

CURRENT POSITION

Professor of Applied Linguistics, Department of English, Ball State University, 2022-present

Assistant Chair of Operations, Department of English, Ball State University, 2021-present

Previous: Associate Professor, Department of English, Ball State University, 2018-2022

Assistant Professor, Department of English, Ball State University, 2013-2018

EDUCATION

PH.D., Applied Linguistics, University of Pittsburgh, 2012

Dissertation: Complexity, Accuracy, and Fluency as Properties of Language Performance: The Development of the Multiple Subsystems over Time and in Relation to Each Other

Teaching English to Speakers of Other Languages Certificate

M.A., Linguistics, University of Pittsburgh, 2007

Thesis: Non-Linguistic Cognitive Effects of Learning American Sign Language as a Second Language

B.A., Elementary Education and Psychology, Carlow University, *magna cum laude*, 1994

RESEARCH INTERESTS

- Second language development
- Assessing language performance, language development, and language learning
- Effects of cognitive and affective factors on the complexity, accuracy, and fluency of L2 speech
- English language pedagogy

PUBLICATIONS

Peer-reviewed Journal Articles

Vercellotti, M. L. (2022). Emergence of a signing advantage: An investigation of spatial skills of adult hearing L2 Learners of American Sign Language. *Sign Language Studies*, 23(1), 41-69.

*Lutz, T., & **Vercellotti, M. L.** (2022). Reversing roles: Reflections on being teacher-students in an assessment practice course. *International Journal for Students as Partners*, 6(2), 107-113.
<https://doi.org/10.15173/ijasp.v6i2.4950>

Vercellotti, M. L., Juffs, A., & *Naismith, B. (2021). Multiword sequences in English language learner's speech: The relationship between trigrams and lexical variety across development. *System*, 98.
<https://doi.org/10.1016/j.system.2021.102494>

Vercellotti, M. L. (2021). Beyond the rubric: Classroom assessment tools and assessment practice. *The Electronic Journal for English as a Second Language (TESL-EJ)*, 25(3). <https://www.tesl-ej.org/wordpress/issues/volume25/ej99/ej99a9/>

Vercellotti, M. L., & McCormick, D. E. (2021). Constructing analytic rubrics for assessing open-ended tasks in the language classroom. *The Electronic Journal for English as a Second Language (TESL-EJ)*, 24(4). <http://www.tesl-ej.org/wordpress/issues/volume24/ej96/ej96a2/>

Vercellotti, M. L., Seig, M. T., & *Boltz, P. (2021). Understanding the motivations to join a faculty learning community: Are we missing a piece of the puzzle? *Learning Communities Journal*, 13(1), 175-197.

- Griffith, J., **Vercellotti, M. L.**, & *Folkers, H. (2019). What's in a question? A Comparison of student questions in two learning spaces. *Teaching and Learning in Communication Sciences & Disorders*, 3(1). Available at: <https://ir.library.illinoisstate.edu/tlcsd/vol3/iss1/7>
- Vercellotti, M. L.**, & McCormick, D. E. (2018). During production corrections, abandoned utterances, and post-production self-corrections: Multiple-case longitudinal study of self-correction profiles in L2 English learners. *The Electronic Journal for English as a Second Language (TESL-EJ)*, 22(3). Available at: <http://tesl-ej.org/wordpress/issues/volume22/ej87/ej87a3/>
- Vercellotti, M. L.** (2018). Finding variation: Assessing the development of syntactic complexity in ESL speech. *International Journal of Applied Linguistics*, 29(2), 233-247. <https://doi.org/10.1111/ijal.12225>
- Vercellotti, M. L.** (2018). Do interactive learning spaces increase student achievement? A comparison of classroom context. *Active Learning in Higher Education*, 19(3), 197-210. <https://doi.org/10.1177%2F1469787417735606>
- Vercellotti, M. L.** (2017). The development of complexity, accuracy, and fluency in second language performance: A longitudinal study. *Applied Linguistics*, 38(1), 90-111. <https://doi.org/10.1093/applin/amv002>
- Vercellotti, M. L.**, & *Packer, J. (2016). Shifting structural complexity: The production of clause types in speeches given by English for Academic Purposes students. *Journal of English for Academic Purposes*, 22, 179-190. <https://doi.org/10.1016/j.jeap.2016.04.004>
- De Jong, N., & **Vercellotti, M. L.** (2016). Similar prompts may not be similar in the performance they elicit: Examining fluency, complexity, accuracy, and lexis in narratives from five picture prompts. *Language Teaching Research*, 20(3), 387-404. <https://doi.org/10.1177%2F1362168815606161>
- Vercellotti, M. L.**, & de Jong, N. (2013). Use and accuracy of verb complements in English L2 speech. *Dutch Journal of Applied Linguistics*, 2(2), 243-250. <https://doi.org/10.1075/dujal.2.2.05lou>
- McCormick, D. E., & **Vercellotti, M. L.** (2013). Examining the impact of self-correction notes on grammatical accuracy in speaking. *TESOL Quarterly*, 47(2), 410-420. <https://doi.org/10.1002/tesq.92>.
- Vercellotti, M. L.**, & Mortensen, D. (2012). A classification of compounds in American Sign Language: An evaluation of the Bisetto and Scalise framework. *Morphology*, 22(4), 545-579.

Peer-reviewed Book Chapters

- Aghai, L., Sayer, P., & **Vercellotti, M. L.** (2020). Effects of teachers' language ideologies on language learners' translanguaging practices in an Intensive English Program. In Z. Tian, L. Aghai, P. Sayer, & J. L. Schissell (Eds), *Envisioning TESOL through a translanguaging lens*. Educational Linguistics, vol 45. Springer. doi: 10/1007/978-3-030-47031-9_16
- Shirai, Y., & **Vercellotti, M. L.** (2013). Language acquisition and language assessment. In A. J. Kunnan (Ed.). *The Companion to Language Assessment*. (pp. 1477-1491). Wiley-Blackwell.

Manuscripts in Preparation

- DeJong, N., & **Vercellotti, M. L.** (*under review*). The surprising role of lexical knowledge, processing and articulation speed in second language fluency: Evidence from utterance fluency measures.

*Student collaborator

Bielski, L. M., & **Vercellotti, M. L.** (*in preparation*). Improving pedagogy with peer review of teaching.

*Massoels, M., & **Vercellotti, M. L.** (*in preparation*). Does iconicity influence lexical variation in American Sign Language: Production and acceptability of ALL synonyms.

Vercellotti, M. L. & *Hall, S. (*in preparation*). Recognizing and resolving complications when coding clauses in L2 speech.

Vercellotti, M. L., Lutz, T., & De Jong, N. (*in preparation*). Similar topic prompts may not be similar in the performance they elicit: Examining fluency and complexity across personal description topic prompts.

Invited Book Entries

Vercellotti, M. L. (2017). Research Support Faculty Fellow. In H. Blythe C. Sweet, and R. Carpenters, *It works for me with SoTL*. New Forums Press, Inc.

Vercellotti, M. L. (2017). Taking Steps to Control Variables in Quantitative Quasi Experiment. In H. Blythe C. Sweet, and R. Carpenters, *It works for me with SoTL*. New Forums Press, Inc.

Ballart, A., & **Vercellotti, M. L.** (2017). Interdepartmental Faculty Collaboration. In H. Blythe C. Sweet, and R. Carpenters, *It works for me with SoTL*. New Forums Press, Inc.

Hall, S. S., Largent, D. L., & **Vercellotti, M. L.** (2017). Building Institutional Support for SoTL. In H. Blythe C. Sweet, and R. Carpenters, *It works for me with SoTL*. New Forums Press, Inc.

PRESENTATIONS

Refereed Conference Presentations (Selected)

*Massoels, M., & **Vercellotti, M. L.** (2023, April). *Lexical variation for four American Sign Language signs, all of which mean "all."* Purdue Linguistics Symposium, West Lafayette, IN.

Vercellotti, M. L. (2022, March). *Methodological choices before data coding: Unintended prompt effects in language performances elicited by topic prompts*. AAAL, Pittsburgh, PA.

Vercellotti, M. L., & McCormick, D. E. (2019, March). *IEP Learners' Self-correction profiles during an oral production task*. TESOL International, Atlanta, GA.

Vercellotti, M. L. (2018, December). *Creating rubrics for the TESOL classroom*. Indiana Teaching English to Speakers of Other Languages (INTESOL), Indianapolis, IN.

Vercellotti, M. L. (2018, May). *Assessing the development of linguistic complexity in ESL speech: A Consideration of length, subordination, and structural measures*. CLIC Conference on Assessing Speaking in Context - New Trends, Rice University, Houston, TX.

Vercellotti, M. L. et al. (2017, October). *Institutional Support for Course Redesign: Professional Development for Student-centered Pedagogy and SoTL*. Lilly Conference on College and University Teaching and Learning-Evidence-Based Learning, Traverse City, MI.

Griffith, J., & **Vercellotti, M. L.** (2017, October). *What's in a Question? A Comparison of Student Questions in Two Learning Spaces*. Lilly Conference on College and University Teaching and Learning-Evidence-Based Learning, Traverse City, MI.

*Student collaborator

Vercellotti, M. L., & *Olsen, K. (2016, November). *If You Post It, Will They Read? An investigation of student activity in the learning management system for a flipped course*. Lilly Conference on College Teaching, Miami University, Oxford, OH.

Vercellotti, M. L., & Juffs, A. (2014, August). *Interaction between the Development of Lexical Variety and Tri-grams in ESL Speech Using Statistical and Phraseological Methodology*. World Congress of the International Association of Applied Linguistics, Brisbane, Australia.

Vercellotti, M. L. (2014, March). *The Development of Accuracy (Or Lack-there-of) in English Second Language Learners Speech*. American Association for Applied Linguistics, Portland, OR.

Vercellotti, M. L., & Juffs, A. (2014, March). *The Interaction between the Development of Lexical Variety and the Use of Trigrams in ESL Speech*. American Association for Applied Linguistics, Portland, OR.

Vercellotti, M. L., & *Packer, J. (2013, November). *Not all Clauses are Created Equal: Classifying Grammatical Complexity in ESL Speech*. Second Language Research Forum, Brigham Young University, Provo, UT.

Vercellotti, M. L., & McCormick, D. E. (2013, November). *Profiles of Noticing in L2 English Learners: Examining Online and Post-production Noticing Moves*. Second Language Research Forum, Brigham Young University, Provo, UT.

De Jong, N., & **Vercellotti, M. L.** (2011, March). *Norming Picture Story Prompts for Second Language Production Research: Fluency, Linguistic Items, and Speakers' Perceptions*. American Association for Applied Linguistics, Chicago, IL.

Vercellotti, M. L. (2009, November). *Non-Linguistic Cognitive Effects of Learning American Sign Language as a Second Language*. Second Language Research Forum, Michigan State University, East Lansing, MI.

McCormick, D. E., & **Vercellotti, M. L.** (2009, March). *To Err is Human, to Self-correct Divine: Examining Classroom Recorded Speaking Activity Data to Support ESL Self-correction as Noticing*. American Association for Applied Linguistics, Denver, CO.

Invited Presentations

Vercellotti, M. L. (2014, August). *The Development of Linguistic Complexity in ESL speech: Subordinated Clauses and Frequency*. Research Network Colloquium on Linguistic Complexity and Second Language Learning. World Congress of the International Association of Applied Linguistics, Brisbane, Australia.

Vercellotti, M. L. (2012, July). *Complexity, Accuracy, and Fluency: The Development of Language Performance*. Second Language Acquisition Research Symposium, English Language Institute, University of Pittsburgh, Pittsburgh, PA.

Vercellotti, M. L. (2009, June). *Choosing a Verb Complement: Use and Accuracy in English L2*. ESL Symposium, University of Pittsburgh, Pittsburgh, PA.

Poster Presentations (Selected)

*Spilman, S., & **Vercellotti, M. L.** (2020, October). *Limited Cognitive Resources: Can English L2 learners self-correct complex clauses in a speaking task*. Second Language Research Forum (SLRF). Vanderbilt University.

Vercellotti, M. L. (2016, November). *Topic-based Speaking Prompts: English Learners' perspectives*. Indiana Teaching English to Speakers of Other Languages (INTESOL) Annual Conference, Indianapolis, IN.

Vercellotti, M. L. (2010, October). *How Does Fluency Training in the ESL Classroom Affect Language Complexity?* National Science Foundation Science of Learning Centers Annual Meeting, Washington, DC.

TEACHING EXPERIENCE

Undergraduate Courses

English Linguistics
Introduction to Linguistic Science
Phonetics and Phonology
Introduction to Linguistics, University of Pittsburgh

Graduate Courses

Meaning and Structure
Morphology and Syntax
Phonetics and Phonology
Phonology
Special Topics in Applied Linguistics: *Emerging Bilingualism with Duolingo*
Introduction to Language Learning Theories
Materials Development for Teaching English Language Learners
Assessment in Teaching English to Speakers of Other Languages (TESOL)

Graduate Courses-License/Certificate in English as a New Language –ONLINE

Assessment in TESOL [Quality Matters Course Design Certification]
English Linguistics for Educators [Quality Matters Course Design Certification]
Introduction to Language Learning Theories [Quality Matters Course Design Certification]

Pedagogical Workshops (with honorarium)

Creating Rubrics for Assessing Language Performance in the TESOL Classroom. Six-hour workshop (with Dawn E. McCormick). TESOL International Pre-Conference Institute, Atlanta, GA. March 2019.
Language Assessment. 20-hour workshop. Iraqi Fulbright Scholars. Ball State University. 2015.
Language Assessment. 20-hour workshop. Lebanese Fulbright Scholars. Ball State University. 2015.

English as a Second Language

ESL Reading and Vocabulary, English Language Institute, University of Pittsburgh
Seminar for International Teaching Assistants, English Language Institute, University of Pittsburgh
Campus Conversation Course, English Language Institute, University of Pittsburgh

MENTORING EXPERIENCE

Research Project Advisor

M.A. English Studies, Research Project Advisor, Delphine Rapenne, Graduated 2023
M.A. Linguistics, Research Project Advisor, Megan Massoels, Graduated 2023
PhD. English, Applied Linguistics Committee, Faisal Alharbi, Graduated 2022
M.A. TESOL & Linguistics, Research Project Advisor, Shelley A. Spilman, Graduated 2020
M.A. TESOL, Research Project Advisor, Huong Ho, Graduated 2020
M.A. TESOL, Research Project Advisor, Muzhda Ghulam, Graduated 2020
M.A. TESOL, Research Project Advisor, Jon Wegener, Graduated 2018
M.A. TESOL, Research Project Advisor, Morgan Aprill, Graduated 2017
M.A. TESOL & Linguistics, Research Project Advisor, Cameron Eigner, Graduated 2017
Ph.D. English, Applied Linguistics Committee, Hanady Alfalig, Graduated 2016
M.A. TESOL, Research Project Advisor, Sarah Isaacson, Graduated 2016
M.A. TESOL, Research Project Advisor, Alicia Miller, Graduated 2016
M.A. TESOL, Creative Project Advisor, Carrie McKendree, Graduated 2016
M.A. TESOL, Creative Project Advisor, Neysa Guignard, Graduated 2015
M.A. TESOL & Linguistics, Research Project Advisor, Brian Greer, Graduated 2014
M.A. TESOL & Linguistics, Research Project Advisor, Kevin Daily, Graduated 2014

Career Mentor

Teacher-Scholar Mentor, Spring 2023; Fall 2023
Pathways Mentor, 2020-2021; 2021-2022
Faculty Mentor, 2022-2024

FELLOWSHIPS

Peer Review of Teaching Faculty Fellow, Division of Online and Strategic Learning, Spring 2023, Fall 2023
Internationalization Faculty Fellow, Rinker Center for Global Affairs, Summer 2021
Office of Educational Excellence Research Support Faculty Fellow, Summer 2016-Spring 2018
Sponsored Programs Office Fellows Program (with stipend), Fall 2014 Spring 2015
Center for International Development Faculty Fellow, Fall 2014

GRANTS *(Selected)*

Professional Development for English Teaching across Kazakhstan (PEAK), 150,000 (*unfunded*), 2022
Ball State University Summer Assessment Grant (with J. Grouling-Snyder), \$2600 (*funded*), 2018
TOEFL COE 2017 Research Program, \$88,087 (*unfunded*), 2016
Office of Educational Excellence, Interactive Learning Space Initiative Grant, \$1000 (*funded*), 2014, 2015
U.S. Linkage Seed Grant (with R. Cain), \$15,000 (*funded*), 2014
Junior Faculty Research Grant, Ball State University, \$8500 (*funded*), 2014
International Travel Grant, \$400 (*funded*), 2014
The Spencer Foundation, \$49,905. (*unfunded*), 2014

AWARDS

Robert T. Henderson Award, University of Pittsburgh, \$1500, 2009
Carlow University, Excellence in Student Teaching Award, 1994
Pi Lambda Theta, The Lucy McCarthy Award, 1994

LICENSES and CERTIFICATES

Association of College and University Educators (ACUE) Effective College Instruction, 2021
Adult Mental Health First Aid USA, National Council for Mental Wellbeing. 2021
Learning Sciences Certificate, LearnLab
Teaching English to Speakers of Other Languages (TESOL) Certificate, University of Pittsburgh
Commonwealth of Pennsylvania Instructional I Teaching Certificate-Elementary K-6
Commonwealth of Pennsylvania Teaching Certificate-Middle School, Language Arts
Commonwealth of Pennsylvania Teaching Certificate-Middle School, Mathematics
Commonwealth of Pennsylvania Teaching Certificate-Middle School, Social Studies
Commonwealth of Pennsylvania Teaching Certificate-Middle School, Science

PROFESSIONAL DEVELOPMENT (*Selected*)

LEAP Indiana Book Club: *The Privileged Poor*, 2023
High Impact Practices Faculty Learning Community, 2022
Decolonizing the Syllabus Faculty Learning Community, 2021
LEAP Indiana Book Club: *Small Teaching Online*, 2021
Interactive Learning Space Initiative Faculty Learning Community, 2014-2018
Scholarship of Teaching and Learning (SoTL) Knowledge Group, 2015-2018
iLearn Blended Learning Certificate, 2016
iLearn Online Teaching Certificate Course, 2015
Inclusive Pedagogy Faculty Development Workshop, Ball State University, 2014
Working Effectively with Graduate Students, 2014
Focus on the Search, External Grant Search Workshop, 2013
Teaching a 6-Week Course, University of Pittsburgh, 2013
LearnLab Summer School, Educational Data Mining Concentration, 2012

PROFESSIONAL ORGANIZATIONS

American Association for Applied Linguistics (AAAL)
Linguistic Society of America (LSA)
American Association of University Professors (AAUP)
American Association of University Women (AAUW)
TESOL International Association
Indiana Teachers of English to Speakers of Other Languages (INTESOL)

SERVICE

To the Department of English-Ball State University (selected)

Assistant Chair of Operations, Department of English, July 2021-present
Search Committee Chair, TESOL and Linguistics Tenure-track Hire, 2022-2023
Search Committee, Writing Program Non-Tenure Line Hire, Summer 2022, Fall 2022, Summer 2023
Annual Review of Scholarship Committee, 2019-2021
Chair, 2019-2020, 2020-2021
Faculty Advisor, Linguistics Club, 2019-present
Co-Sponsor of Sigma Tau Delta, English Honor Society, Fall 2017-May 2021

Linguistics Area Chair, 2017-2018, 2019-2020, 2020-2021
Search Committee, TESOL Contract Hire, 2017, 2020
Assessment Committee, 2015-2018
Department Chair Election Committee, 2018, 2021
Search Committee, Tenure-track Hire, 2016-2017
Faculty Co-Advisor, Practical Criticism Midwest, 2014-2016
Faculty Advisor, Graduate Student Advisory Board, 2014-2016
Admissions Committee, Linguistics Area, 2013-2014, 2015-2016, 2017-2018, 2019-2020
English Education Decision Point Digital Portfolio Reviewer, 2013-2016
Dr. Janet Ross Scholarship Reviewer, 2014-2018

To the College/University-Ball State University (selected)

University Teaching Evaluation Committee, 2019-2024
Chair, 2020-2021, 2022-2023, 2023-2024
University Special Assigned Leave Committee, 2019-2024
Chair, 2020-2021, 2021-2022, 2022-2023
English Language Proficiency Taskforce
College Curriculum Committee, 2019-2021
Chair, 2020-2021
Fulbright Campus Interview Committee, 2019-2021, 2023
Assessment Workshop Series for Intensive English Institute Faculty (*four sessions*), Fall 2017
Interactive Learning Space (ILS) Initiative Mentor, 2014-2016
ASPiRE Internal Grants Ad-Hoc reviewer, 2016
UCC Tier 2 and 3 Assessment Project, Summer 2016, Summer 2017, Summer 2018
Freshman Common Reader Selection Committee, 2014-2016
Discussant Leader, Freshman Common Reader, 2014, 2015, 2016
Writing Proficiency Exam Reader, Spring 2015

To State and Federal Government

Fulbright National Screening Committee: English Language Teaching Assistantships, 2018-2022
Participant in US Department of State, Office of English Language Programs' Technology in English, 2018
Indiana Commission for Higher Education, Next Generation Hoosier Educators Scholarship Interviews, 2018
Technical Reviewer for a grant proposal to Maryland Industrial Partnerships Program, 2013

To the Field (selected)

Book Reviewer: Cambridge University Press, 2021
Book Proposal Reviewer: Bloomsbury, 2019

Manuscript Reviewer

Applied Linguistics, 2013-present
Applied Psycholinguistics, 2015-present
Canadian Journal of Linguistics, 2022-present
Current Psychology, 2018-present
The Electronic Journal for English as a Second Language (TESL-EJ), 2021-present
Frontiers in Psychology, 2021-present
International Journal of Applied Linguistics, 2021-present
International Journal of English Studies, 2017-present
International Review of Applied Linguistics in Language Teaching, 2018-present
Journal of Language and Education, 2019-present
Language Learning, 2014-present
Language Teaching Research, 2016-present
Linguistics, 2017-present
Linguistics and Education, 2019-present
Profile: Issues in Teachers' Professional Development, 2021-present
Revista Española de Lingüística Aplicada, 2019-present
Second Language Research, 2022-present
Studies in Second Language Acquisition, 2022-present
Studies in Second Language Learning and Teaching, 2018-present
Study Abroad Research in SLA and International Education, 2018-present
System, 2018-present

Conference Proposal Reader

Linguistic Society of America (LSA) Annual Meeting, 2023
Sigma Tau Delta Annual International Convention, 2017, 2018
Second Language Research Forum (SLRF), 2012, 2015
Teaching English to Speakers of Other Languages (TESOL) International World Congress, 2019