

**Jessica L. Sturm**  
**GENERAL INFORMATION**

**Academic Record**

**Ph.D.**, French, with certificate in Second Language Acquisition/Teacher Education, University of Illinois at Urbana- Champaign, 2008

**M.A.**, French, Michigan State University, 2002

**B.A.**, French and English (cum laude) Western Michigan University, 1999

**Academic Appointments**

2017-present	<b>Chair, Department of French, School of Languages and Cultures</b> Purdue University
2015-present	<b>Associate Professor of French and Applied Linguistics, Coordinator, French Language Program</b> Purdue University
2009-2015	<b>Assistant Professor of French and Applied Linguistics, Coordinator, French Language Program</b> Purdue University
2008-2009	<b>Visiting Assistant Professor of French, Coordinator, French Language Program</b> Purdue University
2002- 2008	<b>Teaching Assistant</b> , Department of French, University of Illinois, Urbana-Champaign
Summer 2005	<b>Director</b> , Illinois Program in Avignon
Spring 2005	<b>Research Assistant</b> to Professor Zsuzsanna Fagyal, University of Illinois at Urbana-Champaign
Summer 2002	<b>Research Assistant</b> to Professor Anne Violin-Wigent, Michigan State University
2000-2002	<b>Teaching Assistant</b> , Department of Romance and Classical Languages, Michigan State University

**Licenses, registrations, and certifications**

CITI (Collaborative IRB Training Initiative) Certification, 2009-present

**Citations in biographical works**

Included in *Who's Who in America 2015*

**Awards and honors**

School of Languages and Cultures Faculty Excellence in Teaching Award, April 24, 2018.

School of Languages and Cultures Nominee for the Charles B. Murphy Outstanding Undergraduate Teaching Award, 2016-2017; 2018-2019.

Purdue University School of Languages and Cultures Excellence in Graduate Mentoring Award, April 26, 2016

Purdue University College of Liberal Arts Award for Outstanding Undergraduate Teacher, April 21, 2015

Western Michigan University Department of World Languages and Literatures Alumni Achievement Award, October 24, 2014

Appeared on the Incomplete List of Excellent Teachers at the University of Illinois at Urbana-Champaign, Fall 2005, Summer 2007 (based on student evaluations; average rating of 4.3/5 on Instructor's Overall Effectiveness required to be included)

University Fellowship (for dissertation data collection, amount awarded: \$8000+ tuition and fees), University of Illinois at Urbana-Champaign, Spring 2006

Phi Beta Kappa Society, Theta of Michigan, 1999

Pi Delta Phi French Honors Society, 1998

Mortar Board National College Senior Honor Society, 1998

Alpha Lambda Delta Honor Society, 1996

University Excellence Scholarship, Western Michigan University (amount awarded: \$2000/academic year) 1995-1999

**Memberships in academic, professional, and scholarly societies**

American Association of Teachers of French, 2004-present  
Indiana Chapter, 2009-present

Vice-President, November 2009-November 2011  
President, November 2011-October 2013

American Association for Applied Linguistics, 2006-present

Indiana Foreign Language Teachers Association, 2009-present

American Council on the Teaching of Foreign Languages, 2010-present

## Section A: DISCOVERY

### 1. Published work

#### a. Refereed articles

(Impact factors taken from <http://www.scimagojr.com/journalrank.php?category=1203>)

- (1) \*Becker, S.R., and Sturm, J.L. Effects of audiovisual media on listening in L2 French. *CALICO Journal*, 34, 2, 1-31. (Published online 6 April 2017).

Professor Sturm was Dr. Becker's Ph.D. and M.A. advisor; this paper is a version of her M.A. thesis.

*CALICO Journal* is published three times per year by Equinox Publishing Ltd., 21-30% acceptance rate, blind peer review with minimum three reviewers, unrated for impact factor.

- (2) "Teaching *liaison* to intermediate learners of French." *The French Review*, 90, 2 157-170. (December 2016).

*The French Review* is published by the American Association of Teachers of French six times per year, 40% acceptance rate, blind peer review with three readers. SJR impact factor: 0.141 (Language and Linguistics).

- (3) "Explicit Phonetics Instruction in L2 French: A Global Analysis of Improvement." *System*, 41, 3, 654-662. (September 2013).

*System* is published by Elsevier four times per year, 21.3% acceptance rate, blind review with two readers. SJR impact factor: 0.959 (Language and Linguistics).

This paper reported on Professor Sturm's work in exploring the effects of classroom instruction on advanced L2 French learners' pronunciation. By comparing the progress of students in her French Phonetics and Pronunciation class to those enrolled in other advanced French courses at Purdue, she found that instruction is effective for overall improvement of pronunciation. This type of work had been done in Spanish (Lord 2005; Saalfeld 2011) but not in French.

According to *System's* Article Usage Alerts, as of 9 September 2014, this article has been viewed or downloaded 469 times.

- (4) “Attention, awareness, and accent marks in L2 French.” *Language Awareness*, 22, 2, 146-160. (2013).

*Language Awareness* is published by the Taylor and Francis Group four times per year, 40% acceptance rate, blind peer review with minimum two readers. SJR impact factor: 0.552 (Language and Linguistics).

In this paper, Professor Sturm continued the strand of research explored in her dissertation and in her 2006 and 2010 publications. In her dissertation and 2010 publication, she proposed that the increased recall for accent marks associated with typing them was a result of the extra attention paid to the accents in the typing condition (having to check a list of numeric codes to type an accented letter). In this paper, she compared a group of learners who typed a paragraph containing accented letters to those who wrote the paragraph by hand. Professor Sturm increased the amount of attention that the handwriting group paid to the accented letters by asking them to change pen colors for accented letters. Increasing the amount of attention in the handwriting condition resulted in no significant difference between groups on the protest, supporting her hypothesis about attention. This added to a growing body of research suggesting that attention plays a major role in second/foreign language learning.

- (5) “Hey Good Lookin’, Whatcha Got Cookin? ‘Tout à Côté Cuisine’ in the L2 French classroom.” *The French Review*, 86, 2, 322-332. (December 2012).

*The French Review* is published by the American Association of Teachers of French six times per year, 40% acceptance rate, blind peer review with three readers. SJR impact factor: 0.141 (Language and Linguistics).

In this paper, Professor Sturm reported on implementation of cooking show videos in FR 301 (French Level V) at Purdue University. Cooking shows are authentic material as they are produced for native-speaking French audiences and are not subtitled, yet they are accessible to learners with proper preparation, as they are inherently visually-oriented and repetitive and the format is familiar. She discussed how to use cooking show videos in a range of classroom contexts and reported on the success of the project with her own students, who were able to make comparisons and connections between French and American cooking shows and food culture.

- (6) “Using Film in the L2 Classroom: A Graduate Course in Film Pedagogy.” *Foreign Language Annals*, 45, 2, June, 246-259. (June 2012).

*Foreign Language Annals* is published by the American Council on the Teaching of Foreign Languages four times per year, 10-20% acceptance rate, blind peer review with four readers. SJR impact factor, 0.620 (Language and Linguistics).

In this paper, Professor Sturm reported on a graduate course she developed and has taught in both French and English at Purdue. In this course, she instructs graduate teaching assistants in the pedagogically principled use of film and video in the language classroom. Students learned how to use film and video for a multitude of purposes, based on the pedagogical principles espoused by the School of Languages and Cultures. Film and video are a rich treasure trove of cultural and linguistic information, and are plentiful and readily available in the digital age. This course informs students on ways to use this resource without sacrificing the high pedagogical standards faculty at Purdue expect from graduate instructors.

- (7) “Meaning and orthography in L2 French.” *Writing Systems Research*, 4, 1, 47-60. (2012).

*Writing Systems Research* is published by the Taylor and Francis Group twice a year, 76.9% acceptance rate, blind peer review with one reader (in this case). This article was accepted without revisions. SJR impact factor, 0.275 (Language and Linguistics).

This paper addressed an aspect of language learning that was not featured in my earlier work on the orthography of French: meaning of new words. In this paper, Professor Sturm found that learners recalled the orthography of a new word (specifically, accent marks) better when exposed to the meaning of that word. As learning a word includes learning its meaning, this study is a more ecologically valid version of her earlier work with accent marks in L2 French.

- (8) “The effect of keyboarding and presentation format on the recall of accent marks in L2 learners of French.” *Teachers College, Columbia University Working Papers in TESOL/Applied Linguistics*, 6, 2. (2006). [7, 540 words; electronic] <http://journals.tc-library.org/index.php/tesol/article/view/197>.

The *Teachers College, Columbia University Working Papers in TESOL/Applied Linguistics* is published by Teachers College, Columbia University twice a year, 10% acceptance rate, blind peer review with minimum three readers; unrated for impact factor.

This paper was the pilot study to Professor Sturm’s dissertation and explored the differences between earlier (unpublished but presented at a conference) work of hers and that of Gascoigne-Lally (2000), who served as the inspiration for her dissertation and following work with accent marks in L2 French. This study showed that target items were more easily learned in paragraph form than in a word list, explaining why Gascoigne-Lally (2000) and Professor Sturm had obtained different results. From a pedagogical perspective, this study supports the contextualization of material, as is normally featured in Communicative Language Teaching.

#### **b. Peer-reviewed proceedings.**

- (1) (2017). “Phonetics instruction and the /u/-/y/ distinction in French as a Foreign

- Language: A preliminary study.” In M. O’Brien & J. Levis (Eds). Proceedings of the 8th Pronunciation in Second Language Learning and Teaching Conference, ISSN 2380-9566, Calgary, AB, August 2016 (pp. 133-143). Ames, IA: Iowa State University.
- (2) (2016). \*Grim, F. and Sturm, J.L. “Where does pronunciation stand in the 21<sup>st</sup> century foreign language classroom? Views of educators and learners.” In J. Levis, H. Le., I. Lucic, E. Simpson, & S. Vo (Eds). *Proceedings of the 7<sup>th</sup> Pronunciation in Second Language Learning and Teaching Conference*, October 2016 (pp. 51-64 ). Ames, IA: Iowa State University.
- (3) (2014). Cooking shows in the L2 French classroom. In *Selected Proceedings of the 2014 AATF Convention*. Published online at <https://proceedings.frenchteachers.org/wp-content/uploads/2019/02/5-Cooking-shows.pdf> 5 February 2019.
- \*\*This paper was accepted in 2014 for the Selected Proceedings but the AATF did not release the 2014 proceedings until 2019.
- (4) (2013). “Liaison in L2 French: The effects of instruction”. In J. Levis & K. LeVelle (Eds.). *Proceedings of the 4th Pronunciation in Second Language Learning and Teaching Conference*, Aug. 2013. (pp. 157-166). Ames, IA: Iowa State University.  
<http://jlevis.public.iastate.edu/pslltconference/4th%20Proceedings/Sturm%20PSLLT%202012.pdf>

This paper focused on the effects of instruction on the acquisition of liaison (linking of words with silent final consonants to words beginning with vowels in certain contexts) in advanced L2 French students. Professor Sturm found that instruction reduced learners’ use of liaison when it is syntactically forbidden, and that learners receiving instruction were more consistent in their appropriate use of liaison than students who did not receive instruction.

- (4) (2010). The effect of keyboarding and presentation format on accent marks in L2 French. Proceedings of the 2<sup>nd</sup> Congrès Mondial de Linguistique Française, 1591-1605.  
[http://www.linguistiquefrancaise.org/index.php?option=com\\_article&access=standard&Itemid=129&url=/articles/cmlf/abs/2010/01/cmlf2010\\_000032/cmlf2010\\_000032.html](http://www.linguistiquefrancaise.org/index.php?option=com_article&access=standard&Itemid=129&url=/articles/cmlf/abs/2010/01/cmlf2010_000032/cmlf2010_000032.html)

Papers were peer-reviewed to be accepted to CMLF; all accepted papers were published online.

This paper reported on a portion of her dissertation research, in which Professor Sturm showed that there is an advantage to typing target items with accent marks over writing

them by hand, but that the advantage is not, as suggested by Gascoigne-Lally (2000), due to the extra movement associated with typing.

### **c. Book reviews**

- (1) Review of Ollivier, J. and Beaudoin, M. (2016). Grammaire française, 6<sup>th</sup> ed. *The French Review*, 91, 4, 235-236. (May 2018).
- (2) Review of Schultz, J-M and M-P Tranvouez. (2010). *Réseau*. *The French Review*, 84, 1, 216-217. (October 2010).
- (3) Review of Gascoigne, C. (Ed). (2007). *Assessing the Impact of Input Assessment in Second Language Education: Evolution in Theory, Research, and Practice*. *The French Review*, 82, 5, 1073-1074. (April 2009).
- (4) Review of Williams, A., Grace, C., and Roche, C. (2008) *Bien vu, bien dit*. *The French Review*. 81, 5, 1051-1052. (April 2008).
- (5) Review of Hamilton, H., Crane, C., and Bartoshesky, A. (2005) *Doing Foreign Language: Bringing Concordia Language Villages into Language Classrooms*. *The French Review*, 80, 4, 924-925. (March 2008).
- (6) Review of Means, T. (2003) *Instant French Vocabulary Builder*. *The French Review*, 78, 3, 634. (February 2006).

### **d. Accepted for publication**

- (1) Pronunciation in the L2 French Classroom: Student and Teacher Attitudes. With N. Suzuki and M. Miyamoto. Accepted by *The French Review* 2 May 2018, for Vol. 92, Issue 3. (May 2019).
- (2) Current Approaches to Pronunciation Instruction: A Longitudinal Case Study in French. Accepted by *Foreign Language Annals* 11 December 2018, for Spring 2019 issue. Available online 28 January 2019.

### **e. Submitted papers**

- (1) Accent marks in L2 French: Exploring the role of attention, awareness, and noticing. Submitted to *Instructed Second Language Acquisition*, 19 February 2019.

### **f. Invited contributions**

- (1) (2018). \*Becker, S. R., & Sturm, J. L. Using metacognitive strategies to induce a

phase shift: A complex systems approach to L2 listening instruction. In A.E. Tyler, L. Ortega, M. Uno, & H. I. Park, (Eds.) *Usage-inspired L2 instruction: Researched pedagogy*. Amsterdam: John Benjamins.

### **g. Planned projects**

- (1) (Article in preparation). A survey of teacher and learner attitudes toward pronunciation instruction. With M. Miyamoto, N. Suzuki, and A. Fukada.
- (2) (Data collection begun in Fall 2017; to terminate in Fall 2019). Performance-Based Testing in a French Pronunciation Course Using *Speak Everywhere*. To be submitted to *The French Review*.
- (3) (Data collection begun Fall 2015; to terminate in Spring 2019). Effects of pronunciation instruction on beginning and intermediate L2 French students. (Expected to yield 4-5 articles).
- (4) (In development; with Dr. Jennifer Foote, U. Alberta). French teachers' attitudes toward pronunciation and pronunciation teaching.

## **2. Invited lectures presented at regional, national, and international society meetings and/or other educational institutions**

### **a. International meetings**

- (1) "Phonetics instruction and the /u/-/y/ distinction in French as a foreign language." Pronunciation in Second Language Learning and Teaching, University of Calgary, Calgary, AB, August 12, 2016.
- (2) "Liaison in L2 French: The effects of instruction." Poster presentation, Pronunciation in Second Language Learning and Teaching, Simon Fraser University, Vancouver, BC, Canada, August 24-25, 2012.
- (3) "Pronunciation Instruction in L2 French: Effects on /u/ vs. /y/ in L1 American English students." Association for French Language Studies, Newcastle University, Newcastle-upon-Tyne, UK. June 1-3, 2012.
- (4) "Working Memory, Presentation Format, Pronunciation Ability, and the Acquisition of Accent Marks in L2 Learners of French." Joint Conference of American Association for Applied Linguistics and Association Canadienne de Linguistique Appliquée/Canadian Association for Applied Linguistics, Montréal, Canada, June 2006.

### **b. National meetings**

- (1) "Des Evaluations performances en cours de prononciation française L2 avec



Speak Everywhere,” [Performance-Based Tests in an L2 French Pronunciation Course] 5<sup>e</sup> Colloque FLE (Puerto Rico), Universidad Puerto Rico, San Juan, PR, February 28-Mar 2, 2019.

- (2) “Pronunciation in the L2 French Classroom: Student and Teacher Attitudes.” With M. Miyamoto and N. Suzuki. Pronunciation in Second Language Learning and Teaching, Colloquium on Pronunciation in Second Languages Other than English, Ames, IA September 8, 2018.

This paper was accepted for a special colloquium on languages other than English for the 10<sup>th</sup> annual Pronunciation in Second Language Learning and Teaching Conference.

Presenters all led roundtable discussions for the second hour of the colloquium.

- (3) “Online Performance-based Assessments as Routine Achievement Assessments.” With A. Fukada, W. Hong, C. Neary-Sundquist, and J. Sundquist. American Council for the Teaching of Foreign Languages, Nashville, TN, November 19, 2017.
- (4) “Traditional classroom pronunciation instruction: A longitudinal study in French.” Pronunciation in Second Language Learning and Teaching, Salt Lake City, UT, September 1-2, 2017.
- (5) “Keyboarding and Vocabulary Acquisition in L2 French.” Second Language Research Forum, Teachers College-Columbia University, New York, NY, September 21-25, 2016.
- (6) (With Dr. Frédérique Grim, Colorado State U.) “Where does pronunciation stand in the 21st century foreign language classroom?” (Poster). Seventh Annual Pronunciation in Second Language Learning and Teaching Conference, Dallas, TX, October 16-17, 2015.
- (7) “Liaison in L2 French: The Effects of Instruction.” Sixth Annual Pronunciation in Second Language Learning and Teaching Conference, Santa Barbara, CA, September 6, 2014.
- (8) “Hey Good Lookin', Whatcha Got Cookin'?: Cooking Shows in the French Language Classroom.” (Roundtable Panel on “Technology in the French Classroom and Increasing Time on Task,” with Errol M. O’Neill and Melanie Conroy, U. Memphis). American Association of Teachers of French Annual Convention, New Orleans, LA, July 21, 2014.
- (9) “Keyboarding and Vocabulary Acquisition in L2 French.” Second Language Research Forum 2013, Brigham Young University, Provo, UT, October 31-November 2, 2013. (Accepted as a poster but unable to attend.)
- (10) “Effects of Instruction on Voice Onset Time in word-initial /p/ for L1 American

English students: A Preliminary Study.” Pronunciation in Second Language Learning and Teaching, Iowa State University, Ames, IA, September 20, 2013.

- (11) "Effects of Instruction on Voice Onset Time in word-initial /p/ for L1 American English students: A Preliminary Study.” American Association for Applied Linguistics 2013 Conference, Dallas, TX, March 16-19 2013. (Accepted as poster but unable to attend).
- (12) “Phonetics Instruction in L2 French: A Global Analysis of Improvement.” Pronunciation in Second Language Learning and Teaching, Iowa State University, Ames, IA, September 16, 2011.
- (13) "Attention, Awareness, and Accents in L2 French." American Association for Applied Linguistics 2011 Conference, Chicago, IL, March 26, 2011.
- (14) "Film in the Foreign Language Classroom." American Council on the Teaching of Foreign Languages, Boston, MA, November 2010. (Accepted but unable to attend).
- (15) “Funny marks in French? C-cédille and first semester learners.” Poster presentation. Pronunciation in Second Language Learning and Teaching, Iowa State University, September 11, 2010.
- (16) "Acquisition of Accent Marks in L2 French: Keyboarding and Presentation Format." Congres Mondial de la Linguistique Française, New Orleans, LA, July 13, 2010.
- (17) "The Effects of Keyboarding and Presentation Format on Accent Marks in L2 French." 31st Annual New York State Teachers of English as a Second or Other Language Applied Linguistics Winter Conference, New York NY, April 17, 2010.
- (18) “Funny marks in French? C-cédille and first semester learners.” Second Language Research Forum, East Lansing MI, October 29-November 1, 2009.
- (19) "The Effects of Keyboarding and Working Memory on Accent Marks in L2 French." Georgetown University Round Table on Languages and Linguistics. Washington, D.C., March 13-15, 2009.
- (20) "Keyboarding and the Recall of Accent Marks in L2 French." Computer Assisted Language Instruction Consortium (CALICO) Conference. Arizona State University Tempe, AZ, March 10-14, 2009.
- (21) "Accent Marks in L2 French: Keyboarding, Presentation Format, Working

Memory, and Pronunciation Ability." American Association for Applied Linguistics 2008 Conference, Washington, D.C., March 29-April 1, 2008.

### **c. Regional meetings**

- (1) "Pronunciation in the L2 Classroom." Indiana Foreign Language Teachers Association, Indianapolis, IN, October 19, 2013.
- (2) "Hey Good Lookin', Whatcha Got Cookin'?" Indiana Foreign Language Teachers Association, Indianapolis, IN, November 2, 2012.
- (3) "Film in the French Language Classroom: *Le Petit Nicolas*." American Association of Teachers of French Workshop at the Indiana Foreign Language Teachers Association Annual Conference, Indianapolis, IN, October 29, 2011.

### **3. Evidence of involvement in the graduate research program**

#### **a. Current M.A./Ph.D. Committees**

##### Major Professor

Ms. Daniela Marinho Ribeiro, School of Languages and Cultures (Ph.D., December 2018, expected).

Ms. Itzamar Del Rosario Gutiérrez, School of Languages and Culture (M.A., May 2019, expected).

Ms. Juliette Duthoit, School of Languages and Cultures (Ph.D., May 2021, expected).

Ms. Emilie Schaeffer, School of Languages and Cultures (M.A., expected, May 2020).

Mr. John Nielsen, School of Interdisciplinary Studies/Linguistics (Ph.D., May 2020, expected).

##### Committee member

Ms. Adrial Bryan, School of Languages and Cultures (Ph.D., May 2019, expected).

Ms. Natsumi Suzuki, School of Languages and Cultures (Ph.D., May 2019, expected).

Ms. Mayu Miyamoto, School of Languages and Cultures (Ph.D., May 2019, expected).

Ms. Heather Offerman, School of Languages and Cultures (Ph.D., May 2020, expected).

Mr. Roderick Clare, School of Interdisciplinary Studies/Linguistics (Ph.D., May 2020, expected).

Ms. Amy Hutchinson, School of Interdisciplinary Studies/Linguistics (Ph.D., May 2022, expected).

### **b. Completed M.A./doctoral committees**

#### Major Professor

Ms. Elizabeth Rench, School of Languages and Cultures (M.A., non-thesis, May 2018).

Ms. Shannon Becker, School of Languages and Cultures (Ph.D., May 2015).  
“Metacognitive Instruction in L2 French: An Analysis of Listening Performance and Automaticity.” Currently Assistant Professor of French Linguistics (tenure-track), Northern Illinois University.

Ms. Stacey Latimer, School of Languages and Cultures (M.A., May 2015). “The Effect of Cultural Competence on the Acquisition of French T/V Pronouns.”

Ms. Liyuan Wang, Linguistics (M.A., non-thesis, May 2013).

Ms. Shannon Becker, School of Languages and Cultures (M.A., May 2012). “Effects of Audiovisual Media on the Acquisition of Listening Comprehension in French.”

#### Committee member:

Ms. Amy Hutchinson, School of Interdisciplinary Studies/Linguistics (M.A., May 2018).  
“The Production of Voice Onset Time and Onset F0 in Second Language Learners of French.”

Ms. Emilie Watson, School of Languages and Cultures (M.A., non-thesis, May 2017)

Ms. Zoya Vinogradova, School of Languages and Cultures (Ph.D., December 2016).  
“Motivational Orientations of American and Russian Learners of French as a Foreign Language.”

Ms. Ana Jessica Hernandez-Morales, School of Languages and Cultures (M.A., December 2016). “Development in pronunciation accuracy through Visual Feedback and Drills: evidence from Stop-Rhotic Clusters in learners of Spanish as L2.”

Ms. Lydia Larbi, School of Languages and Cultures (M.A., non-thesis, May 2016).

Ms. Elizabeth Follis, School of Languages and Cultures (M.A., non-thesis, May 2015).

Ms. Natsumi Suzuki, School of Languages and Cultures (M.A., May 2015). “Effects of Online Repetition Practice on Promoting Mora Awareness: Focusing on Vowel Length.”

Mr. Ayuuba Gibrilla, School of Languages and Cultures (M.A., non-thesis, May 2014).

Mr. Jameson Cole Farmer, School of Languages and Cultures (M.A., non-thesis, May 2014).

Ms. Heather Offerman, School of Languages and Cultures (M.A., May 2014). “The Effect of Visual Feedback on VOT Productions by L2 Learners of Spanish.”

Mr. Felix Fandoh, School of Languages and Cultures (M.A., August 2013) “Foreign Language Learning Motivation Among Post Secondary School Students in Ghana: A Case Study of French Students at Ghana Institute of Languages, Kumasi, Ashanti Region.”

Mr. Patrick Appiah, School of Languages and Cultures (M.A., non-thesis, May 2013).

Mr. Errol O’Neill, French, U. Illinois, Urbana-Champaign. (Ph.D, April 2012) “The Effect of Online Translators on L2 Writing in French.” Currently Assistant Professor of French (tenure-track) at the University of Memphis, Memphis, TN.

Ms. Leslie Davis, Foreign Languages and Literatures (M.A., August 2011) “Listener Accommodation in Quebec Media.”

Ms. Jemima Ayi-Bisah, Foreign Languages and Literatures (M.A., non-thesis, August 2010).

Mr. Abdulai Moomin-Bapin, Foreign Languages and Literatures (M.A., non-thesis, August 2010).

### **c. Additional graduate mentoring activities**

Professor Sturm extended independent study credit to two graduate students in which the students assisted in research projects and wrote a paper on research methods. Through this opportunity, students gained experience in collecting data and observed experimental design and procedures before doing their own research for theses or dissertations. A third student who was participating in this program was appointed as her research assistant in Spring 2013 when the French department was over-staffed.

Professor Sturm also extended an independent study on Computer-Assisted Language Learning to Ph.D. student Shannon Becker in Fall 2013, to Ph.D. student Arnaud Couturieux in Spring 2015, to M.A. student Elizabeth Rensch in Summer 2016, and to Ph.D. student Juliette Duthoit in Summer 2018, as well as an independent study on teaching L2 culture to Mr. Couturieux in Summer 2015. She extended an independent study in Acquisition of L2 Phonology to Ph.D. student Heather Offerman in Fall 2017.

#### **4. Research grants and awards**

##### **a. Funded**

- (1) Agency/Title of Grant: College of Liberal Arts ASPIRE Grant for Academic Travel  
“Des Evaluations performances en cours de prononciation française L2 avec Speak Everywhere,”  
Duration of Funding: February 27-March 3, 2019  
Amount of Funding: \$1500.00  
Role: PI
- (2) Agency/Title of Grant: College of Liberal Arts ASPIRE Grant for Academic Travel  
“Pronunciation in the L2 French Classroom: Student and Teacher Attitudes.”  
Duration of Funding: September 5-8, 2018.  
Amount of Funding: \$1,191.14  
Role: PI
- (3) Agency/Title of Grant: Purdue University Instructional Innovation Program  
“Development of Performance-based Assessment in Foreign Language Teaching”  
Duration of Funding: January 1, 2016-December 31, 2017  
Amount of Funding: \$93,954.00  
Role: Co-investigator with Drs. Atsushi Fukada (PI), Wei Hong, Colleen Neary-Sundquist, and John Sundquist
- (4) Agency/Title of Grant: College of Liberal Arts Research Initiative Grant  
“Phonetics instruction in advanced L2 French”  
Duration of Funding: January 1-December 31, 2014  
Amount of Funding: \$1,360.98  
Role: PI
- (5) Agency/Title of Grant: Purdue OVPR Non-Laboratory Equipment Program/Kinley Trust  
“Acquisition of liaison in intermediate L2 French students”  
Duration of Funding: December 31, 2013-May 30, 2014  
Amount of Funding: \$2,966  
Role: PI

##### **b. Unfunded**

- (1) Agency/Title of Grant: Purdue Research Foundation Summer Faculty Grant  
“Pronunciation Instruction in Beginning and Intermediate French”  
Duration of Funding: Summer 2018  
Amount of Funding: \$8,000

- Role: PI
- (2) Agency/Title of Grant: John Simon Guggenheim Memorial Foundation  
“Effect of Pronunciation Instruction on Beginning and Intermediate French”  
Duration of Funding: AY 2016-2017  
Amount of Funding: Academic Year Fellowship  
Role: PI
  - (3) Agency/Title of Grant: College of Liberal Arts Center for Undergraduate  
Instructional Excellence  
“Effect of Pronunciation Instruction on Beginning and Intermediate French”  
Duration of Funding: Fall 2016  
Amount of Funding: Semester-long fellowship  
Role: PI
  - (4) Agency/Title of Grant: College of Liberal Arts Center for Social Sciences  
“Effect of Pronunciation Instruction on Beginning and Intermediate French”  
Duration of Funding: Fall 2016  
Amount of Funding: Semester-long fellowship  
Role: PI
  - (5) Agency/Title of Grant: Purdue Research Foundation Summer Faculty Grant  
“Effect of Pronunciation Instruction on Beginning and Intermediate French”  
Duration of Funding: Summer 2016  
Amount of Funding: \$8,000  
Role: PI
  - (6) Agency/Title of Grant: Purdue Research Foundation Summer Faculty Grant  
“Pronunciation Instruction in L2 French”  
Duration of Funding: Summer 2013  
Amount of Funding: \$8,000  
Role: PI
  - (7) Agency/Title of Grant: Purdue Office of the Provost Learning Outcomes  
Assessments Mini-Grant  
“French Phonetics and Pronunciation”  
Duration of Funding: Summer 2011  
Amount of Funding: \$1,570  
Role: PI
  - (8) Agency/Title of Grant: Purdue Research Foundation Summer Faculty Grant  
“Phonetics instruction and pronunciation ability in L2 French”  
Duration of Funding: Summer 2011  
Amount of Funding: \$8,000  
Role: PI

- (9) Agency/Title of Grant: Purdue Research Foundation Summer Faculty Grant  
“Attention, awareness, and accent marks in L2 French”  
Duration of Funding: Summer 2010  
Amount of Funding: \$8,000  
Role: PI

## **5. Current research interests**

Professor Sturm’s research agenda has grown from the exploration of orthography and accent marks into the acquisition of L2 French pronunciation and phonology, which is a natural extension of her early work in orthography. As French is a language whose sound-spelling connections are fairly opaque, phonetics and phonology and their relation to orthography are both difficult and important for learners. Additionally, while acquisition of L2 phonology and phonetics is a growing field, English as a second or foreign language continues to dominate most research. Professor Sturm is one of few researchers focusing the questions of L2 phonology, phonetics, and pronunciation in French as a foreign language. Her experiments take place in instructional contexts, in which she examines the effects of explicit phonetics training on L2 French learners’ intelligibility, comprehensibility, and accentedness. Her work is situated in the greater domains of classroom L2 French acquisition, as well as the hypothesis that attention and awareness are essential for L2 acquisition.

## **6. Evidence of interdisciplinary activities**

- (1) Active member of the Interdisciplinary Program in Linguistics at Purdue University. Reviewed linguistics graduate student applications, co-listed graduate courses with LING designators, attended linguistics faculty meetings regularly, and participated in linguistics student MA and Ph.D. committees; presented research at Ling Lunch meetings.
- (2) Member of working group of the Interdisciplinary Program in Linguistics during its reorganization, Summer-Fall 2018.
- (3) Active member of the Applied Linguistics program in the School of Languages and Cultures at Purdue University. Offered graduate courses in English that are available to all applied linguistics and general linguistics students at Purdue and communicated regularly with colleagues in applied linguistics about course offerings, student M.A. and Ph.D. exams, and curricula.
- (4) Collaborating with colleagues to develop interdisciplinary programs in sports studies (led by Professors C. Cooky and R. Fouché).
- (5) Collaborating with SLC colleagues to develop an interdisciplinary program in global cuisine.

## **7. Other evidence of national/international recognition:**



- (1) Reviewer, *Here's How to do Accent Modification*, Plural Publishing.
- (2) Methods and Materials Reviews Editor, *The French Review*, vol 93-95.
- (3) Guest Speaker (via Skype), Dr. Jeanne Schueller's Applied Linguistics and Film/Visual Culture class (U. Wisconsin-Madison), on 2012 article "Using Film in the L2 Classroom: A Graduate Course in Film Pedagogy." 19 March 2018.
- (4) As of 26 February 2019, Professor Sturm's work has been cited 45 times, as noted by Research Gate.
- (5) Peer reviewer for book proposal, Georgetown University Press.
- (6) Cited in Isaacs, T., and Trofimovich, P. (Eds). (2016). *Second Language Pronunciation Assessment: Interdisciplinary Perspectives*. Blue Ridge Summit, PA: Multilingual Matters.
- (7) Cited in Counselman, D. (2015). Directing attention to pronunciation in the second language classroom. *Hispania*, 98, 1, 31-46.
- (8) Cited in Derwing, T. M., Munro, M. J., Foote, J. A., Waugh, E., & Fleming, J. (2014). Opening the window on comprehensible pronunciation after 19 years: A workplace training study. *Language Learning*, 64, 526-548.

*Language Learning* has an acceptance rate of 8%; the impact factor (from the Editor, sent 1 August 2014):

	<b>2012</b>	<b>2013</b>
2 -year impact factor	1.318	1.433
5-year impact factor	1.824	2.248
Rank in Education & Educational Research	36/219	34/219
Rank in Linguistics	23/162	22/162

- (9) Cited in Lappin-Fortin, K., and Rye, B.J. (2014). The use of pre-/posttest self-assessment tools in a French pronunciation course. *Foreign Language Annals*, 47, 2, 300-320.
- (10) Reviewer for the following journals: *Journal of Second Language Pronunciation*; *Language Learning and Technology*; *Bilingualism: Language and Cognition*; *Language Testing*; *The Modern Language Journal*; *Applied Psycholinguistics*; *Language Learning*; *Critical Inquiry in Language Studies*; *Foreign Language Annals*; *Proceedings of the Pronunciation in Second Language Learning and Teaching Conference*; *International Journal of Multilingualism*.

- (11) Abstract reviewer, Pronunciation in Second Language Learning and Teaching Conference, 2013, 2014, 2015, 2016, 2017, 2018.
- (12) Technical editor, *French Grammar for Dummies* (Wiley/Blackwell, 2013); *Gardening for Dummies* products (bilingual French/English labels) (Wiley/Blackwell, 2014).
- (13) Reviewer of French language textbooks for Heinle/Cengage Publishing (e.g. *Horizons*, *Bravo!*, *Liaisons*); McGraw-Hill Publishing (*En avant*).
- (14) Foreign Language Reviewer/Subject Matter Expert/Pedagogical Expert, National Foreign Language Center LangNet Project, 2006.

## **Section B: LEARNING**

### **1. Courses taught in the past three years**

FR 202 French Level IV

FR 380 French Food Culture

FR 396 French Phonetics and Pronunciation

LC 596 Topics in Pedagogy: Film in the Second Language (L2) Classroom (cross listed FR/GER/JPNS/LING/SPAN/ENGL)

LC 596 Topics in Pedagogy: Teaching Second Language (L2) Pronunciation (cross listed FR/GER/JPNS/LING/SPAN)

### **2. Supervisory responsibility during past three years:**

Professor Sturm trains, mentors, and evaluates teaching assistants in each section of FR 101, 102, 201, and 202 and the conversation courses FR 112, 211, 212, and, as of Spring 2014, 312. She observes all French language teaching assistants and limited lecturers at least once per year, including graduate students and limited-term lecturers teaching outside the 101-202 sequence and conversation courses. She meets with teaching staff under her supervision to discuss her observation and to identify areas in which each staff member excels and areas in which the instructor can improve. She also meets with instructors to discuss breaches of expectations for instructional staff and fosters best practices.

Professor Sturm has instituted a system by which all teaching assistants and limited-term lecturers write at least one test or quiz per semester. This test-writing system is supervised by both Professor Sturm and the French Language Program Assistant. Its goal is primarily to train graduate instructors in best practices for writing tests in a communicative language program. Instructors submit the first draft of the test to their colleagues teaching the same course and to the Language Program Assistant. Based on feedback received, the instructor revises the test and submits the second draft to Professor Sturm and the Language Program Assistant. Professor Sturm then leads a meeting to discuss the merits of and improvement for the test.

Professor Sturm has also been instrumental in evaluating and interviewing potential graduate teaching assistants. She reads and evaluates all graduate student applications to the French program and advises colleagues on their acceptability for teaching assistantships. Additionally, while the Chair of French is responsible for hiring teaching staff from outside French, before becoming Chair, Professor Sturm advised the Chair on the suitability of outside staff for continued contracts. She also advised previous Chairs of French in selecting graduate staff to teach courses outside of the 101-202/conversation series.

Professor Sturm also contributes to the operations of the upper level language sequence of FR 301, 302, 401, and 402. She oversees especially those graduate students and limited term lecturers who teach in both lower and upper division courses providing essential continuity of instruction. She also offers expert opinion on textbook selection and teaching assignments. Her use of film and video in FR 301 led to the selection of a film-centered textbook for the FR 301-302 sequence.

Professor Sturm is responsible for training and advising graduate students in French in the area of professional development as language instructors. She has participated in professionalization workshops and mock interviews preparing graduate students for their job searches, and advised students on their statements of teaching philosophy.

Professor Sturm is also responsible for problem-solving in several aspects of organizing and leading the Language Program along with enforcing Language Program policies fairly in French. She is regularly called upon to support the teaching staff she supervises in the event of conflicts with students and to interpret existing policies in the face of the unique challenges facing students. This aspect of coordinating the Language program calls for creative solutions and careful consideration for precedent and equal treatment while acknowledging students' individuality. It also requires constant communication with the Language Program Assistant and a certain flexibility in daily task planning.

### **3. Contributions in course and curriculum development**

- (1) With Professor Jennifer William of the Department of German and Russian, developing a culture course, Sport and Spectacle in Europe (FR 380, to be cross-listed in German).

This course will be team-taught by Professor William and Professor Sturm in French, German, and English and will include a spring break study abroad in Paris and Berlin, touring historical and active sporting sites and attending local sporting events. Professor William and Professor Sturm were awarded an Exploratory Study Abroad Grant from CLA, with support from SLC, in preparation for this course. They visited Berlin and Paris during summer 2017 to identify and select sites for students to visit. They are applying for an MLA Humanities Innovation Grant to fund course materials.

- (2) With French Language Program Assistant Mary Eddy, renovating second-year

French sequence to create a task-based, communicative curriculum from which students will emerge with a portfolio of their accomplishments in French. Began Fall 2016.

- (3) Developed FR 396 Special Topics in French Language Science: French Phonetics and Pronunciation
- (4) Developed LC 596 Topics in Pedagogy: Film in the L2 Classroom; Teaching L2 Pronunciation
- (5) Developed LC 679 Topics in SLA: Acquisition of L2 Phonology
- (6) Developed FR 596 Topics in French Pedagogy: Film in the L2 French Classroom; French Language Pedagogy
- (7) Developed FR 679 Topics in French SLA: Classroom French SLA
- (8) Expanded book collection of HSSE Library related to second language acquisition, foreign language pedagogy, and French language film.

#### **4. Preparation of instructional materials**

- (1) Prepared course objectives, syllabi, students' handouts and course-related audio-visual aids for all courses.
- (2) Developed ancillary materials for assorted Heinle/Cengage textbooks

*Horizons*, 5th Ed. (Manley, J.H., Smith, S., McMinn, J.T., and Prévost, M.T., 2011; Heinle/Cengage).

Developed 10 vocabulary and 10 grammar quizzes and revised 10 online cultural activities for the 5<sup>th</sup> edition of *Horizons*.

(With Jessica S. Miller, U. Wisconsin- Eau Claire) *Prononcez bien!* Pronunciation modules for various beginning French textbooks for Heinle/Cengage.

In collaboration with Dr. Miller of UWEC, developed 40 pronunciation modules for Heinle/Cengage, which consisted of a presentation of target sound(s) and a short skit featuring multiple repetitions (input flood) of the target sound(s). These activities are available in conjunction with several Heinle/Cengage titles, including *Horizons* and *Bravo!*, which are used in 101-102 and 201-202, respectively, at Purdue University.

*Contacts*, 9th Ed. (Valette, J-M, and Valette, R.M., 2013, Heinle/Cengage).

Wrote 11 online cultural activities, including pre-, during and post-web search tasks (total 33 tasks).

*Liaisons*, 1<sup>st</sup>. Ed. (Wong, W., Weber-Fève, S., Ousselin, E., and VanPatten, B., 2013; Heinle/Cengage).

Wrote three grammar and three vocabulary activities each for 14 chapters (total 84 activities)

*Liaisons*, 2<sup>nd</sup> ed. (Wong, W., Weber-Fève, S., Ousselin, E., and VanPatten, B., 2016; Heinle/Cengage)

Wrote communicative activities for vocabulary and grammar sections (total 82 activities); combined and updated 1<sup>st</sup> Edition PowerPoints for 2<sup>nd</sup> Edition.

## **5. Experimentation in teaching methods and techniques**

- (1) Incorporated various audiovisual materials (television programs, commercials, YouTube videos, film trailers and excerpts) in FR 301. In particular, the use of a cooking show in class served as a basis for group presentations and student compositions. Compositions compared American and French cooking shows and resulted in profound, thoughtful, original writing. This experimental work was presented at conferences (Indiana Foreign Language Teachers Association 2012; American Association of Teachers of French 2014) and formalized in Sturm (2012; *The French Review*).
- (2) Developed a series of lessons on *liaison* (linking of phonetically silent consonants at the end of words to following words that begin with vowels in certain contexts) in FR 301. This experimental work was presented at the sixth annual Pronunciation in Second Language Learning and Teaching conference in 2014 and will be formalized in two forthcoming papers: the first an experimental analysis of the effectiveness of instruction; the second on the pedagogical aspect and specific lesson materials. The latter paper appears in *The French Review* 90(2).
- (3) Developed three graduate-level pedagogy courses: Film in the L2 Classroom, guiding students toward pedagogically principled use of audiovisual materials in their L2 classes; Teaching L2 Pronunciation, instructing students on incorporating pronunciation instruction in beginning/intermediate L2 classes; and French Language Pedagogy, guiding students in the use of various topics such as art, sports, and music, in the French language classroom. For the Film in the L2

Classroom course, Professor Sturm was awarded an Instructional Development Equipment Grant (December 2013) to purchase DVDs for use in class.

- (4) Developed iCPR (Cued Pronunciation Reading) lessons to incorporate in FR 101, 102, 201, 202, to address the need and student desire for increased pronunciation teaching, as part of research project on pronunciation instruction in beginning and intermediate French learners. Students will access the iCPRs as homework, which relieves instructors of the need to find class time to address pronunciation systematically. Professor Sturm added these iCPRs to the curriculum beginning Fall 2017.

**6. Special activities, which have contributed to teaching effectiveness:**

- (1) With Professor Jennifer William, awarded exploratory funds (\$3000 from CLA, with an additional \$1000 from SLC) for Summer 2017 to create the study abroad component for Sport and Spectacle in Europe.
- (2) Awarded College of Liberal Arts Study Abroad and International Learning Program Grant (\$3000, with an additional \$1000 from CLA) to accompany FR 380 French Food Culture to the École des Trois Ponts in Roanne, France for spring break 2014. The purpose of this trip was training to be able to sustain the Purdue University/École des Trois Ponts 15-year partnership and teach the semester-long course and lead FR 380 abroad during spring break in 2016. This training increased my effectiveness in teaching that course and leading the attached study abroad program.

**7. Undergraduate honors thesis supervised:**

- (1) Lucinda Ray, French, Russian, and Linguistics. (B.A., 2020, expected).
- (2) Sheyenne Fishero, French, Psychology, and Linguistics. (B.A., B.S. 2018.)
- (3) Brianna Gieseler, Management with a minor in French. (B.S., 2017.)

**8. Recognition from students and other evidence of impact on students:**

Quantified student evaluations (median scores based on a scale of 1-5, with 5 being the strongest)

Semester	Course	Students	CO1	CO2	CO3	CO4	CO5
F2009	FR 202 French Level IV	14	4.1	3.9	3.8	4.3	3.6
Sp2010	FR 679 French SLA	3	5.0	5.0	5.0	5.0	5.0
F2010	FR 596 French Film Pedagogy	4	5.0	5.0	5.0	5.0	5.0
Sp2011	FR 396 French Phonetics	5	3.8	3.3	4.0	4.0	3.0
F2011	FR 301 French Level V	7	4.1	4.1	4.2	4.3	4
Su2012	FR/GER/SPAN/	6	4.5	4.8	4.3	4.8	4.8

	LC/JPNS 596* Film Pedagogy						
<b>F2012</b>	FR/SPAN/LC 519/JPNS 521* Teaching College Foreign Languages	12	4.3	4.3	4.3	4.6	4.3
<b>Sp2013</b>	FR/SPAN 679/LING 689* Acquisition L2 Phonology	4	4.5	4.5	4.8	5.0	5.0
<b>F2013</b>	FR 301 French Level V	17	2.8	3.0	3.4	3.4	2.9
<b>F2013</b>	FR 301 French Level V	14	3.7	3.6	3.6	3.7	3.2
<b>Sp2014</b>	LC/FR/SPAN/GER/JPNS 596* Teaching L2 Pronunciation	7	4.4	4.9	4.6	5	4.9
<b>Su2014</b>	LC/FR/SPAN/GER/JPNS 596* Film Pedagogy	3	4.7	5	4.7	5	4.7
<b>Fa2014</b>	FR 301 French Level V	14	3.8	3.7	3.8	4.0	3.7
<b>Fa2014</b>	FR 396 French Phonetics	10	3.7	3.1	3.7	3.0	3.0
<b>Sp2015</b>	FR 596 French Language Pedagogy	5	4.7	4.9	4.9	4.9	4.9
<b>Su2015</b>	LC/SPAN/JPNS 596* Teaching L2 Pronunciation	3	3.8	3.8	4.0	4.3	4.0
<b>Fa2015</b>	FR 396 French Phonetics	9	4.4	4.3	4.1	4.6	4.8
<b>Fa2015</b>	LC/GER 575/FR/SPAN 596*	5	3.8	3.0	3.8	3.8	3.3
<b>Sp2016</b>	FR 380 French Food Culture	6	5	4.8	4.5	5	5
<b>Fa2016</b>	FR/SPAN/GER/JPNS 679/LING 689* Acquisition L2 Phonology	7	4	3.3	4.0	4.3	3.9
<b>Fa2017</b>	FR 396 La phonétique française	2	5	5	5	5	5
<b>Sp2018</b>	FR 380 French Food Culture	6	5	5	4.8	5	5

\*This course was taught as a single course with multiple cross-listings. Although evaluations were collected from each separate cross-listed section, the scores here reflect the combined, median score for each item from all cross-listings.

- CO1: Overall, I would rate this instructor as:  
CO2: My instructor explains difficult material clearly  
CO3: My instructor motivates me to do my best work  
CO4: My instructor maintains excellent rapport with this class  
CO5: I would enjoy taking another class from this instructor

## 9. Mentoring activities beyond student research

- (1) Will offer FR 490 Directed Reading in French: French Phonetics and Pronunciation (Independent Study for Mr. Daniel Anderson and Mr. Will Anderson, Fall 2018).

- (2) Offered FR 590 Directed Reading in French: French Food Culture (Independent Study for Ms. Larissa Ifri, Spring 2018).
- (3) Mentored undergraduate student Francis “Trey” Jagiella as he prepared his applications to graduate school. He will attend Indiana University beginning in Fall 2018.

Professor Sturm was Trey’s professor for FR 301 in Fall 2014; he sought her advice and mentorship when he decided to pursue graduate studies in Linguistics. During the 2017-2018 academic year, they will meet regularly to discuss his applications to graduate school and their common research interests.

- (4) Madeleines baking demonstration to Boiler Bakers, 7 March 2018.
- (5) Presentation to Acacia Fraternity Cornerstone Membership Development Program, 21 February 2018, “Being a French Professor at Purdue.”
- (6) Faculty Fellow, Shreve Hall, 2016-2017; 2017-2018; 2018-2019.

Faculty Fellows have weekly meals and monthly social activities with one floor of a residence hall in order to give students contact with faculty outside of academic activities. Professor Sturm has had the opportunity to connect with students outside of CLA in this program.

- (7) Participated in the Margo Katherine Wilke Undergraduate Research Internship Program, supervising students aiding in data collection and analysis.
  - Fall 2014, Spring 2015: Ana Carolina Corey
  - Fall 2016: Elizabeth Shu
  - Spring 2017, Fall 2017, Spring 2018: Lucinda Ray
  - Spring 2018: Bryston Sprecher

Ms. Corey and Ms. Ray each presented the work they did with Professor Sturm during their Wilke internships at the Wilke Program Poster Symposium. Professor Sturm mentored each of them in the preparation and presentation of research posters.

- (8) Participated in the 2016 Summer Stay internship program, supervising Kaitlyn Reeves, a senior majoring in French, aiding with data analysis. Professor Sturm also mentored Ms. Reeves during a period of her job search process.

## **Section C: ENGAGEMENT**

### **1. Role in program**

Coordinator of French Language Program, 2008-present



**2. Evidence of teaching excellence in terms of how well people participate and make use of the information presented. Include innovations and contributions to improve teaching methods in the area of continuing education.**

As described in Professor Sturm's *Foreign Language Annals* article, "Using Film in the L2 Classroom: A Graduate Course in Film Pedagogy," students who have completed the course have reported increased use of film and video in their language classrooms. In addition to using film more often, they use film in different ways: to introduce content or themes; to demonstrate various grammar points; to raise or address cultural issues or convey cultural information (particularly for TAs who are not natives of the culture(s) being taught); to present or practice vocabulary; as a point of departure for discussion or short writing assignments. Additionally, Shannon Becker, for her master's thesis and a follow-up project, investigated the effects of audiovisual media on the acquisition of listening in L2 learners of French. These research projects, which are very heavily pedagogical and focused on classroom language acquisition, were inspired by Dr. Becker having taken Professor Sturm's "Film in the L2 Classroom" course. This research was formalized in Professor Sturm and Dr. Becker's publications in the *CALICO* journal and chapter in *Usage-inspired L2 instruction: Researched pedagogy*.

Daniela Marinho Ribeiro's doctoral thesis, "Third Language Acquisition - a study of unstressed vowel reduction," is heavily influenced by Professor Sturm's course on Acquisition of L2 Phonology. Ms. Marinho Ribeiro is investigating the influence of a learner's second language when learning a third language.

**3. Principal conferences, schools, workshops, short courses, and other organized educational activities participated in during the past five years. Indicate degree of participation as coordinator, chair, lecturer, otherwise, and the number of people reached by these activities.**

- (1) Member of Ideas Festival Committee on AI and the Humanities for Purdue's Sesquicentennial Celebration. (With colleagues J. William, W. Hong, A. Idrissi Alami, E. Coda, R. Cox, and G. Chiu)
- (2) With French faculty colleagues, organized screening of documentary *Le Choix de Théo*, followed by discussion with filmmaker Dr. Thomas Cauvin of Colorado State U.
- (3) With French faculty colleagues Dr. Paula Leverage and Dr. Nadège Veldwachter, trained teachers in Montrouis, Haiti, through Project House of Hope, May 2018.
- (4) Co-organized, with French faculty colleagues, Terror in Paris Symposium, April 22, 2016 (attendance 30+)
- (5) Represented Foreign Languages and Literatures/School of Languages and Cultures at University Night, Indiana Foreign Language Teachers

Association Annual Conference: 2010, 2011, 2012, 2013, 2014 (annual attendance 400-500)

- (6) As a Board member of the Indiana Foreign Language Teachers Association, assisted with organization and execution of 2012 (450 attendees) and 2013 (500 attendees) conferences.
- (7) Reader, Advanced Placement French Language exams, 2011, 2012

#### **4. Advising, counseling, and recruiting students**

- (1) With French faculty colleagues, developing Course Showcase events where French majors, minors, and other interested students hear about the next semester's course offerings and have the opportunity to ask faculty about their classes. First Course Showcase scheduled for October 3, 2018.
- (2) Co-organized, with French faculty colleagues, French minor-to-major workshop, February 13, 2018.
- (3) Called new admits in French for Fall 2018; mailed packages of Purdue goods in consultation with French faculty colleagues.
- (4) Organized exhibitor booth representing Purdue/SLC at IFLTA, 2015, 2016, and 2017; gathered materials, recruited volunteers among colleagues
- (5) Invited speaker, Family University (Family Weekend), September 18, 2015.
- (6) Conceived and implemented recruitment initiative for French department by emailing students earning a B or higher in French 201 or 202 and encouraging them to major or minor in French; provided basic information on major/minor and contact information for SLC academic advisor. Approximately 200 emails sent per semester, Fall 2011-present.
- (7) Designed SLC display case to recruit students using quotes from current minors and majors indicating why they study French, Fall 2013 and 2014.
- (8) Maintained French department bulletin board highlighting current courses, events, and study abroad opportunities, Fall 2008-present

#### **5. University or departmental administrative service:**

##### **a. Purdue University**

Censure and Dismissal Committee, 2016-present

Office of Interdisciplinary Graduate Programs Spring Reception Judge, April 2, 2016;  
May 2, 2018

Boiler Gold Rush Faculty Mentor, Fall 2015

Academic Organization Committee, 2015-present

Campus Advisory Board, United States Fulbright, Fall 2011-present

Participated in meetings and workshops sponsored by the Foundations of Excellence program to improve first-year experience at Purdue.

College of Liberal Arts:

Linguistics Program Working Group, Summer-Fall 2018 (charged with unifying the various LING programs across the College)

Linguistics Program Graduate Committee, 2018-present

Senator, Fall 2014-Fall 2016, Spring 2018

Chair, Liberal Arts 21 Ad-hoc Committee, Fall 2017-present

Senate Nominating and Elections Committee, Spring 2018

Senate Agenda Committee, Fall 2014- Fall 2016; Chair, 2015-2016; Fall 2016

Reviewer, various internal faculty grants, 2014-present

School of Languages and Cultures:

Search Committee, Head of the School of Languages and Cultures, 2017-2018

French Linguistics/SLA Graduate Advisor, 2015-2016, 2017-present

Faculty Colloquium Coordinator, 2013-2016

Search Committee, Spanish Assistant Professor, 2013-2014

Search Committee, VAP in French, Summer 2011

Advisor, French Club, Fall 2011.

Teaching Awards Committee, Fall 2011, 2014-2018

Curriculum Committee, 2010-present

Curriculum Committee Task Force on Conversation Courses, 2012-2013

Chair, 2018-present

Graduate Language Examiner in French, 2009-2016

Level 1-4 Coordinators' Committee, 2009-present

Linguistics Committee, 2009-present

Photograph to represent French Department on school's publicity

**6. Offices held in state, national, or international societies:**

- (1) Vice-President, Indiana Chapter of the American Association of Teachers of French, 2009-2011

Helped organize French immersion day at the Central States Conference on the Teaching of Foreign Languages in Indianapolis, IN, March 3-5, 2011, including leading a screening and discussion of *Indigènes*.

- (2) President, Indiana Chapter of the American Association of Teachers of French, 2011-2013

Executed membership drive targeting Indiana post-secondary faculty (2013). As of 20 June 2014, membership had risen by 26% among faculty and graduate students contacted (13 new AATF members, 10 of whom joined the Indiana chapter; 6 inactive members renewed membership).

- (3) Board member, Indiana Foreign Language Teachers Association, 2011-2013

**7. Other evidence of national recognition**

- (1) Served as external reviewer for promotion and tenure of Professor Kate Miller, IUPUI, 2016.

- (2) Reviewer, Partner University Fund (program sponsored by the French Embassy in the United States).

- (3) Selected to the Fulbright U.S. Student Program National Screening Committee for English Teaching Assistants in France, 2017; 2018 (three-year commitment).