

Curriculum Vitae

S. CATHERINE HOWELL

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EDUCATION

Boston University, Boston MA

Ph.D., Applied Linguistics 2007

Low-level Second Language (L2) learners' classroom vocabulary acquisition: Effects of intensive repetition and classroom context

M. A., Applied Linguistics, 1999

Norwegian Possessives

University of Pennsylvania, State College, PA

Summer Institute in Applied Linguistics, 2005

Duke University, Durham NC

B. A., *summa cum laude*, 1995

Majors: Spanish and Comparative Area Studies

Honors Thesis: "Power, Prestige and Public Bilingual Education: Chiapas and Dade County"

Foreign Study: **Davidson College** in Wuerzburg, Germany. 1993-1994

Rotary Youth Exchange program to Valencia, Spain. 1988-1989

ENGLISH TEACHING EXPERIENCE

Max Planck Institute for Software Systems, Saarbruecken, Germany

English Support Services Provider: 2008

- Conduct needs analysis for English support services for students and staff at a graduate program in Computer Science
- Develop and implement program

St. Mark Community Education Program, Dorchester, MA

Program Director: 2002- 2007

- Coordinate program, classes, data collection, teaching and tutoring schedules
- Develop funding, curriculum, intake, placement, and assessment
- Supervise volunteer and teacher training
- Oversee ESOL and citizenship assistance programs

English as a Second Language Instructor: 2002-2006

- Integrated Skills: low-intermediate
- Literacy English: beginning

Harvard University Intensive English Language Program, Cambridge, MA

English as a Second Language Instructor: summer 2000, 2001, 2002, 2003, 2004

- Communications Workshop: advanced
- Academic Discussion: advanced
- Academic Writing: advanced
- Integrated Skills: high-intermediate

Center for English Language and Education Programs, Boston, MA

English as a Second Language Instructor: 1999-2005

- Integrated Skills Core class: low-intermediate, advanced
- Business English Core class: advanced (co-taught)

- Media and the News elective: intermediate, advanced
 - Writing Workshop elective: high intermediate, advanced
 - TOEFL elective: intermediate
 - Listening, Speaking and Pronunciation elective: intermediate
 - Communications elective: beginning
 - English Communications Skills: advanced
- English as a Second Language Teaching Assistant: 1998*
- Integrated Skills Core Class: intermediate (co-taught)

New England School of English, Cambridge, MA

English as a Second Language Instructor: summer 2000

- Grammar: intermediate and advanced
- Reading/writing: intermediate and advanced
- Conversation: intermediate and advanced

Donnelly College, Kansas City, KS

English as a Second Language Instructor: summer 1999

- Listening/speaking and Grammar: intermediate and advanced
- Reading and Vocabulary: intermediate and advanced

EF (Education First), Boston, MA

English as a Second Language Instructor: summer 1998

- Grammar, Listening, and Speaking: intermediate
- Reading and Writing: intermediate and advanced
- Vocabulary: beginning and intermediate
- Conversation: beginning
- Content areas: Fiction by American women of color, English Linguistics: advanced

Durham Technical Community College, Durham, NC

English as a Second Language Instructor: 1996-1997

- Integrated Skills: advanced

Wake Technical Community College, Raleigh, NC

English as a Second Language Instructor: 1996-1997

- Integrated Skills: intermediate

UNIVERSITY TEACHING EXPERIENCE

Boston University School of Education, Boston, MA

Lecturer: Introduction to Language and Language Acquisition, spring 2002

- Designed and taught combined introduction to linguistics and language acquisition course.

Boston College Department of Slavic Languages, Chestnut Hill, MA

Lecturer: Language in Society, fall 2001

- Designed and taught introductory sociolinguistics course

Boston University Department of Modern Foreign Languages, Boston, MA

Teaching Assistant: Introduction to Phonetics, fall 1999

- Tutored students and graded homework, projects and exams
- Lectured on acoustics

PUBLICATIONS AND PRESENTATIONS

Howell, S. Catherine. 2008. Vocabulary recycling in beginning classrooms: classroom observations and pedagogical implications. AILA 2008 presentation. Essen, Germany.

- Howell, S. Catherine. 2005. Vocabulary Acquisition from oral input in low-level ESL classrooms. AILA 2005 presentation. Madison, WI.
- Howell, S. Catherine. 2005. Making a book of student writing. MATSOL Adult, Workplace, and Higher Education Conference demonstration. Boston, MA.
- Howell, S. Catherine. 2005. A classroom-based typology of vocabulary recycling. TESOL 2005 poster. San Antonio, TX.
- Howell, S. Catherine. 2005. Methods for studying low-level second language vocabulary teaching practices. TESOL doctoral workshop presentation. San Antonio, TX.
- Howell, S. Catherine. 2004. Methods for studying low-level second language (L2) learners' classroom vocabulary acquisition. EUROSLA doctoral workshop presentation. San Sebastian, Spain.
- Howell, S. Catherine. 2003. Vocabulary Teaching in a Low-level Adult ESL Class. AAAL 2003 presentation. Arlington, VA.
- Howell, S. Catherine. 2002. Review of *Vocabulary: Description, acquisition and pedagogy*. Ed. Norbert Schmitt and Michael McCarthy. *MATSOL Currents*. 28(1). 28, 34.
- Howell, S. Catherine. 2002. Review of *Sociocultural Approaches to Second Language Learning*, Ed. James Lantolf. *Studies in Second Language Acquisition*. 24(3). 490-1.
- Howell, S. Catherine and Susannah M. Givens. 2001. Tracking the Development of Students' Written Explanations in Mathematics: Why Roses are Not Necessarily Red. Paper Presented at the Annual Spring Colloquium on Research in Mathematics and Science Education. University of Massachusetts Lowell.
- Givens, Susannah M. and S. Catherine Howell. 2001. Tracking the Development of Students' Written Explanations in Mathematics: Why Roses are Not Necessarily Red. *Annual Spring Colloquium Journal on Research in Mathematics and Science Education*. University of Massachusetts Lowell. 5: 12-20.
- Howell, S. Catherine, Fish, Sarah A., and Keith-Lucas, Thea, Eds. 2000. *Proceedings of the Twenty-Fourth Annual Boston University Conference on Language Development*. Somerville: Cascadilla Press.

OTHER EXPERIENCE

Boston University Program in Applied Linguistics, Boston, MA

Co-coordinator for the Boston University Conference on Language Development: 1998-1999

- Coordinated submissions, reviews, and on-site activities

Boston University School of Education, Boston, MA

Research Assistant: 1999-2001, 2003-2005

- Tested elementary talented school math students, mostly bilingual
- Developed a rubric for written mathematical explanations
- Tracked the development of explanations through qualitative and quantitative analyses
- Assisted professor studying classroom discourse in math classroom
- Videotaped classroom data, developed testing materials, coded qualitative data

Research Assistant: 2002

- assisted professor with writing an English pronunciation textbook

PROFESSIONAL ASSOCIATIONS

TESOL, 1998- present

MATSOL, 1999- present

AAAL: 2001-present
EUROSLA: 2004-2006

LANGUAGES

- Spanish: fluent
- German: fluent
- French: working knowledge