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## Aline Godfroid

Assistant Professor of Second Language Studies  
Michigan State University  
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## Education

### University of Brussels (VUB)

December 2010

#### **Ph.D. in Linguistics**

*Cognitive processes in Second Language Acquisition: The role of noticing, attention and awareness in processing words in written L2 input.*

Honors: *summa cum laude*

### University of Antwerp

2006

#### **Teaching Certificate for Higher Secondary Education**

Honors: *magna cum laude*

2003

#### **MA in English & German Linguistics and Literature**

##### **Specialization in computational linguistics**

Honors: *magna cum laude*

Dissertation topic: *Any and its French Equivalents*

### University of Namur (FUNDP)

2001

#### **BA in English & German Linguistics and Literature**

Honors: *summa cum laude*

Erasmus exchange student at the Technical University Berlin from 2000 to 2001.

# Employment

## Michigan State University

January 2011 – present  
**Assistant Professor, Second Language Studies**

## University of Brussels (VUB)

October 2006 – September 2010  
**PhD Candidate in Linguistics**

## University of Antwerp

September 2004 – September 2006  
**Scientific Collaborator for E-Learning and Language Testing**

# Research

## Grants and Fellowships

### **Pending**

2017 Language Learning Early Career Research Grant  
Measuring implicit and explicit L2 knowledge: Synthesizing 12 years of research. Requested \$10,000.00 to cover data collection and analysis of results from a large sample of Chinese ESL learners completing a battery of English language tests.

### **Awarded**

- 2016 College of Arts and Letters Faculty Summer Fellowship  
Conducting eye-tracking research in second language acquisition: A methodological guide.  
Awarded \$10,220.00 to cover summer salary and project costs to write a methodological guide on eye-movement recording.
- 2016 Language Learning Dissertation Grant  
Incidental and intentional L2 vocabulary learning: Are they different? (Principal investigator; with SLS graduate student Ina Choi)  
Awarded \$ 2,000.00 towards an eye-tracking experiment for Ina Choi's doctoral dissertation research.
- 2015 Humanities and Arts Research Program:  
Recording eye movements in second language research: A methodological guide

(Principal investigator).

Awarded \$ 20,191.00 toward course release in Fall 2015 to write a methodological guide on eye-movement recording.

- 2014 Fonds voor Wetenschappelijk Onderzoek – Vlaanderen [Research Foundation – Flanders]  
Bridging the gap: Linking noticing and the implicit acquisition of grammatical subregularities in L2 German (Co-principal investigator with Alex Housen)  
Awarded € 259,841.00 (ca. \$ 326,000.00) towards a four-year research project on the noticing and implicit L2 learning of German verbs.
- 2014 Targeted Support Grant for Technology Development from the MSU Office of the Vice President for Research and Graduate Studies:  
Tone Perception Efficacy Study (Co-principal investigator with Catherine Ryu and Chin-Hsi Lin).  
Awarded \$ 51,567.00 towards a Chinese tone perception study conceived by Catherine Ryu.
- 2014 Dr. Delia Koo Global Faculty Endowment:  
A Cube2Cube (C2C) efficacy study: Toward developing game-centered Chinese language proficiency (Principal investigator).  
Awarded \$ 3,500.00 towards a Chinese tone perception training study conceived by Catherine Ryu.
- 2014 National Science Foundation Doctoral Dissertation Improvement Grant:  
Speech perception in bilingual and monolingual speakers under normal and adverse listening conditions (Principal investigator; with SLS graduate student Jens Schmidtke).  
Awarded \$ 15,106.00 towards two speech-perception experiments for Jens Schmidtke's doctoral dissertation research.

### Invention

**Picky Birds** is a Mandarin Chinese tone perception app game that is designed to aid learners to perceive, discriminate, and identify the four major Mandarin tones inductively by playing a game. The app is based on an online training platform that was developed for the Tone Perception Efficacy Study (ToPES <http://cube2cube.cal.msu.edu>). I designed the tone-training and tone-testing sequences for the ToPES (Godfroid, Lin & Ryu, resubmitted).

Picky Birds is the product of a multi-disciplinary research and production team, directed by Dr. Catherine Ryu. The team consists of undergraduate game developers and programmers, user experience analysts, graphic designers, video artists, a sound designer, and an online education specialist. My role is to bring psycholinguistic expertise to the team and ensure the experimental research meets high standards.

Picky Birds is managed by MSU Technologies.

## Publications

### **Monographs and Edited Volumes**

Godfroid, A. (under contract / in preparation). *Recording eye movements in second language research*. New York: Routledge.

Godfroid, A., Winke, P. M., & Gass, S. (Eds.) (2013). Thematic issue on eye tracking in second language acquisition research, *Studies in Second Language Acquisition*, 35(2). [Guest editor of special issue]

Colpaert, J., Decoo, W., Van Bueren, S., & Godfroid, A. (Eds.) (2006). *CALL 2006 – How are we doing? CALL & Monitoring the Learner. Proceedings of the twelfth International CALL Conference, University of Antwerp, 20-22 August 2006*. Antwerp: University of Antwerp.

### **Refereed Articles (all co-authors are students unless otherwise noted \*)**

Miller, Z., Fox, J., Moser\*, J., & Godfroid, A. (under review). Playing with fire: Effects of hot cognition on working memory and vocabulary acquisition.

Godfroid, A., Ahn, J., Choi, I., Ballard, L., Cui, Y., Johnston, S., Lee, S., Sarkar, A., & Yoon, H. (second resubmission). Incremental vocabulary learning in a natural reading context: An eye-tracking study.

Godfroid, A., Lin\*, C., & Ryu\*, C. (resubmitted). Hearing and seeing tone through color: An efficacy study of web-based, multimodal Chinese tone perception training.

Godfroid, A. (2016). The effects of implicit instruction on implicit and explicit knowledge development. *Studies in Second Language Acquisition*, 38(2), 177-215.

Godfroid, A., Loewen\*, S., Jung, S., Park, J., Gass\*, S., & Ellis\*, R. (2015). Timed and untimed grammaticality judgments measure distinct types of knowledge: Evidence from eye-movement patterns. *Studies in Second Language Acquisition*, 37(2), 269-297.

Godfroid, A. & Spino, L. (2015). Reconceptualizing reactivity of think-alouds and eye-tracking: Absence of evidence is not evidence of absence. *Language Learning*, 65(4), 896-928.

Lim, H. & Godfroid, A. (2015). Automatization in second language sentence processing: A partial, conceptual replication of Hulstijn, Van Gelderen, and Schoonen's 2009 study. *Applied Psycholinguistics*, 36(5), 1247-1282.

Godfroid, A., Boers\*, F., & Housen\*, A. (2013). An eye for words: Gauging the role of attention in incidental L2 vocabulary acquisition by means of eye tracking. *Studies in Second Language Acquisition*, 35(3), 483-517.

Godfroid, A. & Uggen, M. S. (2013). Attention to irregular verbs by beginning learners of German – An eye movement study. *Studies in Second Language Acquisition*, 35(2), 291-322.

Winke\*, P. M., Godfroid, A., & Gass\*, S. (2013). Introduction to the special issue. Eye-movement recordings in second language acquisition research. *Studies in Second Language Acquisition*, 35(2), 205-212.

### **Refereed Book Chapters (all co-authors are students unless otherwise noted \*)**

Godfroid, A. & Spino, L. (2015). Under the radar: Triangulating think-alouds and finger tracking to detect the unnoticed. In A. Mackey & E. Marsden (Eds.), *Advancing methodology and practice: The IRIS repository of instruments for research into second languages* (pp. 73-90). New York: Routledge.

Godfroid, A. & Winke\*, P. M. (2015). Investigating implicit and explicit processing using L2 learners' eye-movement data. In P. Rebuschat (Ed.), *Implicit and explicit learning of languages* (pp. 325-348). Amsterdam: John Benjamins.

Godfroid, A. & Schmidtke, J. (2013). What do eye movements tell us about awareness? A triangulation of eye-movement data, verbal reports and vocabulary learning scores. In J. M. Bergsleithner, S. N. Frota & J. K. Yoshioka (Eds.), *Noticing and second language acquisition: Studies in honor of Richard Schmidt* (pp. 183-205). Honolulu, HI: University of Hawai'i, National Foreign Language Resource Center.

Godfroid, A., Housen\*, A., & Boers\*, F. (2010). A procedure for testing the Noticing Hypothesis in the context of vocabulary acquisition. In M. Pütz & L. Sicola (Eds.), *Inside the Learner's Mind: Cognitive Processing and Second Language Acquisition* (pp. 169-197). Amsterdam/Philadelphia: John Benjamins.

### **Non-refereed Book Chapters**

Godfroid, A. & Housen\*, A. (2008). The role of noticing in incidental L2 vocabulary acquisition: evidence from an eye-tracking study. In *Preprint of the 33rd international LAUD symposium on cognitive approaches to second/foreign language processing: theory and pedagogy* (pp. 191-210). Duisberg: LAUD.

Boers\*, F., Eyckmans\*, J., & Godfroid, A. (2007). Catering for limited processing capacity to foster incidental vocabulary uptake. In K. Pelsmaekers & C. Rollo (Eds.), *Economically Speaking* (pp. 169-185). Antwerpen/Apeldoorn: Garant.

### **Encyclopedia Entry**

Godfroid, A. (2012). Eye tracking. In P. Robinson (Ed.), *Routledge Encyclopedia of Second Language Acquisition* (pp. 234-236). New York/London: Routledge.

### Invited talks

Godfroid, A. (2016). Incidental vocabulary acquisition from reading a novel: A true-to-life task with eye tracking. Paper to the Symposium on Teaching and Learning Vocabulary in Another Language. Western, London, ON, October 2016.

Godfroid, A. (2016). New opportunities in incidental vocabulary acquisition research: Insights from eye tracking. Paper to the Center for Research in Language Learning and Use at University of York, UK, June 2016.

Godfroid, A. (2016). Attentional processes in incidental vocabulary acquisition. Paper to the Center for Applied Linguistics at University College London, UK, June 2016.

Godfroid, A. (2016). Implicit and explicit knowledge in artificial and natural language learning. Paper to the Cognitive Forum at Michigan State University, East Lansing, MI, February 2016.

Godfroid, A. (2015). An overview: Research developments in the field of cognitive studies and second language acquisition. Paper at the Round-Table Seminar: Issues in Cognitive Studies in L2 Acquisition and Translating and Interpreting, Macau, China, November 2015.

Godfroid, A. (2015). Learning vocabulary through extended reading: An eye-tracking study. Plenary talk at the International Conference on Cognitive Research on Translation and Interpreting, Macau, China, November 2015.

Godfroid, A. (2015). The effects of implicit instruction on implicit and explicit knowledge development. Paper at the Symposium on New Directions in Implicit and Explicit Language Learning, Lancaster, UK, June 2015.

Godfroid, A. (2013). From absence of evidence to evidence of absence: The effects of think-alouds and eye-tracking on thought processes. Paper to the Psycholinguistics Group at University of Michigan, Ann Arbor, MI, November 2013.

Godfroid, A. (2013). Do adult second language learners teach themselves? Evidence from eye movements and verbal reports. Paper to the Linguistics Colloquium at Michigan State University, East Lansing, MI, January 2013.

Godfroid, A. (2012). The roles of attention and awareness in second language acquisition: New methodological perspectives. Paper to the Symposium of Second Language Acquisition at the University of Illinois at Chicago, Chicago, IL, December 2012.

Housen\*, A., Godfroid, A., & Boers\*, F. (2012). Re(de)fining the construct of noticing. The role and nature of attention and awareness in SLA. Paper to the Department of Linguistics Speaker Series, Georgetown, Washington, DC, March 2012.

Godfroid, A. (2010). Attention and awareness in SLA: The role of 'noticing' in L2 vocabulary learning. Paper to the Second Language Studies Program at Michigan State University, East Lansing, MI, February 2010.

Godfroid, A. (2008). Eye-catching words? The initial processing of novel lexis in an L2. Paper to the Nijmegen Bilingualism Group, Nijmegen, December 2008.

Refereed Conference papers (all co-presenters are students unless otherwise noted \*)

Brooke, J., Ohlrogge\*, A., Zwier\*, L., Reed\*, D., & Godfroid, A. (2016). Assessing IEP students' vocabulary size and growth: Evidence from a revised vocabulary size test. Paper to the Second Language Research Forum, New York, NY, September 2016.

Godfroid, A., Ahn, J., Rebuschat\*, P., & Dienes\*, Z. (2016). What you see (during training) is what you get (at test): Triangulating process and product. Paper to the Implicit Learning Seminar, Lancaster, UK, June 2016.

Choi, I., Ahn, J., Johnston, S., Lee, S., Yoon, H., & Godfroid, A. (2016). Extensive reading and eye-tracking: Towards power and precision in the study of incidental vocabulary acquisition. Paper to the American Association for Applied Linguistics, Orlando, FL, April 2016.

Godfroid, A., Ahn, J., Rebuschat\*, P., & Dienes\*, Z. (2016). The development of implicit and explicit knowledge of language: A comparison of eye-movement patterns and retrospective verbal reports. Paper to the American Association for Applied Linguistics, Orlando, FL, April 2016.

Godfroid, A., Ryu\*, C., & Lin\*, C. (2015). Multimodal approaches to learning Chinese tones: What works? Paper at the American Council on the Teaching of Foreign Languages Annual Convention and World Languages Expo, San Diego, CA, November 2015.

Ahn, J., Ballard, L., Choi, I., Cui, Y., Johnston, S., Lee, S., Yoon, H., & Godfroid, A. (2015). Incidental vocabulary learning from novel-reading: An eye-tracking study. Paper to the Second Language Research Forum, Atlanta, GA, October 2015.

Godfroid, A., Ryu\*, C., & Lin\*, C. (2015). Colorful benefits? The efficacy of dual coding in an online L2 Chinese tone perception study. Poster at the Pronunciation in Second Language Learning and Teaching conference, Dallas, TX, October 2015.

- Godfroid, A. (2015). Eye movements during task-based performance: What have we learned? [Colloquium discussant]. Paper at the Conference on Task-Based Language Teaching, Leuven, Belgium, September 2015.
- Ryu\*, C., Lin\*, C., & Godfroid, A. (2015). Integrating technology and Chinese language teaching: A case study of online Mandarin Chinese tone instruction. Paper to the International Conference on Internet Chinese Education, Boston, MA, June 2015.
- Lin\*, C., Godfroid, A., & Ryu\*, C. (2015). Online tone instruction for learning Mandarin Chinese. Paper to the Computer-Assisted Language Instruction Consortium, Boulder, CO, May 2015.
- Godfroid, A., Loewen\*, S., Jung, S., Park, J., Gass\*, S., & Ellis\*, R. (2014). Construct validity of grammaticality judgment tests: An eye-tracking perspective. Paper to the European Second Language Association, York, September 2014.
- Godfroid, A. (2014). Implicit and explicit learning of German semi-regular verbs. Poster to the European Second Language Association, York, September 2014.
- Godfroid, A., Loewen\*, S., Jung, S., Park, J., Gass\*, S., & Ellis\*, R. (2014). Eye movements in grammaticality judgments: The relationship between accuracy and online reading patterns. Paper to the American Association for Applied Linguistics, Portland, OR, March 2014.
- Godfroid, A., & McCord, R. (2014). Implicit learning of German irregular verbs. Paper to the American Association for Applied Linguistics, Portland, OR, March 2014.
- Godfroid, A., & Spino, L. (2014). Reconceptualizing reactivity research: Absence of evidence is not evidence of absence. Paper to Georgetown University Round Table, Washington, DC, March 2014.
- Godfroid, A., & Spino, L. (2013). The finger, the voice, and the brain: Revisiting the effectiveness of L2 reading for vocabulary acquisition. Paper to the Second Language Research Forum, Provo, UT, November 2013.
- Godfroid, A., Loewen\*, S., Jung, S., Park, J., Gass\*, S., & Ellis\*, R. (2013). Multiple perspectives on grammaticality judgments: Do different types of knowledge imply different types of processing? Paper to the Second Language Research Forum, Provo, UT, October 2013.
- Godfroid, A., & Spino, L. (2013). How complete are think-alouds? A comparison of verbal reports and finger tracking during L2 reading. Poster at the IRIS Project Colloquia, York, September 2013.

[Recipient of the Cambridge University Press poster prize]



- Godfroid, A., & Spino, L. (2013). One size fits all? The role of working memory in thinking aloud and task performance. Paper to the European Second Language Association, Amsterdam, August 2013.
- Godfroid, A., & Spino, L. (2013). Timing is of the essence: Disentangling the roles of attention and awareness in L2 vocabulary learning. Paper to the American Association for Applied Linguistics, Dallas, TX, March 2013.
- Godfroid, A. (2012). Attention and awareness may not be the same in SLA. Paper to the Second Language Research Forum, Pittsburgh, PA, October 2012.
- Godfroid, A. (2012). Do all roads lead to Rome? Attention, awareness and the “noticing” construct. Paper to the European Second Language Association, Poznan, September 2012.
- Uggen, M. S., & Godfroid, A. (2012). Attention to irregular verbs by beginning learners of German: An eye movement study. Paper to the American Association for Applied Linguistics, Boston, MA, March 2012.
- Godfroid, A., & Spino, L. (2011). Reading in the experimental laboratory: A comparison of different data collection methods. Paper to the Second Language Research Forum, Ames, IA, October 2011.
- Godfroid, A., & Schierloh, M. (2010). The study of eye movements in SLA research: A review. Paper to the Second Language Research Forum, Maryland, MD, October 2010.
- Godfroid, A., Boers\*, F., & Housen\*, A. (2010). Re(de)fining the construct of ‘noticing’: The role of attention and awareness in SLA. Paper to the European Second Language Association, Reggio Emilia, September 2010.
- Godfroid, A., Housen\*, A., & Boers\*, F. (2010). Attention and awareness in SLA: An attempt to re(de)fine the construct of ‘noticing’. Paper to the American Association for Applied Linguistics, Atlanta, GA, March 2010.
- Godfroid, A., Boers\*, F., & Housen\*, A. (2009). Learners’ processing of novel words while reading: Eye movements and learning gains. In N. A. Taatgen & H. van Rijn (Eds.), *Proceedings of the 31<sup>st</sup> Annual Conference of the Cognitive Science Society* (3202). Austin, TX: Cognitive Science Society.
- Godfroid, A., Boers\*, F., & Housen\*, A. (2009). Learners’ initial steps in acquiring new lexis: A study of eye movements. Paper to the 8<sup>th</sup> edition of Psycholinguistics in Flanders, Antwerp, May 2009.

Godfroid, A., Boers\*, F., & Housen\*, A. (2009). Defining and operationalising noticing in SLA. Paper to Georgetown University Round Table, Washington, DC, March 2009.

Godfroid, A., Boers\*, F., & Housen\*, A. (2008). The intake of new words in L2 reading: An eye-tracking study. Paper to the Second Language Research Forum, Honolulu, HI, October 2008.

Godfroid, A., Boers\*, F., & Housen\*, A. (2008). An eye for words: Eye tracking L2 learners' noticing of new words in written texts. Paper to the European Second Language Association, Aix-en-Provence, September 2008.

Godfroid, A., Boers\*, F., & Housen\*, A. (2008). Noticing new words while reading in a foreign language: Evidence from an eye-tracking study. Paper to the American Association for Applied Linguistics, Washington, DC, March 2008.

Godfroid, A., Boers\*, F., & Housen\*, A. (2007). Individual differences in noticing capacity. Paper to the Belgian Association for Applied Linguistics, Louvain, March 2007.

#### Other presentations

Godfroid, A., Loewen\*, S., Jung, S., Park, J., Gass\*, S., & Ellis\*, R. (2014). Processing meets representation: An eye-tracking study of grammaticality judgment tests. East Lansing, MI, April 2014.

Godfroid, A. (2014). Equivalence tests in SLA: Possibilities and challenges. Paper to the Student Organization of Second Language Acquisition and Pedagogy, East Lansing, MI, February 2014.

Godfroid, A., & Spino, L. (2013). Effects of eye-tracking and think-alouds on text comprehension and vocabulary recognition. Paper to the audience of the Eye-tracking Mini Conference, East Lansing, MI, April 2013.

Godfroid, A., Loewen\*, S., Jung, S., Park, J., Gass\*, S., & Ellis\*, R. (2013). Investigating the link between implicit and explicit knowledge and processing. East Lansing, MI, April 2013.

## Workshops

Godfroid, A. (2017). Vocabulary teaching and learning in a foreign language: Incidental and intentional approaches. *Methodological Developments in Teaching of Spanish as a Second Language. A Workshop for Teachers, XI* [three-hour workshop]. Columbia University, New York, NY, January 2017.

Godfroid, A. (2015). Using eye-tracking to investigate questions about implicit and explicit learning/knowledge. *Symposium on New Directions in Implicit and Explicit Language Learning* [three-hour workshop]. Lancaster, UK, June 2015.

Godfroid, A. (2013). Introducing new vocabulary. *Orientation for second/foreign language teaching assistants at Michigan State University* [one-hour workshop]. East Lansing, MI, August 2013.

Godfroid, A. (2012). Increasing learner autonomy: Insights from learners' introspection on their own incidental vocabulary learning. *Professional development for faculty in the English Language Center at Michigan State University* [one-hour workshop]. East Lansing, MI, November 2012.

## Research interests

In my research, I seek to build bridges between psychology, psycholinguistics, and actual second language learning. The following areas are central to my work:

- Eye-tracking methodology in second language acquisition
- Cognitive processes in second language learning, including attention, awareness, and “noticing”, implicit and explicit learning/knowledge, and automatization
- Vocabulary acquisition
- Quantitative research methods

I use robust behavioral methods in my studies, including eye tracking, concurrent and retrospective verbal reports, and reaction time measurement. My current projects focus on the acquisition of L2 syntax and vocabulary under incidental exposure conditions, the measurement of implicit and explicit knowledge, vocabulary assessment, L1 interference in L2 grammar processing, and the effects of multimodal input on L2 Chinese tone perception.

## Research skills

### **Eye-tracking methodology**

Co-director of the eye-tracking lab at Michigan State University, which is equipped with an EyeLink 1000 (from SR Research) and a Tobii TX300 TSE. Member of the MSU Eye-Tracking Research Group.

- Strategic planning and daily management, shared responsibility for equipment

- Instructor of LLT 841, Eye-movement Registration in Second Language Acquisition Research
- Book proposal for a methodological guide under contract with Routledge
- In-depth and hands-on knowledge of eye-tracking technology, from experiment design and programming, to data collection and analysis.
- Visiting scholar to the lab: Dr. Carolina Bernales, Pontificia Universidad Católica de Valparaíso, Chile (March-April 2016)

### **Statistical techniques**

Excellent knowledge of applied statistics:

- Basics of statistical inference \*
- Analysis of variance \*
- Multivariate analysis of variance
- Discriminant function analysis
- Cluster analysis
- Exploratory factor analysis
- Confirmatory factor analysis
- Structural equation modeling
- Linear regression (LM) \*
- Binary and multinomial logistic regression (GLM) \*
- Mixed effects models (LMM and GLMM) \*
- Introduction to *R* \*
- Equivalence testing \*
- Introduction to Bayesian statistics \*

Instructor of two quantitative research methods courses at Michigan State University, in which I cover the techniques marked with \*. The courses are LLT 873, Quantitative Research in Second Language Studies, and LLT 841 (co-taught with Shawn Loewen), Advanced Quantitative Research in Second Language Studies.

Member of the SLS student-led reading group Donuts & Distributions.

### Professional development

#### **National Center for Faculty Development & Diversity Faculty Success Program**

I completed a 12-week online bootcamp designed to increase research productivity, improve time management skills, and live a full and healthy life beyond campus. Some of the core skills targeted in the bootcamp were developing a daily writing routine, strategic planning, and learning why and how to align work time with institutional priorities, personal values, and long-term goals.

# Teaching

- Courses taught at Michigan State University:
  - LLT 361 Second and Foreign Language Learning
  - LLT 841 Topics in Learning and Teaching: Advanced Quantitative Research in Second Language Studies
  - LLT 841 Topics in Learning and Teaching: Eye-movement Registration in Second Language Acquisition Research
  - LLT 841/992b Topics in Second/Foreign Language Learning and Teaching: Vocabulary
  - LLT 860 Introduction to Second Language Acquisition
  - LLT 862 Advanced Research in Second Language Acquisition
  - LLT 864 Second Language Psycholinguistics
  - LLT 873 Quantitative Research in Second Language Studies
  - LLT 890 Reactivity of Think-Aloud Methodology in L2 Reading (Independent Study)
  - LLT 890 Implicit Learning of German Irregular Verbs (Independent Study)
  - LLT 890 Implicit Learning of Semi-Artificial Grammar: An Eye-Tracking Study (Independent Study)
  - LLT 890 The Role of Prior Knowledge in Implicit Learning: An Eye-Tracking Study (Independent Study)
- Courses taught or developed at other institutions
  - University of Brussels:
    - Cognitive Processes of Acquisition* (invited seminar in the graduate-level course *English Linguistics: the Acquisition of English*)
  - University of Antwerp:
    - Development of an English language course for adult native speakers of Dutch. *BIS Online* was a constructivist language course that focused on the four communicative skills and the active role of the learner in the learning process. The course was provided online as a distance learning programme and covered all proficiency levels, from A1 (beginning) to C2 (near native). A 25-hour practicum in higher secondary education in Flanders.
    - I taught English and German language classes to 16- to 18-year-olds.

## Ph.D. Dissertation Advising

**External: Department of Linguistics and Literature, University of Brussels (VUB), Belgium**

Committee co-chair

- Eva Koch: *Bridging the gap: Linking noticing and the implicit L2 acquisition of grammatical subregularities in a natural second language.* (with Alex Housen)

**External: Department of Hispanic and Italian Studies, University of Illinois at Chicago**

Committee member

- Bernard Issa: *Morphosyntactic development in a second language: An eye tracking study on the role of attention.* (graduated in 2015; chair: Kara Morgan-Short)

**External: Department of Spanish and Portuguese, Georgetown University**

Committee member

- Anne M. Calderón: *Level of intake and depth of processing in L2 development.* (graduated in 2014; chair: Ronald Leow)

[Recipient of the 2016 Harold N. Glassman Dissertation Award in the Social Sciences]

**Internal: Second Language Studies Program, Michigan State University**

Committee chair

1. Ji-Eun (Irene) Ahn (expected graduation in Spring 2018)
2. Ina Choi (expected graduation in Summer 2017)
3. Jessica Fox (expected graduation in May 2017)
4. Minhye (Kathy) Kim (expected graduation in May 2019)  
→ Joint degree (graduate specialization) in Cognitive Science
5. Zachary Miller (expected graduation in May 2017)
6. Ayman Mohamed: *The roles of context and repetition in incidental vocabulary acquisition from second language reading: An eye movement study* (graduated in May 2015)
7. Maren Schierloh-Uggen: *Attention to irregular verbs by beginning learners of German: An eye-movement study* (graduated in May 2011; co-chair: Paula Winke)
8. Jens Schmidtke: *Speech perception in bilingual and monolingual speakers under normal and adverse listening conditions* (graduated in May 2015)  
→ Joint degree (graduate specialization) in Cognitive Science

### Committee member

9. Laura Ballard
10. Roman Chepyshko
11. Stella He
12. Suzanne Johnston
13. Sehoon Jung
14. Natalie Koval
15. Jungmin Lim
16. Jie Liu
17. Myeongeun Son
18. Le Anne Spino
19. Sarut Supasiraprapa
20. Hyung-Jo Yoon
21. Hiep Chau (graduated in 2014)
22. Fei Fei (graduated in 2015)
23. Talip Gonulal (graduated in 2016)
24. Yeon Heo (graduated in 2016)
25. Solène Inceoglu (graduated in 2014)
26. Hyojung Lim (graduated in 2014)
27. Ji-Hyun Park (graduated in 2016)
28. Megan Smith (graduated in 2016)

## Professional service

### Editorial service

Editorial board member, *Studies in Second Language Acquisition* (2016 – 2020)

Advisory board member, *Journal of the European Second Language Association* (2016 – present)

Editorial board member, *International Review of Applied Linguistics in Language Teaching*

Editorial board member, *EuroSLA Yearbook* (2008 – 2016)

### Service to the profession at large

Member of the Resolutions Committee of the American Association for Applied Linguists (2017-2018)

### Departmental service

Member of the Faculty Evaluation Committee (2016, 2017)

Member of a Second Language Studies Faculty Search Committee (2016)

Member of the admissions committee for the MA TESOL program (admissions for Fall 2015)

Member of the Department Chair Search Committee (2014)

Chair of the admissions committee for the Second Language Studies program (admissions for Fall 2014).

Member of the Department Advisory Committee (2013-2015)

Member of the admissions committee for the Second Language Studies program (admissions for Fall 2013).

#### Conference and colloquium organization

2017 Organizer of the Second Language Studies Spring Symposium (with Peter De Costa)

2017 American Association for Applied Linguists Conference  
Strand Coordinator for *Language and Cognition*

Godfroid, A., & Michel, M. (2015). Colloquium organizers: Eye movements during task-based performance: What can we learn? Conference on Task-Based Language Teaching, Leuven, Belgium, September 2015.

Godfroid, A. (2013). Colloquium organizer: Methodological innovations in the study of implicit and explicit processing and knowledge. Colloquium at the Second Language Research Forum, Provo, UT, October 2013.

#### Organizing Committee:

- Fifth Implicit Learning Seminar, June 2016, Lancaster UK  
I reviewed abstracts for the conference.
- The 12<sup>th</sup> international conference *CALL 2006 – How are we doing? CALL & Monitoring the Learner*.  
I edited the abstracts and proceedings (with Saskia Van Bueren) and was responsible for the website and the communication within the University of Antwerp.

#### Refereeing

- Manuscript reviewer for
  - *Annual Review of Applied Linguistics*
  - *Applied Linguistics*



- *Applied Psycholinguistics*
- *Bilingualism: Language and Cognition*
- *International Journal of Applied Linguistics*
- *International Review of Applied Linguistics in Language Teaching*
- *Journal of Experimental Psychology: Learning, Memory, and Cognition*
- *Journal of Eye Movement Research*
- *Journal of the Japanese Society for Language Sciences*
- *Journal of Psycholinguistic Research*
- *Language Learning*
- *Language Learning & Technology*
- *Language Teaching Research*
- *Reading in a Foreign Language*
- *Studies in Second Language Acquisition*
- *System*
- *TESOL Quarterly*
- *The Modern Language Journal*
- Reviewer of grant proposals submitted to the National Science Foundation and the Social Sciences and Humanities Research Council of Canada
- Reviewer of book proposals for *Routledge* and *Wiley*
- Reviewer of chapter for edited volume
- Abstract reviewer for the *American Association for Applied Linguistics*, *EuroSLA* and the *Second Language Research Forum*

#### Professional affiliations

Affiliate of the University of Brussels (VUB), Belgium

Affiliate of the Cognitive Science Program at Michigan State University

## Languages

Dutch	Mother tongue
French	Near native, heritage learner
English	Fluent
German	Fluent
Spanish	Working knowledge