

CURRICULUM VITAE OF SHANNON M. McCROCKLIN

I. PROFESSIONAL AFFILIATION AND CONTACT INFORMATION

A. Present University Department or Unit :

Teaching English to Speakers of Other Languages/Applied Linguistics
School of Languages and Linguistics

B. Office Address :

College of Liberal Arts
Southern Illinois University
1000 Faner Dr., Rm 3123
Carbondale, Illinois 62901
E-Mail: shannon.mccrocklin@siu.edu

II. EDUCATION

Ph.D. in Applied Linguistics and Technology, Iowa State University, 2014
M.A. in Teaching English as a Second Language, University of Illinois at Urbana-Champaign, 2009
B.A. in International Studies, University of Illinois at Urbana-Champaign, 2007

III. PROFESSIONAL EXPERIENCE

2022-Present	Associate Professor, Southern Illinois University
2017-2022	Assistant Professor, Southern Illinois University
2014-2017	Assistant Professor, University of Texas-Rio Grande Valley (Previously University of Texas-Pan American)
2013-2014	Course Coordinator (Engl 99L & R), Iowa State University
2009-2014	Teaching Assistant, Iowa State University
2011	Research Assistant, Iowa State University
2009	Visiting Lecturer, Intensive English Institute at the University of Illinois at Urbana-Champaign
2007-2009	SPEAK Rater for the Center for Teaching Excellence , University of Illinois at Urbana-Champaign
2007-2009	Teaching Assistant, University of Illinois at Urbana-Champaign

IV. RESEARCH AND CREATIVE ACTIVITY

A. Interests and Specialties:

Acquisition of second language phonology, including factors that affect acquisition, such as learner autonomy, identity, and anxiety, methods for second language pronunciation teaching, technology in language learning/teaching, and language teacher education.

B. Current Projects:

- McCrocklin, S. 'Understanding accent and identity on the border: Bilinguals' perceptions and language-learning goals.'
- Stuckel, R. & McCrocklin, S. 'The effects of corrective feedback frequency on ESL pronunciation uptake, repair, and preference.'

C. Presentations at Professional Meetings:

- Stuckel, R. & McCrocklin, S. (2023). The Effects of Corrective Feedback Frequency on ESL Pronunciation Uptake, Repair, and Preference. Presented at the 14th Annual Pronunciation in Second Language Learning and Teaching (PSLLT) conference.
- McCrocklin, S., Messemer, E., Johnston, M., Humaidan, A., Stuckel, R., Mainake, E., Aboshi, T., Johnston, I., Fettig, C., & Lunina, T. (2022). Online teaching during COVID-19: Exploring the relationship of CALL training and beliefs about pronunciation teaching. Paper presented at the 13th Annual PSLLT conference.
- Levis, J., Thomson, R., & McCrocklin, S. (2021). Innovative pronunciation technologies: practicality and potential? Roundtable presented at PronSIG (IATEFL) preconference event, Pron-tech collaborations: The role of technology in in the pronunciation classroom.
- McCrocklin, S. & Edalatishams, I. (2021). Integrating ASR-dictation Practice into your Pronunciation Teaching. Webinar presented for TESOL International.
- McCrocklin, S., Martin, K., Stuckel, R., & Edalatishams, I. (2021). Automatic Speech Recognition Accuracy: An examination of lexical and phonological characteristics effects on human and computer intelligibility. Paper presented at the 12th Annual PSLLT conference.
- Mainake, E. & McCrocklin, S. (2021). Analyzing EFL Teachers' Technology Preparedness to Promote CALL in Indonesia. Paper presented at the 2021 CALICO Conference, Seattle, WA.
- McCrocklin, S., Stuckel, R., & Mainake, E. (2021). Examining Student Experiences in Simulated Immersive Language Learning Experiences in VR. Paper presented at the 2021 Computer Assisted Language Instruction Consortium (CALICO) Conference, Seattle, WA.
- McCrocklin, S. (2020). Assembling your CALL Toolbox. Keynote presented at the Pattimura University Webinar: Introducing alternative digital resources to teach English as a Foreign Language and the pedagogical implications. Maluku, Indonesia.
- McCrocklin, S. (2020). Pronunciation learning strategies employed during ASR-dictation practice. Paper to be presented at the 2020 Conference of American Association of Applied Linguistics (AAAL), Denver, CO.
- McCrocklin, S. (2019). Understanding accent and identity on the border: Bilinguals' perceptions and language-learning goals. Paper presented at the 11th Annual PSLLT conference, Flagstaff, AZ.
- McCrocklin, S., Humaidan, A., & Edalatishams, I. (2018). ASR Dictation Program Accuracy: Have Current Programs Improved? Paper presented at the 10th Annual PSLLT conference, Ames, IA.
- Blanquera, K., McCrocklin, S., & Loera, D. (2017). Student perceptions of university instructor accent in a linguistically diverse area. Paper presented at the 9th Annual PSLLT conference. Salt Lake City, UT.
- McCrocklin, S. (2016). Exploring Structured Language Learning Experiences for Bilinguals in Teacher Training. Paper presented at the 2016 TexTESOL, Austin, TX.

- Tiburcio, A. & McCrocklin, S. (2016). Parents' Perceptions of the Role of Spanglish for Children in South Texas. Paper presented at the 2016 International Research Forum for the National Association of Hispanic and Latino Studies (NAHLS) conference, South Padre Island, TX.
- Peña, S. & McCrocklin, S. (2016). Political Affiliation and Language Use in South Texas. Paper presented at the 2016 International Research Forum for the NAHLS conference, South Padre Island.
- McCrocklin, S. & Tiburcio, A. (2015). Spanglish in the Rio Grande Valley of South Texas. Paper presented at the 2015 International Research Forum for the NAHLS, South Padre Island, TX.
- McCrocklin, S. (2015). The effectiveness of ASR-Based dictation practice for pronunciation improvement.' Paper presented at the 7th Annual PSLLT conference, Dallas, TX.
- McCrocklin, S. (2015). Technology for Autonomous Language Learning: After the Course Ends. Paper presented at the 32nd annual CALICO, Boulder, CO.
- Li, Z. & McCrocklin, S. (2014). Test Stakeholders' Perceptions of a Post-placement Assessment in ESL Reading Classes. Poster presented at the 2014 Midwest Association of Language Testers (MwALT) Conference, Ann Arbor, MI.
- McCrocklin, S. (2014). Automatic Speech Recognition: Making it Work for your Pronunciation Class.' Teaching Tip presented at the 2014 PSLLT Conference, Santa Barbara, CA.
- McCrocklin, S. (2014). Fostering Pronunciation Learners' Autonomy through Hybrid Courses Utilizing ASR. Poster presented at the 6th Conference of AAAL, Portland, OR.
- McCrocklin, S. (2013). Dictation Programs for Pronunciation Learner Empowerment. Paper presented at the 5th Annual PSLLT Conference, Ames, IA.
- McCrocklin, S. & Link, S. (2013). What is identity? ESL and Bilinguals' Views on the Role of Accent.' Paper presented at the 5th Annual PSLLT Conference, Ames, IA.
- Link, S. & McCrocklin, S. (2013). Knowing loss: Differing viewed on accent and identity. Roundtable discussion presented at the 2013 Conference of AAAL, Dallas, TX.
- McCrocklin, S. & Slater, T. (2012). Gender and power: Bringing a critical eye to literature with Systemic Functional Linguistics.' Paper presented at the 2012 Conference of the National Council of Teachers of English (NCTE), Las Vegas, NV.
- McCrocklin, S. & Link, S. (2012). Accent and identity: Fear of sounding native? Paper presented at the 4th Annual PSLLT Conference, Vancouver, BC.
- McCrocklin, S. (2011). The role of word stress in English as a Lingua Franca. Poster presented at the 3rd Annual PSLLT Conference, Ames, IA.
- McCrocklin, S. (2011). Audio/video training: Student's reactions and improvement. Paper presented at the 3rd Annual PSLLT Conference, Ames, IA.
- McCrocklin, S. (2009). Audio vs. Video in improving pronunciation listening activities' Paper presented at the 26th annual CALICO Conference, Tempe, AZ.

V. PUBLICATIONS AND CREATIVE WORKS

A. Book:

McCrocklin, S. (Ed.) (2023). *Technological Resources for Second Language Learning and Teaching: Research-based approaches*. Lexington Books.

B. Articles in Professional Journals:

Rodríguez-Ordóñez, I., McCrocklin, S. & Tiburcio, A. (2023). Spanglish and Tex-Mex in the Rio Grande Valley of South Texas: Bilinguals' perceptions and valorizations of speech styles. *Spanish in Context*, 20(1), 50-75.

Mainake, E. & McCrocklin, S. (2021). Indonesian teachers' perceived technology literacy for

- enabling technology-enhanced English instruction. *New Horizons in English Studies*, 6, 18-35.
- McCrocklin, S. (2020). Comparing experiential approaches: Structured language learning experiences versus conversation partners for changing pre-service teacher beliefs. *International Journal of Society, Culture & Language*, 8(1), 70-81.
- McCrocklin, S. (2020). Exploring the effectiveness of structured language-learning experiences for bilinguals in a language-acquisition course. *TESOL Journal*, 11(2), 1-16.
- McCrocklin, S. & Edalatshams, I. (2020). Revisiting popular speech recognition software for ESL speech. *TESOL Quarterly*, 54(4), 1086-1097.
- McCrocklin, S. (2019). Dictation Programs for Second Language Pronunciation Learning: Perceptions of the transcript, strategy use, and improvement. *Konin Language Studies*.
- McCrocklin, S. (2019). Exploring the Effectiveness of Structured Language-Learning Experiences for Bilinguals in a Language-Acquisition Course. *TESOL Journal*. Advance online publication <https://doi.org/10.1002/tesj.477>.
- McCrocklin, S. (2019). Learners' feedback regarding ASR-based dictation practice for pronunciation learning. *CALICO Journal*, 36(2), 119-137.
- McCrocklin, S. (2019). ASR-based dictation practice for second language pronunciation improvement. *Journal of Second Language Pronunciation*, 5(1), 98-118.
- McCrocklin, S. & Slater, T. (2017). A model for teaching literary analysis using systemic functional grammar. *Texas Journal of Literacy Education*, 5(1), 81-96.
- McCrocklin, S. (2016). Pronunciation learner autonomy: The potential of Automatic Speech Recognition. *System*, 57, 25-42.
- McCrocklin, S. & Link, S. (2016). Accent, identity, and fear of loss? ESL students' perspectives. *Canadian Modern Language Review*, 72(1), 122-148.
- McCrocklin, S. (2012). Effect of audio vs. video training on aural discrimination of vowels. *TESL-EJ*, 16(2), 1-16.

C. Creative Contribution:

www.salukispeech.com

This website integrates Automatic Speech Recognition into picture description tasks (i.e. guided production activities for pronunciation recommended as part of communicative language teaching by Celce-Murcia, Brinton, & Goodwin, 2010). When students identify a mis-transcription of their speech, they can enter the intended word. After comparing the two words using a bank of IPA transcriptions, the website directs the learner to appropriate sound lessons. I contributed the idea for the project and the majority of content, while two SIU computer science undergraduate students, Claire Fettig and Simon Markus, coded and programmed the site.

D. Chapters in Professional Books and Peer-Reviewed, Edited Volumes:

- McCrocklin, S. (forthcoming). Automatic Speech Recognition in second language pronunciation learning. *Encyclopedia of Applied Linguistics* (2nd Ed). Wiley.
- McCrocklin, S., Messemer, E., Johnston, M., Humaidan, A., Stuckel, R., Mainake, E., Aboshi, T., Johnston, I., Fettig, C., & Lunina, T. (2023). Online teaching during COVID-19: Exploring the relationship of CALL training and beliefs about pronunciation teaching. In R. I. Thomson, T. M. Derwing, J. M. Levis, & K. Hiebert (Eds.), *Proceedings of the 13th Pronunciation in Second Language Learning and Teaching Conference*, held June 2022

- at Brock University, St. Catharines, ON.
- McCrocklin, S., Stuckel, R., & Mainake, E. (2023). Exploring pronunciation learning in simulated immersive language learning experiences in virtual reality. In S. McCrocklin (Ed.) *Technological Resources for Second Language Learning and Teaching: Research-based approaches* (pp. 193-214). Lexington Books.
- McCrocklin, S., Fettig, C., Markus, S. (2022). Salukispeech: Integrating a new ASR tool into students' English pronunciation practice. In J. Levis & A. Guskaroska (eds.), *Proceedings of the 12th Pronunciation in Second Language Learning and Teaching Conference*, held June 2021 virtually at Brock University, St. Catharines, ON. <https://doi.org/10.31274/psllt.13342>
- Sonsaat-Hegelheimer, S. & McCrocklin S. (2022). Research-informed materials for pronunciation teaching. In J. Levis, T. Derwing, and S. Sonsaat-Hegelheimer (Eds.) *Second Language Pronunciation: Bridging the Gap between Research and Practice*. Hoboken, NJ: Wiley and Sons.
- Levis, J. & McCrocklin S. (2021). The pragmatic force of second language accent in education. In G. Planchenault and L. Polyak (Eds.) *Pragmatics of Accent* (pp. 117-140). Amsterdam, Netherlands: John Benjamins.
- McCrocklin, S., Humaidan, A., & Edalatishams, E. (2019). ASR dictation program accuracy: Have current programs improved? In J. Levis, C. Nagle, & E. Todey (Eds.), *Proceedings of the 10th Pronunciation in Second Language Learning and Teaching Conference*, ISSN 2380-9566 (pp. 191-200). Ames, IA: Iowa State University.
- Levis, J. & McCrocklin, S. (2018). Reflective and effective teaching of pronunciation. In M. Zeraatpishe, A. Faravani, H.R. Kargoza, and M. Azarnoosh (Eds). *Issues in Applying SLA Theories toward Creative Teaching* (pp. 77-89). Rotterdam, Netherlands: Sense Publishers.
- McCrocklin, S.M., Blanquera, K.P., & Loera, D. (2018). Student perceptions of university instructor accent in a linguistically diverse area. In J. Levis (Ed.), *Proceedings of the 9th Pronunciation in Second Language Learning and Teaching conference*, Sept 2017 (pp. 141-150). Salt Lake City, UT: University of Utah.
- Slater, T. & McCrocklin, S. (2016). Learning to use simplified systemic functional grammar to teach literary analysis. In L. de Oliveira and M. Shoffer (Eds). *Teaching English Language Arts to English Language Learners: Preparing Pre-service and In-service Teachers* (pp. 193-214). New York, NY: Palgrave Macmillan.
- McCrocklin, S. (2015). Automatic Speech Recognition: Making it work for your pronunciation class. In J. Levis, R. Mohamed, Z. Zhou, & M. Qian (Eds). *Proceedings of the 6th Pronunciation in Second Language Learning and Teaching Conference, Sept. 2014* (pp. 126-133). Santa Barbara, CA: University of California.
- McCrocklin, S. (2014). Dictation programs for pronunciation learner empowerment. In J. Levis & S. McCrocklin (Eds). *Proceedings of the 5th Pronunciation in Second Language Learning and Teaching Conference, Sept. 2013* (pp. 30-39). Ames, IA: Iowa State University.
- McCrocklin, S. and Link, S. (2014). What is identity? ESL and bilinguals' views on the role of accent. In J. Levis & S. McCrocklin (Eds). *Proceedings of the 5th Pronunciation in Second Language Learning and Teaching Conference, Sept. 2013*. (pp. 137-144). Ames, IA: Iowa State University.
- McCrocklin, S. (2012). Effect of audio vs. video listening exercises on aural discrimination of vowels. In J. Levis & K. LeVelle (Eds). *Proceedings of the 3rd Pronunciation in Second*

Language Learning and Teaching Conference, Sept. 2011. (pp. 178-186). Ames, IA: Iowa State University.

McCrocklin, S. (2012). The role of word stress in English as a lingua franca. In J. Levis & K. LeVelle (Eds). *Proceedings of the 3rd Pronunciation in Second Language Learning and Teaching Conference, Sept. 2011.* (pp. 249-256). Ames, IA: Iowa State University.

E. Book Reviews:

McCrocklin, S. (2018). Review of the book *The Routledge Handbook of Contemporary English Pronunciation* by O. Kang, R.I. Thomson, J.M. Murphy (Eds.), *Journal of Second Language Pronunciation*, 4(2), 288-292.

McCrocklin, S. (2011). Review of the book *English Communication for International Teaching Assistants* by G. Gorsuch, C.M. Meyers, L. Pickering, & D.T. Griffiee. *TESL-EJ*, 14(4), 1-3.

F. Other (Edited Volumes):

McCrocklin, S. & Maunsell, M. (Eds.) (2021, March). *As we speak.../æz wiy spiyk/: The newsletter of the speech, pronunciation, and listening interest section of TESOL International Association.* Available from <http://newsmanager.commpartners.com/tesolsplis/issues/>.

Maunsell, M. & McCrocklin, S. (Eds.) (2020, September). *As we speak.../æz wiy spiyk/: The newsletter of the speech, pronunciation, and listening interest section of TESOL International Association.* Available from <http://newsmanager.commpartners.com/tesolsplis/>.

Levis, J. & McCrocklin, S. (Eds.) (2014). *Proceedings of the 5th Pronunciation in Second Language Learning and Teaching Conference*, Ames, IA, Retrieved from <https://apling.engl.iastate.edu/psllt-archive>.

Other (Non-peer reviewed proceedings):

Peña, S. & McCrocklin, S. (2018). Political affiliations and language use of Hispanics in South Texas. In J. Berry (Ed.). *Special Events Monograph of the NAAAS and Affiliates: Proceedings from the International Research Forum of the 2016 National Association of Hispanic and Latino Studies* (pp. 258-269). South Padre Island, TX: University of Texas- Rio Grande Valley.

Tiburcio, A. & McCrocklin, S. (2018). Parents' perceptions of the role of Spanglish for children in South Texas. In J. Berry (Ed.). *Special Events Monograph of the NAAAS and Affiliates: Proceedings from the International Research Forum of the 2016 National Association of Hispanic and Latino Studies* (pp. 360-376). South Padre Island, TX: University of Texas- Rio Grande Valley.

McCrocklin, S. & Tiburcio, A. (2016). Spanglish in the Rio Grande Valley of South Texas. In J. Berry (Ed.). *Special Events Monograph of the NAAAS and Affiliates: Proceedings from the 2015 International Research Forum of the National Association of Hispanic and Latino Studies* (pp. 308-328). South Padre Island, TX: University of Texas- Rio Grande Valley.

VI. TEACHING EXPERIENCE

A. Teaching Interests and Specialties:

Teaching Second Language Listening, Speaking, and Pronunciation, Computer-assisted Language Learning, Methods and Materials for Teaching English to Speakers of Other Languages, TESOL Practicum

B. Teaching Honors and Awards:

- 2014 Iowa State University Teaching Excellence Award
- 2010 Freda Huncke Endowment Graduate Teaching Fellowship- Iowa State University
- 2009 University of Illinois (UIUC)-Center for Teaching Excellence: “List of teachers ranked as excellent by their students: Spring 2009” Ranked as Outstanding (Top 10%)
- 2008 University of Illinois (UIUC)-Center for Teaching Excellence: “List of teachers ranked as excellent by their students: Fall 2008” Ranked as Excellent (Top 30%)

C. Current Graduate Faculty Status:

Regular Graduate Faculty Status

D. Number of Master’s and Ph.D. Committees on which you have served:

5 Master’s Committees (3: SIU, 2: UT-RGV) and 1 Ph.D. Committee (Concordia)

E. Names of Students who have completed Master’s Theses and Doctoral Dissertations under your Direction:

- 2022- Elizabeth Laughton- Henderson (SIU): *The Multiliteracy Practices of English Learners within MMORPG Communities*
- 2022- Rachel Stuckel (SIU): *The Effects of Corrective Feedback Frequency on ESL Pronunciation Repair and Preference*
- 2021- Büşra Can (SIU): *Standard-accented Turkish speakers’ perception of Kurdish-accented speakers: The factors behind the evaluations*
- 2021- Eva Messemer (SIU): *Gamified Learning: Does 34 hours of Duolingo cover a semester of traditional language learning?*
- 2020- Eugenie Mainake (SIU): *Analyzing EFL Teachers’ Technology Preparedness to Promote CALL in Indonesia*

VII. UNIVERSITY EXPERIENCE

A. Department/School Committees

Operating Paper, Chair, 2023-Present
Assessment and Curriculum for TESOL, Department of Linguistics, 2018-Present
Admissions & Funding, Department of Linguistics, 2017-2018 & 2019-Present
Double MA & Thesis Applications/Awards, Department of Linguistics, 2017-2018, & 2019-Present
Scheduling, Department of Linguistics, 2018-2019

B. College and University Committees and Councils

COLA Scholar Excellence Award Committee, 2023

C. Other:

Writing Program Supervisor, Department of Linguistics, 2019-Present
Graduate Program Director, Department of Linguistics 2018-Present

VIII. PROFESSIONAL SERVICE

A. Membership in Professional Associations:

American Association of Applied Linguistics, 2013-Present (intermittently)

CALICO, 2009-Present (intermittently)

B. Evaluation of Manuscripts for Journals and Book Publishers and of Grant Proposals for Agencies:

2024 Manuscript Review (1) for *PSLLT Proceedings*
2024 Manuscript Review (1) for *Journal of Second Language Pronunciation (JSLP)*
2024 Manuscript Review (1) for *System*
2023 Manuscript Review (1) for *Language Learning & Technology*
2023 Manuscript Review (1) for *Journal of Second Language Pronunciation (JSLP)*
2023 Manuscript Review (1) for *System*
2021 Manuscript Reviews (2) for *Language Learning & Technology*
2020 Manuscript Review (1) for *ReCALL*
2020 Manuscript Review (1) for *System*
2020 Manuscript Review (1) for *Studies in Second Language Learning and Teaching*
2019 Manuscript Review (1) for *System*
2019 Manuscript Reviews (2) for *TESL Canada*
2019 Manuscript Reviews (3) for *Journal of Second Language Pronunciation (JSLP)*
2019 Manuscript Review for *PSLLT Proceedings*
2018 Manuscript review for *ReCALL Journal*
2017 Manuscript review for *PSLLT Proceedings*
2015 Manuscript review for *The Electronic Journal for English as a Second Language (TESL-EJ)*
2015 Manuscript review for *PSLLT Proceedings*
2015 Manuscript reviews (2) for *JSLP*
2015 Manuscript review for *Language Learning and Technology*
2014 Manuscript review for *TESL-EJ*

C. Papers and Presentations at Professional Meetings:

2018 Abstract reviewer for AAAL, Atlanta, GA.
2018 Abstract reviewer for PSLLT Conference, Ames, IA.
2016 Abstract reviewer for the South Central Writing Centers Association Conference, Edinburg, TX.
2014 Abstract reviewer for PSLLT Conference, Santa Barbara, CA.
2013 Co-organizer of 5th Annual PSLLT Conference, Ames IA.
2011 Abstract reviewer for PSLLT Conference, Ames IA.
2011 Student Volunteer for CALICO Conference, Victoria, BC.

- 2010 Abstract reviewer for PSLLT Conference, Ames IA.
- 2010 Volunteer for TSLC Conference, Ames, IA.
- 2009 Student Volunteer for CALICO Conference, Tempe, AZ.

IX. Community Service

2020- Workshop for Brehm Preparatory School (a local boarding school for students with learning disabilities) with Dr. Katherine Martin in August 2020. Presented two modules:

- Introduction to English Language Learning
- Culturally Responsive Teaching & Communication