

CURRICULUM VITAE

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(Last revised 6-3-2021)

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1. 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

2. POSITIONS

Assistant Professor, University of Oregon Linguistics Department (September 2019-)
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)

3. HONORS & AWARDS

New Junior Faculty Award (2019). University of Oregon
Most cited article within 2 years (2017). TESOL Quarterly
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
R Bootcamp Scholarship (2013) Georgia State University
Ann Osborn Zimdahl Memorial Scholarship (2010). Colorado State University
James J. Garvey Graduate English Language Scholarship (2010). Colorado State University
TESL/TEFL Scholarship (2010-2011). Colorado State University

4. FELLOWSHIPS & GRANTS

Co-PI (2020-2021). *The development of lexico-grammatical complexity in two task types: A year-long study*. PI: Masaki Eguchi. 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: Dr. 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: Dr. 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

5. PUBLICATIONS

For first-author publications I was the lead author in all stages of the research and publication process. For student-mentored papers, I was heavily involved in all stages of the research and publication process (these are indicated with an asterisk []). For papers in which I am second author (but did not mentor a student), I contributed to conceptualization, data analysis, writing, and revision stages of the publication process. For papers with three or more authors in which I am not the first or second, I contributed to the data analysis and to the revision of the manuscript, but was only minorly involved in other stages of the research and publication process.*

5.1. Peer Reviewed (46)

5.1.1 Books (0)

5.1.2 Journal Articles (32)

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

Uchihara, T., Eguchi, M., Clenton, J., Kyle, K., Saito, K. (in press). To what extent is collocation knowledge associated with oral proficiency? A corpus-based approach to word association. *Language and Speech*.

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>

*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>

*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>

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>

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>

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>

*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>

- 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>
- 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>
- 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>
- 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>.
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>

- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>

5.1.3 Chapters (8)

- Crossley, S. A., & Kyle, K. (in press). Managing SLA data with NLP tools. In A. Berezh-Kroeker, B. McDonnell, E. Koller, & L. Collister (eds.), *Open Handbook of Linguistic Data Management*. Cambridge, MA: MIT Press.
- Kyle, K. (in press). Writing and vocabulary learning. In R. Manchón & C. Polio (Eds.). *The Routledge Handbook of Second Language Acquisition and Writing*. New York: Routledge.
- Kyle, K. & Eguchi, M. (in press). 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.
- Kyle, K. (2020). Lexis. In N. Tracy-Ventura & M. Paquot (Eds.). *Handbook of SLA and Corpora* (pp. 332-344). New York: Routledge.
- Kyle, K. (2020). Measuring lexical richness. In S. Webb (Ed.). *The Routledge Handbook of Vocabulary Studies* (pp. 454-476). New York: Routledge.

- 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.
- 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.
- 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>

5.1.4 Proceedings (5)

- 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>
- 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).
- 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.
- 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*.
- 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.

5.1.5 Other (1)

- Kyle, K., Choe, A. T., Eguchi, M., LaFlair, G. T., & Ziegler, N. (in press). A comparison of spoken and written language use in traditional and technology mediated learning environments. *ETS Research Report Series*.

5.2 Other Publications (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>
- 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.

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.

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*.

5.3 Other Research Products (13)

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.

5.3.1 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>

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>

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>

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>

Kyle, K., Crossley, S.A. & McNamara, D. S. (2018). *Sentiment analysis and cognition engine (SÉANCE)* (version 1.2.0) [software]. NLP for the Social Sciences.

<https://www.linguisticanalysistools.org/seance.html>

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

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>

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>

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>

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>

5.3.2 Select Python packages and select other published code (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>

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

6. PRESENTATIONS

6.1 Invited Talks (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.
- 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]
- 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].
- Kyle, K. (April, 2021). *Experiences Matter: A Circuitous Path to a Research Career*. Undergraduate Research Conference at Harding University. Searcy, Arkansas [online].
- 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].
- 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].
- 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.
- Kyle, K. (September, 2019). *Using learner corpora to study SLA*. Invited workshop at the 2019 Second Language Research Forum (SLRF 2019). East Lansing, MI.
- 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.
- 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).
- 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.
- 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.

- 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.
- 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.
- 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.

6.2 Other Talks (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 2020 Association of American Applied Linguistics Conference (AAAL 2020).
- Diez-Ortega & 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.
- Diez-Ortega & 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].
- 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].
- 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].
- 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.
- Kyle, K. & Eguchi, M. (July, 2019). *Measuring productive lexical proficiency using dependency-based collocations*. Presentation at the Vocab@Leuven Conference. Leuven, Belgium.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- Kyle, K. & Crossley, S. A. (June, 2015). *Writing task performance: A usage based perspective*. Presentation at the second Thinking, Doing, Learning conference. Groningen, Netherlands.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Kyle, K. (September, 2012). *Objective measures of ESL/EFL writing quality*. Presentation at the Symposium on Second Language Writing 2012, West Lafayette, IN.
- 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.
- 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.

7. TEACHING

7.1 Courses Taught (19)

Note that asterisks () in this section denotes courses that I designed or substantially redesigned*

**Corpus Linguistics Working Group (LING 601)*, Spring 2021, University of Oregon
 **Corpus Linguistics Working Group (LING 601)*, Winter 2021, University of Oregon
Introduction to Linguistic Behavior (LING 302), Winter 2021, University of Oregon
 **Research Methods in Applied Linguistics (LING 410/510)*, Winter 2021, University of Oregon
 **Corpus Linguistics (LING 493/593)*, Fall 2021, University of Oregon
Testing and Assessment (LT 449/549), Spring 2020, University of Oregon
 **Introduction to Linguistic Behavior (LING 302)*, Winter 2020, University of Oregon
 **Research Methods in Applied Linguistics (LING 410/510)*, Winter 2020, University of Oregon
 **Second Language Quantitative Research (SLS 670)*, Spring 2019, University of Hawai‘i
Second Language Acquisition (SLS 650), Spring 2019, University of Hawai‘i
 **Applied Natural Language Processing (SLS 680R)*, Fall 2018, University of Hawai‘i
Introduction to Teaching Second Languages (SLS 610), Fall 2018, University of Hawai‘i
 **Introduction to Corpus Linguistics and Learner Corpus Research (SLS 480R)*, Summer 2018, University of Hawai‘i
Second Language Acquisition (SLS 650), Spring 2018, University of Hawai‘i
 **Learner Corpus Research (SLS 750)*, Spring 2018, University of Hawai‘i
 **Learner Corpus Research (SLS 750)*, Fall 2017, University of Hawai‘i
Second Language Learning (SLS 302), Fall 2017, University of Hawai‘i
Second Language Acquisition (SLS 650), Spring 2017, University of Hawai‘i
Second Language Learning (SLS 302), Spring 2017, University of Hawai‘i
Second Language Learning (SLS 302), Fall 2016, University of Hawai‘i

7.2 Thesis Advising

7.2.1 Principal Advisor

7.2.1.1 PhD (0)

7.2.1.2 MA (2)

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]

7.2.2 Other Roles

7.2.2.1 PhD

7.2.2.1.1 Dissertation committee member (8)

Lee Brockway, Catherine (2021). *Maximizing the efficacy of vocabulary building in in ‘Ōlelo Hawai‘i: A case study of lexicon related to landscape*. [Dissertation Committee Member, University of Hawai‘i]

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]

7.2.2.1.2 Comprehensive exam/qualifying paper committees (11)

- 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]

8. SERVICE

8.1 Field

8.1.1 Academic Journals

- 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 (2020-). *Elements in Corpus Linguistics*
- Editorial Board Member (2020-). *Journal of Second Language Writing*
- Editorial Board Member (2019-). *TESOL Quarterly*
- Editorial Board Member (2017-). *International Journal of Applied Linguistics*
- Editorial Board Member (2017-). *International Journal of Learner Corpus Research*
- 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. *TESL-EJ*
Ad-hoc Reviewer. *TESOL Quarterly*

8.2.2 Academic Conferences

Conference Co-Chair (2015). Second Language Research Forum.
Strand Coordinator (Corpus Strand (2019). American Association for Applied Linguistics Annual Conference
Strand Coordinator (Corpus Strand (2018). American Association for Applied Linguistics Annual Conference
Program Committee Member (2018). 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).

8.2 University

8.2.1 Department

Diversity, Equity, & Inclusion Committee (2020-)
Graduate Research/Travel Award Committee (2019-)
Library Liaison (2019-)
Promotion case committee (2021)
Peer teaching review for Robert Elliot (2021)
Peer teaching review for Julie Sykes (2020)
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)

8.2.2 University

Member (2021). *Yamada Language Center Transition Task Force*.
Judge, CAS Dean Poster Awards (2021). *Undergraduate Research Symposium*.

9. Professional Associations

Member (2014- Present). American Association for Applied Linguistics (AAAL)

10. Other Professional Development

Participant (2020). *Diversity, Equity, Inclusion and Access within AAAL*. AAAL Summer Seminar Series
Participant (2019-2020). *New Faculty Success Program*. University of Oregon.