**CURRICULUM VITAE**

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Greenville, NC 27858

United States of America

**Education**

2011 Ph.D., Applied Linguistics, Northern Arizona University, Flagstaff, AZ

 Dissertation: Planning in Second Language Writing

2006 M.A. TESOL, University of Alabama, Tuscaloosa, AL

2003 Diploma in English Language Teaching to Adults (DELTA), Cambridge ESOL

1991 B. A., Theatre Arts, University of Iowa, Iowa City, IA

**Professional Experience**

Fall 2019 – Present Associate Professor

 TESOL & Applied Linguistics

 East Carolina University

 Greenville, North Carolina

 English 1100, Foundations of College Writing

 English 1200, English Composition

 Linguistics 2700, Introduction to Language Studies

 Linguistics 2710, English Grammar

 Linguistics 3750, Introductory Linguistics

 Linguistics 3760, Linguistic Theory for Speech and Hearing Clinicians

 Linguistics 4710/ English 6528, TESOL: Theories and Principles

 Linguistics 4720/ English 6529, Applied Linguistics for Language Teachers

 Linguistics 4740/ English 6531, TESOL: Methods

 English 6009, Research Methods in Language Study

 English 7702, Research Methods in Empirical Enquiry

 English 7535, Principles of Language Testing

Fall 2013 – Spring 2019 Assistant Professor

 TESOL & Applied Linguistics

 Department of English

 East Carolina University

 Greenville, North Carolina

 Courses taught:

Fall 2011 - Spring 2013 Assistant Professor

 Applied Linguistics

 Department of English

 Middle Tennessee State University

 Murfreesboro, Tennessee

 Courses taught:

 English 1008, Writing for ESL Students

 English 1020, Research and Argumentative Writing

 English 1020 I, Research and Argumentative Writing for International Students

 English 3510, English Grammar and Usage for Educators

 English 4510/5510, Modern English Grammar and Usage

Fall 2006 - Spring 2011 Graduate Teaching Assistant

 Department of English

 Northern Arizona University

 Flagstaff, Arizona

 Courses taught:

 English 105, Critical Reading and Writing in the University Community

 English 121, The Story of English

 English 205, The Academic Writer’s Workshop

 English 308, Introduction to Linguistics

 English 504, Introduction to Language and Linguistics

Fall 2004 - Spring 2006 Graduate Teaching Assistant

 Department of English

 University of Alabama

 Tuscaloosa, Alabama

 Courses taught:

 English 120, English Composition I for Non-native Speakers

 English 121, English Composition II for Non-native Speakers

May 2005 - July 2006 Temporary Instructor, English as a Second Language

 English Language Institute

 University of Alabama

 Tuscaloosa, Alabama

 Courses taught:

 Beginner-level Reading and Writing

1997 - 2004 Instructor, English as a Foreign Language

 ENGSPO- English Language Institute

 Praha, Czech Republic

 Courses taught:

 Reading, Writing, Listening, and Speaking at various levels

2001 - 2004 Instructor, English as a Foreign Language

 British Council English Language Teaching Centre

 Plzeň, Czech Republic

 Courses taught:

 Reading, Writing, Listening, and Speaking at various levels

 Standardized examination preparation courses at various levels

1999 - 2001 Teacher Trainer, English as a Foreign Language

 ITC-International TEFL Certificate

 Praha, Czech Republic

 Courses taught:

 EFL pedagogy workshops in Reading, Writing, Listening, Speaking, and Grammar

1997 - 1999 Languages at Work

 Instructor, English as a Foreign Language

 Assistant Director of Studies

 Praha, Czech Republic

 Courses taught:

 Individualized Reading, Writing, Listening, and Speaking at various levels

**Publications**

Johnson, M. D. (in review). Task-based Language Teaching and L2 Writing: The Performance-Development Divide

Johnson, M. D., & Abdi Tabari, M. (in review). Linguistic Complexity in L2 Writing: Insight from Studies on Task Planning.

Abdi Tabari, M., Johnson, M. D., & Gao, J. (in review). Using Automated Indices of Cohesion to Explore the Growth of Cohesive Features in L2 Writing.

Johnson, M. D., & Abdi Tabari, M. (in press). Planning in L2 writing: A research synthesis and meta-analysis. *System*.

Abdi Tabari, M., Johnson, M. D., & Farahanynia, M. (2023). Automated analysis of cohesive features in L2 writing: Examining effects of task complexity and task repetition. *Assessing Writing*, 58. Article 100783. <https://doi.org/10.1016/j.asw.2023.100783>

Abdi Tabari, M., & Johnson, M. D. (2023). Exploring new insights into the role of cohesive devices in written academic genres. *Assessing Writing*, *57*. Article 100749. <https://doi.org/10.1016/j.asw.2023.100749>

Johnson, M. D. (2023). Formal genre-specific knowledge as a resource-dispersing feature of task complexity. *Languages*, *8*(1), 64. <https://doi.org/10.3390/languages8010064>

Johnson, M. D., & Abdi Tabari, M. (2022). Task planning and oral L2 production: A research synthesis and meta-analysis. *Applied Linguistics*, *43*(6), 1143-1164. <https://doi.org/10.1093/applin/amac026>

Johnson, M. D. (2022). Cognitive task complexity in L2 writing. In C. Coombe, & H. Mohebbi (Eds.), *Research questions in language education: A reference guide for teachers* (pp. 781-785). New York, NY: Springer.

Johnson, M. D. (2022). Task complexity studies. In R. M. Manchón, & C. Polio (Eds.), *Handbook of second language acquisition and writing* (pp. 52-64). New York, NY: Routledge.

Johnson, M. D. (2020). Research timeline: Planning in L1 and L2 writing: Working memory, process, and product. *Language Teaching*, *53*, 433-445. <https://doi.org/10.1017/S0261444820000191>

Johnson, M. D. (2018). Teacher decisions in selecting vocabulary for instruction to English language learners*. Dialogues: An Interdisciplinary Journal of English Language Teaching and Research, 2*(1), 22-37. <https://doi.org/10.30617/dialogues.2.1.3>

Johnson, M. D. (2017). Improving cohesion in L2 writing: A three-strand approach to building lexical cohesion. *English Teaching Forum*, *55*(4), 2-13.

Johnson, M. D. (2017). Cognitive task complexity and L2 written syntactic complexity, lexical complexity, accuracy, and fluency: A research synthesis and meta-analysis. *Journal of Second Language Writing*, *37*, 13-38. <https://doi.org/10.1016/j.jslw.2017.06.001>

Johnson, M. D., Acevedo, A., & Mercado, L. (2016). Vocabulary knowledge and vocabulary use in L2 writing. *TESOL Journal*, *7*(3), 700-715. <https://doi.org/10.1002/tesj.238>

Johnson, M. D., & Nicodemus, C. (2016). Testing a threshold hypothesis: An approximate replication of Johnson, Mercado, & Acevedo (2012). *Language Teaching, 49*(02), 251-274. <https://doi.org/10.1017/S0261444815000087>

Johnson, M. D. (2014). Does planning really help?: Effectiveness of planning in L2 writing*. Journal of Second Language Teaching and Research*, *3,* 107-118.

Johnson, M. D., Mercado, L., & Acevedo, A. (March 2013). Research insights into expanding L2 writing vocabulary. *TESOL AL Forum*.

Johnson, M. D., Acevedo, A., & Mercado, L. (2013). What Vocabulary should we teach? lexical frequency profiles and lexical diversity in second language writing. *Writing and Pedagogy*, *5*(1), 83-103. <https://doi.org/10.1558/wap.v5i1.83>

Johnson, M. D., Mercado, L., & Acevedo, A. (2012). The effect of planning sub-processes on L2 writing fluency, grammatical complexity, and lexical complexity. *Journal of Second Language Writing, 21*, 264-282. <http://dx.doi.org/10.1016/j.jslw.2012.05.011>

Johnson, M. D. (2009). Review of *Best Practice in Writing Instruction* (Graham, S., MacArthur, C.A., & Fitzgerald, J.). *Reading and Writing, 22*, 373-374.

Johnson, M. D. (2007). Review of *Discourse and Identity* (De Fina, A., Schiffrin, D., & Bamberg, M.). *Journal of Pragmatics,* *39*, 1324-1328.

**Conference Presentations**

Johnson, M. D., & Abdi Tabari, M. (March 2023). *The Effect of Task Complexity Features on L2 Writers’ Use of Cohesive Devices*. American Association for Applied Linguistics (AAAL) Conference. Portland, OR.

Johnson, M. D., Abdi Tabari, M. A., Liu, Q., & Smart, J. (November 2022). *Writing in a Second Language: Practical Approaches Informed by Research*. Carolina TESOL Fall Conference. Greensboro, NC.

Abdi Tabari, M., & Johnson, M. D. (June 2022). *Using Automated Indices of Cohesion to Explore the Growth of Cohesive Features in L2 Writing. Computer* Assisted Language Learning Consortium (CALICO) Conference. Seattle, WA.

Johnson, M. D., & Abdi Tabari, M. (March 2022). *Linguistic Complexity in L2 Writing: Insight from Studies on Planning*. American Association for Applied Linguistics (AAAL) Conference. Pittsburgh, PA.

Abdi Tabari, M., & Johnson, M. D. (March 2022). *The Use and Development of Cohesive Devices in Narrative and Argumentative Genres Over Time.* American Association for Applied Linguistics (AAAL) Conference. Pittsburgh, PA.

Johnson, M. D., & Abdi Tabari, M. (March 2021). *Pre-task Planning and L2 Production: A Research Synthesis and Quantitative Meta-analysis*. American Association for Applied Linguistics (AAAL) Conference. Houston, TX.

Qin, J., & Johnson, M. D. (March 2021). *Teaching Argumentative Writing to Second Language Learners: Insights from a Quantitative Meta-analysis*. American Association for Applied Linguistics (AAAL) Conference. Houston, TX.

Johnson, M. D. (November 2019). *Planning in L2 Writing: A Review of the Research*. Symposium on Second Language Writing. Arizona State University, Tempe, AZ.

Liu, Q., Smart, J., & Johnson, M. D. (November 2019). *Scaffolding L2 Writing Performance: Research Insights from Three Perspectives*. Carolina Teachers of English to Speakers of Other Languages (TESOL) Conference. Myrtle Beach, SC.

Johnson, M. D. (March 2018). *Task Complexity in L2 Writing*. Teaching English to Speakers of Other Languages (TESOL) Conference, Chicago, IL.

Johnson, M. D. (November 2017). *Task Complexity and L2 Written Production: An Analysis of the Research*.
Carolina Teachers of English to Speakers of Other Languages (TESOL) Conference. Myrtle Beach, SC.

Johnson, M. D. (November 2017). *Lexical Cohesion in L2 Writing: A Three-Strand Approach*. Carolina Teachers of English to Speakers of Other Languages (TESOL) Conference. Myrtle Beach, SC.

Johnson, M. D. (November 2017). *2017 TESOL Advocacy and Policy Summit: A Report*. Carolina Teachers of English to Speakers of Other Languages (TESOL) Conference. Myrtle Beach, SC.

Johnson, M. D. (March 2017). *Cognitive Task Complexity and L2 Written Syntactic Complexity, Lexical Complexity, Accuracy, and Fluency: A Research Synthesis and Meta-analysis*. American Association for Applied Linguistics (AAAL) Conference. Portland, OR.

Johnson, M. D. (March 2017). *Lexical Cohesion in L2 Writing: A Three-strand Approach*. Teaching English to Speakers of Other Languages (TESOL) Conference, Seattle, WA.

Johnson, M. D. (November 2016). *Teacher Decisions in Selecting Vocabulary for English Language Learners*. Carolina TESOL Conference, Asheville, NC.

Johnson, M. D. (October 2016). *Syntactic Complexity, Lexical Complexity, and their Relationship to One Another: A Large-scale Analysis of L2 Writers’ Essays.* Symposium on Second Language Writing. Arizona State University, Tempe, AZ.

Nicodemus, C. & Johnson, M. D. (March 2014). *Testing a Threshold Hypothesis: Re-examining the Impact of Pre-task Planning on Writers’ Fluency, Grammatical Complexity, and Lexical Complexity*. American Association for Applied Linguistics (AAAL) Conference, Portland, OR.

Johnson, M. D., Acevedo, A., & Mercado, L. (March 2014). *Facets of Vocabulary Knowledge in L2 Writing*. Poster session, American Association for Applied Linguistics (AAAL) Conference, Portland, OR.

Johnson, M. D., Mercado, L., & Acevedo, A. (May 2013). *Productive Vocabulary Development and Second Language Writing*. ELT Horizons Conference, Lima, Peru.

Johnson, M. D., Mercado, L., & Acevedo, A. (March 2013). *Describing L2 Writers’ Texts: Patterns of Variance in Lexical Diversity, Lexical Sophistication, and Grammatical Complexity*. American Association of Applied Linguistics (AAAL) Conference, Dallas, TX.

Johnson, M. D., Mercado, L., & Acevedo, A. (March 2013). *Research Insights into Expanding L2 Writing Vocabulary*. TESOL Conference, Dallas, TX.

Johnson, M. D., Nicodemus, C., Acevedo, A., & Mercado, L. (September 2012). *Planning is Not Enough: Evidence from L1 and L2 Writers’ Texts*. SETESOL Conference, Knoxville, TN.

Johnson, M. D., Nicodemus, C., Acevedo, A., & Mercado, L. (September 2012). *Comparing*

*The Effects of Pre-Task Planning on L1 and L2 Writing*. Symposium on Second Language Writing, Purdue University, West Lafayette, IN.

Johnson, M. D. (June 2012). *Does Planning Really Help?: Effectiveness of Planning in L2*

*Writing*. 12th International Bilkent University School of English Language Conference. Bilkent University, Bilkent, Turkey.

Johnson, M. D. (October 2011). *Examining L2 Planning in Writing and What It Means for the*

*Classroom*. 14th Annual ELT Conference: USIL, 2011, Universidad San Ignacio de Loyola, Lima, Peru.

Johnson, M. D., Mercado, L., & Acevedo, A. (May 2011). *We Know We Should Teach*

*Vocabulary, But What Vocabulary Should We Teach?*. ELT Horizons Conference, Lima, Peru.

Johnson, M. D., (March 2011). *The Effect of Planning Sub-Processes on Second Language*

*Writing*. Teaching English to Speakers of Other Languages (TESOL) Conference, New Orleans, LA.

Johnson, M. D., Mercado, L., & Acevedo, A. (March 2011). *The Effects of Pre-Task Planning*

*Sub-Processes on the Fluency, Accuracy, and Complexity of L2 Writing*. American

Association for Applied Linguistics (AAAL) Conference, Chicago, IL.

Grabe, W., Doolan, S., Johnson, M. D., & Zhang, C. (October 2010). *Empirical approaches to L2*

*writing development*. Panel presentation, AZ TESOL Conference, Phoenix, AZ.

Johnson, M. D., Mercado, L., & Acevedo, A. (October 2010). *Planning and its effects on second*

*language writing*. AZ TESOL Conference, Phoenix, AZ.

Johnson, M. D. (2009, November). *The relationship between advance planning and ESL writing*.

Symposium on Second Language Writing, Tempe, Arizona.

Johnson, M. D. (November 2009). *Planning sub-processes and second language writing*.

Symposium on Second Language Writing, Tempe, Arizona.

Johnson, M. D. & Poltavtchenko, E. (March 2009). *Feedback and second language writing*. Poster

session, Doctoral Forum, TESOL Convention, Denver, CO.

Johnson, M. D. (March 2008). *Information structure and second language writing*, American

Association for Applied Linguistics (AAAL) Conference, Washington D.C.

Johnson, M. D. (March 2008). *The relationship between instructor comments and student*

*revision between drafts: A descriptive pilot study*. Peaks Conference, Northern Arizona University,

Flagstaff, AZ.

Johnson, M. D. (March 2007). *W clefts: Information flow and cleft constructions in the spoken*

*discourse of George W. Bush,* Peaks Conference, Northern Arizona University, Flagstaff, AZ.

Johnson, M. D. (May 2006). *Online corpora in an ESL composition class,* Computer Assisted

Language Instruction Consortium (CALICO), University of Hawaii at Manoa, Honolulu, HI.

Johnson, M. D. (April 2006). *Theory-building and construction of identity*, Southeastern

Conference on Linguistics (SECOL), Auburn University, Auburn, AL.

**Invited Workshops and Presentations**

*Second Language Writing: A Case for Task-based Language Teaching.* (February 2021). Institute of World Languages Speaker Series. University of Virginia. Charlottesville, VA.

*Cohesion in L2 Writing: The Role of Vocabulary*. (January 2019). Strategies and Practices for Working with

Non-Native English Speakers. Teaching and Learning Collaborative. Wake Forest University. Winston-Salem, NC.

*Does Planning Really Help? Effectiveness of Planning in L2 Writing.* (August 2015). Professional Development Workshop. Instituto Cultural Peruano Norteamericano. Lima, Peru.

*Lexical Cohesion in L2 Writing: A Three-Strand Approach.* (August 2015). Professional Development Workshop. Instituto Cultural Peruano Norteamericano. Lima, Peru.

*Productive Vocabulary Development and Second Language Writing*. (February 2014). TESOL & Applied Linguistics Graduate Student Conference, Asheville, NC.

*Knowing is Half the Battle: Examining the Writing of Second Language Writers.* (October 2013). Writing Across the Curriculum Professional Development Program, East Carolina University, Greenville, NC.

*Knowing is Half the Battle: Examining the Writing of Second Language Writers.* (October 2013). University Writing Center Consultant Workshop, East Carolina University, Greenville, NC.

*Does Planning Really Help? Effectiveness of Planning in L2 Writing.* (January 2013). Confucius

Institute, Middle Tennessee State University. Murfreesboro, TN.

*Designing writing tasks: What are we writing this for?* (July 2012). Faculty Academic English

Program, Bilkent Univerity, Bilkent, Turkey.

*Giving students what they need to write well*. (October 2011). Language Department,

Universidad San Ignacio de Loyola, Lima, Peru.

**Awards and Grants**

2022 Recipient, Bertie Fearing Award for Teaching Excellence, ECU Department of English

2021 Nominee, Bertie Fearing Award for Teaching Excellence, ECU Department of English

2020 Nominee, Bertie Fearing Award for Teaching Excellence, ECU Department of English

2019 Finalist, Bertie Fearing Award for Teaching Excellence, ECU Department of English

2018 Honorable Mention, *Journal of Second Language Writing* Best Article of 2017

2014 Engagement and Outreach Scholars Academy, East Carolina University

2013 Faculty Research and Creative Activity Committee, Middle Tennessee State University

2012 Tennessee Board of Regents Access and Diversity Grant, Middle Tennessee State University

2010 English Department Dissertation Research Grant, Northern Arizona University

2010 *Language Learning* Dissertation Grant

2010 TESOL, Ruth Crymes Fellowship for Graduate Study

2009 AZ-TESOL, AZ-TESOL Special Projects Mini-Grant

**Professional Service**

Spring 2023 AAAL Conference Connections Mentor

 American Association for Applied Linguistics

Spring 2023 – present Professional Development Sub-committee

 Carolina TESOL

Fall 2021 – present North Carolina Department of Public Instruction Committee on Multilingual

Learners in Institutions of Higher Education

Summer 2022 Vocabulary Strand Coordinator

 American Association for Applied Linguistics Conference

Spring 2021- Fall 2022 Past President

 Carolina TESOL

Spring 2021 AAAL Conference Connections Mentor

 American Association for Applied Linguistics

Fall 2020- Fall 2021 President

 Carolina TESOL

Fall 2020 Reviewer

 Teacher of the Year Award

 TESOL International Association

Fall 2020 Proposal Reviewer

 American Association for Applied Linguistics

Fall 2019 – Fall 2020 Vice-president/President Elect

 Carolina TESOL

Summer 2019 - Fall 2019 Reviewer

 Teacher of the Year Award

 TESOL International Association

Summer 2019 Proposal Reviewer

 American Association for Applied Linguistics

March 2019 – March 2022 Editorial Advising Board

 *TESOL Quarterly*

September 2018 - present Reviewer

 *Language Teaching Research*

August 2018 - present Reviewer

 *Language Learning*

Spring 2018 - present Reviewer

 *TESOL Quarterly*

 *International Journal of Learner Corpus Research*

January 2017 - January 2018 Nominating Committee

 TESOL International Association

Fall 2016 – present Editorial Panel

 *International Journal of Language Studies*

Spring 2016 - present Reviewer

 *TESOL Journal*

 *System*

 *Journal of Second Language Writing*

Fall 2015 – Fall 2019 Eastern North Carolina Representative

 Carolina TESOL

Spring 2015 - Fall 2017 Proposal reviewer

 L2 writing interest section

 TESOL International Association

Spring 2014 - Spring 2015 Outgoing Chair

 Awards Standing Committee

 TESOL International Association

Spring 2013 - present Reviewer

 *Journal of Writing Research*

Spring 2013 - Spring 2014 Chair

 Awards Standing Committee

 TESOL International Association

Spring 2010 - Spring 2012 Award Coordinator

 Ruth Crymes Fellowship for Graduate Study

 Awards Standing Committee

 TESOL International Association

**University Service**

Fall 2023-present University Writing Across the Curriculum Committee

 Faculty Senate

 East Caroline University

Fall 2018 – Spring 2021 University Teaching Grants Committee

 Faculty Senate

 East Carolina University

Fall 2015 - Spring 2018 University Undergraduate Curriculum Committee

 Faculty Senate

 East Carolina University

Spring 2014 - Fall 2015 Office of International Affairs Advisory Committee

 Office of International Affairs

 East Carolina University

Spring 2014 - Spring 2015 ECU Language Academy Accreditation Committee

 ECU Language Academy

 East Carolina University

Fall 2012 - Spring 2013 University Awards Committee

 Middle Tennessee State University

**Department and College Service**

Fall 2021 – present Executive Committee

 Department of English

 East Carolina University

Fall 2020 – present Writing Foundations Committee

 Department of English

 East Carolina University

Fall 2019 – Spring 2021 Undergraduate Curriculum Committee

 Thomas Harriot College of Arts and Sciences

 East Carolina University

Spring 2018 Study Abroad Scholarship Committee

 Thomas Harriot College of Arts and Sciences

 East Carolina University

Fall 2017 - present Undergraduate Curriculum Committee

 Department of English

 East Carolina University

Fall 2014 - Spring 2017 Graduate Curriculum Committee

 Department of English

 East Carolina University

Spring 2014 - present Coordinator

 TESOL & Applied Linguistics Graduate Student Conference

 Department of English

 East Carolina University

Spring 2014 - present Assessment Committee

 Department of English

 East Carolina University

Spring 2014 - Fall 2015 Faculty Speaker Series

 Department of English

 East Carolina University

Fall 2013 - Spring 2016 Ph.D. Steering Committee

 Department of English

 East Carolina University

Fall 2012 - Spring 2013 Lower Division Curriculum Committee

 Department of English

 Middle Tennessee State University

Fall 2011 - Spring 2013 ESL Committee

 Department of English

 Middle Tennessee State University

**Professional Memberships**

American Association for Applied Linguistics (AAAL)

Teachers of English to Speakers of Other Languages (TESOL)

Carolina Teachers of English to Speakers of Other Languages (Carolina TESOL)

National Center for Faculty Development & Diversity

**Additional Technical Skills**

Facility and comfort in using the following technology to aid teaching and research:

* Canvas digital learning platform
* Webex web-conferencing application
* Microsoft Teams
* Saba Meeting web-conferencing application
* Blackboard Learning System
* Statistical Package for the Social Sciences (SPSS)
* Analysis of Moment Structures (AMOS)
* FACETS, Rasch-modeling software
* Web-based, linguistic analysis tools as well as corpus analytic tools (e.g., Antconc, Monoconc, MTLD version 1.2, CLAN, Coh-Metrix, Range, Lextutor).

**Languages**

* Czech: intermediate reading, listening, and speaking proficiency
* Finnish: elementary reading, listening, and speaking proficiency
* Russian: elementary listening proficiency
* Spanish: elementary listening proficiency