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 108: Accelerated First-Year Composition

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, 2003/20004, 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, 2020/2021, 2021/2022

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 translingualism 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, 2021). 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. Singapore: Springer.

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. Kirszner, & 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. (2020). Doctoral study in second language writing studies in the United States: Some Chinese students’ perspectives. Chinese Journal of Second Language Writing, 1(1). 1-17.

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)](http://www.sciencedirect.com/science/article/pii/S1060374312000471). 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

Wang, Z., & Silva, T. (2021). Introduction: Reconciling Translingualism and Second Language Writing. In T. Silva and Z. Wang (Eds.), Reconciling Translingualism and Second Language Writing (pp. 1-10): New York, NY: Routledge.

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., Wang, Z., & Lucas, K. (2019-2021). 54, 1-15; 53, 1-13; 52, 1-11; 51, 1-2; 50, 1-12; 49, 1-11; 48, 1-11; 47, 1-11; 46, 1-12; 45, 93-104

Silva, T., Yang, K., & Wang, Z. (2017-2019). 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 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. (2021). Developing an understanding of translingual writing: A resource for graduate educators. **ERIC Document** 610526.

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

Multilingual writers’ literacy practices and the promises and perils of translingual pedagogy (with Hadi Banat, Zhaozhe Wang, & Qianqian Zhang-Wu). Conference on College Composition and Communication (CCCC), March – 10-13, 2022, Online.

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. 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

Translingualism and second language writing (Online presentation). Symposium on Second Language Writing in China, August 12, 2022, Center for L2 Writing Teaching and Research at Shandong University, Jinan, China.

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 (55)

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

Hadi Banat (SLS,2020) Assessing intercultural competence in writing programs through linked courses

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

Yue Chen (SLS, 2021) A Synthesis of L2W Studies in the People's Republic of China between 1949 and 2018

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

Kyle Lucas (SLS, 2022) The structure of philosophical discourse

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

Kenny Tanemura (SLS, 2021) A multigenerational study of Japanese American heritage language learners of

Japanese

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

Phuong Minh Tran (SLS, 2021) Developing a multicultural reader for first year writing courses: A backward

design approach

Parva Panahi Lazarjani (SLS, 2022) Exploring teacher education in writing programs through the lens of Culturally

Relevant Pedagogy

Ashley Velázquez (SLS, 2019) What’s the ‘problem’ statement? An investigation of problem-based writing in

a first year engineering program.

Zhaozhe Wang (SLS, 2021) Doing difference differently: International multilingual writers’ literacy

practices of difference

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 (13)

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

Shyam Pandey (SLS, 2022) Multimodal composition in technical and professional communication:

Transnational writers in the COVID and post-COVID period

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 (90)

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: Indicies 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

Katsuhiro 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

Nancy Kauper (SLS, 2012) Development and implementation of an ESL classroom assessment of face-to-

Face conversational interaction

Sung-ae Kim (EDCI, 2021) Emergent bilinguals’ language and literacy use across different contexts

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

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 Madhaven (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 Palaiologos (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

Ji-young Shin (SLS, 2021) Towards optimal measurement and theoretical grounding of L2 elicited

Imitation: Examining scales, (mis)fits, and prompt features from item response

theory and random forest perspectives

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

Sharareh Taghizadeh Vahed (SLS, 2021) The use of language proficiency test scores in graduate admissions

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 (9)

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

and online tutoring of student writers

### JongKyung Park (SLS, 2014) [The multidimensional prospects for L2 English legal writing](https://search-proquest-com.ezproxy.lib.purdue.edu/dissertations/docview/1665304780/756502193CB48D1PQ/1?accountid=13360)

Samantha Sansavere (RC, 2001) A prophetic reading of Ally McBeal

e. Member of master's committee (37)

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 communicated (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**

Curtis Jewell (SLS, 2021) CHamoru uncertainty: Revitalization rhetoric in decolonial settings

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

Masaki Minobe (SLC, 2021) An attempt to help learners of Japanese construct their ideal L2 self

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 Volume 54 (2021)]

Chinese Journal of Journal Second Language Writing

Special Advisor (2020-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 liaisoning 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; liaisoning with the Assistant Head of the English Department; coordinating curriculum revisions, additions, and deletions; distributing course flyers; and liaisoning with the Graduate School. Admissions: managing applicant files; coordinating results; liaisoning 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 internationals 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