

Mariko Moroishi Wei
School of Languages and Cultures
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ACADEMIC RECORD

Degrees

Ph.D., Applied Linguistics. Georgetown University, 1998
M.A., Applied Linguistics. Georgetown University, 1993
B.A., American Literature. University of the Sacred Heart, Tokyo, 1991

Academic Appointments

Purdue University

Associate Professor of Japanese and Linguistics, School of Languages and Cultures, 2004–present
Interim Director, The Asian Studies Program, School of Interdisciplinary Studies, May–December 2016
Department Chair, East Asian Languages, School of Languages and Cultures, 2009–2012
Assistant Professor of Japanese and Linguistics, Department of FLL, 1998–2004

Columbia University

Visiting Professor of Japanese and Linguistics, June–August 2017
Visiting Professor of Japanese and Linguistics, Columbia University, June–August 2015
Visiting Professor of Japanese, Ishikawa Program, Japan, June–August 1999

The School of Advanced International Studies at Johns Hopkins University

Visiting Instructor of Japanese, June–August 1996
Visiting Instructor of Japanese, June–August 1995

Georgetown University

Instructor of Japanese, 1993–1997
Teaching Assistant of Japanese, 1991–1993

Memberships in Academic, Professional, and Scholarly Societies

American Association for Applied Linguistics
American Council on the Teaching of Foreign Languages
Association of the Teachers of Japanese
Autism Society of America
Nihongo Kyooiku Gakkai (Society of Japanese Language Teaching)

TEACHING RECORD

Graduate Courses

LC/FR/GER/SPAN 519 Teaching of Foreign Languages
JPNS 521 Teaching College-Level Japanese
LC/GER/JPNS 575; FR/SPAN 596 Theories of Second Language Acquisition
JPNS 596 Intermediate/Advanced Japanese Pedagogy
LC/FR/GER/JPNS/SPAN 679; LING 689 Classroom Second Language Acquisition
LC/FR/GER/JPNS/SPAN 679; LING 689 Vocabulary and Reading in SLA
LC/FR/GER/JPNS/SPAN 679; LING 689 Individual Differences in SLA

Undergraduate Courses

JPNS 301 Japanese Level V
JPNS 302 Japanese Level VI
JPNS 361 Structures of Japanese
JPNS 363 Relationship between Japanese Language and Society
JPNS 401 Japanese Level VII
JPNS 402 Japanese Level VIII
JPNS 480 Readings on Japanese Culture
JPNS 490 Social Issues of Modern Japan
JPNS 490 Oral Communication in Japanese

Supervisory Responsibilities

Faculty Coordinator, JPNS 100-400, School of Languages and Culture, Purdue University

RESEARCH RECORD

Books

Wei, M. M., & Fukada, A. (Eds.). (2010). *Research, practice, and theory of Japanese language education: Proceedings of the 22nd Annual Conference of the Central Association of Teachers of Japanese (CATJ)*. West Lafayette, Indiana: Purdue University Press.

Referred Journal Articles

Wei, M. M. (2006). Reading for meaning and incidental vocabulary acquisition: The case of Japanese. *Acquisition of Japanese as a Second Language* 9, 5–22.

Wei, M. M. (2006). Content-based instruction: Teaching Japanese current affairs to American students. *The International Journal of the Humanities*, 3(1), 73–79.

Wei, M. M. (2004). The role of gender, prior knowledge, and topic interests on Japanese text comprehension. *Nihongo Kyoiku*, 121, 24–35.

Wei, M. M. (2003). Learning simple and complex rules: Acquisition of Japanese location particles and conjectural auxiliaries. *Japanese Linguistics* 14, 54–72.

Wei, M. M. (2003). Content-based course to teach American lawyers about Japanese business and current affairs. *Journal of Language for International Business* 14, 86–95.

Wei, M. M. (2002). Recasts, noticing, and error types: Japanese learners' perception of corrective feedback. *Acquisition of Japanese as a Second Language* 5, 24–41.

Book Chapters

Wei, M. M. (2003). Daini gengo to shite no nihongo shutoku ni okeru input to soogo koryu no yakuwari. In Y. Hatasa (Ed.), *Daini gengo shutoku kenkyu e no shotai* (pp. 1–17). Tokyo: Kuroshio Publisher.

Wei, M. M. (2003). The role of input and interaction in Japanese as a second/foreign language acquisition. In Y. Hatasa (Ed.), *An invitation to second language acquisition research in Japanese: In honor of Seiichi Makino* (pp. 131–144). Tokyo: Kuroshio Publisher.

Wei, M. M. (2001). Recasts and learner uptake in Japanese classroom discourse. In X. Bonch-Bruевич, W. Crawford, H. Hellermann, C. Higgins, & H. Nguyen (Eds.), *The past, present, and future of second language research* (pp. 197–208). Somerville, MA: Cascadilla Press.

Wei, M. M. (2001). Nihongo kyooshi no iinaoshi no shiyoo no koosatsu. In M. Minami & Y. Sasaki-Alam (Eds.), *Gengogaku to nihongo kyooiku II* (pp. 237–252). Tokyo: Kuroshio Publisher.

Proceedings

Wei, M. M. (2014). Nichibei bilingual kankyoka de sodatsu kokinou jiheishouji no goi hattatsu (Development of lexical skills in English-Japanese bilingual children with high-functioning autism). *The Proceedings for the 25th Annual International Conference on Acquisition of Japanese as Second Language*, 101–106.

Wei, M. M., & Fukada, A. (2012). The current status of speaking training in Japanese language courses: A pilot survey study. *The Proceedings for the 23rd Annual Conference of the Central Associations of Teachers of Japanese*, 35–57.

Wei, M. M. (2012). Development of lexical skills in English-Japanese bilingual children with Autism Spectrum Disorder. *The Nineteenth Princeton Japanese Pedagogy Workshop Proceedings*, 315–323.

Wei, M. M. (2008). Enhancing JFL learners' reading proficiency through writing: The effects of analytical responses to text. *The Proceedings for the Twentieth Annual Conference of the Central Association of Teachers of Japanese*.

Wei, M. M. (2008). Nihon bunka no kyoshitsu nai ni okeru goi shutoku: Focus on form no kooka (Vocabulary acquisition in the Japanese culture classroom: Effects of focus on form). *The Fifteenth Princeton Japanese Pedagogy Workshop Proceedings*, 51–60.

Wei, M. M. (2006). Effects of focus on form on vocabulary acquisition: The case of Japanese. *Proceedings on the 17th International Conference on Japanese Acquisition as a Second Language*, 45–50.

Wei, M. M. (2002). Nihongo kyoshi no kyoshitsu nai de no eigo no shiyoo no kosatsu (Teachers' use of English in the Japanese classroom). In K. Sakota, N. Matsumi, S. Yokomizo, & H. Matsuzaki (Eds.), *Dai 13-kai Daini Gengo Shutoku Kenkyukai Zenkoku Taikai Yokoshu* (pp. 45–49). Hiroshima, Japan: Hiroshima University.

Wei, M. M. (2000). Gengo keishiki no shotenka no meijisei: Meijiteki bunpo setsumeitai to input kyoka no kooka. In Daini gengo shutoku kenkyukai (Ed.), *Daini Gengo Shutoku Kenkyukai Zenkoku Taikai Yokoshu* (pp. 16–23). Tokyo, Japan: Ochanomizu University.

Wei, M. M. (1999). Code-switching in teacher talk: A qualitative analysis of English and Japanese alternation by Japanese teachers. In S. Makino (Ed.), *The Seventh Princeton Japanese Pedagogy Workshop Proceedings* (pp. 97–121). Princeton, NJ: Princeton University.

Wei, M. M. (1999). Explicit vs. implicit learning: Acquisition of the Japanese conjectural auxiliaries under explicit and implicit conditions. In N. Jungheim & P. Robinson (Eds.), *Pragmatic and Pedagogy: Proceedings of the 3rd Pacific Second Language Research Forum* (pp. 217–230). Tokyo: Aoyama Gakuin University.

Wei, M. M. (1999). Efficacy of attention to form: Explicit grammar teaching vs. input enhancement. In M. Tabuse (Ed.), *Japanese Language Education toward the 21st Century: The Proceedings for the Eleventh Annual Conference of the Central Association of Teachers of Japanese* (pp. 21–40). Ypsilanti, MI: Eastern Michigan University.

Wei, M. M. (1998). Focus on form: Nihongo shutoku ni okeru instruction no kooka. In S. Makino (Ed.), *The Sixth Princeton Japanese Pedagogy Workshop Proceedings* (pp. 38–60). Princeton, NJ: Princeton University.

Book Reviews

- Wei, M. M. (2002). Review of “Second language acquisition: An introductory course. Second edition” by S. Gass & L. Selinker. *The Modern Language Journal*, 86(4), 627–628.
- Wei, M. M. (2001). Review of “Negotiated Interaction in Target Language Classroom Discourse” by J. Boulima. *The Modern Language Journal*, 85(3), 471–473.

Grants

- Enhancing Research in the Humanities and the Arts at Purdue University Grant (\$55,000) for the project titled *Technology-Enhanced Oral Skills Acquisition in Foreign Languages* (Professor Atsushi Fukada is the principal investigator). Fall 2011–present.
- Purdue University Faculty Fellowship for Study in a Second Discipline (\$7000.00 for supply and expense; \$14,000.00 for the cost of lost instruction). August 2009–May 2010.
- The Japan Foundation, Japanese Language Education Mini Grant (\$1000.00) for supporting *The 22nd Annual Conference of the Central Association of Teachers of Japanese (CATJ 22)*, May 22–23, 2010, Purdue University.
- The Japan Foundation, Saitama, Japan, the Japanese Language Teaching Materials Purchase Grant (\$1500). August 2000.

Invited Lectures at Regional, National, and International Society Meetings and/or Other Educational Institutions (2014–present)

- “Development of abstract word knowledge in English–Japanese bilinguals with Autism Spectrum Disorder,” *The American Association of Teachers of Japanese 2018 Spring Conference*. Washington, DC. March 22, 2018.
- “Bilingualism in the Autistic Spectrum Disorder: Should my child learn a second language?” *Purdue University Faculty Colloquium*, SLC. December 5, 2017.
- “Effects of performance-based achievement testing on oral proficiency,” *2017 ACTFL Annual Convention and World Languages Expo*, Nashville, TN. November 17, 2017. Co-presented with Atsushi Fukada, Saori Masumoto Houston, & Mayu Miyamoto.
- “Beyond decoding: Reading interventions for English–Japanese bilingual adolescents with Autism Spectrum Disorder,” *The American Association of Teachers of Japanese 2017 Spring Conference*. Toronto, Canada. March 16, 2017.
- “Computerization of Japanese textbooks: Developing ‘*Learning Japanese Online*,’” *Technology in Japanese Language Education: K-16 Japanese Pedagogy Workshop*. Indianapolis, IN. April 16, 2016. Co-presented with Atsushi Fukada & Kazumi Matsumoto.
- “Teaching reading to English–Japanese bilingual children with autism spectrum disorder,” *American Association of Teachers of Japanese 2016 Spring Conference*. Seattle, WA. March 31, 2016.
- “A new Japanese online textbook ‘*Online de manabu Nihongo*’: Content and design philosophy,” *American Association of Teachers of Japanese 2015 Spring Conference*. Chicago, IL. March 26, 2015. Co-presented with Kazumi Matsumoto.
- “Development of lexical skills in English-Japanese bilingual children with high functioning autism,” *The 25th Annual International Conference on Acquisition of Japanese as Second Language*. Tsukuba University, Japan. December 19–20, 2014.

“Perspectives of bilingualism in Autism Spectrum Disorders: Should I or shouldn’t I teach my child Japanese?” *The Sydney International Conference on Japanese Language Education 2014*, Sydney, Australia. July 10–12, 2014.

TEACHING HONORS AND AWARDS

Recipient, 2016 College of Liberal Arts Outstanding Graduate Teacher Award

Inductee, Purdue’s Teaching Academy, October 2013

Recipient, 2013 Charles B. Murphy Outstanding Undergraduate Teaching Award

Recipient, 2012 Kenneth T. Kofmehl Outstanding Undergraduate Teaching Award

Recipient, 2011 SLC Outstanding Graduate Mentor Award

PROFESSIONAL SERVICE

National or International Committees

Board member, American Association of Teachers of Japanese (AATJ), Director of Annual Conferences, 2016–2019

Professional Services

Associate editor, *Acquisition of Japanese as a Second Language*, December 2008–2012

Reviewer, *Nihongo Kyoiku (Journal of Japanese Language Teaching)*, September 2003–present

Reviewer, *Journal of the Association of the Teachers of Japanese*, January 2002–present

Reviewer, *Modern Language Journal*, December 2000–present