

## Mark Wolfersberger

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### Education

- September, 2007 - PhD in Second Language Teaching and Learning from the University of Auckland; Research topic: the integration of reading and writing during writing-from-sources tasks with L2 students; Research supervisor: Rod Ellis
- April, 2001 - M.A. TESOL from Brigham Young University (Outstanding Thesis Award)
- April, 1998 - B.A. in Japanese Teaching from Brigham Young University

### Experience

Associate Professor at Brigham Young University-Hawaii

September '12 - Present

- Teaching academic English classes for international students in the EIL program
- Teaching classes in the TESOL major
- Hawaii TESOL board member (treasurer)

Assistant Professor at Brigham Young University-Hawaii

December '06 - August '12

- Coordinator for the English as an International Language program
- Teaching academic English classes for international students in the EIL program
- Teaching classes in the TESOL major
- Hawaii TESOL board member (vice president, president, treasurer)

Lecturer at AIS St. Helens, a private university in Auckland, New Zealand

August '04 - June '06

- Teaching academic writing, TEFL Certificate, and linguistics courses
- Developing and coordinating the writing course curriculum across six classes and five teachers
- Auditing assignments and tests created for the Japanese language courses

#### key accomplishments:

- Redesigned the Study Writing course curriculum to better suit the needs of the majority of the student body, which is made up of 80% international students

Writing Program Coordinator at Brigham Young University's English Language Center

August '01 - August '04

- Teaching reading, writing, grammar, listening and speaking, TOEFL preparation, and business English classes
- Supervising classes and curriculum in writing, business English, and TOEFL preparation
- Conducting regular professional development seminars for writing teachers
- Observing and evaluating teachers

#### key accomplishments:

- Developed writing curriculum objectives and a portfolio evaluation system for measuring students' writing progress towards those objectives
- Created a new evaluation survey to help teachers monitor student perceptions of the quality of instruction and learning in the classroom
- Revised teacher evaluation form to match current research on students' evaluations of teachers' performance
- Designed and implemented the business English curriculum
- Chaired a committee that made extensive revisions to the center's grading policy

Lecturer at Brigham Young University

June '02 – August '03

- Taught Linguistics 440 – Principles of Language Acquisition

Instructor at Brigham Young University's English Language Center

January '99 – August '01

- Taught listening and speaking, reading, writing, grammar, business English, and TOEFL test preparation to students with English abilities ranging from beginning to advanced
- Designed and implemented a new course curriculum through which students learned HTML programming to create a class website for publishing their writing
- Created content-based classes for reading, writing, and listening and speaking
- Assisted in organizing and supervising school-wide social activities each semester

Research Assistant for Neil J. Anderson – 2000-2004 TESOL President

April '99 – August '01

- Collected and analyzed second language research data for multiple studies
- Designed research to measure the effect of explicit metacognitive strategy training on student writing improvement
- Designed and maintained class Web pages

Teacher Coordinator of evening community classes at Brigham Young's English Language Center

September '00 – December '00

- Tested and placed students in appropriate classes and levels
- Supervised student teachers
- Provided training and development for student teachers
- Organized mid-semester activities and graduation program

Teacher of ESL and Japanese at Timpview High School, Provo, Utah

January '98 - June '98

- Taught ESL American history and ESL study skills to limited English proficiency students
- Taught first, second, and third year Japanese

**Professional Presentations**

- Applied Linguistics Association of New Zealand (ALANZ) Conference – 2005
- California Writing Project Workshops – 2000
- Center for Research in International Education (CRIE) Conference – 2004, 2005

- Hawaii Department of Education Workshops – 2010, 2011
- Deseret Language and Linguistics Symposium – 2000, 2001
- Hawaii TESOL Convention – 2007, 2011
- Intermountain TESOL Convention – 1999, 2000, 2003
- Symposium on Second Language Writing – 2007
- TESOL Convention – 2001, 2002, 2005, 2006, 2007, 2008, 2009, 2010, 2013

## Publications

- Evans, N. W., Hartshorn, K. J., McCollum, R. M., & Wolfersberger, M. (2010). Contextualizing corrective feedback in second language writing pedagogy. *Language Teaching Research*, 14(4), 445-463.
- Francom, G., Bybee, D., Wolfersberger, M., Mendenhall, A., & Merrill, M. D. (2009). A task-centered approach to freshman-level general biology. *Bioscene, Journal of College Biology Teaching*, 35(1), 66-73.
- Francom, G., Bybee, D., Wolfersberger, M., & Merrill, M. D. (2009). Biology 100: A task-centered, peer-interactive redesign. *Tech Trends*, 53(3), 35-42.
- Wolfersberger, M. (2003). L1 to L2 Writing Process and Strategy Transfer: A look at lower proficiency writers. *TESL-EJ [On-line Serial]*, 7(2), Available at <http://www-writing.berkeley.edu/TESL-EJ/ej26/a26.html>
- Wolfersberger, M. (2004). Creating a writing portfolio assessment system. In *Proceedings of the Centre for Research in International Education International Conference*. Auckland, New Zealand: AIS St. Helens.
- Wolfersberger, M. (2005). Examining the interactions between reading and writing in a second language. *Kansas Journal of Reading*, 21, 15-24.
- Wolfersberger, M. (2009). Nice tower, but it may fall down: A game for teaching modal of probability. In M. S. Andrade (Ed.), *Language games: Innovative activities for teaching English* (pp. 143-150). Alexandria, VA: TESOL.
- Wolfersberger, M. (2009). *Second language writing from sources: An ethnographic study of an argument essay task*. Saarbruken, Germany: VDM.
- Wolfersberger, M. (2013). Refining the construct of classroom-based writing-from-readings assessment: The role of task representation. *Language Assessment Quarterly*, 10, 49-72.

## Professional Affiliations

- Teaching English to Speakers of Other Languages (TESOL) – 1999 to present
- Hawaii TESOL – 2007 to present
- Applied Linguistics Association of New Zealand – 2005 to 2006
- Intermountain TESOL – 1999 to 2004