

LOURDES ORTEGA

CURRICULUM VITAE

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EDUCATION

- 2000 **Ph.D.** in Second Language Acquisition. University of Hawai'i at Mānoa, Department of Second Language Studies, USA.
- 1995 **M.A.** in English as a Second Language. University of Hawai'i at Mānoa, Department of Second Language Studies, USA.
- 1993 **R.S.A. Dip.**, Diploma for Overseas Teachers of English. Cambridge University/UCLES, UK.
- 1987 **Licenciatura** in Spanish Philology. University of Cádiz, Spain.

EMPLOYMENT

- current **Associate Professor**, Department of Second Language Studies, University of Hawai'i at Mānoa.
- 2004-2006 **Assistant Professor**, Department of Second Language Studies, University of Hawai'i at Mānoa.
- 2002-2004 **Assistant Professor**, Department of English, Northern Arizona University.
- 2000-2002 **Assistant Professor**, Department of Applied Linguistics and ESL, Georgia State University.
- 1999-2000 **Visiting Instructor** of Applied Linguistics, Department of Linguistics, Georgetown University.
- 1994-1998 **Research and Teaching Graduate Assistant**, University of Hawai'i at Mānoa.
- 1987-1993 **Spanish Instructor**, Instituto Cervantes of Athens, Greece.

HONORS AND FELLOWSHIPS

- 2010: **Senior Fellow at the Freiburg Institute of Advanced Studies (FRIAS)**, the Albert-Ludwigs University of Freiburg. Fellowship invitation to reside at FRIAS as senior researcher. Target date: August through December, 2010.
- 2003: **National Academy of Education/Spencer Postdoctoral Fellow**. Two-semester nonresidential fellowship to carry out the research project titled *Second Language and literacy development over time: A synthesis of longitudinal research in applied linguistics*.
- 2001: **Paul Pimsleur Award for Research in Foreign Language Education** (co-recipient with John Norris) awarded by the American Council on the Teaching of Foreign Languages and The Modern Language Journal for article: Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50, 417-528.
- 2001: **TESOL Research Interest Section/Heinle & Heinle Distinguished Research Award** (co-recipient with John Norris). Awarded for article: Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50, 417-528.
- 1999: **Pre-Doctoral Mellon Fellow**, National Foreign Language Center at the Johns Hopkins University. Seven-month residential fellowship to write up dissertation research; Washington D.C., January through August.
- 1987-1990: **Spanish Ministry of Education International Grantee**. International exchange postgraduate grant competition funded by the Ministry of Education in Spain, renewed for three consecutive

years. To reside in Greece and study Pragmatics and Linguistics at the University of Athens; advisor, Prof. Babiniotis.

SUMMARY OF MAIN EDITORIAL AND PROFESSIONAL ACTIVITIES

- Editor of *Language Learning*, Wiley-Blackwell (five-year appointment: May 2010-May 2015)
- *Language Learning* Monograph Series Editor, Wiley-Blackwell (2006-2010)
- Editorial board/panel member:
 - Applied Linguistics* (since 2004)
 - Canadian Modern Language Review* (since 2009)
 - Journal of Second Language Writing* (since 2009)
 - Language Learning & Technology* (2003-2010)
 - Language Teaching Research* (since 2005)
 - Modern Language Journal* (since 2004)
 - TESOL Quarterly* (2002-2005)
- Member-at-Large, American Association for Applied Linguistics (2005-2008)

VISITING AND COURTESY APPOINTMENTS

- Summer 2009 **The Pennsylvania State University**, taught at 2009 Summer Institute in Applied Linguistics, 1-credit graduate course on *Error Correction in L2 Classrooms* (APLNG 596, Session II). College Park, PA, July 6-17, 2009.
- 2008-2012 **Purdue University** Special Appointment to the Graduate Faculty, five-year term, enabling to serve as member or co-chair on graduate student committees and to teach graduate-level courses.
- Summer 2007 **University of Toronto**, Ontario Institute for Studies in Education, Visiting Professor, taught 3-credit graduate course on *Computer Technologies and Language Learning* (CTL 3799, Summer Session II). Toronto, Canada, July 3-August 9, 2007.
- Summer 1993 **University of Cádiz**, Spain, Summer Institute: *Modern Greek Language*. Developed and taught 40-hour intensive Modern Greek language course for university and high school faculty in Ancient Greek departments. Cádiz, Spain, July 1-31, 1993.

TEACHING EXCELLENCE RECOGNITION

Since 2006: Affiliate Faculty Member of the Center for Teaching Excellence, University of Hawai'i at Mānoa
2004: TESOL World Teachers' Day Honoree

PUBLICATIONS

I. Single-authored books

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Arnold. [distributed in the United States by Oxford University Press; Understanding Language Series, Bernard Comrie & Greville Corbett, Series Editors; ISBN-13: 978-0340905593].

II. Edited books

Ortega, L., & Byrnes, H. (Eds.). (2008). *The longitudinal study of advanced L2 capacities*. New York: Routledge. [Second Language Acquisition Research Series, Susan M. Gass & Alison Mackey, Series Editors; ISBN-13: 978-0805861730]

Norris, J. M. & Ortega, L. (Eds.). (2006). *Synthesizing research on language learning and teaching*. Amsterdam: John Benjamins. [Language Learning & Language Teaching Series, Jan Hulstijn & Nina Spada, Series Editors; ISBN-13: 978-9027219664].

III. Guest-edited journal issues

Ortega, L. (Ed.). (2005). *Methodology, epistemology, and ethics in instructed SLA research*. Special Issue of *The Modern Language Journal*, 89(3). [ISSN: 0026-7902, online ISSN: 1540-4781]

IV. Editorship of anthologies, encyclopedias, and book series

Ortega, L. (Ed.). (under contract). *Second language acquisition*. Six Volumes. London: Routledge. [Critical Concepts in Linguistics Series]

Area editor for "Language Teaching and Learning" in *The Blackwell Encyclopedia of Applied Linguistics*, General Editor, Carol Chapelle. (under contract, 2011; area covers approximately 700 pages).

Language Learning Monograph Series Editor:

Bigelow, M. (in preparation). *Mogadishu on the Mississippi: Language, racialized identity, and education in a new land*. *Language Learning*, 60, Supplement 2. [scheduled publication date: March 2010]

Young, R. (2009). *Discursive Practice in Language Learning and Teaching*. *Language Learning*, 58, Supplement 2, 1-267. Also published as: Young, R. (2009). *Discursive Practice in Language Learning and Teaching*. Malden, MA: Wiley-Blackwell. [ISBN-13: 978-1405184441]

V. Articles in refereed journals

Norris, J. M., & Ortega, L. (2009). Towards an organic approach to investigating CAF in instructed SLA: The case of complexity. *Applied Linguistics*, 30, 555-578. [Special Issue on *Complexity, accuracy, and fluency in second language acquisition: Theoretical and methodological perspectives*, co-edited by A. Housen & F. Kuiken.]

Mochizuki, N., & Ortega, L. (2008). Balancing communication and grammar in beginning-level foreign language classrooms: A study of guided planning and relativization. *Language Teaching Research*, 12, 11-37.

Norris, J. M., & Ortega, L. (2007). The future of research synthesis in applied linguistics: Beyond art or science. *TESOL Quarterly*, 41, 805-815.

Ortega, L. (2005). Methodology, epistemology, and ethics in instructed SLA research: An introduction. *The Modern Language Journal*, 89, 317-327. [11-page introduction to Special Issue]

Ortega, L. (2005). For what and for whom is our research? The ethical as transformative lens in instructed SLA. *The Modern Language Journal*, 89, 427-443.

Ortega, L., & Iberri-Shea, G. (2005). Longitudinal research in SLA: Recent trends and future directions. *Annual Review of Applied Linguistics*, 25, 26-45.

Ortega, L. (2003). Syntactic complexity measures and their relationship to L2 proficiency: A research synthesis of college-level L2 writing. *Applied Linguistics*, 24, 492-518.

Ortega, L. (2001). Current options in graduate-level introductory SLA textbooks. *Second Language Research*, 17, 71-89. [18-page invited refereed book review article]

Norris, J. M., & Ortega, L. (2001). Does type of instruction make a difference? Substantive findings from a meta-analytic review. In: R. Ellis (Ed.), *Form-focussed instruction and second language learning* (pp. 157-213). New York: Blackwell. *The Best of Language Learning Series*, Vol. 4 [Abridged version of Norris & Ortega, 2000]

Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50, 417-528. [Winner of the 2001 MLJ/ACTFL Paul Pimsleur Award for Research in Foreign Language Education and the 2001 TESOL Research Interest Section/Heinle & Heinle Distinguished Research Award].

Ortega, L. (1999). Planning and focus on form in L2 oral performance. *Studies in Second Language Acquisition*, 21, 109-148.

Long, M. H., Inagaki, S., & Ortega, L. (1998). The role of implicit negative feedback in SLA: Models and recasts in Japanese and Spanish. *The Modern Language Journal*, 82, 357-371.

Ortega, L. (1997). Processes and outcomes in networked classroom interaction: Defining the research agenda for L2 Computer-assisted Classroom Discussion. *Language Learning & Technology*, 1(1), 82-93.

Ortega, L. & Long, M. H. (1997). The effects of models and recasts on the acquisition of object topicalization and adverb placement by adult learners of Spanish. *Spanish Applied Linguistics*, 1, 65-86.

VI. Chapters in edited volumes

- Ortega, L. (2010). Research synthesis. In B. Paltridge & A. Phakiti (Eds.), *Companion to research methods in applied linguistics* (pp. 111-126). London: Continuum.
- Ortega, L., & Carson, J. G. (2010). Multicompetence, social context, and L2 writing research praxis. In T. Silva & P. Matsuda (Eds.), *Practicing theory in second language writing* (pp.48-71). West Lafayette, IN: Parlor Press.
- Ortega, L. (2009). Studying writing across EFL contexts: Looking back and moving forward. In R. M. Manchón (Ed.), *Writing in foreign language contexts: Learning, teaching, and research* (pp. 232-255). Clevedon, UK: Multilingual Matters.
- Ortega, L. (2009). Sequences and processes in language learning. In M. H. Long & C. J. Doughty (Eds.), *Handbook of language teaching* (pp. 81-105). Malden, MA: Wiley-Blackwell.
- Ortega, L. (2009). Interaction and attention to form in L2 text-based computer-mediated communication. In A. Mackey & C. Polio (Eds.), *Multiple perspectives on interaction in SLA: Research in honor of Susan M. Gass* (pp. 226-253). New York: Routledge.
- Ortega, L. (2009). What do learners plan? Learner-driven attention to form during pre-task planning. In K. van den Branden, M. Bygate, & J. M. Norris. (Eds.), *Task-based language teaching: A reader* (pp. 301-332). Amsterdam: John Benjamins. [Reprint, first published in R. Ellis (Ed.). (2005). *Planning and task performance in a second language* (pp. 77-109). Amsterdam: John Benjamins.]
- Ortega, L. & Zyzik, E. (2008). Online interactions and L2 learning: Some ethical challenges for L2 researchers. In S. Magnan (Ed.), *Mediating Discourse Online* (pp. 331-355). Amsterdam: John Benjamins.
- Ortega, L., & Byrnes, H. (2008). The longitudinal study of advanced L2 capacities: An introduction. In L. Ortega & H. Byrnes (Eds.), *The longitudinal study of advanced L2 capacities* (pp. 3-20). New York: Routledge.
- Ortega, L., & Byrnes, H. (2008). Theorizing advancedness, setting up the longitudinal research agenda. In L. Ortega & H. Byrnes (Eds.), *The longitudinal study of advanced L2 capacities* (pp. 281-300). New York: Routledge.
- Ortega, L. (2007). Meaningful L2 practice in foreign language classrooms: A cognitive-interactionist SLA perspective. In R. DeKeyser (Ed.), *Practicing in a second language: Perspectives from applied linguistics and cognitive psychology* (pp. 180-207). New York: Cambridge University Press.
- Ortega, L. (2007). Second language learning explained? SLA across nine contemporary theories. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition: An introduction* (pp. 221-246). Mahwah, NJ: Lawrence Erlbaum.
- Norris, J. M., & Ortega, L. (2006). The value and practice of research synthesis for language learning and teaching. In J. M. Norris & L. Ortega (Eds.), *Synthesizing research on language learning and teaching* (pp. 3-50). Amsterdam: John Benjamins.
- Ortega, L. (2005). What do learners plan? Learner-driven attention to form during pre-task planning. In R. Ellis (Ed.), *Planning and task performance in a second language* (pp. 77-109). Amsterdam: John Benjamins. [Reprinted in K. van den Branden, M. Bygate, & J. M. Norris. (Eds.). (2009). *Task-based language teaching: A reader* (pp. 301-332). Amsterdam: John Benjamins.]
- Norris, J. M., & Ortega, L. (2003). Defining and measuring SLA. In C. J. Doughty, & M. H. Long (Eds.). *Handbook of second language acquisition* (pp. 717-761). Malden, MA: Blackwell. [Runner-up for the 2003 Best Paper Award of the International Language Testing Association]
- Ortega, L. (1999). Language and equality: Ideological and structural constraints in foreign language education in the US. In T. Huebner, & K. A. Davis (Eds.), *Sociopolitical perspectives in language policy and planning in the USA* (pp. 243-266). Amsterdam: John Benjamins.

VII. In progress

- Ortega, L. (under contract, 2011). Theoretical alternatives in SLA: A commentary. In D. Atkinson (Ed.), *Theories of Second Language Acquisition: Alternative Approaches and Orientations*. New York: Routledge.
- Ortega, L. (under contract, 2011). Second language acquisition. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics*. New York: Routledge.
- Ortega, L. (in preparation, 2011). Replication in applied linguistics: A sociological perspective. In G. Porte (Ed.), *A guide to replication in applied linguistics*. New York: Cambridge University Press.
- Ortega, L. (under contract, 2011). Reflecting on the learning-to-write and writing-to-learn dimensions of written language learning. In R. Manchón (Ed.), *Learning to write and writing to learn in an additional language*. Amsterdam: John Benjamins.

- Ortega, L. (under contract, 2011). EFL learning theories. In K. de Bot, K. Schreuder, D. Wolff (Eds.), *The Mouton handbook of English as a foreign language*. Berlin: Mouton de Gruyter.
- Norris, J. M., & Ortega, L. (invited, 2010). Timeline: Research synthesis. *Language Teaching*, 43(4).
- Norris, J. M., & Ortega, L. (under contract, 2012). Assessing learner knowledge. In S. M. Gass & A. Mackey (Eds.), *Handbook of second language acquisition*. New York: Routledge.

VIII. Book Forewords

- Ortega, L. (2009) Series Editor Foreword. In R. Young, *Discursive Practice in Language Learning and Teaching* (pp. vii-ix). Malden, MA: Wiley-Blackwell. [*Language Learning Monograph Series*, vol. 58, Supplement 2]
- Ortega, L. (2008). Foreword. In S. Wa-Mbaleka, *A Meta-Analysis Investigating the Effects of Reading on Second Language Vocabulary Learning* (pp. iii-v). Saarbrücken, Germany: VDM Verlag.

IX. Invited publications outside the United States

- Ortega, L. (2009). Agente y prestidigitador: El profesor de lenguas y las diferencias individuales en el aula. [Agent and magician: The language teacher and individual differences in the classroom.] En A. Barrientos Clavero, J. C. Martín Camacho, V. Delgado Polo, & M. I. Fernández Barjola (Eds.), *El Profesor de Español LE/L2. Actas del XIX Congreso Internacional ASELE. Volumen 1* (pp. 25-49). Cáceres, España: Universidad de Extremadura. [Published plenary address in the proceedings of the 19th Annual Conference of ASELE, Asociación de Español como Lengua Extranjera]
- Ortega, L. (2004). Aproximaciones cognitivo-interaccionistas al aprendizaje de segundas lenguas mediante tareas. *ELIA (Estudios de Lingüística Inglesa Aplicada)*, 5. [Cognitive-interactionist approaches to the study of task-based language learning. *Studies in English Applied Linguistics*, 5, 15-38] [Invited feature article in refereed journal produced at the University of Seville, Spain]
- Ortega, L. (2004). Feature article: L2 writing research in EFL contexts: Some challenges and opportunities for EFL researchers. *Applied Linguistics Association of Korea Newsletter*. Available at: www.alak.org.kr [Invited feature article]
- Ortega, L. (2003). Interacción y negociación del mensaje en el salón de idiomas: Panorámica crítica de la investigación actual y propuestas para el futuro. *MEXTESOL Journal*, 27(1), 37-54. [Interaction and negotiation for meaning in the classroom: A critical overview and directions for future research] [Invited refereed article for the official journal of the *Association of Teachers of English to Speakers of Other Languages* in Mexico]
- Ortega, L. (2001). Atención implícita hacia la forma: Teoría e investigación (pp. 179-211). *ELUA (Estudios Lingüísticos de la Universidad de Alicante)*, Anexo 1: *Tendencias y líneas de investigación en adquisición de segundas lenguas*. S. Pastor Cesteros. & V. Salazar García (Eds.) [Implicit Focus-on-Form: Theory and research (pp. 179-211). *Journal of Linguistic Studies of the University of Alicante*. Special issue 1: *Research trends in second language acquisition*, edited by S. Pastor Cesteros & V. Salazar García.] [Invited article in special issue of refereed journal produced at the University of Alicante, Spain]
- Ortega, L. (2000). El desarrollo de la competencia gramatical oral en una segunda lengua a través de la actuación lingüística: Aproximaciones interaccionistas y cognitivas. In C. Muñoz (Ed.), *Segundas lenguas: Adquisición en el aula* (pp. 197-229). Barcelona: Ariel. [The development of oral L2 grammatical competence through L2 performance: Cognitive-interactionist approaches. In C. Muñoz (Ed.), *Second languages: Acquisition in the classroom* (pp. 197-229). Barcelona: Ariel.] [Invited book chapter]

X. Non-refereed publications

- Ortega, L. (1999). Rethinking foreign language education: Political dimensions of the profession. In K. A. Davis (Ed.), *Foreign language teaching and language minority education* (pp. 21-39). Honolulu, Hawai'i: University of Hawai'i Press, Second Language Teaching and Curriculum Center.
- Ortega, L. (1996). Planning and second language oral performance: The state of the art. In C. Reeves, C. Steele, & C. Wong (Eds.), *Linguistics and language teaching: Proceedings of the Sixth Joint LSH-HATESL Conference* (Technical Report No. 10) (pp. 223-238). Honolulu, Hawai'i: University of Hawai'i, Second Language Teaching and Curriculum Center.
- Ortega, L. (1995). *The effect of planning in oral narratives by adult learners of Spanish*. (Research Note No. 15) Honolulu, Hawai'i: University of Hawai'i, Second Language Teaching and Curriculum Center.

XI. Interviews

- Ortega, L. (2008, October). Entrevista con Lourdes Ortega [Interview with Lourdes Ortega] (interviewer: Sergio Troitiño, Difusión Centro de Investigación y Publicaciones de Idiomas, SL, Spain). *Ldelengua: Un Podcast Sobre El Mundo Del Español*, 14. <http://eledelengua.com/?subsubcatID=192>
- Ortega, L. (2008, January). Entrevista con... Dra. Lourdes Ortega University of Hawaii at Manoa (EEUU) (interviewer: Rosa Manchón, University of Murcia, Spain). *AESLA Boletín Electrónico (Asociación Española de Lingüística Aplicada)*, No. 1, 58-64.
- Ortega, L. (2007, November). Entrevista a... Lourdes Ortega [Interview with... Lourdes Ortega] (interviewer: María del Mar Galindo Merino, University of Alicante, Spain). *Boletín de ASELE (Asociación para la Enseñanza del Español como Lengua Extranjera)*, 37(2), 41-48.
- Norris, J., & Ortega, L. (2001, November). 2001 TESOL/Heinle & Heinle Distinguished Research Award: A conversation with the researchers (interviewer: Sarah Weigle, Georgia State University). *TESOL Research Interest Section Newsletter*, 8(2), 3/6.

XII. Cited Consultant

- “Replacing Textbooks with Tasks: A Premier UH Program Brings New Ideas to Learning Languages” by Tracy Matsushima, *Mālamalama (The Light of Knowledge): The Magazine of the University of Hawai‘i System*, Volume 33(1), January 2008.
- “A University Plans to Promote Languages by Killing its Language Department” by Alison Schneider, *Chronicle of Higher Education*, March 9, 2001.

PRESENTATIONS

I. Keynote and Plenary Addresses

2010

- Austria: *Language Acquisition Research for Language Teaching: Apply, even if with Caution!* Keynote address to be delivered at the ÖGSD (Österreichische Gesellschaft für Sprachendidaktik) Conference, Innsbruck, September 23-25.
- United Kingdom: To Be Announced. Plenary address to be delivered at the BAAL (British Association of Applied Linguistics) Language Learning & Teaching SIG Conference, King's College, London, July 8-9.
- Spain: *Exploring Interfaces between Second Language Writing and Second Language Acquisition*. Plenary address to be delivered at the 9th Symposium on Second Language Writing, University of Murcia, Spain, May 20-22.
- United States: *The Bilingual Turn in SLA*. Plenary address to be delivered at the AAAL (American Association for Applied Linguistics) Conference, Atlanta, GA, March 6-9.

2009

- New Zealand: *Participation, Acquisition, and In-Betweenness as Metaphors for L2 Learning*. Plenary address delivered at the 1st Combined ALANZ-ALAA Conference (Applied Linguistics Association of New Zealand & Applied Linguistics Association of Australia), Auckland, December 2-4.
- United Kingdom: *Tasks and Technology in Language Learning: Elective Affinities and (Dis)encounters*. Plenary address delivered at the 3rd International Task-Based Language Teaching Conference. Lancaster, September 13-16.

2008

- Spain: *Agente y Prestidigitador: El Profesor de Lenguas y las Diferencias Individuales en el Aula. (Agent and Magician: The Language Teacher and Individual Differences in the Classroom.)* Plenary address delivered at the 19th Annual ASELE Conference (Asociación de Español como Lengua Extranjera), Cáceres, Spain, September 24-27.

2007

Japan: *Locating Purposes and Needs for Writing in a Foreign Language*. Plenary address delivered at the 6th *Symposium on Second Language Writing*. Theme “Writing in the Pacific Rim” Nagoya Gakuin University, Japan, September 15.

Spain: *Conocimiento y Multicompetencia: Dos Retos Contemporáneos para el Estudio de la Adquisición de Segundas Lenguas*. (Knowledge and Multicompetence: Two Contemporary Challenges for the Study of Second Language Acquisition). Plenary address delivered at the 25th AESLA Conference (Asociación Española de Lingüística Aplicada), Murcia, Spain, April 21.

2006

United States: *Multicompetence, Social Context, and L2 Writing Research Praxis*. Keynote address delivered at the 5th *Symposium on Second Language Writing*. Theme “Practicing theory in second language writing,” Purdue University, June 10.

United States: “Journey to Ithaca”: *Best Practices for Error Correction in Second Language Classrooms*. Keynote address delivered at the Hawaii TESOL Conference. Honolulu, Hawaii, February 18.

2002

Mexico: *La adquisición de Segundas Lenguas en Contextos de Instrucción Formal: Esbozo Crítico en Busca de Nuevas Líneas de Investigación para el Futuro (Instructed Second Language Acquisition: A Critical Review in Search for Future Research Programs)*. Plenary address delivered at the VII Annual Symposium on Applied Linguistics at the Universidad de las Américas, Puebla, May 17.

II. International Invited Talks and Workshops

Interlanguage complexity: A construct in search for theoretical renewal. Individual presentation at Invitational Workshop on “Linguistic Complexity in Interlanguage Varieties, L2 Varieties, and Contact Languages” organized by the Freiburg Institute for Advanced Studies (FRIAS), University of Freiburg, Germany, May 21-22, 2009.

The Future of Meta-Analysis in Applied Linguistics and Contemporary Challenges for SLA Theories. Two lectures delivered at the Distinguished Lecture Series, International Graduate School of English, Seoul, Korea June 4-5, 2008.

Three challenges for SLA Theories in the 21st Century. University of British Columbia, Vancouver, October 10, 2006.

Addressing Grammar and Communication in the EFL Classroom: What Does the Future Hold? Department of Foreign Languages, Tsinghua University, Beijing, June 1, 2001.

Grammar Explanation and Error Correction in the EFL Classroom. Twelve-hour workshop conducted at the 40th Seminar for EFL Teachers hosted by the Brazil-US Binational Cultural Center of Salvador da Bahia (ACBEU), Brazil July 2000.

Focus on Form: A Rationale for Designing and Implementing Pedagogical Interventions in the EFL Classroom. Six-hour workshop conducted for in-service teachers at the Brazil-US Binational Cultural Center of Salvador da Bahia (ACBEU), Brazil, July 2000.

Research methods in second language acquisition. Twelve-hour doctoral workshop conducted at the University of Barcelona. Co-taught with Michael Long, Catherine Doughty, and John Norris, May 1997.

Developing Listening Skills in the L2 classroom. Workshop conducted at the First Annual Conference on the Teaching of Spanish in Greece, Athens, June 1992.

III. National Invited Talks and Workshops

Online Interactions and L2 Learning: Some Ethical Challenges for Teachers and Researchers. University of Michigan. Ann Arbor, MI, March 30, 2007.

Strengthening Longitudinal SLA Research Programs: Benefits and Challenges. Michigan State University. East Lansing, MI, September 12, 2005.

A Conversation about Second Language Writing. Literacy Colloquy, Department of Teacher Education at the School of Education, Michigan State University, September 13, 2005.

Second Language Learning in Longitudinal Perspective. Postdoctoral Fellow presentation at the Annual Meeting of the National Academy of Education, Stanford University, October 8, 2004.

The Ethical as Transformative Lens in Instructed SLA Research. Berkeley Language Center Lecture Series, February 19, 2004. [Also delivered at the Institute for Second Language Acquisition Lecture Series at the University of California at Davis, February 18, 2004.]

Advanced Language Level Ability Symposium. Invited expert participation in 3-day symposium organized by the Center for Advanced Language Studies at the University of Maryland, Catherine Doughty, convener. Washington, DC. October 10-12, 2003. Other invited experts: Robert DeKeyser, Fred Eckman, Nick Ellis, Michael Long, John Norris, Peter Robinson, Carsten Roever, Håkan Ringbom.

Using CHILDES for the Analysis of L2 German Data from the GUGD Multiple Literacies FL Curriculum. Nine-hour workshop conducted at the German Department, Georgetown University, September 20-21, 2002. (with John Norris).

Investigating Foreign Language Classrooms: A Practical Introduction to Planning Research on Language Teaching and Learning. Four-hour workshop conducted at The First University of California Consortium for Language Learning and Teaching Conference, University of California at Irvine, CA, March 10, 2002.

Action Research as a Tool for Professional Empowerment. Workshop conducted at Transpacific Hawaii College, Honolulu, HI, July 25, 2001.

Interpretive Qualitative Approaches to the Study of Genre in a German FL Curriculum. Session conducted at Georgetown University, German Department, Washington, D.C. (as Faculty mentor/consultant for Spencer grant), January 26, 2001.

Methodological Principles in the Analysis of Learner Discourse. Session conducted at Georgetown University, German Department, Washington, D.C. (as Faculty mentor/consultant for Spencer grant), October 6, 2000.

Task-Based Approaches in Second Language Learning: Two Recent Cognitive Models and Some Empirical Investigations. University of Pennsylvania, Graduate School of Education, Philadelphia, PA, April 11, 2000.

Second Language Development in Writing: A Task-Based Account. Georgia State University, Department of Applied Linguistics and ESL, Atlanta, GA, March 27, 2000.

Focus on Form: A Rationale for Designing and Implementing Pedagogical Interventions in the FL Classroom. Georgetown University, DEFL Program. Washington D.C., October 8, 1999.

Understanding Syntactic Complexity: The Measurement of Change in the Syntax of Instructed L2 Spanish Learners. The Johns Hopkins University, National Foreign Language Center, Washington D.C., August 12, 1999.

Issues in the Measurement of Syntactic Complexity in Second Language Production. The Johns Hopkins University, National Foreign Language Center, Washington D.C., February 17, 1999.

VI. Presentations in Invited Colloquia

“Context” in L2 writing pedagogy and research: Emergent and dynamic. In invited Academic Session of the Second Language Writing Interest Section on *L2 Writing Across Contexts* convened by Christine Tardy, TESOL (Association of Teachers of English to Speakers of Other Languages) Conference, Denver, CO, March 25-28, 2009. Other presenters: Meg Gebhard, Ilona Leki, Miyuki Sasaki, Youngjoo Yi; discussant: Paul Matsuda.

A Sociology of Replication and Replicability in Applied Linguistics. In colloquium on *Encouraging Replication Research in Applied Linguistics and SLA* convened by Graeme Porte, AAAL (American Association for Applied Linguistics) Conference, Denver, CO, March 21-24, 2009. Other presenters: Rebekha Abbuhl, Tess Fitzpatrick, Alison Mackey, Hossein Nassaji, Peter Robinson.

Measurement for Understanding: The Case of CAF (with John Norris). In colloquium on *Complexity, Accuracy, and Fluency in SLA: Theoretical and Methodological Perspectives* convened by Alex Housen & Folkert Kuiken, AAAL (American Association for Applied Linguistics) Conference, Washington, DC, March 29-April 1, 2008. Other presenters: Robert DeKeyser, Rod Ellis, Peter Skehan; discussants: Diane Larsen-Freeman, Peter Robinson.

Measurement Solutions to Challenges in Investigating Instructed SLA. (with John Norris & Robert Mislavy). In colloquium on *Instructed SLA: Advancing the research agenda* convened by Catherine Doughty, AAAL (American Association for Applied Linguistics) Conference, Arlington, VA, March 22-24, 2003. Other presenters: Robert DeKeyser, Teresa Pica.

ESL Writing in a U.S. History Course: An Exploration of Intertextuality and Pushed Output. In Research Interest Academic Session on *Child to Adult Perspectives on Writing Development* convened by Dudley W. Reynolds, TESOL (Teachers of English to Speakers of Other Languages) Conference, Salt Lake City, UT, April 10, 2002. Other presenters: Randi Reppen, Dudley Reynolds; discussant: Dana Ferris.

Computer-Mediated Apprenticeship into Academic Writing (with Mark Warschauer). In Research Interest Academic Session on *CALL Research: Investigating Network-Based Language Teaching*, convened by Mark Warschauer. TESOL (Teachers of English to Speakers of Other Languages) Conference, Orlando, FL, March 14, 1997. Other presenters: Carla Meskill, Susana Sotillo.

V. Colloquium/Symposium Organization

Research Methods in Task-Based Language Learning and Teaching. Invited Colloquium to be convened at the 4th International Task-Based Language Teaching Conference. Auckland, New Zealand, November 17-20, 2011.

Ethics and Ecology in Instructed SLA Research: Tensions, Challenges, Opportunities. Refereed colloquium, 14th World Congress of Applied Linguistics (AILA & AAAL), Madison, WI, July 24-29, 2005. Colloquium convener and discussant: L. Ortega. Presenters: Teresa Pica, Nina Spada, Carol Chapelle, Patricia Duff.

The Longitudinal Study of Advanced Foreign Language Capacities: Theoretical and Methodological Issues. Invited Symposium, GURT 2005 (Georgetown Round Table on Languages and Linguistics), Washington DC, March 10-13 2005. Symposium convener and discussant: L. Ortega. Presenters: L. Ortega, F. Myles, J. Rees & J. Klapper, L. Harklau, C. Angelelli.

Rethinking Instructed SLA Research: Technical, Epistemological, and Ethical Dimensions. Refereed colloquium, AAAL (American Association for Applied Linguistics) Conference, Portland, OR, May 1-4, 2004. Colloquium convener: L. Ortega. Presenters: L. Ortega, J. Schultz, G. Valdés, J. Norris, D. Allwright. Discussants: C. Chapelle, J.-M. Dewaele.

VI. Discussant Roles

Discussant of *Non-Traditional Approaches to Second Language Acquisition*, refereed colloquium convened by Gabriele Kasper, AAAL (American Association for Applied Linguistics) Conference, Denver, CO, March 21-24, 2009. Presenters: Dwight Atkinson, Gabriele Kasper, James Lantolf, Diane Larsen-Freeman, and Leo van Lier.

Discussant of *Constructing an L2*, paper delivered by Nick Ellis & Diane Larsen-Freeman at *Language as a Complex Adaptive System: 60th Anniversary of Language Learning*, Michigan League, University of Michigan, November 8-9, 2008.

Discussant of *L2 Writing in Transnational Perspective: Learning-to-Write and Writing-to-Learn Dimensions*, refereed symposium convened by Rosa M. Manchón, AILA (World Congress of Applied Linguistics) Conference, Essen, Germany, August 26, 2008. Presenters: Suresh Canagarajah, Alister Cumming, Rosa M. Manchón, Liz Murphy, Julio Roca, Miyuki Sasaki.

Discussant of *Problematizing the Investigation of Corrective Feedback in the Second Language Classroom*, paper delivered by Rod Ellis at the Invitational Symposium on Sociocognition, University of Auckland, New Zealand, 11 April, 2007.

Co-discussant (with John Norris) of *Towards Theoretically Meaningful L2 Assessments for SLA Research*, invited AAAL-ILTA Joint Colloquium Session convened by Robert DeKeyser and James E. Purpura, AAAL (American Association for Applied Linguistics) Conference, Montreal, June 17 2006. Presenters: Niclas Abrahamsson, Robert DeKeyser, Rod Ellis, Thom Hudson, James E. Purpura, Pauline Rea-Dickens.

Discussant of *Task-based Approaches in Language Learning and Assessment*, invited colloquium convened by Peter Skehan. AAAL (American Association for Applied Linguistics) Conference, Vancouver, March 14, 2000. Presenters: Martin Bygate, Pauline Foster, John Norris, Peter Robinson, and Peter Skehan.

VII. Refereed Individual Paper Presentations

A usage-based approach to overpassivization: The role of input and conceptualization biases (with Sang-Ki Lee and Munehiko Miyata). Presented at the 26th SLRF (Second Language Research Forum) Conference, Honolulu, HI. October 17-19, 2008.

Social context in task-based language learning: (How) Does it matter? In refereed colloquium *Towards an educational agenda for research into task-based language teaching*, Martin Bygate convener. Conference on Social and Cognitive Aspects of Second Language Learning and Teaching, University of Auckland, New Zealand, 12-14 April, 2007.

Second language learning explained? Three challenges for SLA theories. 24th SLRF (Second Language Research Forum) Conference, Seattle, WA. October 6-8, 2006.

Pre-task planning and attention to meaning: Debilitating or facilitative? 1st TBLT (International Task-based Language Teaching) Conference, Leuven, Belgium, September 21-23, 2005.

Why once isn't enough: Putting L2 learning in longitudinal perspective. 14th AILA/AAAL (World Congress of Applied Linguistics), Madison, WI, July 24-29, 2005.

Technical, epistemological, and ethical thinking in instructed SLA research. In refereed colloquium *Rethinking instructed SLA research: Technical, epistemological, and ethical dimensions*. Lourdes Ortega convener. AAAL (American Association for Applied Linguistics) Conference, Portland, OR, May 1-4, 2004.

An investigation of elicited imitation tasks in crosslinguistic SLA research (with Noriko Iwashita, John Norris, & Sara Rabie). 20th SLRF (Second Language Research Forum) Conference, University of Toronto/OISE, Toronto, October 3-6, 2002.

Magnitude and rate of syntactic complexity changes in college-level L2 writing: A research synthesis. AAAL (American Association for Applied Linguistics) Conference, Salt Lake City, UT, April 7, 2002.

Changes in the accuracy and confidence of grammaticality judgments: Does explicitness of the target matter? Form and Meaning Connections in SLA Conference at the University of Illinois in Chicago, February 23, 2002.

The acquisition of relative clauses in L2 Spanish: Evidence from longitudinal production data. AAAL (American Association for Applied Linguistics) Conference, St. Louis, MO, February 26, 2001.

Syntactic complexity and instructed interlanguage development: A comparison of measures. AAAL (American Association for Applied Linguistics) Conference, Vancouver, March 11, 2000.

A multilanguage comparison of L2 syntactic complexity measures (with Noriko Iwashita, Sara Rabie, and John Norris). 12th AILA (World Congress of International Association of Applied Linguistics) Conference, Tokyo, August 5, 1999.

A meta-analysis of research on type of instruction: The case for Focus on Form (with John Norris). AAAL (American Association for Applied Linguistics) Conference, Stamford, Connecticut, March 7, 1999.

Planning and focus on form in L2 oral performance. 15th SLRF (Second Language Research Forum), Michigan State University, East Lansing, MI, October 18, 1997.

The effects of planning time and learner planning strategies on L2 Spanish oral performance. EUROSLA (European Association of Second Language Acquisition) Conference, Barcelona, May 22, 1997.

Networking into Academic Discourse Communities (with Mark Warschauer). 13th Computers and Writing Conference, Kapi'olani Community College, Honolulu, HI, June 4, 1997.

Reflections on a second and foreign language teacher education critical pedagogy course (with Graham Crookes, Fumiko Ikeshiro, Al Lehner, and Zafar Syed). Pedagogy of the Oppressed and Theatre of the Oppressed Conference, University of Nebraska at Omaha, NE, April 18, 1997.

When authentic becomes native: Teacher and learner perceptions of the use of authentic materials in a Hawaiian language classroom (with Naomi Losch). 10th HALT (Hawai'i Association of Language Teachers) Conference, Honolulu, HI, March 1996.

The effects of models and recasts on the acquisition of object topicalization and adverb placement by adult learners of Spanish (with Michael H. Long). 1st Conference in the Acquisition of Spanish as a First or Second Language, Pennsylvania State University, College Park, PA, October 11, 1995.

Second language acquisition research and the teaching of a second language. 3rd Annual Conference on the Teaching of Spanish in Greece, Athens, June 24, 1994.

The Imperative, indirect speech acts, and the subjunctive in the learning of Spanish as a second language. 1st International Congress on the Teaching of Spanish, Madrid, January 28, 1991.

VIII. Local Invited Talks/Workshops

Academic writing in SLS (with Christina Higgins, special guest Rosa Manchón). Workshop for graduate students in the Department of Second Language Studies at UHM, Honolulu. October 15, 2008.

Second Language Acquisition, Error Correction, Teaching Second Language Writing, Meta-analysis. Two-hour workshops delivered at the 42nd & 43rd Workshop for Asian-Pacific Teachers of English at the Center for Asia-Pacific Exchange, Honolulu, January-February 2007 and 2008.

Writing academic research papers in applied linguistics (with Sandy McKay, special guest John Bitchener). Workshop for graduate students in the Department of Second Language Studies at UHM, Honolulu. September 10 2007.

Writing for Success in Second Language Studies (with Christina Higgins). Workshop for graduate students in the Department of Second Language Studies at UHM, Honolulu. February 16 2007.

- Task-based Language Teaching: Opportunities and possibilities* (with John M. Norris, Craig Chaudron, & Marta González-Lloret). Brown Bag Talk Series, Department of Second Language Studies at the UHM, Honolulu, Spring 2006.
- Second language writing: Challenges and dilemmas for language teachers and researchers*. With the SLS 614 fall 2005 students. Brown Bag Talk Series, Department of Second Language Studies at the UHM, Honolulu, Fall 2005.
- It's about time: Putting second language learning into longitudinal perspective*. Brown Bag Talk Series, Department of Second Language Studies at the UHM, Honolulu, Spring 2005.
- Guest Induction Speech*. Phi Theta Kappa Induction Ceremony of the Beta Kappa Phi Chapter. TransPacific Hawaii College, January 14, 2005.
- Publishing in applied linguistics* (with Gabriele Kasper). Brown Bag Talk Series, Department of Second Language Studies at the UHM, Honolulu, Fall 2004.
- Strategies and Possibilities for Error Correction in the L2 Classroom*. Northern Arizona University, Spring 2003 Student Colloquium at the English Department, Flagstaff, AZ, April 20, 2003.
- Pedagogical Orientation for International Teaching Assistants*. Session at workshop conducted for International Teaching Assistants hosted by the Center for Teaching Excellence at the University of Hawai'i. Co-conducted with Yoneko Narito; Fall 1997, Spring 1997, and Fall 1998.
- Computer-Mediated Apprenticeship into Academic Writing* (with Mark Warschauer). University of Hawai'i, Department of ESL Colloquium Series, Honolulu, HI, February 28, 1997.
- Pedagogical applications of Daedalus/InterChange (On-line writing software)*. Workshop conducted as part of the Academic Orientation for Foreign Language Teaching Assistants organized by the Second Language Teaching and Curriculum Center at the University of Hawai'i, Honolulu January 1997.
- Panel on critical pedagogy in second and foreign languages education* (with Graham Crookes, Rebeca Jasso-Aguilar, Fumiko Ikeshiro, and Zafar Syed). University of Hawai'i, Department of ESL Colloquium Series, Honolulu, HI, November 1996.
- Planning and second language oral performance*. University of Hawai'i, Department of ESL Colloquium Series, Honolulu, HI, December, 1995.
- Planning and second language oral performance: The state of the art*. LHS-HATESL 6th Joint Student Conference, (Linguistics Hawai'i Association-Hawai'i Association of Teachers of ESL), University of Hawai'i at Manoa, Honolulu, HI, March 1995.

GRANTS, CONTRACTS, & COMMISSIONS

I. Fellowships

- 2003-2005: National Academy of Education/Spencer Postdoctoral Fellowship (\$50,000). Two-year nonresidential fellowship, project titled *Second Language and literacy development over time: A synthesis of longitudinal research in applied linguistics*.
- 1999: Mellon Doctoral Fellowship. (\$21,000). Seven-month residential fellowship for the completion of dissertation writing. National Foreign Language Center at the Johns Hopkins University, Washington, D.C. (January through August).

II. Group grants

- 2007-2009: Asesor Científico (Scientist Consultant) in Writing in a Foreign Language Project, Fundación Séneca, Murcia, Spain (Euros 22,719 for three years). Principal Investigator: Rosa Manchón, Liz Murphy, & Julio Roca de Larios.
- Spring 2007: Director of National Foreign Language Resource Grant Project CHILDES/SLA-Web (Subcontract from University of Oregon to UH, PI Ortega: \$17,978).
- 2005-2008: Academic Partner in International Research and Studies Program US Department of Education (\$417,000). Principal Investigator: Carl Falsgraf, University of Oregon. Three-year grant: *Second Language Acquisition Web: Research tools and studies to improve language learning*.
- 2005-2007: Partner Investigator in Australian Research Council Grant (AU \$200,000). Principal Investigator: Noriko Iwashita, University of Queensland. Three-year grant: *The measurement of primary traits in L2 oral proficiency in second language acquisition research*.
- 2000-2002: Faculty mentor/consultant for Practitioner Research Communication and Mentoring Grant, Spencer Foundation. (\$30,000). Principal Investigators: Heidi Byrnes (Georgetown University)

- and John M. Norris (University of Hawai'i). Two-year grant: *Supporting teacher-researchers in a comprehensive curriculum renewal project in a college foreign language department*.
- 1998: Syntactic Complexity Project. (Various monies from three institutions). Funded by the National Foreign Language Resource Center, University of Hawai'i at Mānoa, in collaboration with the University of Melbourne (Australia), and Kwansei Gakuin University (Japan). PI: L. Ortega. Co-researchers: Noriko Iwashita, John Norris, Sara Rabie.

III. Intramural grants

- 2004-2005: Arizona Board of Regents' Learner-Centered Education Grant (\$17,000). [Stepped out when left NAU] Co-PI (with Joan Jamieson, English Department). *Developing scholar-teachers in doctoral education: A learner-centered approach*.
- 2004-2005: NAU Intramural Grant (\$7,500). [Awarded, but never used, left NAU] *Syntactic complexity and accuracy: What is their relative contribution to advanced second language ability?*
- 2003-2004: NAU Intramural Grant (\$12,875). *The weighted measurement of linguistic repertoire in a second language*.

PROFESSIONAL SERVICE

Editor

Editor of *Language Learning*, Wiley-Blackwell (five-year appointment: May 2010 – May 2015)
Language Learning Monograph Series Editor, Wiley-Blackwell (2006-2010)

Editorial Boards/Panels

Applied Linguistics (Oxford University Press; 2004-to date)
Canadian Modern Language Review (University of Toronto Press; 2009-to date)
ELUA – Estudios de Lingüística Universidad de Alicante (University of Alicante Press; 2009-to date)
EuroSLA Monographs – (EuroSLA Association, 2010-to date)
ITL - International Journal of Applied Linguistics (Peeters Publ.; 2006-to date)
Journal of Second Language Writing (Elsevier; 2009-to date)
Language Learning & Technology (NFLRC/CLEAR/CAL; 2003-2010)
Language Teaching Research (Sage; 2005-to date)
Modern Language Journal (Wiley-Blackwell; 2004-to date)
Portal Education Publishers at the Universidad del País Vasco (2009-to date)
SL&i (Segundas Lenguas e Inmigración) (online, 2009-to date)
TESOL Quarterly (TESOL Publ.; 2002-2005)
University of Sydney Papers in TESOL (University of Sydney Press; 2007-to date)
VIAL, Vigo International Journal of Applied Linguistics (University of Vigo Press; 2009-to date)

Occasional external reviews for journals

Applied Linguistics (2003; since 2004 in Editorial Panel)
Applied Psycholinguistics (2009)
Bilingualism: Language and Cognition (2009)
Canadian Journal of Applied Linguistics (2006)
Canadian Modern Language Review (1998, 2003, 2008, since 2009 in Editorial Board)
Japan Society of Language Science Journal (2005)
Journal of Second Language Writing (2006, 2008; since 2009 in Editorial Board)
International Review of Applied Linguistics (2007)
Language and Education (2007)
Language Learning (2000-2004, 2006-2009)
Language Learning & Technology (1997-2003; since 2003 in Editorial Board)
Language Teaching (2007)

Language Testing (2008)
Learning and Individual Differences (2007)
Modern Language Journal (2000-2004; since 2004 in Editorial Board)
Research Points of the American Educational Research Association (2005)
Second Language Research (2006, 2009)
Studies in Second Language Acquisition (2008, 2009)
TESOL Quarterly (2000-2002; 2002-2005 in Editorial Board; 2006, 2008)

Other journal service

Member of *MLJ* Editor Search Committee, chaired by Heidi Byrnes (2005-2006)
Member of the *Canadian Modern Language Review – Modern Language Journal* Article Exchange Selection Committee, chaired by Keiko Koda (fall of 2004)
Member of the *MLJ* New Fifth Volume Planning Committee, chaired by Sally Magnan (fall 2003)

Reviews for funding agencies

Economic & Social Research Council, United Kingdom (2006)
Educational Testing Service TOEFL Grants (2008)
Fund for Scientific Research of Flanders (2006)
Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico (2002)
National Science Foundation (2004, 2006, 2007, 2009)
Social Sciences & Humanities Research Council of Canada (2002, 2005, 2009)
TESOL International Research Foundation Priority Research Grants competition (2006)

Reviews for publishers

Cambridge University Press (2000, 2003, 2009)
Cascadilla Press (2000)
Georgetown University Press (2006)
John Benjamins (1999, 2009)
Lawrence Erlbaum (2006)
McGraw-Hill (2002)
Oxford University Press (2006, 2007, 2008)
Palgrave/Macmillan (2001, 2002, 2006)
Routledge (2009)

Reviews for conference abstracts

AAAL conference: 2010 (Second Language Acquisition strand); 2009 (Second Language Acquisition strand); 2008 (Second Language Acquisition strand; Second Language Writing strand); 2007 (Second Language Acquisition strand; Technology and Language Learning strand); 2006 (Coordinator of Research Methods strand); 2004 (Heritage and Bilingual Language Education strand); 2002 (Second Language Acquisition strand; Language and Cognition strand; Language and Interaction strand); 2000 (Second Language Acquisition strand); 1999 (Second Language Acquisition strand)
TESOL conference: 2004 (Research Strand); 2003 (Applied Linguistics Strand)
Second Language Research Forum: 2009, 2008
International Task-Based Language Teaching Conference: Lancaster, UK, 2009; Honolulu, HI, 2007; Leuven, Belgium, 2005
Hispanic Linguistics Symposium: 2007

Tenure reviews

Tenure and promotion to associate professor, Washington State University, 2009
Tenure and promotion to associate professor, Northern Arizona University, 2009
Promotion to associate professor without tenure, Carnegie Mellon University, 2009
Promotion to senior lecturer, University of California Santa Barbara, 2008

Promotion to Level C, University of Queensland, 2008
Tenure and promotion to associate professor, Texas Tech University, 2007
Tenure and promotion to associate professor, Northeastern University, 2007
Promotion to associate professor without tenure, Carnegie Mellon University, 2007
Tenure and promotion to associate professor, University of Minnesota, 2006

Conference organization

Organizing Committee Member, 9th *Symposium for Second Language Writing*, Murcia, Spain, May 20-22, 2010
Faculty Advisor, *Second Language Research Forum*, Honolulu, October 2008
Organizing Committee Member, 2nd *International Task-Based Language Teaching Conference*, Honolulu, September 20-22, 2007
Faculty Advisor, 7th *English Graduate Symposium*, Northern Arizona University, March 2003
Organizing Committee Member, *Second Language Research Forum*, Honolulu, October 1998

Professional association offices

American Association for Applied Linguistics:

- Member of Distinguished Scholarship and Service Award Committee (appointed, 2009)
- Member-at-Large (elected, three-year term 2005-2008)
- Chair of the Advocacy Action Group Steering Committee (appointed, two-year term 2006-2008)
- Chair of Nominating Committee (appointed, 2003)
- Member of Nominating Committee (elected, 2002)

Back-cover book endorsements

Robinson, P., & Ellis, N. C. (Eds.). (2008). *Handbook of cognitive linguistics and second language acquisition*. New York: Routledge.

Duff, P. A. (2008). *Case study research in applied linguistics*. New York: Routledge.

Richards, K. (2003). *Qualitative inquiry in TESOL*. New York: Palgrave Macmillan.

STUDENT ADVISING AND MENTORING

Dissertation chair at SLS-UH

1. Sachiko Yasuda: *Development of Genre Knowledge and Academic Biliteracy among Japanese EFL Undergraduate Students*, ABD since spring 2009, in progress
2. Hung-Tzu Huang: *How Does Second Language Vocabulary Grow over Time? A Multi-Methodological Study on Incremental Vocabulary Knowledge Development* (completed spring 2010).
3. Sang-Ki Lee: *Saliency, Frequency, and Aptitude in the Learning of Unaccusativity in a Second Language: An Input Enhancement Study* (completed fall 2008). Supported by a TIRF (The International Research Foundation for English Language Education) Doctoral Dissertation Grant and a *Language Learning* Doctoral Dissertation grant. First position upon graduation: Assistant Professor (tenure-track), Korea National University of Education (KNUE) (<http://www.knue.ac.kr/eng/index.htm>).

Dissertation committee member at SLS-UH

1. Munehiko Miyata – *Skewed Input Promotes Structural Alignment in the Learning of Morphology* (chair Dick Schmidt, ABD since spring 2010, in progress)
2. Yao Hill – *Validation of Using the STEP EIKEN Test as an Alternative English Proficiency Test for College Admission Purposes* (chair JD Brown, ABD since fall 2009, in progress)
3. Priti Sandhu – *Narratives of Self-Construction: Medium of Education as an Identity Construction Category for North-Indian Women* (chair Christina Higgins, ABD since spring 2008, in progress)

4. Jee Hyun Ma – *Autonomy, Competence, and Relatedness in L2 Learners' Task Motivation: A Self-Determination Theory Perspective* (chair Richard Schmidt, completed summer 2009)
5. Hye-sun Cho – *Exploring Critical Literacies and Social Identities with Linguistic Minority Undergraduates: A Participatory Action Research Study* (chair Kathryn Davis, completed fall 2008)
Recipient of the 2008 Outstanding Dissertation Award of the Second Language Research Special Interest Group of the American Educational Research Association (AERA)
6. Myong Hui Ko – *Evaluation and Development of a University English Reading Program in Korea* (chair Thom Hudson, completed fall 2008)
7. Dantao Su – *Why Passivize the Nonpassivizable? Conceptual Space, Argument Structure, and L1 Transfer in L2 Acquisition of English Unaccusatives* (co-chairs Robert Bley-Vroman & Ying-Che Li, completed fall 2008)
8. Marta González-Lloret – “*No me llames de usted, trátame de tú*”: *L2 Address Behavior Development through Synchronous Computer-Mediated Communication* (chair Gabriele Kasper, completed summer 2008)
9. Douglas Margolis – *Impacts of Oral Error Feedback in Korean University EFL Classrooms* (chair Graham Crookes, completed summer 2007)

Dissertation committee member at UH outside SLS

1. Shu-Ling Wu – *Learning to express motion events in L2 Chinese: A cognitive linguistic perspective* (member, East Asian Languages; chair Ying-Che Li, ABD since fall 2009, in progress)
2. Ying Zhou – *Willingness to Communicate in Learning Mandarin as a Third Language* (member, East Asian Languages; chair Tao-Chung Yao, ABD since spring 2009, in progress)
3. Sumi Chang – *Register variation in Korean: Alternating polite sentence endings* (member, East Asian Languages; chair Ho-Min Sohn, ABD since spring 2008, in progress)
4. Hye-Young Kwak (external member, Linguistics Department; chair William O’Grady, ABD since spring 2008, in progress)
5. Jun Nomura – *Japanese Postposing as an Indicator of Emerging Discourse Pragmatics* (external member Linguistics Department; co-chairs William O’Grady & Ann Peters, completed fall 2008)

Dissertation committee member outside UH

1. Karyn E. Mallett – *Educational language policy and the role of advocacy among English Language Professionals: An historical and case study analysis* (member; Purdue University English Department, co-chairs: Margie Berns & Tony Silva, completed fall 2008)
2. Heidi Vellenga – *Instructional effectiveness and interlanguage pragmatics* (outside member; Northern Arizona University English Department, chair Randi Reppen, completed spring 2008)
3. Safary Wa-Mbaleka – *A meta-analysis investigating the effects of reading on second language vocabulary learning* (outside member; Northern Arizona University College of Education; chair Norbert Francis; completed fall 2006)
4. Mary Katherine McKinnon – *Technologies, teacher, and texts: Negotiating English-as-a-foreign-language writing in two Taiwanese classrooms* (member; Northern Arizona University English Department, chair Mary McGroarty; completed summer 2003)
5. Kim McDonough (ad hoc member of Oral Comprehensive Exams Committee; Georgetown University Linguistics department; chair Alison Mackey; spring 2000)

External examiner

1. University of Auckland, Ph.D. thesis: Audra Motoko Akakura, *Effects of explicit instruction on implicit and explicit knowledge of the English article system* (2009, chair Jenefer Philp)
2. Ontario Institute for Studies in Education/University of Toronto, Ph.D. thesis: Louis S. C. Chen, *Shifting powers, mediating knowledge, and creating culture: A study of four students' online literacy practice for negotiating academic learning* (2007, chair Jim Cummins)
3. University of Melbourne, MA thesis: Maria Goretti Wong, *The Aspect Hypothesis: A longitudinal study of the acquisition of English tense-aspect morphology by 3 Chinese-speaking children* (2005, chair Carsten Roever)

4. Ontario Institute for Studies in Education/University of Toronto, Ph.D. thesis: Toshiyo Nabei, *Recasts in classroom interaction: A teacher's intention, learners' attention, and second language learning* (2002, chair Merrill Swain).

Master's thesis committee member

1. Hyang-Suk Song – *On the L2 acquisition of Korean wh- constructions with negative polarity items: Adult L2, child L2, and child L1 development* (chair Bonnie Schwartz, completed Spring 2008)

Master's Scholarly Paper, first reader

1. Sachiko Oishi – *Reconsideration of contrastive rhetoric: A case study of five Japanese ESL college students in an academic writing class* (spring 10, 2nd reader Bob Gibson)
2. Pascual Y. Diosdado – *Definitions and lexical signalers in undergraduate professorial lectures and EAP: A corpus study from political science and business administration at the University of Hawai'i at Manoa* (fall 09, 2nd reader Graham Crookes)
3. Tanny N. Tang – *The effectiveness of word-focused activities on vocabulary acquisition and retention* (fall 09, 2nd reader Thom Hudson)
4. Hoa Thi Vinh Le – *Personality and second language learning beliefs: Two sides of a coin?*(summer 09, 2nd reader JD Brown)
5. David Faulhaber – *Whatever you say!: Computer-assisted, form-driven feedback and the innocent interlocutor* (summer 09, 2nd reader John Norris)
6. Taeyoung Kim – *Korean L2 writers' previous writing experience: L1 literacy development in school* (spring 09, 2nd reader JD Brown). With honors, recipient of Henry Whitten Award.
7. Ju Young Min – *L1 Korean EFL learners' metalinguistic knowledge of non-generic uses of "the": A replication and extension of Liu & Gleason (2002)* (spring 09, 2nd reader Luca Onnis)
8. Ann Johnstun – *Teacher and student perceptions of second language writing feedback: A survey of six college ESL classes and their teachers* (spring 09, 2nd reader JD Brown)
9. Ky Nguyen – *Turning chatrooms into classrooms: Implications for second language teachers and learners* (fall 08, 2nd Reader: Graham Crookes)
10. Mathew Espinosa – *Let's play! Creativity and language play through L2 writing tasks* (fall 08, 2nd Reader: Robert Gibson)
11. Megumi Ise – *Can motivation have an impact on participation? A study of junior high school students in the Japanese EFL context* (fall 08, 2nd Reader: JD Brown)
12. BoSun Choi – *Recasts and uptake of in two ESL classes* (fall 08, 2nd Reader: Richard Schmidt)
13. Choongil Yoon – *Transfer of rhetorical organization? A within-subject exploration of Korean students' argumentative essays in Korean and English* (fall 08, 2nd Reader: Sandra McKay). With honors, recipient of Henry Whitten Award.
14. Castle Sinicrope – *Qualities as nouns: The emergence of grammatical metaphor in a longitudinal L2 German corpus* (summer 08, 2nd Reader: Richard Schmidt). With honors, recipient of Henry Whitten Award.
15. Yi-Jiun Shiung – *Exploring L2 vocabulary use: A corpus-driven investigation of near-synonyms in Taiwanese college essays* (spring 08, 2nd Reader: Robert Bley-Vroman)
16. Dan Brown – *Promoting grammar awareness with color-coded feedback in second language writing* (spring 08, 2nd Reader: John Norris)
17. Yun Deok Choi – *Corrective feedback and learner uptake across pedagogical purposes* (spring 08, 2nd Reader: Richard Schmidt)
18. Kevin Cancellaro - *The effects of intense indirect error correction on improving grammar in L2 writing* (fall 07, 2nd Reader: Robert Bley-Vroman)
19. Yong Hwan Kim – *Conceptualization of recasts and their operationalization in Second Language Acquisition: A systematic research synthesis* (summer 07, 2nd Reader: John Norris)
20. Daniel Silver & Kevin Gregorek – *A Spanish learner case study of language behaviors and the ideal L2 self* (summer 07, Co-First Reader: Richard Schmidt)
21. Mariko Yoshida – *From successful learner to artist: Self-positioning and L2 writing development* (fall 06, 2nd Reader: Christina Higgins)
22. Takako Yamaguchi – *Negotiated interaction in an information-gap and a conversational task: An analysis from two perspectives* (fall 06, 2nd Reader: John Norris)

23. Takashi Sugiyama – *The effectiveness of corrective feedback on L2 development: A study of teacher-learner recasts in the Japanese EFL classroom* (fall 06, 2nd Reader: John Norris)
24. Bonggi Sohn – *Implementation problems in the Korean CLT curriculum: Are teachers to blame?* (fall 06, 2nd Reader: Kathryn Davis)
25. Adam Pang – *A case of prompting self-assessment for adult ESL learners* (spring 06, 2nd Reader: Richard Day)
26. Naoko Mochizuki – *The effects of pre-task planning on focus on form and oral performance of high school EFL learners in Japan: Guided and unguided planning effects on the accurate use of relative clauses* (fall 05, 2nd Reader: JD Brown)
27. Chia-chen (Pamela) Cheng – *There is no standard way to struggle or succeed: Taiwanese students' stories learning to write in English* (fall 05, 2nd Reader: Kathryn Davis)
28. Kelly McClanahan – *Working through plagiarism and patchwriting: Three L2 writers navigating intertextual worlds* (fall 05, 2nd Reader: Graham Crookes)
29. Hye-Young Park - *What is the relationship between adult EAP students' motivation and their perceptions about teachers' motivational strategies? A survey-based investigation* (spring 05, 2nd Reader: John Norris)
30. Harold Chung – *Closing the theory-teaching gap: An observational study of input analysis* (spring 05, 2nd Reader: Kate Wolfe-Quintero)

Master's Scholarly Paper, second reader

1. Troy Rubesch – *From plagiarism to productivity: Proactive materials for the EAP writing classroom* (fall 09, 1st reader Graham Crookes)
2. Youngsil Oh – *Evaluation of interaction in online courses in a college English language program* (summer 09, 1st reader John Norris)
3. Sachiyo Kawanami & Kazuya Kawanami – *Evaluation of World Englishes among Japanese Junior and Senior High School Students* (spring 09, 1st reader Christina Higgins). With honors, recipient of Henry Whitten Award.
4. Atsumi Yamaguchi – *Finding a New Self in Chinese: A Narrative Analysis of Japanese Women's Study Abroad Experiences* (spring 09, 1st reader Christina Higgins)
5. Yun Seon Kim – *Academic Literacy Development and Agency: A Multilingual ESL Learner's Dialogic Interaction with the World* (fall 08, 1st reader Kathryn Davis)
6. Timothy Jordan – *Assessing the Current State of Commercial CALL software: A CALL materials evaluation for Rosetta Stone and Instant Immersion* (fall 08, 1st reader John Norris)
7. Benjamin Gilbert – *Film Making in the Second or Foreign Language Classroom* (fall 08, 1st reader Richard Day)
8. Myeong-Hyeon Kim – *The interpretation of the Korean pronoun ku "he" with regard to the quantifier nukunga "someone"* (summer 08, 1st reader Robert Bley-Vroman)
9. Leon Potter – *Building writing fluency through freewriting: Foreign-language writing in Thailand* (spring 08, 1st reader Richard Day)
10. Hakyoon Lee – *"I am a kirogi mother, so this is my job, not father's!": Education exodus and life transformation among Korean immigrant women* (spring 08, 1st reader Christina Higgins)
11. Emily Lam – *After the bell rings: An examination of technology, literacies, and identities during the after-school hours* (spring 08, 1st reader Kathryn Davis)
12. Hyeun Kim – *Studying the "second foreign language" (제2외국어, je 2oegukeo) in Korea: Choice, self-determination, and motivational orientation* (summer 07, 1st reader Richard Schmidt)
13. HaeJung Cho – *Fluency, lexical diversity, and selected syntactic features in L2 students' writing* (summer 07, 1st reader JD Brown)
14. Yurika Iwahori – *Extensive reading and rate: A study of high school students* (spring 2007, 1st reader Richard Day)
15. Miho Akiyama – *The Study of Free Voluntary Reading with Two Young Learners of English as a Second Language* (fall 06, 1st reader Richard Day)
16. David Royal – *Global issues, everyday actions* (fall 06, 1st reader Richard Day)
17. Saerhim Oh – *Investigating the relationship between fluency measures and second language writing placement test decisions* (fall 06, 1st reader John Norris)
18. Yuka Yamauchi – *Study abroad (ryugaku) as a space for negotiating identities: International after all?* (fall 06, 1st reader Christina Higgins)

19. Yumi Matsumoto – *Non-native speakers or Users of English as Lingua Franca?: Legitimate, successful, and cross-cultural communicators* (fall 06, 1st reader Christina Higgins)
20. Young Shin – *Bilingual Saturday: A content-based approach to teaching Korean as a heritage language* (spring 06, 1st reader JD Brown)
21. Ying Zhou – *The Effects of Inductive and Deductive Approaches on Learning a rule of Mandarin Grammar by Beginning-level Foreign Language Learners* (fall 05, 1st reader John Norris)
22. JeeHye Kim – *The Effects of the L1 and L2 proficiency on Korean/English College-level Readers' Reading Strategy Use: Using Think-aloud Protocols* (spring, 05, 1st reader Thom Hudson)
23. Mark Messer (fall 04, 1st reader Kate Wolfe-Quintero)

Advanced Graduate Certificate in SLS Scholarly Paper

1. Kimie Yamamoto – *Adult returnees' L2 Japanese attrition/retention: Oral fluency and productive lexicon* (fall 06, 2nd Reader: JD Brown)
2. Namhee Suk – *The feasibility of task-based language teaching in Korean EFL university contexts* (summer 05, 2nd Reader: John Norris)
3. Erik Voss - *Design and integration of CALL courseware into an existing EAP curriculum* (spring 06, 1st reader JD Brown)

Mentor for Master's Research Paper at Georgetown University

1. Deborah Winn – *A review of the effective use of computer assisted language learning in grammar instruction for second language learners of English* (Summer 00)
2. Vincent Salvadahn – *The use of English articles by Gujarati EFL learners* (Spring 00)
3. Yukiko Muraoka – *The role of oral output in the L2 acquisition of relative clauses in English* (Fall 99)

TEACHING ASSIGNMENTS

- *Second Language Acquisition* (MA-level core introduction to the field): Taught since 1999 once a semester/year at: University of Hawaii (UH), Northern Arizona University (NAU), Georgia State University (GSU), Georgetown University (GU)
- *Second Language Writing* (MA-level elective introduction to teaching and research): Taught every fall at UH since 2004
- *Meta-analysis and Research Synthesis in Applied Linguistics* (doctoral-level seminar): Taught at NAU in spring 2003 and at UH every other spring (2006, 2008, 2010)
- *CHILDES and Language Learner* (doctoral-level seminar): Taught at UH every other spring (2007, 2009).
- *Error Correction* (doctoral-level seminar): Taught at UH fall 2008
- *Pedagogical Grammar* (MA-level elective course): Taught at GU in 1999 and NAU in 2003
- *Research Methods* (MA-level core course for Applied Linguistics track): Taught at NAU in 2003
- *Interlanguage Development* (doctoral-level seminar): Taught at GU in 2000
- *Introduction to Linguistics*: Taught at UH (at undergraduate level) in 1996 and NAU (as MA-level core course) in 2002
- *Introduction to Psycholinguistics*: Taught at GU in 1999 (undergraduate level, cross-listed with Psychology)

INSTITUTIONAL SERVICE

I. University of Hawai'i at Mānoa, 2004-present

Service to the Department of Second Language Studies

- Chair of Doctoral Admissions Committee (appointed, fall 2008-2010)
- Member of Doctoral Admissions Committee (appointed, 2004-2008)
- SLS Thursday Lecture Series convener (2007-2009)
- Chair of Search Committee for assistant professor in technology and language learning (fall 2008)
- Chair of Search Committee for assistant professor in technology and language learning (fall 2007)

- Chair of Search Committee for assistant professor in technology/young learners/writing (fall 2006)
- Member of PhD Policy Committee (appointed, 2004-to date)
- Departmental Policy and Planning Committee Member (elected, August 2004 through June 2006, re-elected August 2006 through June 2008; all SLS faculty are member since 2008)
- Interim Visiting Colleague Program Coordinator (spring 2005)
- Scholarly Paper Coordinator (2004-2005)

Service to the University

- Member of the General Education Board, Writing Focus (appointed by the Senate's Executive Committee, 2008-2010)
- Panelist on the Faculty Panel at the New Faculty Orientation (fall 2006 orientation, 2006; fall 2007 orientation, 2007; spring 2008 orientation, 2008), Center for Teaching Excellence.
- Member of the 2005 New Faculty Orientation Planning Group (summer 2005; orientation August 17-18, 2005), Center for Teaching Excellence.

II. Northern Arizona University, 2002-2004

Student service

- Advisor for Writing Requirement Paper for 5 students in 2002-2003: Sami Al-Wossabi, Marcela López, Janna Reuter, Katherine Strivings, Kerri Quinn.
- Dissertation chair: Casey Keck (2003-2004).
- Independent Study: Nicole Tracy- *A multi-method study of teaching tense and aspect in a Spanish classroom* (Spring 2003); Casey Keck- *Noticing the gap in a multistage paraphrasing task* (Spring 2004).

Service to the English Department

- Library Liaison, 2003-2004 (appointed).
- Member of the Rhetoric & Composition Curriculum Committee, 2002-2003 (appointed).
- Faculty advisor to the 2003 7th English Graduate Symposium Organizing Committee (appointed).
- Departmental 2001-2003 assessment reports of (a) MA and PhD Comprehensive Exams; (b) graduate student presentations and publications; and (c) MA application and admission patterns (volunteered).
- Brown Bag Talk Series in Applied Linguistics (2002-2004, volunteered).
- Founder and administrator of *teslalist-l*, the e-mail distribution list of all graduate students in applied linguistics and TESL in the English Department at NAU (2002-2004, volunteered).

Service to the College of Arts & Sciences

- External Member of Modern Languages Department Search Committee for assistant professor in Spanish SLA (Fall 2003).

III. Georgia State University, 2000-2002

Student service

- First Reader of Master's Research Papers for 15 students:
 Fall 2002: John Mullens
 Spring 2002: Jawdat Audeh, Valerie Howard, Elizabeth Hurst, Prayma Letchumanan, Joanna Morgan, Mary Rainey, Jonathan Smith, Wenxin Wang, Keena Welch
 Fall 2001: Christian Gallie, Todd Godwin, Bado Ourega, Audrey Murray, Jason Rhodes
- Second Reader of Master's Research Papers for 7 students:
 Spring 2002: Chris Carpenter, Ana Karina Menezes
 Fall 2001: Robin Josephs, Brian Schanding, Holly Josephs, Maura Nicholson, Joseph Sheenan

- Doctoral dissertation external committee member in 2001-2002: Yesim Canga-Ozbarlas, *The bilingual lexicon*, Doctoral Program in Education, Language, and Literacy, School of Education.
- Independent Study: Tova Cohen- *Culture-based curriculum development project for L2 Hebrew* (Spring 2002); Holly Josephs- *Action research at the intersection between education and ESL* (Fall 2001); Jason Rhodes- *Freirean critical pedagogy and its implementation in a Korean EFL context* (Summer 2001); Melanie Ruefli- *Action research as a tool for professional empowerment* (Summer 2001).

Service to the Department of Applied Linguistics & ESL

- TESL Graduate Program - Intensive English Program Academic Liaison, 2000-2002 (mentored Graduate Teaching Assistants, formally observed TAs and full-time instructors, advised on curriculum and research in IEP).
- Member of Development of New PhD Program in Applied Linguistics Group, 2000-2002.
- Member of the Bachelor of Interdisciplinary Studies Degree Program Development Committee, Department of Applied Linguistics and ESL, 2001-2002.
- Member of Recruitment Committee (elected), Department of Applied Linguistics and ESL, 2001-2002.
- Member of the Executive Committee (elected), Department of Applied Linguistics and ESL, 2000-2001.
- Member of Search Committee for two assistant/associate professor positions in applied linguistics, Department of Applied Linguistics and ESL, Spring 2002.
- Member of Search Committee for sociolinguistics/L2 writing position, Department of Applied Linguistics and ESL, Spring 2001.
- Member of the Participation in IEP and ESL Classes Committee, Department of Applied Linguistics and ESL, 2000-2002.
- Member of the Intensive English Program Curriculum Committee, Department of Applied Linguistics and ESL, 2000-2002.

Service to the College of Arts & Sciences

- Member of the Steering Committee for Center for Latin American and Latino Studies, 2000- 2001 and fall 2001.

LANGUAGES

- Spanish (native language)
- English (near-native language ability)
- Modern Greek (near-native language ability. Advanced Level Certificate from the Institute of Modern Greek Studies at the Aristotle University of Thessaloniki, Thessaloniki, 1987; Diploma in Modern Greek by the Spanish State School of Languages, Madrid 1992)
- German (advanced language ability. Großes Sprachdiplom Goethe-Institut, 1991)
- Latin (three years in high school and four years in college)
- Ancient Greek (two years in high school and four years in college)
- Indo-European (one year in college)
- Hawaiian (audited two semesters at the University of Hawai'i)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- AAAL (American Association for Applied Linguistics)
- AILA (International Association of Applied Linguistics)
- TESOL (Teachers of English to Speakers of Other Languages)
- AERA (American Educational Research Association)
- ISLS (International Society for Language Studies, founding member)
- IPrA (International Pragmatics Association, 1992-2002)
- ASPE (Asociación de Profesores de Español e Hispanistas en Grecia, founding member, 1991-1994)