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## EDUCATION

Ph.D. Second Language Acquisition and Teaching, University of Arizona, 2007  
M.Ed. Teaching English as a Second Language, UNC Charlotte, 1994  
B.A. International Studies, University of North Carolina at Chapel Hill, 1991

## WORK HISTORY

University of Shizuoka, April 2018 to present  
School of International Relations, Department of International Languages and Cultures  
Associate Professor

Osaka Jogakuin College, April 2015 to March 2018  
English Department  
Professor

Kanda University of International Studies, April 2012 to March 2015  
English Language Institute  
Associate Professor and Director of Assessment

University of Aizu, July 2009 to March 2012  
Center for Language Research  
Assistant Professor

Miami University, August 2007 to June 2009  
College of Education, Health and Society, Department of Teacher Education  
Assistant Professor

## PUBLICATIONS

### BOOK CHAPTERS

- [1] Rendaku awareness of Japanese language learners in Taiwan: Students at Ming Chuan University. In T.J. Vance & M. Irwin (Eds.), *Perspectives on rendaku* (pp. 57-77). John Benjamins, 2016 (with N. Nakazawa, T.J. Vance, and M. Irwin).
- [2] Assessing distance language learning. In S. Goertler & P. Winke (Eds.), *Opening doors through distance language education: Principles, perspectives, and practice. CALICO monograph series, vol. 7* (pp. 109-128). CALICO, 2008 (with T. Sydorenko).

### JOURNAL ARTICLES

- [1] A reflective approach to digital technology implementation in language teaching: Expanding pedagogical capacity by rethinking substitution, augmentation, modification, and redefinition. *TESL Canada Journal*, 36(3), pp. 186-200, 2019.
- [2] Discovering language properties through corpus-based dictionary data analysis. *Vocabulary Learning and Instruction*, 6(2), pp. 61-70, 2017.
- [3] Rendaku and homophony. *Phonological Studies*, 19, pp. 11-18, 2016 (with M. Irwin).
- [4] Teaching grammatical voice to computer science majors: The case of less proficient English learners. *English for Specific Purposes*, 41, pp. 1-11, 2016 (with N.H. Johnson).
- [5] The development of L2 Japanese self-introductions in an asynchronous computer-mediated language exchange. *Foreign Language Annals*, 46, pp. 469-490, 2013 (with M. Hirovani).
- [6] The efficacy of corrective feedback and textual enhancement in promoting the acquisition of grammatical redundancies. *Modern Language Journal*, 95, pp. 104-129, 2011.

## CONFERENCE PROCEEDINGS AND WORKING PAPERS

- [1] Japanese junior high school English textbook input and *wh*-question formulation. In P. Clements, A. Krause, & R. Gentry (Eds.), *Teacher efficacy, learner agency* (pp. 49-54). JALT, 2020 (with H. Okamoto).
- [2] Connecting extensive reading to TOEIC performance. In F. Meunier, J. Van de Vyver, L. Bradley & S. Thoušny (Eds.), *CALL and complexity—Short papers from EUROCALL 2019* (pp. 257-262). Research-publishing.net, 2019 (with B. Kramer).
- [3] From computer-assisted language learning to digitally mediated intercultural communication. In P. Taalas, J. Jalkanen, L. Bradley & S. Thoušny (Eds.), *Future-proof CALL: Language learning as exploration and encounters – Short papers from EUROCALL 2018* (pp. 171-175). Research-publishing.net, 2018.
- [4] Re-mediating postmillennial posters in the Digital Age. In K. Borthwick, L. Bradley & S. Thoušny (Eds.), *CALL in a climate of change: Adapting to turbulent global conditions – Short papers from EUROCALL 2017* (pp. 200-204). Research-publishing.net, 2017 (with J. Selwood).
- [5] Mobile-assisted language learning and language learner autonomy. In S. Papadima-Sophocleous, L. Bradley, & S. Thoušny (Eds.), *CALL communities and culture – Short papers from EUROCALL 2016* (pp. 302-306). Research-publishing.net, 2016.
- [6] Redesigning the Freshman English syllabus: A pedagogy of process and transformation. *Journal of Kanda University of International Studies*, 28, pp. 355-376, 2016 (with N.H. Johnson & A. Selman).
- [7] An evaluation of tablet computers for ubiquitous language learning. *Working Papers in Language Education and Research*, 3, pp. 1-12, 2015.
- [8] The flip side of flipped language teaching. In F. Helm, L. Bradley, & S. Thoušny (Eds.), *Critical CALL—Proceedings of the 2015 EUROCALL conference, Padova, Italy* (pp. 381-385). Research-publishing.net, 2015.
- [9] JALT forum: Reimagining contemporary EFL curricula. In P. Clements, A. Krause, & H. Brown (Eds.), *JALT2014 conference proceedings* (pp. 89-105). JALT, 2015 (with N.H. Johnson, M.E. Nelson, A. Selman, & A. Worth).
- [10] Language learner autonomy, motivation, and proximal goal completion. In N. Sonda & A. Krause (Eds.), *JALT2012 conference proceedings* (pp. 160-169). JALT, 2013.
- [11] A diagnostic approach to improving the pedagogical effectiveness of tutorial CALL materials. In L. Bradley & S. Thoušny (Eds.), *CALL: Using, learning, knowing, EUROCALL conference, Gothenburg, Sweden, 22-25 August 2012, proceedings* (pp. 192-197). Research-publishing.net, 2012.
- [12] An evaluation of an automated approach to concept-based grammar instruction. *EUROCALL Review*, 20(1), pp. 105-109, 2012.
- [13] An exploration of a technology-enhanced approach to teaching the concept of grammatical voice. *Procedia – Social and Behavioral Sciences*, 34, pp.137-141, 2012.
- [14] Japanese university student self-motivation and language learning autonomy. In N. Sonda & A. Stewart (Eds.), *JALT2011 conference proceedings* (pp. 455-471). JALT, 2012.
- [15] Training Japanese university English learners for greater autonomy. In A. Stewart (Ed.), *JALT2010 proceedings* (pp. 700-713). JALT, 2011.
- [16] Nonsense-syllable sound discrimination ability correlates with second language (L2) proficiency. In W.-S. Lee & E. Zee (Eds.), *Proceedings of the 17<sup>th</sup> International Congress of Phonetic Sciences* (pp. 2133-2136). City University of Hong Kong, 2011 (with I. Wilson, E. Kaneko, K. Okamoto, & J. Ginsburg).
- [17] Demystifying learning management systems. *International Transactions on Elearning and Usability*, 2, pp. 10-12, 2011.
- [18] Internet literacy for diverse language learning environments. In P. Kommers & G. Richards (Eds.), *Proceedings of ED-MEDIA 2005--World conference on educational multimedia, hypermedia & telecommunications* (pp. 466-473). AACE, 2005 (with G. Forger & S. Penfield).
- [19] Creating the conditions for real communication. In M. Swanson & K. Hill (Eds.), *JALT2002 conference proceedings* (pp. 192-199). JALT, 2003.
- [20] Teaching as a creative process. *Seigakuin University General Research Bulletin*, 20, 111-122, 2001 (with D. Gill).

## TEACHING MATERIALS

- [1] Routine questioning. In U. Nurmukhamedov & R. Sadler (Eds.), *New ways in teaching with games* (pp. 35-36). TESOL, 2020.
- [2] Honest opinions? In U. Nurmukhamedov & R. Sadler (Eds.), *New ways in teaching with games* (pp. 68-69). TESOL, 2020.
- [3] World trivia quiz. In K. Bradford-Watts & M. Swanson (Eds.), *JALT applied materials: Classroom resources CD-ROM* (pp. 62-67). JALT, 2006.
- [4] Good riddance! In N. Shameem & M. Tickoo (Eds.), *New ways in using communicative games* (pp. 69-72). TESOL, 1999.
- [5] Course of events. In J.D. Brown (Ed.), *New ways of classroom assessment* (pp. 230-235). TESOL, 1998.

## PROFESSIONAL ASSOCIATIONS

- American Council on the Teaching of Foreign Languages (ACTFL)
- Computer Assisted Language Instruction Consortium (CALICO)
- Japan Association for Language Teaching (JALT)
- Modern Language Association (MLA)

## LANGUAGE QUALIFICATIONS

- Japanese Language Proficiency Test, Level 1
- Diplôme d’Aptitude Pratique au Français, Level 1
- Italiano: Prova di Abilità Linguistica, Level 2