

ÈVE RYAN

Department of Linguistics
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EDUCATION

University of California, Los Angeles Los Angeles, USA
Ph.D. Education 2019

Concentrations: Human Development and Psychology
Dissertation Title: Examining the influence of out-of-school input on
the lexical development of early-elementary students
in a French-English dual immersion program
Dissertation Chair: Professor Alison L. Bailey

University of California, Los Angeles Los Angeles, USA
M.A. Education 2016

Lancaster University Lancaster, United Kingdom
M.A. Linguistics - Language Testing 2010

Université de Paris III Sorbonne Nouvelle Paris, France
Diplôme d'Études Approfondies 2005
American studies and Anglophone postcolonial literatures

Université de Paris III Sorbonne Nouvelle Paris, France
Licence English 2003
Minor Teaching French as a Foreign Language

PROFESSIONAL APPOINTMENT

University of Alaska Fairbanks 2019-Present
Term Assistant Professor of Applied Linguistics

PUBLICATIONS

Refereed Journal Articles

Ryan, È. (under review). Home literacy environment and vocabulary development among children in a French-English dual language immersion program.

Ryan, È. (revise and resubmit). French vocabulary development of early-elementary students in a dual language immersion program: The role of out-of-school input and output.

Ryan, È. (accepted with minor revisions). Parents' investment in a French-English dual language immersion program in the United States. *Journal of Language, Identity & Education*.

Ryan, È., Bailey, A. L., & Grace, Y. H. (2019). Rethinking the role of transitions between activities in early childhood settings: An examination of their linguistic characteristics in two preschool classrooms. *Journal of Early Childhood Literacy*. <https://doi.org/10.1177/1468798419870596>

Ryan, È., & Brunfaut, T. (2016). When the test developer does not speak the target language: The use of language informants in the test development process. *Language Assessment Quarterly*, 13(4), 393–408. <https://doi.org/10.1080/15434303.2016.1236110>

Book Chapters

Bailey, A., Blackstock-Bernstein, A., **Ryan, È.,** & Pitsoulakis, D. (2016). Data mining with NLP and corpus linguistics: Unlocking access to school-children's language in diverse contexts to improve instructional and assessment practices. In S. El Atia, O. Zaiane, & D. Ipperciel (Eds.), *Data mining and learning analytics in educational research*. Hoboken, NJ: Wiley-Blackwell.

Ryan, È. (2014). Assessing French. In A. J. Kunnan (Ed.), *The companion to language assessment*. Hoboken, NJ: Wiley-Blackwell.

Other Publications

Bailey, A. L., Rivera-Torres, K., Blackstock-Bernstein, A., Pitsoulakis, D., **Ryan, È.,** Linquanti, R., & Haas, E. (2015). *Improving the home language survey questions: Using parent input to refine the measurement of constructs*. Unpublished paper, University of California, Los Angeles.

AWARDS AND HONORS

Midwest Association of Language Testers (MwALT)

2012

Graduate Student Award for Excellence in Language Assessment Research, runner up

GRANTS AND FELLOWSHIPS

Pearson Research Assistance Program	2017
William and Evelyn Hobson Fellowship, UCLA	2013-2016
Conference Travel Grant, School of Education, UCLA	2015 & 2016
Hoyt Scholarship, UCLA	2015
Graduate Summer Research Mentorship, UCLA	2015

CONFERENCE PARTICIPATION

Papers

Ryan, È. (2020). "Vocabulary development of dual language immersion students: The role of print and media exposure." To be presented at the *Second Language Research Forum*. October 23-25.

Ryan, È. (2018). "When parents paint a picture of the out-of-school language support for elementary students in a bilingual program." *American Association of Applied Linguistics (AAAL)*. Chicago, IL. March 24-27.

Rivera-Torres, K., **Ryan, È.**, & Pitsoulakis, D., Bailey, A. L. (2016). "Making sense of stamina: How elementary students self-Assess their oral explanations using a language learning progression." *UCLA Research & Inquiry Conference*. Los Angeles, CA. May 24.

Ryan, È., Bailey, A. L., & Huang, Y. (2016). "Examining teacher talk during transition episodes in two preschool classrooms." *American Association of Applied Linguistics (AAAL)*. Orlando, FL. April 9-12.

Bailey, A., Rivera-Torres, K., Blackstock-Bernstein, A., Pitsoulakis, D., **Ryan, È.**, Linqanti, R. T., & Haas, E. (2016). "Improving home language surveys: Using parent input to refine the measurement of constructs." *American Educational Research Association (AERA)*. Washington, D.C. April 8-12.

Bailey, A., Chang, S., Blackstock-Bernstein, A., **Ryan, È.**, & Pitsoulakis, D. (2015). "Elementary students justifying explanations and reasoning with evidence in academic tasks and

non-academic routines.” *American Educational Research Association (AERA)*. Chicago, IL. April 16-20.

Ryan, È. (2012). “Investigating the test development process when the test developers do not speak the language being assessed.” *International Conference on Language Proficiency Testing in the Less Commonly Taught Languages*. Bangkok, Thailand. August 17-18.

Posters

Rivera-Torres, K., **Ryan, È.**, & Pitsoulakis, D. (2016). “Examining students’ understanding of stamina in math oral explanations using a learning progression-based self-assessment.” *American Educational Research Association (AERA)*. Washington, D.C. April 8-12.

Ryan, È. (2015). “Examining teacher’s language during transitions in a preschool classroom.” *UCLA Research & Inquiry Conference*. Los Angeles, CA. May 28.

Ryan, È. (2014). “Language assessment demands in an interconnected world – Issues of test development.” *UCLA Research & Inquiry Conference*. Los Angeles, CA. June 4.

Ryan, È. (2011). “It takes two to tango: Examining the collaboration between test developers and language informants.” *Language Testing Research Colloquium (LTRC)*. Ann Arbor, MI. June 23-25.

Ryan, È. (2010). “Developing tests when you don’t speak the language: A framework for considering the issues.” *East Coast Organization of Language Testers Conference*. Washington, D.C. October 29-30.

PROFESSIONAL DEVELOPMENT WORKSHOPS

Ryan, È. (2017). “Second language acquisition.” *University of Southern California, Francophone Research & Resource Center*. Professional development workshop for the French Consulate of Los Angeles, CA. November 11-12.

Ryan, È. (2016). “Why choose a bilingual program?” *University of Southern California, Francophone Research & Resource Center*. Professional development workshop for the French Consulate of Los Angeles, CA. March 25.

TEACHING EXPERIENCE

University of Alaska, Fairbanks

Course Instructor (Graduate)

Research Methods in Applied Linguistics (Spring 2020)

Principles of Linguistic Analysis (Fall 2019, Fall 2020)

Course Instructor (Undergraduate)

Language, Linguistics, Education (Spring 2020, Fall 2020)

Second Language Acquisition (Spring 2020)

Theory & Methods of Second Language Teaching (Fall 2019)

Languages of the World (Fall 2019)

Elementary French language (Fall 2020)

University of California, Los Angeles

Teaching Assistant (Undergraduate)

Elementary & Intermediate French language (Fall 2016, Winter 2017, Spring 2017, Fall 2017, Winter 2018, Spring 2018)

Language, Literacy and Academic Development: Educational considerations for School-Age Multilingual and ELL students (Spring 2016)

Cambridge-Ellis Preschool - Cambridge, Massachusetts

French Head Teacher (2011-2013)

SERVICE TO PROFESSION

Ad-hoc Manuscript Reviewer 2019-Present

Foreign Language Annals, Journal of Early Childhood Literacy

American Educational Research Association (AERA) Proposal Reviewer 2015, 2016, 2020

Research & Inquiry Conference Reviewer, UCLA 2015-2016

InterActions Manuscript Reviewer, UCLA 2015

NON ACADEMIC WORK

French Test Development Consultant 2015-2019

Rosetta Stone, telecommuting

Avant Assessment, LLC, telecommuting

Language Test Development Manager 2007-2013

Avant Assessment, LLC, Eugene OR

Intern

2009

Student Assessment Services - Massachusetts Department of Early Education & Care,
Malden MA

Test Development Coordinator

2005-2007

Center for Applied Second Language Studies, Eugene OR

LANGUAGES

French (native), **English** (fluent), **Spanish** (conversational)