

**Selected published and unpublished MA and PhD research based on
University of Pittsburgh English Language Institute students**

(Published as ETD, proceedings or in refereed journals).

Adler, Elizabeth (2012). *Investigating L1 Arabic And L1 Korean Acquisition Of The Passive Voice In L2 English.* [University of Pittsburgh ETD]

Andrews, Sally J (2009) *Educational Background as Predictor of Lexical Richness Among Libyan and Saudi Arabian ESL Students.* [University of Pittsburgh ETD] (Unpublished).

de Jong, N., & Perfetti, C. (2011). Fluency training in the ESL classroom: an experimental study of fluency development and proceduralization. *Language Learning*, 61(2), 533-568. Doi: 10.1111/j.1467-9922.2010.00620.x

Dunlap, Susan (2012) *Orthographic Quality in English as a Second Language.* [University of Pittsburgh ETD].

Friedline, Benjamin E. (2011). *Challenges In The Second Language Acquisition Of Derivational Morphology: From Theory To Practice.* [University of Pittsburgh ETD] (Unpublished).

Johnson Jr., Jeffrey P. (2003) *Learner application of strategies in a strategies-focused ESL listening curriculum.* [University of Pittsburgh ETD] (Unpublished).

Juffs, A., & Friedline, B. E. (2014). Sociocultural influences on the use of a web-based tool for learning English vocabulary. *System*, 42(2), 137-166.

Li, N., & Juffs, A. (2015). *The influence of moraic structure on English L2 syllable final consonants.* P. Paper presented at the 2014 Annual Meeting on Phonology, MIT. <http://dx.doi.org/10.3765/amp.v2i0.3767>.

Martin, Katherine I (2011) *Reading in English: A Comparison of Native Arabic and Native English Speakers.* [University of Pittsburgh ETD] (Unpublished) Item availability may be restricted.

Martin, Katherine I. (2015) *L1 Impacts on L2 Component Reading Skills, Word Skills, and Overall Reading Achievement.* [University of Pittsburgh ETD] Item availability may be restricted.

Martin, K. I. (2017). The impact of L1 writing system on ESL knowledge of vowel and consonant spellings. *Reading and Writing*, 30, 279-298. doi:10.1007/s11145-016-9673-5

- McCormick, D. E., & Vercellotti, M. L. (2013). Examining the Impact of Self-Correction Notes on Grammatical Accuracy in Speaking. *TESOL Quarterly*, 47(2), 410-420.
- Pelletreau, Timothy R. (2006) *Computer-Assisted Vocabulary Acquisition in the ESL Classroom*. [University of Pittsburgh MA ETD] (Unpublished).
- Price, William C. (2012) *Rehearsing L2 academic vocabulary with cloze exercises: a computer-assisted language learning intervention*. [University of Pittsburgh MA, ETD]
- Rehak, K., & Juffs, A. (2011). Native and non-native processing of morphology. A replication masked-priming experiment. In G. Granena (Ed.), *Selected Proceedings of the 2010 Second Language Acquisition Research Forum* (pp. 125-142). College Park, MD: Cascadilla Press.
- Schepps, Hillary (2014) *Grain Size Matters: L1 Effects in Morphological, Complexity, Accuracy, and Fluency Development*. [University of Pittsburgh ETD]
- Spinner, P. (2011). Second language assessment and morphosyntactic development. *Studies in Second Language Acquisition*, 33, 529-561.
- Stehle, Megan E. (2009). *The Interlanguage Development Of Articles In English As A Second Language: A Longitudinal Study*. [University of Pittsburgh ETD]
- Vercellotti, M. L. (2017). [The development of complexity, accuracy and fluency in second language performance](https://doi.org/10.1093/applin/amv002). *Applied Linguistics*, 38, 90-111. <https://doi.org/10.1093/applin/amv002>
- Vercellotti, M. L., & Packer, J. (2016). Shifting structural complexity: The production of clause types in speeches given by English for academic purposes students. *Journal of English for Academic Purposes*, 22, 179-190. doi:dx.doi.org/10.1016/j.jeap.2016.04.004.
- Wang, J., & Juffs, A. (unpublished). A bidirectional corpus study of semantic syntax correspondences.
- Wojcik, Rebecca Kate (2009) *An Ethnography and Analysis of the Learning and Teaching of Academic Word List Vocabulary in the ESL Classroom*. [University of Pittsburgh ETD].
- Wylie, R., Koedinger, K. R., & Mitamura, T. (2009). Is self-explanation always better? The effects of adding self-explanation prompts to an English grammar tutor. In *Proceedings of the 31st annual conference of the Cognitive Science Society* (pp. 1300-1305).