

September 2020

**Mark McAndrews**

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**I. Education**

- 2020 **PhD**, Applied Linguistics, Northern Arizona University  
*Prosody instruction for ESL listening comprehension*
- 2014 **MA**, Applied Linguistics (TESL), Brock University  
*Attested pronunciation difficulties and intelligibility priorities of ESL speakers from three L1 backgrounds*
- 2010 **BEd**, Ontario Institute for Studies in Education/University of Toronto
- 2007 **BA**, History, minor in English, Acadia University

**II. Employment**

- 2020-present **Assistant Professor (limited term appointment)**, Department of Education, Concordia University
- 2016-2019 **Instructor**, Department of English, Northern Arizona University
- 2014-2016 **Instructor**, English Language Center, Shantou University, China
- 2010-2012 **K-12 Teacher**, Kativik Ilisarniliriniq (School Board), Québec, Canada
- 2007-2008 **EFL Teacher**, Little Fox Language School, Sangju, South Korea

**III. Publications**

- McAndrews, M. **2020**. Practitioners respond to Suzanne Graham's 'Research into practice: Listening strategies in an instructed classroom setting'. *Language Teaching*, 53, 371-373.  
<https://doi.org/10.1017/S0261444820000130>
- McAndrews, M. **2019**. Short periods of instruction improve learners' phonological categories for L2 suprasegmental features. *System*, 82, 151-161. <https://doi.org/10.1016/j.system.2019.04.007>
- McAndrews, M. **2018**. [Review of the book *Usage-based approaches to language acquisition and processing*, by N. C. Ellis, U. Römer, & M. B. O'Donnell]. *International Journal of Learner Corpus Research*, 4, 133-136. <https://doi.org/10.1075/ijlcr.00002.mca>
- McAndrews, M. & Thomson, R. I. **2017**. Establishing an empirical basis for priorities in pronunciation teaching. *Journal of Second Language Pronunciation*, 3, 267-287.  
<https://doi.org/10.1075/jslp.3.2.05mca>

***Manuscripts Under Review & Accepted for Publication***

- McAndrews, M. **Accepted for publication**. Listening for thought groups. In M. Reed & T. Jones (Eds.), *Listening in the classroom: Before and beyond note taking*. TESOL Press.
- McAndrews, M. **Under review**. The effects of mobile-assisted prosody instruction in an EAP listening course. *Language Teaching Research*.

## IV. Conference & Workshop Presentations

### *Conference Presentations*

- McAndrews, M., Keller, D., & Hashimoto, B. **2019**. Identifying semantically formulaic sequences for L2 teaching and curriculum development: A corpus-driven approach using the UCREL Semantic Analysis System. *American Association for Applied Linguistics*, Atlanta, GA.
- McAndrews, M. **2019**. Instruction improves learners' phonological categories for prosodic features. *18th Second Language Acquisition and Teaching Interdisciplinary Roundtable*, University of Arizona.
- Keller, D., Hashimoto, B., & McAndrews, M. **2018**. The main purpose of this study was to determine. . . : A probabilistic method for identifying and comparing lexical bundles of arbitrary length. *Arizona Corpus Linguistics*, Northern Arizona University.
- McAndrews, M. **2018**. The effect of instruction on receptive prosodic abilities: A meta-analysis. *10th Pronunciation in Second Language Learning and Teaching*, Iowa State University.
- Kang, O., & McAndrews, M. **2018**. Effects of self-evaluation on ESL learners' oral performance. *10th Pronunciation in Second Language Learning and Teaching*, Iowa State University.
- Kang, O., Bogorevich, V., Kermad, A., Koo, S., & McAndrews, M. **2018**. The effect of contexts on speech evaluation in non-native speaker oral performance. *American Association for Applied Linguistics*, Chicago, IL.
- McAndrews, M. **2018**. From word to chunk to abstract construction: A usage-based approach to enriching vocabulary instruction. *24th Graduate Linguistics/ TESOL Symposium*, Arizona State University.
- McAndrews, M. **2017**. Prosodic features and pragmatic functions of 'I think' in learners' speech. *3rd Workshop on Second Language Prosody*, Bangor University.
- McAndrews, M. **2016**. A multi-dimensional analysis of functional linguistic variation in the Protestant Bible. *37th International Computer Archive of Modern and Medieval English*, The Chinese University of Hong Kong. (Poster).
- McAndrews, M. **2016**. Give students rich, motivating feedback with screencasting. *Shantou University 8th International Conference on TESOL*, Shantou University.
- McAndrews, M. **2015**. Modelling near-synonymous suffix alternation in an Inuktitut corpus. *4th Dog Days Summer Workshop on Syntax, Semantics, and Morphology*, University of Toronto.
- McAndrews, M., Newbould, S. & Wang, C. **2015**. Using mobile-phone cameras to build a quasi-corpus of problematic features in student writing. *Faculty of Language and Literature 9<sup>th</sup> International Conference*, Satya Wacana Christian University.
- McAndrews, M. **2015**. Attested pronunciation difficulties and intelligibility priorities of ESL speakers from three L1 backgrounds. *12th TESOL/ Applied Linguistics Graduate Students Conference*, East Carolina University.

### *Workshops for ESL Teachers*

- McAndrews, M. **2018**. From word to chunk to abstract construction: A usage-based approach to enriching vocabulary instruction. Program in Intensive English, Northern Arizona University.
- McAndrews, M. **2014**. Collocational knowledge: Where to find it and how to use it. English Language Center, Shantou University.

## **V. Teaching Experience**

### ***University Teaching – Instructor of Record***

*Department of Education, Concordia University (2020-present)*

Phonology for Teachers (2 sections)

Applied Language Studies (graduate course)

Language Acquisition

Grammar for Teachers (2 sections)

TESL Pedagogy – General

*Department of English, Northern Arizona University (2016-2019)*

Cross-cultural Aspects of Language Learning (graduate course)

ESL Listening, Notetaking, and Speaking - Advanced (4 sections)

ESL Listening and Speaking – High Intermediate (3 sections)

ESL Listening and Speaking – Intermediate

ESL Grammar & Writing – High Intermediate

ESL Reader's Workshop – Advanced

*English Language Center, Shantou University (2014-2016)*

EFL Academic Writing (9 sections)

EFL Intercultural Communication (3 sections)

### ***University Teaching – Assistantships***

*Department of English, Northern Arizona University (2018)*

Introduction to Linguistics

*Department of Applied Linguistics, Brock University (2013-2014)*

The Study of Language

### ***K-12 Teaching – Full-Time***

*Kiluutaq School, Umiujaq, Québec, Canada (2010-2012)*

Taught health and physical education classes in an indigenous (Inuit) community in remote northern Québec, with a focus on culturally relevant and responsive pedagogy. Students were bilingual Inuktitut-English or Inuktitut-French learners.

*Little Fox Language School, Sangju, South Korea (2007-2008)*

Taught EFL classes for young learners.

### ***K-12 Teaching – Practicum Experience***

*Highland Heights Junior Public School, Toronto, Canada (February 2010)*

Taught across curricular areas in 4<sup>th</sup>/5<sup>th</sup> grade split class.

*Valley Park Middle School, Toronto, Canada (October 2009)*

Taught technology and physical education within 'mild intellectual disability' designation.

## VI. Service

### ***Mentorship & Coaching***

*Undergraduate research supervision, Northern Arizona University*

- 2019 Callie O'Connell: Regional variation in the comprehension of American English prosody
- 2017 Stewart Freedman: Non-native speakers' perceptions of 'standard' American English
- 2016 Kaitlin Olsen: Characterization of linguistic gender in 1970s American Fiction

*Other mentorship and coaching*

- 2017 Pronunciation coach for L2-English PhD student in clinical psychology, Northern Arizona University. Focused on intelligibility of English speech delivered in clinical contexts.
- 2014 - Business English Club faculty advisor, Shantou University. Organized and led workshops and activities for L2-English Chinese professionals.
- 2016
- 2014 - Student newspaper faculty advisor, Shantou University. Oversaw all stages of publication twice per semester, with a focus on developing proficiency in newspaper English.

### ***Manuscript Reviews***

*System* (2020); *Proceedings of the Pronunciation in Second Language Learning and Teaching Conference* (2020, 2019); *Studies in Second Language Acquisition* (2019); *Language Teaching Research* (2019); *Canadian Modern Language Review* (2018)

### ***Conference Proposal Reviews***

*Second Language Research Forum* (2020, 2019, 2017); *Shantou University 9<sup>th</sup> International Conference on TESOL* (2016)

### ***Conference Organizing and Volunteering***

- 2019 Volunteer, *Pronunciation in Second Language Learning and Teaching Conference*, Northern Arizona University
- 2017 Organizing Committee, *Arizona TESOL Northern Regional Conference*, Northern Arizona University
- 2016 Co-organizer, *Shantou University 9<sup>th</sup> International Conference on TESOL*.
- 2014 Volunteer, *Canadian Association of Applied Linguistics Conference*, Brock University

### ***Student Groups***

- 2018 Treasurer, *Graduate Student Association of Applied Linguistics*, Northern Arizona University
- 2017 Webmaster, *Graduate Student Association of Applied Linguistics*, Northern Arizona University

## VII. Grants & Awards

- 2020 Support for online course development (\$2,200), Concordia University
- 2020 PhD *with distinction* (cumulative GPA of at least 3.90/4.00), Northern Arizona University
- 2019 Dissertation Grant (\$1,200), *Language Learning Board of Directors*
- 2017 Teacher of the Year, Program in Intensive English, Northern Arizona University
- 2016 Presidential Fellowship (full tuition waiver plus \$32,000), Northern Arizona University
- 2016 Conference Travel Grants (\$3,000), Shantou University

- 2015 Best Paper, 12th TESOL/Applied Linguistics Graduate Students Conference, East Carolina University
- 2014 Distinguished Graduate Student (highest GPA in MA cohort), Department of Applied Linguistics, Brock University
- 2004 Kennedy Memorial Scholarship (\$800), Acadia University

### **VIII. Certification & Non-Degree Coursework**

#### ***Certification***

- 2010 Certificate of Qualification, Ontario College of Teachers. Licenses holder to teach in public schools in the province of Ontario, Canada.
- 2003 Honours Certificate of Bilingual Studies (Extended French), Toronto District School Board. Recognizes holder as having completed at least eight courses in French in high school.

#### ***Non-Degree Coursework***

- 2013 10 credit hours in Linguistics (Semantics & Pragmatics; Typology & Discourse; Learner-Directed Second Language Acquisition; Technology for Field Methods), University of North Dakota.
- 2012 - 15 credit hours in Linguistics (Introduction to Linguistics; Phonetics; Phonology; Syntax),  
2013 University of Toronto.

### **IX. Languages**

English (first language)

French (ACTFL listening: advanced-high [July 2020]; ACTFL reading: advanced-high [July 2020])

### **X. Citizenship**

American

Canadian

### **XI. References**

Available on request