

Tony Silva
Professor
Department of English
Purdue University

GENERAL INFORMATION

A. Academic appointments

2005-	Professor and Director of the Graduate Program in Second Language Studies/ESL, Department of English, Purdue University
1997-2005	Associate Professor and Director of the ESL Writing Program. Department of English, Purdue University
1991-1997	Assistant Professor and Director of the ESL Writing Program. Department of English, Purdue University
1990-1991	Assistant Professor and Director of the ESL Program. Department of English, Auburn University

B. Education

Ph.D. English (Rhetoric & Composition & Linguistics) (1990), Purdue University
M.A. Teaching English as a Second Language (1981), University of Illinois at Urbana-Champaign
B.A. Spanish (1977), Kutztown State College
A.A. Liberal Arts (1975), Northampton County Area Community College

C. Memberships in academic, professional, and scholarly societies

Conference on College Composition and Communication (CCCC)
Indiana Teachers of English to Speakers of Other Languages (INTESOL)
National Council of Teachers of English (NCTE)
Teachers of English to Speakers of Other Languages (TESOL)

Section A: TEACHING

1. Courses taught

1991-present: Purdue University, Department of English

English 101I: English Composition I (for ESL students)
English 101M: Cross Cultural Composition
English 106I: First-Year Composition for International Students
English 502E: Practicum in the Teaching of ESL: Writing
English 516: ESL: Theoretical Foundations
English 518: ESL: Curriculum Design
English 617: Contemporary English
English 618: ESL: Research Design for Language and Linguistics
English 619: ESL: Qualitative Research
English 621: Written Communication for International Graduate Students
English 629: Seminar in ESL: Comparing First and Second Language Writing
English 629: Seminar in ESL: Issues in Research and Assessment
English 629: Seminar in ESL: Second Language Acquisition
English 629: Seminar in ESL: Second Language Writing Research
English 629: Seminar in Translingual Writing
English 630: Seminar in Second Language Writing

1990-1991: Auburn University, Department of English

English 180: Cross-Cultural Communication for International Graduate Students: Speaking

English 181: Cross-Cultural Communication for International Graduate Students: Writing

English 624: ESL Theory and Practice

1986-1990: Purdue University, Department of English

English 101: English Composition I

English 101I: English Composition I (for ESL students)

English 002: Written Communication for ESL Graduate Students

English 001T: Classroom Communication for International Teaching Assistants

1985-1986: University of Florida, English Language Institute

Academic Reading and Writing

1979-1985: University of Illinois at Urbana-Champaign, Intensive English Institute/Department of English

Grammar

Writing

Listening Comprehension

Basic Writing

1982 (summer): Harvard University, ESL Program

Integrated Language Skills

Commercial Correspondence

Conversation Skills

2. Contributions in course and curriculum development

a. Designed and developed curricula for ENGL 002, 101I, 102I, 106I, 502P, 502E, 617, 618, 629 (Comparing First and Second Language Writing), 629 (Research & Assessment), 629 (Second Language Acquisition), 629 (Second Language Writing Research), 630 (Seminar in Second Language Writing)

b. Co-designed and co-developed curricula for ENGL 101M, 106I 516, 518

3. Preparation of instructional materials

a. Chose and/or prepared materials for all courses mentioned in A.3 above.

b. Served as senior writer for Vistas: An interactive course in English, Books 1-4. Englewood Cliffs, NJ: Prentice Hall Regents, 1992.

4. Teaching awards

a. Excellence in Teaching Award, Department of English, Purdue University: 1996/1997, 1997/1998, 1999/2000, 2001/2002, 2002/2003, 2003/2004, 2004/2005, 2005/2006, 2007/2008, 2009/2010, 2011/2012, 2012/2013, 2013/2014, 2014/2015 (2), 2015/2016, 2016/2017, 2017/2018, 2018/2019, 2019/2020

b. School of Liberal Arts Departmental Excellence in Teaching Award, 2003/2004

c. College of Liberal Arts Award for Outstanding Graduate Teaching, 2015

d. Inducted into the Purdue Book of Great Teachers, 2018

Section B: CREATIVE ENDEAVOR, RESEARCH, SCHOLARSHIP

1. Published work

a. Books

Silva, T., & Wang, Z. (Eds.), (2021). *Reconciling translanguaging and second language writing*. New York, Routledge/Taylor & Francis.

Silva, T., Wang, J., Zhang, C., & Paiz, J. (Eds.) (2016). *L2 writing in the global context: Represented, underrepresented, and unrepresented voices*. Beijing: Foreign Language Teaching and Research Press.

de Oliveira, L.C., & Silva, T. (Eds.) (2016). *Second language writing in elementary classrooms: Instructional issues, content-area writing, and teacher education*. London: Palgrave Macmillan.

McIntosh, K., Pelaez-Morales, C., & Silva, T. (Eds.) (2016). *Graduate studies in second language writing*. Anderson, SC: Parlor Press.

de Oliveira, L.C., & Silva, T. (Eds.) (2013). *L2 writing in secondary classrooms: Student experiences, academic issues, and teacher education*. New York, NY: Routledge/Taylor and Francis.

Silva, T., & Matsuda, P.K. (Eds.) (2010). *Practicing theory in second language writing*. West Lafayette, IN: Parlor Press.

Leki, I., Cumming, A., & Silva, T. (2008). *A synthesis of research on second language writing in English*. New York, NY: Routledge.

Matsuda, P.K., & Silva, T. (Eds.) (2005). *Research on second language writing: Perspectives on the construction of knowledge*. Mahwah, NJ: Lawrence Erlbaum Associates.

Silva, T., & Matsuda, P.K. (Eds.) (2001). *Landmark essays on ESL writing*. Mahwah, NJ: Lawrence Erlbaum Associates.

Silva, T., & Matsuda, P.K. (Eds.) (2001). *On second language writing*. Mahwah, NJ: Lawrence Erlbaum Associates.

Silva, T., Brice, C., & Reichelt, M. (1999). *Selected bibliography of recent scholarship in second language writing*. Stamford, CT: Ablex Publishing Corporation.

b. Book chapters

Sun, Y., Yang, K., & Silva, T. (Forthcoming, 2020). *Multimodality in L2 writing: Intellectual roots and contemporary developments*. In Shin, D-s, Cimasko, T., & Yi, Y., *Multimodal Composing in K-16 ESL and EFL Education: Multilingual perspectives*.

Silva, T. (2017). Developing a flexible, in-sessional EAP writing program for undergraduates at a large research university in the United States. In J. Bitchener, N. Storch, & R. Wette, *Teaching writing for academic purposes to multilingual students: Instructional approaches*. New York, NY: Routledge.

de Oliveira, L.C., & Silva, T. (2016). Second language writing in elementary classrooms: An overview of issues. In de Oliveira, L.C., & Silva, T. (Eds.), *Second language writing in elementary classrooms: Instructional issues, content-area writing, and teacher education*. London: Palgrave Macmillan.

Cimasko, T., & Silva, T. (2016). Knowledge consumer to knowledge producer: Preliminary exams and the prospectus. In K. McIntosh, C. Pelaez-Morales, & T. Silva (Eds.), *Graduate studies in second language writing*. Anderson, SC: Parlor Press.

Silva, T. (2015). Writing instruction for matriculated international students: A lived case study. In N. Evans, N. Anderson, & W. Eggington (Eds.), *ESL readers and writers in higher education: Understanding challenges, providing support* (pp. 64-79). New York, NY: Taylor & Francis/Routledge.

de Oliveira, L.C., & Silva, T. (2013). On the radar screen and the need to focus on L2 writing in secondary classrooms. In L. C. de Oliveira & T. Silva, (Eds.) *L2 writing in secondary classrooms: Student experiences, academic issues, and teacher education* (pp. 1-5). New York, NY: Routledge/Taylor and Francis.

Leki, I., Cumming, A., & Silva, T. (2006). Second-language composition teaching and learning. In P. Smagorinsky (Ed.), *Research in composition: Multiple perspectives on two decades of change* (pp. 141-169). New York, NY: Teacher's College Press.

Silva, T. (2005). On the philosophical bases of inquiry in second language writing: Metaphysics, inquiry paradigms, and the intellectual zeitgeist. In P.K. Matsuda & T. Silva (Eds.) *Research on second language writing: Perspectives on the construction of knowledge* (pp. 3-15). Mahwah, NJ: Lawrence Erlbaum Associates

Silva, T., Reichelt, M., Chikuma, Y., Duval-Couetil, N., Mo, R.P.L., Velez-Rendon, G., & Wood, S. (2003). Second language writing up close and personal: Some success stories. In B. Kroll (Ed.), *Exploring the dynamics of second Language writing* (pp. 93-114). New York: Cambridge University Press. [Reprinted in *The Wadsworth Handbook*, 7th Edition, edited by L. Kirschner, & S. Mandell]

Silva, T. (2002). From the working class to the writing class: A second generation American teaches second language writing. In L. Blanton & B. Kroll (Eds.), *ESL composition tales: Reflections on teaching* (pp. 63-82), Ann Arbor, MI: University of Michigan Press.

Silva, T., & Matsuda, P.K (2002). Writing. In N. Schmitt (Ed.) *An introduction to applied linguistics* (pp. 251-266). London: Edward Arnold Publishers Limited.

Silva, T. (1997). Differences in ESL and native English speaker writing: The research and its implications. In J. Butler, J. Guerra, & C. Severino (Eds.), *Writing in multicultural settings* (pp. 209-219). New York: Modern Language Association.

Silva, T. (1990). Second language composition instruction: Developments, issues, and directions in ESL. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 11- 23). New York: Cambridge University Press.

Silva, T. (1984). Teacher-made videotape materials for the second language classroom. In S. Savignon & M. Berns (Eds.), *Initiatives in communicative language teaching* (pp. 137-153). Reading, MA: Addison Wesley.

c. Refereed articles

Silva, T., Zhang, C., Chen, Y., Li, Y., Wang, Z., & Sun, Y. (Forthcoming, 2020). Doctoral study in second language writing studies in the United States: Some Chinese students' perspectives. *Chinese Journal of Second Language Writing*.

Silva, T., & Leki, I. (2004). Family matters: The influence of applied linguistics and composition studies on second language writing studies—past, present, and future. *Modern Language Journal*, 88(1), 1-13.

Silva, T., Brice, C., Kapper, J., Matsuda, P.K., & Reichelt, M. (2001). Twenty-five years of scholarship on second language writing processes: 1976-2000. *International Journal of English Studies*, 1(2), 211-240.

Matsuda, P.K., & Silva, T. (1999). Cross cultural composition: Mediated integration of US and international students. *Composition Studies*, 27(1), 15-30.

Silva, T., Leki, I., & Carson, J. (1997). Broadening the perspective of mainstream composition studies: Some thoughts from the disciplinary margins. *Written Communication*, 14(3), 398-428. [Reprinted in I.L. Clark (Ed.) (2012). *Concepts in composition: Theory and practice in the Teaching of Writing* (pp. 339-356). New York, NY: Routledge.]

Reichelt, M., & Silva, T. (1994/1995). Cross cultural composition. *TESOL Journal*, 5(2), 16-19.

Silva, T. (1994) An examination of writing program administrators' options for the placement of ESL students in first year writing classes. *Writing Program Administration*, 18(1/2), 37-43.

Silva, T. (1994). Resources for prospective teachers of ESL writers. *English in Texas*, 25(3), 8-10.

Silva, T., Reichelt, M., & Lax-Farr, J. (1994). Writing instruction for ESL graduate students: Examining issues and raising questions. *ELT Journal*, 48(3), 197-204.

Silva, T., & Nicholls, J. (1993). College students as writing theorists: Goals and beliefs about writing. *Contemporary Educational Psychology*, 18(3), 281-293.

Silva, T. (1993). Toward an understanding of the distinct nature of second language writing: The ESL research and its implications. *TESOL Quarterly*, 27(4), 657-677. [Reprinted in T. Silva & P.K. Matsuda (Eds.) (2001), *Landmark essays in ESL writing* (pp. 191-208). Mahwah, NJ: Lawrence Erlbaum Associates]

Harris, M., & Silva, T. (1993). Tutoring ESL students: Issues and options. *College Composition and Communication*, 44(4), 525-537. [Reprinted in January 1996 and January 1999 in S. Morahan's *Background readings, an ancillary accompanying The Bedford Guide for College Writers*, 4th and 5th editions by X.J. Kennedy, D. Kennedy, and S. Holladay] [Reprinted in 2004 in T.T. Johnson's *Teaching composition: Background readings*, 2nd edition. Bedford/St. Martin's Press]

Silva, T. (1992). L1 vs. L2 writing: ESL graduate students' perceptions. *TESL Canada Journal*, 10(1), 27-47.

d. Invited articles/chapters

Silva, T. (2013). Second language writing: Talking points. *Journal of Second Language Writing*, 22(4), 432-434.

Silva, T. (2012). *JSLW@20: The prequel and the inside story* (with several previously unpublished bonus texts). *Journal of Second Language Writing*, 21(3), 187-194.

Silva, T., McMartin-Miller, C., & Cimasko, T. (2012). Recent scholarship on technology and second language writing: An annotated bibliography. In G. Kessler, A. Oskoz, & I. Elola (Eds.), *Technology across writing contexts and tasks* (pp. 317-338). CALICO Monograph Series, Volume 10.

Silva, T. (2011). Second language writing in the 21st century. *Foreign Languages and Their Teaching*, 256, 17-23. [Reprinted (2012) in *English writing in social-cultural contexts: Proceedings of the 7th international conference on teaching & researching EFL writing in China* (pp. 1-25). Beijing, China: Foreign Language Teaching and Research Press.]

Silva, T., & Brice, C. (2004). Research in teaching writing. *Annual Review of Applied Linguistics*, 24, 70-106.

Silva, T. (2000). ESL writing: Past, present, and future. *HOW: A Colombian Journal for English Teachers*, 7, 28-39.

Santos, T., Atkinson, D., Erickson, M., Matsuda, P.K., Silva, T. (2000). On the future of second language writing: A colloquium. *Journal of Second Language Writing*, 9(1), 1-20.

e. Introductions/Prefaces

Silva, T., & Matsuda, P.K. (2010). Introduction. In Silva, T. Silva & P.K. Matsuda (Eds.), *Practicing Theory in Second Language Writing*. West Lafayette, IN: Parlor Press.

Silva, T., & Matsuda, P.K. (2001). Preface. In T. Silva & P.K. Matsuda (Eds.), *On Second Language Writing* (pp. xi-xvi). Mahwah, NJ: Lawrence Erlbaum Associates.

Matsuda, P.K., & Silva, T. (2001). Introduction. In T. Silva and P.K. Matsuda, (Eds.), *Landmark Essays in ESL Writing* (xiii-xxv). Mahwah, NJ: Lawrence Erlbaum Associates.

f. Position paper

Matsuda, P.K., Anokye, D., Casanave, C.P., Fox, H., Silva, T., Valdés, G., & Weissberg, B. (2001). CCCC statement on second language writing and writers. *College Composition and Communication*, 52(4), 669-674.

g. Encyclopedia/Handbook entries

Silva, T. (2016). An overview of the disciplinary development of second language writing studies. *Handbook of Second Language Writing*. Berlin: deGruyter Mouton.

Silva, T. (2006). Second language writing. *Encyclopedia of language and linguistics*, 2nd edition (Volume 11, pp. 111-117). Oxford, UK: Elsevier

Silva, T (1994). ESL composition. In A. Purves (Ed.), *Encyclopedia of English studies and language arts* (pp 435-437). Urbana, IL: National Council of Teachers of English.

h. Annotated Bibliographies

Silva, T., Yang, K., & Wang, Z. (2017-2020). 50, 1-12; 49, 1-11; 48, 1-11; 47, 1-11; 46, 1-12; 45, 93-104; 44, 97-109; 43, 91-102; 42, 79-85; 41, 83-91; 40, 93-100, 101-118; 38, 72-78; 37, 39-45; 36, 90-96.

Silva, T., Velázquez, A., & Yang, K. (2016-2017) Bibliography of recent scholarship in second language writing. *Journal of Second Language Writing*, 35, 66-73; 34, 34-31; 33, 35-42; 32, 58-66.

Silva, T., & Velázquez, A. (2015-2016) Bibliography of recent scholarship in second language writing. *Journal of Second Language Writing*, 31, 3-8; 30, 58-65.

Silva, T., & Paiz, J. (2012-2015). Bibliography of recent scholarship in second language writing. *Journal of Second Language Writing*, 29, 95-103; 28, 68-75; 27, 55-62; 26, 99-106; 25, 68-76; 24, 111-118; 23, 96-103; 22(4), 451-459; 22(3), 346-353; 22(2), 210-215; 22(1), 87-93; 21(4), 416-427; 21(3), 306-316.

Silva, T., & McMartin-Miller, C. (2009-2012). Bibliography of recent scholarship in second language writing. *Journal of Second Language Writing*, 21(2), 181-186; 21(1), 76-80; 20(4), 306-311; 20(3), 231-236; 20(2), 162-166; 20(1), 86-90; 19(4), 329-243; 19(3), 178-182; 19(2), 114-119; 19(1), 49-54; 18(4), 297-302.

Silva, T., & Cimasko, T. (2006-2009). Bibliography of recent scholarship in second language writing. *Journal of Second Language Writing*, 18(3), 214-220; 18(2), 141-146; 18(1), 61-67; 17(4), 306-311; 17(3), 208-215; 17(2), 119-124; 17(1), 61-67; 16(4), 273-280; 16(3), 210-217; 16(2), 118-124; 16(1), 54-61; 15(4), 331-337; 15(3), 250-258; 15(2), 150-157.

Silva, T., & Patton, E. (2004-2006). Bibliography of recent scholarship in second language writing. *Journal of Second Language Writing*, 15(1), 69-77; 14(4), 280-287; 14(3), 206-212; 14(2), 144-151; 14(1), 63-70; 13(4), 349-357; 13(3), 243-250.

Silva, T., & Kapper, J. (2001-2004). Bibliography of recent scholarship in second language writing. *Journal of Second Language Writing*, 13(2), 153-161; 13(1), 87-96; 12(4), 405-416; 12(3), 297-307; 12(2), 211-220; 12(1), 107-119; 11(4), 351-359; 11(3), 247-258; 11(2), 161-171; 11(1), 73-83; 10(4), 305-313; 10(3), 213-223.

Silva, T., Moore, J., & Matsuda, P.K. (2001) Bibliography of recent scholarship in second language writing. *Journal of Second Language Writing*, 10(1/2), 125-135.

Silva, T., & Matsuda, P. K. (1998-2000) Selected bibliography of recent scholarship in second language writing. *Journal of Second Language Writing*, 9(3), 321-333; 9(2), 193-205; 9(1), 89-98; 8(3), 339-349; 8(2), 205-211; 8(1), 99-108; 7(3), 347-359; 7(2), 243-251; 7(1), 101-109.

Silva, T., & Brice, C. (1995-1997). Selected bibliography of recent scholarship in second language writing. *Journal of Second Language Writing*, 6(3), 313-326; 6(2), 207-217; 6(1), 89-101; 5(3), 295-309; 5(2), 183-192; 5(1), 77-86; 4(3), 287-298; 4(2), 197-206; 4(1), 71-81.

Silva, T., & Reichelt, M. (1993-1994). Selected bibliography of recent scholarship in second language writing. *Journal of Second Language Writing*, 3(3), 291-300; 3(2), 165-173; 3(1), 69-80; 2(3), 279-285; 2(2), 173-177; 2(1), 91-95.

i. Commentary

Silva, T. (1998). The author responds. *TESOL Quarterly*, 32(2), 342-351.

Silva, T. (1997). On the ethical treatment of ESL writers. *TESOL Quarterly*, 31(2), 359-363.

Silva, T. (1988). Comments on Vivian Zamel's "Recent research on writing pedagogy." *TESOL Quarterly*, 22(3), 517-520.

j. Newsletter Articles (refereed)

Silva, T. (Under Review). Developing an understanding of translingual writing: A resource for graduate educators. *SLW News: The Newsletter of the Second Language Writing Interest Section*, March 2021.

Silva, T., Sun, Y., Lucas, K., Panahi Lazarjani, P. & Zhang, Q. (2019), Scholarship on L2 writing in 2018: The year in review. *SLW News: The newsletter of the Second Language Writing Interest Section*, November 2019.

Silva, T., Yang, K., Shin, J., Sun, Y., & Tran, P.M. (2018). Scholarship on L2 writing in 2017: The year in review. *SLW News: The newsletter of the Second Language Writing Interest Section*, October, 2018.

Silva, T., Yang, K., Shvidko, E., & Shin, J. (2017). Scholarship on L2 writing in 2016: The year in review. *SLW News: The newsletter of the Second Language Writing Interest Section*, October, 2017.

Silva, T., Chen, Y., Velazquez, & Yang, K. (2016). Scholarship on L2 writing in 2015: The year in review. *SLW News: The newsletter of the Second Language Writing Interest Section*, October 2016.

Silva, T., Thomas, S., Park, H., Zhang, C., and Chen, Y. (2015). Scholarship on L2 writing in 2014: The year in review. *SLW News: The newsletter of the Second Language Writing Interest Section*, March 2015.

Silva, T., Thomas, S., Park, H., and Zhang, C. (2014). Scholarship on L2 writing in 2013: The year in review. *SLW News: The newsletter of the Second Language Writing Interest Section*, November 2014.

Silva, T., Lin, M-H., Randrianasolo, S., & Thomas, S. (2013). Scholarship on L2 writing in 2012: The year in review. *SLW News: The newsletter of the Second Language Writing Interest Section*, November 2013.

Silva, T., Pelaez-Morales, C., McMartin-Miller, C., and Lin, M-H. (2012). Scholarship on L2 writing in 2011: The year in review. *SLW News: The newsletter of the Second Language Writing Interest Section*, November 2012.

Silva, T., McMartin-Miller, C., & Jayne, V., & Pelaez-Morales, C. (2011). Scholarship on L2 writing in 2010: The year in review. *SLW News: The newsletter of the Second Language Writing Interest Section*, December 2011.

k. ERIC Documents

Silva, T. (1989). A critical review of ESL composing process research. ERIC Document 305820.

Silva, T. (1987). ESL composition: An historical perspective. ERIC Document 282442.

Silva, T. (1983). A review of the research on the evaluation of ESL writing. ERIC Document 309643.

l. Reviews

Silva, T. (1985). Review of *Follow me to San Francisco* (S. Griffin & J. Caden). In N. Gillespie (Ed.), *Studies in Language Learning* (pp. 121-122). Urbana, IL: Language Learning Laboratory of the University of Illinois, 1985.

Silva, T. (1983). Review of *Notion by notion: Beginning ESL practice book*. In M. Saltarelli (Ed.), *Studies in Language Learning* (pp. 125-126). Urbana, IL: Language Learning Laboratory of the University of Illinois.

m. Teaching Materials

Silva, T. (2004). On ESL writers and ESL Writing. In C. Glenn, R.K. Miller, & S.S. Webb, *Instructor's Flex-Files for Hodges' Harbrace Handbook*, 15th edition. (pp. 171-180) Boston, MA: Heinle, 2004. Also published in C. Glenn, R.K. Miller, & S.S. Webb, *Flex-Files for The Writer's Harbrace Handbook*, 2nd edition (pp.209-218). Boston, MA: Heinle, 2004

2. Conference Papers

a. International

The rise and fall of a successful graduate program in second language studies. Symposium on Second Language Writing, November 13-16, 2019, Tempe, AZ.

An exercise in humility: Spanish 301 [Un ejercicio de humildad: Español trescientos uno]. TESOL, March 12-15, 2019, Atlanta.

Scholarship on L2 writing in 2017: The year in review. TESOL, March 27-30, 2018, Chicago.

Challenging translingual writing. Symposium on Second Language Writing, June 30-July 2, 2017, Bangkok.

Interrogating translingual writing. TESOL, March 21-24, 2017, Seattle.

Scholarship on L2 writing in 2016: The year in review. TESOL, March 21-24, 2017, Seattle.

Writing instruction for matriculated international students: A lived case study. TESOL, April 5-8, 2016, Baltimore.

Scholarship on L2 writing in 2015: The year in review. TESOL, April 5-8, 2016, Baltimore.

Scholarship on L2 writing in 2014: The year in review. TESOL, March 25-28, 2015, Toronto.

Scholarship on L2 writing in 2013: The year in review. TESOL, March 26-29, 2014, Portland.

Patterns in dissertations on L2 writing: 1963-2011. TESOL International Association Convention, March 20-23, 2013, Dallas.

Scholarship on L2 writing in 2012. The year in review. TESOL, March 20-23, Dallas.

Knowledge consumer to knowledge producer: Preliminary exams and the prospectus. Symposium on Second Language Writing, September 6-8, 2012, West Lafayette, IN.

Scholarship on L2 writing in 2011: The year in review. TESOL, March 28-31, 2012, Philadelphia.

The Chinese visiting scholar experience in the United States: Perspectives from the visitor and the host. Association International de Linguistique Appliquee (AILA). August 23-28, Beijing, China.

Perspectives on writing for scholarly publications. Symposium on Second Language Writing, June 9-11, 2011, Taipei, Taiwan.

Recurring issues in ESL writing assessment and student placement. TESOL, March 17-19, 2011, New Orleans.

Journal publication patterns in L2 writing: 1950-2010. TESOL, March 17-19, 2011, New Orleans.

Scholarship on L2 writing in 2010: The year in review. TESOL, March 17-19, 2011, New Orleans.

Writing research across languages. Writing Research across Borders II, February 17-20, 2011, George Mason University, Fairfax, VA.

International students at large research universities in the United States: What they contribute and what they get in return. Teachers of English to Speakers of Other Languages (TESOL), March 24-27, 2010, Boston.

Rethinking L2 writing program for increasingly complex learners and contexts. TESOL, March 24-27, 2010, Boston.

The distinct nature of second language writing revisited. TESOL, March 26-28, 2009, Denver.

Research on second language writing in English: A synthesis. TESOL, March 26-28, 2009, Denver.

An overview of basic research on second language writing: 1980 to 2005. Association International de Linguistique Appliquee (AILA), August 25-29, 2008, Essen, Germany.

Publishing in second language writing. TESOL, April 2-5, 2008, New York.

A synthesis of the results of basic research on second language writing: 1980-2005. Writing Research Across Borders, February 22-24, 2008, Santa Barbara.

A genealogy of second language writing. TESOL, March 21-24, 2007, Seattle.

Broadening perspectives in second language writing. TESOL, March 15-18, 2006, Tampa.

Working in the English department: On being a small fish in a big pond. TESOL, March, 15-18, 2006, Tampa.

Developing and maintaining writing courses for international graduate students. TESOL, March 30-April 2, 2005, San Antonio.

What's critical in second language studies? TESOL, March 30-April 2, 2005, San Antonio.

Publishing in scholarly journals: From the author's perspective. TESOL, March 31-April 3, 2004, Portland.

Inquiry paradigms, ideologies, methodologies, and disciplinarity in applied linguistics (with Christine Tardy). (AILA), December 16-21, 2002, Singapore.

A research agenda for second language writing. TESOL, April 9-13, 2002, Salt Lake City.

Philosophical bases for second language writing research. TESOL, February 28-March 3, 2001, St. Louis.

Back to the basics: Metaphysics, inquiry paradigms, and the intellectual zeitgeist. TESOL, February 21-March 3, 2001, St. Louis.

Broadening the scope of second language writing research (with Paul Kei Matsuda). AILA, August 1-6, 1999, Tokyo.

On the future of second language writing: An optimistic view. TESOL, March 9-13, 1999, New York.

Expanding the scope of ESL writing research (with Paul Kei Matsuda). TESOL, March 9-13, 1999, New York.

Respecting ESL Writers: Implications for instruction. TESOL, March 26-30, 1996, Chicago.

Current research on second language writing. TESOL, March 28-April 1, 1995, Long Beach.

English 101M: Cross cultural composition (with Melinda Reichelt). TESOL, March 8-12, 1994, Baltimore.

ESL students in freshman composition: Placement issues. TESOL, April 13-17, 1993, Atlanta.

Comparisons of ESL/NES writing. TESOL, March 3-7, 1992, Vancouver.

The historical context of ESL writing: Implications for program types. TESOL, March 3-7, 1992, Vancouver.

ESL writing at Purdue. TESOL, March 24-28, 1991, New York.

Comparing composing processes: ESL and NES freshman writers. TESOL, March 24-28, 1991, New York.

A critical review of ESL composing process research. TESOL, March 7-11, 1989, San Antonio.

An overview of developments, issues, and directions in ESL composition instruction. TESOL, March 8-12, 1988, Chicago.

Teacher-made videotape materials for the second language classroom. TESOL, March 5-10, 1984, Houston.

The controlled research paper: A positive, practical alternative (with Joan Jamieson). TESOL, March 5-10, 1984, Houston.

Using videotape materials in the ESL classroom. TESOL, March 15-20, 1983, Toronto.

Developing situation oriented videotape lessons for improving listening skills (with Kristin Lems). TESOL, May 1-6, 1982, Honolulu.

Teaching language functions. TESOL, March 3-8, 1981, Detroit.

b. National

A brief look at the infrastructure of second language writing studies. American Association for Applied Linguistics (AAAL), March 21-24, 2015, Toronto.

Consultation session on issues related to second language writing. Conference on College Composition and Communication (CCCC), March 22-25, 2006, Chicago.

Second language writing curriculum design: A case study. CCCC, March 22-25, 2006, Chicago.

The role of second language writing specialists in the composition program. CCCC, March 16-19, 2005, San Francisco.

Research in second language composition [In Research on Composition, 1984-2003]. National Council of Teachers of English (NCTE), November 18-23, 2004, Indianapolis.

Toward and empirically based model of second language writing. CCCC, March 24-27, 2004, San Antonio.

International graduate students' writing histories and their consequences. CCCC, March 19-21, 2003, New York.

ESL placement issues. CCCC, March 19-21, 2003, New York.

Who/What are ESL students? CCCC, March 20-23, 2002, Chicago.

CCCC Statement on Second Language Writers. CCCC, March 20-23, 2002, Chicago.

Loose talk: Some thoughts on the language of the rhetoric of composition studies. CCCC, March 14-17, 2001, Denver.

Resources for Assessing L2 writing. CCCC, March 14-17, 2001, Denver.

Resources for working with ESL writers. CCCC, April 12-15, 2000, Minneapolis.

First year writing at the big state university: Planned failure on a grand scale? CCCC, March 24-27, 1999, Atlanta.

Groupwork, conferencing, and tutoring with ESL writers. CCCC, March 24-27, 1999, Atlanta.

Peer response with ESL writers: The research and its implications. CCCC, April 1-4, 1998, Chicago.

Contextualizing the reflections of four first time ESL writing teachers. CCCC, March 12-15, 1997, Phoenix.

Toward the ethical treatment of ESL Writers, CCCC, March 27-30, 1996, Milwaukee.

With respect to ESL writers (and writing teachers). CCCC, March 23-25, 1995, Washington D.C.

Limited perspectives in mainstream composition studies. CCCC, March 16-19, 1994, Nashville.

Resources for prospective teachers of ESL writers. CCCC, March 31-April 3, 1993, San Diego.

Writing in two languages: A look at the research. Conference on Second Language Acquisition and Foreign Language Learning (SLA-FLL), February 26-28, 1993, West Lafayette, Indiana.

Differences in the written texts of college level ESL and NES writers. CCCC, March 19-21, 1992, Cincinnati.

ESL versus NES writing: Implications for assessment. National Testing Network in Writing (NTNW), November 9-11, 1990, New York.

Comparing the composing of ESL and native English speaking freshman writers. CCCC, March 21-24, 1990, Chicago

Students as curriculum theorists (with John Nicholls and Terri Thorkildsen). American Educational Research Association (AERA), March 28-31, 1989, San Francisco.

A review of the research on the evaluation of ESL writing. CCCC, March 15-18, 1989, Seattle.

Students' theories of writing. CCCC, March 15-18, 1989, Seattle.

Research on the composing processes of ESL writers: A review and critique. CCCC, March 17-19, 1988, St. Louis.

ESL composition: An historical perspective. CCCC, March 19-21, 1987, Atlanta.

The ESL research paper: Theory and practice (with Lori Arp). National Association for Foreign Student Affairs (NAFSA), May 11-14, 1986, San Antonio.

Independent research and writing for the ESL student: A team teaching approach (with Lori Arp). CCCC, March 13-15, 1986, New Orleans.

c. Regional

Assessing the writing needs of nonnative English speaking graduate students (with Melinda Reichelt and Joanne Lax-Farr). Midwest Teachers of English to Speakers of Other Languages (Midwest TESOL), October 22-24, 1992, Indianapolis.

L1 vs L2 writing: ESL graduate students' perceptions. Southeast Teachers of English to Speakers of Other Languages (Southeast TESOL), October 17-20, 1990, Louisville, Kentucky.

Rediscovering discovery: Inductive strategies for the ESL classroom. Midwest TESOL. April 1-3, 1982, Indianapolis

Teaching language functions. Midwest TESOL, April 3-4, 1981, Urbana.

d. State

The Job Search from the Employer's Perspective. Indiana Teachers of English to Speakers of Other Languages (INTESOL), November 13, 2010, Indianapolis.

Sick plants, bugs, weeds, and English (With Harris Bras). INTESOL, November 14, 2009, Indianapolis.

Purdue University's ESL Writing Program. INTESOL, October 23, 1999, Indianapolis.

ESL at Purdue. INTESOL, October 24, 1998, Indianapolis.

Comparing ESL and native English speaking writers. INTESOL, October 28, 1989, Bloomington.

What do we know about ESL composing processes? A discussion of the empirical research. INTESOL, November 5, 1988, Indianapolis.

ESL composition: Past, present, and future. INTESOL, October 17, 1987, Indianapolis.

Process in perspective: Contextualizing recent developments in ESL composition. Illinois Teachers of English to Speakers of Other Languages/Bilingual Education (Illinois TESOL/BE), February 20-21, 1987, Champaign.

Homemade video: Design, development and implementation. Illinois TESOL/BE, Central-Southern Regional Chapter, September 29, 1984, Carbondale.

An overview of steps in developing a comprehensive ESL curriculum (with Rebecca Brewer and Tom Gould). Illinois TESOL/BE, April 29-30, 1983, Chicago.

Approach integration in the ESL classroom. Illinois TESOL/BE, February 26-27, 1982, Chicago.

e. Local

Interrogating Translingual Writing. Purdue Languages & Cultures Conference, March 3-5, West Lafayette, IN.

3. Other academic activities

a. Invited lectures/workshops

International students, second language writing, plagiarism, and the funding of public education in the United States, Western Michigan University, February 26-27, 2015, Kalamazoo, Michigan.

Workshop on responding to plagiarism. Western Michigan University, February 26-27, 2015, Kalamazoo, Michigan.

An overview of the disciplinary development of second language writing studies. Miami University of Ohio, October 23-24, 2014, Oxford, Ohio.

Engaging with ESL writers in US classrooms. Miami University of Ohio, October 23-24, 2014, Oxford, Ohio.

Working with international student writers. George Mason University, August 8-9, 2012, Fairfax, Virginia.

Working with international student writers. TESOL Academy, July 13-14, 2012, California State University, Fullerton.

The publication of journal articles on second language writing: Trends and issues. Chung Yuan Christian University, June 8, 2011, Chung Li City, Taiwan.

The publication of journal articles on second language writing: Trends and issues. National Chiao Tung University, June 7, 2011, Hsinchu, Taiwan.

Journal publication patterns in second language writing: 1950-2009. ESLGO Speaker Series Lecture. Purdue University, March 15, 2011, West Lafayette, Indiana.

Writing instruction for matriculated international students: A case study and its implications. Brigham Young University, January 27, 2011, Provo, Utah.

Programs in English Studies and ESL working together to support second language writers. Brigham Young University, January 28, 2011, Provo, Utah.

ESL writers in introductory composition. Purdue University (Convocation of the Introductory Composition Program at Purdue), January 7, 2011, West Lafayette, Indiana.

L2 writing studies in the 21st century. Shandong University, September 21, 2010, Jinan, China.

ESL writers in the university: Approaches to teaching and learning. Oregon State University, May 5, 2003, Corvallis, Oregon.

Ethical issues and the ESL student: Pre-admission to post-graduation. University of New Hampshire, April 9, 2003, Durham, New Hampshire.

b. Featured talks

Second language writing: Every teacher's business [With Paul Kei Matsuda]. November 18-23, 2004. National Council of Teachers of English. Indianapolis, Indiana.

a. Plenary/keynote sessions

Developing a principled yet flexible ESL writing program for a diverse population of matriculated undergraduate international students at a large research university in the United States. Symposium on Second Language Writing, November 19-21, 2015, Auckland, New Zealand.

Reflection of a post-mid-career L2 writing professional on the ever-increasing challenges of working at a large public research university in the United States: Facing the specter of deprofessionalization. Symposium on Second Language Writing, November 13-15, 2014, Tempe, Arizona.

The status of second language writing studies in the United States: Continuing growth and change. Symposium on Second Language Writing, October 18, 2013, Jinan, China.

Second language writing: An overview of the development of the discipline. Foreign Language Opportunities in Writing (FLOW), June 10-11, 2013, Lodz, Poland.

Knowledge consumer to knowledge producer: Preliminary exams and the prospectus. Symposium on Second Language Writing, September 6-8, 2012, West Lafayette, Indiana.

Patterns in dissertations on L2 Writing. Eighth International Symposium on EFL Writing Research and Teaching in China. October 12-14, 2012, Jinan, China.

Working with second language writers. St. Louis University, September 5, 2011, St. Louis, Missouri.

An Overview of Theory, Research, and Practice in Second/Foreign Language Writing Studies in the 21st Century. Seventh National Symposium on EFL writing teaching and research. September 24-26, 2010, Changchun, China.

The disciplinary development of second language writing studies. Symposium on Second Language Writing. May 20-22, 2010, Murcia, Spain.

The development of second language writing as a professional discipline. Sixth National Symposium on EFL writing teaching and research. September 26-27, 2008, Beijing, China.

L2W in K-12. Michigan TESOL, November 13, 2004, Grand Rapids, Michigan.

On applied linguistics and rhetoric & composition: A conversation. (with Ilona Leki) at the annual conference of the American Association for Applied Linguistics, April 6-9, 2002, Salt Lake City, Utah.

ESL writing: Present, past, and future. 34th annual conference of the Colombia Association of English Teachers, October 15-18, 1999, Bucaramanga, Colombia.

Working with ESL writers. CCCC Winter Workshop on Teaching Composition to Undergraduates, January 7-10, 1998, Clearwater Beach, Florida.

Working with ESL writers. Summer Seminar in Rhetoric and Composition. Millikin University, June 1-6, 1998, Decatur, Illinois.

Writing, difference, and TESOL: Research on ESL writing. 1995 Research Network Forum: Research and the sites of literacy. CCCC, March 23-25, 1995, Washington D.C.

d. Consulting

Brigham Young University, January 27-28, 2011

Emory University, October 18-20, 2010

George Mason, August 8-9, 2012

Michigan State University, February 8-10, 2009

Michigan State University, June 15-17, 2008

University of North Carolina at Greensboro, April 27-29, 2008

University of North Carolina at Charlotte, May 17-18, 1999.

5. Evidence of involvement in the departmental graduate research program

Note: ELL = English Language and Linguistics; ESL = English as a Second Language; RC = Rhetoric and Composition; FLL = Foreign Languages and Literatures; EDCI = Educational Curriculum and Instruction; LING = Program in Linguistics; SLC=School of Languages and Cultures

a. Chair of doctoral committee

Completed

Aylin Atilgan (SLS/ESL, 2015)

The journey of Chinese students from English mainstream composition courses to the writing lab: A needs assessment of Chinese students

Scott Baxter (ESL, 2005)

Hacker writers: A study of literacy practices of selected writers in a computer science research laboratory

Mira Bekar (SLS/ESL, 2015)	Language, writing, and social (inter)action: An analysis of text-based chats in Macedonian and English
Harris Bras (SLS/ESL 2012)	Preparing a face to meet the faces you will meet: Korean early international students and the signaling value of English composition
Colleen Brice (ELL, 1998)	ESL writers' reactions to teacher feedback: A multiple case study
Chak Chan (ELL, 2001)	An analysis of advanced ESL composition textbooks
Yin Ling Cheung (Ling 2009)	Publishing in refereed journals: Perceptions, challenges, and strategies
Tony Cimasko (ESL, 2009)	Genre core and periphery: Opportunities for L1-L2 hybridity in the empirical research reports of second language writers
Gabriel Decio (ELL, 1996)	Assessment of the evolution of grammar practice in ESL/EFL textbooks from 1960 until 1996
Yu-Shan Fan (SLS, 2014)	From learning to write to writing to learn: Disciplinary writing of international graduate students
Ghada Gherwash (SLS, 2015)	From text to context: Literacy practices of native speakers of Arabic in Arabic and English
Mary Gitzen (RC, 2002)	Face to face: Conferencing as ESL writing instruction
Kanok-on Glass (ESL, 2008)	"Third-gender" English as foreign language teachers in Thailand: Issues and attitudes
Mingyan Hong (ESL, 2007)	English language teaching: A Christian exploration
Shuozhao Hou (ESL, 2006)	The effect of storyboard visuals on ESL reading recall
Veronica Jayne (SLS, 2013)	Blogging to support learning community and writing goals in a mixed composition classroom
Ulrike Jannausch (ELL, 2001)	A case study of native speakers of English composing in German
Gary Jasdzewski (ELL, 2000)	The implications of cognitive neuroscience for a theory of second language acquisition
Jessie Moore Kapper (RC, 2004)	Mapping the geographies of second language writing
Minsun Kim (SLS, 2012)	The politics of teaching and learning writing in L1 and L2 in Korean Universities: An exploration of the possibility of developing an indigenous writing program
Dennis Koyama (SLS, 2015)	Effects of collaboration and isomorphic models on transfer: An L2 English writing study
Heejung Kwon (SLS, 2015)	Exploring perceived communicative competence in upper-level L1 and L2 interactions in higher education

Song Eun Lee (SLS, 2017)	A research proposal for EFL writing instruction in Korean higher education
Xinqiang Li (SLS, 2012)	A history of realistic writing in modern China: 1890s-1970s
Mei-Hung Lin (SLS, 2013)	A corpus-based approach to identity construction of L1 and L2 writers in academic discourse
Yichun Liu (ESL, 2004)	The cognitive process of translation in L2 writing
Veronika Maliborska (SLS, 2015)	An investigation of theoretical and conceptual developments in the field of second language writing
Paul Kei Matsuda (RC, 2000)	ESL writing in twentieth-century US higher education: The formation of an interdisciplinary field
Kyle McIntosh (SLS, 2013)	ELT professionals publishing in international applied linguistics journals: The case of Mainland China
Crissy McMartin-Miller (ESL, 2012)	How much feedback is enough? Error treatment in Second Language Writing
Yu-Ching (Annie) Ou (SLS, 2013)	Writing strategies: Perceptions, experience, and use in undergraduate and graduate ESL students
Hyojung Keira Park (SLS, 2016)	It is “broken” and “accented”: Non-native English-speaking graduate students’ perceptions of non-native English speaking instructors’ English
Elizabeth Patton (ESL, 2008)	Exploring the contexts of English as a second language, federal language policy, and the roles of ESL teachers and researchers
Carolina Pelaez-Morales (SLS, 2013)	Exploring less visible members of the L2 writing family: A comparison between EFL and FL writing research and pedagogy
Sara Randrianasolo (SLS, 2013)	Moving online: Using the community of inquiry framework to redesign English composition for international students
Melinda Reichelt (ELL, 1996)	An investigation of first language and second language (English) composition theory and pedagogy at the secondary level in Germany
Laurel Reinking (SLS, 2012)	Writing tutorial interactions with international graduate students: An empirical investigation
Gladys Vega Scott (ELL, 2000)	Enculturating an ESL doctoral student in disciplinary writing: An apprenticeship model
Lena Shvidko (SLS, 2016)	Relationship-building through embodied feedback: Teacher-student alignment in writing conferences
Yachao Sun (SLS, 2020)	A translingual approach and its implications for L2 writing
Christine Tardy (ESL, 2004)	Exploring the interactions between writing instruction and disciplinary practice: Pathways of four multilingual writers
Gigi Taylor (ESL, 2007)	The balance of rhetoric and linguistics: A study of second language writing

tutorials

Beril Tezeller Arik (SLS, 2015)	An autoethnographic study of identity and literacy development in a second Language: A rendition of an international student's travails
Ashley Velázquez (SLS, 2019)	What's the 'problem' statement? An investigation of problem-based writing in a first year engineering program.
Kai Yang (SLS, 2019)	Empirical research on second language writing in China: A theoretical, methodological , and philosophical analysis.
Xiaoye You (ESL, 2005)	Writing in the "devil's tongue: A history of English writing instruction in Chinese Colleges (1862-present)
Cong Zhang (SLS, 2016)	Writing their way to the university: An investigation of Chinese students' writing competence development in high school through in-class and out-of-class learning
Yufeng Zhang (ESL, 2006)	Task representation & L2 writers' prior experience: A case study

b. Co-Chair of doctoral committee

Completed

Jo Doran (SLS, 2013)	Engaging (in) the university: Researching L2 graduate students' academic discourse needs through affect literacy
Rachida Elqobai (FLL, 2006)	Language group effect on L2 writing: An exploratory study of English L1 students' writing in Arabic and French as L2
Brian Guthrie (SLS, 2015)	Negotiated interaction in the learning of written discourse conventions
Lee Jung Huang (SLS, 2016)	Teach what you preach? A nonnative novice writing instructor's awareness of student needs, feedback beliefs, and practices
Michael Hubert (FLL, 2008)	The relationship between writing and speaking in the US foreign language classroom
Joan Karbach (RC, 1993)	Writing expressive discourse: ESL and native English speaking freshmen
Lu Liu (RC, 2006)	Understanding rhetorical traditions, exploring writing pedagogies: A cross-national study of argumentative writing instruction in textbooks for secondary schools
Karyn Mallett (ESL, 2008)	Educational language policy and the role of advocacy among English language professionals: An historical and case study analysis
Miriam Olver (RC, 1999)	Negotiation of difference, context, and audience: A case study of a Haitian-American young adult's written and oral strategy
Mark Schaub (RC, 1999)	Sociolinguistic profiling and the negotiation of stakeholder expectations in a writing program: A case study

Aleksandra Swatek (SLS, 2019)	The language of engagement in math instructional video tutorials: A corpus-based study
Linda Yost (RC, 2007)	Their silence set them apart: A study of international students in a mainstream composition class.
c. Member of doctoral committee	
Completed	
Mariam Alamyar (SLS, 2017)	Afghan Students' Challenges in English Academic Writing and the Perceptions of their Needs in American Universities
Matthew Allen (SLS 2016)	Developing second language reading fluency: Implementation of an assisted repeated reading program with adult ESL learners
Ryan Angus (EDCI, 2014)	A sociosemantic examination of secondary English teacher written feedback
Paul Baltes (ELL, 1995)	Discourse reduction and ellipsis: A semantic theory of interpretation and recovery
Kelli Beery (ESL, 2004)	English in Mongolia: Indices of language competition
Belmihoub, Kamal (SLS, 2017)	English in a multilingual Maghreb
Allen Brizee (RC, 2010)	College-Community partnership: Designing a sustainable and participatory literacy program
Shih-Yu Chang (SLS, 2015)	Toward world Englishes writing: Is it idealism in the introductory composition class?
Haying Cao (SLS/ESL, 2014)	Disentangling fluency, comprehensibility, and coherence: Toward a better understanding of oral proficiency profiles
Sarah Carpenter (EDCI, 2004)	Inglés es loco: Teaching English to Latinos who don't speak English and who have varying levels of literacy in Spanish
Sue Chang (ESL, 2008)	English in the first to the seventh national school curriculum in South Korea: History, implications, and directions for future development
Yi-hui Chen (LING, 2016)	Effects of age of learning, family, and social environment on attitude and proficiency in EFL among Taiwanese adults
David Crouch (SLS, 2019)	Pre-post change in L2 oral proficiency: The lexico-syntax of large fluency gainers
Julie Damron (ELL, 2000)	Chinese 101, a prerequisite to Math 101?: A look at undergraduate students' beliefs about their role in communication with international teaching assistants
M. Dannilof-Merill (RC, 2001)	Using critical discourse analysis to analyze a basic writing workbook

Kevin DePew (RC, 2003)	The rhetorical process of digital subjectivities: Case studies of international teaching assistants
Slobodanka Dimova (ESL, 2006)	POET tutorial : test preparation, coaching, or washback?
Fatima Esseili (ESL, 2011)	English in Lebanon: Implications for national identity and language policy
Samuel Francis (FLL, 2003)	Input flooding and the acquisition of the Spanish verbs Ser and Estar for beginning-level adult learners
Patricia Friedrich (ELL, 2001)	A sociolinguistic profile of English in Brazil: Issues of imperialism, dominance, and empowerment
Tatsushi Fukunaga (SLC, 2019)	L2 writing development in intermediate college-level Japanese-as-a-foreign language classrooms
Jie Gao (SLS, 2020)	Linguistic profiles of high proficiency Mandarin and Hindi second language speakers of English
Muriel Gallego (FLL, 2010)	Focus on form through a dictogloss task: Exploring its effects on the acquisition of the Spanish present subjunctive in complement clauses
Tom Glass (ESL, 2008)	The nature of English writing done by graduates of a university in Thailand
Negin Goodrich (SLS, 2020)	English in Iran: Cultural representation in English textbooks
Baotong Gu (RC, 2000)	From the oracle bones to the computer: A rhetorical perspective on writing technology development in China
Mark Haugen (SLS, 2017)	Objectives, goals, and formative assessment in the Oral English Proficiency Program
Jennifer Haan (ESL, 2009)	Institutional language support for international students: A case study
Dilia Hasanova (ESL, 2007)	Functional allocations of English in Post-Soviet Uzbekistan: Pedagogical implications for English language teachers
Kristi Hislope (FLL, 2001)	Reading and writing in Spanish by English-educated Spanish-English Bilinguals
Seiko Horibe (LING, 2002)	The output hypothesis and cognitive processes: An examination via acquisition of Japanese temporal subordinate conjunctions
Yuanyuan Hu (ESL, 2007)	China's foreign language policy on primary English education: From policy rhetoric to implementation reality
Christine Huhn (EDCI, 2003)	Quantitative and qualitative analyses of the effects of an electronic management tool in first year college Spanish courses

Katsuhiko Ito (SLC, 2014)	Indirect Teacher Feedback on Japanese as a Foreign Language Learners' Writings: The Efficacy of Corpus Consultation
Jeff Jablonski (RC, 2000)	Reconceiving interdisciplinary collaboration: Locating the intellectual work of the writing across the curriculum consultant
Jaisree Jayaraman (ELL, 2011)	The position, weight, and content of the English subject and pre-subject constituents in expository writing: Interactions between constituent orders, information structure, and subjecthood properties
Soohyon Ji (SLS, 2017)	Exploring L2 writing conferences: Their discourse and effect
David Johnson (LING, 1999)	Different expectations An ethnography of an adult ESL program for a university-linked international population
Aleksandra Kasztalska (LING, 2015)	The role of World Englishes in supporting ITAs' professional identity and development
Katharina Kipp (L&C, 2014)	Aptitude in L3 and L2 learners of German
Marshall Klassen (C&I, 2015)	Classroom discourse for English language learners writing in a Midwestern school
Nancy Kauper (SLS, 2012)	Development and implementation of an ESL classroom assessment of face-to-face conversational interaction
Shu-Wen Lan (EDCI, 2013)	Science classroom discourse for fourth grade English language learners' scientific literacy development
Wutthiphong Laoriandee (SLS, 2014)	The ASEAN community establishment and the English higher education in Thailand: A case study of Chulalongkorn University Language Institute
Elena Lawrick (ESL, 2011)	English in Russian academia: Uses and perceived significance
Xiaorui Li (SLS, 2020)	The analysis of performance on the elicited imitation task of the ACE-IN
Yiyang Li (SLS, 2019)	The Kachruvian chronology: An historical inquiry into the Kachruvian paradigm
Jinghui Liu (EDCI, 2005)	Placement of thesis statement in argumentative essays written by Chinese and American students: A contrastive rhetoric study
Krishna Madhavan (ELL, 2003)	Development of a framework for computer assisted assessment systems used in oral English proficiency testing of international teaching assistants
Kazumi Matsumoto (FLL, 2010)	A study of language style variation: Style uses by natives and learners
Aya Matsuda (LING, 2000)	Japanese attitudes toward English: A case study of high school students
Sharon James McGee (RC, 1999)	A qualitative study of student response to teacher-written comments
Tracy McHenry (ELL, 1999)	The forgotten circle: A sociolinguistic study of English in Alaska

Shayela Mian (RC, 1999)	Literacy for Bangladeshi students
Martha Michieka (ESL, 2006)	Accessibility and presence of English in rural Kisii, Kenya: Implications for English language education
Grace Mike (R&C, 2016)	Rhetoric and feminism in the Americanization era: The YWCA's rhetorical education program for immigrant women
Erin Mikulec (EDCI, 2004)	Reading in English and Spanish: A comparative miscue analysis
Paul Miller (EDCI, 2003)	The effectiveness of corrective feedback: A meta-analysis
Ruo-Ping J. Mo (ELL, 2000)	Taiwan on the brink of reversing language shift: Its current development and contributory factors
Maureen Morrissey (ELL, 1992)	Metaphors second language teachers live by: A conceptual metaphor Analysis
Lucie Moussu (ESL, 2006)	Native and nonnative English-speaking English as a second language teachers: Student attitudes, teacher self perceptions, and intensive English program administration beliefs and practices
Carlos Munoz (FLL, 2011)	Effects of two methods of error correction on L2 writing: The case of acquisition of the Spanish preterite and imperfect verb forms
Kazuaki Nakazawa (LING, 2006)	Efficacy and effects of various types of teacher feedback on student writing in Japanese
Robert Nelson (ESL, 2008)	Evolving another language: A selectionist and neural network approach to second language lexical memory
Gabriela Olivares (FLL, 1998),	A second language acquisition approach to the analysis of Spanish composition textbooks
Joshua Paiz (SLS/ESL, 2015)	Toward a sociocognitive approach to professional identity and professionalization in applied linguistics
Vivienne Palaologos (EDCI, 2006)	Greek Americans of metropolitan Chicago: A pilot study on language maintenance and ethnic identity
Kyongson Park (SLS, 2019)	Being connected: Academic, social, and linguistic integration of international students.
Marnie Jo Petray (ELL, 2004)	Changing linguistic pedagogy: A case study of five introductory linguistics textbooks
Kati Pletsch (FLL, 1995)	Explicit grammar instruction: Input versus output
Rodrigo Rodriguez (2018)	Linguistic, cultural factors, and graduate school admissions: An examination of Latin American students at Purdue University
Carlos Salinas (RC, 2000)	Toward a critical rhetoric of images: Design writing within a corporate web site

Jelena Savic (FLL, 1994)	Serbian/English and Spanish/English code-switching: Toward a more comprehensive model
Barry Thatcher (RC, 1997)	Orality and writing in Latin American and USA professional communication
Suthathip Thirakunkovit (SLS, 2016)	An evaluation of a post-entry test: An item analysis using classical test theory (CTT)
Suneeta Thomas (SLS, 2016)	The case of the “innocuous” middle-class migrant employee: English language use and attitudes in Dubai, United Arab Emirates
Cindy Torres (SLS, 2013)	Exploring the efficacy of an inner circle professional development program within the Chinese culture of learning
Shigetake Ushigusa (ESL, 2008)	The relationship between oral fluency, multiword units, and proficiency scores
Eduardo Valerio (EDCI, 2003)	An analysis of two levels of high school Spanish textbooks for Christian schools
Ezekiel Vifanzi (ELL, 2002)	Academic writing needs: An exploratory study of the writing needs of ESL Students
Kinga Volkán Kacsó (ESL, 2010)	The sociolinguistic reality of writers from the expanding circle: A new English literature
Chien-Yu Wu (EDCI, 2016)	Multilingual education and education policies in Taiwan public elementary schools: Teachers’ perspective and experience
Xun Yan (SLS/ESL, 2015)	The processing of formulaic language on elicited imitation tasks by second language speakers
Rui Yang (ESL, 2010)	A many-facet Rasch analysis of rater effects on an Oral English Proficiency Test)
Jiyoung Yi (EDCI, 2015)	English language learning kindergartners’ picture book responses in a mainstream classroom
Yunjung You (SLS/ESL, 2014)	Relationships between lexical proficiency and L2 oral proficiency
Ying Zhang (EDCI, 2013)	Making sense of science discourse: A multimodal approach for English learners

d. Chair of master's committee

Completed

Matthew Allen (ESL, 2009)	Lifting the veil: Nonnative speakers of English and the writing center
Kelli Beery (ELL, 1998)	Exploring the expanding circle: Preparing to teach in Mongolia

Elizabeth Fager (ELL, 2002)	Simple prompt versus detailed prompt: Examining the effects of prompt type on English as a second language writers in a first year composition class
Joanne Lax-Farr (ELL, 1994)	ESL students' perceptions of academic discourse and school writing
SongEun Lee (ESL, 2011)	Investigation of the differences between L1 and L2 writers from the perspectives of instructors: A case study of two secondary school teachers
Angelia Mercer (ELL, 2003)	Church-based ESL programs in the United States: a regional snapshot
David Neyhart (LING, 2002)	Online tutoring in writing centers: A pilot survey comparing face-to-face and online tutoring of student writers
JongKyung Park (SLS, 2014)	The multidimensional prospects for L2 English legal writing
Samantha Sansavere (RC, 2001)	A prophetic reading of Ally McBeal

e. Member of master's committee

Completed

Maryam Alamyar (ESL, 2010)	Language controversy in Afghanistan: The sociolinguistics of Farsi Dari and Pashtu at Kabul University
Rachel Candace Bright (SLS, 2011)	Catching a river: A curriculum for international students in the first year composition classroom
Jake Deboni (ESL, 2006)	Poverty and English Language Proficiency: an Investigation of Census Data
Slobodanka Dimova (ELL, 2001)	Sociolinguistic profile of English in Republic of Macedonia: The country of the sun
Sara Fehrman (SLS, 2017)	Facilitating willingness to communicate (WTC): Communication for academic and social life
Samuel Francis, (FLL, 2000)	Corrective feedback in the foreign language classroom
Patricia Friedrich (ELL, 1997)	A survey of Brazilian EFL learners and their attitudes towards the target language
Christina Garber (ELL, 2002)	Second language lexical assessment: A pilot study of differences in vocabulary range between native and non-native speakers of English
Jennifer Gerrity (ELL, 1998)	A sociolinguistic account of the differences between Indian and Chinese oral English proficiency program participants at Purdue University: A preliminary investigation
Chang Gertner (ELL, 2003)	An overview of lexical borrowing between Chinese and English and its sociolinguistic context
Olga Hadjidimos (ELL, 1999)	Protecting and preserving minority languages in Europe: Is Greece doing

	enough?
Jill Harney (ELL, 1997)	Gender representations in current ESL textbooks
Jill Hartwig (ESL, 2005)	The continuing journey for education: The experiences of three university-enrolled lost boys of Sudan
Jihyun Im (ESL, 2009)	A sociolinguistic profile of English and English education in South Korea
Soohyon Ji (SLS, 2012)	Language testing and world Englishes: An examination of a local English test in South Korea
Jessie Kapper (RC, 2001)	Making cultural studies cross-cultural: Examining the effects of culture references in first-year writing classes
Shota Kawamoto (SLC, 2017)	The effect of written corrective feedback on cohesion in Japanese as a foreign language learners' writing
Joo Hee Kim (SLS, 2020)	Korean parents' perceptions and attitudes toward the study of English in South Korea
Kun Seong Kim (ESL, 2005)	Implementing a dual English policy in South Korea
SeungMin Lee (ESL, 2010)	Second language reading and writing connections for K-5 ELLs
Yvonne Low (ELL, 1999)	"Don't be so kiasu la" : Influences of code-switching and code-mixing on colloquial Singapore English
Venetka Marinova (ESL, 2009)	The teacher's role in adult English as a second language learning
Andy Marrota (ELL, 2007)	Persian mythology in the Silmarillion
Aya Matsuda (LING, 1997)	In search of an identity: A critical review of interlanguage pragmatics
Martha Michieka (ELL, 2002)	The challenges of implementing communicative language teaching in Nairobi district secondary schools
Kuriko Mizuno (FLL, 2007)	The effects of shadowing on learners' acquisition of prosody
Kazuaki Nakazawa (EDCI, 2003)	A study of the typing process in Japanese by college students of Japanese
Shaily Parihar (SLS, 2017)	ESL Literacy practices: A multimodal perspective
Alan Redmon (ELL, 1999)	The religious register in American English : An initial qualitative study, 1999
Kathy Ryan (ESL, 2004)	ESL program and curriculum design: A program for Twin Lakes School Corporation based in theory, research, and best practices
Freshta Siddiqi (ESL, 2010)	A sociolinguistic profile of the English in Afghanistan: The perspective of Kabul academics
Beril Tezeller Arik (ESL, 2009)	The cognitive social tension in second language acquisition studies

- Eduardo Valerio (FLL, 1999), Interlanguage issues with a special focus on pronunciation
- Marcela van Olphen (FLL, 1997) The convergence of focus and intonational prominence in Spanish discourse
- Youngmi Yun (LING, 1999) English in Korea: A sociolinguistic profile and its pedagogical implications

6. Research grants and awards received

Purdue Research Foundation International Travel Grant, \$1,400, Fall 2012
 Purdue Research Foundation International Travel Grant, \$1,400, Fall 2009
 Purdue Research Foundation International Travel Grant, \$1,200, Fall 2008
 Research Incentive Grant, \$1,000.00, Purdue University, Spring 2003
 Dean of School of Liberal Arts International Travel Grant, \$1,200, Fall 2002
 Purdue Research Foundation International Travel Grant, \$1,400, Spring 1999
 Purdue Research Foundation Grant, \$11,666.00, Purdue University, Spring 1998
 Global Initiative Faculty Grant, \$2,500, Purdue University, Fall 1992
 Faculty Incentive Grant, \$500.00, Purdue University, Fall 1992
 Humanities Fund Grant, \$500.00, Auburn University, Winter 1990
 Research Grant-In-Aid, \$500.00, Auburn University, Fall 1990

7. Evidence of interdisciplinary activity

Member, Interdepartmental Program in Linguistics
 Member, Master's and Doctoral Committees in the English Language and Linguistics and Rhetoric and Composition Programs and in the Departments of Foreign Languages and Literature and Curriculum and Instruction

8. Other evidence of national and international recognition

a. Journal editing and related work

Journal of Second Language Writing. New York, NY: Elsevier

Co-Founder with Ilona Leki

Co-Editor with Ilona Leki [Volume 1, number 1 (1992) through volume 16, number 4 (2007)]

Bibliographer [Volume 2, number 1 (1993) to present]

Journal of EFL Writing Teaching and Research. Beijing, China: Higher Education Press

Member, Advisory Council [Volume 1, number 1 (2012) to present]

b. Editorial board memberships

Assessing Writing (1994-2007)

Journal of Basic Writing (1993-present)

Journal of Writing Assessment (2003-present)

TESL Canada Journal (1996-present)

WPA: Writing Program Administration (1994-present)

c. Reviewing

Book proposals/manuscripts

Ablex Publishing Corporation
 Addison Wesley Publishing Company
 Center for Applied Linguistics
 Guilford Press
 Heinle & Heinle
 Lawrence Erlbaum Associates
 Macmillan Publishing Company
 National Council for the Teaching of English
 Prentice Hall
 Routledge
 St. Martin's Press

Article manuscripts

Canadian Modern Language Review
 College Composition and Communication
 English for Specific Purposes
 IEEE Transactions on Professional Communication
 Journal of Advanced Composition
 Language Learning
 Language Learning and Technology
 Language Teaching Research
 Language Testing
 Research in the Teaching of English
 Rhetoric Review
 TESOL Quarterly
 World Englishes
 Written Communication

Conference proposals

American Association for Applied Linguistics
 Association Internationale de Linguistique Appliquée
 Conference on College Composition and Communication
 Conference on Second Language Acquisition and Foreign Language Learning
 Teachers of English to Speakers of Other Languages

Tenure and promotion documents

Promotion to Full Professor

Ben-Gurion University of the Negev
 Boise State University
 Brigham Young University
 City University of Hong Kong
 Chinese University of Hong Kong (2)
 Georgia State University
 Lebanese American University
 New York University (2)
 University of California, Davis
 University of California, Irvine

Tenure and promotion to Associate Professor

American University of Beirut
 Arizona State University (2)
 Brigham Young University
 Carnegie Mellon University (2)
 Drexel University
 Georgia State University (2)
 Indiana University-Purdue University, Fort Wayne
 Iowa State University
 Ohio State University
 United Arab Emirates University
 University of British Columbia
 University of California, Davis
 University of Kentucky
 University of New Hampshire (3)
 University of New Mexico
 University of South Alabama
 University of Tennessee, Knoxville
 Wright State University

Research proposals

Hong Kong University Grants Committee
 Social Sciences and Humanities Research Council of Canada
 University of Toledo

Dissertations and theses

Samford University (Senior Thesis)
 Georgia State University (Doctoral Dissertation) (2)
 University of Pennsylvania (Doctoral Dissertation)
 University of Toronto (Canada) (Doctoral Dissertation)
 Victoria University of Wellington (New Zealand) (Doctoral Dissertation)

Grant applications

Fulbright US Student Program, National Screening Committee

d. Sponsorship of Visiting Scholars

He Bing (Chongqing Normal University, China), Fall 2011
 Ana Cabrejas (University of Valencia, Spain), Fall 2010
 Yang Guo (Ningbo University, China), Fall 2010
 Wang Junju (Shandong University, China) Fall 2009/Spring 2010
 Sonia Lopez (University of Murcia, Spain) Spring 2009
 Han Song (Jilin University, China) Fall 2008/Spring 2009

e. Listings

Who's Who in America
 Who's Who in American Education
 Who's Who in the World

Section C: EXTENSION, SERVICE, AND UNIVERSITY OUTREACH ACTIVITIES

1. Administrative Duties

a. 1991-2015, Purdue University, Department of English

Director, ESL Writing Program. Responsibilities include the oversight of two courses: ENGL 10600-I—First year composition for international undergraduate students and ENGL 62100—Written communication for international graduate students. The Program Director's responsibilities include the ongoing development and modification of the courses and their instructional materials, the hiring of instructors, the mentoring and evaluation of new instructors (which involves a weekly meeting, two class observations, two post-observation conferences, and a review of instructor evaluations), and staff supervision and development.

b. 2009-2013, Purdue University, International Programs in Agriculture

Coordinator, English Language Instruction for Afghan Junior Faculty Development Program. Responsibilities include liaising with program faculty, hiring and supervising English instructors, and orienting students to the English Department. [Summer 2009, Spring 2011, Fall 2011, Spring 2012, Spring 2013]

c. Spring 2006, 2009-2013, 2015-present Purdue University, Department of English

Director, Graduate Program in Second Language Studies/ESL: Responsibilities include dealing with Curriculum: coordinating semester course offerings; liaising with the Assistant Head of the English Department; coordinating curriculum revisions, additions, and deletions; distributing course flyers; and liaising with the Graduate School. Admissions: managing applicant files; coordinating results; liaising with the Graduate Studies Office; corresponding with applicants and admittees; calling admissions meetings; and signing off on admission files. Meetings & Presentations: presenting program proposals and representing the program's interests at English department faculty meetings, developing agendas and reports, and informing faculty of developments at program faculty meetings. Correspondence: handling program inquiries; orienting visiting scholars; orienting new students; contacting former students when necessary; maintaining the program distribution lists; and forwarding relevant announcements to faculty/students. Graduate Studies Committee: representing the program (ex officio), presenting proposals, and assisting the Director of Graduate Studies as necessary. Publications: maintaining the program study guide, brochures, website, and entry in the TESOL directory. Non-academic graduate student issues: dealing with sexual harassment cases, office mate problems, and personal crises. Program Database: maintaining graduates' contact information; recording dissertation titles and dates; and monitoring faculty advising loads. Consultancies/Special programs: consulting with faculty and addressing new issues on an ad hoc basis. Program Representation: representing and promoting the graduate program across campus and beyond in multiple ways and via multiple venues.

d. 1998-2000, Purdue University, Department of English

Director, Program in English Language and Linguistics. Responsibilities included overseeing the Program's graduate admissions process, orienting new students, advising new and continuing graduate students until they choose a major professor, mentoring new and supervising all English Language and Linguistics teaching assistants, overseeing the construction and evaluation of preliminary examinations for Ph.D. students, arranging and chairing Program staff meetings, planning (both in the short- and long-term) graduate and undergraduate course offerings, staffing these courses, and checking for course conflicts in and outside of the English Department.

e. 1993, Spring Semester; 1999, Fall Semester, Purdue University. Department of English

Acting Director of the ESL and Oral English Proficiency Programs, Spring 1993. Responsibilities as Director of ESL involved oversight of all ESL program operations at the graduate and undergraduate levels; responsibilities as

Director of OEPP included coordinating English 001T (an ESL course for prospective international teaching assistants), supervising the screening of international student candidates for teaching assistantships, training OEPP staff, administering the oral English testing program, and overseeing campus-wide compliance with university policy on the language proficiency of non-native English speaking teaching assistants

f. 1990-1991, Auburn University, Department of English

Director of ESL Program. Responsibilities included program and course design and development, teacher preparation and supervision, liaison work with university administration, and service on campus wide committees.

2. Committee Work

a. Department of English, Purdue University

Advanced Writing Committee
 Advisory Committee
 Continuing Lecturer Search Committee
 English Education Search Committee
 English Language and Linguistics Program Committee
 ESL Search Committee
 Excellence in Teaching Committee
 Graduate Admissions Committee
 Graduate Studies Committee
 Head Review Committee
 Heavilon Hall of Doom Committee
 English Head Search Committee
 Introductory Writing Committee
 Job Placement Committee
 Job Search Committee
 Policy Committee
 Professional Writing Search Committee
 Purdue Research Foundation Grant Proposal Ranking Committee
 Rhetoric and Composition Program Committee
 Rhetoric and Composition Search Committee (2)
 Second Language Studies Search Committee
 Step Raise Committee
 TOEFL Standard Setting Committee
 University Grievance Committee
 Walter Johnson Award Committee

b. Department of English, Auburn University

International Programs Advisory Committee
 Associate Deans for Graduate Study (consultant)

3. Symposia

Symposium on Second Language Writing (organized and hosted with Paul Kei Matsuda)

The Twelfth Symposium on Second Language Writing: L2 Writing in the Global Context: Represented, Underrepresented, and Unrepresented Voices, October 17-21, 2013, Shandong University, Jinan, China

The Eleventh Symposium on Second Language Writing: Graduate Study in Second Language Writing. September 6-8, 2012.

The Tenth Symposium on Second Language Writing: Writing For Scholarly Publication: Beyond "Publish or Perish." June 9-11, 2011, Taipei, Taiwan.

The Ninth Symposium on Second Language Writing: Crossing Disciplinary Boundaries. May 20-22, 2010, University of Murcia, Murcia, Spain

The Eighth Symposium on Second Language Writing: The Future of Second Language Writing. November 5-7, 2009, Arizona State University.

The Seventh Symposium on Second Language Writing: Foreign Language Writing Instruction: Principles and Practices, June 5-7, 2008, Purdue University.

The Sixth Symposium on Second Language Writing: Second Language Writing in the Pacific Rim, September 15-17, 2007, Nagoya Gakuin University, Nagoya, Japan.

The Fifth Symposium on Second Language Writing: Practicing Theory in Second Language Writing, June 8-10, 2006, Purdue University.

The Fourth Symposium on Second Language Writing: Second Language Writing Instruction in Context(s): The Effects of Institutional Policies and Politics, October 1-2, 2004, Purdue University.

The Third Symposium on Second Language Writing: Constructing Knowledge: Approaches to Inquiry in Second Language Writing, October 11-12, 2002, Purdue University.

The Second Symposium on Second Language Writing: Contexts of Second Language Writing, September 15-16, 2000, Purdue University.

A Symposium on Second Language Writing, September 25-26, 1998, Purdue University.

4. Workshops

ESL workshop for new teaching assistants in the Department of English, Purdue University: 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2012, 2013, 2014, 2015

Publishing workshops for English Department graduate students, 1995, 1997, 1998, 1999, 2000, 2003, 2004
Purdue University

5. Offices held in national and international societies

a. Conference on College Composition and Communication (National)

Member, Scholars for the Dream Travel Awards Committee, 2005

Member, Executive Board, 2004-2006

Online Proposal Coach, 2003, 2004

Discussion Leader, Research Network Forum, 2000-2003

Member, CCCC Committee on Second Language Writing, 1998-2004

Member, CCCC Special Interest Group on Second Language Writing, 1998-present

Chair, CCCC Special Interest Group on Second Language Writing, 1995-1998

Member, CCCC 1995 Richard Braddock Memorial Award Committee, 1994-1995

Program Area Chair, Teaching and Learning in a Global Context, 1994-1997

Leader, Starting Place for English as a Second Language, 1992-1994

Participant, Journal Editors' Sessions, 1991-1994, 2000-2003

Chair, CCCC Committee on ESL, 1991-1993

b. National Council of Teachers of English (National)

Associate Chair, NCTE/TESOL Committee, 2004-2005

Member, Commission on Composition, 1999-2001

c. Teachers of English to Speakers of Other Languages (International)

Member, Board of Directors, 2013-2016

Member, Steering Committee of the Second Language Writing Interest Section, 2006-2013

Reviewer, Conference Proposals for the Second Language Writing Interest Section, 2006-present

Development Officer, Second Language Writing Interest Section, 2009-2012

Organizer, Graduate Student Forum, 2007, 2008

Member, Search Committee for Editor of TESOL Quarterly, 2007-2008

Reviewer, TESOL Online Resources, 2007

Participant, Journal Editors' Sessions, 1991-2007

Nominee, for Board of Directors, 2003,

Member, TESOL Awards Committee and Coordinator of the Selection Committee for the TESOL/Newbury House

Award for Excellence in Teaching, 1989-1990

Member, Steering Committee of the Higher Education Interest Section, 1988-1989