- Phi Beta Kappa Honors Society, Delta of Texas chapter (2001 induction).
- TCU Chancellor’s scholarship (full tuition) (AYs: 1997–2001)
- TCU Honors Program (AYs: 1997–2001)
- TCU Scholar award (Fall 1997, Spring 1998, Spring 2000)
- Golden Key National Honors Society (1999–2001)
- Alpha Lambda Delta Honors Society (freshman honors society, AY1997–1998)

**OTHER RELEVANT WORK EXPERIENCE**

- Research assistant for the Center for the Support of Language Teaching. Helped with the development of this new center. Michigan State University (Fall 2008)
- Accent Reduction Specialist for Executive Language Training. Met one-on-one as a tutor with employees of businesses who wanted their employees to improve their spoken English. Lincolnshire, Illinois (AY 2006–2007)
- Michigan State University English Language Center writing lab. Met one-on-one with graduate and undergraduate ESL students needing support in university-level writing assignments (AY 2004–2005)
- ITAOI interviewer – (International Teaching Assistant Oral Interview). Michigan State University (AYs 2004–2009)
- SPEAK Test Rater. Michigan State University & The University of South Florida (AYs 2003–2011)
- English Language Assistant, a position received through the Fulbright scholarship foundation. Bagnères de Bigorre, France (AY 2001–2002)

**REFERENCES**

Available upon request