Angela Meyer Sterzik
CURRICULUM VITAE

Personal Profile

I became interested in linguistics and language acquisition when I began studying German and moved to Austria. While there, I taught EFL for Business Purposes while I continued to improve my second language. Since returning to North America, I have completed my PhD in Linguistics & Applied Linguistics, an MA in Applied Linguistics, and a Graduate Certificate in TESOL. Prior to immigrating to the USA, I was a Professor in and the Coordinator of an accredited TESOL program, the level-leader for the advanced EAP program, and a Professor of WRIT: Reason & Writing at Fanshawe College. I have also taught post-graduate TEFL certification; undergraduate Writing, Liberal Arts, Applied Linguistics; and Associate degree-level Communications and Liberal Arts.

Education

PhD: Applied Linguistics   **2017**
York University
Research: L1 and L2 Tertiary Students' Cognitive Processes while Reading Academic Texts for Academic Writing Tasks

Master of Arts: Applied Linguistics   **2008**
York University *(A+ average)*
Research: Oral/Aural Communication Strategies in L1 & L2 in Intercultural Contexts

Conestoga College   **2004**
Graduate TESOL Certificate (*Graduated with distinction)*

University of Waterloo   **2001**
Honors Bachelor of Arts: Recreation and Leisure Studies: Therapeutic Specialization

Credit Teaching and Curricular Experience

University of Tampa   **Aug. 2022 – current**

- Academic Writing Program

Saint Leo University (Adjunct)   **Aug. 2022 – May 2023**

- ENG 110: How to Write Well
- ENG 121: Academic Writing I: Reading, Writing, & Rhetoric
- ENG 122 Academic Writing II: Writing & Research

Fanshawe College – Language and Liberal Studies Faculty   **2009 – Jan. 2022**

- WRIT: Reason and Writing Professor
- Graduate TESOL Program: Academic Coordinator, Professor, Mentor & Practicum Supervisor
- Advanced EAP Program Curriculum Writer & Team Lead

Goethe University Frankfurt am Main: IEAS Faculty 2014

Visiting Scholar & Professor in the Institute for English and American Studies (B.Ed).

- Course Developer, Director, and Professor: Texts in Schools: Reading and Writing in L2

York University: Liberal Arts: Professional Writing Faculty 2010-2012

- WRIT 1300: Theories of Writing Course Director and Lecturer (2011)
- WRIT 1300: Theories of Writing (T.A.: 2010, 2012)

Conestoga College 2008-2010

- COMM 1490 (Advanced Report Writing and Presentation Skills) Professor
- LIBS 1540 (Student Success for Higher Learning) Professor

 Post-degree TESOL Program

- Teaching Vocabulary, Reading & Writing (TESL 8070) Professor
- Teaching Listening & Speaking/Pronunciation (TESL 8080) Professor
- L2 Assessment (TESL 8090) Professor

Wilfrid Laurier University 2008 & 2009

In conjunction with Conestoga College

Post-graduate TEFL Certificate Program

- TEFL 006: Theory and Methodology of Teaching Reading & Writing Curriculum Developer and Professor
- TEFL 007: Theory and Methodology of Teaching Listening & Speaking Curriculum Developer and Professor
- TEFL 008: Theory and Practice of L2 Assessment Professor

Preparatory & Non-Credit Teaching and Curricular Experience

Fanshawe College – English Language Institute 2009–Jan. 2022

- Curriculum Writer, Team Lead and Professor: Advanced EAP (Level 10)
- Interim Leader and Professor: Level 9
- EAP Curriculum Review Committee Member (F 2010-F 2011, 2015)
  (Sabbatical 2013/14 Academic Year)

Conestoga College – English Language Institute 2004-2009

- Professor and Curriculum Review Team Member Occupational Specific Language Training for foreign-trained Health Care Workers: Federal Pilot Program through Immigration, Refugees and Citizenship Canada and Colleges Ontario: 2009
- Professor EAP Program: Beginner, Intermediate, and Advanced Reading, Writing, Grammar, Listening/ Speaking, Pronunciation

Academic Service

TESL Ontario's College/University Committee   **2019-Jan. 2022**

TESL Ontario's Accreditation Standards Committee   **2019-Jan. 2022**

TESL Ontario's TESL Program Directors (Member)   **2009-Jan. 2022**

In-house PD Coordinator   **2016- Jan. 2022**

Fanshawe College TESOL & Intercultural Competence Program Developer   **2017**
- Work closely with Centre for Academic Excellence, Associate Dean, & Dean
- Created Course Descriptions & Delivery Model for approvals:
  - OCQAS (CVS)
  - MTCU (Ministry of Training: Colleges and Universities)
  - TESL Ontario
- Assisted with Business Plan & Budget
- Assisted with Curricular Mapping (VLOs & EESOs)

Related Accreditation

TESL Canada   **2012-Current**
- Granted Highest Level of Accreditation: Level 3 Permanent

TESL Ontario   **2004-Current**
- Teacher Trainer: Academic Coordinator, Practicum Supervisor, Methodology Instructor, and Theory Instructor   (2009)
- OCELT (Ontario Certified English Language Teacher)   (2004)
- Post-TESL Certificate Trainer: EAP Specialisation   (2019)

Peer Reviewed Activity

World Congress of Applied Linguistics (AILA) 2020   **August 2021**
(postponed to 2021)
Language and Task Effects on the Inferencing Processes of Skilled Readers in L1 and L2 for Two Academic Tasks
Inference models based on narrative texts do not necessarily apply to expository texts; elaboration of current models is required for expository reading research (Lorch, 2015). This presentation details an extended model of narrative-based inferences (see Cook & O'Brien, 2014; Graesser et al., 1994; Trabasso et al., 1989; van den Broek et al., 2001; Zwaan & Singer, 2003) accounting for expository differences such as textual complexity, reading purpose, and decreased background knowledge (Lorch, 2015). Framed with this expanded model, the study investigated the inferencing processes of skilled, tertiary-level L1 (German) and L2 (English) readers for language and task effects on inference types, frequency and distribution. Participants read two expository texts (L1 & L2) in two academic task conditions: a summary task and a position-paper task. The results showed task and language effects on inferencing processes.

Hawai'i International Conference on English and Literature   **March 2020**
Michele Muller & Angela Meyer Sterzik
Student Perceptions of the Effectiveness of Contemporary Literature-based Drama in an EAP Program
Intensive English for Academic Purposes (EAP) programs are concerned with bridging gaps between students' linguistic and academic knowledge and skills for tertiary-level education (2nd Author, 2012, 2018). EAP curricula are often task-based, necessitating classroom activities and assessments that are parallel to those in the target context (Skehan, 1998; Ellis, 2009); thus, they tend to frame language teaching with academic lectures, texts, and assignments. These academic tasks do not generally include performance arts. However, recent research has reported benefits from drama in EAP programs, including decreasing affective barriers and improving perceptions of overall language proficiency (Carson, 2012), improving oral proficiency for Graduate-level oral exams (Gray, 2015), and increasing learner motivation (Reid, 2016). This paper reports the findings of a study exploring the students' perceptions of the effects of drama. Quantitative data (n=142) include student rankings of the level of drama's effects on affective factors, classroom and group dynamics, and language learning. Additionally, semi-structured interviews were conducted, recorded, and transcribed with one complete, intact class at the end of the drama course (n=21). Results showed students perceived that drama had strong and very strong positive effects on 14 of 24 areas of inquiry and felt that drama was a useful way to learn English in an EAP program.

International Association of TBLT Conference   **Aug. 2019**

Applying Needs Analysis Findings to EAP with TBLT
TBLT tasks must be linked to the 'real-world' (Skehan, 1998); the 'real-world' for EAP students is post-secondary contexts. Further, TBLT tasks focus on meaning, close a 'gap', include students' linguistic resources, and have a defined outcome (Ellis, 2009) while including notions of authenticity, purposeful use, and focused and unfocused tasks. Thus, participants will be placed into 'language skill groups' to create a 'capstone' (major summative assessment) task for their language skill in relation to the TSA findings and TBLT theory and practice (e.g. communicative, learner-centred, focus on form, input & output). Participants will analyse their capstone task for major grammatical, pragmatic, semantic, lexical etc. requirements and describe several possible pre-capstone teaching points and tasks that could be included to scaffold student success. A jigsaw activity will follow. In conclusion, this workshop will present TBLT tasks and rubrics implemented by the EGAP program for discussion, critique, and suggestions.

Asian EFL Journal Quarterly   **2018**
How do we teach them all? The Needs Analysis for a Pre-Sessional EGAP Curricular Review
Making EAP course outcomes congruent with post-secondary demands requires a needs analysis, in which a target situation analysis is imperative (Bocanegra-Valle, 2016; Hyland, 2016; Cabinda, 2013; Rosenfeld, Leung, & Oltman, 2001; Upton, 2012). This article details the theoretical considerations for a needs analysis, and reports the quantitative findings of a target situation analysis completed for a pre-sessional EGAP program at a Canadian College. 51 Professors from the college and a university completed questionnaires ranking academic tasks necessary for post-secondary success in all four language skill areas (reading, writing, listening, and speaking). 25 of the 43 language tasks were identified as 'approaching very important' and 'very important' to academic success at the tertiary level in Canada. The results indicated that major curricular changes were warranted, especially at the two most advanced levels, and examples are explicated.

TESL Ontario (research paper presentation)   **Nov. 2017**
Going Beyond the Text: The Inferencing Processes of Skilled Readers in L1 & L2 across Reading Tasks
This research presentation provides details of the components in reading comprehension, including strategic reading, but focuses on inferences. 10 types of inferences will be defined specific to academic reading tasks. The study results showed task effects on inference processes in L1 & L2, but they were stronger in L2. The presentation concludes with pedagogical implications for EAP instructors.

TESOL Asia International ESP Conference (paper presentation)   Dec. 2017
How do we teach them all? The Needs Analysis for a Pre-Sessional EGAP Curricular Review

TESL Canada Journal   2012
Angela Meyer Sterzik and Carol Fraser
RC-MAPS: Bridging the Comprehension Gap in the EAP Classroom
An original, pedagogical tool theoretically framed by current reading and cognitive psychology research to explicitly teach critical reading skills. Although presented specifically for L2 learners, the tool is applicable to L1 learners.

TESOL ICIS International Newsletter   2012
Intercultural Experiences Affecting Language Learning
Framed by Maslow's Hierarchy of Needs, this article describes possible intercultural causes to ineffective classroom behaviours by international and recent immigrant students.

Recent Professional Activity

St. George International Teacher Training Institute (Sri Lanka)   July 18, 2021
Invited Plenary Speaker
Using Needs Analyses to Define the Types of Reading Comprehension for Different Academic Tasks

TESL London (invited)   May 15, 2021
Applying Needs Analysis Findings to EAP Curricula
This presentation defines and describes Needs Analyses and their role in L2 curriculum and assessment development, specific to advanced EAP courses across the four language skills. Examples of curricular revisions framed with the theoretical underpinnings of the CLB, the tenets of Task-based Language Teaching, and the quantitative findings of a Needs Analysis, will be discussed. The presentation concludes with a discussion of limitations, next steps, and future needs.

TESL Ontario   2019 & 2020
Panel Presentation: TESL Ontario's College/University Committee
Responding to the growth of English language teaching in Ontario's colleges and universities, TESL Ontario launched a committee to represent its members working at the post-secondary level. This panel will discuss the committee's rationale and strategic goals while responding to emerging issues identified by session participants familiar with the sector.

Oxford University Press   2017 & 2020
Textbook Reviewer
Leu, S. & Neumann, H. (2018). *Academic inquiry 3: Essays and integrating sources.* S. R. Douglas (Ed.). OUP
Jamieson, J.S. & Papple, J. (2018). *Academic inquiry 2: Paragraphs and short essays.* S. R. Douglas (Ed.). OUP
Kalnin, S. & Zayat, J. (Forthcoming). *Communicating with Grammar: Skills for Life 2.* OUP