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## Education

2015 – 2020 **Ph.D. in Second Language Studies, University of Hawai'i at Mānoa, USA**

Dissertation: An investigation of vocabulary size, metacognition, and individual differences in second language listening comprehension (Chair: Nicole Ziegler)

2013 – 2015 **M.A. In Applied Linguistics, Concordia University, Canada**

2006 – 2009 **BCOM in General Management, McGill University, Canada**

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## Experience

2016 – 2019 **Research Project Manager**

*University of Hawai'i at Mānoa, USA*

- **Project title: "Metacognitive instruction and interactional feedback in a computer-mediated environment"**. Under the supervision of Dr. Nicole Ziegler, led a team of researchers for a project aimed at developing metacognitive training workshops for improving EAP learners' strategic competence. Coordinated all aspects of project design, data collection, data analysis, and report writing.
- **Project title: "Doing practical task-based needs analysis in an EAP program"**. Independently led a team of researchers in carrying out a comprehensive needs analysis of the listening and speaking needs of students in the English Language Institute. Ensured that data collection and analysis were performed according to best methodological practices. Collaborated with administrators to translate results of the analysis into revised program objectives.

2016 – 2018 **Undergraduate Lecturer & Teaching Assistant, Second Language Studies Department**  
*University of Hawai'i at Mānoa, USA*

- Main lecturer for SLS 302 (Second Language Learning), which introduces students to basic theories and concepts in the field of Second Language Acquisition.
- Teaching assistant and substitute lecturer for SLS 480P (Pedagogical Grammar). Covered theories and pedagogical techniques underlying the teaching and acquisition of second language grammar.
- Guest lecturer for SLS 303 (Second Language Teaching). Led workshop introducing theory and pedagogical techniques for second language vocabulary learning.

Summer 2016 **EFL Instructor, Chemistry Department**  
*Ubon Ratchatani University, Thailand*

- As part of a graduate-level teaching practicum (SLS 690), developed and implemented a needs and project-based curriculum focused on improving the English as an International Language skills of Thai university students (A2-B1 level, CEFR).

2015 – 2018 **English for Academic Purposes Instructor & Lead Teacher, English Language Institute**  
*University of Hawai'i at Mānoa, USA*

- Encouraged the development of international students' academic listening, speaking, and writing skills using research-based materials.
- Promoted ongoing development of academic listening and speaking curriculum through collaboration with students, teachers and program administrators.
- Managed small teams of curriculum area teachers to ensure that curriculum area goals were operationalized in an efficient and consistent manner.

Fall 2014 **English Language Teacher**  
*APEX English, Shizuoka, Japan*

- Developed and delivered research-based grammar lessons for middle and high school students, particularly focusing on grammatical tense and aspect.
- Worked with students aged 5 to 12 (A1 to B2 level, CEFR) to improve the development of oral communication skills and L2 literacy.

Summer 2014 **Materials Designer**  
*Université du Québec à Montréal, Canada*

- Collaborated with Dr. Phillipa Bell to design structured tasks for use in primary, public school classrooms in Montréal.

2013 – 2015 **Research Assistant and Project Manager**  
*Concordia University, Canada*

- Under the supervision of Dr. Walcir Cardoso, led a team of researchers for a project aimed at objectively evaluating the quality of state-of-the-art text-to-speech synthesizers. Coordinated all aspects of project design, data collection, data analysis, and report writing.
- In collaboration with Dr. Kazuya Saito (University College London), was solely responsible for implementing a series of research projects aimed at examining the lexical correlates of proficient L2 speech. Responsible for participant recruitment, data collection, and report copyediting.
- Under the supervision of Kim McDonough, participated as member of the research team for a project aimed at examining the relationship between structural priming and cognitive individual differences. Partly responsible for participant recruitment, data collection, data analysis, and report writing.

2010 – 2011 **Assistant Language Teacher**  
*Tochigi Board of Education, Tochigi, Japan*

- Planned and delivered communicative English lessons to junior high school students (A1-A2 level, CEFR) in collaboration with lead English teachers.
- Assisted in efforts to improve English learning curricula on a regional level.

2009 – 2013 **Content writer, 1000-Hour Hearing Marathon**  
*ALC Press, Japan*

- Collaborated with Dr. Kazuya Saito to write, record, and edit short authentic dialogues for the column: “Coach’s Corner – Introduction to English Pronunciation”

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### Refereed Journal Articles

Smith, G. F., Kyle, K., & Crossley, S. A. (2020). Word lists and the role of academic vocabulary use in high stakes speaking assessments. *International Journal of Learner Corpus Research*, 6(2), 197-223.

Ziegler, N., Moranski, K., Smith, G. F., & Phung, H. (2020). Metacognitive instruction and interactional feedback in a computer-mediated environment. *TESOL Canada*, 37(2), 210-233.

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### Book Chapters

Ziegler, N. & Smith, G. (2017). Teacher’s provision of feedback in L2 text-chat: Cognitive, contextual, and affective factors. In L. Gurzynski-Weiss (Ed.), *Expanding individual difference research in the Interaction Approach: Investigating learners, instructors, and other interlocutors* (pp. 255-280). John Benjamins.

McDonough, K., Kielstra, P., Crowther, D., & Smith, G. (2016). Structural priming in L2 speech production: Examining relationships among English L2 speakers’ production, cognitive abilities, and awareness. In A. Mackey & E. Marsden (Eds.), *Advancing methodology and practice: The IRIS repository of instruments for research into second languages* (pp. 112-131). Routledge.

Smith, G., Cardoso, W., & Garcia Fuentes, C. (2015). Evaluating text-to-speech synthesizers. In F. Helm, L. Bradley, M. Guarda, & S. Thouësnny (Eds.). *Critical CALL – Proceedings of the 2015 EUROCALL Conference, Padova, Italy* (pp. 108-113). Research-publishing.net.

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## Conference Presentations and Workshops

- Smith, G. (2019, March 9-12). *The relationship between L2 vocabulary knowledge and listening comprehension ability: A meta-analysis*. American Association for Applied Linguistics Conference, Atlanta, USA.
- Bach, C., Smith, G., Le, H., Phung, H., & Ziegler, N. (2018, February 17). *What are good tasks? Designing TBLT materials for the second language classroom*. Hawai'i TESOL Spring Conference, Honolulu, Hawai'i.
- Smith, G., Le, H., Phung, H., Bach, C., & Ziegler, N. (2018, April 14). *Designing localized TBLT materials for the foreign language classroom*. Hawai'i Association of Language Teachers Conference, Honolulu, Hawai'i.
- Smith G., Jung, H., & Zenker, F. (2018, March 27-30). Doing practical task-based needs analysis in an EAP program. TESOL International Convention & Language Expo, Chicago, USA.
- Smith, G., & Matsutani, Y. (2017, March 18-21). *A mixed-methods approach to examining the efficacy of interactional feedback training: Insights from CA-grounded formal coding*. American Association for Applied Linguistics Conference, Portland, USA.
- Smith, G., & Ziegler, N. (2016). *Exploring the effects of meta-cognitive instruction and peer interaction on learners' L2 pronunciation awareness: Insights from quantitative and qualitative analysis*. Second Language Research Forum, New York City, USA.
- Smith, G., Cardoso, W., Garcia Fuentes, C. (2016, April 9-12). *A multidimensional evaluation of text-to-speech synthesizers: Are they ready for the L2 classroom?*. American Association for Applied Linguistics Conference, Orlando, USA.
- Smith, G., & Collins, L. (2015, March 21-24). *Massed vs. Spaced Comprehension and Production Practice and Morphosyntactic Acquisition: An Alternative Approach to Dichotomous Input- and Output-based Instruction*. American Association for Applied Linguistics Conference, Toronto, CA.
- Smith, G., & Garcia Fuentes, C. (2014, April 11). *Gender and Politeness Strategies in Service Encounters*. Concordia University Department of Education Graduate Symposium, Montréal, CA.
- McDonough, K., Kielstra, P., Smith, G. & Crowther, D. (2014). *The relationship between structural priming and L2 speakers' cognitive abilities*. American Association for Applied Linguistics Conference, Portland, Oregon.

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## Reviews

- Smith, G. F. (2019). [Review of the website *BBC Learning English: Pronunciation*]. *Journal of Second Language Pronunciation* 5(2), 333-348. <https://www.bbc.co.uk/learningenglish/english/features/pronunciation>

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## Service

- 2019 – present **Manuscript reviewer**, *Language Learning*, *International Journal of Learner Corpus Research*
- 2018 – 2020 **UHM Task-based language teaching research group**, *Founder*
- 2016 – 2019 **UHM Second Language Studies Student Association**, *VP Academic, DPPC Representative, VP Planning*
- 2016 – 2019 **UHM SLS PEEPS Program**, *Mentor and Mentee*
- October 2015 **The Japan Foundation**, *Volunteer Interpreter*
- 2013 – 2014 **Concordia University**, *English Conversation Workshop Leader*
- 2010 – 2011 **Tochigi Dai-go Chiku Community Center**, *English Conversation Workshop Leader*

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## Grants and Awards

- 2019 – 2020 **Russell & Dorothy Bilinski Fellowship for Doctoral Research**, Honolulu, USA
- Summer 2018 **Russell & Dorothy Bilinski Pre-Dissertation Award**, Honolulu, USA
- Spring 2017 **UHM Graduate Student Association Travel Grant**, Honolulu, USA

Summer 2016 **Oihana Maikai Award for Pedagogical Research**, Honolulu, USA

Fall 2014 **M'ESRST Student Mobility award**, Montréal, CA.

Summer 2014 **Conference and Exposition Award**, Montréal, CA.

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### Skills and expertise

Interpersonal communication, teamwork, and cooperation

Second language acquisition, task-based language teaching, technology-mediating communication, curriculum design

Statistical data analysis and interpretation

Software proficiencies: Audacity, Praat, PsychoPy, Google suite, Microsoft Office suite, R Statistical environment

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### Languages

Advanced/Intermediate:

French (B2/C1 CEFR)

Japanese (N3 JLPT)

Novice/Beginner:

Italian (A2 CEFR)

Spanish (A2 CEFR)

Norwegian (A1 CEFR)