

KAREN LICHTMAN

Department of Romance Languages & Literatures
Linguistics Program
Binghamton University
Binghamton, NY

837 Main St.
Vestal, NY 13850
klichtman@binghamton.edu
cell: 607-382-5812

EDUCATION

- Ph.D. Linguistics, University of Illinois at Urbana-Champaign, 2012
Specialization: Psycholinguistics
Certificate in Second Language Acquisition and Teacher Education
- M.A. Linguistics, University of Illinois at Urbana-Champaign, 2009
- B.A. Spanish and Psychology, magna cum laude, Williams College, 2002

ACADEMIC POSITIONS

- 2024-present Adjunct Lecturer, Linguistics Program & Department of Romance Languages and Literatures, Binghamton University
- 2018-2023 Associate Professor of Spanish Linguistics & Director of Educator Licensure, Department of World Languages & Cultures, Northern Illinois University
- 2012-2018 Assistant Professor of Spanish Linguistics & Director of Educator Licensure, Department of World Languages & Cultures, Northern Illinois University
- 2015 Graduate Program Faculty, Southern Oregon University Summer Language Institute in Guanajuato, Mexico

PUBLICATIONS

Book / E-Module

- 2018 *Teaching Proficiency through Reading and Storytelling (TPRS): An input-based approach to second language instruction.* New York: Routledge.

Refereed Journal Articles

- 2023 Gardner, A., & Lichtman, K. The impact of questioning strategies on target language production and learner confidence. *Foreign Language Annals.*

- 2021 **Lichtman, K.**, & VanPatten, B. Was Krashen right? Forty years later. *Foreign Language Annals*, 54(2), 283-305.
- 2021 **Lichtman, K.** & VanPatten, B. Final comments. *Foreign Language Annals*, 54(2), 336-340.
- 2020 What about fluency? Implicit vs. explicit training affects artificial mini-language production. *Applied Linguistics*, 42(4), 668-691.
<https://doi.org/10.1093/applin/amaa054>
- 2019 Roehr-Brackin, K., & **Lichtman, K.** Young children can learn language explicitly if they are taught explicitly. *RiPL Summary of Lichtman (2016) in Journal of Child Language*.
- 2019 Avery, N., Kasproicz, R., & **Lichtman, K.** How do age and learning conditions influence second language learning? *OASIS Summary of Lichtman (2016) in Journal of Child Language*. <https://oasis-database.org>
- 2016 Age and learning environment: Are children implicit second language learners? *Journal of Child Language*, 43(03), 707-730. 10.1017/S0305000915000598
- 2015 Cartford, B. A., Holter Kittok, J., & **Lichtman, K.** Measuring fluency development in Content-Based Storytelling elementary Spanish instruction. *The International Journal of Foreign Language Teaching*, 10:1 (Summer), 2-9.
- 2014 Comprehensible input through storytelling. *The Language Educator*, October/November, 46-47.
- 2013 Developmental comparisons of implicit and explicit language learning. *Language Acquisition*, 20(2), 93-108. 10.1080/10489223.2013.766740
- 2010 **Lichtman, K.**; Chang, S.; Cramer, J.; Crespo del Rio, C.; Hallett, J.; Huensch, A.; & Morales, A. IPA illustration of Q'anjob'al. *Studies in the Linguistic Sciences: Illinois Working Papers 2010*: 1-23. <http://hdl.handle.net/2142/17090>

Book Chapters

- 2019 Research on TPR Storytelling. In B. Ray & C. Seely, *Fluency Through TPR Storytelling*, 8th ed. (299-323) Berkeley: Command Performance Language Institute.
- 2015 Research on TPR Storytelling. In B. Ray & C. Seely, *Fluency Through TPR Storytelling*, 7th ed. (364-380). Berkeley: Command Performance Language Institute.
- 2012 Research on TPR Storytelling. In B. Ray & C. Seely, *Fluency Through TPR Storytelling*, 6th ed. (304-311). Berkeley: Command Performance Language Institute.

Refereed Conference Proceedings

- 2013 Winters, S., **Lichtman, K.**, & Weber, S. The role of linguistic knowledge in the encoding of words and voices in memory. In E. Voss, S. D. Tai, & Z. Li (Eds.), *Selected Proceedings of the 2011 Second Language Research Forum: Converging Theory and Practice* (129-138). Somerville, MA, USA: Cascadilla Proceedings Project. <http://www.lingref.com/cpp/slrf/2011/paper2911.pdf>
- 2013 Age, ability, and awareness in implicit and explicit second language learning. Extended abstract, *eLanguage*. <http://www.linguisticsociety.org/files/3534-6885-1-SM.pdf>
- 2009 Acquisition of attributive and predicative adjective agreement in L2 Spanish. *Proceedings of the 10th Generative Approaches to Second Language Acquisition Conference (GASLA 2009)*, Melissa Bowles, Tania Ionin, Silvina Montrul, and Annie Tremblay (Eds.) Somerville, MA, USA: Cascadilla Proceedings Project. <http://www.lingref.com/cpp/gasla/10/abstract2273.html>
- 2009 Deutsche sprache, schwere sprache: Germany's immigrant language policy. *Texas Papers in Foreign Language Education*, 12(1), 43-67.

Book Reviews

- 2012 Review of *Teaching linguistics: Reflections on practice* (Koenraad Kuiper, Ed.) *Journal of Sociolinguistics*, 16(5).

Manuscripts in Preparation

Lichtman, K., & Scarpace, D. The fi-es-ta problem: Perception and production of L2 Spanish diphthongs by learners of different ages. *Modern Language Journal*.

Lichtman, K., & Durbala, P. Predicting and improving teacher candidates' OPI scores through self-assessment. *Foreign Language Annals*.

AWARDS AND HONORS

- 2018 National recognition by NCATE/CAEP (Council for the Accreditation of Educator Preparation) for PK-12 educator licensure program in world languages, NIU
- 2014 National recognition by NCATE/CAEP (Council for the Accreditation of Educator Preparation) for K-12 educator licensure program in world languages, NIU

2013-2014	Selected for PI Academy (competitive NIU training program for research-active pre-tenure faculty)
2012	Chin-Wu Kim Award for Outstanding Student Research, UIUC
2011	Silver Jubilee Award for Outstanding Teaching Assistant in Linguistics, UIUC
2006-2011	List of Teachers Ranked as Excellent by Their Students, F06, S07, F09, F10, S11, UIUC

GRANTS AND FELLOWSHIPS

2022	Potowski, Kim; Bowles, Melissa, Lichtman, Karen ; & Mir, Montserrat: <i>Advancing Spanish in Illinois (ASÍ): Leveraging Technology for Sustainable Heritage Spanish Teacher Training</i> . Illinois Innovation Network grant proposal. \$30,000 (Not funded).
2021	Potowski, Kim; Lichtman, Karen ; Mir, Montserrat, & Bowles, Melissa: <i>Alliance for Spanish in Illinois (¡ASÍ!)</i> . Illinois Innovation Network grant proposal. \$30,000 (Not funded).
2016	Lichtman, Karen & Hudson Kam, Carla: Prior knowledge, language instruction, and cognitive effort in language acquisition. NSF, Behavioral & Cognitive Sciences: Developmental & Learning Sciences. \$530,778 (Not funded).
2016	NIU Student Engagement Fund: Second Language Acquisition: Learner-internal and learner-external variables, Fall
2016	NIU Student Engagement Fund: Second Language Acquisition: Knowledge, instruction, and effort, Spring
2015-2016	NIU Center for the Interdisciplinary Study of Language and Literacy Proposal or Pilot Grant: Prior knowledge, language instruction, and cognitive effort in language acquisition
2014-2015	NIU Research Rookie grant: Child and adult artificial language learning
2014	NIU Center for the Interdisciplinary Study of Language and Literacy Graduate Student Mentored Proposal or Pilot Grant to Marion Gibney-Desmaison: Motivation and accent production in English-speaking students of Spanish, Fall
2014	NIU Undergraduate Research Assistant grant: Age, instruction, and language learning, Fall

2014	NIU Undergraduate Research Assistant grant: Child and adult language learning, Spring
2014	NIU University Office of Teacher Licensure instructional facilities grant
2013	NIU Undergraduate Research Apprenticeship Program grant: Child and adult language learning, Fall
2013	NIU Research & Artistry grant: The neurocognition of second language acquisition: Spanish under implicit and explicit instruction conditions. \$13,262. (Not funded).
2011-2013	NSF Doctoral Dissertation Research Improvement Grant: Child/adult differences in implicit/explicit knowledge of a second language. BCS-1122629. \$11,985.
2012	Second Language Research Forum travel grant for highest-rated student abstracts
2011-2012	UIUC Graduate College Dissertation Completion Fellowship
2010	UIUC Graduate College Conference Travel Grant, Fall
2010	Beckman Institute Cognitive Science and Artificial Intelligence Summer Research Scholarship, UIUC, Summer
2010	Kibbee Honors Fund award for research support, UIUC, Spring
2009	Tinker Summer Research Fellowship, Center for Latin American and Caribbean Studies, UIUC, Summer
2008	European Union Center Travel Grant, UIUC
2007-2008	FLAS (Foreign Language & Area Studies) fellowship, U.S. Department of Education, European Union Center, UIUC
2003	NEH grant: La realidad mágica de Oaxaca, Oaxaca, Mexico, Columbia University Teachers College, Summer

INVITED TALKS

2023	Lichtman, K., & Gardner, A. "Research on machine translation and AI in the language classroom." Invited presentation, CI Reboot Mini-Conference, online, July 11.
2023	Lichtman, K. "'Best' (good) practices in language teaching and coordination," Binghamton University, February 16.

- 2022 Lichtman, K. "Research soundbites to motivate your students." Invited presentation, Conference in the Cloud, online, July 5-9.
- 2022 Lichtman, K. "Implicit learning works: How ten years of TPRS research explains why we teach with comprehensible input." Invited presentation, Conference in the Cloud, online, July 5-9.
- 2022 Lichtman, K. "Research soundbites to motivate your students." Invited presentation, CI Reboot Mini-Conference, online, June 27.
- 2021 Lichtman, K. "Acquisition vs. Learning in 2021." Invited talk, Language Resource Center, Cornell University, NY, October 4.
- 2021 Lichtman, K. "Comprehensible Input: research, reading material, & real communication." Invited professional development webinar, Grossmont College, CA, August 13.
- 2021 Lichtman, K. "Research soundbites to motivate your students." Invited presentation, CI Reboot Mini-Conference, online, July 1.
- 2020 VanPatten, B. & **Lichtman, K.** "Was Krashen Right?" Webinar, ACTFL Comprehension-Based Communicative Language Teaching Special Interest Group, February 25.
- 2019 "Beyond grammatical accuracy: How implicit and explicit second language instruction impact fluency." James Madison University, February 26.
- 2019 "Teaching Proficiency through Reading and Storytelling (TPRS): What, why, and how." Webinar, Center for Language Instruction and Coordination, University of Illinois, February 11.
- 2019 "Beyond grammatical accuracy: How implicit and explicit second language instruction impact fluency." West Virginia University, January 14.
- 2018 "Child and adult language learners are more fluent under implicit training conditions." Radboud University, Nijmegen, Netherlands, October 11.
- 2018 "Learning Spanish diphthongs: When perception should not equal production." Radboud University, Nijmegen, Netherlands, October 10.
- 2018 "Testing second language acquisition theory in traditional and storytelling classrooms." University of Groningen, Netherlands, October 8.
- 2018 Keynote, "Implicit learning works: How ten years of TPRS research explains why we teach with comprehensible input." European Teaching Proficiency through Reading and Storytelling conference, Amsterdam, Netherlands, October 5.

- 2018 “How does implicit vs. explicit language instruction impact fluency?” Leiden University, Netherlands, October 4.
- 2018 “How linguistics research informs proficiency-oriented teaching.” University of Rhode Island, January 29.
- 2017 “Rising-sonority diphthongs in L2 Spanish: The *fi-es-ta* problem.” Invited speaker for graduate symposium on Theories in Second Language Acquisition, University of Illinois at Chicago, April 26.
- 2017 “Metas de la investigación lingüística: ¿Corrección o fluidez?” SUNY Geneseo, February 22.
- 2016 “All accuracy and no fluency: Expanding the goals of SLA research.” University of British Columbia, June 9.
- 2015 “What about fluency? Implicit and explicit L2 instruction and production speed.” Invited speaker for graduate symposium on Theories in Second Language Acquisition, University of Illinois at Chicago, April 30.
- 2013 **Lichtman, K.** & Tanner, D. “Linguistics job application workshop.” University of Illinois, November 12.
- 2012 “Maturational and environmental influences on implicit and explicit second language learning.” University of Calgary, January 27.
- 2012 “A not-so-fundamental difference: Children, adults, and implicit vs. explicit second language learning.” Northern Illinois University, January 31.

CONFERENCE PAPERS

Peer Reviewed

- 2021 “Research is for everyone!” COMPREHENDED! (online), February 13-May 16.
- 2020 “Meet the researchers: SLA experts explain how input benefits learners.” Comprehensible Online, February 15-May 17.
- 2019 VanPatten, B. & **Lichtman, K.** “Was Krashen Right?” Invited presentation for the Comprehension-based Communicative Language Teaching Special Interest Group business meeting, American Council on the Teaching of Foreign Languages, Washington, D.C., November 22-24.

- 2019 **Lichtman, K.** & VanPatten, B. “Krashen, Forty Years Later.” Organized colloquium, Second Language Research Forum, Michigan State University, September 21.
- 2018 “Spanish phonology: ¿Cómo se pronuncia?” Illinois Council on the Teaching of Foreign Languages, NIU Naperville, IL, October 27.
- 2018 Cuervo Carruthers, H., Hildebrandt, S., & **Lichtman, K.** “World Language edTPA challenges and opportunities in Illinois.” Illinois Council on the Teaching of Foreign Languages, NIU Naperville, IL, October 27.
- 2018 **Lichtman, K.** & Royer, R. “The use of clitic pronouns and clitic climbing by intermediate-level learners.” The American Association for Applied Linguistics, Chicago, March 24-27.
- 2018 “Multilingualism and multiculturalism for all: Language lessons in local after-school programs.” Engaged Learning, Teaching and Scholarship Conference, Northern Illinois University, March 6.
- 2016 Durbala, P. & **Lichtman, K.** “Self-assessment and development of teacher candidates’ oral proficiency.” American Council on the Teaching of Foreign Languages, Boston, November 18-20.
- 2016 Cartford, B., Kittok, J., & **Lichtman, K.** “Content-Based Storytelling: Redefining K-8 learner outcomes.” American Council on the Teaching of Foreign Languages, Boston, November 18-20.
- 2016 “Complexity, accuracy, and fluency under implicit and explicit L2 training conditions.” UIC Bilingualism Forum, University of Illinois at Chicago, October 21-22.
- 2016 **Lichtman, K.** & Scarpace, D. “Spanish diphthongs: When transparent orthography is not transparent.” Sound to Word in Bilingual and Second Language Speech Perception, University of Iowa, April 1.
- 2015 “What about fluency? Production speed under implicit and explicit L2 training conditions.” Second Language Research Forum, Georgia State University, October 31.
- 2015 **Lichtman, K.**, Durbala, P., & Barbe, K. “Developing language teachers’ oral proficiency: Applied Spanish Conversation and beyond.” Center for Advanced Research on Language Acquisition Ninth International Conference on Language Teacher Education, University of Minnesota, May 14-16.
- 2015 Gibney-Desmaison, M., & **Lichtman, K.** “Motivation influences L1 English-L2 Spanish learners’ production of Spanish vowels.” 2015 SLA Graduate Student Symposium, University of Iowa, April 10.

- 2014 “Age, instruction, and implicit vs. explicit second language learning.” BUCLD (Boston University Conference on Language Development), poster/paper alternate, November 7-9.
- 2014 Eydt-Beebe, C., Hildebrandt, S., **Lichtman, K.**, & Pedziwiatr, E. “Roundtable: edTPA questions & concerns.” Illinois Council on the Teaching of Foreign Languages, Tinley Park, IL, October 25.
- 2014 “Communicative language use and explicit grammar knowledge in child classroom L2 Spanish learners.” International Conference on Child Foreign Language Acquisition, Universidad del País Vasco, Vitoria-Gasteiz, Spain, October 16.
- 2014 Cartford, B., Holter Kittok, J., & **Lichtman, K.** “Writing progress of 9-11-year-old students through Content-Based Storytelling.” Early Language Learning: Theory and Practice in 2014, Umeå University, Sweden, June 12-14.
- 2013 “Reaction times: Evidence of child-adult similarities in instructed second language learning.” Second Language Research Forum, Brigham Young University, November 2.
- 2013 Birmantas, R., Moteau, J., Reichle, R., & **Lichtman, K.** “Student and teacher opinions on grammar and games in foreign language instruction.” Second Language Research Forum, Brigham Young University, November 2.
- 2013 **Lichtman, K.**, & Scarpace, D. “Child and adult acquisition of L2 Spanish diphthongs.” New Sounds, Concordia University, Montreal, May 19.
- 2013 “Age, ability, and awareness in implicit and explicit second language learning.” Linguistic Society of America, Boston, January 5.
- 2012 “Implicit and explicit instruction in child L2 learning.” Second Language Research Forum, Carnegie Mellon University, October 19.
- 2012 “Child and adult language learning under implicit and explicit training conditions.” Georgetown University Round Table, Georgetown University, March 9.
- 2011 Winters, S., **Lichtman, K.**, & Weber, S. “The role of linguistic knowledge in the encoding of words and voices in memory.” Second Language Research Forum, Iowa State University, October 16.
- 2011 “Implicit and explicit foreign language knowledge in elementary and high school students.” Second Language Research Forum, Iowa State University, October 14.
- 2011 “Age and task comparisons in SLA.” 2011 SLA Graduate Student Symposium, University of Iowa, April 30.

- 2011 “Kinship terms in Q’anjob’al.” Society for the Study of the Indigenous Languages of the Americas, Pittsburgh, PA, January 6.
- 2010 **Lichtman, K.**, Cole, J., & Garrison, M. “Second-order phonotactic constraints based on speaker voice are learnable.” Poster, Mid-Continent Workshop on Phonology, Northwestern University, October 29-31.
- 2010 “Child-adult differences in implicit/explicit knowledge of a second language.” Second Language Research Forum, University of Maryland, October 17.
- 2010 “Testing articulatory phonology: Variation in gestures for coda /t/.” Illinois Language and Linguistics Society 2, University of Illinois at Urbana-Champaign, May 29.
- 2009 “Invariant gestures? Two studies of tongue tip gestures for coda /t/.” Mid-Continent Workshop on Phonology, Indiana University, October 9.
- 2009 “Distance and adjective agreement in L2 Spanish.” UIC Bilingualism Forum, University of Illinois at Chicago, April 30.
- 2009 “Acquisition of attributive and predicative adjective agreement in L2 Spanish.” Poster, Generative Approaches to Second Language Acquisition, University of Illinois at Urbana-Champaign, March 14.
- 2008 “Deutsche sprache, schwere sprache: Germany’s immigrant language policy.” Texas Foreign Language Education Conference, University of Texas at Austin, April 25.
- 2004 Haas, M., Cantor, L., & **Lichtman, K.** “Lessons from Oaxaca.” Northeast Conference on the Teaching of Foreign Languages, April 17—Semifinalist for “Best of Northeast” award
- 2002 Stevens, B., & **Lichtman, K.** “Elementary foreign language programs.” New York State Association for Foreign Language Teaching Southern Tier Regional Meeting, September 28.

Other Conference Papers

- 2019 **Lichtman, K.** & VanPatten, B. “What does the research really say about TPRS?” National TPR Storytelling Conference, Chicago, July 12.
- 2019 VanPatten, B. & **Lichtman, K.** “What does the research really say about grammar teaching?” National TPR Storytelling Conference, Chicago, July 12.
- 2019 Ray, B. & **Lichtman, K.** “Advanced TPRS teacher training.” National TPR Storytelling Conference, Chicago, July 8.
- 2018 “Research on TPRS.” National TPR Storytelling Conference, Boston, July 12.

- 2018 “Researcher roundtable.” National TPR Storytelling Conference, Boston, July 12.
- 2017 Durbala, P. & **Lichtman, K.** “Developing teacher candidates’ oral proficiency through self-assessment.” Central States Conference on the Teaching of Foreign Languages, Chicago, March 9-11.
- 2016 “TPRS research.” National TPR Storytelling Conference, Reno, NV, July 28.
- 2016 “TPRS researcher roundtable.” National TPR Storytelling Conference, Reno, NV, July 28.
- 2016 “Child-adult differences in the acquisition of L2 Spanish diphthongs.” Poster, Illinois Language and Linguistics Society 8, University of Illinois at Urbana-Champaign, April 21-24.
- 2016 Sands, A. & **Lichtman, K.** “Complexity, accuracy, and fluency in different types of language learners.” Oral presentation, Undergraduate Research & Artistry Day, Northern Illinois University, April 19.
- 2015 Sands, A. & **Lichtman, K.** “Fluency in child and adult language learning.” Poster, Undergraduate Research & Artistry Day, Northern Illinois University, April 21.
- 2015 Trejo, G., Lamb, C., & **Lichtman, K.** “Two studies of heritage Spanish in the U.S.” Poster, Undergraduate Research & Artistry Day, Northern Illinois University, April 21.
- 2014 “Research on TPR Storytelling.” National TPR Storytelling Conference, Chicago, July 24.
- 2014 “Research master class.” National TPR Storytelling Conference, Chicago, July 22.
- 2014 Donley, D., **Lichtman, K.**, Boesen, M., & Scarpace, D. “Perception and production of L2 Spanish diphthongs by learners of different ages.” Poster, Undergraduate Research & Artistry Day, Northern Illinois University, April 22. 2nd prize winner, Humanities Category.
- 2013 **Lichtman, K.**, & Krashen, S. “Show me the data: Research on TPRS.” National TPR Storytelling Conference, Dallas, TX, July 25.
- 2013 Birmantas, R., Moteau, J., Reichle, R., & **Lichtman, K.** “Grammar learning and teaching in a foreign language: A necessary evil?” Poster, Graduate Student Research Association Conference, Northern Illinois University, April 27.
- 2011 “The state of the research on TPRS: what's been done, how to explain it, and how to participate.” National TPR Storytelling Conference, St. Louis, July 21.

- 2009 “Distance and processing: Adjective agreement in L2 Spanish.” Poster, First Annual SLATE Graduate Research Symposium, University of Illinois at Urbana-Champaign, May 7.

CAMPUS TALKS

- 2019 “Perception and production of L2 Spanish diphthongs by learners of different ages.” Linguistics Working Group, Virginia Tech, March 5.
- 2015 “Showing growth through Integrated Performance Assessments.” New Ideas in Foreign Language: Teaching Strategies (workshop for teachers), NIU, November 6.
- 2014 “Child learning of an artificial mini-language under implicit and explicit training conditions: Adultlike, or not?” Center for the Interdisciplinary Study of Language and Literacy annual retreat, NIU, April 29.
- 2014 “L2 Spanish diphthongs: Transfer in child and adult language learning.” Foreign Languages & Literatures Brown Bag, NIU, February 20.
- 2014 “Artificial mini-language learning.” Cognitive Science Brown Bag, NIU, January 31.
- 2013 “Investigaciones lingüísticas: Q’anjob’al en Guatemala.” Foreign Language Residence Program, NIU, April 6.
- 2009 “Kinship semantics, beans and tortillas: Fieldwork on Q’anjob’al,” Linguistics Seminar Series, UIUC, January 28.
- 2009 “Kinship terms in Q’anjob’al,” Tinker Workshop on Pre-Dissertation Field Research, UIUC, October 31.

TEACHING EXPERIENCE

Binghamton University

Introduction to Hispanic Linguistics (in Spanish; in person Spring 2024).

Phonetics & Phonology (in person Spring 2024).

Northern Illinois University

Student Teaching in Foreign Languages (in person Fall 2016, Spring 2017, Fall 2017, Spring 2018, Spring 2020; online Spring 2021; hybrid Spring 2022, Spring 2023).

Intermediate Spanish II (in Spanish; 4th semester; online Spring 2022; in person Fall 2022)

Spanish Phonology (in Spanish; in person Spring 2014, Fall 2015, Fall 2017, Fall 2019, online Spring 2021, Fall 2022).

Introduction to Hispanic Linguistics (in Spanish; in person Fall 2014, Spring 2015, Spring 2018; online Fall 2020, Spring 2022; hybrid Fall 2021).

Independent Study (online Summer 2021). Topic: Research in second language acquisition.

Independent Study (online Summer 2021). Topic: Spanish Composition.

Independent Study (online Spring 2021). Topic: Teacher Performance Assessment (edTPA) preparation.

Advanced Spanish Grammar (in Spanish; in person Fall 2016; online Fall 2020).

Independent Study (Spring 2017). Topic: Oral Proficiency Interview preparation website.

Teaching Methods for the Elementary Foreign Language Classroom (Spring 2013, Spring 2014, Spring 2015, Spring 2016, Spring 2017).

Contrastive Grammatical Structures in Spanish and English (in Spanish; Fall 2016).

Early Language Learning in Monolingual and Bilingual Contexts (Fall 2014).

History of the Spanish Language (in Spanish; Fall 2013).

Methods of Foreign Language Teaching in the Middle and High Schools (Fall 2012).

University of Illinois

Introduction to Linguistics (Fall 2009; Spring 2010; Fall 2010; Spring 2011).

Introduction to Spanish (Spring 2007).

Beginning Spanish (Fall 2006).

Other Courses Taught

Spanish 1 and 2 (2021-2022). Blacksburg New School, VA.

Spanish 1 and Exploratory Spanish (Spring 2021). Christiansburg Middle School, VA.

Language and Society (Spring 2019). English Department, Virginia Tech.

Foreign Language Assessment (Summer 2015). Southern Oregon University Summer Language Institute, Guanajuato, Mexico.

Fifth, sixth, seventh, eighth, and ninth grade Spanish (2002-2005). Spanish I level. Rippowam Cisqua School, Bedford, NY.

Elementary Spanish (2000-2002). Sunrise Spanish Program, Williamstown, MA.

STUDENT SUPERVISION

As Chair

- 2017-2021 MA Thesis: Erin Weldon, NIU, Spanish linguistics: *Acquisition of the Spanish preterite & imperfect by non-native students in a traditional classroom vs. a hybrid setting.*
- 2017 MA Thesis: Ryan Royer, NIU, Spanish linguistics: *The use of clitic pronouns and clitic climbing by intermediate-level learners.*
- 2014-2015 MA Thesis: Marion Gibney-Desmaison, NIU, Spanish linguistics: *Can motivation facilitate L1 English-L2 Spanish learners' acquisition of L2 phonology?*
- 2014-2015 MA Thesis: Monica Ploger, NIU, Spanish linguistics: *Elementary and middle school program models and pronunciation achievement.*
- 2014-2015 Honors Capstone Project: Dylan Donley, NIU: *Preterit HAD V + ed use among college aged African-Americans.*

As Committee Member

- 2020-2021 Ed.D. Dissertation: Michelle Kindt, Immaculata University, Educational Leadership. *The relationship among world language teachers' target language proficiency, self-efficacy, and use of TPRS/CI in the classroom.*
- 2020-present MA Thesis: Victor Estanislao, Spanish linguistics
- 2017-present MA Thesis: Carolina Ruiz, Spanish translation.
- 2014-2017 Ph.D. Dissertation: Garrett Delavan, University of Utah, Education, Culture and Society. *Engaging with latin@ "eth(n)ical issues" in middle school Spanish: Using translanguaging and comprehensible input approaches to advance Spanish proficiency and social justice goals.*
- 2014-2017 Ed.D. Dissertation: Richard Baker, Neumann University, Educational Leadership. *Teachers' experiences with the Teaching Proficiency through Reading and Storytelling (TPRS) method of language instruction: A qualitative study using a quasi-phenomenological approach.*
- 2014-2015 MA Thesis: Ashley Soriano, NIU, Spanish linguistics: *Using tablet-based instruction to improve communicative responses in the world language classroom.*
- 2013-2014 MA Thesis: Daniel Berrones, NIU, Spanish translation: *Una sombra ya pronto serás.*
- 2013-2014 MA Thesis: Nathan Pontus, NIU, French linguistics: *The storage of words among classroom and immersion students.*

2013 MA Thesis: Leslie Markle, NIU, Spanish translation: *Translation into English of two second language acquisition articles originally written in Spanish.*

As External Examiner

2017-18 Ph.D. Dissertation: M.K. Senthil Babu, National Institute of Technology Tiruchirappalli, India, Department of Humanities & Social Sciences: *Academic reading: An influential factor in acquiring academic language proficiency.*

RESEARCH & LABORATORY EXPERIENCE

2016-2017 National Center for Faculty Development and Diversity program evaluation, NIU

2015-present Co-Director, Instructed Second Language Acquisition Laboratory (ISLA), NIU

SERVICE

Service to the Profession

Editorial Board, International Journal of Foreign Language Teaching, 2014-present

Linguistic Society of America liaison to the American Council on the Teaching of Foreign Languages Annual Convention, November 22-24, 2013

Editorial Board, Studies in the Linguistic Sciences, UIUC, 2011-2012

Book proposal reviewer

Routledge: Learning a Language with Peers: Elevating Classroom Voices, 2019

Abstract reviewer

UIC Bilingualism Forum, 2022, 2018, 2016, 2014, and 2012

Linguistic Society of America, 2018

American Council on the Teaching of Foreign Languages, Annual Convention 2018

GALANA-7 (7th Generative Approaches to Language Acquisition – North America), September 8th-10th, 2016

Article reviewer

International Review of Applied Linguistics in Language Teaching, 2023-present

Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics, 2023-present

Language Teaching, 2021-present

TESOL Quarterly, 2020-present

Cognitive Science 38 & 39, 2016 & 2017

Journal of Child Language, 2016-present

Language Awareness, 2014-present
Language Learning, 2014-present
Language Acquisition, 2012-present
Second Language Research, 2012-present

Departmental/University Service

Department Personnel Committee, 2019-2021
Assistance with campus visits for tenure-track position in Spanish Translation, January 2018
Scholarship Committee, Foreign Languages & Literatures, 2017-2019
Committee on Teacher Professional Development (CTPD) chair, 2017-2018
Departmental Spanish tutoring, 2014-2015, 2017
Hiring committee chair, Assistant Director of Teacher Licensure, 2016
Dean's Designee for thesis defense in Leadership, Educational Psychology, & Foundations, March 28th, 2016
Middle Level Teaching and Learning (MLTL) program committee, 2015-2017
Foreign Languages Department Brown Bag series co-organizer, 2015-present
Poster Judge for NIU Undergraduate Research and Artistry Day, April 25th, 2017, April 19th, 2016; April 21st, 2015; and April 22nd, 2014
Dean's Designee for thesis defense in English Linguistics, April 6th, 2015
Assistance with campus visits for tenure-track positions in French Linguistics and Thai Linguistics, March 2015
Hiring committee, tenure-track position in Spanish Linguistics, 2014-2015
Steering Committee (elected position), FLAL NIU, 2013-2015
Foreign Languages & Literatures Graduate Colloquium organizer: Kim Potowski, NIU, October 1st, 2014
Student-Faculty Links mentor, fall 2014
Organized invited talk by Carla Hudson Kam, University of British Columbia, on "Input, "Intake," and the Adult Language Learner," NIU, April 30, 2014
Young Faculty Lunch organizer, 2013-2014
MA Admissions Committee, FLAL, NIU, 2012-present
Spanish Curriculum Committee, FLAL, NIU, 2012-2014
edTPA Working Group/Task Force, NIU, 2012-present
Committee on Initial Teacher Certification (CITC)/University Committee on Initial Educator Licensure (UCIEL), NIU, 2012-present
Committee on Teacher Professional Development (CTPD), NIU, 2012-present

Twice-annual report preparation for NCATE/CAEP (National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation), 2012-2014

Annual report preparation for the Illinois State Board of Education (ISBE), 2012-present

Advising of 40-60 teacher licensure students per year, 2012-present

Director of Foreign Language Teacher Licensure, NIU, 2012-present

Co-organizer, Second Language Acquisition reading group, UIUC, 2009-2012

Linguistics dept. steward, Graduate Employees Organization, UIUC, 2006-2012

Conference assistant & abstract reviewer, Illinois Language & Linguistics Society (ILLS),
UIUC: ILLS 4 (April 13-15, 2011); ILLS 3 (April 22-24, 2011); ILLS 2 (May 28-30, 2010)

Conference assistant, MidPhon, UIUC, October 21-23, 2011

Conference assistant, GASLA-10, UIUC, March 13-15, 2009

President—LSO (Linguistic Student Organization) UIUC, 2007-2008

Organizer or co-organizer, LSO lecture series, UIUC (Ray Jackendoff, September 11-12, 2008; Salikoko Mufwene, March 26-28, 2008; David Lightfoot, March 12-13, 2008; Daniel Everett, September 20 & 21, 2007; William Labov, UIUC, April 4-6, 2007)

Outreach

World Language Career Expo, West Aurora High School, October 23, 2017; (Virtual) October 2020

Literacy on the Lawn Foreign Language Stories exhibit organizer, NIU, June 11, 2016

Dual-language program implementation consulting for DeKalb School District, Spring 2016-present

Organized all-day workshop for local teachers: “New Ideas in Foreign Language: Teaching Strategies,” November 6th, 2015

Spanish interpretation for parent-teacher conferences, Huntley Middle School, DeKalb IL, November 5th, 2015

Organized Foreign Language Lessons in after-school programs:
Brooks Elementary, DeKalb, IL, April-May 2017
Southeast Elementary, Sycamore, IL, March-April 2016
Southeast Elementary, Sycamore, IL, March-April 2015
Founders Elementary, DeKalb, IL, February-April 2014
Founders Elementary, DeKalb, IL, February-April 2013

Outreach talk on “College and Career Options in Foreign Language,” Sycamore High School, January 22nd, 2015 and November 14th, 2013

Spanish instruction consulting for Clinton Rosette Middle School, DeKalb, IL, Fall 2014

Outreach talk on “College Foreign Language Classes,” Discover NIU Day, April 25th, 2014

MEDIA COVERAGE

Williams, M. E. (February 10, 2024). Is tech making learning foreign languages obsolete? *Salon*. <https://www.salon.com/2024/02/10/is-tech-making-learning-foreign-languages-obsolete/>

Lichtman, K., & Elliott, C. (June 15, 2023). *Growing With Proficiency: The Podcast*. <https://growingwithproficiency.com/talking-language-acquisition-comprehensible-input-tps-grammar-and-more-with-dr-karen-lichtman/>

Lichtman, K., & Lynch, C. (September 1, 2022). *The Comedy Cellar: Live from the Table*. <https://podcasts.apple.com/us/podcast/karen-lichtman-and-carmen-lynch/id1092965609?i=1000578087834>

Kraemer, A., & **Lichtman, K.** (October 13, 2021). *Speaking of Language...* <https://speakingoflanguage.podbean.com/e/s8e6-karen-lichtman-acquisition-vs-learning-in-2021/>

Printer, L., VanPatten, B., & **Lichtman, K.** (June 30, 2021). *The Motivated Classroom Podcast*. <https://www.liamprinter.comw/programme-notes-41.html#50>

Patterson, L. (April 16, 2020). Do children soak up language like sponges? *New York Times*. <https://www.nytimes.com/2020/04/16/parenting/children-language-development.html>

Patterson, L. (June 28, 2019). Do children soak up language like sponges? *New York Times Parenting*. <https://parenting.nytimes.com/toddler/children-language-development>

VanPatten, B., Kraemer, A., & Hopkins, W. (April 24, 2019). The acquisition/learning distinction. *Talkin' L2 with BVP*. <https://podcasts.apple.com/us/podcast/episode-29-the-acquisition-learning-distinction/id1436251821?i=1000436371129>

Parisi, T. (September 15th, 2015). 10 reasons to be bilingual: Mastering a second language has hidden perks. *NIU Newsroom*. <http://newsroom.niu.edu/2015/09/16/10-reasons-to-be-bilingual/>

RELEVANT PROFESSIONAL SKILLS

Statistics: SPSS, R, Excel

Experiment presentation: E-Prime, PsychoPy

Speech analysis: Praat

Bibliography software: Endnote

Webpage creation: Cascade

Presentation software: PowerPoint

Course management software: Blackboard, Moodle, Canvas

Online teaching: Blackboard Collaborate Ultra, Flipgrid

LANGUAGES

English- native speaker
Spanish- near-native
German- intermediate
French- beginner
Q'anjob'al (Mayan)- linguistic analysis

MEMBERSHIPS

Graduate Faculty (full member), Northern Illinois University, 2015-
Center for Latino and Latin American Studies, Northern Illinois University, 2015-
Illinois Council on the Teaching of Foreign Languages, 2013-2023
Cognitive Science Brown Bag, Northern Illinois University, 2012-
CISLL (Center for the Interdisciplinary Study of Language and Literacy), Northern Illinois University, 2012-
American Council on the Teaching of Foreign Languages, 2012-
Graduate Faculty (provisional member), Northern Illinois University, 2013-2015
American Association for Applied Linguistics, 2017-2020
Linguistic Society of America, 2007-2020

REFERENCES

Katharina Barbe, Associate Professor & Department Chair (Emerita)
Northern Illinois University
Department of World Languages & Cultures
DeKalb, IL 60115
(815) 761-7902
katharinabarbe@gmail.com

Tania Ionin, Associate Professor of Linguistics
University of Illinois at Urbana-Champaign
4080 Foreign Languages Building, MC-168
707 S. Mathews Ave.
Urbana, IL 61801
(217) 333-7017
tionin@illinois.edu

Mandy Faretta-Stutenberg
Associate Professor of Spanish Linguistics & Director of Basic Language Program
Northern Illinois University
Department of World Languages & Cultures
Watson Hall 117

DeKalb, IL 60115
(815) 753-8396
mfs@niu.edu

Kathy Kuschman
Assistant Director of Educator Licensure
Northern Illinois University
Department of World Languages & Cultures
Watson Hall 112
DeKalb, IL 60115
(815) 751-9222
kkuschman@niu.edu