CURRICULUM VITAE
Masaki Eguchi

EDUCATION

2019 – **Present**: **Ph.D. candidate**
Department of Linguistics, University of Oregon, Eugene
Advisor: Dr. Kristopher Kyle
Dissertation title: *Automatic analysis of stance-taking in academic writing: A systemic functional perspective.*

2018 – 2019: **Ph.D. student**
Department of Second Language Studies, the University of Hawaiʻi at Mānoa, Honolulu
Advisor: Dr. Kristopher Kyle

2015 – 2018: **M.A. in Education**, Graduate School of Education, Waseda University, Tokyo.
Advisor: Prof. Tetsuo Harada
Thesis title: *A Longitudinal Development of Lexical Organization Through English Medium Instruction in a Japanese University.*

2016 – 2017: **Exchange Program**, Department of Second Language Studies, the University of Hawaiʻi at Mānoa
Advisor: Dr. Kristopher Kyle

2011 – 2015: **B.A. in English language teaching**, School of Education, Waseda University, Tokyo

AREAS OF SPECIALIZATION

(Instructed) Second Language Acquisition, Applied Natural Language Processing, Language Assessment, Systemic Functional Linguistics, Second Language Writing and Speech, CALL, Statistics and measurement, Bayesian statistics

GRANTS AND SPONSORED PROJECTS

2020–Present PI Sponsored by Michigan Language Assessment (USD 4,000)
Working project title: The development of lexico-grammatical complexity in two task types: A year-long study.
Co-PI: Dr. Kristopher Kyle

2018–2019 PI Sponsored by Eiken Foundation of Japan (¥ 300,000).
Completed project title: The relationships between vocabulary learning strategies and multidimensional lexical competence: A study of trait knowledge and lexical richness. [語彙知識の多面性に基づく語彙学習方略と語彙力の関係性：スピーキング能力の観点から]

(In addition to the publications listed below, four manuscripts are currently under review in peer-reviewed journals—*the Modern Language Journal*, *Journal of Second Language Writing*, and *System*.)

Refereed Academic Articles

in press

Kormos, J., Suzuki, S., & Eguchi, M. (accepted for publication). The role of input modality and vocabulary knowledge in alignment in reading-to-speaking tasks. *System*.

Suzuki, Y., Eguchi, M., & de Jong, N. (in press). Does the reuse of constructions promote fluency development in task repetition? A usage-based perspective. *TESOL Quarterly*. https://doi.org/10.1002/tesq.3103

Kyle, K., Eguchi, M., Choe, A. T., & LaFlair, G. (2022). Register variation in spoken and written language use across technology-mediated and non-technology-mediated learning environments. *Language Testing*. https://doi.org/10.1177/02655322211057868

2021

Kyle, K., Choe, A. T., Eguchi, M., LaFlair, G., & Ziegler, N. (2021). A comparison of spoken and written language use in traditional and technology mediated learning environments. *ETS research report*. https://doi.org/10.1002/ets2.12329

Eguchi, M., Suzuki, S., & Suzuki, Y. (2021). Lexical competence underlying second language word association tasks: Examining the construct validity of response type and response time measures. *Studies in Second Language Acquisition*. https://doi.org/10.1017/S0272263121000164

Kyle, K. & Eguchi, M. (2021). Automatically assessing lexical sophistication using words, n-gram, and dependency bigram indices. In S. Granger (ed.). *Perspectives on the Second Language Phrasicon: The View from Learner Corpora*. Multilingual Matters.

Uchihara, T., Eguchi, M., Clenton, J., Kyle, K., & Saito, K. (2021). To what extent is collocation knowledge associated with oral proficiency? A Corpus-based approach to word association. *Language and Speech*. https://doi.org/10.1177/00238309211013865

2020

Eguchi, M., & Kyle, K., (2020). Continuing to explore the multidimensional nature of lexical sophistication: The case of oral proficiency interviews. *Modern Language Journal*. *104*(2). https://doi.org/10.1111/modl.12637

2018

Suzuki, S., Harada, T., Eguchi, M., Kudo, S., & Moriya, R. (2018). Students' perspectives on the role of English-medium instruction in English learning: A case study. *The bulletin of the Graduate School of Education of Waseda University (Separate volume), 26*(1).

2017

Kudo, S., Harada, T., Eguchi, M., Moriya, R., & Suzuki, S. (2017). Investigating English speaking anxiety in English-medium instruction. *Essays on English Language and Literature [Eigo eibungaku soushi], 46*, 7-23. Retrieved from https://waseda.repo.nii.ac.jp/?action=repository_uri&item_id=37837&file_id=162&file_no=1

Suzuki, S., Harada, T., Eguchi, M., Kudo, S., & Moriya, R. (2017). Investigating the Relationship Between Students' Attitudes Toward English-Medium Instruction and L2 Speaking. *Essays on English Language and Literature [Eigo Eibungaku Soushi], 46*, pp. 25-41. Retrieved from https://waseda.repo.nii.ac.jp/?action=repository_uri&item_id=37838&file_id=162&file_no=1

Contributions to edited volumes

Eguchi, M. (2020). The relationships between vocabulary learning strategies and multidimensional lexical competence: A study of trait knowledge and lexical richness. [語彙知識の多面性に基づく語彙学習方略と語彙力の関係性：スピーキング能力の観点から.] In *EIKEN BULLETIN* (Vol. 31). Tokyo: Eiken Foundation Japan.

Contributions to conference proceedings

Eguchi, M. (2016). Investigating the relationships between vocabulary and clause-internal pauses and its development in L2 speech. *Proceedings of The Pacific Second Language Research Forum (PacSLRF2016)*, Chuo University, Tokyo.

Contributions to non-academic audience (non-refereed)

Nakata, T., Yanagisawa, A., & Eguchi, M. (2020, Oct). English vocabulary instruction under the new normal (1)—From the curriculum planning perspective. [新しい日常における英語語彙指導・1—カリキュラム計画の観点から]. In Taishukan-Shoten (Ed). *English Education [英語教育] (A professional magazine for English teachers in Japan)*. Tokyo: Taishukan-Shoten.

Eguchi, M. (2019, Oct). Assessment and measurement of lexical richness: From the perspective of multidimensional modelling [語彙の豊かさの測定と評価：多面的モデリングの観点から]. In Taishukan-Shoten (Ed). *English Education [英語教育] (A professional magazine for English teachers in Japan)*. Tokyo: Taishukan-Shoten.

Invited Workshops

Eguchi, M. (2018, March). *Measuring lexical production using the tool for automatic analysis of lexical sophistication.* Workshop presented at the vocabulary research group at University of Western Ontario, University of Western Ontario, London, Canada.

Eguchi, M. (2017, September). *Analyzing learner language using Natural Language Processing tools: A demonstration of a tool for measuring lexical sophistication.* Workshop presented at Japan Second Language Acquisition Research Forum (J-SLARF) 1st Student Meeting, Chuo University, Tokyo.

Linguistic Analysis/Corpus Analysis Tools Developed

Eguchi, M. (2020-). *Multi-Word Units Profiler* (Version 2.0.1) [Computer software]. https://multiwordunitsprofiler.pythonanywhere.com

Multi-Word Units Profiler is a freely available web application that aims to aid learning of multi-word expressions in English. Through MWU Profiler, teachers and learners of English can identify and highlight research-based multi-word units in their input texts. Based on the emerging line of research on textual enhancement of multiword units (for an overview of this research effort, see Boers, 2021), the tool can serve as an interface to implement the textual enhancement with user-selected texts. In the back end, the application runs via a python code. The Natural Language Processing component implements n-gram extraction and dependency parsing using the spaCy package (Explosion AI, 2020).

Eguchi, M. (2021-). *Theme Analyzer demo* (Version 0.1) [Computer software]. https://share.streamlit.io/egumasa/theme-analyzer-demo/main/main.py

Theme Analyzer (demo) is a free web application that allows users to identify Themes in their texts (as described in Systemic Functional Linguistics). According to Systemic Functional Linguistics, Theme is the first element of a clause, which serves as the "point of departure" of the message. Theme Analyzer parses user-input sentences using dependency parsing and returns visual annotation as well as detailed grammatical information. Note that this application is still under development, and the tool may produce a certain amount of analysis errors. Depending on the Theme sub-type, the initial F1 scores range .83-.93.

PRESENTATIONS

Refereed Conference Presentations/Posters (Main Presenter)

Eguchi, M. & Kyle, K. (Accepted for presentation, 2022, September). *Integrating co-textual information to automatically identify discourse values of stance-taking: A systemic functional approach*. Paper presented at American Association of Corpus Linguistics (AACL2022), Flagstaff, USA.

Eguchi, M. & Kyle, K. (Accepted for presentation, 2022, September). *Automatically analyzing thematic structures of L1 and L2 university writings: A systemic functional approach*. Paper presented at American Association of Corpus Linguistics (AACL2022), Flagstaff, USA.

Eguchi, M. & Kyle, K. (accepted for presentation, 2022, March). *Automatic analysis of discourse features in university writing across genres and levels: A Systemic Functional approach to Theme analysis*. Paper presented at American Association of Applied Linguistics (AAAL2022), Pittsburgh, USA.

Eguchi, M. & Kyle, K. (2021, July). *Profiling L2 collocation production.* Paper presented at EuroSLA 30, University of Barcelona, Barcelona, Spain, [Online conference].

Eguchi, M. (2021, August). *Predicting lexical proficiency using lexical and phraseological sophistication measures.* Paper presented at World Congress of Applied Linguistics (AILA2020), Groningen, the Netherlands, [Online conference].

Eguchi, M. & Kyle, K. (2021, March). *L2 English collocation profiles: An investigation of proficiency, collocation type, and association bands*. Paper presented at American Association of Applied Linguistics (AAAL2021), [Online conference].

Eguchi, M., Kyle, K., Suzuki, S., & Suzuki, Y. (accepted for presentation, 2020, March). *The role of componential vocabulary knowledge in lexical use in L2 speech production.* Poster presented at American Association of Applied Linguistics (AAAL2020), Colorado, USA, [Conference canceled due to COVID-19].

Eguchi, M. (2019, November). *How do phraseological sophistication measures predict L2 lexical proficiency across essay prompts?* Paper presented at Broadening the Scope of L2 Complexity Research, Vrije Universiteit Brussel, Brussels, Belgium.

Eguchi, M., Kyle, K., & Suzuki, S. (2019, September). *Measuring L2 lexical network: Corpus-based approach to word association task.* Paper presented at Second Language Research Forum (SLRF2019), Michigan State University, Michigan, USA.

Eguchi, M. (2019, July). *Operationalizing semantic disparity using vector semantics: Development and validation*. Poster presented at Vocab@Leuven, KU Leuven, Belgium.

Eguchi, M., Suzuki, S., Sugita, K., & Suzuki, Y. (2018, October). *Word Association Task Revisited: Exploring Multidimensional Links with Vocabulary Size, Depth, Speed, and*

Use. Paper presented at Second Language Research Forum (SLRF2018), The Université du Québec à Montréal, Montreal, Canada.

Eguchi, M., & Uchihara, T. (2017, September). *Word Association and L2 Spoken Vocabulary Use: An Investigation of the Relationship between Response Type and Lexical Sophistication*. Paper presented at EuroSLA 27, University of Reading, UK.

Eguchi, M. (2017, April). Dynamic development of lexical sophistication through a series of academic tasks: a semester-long study. In T. Harada. (Convener), *How successfully TBLT can be applied in English-medium instruction and regular language courses in an EFL context?* Colloquium presented at the 7th International Conference on Task-based language teaching (TBLT) 2017, University of Barcelona, Spain.

Eguchi, M. (2016, September). *How Much Vocabulary Do Learners in Successful EMI Classroom Produce? - A Case Study for Pedagogical Implications for Future EMI Classes -*. Poster presented at Vocab@Tokyo, Meiji Gakuin University, Tokyo.

Eguchi, M. (2016, September). *Investigating the relationships between vocabulary and clause-internal pauses and its development in L2 speech.* Paper presented at Pacific Second Language Research Forum (PacSLRF2016), Chuo University, Tokyo. (the conference proceeding mentioned above was based on this presentation)

Refereed Conference Presentations (Co-author)

Kyle, K, Sung, H., Eguchi, M., & Zenker, F.. (accepted for presentation, 2022, September). *Evaluating the reliability and validity of lexical diversity indices in second language oral corpora*. Paper presented at American Association of Corpus Linguistics (AACL2022), Flagstaff, USA.

Kyle, K & Eguchi, M.. (accepted for presentation, 2022, September). *Accuracy of part of speech taggers and dependency parsers with first and second language written and spoken texts*. Paper presented at American Association of Corpus Linguistics (AACL2022), Flagstaff, USA.

Kyle, K. & Eguchi, M. (accepted for presentation, 2022, March). *Empirically evaluating the use of NLP tools in second language writing and speech*. Paper presented at American Association of Applied Linguistics (AAAL2022), Pittsburgh, USA.

Kyle, K., Eguchi, M., & Choe, A. T. (2021, March). A linguistic analysis of the communication demands in typical technology-mediated learning environments. Paper presented at American Association of Applied Linguistics (AAAL2021), [Online conference].

Kyle, K. & Eguchi, M. (accepted for publication, 2020, March). *Assessing written and spoken lexical proficiency using dependency-based collocations*. Paper presented at American Association of Applied Linguistics (AAAL2020), Colorado, USA, [Conference canceled].

Kyle, K. & Eguchi, M. (2019, July). *Measuring productive lexical proficiency using dependency-based collocations*. Paper presented at Vocab@Leuven, KU Leuven, Belgium.

Díez-Ortega, M., Phung, H., Mendoza, A., Nguyen, T., Eguchi, M., & Reinagel, R. (2019, April). *Multi-ʻōlelo: A multilingual platform for language-related research dissemination*. Paper presented at the 33rd annual HALT Conference, the University of Hawaiʻi at Mānoa, USA.

Other presentations (Non-refereed; First Author)

Eguchi, M. (2021, November). *Introducing Multi-Word Units Profiler: Background, Development, and Outlook.* Paper presented at Methodology Special Interest Group, Kansai Chapter, Language Education and Technology (LET), [meeting held online].

Eguchi, M., Suzuki, S., Sugita, K., & Suzuki, Y. (2018, June). *Capturing the multidimensionality of lexical organization through word association task: A concurrent validation.* Paper presented at Japan Second Language Acquisition Research Forum (J-SLARF) 2nd Annual Meeting, Kansai University, Osaka.

Eguchi, M. & Uchihara. T. (2017, September). *Exploring the relationships between free word association responses and L2 spoken vocabulary use*. Paper presented at Japan Second Language Acquisition Research Forum (J-SLARF) 1st Student Meeting, Chuo University, Tokyo.

Eguchi, M. (2015, December). *Individual Variables on Relationships Between Fluency Breakdown and Vocabulary Use During Inclass Discussion.* Paper presented at Round Table Discussion with Korea University, University College London Institute Of Education (UCL-IOE), Taiwan Normal University and Waseda University, Waseda University, Tokyo.

Eguchi, M. (2015, November). *A Qualitative Investigation into Vocabulary and Its Effects on Second Language Breakdown Fluency - A Case of Academic Discussions During an English Medium Instruction Class -.* Paper presented at the Conference on English Language and Literature at Waseda University, Waseda University, Tokyo.

Other presentations (Non-refereed; Others)

Suzuki, S., Eguchi, M., Sugita, K., & Suzuki, Y. (2018, June). *What linguistic knowledge underlies L2 oral fluency?* Paper presented at Japan Second Language Acquisition Research Forum (J-SLARF) 2nd Annual Meeting, Kansai University, Osaka.

Uchihara, T. & Eguchi, M. (2017, November). *Does word association reflect lexical use in L2 speech? An investigation of lexical sophistication*. Paper presented at Second Symposium on Teaching and Learning Vocabulary, University of Western Ontario, Ontario.

Unpublished Master's Thesis

Eguchi, M. (2018). *A Longitudinal Development of Lexical Organization Through English Medium Instruction in a Japanese University*. Unpublished MA Thesis, Waseda University, Tokyo.

TEACHING ACTIVITIES

2022, Win.   **Graduate Instructor**, LING302: Introduction to Linguistic Behavior, University of Oregon.

2021, Fall.   **Instructor of record**, LING150: Structure of English words, University of Oregon.

2021, Fall   **Guest Lecturer**, LING493/593: Corpus Linguistics, Course taught by Dr. Kristopher Kyle, University of Oregon.

2021, Spr.   **Graduate Instructor**, LING416/516: Language and Cognition, University of Oregon.

2021, Spr.   **Graduate Employee (Grader)**, LING150: Structure of English words, University of Oregon.

2021, Win.   **Graduate Employee (Grader)**, LING150: Structure of English words, University of Oregon.

2020, Fall.   **Graduate Instructor**, LING444/544: Second Language Acquisition, University of Oregon.

2019, Feb.   **Guest Lecturer**, SLS650: Second Language Acquisition; Measuring learner language—Lexical Richness, Course taught by Dr. Kristopher Kyle, University of Hawai'i at Mānoa.

2019, Feb.   **Guest Lecturer**, SLS670: Quantitative Research Method; Significant testing and effect sizes, Course taught by Dr. Kristopher Kyle, University of Hawai'i at Mānoa.

2018, Nov.   **Guest Lecturer**, ELI82: Advanced Academic Reading, Reading and Evaluating Arguments, Course taught by Dr. Hye-Young Jung, University of Hawai'i at Mānoa.

2017–2018   **Part-time instructor** of English language, J PREP (Private language school).
- Theme-based Instruction (EFL; co-taught with L1 English-speaking teachers)
- Introductory Paragraph Writing
- Intermediate English Grammar

2015–2016   **Part-time instructor** of English language, J PREP (Private language school).
- Theme-based Instruction (EFL; co-taught with L1 English-speaking teachers)
- Introductory Paragraph Writing
- Intermediate English Grammar
- Basic English Grammar

2015, Spr.   **Teaching Assistant**: Advanced Phonetics (Undergraduate course), School of Education, Waseda University, Instructor: Prof. Tetsuo Harada.

- Grading weekly quizzes

HONORS/AWARDS

- Japan Student Service Organization Scholarship (JASSO, 2020–2023)
  - Monthly stipend (¥ 118,000)

- Crown Prince Akihito Scholarship (CPAS: 2018 – 2019)
  - Tuition exemption at University of Hawaiʻi at Mānoa
  - $ 25,000 of stipend a year

- Japan Student Service Organization Scholarship (JASSO, 2018–2021; declined the offer to receive CPAS)
  - Three-year tuition support (partial)
  - Monthly stipend (¥ 118,000)

- The Research Fellow of Japan Society for the Promotion of Science (JSPS Research Fellow DC1; declined the offer to receive CPAS)
  - Monthly stipend (¥ 200,000)
  - Research grant up to ¥ 500,000 per year (contingent on performances)

PROFESSIONAL SERVICES

Ad-hoc Journal Reviewer (Peer reviews)

Year	Journal
2022	*Language Learning* (https://onlinelibrary.wiley.com/journal/14679922?af=R)
2021	*Language Learning* (https://onlinelibrary.wiley.com/journal/14679922?af=R) *Foreign Language Annals* (*https://onlinelibrary.wiley.com/journal/19449720*) *International Journal of Corpus Linguistics* (*https://www.jbe-platform.com/content/journals/15699811*) *Language Leaning and Technology* (*https://www.lltjournal.org*)
2020	*Lingua* (*https://www.journals.elsevier.com/lingua*) *International Journal of Learner Corpus Research* (*https://benjamins.com/catalog/ijlcr*) *Corpora* (*https://www.euppublishing.com/loi/cor*) *Language Leaning and Technology* (*https://www.lltjournal.org*)

Reviewer for Multi-ʻŌlelo (research dissemination project)

Year	Summary title
2020	*Research article summary review and English-Japanese translation verification for Nishizawa, H. (西澤倫). (2020). TOEFL iBT リスニングテストでの非母語話者の採用の可能性 (Can we use non-native speech in a high-stakes listening test such as TOEFL iBT?). Multiʻōlelo Summary of Kang et al. (2019) in TESOL Quarterly. (https://multiolelo.com/2020/12/08/toefl-ibt リスニングテストでの非母語話者の採用の可能/)* *Research article summary review and English-Japanese translation verification for Masuda, S. (増田紫織). (2020). 小学校英語学習者の EFL に対する動機と心理的ニーズ (Motivation and affective needs of Japanese elementary school students towards EFL learning). Multiʻōlelo Summary of Carreira (2012) in System. (https://multiolelo.com/2020/07/05/小学校英語学習者の efl に対する動機と心理的ニー/)*

Other professional services

2021–Present **Student Chair** at Japan Second Language Research Forum (J-SLRF)

2020–Present **Academic Vice President** in the *Multi-ʻŌlelo core team (research dissemination project)*
- ▪ *In charge of standardizing summary review processes (2020)*

2018–2018 **DPPC Representatives** in Second Language Studies Student Association (SLSSA), University of Hawaiʻi at Mānoa

ACADEMIC ACTIVITIES

2019–2020 **Research assistant** for Dr. Kristopher Kyle,
- Design and prepare syntactic annotation schemes (e.g., POS and dependency) for second language oral production
- Train annotators on PennTag POS tag sets and Stanford Dependency tag sets
- Manage progress of the annotation project
- Analyze language features of Technology-mediated Instruction Environment

2017–2018 **Research assistant** for Prof. Tetsuo Harada,
- Measure Voice Onset Times (VOTs) by L2 Japanese learners in Japanese immersion programs in California, using Praat

2015, Spring **Research assistant** for Dr. Keiko Hanzawa,
- Interview with participants to collect speech samples

[This is a part of her Ph.D. dissertation study.]

2015, Spring **Research assistant** for Prof. Tetsuo Harada
- Administer a phonemic recognition test on E-prime software

[This is a pilot study, run by my supervisor.]

2014, Fall **Research assistant** for Dr. Kazuya Saito and Dr. Yuka Akiyama,
- Interview with participants to collect speech samples
- Segment Speech samples using Praat
- Transcribe speech samples
- Build a mini-corpus of TOEIC® practice tests to run lexical analyses

   The project has been published as following papers:

   Akiyama, Y., & Saito, K. (2016). Development of Comprehensibility and its Linguistic Correlates: A Longitudinal Study of Video-Mediated Telecollaboration. *Modern Language Journal*, *100*(3), 585–609. https://doi.org/10.1111/modl.12338

   Saito, K., & Akiyama, Y. (2016). Video-Based Interaction, Negotiation for Comprehensibility, and Second Language Speech Learning: A Longitudinal Study. *Language Learning*. doi:10.1111/lang.12184.

   Saito, K., & Akiyama, Y. (2017). Effects of Video-Based Interaction on the Development of Second Language Listening Comprehension Ability: A Longitudinal Study. *TESOL Quarterly*, *0*(0), 1–14. https://doi.org/10.1002/tesq.362

LANGUAGE-RELATED VOLUNTEERS

2015, Feb.   Volunteer Teaching Assistant of Japanese Language, Churchill highschool, Eugene, Oregon, USA. Instructor: Ms. Miiko Suzuki, 2015 February.

2014–2015   Volunteer Teaching Assistant of English for after school session, Kudan Middle school, Tokyo, Japan.

OTHER SKILLS/QUALIFICATIONS

- Machine Learning/ Deep Learning Specialization
  - Neural Networks and Deep Learning [Show Coursera certificate]
  - Hyperparameter tuning [Show Coursera certificate]
  - Structuring Machine Learning Projects [Show Coursera certificate]
  - Sequence Models [Show Coursera certificate]
- R statistical software
  - Frequently used to conduct both frequentist and Bayesian statistical analyses.
  - Example frequentist analyses, including Exploratory Factor Analysis and Linear mixed-effects models [markdown html]
  - Example Bayesian analyses, including robust correlations and linear regression [markdown html]
- Python
  - Packages frequently used: spaCy, gensim, NLTK, flask
  - Development of web applications such as Multi-Word Units Profiler
- Praat
  - Fluency analysis (silent duration)
  - Voice Onset Time (VOT) measurement
  - Formants analysis (Spectrograms)
- National Teaching License for Junior and Senior High School in Japan
  - Subject: English language

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

- Japan Second Language Research Forum (J-SLRF): https://www.facebook.com/JSLARF/
- European Second Language Association (EUROSLA)
- International Association for Task-Based Language Teaching (IATBLT)
- Japan Second Language Association (J-SLA)

DETAILED EDUCATIONAL BACKGROUND

Year	Titles/Topics	Instructor
Ph.D. coursework at the University of Oregon		
Spr. 2021	EDLD628: Hierarchical Linear Model-II	Dr. Daniel Anderson
Win 2021	LING550: Intro to Phonology	Dr. Vsevolod Kapatsinski
Win 2021	EDLD628: Hierarchical Linear Model-I	Prof. Joe Stevens
Win 2021	EDUC644: Applied Multivariate Statistics	Dr. Perman Gochyyev
Fall 2020	LING601: Advanced Second Language Acquisition	Dr. Julie Sykes

Fall 2020	EDLD661: Item Response Theory 1	Prof. Kathleen Scalise
Spr 2020	LING507: Seminar—Spoken language production	Prof. Melissa Redford
Spr 2020	LING510: Statistics for Linguists	Dr. Vsevolod Kapatsinski
Win 2020	LING615: Theory of Syntax	Prof. Doris Payne
Win 2020	LT507: Seminar—Pragmatics and context	Dr. Julie Sykes
Fall 2019	LING535: Morpho-syntax	Prof. Doris Payne
Fall 2019	LING515: Semantics	Dr. Gabriela Pérez Báez

Ph.D. coursework at the University of Hawaii

Spr, 2019	SLS660: Sociolinguistics	Prof. Gabriele Kasper
Spr, 2019	SLS669: Directed Reading	Dr. Kristopher Kyle
Spr, 2019	EDEP612: Multilevel Modeling	Prof. Ron Heck
Fall, 2018	SLS680R: Applied Natural Language Processing	Dr. Kristopher Kyle
Fall, 2018	SLS690: ESL Teaching Practicum	Dr. Nicole Ziegler
Fall, 2018	SLS673: Applied Psycholinguistics/SLA	Dr. Theres Grüter

M.A. coursework at Waseda University and the University of Hawaii

Fall, 2017	Methods of TEFL: Content-Based Instruction	Prof. Tetsuo Harada
Fall, 2017	Methods of TEFL: Thesis supervision	Prof. Tetsuo Harada
Spr, 2017	SLS675: Qualitative Research Method	Prof. Gabriele Kasper
Spr, 2017	SLS620: Second Language Reading	Prof. Richard Day
Spr, 2017	SLS699: Directed Reading	Dr. Kristopher Kyle
Spr, 2017	EDEP604: Applied Regression and ANOVA	Dr. Seongah Im
Fall, 2016	SLS680P: Task-Based Language Teaching	Dr. Nicole Ziegler
Fall, 2016	SLS614: Second Language Writing	Dr. Betsy Gilliland
Fall, 2016	SLS750: Ecological and Sociocultural Approaches to Second Language Learning	Dr. DongPing Zheng
Spr, 2016	Methods of TEFL: Second Language Vocabulary Learning and Teaching	Prof. Tetsuo Harada
Spr, 2016	Methods of TEFL: Thesis supervision	Prof. Tetsuo Harada
throughout 2015	Methods of TEFL: Foundation of TEFL	Prof. Tetsuo Harada
throughout 2015	Special Studies in TEFL III: Second Language Acquisition (Spring)/ Second Language Research Method (Fall)	Prof. Tetsuo Harada
throughout 2015	Special Studies in TEFL II: Introduction to Language Assessment (Assessment Use Argument)	Prof. Yasuyo Sawaki
throughout 2015	Special Lecture in TEFL: Quantitative Research Method	Prof. Yasuyo Sawaki
throughout 2015	Special Studies in Linguistics (Phonology/Syntax)	Dr. Masakazu Kuno