

# JAMES HUNTER, PhD

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## *Presentation Topics*

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### Second Language Acquisition and Corrective Feedback

My current research is focused on systems of oral corrective feedback, in particular delayed corrective feedback, and how these promote learning. I am also interested in writing instruction and how corrective feedback helps to promote accuracy, complexity, and fluency.

### Instructional Technologies

I have presented many times on instructional technology and teach a course at the graduate level. I am an “early adopter” at my institution, and am particularly interested in the role of technology in promoting learner autonomy.

### Teacher Training

While I am an active ESL/EFL teacher, I am also the current director of my institution’s MA/TESOL program. I am interested in reflective teaching and the transformation of teacher beliefs.

### Materials Development

I create both physical and digital materials for all of my teaching, and have worked as both an author and editor on several published ESL/EFL course books. My interest in this area lies primarily in the authenticity and cultural and personal relevance of materials.

### Data Management

I have designed database systems for tracking student enrollments and grade reporting at an institutional level for three Intensive English Programs in the USA. I am especially concerned with systems that automate routine processes and simplify the communication between teachers, administrators, and students.

## *Academic Qualifications*

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### PhD, Applied Linguistics

University of Birmingham, Department of English

December 2012

Thesis: “A multi-method investigation of the effectiveness and utility of delayed corrective feedback in second-language oral production”

### MA, Teaching English as a Second Language

Eastern Washington University

June 1997

### Royal Society of Arts Certificate in

Teaching English as a Foreign Language

Godmer House School of English, Oxford, UK

August 1990

### BA Honors, Japanese and Korean Studies and Politics

The Universities of Oxford and Sheffield, UK

July 1990

## *Professional Experience*

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### *Teaching*

Associate Professor, TESOL and ESL

Gonzaga University English Language Center

1995 – present

*TESOL courses developed & taught*

MTSL 501: Theory & Practice of Language Teaching  
 MTSL 502: Pedagogical Grammar  
 MTSL 504: Introduction to Sociolinguistics  
 MTSL 508: Principles of Second Language Acquisition  
 MTSL 510: Course Design, Assessment  
 MTSL 516: Technology in Second Language Education  
 MTSL 550: Language Awareness (online)  
 MTSL 580: TESL Language Camp Practicum  
 MTSL 600: Research Perspectives in Second Language Education  
 MTSL 610: Practicum in TESL  
 MTSL 604: Master's Research Project  
 MTSL 602: Thesis

***EAP/ESL courses developed & taught***

Pre-and in-sessional courses, all skills, all levels

Instructor & Team Leader English Department, Abu Dhabi Women's College, Higher Colleges of Technology, UAE	2009–2010
ESL Instructor Mukogawa Women's University, Nishinomiya, Japan	April–December 2001
DHL Customer Service Division, Osaka, Japan	January–May 2001
ESL Instructor Institute for Extended Learning, Spokane	October 1994–June 1995
ESL Assistant Spokane District 81 Vocational Skills Center	October–December 1993
ESL Instructor International House, Mataró, Spain	September 1990–July 1993
ESL Instructor Private Teacher, Kumamoto, Japan	April 1987–August 1989
<b><i>Administration</i></b>	
Director, TESOL Programs Gonzaga University	Fall 2010 – present
Department Chair, English Language Center Gonzaga University	1999–2000, 2002–2004
<b><i>Committees</i></b>	
Advising Fellow, Steering Committee Gonzaga University Center for Teaching and Advising	September 2014 – present
Academic Council	2012 – present
Graduate Committee	2011 – present
<b><i>Data Management</i></b>	2000 – present
Design & maintenance of database of learner errors and	

lexico-grammatical analyses

Design & maintenance of data-tracking systems for ESL program and Teacher Education Dept., School of Education, Gonzaga University:  
Student enrollment, Placement testing, Attendance,  
Grades input & tracking, Student advising,  
Student performance reporting, Tuition payment,  
Course history, Annual financial and immigration reports

Design & maintenance of data-tracking systems for TESOL programs:  
Student enrollment, Student advising, Course history,  
Annual financial and immigration reports

### ***Peer-reviewed Publications***

- “Developing Students’ Cultural Intelligence through an Experiential Learning Activity. *Journal of Marketing Education*. (With Lada Kurpis) (in press)
- “ ‘Small Talk’: developing fluency, accuracy, and complexity in speaking” *ELT Journal* 66 (1) 2012
- “The discussion doesn’t end here: the online discussion board as a reflective writing forum” in Jill Burton, Phil Quirke, Carla L. Reichmann, and Joy Kreeft Peyton (eds) *Reflective Writing: A Way to Lifelong Teacher Learning*. TESL–EJ Publications (With Jeannot, Mary) 2009
- “Practicing grammar through focused tasks: a theoretical background” *Teaching of Grammar*, Seri Kembangan, Malaysia: SASBADI–MELTA ELT Series (With Cheng, Bin) 2008
- “Before and after: using the passive to show change” *Teaching of Grammar*, Seri Kembangan, Malaysia: SASBADI–MELTA ELT Series (With Cheng, Bin) 2008
- “Oral communication in Japanese English classes: active listening and active speaking” *Studies on Communication* Vol. 3, Kansai University of International Studies (With Jeannot, Mary) 2004
- Cambridge University Press  
Author, *Business Explorer* 1 & 2 Teacher’s Books 2000–2002
- “English language teaching: linguistic & cultural imperialism?” *Revista De Estudos Da Linguagem*, Belo Horizonte, Brazil 1997

### ***Editorial***

Oxford University Press, ELT Division,  
Review of Lightbown, P. and Spada, N.

<i>How Languages are Learned</i> , 4th edition	March 2012
Oxford University Press, ELT Division, Review of proposal for <i>Oxford Introductions to Language Learning Study</i> series	July 2010
Oxford University Press, ELT Division, Review of Nathan Carr, <i>Language Assessment for Teachers</i>	March 2010
Bedford/St. Martin's Review of William O'Grady, et al. <i>Contemporary Linguistics</i> , 5th edition	May 2008
Bedford/St. Martin's Review of the ESL coverage in Diane Hacker <i>A Writer's Reference</i> , 6th edition	July 2005
Oxford University Press (USA) ELT Division, Editorial consultant and reader, <i>Action!</i> project	September 1994
Heinemann International, ELT Division Editorial consultant, <i>Reward/Move Up</i> Americanization project	1995–1998
<b><i>Professional Presentations</i></b>	
<i>Delayed corrective feedback in the acquisition of oral fluency, accuracy, and complexity</i> AAAL, Toronto, Canada	March 2015
<i>Partnering for Intercultural Learning</i> CTA Workshop: Gonzaga University	February, 2015
<i>Usage-based approaches to language learning</i> Regional ESL Conference, Spokane, WA	February, 2013
<i>What is that DO doing in my questions? Another look at the non-lexical 'do' auxiliary</i> Regional ESL Conference, Spokane, WA	February 2013
<i>Interlanguage analysis for fun and profit</i> Regional ESL Conference, Spokane, WA	February 2011
<i>TED.com: teaching ideas worth sharing</i> Regional ESL Conference, Spokane, WA	February 2011
Camtasia: <i>show and tell on a computer</i> Professional development seminar, Abu Dhabi Women's College	April 2010
<i>Text manipulation in Word and Acrobat</i> Professional development seminar, Abu Dhabi Women's College	February 2010

<i>A minimal approach to feedback in writing</i> Professional development seminar, Abu Dhabi Women's College	January 2010
<i>Using a corpus and concordance in language teaching</i> Professional development seminar, Abu Dhabi Women's College	December 2009
<i>Using Word to manage citations and references</i> Professional development seminar, Abu Dhabi Women's College	October 2009
<i>Student data management</i> TESOL Convention, New York	March 2008
<i>Culturally-responsive instruction: addressing the needs of minority &amp; international students</i> CTA, Gonzaga University	April 2007
<i>A minimal approach to feedback in writing</i> TESOL Convention, Seattle	March 2007
<i>Using Hot Potatoes</i> Regional ESL Conference, Spokane, WA	February 2007
<i>The whys and hows of teaching pronunciation</i> Regional ESL Conference, Spokane, WA	February 2006
<i>Giving feedback in the writing process</i> Regional ESL Conference, Spokane, WA	February 2005
<i>Oral communication in Japanese English classes</i> JALT Kobe, JALT Osaka	February 2004

### ***Professional Affiliations***

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Current member of *American Association for Applied Linguistics* and *TESOL International Association*

### ***Language Proficiency***

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Japanese:	fluent
French:	fluent
Spanish:	fluent
Catalan:	basic
Korean:	basic
Arabic:	beginner
Salish:	beginner

## ***Computer Skills***

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Detailed knowledge of PCs and Mac computers

Advanced knowledge of the following programs/languages:

Microsoft Word, PowerPoint, Excel, Access, Adobe Flash, Visual Basic, Php

HTML (Web page) design and implementation

## ***References***

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### ***Teaching***

Dr. Mary Jeannot  
English Language Center  
Gonzaga University  
East 502 Boone Avenue  
Spokane, WA 99258

### ***Publishing***

Julia Bell  
Applied Linguistics Department  
Oxford University Press  
Great Clarendon Street  
Oxford, OX2 6DP