

CV for Talia Isaacs (PhD)

Graduate School of Education, University of Bristol, 35 Berkeley Square, Bristol, BS8 1JA

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Second Language Speech lab website: <http://www.bristol.ac.uk/speech-lab>

Personal website: <http://www.taliaisaacs.com>

Current appointment, University of Bristol (UOB)

2014– Senior Lecturer in Education, TESOL/Applied Linguistics, Graduate School of Education (GSOE), University of Bristol (UOB)

Previous appointments

2011–14 Lecturer in Education, TESOL/Applied Linguistics, GSOE, UOB

2010 Course Lecturer (sessional instructor), English and French Language Centre, McGill University, Canada

2007 Research Assistant, Department of Educational Psychology, University of Alberta, Canada

2006 Course Lecturer, Département de didactique, Université de Montréal, Canada

2005–09 Research Assistant, Teaching Assistant, and BEd TESOL English Language Proficiency Examiner, Integrated Studies in Education, McGill University

2004 Project Assistant (materials development), English and French Language Centre, McGill University

2004 Research Assistant, Ontario Institution for Studies in Education, University of Toronto, Canada

Academic degrees and qualifications

2006–11 Ph.D., Second Language Education, McGill University, Canada

2004–06 M.A., Second Language Education, Dean's Honor List, McGill University

1997–2001 B.A., Major: Music, Minors: German Studies and Italian Studies, Great Distinction, McGill University

2011–14 Postgraduate Certificate (PG Cert) in Teaching and Learning in Higher Education, UOB

2014 Fellow of the Higher Education Academy

External research funding

Trofimovich, P., Kennedy, S., Isaacs, T., & Saito, K. (2016–19). *Second language communication skills: Helping non-native university students align perceived and actual performance*. Social Sciences and Humanities Research Council of Canada Insight Grant.

Isaacs, T. (2012–16). *Fostering cross-cultural communication: Identifying the linguistic factors that promote comprehensibility in academic and workplace settings*. Marie Curie Career Integration Grant, European Commission.

Yu, G., He, L., & Isaacs, T. (2013–14). *The cognitive processes of taking IELTS academic writing task one: From concurrent think-aloud to eye-tracking with retrospective interviews*. British Council.

Isaacs, T., Trofimovich, P., & Yu, G. (2012–13). *Examining the linguistic aspects of speech that most efficiently discriminate between the upper levels of the revised IELTS pronunciation scale*. British Council.

Trofimovich, P., & Isaacs, T. (2011–13). *International students at Canadian universities: Validating*

a pedagogically-oriented pronunciation scale. Social Sciences and Humanities Research Council of Canada Insight Development Grant.

Isaacs, T. (2008–10). *Boom or bust? Pronunciation perspectives of stakeholders in the Alberta energy sector*. Sir James Lougheed Award of Distinction, Alberta Scholarship Programs.

Isaacs, T. (2007–10). *An accent on accent: Diagnostic assessment as a worthy investment*. Canada Graduate Scholarship, Social Sciences and Humanities Research Council of Canada.

Consultancies

Isaacs, T. (2016). *Automated assessment of speaking: Literature review on automated rating technology for speaking tests*. British Council.

Isaacs, T., & Yu, G. (2014). *Assessing productive skills: Assessing speaking and writing*. Association of Language Testers in Europe (ALTE) workshop, Sèvres, France.

Yu, G., Isaacs, T., Woodfield, H., & Giampapa, F. (2014). *Research development programme for Colombian ELT teacher trainers*. British Council.

Baird, J.-A., Isaacs, T., Johnson, S., Stobart, G., Yu, G., Sprague, T., & Daugherty, R. (2011). *Policy effects of PISA*. Pearson UK.

Awards and esteem indicators

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| 2015 | First former IELTS Masters Award recipient to have supervised a student awardee (MSc TESOL student Hyunjin Kim), who received the award and £1000 prize at the 2016 Language Testing Research Colloquium (LTRC), Palermo, Italy |
| 2015 | Nominated for Student Award for Outstanding Teaching, UOB |
| 2014 | Appointed Expert Member, European Association for Language Testing and Assessment |
| 2013 | PhD short-listed for Christopher Brumfit Thesis Award, <i>Cambridge University Press</i> |
| 2012 | Runner-up, Best Poster Award, <i>Association for Educational Assessment Europe</i> |
| 2008 | Best Graduate Student Paper award, <i>Canadian Modern Language Review</i> |
| 2007 | IELTS Masters Award, <i>British Council</i> , <i>Cambridge ESOL</i> , <i>IDP: IELTS Australia</i> |

Book

Isaacs, T., & Trofimovich, P. (Eds.). (in press, 2017). *Second language pronunciation assessment: Interdisciplinary perspectives*. Bristol, UK: Multilingual Matters.

Articles

- Crowther, D., Trofimovich, P., & Isaacs, T. (in press). Linguistic dimensions of second language accent and comprehensibility: Nonnative listeners' perspectives. *Journal of Second Language Pronunciation*, 2.
- Saito, K., Trofimovich, P., & Isaacs, T. (in press). Using listener judgements to investigate linguistic influences on L2 comprehensibility and accentedness: A validation and generalization study. *Applied Linguistics*.
- Saito, K., Webb, S., Trofimovich, P., & Isaacs, T. (in press). Lexical profiles of comprehensible second language speech: The role of appropriateness, fluency, variation, sophistication, abstractness and sense relations. *Studies in Second Language Acquisition*.
- Baird, J.-A., Johnson, S., Hopfenbeck, T. N., Isaacs, T., Sprague, T., Stobart, G., & Yu, G. (2016). On the supranational spell of PISA in policy. *Educational Research*, 58, 121–138.
- Edwards, L., Rooshenas, L., & Isaacs, T. (2016). Inclusion of ethnic minorities in telehealth trials for type 2 diabetes: Protocol for a systematic review examining prevalence and language issues. *JMIR Research Protocols*, 5, e43.
- Saito, K., Trofimovich, P., & Isaacs, T. (2016). Second language speech production: Investigating linguistic correlates of comprehensibility and accentedness for learners at different ability levels. *Applied Psycholinguistics*, 37, 217–240.

- Saito, K., Webb, S., Trofimovich, P., & Isaacs, T. (2016). Lexical correlates of comprehensibility versus accentedness in second language speech. *Bilingualism: Language and Cognition*, 19, 597–609.
- Trofimovich, P., Isaacs, T., Kennedy, S., Saito, K., & Crowther, D. (2016). Flawed self-assessment: Investigating self- and other-perception of second language speech. *Bilingualism: Language and Cognition*, 19, 22–140
- Crowther, D., Trofimovich, P., Isaacs, T., & Saito, K. (2015). Does speaking task affect second language comprehensibility? *The Modern Language Journal*, 99, 80–95.
- Crowther, D., Trofimovich, P., Saito, K., & Isaacs, T. (2015). Second language comprehensibility revisited: Investigating the effects of learner background. *TESOL Quarterly*, 49, 814–837.
- Isaacs, T., & Thomson, R. (2013). Rater experience, rating scale length, and judgments of L2 pronunciation: Revisiting research conventions. *Language Assessment Quarterly*, 10, 135–59.
- Trofimovich, P. & Isaacs, T. (2012). Disentangling L2 comprehensibility from accentedness. *Bilingualism: Language and Cognition*, 15, 905–916.
- Isaacs, T., & Trofimovich, P. (2012). “Deconstructing” comprehensibility: Identifying the linguistic influences on listeners’ L2 comprehensibility ratings. *Studies in Second Language Acquisition*, 34, 475–505.
- Isaacs, T., Laurier, M., Turner, C., & Segalowitz, N. (2011). Identifying second language speech tasks and ability levels for successful nurse oral interaction with patients in a linguistic minority setting: An instrument development project. *Health Communication*, 26, 560–570.
- Isaacs, T., & Trofimovich, P. (2011). Phonological memory, attention control, and musical ability: Effects of individual differences on rater judgments of second language speech. *Applied Psycholinguistics*, 32, 113–140.
- Isaacs, T., & Trofimovich, P. (2010). Falling on sensitive ears? The influence of musical ability on extreme raters’ judgments of L2 pronunciation. *TESOL Quarterly*, 44, 375–386.
- Isaacs, T. (2009). Integrating form and meaning in L2 pronunciation instruction. *TESL Canada Journal*, 27, 1–12.
- Isaacs, T. (2008). Towards defining a valid assessment criterion of pronunciation proficiency in non-native English speaking graduate students. *Canadian Modern Language Review*, 64, 555–580.
- Isaacs, T. (2006). Never say never: The case for Iraqi Judeo-Arabic. *International Journal of Inclusive Education*, 10, 395–414.

Book chapters

- Isaacs, T. & Trofimovich, P. (in press). Key themes, constructs, and interdisciplinary perspectives in second language pronunciation assessment. In T. Isaacs & P. Trofimovich (Eds.), *Second language pronunciation assessment: Interdisciplinary perspectives*. Bristol, UK: Multilingual Matters.
- Kim, H., & Isaacs, T. (in press). Teachers’ voices in the decision to discontinue a public examination reform: Washback effects and implications for utilizing tests as levers for change. In D. Xerri & P. Vella Briffa (Eds.), *Teacher involvement in high stakes language testing*. Berlin: Springer.
- Saito, K., Trofimovich, P., Isaacs, T., & Webb, S. (in press). Re-examining phonological and lexical correlates of second language comprehensibility: The role of rater experience. In T. Isaacs & P. Trofimovich (Eds.), *Second language pronunciation assessment: Interdisciplinary perspectives*. Bristol, UK: Multilingual Matters.
- Trofimovich, P. & Isaacs, T. (in press). L2 pronunciation assessment: A look at the present and the future. In T. Isaacs & P. Trofimovich (Eds.), *Second language pronunciation assessment: Interdisciplinary perspectives*. Bristol, UK: Multilingual Matters.

- Isaacs, T. (2016). Assessing speaking. In D. Tsagari & J. Banerjee (Eds.), *Handbook of second language assessment* (pp. 131–146). Berlin: DeGruyter Mouton.
- Isaacs, T. (2014). Assessing pronunciation. In A. J. Kunnan (Ed.), *The companion to language assessment* (pp. 140–155). Hoboken, NJ: Wiley-Blackwell.
- Isaacs, T. (2013). International engineering graduate students' interactional patterns on a paired speaking test: Interlocutors' perspectives. In K. McDonough, & A. Mackey (Eds.), *Interaction in diverse educational settings* (pp. 227–246). Amsterdam: John Benjamins.
- Isaacs, T. (2013). Phonology: Mixed methods. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics*. Oxford: Wiley-Blackwell.

Research reports

- Isaacs, T. (2016). *Automated assessment of speaking: Literature review on automated rating technology for speaking tests*. Unpublished internal report for the British Council.
- Isaacs, T., Trofimovich, P., Yu, G., & Chereau, B. M. (2015). Examining the linguistic aspects of speech that most efficiently discriminate between upper levels of the revised IELTS pronunciation scale. *IELTS research reports online series*, 4.
- Baird, J.-A., Isaacs, T., Johnson, S., Stobart, G., Yu, G., Sprague, T., & Daugherty, R. (2011). *Policy effects of PISA*. Pearson UK.

Research protocol

- Edwards, L., Hunt, D., Rooshenas, L., & Isaacs, T. (2015). Inclusion of ethnic minorities in telehealth trials for Type 2 diabetes: A systematic review examining prevalence and language issues. *PROSPERO CRD 42015024899*. Retrieved from http://www.crd.york.ac.uk/PROSPERO/display_record.asp?ID=CRD42015024899

Book reviews

- Isaacs, T. (2016). Review of [Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research] by T. M. Derwing & M. J. Munro. *Speak Out! (IATEFL Pronunciation Special Interest Group Newsletter)* 54, 52–56.
- Isaacs, T. (2012). Review of [Teaching and learning second language listening: Metacognition in action] by L. Vandergrift & C. M. Goh. *Canadian Modern Language Review*, 68, 349–351.
- Isaacs, T. (2012). Review of [English phonology and pronunciation teaching] by P. Rogerson-Revell. *BAAL News*, 102, 15–17.
- Isaacs, T. (2008). Review of [The defence of French: A language in crisis?] by R. Adamson. *Canadian Modern Language Review*, 64, 526–528.

Media articles and research briefings

- Isaacs, T., Crowther, D., Trofimovich, P., & Saito, K. (2014). Learning to speak English? Making yourself understood isn't all about the accent. *The Conversation*.
- Isaacs, T., Crowther, D., Trofimovich, P., & Saito, K. (2014). Effects of international students' first language backgrounds on their speech productions. *Graduate School of Education Research Briefing*, 28.
- Isaacs, T. (2013). Pronunciation. *Cambridge English centenary symposium on speaking assessment* (pp. 13–15). Cambridge: Cambridge English Language Assessment.

Invited conference keynotes and plenaries

- Isaacs, T. (2015, May). *Perceptions and ratings of lay listeners, teachers, and examiners in L2 pronunciation scale development and validation*. Asian Association for Language Assessment Conference (AALA). Bangkok, Thailand.

- Isaacs, T., Trofimovich, P., Crowther, D., Saito, K., & Foote, J. (2014, June). *Modelling comprehensibility in an oral production scale for L2 learners of English: Which linguistic factors generalize across L1s?* Language Testing Research Colloquium (LTRC), Amsterdam, Netherlands.
- Isaacs, T. (2013, September). *Pronunciation: State of the art*. Cambridge English centenary symposium on speaking assessment. Cambridge, UK.
- Turner, C. E., Laurier, M. D., & Isaacs, T. (2010, April). *A mixed methods approach to construct definition: Identifying underlying factors in L2 oral interactive tasks for nurses in a minority setting*. LTRC, Cambridge, UK.

Invited conference symposia

- Isaacs, T. (2016, August). *Why using the term "native speaker" should not be demonized: Reflections on assessment standards and political correctness run amok*. Symposium convened by P. Foster on the native speaker in second language research. European second Language Acquisition (EuroSLA) conference, Jyväskylä, Finland.
- Isaacs, T. (2011, September). *Communication breakdowns and strategies in dyadic interactions between nonnative engineering graduate students*. Symposium convened by K. McDonough & A. Mackey on interactionist approaches and instructed SLA, EuroSLA, Stockholm, Sweden.
- Isaacs, T. (2009, May). *Beyond Lado? Current trends in L2 pronunciation assessment*. Invited symposium presentation on second language pronunciation convened by Tracey Derwing & Murray Munro, Canadian Association of Applied Linguistics conference (CAAL), Ottawa, Canada.

Conference presentations (since 2008)

- Appel, R., Trofimovich, P., Saito, K., Webb, S., & Isaacs, T. (2016, May). *Comprehensibility and nativelikeness from the perspective of naïve L1 English raters*. Canadian Association of Applied Linguistics conference (CAAL), Calgary, AB, Canada.
- Crowther, D., Trofimovich, P., & Isaacs, T. (2015, October). *The perception of second language English speech by nonnative listeners: The effect of first language background*. Pronunciation in Second Language Learning and Teaching (PSLLT) conference, Dallas, Texas, US.
- Isaacs, T., & Turner, C. E. (2015, March). *Aligning teaching, learning, and assessment in EAP instruction? Stakeholders' views, external influences, and researchers' perspectives*. LTRC, Toronto, ON, Canada.
- Isaacs, T., Trofimovich, P., Yu, G., & Chereau, B. M. (2015, March). *Examining the linguistic aspects of speech that most efficiently discriminate between upper levels of the revised IELTS pronunciation scale*. Joint conference of the American Association for Applied Linguistics (AAAL) and CAAL, Toronto, ON, Canada.
- Isaacs, T., Trofimovich, P., Saito, K., Crowther, D., & Foote, J. (2014, September). *Beyond the "armchair" method of rating scale construction: Validating an empirically-derived L2 comprehensibility scale*. EuroSLA, York, UK.
- Crowther, D., Trofimovich, P., Isaacs, T., & Saito, K. (2014, May). *Differentiating accent from comprehensibility: The importance of learner background*. CAAL, St. Catharines, Canada.
- Crowther, D., Trofimovich, P., Saito, K., & Isaacs, T. (2014, March). *L2 comprehensibility revisited: Investigating the effects of learner background and speaking task*. AAAL, Portland, US.
- Trofimovich, P., Saito, K., & Isaacs, T. (2014, March). *Comprehensibility versus accent: Using global listener ratings to investigate phonological, lexical, and grammatical influences on L2 speech*. AAAL, Portland, US.
- Isaacs, T., Foote, J. A., & Trofimovich, P. (2013, September). *Drawing on teachers' perceptions to adapt and refine a pedagogically-oriented comprehensibility scale for use on university*

campuses. PSLLT, Ames, IA, US.

- Foote, J. A., Isaacs, T., & Trofimovich, P. (2013, June). *Developing a teacher-friendly assessment tool for L2 comprehensibility*. CAAL, Victoria, Canada.
- Isaacs, T. (2012, November). *Interactional patterns and interlocutors' perspectives on a paired speaking test task*. Language Testing Forum (LTF), Bristol, UK.
- Thomson, R. I., & Isaacs, T. (2011, September). *Perceptions of friendliness and intelligence in L2 accented speech: The contribution of race-independent variables*. PSLLT, Ames, IA, US.
- Trofimovich, P. & Isaacs, T. (2011, September). *Disentangling L2 comprehensibility from accentedness: A mixed-methods study*. EuroSLA, Stockholm, Sweden.
- Isaacs, T., & Trofimovich, P. (2011, May). "Deconstructing" the linguistic factors that underlie listeners' L2 comprehensibility ratings. European Association of Language Testing and Assessment (EALTA) conference, Siena, Italy.
- Isaacs, T., & Trofimovich, P. (2011, March). *Identifying linguistic influences on listeners' judgments of L2 comprehensibility*. AAAL, Chicago, US.
- Thomson, R. I., & Isaacs, T. (2011, March). *Speaking in a drone: Are listeners attuned to pitch-related differences when rating L2 speech samples for personality attributes?* AAAL, Chicago, US.
- Thomson, R. I., & Isaacs, T. (2010, June). *Variation in L2 oral performance: An examination of task type, topic, and speaker involvement*. CAAL, Montreal, Canada.
- Thomson, R. I., & Isaacs, T. (2010, March). *The real me vs. artificial her: The effect of grammatical person, topic familiarity and task type on L2 oral performance*. AAAL, Atlanta, US.
- Thomson, R. I., & Isaacs, T. (2009, May). *The effects of orthography and lexical frequency on L2 English vowel pronunciation*. CAAL, Ottawa, Canada.
- Turner, C. E., Laurier, M. D., & Isaacs, T. (2009, May). *Identifying L2 speech acts and ability levels for successful nurse oral interaction with patients in a minority setting: An instrument development project*. CAAL, Ottawa, Canada.
- Isaacs, T. & Thomson, R. I. (2009, March). *Judgments of L2 comprehensibility, accentedness, and fluency: The listeners' perspective*. LTRC, Denver, US.
- Isaacs, T., & Trofimovich, P. (2009, March). *Musical ability, short-term memory, and attention control: Effects of individual differences on rater judgments of L2 pronunciation*. AAAL, Denver, US.
- Isaacs, T., & Thomson, R. I. (2008, March). *What lies beneath: Influences on rater assessments of L2 pronunciation*. AAAL, Washington DC, US.

Conference posters

- Isaacs, T., & Trofimovich, P. (2012, November). *Towards a clearer operationalization of "comprehensibility" in oral proficiency scales: Putting foreign accent aside*. Association for Educational Assessment (AEA) Europe conference, Berlin, Germany.
- Thomson, R. I., & Isaacs, T. (2009, May). *Lexical frequency, orthographic information, and first-language effects on second-language pronunciation*. Acoustical Society of America (ASA) conference, Portland, US.

Invited talks and workshops (since 2008)

- Isaacs, T. (2016, August). [Invited talk, title TBA]. University of Jyväskylä, Jyväskylä, Finland.
- Isaacs, T. (2016, June). [Invited workshop, title TBA]. St. Mary's University, London.
- Isaacs, T. (2016, June). *Why modelling pronunciation descriptors in an empirically-based universal framework (or even just sticking to one target language) is such a challenge*. University College London Institute of Education.
- Isaacs, T. (2015, November). *Consulting "expert" teachers to develop and validate pronunciation-relevant rating scales in high- and low-stakes settings*. Université Catholique de Louvain,

Louvain-la-Neuve, Belgium.

- Isaacs, T. (2015, November). *Rating learners' oral performance: Understanding sources of variation and principles of best practice*. Université Catholique de Louvain, Louvain-la-Neuve, Belgium.
- Isaacs, T. (2015, May). *Principles and practice in assessing speaking: Beyond reticence to target "ear and tongue skills."* Invited Workshop at the Annual Asian Association for Language Assessment Conference. Bangkok, Thailand.
- Isaacs, T., & Yu, G. (2014, September). *Assessing productive skills*. Association of Language Testers in Europe (ALTE) workshop, Sèvres, France.
- Isaacs, T. (2013, March). *Mixed methods in applied linguistics research: A paradigm in the rough?* Lancaster University, UK.
- Isaacs, T. (2013, March). *Modelling comprehensibility in second language speaking scales*. Lancaster University, UK.
- Isaacs, T. (2012, September). *How do examiners reach judgements? Influences on rater judgments of second language speech*. Seminar for the Cambridge Assessment Current issues in assessment series, Cambridge, UK.
- Isaacs, T. (2012, June). *Using statistical modelling to examine systematic sources of variance in rater judgments of second language speech*. Centre for Multilevel Modelling, UOB.
- Isaacs, T. (2012, January). *An investigation of the effects of listeners' musical ability, memory capacity, and attention span on their assessments of speech*. Centre for Multilevel Modelling, UOB.
- Isaacs, T. (2011, December). *Do you hear what I hear? Listeners' perceptions of comprehensibility and accentedness in second language speech*. University of Copenhagen, Denmark.
- Trofimovich, P. & Isaacs, T. (2011, April). *Second language comprehensibility: Which linguistic factors matter?* Journée d'étude sur la phonétique des langues secondes: Du laboratoire à la vraie vie. Université du Québec à Montreal, Canada.
- Isaacs, T., & Trofimovich, P. (2011, February). *Phonological memory, attention control, and musical ability: Effects of individual differences on rater judgments of L2 speech*. Centre for Research on Language and Education, UOB.
- Isaacs, T. & Thomson, R. I. (2009, October). *Mixing methods to revisit research conventions for second language pronunciation*. Advanced Research Designs Doctoral Seminar, McGill University, Montreal, Canada.
- Isaacs, T. (2009, September). *The ins and outs of applying for Social Sciences and Humanities Research Council of Canada fellowships* (invited panellist). Proseminar in Education, McGill University, Montreal, Canada.
- Isaacs, T., & Trofimovich, P. (2009, February). *Do listeners' musical ability, phonological memory, and attention control bias their ratings of L2 pronunciation?* Second Language Acquisition/ Psycholinguistics Research Group, Concordia University, Montreal, Canada.
- Laurier, M. D., Turner, C. E., & Isaacs, T. (2008, November). *Devising an L2 oral interaction scale for Quebec nurses: An instrument development project*. Second Language Acquisition/ Psycholinguistics Research Group, Concordia University, Montreal, Canada.
- Isaacs, T. (2008, September). *Applying for Social Sciences and Humanities Research Council of Canada grants: Do's, don't's and challenges*. Panelist for Proseminar in Education, McGill University, Montreal, Canada.
- Isaacs, T. & Thomson, R. I. (2008, April). *Discussing multiple approaches to interrater reliability*. McGill University, Montreal, Canada.
- Isaacs, T. & Thomson, R. I. (2008, March). *What lies beneath: Influences on rater assessments of L2 pronunciation*. Second Language Acquisition/Psycholinguistics Research Group, Concordia University, Montreal, Canada.

Invited professional development workshops for academic staff, UOB

Isaacs, T. (2015, May). *The university "sanctioned" 21-point numerical marking scales vs. the 5-point A-E marking scale: Which is more appropriate for the GSOE's local assessment needs?* UOB.

Isaacs, T., & Trahar, S. (2014, January). *Reviewing state of the nation ideas and principles of best practice regarding assessment and feedback in higher education.* UOB.

Isaacs, T. (2013, April). *Plagiarism/Turnitin staff training workshop.* UOB.

Media coverage

- Second Language Speech Lab event (2014) launch featured on Made in Bristol TV, a [Bristol Post article](#), and an [Epigram article](#)
- Expert interviewee on UK regional accents on BBC Radio Somerset (2014) and on the pronunciation of proper nouns and English loanwords on the Steve N Allen Show (2015)
- Policy effects of PISA report (Baird et al., 2011) featured in a 2014 [New York Times article](#) on exam results in England
- Findings on disentangling accent from comprehensibility (Isaacs & Trofimovich, 2012; Trofimovich & Isaacs, 2012) featured in a 2012 [Canadian Broadcasting Corporation article](#) and a French language [Radio Canada International interview](#)

Academic teaching (* designates courses I designed)

Doctoral-level units

**Second Language Pronunciation and Fluency*, UOB, 2012–15

Testing and Assessment in Language Learning (co-taught), UOB, 2011–12

Masters-level units

**Teaching and Assessing Fluency & Pronunciation*, UOB, 2014–

**Questionnaire Design & Analysis*, ESRC-funded South West Doctoral Training Centre, UOB, 2012–15

Pedagogy and Curriculum in TESOL (co-taught), UOB, 2011–

Learning Resources in TESOL (co-taught), UOB, 2011–13

Language Testing and Assessment (co-taught), UOB, 2011–12

Second Language Learning, (co-taught), UOB, 2011–12

Research Methods for TESOL (co-taught), UOB, 2011

Globalisation and the Politics of English in TESOL (co-taught), UOB, 2011

Pronunciation and Communication, McGill University, 2010

Undergraduate units

Didactique des langues secondes (Second language teaching methods), Université de Montréal, Canada, 2006

Second Language Learning in Classroom Settings, Research Assistant, McGill University, 2005

Second Language Literacy Development, Research Assistant, McGill University, 2005

B.Ed. English language proficiency entrance examiner, 2006–09

Student supervision

PhD

Tony Clark. *Relearning academic conventions: Intensive IELTS writing preparation in China and Japan*. Co-supervised with G. Yu. Funded by an Economic and Social Research Council (ESRC) studentship, a British Council Assessment Research Award, a Worldwide

Universities Network (WUN) Researcher Mobility Grant, and a Newton Fund scholarship.

Demiralp, M. *Validation of second language proficiency tests through an argument-based approach: The C-Test for Turkish*. Co-supervised with G. Yu. Funded by a scholarship from the Turkish Ministry of Education.

Matsukawa, C. (expected 2017). *A cross-cultural study of realisation patterns of invitations and their relationship to politeness in English and Japanese*. Co-supervised with H. Woodfield. Funded by a BAJIS, Toshiba and John Crump Studentship.

Mukhrib, A. *The effect of task type on learner's performance: Comparing communicative tasks and consciousness-raising tasks in a Saudi secondary school*. Co-supervised with H. Woodfield. Funded by the Ministry of Education, Kingdom of Saudi Arabia.

Nebe, J. *Exploring lived experiences of failure in Nigeria's certificate examinations*. Co-supervised with S. Thomas. Funded by a Commonwealth Scholarship and Commonwealth Research Support Grant.

Park, A. Y. (completed 2015). *A comparison of the effects of extensive and intensive reading approaches on the reading fluency, vocabulary knowledge and attitudes of Korean secondary EFL learners*. Co-supervised with H. Woodfield.

Phongphio, T. *Assessing the ability of Thai EFL students to construct arguments in debates*. Co-supervised with H. Woodfield.

EdD Bristol

Tan, Y.-L. (expected 2016). *The effects of planning time on Taiwanese English learners' speaking performance and strategy use*. Co-supervised with G. Yu.

Qutub, H. (expected 2017). *Accent strength perceptions of native and nonnative EFL teachers and their classroom practices in providing pronunciation corrective feedback*. Funded by the Ministry of Education, Kingdom of Saudi Arabia. Co-supervised with G. Yu.

Sandhu, S. (expected 2017). *Diagnostic listening assessment: A Saudi academic listening context*.

Yokomoto, K. *A demographic survey of current English teachers' experience, knowledge, confidence, interests, and beliefs: Pronunciation pedagogy in Japan*. Funded by the Grants-in-Aid for Scientific Research, Japan Society for the Promotion of Science. Co-supervised with G. Yu.

EdD Hong Kong

Cheung, O. *Investigating the use of digital storytelling in an EFL speech-pronunciation classroom*.

Yeung, J. *The comparative impact and design improvement of simulation training in overcoming communication barriers in disclosing adverse events for nursing students in Hong Kong*. Funded by a Hong Kong Society for Simulation in Healthcare doctoral student grant.

MSc TESOL

- Supervised 27 Masters dissertations to completion (8 distinctions), 5 currently in progress
- Hyunjin Kim was recipient of the 2015 Carolyn Clapham IELTS Masters Award for her thesis: *Teachers' voices in the decision to discontinue a public examination reform: Washback effects and implications for teaching and assessing productive skills of English in Korean secondary schools*.

Undergraduate internship

Saw, R. (2015). *Chinese-English bilinguals' mapping of orthographic representations of printed words to their pronunciations and meanings* Co-supervised with C. Davies, School of Experimental Psychology. Funded by UOB Research Committee Interdisciplinary Research Internships.

Examination of research degrees and teaching programs

Internal examiner, PhD and EdD

- Cook, J. (2016). *Clarification requests in English: Exploring realisation patterns and pragmatic features of advanced Korean EFL university students' use during negotiation for meaning in face-to-face communication*. [progression]
- Nishikawa, M. (2016). *Test-takers' cognitive processes during integrated writing tasks which use multiple texts and as prompts*. [progression]
- Al Maqboul, R.A. (2015). *An exploratory case study of code switching in the EFL Saudi primary school*. [progression]
- Choi., S.-Y. (2014). *Washback of TOEFL iBT on language teaching and learning in commercial test-preparation institutes in Korea*. [viva]
- Mills, M. (2013). *Dilemmas and dynamics relating to selection for secondary schooling in Trinidad and Tobago*. [viva]
- Elmansuri, E. (2011). *Medical students' perceptions of fairness in exams*. [progression]

External examiner, PhD

- Jaiyote, S. (2015). *The relationship between test-takers' first language, listening proficiency and their performance on paired speaking tests*. Centre for Research in English Language Learning and Assessment, University of Bedfordshire, UK.
- Gao, L. (2014). *Exploring Chinese university students' spoken word recognition in connected speech: Theory and pedagogy of teaching listening comprehension*. Department of Education, University of Nottingham.

External examiner or reviewer, Masters programs

- 2016–20
2015 External examiner, MA in Language Testing (distance), Lancaster University, UK
Academic panel member, MA Applied Linguistics (Testing and Assessment) course approval, University of Bedfordshire, UK

Roles at the UOB

- 2015– Affiliate Member, Collaboration and innovation in Difficult and Complex randomised controlled Trials (ConDuCT-II) Hub, School of Social and Community Medicine
- 2013 Deputy Director of Learning Inquiry thematic group and Senior Leadership Team member, GSOE
- 2012– Director, EU-funded Second Language Speech Lab
- 2012–15 Faculty of Social Sciences and Law representative on Senate
- 2012–15 Co-coordinator, Centre for Assessment and Evaluation Research
- 2011–12 Member of Assessment Working Group

Roles at external organizations

- 2016–18 Member-at-Large, International Language Testing Association (ILTA) Executive Board
- 2014– Expert Member, European Association for Language Testing and Assessment (EALTA)
- 2014 Academic representative, UKEN-EDM and British Council student recruitment fairs, Seoul, South Korea
- 2012–13 Elected Member, Nominating Committee, ILTA
- 2009–10 Founding member and mission statement subcommittee member, Canadian Association of Language Assessment (CALA)

Sponsorship of UOB visiting fellows and Second Language Speech Lab collaborators

2015–18	Dr Aek Phakiti, Senior Lecturer in TESOL, University of Sydney, Australia
2015–18	Dr Anna Piasecki, Lecturer in Linguistics, University of the West of England, UK
2015–18	Dr Kazuya Saito, Lecturer in Second Language Learning, Birkbeck University of London, UK
2013–19	Dr Ron I. Thomson, Associate Professor of Applied Linguistics, Brock University, Canada. Visit funded by a UOB Fast-track Meaker Award

Research training and capacity building through externally funded projects (2011–16)

Postdoctoral Research Associates

- Dr Louisa Edwards & Dr Daniel Hunt (currently Assistant Professor in Discourse Analysis, University of Nottingham) – contributed to all aspects of a systematic review on language barriers and ethnic minority recruitment to telehealth diabetes trials

Research Assistants, casual contract

- Dr Karen Bell & Danielle Ward – second coding/bias analysis/data extraction
- Terra Sprague – Second Language Speech Lab management, website development;
- Dr Bernardita Munoz Chereau – data sorting, statistical analyses, results reporting
- Sohaib Sandhu – on-line research
- Garrett Byrne, David Collett, Matt Kedzierski, Jane Nebe, Hassan Qutub & Helen Tan – data collection/entry/transcription/analysis

Peer reviewer, including expert advisory roles

Journal editorial board member

Language Testing (2014–)

Journal of Second Language Pronunciation (2014–)

Language Assessment Quarterly (2008–)

Ad hoc journal reviewer

Applied Linguistics, Applied Psycholinguistics, Assessment in Education: Principles, Policy & Practice, Bilingualism: Language and Cognition, Canadian Modern Language Review, Journal of Phonetics, Language Learning, Language Teaching, System, TESL Canada Journal, TESOL Quarterly, Trials

Conference abstract reviewer

Canadian Association of Applied Linguistics; East Coast Organization of Language Testers Conference; Language Testing Research Colloquium; New Sounds Conference; Pronunciation in Second Language Learning and Teaching Conference

External reviewer for assessment systems or curricula

Common European Framework of Reference for Languages (CEFR) *Extended set of calibrated rating descriptors and draft report, phonology* (2015)

External reviewer for books and edited volumes

Book proposal: *Language assessment: Theory to practice* by Aek Phakiti & Carsten Roever (2015);
Book chapters: *Companion to language assessment* (2012); *Encyclopedia of applied linguistics* (2010)

External reviewer for research grants and academic prizes

Economic and Social Research Council (ESRC) peer reviewer and rapporteur (2013)

ILTA Best Paper Award (2011–2012)

UOB internal expert, assessment and feedback

Led assessment literacy training to Faculty Education Directors; drafted departmental response to UOB Institutional principles for assessment and feedback in taught programmes (2015); invited participant, mock Quality Assurance Agency for Higher Education review on assessment and accreditation of prior learning (2015)

Professional affiliations

Association Internationale de Linguistique Appliquée (AILA)

Association of Language Testers in Europe (ALTE) – **Individual Member**

British Association for Applied Linguistics (BAAL)

Canadian Association of Language Assessment (CALA) – **Founding Member**

European Association for Communication in Healthcare (EACH)

European Association for Language Testing and Assessment (EALTA) – **Expert Member**

European Second Language Association (EuroSLA)

International Association of Qualitative Inquiry (IAQI) – **Founding Member**

International Language Testing Association (ILTA)

UK Association for Language Testing and Assessment (UKALTA)