Aline Godfroid

Professor
Second Language Studies and TESOL
Michigan State University
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Research interests

second language acquisition – bilingualism – psycholinguistics – eye-tracking methodology – vocabulary learning, teaching, and assessment – quantitative research methods

Education

<u>University of Brussels (VUB)</u>

December 2010
Ph.D. in Linguistics
Cognitive processes in Second Language Acquisition: The role of noticing, attention and awareness in processing words in written L2 input.
Honors: *summa cum laude*

<u>University of Antwerp</u>

2006
Teaching Certification (MA level) for Higher Secondary Education
Honors: *magna cum laude*

2003
MA in English & German Linguistics and Literature
Specialization in computational linguistics
Honors: *magna cum laude*
Dissertation topic: Any *and its French Equivalents*

> 2001
> **BA in English & German Linguistics and Literature**
> Honors: *summa cum laude*
> Erasmus exchange student at the Technical University Berlin from 2000 to 2001.

Academic and Professional History

Michigan State University

> July 2023 – present
> **Professor, Second Language Studies and TESOL**
>
> July 2017 – June 2023
> **Associate Professor, Second Language Studies and TESOL**
>
> January 2011 – June 2017
> **Assistant Professor, Second Language Studies and TESOL**

University of Brussels (VUB)

> October 2006 – September 2010
> **Ph.D Candidate in Linguistics**

University of Antwerp

> September 2004 – September 2006
> **Research Associate: E-Learning and Language Testing**

Research

Awards

2021   Finalist of the AAAL First Book Award

Finalist in the American Association for Applied Linguistics First Book Award competition with the monograph "Eye tracking in second language acquisition and bilingualism: A research synthesis and methodological guide" (2020, Routledge).

2020   Best of *MLJ: The Modern Language Journal* Research Article Award

Award from *The Modern Language Journal* for the study "Should we listen or read? Modality effects in implicit and explicit knowledge", published with Kathy MinHye Kim in *The Modern Language Journal* in 2019. The article was recognized by the Editorial Board Article Award committee as being of the highest quality, with the broadest potential impact on the field of second language learning and teaching.

2019   TESOL Award for Distinguished Research

Award from TESOL for the study "Incidental vocabulary learning in a natural reading context: An eye-tracking study", published in *Bilingualism: Language and Cognition*. The article was selected by the TESOL organization as the best TESOL-related, empirical research article appearing in 2018. Award presented at a featured session at the TESOL Convention in Atlanta, GA in March 2019.

2018   Outstanding Graduate Program Community Award

This award was presented to the Second Language Studies Program in recognition of its excellent mentoring and professional development opportunities. The MSU Graduate School praised the SLS Program's emphasis on ethical research practices, student-faculty research collaborations, support of special interest learning communities and research groups, and the outstanding placement record of graduates in national and international institutions.

Grants and Fellowships

Awarded

2022   National Science Foundation Doctoral Dissertation Improvement Grant

Testing the three-stage model of skill acquisition in second-language learning (Principal investigator; with SLS graduate student Ryo Maie)
Awarded $18,686.00 to support an experimental study to test the number and the nature of skill acquisition stages in second-language learning for Ryo Maie's doctoral dissertation research.

2020   Language Learning Dissertation Grant

Examining explicit and implicit word knowledge (Principal investigator; with SLS graduate student Bronson Hui)
Awarded $ 1,995.00 towards an online psycholinguistic experiment for Bronson Hui's doctoral dissertation research.

2018   National Science Foundation Doctoral Dissertation Improvement Grant

Exploring the interface of implicit and explicit second-language knowledge: A

longitudinal perspective (Principal investigator; with SLS graduate student Kathy MinHye Kim).
Awarded $18,188.00 to support a longitudinal study on implicit and explicit knowledge for Kathy MinHye Kim's doctoral dissertation research.

2018   Educational Testing Service

Supporting young learners through reading aloud test items in listening assessment: Cognitive processes, perceived item comprehension, and actual performance (Principal Investigator; with SLS graduate student Bronson Hui). Awarded $3,665.00 to support assessment research by Bronson Hui on the listening section of the TOEFL® Primary™ tests.

2018   College of Arts and Letters Faculty Summer Fellowship

Charting international students' linguistic competence (Principal investigator). Awarded $7,000.00 to cover summer salary and project costs to disseminate research findings from a grant-funded project on the measurement of implicit and explicit knowledge.

2018   Humanities and Arts Research Program—Production

Conducting eye-tracking research in second language acquisition: A methodological guide (Principal investigator).
Awarded $3,434.00 to hire a research assistant during summer 2018 to proofread and copy-edit chapters of a methodological guide on eye-movement recording.

2017   Center for Language Teaching Advancement (CeLTA) Fellowship

Measuring ESL learners' language profiles: An individual differences approach (Principal investigator).
Awarded $1,820.00 to research the role of individual differences in the development of implicit and explicit knowledge among a large sample of ESL learners.

2017   Language Learning Roundtable Grant

One tool, many applications: Robust eye-tracking research across SLA disciplines (Principal investigator; with Paula Winke Co-principal investigator).
Awarded $9,998.00 to organize a *Language Learning* Roundtable titled "One tool, many applications: Robust eye-tracking research across SLA disciplines" to be held in conjunction with the 2018 conference of the American Association for Applied Linguistics.

2017   Language Learning Early Career Research Grant

Measuring implicit and explicit L2 knowledge: Synthesizing 12 years of research (Principal Investigator).
Awarded $10,000.00 to cover data collection and analysis of results from a large sample of Chinese ESL learners completing a battery of English language tests.

2016   College of Arts and Letters Faculty Summer Fellowship

Conducting eye-tracking research in second language acquisition: A methodological guide (Principal investigator).
Awarded $10,220.00 to cover summer salary and project costs to write a methodological guide on eye-movement recording.

2016   Language Learning Dissertation Grant

Incidental and intentional L2 vocabulary learning: Are they different? (Principal investigator; with SLS graduate student Ina Choi)
Awarded $ 2,000.00 towards an eye-tracking experiment for Ina Choi's doctoral dissertation research.

2015   Humanities and Arts Research Program—Development

Recording eye movements in second language research: A methodological guide (Principal investigator).
Awarded $ 20,191.00 toward course release in Fall 2015 to write a methodological guide on eye-movement recording.

2014   Fonds voor Wetenschappelijk Onderzoek – Vlaanderen [Research Foundation – Flanders]

Bridging the gap: Linking noticing and the implicit acquisition of grammatical subregularities in L2 German (Co-principal investigator with Alex Housen)
Awarded € 259,841.00 (ca. $ 326,000.00) towards a four-year research project on the noticing and implicit L2 learning of German verbs.

2014   Targeted Support Grant for Technology Development from the MSU Office of the Vice President for Research and Graduate Studies

Tone Perception Efficacy Study (Co-principal investigator with Catherine Ryu and Chin-Hsi Lin).
Awarded $ 51,567.00 towards a Chinese tone perception study conceived by Catherine Ryu.

2014   Dr. Delia Koo Global Faculty Endowment

A Cube2Cube (C2C) efficacy study: Toward developing game-centered Chinese language proficiency (Principal investigator).

Awarded $ 3,500.00 towards a Chinese tone perception training study conceived by Catherine Ryu.

2014   National Science Foundation Doctoral Dissertation Improvement Grant

Speech perception in bilingual and monolingual speakers under normal and adverse listening conditions (Principal investigator; with SLS graduate student Jens Schmidtke).
Awarded $ 15,106.00 towards two speech-perception experiments for Jens Schmidtke's doctoral dissertation research.

Invention

Picky Birds is a Mandarin Chinese tone perception app game that is designed to aid learners to perceive, discriminate, and identify the four major Mandarin tones inductively by playing a game. The app is based on an online training platform that was developed for the Tone Perception Efficacy Study (ToPES http://cube2cube.cal.msu.edu). I designed the tone-training and tone-testing sequences for the ToPES (Godfroid, Lin & Ryu, 2017, *Language Learning*).
Picky Birds is the product of a multi-disciplinary research and production team, directed by Dr. Catherine Ryu. The team consists of undergraduate game developers and programmers, user experience analysts, graphic designers, video artists, a sound designer, and an online education specialist. My role is to bring psycholinguistic expertise to the team and ensure the experimental research design meets high quality standards.
Picky Birds is managed by MSU Technologies.

Publications

Monograph

1. **Godfroid**, A. (2020). *Eye tracking in second language acquisition and bilingualism: A research synthesis and methodological guide*. New York: Routledge.

   Finalist of the 2021 AAAL First Book Award

   Published book reviews:
   Carrol, G. (2022). Godfroid, A. (2020). *Eye Tracking in Second Language Acquisition and bilingualism. A research synthesis and methodological guide*. Routledge. ISBN 9781138024670. 438 pages [Book Review]. *British Association for Applied Linguistics News*, *120*, 34.

   Higa, M. K. (2021). *Eye Tracking in Second Language Acquisition and Bilingualism*. Aline Godfroid. Routledge, 2019. xxiv + 411 pp. e-book https://doi.org/10.4324/9781315775616 [Book Review]. *The Research Journal of the Japan Association for Language Teaching*, *43*(2), 257-260.

Malone, J., Yi, W., & Man, K. (2020). Using eye-tracking technology in applied linguistics and SLA: A review of Conklin et al. (2018) and Godfroid (2020). *Applied Linguistics*, amaa041, https://doi.org/10.1093/applin/amaa041

Edited Volumes

5. **Godfroid**, A., & Andringa, S. (Eds.) (2023). SLA for All? Reproducing second language acquisition research in non-academic samples. *Language Learning*, *73*(4). [Guest editor of special issue of registered replication reports of high-impact L2 studies]

4. **Godfroid**, A., & Hopp, H. (Eds.) (2023). *The Routledge handbook of second language acquisition and psycholinguistics*. New York: Routledge.

3. **Godfroid**, A., Winke, P. M., & Conklin, K. (Eds.) (2020). Exploring the depths of L2 processing with eye-tracking methodology. *Second Language Research*. [Guest editor of special issue]

2. **Godfroid**, A., Winke, P. M., & Gass, S. (Eds.) (2013). Thematic issue on eye tracking in second language acquisition research, *Studies in Second Language Acquisition, 35*(2). [Guest editor of special issue]

1. Colpaert, J., Decoo, W., Van Bueren, S., & **Godfroid**, A. (Eds.) (2006). *CALL 2006 – How are we doing? CALL & Monitoring the Learner. Proceedings of the twelfth International CALL Conference, University of Antwerp, 20-22 August 2006*. Antwerp: University of Antwerp.

Refereed Articles (all co-authors are students unless otherwise noted *)

31. Maie, R., & **Godfroid**, A. (under review). Testing the three-stage model of second language skill acquisition.

30. He, X., **Godfroid**, A., Li, W. (revise and resubmit). Decoding the noticing function of output with eye-tracking: effects of written output on learner attention and L2 grammar production.

29. Hui, B., **Godfroid**, A., & Elgort*, I. (revise and resubmit). A construct validation study of time-sensitive word measures.

28. **Godfroid**, A. Finch, B., & Koh, J. (resubmitted). Reporting eye-tracking research in second language acquisition and bilingualism: A synthesis and field-specific guidelines.

27. Hui, B., & **Godfroid**, A. (in principle acceptance). Audiobooks decomposed: Toward a psycholinguistic account of the benefits of reading-while-listening for verbal comprehension [Registered Report]. *Language Learning*.

26. Siegelman*, N., Elgort*, I., Brysbaert*, M., Agrawal*, N., Amenta*, S., Arsenijević Mijalković*, J., … Kuperman*, V. (2024). Rethinking first language-second language similarities and differences in English proficiency: Insights from the ENglish Reading Online (ENRO) project. *Language Learning*, *74*(1), 249-294. doi: 10.1111/lang.12586

    [contributing author in multi-labs, open-science, eye-tracking project with 55 researchers]

25. Koch, E., Bulté*, B., Housen*, A., & **Godfroid**, A. (2023). The predictive processing of number information in subregular verb morphology in a first and second language. *Applied Psycholinguistics*, *44*(5), 750-783. doi: 10.1017/S014271642300022X

24. Koch, E., De Vos, J., Housen*, A., **Godfroid**, A., & Lemhöfer*, K. (2023). Learning second language morphosyntax in dialogue under explicit and implicit conditions: An experimental study with advanced adult learners of German. *Bilingualism: Language and Cognition*, *26*(5), 984-997. doi: 10.1017/S1366728922000797

23. Kim, K. M., & **Godfroid**, A. (2023). The interface of explicit and implicit second-language knowledge: A longitudinal study. *Bilingualism: Language and Cognition*, *26*(4), 709-723. doi: 10.1017/S1366728922000773

23. **Godfroid**, A., & Andringa, S. (2023). Uncovering sampling biases, advancing inclusivity, and rethinking theoretical accounts in second language acquisition: Introduction to the special issue *SLA for All? Language Learning*, *73*(4), 981-1002. doi: 10.1111/lang.12620

22. Ma, Y., Buccola*, B., Wang, Z., Cousins, S., **Godfroid**, A., & Beretta*, A. (2022). Expressions with aspectual verbs elicit slower reading times than those with psychological verbs: An eye-tracking study in Mandarin Chinese. *Journal of Psycholinguistic Research*. doi: 0.1007/s10936-022-09846-y

21. Maie, R., & **Godfroid**, A. (2022). Controlled and automatic processing in the acceptability judgment task: An eye-tracking study. *Language Learning*, *72*(1), 158-197. doi: 10.1111/lang.12474

20. Son, M., Lee, J., & **Godfroid**, A. (2022). Attention to form and meaning revisited: Insights from eye-tracking. *Studies in Second Language Acquisition*, *44*(3), 788-817. doi:10.1017/S0272263121000565

19. Koch, E. M., Bulté*, B., Housen*, A., & **Godfroid**, A. (2021). Using verb morphology to predict subject number in L1 and L2 sentence processing: A visual-world eye-tracking experiment. *Journal of the European Second Language Association*, *5*(1), 115-132. doi:10.22599/jesla.79

18. **Godfroid**, A., & Kim, K. M. (2021). The contributions of implicit-statistical learning aptitude to implicit second-language knowledge. *Studies in Second Language Acquisition*, *43*(3), 606-634. doi: 10.1017/S0272263121000085.

17. Hui, B., & **Godfroid**, A. (2021). Testing the role of processing speed and automaticity in second language listening. *Applied Psycholinguistics*, *42*(5), 1089-1115. doi: 10.1017/S0142716420000193.

16. Andringa*, S., & **Godfroid**, A. (2020). Sampling bias and the problem of generalizability in Applied Linguistics. *Annual Review of Applied Linguistics, 40*, 134-142. doi:10.1017/S0267190520000033.

15. **Godfroid**, A., & Hui, B. (2020). Five common pitfalls in eye-tracking research. *Second Language Research*, *36*(3), 277-305. doi: 10.1177/0267658320921218.

14. **Godfroid**, A., Winke*, P., & Conklin*, K. (2020). Exploring the depths of second language processing with eye tracking: An introduction. *Second Language Research*. doi: 10.1177/0267658320922578

13. Miller, Z. F., & **Godfroid**, A. (2020). Emotions in incidental language learning: An individual differences approach. *Studies in Second Language Acquisition*, *42*, 115-141. doi: 10.1017/S027226311900041X

12. Kim, K. M., & **Godfroid**, A. (2019). Should we listen or read? Modality effects in implicit and explicit knowledge. *The Modern Language Journal,* 103(3), 648-664. doi: 10.1111/modl.12583

    Awarded the Best of *MLJ: The Modern Language Journal* Research Article Award

11. He, X., & **Godfroid**, A. (2019). Choosing words to teach: A novel method for vocabulary selection and its practical application. *TESOL Quarterly*, 53(2), 348-371. doi: 10.1002/tesq.483.

10. **Godfroid**, A., Ahn, J., Choi, I., Ballard, L., Cui, Y., Johnston, S., Lee, S., Sarkar, A., & Yoon, H. (2018). Incremental vocabulary learning in a natural reading context: An eye-tracking study. *Bilingualism: Language and Cognition, 21*(3), 563-584.

    Awarded the TESOL Award for Distinguished Research

9. Miller, Z. F., Fox, J. K., Moser*, J. S., & **Godfroid**, A. (2018). Playing with fire: Effects of hot cognition on working memory and vocabulary acquisition. *Cognition and Emotion*. *32*(5), 1105-1113.

8. **Godfroid**, A., Lin*, C., & Ryu*, C. (2017). Hearing and seeing tone through color: An efficacy study of web-based, multimodal Chinese tone perception training. *Language Learning, 67*(4), 819-857.

7. **Godfroid**, A. (2016). The effects of implicit instruction on implicit and explicit knowledge development. *Studies in Second Language Acquisition, 38*(2), 177-215.

6. **Godfroid**, A., Loewen*, S., Jung, S., Park, J., Gass*, S., & Ellis*, R. (2015). Timed and untimed grammaticality judgments measure distinct types of knowledge: Evidence from eye-movement patterns. *Studies in Second Language Acquisition, 37*(2), 269-297.

5. **Godfroid**, A. & Spino, L. (2015). Reconceptualizing reactivity of think-alouds and eye-tracking: Absence of evidence is not evidence of absence. *Language Learning, 65*(4), 896-928.

4. Lim, H. & **Godfroid**, A. (2015). Automatization in second language sentence processing: A partial, conceptual replication of Hulstijn, Van Gelderen, and Schoonen's 2009 study. *Applied Psycholinguistics, 36*(5), 1247-1282.

3. **Godfroid**, A., Boers*, F., & Housen*, A. (2013). An eye for words: Gauging the role of attention in incidental L2 vocabulary acquisition by means of eye tracking. *Studies in Second Language Acquisition, 35*(3), 483-517.

2. **Godfroid**, A. & Uggen, M. S. (2013). Attention to irregular verbs by beginning learners of German – An eye movement study. *Studies in Second Language Acquisition, 35*(2), 291-322.

1. Winke*, P. M., **Godfroid**, A., & Gass*, S. (2013). Introduction to the special issue. Eye-movement recordings in second language acquisition research. *Studies in Second Language Acquisition, 35*(2), 205-212.

Refereed Book Chapters (all co-authors are students unless otherwise noted *)

10. Maie, R., & **Godfroid**, A. (2023). A synthesis of L2 practice research: What is "practice" and how has it been investigated? In Y. Suzuki (Ed.), Practice and automatization in second language: Theory, research, methods, and practical implications (pp. 181-205). New York: Routledge.

9. **Godfroid**, A. (2023). Hypotheses about the interface between explicit and implicit knowledge in SLA. In A. Godfroid & H. Hopp (Eds.), *The Routledge handbook of second language acquisition and psycholinguistics* (pp. 294-307). New York: Routledge.

8. Hopp*, H., & **Godfroid**, A. (2023). Introduction: Second language acquisition and psycholinguistics. In A. Godfroid & H. Hopp (Eds.), *The Routledge handbook of second language acquisition and psycholinguistics* (pp. 1-10). New York: Routledge.

7. Loewen*, S., & **Godfroid**, A. (2020). Advancing quantitative research methods. In J. McKinley & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 98-107). New York: Routledge.

6. **Godfroid**, A. (2020). Sensitive measures of vocabulary knowledge and processing: Expanding Nation's framework. In S. Webb (Ed.), *The Routledge handbook of vocabulary studies* (pp. 433-453). New York: Routledge.

5. **Godfroid**, A. (2019). Investigating instructed second language acquisition using L2 learners' eye-tracking data. In R. P. Leow (Ed.), *The Routledge handbook of second language research in classroom learning* (pp. 44-57). New York: Routledge.

4. **Godfroid**, A. & Spino, L. (2015). Under the radar: Triangulating think-alouds and finger tracking to detect the unnoticed. In A. Mackey & E. Marsden (Eds.), *Advancing methodology and practice: The IRIS repository of instruments for research into second languages* (pp. 73-90). New York: Routledge.

3. **Godfroid**, A. & Winke*, P. M. (2015). Investigating implicit and explicit processing using L2 learners' eye-movement data. In P. Rebuschat (Ed.), *Implicit and explicit learning of languages* (pp. 325-348). Amsterdam: John Benjamins.

2. **Godfroid**, A. & Schmidtke, J. (2013). What do eye movements tell us about awareness? A triangulation of eye-movement data, verbal reports and vocabulary learning scores. In J. M. Bergsleithner, S. N. Frota & J. K. Yoshioka (Eds.), *Noticing and second language acquisition: Studies in honor of Richard Schmidt* (pp. 183-205). Honolulu, HI: University of Hawai'i, National Foreign Language Resource Center.

1. **Godfroid**, A., Housen*, A., & Boers*, F. (2010). A procedure for testing the Noticing Hypothesis in the context of vocabulary acquisition. In M. Pütz & L. Sicola (Eds.), *Inside the Learner's Mind: Cognitive Processing and Second Language Acquisition* (pp. 169-197). Amsterdam/Philadelphia: John Benjamins.

Non-refereed Book Chapters

4. **Godfroid**, A. (2022). Implicit and explicit learning and knowledge. In H. Mohebbi & C. Coombe (Eds.), *Research questions in language education and applied linguistics: A reference guide for teachers* (pp. 823-829). Springer.

3. **Godfroid**, A. (2012). Eye tracking. In P. Robinson (Ed.), *Routledge Encyclopedia of Second Language Acquisition* (pp. 234-236). New York/London: Routledge.

2. **Godfroid**, A. & Housen*, A. (2008). The role of noticing in incidental L2 vocabulary acquisition: evidence from an eye-tracking study. In *Preprint of the 33rd international LAUD symposium on cognitive approaches to second/foreign language processing: theory and pedagogy* (pp. 191-210). Duisberg: LAUD.

1. Boers*, F., Eyckmans*, J., & **Godfroid**, A. (2007). Catering for limited processing capacity to foster incidental vocabulary uptake. In K. Pelsmaekers & C. Rollo (Eds.), *Economically Speaking* (pp. 169-185). Antwerpen/Apeldoorn: Garant.

Keynotes and plenary talks

10. **Godfroid**, A. (2022). Towards a more nuanced understanding of the interface between explicit and implicit knowledge in SLA. Keynote talk to the European Second Language Association, Fribourg/Freiburg, Switzerland, August 2022.

9. **Godfroid**, A. (2022). What teacher trainers need to know about SLA: Implications from research on explicit, automatized explicit, and implicit knowledge. Keynote talk to the pre-service teacher trainer symposium Super-Size your Cert, University of Central Lancashire, UK, May 2022.

8. **Godfroid**, A. (2022). Eye tracking in second language acquisition: An overview. Keynote talk to the Hong Kong Second Language Acquisition Forum (HK-SLARF), Hong Kong, March 2022.

7. **Godfroid**, A. (2021). The benefits of attention in meaning-focused language processing: Evidence from eye-movement registration. Keynote talk to the SETRA International Teaching and Research Conference, Shanghai, China, September 2021. [canceled due to Covid-19]

6. **Godfroid**, A. (2020). Eye tracking in language assessment. Keynote talk to the Language Assessment Research Conference, Provo, UT, March 2020. [canceled due to Covid-19]

5. **Godfroid**, A. (2020). Reporting practices in second language and bilingual eye-tracking research. Keynote talk to the Eye-tracking SLA Symposium. University of Groningen, the Netherlands, February 2020.

4. **Godfroid**, A. (2018). Inside the learner's mind: Measuring implicit and explicit knowledge of a second language. Invited plenary at the 2nd International Workshop on Discourse, Multimodality, and Experimental Methods, Viña del Mar, Chile, November 2018.

3. **Godfroid**, A. (2017). Eye-tracking research in SLA and bilingualism: A synthetic review. Plenary talk to the LEAD Graduate School & Research Network, Herrenberg, Germany, October 2017.

2. **Godfroid**, A. (2017). Eye tracking in SLA research: Past, present, and future. Invited keynote talk at the X Graduate Portuguese and Hispanic Symposium, Georgetown University, February 2017.

1. **Godfroid**, A. (2015). Learning vocabulary through extended reading: An eye-tracking study. Plenary talk at the International Conference on Cognitive Research on Translation and Interpreting, Macau, China, November 2015.

Invited talks

26. **Godfroid**, A. (2024). Unveiling bias in second language acquisition research: A critical examination of convenience sampling and implications for generalizability. Paper to the Boston University Wheelock College Speaker Series, Boston University, MA, January 2024.

25. **Godfroid**, A. (2023). Knowledge of second-language learning is biased towards the highly educated: the SLA for All? initiative. Paper to the Language and Literacy Development Across the Lifespan (LANSPAN) Colloquium, University of Groningen, the Netherlands, November 2023.

24. **Godfroid**, A. (2023). Beyond convenience: Examining the generalizability of second language research findings to diverse learner populations. Paper to the Center for Language and Education, KU Leuven, Belgium, November 2023.

23. **Godfroid**, A. (2023). Exploring the interplay between explicit and implicit knowledge in second language acquisition: the Interface Hypothesis 40 years on. Paper to the Research group Language, Education & Society, KU Leuven, Belgium, October 2023.

22. **Godfroid**, A. (2022). Contemporary approaches to researching the interface hypothesis. Paper to the Second Language Acquisition Program at the University of Maryland, College Park, MD, November 2022.

21. **Godfroid**, A. (2022). Understanding the role of attention in second language acquisition: Empirical contributions from eye-tracking. Paper to the University College London Centre for Applied Linguistics Research Seminar, University College London, UK, January 2022.

20. **Godfroid**, A. (2021). Eye tracking in Second Language Acquisition: An introduction. Paper to the CLLEAR Seminar Series, University of Southampton, UK, October 2021.

19. **Godfroid**, A. (2021). Eye tracking as a tool for researching attention allocation in language learning. Paper in the CIFLTE speaker series at Teachers College, Columbia University, New York, NY, February 2021.

18. **Godfroid**, A. (2019). Expanding Nation's framework: Sensitive measures of vocabulary knowledge and processing [Invited symposium speaker]. Paper at Vocab@Leuven, Leuven, Belgium, July 2019.

17. **Godfroid**, A. (2019). What eye tracking can tell educators about second language learning: An overview. Featured talk at the Teaching of English to Speakers of Other Languages (TESOL) International Convention and English Language Expo, Atlanta, GA, March 2019.

[Featured talk for the TESOL Award for Distinguished Research]

16. **Godfroid**, A. (2019). Becoming an applied linguist. Things I wished my 20-something self had known. Guest speaker at the doctoral research forum and master's student forum at the TESOL International Convention and English Language Expo, Atlanta, GA, March 2019.

15. **Godfroid**, A. (2018). Incidental and intentional vocabulary learning: Contributions from eye-tracking research. Paper to the Third Symposium on Teaching and Learning Vocabulary, University of Western Ontario, London, ON, Canada, April 2018.

14. **Godfroid**, A. (2018). Attention in second-language learning: Towards an explanatory model. Paper to the Words in the World partnership of Canadian universities, Hamilton, ON, Canada, January 2018.

13. **Godfroid**, A. (2017). Contributions of eye-tracking research to initial input processing: Linking processing and knowledge. Paper to the Symposium on Pushing for Precision on Initial Input Processing in Second Language Acquisition, Paris, France, May 2017.

12. **Godfroid**, A. (2016). Incidental vocabulary acquisition from reading a novel: A true-to-life task with eye tracking. Paper to the First Symposium on Teaching

and Learning Vocabulary, University of Western Ontario, London, ON, Canada, October 2016.

11. **Godfroid**, A. (2016). New opportunities in incidental vocabulary acquisition research: Insights from eye tracking. Paper to the Center for Research in Language Learning and Use at University of York, UK, June 2016.

10. **Godfroid**, A. (2016). Attentional processes in incidental vocabulary acquisition. Paper to the Center for Applied Linguistics at University College London, UK, June 2016.

9. **Godfroid**, A. (2016). Implicit and explicit knowledge in artificial and natural language learning. Paper to the Cognitive Forum at Michigan State University, East Lansing, MI, February 2016.

8. **Godfroid**, A. (2015). An overview: Research developments in the field of cognitive studies and second language acquisition. Paper at the Round-Table Seminar: Issues in Cognitive Studies in L2 Acquisition and Translating and Interpreting, Macau, China, November 2015.

7. **Godfroid**, A. (2015). The effects of implicit instruction on implicit and explicit knowledge development. Paper at the Symposium on New Directions in Implicit and Explicit Language Learning, Lancaster, UK, June 2015.

6. **Godfroid**, A. (2013). From absence of evidence to evidence of absence: The effects of think-alouds and eye-tracking on thought processes. Paper to the Psycholinguistics Group at University of Michigan, Ann Arbor, MI, November 2013.

5. **Godfroid**, A. (2013). Do adult second language learners teach themselves? Evidence from eye movements and verbal reports. Paper to the Linguistics Colloquium at Michigan State University, East Lansing, MI, January 2013.

4. **Godfroid**, A. (2012). The roles of attention and awareness in second language acquisition: New methodological perspectives. Paper to the Symposium of Second Language Acquisition at the University of Illinois at Chicago, Chicago, IL, December 2012.

3. Housen*, A., **Godfroid**, A., & Boers*, F. (2012). Re(de)fining the construct of noticing. The role and nature of attention and awareness in SLA. Paper to the Department of Linguistics Speaker Series, Georgetown, Washington, DC, March 2012.

2. **Godfroid**, A. (2010). Attention and awareness in SLA: The role of 'noticing' in L2 vocabulary learning. Paper to the Second Language Studies Program at Michigan State University, East Lansing, MI, February 2010.

1. **Godfroid**, A. (2008). Eye-catching words? The initial processing of novel lexis in an L2. Paper to the Nijmegen Bilingualism Group, Nijmegen, December 2008.

Refereed Conference papers (all co-presenters are students unless otherwise noted *)

64. **Godfroid**, A. (2023). A methodological synthesis of reporting practices in eye-tracking research. Paper to the European Second Language Association, Birmingham, UK, September 2023.

63. **Godfroid**, A. (2023). Reporting practices in second language and bilingual eye-tracking research. Paper to the European Society for Cognitive Psychology, Porto, Portugal, September 2023.

62. Maie, R., & **Godfroid**, A. (2023). Testing the three-stage model of L2 skill acquisition. Paper to the European Second Language Association, Birmingham, UK, August 2023.

61. He, X., **Godfroid**, A., Li, W., & Kim, K. M. (2022). Does output promote attention? Evidence from eye tracking. Paper to the European Second Language Association, Fribourg/Freiburg, Switzerland, August 2022.

60. Koch, E., **Godfroid**, A., & Housen*, A. (2022). The predictive processing of regular and subregular verb number markings in German as a first and second language. Paper to the European Second Language Association, Fribourg/Freiburg, Switzerland, August 2022.

59. **Godfroid**, A., & Kim, K. M. (2021). The contributions of implicit-statistical learning aptitude to implicit second language knowledge. Paper to the American Association for Applied Linguistics, held online, March 2021.

58. Ma, Y., Buccola*, B., Wang, Z., **Godfroid**, A., Cousins, S., & Beretta*, A. (2020). An eye-tracking study of complement coercion in Mandarin Chinese. Paper to the Words in the World International Conference, held online, October 2020.

57. **Godfroid**, A. (2020). A methodological synthesis of eye tracking in second language acquisition and bilingualism. Paper to the American Association for Applied Linguistics, Denver, CO, March 2020. [canceled due to Covid-19]

56. **Godfroid**, A., & Kim, K. M. (2019). Demystifying explicit-implicit L2 grammar knowledge: Insights from individual differences in cognitive aptitudes. Paper to the Second Language Research Forum, East Lansing, MI, September 2019.

55. **Godfroid**, A., & Kim, K. M. (2019). Not aptitude but aptitudeS: Examining the relationship between implicit/explicit learning aptitudes and implicit/explicit knowledge. Paper to the European Second Language Association, Lund, Sweden, August 2019.

54. **Godfroid**, A. (2019). A methodological synthesis of eye-tracking research in second language acquisition and bilingualism. Paper to the European Conference on Eye Movements, Alicante, Spain, August 2019.

53. **Godfroid**, A., & Kim, K. M. (2019). Where does L2 vocabulary learning ability fit in the explicit-implicit L2 knowledge debate? Paper at Vocab@Leuven, Leuven, Belgium, July 2019.

52. Kim., M., & **Godfroid**, A. (2019). Individual differences in cognitive aptitudes and implicit-explicit knowledge: An SEM approach. Paper to the American Association for Applied Linguistics, Atlanta, GA, March 2019.

51. Majorana*, J., Ohlrogge*, A., Zwier*, L., Reed*, D., & **Godfroid**, A. (2019). Immersion is not enough: Vocabulary development in IEPs. Paper to the Teaching of English to Speakers of Other Languages (TESOL) International Convention and English Language Expo, Atlanta, GA, March 2019.

50. **Godfroid**, A., Ryu*, C., & Lin*, C. (2018). Patterns of difficulty: A web-based L2 Mandarin tone perception study. Paper to the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, New Orleans, LA, November 2018.

49. **Godfroid**, A., Kim, K. M., Hui, B., & Isbell, D. (2018). Validating implicit and explicit L2 knowledge measures: A research synthesis. Paper to the Second Language Research Forum, Montreal, Canada, October 2018.

48. **Godfroid**, A., Kim, K. M., Hui, B., & Isbell, D. (2018). Validation research on implicit and explicit knowledge: A research synthesis. Paper to the European Second Language Association, Münster, Germany, September 2018.

47. Koch, E., De Vos*, J., Lemhöfer*, K., Housen*, A., & **Godfroid**, A. (2018). Incidental second language grammar learning through dialogue: The acquisition of stem-vowel alternations in German strong verbs by adult native speakers of Dutch. Paper to the European Second Language Association, Münster, Germany, September 2018.

46. Koch, E., **Godfroid**, A., & Housen*, A. (2018). Measuring the usage of the grammatical information encoded through verb inflection during real-time sentence comprehension: A visual-world eye-tracking study. Poster at the Tübingen summer school in L2 acquisition. Tübingen, Germany, July 2018.

45. Koch, E., **Godfroid**, A., & Housen*, A. (2018). Morphosyntax in predictive L1 and L2 sentence processing: A visual world eye-tracking study. Presentation to Psycholinguistics in Flanders, Ghent, Belgium, June 2018.

44. Brooke*, J. C., Ohlrogge*, A., & **Godfroid**, A. (2018). Measuring vocabulary development in IEPs. Paper to the Teaching of English to Speakers of Other Languages (TESOL) International Convention and English Language Expo, Chicago, IL, March 2018.

43. **Godfroid**, A. (2018). Eye-tracking research across SLA disciplines: A synthetic review. Paper to the American Association for Applied Linguistics, Chicago, IL, March 2018.

42. Lim, J., Kim, K. M., Maloney, J., Klem, L., & **Godfroid**, A. (2018). What do linguistic knowledge tests measure? Comparing the Ellis and Suzuki & DeKeyser models of implicit and explicit knowledge. Paper to the American Association for Applied Linguistics, Chicago, IL, March 2018.

41. Ahn, J., **Godfroid**, A., Rebuschat*, P., & Dienes, Z.* (2017). Development of explicit knowledge from artificial language learning: Evidence from eye movements. Paper to the Second Language Research Forum, Columbus, OH, October 2017.

40. **Godfroid**, A., Kim, K. M., Li, W., Lim, J., & Maloney, J. (2017). Synthesizing 12 years of validation research on implicit and explicit knowledge: An interim report. Paper to the Second Language Research Forum, Columbus, OH, October 2017.

39. **Godfroid**, A., Ahn, J., Rebuschat*, P., & Dienes*, Z. (2017). Using eye movements to measure conscious and unconscious linguistic knowledge. Paper to the European Conference on Eye Movements, Wuppertal, Germany, August 2017.

38. Koch, E., De Vos*, J., Lemhöfer*, K., **Godfroid**, A., & Housen*, A. (2017). Incidental learning of L2 morphosyntax from spoken input during a simulated conversation. Poster to Psycholinguistics in Flanders, Leuven, Belgium, May 2017.

37. Koch, E., De Vos*, J., Lemhöfer*, K., **Godfroid**, A., & Housen*, A. (2017). Incidental morphosyntactic learning in a second language during conversation: An experimental study. Poster to the Symposium on Pushing for Precision on Initial Input Processing in Second Language Acquisition, Paris, France, May 2017.

36. **Godfroid**, A., Ahn, J., Rebuschat*, P., & Dienes*, Z. (2017). Before you know it: Eye movement regressions during reading predict explicit knowledge of L2

syntax. Paper to the American Association for Applied Linguistics, Portland, OR, March 2017.

35. Li, W., Kim, K., Lim, J., Maloney, J., & **Godfroid**, A. (2017). Validating measures of implicit and explicit knowledge in L2 acquisition. Paper to the American Association for Applied Linguistics, Portland, OR, March 2017.

34. Brooke, J., Ohlrogge*, A., Zwier*, L., Reed*, D., & **Godfroid**, A. (2016). Assessing IEP students' vocabulary size and growth: Evidence from a revised vocabulary size test. Paper to the Second Language Research Forum, New York, NY, September 2016.

33. **Godfroid**, A., Ahn, J., Rebuschat*, P., & Dienes*, Z. (2016). What you see (during training) is what you get (at test): Triangulating process and product. Paper to the Implicit Learning Seminar, Lancaster, UK, June 2016.

32. Choi, I., Ahn, J., Johnston, S., Lee, S., Yoon, H., & **Godfroid**, A. (2016). Extensive reading and eye-tracking: Towards power and precision in the study of incidental vocabulary acquisition. Paper to the American Association for Applied Linguistics, Orlando, FL, April 2016.

31. **Godfroid**, A., Ahn, J., Rebuschat*, P., & Dienes*, Z. (2016). The development of implicit and explicit knowledge of language: A comparison of eye-movement patterns and retrospective verbal reports. Paper to the American Association for Applied Linguistics, Orlando, FL, April 2016.

30. **Godfroid**, A., Ryu*, C., & Lin*, C. (2015). Multimodal approaches to learning Chinese tones: What works? Paper at the American Council on the Teaching of Foreign Languages Annual Convention and World Languages Expo, San Diego, CA, November 2015.

29. Ahn, J., Ballard, L., Choi, I., Cui, Y., Johnston, S., Lee, S., Yoon, H., & **Godfroid**, A. (2015). Incidental vocabulary learning from novel-reading: An eye-tracking study. Paper to the Second Language Research Forum, Atlanta, GA, October 2015.

28. **Godfroid**, A., Ryu*, C., & Lin*, C. (2015). Colorful benefits? The efficacy of dual coding in an online L2 Chinese tone perception study. Poster at the Pronunciation in Second Language Learning and Teaching conference, Dallas, TX, October 2015.

27. **Godfroid**, A. (2015). Eye movements during task-based performance: What have we learned? [Colloquium discussant]. Paper at the Conference on Task-Based Language Teaching, Leuven, Belgium, September 2015.

26. Ryu*, C., Lin*, C., & **Godfroid**, A. (2015). Integrating technology and Chinese language teaching: A case study of online Mandarin Chinese tone instruction. Paper to the International Conference on Internet Chinese Education, Boston, MA, June 2015.

25. Lin*, C., **Godfroid**, A., & Ryu*, C. (2015). Online tone instruction for learning Mandarin Chinese. Paper to the Computer-Assisted Language Instruction Consortium, Boulder, CO, May 2015.

24. **Godfroid**, A., Loewen*, S., Jung, S., Park, J., Gass*, S., & Ellis*, R. (2014). Construct validity of grammaticality judgment tests: An eye-tracking perspective. Paper to the European Second Language Association, York, September 2014.

23. **Godfroid**, A. (2014). Implicit and explicit learning of German semi-regular verbs. Poster to the European Second Language Association, York, September 2014.

22. **Godfroid**, A., Loewen*, S., Jung, S., Park, J., Gass*, S., & Ellis*, R. (2014). Eye movements in grammaticality judgments: The relationship between accuracy and online reading patterns. Paper to the American Association for Applied Linguistics, Portland, OR, March 2014.

21. **Godfroid**, A., & McCord, R. (2014). Implicit learning of German irregular verbs. Paper to the American Association for Applied Linguistics, Portland, OR, March 2014.

20. **Godfroid**, A., & Spino, L. (2014). Reconceptualizing reactivity research: Absence of evidence is not evidence of absence. Paper to Georgetown University Round Table, Washington, DC, March 2014.

19. **Godfroid**, A., & Spino, L. (2013). The finger, the voice, and the brain: Revisiting the effectiveness of L2 reading for vocabulary acquisition. Paper to the Second Language Research Forum, Provo, UT, November 2013.

18. **Godfroid**, A., Loewen*, S., Jung, S., Park, J., Gass*, S., & Ellis*, R. (2013). Multiple perspectives on grammaticality judgments: Do different types of knowledge imply different types of processing? Paper to the Second Language Research Forum, Provo, UT, October 2013.

17. Godfroid, A., & Spino, L. (2013). How complete are think-alouds? A comparison of verbal reports and finger tracking during L2 reading. Poster at the IRIS Project Colloquia, York, September 2013.

[Recipient of the Cambridge University Press poster prize]

16. **Godfroid**, A., & Spino, L. (2013). One size fits all? The role of working memory in thinking aloud and task performance. Paper to the European Second Language Association, Amsterdam, August 2013.

15. **Godfroid**, A., & Spino, L. (2013). Timing is of the essence: Disentangling the roles of attention and awareness in L2 vocabulary learning. Paper to the American Association for Applied Linguistics, Dallas, TX, March 2013.

14. **Godfroid**, A. (2012). Attention and awareness may not be the same in SLA. Paper to the Second Language Research Forum, Pittsburgh, PA, October 2012.

13. **Godfroid**, A. (2012). Do all roads lead to Rome? Attention, awareness and the "noticing" construct. Paper to the European Second Language Association, Poznan, September 2012.

12. Uggen, M. S., & **Godfroid**, A. (2012). Attention to irregular verbs by beginning learners of German: An eye movement study. Paper to the American Association for Applied Linguistics, Boston, MA, March 2012.

11. **Godfroid**, A., & Spino, L. (2011). Reading in the experimental laboratory: A comparison of different data collection methods. Paper to the Second Language Research Forum, Ames, IA, October 2011.

10. **Godfroid**, A., & Schierloh, M. (2010). The study of eye movements in SLA research: A review. Paper to the Second Language Research Forum, Maryland, MD, October 2010.

9. **Godfroid**, A., Boers*, F., & Housen*, A. (2010). Re(de)fining the construct of 'noticing': The role of attention and awareness in SLA. Paper to the European Second Language Association, Reggio Emilia, September 2010.

8. **Godfroid**, A., Housen*, A., & Boers*, F. (2010). Attention and awareness in SLA: An attempt to re(de)fine the construct of 'noticing'. Paper to the American Association for Applied Linguistics, Atlanta, GA, March 2010.

7. **Godfroid**, A., Boers*, F., & Housen*, A. (2009). Learners' processing of novel words while reading: Eye movements and learning gains. In N. A. Taatgen & H. van Rijn (Eds.), *Proceedings of the 31ˢᵗ Annual Conference of the Cognitive Science Society* (3202). Austin, TX: Cognitive Science Society.

6. **Godfroid**, A., Boers*, F., & Housen*, A. (2009). Learners' initial steps in acquiring new lexis: A study of eye movements. Paper to the 8ᵗʰ edition of Psycholinguistics in Flanders, Antwerp, May 2009.

5. **Godfroid**, A., Boers*, F., & Housen*, A. (2009). Defining and operationalising noticing in SLA. Paper to Georgetown University Round Table, Washington, DC, March 2009.

4. **Godfroid**, A., Boers*, F., & Housen*, A. (2008). The intake of new words in L2 reading: An eye-tracking study. Paper to the Second Language Research Forum, Honolulu, HI, October 2008.

3. **Godfroid**, A., Boers*, F., & Housen*, A. (2008). An eye for words: Eye tracking L2 learners' noticing of new words in written texts. Paper to the European Second Language Association, Aix-en-Provence, September 2008.

2. **Godfroid**, A., Boers*, F., & Housen*, A. (2008). Noticing new words while reading in a foreign language: Evidence from an eye-tracking study. Paper to the American Association for Applied Linguistics, Washington, DC, March 2008.

1. **Godfroid**, A., Boers*, F., & Housen*, A. (2007). Individual differences in noticing capacity. Paper to the Belgian Association for Applied Linguistics, Louvain, March 2007.

Other presentations

6. **Godfroid**, A. (2018). Measuring ESL learners' language profiles: An individual differences approach. Professional development session at the Center for Language Teaching Advancement, East Lansing, MI, April 2018.

5. **Godfroid**, A. (2017). Individual differences in cognitive aptitudes and L2 learning. Professional development session at the Center for Language Teaching Advancement, East Lansing, MI, October 2017.

4. **Godfroid**, A., Loewen*, S., Jung, S., Park, J., Gass*, S., & Ellis*, R. (2014). Processing meets representation: An eye-tracking study of grammaticality judgment tests. East Lansing, MI, April 2014.

3. **Godfroid**, A. (2014). Equivalence tests in SLA: Possibilities and challenges. Paper to the Student Organization of Second Language Acquisition and Pedagogy, East Lansing, MI, February 2014.

2. **Godfroid**, A., & Spino, L. (2013). Effects of eye-tracking and think-alouds on text comprehension and vocabulary recognition. Paper to the audience of the Eye-tracking Mini Conference, East Lansing, MI, April 2013.

1. **Godfroid**, A., Loewen*, S., Jung, S., Park, J., Gass*, S., & Ellis*, R. (2013). Investigating the link between implicit and explicit knowledge and processing. East Lansing, MI, April 2013.

Workshops

11. **Godfroid**, A. (2021). Eye tracking as a tool for language researchers [three-hour workshop, delivered online]. Penn State University, University Park, PA, September 2021.

10. **Godfroid**, A., & Winke*, P. M. (2019). Eye-tracking methodology [full-day preconference workshop]. Second Language Research Forum, East Lansing, MI, September 2019.

9. **Godfroid**, A. (2019). Eye tracking for the language sciences [two-hour workshop]. KU Leuven, Belgium, June 2019.

8. **Godfroid**, A. (2019). Post-tenure transition: Research, grants, stewardship. Post-tenure workshop at the College of Arts & Letters, Michigan State University, East Lansing, MI, February 2019.

7. **Godfroid**, A. (2018). Conducting eye-tracking research in SLA and bilingualism. 2nd International Workshop on Discourse, Multimodality, and Experimental Methods [four-hour workshop]. Viña del Mar, Chile, November 2018.

6. **Godfroid**, A. (2018). Conducting eye-tracking research in SLA and bilingualism. Eye-tracking research in the humanities [two-hour workshop]. Vrije Universiteit Brussel, Belgium, September 2018.

5. **Godfroid**, A. (2018). Experimental tasks and paradigms in second-language vocabulary learning. Words in the World partnership of Canadian universities, Hamilton, ON, Canada, January 2018 [three-hour workshop at McMaster University, live-streamed on Facebook to ca. 150 participants].

4. **Godfroid**, A. (2017). Vocabulary teaching and learning in a foreign language: Incidental and intentional approaches. Methodological Developments in Teaching of Spanish as a Second Language. A Workshop for Teachers, XI [three-hour workshop]. Columbia University, New York, NY, January 2017.

3. **Godfroid**, A. (2015). Using eye-tracking to investigate questions about implicit and explicit learning/knowledge. Symposium on New Directions in Implicit and Explicit Language Learning [three-hour workshop]. Lancaster, UK, June 2015.

2. **Godfroid**, A. (2013). Introducing new vocabulary. Orientation for second/foreign language teaching assistants at Michigan State University [one-hour workshop]. East Lansing, MI, August 2013.

1. **Godfroid**, A. (2012). Increasing learner autonomy: Insights from learners' introspection on their own incidental vocabulary learning. Professional development for faculty in the English Language Center at Michigan State University [one-hour workshop]. East Lansing, MI, November 2012.

Research skills

Eye-tracking methodology
Co-director of the eye-tracking lab at Michigan State University (eyetrack.msu.domains), which is equipped with an EyeLink 1000 (from SR Research) and a Tobii TX300 TSE. Member of the MSU Eye-Tracking Research Group.
- Author of the book *Eye tracking in second language acquisition and bilingualism: A research synthesis and methodological guide* (published by Routledge, 2020)
- Strategic planning and daily management of the lab, shared responsibility for equipment
- Instructor of LLT 818, Eye-movement Registration in Second Language Acquisition Research
- In-depth and hands-on knowledge of eye-tracking technology, from experiment design and programming, to data collection and analysis.
- Visiting scholars to the lab:
  - Dr. Joara Bergsleithner, University of Brasilia, Brazil (October 2022-April 2023)
  - Dr. Carolina Bernales, Pontificia Universidad Católica de Valparaíso, Chile (March-April 2016)
  - Dr. Sungmook Choi, Kyungpook National University, Korea (August 2019-August 2020)
  - Max Pacheco Leal, Pontificia Universidad Católica de Valparaíso, Chile (January-April 2020)
  - Eva Puimège, KU Leuven, Belgium (August 2019-November 2019)

Statistical techniques
Excellent knowledge of applied statistics:
- Basics of statistical inference *
- Analysis of variance *
- Multivariate analysis of variance
- Discriminant function analysis
- Cluster analysis
- Exploratory factor analysis
- Confirmatory factor analysis
- Structural equation modeling
- Linear regression (LM) *
- Binary and multinomial logistic regression (GLM) *
- Mixed effects models (LMM and GLMM) *
- Introduction to *R* *

- Equivalence testing *
- Introduction to Bayesian statistics *

Instructor of two quantitative research methods courses at Michigan State University, in which I cover the techniques marked with *. The courses are LLT 873, Quantitative Research in Second Language Studies, and LLT 841 (co-taught with Shawn Loewen), Advanced Quantitative Research in Second Language Studies.
Member of the SLS student-led reading group Donuts & Distributions.

Professional development

National Center for Faculty Development & Diversity Post-Tenure Pathfinders Program

I completed a 12-week online program designed for recently tenured faculty to pause, engage in a discovery process about what is possible in my next chapter, and build a support network to move powerfully in that new direction. The program helped me pick a post-tenure pathway and connect with new mentors that can help me reach my goals.

National Center for Faculty Development & Diversity Faculty Success Program

I completed a 12-week online bootcamp designed to increase research productivity, improve time management skills, and live a full and healthy life beyond campus. Some of the core skills targeted in the bootcamp were developing a daily writing routine, strategic planning, and learning why and how to align work time with institutional priorities, personal values, and long-term goals.

Teaching

- Invited graduate teaching:

   LEAD Summer School in Second Language Acquisition (July 2018, University of Tübingen, Germany)
   Cognitive foundations of language learning and teaching II

- Courses taught at Michigan State University:

LLT 361	Second and Foreign Language Learning
LLT 841	Topics in Learning and Teaching: Advanced Quantitative Research in Second Language Studies
LLT 818	Eye Tracking in Second Language Acquisition and Bilingualism
LLT 842	Vocabulary
LLT 860	Introduction to Second Language Acquisition
LLT 862	Advanced Research in Second Language Acquisition
LLT 864	Second Language Psycholinguistics

LLT 873	Quantitative Research in Second Language Studies
LLT 890	Reactivity of Think-Aloud Methodology in L2 Reading (Independent Study)
LLT 890	Implicit Learning of German Irregular Verbs (Independent Study)
LLT 890	Implicit Learning of Semi-Artificial Grammar: An Eye-Tracking Study (Independent Study)
LLT 890	The Role of Prior Knowledge in Implicit Learning: An Eye-Tracking Study (Independent Study)
LLT 890	Linear Mixed-Effects Modeling: A Methodological Synthesis of L2 Research (Independent Study)

- Courses taught or developed at other institutions
  University of Brussels:
  Cognitive Processes of Acquisition (invited guest lecture in the graduate-level course *English Linguistics: the Acquisition of English*). April 2013.

  Implicit and explicit knowledge in Second Language Acquisition (invited guest lecture to students in the Multilingual Master in Linguistics and Literary Studies). November 2023.

  University of Antwerp:
  Development of an English language course for adult native speakers of Dutch. *BIS Online* was a constructivist language course that focused on the four communicative skills and the active role of the learner in the learning process. The course was provided online as a distance learning programme and covered all proficiency levels, from A1 (beginning) to C2 (near native).
  A 25-hour practicum in higher secondary education in Flanders.
  I taught English and German language classes to 16- to 18-year-olds.

Ph.D. Dissertation Advising

External: Department of Linguistics and Literature, University of Brussels (VUB), Belgium

Committee co-chair
- Eva Koch: *The acquisition and processing of a subregular morphosyntactic structure in German as a second language*. (graduated in 2022; co-chair; with Alex Housen)

External: Department of Counseling, Educational Psychology and Special Ed, Michigan State University

Committee member
- Hope Akaeze: *Incorporating response time with differential speed in cognitive diagnostic models*. (graduated in 2020; chair: Kimberly Kelly)

External: Department of Hispanic and Italian Studies, University of Illinois at Chicago

Committee member
- Bernard Issa: *Morphosyntactic development in a second language: An eye tracking study on the role of attention*. (graduated in 2015; chair: Kara Morgan-Short)

External: Department of Spanish and Portuguese, Georgetown University

Committee member
- Anne M. Calderón: *Level of intake and depth of processing in L2 development*. (graduated in 2014; chair: Ronald Leow)

  [Recipient of the 2016 Harold N. Glassman Dissertation Award in the Social Sciences]

Internal: Second Language Studies Program, Michigan State University

Committee chair
1. Brittany Finch (expected graduation in Spring 2024)
2. Joanne Koh (expected graduation in Spring 2024)
3. Elizabeth Huntley: Ab initio *L2 acquisition of sociolinguistic variation in vocabulary and grammar: A psycholinguistic approach* (graduated in Summer 2023)
4. Ryo Maie: *Testing the three-stage model of second language skill acquisition* (graduated in Fall 2022)

5. Bronson Hui: *A construct validation study of implicit and time sensitive vocabulary measures* (graduated in August 2021)
6. Kathy Minhye Kim: *Exploring the interface of implicit and explicit second-language knowledge: A longitudinal perspective* (graduated in June 2020 with a joint degree in Cognitive Science)
7. Ji-Eun (Irene) Ahn: *The effect of prior L1 knowledge on the implicit and explicit learning of L2 syntax from reading a novel* (graduated in December 2019)
8. Roman Chepyshko: *Locative verbs in L2 learning: A modular processing perspective* (graduated in May 2018)
9. Ina Choi: *Learning words under incidental and intentional learning conditions: An eye-tracking study* (graduated in August 2018)
10. Jessica Fox: *The bridge: Linking mood induction, self-report, and psychophysiology to vocabulary learning on a paired-associates learning task* (graduated in May 2017)
11. Zachary Miller: *The interplay of incidental instruction, affect, and individual differences in L2 acquisition* (graduated in May 2017)
12. Ayman Mohamed: *The roles of context and repetition in incidental vocabulary acquisition from second language reading: An eye movement study* (graduated in May 2015)
13. Maren Schierloh-Uggen: *Attention to irregular verbs by beginning learners of German: An eye-movement study* (graduated in May 2011; co-chair: Paula Winke)
14. Jens Schmidtke: *Speech perception in bilingual and monolingual speakers under normal and adverse listening conditions* (graduated in May 2015 with a joint degree in Cognitive Science)

Committee member
15. Leonardo Guedez
16. Hyun-Bin Hwang
17. Kiyo Suga
18. Laura Ballard (graduated in 2017)
19. Dylan Burton (graduated in 2023)
20. Hiep Chau (graduated in 2014)
21. Yingzhao Chen (graduated in 2023)
22. Fei Fei (graduated in 2015)
23. Talip Gonulal (graduated in 2016)
24. Xuehong (Stella) He (graduated in 2020)
25. Yeon Heo (graduated in 2016)
26. Solène Inceoglu (graduated in 2014)
27. Suzanne Johnston (graduated in 2017)
28. Sehoon Jung (graduated in 2017)
29. Natalie Koval (graduated in 2020)
30. Hyojung Lim (graduated in 2014)
31. Jie Liu (graduated in 2018)
32. Ji-Hyun Park (graduated in 2016)
33. Dmitrii Pastushenkov (graduated in 2022)
34. Megan Smith (graduated in 2016)

35. Myeongeun Son (graduated in 2021)
36. Le Anne Spino (graduated in 2017)
37. Sarut Supasiraprapa (graduated in 2017)
38. Aysen Tuzcu (graduated in 2023)
39. Hyung-Jo Yoon (graduated in 2017)

Professional service

<u>Editorial service</u>

Associate Editor, *Language Learning* (2023-present)

Journal Editor, *Language Learning* (2022-2023)

Editorial board member, *Studies in Second Language Acquisition* (2016 – 2024)

Advisory board member, *Journal of the European Second Language Association* (2016 – present)

Editorial board member, *International Review of Applied Linguistics in Language Teaching*

Editorial board member, *EuroSLA Yearbook* (2008 – 2016)

<u>Service to the profession at large</u>

Elected Member of the American Association for Applied Linguistics Nominating Committee (2022-2023)

Elected Member of the European Second Language Association (EuroSLA) Executive Committee: Vice President (2023-2025)

Elected Member of the European Second Language Association (EuroSLA) Executive Committee: Secretary (2019-2023)

Member of the TESOL Awards Committee (Award for Distinguished Research) (2019)

Member of the Comparative and International Education Society (CIES) Awards Committee (Doctoral Dissertation Research Award) (2019)

Member of the Book Award Committee of the American Association for Applied Linguists (2018-2020)

Member of the Resolutions Committee of the American Association for Applied Linguists (2017-2018)

EuroSLA Doctoral Dissertation Workshop Discussant (2019, discussant at two doctoral workshop sessions; 2023, discussant at three doctoral workshops)

External reviewer, Tenure and Promotion Candidate – Associate Professor (2023)

<u>Departmental and program service</u>

Applied Linguistics Program Convener (2023-present)

Chair of the Second Language Studies Director Search Committee (2020)

Chair of the Second Language Studies Admissions Committee (admissions for Fall 2020).

Chair of the Second Language Studies Admissions Committee (admissions for Fall 2014).

Co-Director of the Second Language Studies Eye Tracking Lab

Member of the TESOL Admissions Committee (admissions for Fall 2022)

Member of the Faculty Evaluation Committee (2016, 2017, 2019, 2022)

Member of the Second Language Studies Steering Committee (2021)

Second Language Studies Representative on a joint Spanish/Second Language Studies Faculty Search Committee (2019)

Faculty Advisor of the student-led psycholinguistics reading group Coffee and Cognition (2019 – present)

Member of Faculty Reappointment Committee (2019)

Member of Tenure Review Committee (2017)

Member of a Second Language Studies Faculty Search Committee (2016)

Member of the admissions committee for the MA TESOL program (admissions for Fall 2015)

Member of the Department Chair Search Committee (2014)

Member of the Department Advisory Committee (2013-2015)

Member of the admissions committee for the Second Language Studies program (admissions for Fall 2013).

Conference and colloquium organization

Godfroid, A., & Andringa, S. (2022). Bringing underrepresented populations into focus in SLA: Opportunities, challenges, and lessons learned. Invited colloquium at the annual meeting of the American Association for Applied Linguistics, Pittsburgh, PA, March 2022.

Andringa, S., **Godfroid**, A., & Deygers, B., Hamnes Carlsen, C., & Vanbuel, M. (2021). Colloquium organizers: Convenient samples and inconvenient truths in second language learning and teaching. World Congress of Applied Linguistics, Groningen, the Netherlands, August 2021.

Hulstijn, J., Révész, A., & **Godfroid**, A. (2018). Event organizers: Fundamental issues in SLA: Eliciting out-of-the-box ideas. Special lunch session at the European Second Language Association, Münster, Germany, September 2018.

Godfroid, A., & Winke, P. (2018). Colloquium organizers: One tool, many applications: robust eye-tracking research across SLA disciplines. Invited colloquium at the annual meeting of the American Association for Applied Linguistics, Chicago, IL, March 2018. [Language Learning Roundtable Colloquium]

2018 MSU Symposium on Cognitive Science Research Approaches to Communication
Member of the Organizing Committee

2018 Organizer of the Second Language Studies Spring Symposium (with Sandra Deshors)

2017 Organizer of the Second Language Studies Spring Symposium (with Peter De Costa)

2017 American Association for Applied Linguists Conference
Strand Coordinator for *Language and Cognition*

Godfroid, A., & Michel, M. (2015). Colloquium organizers: Eye movements during task-based performance: What can we learn? Conference on Task-Based Language Teaching, Leuven, Belgium, September 2015.

Godfroid, A. (2013). Colloquium organizer: Methodological innovations in the study of implicit and explicit processing and knowledge. Colloquium at the Second Language Research Forum, Provo, UT, October 2013.

2006 The 12th international conference *CALL 2006 – How are we doing? CALL & Monitoring the Learner*.
I edited the abstracts and proceedings (with Saskia Van Bueren) and was responsible for the website and the communication within the University of Antwerp.

- Manuscript reviewer for
  - *Annual Review of Applied Linguistics*
  - *Applied Linguistics*
  - *Applied Psycholinguistics*
  - *Bilingualism: Language and Cognition*
  - *Consciousness and Cognition*
  - *International Journal of Psychophysiology*
  - *International Review of Applied Linguistics in Language Teaching*
  - *ITL - International Journal of Applied Linguistics*
  - *Journal of Assessing Writing*
  - *Journal of Experimental Psychology: Learning, Memory, and Cognition*
  - *Journal of Eye Movement Research*
  - *Journal of the Japanese Society for Language Sciences*
  - *Journal of Psycholinguistic Research*
  - *Language Learning*
  - *Language Learning & Technology*
  - *Language Learning Journal*
  - *Language Teaching Research*
  - *Reading in a Foreign Language*
  - *Second Language Research*
  - *Studies in Second Language Acquisition*
  - *System*
  - *TESOL Quarterly*
  - *The Modern Language Journal*
- Reviewer of grant proposals submitted to the the BA/Leverhulme Foundation, the National Science Foundation, and the Social Sciences and Humanities Research Council of Canada
- Reviewer of book proposals for *Routledge* and *Wiley*
- Reviewer of chapter for edited volume
- Abstract reviewer for the *American Association for Applied Linguistics, EuroSLA,* the *Second Language Research Forum, Vocab@Leuven*, and the fifth Implicit Learning Seminar (2016, Lancaster, UK)

Research stay abroad

Visiting scholar in the Department of Linguistics, KU Lueven, Belgium (August-December 2023)
Host: Prof. Elke Van Steendam, Head of Research Group "Language, Education, and Society"

Professional affiliations

- Affiliate of the University of Brussels (VUB), Belgium
- Affiliate of the Cognitive Science Program at Michigan State University
- Fellow in the Psychonomic Society
- Member of the American Association for Applied Linguistics
- Member of the American Council on the Teaching of Foreign Languages
- Member of the TESOL International Association

Languages

Dutch	Mother tongue
French	Near native, heritage speaker
English	Fluent
German	Fluent
Spanish	Working knowledge