

SUZANNE FRANKS
scfranks@illinois.edu
4080 Foreign Language Building
707 S Mathews Avenue, MC-168
Urbana, IL 61801
706-255-9627

EDUCATION

Doctor of Philosophy: Linguistics (December 2014)

University of Georgia, Athens, Georgia

Advisor: Dr. Don McCreary

Dissertation: *Foreign language accent perception of Brazilian Portuguese and second language acquisition of oral and nasal vowels*

Master of Arts: Teaching English as a Second Language (December 1991)

Southern Illinois University, Carbondale, Illinois

Bachelor of Arts: Bible (May 1988)

Welch College (Formerly Free Will Baptists Bible College), Nashville, Tennessee

Magna cum Laude

TEACHING EXPERIENCE

Graduate Courses

University of Illinois at Urbana-Champaign, Urbana, IL

MA TESL Program, Department of Linguistics, School of Literatures, Cultures, & Linguistics

Teaching Assistant Professor (Fall 2017-present)

Visiting Assistant Professor (Fall 2015-Spring 2017)

- Advanced Seminar in Applied Phonology
- Phonology for Second Language Teachers / Phonology and Morphology for TESL
- Theoretical Foundations of SLA
- Introduction to TESL Methodology
- English Grammar for Teaching ESL
- Task-Based Language Teaching
- Seminar for International TAs
- Oral Communication for ITAs

University of Alabama at Birmingham, Birmingham, AL

Department of Curriculum & Instruction, School of Education

Assistant Instructor (Spring 2015)

- Phonology for English as a Second Language Teachers

Undergraduate Courses

University of Illinois at Urbana-Champaign, Urbana, IL

Department of Linguistics, School of Literatures, Cultures, & Linguistics

Visiting Assistant Professor (Fall 2015-present)

- English Pronunciation and Oral Fluency
- English Pronunciation for Academic Purposes

University of Georgia, Athens, GA

Department of Romance Language and Department of English
Teaching Assistant/Instructor of Record (August 2009 – May 2014)

- Elementary Portuguese (Levels 1 & 2)
- Intermediate Portuguese (Levels 3 & 4)
- Accelerated Elementary Portuguese (Level 1)
- Accelerated Intermediate Portuguese (Level 2)
- First-Year Composition
- Introduction to Linguistics

Universidade Federal de Minas Gerais, Belo Horizonte, MG, Brazil

Department of Germanic Languages

Visiting Assistant Professor (December 1991 – December 1992)

- Intermediate English as a Foreign Language (Spring 1992, Fall 1992)
- English Phonology (Fall 1992)

English Institutes

International Campus Zhejiang University, Haining, Zhejiang, China

English Immersion Program

- Visiting English Teacher (Fall 2018)

Auburn University, Auburn, AL

Intensive English Program

- Speaking and Listening (Fall 2008)
- Reading and Vocabulary (Fall 2008)
- Grammar and Writing (Spring 2009)

Number One, Barbacena, MG, Brazil

- Beginning, Intermediate, Advanced English for adults (Spring 1993-Fall 1994)
- Beginning English for Children (Fall 1993)

Southern Illinois University, Carbondale, IL

Center for English as a Second Language

- TOEFL preparation course (Spring 1991)

Business English Programs

Listen & Learn, New York, NY

Private English trainer (April 2015-July 2015)

- English for Pre-Intermediate Students

Private Tutoring

- ACTFLs Portuguese Oral Proficiency Interview preparation (VoIP or telephone)
- Portuguese Integrated Skills Instruction (VoiP)
- English Consultant for visiting scholars and international students (Office of International Programs, Auburn University)

OTHER ACADEMIC EXPERIENCE

ESL Pronunciation & ITA Coordinator (August 2017 – present)

University of Illinois at Urbana-Champaign

- Coordinate ESL service courses to meet oral communication needs of international students and teaching assistants (ITAs). These courses focus on English pronunciation, oral fluency, and presentation skills for academic purposes. Supervise lecturers and TAs who teach ESL Pronunciation & ITA courses. Recruit, train, and mentor TAs for the ESL program. Facilitate ongoing curriculum development and professional development. Collaborate with the English Proficiency Interview Coordinator to ensure that the ITA courses and workshops meet the needs of the target population. Advise international students who seek ITA or pronunciation courses.

Visiting Post-doctoral Researcher (January 2015 – May 2015)

University of Alabama at Birmingham, Birmingham, AL

- Co-Principal Investigator: research project investigating pronunciation, identity, and perception of self-efficacy of non-native English speaking teachers. Participated on research project elaboration, conducted interviews, transcribed audio recordings, performed acoustic analysis, performed linguistic analysis, and collaborated throughout the project.

Research Assistant (May 2011 – July 2011)

University of Georgia, Athens, GA

- Assisted in designing, recording participants, and conducting acoustic analysis for research project that investigated the phonetic properties of syllables.

Academic Coordinator (January 1993 – December 1994)

Number One, Barbacena, MG, Brazil

- Administered student assessment and placement
- Coordinated scheduling of classes
- Observed English language teachers

EDITORIAL EXPERIENCE

Newsletter Editor

As We Speak /*aez wiy spiyk/*, Speech, Pronunciation, and Listening Newsletter (2017-2019)
An Interest Section of TESOL International

Editorial Assistant/Associate

Journal of Pidgin and Creole Languages, Carbondale, IL (January 1990 – August 1991)

- Provided editorial assistance and office management for Dr. Glenn G. Gilbert, Editor

- Prepared journal article submission for peer review
- Reviewed accepted submissions for compliance to journal style manual
- Corresponded with authors, reviewers, and editorial board members

Editor

Women Nationally Active for Christ, Antioch, TN (December 1994 – December 1999)

- Wrote original editorials and articles
- Planned, edited, and designed a bimonthly magazine and other publications
- Prepared annual reports and proposals to board of directors
- Prepared publication specifications and solicited bids from printers
- Coordinated writing contests

Graphic Designer

Randall House Publications, Nashville, TN (December 1999 – February 2004)

- Designed books, magazines, curriculum materials, advertisements, direct mail pieces, and corporate identity logos

External Reviewer

Revista Brasileira de Linguística Aplicada, Belo Horizonte, MG, Brazil (2016-present)

Brazilian English Language Teaching Journal, Porto Alegre, RS, Brazil (2014)

Alabama-Mississippi TESOL (2016-2017)

OTHER INTERNATIONAL EXPERIENCE

Student Missionary Intern

Nantes, France (Summer 1986)

- Assisted missionary with technology in the preparation of literature

Freelance Graphic Designer

Self-employed, Goiânia, GO, Brazil and other locations (February 2004 – July 2008)

- Designed covers, editorial pages, and advertising for magazine with a circulation of 60,000
- Managed the design of books for Igreja Batista Livre do Brasil

PUBLICATIONS

Eida, M. M., & Franks, S. (2022). Innovation in ITA course design: Incorporating student-designed field-specific corpora. In S. McCrocklin (Ed.) *Technological resources for second language pronunciation learning and teaching: Research-based approaches* (pp. 305-326). Lanham, MD: Lexington Books.

Franks, S., Spezzini, S., & Prado, J. (2018). The role of speaking in academic language. *TESOL Encyclopedia of English Language Teaching*. New York: Wiley.
doi:10.1002/9781118784235.eelt0865

Spezzini, S., Franks, S., & Carter, D. (2018). Accent reduction vs. intelligibility. *TESOL Encyclopedia of English Language Teaching*. New York: Wiley.
doi:10.1002/9781118784235.eelt0707

Franks, S. & Barbosa, R. (2014). The importance of word-final vowel duration for non-native Portuguese speaker identification by means of Support Vector Machines. *Revista Brasileira de Linguística Aplicada*, 14(3):687-712. <https://doi.org/10.1590/S1984-63982014000300009>

BOOK REVIEWS

Franks, S. (2012). Book review of *Multilingualism: A critical perspective*, by A. Blackledge & A. Creese. *Studies in Second Language Acquisition*, 34(1):164-166.

Franks, S. (2011). Book review of *Brave new digital classroom: Technology and foreign language learning*, by R.J. Blake. *Southern Journal of Linguistics*, 35(1):115-119.

PEER-REVIEWED PRESENTATIONS

Sullivan, R., Bonano, C., Franks, S., & Brown, L. (March, 2023). Examining the representation of World Englishes in ESL listening materials. Paper to be presented at TESOL International Convention and English Language Expo, Portland, Oregon, USA.

Franks, S., Luo, M., Miszoglud, E., Pierce, L., Young, J., & Zhang, J. (October, 2020). Creation to Implementation: Piloting Pronunciation Materials in Hybrid Courses, Illinois Teachers of English to Speakers of Other Languages - Bilingual Education (ITBE) Fall Workshop (online).

Eida, M. M., & Franks, S. (2020, February). Corpus-informed, project-based, student-centered: Innovation in ITA course design. ITA Professional Symposium, Davis, California, USA.

Franks, S., Spezzini, S., & Prado, J. (2018, March). Sustaining linking words in dialogue: Linking theory and practice. Paper presented at TESOL International Convention and English Language Expo, Chicago, Illinois, USA.

Franks, S., Spezzini, S., & Prado, J. (2017, October). Promoting Pronunciation Pedagogy through Perception, Practice, and Prediction. Paper presented at Southeast TESOL, Birmingham, Alabama, USA.

Franks, S., Spezzini, S., & Prado, J. (2017, March). Phonological Processes and Fluency of NNESTs. Paper presented at TESOL International Convention and English Language Expo, Seattle, Washington, USA.

Watts, P., & Franks, S. (2016, November). From diagnostic assessment to formative assessment: A case study of curricular design and customized instruction. Paper presented at Classroom Assessment for Language Teaching, The University of Arizona, Tucson, Arizona, USA.

Prado, J., Franks, S., & Wheeler, A. (2016, May). Pushing through accent discrimination: Non-native English speaking teachers' negotiation of language and identity. Part of a panel discussion, Revealing transgressive spaces within academic places: Acts of resistance to socially

constructed realities. Twelfth International Congress of Qualitative Inquiry. University of Illinois Urbana-Champaign, Urbana, Illinois, USA.

Franks, S., Spezzini, S. & Prado, J. (2016, April). L2 experiences of NNESTs and their prosodic syllable lengthening. Paper presented at TESOL International Convention and English Language Expo, Baltimore, Maryland, USA.

Franks, S., Spezzini, S., & Prado, J. (2016, February). Length of English vowels produced by Nonnative English speaking teachers. Paper presented at Alabama-Mississippi TESOL, Orange Beach, Alabama, USA.

Prado, J., Franks, S., & Spezzini, S. (2015, October). Going for the goal: Empowering English language learners. Paper presented at Southeast Regional TESOL, New Orleans, Louisiana, USA.

Franks, S. (2014, January). Production and perception of oral and nasal vowels in Brazilian Portuguese: A study of second language acquisition of vowel sounds. Paper presented at Linguistics Colloquium, University of Georgia, Athens, Georgia, USA.

Franks S. & Gilbert, G. (1992, August). The Caribbean connection: Language Change in Popular Brazilian Portuguese and Palenquero. Paper presented at Society for Caribbean Linguistics. The University of the West Indies, Cave Hill, Barbados.

INVITED TALKS, LECTURES, AND WORKSHOPS

Franks, S. & Ingels, S. (2021, March). Supporting ITAs through oral communication courses & more: Inter-unit collaboration. Pronunciation assessment guidelines and best practices in ITA programs. Invited talk for the Speaking Listening Pronunciation Interest Section Intersection. TESOL International Convention and English Language Expo (online).

Franks, S. (January, 2021). Adapting ITA materials for student needs. Illinois ESL Pre-Semester Orientation.

Franks, S. (January, 2021). Using Zoom breakout room techniques for peer collaboration, peer-assessment, and self-assessment. Kyungpook National University Winter Program,

Franks, S. (August, 2020). Teaching a hybrid course (ITA/PRO). Illinois ESL Pre-Semester Orientation.

Franks, S. (November 2017). Promoting Pronunciation through Perception, Practice, and Prediction. ESL Program Professional Development Workshop. University of Illinois at Urbana-Champaign, Urbana, IL.

Franks, S. (October 2017). Promoting Pronunciation Pedagogy through Perception, Practice, and Prediction. Pre-Conference Institute Workshop. Southeast TESOL, Birmingham, AL.

Franks, S. (February 2015). Spoken language assessment through the ACTFL Oral Proficiency Interview. Instruction and Assessment: Listening and Speaking (graduate class), Department of Curriculum and Instruction. School of Education, University of Alabama at Birmingham, Birmingham, AL.

Franks, S. (November 2013). Production of oral and nasal vowels in Brazilian Portuguese: A study of second language acquisition of vowel sounds. Seminar in Second Language Acquisition, Linguistics Program, University of Georgia, Athens, GA.

Franks, S. (October 2006). Using music to teach English as a Foreign Language to children, Professional Workshop Presentation. Curso Especial de Inglês-Flora, Goiânia, Goiás, Brazil.

PROFESSIONAL DEVELOPMENT

Illinois Online Teaching Academy. June 2020.

ION: Overview of Online Instruction. Fall 2019

ION: Student Assessment in Online Courses. Fall 2019

ONGOING RESEARCH PROJECTS

Dialectal Diversity in ESL Materials. Rebecca Sullivan, Suzanne Franks, Lynnelle Brown, Crystal Bonano, Ivan Crespo. Description: This project examines dialectal variation in commercially produced ESL listening materials.

Teacher perception and implementation of intelligibility in pronunciation teaching. Anita Greenfield, Suzanne Franks. Description: This study examines how the concept of intelligibility has been implemented by ESL pronunciation teachers.

SERVICE

Thesis Committees

Thesis Co-Chair, Ivan Crespo (in progress).

Thesis Chair, Rosana Gomez (in progress).

Thesis Co-Chair, Muhammet Gumus (in progress).

Thesis Chair, Ryan Corrigan (in progress).

Thesis Chair, Sarah Morrow, Loanword and onset consonant cluster perception by L1 Korean/L2 English speakers (December 2021). Katharine O. Aston Award for Outstanding Masters Thesis.

Thesis Chair, Xinlei (Dee) Chen, A case study on implicit and explicit online pronunciation tutoring to Chinese international graduate students (June 2021).

Thesis Co-Chair, Linda Sims, Teaching pronunciation as a volunteer ESL tutor: Determining needs and designing support (July 2018).

Thesis Co-Chair, Sebastian Rocheleau, The English IPA ear trainer (December 2018).

Thesis Chair, Kokoro Marumoto, The effects of speech rate and pausing on comprehensibility of non-native English (May 2016).

Department of Linguistics and Program Development

ESL Assessment Committee (Associate chair, ITA/PRO)

ESL- English Proficiency Test (EPT) Committee

ESL Curriculum Committee

ESL Instructional Design Committee

ESL Financial Aid Committee Member, University of Illinois

TESL Curriculum Committee (BA and MA)

MATESL Admissions Committee Member, University of Illinois

MATESL Academic Advisor, University of Illinois

ITA/PRO Rubrics and Objectives Committee

Other Service

Session Chair. Segments & Syllable Structure. Linguistics Symposium on Romance Languages (LSRL 51). (April 2021)

Project co-supervision with John Young of Eva Miszoglád's Online Pronunciation Materials Curriculum Development (Spring 2021).

Project supervision, Online Pronunciation Materials Curriculum Development (Summer, 2020).

MA Exam Committee Member, Chie Nozaki, MA in East Asian Studies (May 2020).

Senator, Faculty Senate, University of Illinois (2018-2020).

Internship Supervisor, Participated in the development of a teaching internship program for non-traditional MATESL students.

ESL Lecturer Search Committee Member, University of Illinois (2018).

ESL Financial Aid Committee Member, University of Illinois (2017-present).

MATESL Admissions Committee Member, University of Illinois (2016-present).

MATESL Academic Advisor, University of Illinois (2015-present).

Interviewer, EPI Fulbright US Student Program grant application. Reviewed, interviewed, and made recommendations to the US Fulbright Program regarding an application (2021).

Reviewer and Interview Consultant, Priority Fulbright US Student Program grant applications. Reviewed and made suggestions for improvement of application packets (2018-2019).

Session Moderator, Portuguese Linguistics in the United States, Athens, GA (November 2013).

Volunteer Tutor, Pinewoods Library, Athens, GA (Fall 2011).

Vacation Bible School Assistant, Community Alliance Church, Athens, GA (Summer 2009, Summer 2010).

Team Leader, Free Will Baptist International Missions (Summer 2000).

Lead a team of high school students on a 3-week summer mission trip to Belo Horizonte, Brazil.

Faculty Search Committee Member (February 1992).

Universidade Federal de Minas Gerais, Belo Horizonte, Brazil.

Christian Service Leader, Welch College, Women's Jail, Nashville, TN (Fall 1986, Spring 1987).

Summer Camp Counselor, Camp Caleb: Christian Camp and Conference Center, Flatgap, KY (Summer 1986).

LANGUAGES

English: native speaker

Portuguese: native speaker

Spanish: Intermediate

AWARDS AND RECOGNITIONS

University of Illinois at Urbana-Champaign, Center for Innovation in Teaching and Learning, Teachers ranked for excellence (2016-2021)

Who's Who Among Students in American Universities and Colleges (1988)

Delta Epsilon Chi Honor Society

PROFESSIONAL ORGANIZATION MEMBERSHIP

Teachers of English to Speakers of Other Languages International Association (TESOL)

American Association for Applied Linguistics (AAAL)

Alabama-Mississippi TESOL