

Mark W. Tanner, Ph.D.

Curriculum Vitae
Associate Professor
Department of Linguistics
Brigham Young University
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EDUCATION

Ph.D. in Educational Linguistics

University of Pennsylvania, College of Education, 1991.

- Comprehensive Exams passed with distinction, February 1988.
- Language exam completed - Thai
- *Areas Tested:* Second Language Acquisition, Sociolinguistics, Language Policy and Planning, Multicultural Education, and TESOL (Teaching English to Speakers of Other Languages) Methods.

Dissertation: Tanner, M. (1991). *NNSTA-student interaction: An analysis of TAs' questions and students' responses in a laboratory setting.* Unpublished doctoral dissertation. Philadelphia, PA: University of Pennsylvania.

M.A. in Applied Linguistics

University of Southern California, Department of Linguistics, 1985.

- Language exam completed - Thai

B.A. in English and Certificate in Teaching English to Speakers of Other Languages (TESOL)

University of Utah, English Department, 1982

ACADEMIC EMPLOYMENT HISTORY

BRIGHAM YOUNG
UNIVERSITY

Associate Professor - Linguistics Department

Brigham Young University - Provo, UT

(Fall 2020 - Present)

Assistant Professor - Linguistics and English Language Department

Brigham Young University - Provo, UT

(Fall 1993 - Summer 2020)

Continuing Faculty Status (Tenure)

(Sept. 2004)

Courses taught:

ESL 302 - Advanced Pronunciation

ESL 303 - Advanced Academic Reading

ELANG 375 - TESOL Listening, Speaking, and Pronunciation

ELANG 477 - TESOL Course and Lesson Planning

Ling. 330 - Introduction to Linguistics

Ling. 500 - Introduction to Research in TESOL

Ling. 595 - Research Design in TESOL

Ling. 600 - Research Data Analysis
Ling. 601 – Sound (Phonology of English)
Ling. 610 – TESOL Methods and Materials - Theory
Ling. 611 – TESOL Methods and Materials - Application
Ling. 612 – TESOL Student Teaching (Practicum)
Ling. 625 – Pronunciation Theory and Pedagogy
Ling. 631 – Grammar Usage
Ling. 641 – Interlanguage Analysis
Ling. 655 - Teaching Culture
Ling. 672 - TESOL Reading and Writing
Ling. 679 – TESOL Supervision-Administration Internship
Ling. 695 – TESOL Seminar (Capstone Course)

UNIVERSITY OF
PENNSYLVANIA

Graduate Instructor - Graduate School of Education
University of Pennsylvania, Philadelphia, PA

(1985 – 1986)

Courses taught:
TESOL Field Methods
English in Academic Life (Study Skills Course)

Editorial Assistant to Dell Hymes, Ph.D.
Worked on the journal *Language in Society*

(1987-1988)

SCHOLARSHIP: PUBLICATIONS

SCHOLARLY
BOOK

Bauer, G. and Tanner, M. (Eds.). (1994). *Current approaches to international TA preparation in higher education: A collection of program descriptions*. Seattle, WA: Center for Instructional Development and Research, University of Washington.

PEER REVIEWED
ARTICLES

Blanco, K, Tanner, M., Hartshorn, J., and Eggington W. (2020). Factors influencing ESL students' selection of intensive English programs in the Western United States. *TESOL Journal*, 11(3), e510. <https://doi.org/10.1002/tesj.510>

Tanner, M. (2020). Back to the future of pronunciation teaching: Putting the zoom back into the 'zoom principle.' In O. Kang, S. Staples, K. Yaw, & K. Hirschi (Eds.), *Proceedings of the 11th Pronunciation in Second Language Learning and Teaching (PSLLT) conference*, ISSN 2380-9566, Northern Arizona University, September 2019 (pp. 341–352). Ames, IA: Iowa State University.

James, J., Henrichsen, L., Tanner, M., and McMurry, B. (2019). The development of the *Study Buddy Map: A tool for L2 conversation-partner programs*. *TESL Reporter*, 52(2), 1-19.

Tanner, M. (2019). Reader's theater: A pronunciation practice activity for oral fluency and prosodic improvement. Retrieved from http://www.pronunciationforteachers.com/uploads/6/0/5/9/60596853/teaching_techniques_readers_theater_mtanner.pdf

- James, J., Henrichsen, L., Tanner, M., and McMurry, B. (2019). A case study in the administration and operation of an L2 conversation-partner program. *TESL Reporter*, 52(1), 52-71.
- Cox, J., Henrichsen, L., Tanner, M., and McMurry, B. (2019). The needs analysis, design, development, and evaluation of the *English Pronunciation Guide: An ESL Teachers' Guide to Pronunciation Teaching Using Online Resources*. *TESL-EJ*, 22,1-24.
- Tanner, M. & Chugg, A. (2018). Empowering adult ELLs' fluency and pronunciation skills through readers theater. In J. Levis (Ed.), *Proceedings of the 9th Pronunciation in Second Language Learning and Teaching (PSLLT) conference*, ISSN 2380-9566, University of Utah, September, 2017 (pp. 185-193). Ames, IA: Iowa State University.
- Ma, J., Henrichsen, L., Cox, T., and Tanner, M. (2018). Pronunciation's role in English proficiency ratings. *Journal of Second Language Pronunciation*, 4(1), 73-102.
- Bailey, C., Tanner, M., Henrichsen, L., and Dewey, D. (2013). The knowledge, experience, skills, and characteristics TESOL employers seek in job candidates. *TESOL Journal*, 4, 772-784.
- Priddis, E., Tanner, M., Henrichsen, L., Warner, B., Anderson, N., and Dewey, D. (2013). Career path trends of alumni from a U.S. TESOL graduate program. *TESL-EJ*, 17(3), 1-21.
- Henrichsen, L. and Tanner, M. (2011). Creating learning outcomes for a TESOL teacher-preparation program. *TESOL Journal*, 2, 394-422.
- McMurry, B., Tanner, M., and Anderson, N. (2010). Self-access centers: Maximizing learners' access to center resources. *Studies in Self-Access Learning Journal*, 1(2), 100-114. Reprinted from *TESL-EJ*, 12(4) by permission.
- Henrichsen, L. and Tanner, M. (2009). The process of creating program learning outcomes. *Academic Exchange Quarterly*. 13(4).
- Tanner, M. and Landon, M. (2009). The effects of computer-assisted pronunciation readings on ESL learners' use of pausing, stress, intonation, and overall comprehensibility. *Language Learning and Technology*, 13(3), 51-65.
- McMurry, B., Tanner, M., and Anderson, N. (2009). Self-access centers: Maximizing learners' access to center resources. *TESL-EJ*, 12(4), 1-13.
- Sudweeks, R., Glissmeyer, C., Morrison, T., Wilcox, B. and Tanner, M. (2004). Establishing reliable procedures for rating ELL students' reading comprehension using oral retellings. *Reading Research and Instruction*, 43(2), 65-86.
- Tanner, M. (2003). Tips for facilitating full-time employment in TESOL. *TESOL Journal*, 12(2), 40-42.
- Tanner, M. (2002). Great expectations: Tips for a successful working relationship with your thesis advisor. *College Student Journal*, 36, 635-644.

- Harding, B. and Tanner, M. (2001). English language literacy development in deaf individuals: The role of environmental factors. *JADARA*, 35(2), 1-25.
- Tanner, M. (2000). Case study analysis: An emerging pedagogy in ESL/EFL pre-service and in-service teacher education. In Kwok-tung Tsui (Ed.), *International Conference on Teacher Education (ICTED) Conference Proceedings*. Hong Kong: The Hong Kong Institute of Education.
- Carlston, D. and Tanner, M. (1999) The Individual Effects of Suprasegmentals on Nonnative Speakers' Comprehensibility. *Deseret Language and Linguistic Society Symposium*, 25(1), 132-146. Available at: <https://scholarsarchive.byu.edu/dlls/vol25/iss1/13>
- Tanner, M. (1998). Case study analysis: An emerging pedagogy in ESL teacher education. *Teacher Education Newsletter*, 13(2), 5-6.
- Hansen, R. and Tanner, M. (1995). Questions and concerns of first-time ESL teachers. *Proceedings from the Deseret Language and Linguistics Society Symposium* (pp. 85-93). Provo, UT: Brigham Young University.
- Bauer, G. and Tanner, M. (1993). Insights into ITA instruction in problem-solving courses through student perception at midterm. In K. Lewis (Ed.), *The TA experience: Preparing for multiple roles (selected readings from the 3rd national conference on the training and employment of graduate teaching assistants)* (pp. 401-409). Stillwater, OK: New Forums.
- Tanner, M., Selfe, S. and Wiegand, D. (1993). The balanced equation to training chemistry ITAs. In K. Lewis (Ed.), *The TA experience: Preparing for multiple roles (selected readings from the 3rd national conference on the training and employment of graduate teaching assistants)* (pp. 410-419). Stillwater, OK: New Forums. Reprinted by permission in *Innovations in Higher Education*, 17, 165-181.
- Tanner, M. (1991). Incorporating research on question-asking into ITA training. In J. Nyquist, R. Abbott, D. Wulff, D., and J. Sprague (Eds.), *Preparing the professoriate of tomorrow to teach: Selected readings on TA training* (pp. 375-381). Dubuque, Iowa: Kendall Hunt.
- Tanner, M. (1987, Spring). "Your honor, it was like this...": Narrative discourse in small claims court. *Working Papers in Educational Linguistics* (pp. 23-31). Philadelphia, PA: University of Pennsylvania.

BOOK
CHAPTER UNDER
CONTRACT

- Tanner, M. and Henrichsen, L. (In Progress). Pronunciation in varied teaching and learning contexts. In J. Levis, T. Derwing, and S. Sonsaat-Hegelheimer (Eds.), *Second Language Pronunciation: Bridging the Gap Between Research and Teaching*. Hoboken, NJ: Wiley.

MANUSCRIPTS
UNDER REVIEW

Mulder, C., Henrichsen, L., Tanner, M., and Cox, T. (Under Review). *Sociocultural identification with the United States and English pronunciation comprehensibility and accent among international ESL students*. Manuscript in progress for submission to the *Journal of Multilingual and Multicultural Development*.

Tanner, M., Shute, J., and Dewey, D. (Under Review). Older adult humanitarian service workers in the Pacific Islands: Cultural challenges and recommendations for change in pre-service training. Manuscript submitted to *The Journal of Aging Studies*.

MANUSCRIPTS
IN REVISION

Li, Y., Tanner, M., Hartshorn, J. and Nissen, S. (In Revision). Electropalatographic biofeedback: ESL learners' experiences using a SmartPalate to improve pronunciation. Manuscript submitted to the *Journal of Second language Pronunciation*.

Tanner, M., Jolley, C., Cox, T. and Henrichsen, L. (In Revision). Computer-aided pronunciation tasks' effects on ESP learners' prosodic performance. Preparing for submission to *CALICO Journal*.

Tanner, M., Lege, R., and Smemoe, W. (In Revision). The Effect of Pause Duration on Comprehension of Non-Native Spontaneous Oral Discourse. Preparing for submission to *System*.

Jex, C., Tanner, M., and McMurry, B. (In Revision). Teaching with intention: The perceived benefits of reflective teaching journals in TESOL teacher training. Preparing for re-submission to *The Journal of Teacher Education*.

MANUSCRIPTS
IN PROGRESS

Tanner, M. & Sell, J. (In Progress). *Communication anxiety in the ESL classroom: From noticing to coping*. Manuscript in progress for submission to the *Journal of Language and Social Psychology*.

Tanner, M., Chase, B., Nissen, S., and Hartshorn, J. (In Progress). *Challenging the notion that Japanese English language learners cannot distinguish the /r/ and /l/ phonemes*. Manuscript in progress for submission to *Language and Speech*.

SCHOLARSHIP: PRESENTATIONS

PLENARY
ADDRESS

Tanner, M. (1994). *Teaching in the diverse classroom*. Plenary address given at the Intermountain TESOL conference, Salt Lake City, UT.

COLLOQUIUM
PARTICIPATION

Tanner, M., Olson, B., Rippen, R., Anderson, N., Curtis, A., Valentine, K. (2005). *Obtaining ESL/EFL employment in today's marketplace*. Colloquium presented at the international TESOL convention, San Antonio, TX.

Tanner, M., Braine, G., Matsuda, P., Moussu, L. Walter, C., Kamhi-Stein, & Johnson, K. (2004). *Addressing NNES teachers' and teacher educators' needs*. Colloquium presented at the international TESOL convention, Long Beach, CA.

Tanner, M. (1996). *Continuing the conversation: Educating employable teachers*. Colloquium presenter during the international TESOL convention, Chicago, IL.

CONFERENCE
PAPERS AND
PRESENTATIONS

Tanner, M. & Kwok-Jespersion, S. (2020, October). *Distinguishing 'ill-adjusted' from 'well-adjusted' learners: Helping international students cope*. Presentation given at the Intermountain TESOL conference, Salt Lake City, UT.

Tanner, M. & Sell, J. (2020, October). *Coming together helping students overcome communication anxiety: Tips for teachers*. Presentation given at the Intermountain TESOL conference, Salt Lake City, UT.

Tanner, M. (2019, October). *Back to the future of pronunciation teaching with the "zoom" principle*. Presentation given at the Intermountain TESOL conference, Salt Lake City, UT.

Tanner, M. (2019, October). *The amazing QR code Race: A teaching tip*. Presentation given at the Intermountain TESOL conference, Salt Lake City, UT.

Tanner, M. (2019, September). *Back to the future: Putting the 'zoom' back into the zoom principle*. Presentation to be given at the 11th International Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, Flagstaff, AZ.

Tanner, M. (2019, March). *Readers theater and pronunciation skills development: Experiencing the nexus*. Presentation given at the International TESOL Convention, Atlanta, GA.

Tanner, M. (2019, March). *Engaging learners with an amazing QR code race*. Presentation given in the Electronic Village Technology Fair, International TESOL convention, Atlanta, GA.

Tanner, M., & Blanco, K. (2019, March). *What factors matter most in students' choice of IEP?* Poster presentation given at the International TESOL Convention, Atlanta, GA.

Tanner, M. & Sell, J. (2019, March). *Communication anxiety in the ESL classroom: From noticing to coping*. Poster presentation given at the International TESOL Convention, Atlanta, GA.

Blanco, K. & Tanner, M. (2018, September). *What matters most to students choosing an intensive English program?* Presentation given at the Intermountain TESOL conference, Salt Lake City, UT.

Kwok, S. & Tanner, M. (2018, September). *Navigating a new culture: Challenges IEP ESL learners face*. Presentation given at the Intermountain TESOL conference, Salt Lake City, UT.

- Tanner, M. & Sell, J. (2018, September). *Communication anxiety in the ESL classroom: From noticing to coping*. Presentation given at the Intermountain TESOL conference, Salt Lake City, UT.
- Tanner, N. & Tanner, M. (2018, September). *Engaging ELLs in content-based classes: Connecting social advocacy and civic engagement*. Presentation given at the Intermountain TESOL conference, Salt Lake City, UT.
- Tanner, M. (2018, September). *Using thought group instruction to enhance pronunciation pedagogy*. Presentation given at the Intermountain TESOL conference, Salt Lake City, UT.
- Tanner, M. and Chugg, A. (2018, September). *Using readers theater to bridge the oral skills gap from perception to production*. Poster presented at the 10th International Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, Ames, IA.
- Tanner, M. (2018, September). *Enhancing thought group pedagogy through perception and production*. Presentation given at the 10th International Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, Ames, IA.
- Chase, B., Tanner, M., Nissen, S., and Hartshorn, J. (2018, March). *Challenging the notion that Japanese language learners cannot distinguish the /r/ and /l/ phonemes*. Poster presented at the international TESOL convention, Chicago, IL.
- Li, Y., Tanner, M., Nissen, S., and Hartshorn, J. (2018, March). *ESL learners' experiences using electropalatographic biofeedback to improve pronunciation*. Poster presented at the international TESOL convention, Chicago, IL.
- Sanders, C., Tanner, M., and McMurry, B. (2018, March). *Empowering pre-service TESOL teachers through reflective teaching journals*. Poster presented at the international TESOL convention, Chicago, IL.
- Tanner, M. and Blanco, K. (2018, March). *Empowering TESOL practitioners' pronunciation pedagogy utilizing thought groups*. Presentation given at the international TESOL convention, Chicago, IL.
- Tanner, M. and Chugg, A. (2017, October). *Repurposing readers theater to develop adult ELLs' fluency and pronunciation*. Paper presented at the Intermountain TESOL conference, Aspen Grove, UT.
- Chase, B., Tanner, M., Nissen, S., and Hartshorn, J. (2017, October). *An acoustic study of adult Japanese ELLs' production of /l/ and /r/ across task type and word position*. Poster presented at the Intermountain TESOL conference, Aspen Grove, UT.
- Li, Y., Tanner, M., Nissen, S., and Hartshorn, J. (2017, October). *ESL learners' experiences using electropalatographic biofeedback to improve pronunciation*. Poster presented at the Intermountain TESOL conference, Aspen Grove, UT.

- Sanders C., Tanner, M., and McMurry, M. (2017, October). *Empowering Pre-Service TESOL Teachers' Through Reflective Teaching Journals*. Presentation given at the Intermountain TESOL conference, Aspen Grove, UT.
- Chase, B., Tanner, M., Nissen, S., and Hartshorn, J. (2017, September). *Challenging the notion that Japanese English language learners' cannot distinguish the /r/ and /l/ phonemes*. Poster presented at the 9th International Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, Salt Lake City, UT.
- Chugg, A. and Tanner, M. (2017, September). *Empowering adult ELLs' fluency skills and pronunciation through readers theater*. Poster presented at the 9th International Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, Salt Lake City, UT.
- Li, Y., Tanner, M, Nissen, S., and Hartshorn, J. (2017, September). *ESL learners' experiences using electropalatographic biofeedback to improve pronunciation*. Poster presented at the 9th International Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, Salt Lake City, UT.
- Aaron, R. and Tanner, M. (2017, March). *Does online English language instruction empower ESL learners' fluency development?* Poster presented at the international TESOL convention, Seattle, WA.
- Chugg, A. and Tanner, M. (2017, March). *Empowering adult ELLs' fluency skills and pronunciation through readers theater*. Poster presented at the international TESOL convention, Seattle, WA.
- Chugg, A. and Tanner, M. (2017, March). *Using readers theater to engage and empower adult ELLs*. Poster presented at the international TESOL convention, Seattle, WA.
- Aaron, R., and Tanner, M. (2016, October). *Gauging the influence of online English language instruction on ESL learners' fluency development*. Poster presented at the Intermountain TESOL conference, Provo, UT.
- Aaron, R. and Tanner, M. (2016, August). *Gauging the influence of online English language instruction on ESL learners' fluency development*. Poster presented at the 8th international Pronunciation in Second Language Learning and Teaching (PSLLT) conference, Calgary, Alberta.
- Fresenko, C., Tanner, M., Henrichsen, L., and Hartshorn., J. (2016, April). *Beyond the semester: Quantifying ELLs' fluency gains longitudinally*. Poster presented at the international TESOL convention, Baltimore, MD.
- Henrichsen, L., Goldame, C., and Tanner, M. (2016, April). *A motivational, online guide for developing individual pronunciation improvement plans*. Poster presented at the international TESOL convention, Baltimore, MD.
- Jolley, C., and Tanner, M. (2016, April). *Computer-assisted pronunciation training's effect on ESL students' suprasegmental use*. Poster presented at the international TESOL convention, Baltimore, MD.

Ma, J., Henrichsen, L., Cox, T., and Tanner, M. (2015, October). *The role of pronunciation in second language speaking test ratings*. Paper presented at the 7th International Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, Dallas, TX.

Carrena Goldame, S., Henrichsen, L., Smemoe, W., and Tanner, M. (2015, October.) *A motivational online guide to help second language learners develop, implement, and evaluate their individual pronunciation improvement plans*. Poster presented at the 7th International Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, Dallas, TX.

Tanner, M. and Bashford, A. (2014, September). *Do oral corrective feedback practices differ between ESL and EFL teachers?* Paper presented at the 6th International Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, Santa Barbara, CA.

Jolley, C. and Tanner, M. (2014, September). The impact of computer-aided pronunciation training on *suprasegmental perception and production skills in an ESL program*. Poster presentation at the 6th International Pronunciation in Second Language Learning and Teaching (PSLLT) Conference, Santa Barbara, CA.

Tanner, M. (2014, March). *Optimizing oral corrective feedback utilizing Microsoft Word's mail merge*. Demonstration given at the Electronic Village Technology Fair, international TESOL convention, Portland, OR.

Tanner, M., and Lege, R. (2013, March). *The effect of pause duration on intelligibility*. Paper presented at the international TESOL convention, Dallas, TX.

Tanner, M. (2013, March). *Harmonizing accuracy, fluency, and intelligibility through webcam technology*. Demonstration given at the Electronic Village Technology Fair, international TESOL convention, Dallas, TX.

Drake, C. and Tanner, M. (2013, March). *Promoting language programs through Facebook and YouTube*. Demonstration given at the Electronic Village Technology Fair, the international TESOL convention, Dallas, TX.

Tanner, M., Landon, M., and Porter, J. (2012, August). *How does prosodic error frequency influence NNES' and NES' comprehensibility ratings?* Paper presented at the 4th international Pronunciation in Second Language Learning and Teaching (PSLLT) conference, Vancouver, British Columbia.

Lege, R. and Tanner, M. (2012, August). *The effect of pause duration on comprehensibility*. Poster presentation given at the 4th international Pronunciation in Second Language Learning and Teaching (PSLLT) conference, Vancouver, British Columbia.

Tanner, M. (2012, March). *Using the webcam to achieve 'excellence' in intelligibility*. Demonstration given for the Electronic Village Technology Fair, international TESOL convention, Philadelphia, PA.

- Tanner, M., Henrichsen, L., and Evans, N. (2011). *Creating synergy between certificate and MA degree programs and IEPs*. Paper presented at the international TESOL convention, New Orleans, LA.
- Tanner, M., Henrichsen, L., and Priddis, E. (2011). *Factors influencing a career in TESOL*. Paper presented at the international TESOL convention, New Orleans, LA.
- Henrichsen, L., Tanner, M. and Priddis, E. (2011). *What TESOL program graduates wish they had learned*. Paper presented at the international TESOL convention, New Orleans, LA.
- Porter, J., Tanner, M., and Landon, M. (2011). *How do the frequency of prosodic errors in the speech of NNEs influence the comprehensibility ratings of NESs?* Paper presented at the Utah Conference for Undergraduate Research, Ogden, UT.
- Tanner, M., Henrichsen, L. and Priddis, E. (2010). *What career paths do TESOL graduates take?* Paper to be presented at the international TESOL convention, Boston, MA.
- Tanner, M., Landon, M. and Porter, J. (2010). *How do prosodic errors influence NNEs' and NESs' comprehensibility ratings?* Paper to be presented at the international TESOL convention, Boston, MA.
- Henrichsen, L., Tanner, M., and Priddis, E. (2009). *An empirical base for designing TESOL teacher-preparation programs*. Paper presented at the intermountain TESOL conference, Provo, UT.
- Tanner, M. and Landon, M. (2009). *Do prosodic errors correlate with learner proficiency and/or comprehensibility?* Paper presented at the international TESOL convention, Denver, CO.
- Shvidko, L., Rasmussen, S., and Tanner, M. (2009). *Making time to teach culture without taking time*. Demonstration given at the international TESOL convention, Denver, CO.
- Tanner, M. and Landon, M. (2009). *Do ESL learners' prosodic errors correlation with their level of proficiency and/or perceived comprehensibility?* Paper presented at the American Association of Applied Linguistics (AAAL) conference, Denver, CO.
- Tanner, M. and Landon, M. (2008). *How does teacher feedback shape learners' pronunciation?* Paper presented at the international TESOL convention, New York, NY.
- Henrichsen, L., and Tanner, M. (2008). *Creating learning outcomes for a TESOL MA*. Paper presented at the international TESOL convention, New York, NY.
- Henrichsen, L., Tanner, M. and Velardi, E. (2008). *TESOL graduates' retrospective views on their teacher preparation program*. Paper presented at the intermountain TESOL conference, St. George, UT

- Tanner, M. and Landon, M. (2007). *Does short-term computerized pronunciation instruction work?* Paper presented at the American Association for Applied Linguistics, Costa Mesa, CA.
- Landon, M. and Tanner, M. (2007). *Can self-directed pronunciation exercises enhance intelligibility?* Paper presented at the international TESOL Convention, Seattle, WA.
- Tanner, M. and Bott, A. (2006). *How effective is computer-aided pronunciation instruction?* Presentation given at the international TESOL convention, Tampa, FL.
- Tanner, M. (2005). *Addressing the pronunciation needs of advanced ESL learners.* Paper presented at Rocky Mountain TESOL, Salt Lake City, UT.
- Tanner, M. and McMurry, B. (2004, March). *Training tutors for ESL computer labs.* Presentation given at the international TESOL convention, Long Beach, CA.
- Tanner, M., McMurry, B. and Allen, E. (2004, March). *Factors influencing autonomous learning by ESL students.* Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.
- Tanner, M. (2003, April). *Suggestions for securing full-time employment in TESOL.* Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.
- Tanner, M. (2002, April). *Instructional conversations in NS/NNS laboratory discourse.* Paper presented at the international TESOL convention, Salt Lake City, UT.
- Tanner, M. (2002, April). *Pronunciation teaching vs. intelligibility instruction: Where should the focus be?* Paper presented at the Center for Language Studies Colloquium Series, Brigham Young University, Provo, UT.
- Tanner, M. and Mason, P. (2001, March). *Web sites to help the writing teacher.* Paper presented at the international TESOL convention, St. Louis, MO.
- Wilson, R. and Tanner, M. (2001, March). *Novice native speakers' comprehensibility of nonnative speaker speech.* Paper presented at the international TESOL convention, St. Louis, MO.
- Wilson, R. and Tanner, M. (2001, March). *Linguistic Factors Influencing Native Speakers' Comprehensibility of Nonnative Speech.* Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.
- Tanner, M. and Carlston, D. (2000, March). *Why do NSs not understand me?* Paper presented at the international TESOL convention, Vancouver, BC.
- Tanner, M. and Mason, P. (2000, April). *Factors influencing native English speakers' comprehension of non-native speech.* Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.c

- Tanner, M. and Carlston, D. (1999, March). *The effects of nonnative English speakers' pausing on native speakers' perception of fluency*. Paper presented at the American Association for Applied Linguistics (AAAL) Conference, Stamford, CT.
- Carlston, D. and Tanner, M. (1999, March). *Individual effects of suprasegmentals on NNSs' comprehensibility*. Paper presented at the international TESOL convention, New York, NY.
- Carlston, D. and Tanner, M. (1999, April). *Individual effects of suprasegmentals on nonnative speakers' comprehensibility*. Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.
- Tanner, M. (1999, March). *Video case studies for ESL teacher preparation*. Demonstration presented at the international TESOL convention, New York, NY.
- Tanner, M. (1999, February). *Case study analysis: An emerging pedagogy in ESL/EFL pre-service and in-service teacher education*. Paper presented at the International Conference on Teacher Education 1999, Hong Kong, China.
- Carlston, D. & Tanner, M. (1999, February). *The individual effects of prosody on NS perception of NNSs' comprehensibility*. Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.
- Shute, J. and Tanner, M. (1999, February). *Cultural Adjustment Issues of CES Educators*. Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.
- Tanner, M. and Carlston, D. (1999, February). *Pausing effects on native speakers' perception of nonnative English speakers' fluency*. Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.
- Tanner, M. (1998, April). *Rethinking the use of video in training ESL/EFL teachers*. Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.
- Harding, B. and Tanner, M. (1997, March). *Literacy Development of the Deaf: Influence of Environmental Factors*. Paper presented at the international TESOL convention, Orlando, FL.
- Tanner, M. (1997, March). *ESL Teacher Training Through Case Studies*. Demonstration presented at the international TESOL convention, Orlando, FL.
- Clement, L. and Tanner, M. (1997, February). *The effects of dialogue journals in enhancing ESL student writing*. Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.
- Hansen, R. and Tanner, M. (1996, March). *Concerns of pre-service ESL teachers*. Paper presented at the international TESOL convention, Chicago, IL.
- Tanner, M. (1996, March). *Innovative uses of video in training TESOL/TEFL teachers*. Demonstration presented at the international TESOL convention, Chicago, IL.

- Chan, A. and Tanner, M. (1996, February). *A study of cross-cultural compliment responding behavior*. Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.
- Harding, B. and Tanner, M. (1996, February). *Environmental factors' role in literacy development of the deaf*. Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.
- Tanner, M. (1995, March). *Forms and functions of teachers' questions in the laboratory setting*. Paper presented at the American Association for Applied Linguistics (AAAL) conference, Long Beach, CA.
- Lauper, J., Dunning, S. and Tanner, M. (1995, March). *The effect of instructed reading on second language learning: An MTC pilot study*. Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.
- Hansen, R. and Tanner, M. (1995, March). *Questions and concerns of first-time ESL teachers*. Paper presented at the Deseret Language and Linguistics Society Symposium, Provo, UT.
- Tanner, M. and Bauer, G. (1994, November). *ITA training: A national perspective*. Paper presented at the Intermountain TESOL conference, Salt Lake City, UT.
- Bauer, G. and Tanner, M. (1994, March). *ITA program evaluation: Determining ITAs' instructional concerns and needs*. Paper presented at the international TESOL convention, Baltimore, MD.
- Tanner, M. and Lawrence, M. (1993, November). *Developing discipline-specific materials for ITA training*. Paper presented at the Fourth National Conference on the Training and Employment of Graduate Teaching Assistants, Chicago, IL.
- Wiegand, D. and Tanner, M. (1993, November). *The training needs of international TAs vs. U.S. TAs: Lessons from a chemistry department*. Paper presented at the Fourth National Conference on the Training and Employment of Graduate Teaching Assistants, Chicago, IL.
- Bauer, G., Friesem, K. and Tanner, M. (1993, April). *Innovative uses of video in training ITAs*. Presentation given at the international TESOL convention, Atlanta, GA.
- Tanner, M. and Bauer, G. (1993, April). *Training student teachers: A research perspective*. Paper presented at the international TESOL convention, Atlanta, GA.
- Wiegand, D. and Tanner, M. (1993, April). *The training needs of international TAs vs. U.S. TAs*. Paper presented at the annual National Association for Research in Science Teaching (NARST) conference, Atlanta, GA.
- Wiegand, D. and Tanner, M. (1992, August). *Training international teaching assistants (ITAs): Incorporating student perceptions and ITA concerns*. Paper presented at the 204th national American Chemical Society meeting, Washington, D.C.

- Bauer, G. and Tanner, M. (1991, November). *Undergraduate student perceptions of international teaching assistants' instructional performance: A qualitative analysis of student interviews*. Paper presented at the Third National Conference on the Training and Employment of Graduate Teaching Assistants, Austin, TX.
- Tanner, M. (1991, November). *TA-student interaction in the lab: A quantitative and qualitative study of TAs' questions*. Paper presented at the Third National Conference on the Training and Employment of Graduate Teaching Assistants, Austin, TX.
- Tanner, M. (1989, November). *The ITA training program at the University of Pennsylvania*. Roundtable presentation at the Second National Conference on the Training and Employment of Graduate Teaching Assistants, Seattle, WA.
- Tanner, M. (1989, March). *The international TA: A sociolinguistic perspective*. Paper presented at the international TESOL convention, San Antonio, TX.
- Tanner, M. (1988, October). *International TAs: Does instruction make a difference?* Paper presented at the Fall PENN-TESOL East Conference, Philadelphia, PA.
- Tanner, M. (1988, April). *Developing communicative confidence in the foreign TA*. Paper presented at the National Symposium on the Training of International Teaching Assistants, Philadelphia, PA.
- Tanner, M. (1988, April). *Polling the man on the street: Students using interviewing techniques*. Paper presented at the Spring PENN-TESOL East Conference, Philadelphia, PA.
- Tanner, M. (1988, March). *Conversational management: An integrated approach to communicative competence*. Paper presented at the international TESOL convention, Chicago, IL.
- Hoekje, B. and Tanner, M. (1987, April). *The foreign TA: Establishing authority in the classroom*. Paper presented at the international TESOL convention, Miami Beach, FL.
- Tanner, M. (1986, October). *There's more than speed to speed reading*. Paper presented at the Fall PENN-TESOL East Conference, Philadelphia, PA.

INVITED
WORKSHOPS

Tanner, M. (2015, March). *BYU's TESOL Minor / Certificate: A tangible road to employment*. Workshop provided for Brigham Young University's advisement center advisors and staff, Provo, UT.

Tanner, M. (2014, January). *Helping second language readers increase reading speed*. Workshop provided for Project READ literacy tutors, Provo City Library, Provo, UT.

Tanner, M. (2006, February). *Helping second language readers increase reading speed*. Workshop provided for Project READ literacy tutors, Provo City Library, Provo, UT.

Tanner, M. (2002, June). *Increasing reading speed*. Workshop provided for Project READ literacy tutors, Provo City Library, Provo, UT.

Henrichsen, L. & Tanner, M. (2002, September). *Cross-cultural communication*. Workshop provided for the Church of Jesus Christ of Latter-Day Saints Translation Department employees, Provo, UT.

Henrichsen, L. & Tanner, M. (2001, September). *Cross-cultural communication*. Workshop provided for the Church of Jesus Christ of Latter-Day Saints Translation Department employees, Provo, UT.

Tanner, M. (1998, March). *Techniques for boosting LEP students' listening /speaking skills*. Workshop presented at the international TESOL convention, Seattle, WA.

Tanner, M. (1992, March). *Incorporating a discipline-specific approach to ITA materials development*. Workshop presentation given at the international TESOL convention, Vancouver, B.C.

Tanner, M., Selfe, S. & Wiegand, D. (1991, November). *The balanced equation to training chemistry ITAs*. Workshop presented at the Third National Conference on the Training and Employment of Graduate Teaching Assistants, Austin, TX.

CITIZENSHIP: UNIVERSITY COMMITTEE WORK

BRIGHAM YOUNG
UNIVERSITY
LINGUISTICS
DEPARTMENT

Area Coordinator – TESOL Undergraduate Minor (2010-2013, 2014-Present)

Advisor – TESOL minor program (2010 – Present)

Harold B. Lee Library Liaison for TESOL & Applied Linguistics Materials (1996-Present)

Member- TESOL Curriculum Committee (2007-Present)

Member – TESOL MA TESOL Admissions Committee (2007-Present)

Chair – Hiring Committee (2018-2019)

Member – Hiring Committee (2017-2018)

Member – LING 611 / 612 Curriculum Committee (2016-2017)
Member – Hiring Committee (2015-2016)
Member – Hiring Committee (2014-2015)
Member - 601/602/603 Curriculum Committee (2015-2016)
Chair–TESOL Graduate Program Accreditation Committee (2006-2007)
Chair – TESOL Graduate Certificate and MA TESOL Admissions Committees (2003-2007)
Chair – TESOL Curriculum Committee (2003–2007)
Member - Graduate Student Fellowship Committee
Member - Teacher Education Subcommittee - Distance Learning Program (1993-95)

COLLEGE OF
HUMANITIES

President - Deseret Language and Linguistics Society (2004-2005)
Program Chair – Deseret Language and Linguistics Society Symposium (2003 – 2004)
Board Member - Deseret Language and Linguistics Society Symposium (1998-2006)
Member – Missionary Training Center (MTC) Advisory Committee (2000–2007)

CITIZENSHIP: MENTORING - M.A. THESES AND PROJECTS

- (2020) Christensen, E. (2020). The business development plan for a web-based business English writing program. Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)
- Koch, M. (2020). Creating localized lessons with targeted pronunciation taught by novice volunteers in Korea. Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)
- Kodirova, O. (2020). Experienced ESL teachers' attitudes towards using phonetic symbols in teaching English pronunciation to adult ESL students. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)
- Montano, C. (2020). Framework for private English school in Esmeraldas, Ecuador. Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)
- Sohler, S. (2020). Developing listening comprehension in ESL students at the intermediate level by reading transcripts while listening: A cognitive load perspective. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)
- (2019) Mulder, C. (2019). *Social identification with the United States and ESL pronunciation among international students*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)
- (2018) Blanco, K. (2018). *Factors influencing ESL students' selection of intensive English programs in in the Western United States*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)

- Kwok, S. (2018). *Navigating a new culture: Analyzing variables that influence intensive English programs students' cultural adjustment process*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- (2017) Jex, C. (2017). *Teaching with intention: The perceived benefits of reflective teaching journals in TESOL teacher training*. Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Chair)
- Chase, B. (2017). *An acoustical analysis of the American English /l/ and /ɹ/ contrast as produced by adult Japanese learners of English incorporating word position and task type*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- Li, Y. (2017). *ESL learner experience using electropalatographic biofeedback*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- Sell, J. (2017). *Taking the "foreign" out of the foreign language classroom anxiety scale: Anxiety in an ESL setting*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- (2016) Aaron, R. (2016). *The influence of online English language instruction on ESL learners' fluency development*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- Fresenko, C. (2016). *A longitudinal analysis of adult ESL speakers' oral fluency gains*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- (2015) Galdame, S. L. (2015). *A motivational, online guide to help English language learners with the development, implementation, and evaluation of their individual pronunciation improvement plans*. Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)
- Ma, R. (2015). *The role of pronunciation in speaking test ratings*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)
- (2014) dos Santos, C. (2015). *The effects of quantitative and qualitative feedback on speaking fluency development*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)
- Jolley, C. (2014). *The Effect of Cued Pronunciation Readings on ESL Missionaries' Perception and Production of Prosodic Features*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- Lee, J. (2014). *TESOL Employment Ads in China and South Korea: Personal Characteristics, Knowledge, and Skills Identified in Full-Time Ads Posted for International Instructors*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- (2013) Bumandalai, U. (2013). *The development of two units for BTR TESOL Project*:

'Developing English language learners' listening skills' and 'Developing English language learners' speaking skills.' Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)

Pack, A. (2013). *Understanding Chinese language and culture: A guidebook for teachers of English in China*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Pratt, D. (2013). *Sparking metacognition: Contextualizing reading strategies for low-proficient ESL readers*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

(2012) Firnges, B. (2012). The development of two units for the BTR TESOL Project: 'Tutoring guidelines' and 'Designing an overall plan for a course.' Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)

Lee, J. (2014). *TESOL Employment Ads in China and South Korea: Personal Characteristics, Knowledge, and Skills Identified in Full-Time Ads Posted for International Instructors*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)

Lege, R. (2012). *The effect of pause duration on comprehension of non-native spontaneous oral discourse*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)

Priddis, E. (2012). Employment after graduation: Career path trends of TESOL MA and graduate certificate students. Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Chair)

(2011) Bailey, C. (2011). *Full-time employment ads in TESOL: Identifying what employers seek in potential hires*. Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Chair)

Chittaladakorn, K. (2011). *Unorthodox oral expressions in English dictions, corpora, textbooks, and English language instructional materials*. Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)

Drake, C. (2011). Community outreach English: Marketing a community ESL program. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)

Johnson, K. (2011). The development of two units for the BTR TESOL Project: 'Teaching styles and cultural differences' and 'Understanding students' learning styles.' Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)

Ocana, V. (2011). *Effects of extended explicit systematic phonics instruction on adult L2 reading fluency*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

(2010) Barlow, A. (2010). *The design specifications for the development of broadcast English*

materials in academic listening /speaking courses. Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)

Culver, M. (2010). *The development of two units for BTR TESOL Project: 'Understanding and adapting in a new culture' and 'Teaching Culture'.* Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member).

Mottaghinejad, S. (2010). *Evaluating the usefulness of an aural gapped listening summary as a measure of academic listening proficiency.* Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)

Mueller, H. (2010). *Developing Cued Pronunciation Readings for Latter-Day Saint Missionaries.* Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)

Ontiveros, M. *An evaluation of learning outcomes and curricular organization of the Brigham Young University undergraduate TESOL internship course.* Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Scholes, P. (2010). *The development of two unites for the BTR TESOL Project: 'Basic principles of second language acquisition' and 'Communicative language teacher and information gap exercises.'* Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)

Woo, R. (2010). *Developing a curriculum evaluation model for the English language center at Brigham Young University.* Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)

(2009) Wilson, T. (2009). *An evaluation of a curriculum for basic training in TESOL.* Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)

(2007) Landon, M. (2007). *The effects of cued pronunciation readings on ESL learners' pausing, stress, pitch, and perceived comprehensibility.* Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)

(2005) Bott, A. (2005). *Computer-aided self-access pronunciation materials designed to teach stress in American English.* Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Chair)

McMurry, B. (2005). *Self-access centers: Maximizing learners' access to center resources.* Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Chair)

White, E. (2005). *Language learning strategy training for adult ESL learners in an intensive English setting.* Unpublished master's project, Brigham Young University, Provo, Utah. (Committee Member)

(2003) Cao, Q. (2003). *EFL and ESL differences in interpreting conversational implicatures in*

English. Unpublished master's thesis, Brigham Young University, Provo, Utah.
(Committee Member)

Erickson, T. (2003). *Native and nonnative speakers' preferences for speech rate*. Unpublished master's thesis, Brigham Young University, Provo, Utah.
(Committee Chair)

Martindale, R. (2003). *An analysis of textual arguments for and against Utah's official English initiative*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)

(2002) Hyte, H. D.(2002). *The effects of computer-based metacognitive strategy training for adult second language learners*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Joung, H. (2002). *Learning style modifications among adult Korean ESL students*. Unpublished master's thesis, Brigham Young University, Provo, Utah.
(Committee Member)

Moussu, L. M. (2002). *English as a second language students' reactions to nonnative English-speaking teachers*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

(2001) Buck, T. (2001). *Uncluttering a muddle of models: An analysis of the cultural adjustment experiences of intensive English program students*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Wilson, R. (2001). *Linguistic factors in nonnative speech influencing novice English speakers' perceived comprehensibility*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)

Zhang, H. (2001). *Analysis of topic controlled deletion in the discourse of Mandarin Chinese second language learners*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

(2000) Brantley, R. (2000). *Team teaching in a Tokyo suburb: JET program non-nest (non-native English-speaking teacher) perceptions and attitudes*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)

De Reynier, I. (2000). *Effects of pre-lingual deafness on English spelling*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Lindsey, E. (2000). *Learner concerns at the Missionary Training Center in the technology assisted language learning program*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Shute, J. (2000). *Cultural adjustment factors of senior missionaries working in the South Pacific for the Church of Jesus Christ of Latter-Day Saints*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)

- (1999) Carlston, D. (1999). *Suprasegmentals' Impact on Perceived Comprehensibility : A Study Comparing the Effect of Stress, Pausing, and Pitch on Native Speakers' Perceptions of Nonnative English Speakers' Comprehensibility*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- (1998) Barrus, J. (1998). *Teacher Perceptions of Error Correction in Japanese and other foreign language classrooms*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)
- Clement, L. (1998). *The Sources and Factors Influencing ESL Writing Teachers' Decisions Regarding Instructional Activities*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- Gomez, I. (1998). *The effects of a holistic ESL teaching approach on language use in written and oral journals*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)
- Kitagawa, K. (1998). *The Effect of Original Loan Words and Japanized Loan Words in the Written Production of English Vocabulary of Japanese ESL and EFL students*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- McIlmoyle, S. (1998). *A glimpse of business English through an evaluation of an intensive business English program coordinated by Brigham Young University*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)
- (1997) Cluff, J. (1997). *Second language vocabulary knowledge: What ESL learners know about English words*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)
- McMaster, H. (1997). *The effects of specific variables on ESL students' ability with phrasal verb syntax*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- Murzynska, J. (1997). *Reading strategies used by readers with a native English language studying Polish at the intermediate college level*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- Sands, L. (1997). *"The teachers should have patience with us." Adult ESL student perceptions of desirable teacher practices and characteristics*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)
- (1996) Chan, A. (1996). *A cross-cultural comparison of compliment-responding behavior: A study of American and Hong Kong Chinese speakers of English in a ESL setting*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)
- Hansen, R. A. (1996). *Concerns of prospective ESL teachers engaged in pre-service preparation*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)

Montoya, L. M. (1996). *ESL students' comprehension of common American gestures*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

(1995) Adolphson, J. (1995). *ESL student comprehension of vocabulary from the Myers-Briggs Type Indicator*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Babcock, M. (1995). *The teaching of segmentals comparing a direct phonics/spelling approach to a traditional phonetic/minimal pair approach*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Chair)

Nelson, D. T. (1995). *A rhetorical analysis of Chinese cultural influences in biographical narratives of Chinese ESL students*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Sagers, S. L. (1995). *Spoken and written vocabulary differences: A study using dialog journals*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Schmeil, A. M. L. (1995). *Language transfer of prepositions in the acquisition of prepositional verbs and prepositional adjective phrases by ESL learners*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

(1994) Furness, J. W. (1994). *The comparative effect of tall tales or short stories on ESL students' understanding of American cultural values*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Hall, K. (1994). *The relationship of English as a second language student control to the success of the Writing Center Conference*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Hall, K. (1994). *The relationship of English as a second language student control to the success of the Writing Center Conference*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Kim, S. (1994). *Teaching American classroom culture to Korean ESL students using contrastive or non contrastive video presentations*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Nickerson, M. H. (1994). *Reading comprehension in nonnative speakers: Multifaceted or single construct?* Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

Williams, R. L. (1994). *A frequency and collocational analysis of English vocabulary used in American corporate business documents*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

- (1993) Holebrook, L. R. (1993). *Language learning strategies and the older adult learner*. Unpublished master's thesis, Brigham Young University, Provo, Utah. (Committee Member)

DOCTORAL
DISSERTATION
COMMITTEES

- Slowinski, P. (2002). *Exploring cultural competency for TESOL professionals: a proposed conceptual model*. Unpublished doctoral dissertation, Brigham Young University, Provo, Utah. (Committee Member)
- Jung, J. S. (1999). *Impact of using multimedia computer and CD-rom programs with interactive activities on language acquisition for Korean elementary school English*. Unpublished doctoral dissertation, Brigham Young University, Provo, Utah. (Committee Member)
- Glissmeyer, C. (1998). *Oral retelling as a measure of reading comprehension: Generalizability of ratings of college-aged second language learners' expository text*. Unpublished doctoral dissertation, Brigham Young University, Provo, Utah. (Committee Member)

CITIZENSHIP: SERVICE

BRIGHAM YOUNG
UNIVERSITY

- HUM Grant Mentor (2019-2020)* – Grant Recipient – Mei Henderson – Project researched oral corrective feedback's effect on non-native speakers of English
- HUM Grant Mentor (2019-2020)* – Grant Recipient – Matthew Tyler – Project involved creating an alternative class to English 150 by focusing on Discourse Analysis
- ORCA Mentor (2016-2017)* – ORCA Scholarship Recipient – Ariana Avila – Project researched imitative communication by non-native English speakers
- ORCA Mentor (2014 – 2015)* – ORCA Scholarship Recipient – Andrew Bashford. Project researched oral corrective feedback practices of ESL and EFL teachers
- ORCA Mentor (2009 – 2010)* – ORCA Scholarship Recipient – Jonathan Porter. Researched factors influencing non-native English speakers' comprehension of non-native English speakers' speech
- ORCA Mentor (1995 – 1996)*– ORCA Scholarship Recipient – Brooke Harding. Research investigated second language acquisition and literacy development of the deaf

PROFESSIONAL

- TESOL Program Reviewer (2013-2014)* – Brigham Young University – Hawaii.
- Chair-elect, Chair and Past-Chair* of the Teacher Education Interest Section (TEIS) - International TESOL organization. Dates of service (2002-2006)

Interest Section Representative for the Teacher Education Interest Section (TEIS) - International TESOL organization. Dates of service (1999-2002).

Editor - Educational Linguistics Newsletter, Graduate School of Education, University of Pennsylvania (1985-1986)

REVIEWER

Reviewer for Journal of Second Language Pronunciation

Abstract Reviewer – International Teaching Assistants (ITA), Speech Pronunciation and Listening and Teacher Education interest sections of TESOL (2001-Present)

Reviewer for Special Edition of TESOL Quarterly, vol. 39(3) on Pronunciation

Reviewer for Special Edition of TESOL Quarterly, vol. 32(3) on research and practice in English language teacher education.

Textbook Reviewer - Reviewer of ESL textbooks (Holt, Rinehart & Winston)

PROGRAM COORDINATION

Associate Coordinator for Outreach – English Language Center

Brigham Young University – Provo, UT (2004 – 2018)

Oversee outreach programs at the English Language Center. This entails responsibility for operating an evening community ESL class for approximately 100 students and the mentoring of 8-16 teachers completing their student teaching practicum.

Area Coordinator – TESOL Undergraduate Minor

Linguistics and English Language Department (2010 – 2013)
BYU, Provo, UT (2014 – Present)

Oversee the staffing of courses in BYU's TESOL minor plus chair committees responsible for the TESOL minor curriculum and program concerns.

Area Coordinator – TESOL Graduate Program

Linguistics and English Language Department, BYU, Provo, UT (2004 – 2007)
Oversaw all aspects of the TESOL Graduate Program from admission of graduate students to curriculum revision to accreditation and evaluation of the program. The program admits an average of 28 TESOL certificate students and 12 master's students each year.

Coordinator - Center for Instructional Development and Research (CIDR)

International Teaching Assistant (ITA) Program (1990 – 1993)
University of Washington - Seattle, WA

Supervised a team of instructional development specialists and language specialists who provided individual consultations, seminars, and services to over 100 international faculty and graduate teaching assistants representing 35 departments at the University of Washington.

Consultation services provided during the year included:

- One-on-one consultations on course & syllabus design, conducting classroom research, etc.
- Classroom observations
- Student ratings consultations
- Microteaching / Video critiques

Coordinator - International Teaching Assistant (ITA) Training Program

English Language Programs (1987 – 1990)
University of Pennsylvania - Philadelphia, PA

Trained SPEAK test rater

Coordinated staff, budget, housing, and extracurricular activities for an annual summer-long intensive training program for ITAs. Designed the program curriculum which included classes in English language fluency, cultural orientation to the U.S., and teaching skills.

Coordinator - Teacher Resources Center, Library, and Instructional Media

English Language Programs (1986 – 1990)
University of Pennsylvania - Philadelphia, PA

Supervised the teachers' resource center which housed all curriculum materials, library materials, and audio/visual used in the intensive English program and special purpose English classes taught at the English Language Programs.

CURRICULUM DEVELOPMENT

Curriculum Committee Member – TESOL Graduate Program

Brigham Young University, Provo, UT (1995 – Present)

Assisted in the complete restructuring of the TESOL Graduate Program including needs assessment, development of program-level learning outcomes, restructuring of core and elective classes, and a major survey of program alumni.

Curriculum Designer for Department-Based ITA Training Programs

Center for Instructional Development and Research (CIDR) (1990 – 1993)
University of Washington, Seattle, WA

Assisted academic departments with large numbers of international TAs in designing department-specific training programs to meet the diverse linguistic, cultural, and pedagogical needs of ITAs within their department.

Curriculum Committee Member, and Course Designer

English Language Programs, University of Pennsylvania, (1988 – 1990)
Philadelphia, PA

Served on the curriculum revision committee and supervised the course development for elective ESL courses for students at the high intermediate and advanced levels.

Curriculum Designer and Instructor - Teacher Training

English Language Programs, University of Pennsylvania (1985 – 1990)

Assisted in designing a multi-dimensional curriculum to train international teaching assistants. Materials focused on oral language proficiency, cultural adjustment, and pedagogical skills.

Curriculum Designer and Instructor - Science and Technology Course

American Language Institute, University of Southern California (1985)

Assisted in the design and instruction of a specialized English for science and technology course for undergraduate science and engineering majors at USC.

Coordinator, Curriculum Designer and Instructor - Dental English Course for International Dentists

Dental School, University of Southern California (1984)
Designed and team taught an English for specific purposes course for eight international dentists attending the University of Southern California School of Dentistry. Course curricula included effective doctor-patient communication in situations such as managing anxious patients, communicating treatment options, etc.

Coordinator of Curriculum Revision Project

ELS International - Taipei, Taiwan (1982 - 1983)
Coordinated a team of curriculum designers who revised all seven levels of the conversational English curriculum.

Coordinator, Instructor and Counselor - Adult Education Courses

Granite School District - Salt Lake City, UT (1979 - 1982)
Coordinated and taught integrated skills courses for pre-literate adult Indochinese refugees.

ESL & EFL TEACHING EXPERIENCE

Instructor - Advanced Pronunciation (ESL 302) (2005 - 2013)
Brigham Young University, Provo, UT

Consultant - Oral Communication & Pronunciation Instruction (1987 - Present)

Assistant Professor - Advanced ESL Reading Course (ESL 303) (1993)
Brigham Young University, Provo, UT

Instructor - TOEFL Preparation Program (1992 - 1993)
Stanley H. Kaplan Educational Center, Seattle, WA

Instructor - Intensive English Program, Evening Program and ITA Program - English Language Programs, University of Pennsylvania, Philadelphia, PA. (1985 - 1990)

Instructor - English for Science and Technology Courses (1983 - 1985)
American Language Institute, Los Angeles, CA

Instructor - English for Specific Purposes Courses (1982 - 1983)
Taipei, Taiwan
Taught English courses for staff at the Taipei Army-Navy Hospital and selected businesses (Xerox, Inter-Continental Bank of China, and an accounting firm).

Coordinator, Instructor, and Counselor - Adult Education Courses (1979 - 1982)
Granite School District, Salt Lake City, UT
Coordinated and taught English as a second language courses for pre-literate adult Indochinese refugees.

Instructor for English as a Foreign Language (EFL) Classes (1977 - 1979)
The Church of Jesus Christ of Latter-Day Saints, Bangkok, Thailand

Volunteer EFL teacher at the Ministry of Education, public schools, private businesses, and banks.

PROFESSIONAL DEVELOPMENT

- ACTFL WORKSHOPS (Summer 2019) – Certificates received for Developing Interpretive Reading and Listening Proficiency Workshop, and OPI Familiarization Workshop
- BYU Writing Across the Curriculum Workshops – (2017-Present)
- BYU Grant Proposal Writing Workshop – (December 19 & 20, 2017)
- BYU Language Acquisition Research Colloquium (LARC) participant – (2016-Present)

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

- Teachers of English as a Second Language (TESOL)
- American Association for Applied Linguistics (AAAL)
- Intermountain TESOL (ITESOL)

COMMUNITY SERVICE

Youth Services Director – Spanish Fork Kiwanis Club
(Spanish Fork, UT) (2005 – Present)

Kiwanis Key Club Advisor – Maple Mountain High School and Spanish Fork High School (Spanish Fork, UT) (2004 – 2019)

Merit Badge Counselor – Boy Scouts of America
(Spanish Fork, UT) (1996 – Present)
(Seattle, WA) (1990 – 1993)

Troop Committee and Varsity Committee Member – Boy Scouts of America
(Troop 1540, Spanish Fork, UT) (2000-2003)

Youth Coach - Spanish Fork Recreation Coach youth sports teams (Baseball, Soccer & Basketball); Sandy City and Spanish Fork Parks and Recreation (1993 – 2014)