

CURRICULUM VITAE

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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
- 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
ENGSP0- 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., & Abdi Tabari, M. (forthcoming). *Cognitive Task Complexity and Second Language Performance: Understanding L2 Learner Affect and Engagement*. Routledge ESL and Applied Linguistics Professional Series.
- Johnson, M. D., & Abdi Tabari, M. (2024). Linguistic complexity in L2 writing: Insight from studies on task planning. *Language Teaching*. Advance online publication. <https://doi.org/10.1017/S0261444824000284>

- Abdi Tabari, M., Johnson, M. D., & Farahanynia, M. (2024). Task sequencing and L2 production: A research synthesis and meta-analysis. *International Journal of Applied Linguistics*. Advance online publication. <http://doi.org/10.1111/ijal.12670>
- Wrenn, M., Liebfreund, M., Johnson, M. D., Gardner, V., & McLawhorn, J. (2024). A case study of rural elementary teachers developing complexity with the simple view through integrated read aloud. *Reading & Writing Quarterly*. <https://doi.org/10.1080/10573569.2024.2421965>
- Abdi Tabari, M., Johnson, M. D., & Gao, J. (2024). Using automated indices of cohesion to explore the growth of cohesive features in L2 writing. *IRAL: International Review of Applied Linguistics*. <https://doi.org/10.1515/iral-2023-0185>
- Johnson, M. D. (2024). Task-based language teaching and L2 writing: The performance-development divide. *Language Teaching Research Quarterly*, 39, 217-230. <https://doi.org/10.32038/ltrq.2024.39.15>
- Johnson, M. D., & Abdi Tabari, M. (2023). Planning in L2 writing: A research synthesis and meta-analysis. *System*, 118, Article 103152. <https://doi.org/10.1016/j.system.2023.103152>
- 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., Wrenn, M., Liebfreund, M., Johnson, M. D., Gardner, V., & McLawhorn, J. (December 2024). The Other Half: Linguistic Comprehension within the Science of Reading Study. Literacy Research Association Conference. Atlanta, GA.
- 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

- Formal Genre-Specific Knowledge as a Resource-Dispersing Feature of Cognitive Task Complexity: Implications for Task Complexity Theory and Research*. (May 2025). L2 Writing Research Seminar. Universidad de Murcia. Murcia, Spain.
- 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 University, 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

- January 1, 2025 – Editorial Board
Language Teaching
- Fall 2023 – Fall 2024 Past Vice President, Pro Tempore
Carolina TESOL
- Spring 2023 AAAL Conference Connections Mentor
American Association for Applied Linguistics
- Spring 2023 – Fall 2024 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 <i>TESOL Quarterly</i>
January 2017 - January 2018	Nominating Committee TESOL International Association
Fall 2016 - present	Editorial Panel <i>International Journal of Language Studies</i>
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 - 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 Carolina 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	
Spring 2025 – present	Faculty Workload Committee Department of English East Carolina University

Fall 2023 - present	Bertie Fearing Faculty Award for Excellence in Teaching Committee Department of English East Carolina University
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 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 2023 - present	Graduate Committee Department of English East Carolina University
Fall 2017 - Spring 2023	Undergraduate 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, MTL 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