CURRICULUM VITAE
Kristopher D. Kyle
(Last revised 2024-11-20)

Department of Linguistics                    Office: Straub Hall 273
University of Oregon                          website: www.kristopherkyle.com
Eugene, Oregon                               GitHub: https://github.com/kristopherkyle

## Education
Ph.D. Applied Linguistics (May, 2016). Georgia State University
M.A., English (Concentration in TESL/TEFL) (August, 2011). Colorado State University
B.A., English, Spanish (July, 2005). Harding University

## Positions
Associate Professor, University of Oregon Linguistics Department (September 2022-)
Assistant Professor, University of Oregon Linguistics Department (September 2019-August
        2022)
Assistant Professor (Joint Appointment), Yonsei University English Department (August 2019-
        July 2021)
Assistant Professor, University of Hawai'i at Mānoa Department of Second Language Studies
        (August 2016-July 2019)

## Honors and Awards
*TOEFL Essentials New Scholar Award* (2022). Educational Testing Service
*New Junior Faculty Award* (2019). University of Oregon
*Data Consortium Fellow* (2016). National Science Foundation
*Dissertation Grant* (2016). Language Learning
*Dissertation Support Grant* (2015). NFMLTA/ACTFL
*Dean's Doctoral* Fellowship (2012-2016). Georgia State University

## Grant Funding
Co-PI (2023-2026). *Pausing, inhalation, and language structure.* PI: Melissa Redford. Co-PI:
        Kristopher Kyle. National Science Foundation Grant ($249,957).
Co-PI (2020-2021). *The development of lexico-grammatical complexity in two task types: A
        year-long study.* PI: Masaki Eguchi. Co-PI: Kristopher Kyle. Michigan Language
        Assessment Spaan Research Grant ($4000).
PI (2019-2020). *Evaluating NLP for L2 Research: A gold standard part of speech tagged and
        dependency parsed corpus of L2 speaking.* PI: Kristopher Kyle. Language Learning Early
        Career Grant ($9,977)
PI (2018-2020). *A linguistic analysis of the communication demands in typical technology-
        mediated learning environments.* PI: Kristopher Kyle. Co-PIs: Dr. Geoffrey LaFlair &
        Dr. Nicole Ziegler. Grant sponsored by TOEFL Committee of Examiners ($99,000)
Project member (2015-2017). *The development of lexical diversity in the writing of students of
        English and Spanish as a second language at the University of Madrid: Implications for
        the international of studies at the University of Madrid.* PI: Dr. Karina Vidal, University

of Madrid. Sponsored by the Ministry of Education, Spain

**Publications**
*Peer-Reviewed Publications (Journal Articles, ★Book Chapters, †Other; 62)*

62. †Sung, H., **Kyle, K.** (2024). Leveraging pre-trained language models for linguistic analysis: A case of argument structure constructions. In *Proceedings of the 2024 Conference on Empirical Methods in Natural Language Processing (EMNLP)*, pp.7302-7314. https://aclanthology.org/2024.emnlp-main.415/

61. Consolini, C. H. & **Kyle, K.** (2024). The relationship between L2 Spanish proficiency and features of written lexical and lexicogrammatical use. *Applied Linguistics*, pp. 1-18. https://doi.org/10.1093/applin/amae032

60. Díez-Ortega, M., & **Kyle, K.** (2024). Measuring the development of lexical richness of L2 Spanish: A longitudinal learner corpus study. *Studies in Second Language Acquisition 46*(1)*,* pp. 169-199. https://doi.org/10.1017/S0272263123000384

59. Eguchi, M. & **Kyle, K.** (2024). Building custom NLP tools to annotate discourse-functional features for second language writing research: A tutorial. *Research Methods in Applied Linguistics 3*(3). https://doi.org/10.1016/j.rmal.2024.100153

58. **Kyle, K.** & Eguchi, M. (2024). Evaluating NLP models with written and spoken L2 samples. *Research Methods in Applied Linguistics 3*(2). https://doi.org/10.1016/j.rmal.2024.100120

57. **Kyle, K.**, Sung, H., Eguchi, M., & Zenker, F. (2024). Evaluating evidence for the reliability and validity of lexical diversity indices in L2 oral task responses. *Studies in Second Language Acquisition*, *46*(1), 278–299. doi:10.1017/S0272263123000402

56. Sung, H., Cho, S., & **Kyle, K.** (2024). An Empirical Evaluation of Lexical Diversity Indices in L2 Korean Writing Assessment. *Language Assessment Quarterly*, *21*(2), pp. 159–180. https://doi.org/10.1080/15434303.2024.2311728

55. †Sung, H. & **Kyle, K.** (2024). Annotation scheme for English argument structure constructions treebank. In *Proceedings of the Linguistic Annotation Workshop (LAW)*, Malta: Association for Computational Linguistics. https://aclanthology.org/2024.law-1.2

54. †Crossley, S. A., Cushing, S., **Kyle, K.**, & Jarvis, S. (2023). Crowd-Sourcing Human Ratings of Linguistic Production. In M. Goldwater, F. Anggoro, B. Hayes & D. Ong (Eds.), In *Proceedings of the 45th Annual Conference of the Cognitive Science Society,* pp. 1515-1520. Sydney, Australia: Cognitive Science Society. https://escholarship.org/uc/item/2zh6n03c

53. Devore, S. & **Kyle, K.** (2023). Assessing syntactic and lexicogrammatical use in second language Mandarin writing samples. *Journal of Second Language Writing, 60*. https://doi.org/10.1016/j.jslw.2023.101014

52. †Eguchi, M., & **Kyle, K.** (2023). Span Identification of Epistemic Stance-Taking in Academic Written English. In *Proceedings of the 18th Workshop on Innovative Use of NLP for Building Educational Applications (BEA 2023)*, pp. 429–442. Toronto, Canada: Association for Computational Linguistics. https://doi.org/10.18653/v1/2023.bea-1.35

51. Eguchi, M. & **Kyle, K.** (2023). L2 collocation profiles and their relationship with vocabulary proficiency: A learner corpus approach. *Journal of Second Language Writing, 60*. https://doi.org/10.1016/j.jslw.2023.100975

50. **Kyle, K.** & Eguchi, M. (2023). Assessing spoken lexical and lexicogrammatical proficiency using features of word, bigram, and dependency bigram use. *The Modern Language Journal, 107*, 531-564. https://doi.org/10.1111/modl.12845

49. †**Kyle, K.**, & Sung, H. (2023). An Argument Structure Construction Treebank. In *Proceedings of the First International Workshop on Construction Grammars and NLP (CxGs+NLP, GURT/SyntaxFest 2023)*, 51–62. https://aclanthology.org/2023.cxgsnlp-1.7

48. ⋆Crossley, S. A., & **Kyle, K.** (2022). Managing SLA data with NLP tools. In A. Berez-Kroeker, B. McDonnell, E. Koller, & L. Collister (eds.), *Open Handbook of Linguistic Data Management*. Cambridge, MA: MIT Press. https://doi.org/10.7551/mitpress/12200.003.0039

47. **Kyle, K.**, Eguchi, M., Choe, A. T., & LaFlair, G. T. (2022). Register variation in spoken and written language use across technology-mediated and non-technology-mediated learning environments. *Language Testing, 39*(4), 618–648. https://doi.org/10.1177%2F02655322211057868

46. †**Kyle, K.**, Eguchi, M., Miller, A., & Sither, T. (2022). A dependency treebank of spoken second language English. In *Proceedings of the 2022 Conference of the North American Chapter of the Association for Computational Linguistics: Innovative Use of NLP for Building Educational Applications (BEA 2022)* (pp. 39-45). Seattle, USA. Association for Computational Linguistics. https://doi.org/10.18653/v1/2022.bea-1.7

45. Uchihara, T., Eguchi, M., Clenton, J., **Kyle, K.**, Saito, K. (2022). To what extent is collocation knowledge associated with oral proficiency? A corpus-based approach to word association. *Language and Speech 65(2)*, pp. 311-336. https://doi.org/10.1177/00238309211013865

44. ⋆**Kyle, K.** (2021). Writing and vocabulary learning. In R. Manchón & C. Polio (Eds.). *The Routledge Handbook of Second Language Acquisition and Writing*. New York: Routledge.

43. †**Kyle, K.**, Choe, A. T., Eguchi, M., LaFlair, G. T., & Ziegler, N. (2021). A comparison of spoken and written language use in traditional and technology mediated learning environments. *ETS Research Report Series*, pp.1-29. https://doi.org/10.1002/ets2.12329

42. **Kyle, K.**, Crossley, S., & Verspoor, M. (2021). Measuring longitudinal writing development using indices of syntactic complexity and sophistication. *Studies in Second Language Acquisition*, *43*(4), 781-812. doi:10.1017/S0272263120000546

41. **Kyle, K.**, Crossley, S. A., & Jarvis, S. (2021). Assessing the validity of lexical diversity using direct judgements. *Language Assessment Quarterly 18(2)*, pp. 154-170. https://doi.org/10.1080/15434303.2020.1844205

40. ⋆**Kyle, K.** & Eguchi, M. (2021). Automatically assessing lexical sophistication using word, bigram, and dependency indices. In S. Granger (Ed.). *Perspectives on the Second Language Phrasicon: The View from Learner Corpora*. Bristol: Multilingual Matters.

39. Zenker, F. & **Kyle, K.** (2021). Investigating minimum text lengths for lexical diversity indices. *Assessing Writing 47*. https://doi.org/10.1016/j.asw.2020.100505

38. Eguchi, M. & **Kyle, K.** (2020). Continuing to explore the multidimensional nature of lexical sophistication: The case of oral proficiency interviews. *The Modern Language Journal 104(2),* pp. 381-400. https://doi.org/10.1111/modl.12637

37. Garner, J., Crossley, S. A., & **Kyle, K.** (2020). Beginning and intermediate L2 writer's use of N-grams: An association measures study. *International Review of Applied Linguistics in Language Teaching (IRAL) 58(1),* pp. 51-74. https://doi.org/10.1515/iral-2017-0089

36. *Kyle, K. (2020). Lexis. In N. Tracy-Ventura & M. Paquot (Eds.). *Handbook of SLA and Corpora* (pp. 332-344). New York: Routledge.

35. *Kyle, K. (2020). Measuring lexical richness. In S.Webb (Ed.). *The Routledge Handbook of Vocabulary Studies* (pp. 454-476). New York: Routledge.

34. Kyle, K. (2020). The relationship between features of source text use and integrated writing quality. *Assessing Writing 45*. https://doi.org/10.1016/j.asw.2020.100467

33. Monteiro, K., Crossley, S. A., & Kyle, K. (2020). In search of new benchmarks: Using L2 lexical frequency and contextual diversity indices to assess second language writing. *Applied Linguistics 41(2),* pp. 280-300. https://doi.org/10.1093/applin/amy056

32. Smith, G. F., Kyle, K., Crossley, S. A. (2020). Word lists and the role of academic vocabulary use in high stakes speaking assessments. *International Journal of Learner Corpus Research 6(2)*, pp. 194-220. https://doi.org/10.1075/ijlcr.20008.smi

31. Berger, C. M., Crossley, S. A., & Kyle, K. (2019). Using Native-Speaker Psycholinguistic Norms to Predict Lexical Proficiency and Development in Second Language Production. *Applied Linguistics 40(1),* pp. 22-42. https://doi.org/10.1093/applin/amx005

30. *Crossley, S. A., Kyle, K., & Römer (2019). Lexical and cohesion differences in discipline specific writing: What a multi-dimensional approach tells us. In T. B. Sardinha & M. C. Pinto (Eds.). *Multidimensional Analysis: Research Methods and Current Issues.* New York: Bloomsbury.

29. Crossley, S.A., Kyle, K. & Dascalu, M. (2019). The Tool for the Automatic Analysis of Cohesion 2.0: Integrating semantic similarity and text overlap. *Behavior Research Methods 51(1)*, pp. 14-27. doi: https://doi.org/10.3758/s13428-018-1142-4

28. Crossley, S.A., Skalicky, S., Kyle, K., & Monteiro, K. (2019). Absolute frequency effects in second language lexical acquisition. *Studies in Second Language Acquisition 41(4)*, pp. 721-744. https://doi.org/10.1017/S0272263118000268

27. Garner, J., Crossley, S., & Kyle, K. (2019). N-gram measures and L2 writing proficiency. *System 80,* pp. 176-187. https://doi.org/10.1016/j.system.2018.12.001.

26. *Crossley, S. A., & Kyle, K. (2018). Analyzing spoken and written discourse: A role for natural language processing tools. In A Phakiti, P. De Costa, L. Plonsky, & S. Starfield (Eds.). *The Palgrave Handbook of Applied Linguistics Research Methodology* (pp. 567-594). London: Palgrave Macmillan.

25. Crossley, S. A., & Kyle, K. (2018). Assessing writing with the tool for the automatic analysis of lexical sophistication (TAALES). *Assessing Writing 38,* pp. 46-50. https://doi.org/10.1016/j.asw.2018.06.004

24. *Kim, Y. J., Crossley, S. A., Jung, Y. J., Kyle, K., & Kang, S. H. (2018). The effects of task repetition and task complexity on L2 lexicon use. In M. Bygate (Ed.). *Learning Language through Task Repetition.* Amsterdam: John Benjamins. https://doi.org/10.1075/tblt.11

23. Kim, M., Crossley, S. A., & Kyle, K. (2018). Lexical sophistication as a multidimensional phenomenon: Relations to second language lexical proficiency, development, and writing quality. *The Modern Language Journal 102*(1), pp. 120-141. https://doi.org/10.1111/modl.12447

22. Kyle, K. & Crossley, S. A. (2018). Measuring syntactic complexity in L2 writing using fine-grained clausal and phrasal indices. *Modern Language Journal 102*(2), pp. 333-349. https://doi.org/10.1111/modl.12468

21. **Kyle, K.**, Crossley, S. A., & Berger, C. (2018). The tool for the analysis of lexical sophistication (TAALES): Version 2.0. *Behavior Research Methods 50*(3)*,* pp. 1030-1046. https://doi.org/10.3758/s13428-017-0924-4

20. Berger, C. M., Crossley, S., & **Kyle, K.** (2017). Using novel word context measures to predict human ratings of lexical proficiency. *Educational Technology & Society 20*(2), pp. 201-212. https://www.jstor.org/stable/90002175

19. Crossley, S. A., **Kyle, K.**, & McNamara, D. S. (2017). Sentiment analysis and social cognition engine (SEANCE): An automatic tool for sentiment, social cognition, and social order analysis. *Behavior Research Methods 49*(3), pp. 803-821. http://doi.org/10.3758/s13428-016-0743-z

18. Crossley, S. A., Russell, D. R., **Kyle, K.**, & Römer, U. (2017). Applying natural language processing tools to a student academic writing corpus: How large are disciplinary differences across science and engineering fields? *Journal of Writing Analytics 1*, pp. 48 - 81. http://doi.org/10.37514/JWA-J.2017.1.1.04

17. Crossley, S. A., Skalicky, S., Dascalu, M., McNamara, D. S., & **Kyle, K.** (2017). Predicting text comprehension, processing, and familiarity in adult readers: New approaches to readability formulas. *Discourse Processes 54*(5-6), 340-359. http://doi.org/10.1080/0163853X.2017.1296264

16. **Kyle, K.** & Crossley, S. A. (2017). Assessing syntactic sophistication in L2 writing: A usage-based approach. *Language Testing 34*(4), pp. 513-535. http://doi.org/10.1177/0265532217712554

15. †Peffer, M. E. & **Kyle, K.** (2017). Assessment of language in authentic science inquiry reveals putative differences in epistemology. In M. Hatala (Ed.), *Proceedings of the Seventh International Learning Analytics & Knowledge (LAK) Conference* (pp. 138-142). https://doi.org/10.1145/3027385.3027425

14. †Crossley, S. A, **Kyle, K.**, Davenport, J., & McNamara, D. S. (2016). Automatic assessment of constructed response data in a chemistry tutor. In T. Barnes, M. Chi, & M. Feng (Eds.), *Proceedings of the 9th International Educational Data Mining (EDM) Society Conference* (pp. 336-340)*.*

13. Crossley, S. A., **Kyle, K.**, & McNamara, D. S. (2016). The development and use of cohesive devices in L2 writing and their relations to judgments of essay quality. *Journal of Second Language Writing 32*, pp. 1-16. http://doi.org/10.1016/j.jslw.2016.01.003

12. Crossley, S. A., **Kyle, K.**, & McNamara, D. S. (2016). The tool for the automatic analysis of text cohesion (TAACO): Automatic assessment of local, global, and text cohesion. *Behavior Research Methods 48*(4), pp. 1227-1237. http://doi.org/10.3758/s13428-015-0651-7

11. Crossley, S. A., **Kyle, K.**, & Salsbury, T. (2016). A usage-based investigation of L2 lexical acquisition: The role of input and output. *The Modern Language Journal 100*(3), pp. 702–715. http://doi.org/10.1111/modl.12344

10. **Kyle, K.** & Crossley, S. A. (2016). The relationship between lexical sophistication and independent and source-based writing. *Journal of Second Language Writing 34*, pp. 12-24*.* http://doi.org/10.1016/j.jslw.2016.10.003

9. **Kyle, K.**, Crossley, S. A., McNamara, D. S. (2016). Construct validity in TOEFL iBT speaking tasks: Insights from natural language processing. *Language Testing 33*(3), pp. 319-340: http://doi.org/10.1177/0265532215587391

8. Crossley, S. A., **Kyle, K.**, & McNamara, D. S. (2015). To aggregate or not? Linguistic features in automatic essay scoring and feedback systems. *Journal of Writing Assessment 8*(1). http://www.journalofwritingassessment.org/article.php?article=80

7. **Kyle, K.** & Crossley, S. A. (2015). Automatically assessing lexical sophistication: Indices, tools, findings, and application. *TESOL Quarterly 49*(4), pp. 757-786. http://doi.org/10.1002/tesq.194

6. **Kyle, K.**, Crossley, S.A., & Kim, Y. J. (2015). Native Language Identification and Writing Proficiency. *International Journal of Learner Corpus Research 1*(2), pp. 187-209. http://doi.org/10.1075/ijlcr.1.2.01kyl.

5. Crossley, S. A., **Kyle, K.**, Allen, L., Gou, L., & McNamara, D. S. (2014). Linguistic microfeatures to predict L2 writing proficiency: A case study in automated writing evaluation. *Journal of Writing Assessment 7*(1). http://www.journalofwritingassessment.org/article.php?article=74

4. †Crossley, S. A., **Kyle, K.**, Allen, L, & McNamara, D. S. (2014). How important are grammar and mechanics in writing assessment and instruction? Evidence from essay analyses. Stamper, J., Pardos, Z., Mavrikis, M., & McLaren, B.M. (Eds.). *Proceedings of the 7th Educational Data Mining (EDM) Conference.* (pp. 300-303). Heidelberg, Berlin, Germany: Springer.

3. Crossley, S. A., Varner, L. K., **Kyle, K.**, & McNamara, D.S. (2014). Analyzing discourse processing using a simple natural language processing tool (SiNLP). *Discourse Processes, 51*(5-6), pp. 511-534. http://doi.org/10.1080/0163853X.2014.910723

2. †Crossley, S. A., Defore, C., Kyle, K, Dai, J., & McNamara, D. S. (2013). Paragraph Specific N-Gram Approaches to Automatically Assessing Essay Quality. *Proceedings of the Educational Data Mining (EDM) Conference.*

1. †**Kyle, K.**, Crossley, S.A., Dai, J., & McNamara, D.S. (2013). Native language identification: A key n-grams approach. In *Proceedings of the 8th Workshop on Innovative Use of NLP for Building Educational Applications*. Atlanta, GA.

## *Other publications (5)*

5. **Kyle, K.** (2022). Some trends in vocabulary research: A discussion of three papers presented at the JALT Vocabulary SIG. *Vocabulary Learning and Instruction, 11*(2), pp. 38-47. https://doi.org/10.7820/vli.v11.2kyle

4. **Kyle, K.** (2021). Natural language processing for learner corpus research (introduction to the special issue). *International Journal of Learner Corpus Research, 7*(1), pp. 1-16. https://doi.org/10.1075/ijlcr.00019.int

3. *Long, A., **Kyle, K.**, & Crookes, G. (2020). Navigating the academic job market. In L. Plonsky (Ed.). *Professional development in applied linguistics: A guide to success for graduate students and early career faculty* (pp. 80-98). Amsterdam: John Benjamins.

2. **Kyle, K.** (2017). Modelling quality in source-based writing tasks. In E. Snow (Ed.), *Measurement in Digital Environments White Paper Series*. Menlo Park, CA: SRI International.

1. **Kyle, K.** (2013). [Review of the book *Research methods in second language acquisition: A Practical Guide* by Alison Mackey and Susan M. Gass (Eds.)]. *System*.

## **Other Research Products**

*Listed below are software that I developed (often in collaboration with colleagues). Although many minor upgrades are published, the citations below reference the most recently published major versions.*

## Desktop Tools with Graphical User Interfaces

10. Kyle, K. & Jarvis, S. (2019). *Tool for the automatic analysis of lexical diversity (TAALED)* (Version 1.4.1) [software]. NLP for the Social Sciences. https://www.linguisticanalysistools.org/taaled.html

9. Kyle, K. (2018). *Tool for the automatic analysis of syntactic sophistication and complexity (TAASSC)* (version 1.3.8) [software]. NLP for the Social Sciences. https://www.linguisticanalysistools.org/taassc.html

8. Kyle, K. & Crossley, S. A. (2018). *Tool for the automatic analysis of lexical sophistication (TAALES)* (version 2.8.1) [software]. NLP for the Social Sciences. https://www.linguisticanalysistools.org/taales.html

7. Kyle, K., Crossley, S. A., & Dascalu, M. (2018). *Tool for the automatic analysis of cohesion (TAACO)* (version 2.0.4) [software]. NLP for the Social Sciences. https://www.linguisticanalysistools.org/taaco.html

6. Kyle, K., Crossley, S.A. & McNamara, D. S. (2018). *Sentiment analysis and cognition engine (SEANCE)* (version 1.2.0) [software]. NLP for the Social Sciences. https://www.linguisticanalysistools.org/seance.html

5. Kyle, K. (2017). *Custom list analyzer (CLA)* (version 1.1.1) [software]. NLP for the Social Sciences. https://www.linguisticanalysistools.org/cla.html

4. Kyle, K., Crossley, S. A., & McNamara, D. S. (2017). *Tool for the automatic analysis of cohesion (TAACO)* (version 1.5.4) [software]. NLP for the Social Sciences. https://www.linguisticanalysistools.org/taaco.html

3. Kyle, K. & Crossley, S. A. (2016). *Constructed response analysis tool (CRAT)* (version 1.0.5) [software]. NLP for the Social Sciences. https://www.linguisticanalysistools.org/crat.html

2. Crossley, S. A., Kyle, K., & McNamara, D. S. (2014). *Simple natural language processing (SiNLP)* (version 1.0.0) [software]. NLP for the Social Sciences. https://www.linguisticanalysistools.org/sinlp.html

1. Kyle, K. & Crossley, S. A. (2015). *Tool for the automatic analysis of lexical sophistication (TAALES)* (version 1.4.0) [software]. NLP for the Social Sciences. https://www.linguisticanalysistools.org/taales.html

## Select Python Packages and Select other Published Code

7. Kyle, K., Biber, D., Reppen, R., Egbert, J. (2024) *LxGrTgr* [software]. GitHub. https://github.com/kristopherkyle/LxGrTgr

6. Kyle, K., Diez-Ortega, M, & Consolini, C. (2023) *TAALES_ES* [software]. GitHub. https://github.com/LCR-ADS-Lab/TAALES_ES

5. Kyle, K., Eguchi, M., & Sung, H. (2022). *Python linguistic analysis tools (pylats)* (version 0.37). The Python Package Index. https://pypi.org/project/pylats/

4. Kyle, K., Sung, H., & Eguchi, M. (2022). *Tool for the automatic analysis of lexical diversity (TAALED)* (version 0.32). The Python Package Index. https://pypi.org/project/taaled/

3. Kyle, K. (2020). *Constructed response analysis tool – two source* (version 1.0) [software]. GitHub. https://github.com/kristopherkyle/CRAT-two-source-AW#analyze-source-text-use-in-integrated-production-tasks

2. Kyle, K. & Jarvis, S. (2020). *lexical-diversity* (version 0.1.1) [software]. The Python Package Index. https://pypi.org/project/lexical-diversity/
1. Kyle, K. (2019). *corpus-toolkit* (version 0.29.0) [software]. The Python Package Index. https://pypi.org/project/corpus-toolkit/

### *Annotated Corpora*
2. Kyle, K. & Sung, H. (2023). Argument structure construction (ASC) treebank. https://github.com/LCR-ADS-Lab/ASC-Treebank
1. Kyle, K. & Eguchi, M. (2022). Dependency treebank of spoken L2 English (SL2E). https://github.com/UniversalDependencies/UD_English-ESLSpok/tree/master

## Presentations
### *Invited Talks (24)*

24. Kyle, K. (October, 2024). *Leveraging LLMs in computer assisted language learning: A call for construct validity.* Keynote talk at NLP4CALL2024: Natural Language Processing for Computer-assisted Language Learning. Université Rennes 2, Rennes, France.

23. Sung, H. & Kyle, K. (September, 2024) *Construction of high-quality annotated corpora*. Pre-Conference Workshop at AACL2024: International American Association for Corpus Linguistics Conference. University of Oregon, Eugene, Oregon.

22. Kyle, K., Egbert, J., Biber, D., & Reppen, R. *Conducting lexicogrammatical corpus analyses with the Lexicogrammatical Tagger (LxGrTagger)*. Pre-Conference Workshop at AACL2024: International American Association for Corpus Linguistics Conference. University of Oregon, Eugene, Oregon.

21. Kyle, K. (November, 2023). *Linguistic support for the validity of performance assessment tasks.* Invited Talk for a Duolingo Language Assessment Expert Focus Group. Duolingo Office, Seattle, Washington.

20. Kyle, K. (November, 2022). *Leveraging NLP in [applied] linguistics research: Improving accuracy and extracting new features*. University of Oregon Linguistics Colloquium.

19. Kyle, K. (October, 2022). *JALT Vocabulary SIG Invited Discussant Talk*. Japanese Association for Language Teaching. [Virtual]

18. Kyle, K. (November, 2021). *How to sound smart: Harnessing linguistic big data to investigate readers' and listeners' perceptions of linguistic sophistication and language proficiency*. Invited Talk, Harding University. Searcy, Arkansas.

17. Kyle, K. (November, 2021). *Modelling productive proficiency using corpus-based and behavioral norms*. Invited talk, University of Memphis. [synchronous virtual talk]

16. Kyle, K. (October, 2021). *Corpus linguistics and the analysis of L2 spoken and written texts*. Invited talk, University of Murcia. Murcia, Spain. [synchronous virtual talk]

15. Kyle, K. (October, 2021). *Learner corpus research and natural language processing: Intersections and future directions.* Invited plenary talk at the 2021 Applied Linguistics Association of Korea Conference (ALAK 2021). Seoul, South Korea. [asynchronous virtual talk]

14. Kyle, K. (July, 2021). *Lexicogrammatical constructions and complexity research: Contingency, frequency, and salience at different levels of granularity.* Invited talk as a featured speaker in the "Challenging the state of the art in L2 complexity research"

symposium at the 19th International Association of Applied Linguistics World Congress (AILA 2021). Groningen, Netherlands. [online, Originally scheduled for 2020]

13. Kyle, K. (June, 2021). *Measuring productive lexical proficiency in learner corpora.* Invited four-part series of talks as part of the Temple University Japan Distinguished Lecturer Series. Osaka and Tokyo, Japan [online].

12. Kyle, K. (April, 2021). *Experiences Matter: A Circuitous Path to a Research Career.* Undergraduate Research Conference at Harding University. Searcy, Arkansas [online].

11. Kyle, K. (January, 2021). NLP in applied linguistics: *Target language domains, rater cognition, and improving classification accuracy*. Invited colloquium talk for the Computer and Information Science department at the University of Oregon. Eugene, Oregon [online].

10. Crossley, S. A. & Kyle, K. (July, 2020). *Automatically assessing lexical features in learner corpora*. Invited workshop as part of the Applied Linguistics and Language Studies (LAEL) at São Paul Catholic University's 50th Anniversary Webinar Series. São Paulo, Brazil [online].

9. Kyle, K. (November, 2019). *Measuring lexical (and lexicogrammatical) proficiency from a multivariate perspective*. Invited presentation for the Graduate Linguists of Oregon Student Society (GLOSS) Colloquium Series. Eugene, Oregon.

8. Kyle, K. (September, 2019). *Using learner corpora to study SLA.* Invited workshop at the 2019 Second Language Research Forum (SLRF 2019). East Lansing, MI.

7. Kyle, K. (July, 2019). *A framework for measuring productive lexical proficiency as a multidimensional construct*. Invited colloquium presentation at the Vocab@Leuven conference. Leuven, Belgium.

6. Kyle, K. (March, 2019). *Automatically assessing multiple features of lexical sophistication with TAALES.* Invited colloquium presentation at the 2019 Association of American Applied Linguistics Conference (AAAL 2019).

5. Kyle, K. (January, 2019). *Measuring lexical (and lexicogrammatical) proficiency from a multivariate perspective.* Keynote presentation at the 32nd Cheongram Curriculum and Instruction Forum International Conference. Korea National University of Education, Cheongju, South Korea.

4. Crossley, S. A. & Kyle, K. (September, 2018). *An introduction to natural language processing tools: The curious case of the lexicon.* Invited workshop at the 14th American Association for Corpus Linguistics Conference (AACL 2018). Atlanta, GA.

3. Kyle, K. (March, 2017). *A scalable approach to the extraction of constructions: Replicable (semi-) automatic techniques for analyzing linguistic patterns*. Invited workshop given at the University of Basel. Basel, Switzerland.

2. Kyle, K. (January, 2017). *Classroom testing, evaluation, and assessment.* Invited talk given at the 121st Workshop for Teachers of English by the Center for Asia-Pacific Exchange (CAPE). Honolulu, HI.

1. Crossley, S. A. & Kyle, K. (October, 2015). *Natural language processing tools and second language research.* Invited workshop at the 34th Second Language Research Forum. Atlanta, GA.

***Other Talks and Presentations (51)***

51. Sung, H. & Kyle, K. (September, 2024). *Building a robust argument structure construction (ASC) treebank and an automatic ASC tagger.* Presentation at the 16th International

American Association for Corpus Linguistics Conference (AACL2024). University of Oregon, Eugene, Oregon.

50. Kyle, K. & Sung, H. (March, 2024). *The relationship between L2 holistic writing proficiency scores and characteristics of argument structure construction use.* Presentation at the 2024 Association of American Applied Linguistics Conference (AAAL 2024). Houston, Texas.

49. Sung, H. & Kyle, K. (March, 2024). *The relationship between L2 oral proficiency interview scores and characteristics of argument structure construction use.* Presentation at the 2024 Association of American Applied Linguistics Conference (AAAL 2024). Houston, Texas.

48. Kyle, K. & Sung, H. (May, 2023). *Robust automatic annotation of argument structure constructions*. Presentation at the 12th International Conference on Construction Grammar (ICCG12). Prague, Czech Republic.

47. Sung, H. & Kyle, K. (May, 2023). *Automatic identification of motion constructions in L1/L2 English spoken corpora*. Presentation at the 12th International Conference on Construction Grammar (ICCG12). Prague, Czech Republic.

46. Diez-Ortega, M. & Kyle, K. (March, 2023). *The development of lexical richness in L2 Spanish: A longitudinal learner corpus study*. Presentation at the 2023 Association of American Applied Linguistics Conference (AAAL 2023). Portland, Oregon.

45. Kyle, K. (March, 2023). *Written and spoken linguistic demands of technology-mediated learning environments.* Colloquium Presentation at the 2023 Association of American Applied Linguistics Conference (AAAL 2023). Portland, Oregon.

44. Kyle, K., Sung, H., Eguchi, M., & Zenker, F. (March, 2023). *The reliability and validity of lexical diversity indices in second language oral productions.* Presentation at the 2023 Association of American Applied Linguistics Conference (AAAL 2023). Portland, Oregon.

43. Sung, H. & Kyle, K. (March, 2023). *Exploring evenness lexical diversity indices in L2 English writen and spoken corpora*. Presentation at the 2023 Association of American Applied Linguistics Conference (AAAL 2023). Portland, Oregon.

42. Kyle, K. & Sung, H. (March, 2023). *An argument structure construction treebank.* Presentation at 2023 Georgetown University Roundtable on Linguistics. Washington, District of Columbia.

41. Kyle, K. & Eguchi, M. (September, 2022). *Accuracy of part of speech taggers and dependency parsers with first and second language written and spoken texts*. Presentation at the 2022 Association for Corpus Linguistics Conference (AACL 2022). Flagstaff, AZ.

40. Kyle, K., Sung, H., Eguchi, M., & Zenker, F. (September, 2022). *Evaluating the reliability and validity of lexical diversity indices in second language oral corpora.* Presentation at the 2022 Association for Corpus Linguistics Conference (AACL 2022). Flagstaff, AZ.

39. Kyle, K., Eguchi, M., Miller, A., & Sither, T. (July, 2022). *A dependency treebank of spoken second language English.* Poster Presentation at the 2022 Workshop on Innovative Use of NLP for Building Educational Applications (BEA 2022). Seattle, WA.

38. Kyle, K. & Eguchi, M. (March 2022). *Empirically evaluating the use of NLP tools in second language writing and speech.* Presentation at the 2022 Association of American Applied Linguistics Conference (AAAL 2022). Pittsburgh, PA.

37. Kyle, K., Eguchi, M., & Choe, D. (March, 2021). *Register variation in spoken and written language use across traditional and technology-mediated learning environments.*

Presentation at the 2021 Association of American Applied Linguistics Conference (AAAL 2021). [virtual]

36. Diez-Ortega, M. & Kyle, K. (October, 2020). *Measuring the development of lexical richness in a longitudinal Spanish learner corpus.* Presentation at the 39th Second Language Research Forum (SLRF 2020). Nashville, Tennessee.

35. Diez-Ortega, M. & Kyle, K. (March, 2020). *Measuring the development of lexical sophistication in a longitudinal Spanish learner corpus*. Presentation at the 2020 Association of American Applied Linguistics Conference (AAAL 2020). Denver, CO [cancelled due to COVID-19].

34. Eguchi, M. & Kyle, K. (March, 2020). *The role of componential vocabulary knowledge in lexical use during L2 speech production*. Presentation at the 2020 Association of American Applied Linguistics Conference (AAAL 2020). Denver, CO [cancelled due to COVID-19].

33. Kyle, K. & Eguchi, M. (March, 2020). *Assessing written and spoken lexical proficiency using dependency-based collocations*. Presentation at the 2020 Association of American Applied Linguistics Conference (AAAL 2020). Denver, CO [cancelled due to COVID-19].

32. Eguchi, M., Kyle, K., & Suzuki, S. (September, 2019). *Measuring L2 lexical networks: A corpus-based approach to word association task*. Presentation at the 2019 Second Language Research Forum (SLRF 2019). East Lansing, MI.

31. Kyle, K. & Eguchi, M. (July, 2019). *Measuring productive lexical proficiency using dependency-based collocations.* Presentation at the Vocab@Leuven Conference. Leuven, Belgium.

30. Kyle, K. & Zenker, F. (March, 2019). *Development of text length guidelines for the measurement of lexical sophistication*. Presentation at the 2019 Association of American Applied Linguistics Conference (AAAL 2019). Atlanta, GA.

29. Zenker, F. & Kyle, K. (March, 2019). *Investigating Minimum Text Lengths for Lexical Diversity Indices*. Presentation at the 2019 Association of American Applied Linguistics Conference (AAAL 2019). Atlanta, GA.

28. Kyle, K., LaFlair, G., & Ziegler, N. (September, 2018). *The TMLE-Corpus project: Academic language in technology-mediated contexts.* Presentation at the 14th American Association for Corpus Linguistics Conference (AACL 2018). Atlanta, GA.

27. Crossley, S. A., Skalicky, S., & Kyle, K. (March, 2018). *What's the frequency in it? A longitudinal analysis of second language lexical development*. Presentation at the 2018 Association of American Applied Linguistics Conference (AAAL 2018). Chicago, IL.

26. Kyle, K. (March, 2018). *The relationship between automatic indices of source text use and holistic scores of TOEFL integrated writing responses*. Presentation at the 2018 Association of American Applied Linguistics Conference (AAAL 2018). Chicago, IL.

25. Monteiro, K., Crossley, S. A., & Kyle, K. (March, 2018). *In search of new benchmarks: Using non-native lexical frequency and contextual diversity indices to assess language learning.* Presentation at the 2018 Association of American Applied Linguistics Conference (AAAL 2018). Chicago, IL.

24. Kyle, K. (February, 2018). *Measuring verb-argument construction use: A comprehensive, automated approach*. Presentation at the 3rd Constructionist Approaches to Language Pedagogy (CALP) Conference. Austin, TX.

23. Kyle, K. (May, 2017). *Using corpus derived indices related to words, n-grams, and verb argument constructions to predict L2 writing quality*. Presentation at the 38th International Computer Archive of Modern and Medieval English (ICAME) Conference. Prague, Czech Republic.

22. Kyle, K. & Crossley, S. A. (April, 2017). *Measuring longitudinal writing development: A usage based perspective.* Presentation at the first Learner Corpus Based Approaches to Second Language Acquisition Workshop. Utrecht, Netherlands.

21. Garner, J. G., Crossley, S. A., & Kyle, K. (March, 2017). *N-gram measures and L2 writing quality.* Presentation at the 2017 Association of American Applied Linguistics Conference (AAAL 2017). Portland, OR.

20. Kyle, K. & Crossley, S. A. (March, 2017). *Measuring longitudinal writing development: A usage based perspective.* Presentation at the 2017 Association of American Applied Linguistics Conference (AAAL 2017). Portland, OR.

19. Berger, C. M., Crossley, S. A., Kyle, K. (September, 2016). *Using native-speaker word recognition norms to assess spoken lexical proficiency in L2 learners.* Presentation at the 35th Second Language Research Forum. New York, NY.

18. Kyle, K. & Crossley, S. A. (September, 2016). *Measuring longitudinal writing development: A usage based perspective.* Presentation at the 35th Second Language Research Forum. New York, NY.

17. Crossley, S. A., Kyle, K., & Berger, C. M. (April, 2016). *Assessing lexical proficiency using the English Lexicon Project and a bit more*. Paper presentation at the 2016 American Association for Applied Linguistics (AAAL) Conference. Orlando, Florida, USA.

16. Kyle, K. & Crossley, S. A. (April, 2016). *Assessing written L2 lexical proficiency: The varying roles of word frequency, n-gram frequency, and n-gram association strength.* Presentation at the 2016 Association of American Applied Linguistics Conference (AAAL 2016). Orlando, FL.

15. Crossley, S. A., Kyle, K., & Salsbury, T. (October, 2015). *A usage-based investigation of L2 lexical acquisition: The role of input and output.* Presentation at the 34th Second Language Research Forum. Atlanta, GA.

14. Kyle, K. & Crossley, S. A. (October, 2015). *Predicting holistic scores of TOEFL essays using indices of syntactic development: New Perspectives.* Presentation at the 34th Second Language Research Forum. Atlanta, GA.

13. Kyle, K. & Crossley, S. A. (June, 2015). *Writing task performance: A usage based perspective.* Presentation at the second Thinking, Doing, Learning conference. Groningen, Netherlands.

12. Kyle, K. & Crossley, S. A. (May, 2015). *Measuring syntactic development in longitudinal learner corpora from a usage-based perspective.* Presentation at the 36th International Computer Archive of Modern and Medieval English (ICAME) Conference. Trier, Germany.

11. Kyle, K. & Crossley, S. A. (March, 2015). *Automatically assessing syntactic complexity: Traditional, revised, & new measures.* Presentation at the Annual American Association for Applied Linguistics Conference, Toronto, Canada.

10. Crossley, S.A. & Kyle, K. (March 2015). *Automatically assessing lexical proficiency using TAALES: Applications for assessment.* Roundtable presentation at the Annual American Association for Applied Linguistics Conference, Toronto, Canada.

9. Murphy, C. M., Kostenko, O., Kyle, K., & Skalicky, S. (October, 2014). *Differential rater functioning in L2 writing performance assessment: Language sub-scales and multi-word units.* Presentation at the 33rd Second Language Research Forum, Columbia, South Carolina.

8. Crossley, S. A., Kyle, K., Varner, L, & McNamara, D. S. (July, 2014). How important are grammar and mechanics in writing assessment and instruction? Evidence from essay analyses. *Presentation at the 7th Educational Data Mining (EDM) Conference.* Heidelberg, Berlin, Germany: Springer.

7. Kyle, K., Crossley, S. A., & McNamara, D.S. (March, 2014). *Construct validity of TOEFL iBT spoken assessment tasks: Insights from natural language processing.* Presentation at the Annual American Association for Applied Linguistics Conference, Portland, OR.

6. Kyle, K. & Crossley, S.A. (October, 2013). *The effects of proficiency on crosslinguistic influence.* Presentation at the 32nd Annual Second Language Research Forum, Provo, UT.

5. Crossley, S. A., Defore, C., Kyle, K., Dai, J., & McNamara, D. S. (July, 2013). *Paragraph specific n-gram approaches to automatically assessing essay quality.* Presentation at the Sixth International Conference on Educational Data Mining, Memphis, TN.

4. Kyle, K., Crossley, S.A., Dai, J., & McNamara, D.S. (June, 2013). *Native language identification: A key ngrams approach.* Presentation at the Annual Conference of the North American Association for Computational Linguistics, Atlanta, GA.

3. Kyle, K. (September, 2012). *Objective measures of ESL/EFL writing quality.* Presentation at the Symposium on Second Language Writing 2012, West Lafayette, IN.

2. Ehlers-Zavala, F., Kyle, K., Novak, J., Thorson, L., Correa-Dominguez, M., & Flahive, D. (March, 2012). *Teachers' current views on bilingual/L2 reading research and their professional practices.* Presentation at the American Association for Applied Linguistics (AAAL) Conference 2012, Boston, MA.

1. Kyle, J. & Kyle, K. (November, 2011). *Vocabulary Selection: What, why, and how.* Presentation at the 35th Colorado Affiliate of Teachers of English to Speakers of Other Languages Conference, Denver, CO.


**Teaching**
*Courses Taught*
*Note that asterisks (*) in this section denotes courses that I designed or substantially redesigned.*
*Structure of English Words (LING 150),* Fall 2022; Winter 2023; Spring 2023; Winter 2024; Spring 2024, University of Oregon [web-based course with > 200 students]

***Research Methods in Applied Linguistics (LING 410/510)**, Winter 2020; Winter 2021; Winter 2022; Winter 2023; Winter 2024, University of Oregon

***Corpus Linguistics (LING 493/593)**, Fall 2021; Fall 2022, University of Oregon

**Testing and Assessment (LT 449/549)*, Spring 2020; Spring 2021; Spring 2022; Spring 2024, University of Oregon

***Corpus Linguistics Working Group (LING 601)**, Winter 2021; Spring 2021, University of Oregon

**Introduction to Linguistic Behavior (LING 302)*, Winter 2020; Spring 2020; Fall 2021; Winter 2021, University of Oregon

**Second Language Quantitative Research (SLS 670)*, Spring 2019, University of Hawaiʻi

*Second Language Acquisition (SLS 650)*, Spring 2017; Spring 2018; Spring 2019, University of Hawaiʻi

*Applied Natural Language Processing (SLS 680R)*, Fall 2018, University of Hawaiʻi
*Introduction to Teaching Second Languages (SLS 610)*, Fall 2018, University of Hawaiʻi
***Introduction to Corpus Linguistics and Learner Corpus Research (SLS 480R)***, Summer 2018, University of Hawaiʻi
***Learner Corpus Research (SLS 750)***, Fall 2017; Spring 2018, University of Hawaiʻi
*Second Language Learning (SLS 302)*, Fall 2016; Fall 2017; Spring 2017, University of Hawaiʻi

**Thesis Advising**
*Principal PhD Advisor* **(current)**
Sung, Hakyung (Spring, 2025).
Consolini, Carla (Summer, 2025).
Rahimi, Zeinab (Spring, 2029).

*Principal PhD Advisor* **(graduated)**
Eguchi, Masaki (2023). *Automatic analysis of epistemic stance-taking in academic English writing: A systemic functional approach.* [PhD Advisor]

*Principal MA Advisor* **(graduated)**
Stevens, Andrew (2021). *Corpus based flipped classroom curriculum for community college ESL.* [MA Project Advisor/First Reader]
Hirota, Yoshisha (2020). *Differentiating an EFL middle-school class through TBLT with English as a Lingua Franca in mind: A teaching and materials portfolio.* [MA Project Advisor/First Reader]

*Principal BA Honor Thesis Advisor* **(current)**
Dussan, Hana (Spring, 2025).

*PhD Dissertation Committee Member* **(graduated)**
Guzman-Nateras, Luis (2023). *Improving cross-lingual transfer learning for event detection.* [Dissertation Committee Member, Computer Science, University of Oregon]
Hung, Hsiao-Hsuan (2023). *Conceptual network in creative morphology: The linguistic representation of the quality of perception in Chinese.* [Dissertation Committee Member, EALL, University of Oregon]
Khushik, Ghulam (2023). *How do the Common European Framework levels differ in terms of linguistic features? Analysing English language learners' written corpora by using Natural Language Processing tools.* [Dissertation Committee Member, University of Jyvaskyla, Finland]
Veyseh, Amir (2023). *Structure-based models for neural information extraction.* [Dissertation Committee Member, Computer Science, University of Oregon]
Devore, Susanne (2022). *Lexico-grammatical complexity and its longitudinal development in L2 Mandarin writing: A dynamic usage-based approach using network science.* [Dissertation Committee Member, University of Hawaiʻi]
Lee Brockway, Catherine (2021). *Maximizing the efficacy of vocabulary building in in ʻŌlelo Hawaiʻi: A case study of lexicon related to landscape.* [Dissertation Committee Member, University of Hawaiʻi]

An, Hyunjung (2020). *The efficacy of written corrective feedback on KFL learners' writing.* [Dissertation Committee Member, University of Hawai'i]

Jung, Bookyung (2020). *Verb usage patterns for the locative functions of three adverbial postpositions (-ey, -eyse and -(u)lo) in Korean: An analysis of L1 corpora and textbooks for L2 learning.* [Dissertation Committee Member, University of Hawai'i]

Monteiro-Vanderbilt, Katia (2020). *Developing and testing alternative benchmarks of lexical sophistication: L2 lexical frequency, semantic context, and word recognition indices.* [Dissertation Committee Member, Georgia State University]

Shin, Gyu-ho (2020). *Connecting input to comprehension: First language acquisition of active transitives and suffixal passives by Korean-speaking preschool children.* [Dissertation Committee Member, University of Hawai'i]

Zhou, Lin (2020). *Let's play a game while writing.* [Dissertation Committee Member, University of Hawai'i]

Zhou, Jing (2018). *Component skills of reading among learners of Chinese as a second language.* [Dissertation Committee Member, University of Hawai'i]

Riggs, Reed (2018). *Dynamic interfaces in beginning l2 mandarin construction learning: A usage-based investigation of frequency distribution, communicative function and salience.* [Dissertation Committee Member, University of Hawai'i]

### PhD Comprehensive Exam/Qualifying paper committees

Consolini, Carla (2021). *A game-based approach to Spanish L2 vocabulary intake and retention in the second language classroom.* [Qualifying Paper Reviewer, University of Oregon]

Potraz, Jill (2021). *What Does Mean Length of Utterance (MLU) Measure in School-Aged Children's Language and How Should it be Defined?* [Qualifying Paper Reviewer, University of Oregon]

Eguchi, Masaki (2020). *Continuing to explore the multidimensional nature of lexical sophistication: The case of oral proficiency interviews* [Qualifying Paper Advisor, University of Oregon]

Potraz, Jill (2020). *Anticipatory V-to-V coarticulation in the context of developing speech motor skills and speech rhythm acquisition.* [Qualifying Paper Reviewer, University of Oregon]

Devore, Susanne (2020). *Comprehensive exams* [Committee Member, University of Hawai'i]

An, Hyunjung (2018). *Comprehensive exams* [Committee Member, University of Hawai'i]

Hwang, Haerim (2018). *Comprehensive exams* [Committee Member, University of Hawai'i]

Rock, Kristin (2018). *Comprehensive exams* [Committee Member, University of Hawai'i]

Smith, George (2018). *Comprehensive exams* [Committee Member, University of Hawai'i]

Zhou, Lin (2018). *Comprehensive exams* [Committee Member, University of Hawai'i]

Riggs, Reed (2017). *Comprehensive exams* [Committee Member, University of Hawai'i]

### Service to the Field
### Academic Journals

Associate Editor (2022-2024). *Language Learning*

Editor, Special Issue (2020-2021). *International Journal of Learner Corpus Research.*

Advisory Board Member (2021- ). *Routledge Advances in Corpus Linguistics* [book series]

Editorial Board Member (2025-2028). *Language Testing*

Editorial Board Member (2020- ). *Elements in Corpus Linguistics*

Editorial Board Member (2020- ). *Journal of Second Language Writing*

Editorial Board Member (2017- ). *International Journal of Applied Linguistics*
Editorial Board Member (2017- ). *International Journal of Learner Corpus Research*
Editorial Board Member (2019-2022). *TESOL Quarterly*
Ad-hoc Reviewer. *Applied Psycholinguistics*
Ad-hoc Reviewer. *Assessing Writing*
Ad-hoc Reviewer. *Behavior Research Methods*
Ad-hoc Reviewer. *Computers and Education*
Ad-hoc Reviewer. *Corpus Linguistics and Linguistic Theory*
Ad-hoc Reviewer. *Innovation in Language Learning and Teaching*
Ad-hoc Reviewer. *International Journal of Applied Linguistics*
Ad-hoc Reviewer. *International Journal of Corpus Linguistics*
Ad-hoc Reviewer. *International Journal of English Studies*
Ad-hoc Reviewer. *International Review of Applied Linguistics in Language Teaching*
Ad-hoc Reviewer. *Journal of Second Language Writing*
Ad-hoc Reviewer. *Language Assessment Quarterly*
Ad-hoc Reviewer. *Language Learning*
Ad-hoc Reviewer. *Language Learning & Technology*
Ad-hoc Reviewer. *Language Testing*
Ad-hoc Reviewer. *Modern Language Journal*
Ad-hoc Reviewer. *PLOS ONE*
Ad-hoc Reviewer. *Psychological Methods*
Ad-hoc Reviewer. *Reading in a Foreign Language*
Ad-hoc Reviewer. *Studies in Second Language Acquisition*
Ad-hoc Reviewer. *TESL-EJ*
Ad-hoc Reviewer. *TESOL Quarterly*

***Academic Conferences***
Conference Chair (2024). American Association for Corpus Linguistics Conference
Conference Co-Chair (2015). Second Language Research Forum.
Strand Coordinator (Corpus Linguistics Strand; 2023). American Association for Applied
      Linguistics Annual Conference
Strand Coordinator (Corpus Linguistics Strand; 2019). American Association for Applied
      Linguistics Annual Conference
Strand Coordinator (Corpus Linguistics Strand; 2018). American Association for Applied
      Linguistics Annual Conference
Program Committee Member (2018). American Association for Corpus Linguistics Conference
Reviewer, Corpus Linguistics Strand (2024). American Association for Applied Linguistics
      Annual Conference
Reviewer, Research Methodology Strand (2024). American Association for Applied Linguistics
      Annual Conference
Reviewer, Vocabulary Strand (2021). American Association for Applied Linguistics Annual
      Conference
Reviewer, Assessment Strand (2020). American Association for Applied Linguistics Annual
      Conference
Reviewer, Vocabulary Strand (2020). American Association for Applied Linguistics Annual
      Conference

Reviewer, Reading, Writing, & Literacy Strand (2019). American Association for Applied
    Linguistics Annual Conference
Reviewer, Assessment Strand (2018). American Association for Applied Linguistics Annual
    Conference
Reviewer (2018). Second Language Research Forum
Reviewer, Corpus Strand (2017). American Association for Applied Linguistics Annual
    Conference
Reviewer (2016). Second Language Research Forum
Reviewer (2016). Computational Linguistics for Linguistic Complexity (workshop at COLING).

**Service to the University**
***Department-level Service Roles***
Director of Graduate Studies (2024-)
Diversity, Equity, & Inclusion Committee Chair (2022-)
Diversity, Equity, & Inclusion Committee (2020-2022 )
Graduate Research/Travel Award Committee (2019- )
Library Liaison (2019- )
Promotion case committee (2021)
Peer teaching reviews (2020, 2021, 2022, 2023)
Ad-hoc Promotion and Tenure Guidelines Committee (2021)
Ad-hoc Program Review Committee (2020-2021)
Ad-hoc PhD Curriculum Committee (2020)
Ad-hoc SLA Minor Committee (2020)
Ad-hoc Data Science Committee (2020)

***University-level Service Roles***
Member (2024-). *Faculty Personnel Committee.*
Member (2022-2023). *Faculty Senate.*
Member (2021). *Yamada Language Center Transition Task Force.*
Judge, CAS Dean Poster Awards (2021-2023). *Undergraduate Research Symposium*.

**Professional Development**
Participant (2023). *University of Oregon Summer Teaching Institute*
Participant (2022-2023). *Recently Tenured Peer Mentorship Program*
Participant (2020). *Diversity, Equity, Inclusion and Access within AAAL.* AAAL Summer
    Seminar Series
Participant (2019-2020). *New Faculty Success Program*. University of Oregon.