

Colleen A. Neary-Sundquist

Assistant Professor • School of Languages and Cultures • Purdue University
640 Oval Dr. • West Lafayette, Indiana 47907
Phone: 765.494.9365 • Fax: 765.496.1700 • E-Mail: cnearysu@purdue.edu

Education

Ph.D. **Purdue University**, Applied Linguistics, 2008

M.T.S. **Harvard University**, Religious Studies, 1998.

B.A. **Indiana University**, Linguistics and Germanic Studies, 1994.

Academic Appointments

- Purdue University, Associate Professor, School of Languages and Cultures 2016-present
- Purdue University, Assistant Professor, Department of Foreign Languages and Literatures 2009-2016
- Purdue University, Lecturer in German, Department of Foreign Languages and Literatures 2008-2009
- Purdue University, Graduate Teaching Assistant, Department of Foreign Languages and Literatures 2003-2008
- Purdue University, Graduate Teaching Assistant, Oral English Proficiency Program 2006-2007
- Indiana University, Associate Instructor, Department of Germanic Studies 2002
- Mishawaka High School, Mishawaka, Indiana, German Teacher 2001

Publications

Neary-Sundquist, C. A. (2016). Syntactic complexity at multiple proficiency levels of L2 German speech. *International Journal of Applied Linguistics* 26:1-21.

Neary-Sundquist, C. A. (2015). Aspects of vocabulary knowledge in German textbooks. *Foreign Language Annals*, 48, 68-81.

Neary-Sundquist, C. (2015). Cohesion in L2 speech production. *German as a Foreign Language*, 2015:1, 72-89.

Neary-Sundquist, C. (2015). A corpus-based pedagogy for German vocabulary. In A. J. Moeller (Ed.), *Learn languages, explore cultures, transform lives*, (pp. 201-216). Richmond, VA: Robert Terry Publishing.

- Neary-Sundquist, C. (2014). The use of pragmatic markers across proficiency levels in second language speech. *Studies in Second Language Learning and Teaching*, 4, 637-663.
- Neary-Sundquist, C. (2014). The development of complexity in a learner corpus of German. In J. Connor-Linton and L. Wander Amoroso (Eds.), *Measured language: Quantitative approaches to acquisition, assessment, processing, and variation*, (pp. 213-226). Washington, D.C.: Georgetown University Press.
- Neary-Sundquist, C. (2013). Task type effects on pragmatic marker use by learners at varying proficiency levels. *L2 Journal*, 5, 1-21.
- Neary-Sundquist, C. (2013). The use of hedges by language learners. *ELIA: Estudios de Lingüística Inglesa Aplicada*, 13, 149-174.
- Neary-Sundquist, C. (2013). The development of cohesion in a learner corpus. *Studies in Second Language Learning and Teaching*, 3, 109-130.
- Sundquist, J.D. and C. Neary-Sundquist. (2007). The role of student evaluations in teacher training and curriculum design: How much is the course a reflection of the teacher? In J. Siskin (Ed.), *From thought to action: Exploring beliefs and outcomes in the foreign language program*, (pp. 245-260). Boston: Heinle.

Work in Progress

Preparing for submission

- "Aspects of Vocabulary Knowledge in Ancillary Materials for Introductory German Textbooks" to be submitted to *Die Unterrichtspraxis/Teaching German*.
- "A Missed Opportunity: Spanish Preterite in First Year Textbooks". To be submitted to *Journal of Spanish Language Teaching*.
- "Complexity Measures in Oral English Proficiency Test Samples." To be submitted to edited volume on research using the Oral English Proficiency Test, edited by April Ginther.

Unpublished Translations

- Spath, D., C. Linder, and S. Seidenstricker. 2011. *Technologiemanagement: Grundlagen, Konzepte, Methoden*. Fraunhofer Verlag. [textbook translated for Purdue Center for Regional Development and the New Jersey Institute of Technology for management training materials; with John Sundquist; approximately 67,000 words, translated from German into English]